

ALIGNING PRIVATE HIGHER EDUCATION WITH THE NEEDS OF THE LOCAL TOURISM INDUSTRY

BY

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ABSTRACT

There is a considerable gap between what is provided by tourism education providers and the needs expressed by the industry. Literature pertaining to private higher education institutions based in KwaZulu-Natal (KZN) curriculum provision is very limited. Therefore, this study sought to determine whether tourism qualifications offered at registered private higher education institutions in KZN are aligned with the needs of the local tourism industry.

This study accordingly identified and investigated the gaps between the needs of the local tourism industry and the core tourism curriculum offered at private institutions. In addition, the study closely examined the curricula offered by analysing and comparing the similarities and differences between the tourism curriculums of each private institution. In order to provide solutions and recommendations for future curriculum development, stakeholder's views on what a tourism curriculum offered at private higher education institutions should entail was evaluated.

Respondents comprised of managers from selected sectors of the local tourism industry, tourism graduates, tourism curriculum designers and tourism academics of the selected private higher education institutions. To achieve the first and third objective, a mixed-methods approach was adapted. This empirical study utilised electronic surveys to obtain a sample of 164 participants. A document analysis entailing thematic analysis was also compiled to address the second objective.

The findings revealed that there are more similarities amongst the education providers' formal curriculum content than differences. However, the tourism curricula on offer by all the sampled private higher education institutions were observed not to align with the needs of the local tourism industry. Therefore, this study identified numerous gaps between the needs of the local tourism industry and the provisions by private higher education institutions. The misalignment was found to be attributable to multiple factors for which recommendations are made.

DECLARATION

Unless otherwise stated, this submission is my own independent work/investigation. Other sources are acknowledged and explicitly referenced. This work has not been submitted for any other Degree at a university.

Signature: _____

Date: _____

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TABLE OF CONTENTS

ABSTRACT	i
DECLARATION.....	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF FIGURES.....	xiii
LIST OF TABLES.....	xv
LIST OF APPENDICES.....	xvi
LIST OF DEFINITIONS	xviii
CHAPTER 1: INTRODUCTION	1
1.1. Preamble.....	1
1.2. Background to the study.	1
1.3. Problem statement.....	2
1.4. Aim and the objectives of the study.....	3
1.5. The rationale for the study	4
1.6. Conceptual framework	5
1.6. Delimitations and limitations of the study	5
1.7. Structure of the dissertation	6
CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK.....	8
2.1. Introduction	8
2.2. Human capital development in tourism	8
2.3. The significance of competent human resources in the tourism industry	10
2.4. The development of tourism competencies in South Africa	10
2.5. The evolution of tourism education	12
2.6. Problems associated with tourism education	14
2.7. Competencies required by the tourism industry for graduate employees.....	16

2.8. The void between tourism education and the tourism industry	18
2.9. Curriculum – A complex definition.....	19
2.10. The different dimensions of a curriculum	20
2.11. Principles guiding tourism curriculum development	21
2.11.1 Dredge <i>et al.</i> 's elements to inform curricula design	21
2.11.2. Wattanacharoensil's tourism curriculum for global development	22
2.11.3. Bhardwaj <i>et al.</i> 's areas to consider for tourism curricula.....	24
2.11.4. Airey and Tribe's Curriculum Space	25
2.11.5. Tribe's paradigms for curriculum design	27
2.12. Designing learning areas for tourism curricula	27
2.12.1. Essential skills	28
2.12.2. Knowledge areas	29
2.13. Overcoming tourism curriculum issues	29
2.14. Tourism education in South Africa	32
2.14.1. The importance of education in the South African tourism industry ...	32
2.14.2. Provision of tourism education in South Africa	32
2.15. Private higher education in South Africa	33
2.15.1. The Council of Higher Education.....	34
2.15.2. The Higher Education Quality Committee.....	34
2.15.3. The South African Qualifications Authority	35
2.15.3.1. SAQA Critical Cross- field Outcomes	35
2.15.4. The National Qualifications Framework	36
2.16. Chapter summary	37
CHAPTER 3: RESEARCH METHODOLOGY	38
3.1. Introduction	38
3.2. Research design	38
3.2.1. The survey study	39

3.2.2. The document analysis study	40
3.3. The sampling frame.	40
3.3.1. Private higher education institutions in KZN offering tourism related diplomas	40
3.3.2. The local tourism industry	41
3.4. Population and sample selection.....	42
3.4.1. Tourism curriculum designers.....	42
3.4.1.1. Population of tourism curriculum designers	42
3.4.1.2. Selection of tourism curriculum designers' sample	42
3.4.2. Tourism academics	43
3.4.2.1. Population of tourism academics.....	43
3.4.2.2. Selection of tourism academics sample.....	43
3.4.3. Tourism graduates.....	43
3.4.3.1. Population of tourism graduates.....	43
3.4.3.2. Selection of tourism graduates sample.....	44
3.4.4. Managers from the local tourism industry	44
3.4.4.1. Population of tourism managers.....	45
3.4.4.2. Selection of tourism managers' sample	45
3.5. Data collection, design and analysis	46
3.5.1. The document analysis.....	46
3.5.1.1. Design of the document and thematic analysis study	46
3.5.2. The survey study	47
3.5.2.1 Instrument design	48
3.5.2.2. Data analysis for the survey study.....	50
3.6. Ethical considerations	50
3.7. The pilot study.....	51
3.8. Challenges encountered during the distribution of the electronic survey	52

3.9. Reliability and validity measures	52
3.9.1. Reliability	52
3.9.2 Validity	53
3.10. Chapter summary.....	54
CHAPTER 4: PRESENTATION OF FINDINGS	55
4.1. Introduction	55
4.2. Response rate and profile of respondents	55
4.2.1. Tourism academics groupings.....	56
4.2.2. Tourism graduates.....	57
4.2.2.1. Grouping of tourism graduates according to the education providers	57
4.2.2.2. Employment areas of tourism graduates	58
4.2.2.3. Graduates not included in this study.....	59
4.3. The survey study results	60
4.3.1. The preparation of tourism curricula to train graduates for the realities of the tourism industry	60
4.3.2. Tourism industry and curriculum involvement	61
4.3.3. The tourism industry's contribution to curricula	61
4.3.4. Tourism industry's familiarity with tourism curricula.....	62
4.3.5. The inclusion of the tourism industry during curriculum development .	62
4.3.6. Describing the tourism curriculum offered	63
4.3.7. Alignment with industry needs	64
4.3.7.1. Actions undertaken by the institutions to close the industry gaps.....	64
4.3.8. Information technology	65
4.3.8.1. Information technology offered by institutions	65
4.3.8.2. Information technology provisions to meet industry needs	66
4.3.9. Industry's technical requirements	66
4.3.9.1 The local tourism industry's technical requests	67

4.3.9.2 Graduates ability to utilise technical capabilities.....	67
4.3.10. Work Integrated Learning.....	68
4.3.10.1. The significance of WIL.....	68
4.3.10.2. Institutions' provisions for WIL.....	68
4.3.10.3. Industry acceptance of students engaging in WIL.....	69
4.3.11. The local tourism industries hiring of tourism graduates.....	69
4.3.12. Tourism sectors included in the tourism curricula.....	70
4.3.12.1. Tourism sectors that are desired in tourism curricula.....	70
4.3.13. Leading employers for tourism graduates.....	71
4.3.14. Entry level skills required by graduates.....	71
4.3.14.1. Graduates attainment of skills.....	72
4.3.15. The frequency of institution's curriculum evaluation.....	73
4.3.16. Tourism industry managers' satisfaction with graduate skills.....	74
4.3.17. Essential learning areas in tourism curricula.....	74
4.3.18. The entry level job functions of tourism graduates.....	75
4.4. Transferred and expected competences.....	76
4.4.1. General employability skills.....	77
4.4.1.1. Communication skills.....	77
4.4.1.2. Professionalism.....	78
4.4.1.3. Analytical capabilities.....	79
4.4.1.4. Degree of computer literacy.....	79
4.4.1.5. Conceptual thinking.....	80
4.4.1.6. Customer service.....	81
4.4.1.7. Pearsons Chi square test.....	82
4.4.2. Travel agency related technical competencies.....	83
4.4.2.1. Global Distribution Systems competence.....	83
4.4.2.2. Selling capabilities.....	84

4.4.2.3. Ability to speak foreign languages	84
4.4.2.4. Ticketing and fares	85
4.4.2.5. Ability to develop of travel packages	86
4.4.2.6. Basic numeracy competence.....	86
4.4.2.7. Pearsons Chi square test	87
4.4.3. Tour guide related technical skills.....	88
4.4.3.1. Public speaking and narration	88
4.4.3.2. Degree of problem solving competence	88
4.4.3.3. Knowledge on world destinations, attractions and history	89
4.4.3.4. Skills to relate to people of different cultures	90
4.4.3.5. Pearsons Chi square test	91
4.4.4. Event management related technical skills.....	91
4.4.4.1. Logistics.....	91
4.4.4.2. Utilising social media	92
4.4.4.3. Advertising and marketing skills	92
4.4.4.4. Pearsons Chi square test	93
4.4.5. Car hire agent related skills	94
4.4.5.1. Administration skills	94
4.4.5.2. Business management	94
4.4.5.3. Pearson Chi square test	95
4.5. Reliability test.....	96
4.6. The document analysis study.....	96
4.6.1. The similarities in education providers' formal curriculum.....	96
4.6.2. Unique themes in the formal curriculum	98
4.7. Chapter summary.....	99
CHAPTER 5: DISCUSSION	100
5.1. Introduction	100

5.2. Achievement of study's objectives	100
5.3. Objective One	100
5.3.1. Ineffectiveness of tourism curricula	101
5.3.1.1. Uncovering curricula gaps	101
5.3.2. The absence of industry participation	104
5.3.3. A theory based curriculum	104
5.3.4. Non alignment of tourism qualifications	105
5.3.5. A travel related curriculum	107
5.3.6. Information technology gaps.....	108
5.3.6.1. Internet usage.....	108
5.3.6.2. Global Distribution Systems (GDS) knowledge and skills.....	109
5.3.6.3. End User Computing	110
5.3.6.4. Microsoft suite	111
5.3.6.5. Social media usage	112
5.3.6.6. Information technology ineffectively addressed in curricula.....	112
5.3.7. Work Integrated Learning (WIL)	113
5.3.7.1. Institutions' Work Integrated Learning (WIL) provisions.....	113
5.3.7.2. Casual approach to Work Integrated Learning (WIL)	114
5.3.8. Industry needed competencies and tourism curricula.....	115
5.3.8.1. Soft and employability skills.....	115
5.3.8.1.1. Communication skills	116
5.3.8.1.2. Customer service knowledge and skills	116
5.3.8.1.3. Problem solving capabilities	117
5.3.8.1.4. Leadership competencies.....	117
5.3.8.1.5. Advertising and marketing knowledge and skills	118

5.3.8.1.6. Business management knowledge and skills	118
5.3.8.1.7. Higher order competencies.....	119
5.3.8.2. Sectorial technical expectations	119
5.3.8.2.1. Essential competencies for the travel agency.....	119
5.3.8.2.2 Essential competencies for tour guiding	121
5.3.8.2.3. Essential competencies for the events industry	122
5.3.8.2.4. Essential competencies for the car hire agency	123
5.3.9. Dissatisfaction with graduates' skill levels	124
5.3.9.1. Tourism academic's view.....	124
5.3.9.2. Industry's view	124
5.3.10. Graduates competencies in comparison to graduates job functions	125
5.3.11. Curriculum monitoring and evaluation	126
5.3.12. Overview of Objective One	126
5.4. Objective Two	127
5.4.1. The title of the qualification	127
5.4.2. The NQF level and qualification credits	128
5.4.3. The purpose of the qualifications.....	128
5.4.4 The rationale for the qualifications.....	129
5.4.5. The focal areas of the qualifications	130
5.4.6. Modules that frame the qualifications	131
5.4.6.1. Common modules amongst the education providers'	131
5.4.6.2. Unique modules offered by the education providers'	140
5.4.7. Overview of Objective Two	141
5.5. Objective Three.....	142
5.5.1. Comparison of stakeholders' views for tourism curricula additions....	142

5.5.2. Focal areas for private higher education institutions' curricula	147
5.5.2.1. Curricula should reflect industry needs	148
5.5.2.2. Practical experiences as a requisite for tourism curricula	148
5.5.2.3. Private higher education and tourism industry collaboration.....	149
5.5.2.3.1. Heightened engagement between private higher education providers and industry	149
5.5.2.3.2. Long term partnerships between industry and education institutions.....	150
5.5.2.4. Enhancement of syllabus on offer	150
5.5.2.4.1. Inquiries for WIL	150
5.5.2.4.2. Up to date applied knowledge	151
5.5.2.4.3. Appeals for the delivery of improved communication skills.....	152
5.5.2.4.4. Enhancement of soft skills generation	153
5.5.2.4.5. Expansion of information technology competencies	153
5.5.2.4.6. Advancing customer service and business management competencies	154
5.5.3. Overview of Objective Three	154
5.6. Chapter Summary	155
CHAPTER 6: IMPLICATIONS AND RECOMMENDATIONS	156
6.1. Introduction	156
6.2. Conclusion and Recommendations.....	156
6.2.1. Industry integration	157
6.2.2. Extension of practical learning.....	158
6.2.3. Relevant stakeholder participation.....	158
6.2.4. Overcoming missing workplace skills and knowledge	159
6.2.5. The outcomes of the thematic analysis	161

6.3. Delimitations and limitations of this study.....	162
6.3.1. The delimitations recognised for this study.....	162
6.3.2. The limitations encountered in this study.....	162
6.4. Implications for future research.....	163
6.4. Concluding comments.....	164
REFERENCES	165

LIST OF FIGURES

Figure 1: Conceptual framework	5
Figure 2: Curriculum framework for a tourism programme.....	23
Figure 3: Curriculum Space Theory	26
Figure 4: Tourism academics employed in the education institutions	57
Figure 5: Tourism graduate participants	58
Figure 6: Percentage of graduates hired by different sectors	58
Figure 7: Graduates whose responses were not admitted into the study	59
Figure 8: Response of stakeholders about the degree to which curricula prepared graduates.....	60
Figure 9: Response of stakeholders about whether members of the tourism industry should make inputs into curriculum design	61
Figure 10: The industry input in tourism curricula	61
Figure 11: Industries knowledge on tourism curricula offered.....	62
Figure 12: The degree to which industry participates in tourism curricula	63
Figure 13: The manner in which respondents describe the tourism curricula	63
Figure 14: Non alignment of tourism qualifications	64
Figure 15: Education provider' information technology offerings.....	65
Figure 16: Alignment with industries' information technology needs	66
Figure 17: Graduates ability to utilise industries technical related requirements...	67
Figure 18: The degree to which the tourism industry employs tourism graduates	69
Figure 19: Tourism sectors incorporated in curricula	70
Figure 20: Essential competences required for graduates	72
Figure 21: Graduates attainment of entry level skills	73
Figure 22: Responses on how often the tourism curricula is reviewed	73
Figure 23: Non-approval of graduate competencies	74
Figure 24: Job functions of tourism graduates in the tourism industry	76

Figure 25: Communication competency.....	77
Figure 26: Professional competency.....	78
Figure 27: Analytical skills.....	79
Figure 28: Computer usage skills.....	80
Figure 29: Conceptual thinking skills.....	81
Figure 30: Customer service competency.....	82
Figure 31: GDS skills.....	83
Figure 32: Sales ability.....	84
Figure 33: Foreign language skills.....	85
Figure 34: Ticketing and fares competencies.....	85
Figure 35: Development of travel packages.....	86
Figure 36: Basic numeracy skills.....	87
Figure 37: Public speaking and narration skills.....	88
Figure 38: Problem solving skills.....	89
Figure 39: Knowledge on world destinations, attractions and history.....	89
Figure 40: Relating to different cultures.....	90
Figure 41: Logistical comprehension.....	91
Figure 42: Social media competency.....	92
Figure 43: Advertising and marketing competency.....	93
Figure 44: Basic administration proficiency.....	94
Figure 45: Business management competency.....	95

LIST OF TABLES

Table 1: Global Tourism Figures	9
Table 2: Basic competencies required by the tourism industry	17
Table 3: Participating private higher education institutions	41
Table 4: Total population and sample size of selected tourism industries	45
Table 5: Respondents groupings	56
Table 6: Measures to meet industry needs	65
Table 7: Industries technical requirements.....	67
Table 8: Significance attached to WIL.....	68
Table 9: Preferred tourism curricula sectors	71
Table 10: Tourism graduates principle employers as per the tourism academics.	71
Table 11: Stakeholders perceptions on curricula necessities.....	75
Table 12: Chi square test for general employability skills.....	82
Table 13: Chi square test for travel agency skills.....	87
Table 14: Chi square test and tour guiding skills.....	91
Table15: Chi square test and event management skills.....	93
Table 16: Chi square test and car hire agent skills	95
Table 17: Testing reliability	96
Table 18: Summary of similar learning areas in curriculum content.....	97
Table 19: Summary of exclusive elements in the education providers' curriculum content	98

LIST OF APPENDICES

Appendix 1: Occupations available in the field of travel and tourism	176
Appendix 2: Core body of knowledge for tourism.....	177
Appendix 3: Consent letter for the electronic survey	178
Appendix 4: Tourism academic electronic survey	180
Appendix 5: Curriculum designer electronic survey	189
Appendix 6: Tourism graduate electronic survey	198
Appendix 7: Travel agent manager electronic survey	206
Appendix 8: Tour guide manager electronic survey	214
Appendix 9: Car hire agent manger electronic survey.....	221
Appendix 10: Event manager electronic survey	228
Appendix 11: Additional Likert scale items.....	235
Appendix 12: Curriculum designers' perceptions on whether their curriculum prepares graduates for the industry	253
Appendix 13: Tourism academics perceptions on whether curricula prepared graduates for the industry	253
Appendix 14: Tourism academics employment tenure within the institutions.....	254
Appendix 15: Tourism graduates perceptions on whether curricula prepared them for the industry	255
Appendix 16: Graduates views on why the tourism curriculum did not prepare them for the industry	255
Appendix 17: Chi square test –Stakeholders and their responses on tourism curricula's ability to prepare graduates for the realities of the tourism industry ...	256
Appendix 18: Tourism academics perceptions on whether industry assistance is incorporated in their curricula.....	256
Appendix 19: Chi square test- Respondents and their views on whether qualifications are aligned to industry needs	257
Appendix 20: Curriculum designers views on whether the tourism qualification is aligned to industry needs	257
Appendix 21: Tourism academics opinions on their curriculum and alignment to industry needs.....	258

Appendix 22: Cross tabulation- Tourism academics and information technology offered by the institutions	259
Appendix 23: Cross tabulation - Curriculum designer and information technology offered by the institution	259
Appendix 24: Tourism academics observations on whether their curriculum incorporates WIL.....	260
Appendix 25: Curriculum designers views on whether their curriculum encompasses WIL	260
Appendix 26: Comparison of the skills listed by the tourism academics and job functions indicated by tourism graduates	261
Appendix 27: Thematic document analysis of the institutions formal curricula....	262
Appendix 28: A comparison of the education providers' curricula.....	281
Appendix 29: A comparison of the stakeholders' perceptions on inclusions for the formal tourism curricula of private institutions	284

LIST OF DEFINITIONS EMPLOYED IN THIS STUDY

Attitude- a way of thinking or feeling about something (The Oxford Dictionary Online 2015).

Competencies- a combination of knowledge, skills, attitudes or abilities (Mossenlechner and Zehrer 2009:163).

Curriculum- learning experiences provided to students so that they can obtain skills and knowledge required for the intended sector (Wang 2008:19).

Direct employment – employment which is generated in the tourism industry. For example hotels, restaurants, tour companies (Sharpley and Telfer 2014:25).

Employability skills- set of achievements, understandings and personal attributes that assist individuals to gain employment and be more prosperous in their occupation (Sharma 2012).

Higher education - means all learning programmes leading to a qualification that meets the requirements of the Higher Education Qualifications Framework (HEQF) (South African Qualifications Authority (SAQA) 2015).

Indirect employment – people working in activities that are at times dependent on tourism and less dependent but still benefits from tourism. For example construction workers, doctors working in hotels (Sharpley and Telfer 2014:25).

Induced employment – additionally employment resulting from the of the tourism multiplier (Sharpley and Telfer 2014:25).

Knowledge - facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject (The Oxford Dictionary Online 2015)

Level descriptor - statement describing learning achievement at a particular level of the National Qualifications Framework (NQF) that provides a broad indication of the

types of learning outcomes and assessment criteria that are appropriate to a qualification at that level (SAQA 2013:5).

Qualification - a planned combination of learning outcomes with a defined purpose or purposes, intended to provide qualifying learners with applied competence and a basis for further learning (SAQA 2015).

Quality assurance - is the systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained (United Nations Educational, Scientific and Cultural Organization (UNESCO) 2015).

Paradigm - a typical example or pattern of something; a pattern or model (Tribe *et al.* 2015:29).

Pedagogy - the method and practice of teaching, especially as an academic subject or theoretical concept (The Oxford Dictionary Online 2015).

Perception- The way in which something is regarded, understood, or interpreted (The Oxford Dictionary Online 2015).

Skill- ability or expertise to do something (The Oxford Dictionary Online 2015).

Soft skills- a collection of personality behaviours, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people (Sharma 2012).

Stakeholders- person/group that have similar interest or concerns (Donina and Luka 2014:332).

Tourism employment - combination of all direct, indirect and induced employment resulting from the tourism industry (Sharpley and Telfer 2014:25).

CHAPTER 1

INTRODUCTION

1.1. Preamble

South Africa is a land with abundant natural resources that supports its emerging tourism industry. However, South Africa's skill shortages have been criticised for being a key factor preventing the country from achieving its tourism growth potential (Page and Connell 2009:20). According to, Stephan *et al.* (2014:8) South Africa has a global general education ranking of 138th of 144 countries. Hence, the author suggests that students who graduate with a qualification do not necessarily have the skills required by the industry. It is most likely that arising from these gaps, the White Paper on Tourism (South Africa 1996:1) reports that providing appropriate tourism education and training is one of South Africa's greatest deficiencies.

The government created National Development Plan (NDP) highlighted, improving the quality of education in the South Africa as one of its key mandates (South Africa 2013:1). However according to, Badsha and Cloete (2011:12) such undertakings can only be successful if education providers and the industry work together to develop programmes that addresses the needs of the sector. Several researchers further support this partnership as a solution for the skill gap that faces the country (Zwane *et al.* 2014:6; Swart 2013:27; Lowden *et al.* 2011:12; Wang 2008:22; Airey and Tribe 2006:422). Accordingly, from a tourism education perspective, the purpose of this study is to determine whether tourism qualifications offered at registered private higher education institutions in KZN, are aligned with the needs of the local tourism industry.

1.2. Background to the study

Globally, tourism is estimated to contribute US\$ 2 trillion to the gross domestic profit (GDP) and 100 million jobs (World Travel and Tourism Council (WTTC) 2015). In addition, it has a significant influence locally mainly through its pivotal role to the

economy of South Africa. The WTTC (2015) reports that the tourism industry contributes ZAR315.4 billion to the country's GDP and has the capacity to create jobs. The magnitude of the tourism industry is immense as it can be a driver of economic growth and development as well as stimulate global economic recovery (National Department of Tourism (NDT) 2012:1). Hence, Jugmohan (2009:2) advises that the value of tourism cannot be underestimated, accordingly, for the industry to prosper, it is vital that world class services are provided to meet tourists needs. In order to provide quality services to visitors; the tourism industry requires quality human resources (Vassallo 2010:23). According to, Bamford (2012:21), Cathy (2011:45) and (Wang 2008:6) quality human resources can only be achieved by providing appropriate tourism education to those involved in the industry.

However, tourism education has faced many problems over the years. Airey and Tribe (2006:48) claim that in the past tourism was not viewed as a credible area of study and regarded as imprecise. In addition, tourism education is perceived to be made up of a great number of other disciplines, thus lacking its own intellectual property (Wang 2008:33). As a result tourism qualifications also tend to be generic rather than specialised (Wattanacharoensil 2014:10; Breytenbach 2010:60). Criticisms of tourism education still exist as there is no real agreement between government, industry members, researchers and academics on the composition and how to approach this sector (Dredge *et al.* 2014:254; Pan and Jamnia 2014:38). Furthermore, current literature focusing on tourism education providers' misalignment to the tourism industry requirements is growing (Pan and Jamnia 2014: 38; Zwane *et al.* 2013; Swart 2013:39; Owusu-Mintah and Kissi 2012:521; Bamford 2012:45; Jugmohan 2009: 103; Wang 2008:5).

1.3. Problem Statement

There seems to be a considerable gap between what is provided by tourism education establishments and the needs expressed by the industry (Owusu-Mintah and Kissi 2012:521). It appears that tourism curricula is being designed with little or no input from the tourism industry (Ndou 2013; Airey and Tribe 2006:90; Saayman and Geldenhuys 2003:83). Tribe and Wickens (2004:102) argue that tourism

education and the tourism industry are detached from one and other. Accordingly, Zwane *et al.* (2014:4) observe that stakeholders have differing expectations for tourism curricula, specifically; tourism academia focuses on building theoretical knowledge while employers require practical and transferable skills.

According to, Pan and Jamnia (2014:38) the implications of the lack of collaboration between stakeholders will lead to graduates not being prepared for the industry upon completion of their qualification. As a result, tourism employers would be dissatisfied, fuelling low recognition for the tourism qualification (Jugmohan 2009:103). Hence, Ndou (2013) deduces that employers would rather choose to train personnel in house. This gap between misaligned curriculums and what is required in practice will also affect the overall competitiveness and provision of quality service in the industry (Pan and Jamnia 2014: 40; Vassallo 2010:5; Wang 2008:5).

In order to avert these implications, literature points to long term continuous collaborative relationships between the involved stakeholders (Wattanacharoensil 2014:17; Ndou 2013; Lowden *et al.* 2011:12; Breytenbach 2010:61; Dowling 2010:30; Airey and Tribe 2006:48). In addition, the development of tourism curricula needs to be more responsive to industry requirements (Zawne *et al.* 2014:5; Swart 2013:31; Jugmohan 2009:63).

1.4. Aim and the objectives of the study

The aim of the study is to determine whether tourism qualifications offered at registered private higher education institutions in KZN, are aligned with the needs of the local tourism industry.

In order to investigate the research problem, the following objectives will be addressed:

- **Objective One:**

To identify and investigate gaps between the needs of the KZN tourism industry and the core tourism curriculum offered at private higher education institutions.

- **Objective Two:**

To compare and analyses tourism curricula of selected private higher education institutions

- **Objective Three:**

To compare and evaluate stakeholder's views on what a tourism curriculum offered at private higher educational institutions should entail.

1.5. The rationale for the study

Private higher education plays a very significant role in South Africa (MacGregor 2008:1). According to, the Department of Labour (2008:51), private higher education institutions assist in satisfying the growing need for higher education as the public sector found difficulty in coping with these demands. However, literature regarding the state of and provisions by South African private education providers is very limited. Fisher and Scott (2011:12) assert that policy makers and scholars have not sufficiently taken heed of the position of private higher education in South Africa. In addition, after various database searches, the researcher found that literature available on private higher education institutions in KZN and their ability to offer tourism qualifications that meets the needs of the local tourism industry was inadequate.

Hence, this research intends to fill the gap in literature by investigating the alignment of tourism qualifications offered at selected private higher education institutions in KZN to the local tourism industry's needs. Additionally, the author hopes that this study will evoke collaboration between private education providers and the local tourism industry in order to produce more competent, knowledgeable and skilled tourism graduates. This study will also suggest approaches as to how tourism curricula can be aligned to industry needs. Thus the study should be made available to the curriculum designers of private higher education institutions, to develop relevant tourism curriculums.

1.7. Conceptual framework

The conceptual framework proposed in Figure 1 indicates that there are several gaps in the travel and tourism curricula offered at private higher education institutions. Furthermore, the conceptual framework suggests that the tourism industry should contribute in curricula in terms of liberal and vocational action.

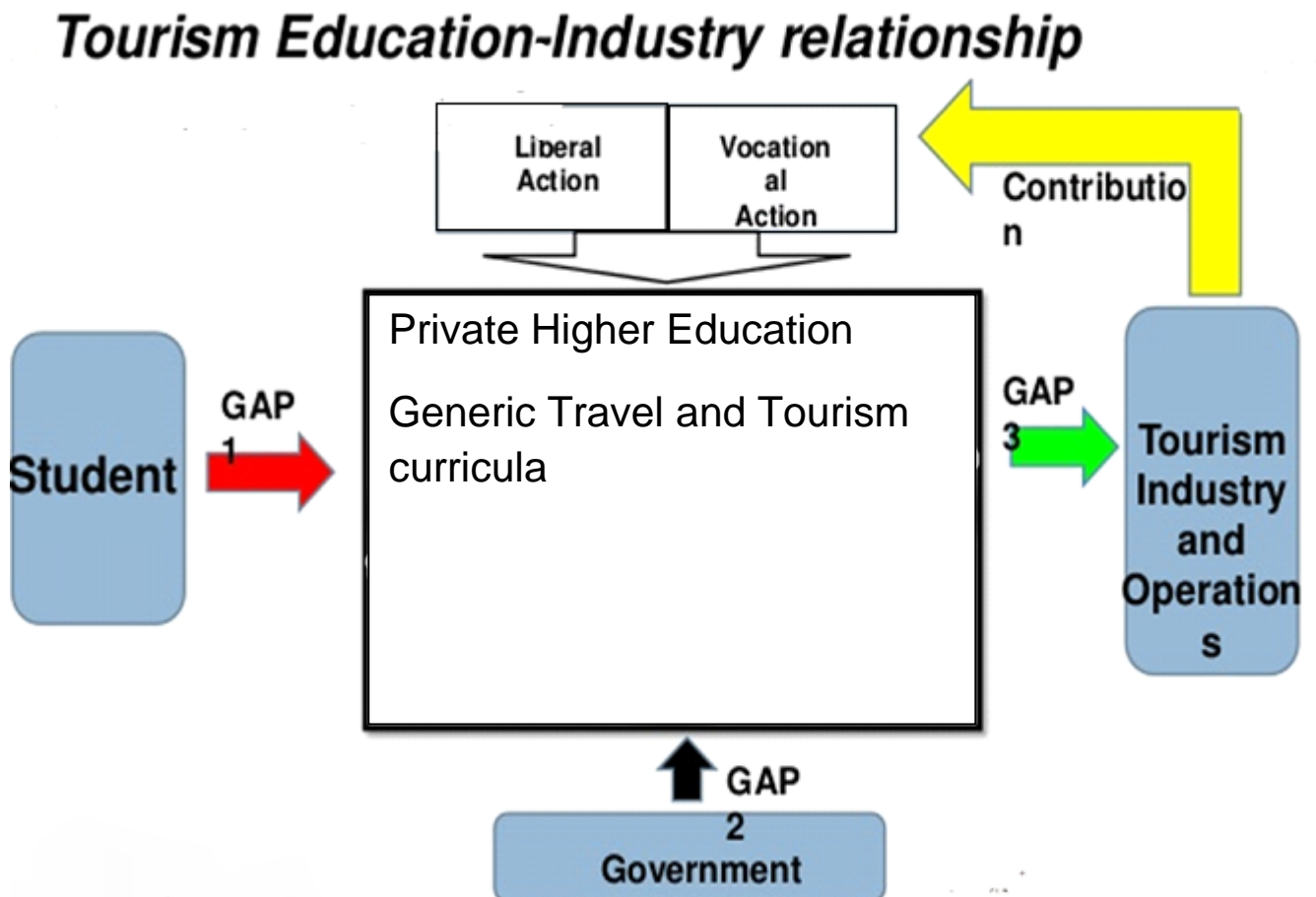


Figure 1: Conceptual Framework

(Afful 2013:18)

1.6. Delimitations and limitations of the study

The following delimitations were identified in the study:

- The study is not representative of all tourism sectors operating in KZN. Sector selection was guided by the common career fields for tourism graduates of private higher education institutions; this information was obtained from the institutions marketing material. Therefore this research would not be suitable for a reader enquiring about the entire tourism sector in KZN.

- The study only selected the private higher education institutions in KZN that offer a tourism related diploma as published by the Department of Education (Department of Education 2012: 9-39). While there may be other institutions in KZN that offer tourism related qualifications, their names were not included in the Department of Education (Department of Education 2012:9-39) register of private higher education institutions at the time this study.
- A curriculum entails the transfer of knowledge, skills and attitudes (Pez`ua and Bayardo 2012:28). The alignment of attitudes has not been included in this survey and document analysis study.

The following limitations were encountered in the study:

- The researcher entered into confidentiality agreements with the institutions but was given very limited access to the qualification content and scope. Therefore, institutional data was restricted to those available on public sources. As such, in-depth analysis of the institutions curricula was not possible.
- The researcher adopted electronic surveys as the data collection method for the study. This tool may have limited the amount of participants as the questionnaire was confined to interested parties who had access to the Internet.

The additional delimitations and limitations relating to the study will be discussed in Chapter Six.

1.7. Structure of the dissertation

Chapter One introduces the study. To expand the readers' understanding, the skill gaps that exist in South Africa relating to tourism education are discussed. The problem statement, aim and objectives, rationale and limitations are also analysed.

Chapter Two will provide a literature review of the study's themes. The chapter begins with an overview of the tourism industry. The rationale for skilled human resources in the tourism industry will be investigated. The progression and problems

related to tourism education will be examined. In addition, literature on tourism employers' perceived skill requirements for graduates will be explored. Models relating to tourism curricula development will be discussed. Finally, a closer review of private higher education in South Africa will be undertaken.

Chapter Three will outline the methodology employed in this study. The applied research design, population and sample size, data collection and analysis methods, ethical considerations, reliability and validity measures will be discussed.

Chapter Four will illustrate the electronic survey and document analysis results. The data will be illustrated with the use of bar charts, tables and a thematic analysis.

Chapter Five will present a discussion of the findings. The study's outcomes will be examined in order to answer the objectives.

Chapter Six will depict the implications, recommendations, limitations and suggestions for future research.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

Chapter one provides the rationale and the structure of this study. In addition, the aim and objectives are highlighted. This chapter reviews literature to provide a theoretical framework for this study.

The chapter commences by presenting an overview of the tourism industry and emphasises the significance of skilled employees in this industry. The progress of tourism education and difficulties linked to tourism education are also discussed. Thereafter, an analysis of the perceptions relating to the competences required by tourism graduate employees is conducted. This chapter also examines the various models utilised for the development of tourism curricula. Finally, the chapter focuses South Africa's on provision of tourism education, specifically in the private higher education sphere.

2.2. Human capital development in tourism

The United Nations World Tourism Organisation (UNWTO) (2015) reports that tourism is one of the world's fastest growing industries. In addition, the tourism industry plays an increasingly significant role in many countries. Blanke and Chiesa (2009:11) maintain that the industry improves the economic growth of countries through its substantial contribution to GDP. In seeking economic growth, the tourism vehicle also tackles unemployment and reduces underemployment as it has the potential to create jobs in all areas of an economy (Turner and Sears 2013:63). Table 1 presents statistics illustrating the global economic and employment growth of the tourism industry over the past five years.

Table 1: Global Tourism Figures (WTTC 2015)

	2010	2011	2012	2013	2014	2015 (predicted)
Total contribution to GDP (in Billions)	USD6566,76	USD6845,91	USD7082,93	USD7315,84	USD7580,94	USD7863,52
Total contribution to employment (in thousands of jobs)	254,477	259,996	265,169	270,723	276,845	283,983
Direct contribution to employment (in thousands of jobs)	98,1918	99,5577	101,486	103,297	105,408	107,519

Table 1 provides evidence that tourism is a labour intensive industry. Several authors emphasise that tourism has the ability to generate linkages throughout the other sectors of the economy as the tourism industry produces direct, indirect and induced employment opportunities (Turner and Sears 2013:64; Cooper 2012:210; Fidgeon 2010:699; Blanke and Chiesa 2009:1). Correspondingly, Jugmohan (2009:18) presents a list of the various occupations that are available in the tourism industry in Appendix 1.

Accordingly, the Department of Trade and Industry (DTI) (2014) claims that tourism is the 'new gold' of South Africa, as the industry creates more employment opportunities than any other sector in the country. Since the country's first democratic elections in 1994, the tourism industry has flourished, it plays a pivotal role in the economy of South Africa, as it is the source for a wide range of jobs (Zwane *et al.* 2014:2). The NDT (2014) reports that in South Africa, 679 601 people were directly employed in the tourism industry during 2014.

While the statistics presented may appear favourable for the country, the previous Minister of Tourism in South Africa Mr Marthinus van Schalkwyk asserts that the tourism industry is facing a shortage of high quality and skilled tourism employees (NDT 2014). Literature confirms that the success of the tourism industry in any destination is dependent on the proficiency of its staff (Swart 2013:30; Wang 2008: 64; Saayman and Geldenhuys 2003:86).

2.3. The significance of competent human resources in the tourism industry

Due to the nature of tourism, which is highly service-oriented, the industry is heavily dependent on skilled employees (Wattanacharoensil 2014:1; Airey and Tribe 2006:437). Correspondingly, Zwane *et al.* (2014:3) observes that rapid changes in the modern business environment and rising challenges of the 21st century, demands more capable and competent employees in tourism. Thus, in order for the industry to remain competitive, employees need to be adequately educated and trained (Vassallo 2010:23). Moreover, Zwane *et al.* (2014:5) maintains that the industry is faced with highly educated and well-informed tourists with specific needs. Hence, knowledgeable and skilled personnel are required to satisfy these needs (Jugmohan 2009:2).

Quality human resources can only be achieved by providing appropriate tourism education (Bamford 2012:21; Cathy 2011:45; Wang 2008:6). In agreement, PășcuŃ and Dinu (2012:141) states that only a properly educated workforce could provide a high level of friendly, efficient and professional service that is required in today's tourism environment. Similarly, UNWTO (2015) adds that skill sets required to operate in travel and tourism industry can only be acquired through successful education and training investments. Hence, the future progression of the tourism industry is reliant on effective tourism education and training (Cathy 2011:40).

Accordingly, Zwane *et al.* (2014:5) ascertains that the future success of the South African tourism industry is closely linked to the development of a knowledgeable and skilled human resource capacity. In recognising this dynamic, Cooper (2012:341) asserts that government should actively work with the industry and education institutions to establish knowledge and skill standards to meet the needs of an increasingly competitive global environment.

2.4. The development of tourism competencies in South Africa

Developing countries such as South Africa relies heavily on tourism for economic prosperity (Blanke and Chiesa 2009:11; Airey and Tribe 2006:258). Shaw *et al.* (2012:200) maintains that for South Africa's tourism industry to be successful,

qualified and properly trained employees are essential to manage and operate the industry.

The findings from the White Paper on Tourism (South Africa 1996:1) report that one of the greatest shortcomings within the South African tourism industry is the lack of adequate education, training and awareness opportunities. Nevertheless, in recognition of the significance of a knowledgeable and skilled workforce as a key vehicle for a prosperous tourism industry, the South African government is striving to improve the knowledge and skill levels of those involved in the industry (Zwane *et al.* 2014:3).

The South African government, in collaboration other stakeholders, have embarked on a number of programmes to address the knowledge and skill shortages in the industry (NDT 2015; Culture Art Tourism Hospitality and Sports Sector Education and Training Authority (CATHSSETA) 2015; CATHSSETA 2014:64). Among these include:

- CATHSSETA was established to raise the knowledge and skills of tourism personnel and potential tourism employees. In addition, the Authority develops and implements skill sector plans, delivers and administers learnerships and undertakes quality assurance.
- In order to overcome scarce skill problems within the tourism industry, the government is funding bursaries, learnerships, internships and research grants for targeted groups.
- The Tourism Learnerships Project (TLP) strives to generate national qualifications and unit standards for tourism operational fields. This R1 150 million initiative facilitates on the job training and learnerships for the interested parties wishing to study within the tourism field.
- National Tourism Careers Expo (NTCE) first commenced in 2008, since then more than 56 891 youths have attended the expo. The NTCE exposes students to the types of employment opportunities available in the tourism industry and gives unemployed graduates access to existing vacancies for which they can apply. The aim of the NTCE strategy is to change the

perceptions associated with the tourism industry and to promote this industry as an exciting profession that produces and attracts high calibre personnel.

- NDT is in partnership with the Ubuntu institution on international placements. Thus far, both stakeholders have placed 500 unemployed youth in Canada and in the United States of America. The goal of this partnership is to make facilitate the theoretical and practical understanding of tourism programs and to make young people more employable by providing them with much needed work experience.
- The NDT is working in collaboration with the Tourism Enterprise Partnership (TEP) to implement skills development and training programmes for small micro and medium enterprises (SMME's).
- A partnership between NDT, UMALUSI and Cathsseta was developed to analyse and evaluate the existing curriculum for Tourism, Hospitality and Consumer Studies from NQF levels 2, 3 and 4 of the National Certificate Vocational (NCV offered at FET Colleges) and National Senior Certificate (NSC offered at high schools).
- The South African Tourism Institute (SATI) was established in 2001 to provide information linked to tourism learners, teachers, education institutions and industry members regarding the tourism industry.

While some of these programmes still require further improvements, the National Tourism Sector Strategy reminds that the success of such programmes is dependent on support and collaboration from all role players involved in the tourism sector (NDT 2012:18). Similarly, influencing a collaborative relationship between stakeholders for the development of an appropriate tourism curriculum is a potential output of this study.

2.5. The evolution of tourism education

Historically, tourism education emerged from related sectors such as hotel operations, leisure and specialist academic subjects such as Economics and

Geography (Airey and Tribe 2006:14). Fidgeon (2010:700) claims that it was not until the 1960`s that tourism emerged as an area of study in its own right. Literature indicates that this was due to the growth of the tourism industry (PășcuŃ and Dinu 2012:142; Page and Connell 2009:19; Airey and Tribe 2006:10).

The 21st century became reliant on a knowledge–based economy (Page and Connell 2009:6). Many authors observe that tourism education rapidly became a major platform for human capital development in the industry (Doninia and Luka 2014:303; Cooper 2012:341; Wang 2008:1; Department of Labour 2008:64; Cooper 2005:50).

Witnessing the significant growth of tourism education, are the spikes in the number of tourism course admissions, the growing number of tourism academics and the volumes of tourism journals and textbooks that has been globally produced (Page and Connell 2009:23; Jugmohan 2009:14; Vukonic and Cavlek 2002:14; Cooper *et al.* 1996:8). For instance, Airey and Tribe (2006:13) highlight various associations established in the United Kingdom, with the mandate to advance tourism as a serious area of study, through the development of specialist tourism textbooks and journals. In addition, the authors emphasise there are more than 430 higher education tourism teachers employed in the country.

In South Africa, the first travel and tourism related higher education qualifications were introduced in the 1980`s and 1990`s (Zwane *et al.* 2014:2). However, Theobald (2013:459) argues that, like the industry itself, these programmes faced numerous challenges and questions in terms of its credibility in the labour market. Nevertheless, the standard of the programmes improved and the challenges experienced were responded to (Zwane *et al.* 2014:4).

As a result of the prospering tourism industry upon the 1994 democratic transition, tourism was introduced as a subject to be included in the secondary school curricula in grades 10, 11 and 12. (Shaw *et al.* 2012:200). In addition, the authors elaborate that, during this period a number of tertiary institutions embarked on offering tourism related programmes. However, when compared with other areas of study, travel and tourism is offered at a limited number of public and private institutions in the South Africa (Breytenbach 2010:60).

While research on tourism as an economic contributor to South Africa exists, literature relating to tourism education in South Africa is limited. As a result, current accurate data on tertiary enrolments and graduate figures for the tourism programmes does not really exist in South Africa. However, the Department of Labour reports that there has been growing interest in tourism as a subject and qualification amongst Basic Education and Higher Education scholars (Department of Labour 2008:39).

Theobald (2013:459) states that earlier tourism qualifications offered in South Africa was perceived to have many limitations, in terms of its labour market credibility. But this is not a uniquely South African problem. Many researchers have argued that tourism has always struggled to be taken as a serious academic field (Owusu-Mintah and Kissi 2012:522; Patrick *et al.* 2010:290; Fidgeon 2010:706; Airey and Tribe 2006:18). In this respect, it is evident that tourism education has encountered numerous debates on its credibility.

2.6. Problems associated with tourism education

According to, Patrick *et al.* (2010:289), tourism education has matured significantly over the past few decades, though this field of study still faces numerous challenges. In the past, it has been suggested that tourism education is a 'candy floss or Mickey Mouse industry, as tourism was not perceived as a credible area of study (Airey and Tribe 2006:48). The reason for such criticism is because tourism was associated with vagueness (Pan and Jamnia 2014:38) and relative indefinability because of its apparent borderlessness (Sharpley (2011:57). Similarly, Dredge *et al.* (2014:254) discerns that there is no real agreement between government, industry members, researchers and academics on how to approach this sector.

In providing a rationale for the ambiguity of tourism education, Sharpley (2011:79) states that this is due to tourism's multi-disciplinary approach and content. Correspondingly, tourism as a field of study comprises of a great number of subjects from other disciplines that include Economics, Geography, Environmental Studies and Business. (Cathy 2011:5; Jugmohan 2009:20; Airey and Tribe 2006:48; Vukonic

and Cavlek 2002:15). As a result, literature regards tourism as an education system that lacks its own intellectual property (Wang 2008:33; Tribe and Wickens 2004:102). In accordance with the foregoing perception, Fidgeon (2010:719) asserts that tourism education entails abstract theories and does not encompass its own intellectual knowledge.

Additionally, and as a consequence to the multi-disciplinary approach of tourism education, the curricula developed for tourism qualifications tends to be generic rather than specialised (Breytenbach 2010:60; Wang 2008:35; Airey and Tribe 2006:4). Thus, Wattanacharoensil (2014: 10) argues that that it is not ideal to have a predominantly generic curriculum in an industry that already encompasses issues with credibility and value recognition. It is in this vein that Jugmohan (2009:17), in list occupations that exist in the tourism industry, this list of occupations is available in Appendix 1. The author states that a tourism qualification that can prepare a student for the range of positions available in tourism is elusive. In addition, the author claims that tourism as a study area is unnecessary for the listed jobs, as graduates from other disciplines can compete for such positions as they may have specialised in these areas. Donina and Luka (2014:306) similarly criticises a generic tourism qualification as it does not offer graduates specialist skills required for the industry. As a result, tourism graduates are left with very limited employment opportunities (Pez`ua and Bayardo 2012:31).

In another line of enquiry, several researchers argue that many of the problems associated with tourism education stems from providers of education being oblivious to the tourism industries requirements for tourism personnel (Ndou 2013; Owusu-Mintah and Kissi; 2012:524; Pez`ua and Bayardo 2012:29; Breytenbach 2010:63; Jugmohan 2009:66). For this reason, attention to the skills that industry employers require from graduates is necessary.

2.7. Competencies required by the tourism industry for graduate employees

Vassallo (2010:5) asserts that many higher education tourism curriculums fail to include labour market needs. Accordingly, Owusu-Mintah and Kissi (2012:521), proposes that there seems to be a considerable gap between what is provided by tourism education establishments and the needs expressed by the industry

The implications of these gaps, point to ill prepared graduates for the industry (Pan and Jamnia 2014:38). As a result, tourism graduates of misaligned curriculums would find great difficulty in finding employment in the industry (Zwane *et al.* 2014:4). Furthermore, Pez`ua and Bayardo (2012:33) claims that when higher education institutions fail to fulfil their role in providing employable graduates; the tourism industry is forced to spend more money on in-house training. Consequently, tourism employers are dissatisfied and have low recognition for a tourism qualification (Jugmohan 2009:103). Ultimately, tourism education that neglects tourism industry requirements is not sustainable and will lead to substantial problems for the progression of the industry itself.

There are several studies that have shown that tourism graduates of higher education institutions do not possess essential competencies which are required by the industry (Ndou 2013; Swart 2013:39; Pez`ua and Bayardo 2012:33; Owusu-Mintah and Kissi 2012:524; Bamford 2012:45; Jugmohan 2009:64; Airey and Tribe 2006:424; Cooper 2002:40). Hence, it is important for education providers to assess the expectations of the tourism industry (Donina and Luka 2014:306). Table 2 indicates several competencies required by the tourism employers.

Table 2: Basic competencies required by the tourism industry (Paadi 2014:129; Zwane *et al.* 2014:6, Wattanacharoensil 2014:9; Ndou 2013; Spowart 2011:172; Jugmohan 2009:46; Mossenlechner and Zehrer 2009:163; Airey and Tribe 2005:424; Tribe and Wickens 2004:65; Saayman and Geldenhuys 2003:90)

Competency required	Definition
<ul style="list-style-type: none"> • Communication 	Written, Verbal, Telephonic and Electronic.
<ul style="list-style-type: none"> • Professionalism 	Punctuality, Visual and Over all Presentation, Reliability.
<ul style="list-style-type: none"> • Analytical Skills 	Self-reliant, Thinking for one's self, Reasoning, Practical Intelligence, Planning Skills, Problem Solving.
<ul style="list-style-type: none"> • Team Work And Cooperation 	Fosters Group Facilitation and Management, Conflict Resolution, Motivation of Others, Creating a Good Workplace Climate, Relationship Building.
<ul style="list-style-type: none"> • Organisational Awareness And Commitment 	Understanding the Organisation, Knows Constraints, Cultural Knowledge, Align Self and Others to Organisational Needs, Business-Mindedness.
<ul style="list-style-type: none"> • Computer Knowledge and Skills 	Typing, Presentation, Internet, Email, Using Different Packages such as Microsoft Office, Global Distribution Systems (GDS)
<ul style="list-style-type: none"> • Conceptual Thinking 	Critical and Conceptual Thinking, Problem Definition.
<ul style="list-style-type: none"> • Technical Expertise 	Job Related Technical Knowledge and Skills.
<ul style="list-style-type: none"> • Impact and Influence 	Leadership, Strategic Influence, Impression Management.
<ul style="list-style-type: none"> • Initiative 	Decisive, Strategic Orientation, Proactive, Grasps Opportunities, Self-Motivated, Persistent, Enthusiasm, and Willingness To Learn.
<ul style="list-style-type: none"> • Customer Service Orientation 	Service Orientated, Focus On Client Needs, Actively Solves Client Problems.
<ul style="list-style-type: none"> • Self-Confidence 	Strong Self-Concept, Independence, Positive Ego Strength, Decisive, Accepts Responsibility.
<ul style="list-style-type: none"> • Achievement Orientation 	Task Accomplishment, Innovative, Competitiveness, Aims for Standards and Efficiency.
<ul style="list-style-type: none"> • Values, Ethical and Social Sensitivity 	Understanding of values and ethical issues.
<ul style="list-style-type: none"> • Tacit Skills 	Time management, organising and multi-tasking.

From the information presented in Table 2, it can be argued that the employer identified skill gap can be closed if higher education tourism qualifications are designed in a manner that encompasses a combination of these competencies. Researchers deduce that such knowledge and skills will produce a well-rounded tourism graduate (Donina and Luka 2014:306; Paadi 2014:129; Zwane *et al.* 2014:6; Sharma 2012; Bamford 2012:17; Airey and Tribe 2006:426). It is this perspective that guides this study in ascertaining whether tourism qualifications offered at registered private higher education institutions in KZN are aligned with the needs of the local tourism industry. In presenting reasons for the lack of knowledge and skills in the tourism industry, Jugmohan (2009:4) observes constant disputes between the tourism industry and tourism education as to what a tourism qualification should entail, as each have differing expectations.

2.8. The void between tourism education and the tourism industry

The core purpose of a higher education tourism qualification is vocational (Donina and Luka 2014:304; Owusu-Mintah and Kissi 2012:522; Spowart 2011:179; Tribe and Wickens 2004:43). However authors argue that, tourism curriculums are designed by academics who are guided by their individual biases, research dominated and done with little or no input from the industry (Sharpley 2014:60; Ndou 2013; Airey and Tribe 2006:90; Saayman and Geldenhuys 2003:96). Thus, there are resultant disparities between the tourism curriculum developed for education institutions and the requirements by industry for tourism graduate employees.

In the same vein, Tribe and Wickens (2004:102) pose the question: why are tourism academics and curriculum designers so detached from the tourism industry? The basis for this query derives from the tourism sector faulting qualifications that do not conform to industry standards as the main reason that graduates struggle to find work (Ndou 2013). Tourism employers assert that, tourism curriculums should transfer more practical and employable skills to graduates (Donina and Luka 2014:304; Pan and Jamnia 2014: 35). On the other hand, researchers argue that, tourism academics are more focused on developing conceptual and theory based tourism knowledge (Theobald 2013:72; Breytenbach 2010:61; Dowling 2010:35).

Furthermore, Zwane *et al.* (2014:4) explains that the tourism industry is dominated by small private businesses and run by managers who have no formal tourism education training. The authors suggest that, it is for this reason, tourism managers do not understand the value of a tourism qualification and, how it can contribute to their business. In contrast, studies also reveal that, tourism employers perceive it is the academia who not understand the tourism industry and how it operates (Airey and Tribe 2006:325; Tribe and Wickens 2004:103). Such disputes result in power struggles and conflicts, thus resulting in the development of adhoc and sporadic tourism curricula.

Thus, there is a plethora of tourism education literature that call for greater links between the tourism industry and academics (Zwane *et al.* 2014:6; Ndou 2013; Lowden *et al.* 2011:12; Breytenbach 2010:61; Dowling 2010:30; Wang 2008:47; Airey and Tribe 2006:90; Cooper 2002:36; Cooper *et al.*1996: 7). In addition, several researchers agree on the need for effective communication between both stakeholders during the development of curricula for a tourism qualification (Pan and Jamnia 2014:35; Swart 2013:27; Ndou 2013; Jugmohan 2009:32; Mabizela 2007:150; Cooper *et al.*1996: 10). Consequently, various measures have been advanced for the tourism industry and for the academics to bridge the void and strengthen relationship (Swart 2013:27; Lowden *et al.* 2011:12; Wang 2008:22; Airey and Tribe 2006:48). Wattanacharoensil (2014:9) infers that undertaking collaborative partnerships between relevant stakeholders could effectively advance tourism curriculum development.

2.9. Curriculum – A complex definition

Curriculum is a key outcome and constitutes a major dependent variable in this study that seeks alignment to advance graduates employability in tourism. According to, Wang (2008:19), there are various definitions for curriculum as provided in literature. Although no one definition is universally accepted, certain definitions provide the general meaning of the term (Jugmohan 2009:46).

Wattanacharoensil (2014:13) defines curriculum as that which is taught. While Airey and Tribe (2006:48) states that a curriculum is a series of educational experiences

that is packaged into a qualification. Similarly, Doninia and Luka (2014:304) argue that a curriculum is the educational philosophies, goals, objectives and learning outcomes that are attained. Pawson (2009:1) defines the term as a program with a specific purpose, listing expected outcomes and contents of learning activities reflecting the social, economic and educational context within which the curriculum will be used. From these definitions it can be argued that a curriculum is framework of learning with the outcome of skills and knowledge generation. Wang (2008:19) further describes a curriculum as learning experiences provided to students so that they can obtain skills and knowledge required for the intended sector, this definition was adopted for the study.

2.10. The different dimensions of a curriculum

According to, the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2015) a curriculum framework comprises of various dimensions. These include:

- A formal curriculum which refers to the “course of study, the planned content, actual teaching, evaluation methods, syllabi and other materials used in any educational setting” (Wear and Skillicorn 2009:451). The Council of Higher Education (CHE) (2014) concurs that a formal curriculum is the planned experiences, objectives and content that students are exposed to. Knowledge and skills relating to the tourism industry and their requirements should be embedded in the formal curriculum (Jackson 2013:271; Sharma 2012).
- On the other hand, an informal curriculum is the unplanned or unofficial aspects that are not explicitly taught but could still be important (UNESCO 2015). Mueller (2009:29) adds that a lecturer’s industry experience or viewpoints can form part of an informal curriculum.
- An enacted curriculum refers to the actions undertaken by the education institution based on their interpretation of what is required in the formal curriculum documents (UNESCO 2015).

2.11. Principles guiding tourism curriculum development

Tourism curricula received much greater academic attention upon the highly acclaimed journal; the *Annals of Tourism Research* introduced the theme “tourism education” in 1981 (Wattanacharoensil 2014:9). Subsequently various paradigms arose to guide the development of tourism curricula. These will be discussed further in this section.

2.11.1. Dredge *et al.*'s elements to inform curricula design

Before a curriculum is developed guidelines for content must be formulated. In this regard, Dredge *et al.* (2014:200) proposes a systematic framework to guide the content of tourism curricula. The proposed framework comprises 5 pillars, namely:

- “Vocational / Operational competencies,
- Employability skills,
- Liberal education,
- Academic / Theoretical study, and
- Ethical Management”

According to, Wang (2008:19), vocational competencies are skills and knowledge required for the intended sector. Vocational training puts more emphasis on the attainment of industry-oriented skills (Pan and Jamnia 2014:36). Similarly Jackson (2013:272) infers that operational skills are attributes, capabilities, competencies, and abilities required in the specific job.

The author argues that, employability skills are core or generic skills which enhance graduates overall employment readiness. Sharma (2012) elaborates that employability skills are a set of achievements, understandings and personal attributes that assist individuals to gain employment and be more prosperous in their occupation. On the other hand, liberal education seeks to empower graduates, enabling them to think critically and independently, developing a sense of social responsibility and providing a broad general knowledge of the wider world (Dredge *et*

al. 2014:254; Belhassen and Caton 2011:1390). Accordingly, these skills were mentioned as critical requirements for tourism graduate employees by the tourism industry in Table 2.

Furthermore, Dredge *et al.* (2014:200) discerns that tourism curricula must contain academic or theoretical elements. Wang (2008:16) concurs with the authors and elaborates that theoretical learnings are generated from 'mother disciplines'. Appendix 2 depicts core learning for tourism as presented by Vukonic and Cavlek (2002:52), the mentioned learning areas are recognised as fundamentals for tourism curricula globally (Jackson 2013:272; Jugmohan 2009:53; Bhardwaj *et al.* 2006:29; Airey and Tribe 2006:432; Airey 2008:32; Cooper 2012:23). According to, Dredge *et al.* (2014:200) ethical management also constitutes as a significant theme in tourism curricula, this is also reflected in Table 2 since tourism industry employers regard ethical management as a necessary skill for graduates. Pan and Jamnia (2014:25) concurs that knowledge on ethics is crucial as unethical behaviour can create legal risks and damage businesses reputation.

2.11.2. Wattanacharoensil's tourism curriculum for global development

According to, Wattanacharoensil (2014:17) the proposed curriculum as depicted in Figure 1 will produce more accomplished tourism graduates who will see themselves as assets to the tourism sector. The author maintains that, tourism education providers should consider this proposed curriculum to produce graduates with critical and analytical skills that will facilitate holistic development.

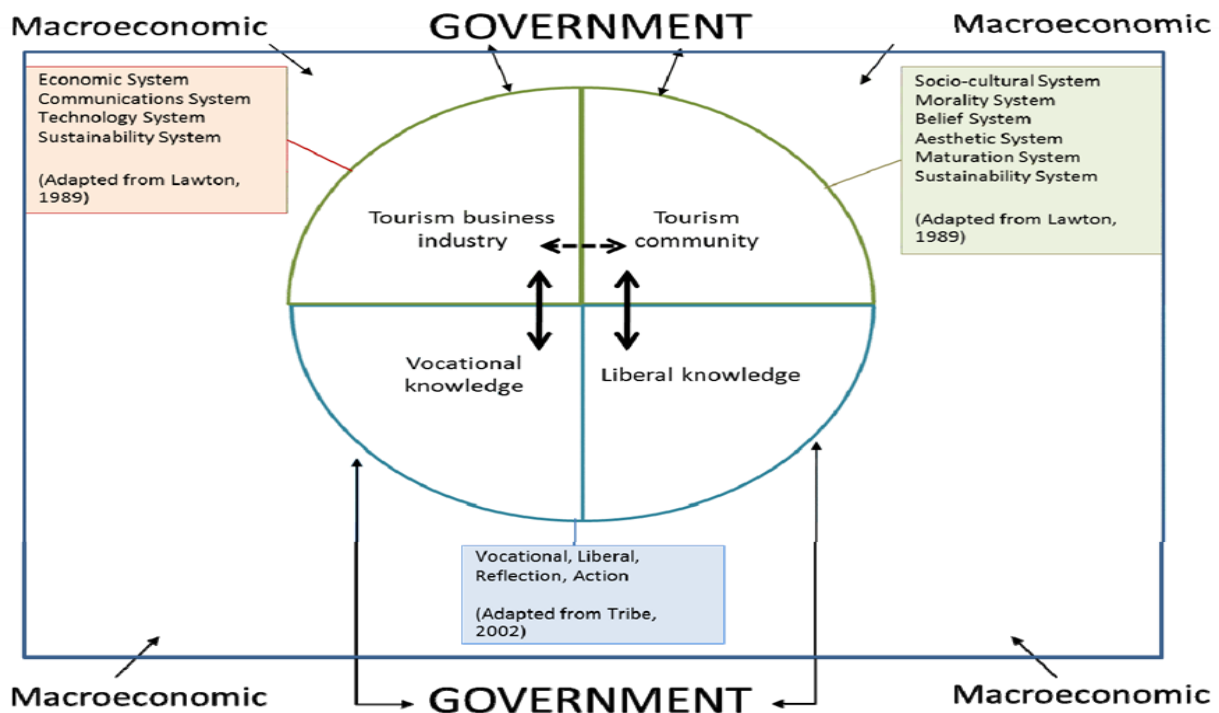


Figure 2: Curriculum framework for a tourism programme (Wattanacharoensil 2014:17)

Wattanacharoensil (2014:17) argues that tourism curricula development must consider the Tourism Business Industry and Tourism Community. Tourism curriculum designers must reflect on both sides of the framework when designing modules for a tourism curriculum. Thus, disciplines such as; economics, communication, technology, sustainability, socio-cultural, ethics, aesthetic and maturation systems would be appropriate for the proposed tourism curriculum (Wattanacharoensil 2014:17).

In addition, the curriculum framework in Figure 1 assimilate elements of prior tourism curriculum recommendations, for example tourism pedagogy needs to be vocational as the tourism industry itself is skilled based (Taylor and Medina 2013:1; Jackson 2013:273; Swart 2013:34; Vassallo 2010:99; Airey 2008:27; Tribe and Wickens 2004:145). Parallel to Dredge *et al.* (2014:200) 5 pillars for tourism curricula development, Wattanacharoensil (2014:17) deems that liberal education is necessary in tourism curricula.

Wattanacharoensil (2014:17) also recommends a collaborative relationship amongst the tourism curriculum designers, industry, and tourism community. In agreement, Pan and Jamnia (2014:36) assert that a collaborative relationship between stakeholders during curricula development will result in a curriculum that has been designed with different perspectives, thus taking into consideration the needs of all interested parties.

The final element of the proposed curriculum framework is the government and macroeconomic component. According to, Wattanacharoensil (2014:18), these can have a major effect on a tourism curriculum; for instance governments can provide funding for education institutions that work closely with the industry (Wattanacharoensil 2014:18). In agreement, the UNESCO (2015) ascertains that, for a country's tourism industry to prosper the government needs to commit to support tourism education in terms of funding, planning and coordination.

Among the objectives, the study enquires whether such a curriculum framework would succeed in private higher education in South Africa. Such a curriculum, with the proposed skills, knowledge delivery and partnership amongst the stakeholders may be very beneficial to the long- term sustainability of the local tourism industry. However, assistance from the government in terms of support and funding to private higher education is very limited (Badat 2010:7). Nonetheless government has launched numerous public private partnerships such as assistance with accreditation, quality assurance and enhancement (CHE 2015); these will be discussed in Section 2.15.

2.11.3. Bhardwaj *et al.*'s areas to consider for tourism curricula

Beyond curriculum content, Bhardwaj *et al.* (2006:29) infers that there is also need to pay attention to organic processes in tourism curriculum development. When designing a higher education tourism curriculum, Bhardwaj *et al.* (2006:29) ascertains attention must be given the following areas:

- The programme should be responsive to all stakeholders involved, society and industry in particular.

- The programme should provide students with a balance of theoretical/ conceptual material and practical experience which should be an integral part of the program.
- The programme should be flexible enough to embrace frequent industry changes.
- The programme should consist of approaches that encourage community and industry participation.
- The programme should emphasise all-round personality, professional, vocational and entrepreneurial development.
- The programme should incorporate approaches to fulfil specialisation in every sector of the tourism industry.
- The programme should entail a balance of more practical management skills, with general understanding of various social science disciplines, transferable, soft and language skills.

The above recommendations for curricula development is aligned with those significant contributions to tourism education by Wattanacharoensil (2014:14); Airey (2008:28); Airey and Tribe (2006:59) and Cooper (2012:20).

2.11.4. Airey and Tribe's Curriculum Space

Adopting an alternative perspective, Airey and Tribe (2006:48) suggest the concept of a curriculum space. The concept represents a wide range of possible contents to be incorporated to the tourism curriculum. Wattanacharoensil (2014:12) observes that the curriculum space paradigm enables designers to visualise the important steps during curriculum design. In Figure 3, the curriculum space comprises of a range of diverse stakeholders with different interests that seek to employ their influence over curriculum content (Jugmohan 2009:37).

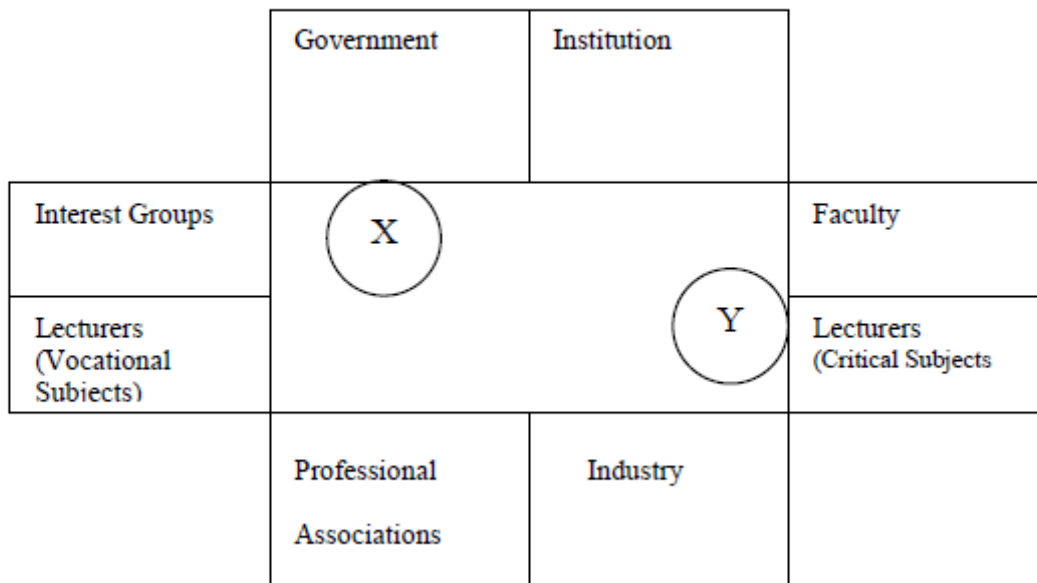


Figure 3: Curriculum Space Theory (Airey and Tribe 2006: 49)

According to, Airey and Tribe (2006:49), the circles inside the rectangle (X and Y) signify the framing of the curriculum. While the outside boxes represent the various interests, which may influence a particular framing. The actual content of the framed curriculum will depend upon the power exerted by these interests. Airey and Tribe (2006:49) further explain that, the circle X represents an outcome where the government employs a strong central control on the curriculum. Circle Y illustrates a curriculum influenced by the interests of academics in critical subjects.

Jugmohan (2009:38) explains the curriculum space model demands for provision of input from different the stakeholder groups. Thus, reinforcing the call for unity during curriculum development. As mentioned in Section 2.8 there should be partnership amongst the industry, education providers, academics, recipients of education, public authorities, government during the development, design and implementation of tourism curricula (Pan and Jamnia 2014:39; Lowden *et al.* 2011:12; Breytenbach 2010:61; Dowling 2010:30; Jugmohan 2009:38).

2.11.5. Tribe's paradigms for curriculum design

Additionally, Tribe (2001:442) alludes that there are three methodologies that should be considered during curriculum design, namely the:

- Scientific positivist,
- Interpretive and
- Critical approaches.

According to, Taylor and Medina (2013:1) scientific positivist paradigm involves designing a curriculum that based on measurable facts. However Wattanacharoensil (2014:12) criticise the adoption of this paradigm for tourism curricula design for its exclusion of the critical view of society. On the other hand, the interpretive paradigm seeks to promote and create understanding of tourism from the point of view of all the stakeholders in the tourism environment (Dredge *et al.* 2014:351). Similarly, critical approaches allow stakeholders opinions to be voiced during curricula design (Tribe 2001:442).

The above mentioned models seem to offset some of the challenges in tourism education as discussed in Section 2.6. Collectively, these models emphasise facilitating collaborative partnerships between stakeholders during tourism curricula development. In congruence, literature is also appealing for relevant role players to facilitate a meaningful contribution within tourism curriculums (Pan and Jamnia 2014:36; Ndou 2013; Lowden *et al.* 2011:12; Breytenbach 2010:61; Dowling 2010:30; Airey and Tribe 2006:48). Additionally, the models highlighted knowledge and skills that appear necessary for tourism curricula, these competencies which were also depicted in Table 2, will be furthered described in the next section.

2.12. Designing learning areas for tourism curricula

Mossenlechner and Zehrer (2009:163) assert that employers do not want to hire graduates that merely possess basic administrative skills and knowledge, rather graduates who are proactive and are able to respond to problems creatively and independently are deemed more favourable. Sharing similar sentiments, Pan and

Jamnia (2014: 35) adds that graduates need to be able to cope with the rapid changing business world.

In order to appropriately align with the researchers observations, curricula needs to contain technological driven components, new and factual information that is in line with the present needs of the market (Mossenlechner and Zehrer 2009:164). In addition it is necessary for curricula to encompass specific knowledge and multifaceted skills needed by the industry (Swart 2013:34; Bamford 2013: 165; Vassallo 2010:65).

2.12.1. Essential skills

Table 2 reflects predominant skills required by the tourism industry from tourism graduate employees. This taxonomy of skills collectively forms part of 'employability skills, soft skills, personal skills, generic, operational skills' concepts, which have increased in popularity as topics of debate in recent literature (Dredge *et al.* 2014:200; Zwane *et al.* 2014:6, Wattanacharoensil 2014:9, Ndou 2013, Jackson 2013:2; Sharma 2012; Jugmohan 2009:46, Spowart 2006:173; Airey and Tribe 2006:424). Pan and Jamnia (2014: 35) argue that the inclusion of such skills in curricula would result in a more flexible and adaptable workforce.

In another line of inquiry, Mossenlechner and Zehrer (2009:164) observe that the skills reflected in Table 2 could be implemented in curricula through three ways, namely:

- Embedding or integrating the skills during the design and development of the formal curriculum,
- Parallel development and implementation of skills through extra curricula activities or modules, for example by a way of career guidance programmes,
- Work integrated learning (WIL) or internship opportunities which require students to employ theory learnt in the classroom and apply it during their everyday experiences.

2.12.2. Knowledge areas

As mentioned in 2.11.1, Vukonic and Cavlek (2002:52) present areas of core knowledge for a tourism curriculum. The authors recommend that tourism's historical development, its determinants and motivations, issues, marketing and future business management should be among the inclusions for a tourism curriculum; these are among the recommended core knowledge areas in Appendix 2. In line with the Vukonic and Cavlek (2002:52) recommendations, other authors propose that a typical tourism qualification should focus on business and general management, sustainability of environment, marketing and social tourism (Pan and Jamnia 2014:35; Vassalloe 2010:32; Ring *et al.* 2009:109; Jones 2009:80; Wang 2008:115). Many researchers have utilised these core subject areas for the development of their own higher education tourism curriculum models (Wattanacharoensil 2014:17; Cooper 2012:23; Bhardwaj *et al.* 2006:29; Airey 2008:32; Airey and Tribe 2006:432; Tribe 2001:442).

Furthermore, Jackson (2013:274) discerns that it is necessary for tourism programmes to transfer appropriate technological knowledge to students. Graduates need to understand, use and implement their learning in technology (Ndou 2013). In addition, Vassallo (2010:14) states that tourism curricula should incorporate industry applied knowledge, this includes; knowledge on industry products, services, documentation, terminology and processes. The inclusion of such knowledge in curricula will provide students with a better understanding of tourism industry operations, job functions and what is expected of them when employed (Jackson 2013:275).

2.13. Overcoming tourism curriculum issues

Up to now it is evident that there are a number of issues associated with the development of an ideal curriculum. The forgoing discussion raises three specific curriculum development issues:

- Who should be involved in the design of tourism curriculums?
- Should a standardised curriculum exist?

- How can quality assurance be guaranteed during the development of a tourism curriculum?

This section elaborates on these issues and provides a means for overcoming such issues.

According to, Zwane *et al.* (2014:14), a tourism curriculum should not be designed in isolation or from a single perspective. Cognisance must be taken of the different expectations, demands and diversity of all role players involved (Ndou 2013; Cooper 2012:60; Lowden *et al.* 2011:12; Breytenbach 2010:61; Dowling 2010:30; Jugmohan 2009: 35). This was emphasised in the earlier mentioned frameworks and models such as; the Curriculum Space Theory (Airey and Tribe 2006:49) and the proposed curriculum by Wattanacharoensil (2014:17).

In this regard, Cooper *et al.* (1996:22) raise the importance of user expectations for tourism curriculum development, namely:

- **The expectations of education recipients/future employees:** these are the immediate consumers of the training output. They bear the costs and are involved in the educational process. Although their skills levels, expectations and demands will differ, they seek a long term career.
- **The expectations of employers in the private and public sectors:** these are the direct consumers of the skills acquired by students. They have real-time knowledge of tourism current demands. It is therefore essential that they should be offered a chance to express their real needs, to help reach an accurate definition of targets to be addressed and the gaps to be bridged.
- **The expectations of educational professionals:** in their role in ensuring educational quality is decisive, educators have expectations of the education system such as: the resources available, tools for the job, the right to freedom of teaching methods and evaluation mechanisms.

Thus, the multiple stakeholders have unique expectations of curricula. Jugmohan (2009:36) infers that it is important to recognise the expectations of each player when forming a higher education tourism curriculum, thus reducing the risk of

delivering educational contents that are too narrow and of little practical use. Hence, each of these stakeholders form part of the respondents of this study, furthermore the third objective of this study seeks to compare and evaluate these stakeholders views on what a tourism curriculum offered at private higher educational institutions should entail.

Some researchers have attempted to address the alignments by adopting standardised curriculum. For example, Wang (2008:24) argues that a high quality tourism qualification can only be achieved if a standardised tourism curriculum is developed. Similarly, Ndou (2013) posits that a lack of standardised higher education tourism curricula leads to graduates with unequal skill levels. A consequence of the authors claims are high levels of unemployment in the tourism industry as prospective employers are unsure about the graduate's competency levels. Thus, Zwane *et al.* (2014:4) believes that a standardised curriculum will ensure that graduates have the same skills set. A further benefit is that employers will be aware of content of tourism curriculums and will be more eager to take on the risk of hiring tourism graduates (Ndou 2013).

In addition, Cooper (2012:25) points out that a standardised curriculum would ensure consistent approaches to teaching tourism. The researcher argues that this will be instrumental in improving quality in tourism education as there is a huge variation in the way tourism is currently being taught and interpreted. Airey and Tribe (2006:52) maintain that, when graduates receive quality education, this will result in them being more competent.

Another major issue with regards to designing a successful tourism curriculum lies in the area of quality assurance (Wattanacharoensil 2014:14). Airey and Tribe (2006:451) pose the question; "how can one ensure that the appropriate standards are applied when designing a tourism curriculum for higher education"? The authors claim that educational institutions need to abide by set rules and formalities for quality assurance and accreditation. Wattanacharoensil (2014:14) presents curriculum evaluation as an effective method of guaranteeing quality assurance. In South Africa there are a number of government role players that contribute to higher

education qualification, registration, accreditation, quality assurance and evaluation (Jugmohan 2009:32). The next section examines these.

2.14. Tourism education in South Africa

South Africa has a phenomenal tourism resource base and after the first democratic elections in 1994, the tourism industry has shown tremendous growth (Zwane *et al.* 2014:14) In addition, Blanke and Chiesa (2009: 11) states that the tourism industry has had a significant impact on the country's job creation, economic growth and poverty relief efforts. However, the South African tourism industry has not been able to reach its full potential; this is due to inadequate tourism education and training (Department of Labour 2008:3).

2.14.1. The importance of education in the South African tourism industry

The White Paper on Tourism (South Africa 1996:23) claims that human resources are the engine of the tourism sector. The success of any travel and tourism industry is dependent on quality staff as it is a people-oriented industry (Wattanacharoensil 2014:14; Jugmohan 2009:36). According to, Zwane *et al.* (2014:13) and Dowling (2010:35) quality staff can only be achieved through appropriate and effective education. Thus, if the South African tourism industry wants to provide globally competitive service standards, trained and skilled people are required (South Africa 1996:24). Considering this, investment in tourism human resources is imperative (Department of Labour 2008:1).

2.14.2. Provision of tourism education in South Africa

Airey and Tribe (2006:258) suggest that the rapid growth of tourism in South Africa has led to a "mushrooming effect"; but the massive growth of institutions offering tourism studies does not necessarily translate to better training. Jugmohan (2009:10) critiques the many institutions offer non-accredited tourism programmes which were designed by young tourism graduates with no industry experience.

However, According to, Zwane *et al.* (2014:1) education and training is among the main priorities of the South African government in order to improve the current labour situation of the tourism industry. Tourism as a higher education qualification is currently being offered at various accredited traditional universities, universities of technologies, technical colleges and at a number of private institutions across South Africa (Badat 2010:23). The type of qualifications offered ranges from a Higher Certificate to a Doctorate (Department of Labour 2008:50). The researcher has identified a variety of tourism qualifications aimed at the numerous tourism sectors.

2.15. Private higher education in South Africa

As indicated in Section 1.4, the aim of the study is to determine whether tourism qualifications offered at registered private higher educational institutions in KZN, are aligned with the needs of the local tourism industry. According to, MacGregor (2008) political reforms and increased demand for tertiary education prompted a boom in private higher education in South Africa. Today, private higher education institutions in South Africa can range from small institutions that offer a few qualifications to large multinational establishments offering a wide range of programs (CHE 2011:11). The demand for private higher education increased, as these institutions positioned themselves as offering programmes different to those available in the public sector (Department of Labour 2008:51)

Airey and Tribe (2006:96) contends that tourism courses offered at private institutions should be mainly vocational and groom students for specific posts in the tourism industry. However, Mabizela (2007:158) claims that private higher education institutions introduces poorly prepared graduates into the labour market, as the quality of teaching and learning at these institutions is inadequate. The author explains the reason for this inadequacy is since private higher education institutions employ inexperienced, under-qualified and part-time lecturers. On the other hand, MacGregor (2008) clarifies that while there are existing private institutions operating in South Africa that are of poor quality, there are few that are very good and have helped fill the gaps in higher education.

According to, the Register of Private Higher Education Institutions there are 90 registered institutions in South Africa (Department of Education 2012:9-39). Of these registered private higher education institutions 5 offer a tourism related diploma and is located KZN. In order for the private institutions to operate legally within South Africa, compliance with the following regulatory frameworks is mandatory.

2.15.1. The Council of Higher Education (CHE)

This is statutory body that was established in May 1998, it functions as the Quality Council for Higher Education in South Africa for public and private institutions (CHE 2015). The role of CHE (2015) includes:

- Offering guidance to the Minister of Higher Education and Training,
- Developing and implement higher education quality assurance systems, such as programme accreditation, audits and standard development,
- Implementing the Higher Education Qualifications Sub Framework (HEQSF).

According to, CHE (2014:3), in order for a private provider to offer higher education qualifications, the institution has to be registered with the Department of Higher Education, the institution and each learning programme must be accredited by the Higher Education Quality Committee (HEQC). In addition, each qualification must be registered on the National Qualifications Framework (NQF) which is underwritten by the South African Qualifications Authority (SAQA).

2.15.2. The Higher Education Quality Committee (HEQC)

The HEQC role is for the accreditation of institutions and their programmes (CHE 2015). One of the main objectives of the HEQC is to ensure that providers effectively and efficiently deliver education and training which is of a high quality, socially valuable and enriching knowledge. As well as that, education providers teach a range of skills and competencies required by graduates to integrate them into society (CHE 2014:2).

2.15.3. The South African Qualifications Authority (SAQA)

This statutory body is responsible for the development and implementation of the National Qualifications Framework (NQF) by formulating policies and criteria to ensure standards are being met (SAQA 2015).

2.15.3.1. SAQA Critical Cross- field Outcomes (CCFO's)

According to, SAQA (2013:3), it is mandatory for education and training providers to incorporate CCFO's in the development of higher education qualifications. CCFO's are generic outcomes that are critical for the development of a lifelong learner (SAQA 2015). The organisation further states that all qualifications must contain the following CCFO at appropriate levels (SAQA 2013:5):

- “Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organisation, community.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.”

2.15.4. The National Qualifications Framework (NQF)

The NQF seeks to ensure standards, quality and excellence is provided for all education and training that takes place in South Africa (SAQA 2015). In addition, the NQF aims to promote the learners growth and strengthen the economic and social development of the country. The NQF is divided into a number of levels descriptors. Jugmohan (2009:13) elaborates that level descriptors are statements about what knowledge is expected to be taught to students at a specific NQF level.

This study specifically focuses on National Diploma's offered private higher institutions. According to, SAQA (2015) a diploma must be registered on the NQF level 6 and have between 360-240 credits. However, South Africa (2013:62) states that there are differences between 360 and 240 diploma. The 360 diploma provides the extra 120 credits for WIL, while the 240 diploma is not required to offer WIL, rather this diploma must lead to professional title or occupation (South Africa 2013:62). Credits are a measurement of the capacity of learning that is required to meet the objectives of a particular qualification (South Africa 2013:47). SAQA (2015) adds that credits rates 10 notional study hours as equivalent to one credit. In addition SAQA (2000:43) states that for NQF levels 5 -8, the number of credits required for Fundamental, Core and Elective learning must be specified by the institution with reasons for the number and distribution.

SAQA (2015) states that the objectives of the NQF are:

- To develop and implement the national framework for learning,
- To facilitate access to, and mobility and progression within education, training and career paths,
- To enhance the quality of education and training in the country,
- To facilitate access to education and training and to redress past unfair discrimination in education

2.16. Chapter summary

This chapter reviewed the literature related to the objectives of this study. The review also included relevant themes to build the theoretical framework for the study. Key to the framework is the understanding of: tourism as a labour intensive industry, the significance of skilled human resources in the tourism industry, the evolution of tourism education, problems associated with tourism education, competencies required by the tourism industry, the void between tourism education and the tourism industry, definitions for curriculum, different tourism curriculum models, overcoming tourism curriculum issues and the provision of tourism education in South Africa. The next chapter describes the methodology adopted for this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

The aim of this study is to determine whether tourism qualifications offered at selected registered private higher education institutions in KZN, are aligned with the needs of the local tourism industry. In order to build the theoretical framework of the study, Chapter Two reviewed literature regarding the progress of the tourism industry and tourism education, competencies required by the tourism industry, definitions of tourism curricula and various curriculum models. Provision of tourism education globally and locally was examined; as well the many problems associated with tourism education were investigated.

Consistent with Hanneman *et al.* (2013: 26), the purpose of this chapter is to identify the applied research design, data collection and the analysis procedures to conduct the study. Accordingly, this chapter will detail the research process utilised for this research study.

3.2. Research design

According to Salkind (2012:252) a research design refers to the strategy that integrates a logical structure with the research problem to answer the research question effectively. In agreement, Jaikumar (2014) describes a research design as a blue print to execute a research study. Additionally, De Vaus (2005:17) asserts that the purpose of the research design is to ensure that the evidence obtained enables the researcher to answer the question as clearly as possible. Essentially, the research design involves describing the research approach, sample size, methods for selecting the sample, data collection techniques and tools, ethics procedures and validity and reliability measures (Salkind 2012:253). In order to meet these conditions and address the aim of the study, the research design in the current study comprised of an electronic survey and thematic document analysis.

3.2.1. The survey study

This study employed the mixed-methods research approach. The approach involves collecting, analysing and integrating both quantitative and qualitative data in a single study (Bhattacharjee 2012:30; Creswell and Plano Clark 2010:3). For as long as 40 years, researchers have noted the rising limitations that individual quantitative and qualitative methodological paradigms present (Salkind 2012:315). However, Conrad and Serlin (2011:14) state that when methodological paradigms are combined, the weaknesses of each are offset and the methodologies become complementary, thus strengthening the research. Hence, the popularity of the mixed-method approach can be documented through the number of journal articles, postgraduate dissertations, conference publications and books (Creswell and Plano Clark 2010:3).

Literature highlights the various benefits associated with the mixed methods approach (Creswell and Plano Clark 2010:12; Driscoll *et al.* 2007:21; Axinn and Pearce 2006:43), among these are:

- A study can be based on the strengths of both quantitative and qualitative , methodological paradigms,
- Mixed-methods increase the validity of your findings,
- Mixed-methods may provide a complete picture of the research problem,
- Mixed-methods can result in better and more data collection instruments,
- Mixed-methods can promote greater understanding of research findings.

The mixed-methods approach is not a unique research method, it has been applied in several studies of similar nature (Swart 2013:55; Bramford 2012:56; Owusu-Mintah and Kissi 2012:524; Jugmohan 2009:44; Tribe and Wickens 2004:32; Vukonic and Cavlek 2002:62).

3.2.2. The document analysis study

The second objective of the study aimed to compare and analyses tourism curricula of selected private higher education institutions. To achieve this objective the researcher compiled a document analysis study, depicted in Section 4.6 of Chapter Four and Appendix 27. The document analysis study was the outcome of analysing the content of the formal tourism curriculum delivered at each selected private higher education institutions against the other selected education provider.

Thematic analysis was utilised to interrogate and interpret the education providers' formal curricula. Consistent with Salkind (2012:269), this study systematically analysed themes, patterns and relationships. The usefulness of this technique in organising, interpreting and managing data without losing its context is illustrated in similar studies by Swart (2013:29), Bamford (2013:7) and Jugmohan (2009:53).

3.3. The sampling frame

A sampling frame is a listing of all the elements in the population from which a sample is to be drawn (Davies and Hughes 2014:55). As established, the aim of the study was to determine whether tourism qualifications offered at registered private higher education institutions in KZN, are aligned with the needs of the local tourism industry. Hence, two sampling frames were established namely, private higher education providers and the local tourism industry.

3.3.1. Private higher education institutions in KZN offering tourism related diplomas

The Department of Education (2012:9-39) reports that there are 5 registered private higher education institutions in KZN that offered a tourism related diploma, each of these institutions maintains several branches located across KZN. Given the limited registered private higher education institutions in the province offering a diploma in tourism, all 5 Department of Education (2012:9-39) registered private institutions will be included in the study.

As confidentiality agreements prevent mentioning institutions by name, each of the 5 participating institutions were represented by alphabets from Institution A until Institution E, as per Table 3. Furthermore, Table 3 illustrates that institution A and B, and institution C and D are owned by the same holding company respectively. Preliminary research indicated that holding companies incorporate the same curriculum for all of its subsidiary institutions. This was confirmed by SAQA (2015).

Table 3: Participating private higher education institutions by researcher

Institutions participating	Groupings
<ul style="list-style-type: none"> - Institution A - Institution B 	<p>Owned by a common holding company (Holding Company 1) – Curriculum will be the same.</p>
<ul style="list-style-type: none"> - Institution C - Institution D 	<p>Owned by a common holding company (Holding Company 2) - Curriculum will be the same.</p>
<ul style="list-style-type: none"> - Institution E 	<p>Not owned by any holding company</p>

3.3.2. The local tourism industry

The researcher advocated for the following tourism sectors to be part of the study for their vital knowledge of expected graduate competencies in specialised sectors:

- Travel Agents
- Tour Guides
- Event Management
- Car Hire Agents

These specific sectors were identified from a preliminary analysis which indicated that these constitute as the common career fields for tourism graduates of private higher education institutions. This information was obtained from the 2015

prospectus of each institution. Thus, the mentioned tourism sectors were deemed most acceptable for this study.

3.4. Population and sample selection

According to Davies and Hughes (2014:55) a population is a well-defined group of individuals that is the main focus of the query. Sampling is a method of getting a representation of a population (Calmorin and Calmorin 2007:97). Moreover, Salkind (2012:260) elaborates that sampling is performed when researchers assess a sample of a larger group of potential participants to make generalisations about the larger population. Accordingly, from the private higher education institutions, 3 populations of interest were drawn namely, tourism curriculum designers, tourism academics and graduates; and from the local tourism industry, there were 4 populations comprising of managers from travel agency, tour guiding, event management and car hire sectors. The extracted samples from each of these populations of interest will be described.

3.4.1. Tourism curriculum designers

Curriculum designers are responsible for developing instructional materials, coordinating educational contents and incorporating current technology and trends within the respective curriculum (Owusu-Mintah and Kissi 2012:524). Hence, curriculum designers should be specialist in their associated field (Dredge *et al.* 2014:29).

3.4.1.1. Population of tourism curriculum designers

Section 3.3.1 and Table 3 depicted that institution A and B, and institution C and D are owned by the same holding company respectively and that holding companies incorporate the same curriculum for all of its subsidiary institutions.

3.4.1.2 Selection of tourism curriculum designers' sample

A census of all 3 tourism curriculum designers (from holding company 1, holding company 2 and institution E) was deemed appropriate for this study.

3.4.2. Tourism academics

Airey and Tribe (2006:289) define tourism academics as a person with expert knowledge within the tourism field and who is qualified to teach the related subjects.

3.4.2.1. Population of tourism academics

Upon speaking to the Heads of Departments of the sampled education providers, the researcher compiled a list of tourism academics that were employed in institutions. This population numbered to 22 tourism academics.

3.4.2.2. Selection of tourism academics sample

As there were so few tourism academics, census sampling was also employed in this population. Hanneman *et al.* (2013:169) states that census sampling involves studying every member of the population interests. Thus all tourism academics employed within the participating private institutions were recruited in the study. This is a common sampling method that has previously been adopted in similar studies by Jugmohan (2009:52) and Zwane *et al.* (2014:5).

3.4.3. Tourism graduates

Seeking the perspectives of tourism graduates' is imperative as they are the end users of the tourism curriculum (Swart 2013:36; Jugmohan 2009:45).

3.4.3.1. Population of tourism graduates

The study utilised the snow-ball sampling method to recruit tourism graduates. According to Davies and Hughes (2014:92) snow-ball sampling is appropriate when members of a population are difficult to locate. To facilitate their location, this sampling method required the researcher to approach individuals within the field of interest to provide information needed to locate members of the required population. Conrad and Serlin (2011:277) maintain that this research method begins with the researcher identifying potential respondents, who is then asked to connect the researcher to other prospective participants for the study.

The Heads of Department, tourism academics and employees of the sampled private higher education institutions were approached by the researcher, for names and contact details of tourism graduates. To better meet the purposes of this study, the researcher only selected graduates of the year 2013. This was due to the curriculum reform changes implemented in 2009 (CHE 2011; Badat 2010:6) and to ensure that the data collected was current and relevant. In this manner, the researcher generated a list of 138 that comprised of the population of tourism graduates.

3.4.3.2. Selection of tourism graduates sample

Due to time constraints, it was not be feasible to include the whole tourism graduate population, hence a sample 50% of the total population was utilised in the study. The study drew a sample of 69 tourism graduates. To select tourism graduates participants the simple random sampling technique was adopted, from the generated list potential participants were randomly recruited by a random n^{th} number (Ranjith 2014:65). Bhattacharjee (2012:67) states that simple random sampling gives all subsets of the population an equal chance of being selected. Drawing from similar research by Dowling (2010:35), Vukonic and Cavlek (2002:99) this sample size and method was considered appropriate for a study of this nature.

3.4.4. Managers from the local tourism industry

This study utilised the population of sector managers from the sample frame of local tourism industry. As mentioned in Section 3.3.2, the population of managers were located in the each of the following 4 tourism sectors:

- Travel Agents
- Tour Guides
- Event Management
- Car Hire Agents

3.4.4.1. Population of tourism managers

The researcher acquired a list of tourism companies operating within the selected sectors in KZN from the Tourism KwaZulu-Natal (TKZN) (2014) database. Table 4 illustrates the total population of the selected tourism sectors that operate in KZN.

3.4.4.2. Selection of tourism managers' sample

To draw a sample, the study utilised 50% of the population for each selected sector of the tourism industry. From previous research, this sampling size provided an equitable representation of the total population of respondents (Dowling 2010:35; Vukonic and Cavlek 2002:99). Thus, the total sample for tourism managers numbered to 163.

Table 4: Total population and sample size of selected tourism industries by researcher

<i>Industry</i>	<i>Total Population of Registered On TKZN Database</i>	<i>50% = Sample Size</i>
Travel agent managers	74	37
Tour guide managers	220	110
Event managers	12	6
Car hire agent managers	20	10
Total		163

Using the generated lists, the study also employed the simple random technique to recruit potential participants from the local tourism industry population. The tourism industry manager participants were randomly selected by a random n^{th} number (Ranjith 2014:65). This sampling technique was similarly employed by various authors and researchers (Bramford 2012:63; Breytenbach 2010:75; Jugmohan 2009:50; Nkumane 2008:17; Tribe and Wickens 2004:67).

3.5. Data collection, design and analysis

To address the aim and objectives, this study comprised of electronic surveys and a thematic document analysis. The employed process for data collection, design and analysis will be described.

3.5.1. The document analysis

The researcher compiled a document analysis study to address the second objective. As original curriculum documents of the education providers was embargoed, publically available print and on line data from SAQA and CHE were utilised to acquire programme and curricula information. Since these are regulatory bodies for private higher education institutions in South Africa (South Africa 2013:64), the information derived from these sources was deemed acceptable.

3.5.1.1. Design of the document and thematic analysis study

The following steps were undertaken to design the document analysis study presented in Section 4.6 of Chapter Four and Appendix 27:

- **Step One:** as it was vital for the researcher to possess the broadest and deepest possible understanding of the programmes, the first step sought to obtain information relating to; the title, duration, purpose, rationale of the qualification, exit learning outcomes, modules and learning objectives that frame the curricula for each of the sampled education providers.
- **Step Two:** to have a clear and comprehensive understanding for each of the sampled education provider's tourism provisions, the formal curriculum of the respective institutions were examined independently.
- **Step Three:** in order to compare the formal curriculums of the sampled education providers, a taxonomy was developed through the use of thematic analysis. At this point the researcher identified themes, patterns and

incongruities amongst the tourism curricula delivered by the education providers.

- **Step Four:** to address objective two, the content of the formal tourism curriculums was categorised into similarities and differences based on the module titles and content.
- **Step Five:** as validity and reliability is crucial in research, the taxonomy was independently reviewed by a tourism educationist, feedback was obtained for refinement and the taxonomy was accordingly revised.

Chapter Five depicts the discussion of the document analysis study in conjunction with literature.

3.5.2. The survey study

To meet the objectives of the study, data was collected utilising an electronic survey method. In support of this data collection method, McPeake *et al.* (2014:24) reports that electronic surveys are becoming a very popular tool amongst researchers as it allows for large amounts of data to be collected, decreases costs and presents a faster response time. This data collection tool was also adopted by Zwane *et al.* (2014:5); Bamford (2012:61) and Wang (2008:55).

However there are notable disadvantages associated with an electronic survey. McPeake *et al.* (2014:25) infers that electronic surveys can limit the objectives of the study as it is confined to those with access to the Internet. This is regarded as one of the limitations of the study and is further discussed in Section 6.3.2 of Chapter Six. In addition, electronic surveys can deliver low response rates as the emails sent could be regarded as junk mail (Bamford 2012:61). The following discussions will explain the approaches adopted by the researcher to improve response rates.

Initially, structured self-administered surveys were designed with the assistance of the online survey software, 'Survey Monkey'; however the trial version of this tool, offered the researcher very limited functions. The researcher then opted to use 'Esurv'. This online survey design and data collection tool proved to be user friendly

and its trial version offered various instruments. Esurv also allowed the researcher to create unlimited questions, to increase the response time of the survey and offered advanced features in its trail version, while Survey Monkey's trail version is very basics and has a number of restrictions.

The researcher devised a different electronic survey for each population group participating in the study. The links of the electronic surveys were emailed to each of the selected participants. Once the data had been collected, Esurv allowed the researcher to transfer the data into Microsoft Excel, which made the analysis of data convenient and easier. The design of the electronic survey will be discussed the next section.

3.5.2.1 Instrument design

The informed consent letter in Appendix 3 was designed for each of the electronic surveys used to obtain the empirical data. A cover letter introduced the researcher, explained the purpose of the research and informed the participant that their involvement in this study is entirely voluntary. In addition, the researcher guaranteed that every participant will have complete anonymity and all responses would be confidential.

The electronic surveys comprised of a Likert scale, closed and open ended questions. The questions were borrowed and adapted from various secondary sources (Zwane *et al.* 2014:6, Wattanacharoensil 2014:9, Ndou 2013, Jugmohan 2009:46, Spowart 2006:14; Airey and Tribe 2006:424; Tribe and Wickens 2004:65, Saayman and Geldenhuys 2003:421). Chellen and Nunkoo (2010:97) reports that using other survey questions from similar empirical studies are considered acceptable as these questions have been shown to work and retesting is not necessary.

As mentioned in Section 3.5.2, different electronic surveys were developed for each population group. The surveys were designed in the following manner:

- **Tourism academic electronic survey** –the researcher chose to utilise the same survey for all tourism academics, rather than having subject specific surveys as shown in Appendix 4. This is since private higher education

institutions academics do not specialise in one particular subject instead, they lecture across the all subjects (Mabizela 2007:158). Aligned with the variables of interest, the survey was structured to include inquiries into the academics' employment history within the sampled private institution, their opinions on current curricula being delivered, analysis of curricula content and requests to rate efficiency of curriculums in relation to graduates' attainment of competencies.

- **Curriculum designer electronic survey** – this electronic survey was devised similarly to the tourism academic survey; however this survey was further adapted to give more focus on the variables of interest relating to curricula content, evaluation. This electronic survey is illustrated in Appendix 5.
- **Tourism graduate electronic survey** – Appendix 6 depicts the tourism graduate electronic survey utilised in this study. The survey investigated graduates' views on the tourism curriculum that they had studied, the manner in which the curriculum prepared them to work in the tourism industry and elements that they believed should be included in tourism curricula. Additionally, to be in line with the aim of the study, only graduates that have worked or are currently working in the tourism industry were allowed to complete the entire survey. A prompt was included in the electronic survey to direct those graduates who did not form part of the inclusion criteria to the end of the survey.
- **Tourism industry managers' electronic survey** – similar surveys were developed for each tourism industry population. Appendix 7, 8, 9 and 10 indicates that these surveys included enquires in terms of industry members' satisfaction of graduates of private institutions, their familiarity and involvement in tourism education and the alignment of institution curricula to industry's needs. A sector specific Likert scale however, was included in the surveys for each tourism manager. As each sector of the tourism industry requires graduates to possess different competencies, the choices for selection was obtained from (World of Work 2014) and (Career Planning 2014).

3.5.2.2. Data analysis for the survey study

Predicted Analytical Software (PASW) Statistics Version 18.0 was used to analyse the quantitative data collected. The qualitative data on the other hand utilised an interpretive approach by manually coding responses through the use of thematic categories. The researcher had first read the responses from the participants. The responses were themed under various categories in the researchers 'coding book'. The categories were typed into Microsoft Excel and then imported into the PASW. The analysis of the qualitative data was organised systematically so that the researcher could continuously check and auditing the results.

The findings from the data analysis are presented in the form of comparative bar charts, tables and cross tabulations in Chapter Four. In addition, Pearson Chi-square tests were employed to determine if there were statically significant differences between perceptions. Finally, Cronbach's alpha test was used to measure the internal consistency and reliability of the Likert scale items.

3.6. Ethical considerations

Ranjith (2014:51) asserts that the consideration of ethics in research is of growing importance. In agreement Hesse-Biber and Leavy (2011:59) adds that ethics in research is imperative to ensure that a study's research process and findings are trustworthy and valid.

With regards to the ethical considerations for this study, the informed consent letter in Appendix 3 accompanied the survey. Bhattacharjee (2012:139) posit that an informed consent:

- Allows an individual to choose whether or not to participate in a study,
- Describes the purpose and methods of the study,
- Gives the participant the choice to withdraw from the study at any time.

Due cognisance was therefore given to participant consent letters by the deliberate inclusion of the following:

- The name of the institution that the researcher undertook the research,

- The name and contact details of the researcher and supervisor,
- The aim and the potential output of the research,
- That the potential respondent's participation is entirely voluntary and the participant could withdraw from the study at any time without giving any reasons.

In addition, the consent letter to the potential respondents advised that their anonymity would be respected, before they answered the survey. To maintain confidentiality, the participants were not asked their names; hence none of the surveys could be traced back to the respondents. Also, participating institutions' names are not mentioned in the study as discussed in Section 3.3.1, to protect their identity. All data associated to the participating respondents will be securely destroyed. Every participant was assured that the purpose of this study is for research purposes only.

Consistent with Ranjith (2014:25), ethics begins with the design of the questionnaire; the researcher strived to design the electronic surveys in a simple, clear, concise and unbiased manner. This also served the researcher by ensuring that respondents' interpretation of the survey was not hindered

3.7. The pilot study

According to Salkind (2012:387) a pilot study is a trial run or pre-test of the research tool. The author elaborates that goal of a pilot study is to identify and rectify possible problems before undertaking the main study to increase the success of the main study.

A pilot study was conducted with a private institution that offers a tourism related qualification; however, the institution is not recorded as a registered private higher education institution in accordance with the Department of Education (2012:9-39). For the tourism industry managers, the researcher piloted the surveys to tourism businesses that were not registered on the TKZN database, but operated according

to information discussed in Section 3.3.2., these businesses were found on the Internet.

The links for the surveys were emailed to the pilot study respondents. The pilot study assisted the researcher in simplifying and resolving question ambiguities, amend questions, modify the structure and appearance of the survey and allowed for the practice use of the online survey software.

3.8. Challenges encountered during the distribution of the electronic survey

Initially, the response from the tourism graduates was very slow. In order to improve the response rate, the researcher adopted an incentive approach, in the form of offering free airtime for those that participate in the study. Salkind (2012:326) argues that providing incentives to potential participants is an effective strategy to increase the study's response rate. Furthermore, Singer and Couper (2008:49) infer that an incentive approach is likely to be more effective in surveys where the response rate without incentives tends to be low.

In addition, the emailing of survey links and invitations were initially ignored by most tourism sector managers. However, when the researcher enlightened sampled managers through several telephone calls or social media exchanges, about the purpose of this study, they were more than willing to participate.

In Chapter Five, the researcher provides an overview of the response rates for all of the participating stakeholders.

3.9. Reliability and validity measures

Every study must address threats compromising reliability and validity (Ranjith 2014:89). The measures employed in this study to ensure reliable and valid outcomes will be described.

3.9.1. Reliability

According to Engel and Schutt (2014:68), reliability refers to the measurement instrument being consistent and producing quality results. Salkind (2012:1237)

elaborates that reliability seeks to quantify the measurement procedure through replication, thus ensuring that the results produced is trustworthy.

In order to improve the reliability of this study, data and method triangulation was utilised. Bhattacharjee (2012:67) states that method triangulation involves obtaining and comparing data from different sources. This study employed tourism academics, curriculum designers, graduates and industry members to ensure that method triangulation was achieved. In addition, method triangulation also entails utilising multiple methodologies in a single study (Salkind 2012:2). As mentioned in Section 3.2.1, for this study both quantitative and qualitative methodological paradigms were applied.

The study's electronic surveys comprised questions that were borrowed and adapted from various secondary sources (Zwane *et al.* 2014:6, Wattanacharoensil 2014:9, Ndou 2013, Jugmohan 2009:46, Spowart 2006:14; Airey and Tribe 2006:424; Tribe and Wickens 2004:65, Saayman and Geldenhuys 2003:421). Chellen and Nunkoo (2010:97) claim that this approach enhances the reliability of the measurement tool as these questions have shown to work and retesting is not necessary. The study also employed statistical tests such as Cronbach alpha and Persons Chi Square test to assess the reliability of the measurement tools. Field (2013:674) asserts that Cronbach alpha and Persons chi square test are some of the most common measurement of scales to demonstrate for reliability.

3.9.2. Validity

On the other hand, validity refers to the extent to which the instrument tool measures what it intended to measure (Engel and Schutt 2014:69). The researcher engaged peers to examine the research instruments, data and findings in order to increase the face and content validity of the study. Peer examination involves incorporating experienced non participants in the field to review the study's findings (Zohrabi 2013:259). Furthermore, a pilot study was also undertaken. Salkind (2012:387) argues that a pilot study can assist researchers in obtaining reliable and valid data. Pilot studies can fix ambiguous and clarify issues in order to answer the research questions (Davies and Hughes 2014:83).

3.10. Chapter summary

This chapter described the research methodology employed for this study. The research design, population and sampling techniques, data collection methods, pilot study, data analysis, ethical considerations, reliability and validity measures were discussed. The next chapter presents the findings of the survey and document analysis study.

CHAPTER 4

PRESENTATION OF FINDINGS

4.1. Introduction

The aim of the study is to determine whether tourism qualifications offered at registered private higher education institutions in KZN are aligned with the needs of the local tourism industry. The previous chapter described the methodology that laid out the operational framework for this study. This chapter will present the statements of the results for the survey and document analysis study to address all issues that are pertinent to the study's aim and objectives.

This chapter commences by illustrating the response rates and the demographic details of the participants. The data for the surveys is then presented in the form of bar charts and tables. The document analysis study, which comprises of a thematic analysis of the sampled education providers formal curricula, follows to conclude the chapter.

4.2. Response rate and profile of respondents

Two hundred and fifty seven surveys were distributed to the various stakeholders. Table 5 illustrates that the study collectively obtained one hundred and sixty four responses from the selected stakeholders, representing a total response rate of 64%. Studies of a similar nature achieved corresponding response rates. For instance, Jugmohan (2009:53) collected an overall response rate of 77%, Bamford (2012:68) and Wang (2008:86) gathered 55% and 48% responses respectively. Hence based on these, the response rate of 67% is deemed acceptable for this study.

Table 5: Respondents Groupings

Stakeholders	Sample target	Sample response	Response rate
Tourism Academics	22	22	100%
Curriculum Designers	3	3	100%
Tourism Graduates	69	53	77%
Travel Agents	37	24	65%
Tour Guides	110	51	46%
Event Managers	6	4	67%
Car Hire Agents	10	7	70%
Total	257	164	64%

Table 5 shows that all tourism academics and curriculum designers responded to the presented survey, whereas, 77% of tourism graduates agreed to participate. Furthermore a collective response rate of 53% was received from industry respondents.

4.2.1. Tourism academics groupings

The purpose of Figure 4 is to depict the number of tourism academics that participated in the study and to illustrate the groupings of the tourism academics to the sampled education providers. It was anticipated that these respondents would provide conclusive experiences based on existing practices within their institutions.

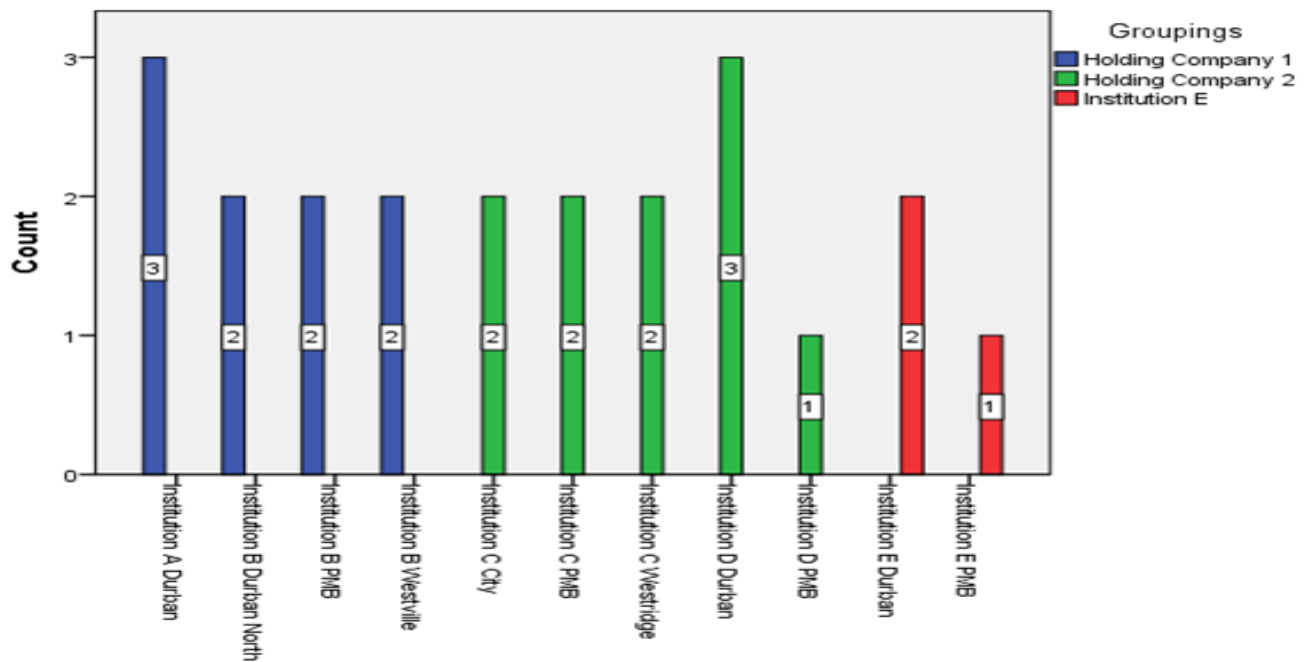


Figure 4: Tourism academics employed in the education institutions

As presented in Figure 3, 45% (10) of tourism academics originated from holding company 2. While holding company 1 employed 41% (9) of the tourism academic respondents. Furthermore, 14% (3) of the tourism academic participants derived from institution E.

4.2.2. Tourism graduates

Tourism graduates were amongst the key respondents in this study, as they provided needed information on their experiences within the institutions and their perceptions of curricula.

4.2.2.1. Grouping of tourism graduates according to the education providers

Figure 5 indicates the graduates that had responded to electronic survey and to which sampled education provider they belonged.

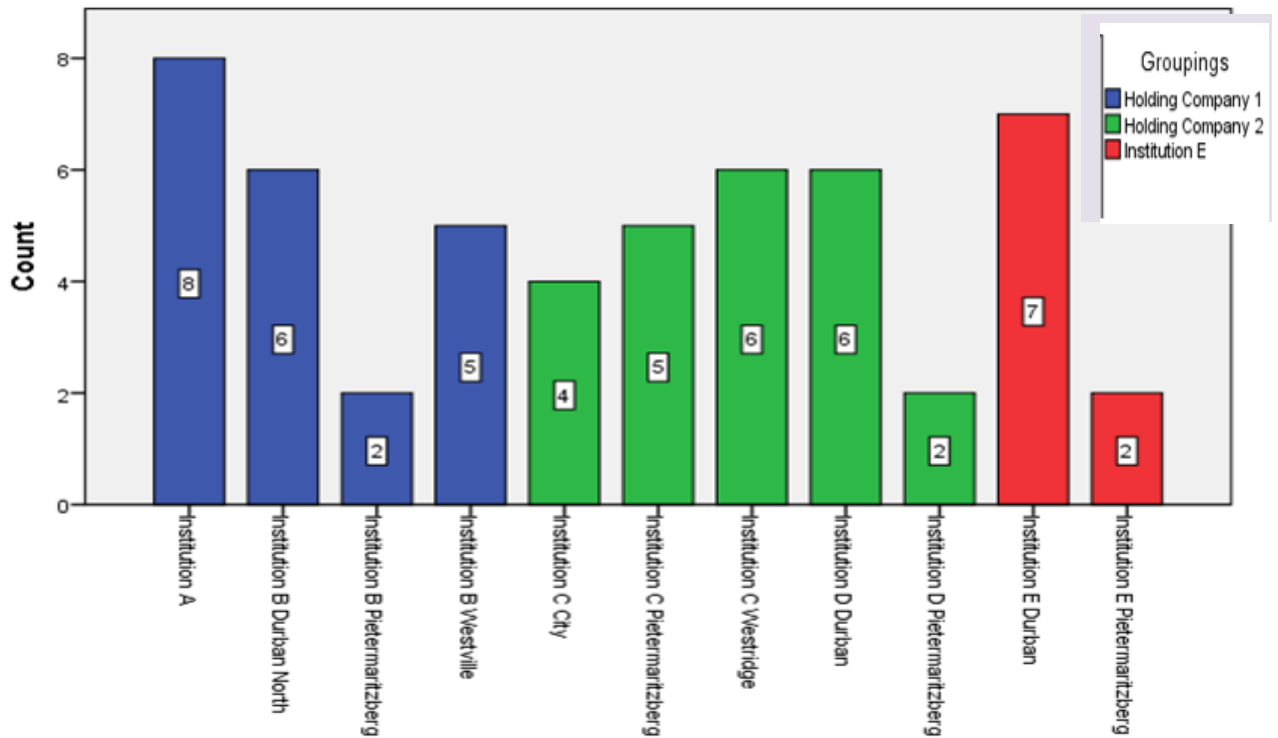


Figure 5: Tourism graduate participants

Holding company 2 delivered 43% (23) of graduate participants, while the remaining 40% (21) and 17% (9) of graduates came from holding company 1 and institution E respectively.

4.2.2.2. Employment areas of tourism graduates

In order to assess graduates work experience levels, graduates were asked about their previous and current employment opportunities, depicted in Figure 6.

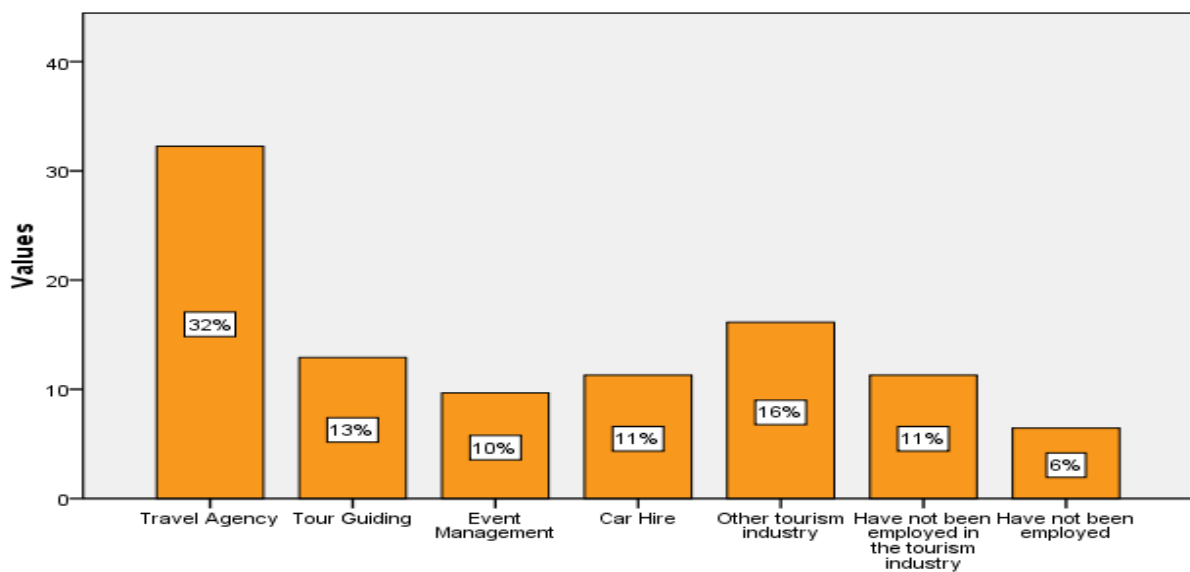


Figure 6: Percentage of graduates hired by different sectors

Figure 6 denotes that the majority or 32% of tourism graduates found employment within the travel agencies. Additionally, graduates were also engaged in the tour guiding (13%), car hire (11%) and events industries (10%). In addition, 16% of graduates highlighted that they were employed in other tourism sectors such as, the hospitality industry, airlines, tourism information office and tour operating industry.

4.2.2.3. Graduates not included in this study

The 17% (11) of graduates that selected “have not been employed in the tourism industry” and “have not been employed” in Figure 6 were not allowed to continue with the electronic survey as their responses would have been not suitable to the study’s objectives. A prompt was included in the electronic survey to direct these graduates who did not form part of the inclusion criteria to the end of the survey. The purpose of Figure 7 is to depict which sampled education providers these graduates originated.

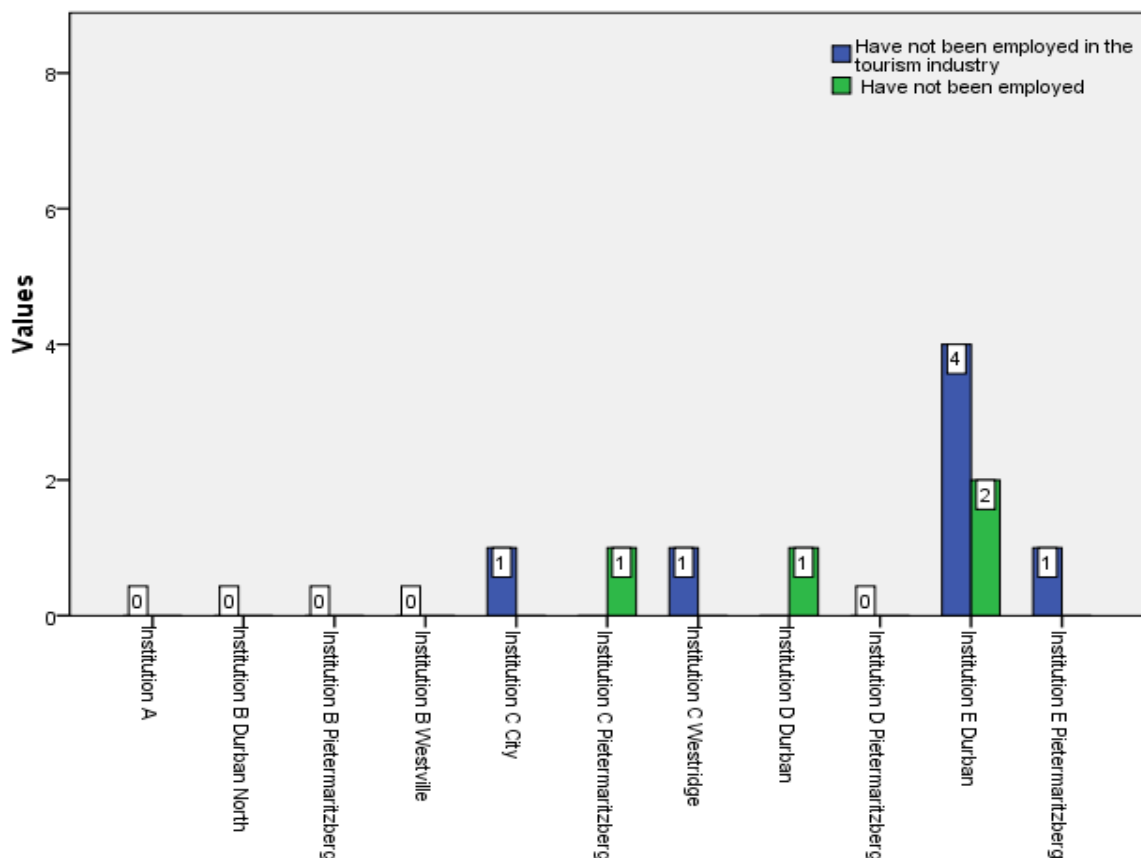


Figure 7: Graduates whose responses were not admitted into the study

The majority or 7 of these graduates derived from institution E, depicted in Figure 7.

4.3. The survey results

This section is divided into subsections that will respond to objectives one and three that sought to, identify and investigate gaps between the needs of the KZN tourism industry and the tourism curriculum offered at private higher education institutions, and to compare and evaluate stakeholder's views on what a tourism curriculum offered at private higher educational institutions should entail.

The results of the surveys will be illustrated as descriptive statistics in the form of bar charts and the inferential statistics in tables.

4.3.1. The preparation of tourism curricula to train graduates for the realities of the tourism industry

In order to ascertain the success of the tourism curricula, the stakeholders were asked their view on whether the tourism curricula prepared private institution tourism graduates for the tourism industry.

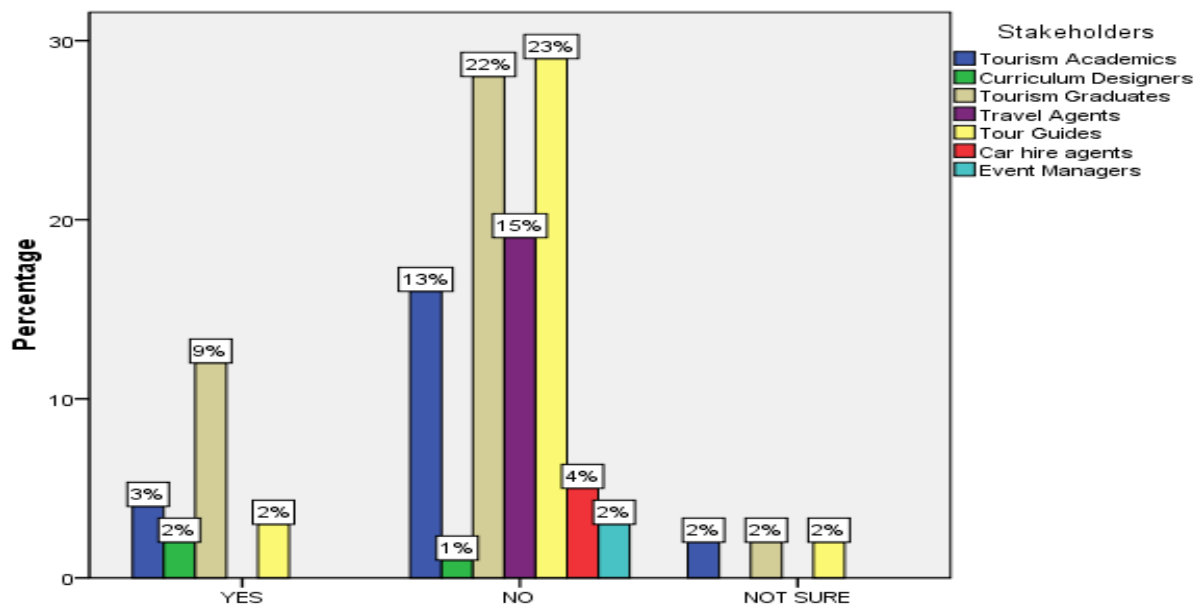


Figure 8: Response of stakeholders about the degree to which curricula prepared graduates

The majority (80%) of the stakeholders claimed that curricula had failed to groom graduates to work in the tourism industry, while, 16% of respondents selected 'Yes' the curriculum had trained graduates. Figure 8 depicts that 6% of respondents were 'Not sure'.

4.3.2. Tourism industry and curriculum involvement

Figure 9 seeks to determine the stakeholders' approval for the industry to participate in the development of tourism curricula.

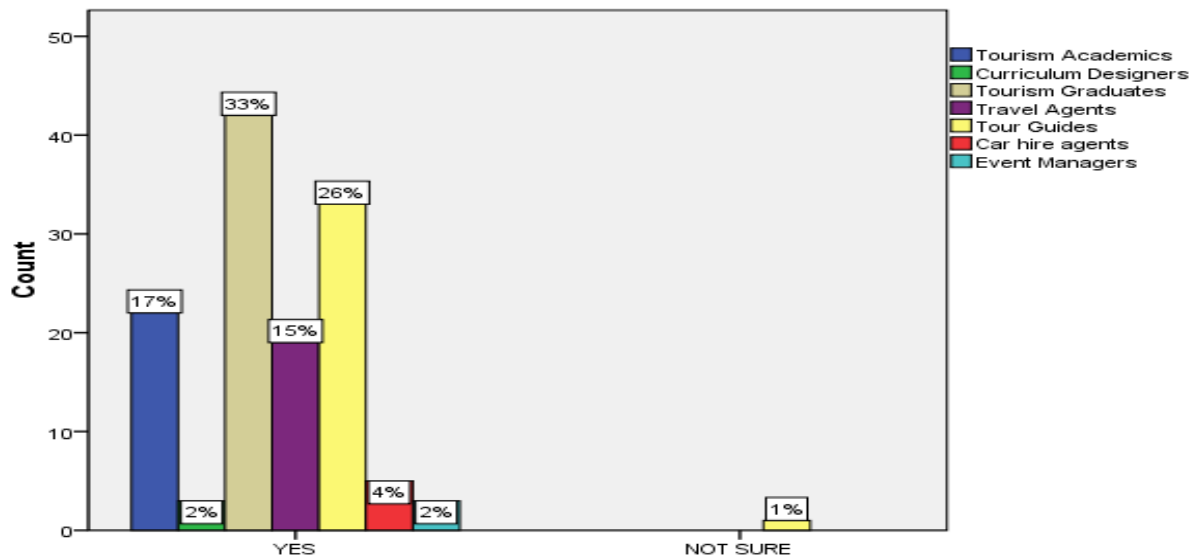


Figure 9: Response of stakeholders about whether members of the tourism industry should make inputs into curriculum design

Majority (99%) of the stakeholders deemed that the tourism industry should be a part of the curriculum development process for private higher education institutions, with 1 of the tour guide managers indicating 'Not Sure'.

4.3.3. The tourism industry's contribution to curricula

The purpose of Figure 10 is to assess the level of the tourism industry's involvement in private institutions curricula development.

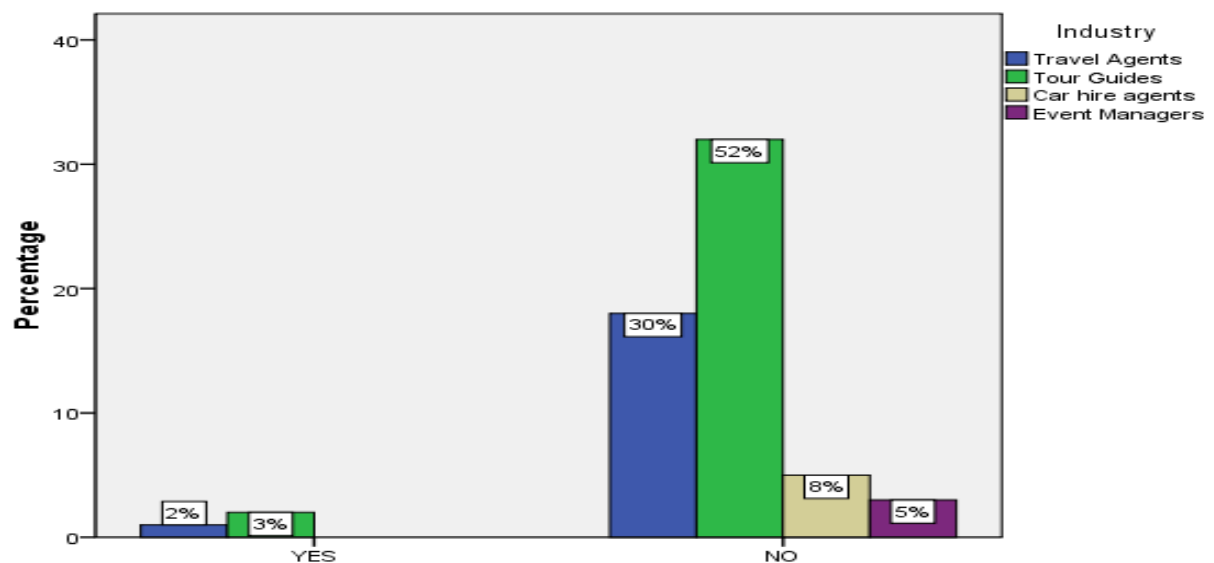


Figure 10: The industry input in tourism curricula

Only 5% of industry managers indicated that they have participated or currently participate in the tourism curriculum development within private higher education institutions.

4.3.4. Tourism industry’s familiarity with tourism curricula

To ascertain the local tourism industries understanding of tourism education and curricula, the participating industry managers were probed on their familiarity of tourism curricula offered at private higher education institutions.

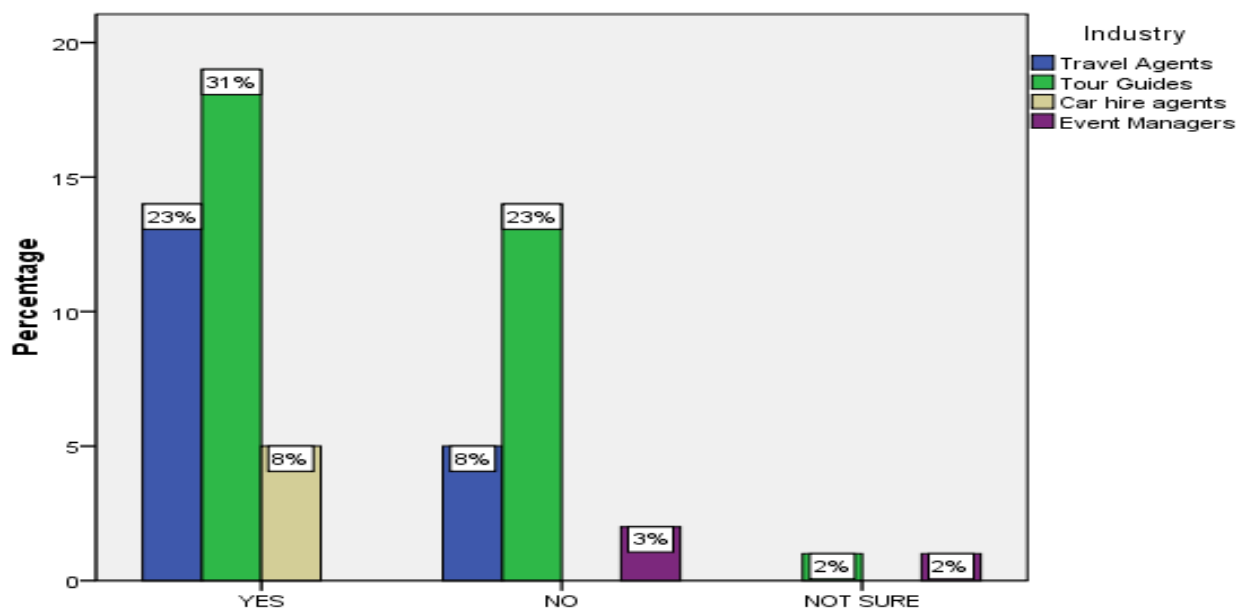


Figure 11: Industries knowledge on tourism curricula offered

Figure 11 depicts that 62% of industry managers are familiar with the tourism curricula. Conversely, 34% of industry managers indicated that they are not knowledgeable in the tourism curricula of private higher education institutions. The remainder 4% selected ‘Not sure’.

4.3.5. The inclusion of the tourism industry during curriculum development

Figure 12 establishes whether local tourism industries assistance is solicited during curriculum development for the sampled institutions.

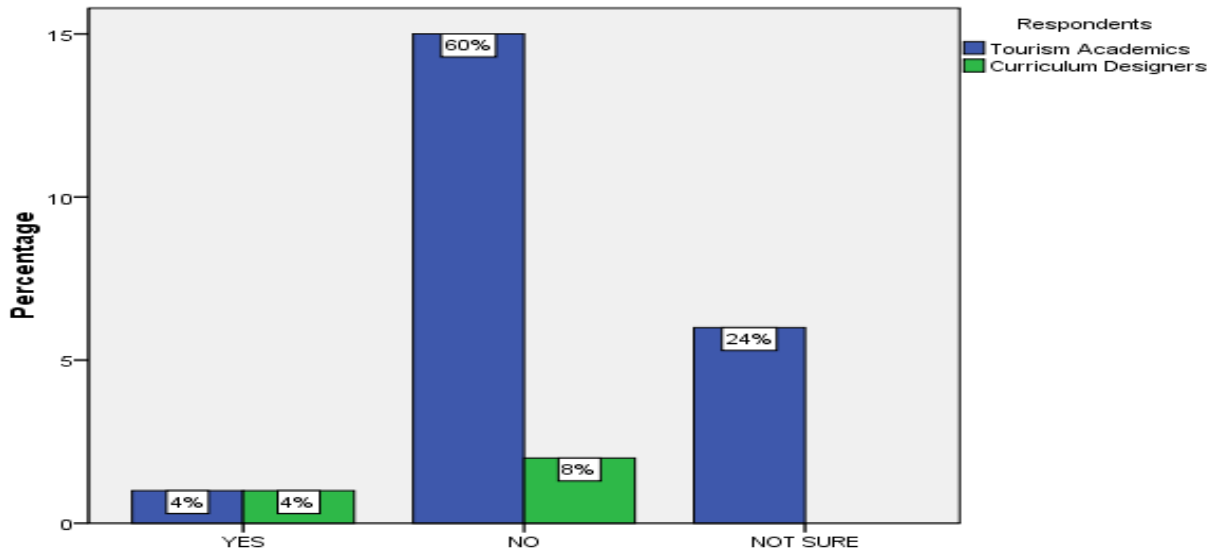


Figure 12: The degree to which industry participates in tourism curricula

According to Figure 12, 68% of tourism academics and curriculum designers maintained that their institution does not involve the industry during curriculum development. In addition, 24% of the tourism academics claimed they were ‘Not Sure’ of any industry participation. However, 8% of respondents inferred that industry assistance is attained.

4.3.6. Describing the tourism curriculum offered

The purpose of Figure 13 is to depict the manner each respondent perceived the tourism curriculum is delivered by their institution.

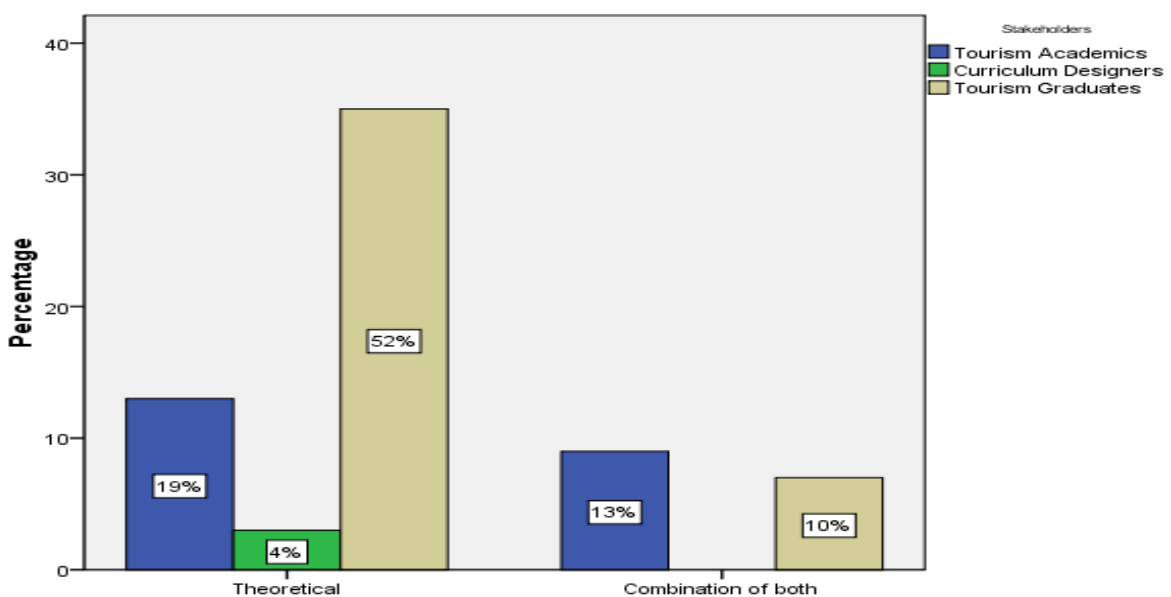


Figure 13: The manner in which respondents describe the tourism curricula

Figure 13 shows that 75% of the respondents portrayed the curriculum offered as theoretical. Whilst, 24% of the respondents claimed that the curriculum entails combination of theoretical and practical elements.

4.3.7. Alignment with industry needs

Consistent with the aim of the study Figure 14 illustrates perceived alignment of tourism qualifications with the needs of the local tourism industry.

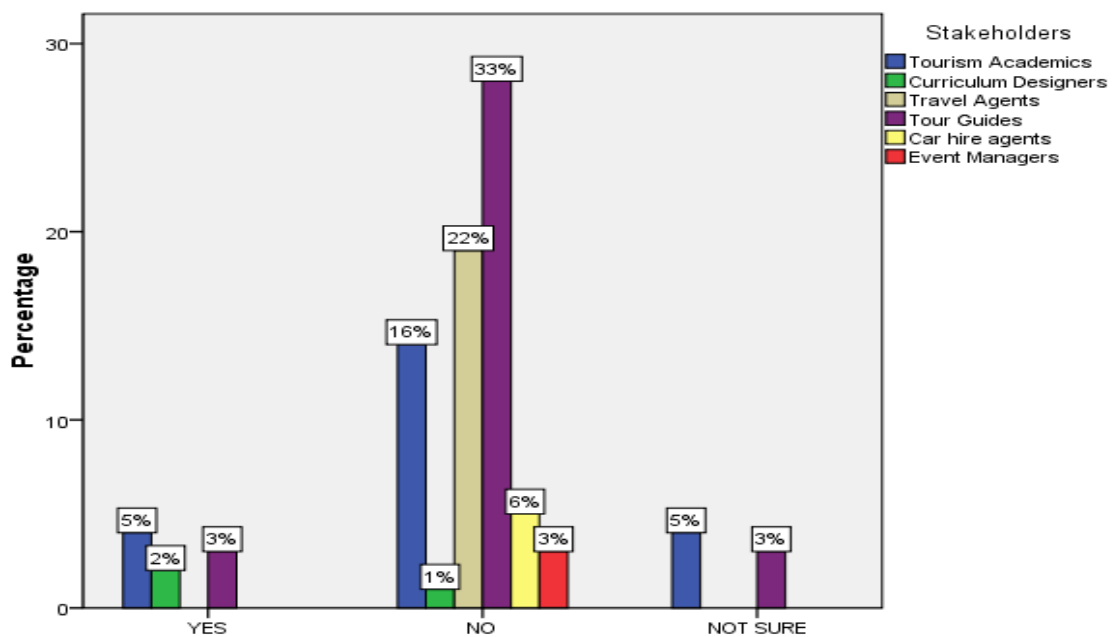


Figure 14: Non Alignment of tourism qualification

The results shown in Figure 14 indicate that that 81% of the stakeholders perceived that private institutions tourism qualifications are not aligned with the needs of the industry. The remaining 11% declared that industry requirements are met by their institution, whilst 8% of the respondents selected 'Not sure'.

4.3.7.1. Actions undertaken by the institutions to close the industry gaps

The tourism academics and curriculums designer who affirmed that their curriculum is aligned with industry needs, were asked to describe the measures utilised by the institutions to achieve the alignment. Table 6 reveals that 3 of the 4 tourism academics asserted that their institutions curriculum provides knowledge pertinent to the industry. The 2 curriculum designers concurred with the academics. Additionally,

only 1 tourism academic maintains their delivery is contextualised to local tourism industry examples.

Table 6: Measures to meet industry needs

	Tourism Academics	Curriculum Designers
Relevant industry knowledge taught	2	2
Local examples used	1	0
Total	3	2

4.3.8. Information technology

The section presents the information technology provisions within the institutions curricula and reports whether the delivered information technology knowledge and skills are aligned to the industry's requirements.

4.3.8.1. Information technology offered by institutions

In order to determine the curricula gaps and provisions, tourism academics and curriculum designers were required to list the information technology competencies presented within institution`s tourism programme.

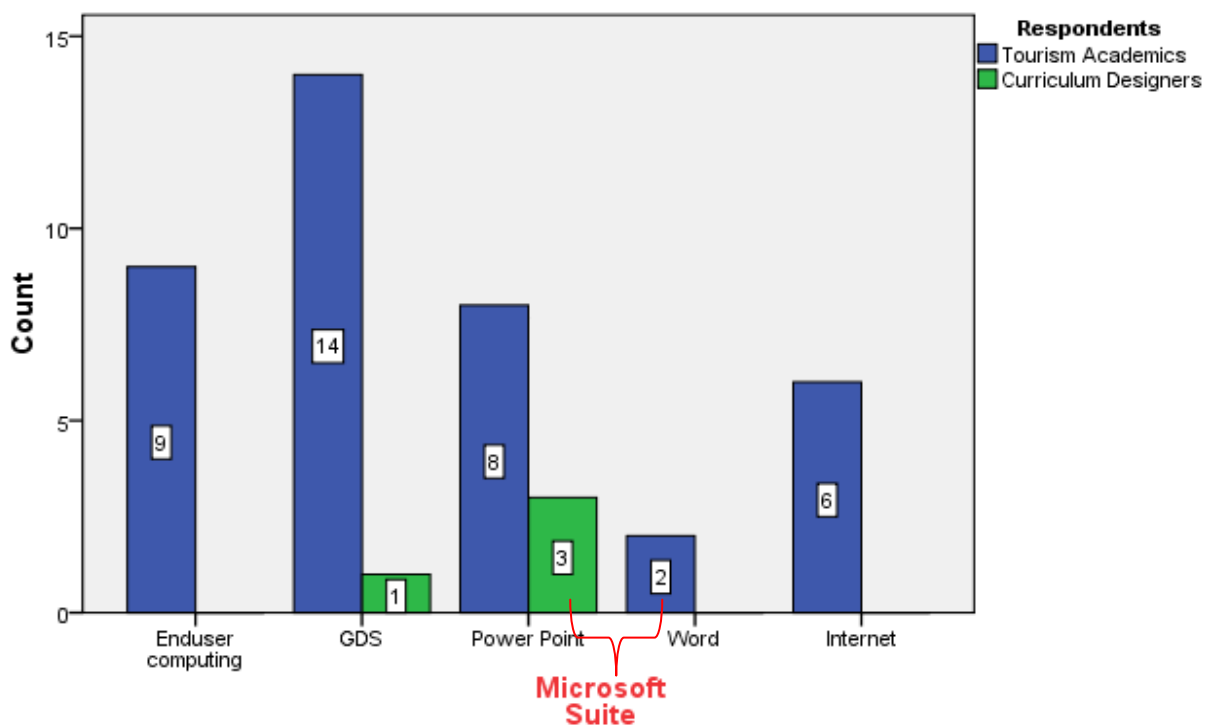


Figure 15: Education providers' information technology offerings

The tourism academics highlighted, 64% (14) Global Distribution Systems (GDS) and 41% (9) End User Computing (EUC) as the most common information technology offering. Figure 15 also depicts tourism academics emphasising, 46% (10) Microsoft Suite and 32% and (6) Internet teachings, in their curricula. On the other hand, all 3 curriculum designers selected Microsoft Suite, but only 1 specified GDS technologies.

4.3.8.2. Information technology provisions to meet industry needs

The tourism academics and tourism curriculum designer were asked a follow up question aimed to ascertain if current information technology offerings are aligned with industry requirements.

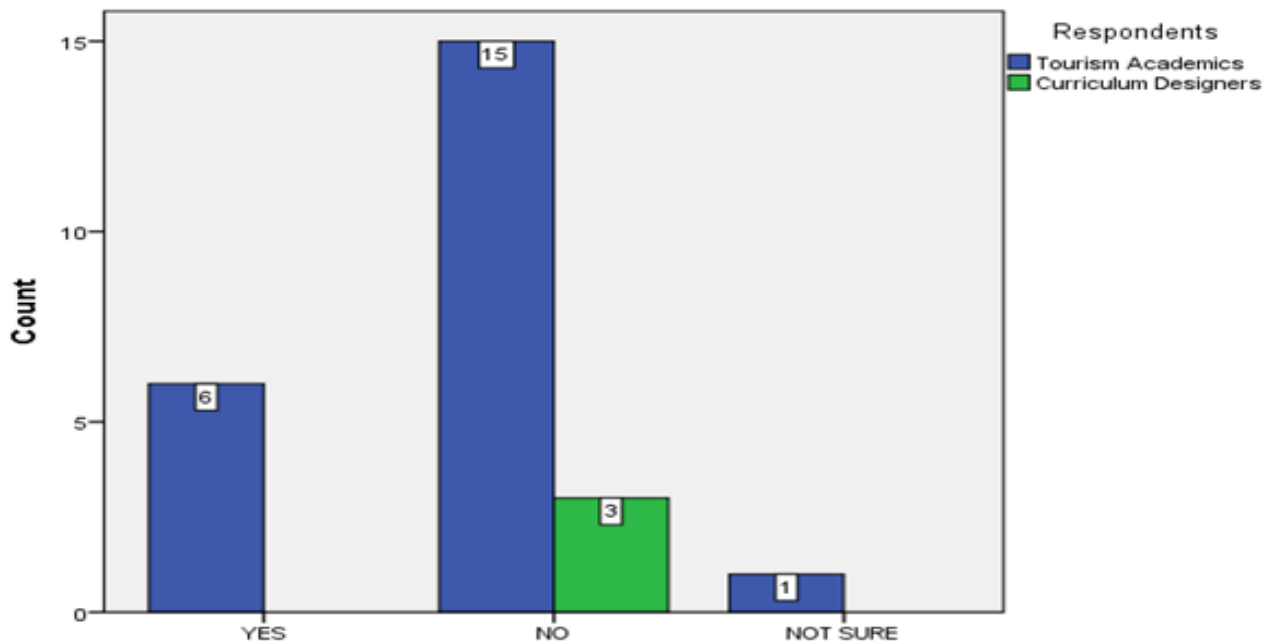


Figure 16: Alignment with industries' information technology needs

Figure 16 reveals that 100% (3) of curriculum designers and 68% (15) of the tourism academics perceived that the information technology presented does not support industry needs.

4.3.9. Industry's technical requirements

The local tourism industry's technical needs and graduates ability to satisfy these technical needs will be depicted in this section.

4.3.9.1 The local tourism industries technical requests

Table 7 specifies the technical competences required of tourism graduates by industry manager respondents. Common replies amongst the tourism manager respondents included Internet (47%), Microsoft Suite (24) GDS (15%), Global Positioning System (GPS) (9%) operation.

Table 7: Industries Technical Requirements

	Total	Percentage
Internet usage	85	47.4%
Microsoft Suite	37	23.6%
GPS usage	19	9.3%
GDS usage	25	15.2%
Microphone usage	5	2.7%
EUC	3	1.6%

4.3.9.2 Graduates ability to utilise technical capabilities

A leading question was posed to the tourism industry managers to obtain a measure of the aptitude of graduates' for the needed technical skills.

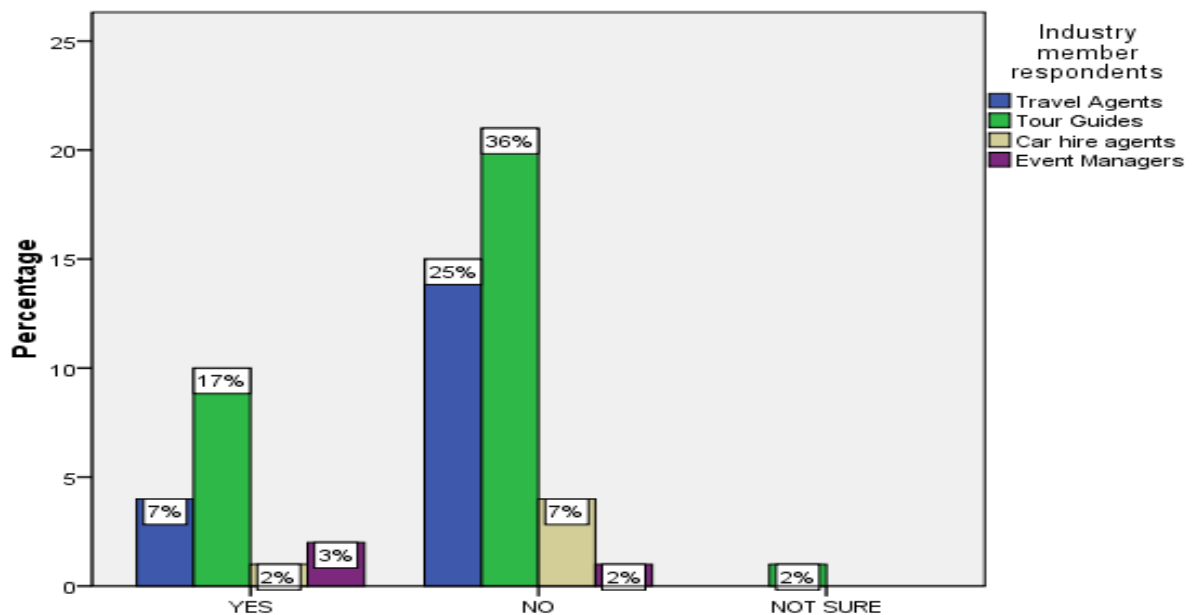


Figure 17: Graduates ability to utilise industries technical related requirements

From Figure 17, it is evident that, 70% of the tourism industry managers considered graduates as lacking in the capabilities listed in Table 7. While, 29% of managers perceived graduates as technically competent.

4.3.10. Work Integrated Learning (WIL)

The purpose of Table 8 is to consolidate the selected respondents' perceptions on WIL and the extent this activity has been incorporated within curricula.

Table 8: Significance attached to WIL

		Curriculum Designers	Tourism Academics	Tourism Graduates	
Do you think that WIL is an important component in a tourism qualification?	Yes	3	22	42	
	No	0	0	0	
	Not Sure	0	0	0	
		Curriculum Designers	Tourism Academics		
Does your institution offer graduates the opportunity to participate in WIL?	Yes	2	18		
	No	1	3		
	Not Sure	0	1		
		Travel agent manager	Tour guide manager	Event manager	Car hire agent manager
Does your organisation offer WIL opportunities to students	Yes	13	20	0	4
	No	9	28	4	3
	Not Sure	2	3	0	0

4.3.10.1. The significance of WIL

The selected respondents were asked their views on the importance of WIL, in order to establish the significance of this learning module within a tourism qualification. Table 8 shows that, all respondents deemed that WIL is critical component of a tourism qualification.

4.3.10.2. Institutions' provisions for WIL

Table 8 reveals that 18 of the 22 tourism academics (82%) indicated that their institution grants students the opportunity to participate in WIL. The remainder 3 (14%) tourism academics selected 'No' and the 1 (5%) expressed that they were

'Not Sure'. 2 curriculum designers agreed that their respective institution permits the inclusion of WIL, while 1 curriculum designer indicated 'NO'.

4.3.10.3. Industry acceptance of students engaging in WIL

From the information supplied in Table 8, 51% of tourism industry managers maintained that their business does not employ students seeking WIL. In contrast 43% of the respondents disclosed they welcome students that require WIL within their organisation.

4.3.11. The local tourism industries hiring of tourism graduates

Managers of the tourism industry were asked if they employ tourism graduates of private higher education institutions within their organisations.

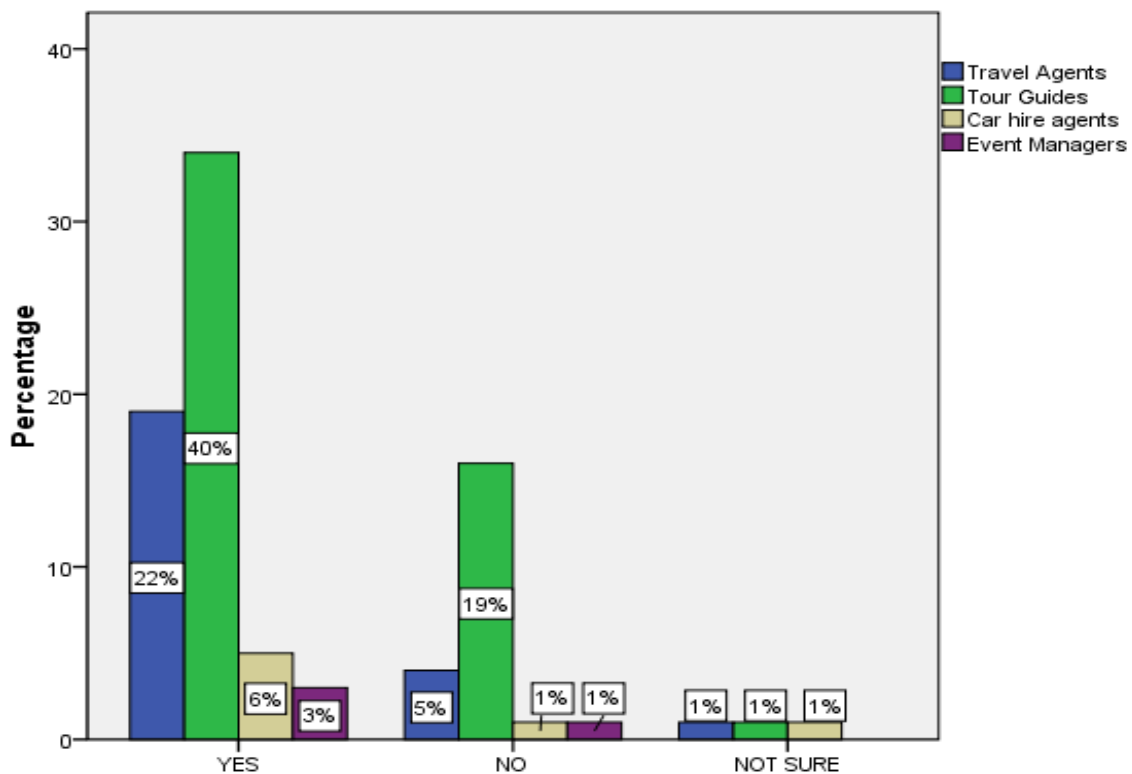


Figure 18: The degree to which the tourism industry employs tourism graduates

Figure 18 shows that 71% of respondents asserted that their business does offer employment to private institution graduates. However, 28% of industry respondents maintained they do not hire graduates of private higher education institutions.

4.3.12. Tourism sectors included in the tourism curricula

Given the multi-sectorial nature of tourism, it was necessary to evaluate whether curriculum deliberately targeted specific sectors. To determine the composition of tourism curricula, respondents were asked if their tourism programmes concentrated on a particular sector.

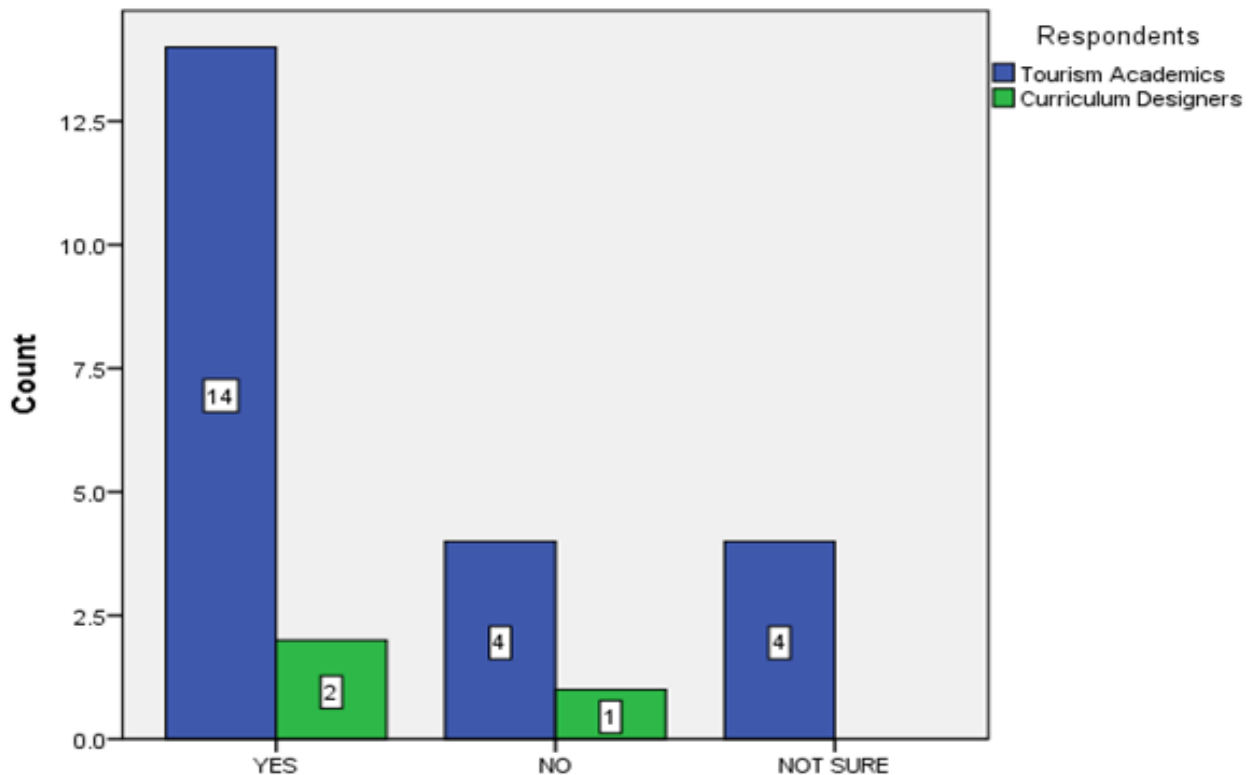


Figure 19: Tourism sectors incorporated in curricula

Figure 19 indicates that 64% (14) of the tourism academics inferred that their institutions programme favours a particular tourism sector. The majority, 67% (2), of curriculum designers' responses concurred with the tourism academics selections. 36% (8) of the tourism academics indicated 'No and 'Not Sure'.

4.3.12.1. Tourism sectors that are desired in tourism curricula

A subsequent question was posed to curriculum designers and tourism academics in order to ascertain which sector/s of the industry they would prefer in the curriculum of their institution. Table 9 depicts that 77% (17) of the respondents highlighted the travel sector.

Table 9: Preferred tourism curricula sectors

		Travel sector	Tour Guiding	Tour operator	All sectors	Total
Tourism Academics	Count	15	1	3	1	20
Curriculum Designers	Count	2	0	0	0	2
Total	Count	17	1	3	1	22

4.3.13. Leading employers for tourism graduates

The purpose of Table 10 is to determine the principal employers of private higher education institutions graduates.

Table 10: Tourism graduates principle employers as per the tourism academics

	Travel agency	Tour guides	Car hire agencies	Event management	Hotels	Airports	Not sure
Tourism Academics	15	1	3	1	2	3	7

The table reflects that 68% of tourism academics deem that travel agencies are the main employers of their institutions graduates. However, 14% of academics claim that graduates are largely engaged within car hire agencies and airports. The remaining selections were 9% hotels, 5% tour guides and 5% events industry. In contrast, 32% of tourism academics claimed that they were 'Not Sure' about graduates' employment appointments.

4.3.14. Entry level skills required by graduates

Figure 20 illustrates tourism academics perceptions of essential skills that graduates' need when entering the industry for employment.

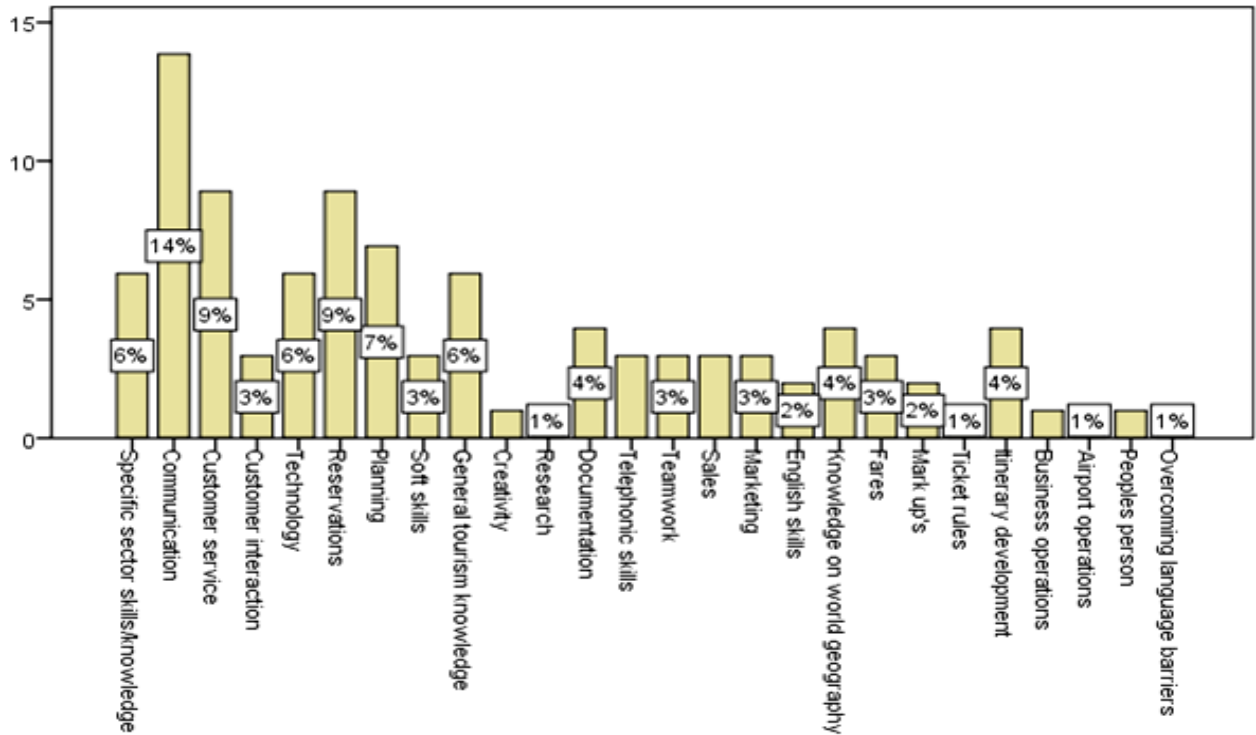


Figure 20: Essential competences required for graduates

Tourism academics responses amounted to 14% communication skills, 9% for customer service and 9% for reservations, as key skills required by graduates. Additional skills such as planning (7%), specific sector knowledge (6%), technology (6%) and general tourism knowledge (6%) also obtained a notable response.

4.3.14.1. Graduates attainment of skills

The purpose of Figure 21 is to observe whether graduates possess the skills mentioned in section 4.3.14.

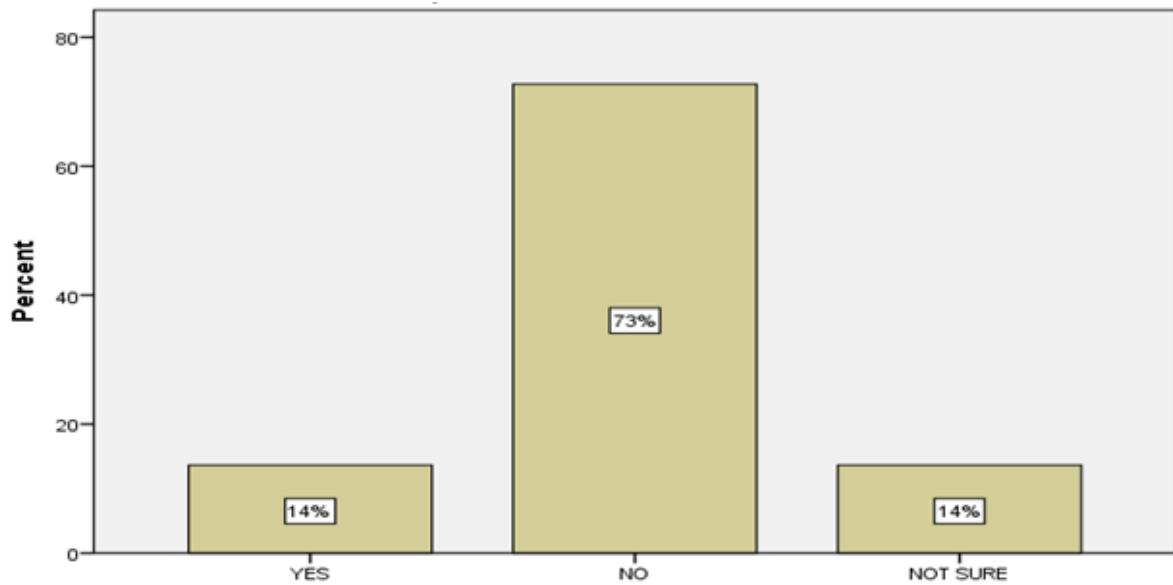


Figure 21: Graduates attainment of entry level skills

The majority or 73%, of the tourism academics indicated that graduates are not proficient in the competencies, whereas 14% of the tourism academics claimed that graduates are skilled.

4.3.15. The frequency of institution's curriculum evaluation

Enquiries on how often curriculums had been re-examined were asked of the curriculum designers.

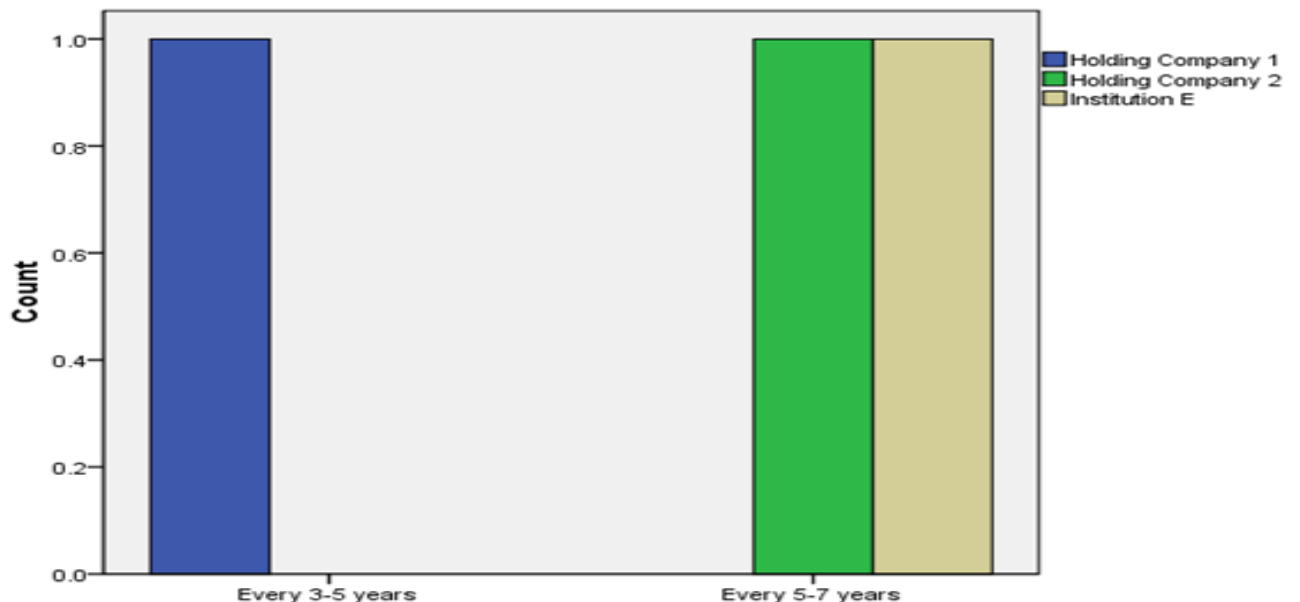


Figure 22: Responses on how often the tourism curricula is reviewed

Figure 21 reveals that holding company 1 reviews their curriculum every 3 – 5 years and holding company 2 and institution E reviews their curriculum every 5 – 7 years.

4.3.16. Tourism industry managers' satisfaction with graduate skills

The purpose of Figure 23 is to ascertain industry respondents' satisfaction of tourism graduates abilities.

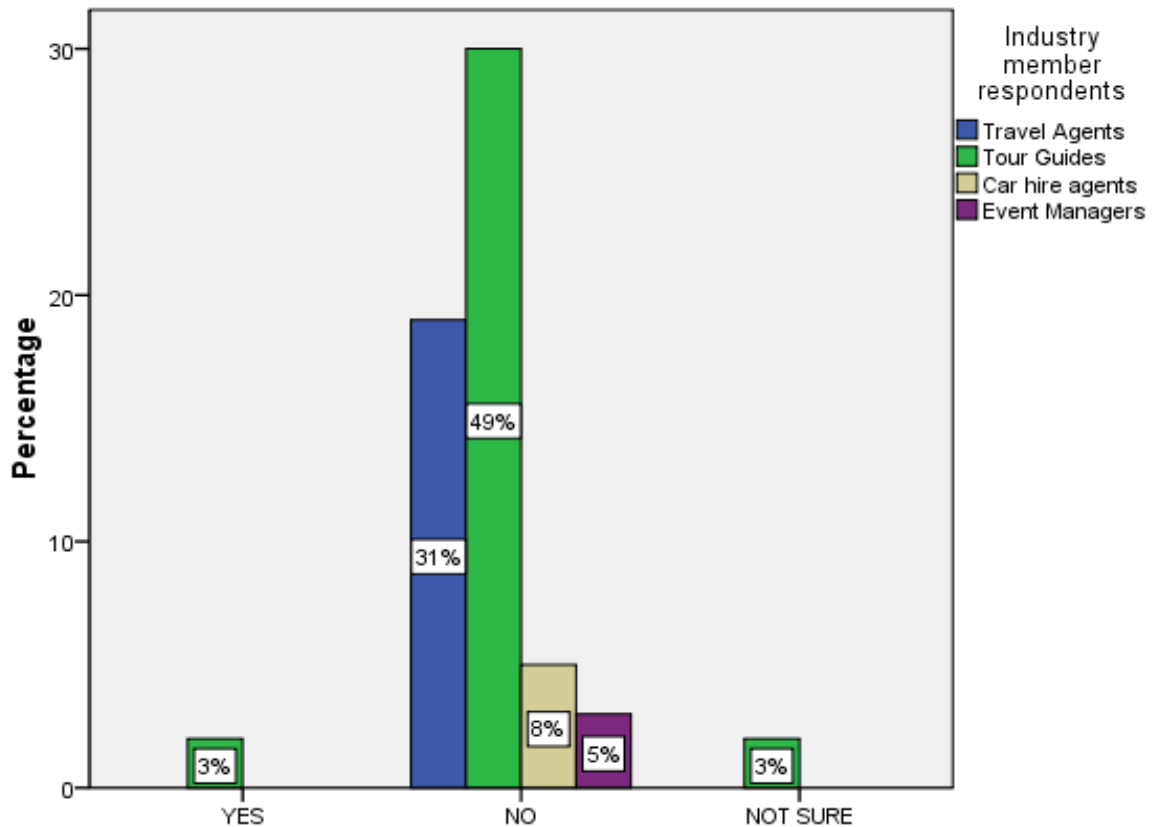


Figure 23: Non-approval of graduate competencies

Figure 22 discloses that 93% of the tourism industry managers are displeased with the skill level of tourism graduates of private institutions.

4.3.17. Essential learning areas in tourism curricula

The respondents were asked their perceptions on themes that should be included the tourism curriculum of private institutions. Table 11 depicts these specific requirements.

Table 11: Stakeholders perceptions on curricula necessities

	Skills needed by the tourism industry	Practical experience	Business Management	WIL/ Increase WIL hours	Communication skills	Sustainable tourism development	Information Technology	Soft Skills	Industry interaction	Industry related subjects	Better relationship between industry and education institutions	Customer service	International tourism policies	Sales	Supplier product knowledge
Curriculum Designer	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Tourism Academic	7	7	4	3	4	3	1	1	3	0	0	0	1	0	0
Tourism Graduate	6	9	0	15	1	0	2	0	11	8	5	3	0	1	0
Travel agent	6	11	1	0	2	0	2	2	5	2	3	2	0	1	1
Tour guide	13	12	0	0	0	0	0	2	5	2	11	0	0	0	0
Event manager	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0
Car hire agent	1	3	0	0	0	0	0	1	2	3	1	0	0	0	0
Total	35	46	5	18	7	3	5	7	26	15	20	5	1	2	1

30% of respondents found need for additional practical experience in tourism programmes. 23% requested curricula to focus on skills required by the industry and 17% call for more industry interaction. Furthermore 13% of respondents appealed for better relationships between institutions and industry. The inclusion of WIL (12%) and industry related subjects (10%) also received notable responses.

4.3.18. The entry level job functions of tourism graduates

Tourism graduates were asked to specify the tasks they had to complete during their employment within the tourism industry.

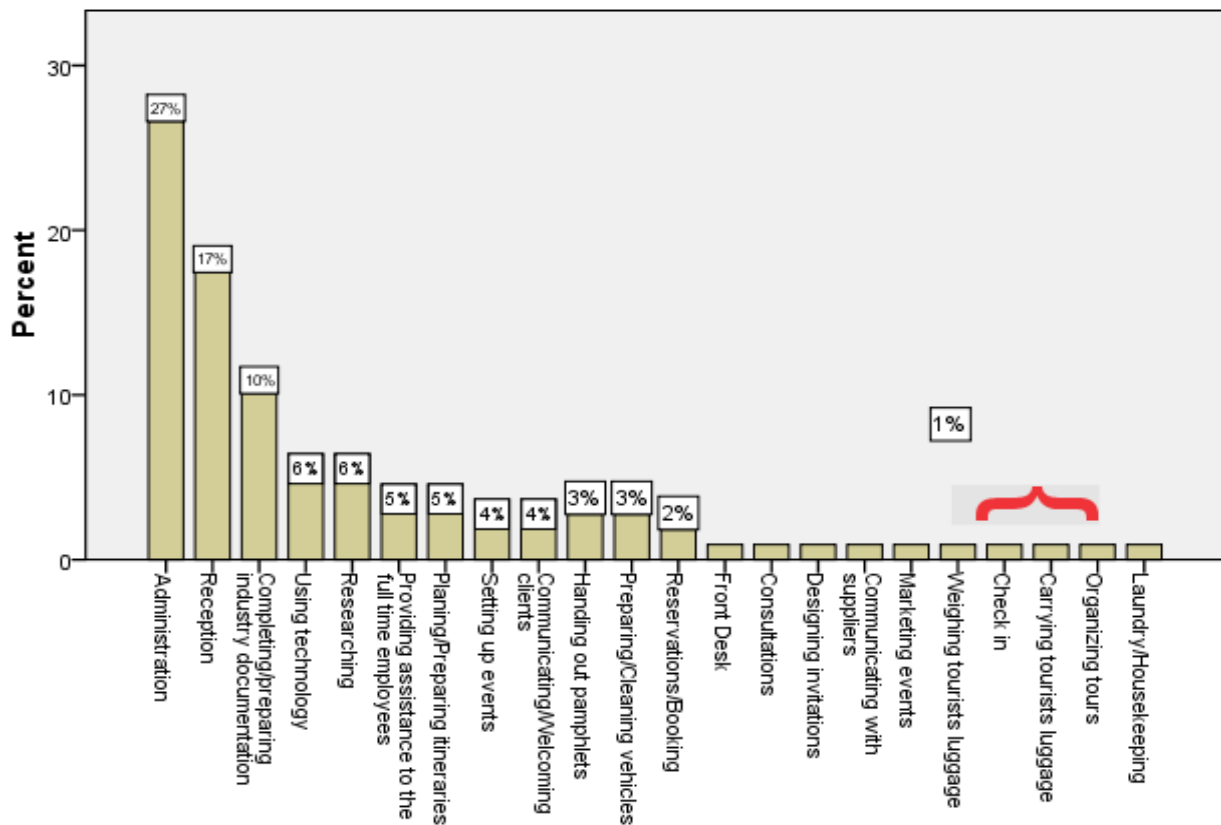


Figure 24: Job functions of tourism graduates in the tourism industry

Figure 24 denotes that administrative duties (27%) formed the graduates’ key responsibilities. Operating at reception obtained 17% of responses. 10% of graduates inferred that completing industry documentation was a key duty, while 6% indicating utilising technology and conducting research was their key job function respectively.

4.4. Transferred and expected competences

In order to achieve the objectives of the study, it was necessary to measure that extent of the alignment of transferred and expected skills and competencies. A 5 point Likert Scale with 57 items was posed to all respondents. The stakeholders had to rate items as “not skilled at all” to “very skilled” based on their perception of graduates’ competence level. The curriculum designers, tourism graduates and academics had to answer all items, while the industry managers responded to applicable groupings. Selected skills were grouped as:

- General employability skills

- Travel agency related technical competencies
- Tour guide related competencies
- Event management related competencies
- Car hire agent related competencies

While detailed findings from the above are presented in Appendix 11, the most significant are presented below.

4.4.1. General employability skills

As indicated earlier in Section 2.11.1 of Chapter Two, general employability skills are critical competencies that are sought by employers which would enhance graduates performance when employed in the industry. This section presents the stakeholders ratings for private higher education institution tourism graduates' general employability skills.

4.4.1.1. Communication skills

Communication is a crucial skill that is required in every area of the tourism industry. It refers to the ability to read, write, listen and speak effectively with verbal and non-verbal expressions.

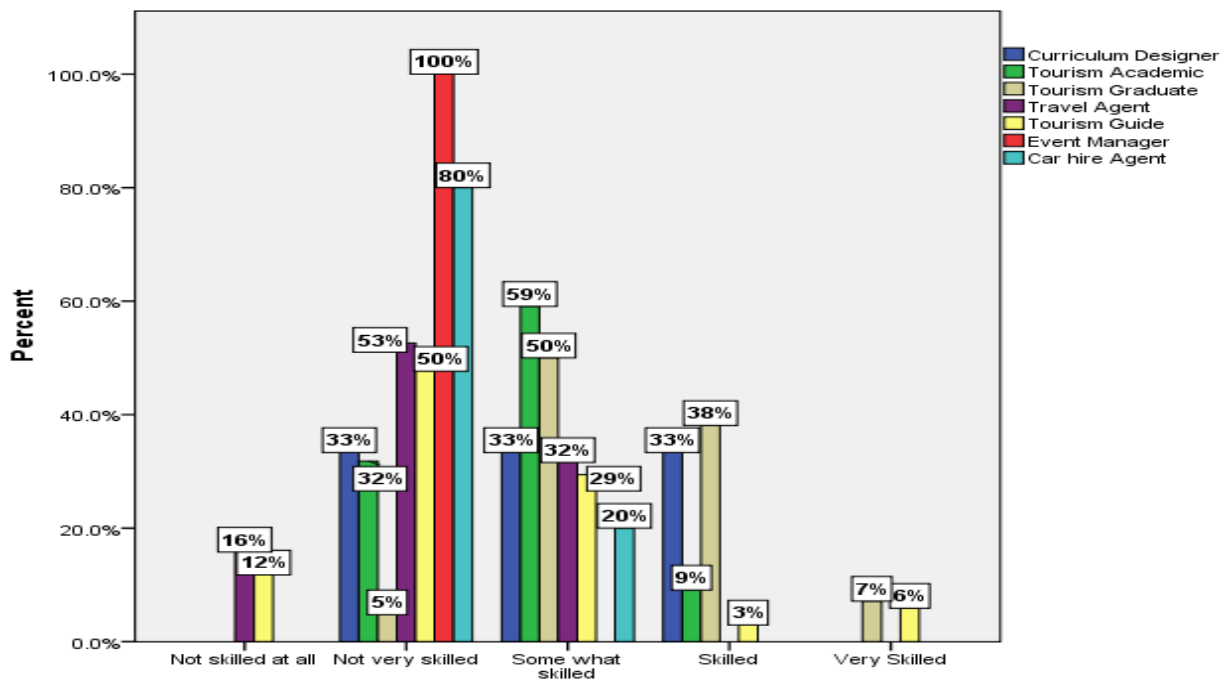


Figure 25: Communication competency

Figure 25 illustrates varying responses for graduates' competence in communication. 59% of tourism academics and 50% tourism graduates rated that private institution graduates' are "somewhat skilled" in communication. In contrast most of the industry managers inclined towards "not very skilled", with the event manager showing full agreement.

4.4.1.2. Professionalism

Punctuality, reliability and good attitude, behaviour and conduct collectively represent the professionalism required in the tourism industry. Professionalism is an importance competence for graduates to build a strong reputation for the employer.

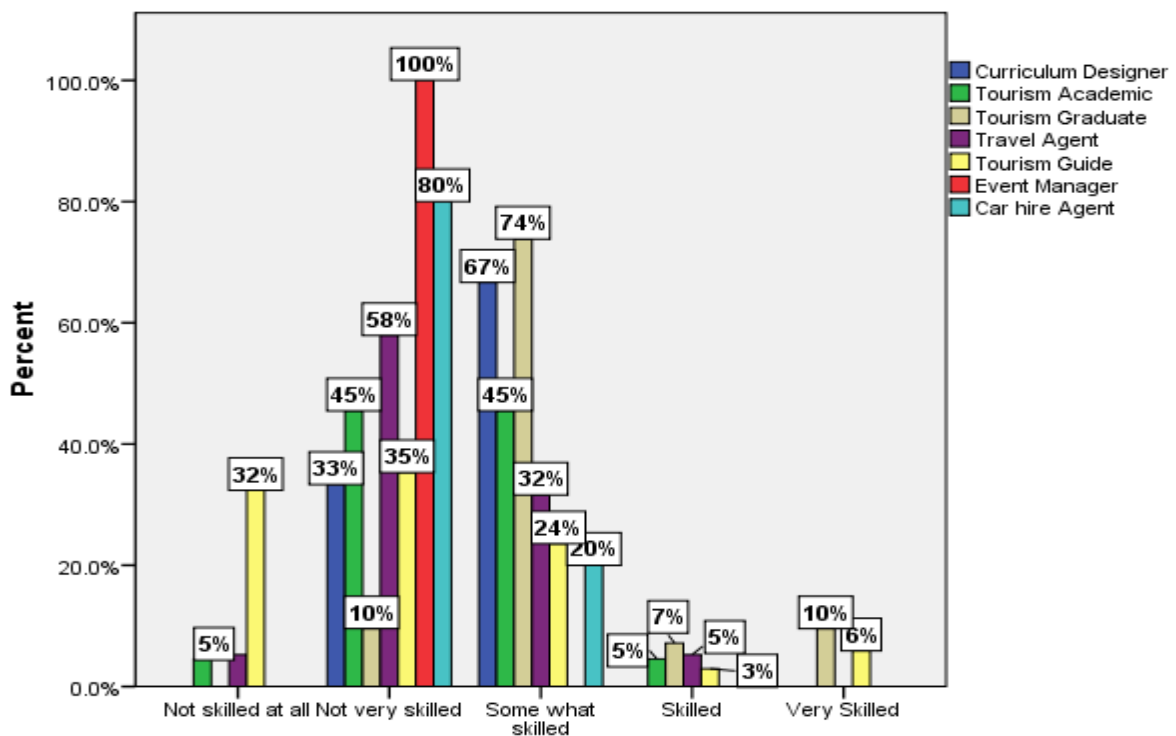


Figure 26: Professional competency

There is agreement amongst 100% of event managers, 80% of car hire agents, 58% of travel agents, 35% tour guides and 45% of tourism academics that professionalism, depicted in Figure 25, is not addressed in the curricula. However the 67% of curriculum designers and 74% tourism graduates deem that professional skills are on average, addressed by the curricula.

4.4.1.3. Analytical capabilities

Analytical skills can assist graduates to overcome day to day challenges, often as part of routine tasks in the workplace.

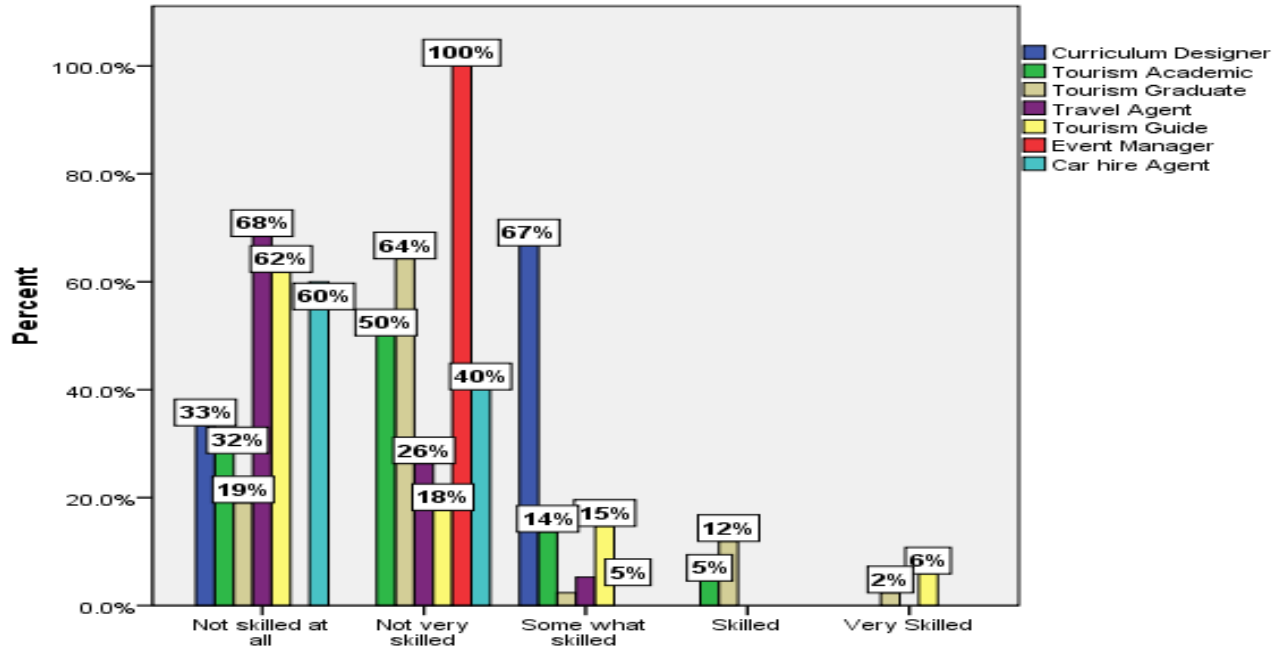


Figure 27: Analytical skills

With regards to Figure 26, travel agents 68%, tour guides 62% and car hire agents 60% rated graduates analytical abilities as “not skilled at all.” While 100% event mangers, 67% curriculum designers, 50% tourism academics and 64% of tourism graduates elected graduates as “not very skilled.”

4.4.1.4. Degree of computer literacy

As all aspects of the tourism sector have now embraced digital technology, it is imperative that graduates are able to utilise computers on a daily basis and for industry specific operations.

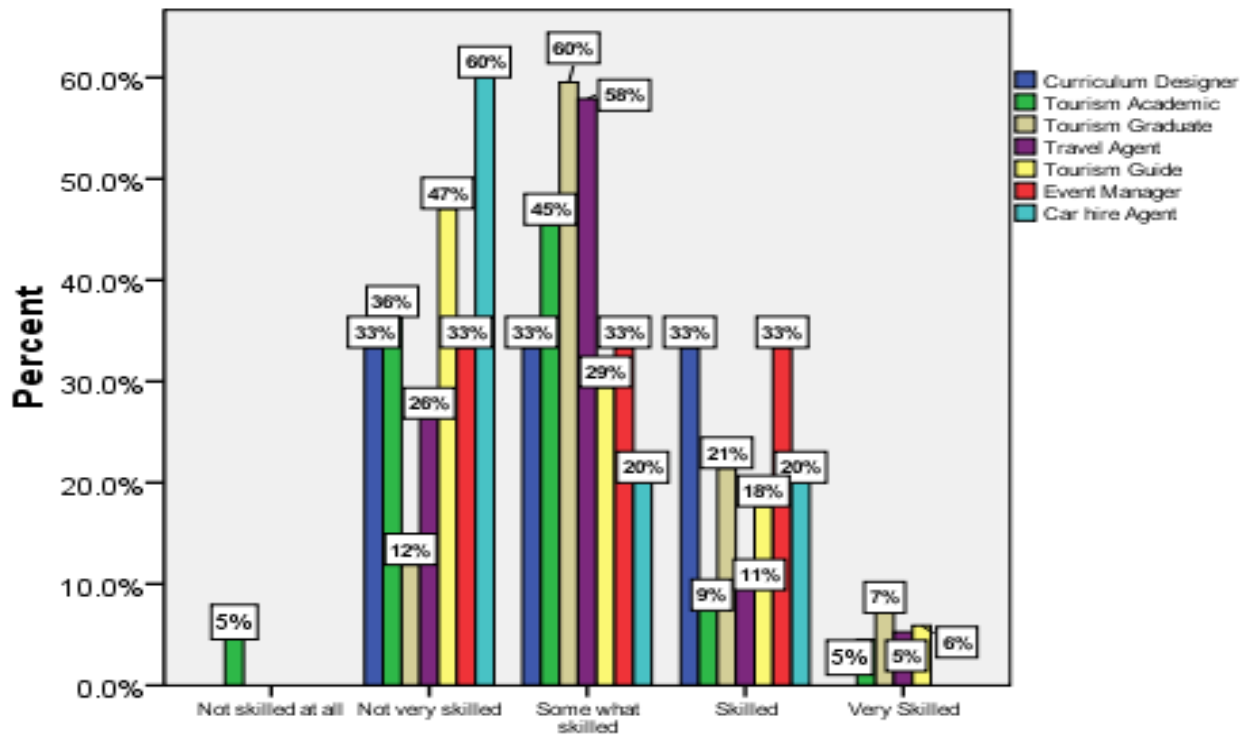


Figure 28: Computer usage skills

When the respondents were asked about graduates computer skills, 45% of tourism academics, 60% of tourism graduates and 58% travel agents asserted this skill is somewhat achieved as presented in Figure 27. In contrast, 60% of car hire agents and 47% of tour guides selected deemed graduates' as "not very skilled." The curriculum designers and event managers' responses were divided.

4.4.1.5. Conceptual thinking

This vital competency heightens graduates thinking, interpretation and analysis abilities, which allow to have a greater impact in a tourism business.

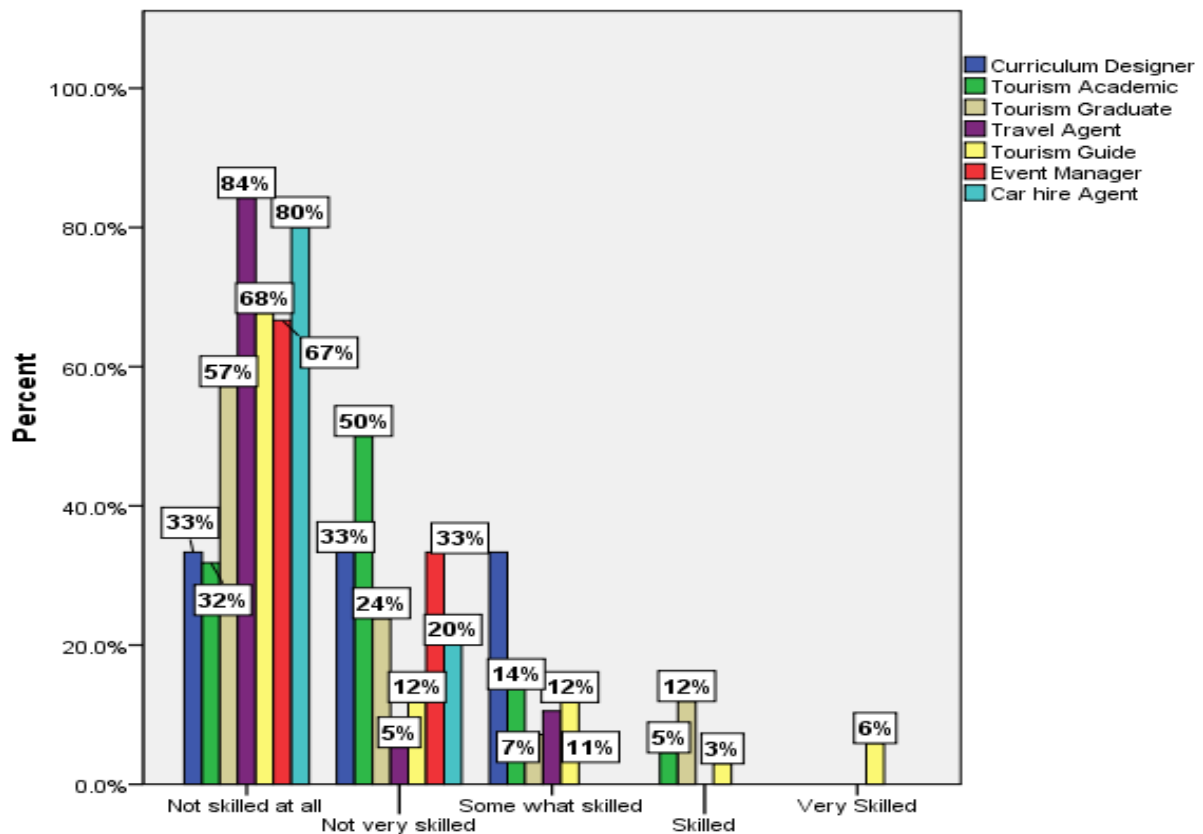


Figure 29: Conceptual thinking skills

The respondents comprising of travel agent 84%, car hire agent 80%, event managers 67% and tour guides 68% and tourism graduates 57% were all in agreement that the students of private institutions are “not skilled at all” in conceptual thinking, shown in Figure 28. While 50% of tourism academic elected that graduates were “not very skilled”, the curriculum designers’ responses varied.

4.4.1.6. Customer service

Delivering excellent customer service to people is one of the most focal aspects of a tourism personnel’s job function and, a prized area for all tourism employers.

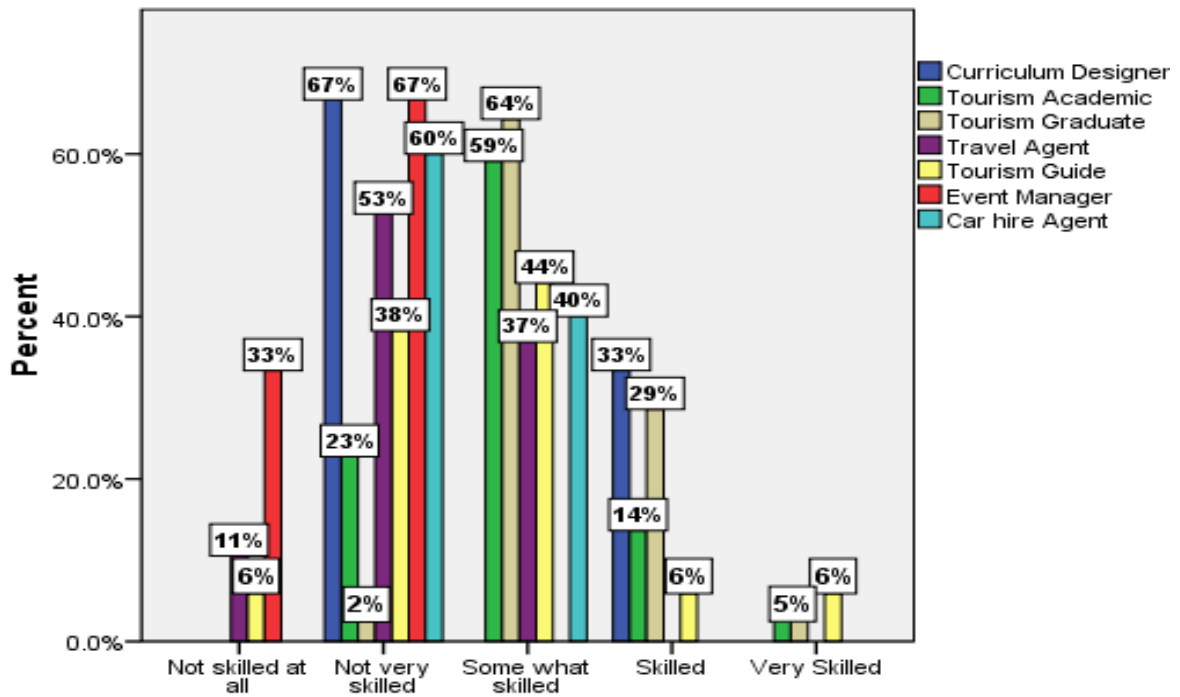


Figure 30: Customer service competency

Figure 29 depicts that 64% of tourism graduates, 59% of tourism academics and 44% of tour guides perceived that graduates of private institutions have “somewhat” customer service skills. 67% of curriculum designers, 67% event managers, 60% car hire agents and 53% of travel agents rated graduates as “not very skilled.”

4.4.1.7. Pearsons Chi square test

It was necessary to establish the ‘goodness of fit’ between the measures of the observed distribution of general employability skills with the distribution that is expected, if the variables are independent. A *P* value derived from the Chi square test is an indication of how likely something is to be true.

Table 12: Chi square test for general employability skills

General employability skills:	Asymp. Sig. (2-sided)
• Communication	0.000
• Professionalism	0.000
• Analytical Skills	0.000
• Computer Skills	0.506
• Conceptual Thinking	0.135
• Customer Service	0.001

Chi square tests were performed to determine the association between respondents' ratings and graduates employability skills. Table 12 depicts that communication, professionalism, analytical and customer service skills with P values < 0.05 , thus indicating that significant statistical relationship exists.

4.4.2. Travel agency related technical competencies

The job of a travel agent goes beyond booking flights and accommodation, potential graduate employees require a very unique skill set compared to the other sectors of the tourism industry.

4.4.2.1. Global Distribution Systems competence

GDS is one of the principle tools utilised in the travel and tourism industry. This skill can range from training in Galileo, Amadeus, Sabre and Worldspan technologies. Graduates need to be competent in GDS to succeed in this sector.

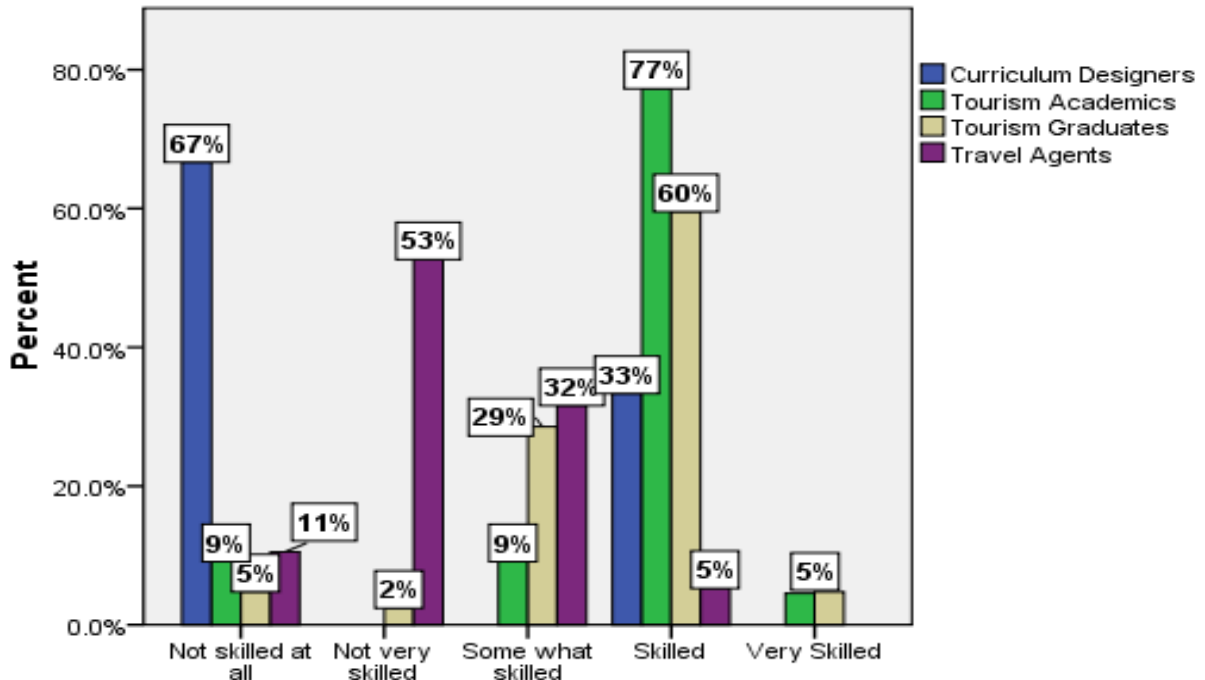


Figure 31: GDS skills

When the respondents were asked about graduates GDS skill levels, the ratings varied as reflected in Figure 30. 77% of tourism academics and 60% of tourism graduates indicated that graduates are “skilled” in this competence. In contrast, 67% of curriculum designers selected “not skilled at all”. While 53% of travel agents revealed that graduates are “not very skilled” in GDS capabilities

4.4.2.2. Selling capabilities

Motivating and convincing potential customers to purchase travel products and services is crucial competence for an aspiring travel agency employee.

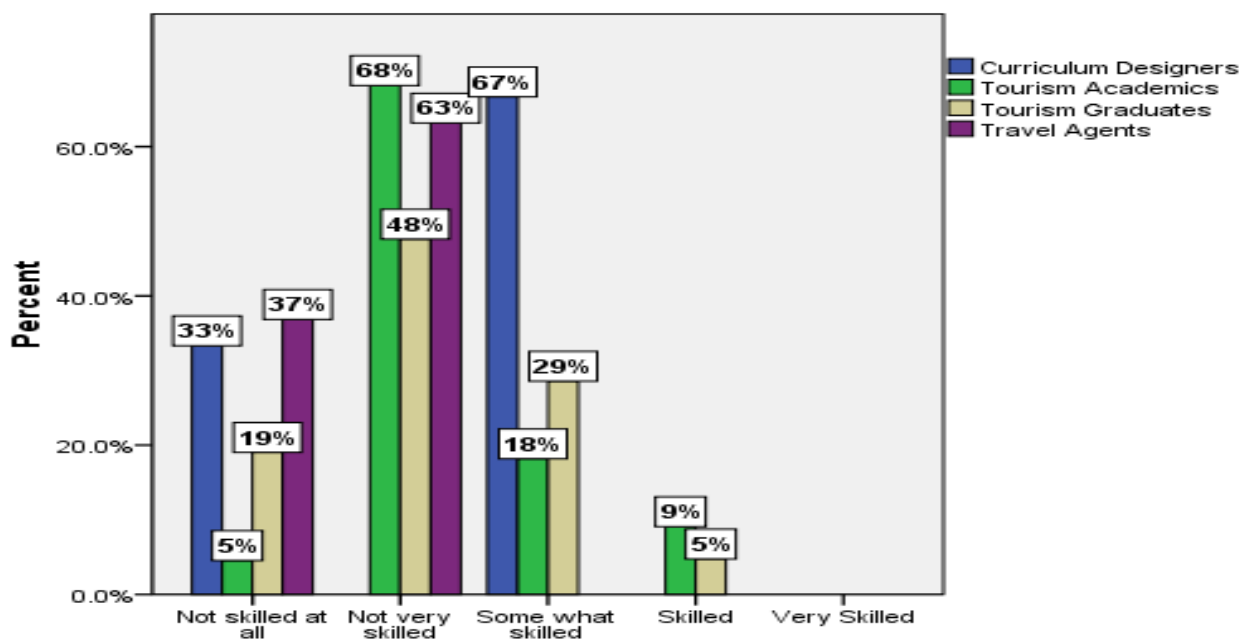


Figure 32: Sales ability

The overall ratings for private institution tourism graduates’ sales ability were constant as tourism academics 68%, tourism graduates 48% and travel agents 63% regarded graduates as “not very skilled” as shown in Figure 31. In contrast 67% curriculum designers suggested that graduates are “somewhat skilled”.

4.4.2.3. Ability to speak foreign languages

When employed in a travel agency graduates will be faced with people from all areas of the world, thus the ability to speak multiple languages is imperative.

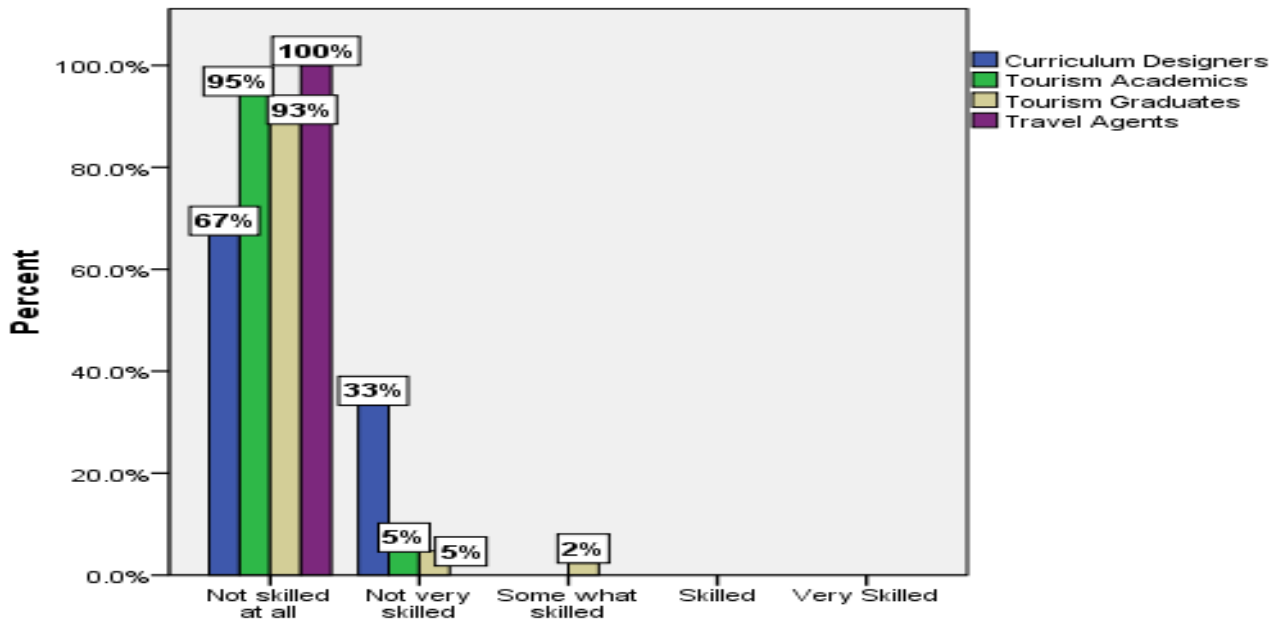


Figure 33: Foreign language skills

Figure 32 denotes a consistent score for graduates' ability to speak a foreign language, as respondents comprising of travel agents 100%, tourism graduates 93%, tourism academics 95% and curriculum designers 67% all indicated that private institution graduates are not competent at all in foreign language skills.

4.4.2.4. Ticketing and fares

Compiling tickets and calculating fares forms a major component of a travel agent job.

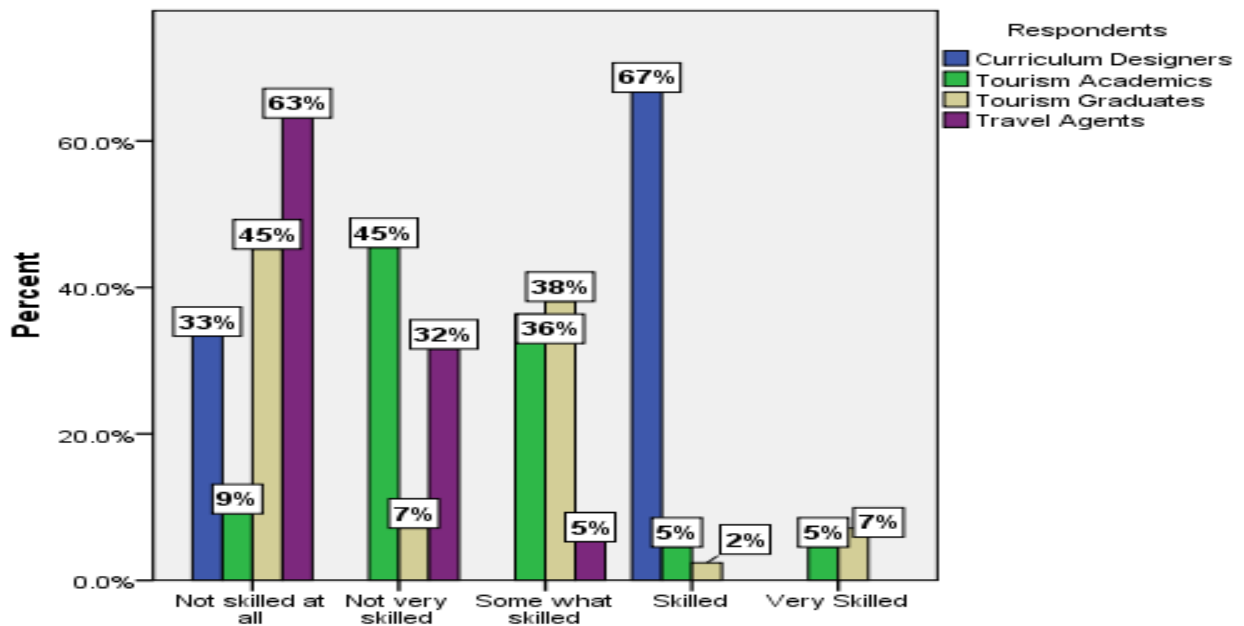


Figure 34: Ticketing and fares competencies

Figure 33 illustrates the rating for the competence ticketing and fares, which varies amongst the respondents. 67% of curriculum designers indicated that graduates are skilled in this area. In contrast, 63% of travel agents and 45% tourism graduates elected that graduates were “not skilled at all”. While 45% of tourism academics claimed that graduates are “not very skilled” in ticketing and fares.

4.4.2.5. Ability to develop of travel packages

Graduates must be knowledgeable on how to design and create attractive travel packages which they will be required to sell.

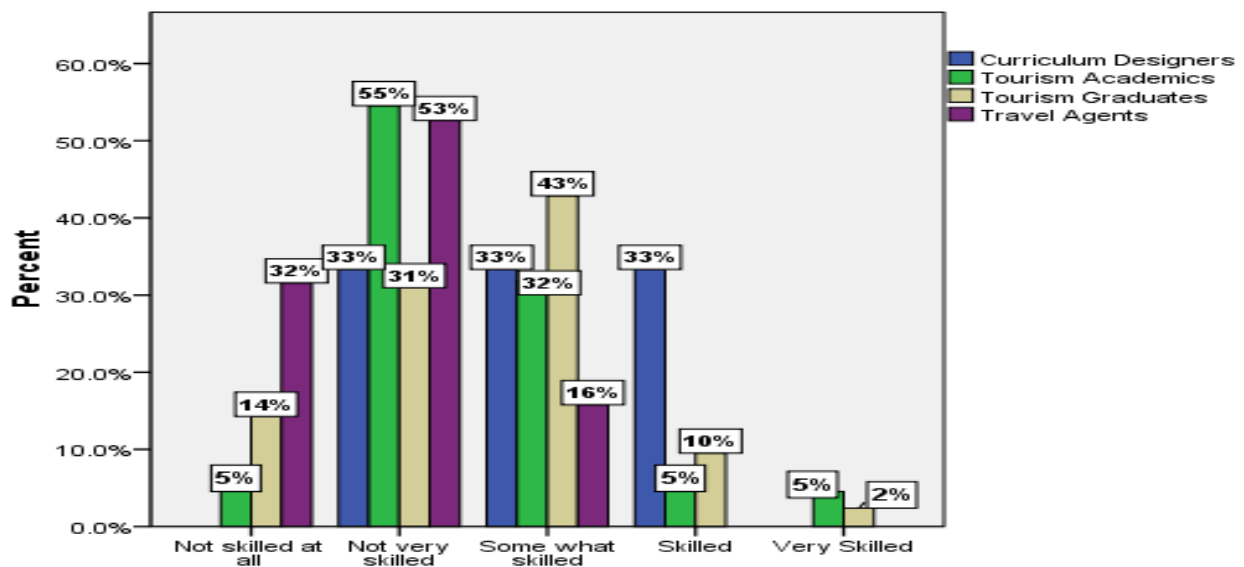


Figure 35: Development of travel packages

From Figure 34 it can be ascertained that 55% of tourism academics and 53% travel agents claimed that private institution graduates are “not very skilled” regarding development of travel packages. However, 43% of tourism graduates argued they are “somewhat skilled” in this ability.

4.4.2.6. Basic numeracy competence

Numeracy refers to the knowledge and skills to conduct mathematical queries; it also improves graduates logical and problem solving skills.

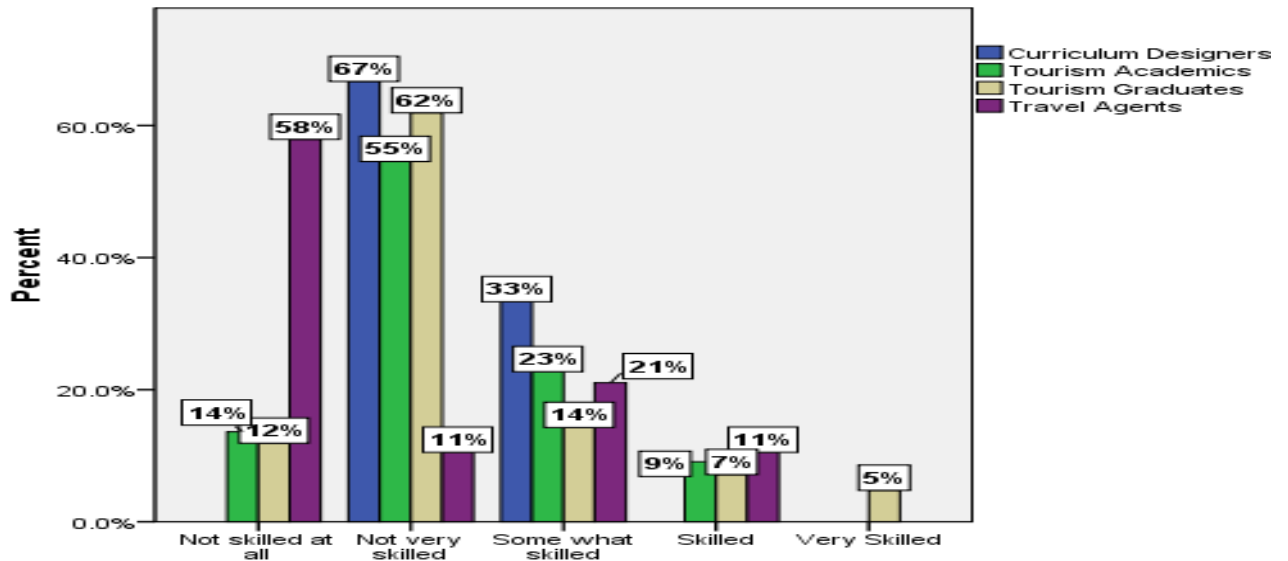


Figure 36: Basic numeracy skills

When asked about graduates numeracy skills, 62% tourism graduates, 67% curriculum designers and 55% of tourism academics inferred that graduates were “not very skilled”. However 58% travel agents deemed that graduates were “not skilled at all” in basic numeracy skills

4.4.2.7. Pearsons Chi square test

Chi square tests were performed to establish the relationship between respondents’ ratings and graduates travel agency related skills, in order to determine if the variables are independent.

Table 13: Chi square test for travel agency skills

Variables	
• GDS Skills	0.000
• Sales Ability	0.026
• Foreign language	0.000
• Ticketing and Fares	0.000
• Development of travel packages	0.155
• Basic Numeracy	0.013

Table 13 indicates the results of the Chi square test, which reveals that the *P* value for GDS skills, foreign language and ticketing and fares < 0.05, indicating a significant statistical relationship between the ratings and the mentioned variables.

4.4.3. Tour guide related technical skills

The tour guiding sector in South Africa demands that potential employees possess a collection of distinctive competencies, among these are namely:

4.4.3.1. Public speaking and narration

Publicly speaking and narrating historical information on a country, particular culture or attraction is one of the main functions of a tour guide.

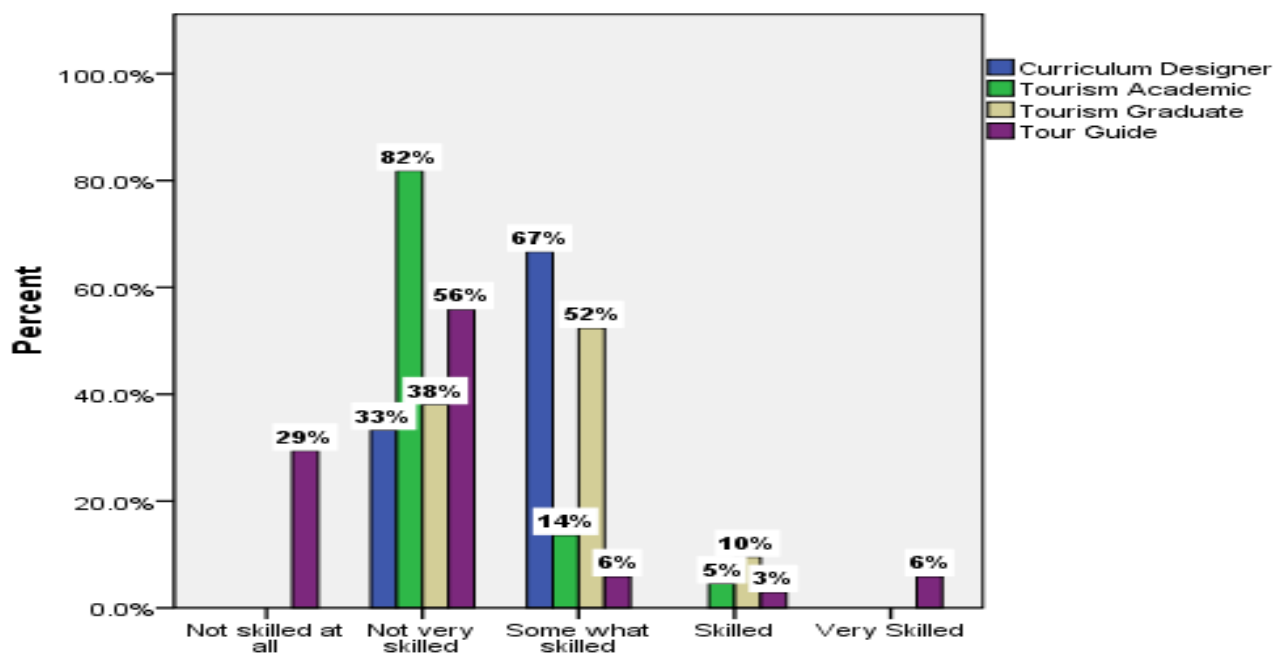


Figure 37: Public speaking and narration skills

According to Figure 36, 52% of tourism graduates argued that they are “somewhat skilled” in public speaking and narration abilities. 67% of curriculum designer shared similar perceptions. In contrast, 82% of tourism academics and 56% of tour guides inclined that graduates of private institutions are “not very skilled” in this attribute.

4.4.3.2. Degree of problem solving competence

During a tour, the guide is responsible for the groups of people; hence a tour guide needs to be a good problem solver as difficulties can arise at any time.

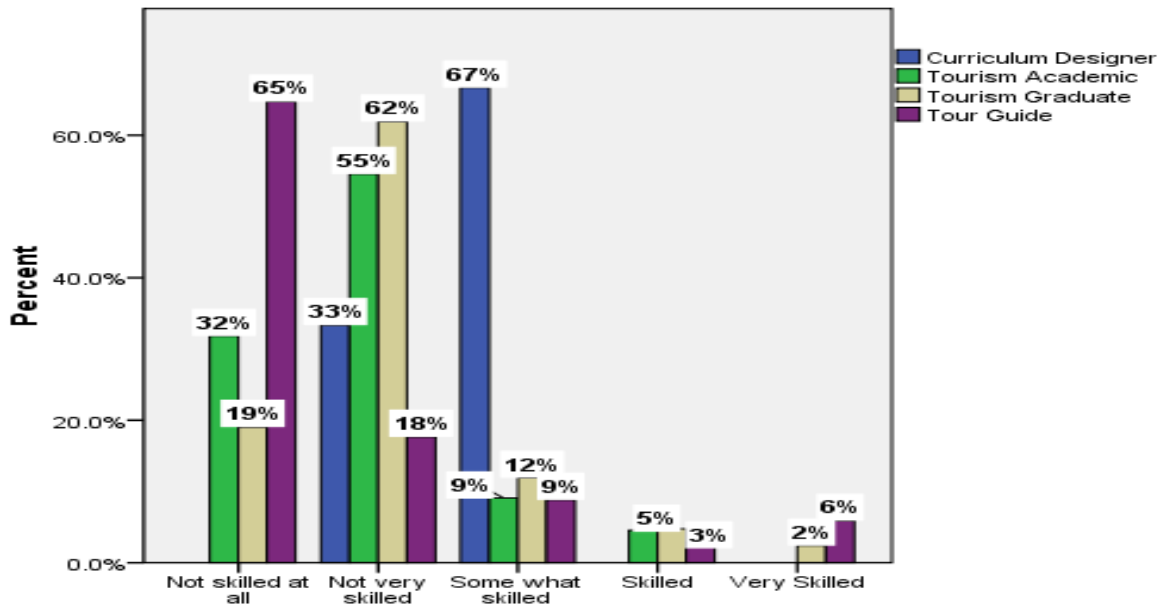


Figure 38: Problem solving skills

65% of tour guides claimed that graduates are “not skilled at all” in this competency. While the 55% of tourism academics and 62% of tourism graduates selected “not very skilled.” However, 67% curriculum designers perceived that graduates encompass some problem solving skills.

4.4.3.3. Knowledge on world destinations, attractions and history

A tour guide needs to have vast knowledge as relaying information on the history of destinations and attractions is their core job function.

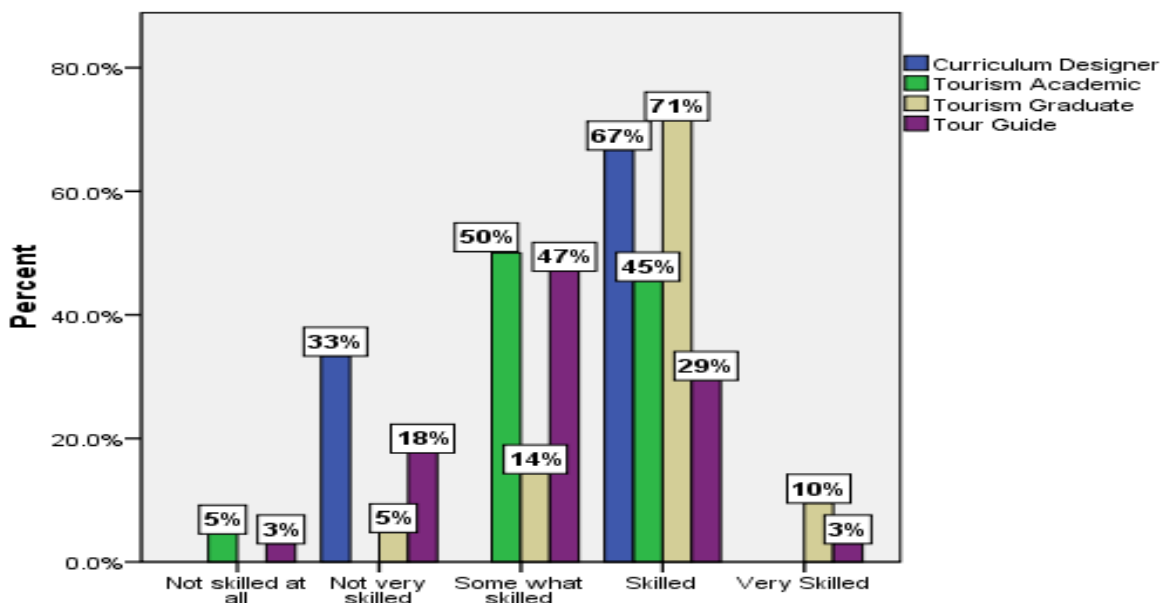


Figure 39: Knowledge on world destinations, attractions and history

Based on Figure 38, conformity existed between 67% of curriculum designers and 71% of tourism graduates who perceived that graduates have good knowledge on world destinations and attractions. In contrast, 47% of tour guides and 50% academics deemed that graduates are rather “somewhat skilled.”

4.4.3.4. Skills to relate to people of different cultures

Employers in the tour guide sector need its personnel to demonstrate appropriate knowledge and skills in handling people from diverse cultures. The latter are very likely to have non-conventional views and needs.

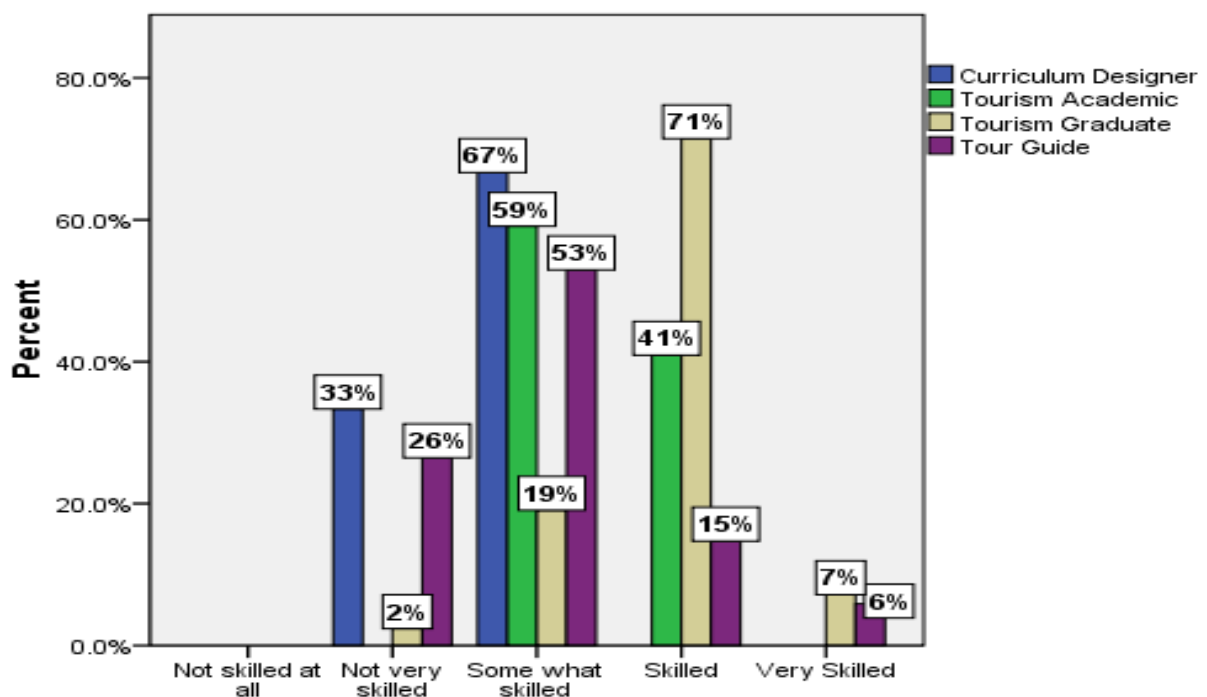


Figure 40: Relating to different cultures

When the stakeholders’ were asked about graduates’ skill level on the ability to relate to people of different cultures, 71% of the tourism graduates asserted that they are skilled in this regard. The remaining respondents comprising of curriculum designers 67%, tourism academics 59% and tour guide 53% regarded that graduates as “somewhat skilled.”

4.4.3.5. Pearsons Chi square test

It was necessary to determine whether a relationship between the observed ratings and the observed tour guiding skills exists. Hence Chi square tests were performed through using the mentioned variables.

Table 14: Chi square test and tour guiding skills

Variables	
• Public speaking and narration	0.000
• Problem solving skills	0.002
• Knowledge on world destinations, attractions and history	0.004
• Relating to people of different cultures	0.000

Table 14 reflects the results of the Chi square tests. The table indicates that a significant statistical relationship does exist between all tested variables and the respondents ratings, as the *P* value < 0.05.

4.4.4. Event management related technical skills

The events industry requires employees with the necessary knowledge and skills to plan, coordinate and execute events. This section presents respondents perceptions on the private institutions graduates' abilities for the required skills.

4.4.4.1. Logistics

Logistical skills are an imperative skill required for the events industry as it allows for the efficient flow of an event.

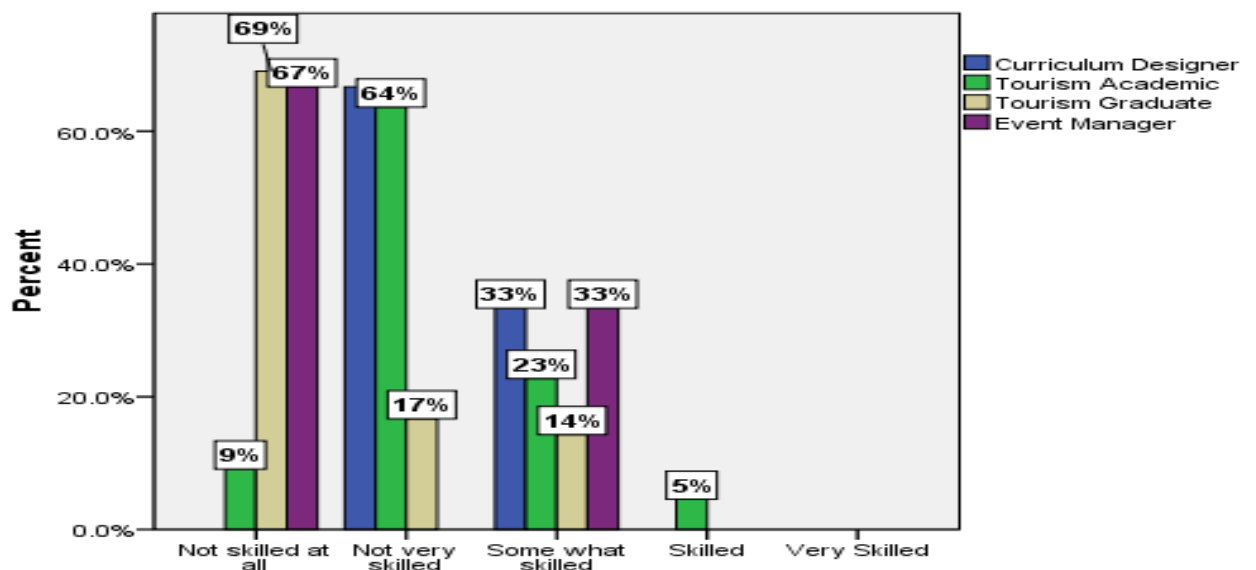


Figure 41: Logistical comprehension

The tourism graduates 69%, event managers 67%, curriculum designers 67% and tourism academics 64% perceived that graduates were lacking in their understanding of logistics, as depicted in Figure 40.

4.4.4.2. Utilising social media

In the events industry social media is a tool used for networking, advertising and marketing. Graduates need to be skilled in effectively utilising these platforms to the advantage of their employed company.

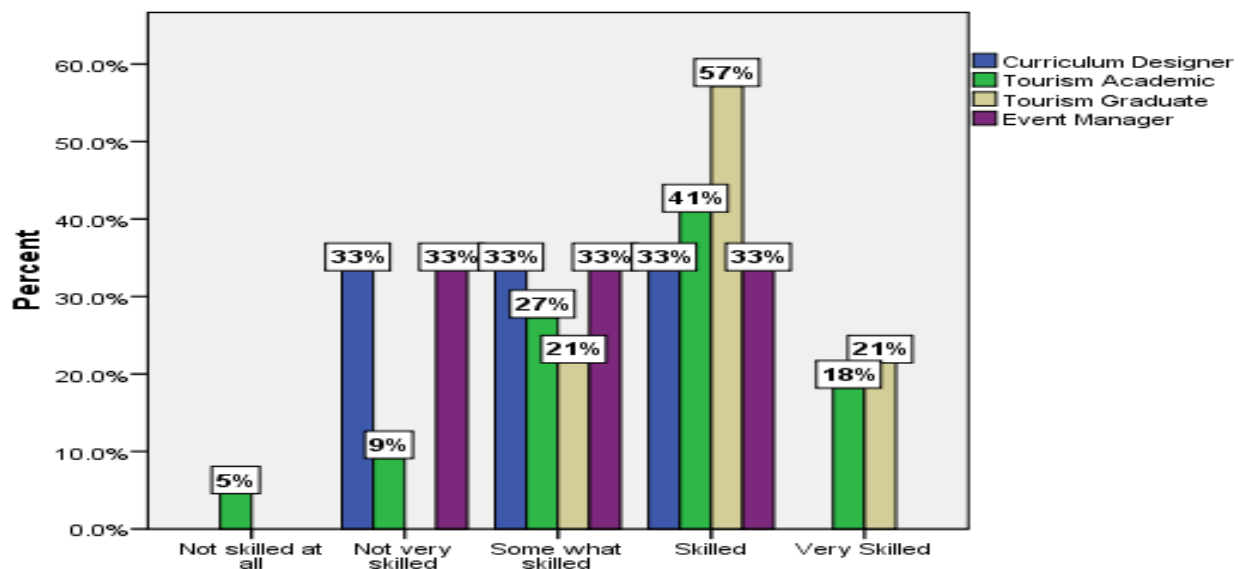


Figure 42: Social media competency

Figure 41 reveals that 57% of tourism graduates, 41% tourism academics deemed graduates social media usage as “skilled.” However, the event managers’ and curriculum designer ratings varied.

4.4.4.3. Advertising and marketing skills

Advertising and marketing is a significant tool utilised in the events industry. Therefore, employers of the events industry need graduates that possess the ability to assist in the development and implementation of promotional campaigns.

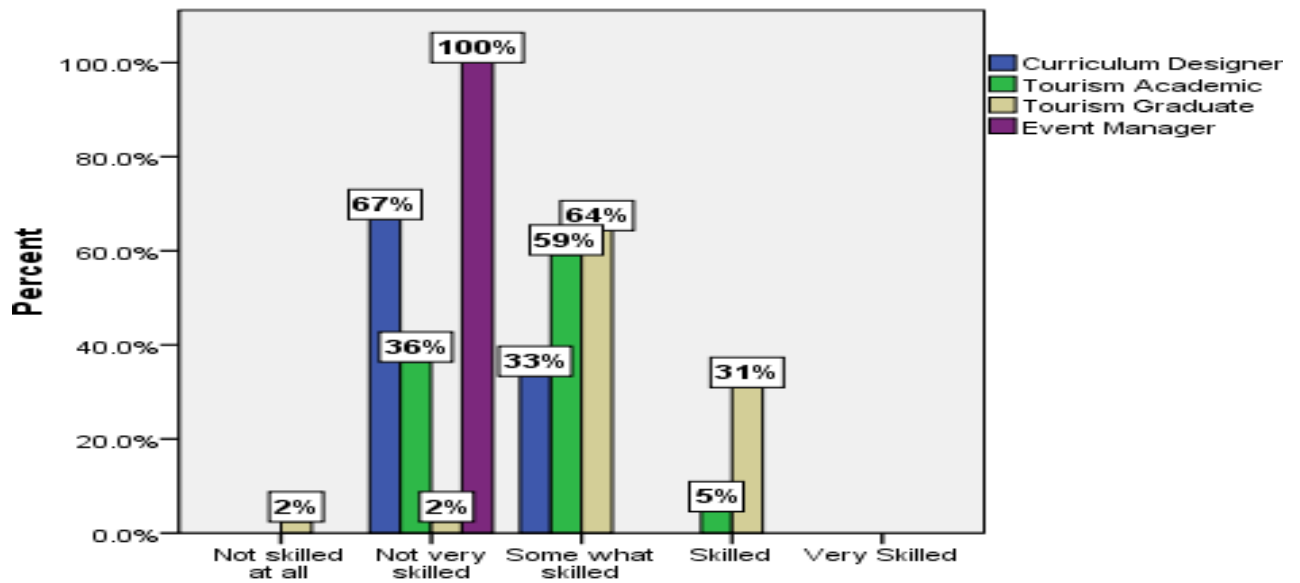


Figure 43: Advertising and marketing competency

Figure 42 reports that all of the event managers and 67% of curriculum designers deemed graduates as “not very skilled” in advertising and marketing. On the other hand, 64% of tourism graduates and 59% of academics rated graduates abilities as average.

4.4.4.4. Pearsons Chi square test

Chi square tests were performed to establish whether the variables for respondents’ ratings and event management skills are independent.

Table15: Chi square test and event management skills

Variables	
• Logistics	0.001
• Marketing and Advertising	0.000
• Social Media	0.197

A statistical significant relationship was determined as shown in Table 15, between graduates logistics marketing, advertising skills and respondents ratings as the *P* value <0.05.

4.4.5. Car hire agent related skills

In South Africa, this primarily privatised sector demands the following skills from potential graduate employees:

4.4.5.1. Administration skills

A focal job function of car hire agents is administration; this is a core skill that graduate employees of car hire companies require to perform their role effectively.

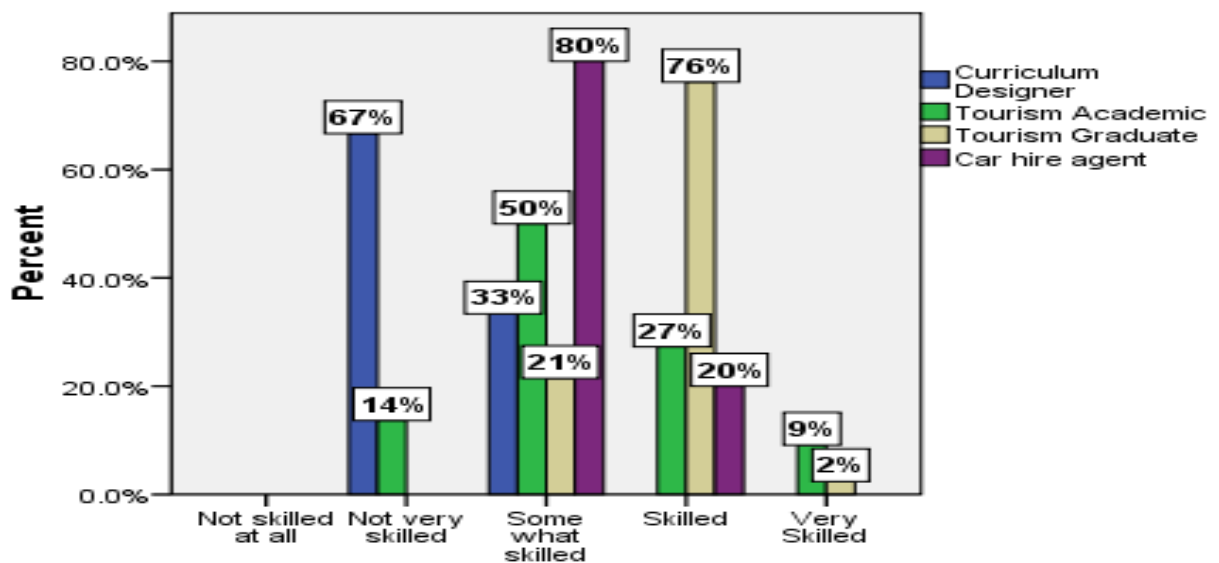


Figure 44: Basic administration proficiency

When the respondents were asked about graduates administration skills, 80% of car hire agents and 50% tourism academics inferred that graduates were “somewhat skilled”, illustrated in Figure 43. However, 76% of graduates believed they were capable in performing administration duties. 67% of curriculum designers disagreed with the respondents by selecting “not very skilled”.

4.4.5.2. Business management

As discussed in Section 2.12.2 of Chapter Two, business management is a fundamental knowledge area for tourism graduates as they need to understand how businesses can be successfully managed and operated.

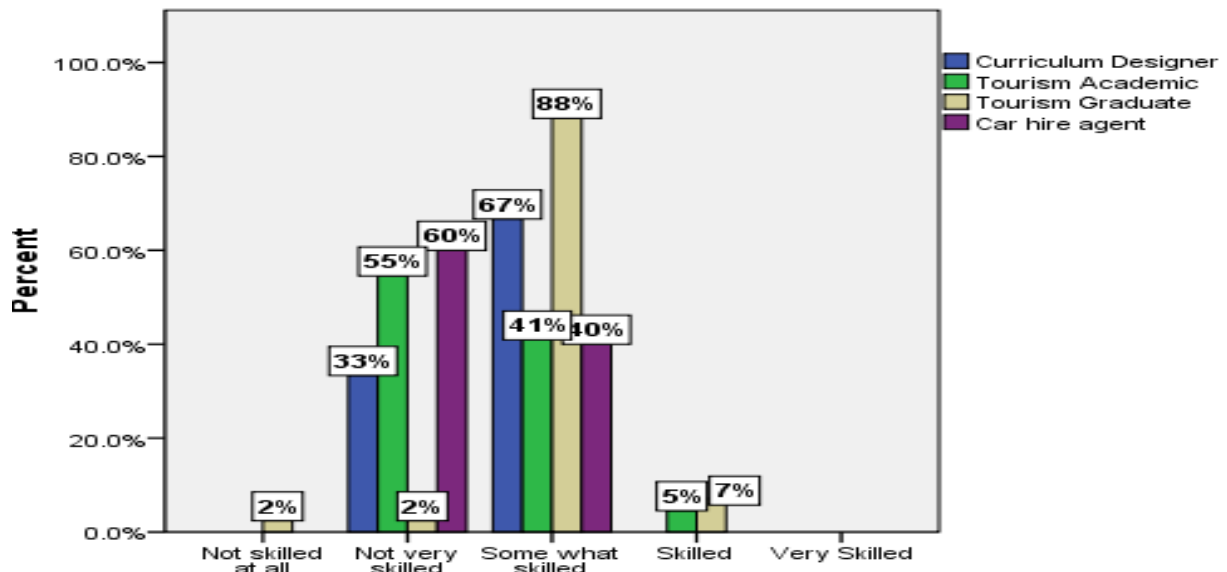


Figure 45: Business management competency

The majority of the curriculum designers 67%, car hire agents 60%, and tourism academics 55% maintained that graduates were “not very skilled” in business management abilities as shown in Figure 44. Alternatively, 88% of the graduates argued they were averagely skilled.

4.4.5.3. Pearson Chi square test

Table 16 illustrates the Chi square to establish the ‘goodness of fit’ between variables.

Table 16: Chi square test and car hire agency skills

Variables	
• Basic Administration	0.000
• Business Management	0.005

The chi square test illustrated a significant statistical relationship between respondents’ ratings for basic administration and business management as *P* values indicated $p < 0.05$.

4.5. Reliability test

Cronbach's alpha test was used to measure how well the selected Likert scale items measures a single unidimensional intent construct. A high degree of acceptable reliability values above the minimum required value of 0.700 was derived.

Table 17: Testing reliability

	CRONBACH'S ALPHA
General employability skills	0.933
Travel agency skills	0.861
Tour guide skills	0.844
Event Manager skills	0.841
Car hire agency skills	0.724

The coefficients in Table 17 indicated a high internal consistency and reliability which was deemed acceptable for this study.

4.6. The document analysis study

The second objective of the study sought to compare and analyses tourism curricula of selected private higher education institutions. Therefore a document analysis study was necessary. A detailed thematic analysis of the formal curriculum of the selected private institutions was conducted to derive similarities and differences amongst the education providers' curricula. The complete document analysis is available in Appendix 27 and 28 and is discussed in Section 5.4 of Chapter 5. This section will present a synopsis of the curriculum content for each education provider against the other provider.

4.6.1. The similarities in education providers' formal curriculum

The thematic learning areas derived from the literature served as the basis for classification of curriculum classification. Table 18 depicts the similarities amongst the institutions curriculum content which were themed firstly through module titles and thereafter to detailed sifting of module content.

Table 18: Summary of similar learning areas in curriculum content

Module	Year of study			Module that shares a common theme	Supported by literature
	Holding company 1	Holding company 2	Institution E		
Tourism Marketing / Marketing for Tourism	1-2	1-2	1	Institution E- Marketing Plans	George (2008:5) and Wang(2008:61)
Tourism Management	1-2	1-3	1-3	Institution E- Tourism Environment 2 which incorporates small business management concepts	SAQA (2014), Page and Connell (2009:36) and Wang (2008:65)
Travel Destinations / Tourism Destinations	1-3		1-2	Holding company 2- Travel and tourism practice	SAQA (2014); Airey and Tribe (2006:436)
Tourism Development /Sustainable Tourism Development	1-3	1-3	1-3	Holding company 2- Eco Tourism	Davies and Baker (2012:175); Busby (2005:49)
WIL	3	3			Owusu-Mintah and Kissi (2012:523); Spowart (2006:172); Airey and Tribe (2006:89)
GDS	3	3			SAQA (2015) and Swart (2013:81);
EUC		1	2	Holding company 1 -Travel information systems	SAQA (2015) and Gibbs <i>et al.</i> (2011:376)
Law for tourism	3	2		Institution E – Tourism environment 2	Wang (2008:117) and Saayman and Geldenhuys (2003:86)
Business communication/ Tourism communication	1	1		Institution E – Tourism environment 1	Pan and Jamnia (2014:39) and George (2011:1)
Conference and events management/events management	3	2		Institution E - Tourism management 2	NDT (2014) and Ersoy <i>etal.</i> (2013:1)
South African travel products and operations and Travel and tourism practice 1	1	1			Airey and Tribe (2006:436)

The formal curriculum of all education providers collectively incorporates essential learning areas, namely: tourism marketing, management, sustainability, destination knowledge, computer skills, law and communication. However, the year and the manner that these themes are offered notably differ.

Holding company A and B appear to have more similarities in terms of the content that frames their formal curriculum. Both of these education providers deliver WIL, GDS and applied knowledge learning areas by way of South African travel products operations and an entry module in Travel and tourism practice. Holding company 1 and institution E curricula collectively shares an events and conferencing themed module.

4.6.2. Unique themes in the formal curriculum

Table 19 illustrates the differences in the formal curriculum content between the sampled institutions.

Table 19: Summary of exclusive elements in the education providers’ curriculum content

Year of study	Education Provider		
	Holding company 1	Holding company 2	Institution E
1	Customer Care and Guest Hosting Experiential Learning 1		Planning for the travel and tourism industry
2	Domestic Fares and Ticketing Tour Planning 1	Public relations	Economics
3	Finance for Non- Financial Managers Tour Planning 2 International Fares and Ticketing/ Sales Management/ Provincial Tour Guiding/ Principles of Tour Guiding Elective modules	Cultural tourism	Project Management Tourism Projects

Table 19 illustrates that there are significant differences in the themes that these modules follow. It appears that holding company 1’s core learning areas for the

modules depicted focuses on the travel industry, customer service and accounting practices. Furthermore, holding company 1 presented students in their third year of study with the opportunity to specialise in either the travel or tourism industry by allowing them to choose from the elective modules offered. Institution E modules portrayed a business theme, while holding company 2 modules were not especially related to each other.

4.7. Chapter summary

This chapter presented the results derived from the statistical procedures using PASW Statistics Version 18.0 and the document thematic analysis. The empirical data in the form of descriptive statistics was presented in bar charts and the inferential statistics was depicted tables. In addition, tables were also utilised to illustrate a synopsis of the document analysis study. The next chapter will analyse the responses received from respondents and discuss the outcomes of the survey and document analysis study.

CHAPTER 5

DISCUSSION

5.1. Introduction

The previous chapter presented the results of the research techniques applied in the current study. This chapter will interpret and discuss the findings in line with the study's objectives in order to draw conclusions.

5.2. Achievement of study's objectives

As discussed in Chapter 2, employability, soft and operational skills must be embedded in tourism curricula to enhance graduates employment readiness (Jackson 2013:271; Sharma 2012). Bhardwaj *et al.* (2006:29) had earlier inferred that all round personality, professional, vocational, entrepreneurial development are imperative in consideration of a tourism curriculum. Furthermore, vocational training must be emphasised in tourism curricula to heighten graduates knowledge and industry-oriented skills (Pan and Jamnia 2014:36).

The interpretation that follows will provide the researchers reflections on the stated objectives. It will also provide a discussion on the extent to which these have been addressed.

5.3. Objective One: to identify and investigate gaps between the needs of the KZN tourism industry and the core tourism curriculum offered at private higher education institutions. In accordance with this objective, this section will not draw attention to the good practice and the alignments between curricula; rather the focal area will be on the gaps.

5.3.1. Ineffectiveness of tourism curricula

Several studies conclude that tourism curricula do not prepare graduates for the actual tourism industry (Bamford 2013:45; Ndou 2013; Owusu-Mintah and Kissi 2012: 521; Jugmohan 2009:64; Airey and Tribe 2006:424; Cooper 2002:40). The results depicted in Figure 8 are congruent with previous researchers findings (Pan and Jamnia 2014: 38; Zwane *et al.* 2014:4; Owusu-Mintah and Kissi 2012:52; Vassallo 2010:5; Jugmohan 2009:103), as 80% of respondents agree that tourism curricula are detached from industry realities.

This misalignment presents a substantial problem for tourism education in South Africa. Hence, the outcome of this study is incredibly important for future tourism curriculum development within private higher education institutions; it is also likely to also have value for public higher education institutions. Possible options to resolve this situation will be discussed throughout this chapter. The curriculum gaps derived from the surveys will however, be discussed first.

5.3.1.1. Uncovering curricula gaps

- Interestingly, Appendix 12 reveals that it is a designated curriculum designer, from institution E who acknowledged that the institutions tourism curriculum does not prepare their graduates for the realities of the industry. This finding is significant as every curriculum designer's key responsibility is to develop material and coordinate educational content. Furthermore, designing a curriculum to meet the needs of industry has become a major function of curriculum designers' profession (Owusu-Mintah and Kissi 2012:524).
- In addition, 73% of the tourism academics in Appendix 13 deem that their institutions curriculum failed to adequately groom industry competent graduates. This suggests probable gaps within the institutions curricula. The cross-tabulation in Appendix 14 reveals that 64% of these tourism academics are experienced educators as they have been employed in the institution between 1 – 4 years. These results beg the question: have academics voiced their disapproval of current tourism curricula? The significance of this

reflection is invaluable to the curriculum review process (Swart 2013:39). In fact Breytenbach (2010:63) asserts that institutions should allow a space for academic freedom and for lecturers to share their views. While the latter is beyond the scope of this study, the survey evidence points to the lack of enacted processes and structures at the sampled institutions for tourism academics to probe and arguments advance for curriculum changes; this area could be further investigated in future research.

- Along with the tourism industry managers and academics, Appendix 15 depicts that 67% of tourism graduates affirmed that their qualification fell short in equipping them to successfully perform in the industry. According to Jugmohan (2009:59), it is only when graduates are positioned in the industry they face the moment of truth; the moment when they are likely to perceive mismatches between what was taught and what is required. Appendix 16 depicts a lack of practical experience as the perceived rational for curricula difficulties. Among the telling graduate responses are:
 - *“I learnt a lot about the travel agent while I was working rather than studying. We need more practical experience.”*
 - *“I don’t think my qualification provided me with enough practical elements. So when I went to the industry I had to learn everything again.”*
 - *“I would have liked our qualification to give us more insight to the tourism industry. Like take us on visits to travel agencies, take us on tours, to hotels etc. Sadly we did not do that. We did not even go on any excursions.”*

Graduates observations resonates with related literature that emphasises the need for balance between conceptual material and practical experiences; this balance is an integral part of curriculum development as it enhances graduates’ skills and experiences for their future careers (Pan and Jamnia 2014:35; Bhardwaj *et al.* 2006:29). Furthermore, the Chi square test presented in Appendix 17 reveals that there is no association between a particular institution and, whether the graduates’ studies prepared them to

work in the industry. Thus, it is concluded that no single institution performed sufficiently.

The 29% of tourism graduates who considered their tourism qualifications as partially relevant to the industry in Appendix 15 also agreed that they have gained sufficient knowledge from the curriculum offered. However, several of these graduates further justified missing learning within their tourism qualifications. Among the graduate responses in this regard are:

- *“There are aspects in the qualification that prepared me for working in the industry such as Galileo. But I feel that we should have been taught about the different travel documentation, travel insurance, preparing itineraries - these things we did not learn.”*
 - *“While I do believe that i have learnt a lot from my qualification, I feel that the skills needed by the industry was not fully addressed by my studies - which was more theory based.”*
 - *“We did learn a lot about tour guiding in our 3rd year but I think we should have had more practical elements, where we could put what we learnt in place into practice.”*
- Attention to close industry contribution in tourism curriculum design are further raised in other variables such as an increased intensity of curricula on industry needs (13%), industry related subjects (8%) and exposure to the industry (6%) in Appendix 16. In this context the call from the Deputy Minister of Tourism in South Africa Tokozile Xasa for tourism industry stakeholder involvement in tourism curricula is not surprising (NDT 2014). The deputy minister stated that, the tourism industry is actually the ultimate recipients of learner graduates; therefore the importance of industry contribution to tourism curriculum development cannot be underestimated. Several researchers share the ministers sentiments (Pan and Jamnia 2014:35; Wattanacharoensil 2014:11; Breytenbach 2010:61; Dowling 2010:35; Tribe and Wickens 2004:99; Vukonic and Cavlek 2002:15).

5.3.2. The absence of industry participation

In reference to Figure 9, 10 and 12, a clear gap exists in all sampled tourism curriculums. Figure 10 establishes that only 5% of industry managers have participated in curriculum development within private higher education institutions. In stark contrast, 99% of respondents asserted that the tourism industry have an essential role in tourism curriculum development in Figure 10. This observed disparity is particularly relevant for progressive curriculum frameworks reviewed in Section 2.11 of Chapter Two; for example, the curriculum space strives to comprise of a range of different stakeholders including the industry to participate in tourism curriculum content development (Airey and Tribe 2006:48). Accordingly, Jugmohan (2009:102) elaborates that institutions that utilise a single perspective approach for syllabus design will not be successful. Appendix 18 reveals that it is only holding company 2 who pursued some industry contribution during tourism curriculum development. However, based on the results presented in Figure 10, existing levels of tourism industry participation is deemed severely inadequate.

Several researchers highlighted many draw backs associated with insufficient industry involvement the tourism curriculum. Notable examples include out-dated, generic tourism programmes, unskilled and ill-equipped workforce, high levels of unemployment, ineffective tourism industry operation, and industry disregarding tourism education (Pan and Jamnia 2014:23; Ndou 2013; Jugmohan 2009:66; Wang 2008: 5). Thus, the exclusion of the industry during the curriculum planning stages may be the source of sampled education providers' curriculum difficulties.

5.3.3. A theory based curriculum

Saayman and Geldenhuys (2003:83) state that tourism education providers should avoid the risk of producing theoretical education content of a narrow scope with little practical use. However, Figure 13 illustrates that the sampled tourism curricula in this empirical study is primarily of a theoretical nature. Both the literature and respondents observations indicate a disapproving view of a theoretical curriculum. A travel agent manager revealed that *“Graduates come in with a lot of theoretical knowledge but they find difficulty in transferring that knowledge in the work*

environment. I also feel that a lot of the theory learnt does not relate to the actual needs of the industry". A tour guide manager concurs "Tourism graduates lack employability and soft skills that are needed when working in the industry. They are provided with theoretical knowledge but students cannot adapt this knowledge in the real world."

Not surprisingly, Pan and Jamnia (2014:36) argue that practical components are essential within curricula as it adds the value of know-how (practice) to students know- what (theory), thus facilitating student's learning of job- related competencies. Accordingly, a tourism graduate maintains *"There should be more focus on skills that would make us employable and less theoretical knowledge."* A tourism academic explains that *"practical experiences are vital for graduates to put into practice theoretical knowledge."* Providing students with a balance of conceptual material and practical experience is an integral part of a higher education tourism curriculum development (Bhardwaj *et al.* 2006:29). This balance appears to evade curriculum developers. Appendix 27 reveals that the tourism curriculum of holding company 1 incorporates certain practical attributes in terms of experiential learning in year 1; however, based on the overall results of the survey study, current approaches are deemed insufficient.

With reference to Figure 13, the aim of the qualifications offered as presented in Appendix 28 are questionable. The education providers contend that the core purpose of the qualification is to provide students with theoretical knowledge and practical skills in order to operate within the tourism industry (SAQA 2015). However, based on the survey data, the institutions are only fulfilling one part of their intention as practical components in the formal curriculum are ignored.

5.3.4. Non alignment of tourism qualifications

Literature highlights various approaches to align curriculums with industry requirements. These include: incorporating the industry during curricula development, greater links between industry and education sector, effective communication amongst stakeholders, identifying industry requirements, work

placement schemes, skills development programmes, industry advisory panels and tourism educators updating their industry knowledge (Ndou 2013; Breytenbach 2010:61; Dowling 2010:30; Jugmohan 2009:32; Mabizela 2007:150; Airey and Tribe 2006:90). Table 6 illustrates that the institutions do incorporate some of the listed approaches; however, Figure 14 concludes that current actions are inadequate and detailed revisions are required for future curriculum planning.

As a result, the survey study illustrates that the sampled curriculums of private higher education are not aligned with industry needs; there are significant gaps in the design of the sampled institutions' curriculum. Consequently, this misalignment results in graduates not being prepared for the industry upon completion of their qualification (Pan and Jamnia 2014:38). The respondents' observations are congruent with the authors view, for example: a travel agent manager asserted that *"Students are not employment ready upon graduation. When they enter the industry they are employed as receptionists or a personal assistant. They should have the skills and knowledge to be employed as a junior travel consultant as this is what they have studied to be. However they are not prepared for this role"*. A tour guide manager explains that *"Industry needs must be taken into account in order for graduates to be more employable"*. In agreement, a tourism academic stated that *"There has to be more alignment between tourism qualifications and the needs for the tourism industry if graduates are to become more employable"*. The results of the Chi square test in Appendix 19 illustrates that these responses are reliable.

Among the sampled institutions, Appendix 20 reveals that the curriculum designer from institution E perceived that the institution's curriculum is not aligned with industry needs and, in Section 5.3.1.1, the same curriculum designer claimed the qualification does not prepare the graduates for the realities of the industry. The consistency in the respondents answers points to serious misalignment in the curricula. Additionally, Appendix 21 represents 2 of the 3 tourism academics from institution E expressing the institution's misalignment. These outcomes should be an alarming concern for institution E, the curriculum designer and tourism academics of institution E need to communicate their concerns with the education provider's board members or management team in order to rectify such discrepancies.

It is also observed that published information of holding company 1 declares that the qualification is designed to suit the needs of the work place indicated in Appendix 28. However, Appendix 21 reveals that 55% (5) of their tourism academics deem that the qualification offered was not aligned to tourism industry requirements, with only 22% (2) indicating there is alignment. Based on these findings, the education provider also needs to re-examine its curriculum to align more appropriately to industry requirements.

5.3.5. A travel related curriculum

A relationship between Table 9 and 10 exists in that the sampled curriculums are more travel industry related and that travel agencies are the main employers of private institution tourism graduates, this is confirmed in Figure 5. Moreover, Table 9 indicated that the additional sectors of the tourism industry are largely neglected in the sampled institutions formal curriculum, Appendix 27 concurs with this outcome. This is an interesting finding since, as discussed in Section 3.3.2 of Chapter Three, the sampled education providers marketing material collectively highlighted that the tour guiding, car hire and event management industries are also significant employers of their graduates. Accordingly, Figure 5 shows that the mentioned industries, together with the hospitality, airlines, tourism information office and tour operating industries are also significant employers of private institution graduates.

Based on these results, it appears that the sampled education providers are not delivering holistic travel and tourism industry learning to their students; rather their formal curriculums are concentrated on the travel segment of the industry. There are calls from literature for specialised curriculums as discussed in Section 2.6 of Chapter Two, however, the sampled education providers curriculums were not registered as such. Appendix 28 depicts that the sampled education providers' qualification titles included a tourism theme as well.

In another line of enquiry, the study gathered several contrasting comments in response to the question asking, who are the main employers of the institution's graduates? For example, a tourism academic stated *"I cannot tell as students get absorbed into other streams of work due to their qualification being obsolete"*.

Likewise, a tourism academic declared “*The qualification is so vague that graduates find it very difficult to find employment in the industry*”. Further investigation revealed that both these academics lecture at institution E.

Such adverse comments from the institutions’ employees’ is a cause for concern for reasons that are beyond the scope of this study. Nonetheless the empirical evidence of this study is of crucial importance in illustrating tourism curricula imperatives, namely: accounting for stakeholders perspectives and bridging gaps through appropriate curriculum development.

5.3.6. Information technology gaps

There are many literature sources that emphasise the critical importance of graduates’ information technology capabilities. SAQA (2014) identifies technology as a mandatory CCFO that education institutions need to provide within a higher education qualification. Multiple studies identified the use of information technology as a core skill required by the tourism industry employers (Zwane *et al.* 2014:6; Wattanacharoensil 2014:9; Ndou 2013; Jugmohan 2009:46, Spowart 2006:169; Airey and Tribe 2006:424; Tribe and Wickens 2004:65; Saayman and Geldenhuys 2003:95). Essentially graduates that cannot use information technology are not computer literate and according to Vukonic and Cavlek (2002:47) cannot survive in today’s business world. It is further proposed that the incorporation of information technology in a qualification can assist a curriculum to keep up to date with the rapidly changing tourism business environment (Patrick *et al.* 2010:290). The sections that follow will review the institutions information technology provision.

5.3.6.1. Internet usage

Swart (2013:46) explains that the path from creating reservations, gathering information, communicating, marketing and generating documentation, are all done with the use of the Internet. The author adds that every sector of the tourism industry requires students to be proficient in online tools such as Trip Advisor and Travel Info.

Figure 15 illustrates that only 7 tourism academics found that Internet knowledge and skills are facilitated in curricula. Furthermore, the information in Appendix 27 reveals that the Internet is sparsely utilised within the different subject components of the formal curriculum. Based on the results shown in Figure 15 and Table 7 it is clear that the required depth for Internet skills is insufficiently addressed in the sampled tourism curricula.

The implication of the observed data will result in graduates lacking fundamental knowledge and skills on the operation and usage of the Internet. The inadequate supply of Internet learnings in curricula limits graduates ability to perform their daily and industry specific functions such as: electronic communication and e marketing (Jugmohan 2009:92). Internet knowledge and skills can be embedded in the education institutions formal, informal and enacted curriculum (Wear and Skillicorn 2009:451).

5.3.6.2. Global Distribution Systems (GDS) knowledge and skills

According to Swart (2013:96), among the general content in tourism qualifications is the completion of bookings using GDS such as Galileo and Amadeus, so that graduates are employable. Upon completion of the GDS course students will be able to process in depth reservations and issue documents (SAQA 2015). Thus, this is an essential competency that graduates of travel and tourism need.

Figure 15 accordingly, illustrates 14 tourism academics and 1 curriculum designers who stated that GDS skills are delivered in their curriculum. However, there appears to be unevenness in the provision of GDS knowledge and skills amongst the multiple institutions. Depicted in Appendix 22, the tourism academic from institution D Pietermaritzburg (PMB) and the curriculum designer from holding company 2 did not indicate the provision of GDS. However, all the remaining tourism academics of holding company 2 denoted that their curriculum encompasses GDS, illustrated in Appendix 22.

The information presented in in Appendix 27 illustrates that both holding company 1 and 2 curricula provides a compulsory GDS module within their formal curriculum.

Nonetheless, the researcher still strived to seek a motive for this inconsistency. From Appendix 14 it is possible that the recent employment of the tourism academic of institution D PMB, could be a reason for not knowing that GDS is offered in their curriculum, thus placing enquiry on staff orientation and induction practice. Equally, the curriculum designers were not asked their length of employment and the reason for them not including GDS skills. However, the curriculum designer notably had had chosen to leave out the last open ended question of the questionnaire requiring additional comments.

Furthermore the information illustrated in Appendix 22 and 23, indicates that institution E does not provide GDS knowledge and skills in their formal curriculum. As indicated earlier in this section, GDS skills are a crucial skill required by the travel sector (SAQA 2015). The non-inclusion of this competency signifies that the graduates of this institution are lacking the basic core skills required by the industry. As a result, it is quite possible that the graduates of institution E may not be employed in the positions intended by their qualification; instead, graduates are employed at reception as they have not acquired the expected competencies (Pan and Jamnia 2014:38).

5.3.6.3. End User Computing (EUC)

EUC is a tool used to provide graduates with basic computer literacy and computer application (Gibbs *et al.* 2011:376). Importantly, it is an essential skill needed in any business today (SAQA 2015).

Appendix 22 depicts that 9 tourism academics highlighted that EUC is incorporated in their institutions curricula. Interestingly, none of the curriculum designers emphasised EUC. Appendix 27 discloses that only holding company 2 and institution E offered an EUC module in year 1 and 2 respectively in their formal curriculum. Hence, discrepancies in the offering of EUC by holding company 1 exist.

In this regard, holding company 1 has formally undertaken to develop students' skills and knowledge on a computer as an exit level competence (SAQA 2015). However,

the information from Appendix 27 shows that the module Travel Information Systems, offered in semester 1 in year 2, is the only mandated unit in the formal curriculum that would have exposed graduates to computer functions. The study questions the effectiveness of this module in providing graduates with fundamental computing skills.

On the contrary, the results Table 7 illustrate that only 2% of tourism industry managers requested the inclusion of computing skills within curricula. However, the omission of EUC from holding company 1's formal tourism curriculum is indefensible as this key skill is not only needed for the everyday industry operations but is an essential life skill that is required in a technologically driven world (Gibbs *et al.* 2011:376)

5.3.6.4. Microsoft suite

Gibbs *et al.* (2011:372) explains that Microsoft suite encompasses several software systems such as Microsoft Word, Microsoft Excel, Microsoft Outlook, Microsoft PowerPoint, and One Note that serves varying purposes.

10 tourism academics and 3 of the curriculum designers indicated that students only are only taught Microsoft Power point and Microsoft Word software from the Microsoft suite, illustrated in Figure 15. Appendix 22 depicts that the provision of Microsoft PowerPoint was highlighted by 1 tourism academic of holding company 1, 6 tourism academics of holding company 2 and 1 tourism academic of institution E. Microsoft Word on the other hand, was selected by 1 tourism academic of holding company 2 and institution E respectively.

Accordingly, Appendix 27 indicates that holding company 2 and institution E incorporates Microsoft suite components within the education providers EUC module. However, the SAQA (2015) document excludes Microsoft suite competences' from the formal curriculum of holding company 1. Table 7 depicts that 24% of tourism industry managers requested that graduates should have Microsoft suite abilities. Based on this finding, it is incumbent on the education providers to

provide a more holistic learning on the different Microsoft software systems in their formal, informal and enacted curriculum and not merely focusing on individual components. Furthermore, holding company 1 should consider improving their provisions of this skill.

5.3.6.5. Social media usage

The survey study suggests that the addition of social media learning is imperative for a 21st century curriculum. This suggestion is endorsed in literature (Swart 2013:84; Lowden *et al.* 2011:52). Graduates familiarity with social media on a daily basis does translate to an automatic ability to use it in a business context (Hajli and Lin 2014:405). Accordingly, Swart (2013:85) confers that graduates need to learn how to network using a various social media platforms and how to measure their success in using this tool.

Figure 42 shows that graduates and tourism academics are confident in private institutions graduates' ability to utilise social media platforms. However, the ratings from the remaining respondent sets varied. Appendix 27 illustrates no formal teaching and learning of social media usage in curriculums. How learning of social media for business purposes that meet employer needs is achieved, therefore remains questionable. This study suggests that social media learning for a tourism business context should be incorporated as a formal module in tourism curricula to close the current gaps that exist.

5.3.6.6. Information technology ineffectively addressed in curricula

Figure 16 shows that 100% of the curriculum designers and 68% of the tourism academics perceived that the technology presented does not support industry needs. Hence, this could be among the reasons that curricula of private higher education institutions was considered not to be aligned to industry requirements as reflected in Figure 14. In addition, Figure 17 shows that tourism industry managers are of the view that graduates are not sufficiently trained for their technology requirements illustrated in Table 7. Among the reasons for this gap is that the sampled institutions do not know what technological capabilities are required by the

industry. Hence, heightening the value of this study as curriculum designers can utilise the outcomes to improve future curriculum development and design.

5.3.7. Work Integrated Learning (WIL)

The inclusion of WIL in tourism curriculums cannot be overemphasised (Spowart 2006:171; Airey and Tribe 2006:89). In a similar vein, Busby and Gibson (2010:4) states that WIL should be a formal requisite in all tourism related programmes. South Africa (2013:49) concurs that the inclusion of WIL is the distinction of a vocational and professionally orientated programme. WIL is the best foundation to link practice to with what is taught as theory (Jugmohan 2009:60) and by, according to Spowart (2006:172) allowing students to underpin theory learnt in the classroom and apply it during their everyday experiences. This underlines a focal component of Bhardwaj's *et al.* (2006:29) proposed curriculum. In addition, Spowart (2006:171) elaborates that WIL enables students to be more confident in their competencies, increase their technical skills, discover the direction they would like to steer their careers and develop skills while interacting with fellow workers, customers and management. The stakeholders of this study also acknowledge the significance of WIL as represented in Table 8.

5.3.7.1. Institutions' Work Integrated Learning (WIL) provisions

The primary study has raised gaps in the existence and the duration of WIL in the curriculums on offer. The information in Appendix 24 and 25 reveals that the 3 tourism academics and 1 curriculum designer of institution E selected that their institution does not offer WIL. This result is consistent with the document analysis, depicted in Appendix 27, offering reliability to the study. However, the graduates of institution E see the necessity of WIL to be included within tourism qualifications; an institution E graduate appeals "*Offer WIL! This was something not offered in my qualification*".

However, it appears that further attention to WIL is also required within the institutions that are currently offering the module. In particular, the appropriate

learning time permitted in WIL has been raised in the surveys. A graduate of holding company 1 contends; *“There was not enough practical experience - we only had 160 hours of WIL”*. In a similar vein, a graduate of holding company 2 adds *“There needs to be an increase in WIL hours - maybe 6 months to a year. I was doing my in-service for only 160 hours - it was hard for me to learn in such a short time. Maybe we should do couple months in 2nd year and couple months in 3rd year”*. Tourism employer’s concern over the WIL duration is discussed in 5.3.7.2.

Chapter 2 provided arguments from literature to encompass more practical experience in tourism curricula (Taylor and Medina 2013; Jackson 2013:271; Swart 2013:34; Bamford 2012:8; Vassallo 2010:99; Airey 2008:27). The best way to achieve this experience is to observe what happens in the workplace (Airey and Tribe 2006:452). Therefore, the need to review the duration WIL is substantiated.

Swart (2013:90) argues that WIL needs to be a more formalised component of tourism curricula. WIL should be embedded as a significant module in the formal curriculum, entailing: planned learning objectives, assessment methods, appraisal processes and structures to examine students’ progress in the workplace (Wear and Skillicorn 2009:451; Wang 2008:93). Moreover, Swart (2013:90) recommends the minimum duration of 6 months for the completion of experiential training. Busby and Gibson (2010:5) acknowledges that in the United Kingdom (UK) tourism qualifications internships range from 7 months to one year. On the other hand, Bamford (2012:38) reports an alternative perspective where tourism students in New Zealand are required to undertake, two semesters of 800 hours of industry placement.

5.3.7.2. Casual approach to Work Integrated Learning (WIL)

Table 8 illustrates that only 43% of tourism industry managers hired private institution students for WIL purposes. In contrast, 71% claimed they employed private institution graduates, as depicted in Figure 18. The basis for lower WIL student recruitment is an area that must be investigated. Such study is necessary especially in view of the shared concern amongst employers that graduates must have more practical experience, as it has emerged in Table 8 that industry managers

are not presenting students with sufficient opportunities to obtain experience during the completion of their qualification.

The duration of WIL is considered as a reason for employers not eagerly wanting to hire students. It is likely that employers feel it is too much of an effort to train students to be of real assistance as they only work for 2 days a week or 10 days in total (Swart 2013:88). It is also likely that, according to Spowart (2006:169), employers consider WIL as an expense and a time wasting activity for the establishment. The process in which the education providers facilitate industry managers into hiring tourism graduates for WIL purposes was not examined in this study. However, this enquiry has raised a need for study of WIL in the tourism curriculum.

5.3.8. Industry needed competencies and tourism curricula

To achieve Objective one, several gaps and misalignments that exist in the sampled tourism curricula were examined. This section further investigates the curriculum gaps, exclusively in relation to the industry required competencies.

5.3.8.1. Soft and employability skills

Soft skills are defined as a collection of personality behaviours, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people (Sharma 2012). Alternatively, the author adds that employability skills are a set of achievements, understandings and personal attributes that assist individuals to gain employment and be more successful in their occupation. Jackson (2013:272) infers that these competencies are referred to as core or generic skills which enhance graduates employment readiness. Bamford (2012:17) agrees with the crucial importance of these skills, though notes that these skills are not taught to students but it's what the industry seeks from graduates. The findings of the current study are aligned with the literature.

A tour guide manager explained that *“tourism graduates lack employability and soft skills that are needed when working in the industry. They are provided with*

theoretical knowledge but students find difficulty in transferring this knowledge in the work environment". A car hire agent manager agreed and similarly stated *"qualifications must include the generation of soft skills"*. Correspondingly an event manager added *"they may have the theoretical knowledge, however soft skills and not evident"*. The most significant gaps are identified as follows:

5.3.8.1.1. Communication skills

Communication comprises of written, verbal, telephonic and electronic skills (Paadi 2014:129). George (2011:1) asserts that in today's professional environment, graduates also need to be fluent in business and electronic communication. Airey and Tribe (2006:328) claim that effective communication skills are far more important than some technical skills.

Since the tourism industry is often regarded as a peoples industry, communication skills are regarded as fundamentally and vital competence required by the industry (Pan and Jamnia 2014:35; Swart 2013:100; Gibson 2010:4; Jugmohan 2009:53; Airey and Tribe 2006:494; Vukonic and Cavlek 2002: 424). However, Figure 24 indicates that communication was not effectively addressed in the curriculum of the sampled institutions. As a consequence of this gap, graduates will be disadvantaged in the working world as they would not be able to perform their communication related duties effectively (Bonifaz *et al.* 2010:3).

5.3.8.1.2. Customer service knowledge and skills

NDT (2015) states that excellence in customer service is at the heart of the tourism industry. Good customer care is crucial in the tourism industry; it is often the difference between customers returning to a business (Swart 2013:101). Jugmohan (2009:70) adds that customer service forms part of employees' daily work in this sector. Hence, the attainment of knowledge and skills on delivering exceptional customer service and how to handle and deal with customers is vital for graduates.

Figure 30 illustrates that the education providers are not providing sufficient attention to the provision of this competence in curricula. A travel agent manager asserts that

“students lack skills such as customer service, care and interaction.” Similarly an event manager claimed that *“graduates customer management and ability to offer good customer service is poor.”* The study perceives that inadequate customer service skills would hinder graduates success in the industry, as poor customer care poses negative reflections on the business itself.

5.3.8.1.3. Problem solving capabilities

Problem solving skills is necessary in all sectors of the travel and tourism industry (Pan and Jamnia 2014:35; Swart 2013:34; Bamford 2013: 165; Vukonic and Cavlek 2002:94). In supporting the significance of this skill, Jugmohan (2009:95) argues that it is essential that tourism personnel possess high problem solving abilities as they will often face various challenges, especially when in direct contact with customers. This observation aligns with a tour guide manager response *“after class room training serious practical training is essential, including problem solving and dealing with tourists and their idiosyncrasies”*. Mueller (2009:10) deduces that problem solving skills enhances graduates ability to identify problems, applying appropriate knowledge and rules to solve the problem and determining the effectiveness of the solutions.

There is overwhelming evidence in Figure 38 from tourism graduates, academics and industry managers’ responses that graduates are incompetent in problem solving. Thus it is inferred that this skill is not sufficiently incorporated in the formal curricula. This is a surprising result since this characteristic is as a key requirement for the daily operation of a travel and tourism professional.

5.3.8.1.4. Leadership competencies

Mueller (2009:8) claims that the future success of the tourism industry is reliant on effective leaders. Therefore leadership is regarded as a critical skill that graduates need to possess. Accordingly, Wang (2008:155) maintains that employers regard leadership as a highly valuable skill. Leadership needs to be a cornerstone for

tourism curricula development, which should focus on the development and understanding of leadership (Jackson 2013:272; Lowden *et al.* 2011:56).

The findings in Appendix 11 indicated that graduates of private institutions are not adequately equipped with this competence. This will potentially result in future tourism employees with the inability to lead effectively.

5.3.8.1.5. Advertising and marketing knowledge and skills

An essential skill for travel and tourism professional is the ability to effectively promote and sell (Zwane *et al.* 2014:6). Similarly, Swart (2013:83) claims that marketing is the core of tourism businesses and graduates must understand and be able to market products and services to ensure the sustainability of the business.

Figure 43 depicts that the industry respondents maintained that graduates are “not very skilled” in marketing and advertising. Surprisingly, the curriculum designers also followed the perspective that private institution graduates are lacking in advertising and marketing competencies. Appendix 27 depicts that advertising and marketing themes does form a part of the formal tourism curriculum of the sampled institutions. However, based on the results the current offerings are not meeting the needs of the industry. The fact that curriculums were identified as too theoretical and not providing adequate practical components could avail as a rational for this gap.

5.3.8.1.6. Business management knowledge and skills

Vukonic and Cavlek (2002:101) propose that curricula should highlight business management as a core unit within tourism qualifications. Wang (2008:65) maintains that focal themes in business management modules should include human resource management, organisation behaviour management, information systems for business, and fundamentally those subjects which discuss the acts, manners and practice of managing, monitoring, supervising and controlling business aspects.

Figure 45 depicts that the majority of the respondents are in consensus that graduates do not graduate with the desired business management skill set for

tourism. Appendix 27 illustrates that while the institutions encompass management modules in their qualifications, these modules are generalised rather than tourism business management specific. Therefore inadequately addressing Wang's (2008:65) assertion for business management skills.

5.3.8.1.7. Higher order competencies

Professionalism, analytical skills and conceptual thinking all received unfavourable responses from the respondents as represented in Figures 26, 27 and 29. In addition, Appendix 11 depicts that graduate's organisational awareness, tacit skills, impact and influence skills, multitasking skills are also lacking. The implication of this, results in graduates with the inability to effectively and fully function in the industry and world (Mueller 2009:7). Hence, further consideration to these competences should be undertaken during future curriculum development.

5.3.8.2. Sectorial technical expectations

According to Airey and Tribe (2006:89) technical skills are abilities acquired through learning and practice to perform specific tasks. The tourism industry's competence requirements for graduates and curricula gaps found in the surveys will be examined in this section.

5.3.8.2.1. Essential competencies for the travel agency

Table 16 and Figure 5 depict travel agencies as the main employers of sampled private institution's graduates. However, Figure 23 establishes that this sector is not satisfied with the quality of graduates emerging from private institutions.

The importance for the inclusion of GDS in tourism curricula has already been discussed in Section 5.3.6.2. If graduates want to embark on a successful career as a travel agent, competence in GDS is imperative. Vukonic and Cavlek (2002:256) emphasise that GDS are the primary electronic tool utilised by travel agents. Figure 31 reveals that travel agents perceive graduates as "not very skilled" in GDS

capabilities. This could be the compounding factor for travel agents dissatisfaction with graduates' capabilities.

Jugmohan (2009:70) states that sales skills are important in the travel industry as products are intangible and it is the travel personnel's responsibility to sell products that cannot be tried or tested although the customer pays in advance. Figure 32 indicates that graduates are not very competent with this skill, not being able to effectively sell travel products and services will result in loss of profit for the travel agency business.

Vassallo (2010:32) proposes that an ideal tourism curriculum should encompass at least two foreign languages. Similarly, Jugmohan (2009:96) argues that if countries wish to attract international tourists, foreign language skills are imperative for tourism professionals. Figure 33 and Appendix 11 discloses that graduates of the sampled private institutions do not learn foreign language skills. These findings align with Appendix 27 which illustrates the exclusion of additional language modules from formal curriculums. The lack of oral and written communication ability disadvantages graduates as they would be not be able to effectively communicate with foreign language client and, restricts the level and spread service that may be on offer by the employer.

Developing travel packages, ticketing and fares also forms as key job specifications for travel agents (CATHSSETA 2013:95). Figure 34 illustrates respondents other than the curriculum designers, indicating that graduates ticketing and fare knowledge and skills are inadequate. These results are consistent Appendix 27 as only holding company 1 disclosed the provision of a ticketing and fares module in their formal curriculum. In addition, Figure 35 depicts that graduates are not very skilled in the development of travel packages. However, further investigation in Appendix 27 reveals that holding company 1 and 2 formal curricula trains graduates in this competence. Failing to attain these essential competencies will result in graduates not being able to perform the daily functions of a travel agent.

Additionally, numeracy skills is consistently highlighted as a key skill required by the industry (Wattanacharoensil 2014:96; Airey and Tribe 2006:424; Tribe and Wickens

2004:100, Vukonic and Cavlek 2002:47). However, it is evident from Figure 36 that that this skill is severely lacking amongst graduates of private institutions.

5.3.8.2.2 Essential competencies for tour guiding

SAQA (2015) asserts that a tour guiding related qualification should enable graduates to obtain the knowledge, skills and values in order to plan, coordinate and facilitate enjoyable guiding experiences. As observed in Section 3.3.2 of Chapter Three, tour guiding was highlighted as a prospective career path for graduates of the selected institutions. In view of that, 13% of the private institutions' tourism graduates are employed in this sector. However, Table 9 shows that the tour guiding sector was found not to be a core focus of tourism qualifications offered at private higher education providers, as discussed in Section 5.3.5. Mismatches in the surveys highlighted the following gaps in the curricula:

Public speaking was consistently observed as a vital skill by the tour guide respondents. This is evident in the comments of one tour guide manager's statement that *"graduates lack basic soft skills, ability to handle customers, communication skills, and public speaking."* Another tour guide manager states that *"graduates lack proper English skills or the ability to construct sentences - Verbal and nonverbal communication, presentation, public speaking is essential"*. These statements emphasise Vassallo's (2010:65) assertion that public speaking is an essential trait for tourist guides. In fact, Swart (2013:258) asserts that public speaking should be embedded in every module of a tourism qualification. Figure 37 indicates a high proportion of stakeholders who consider graduates' public speaking abilities as "not very skilled". These findings could offer reasons for the institutions' unsatisfactory results as presented in Figures 4, 10 and 23. The observed results resonates with Jugmohan's study (2009:57), in finding that graduates' lack of public speaking skills will hinder their opportunity in the tour guiding sector.

As globalisation has allowed for distant and different cultures to now interact with each other, it becomes necessary for tourism professionals to competently relate to and handle diverse cultures along with various languages and social habits (Jugmohan 2009:95; Vukonic and Cavlek 2002:83). Then again, a tour guide

manager indicates displeasure with graduates' culture management abilities. *"Students lack customer service and how to handle different international cultures knowledge. For example, German tourists are very timeous -so as a tour guide you must always be watching the time. Students do not understand this. Curriculums are too theoretical and do not include this type of knowledge which is vital for the sector"*. Additional comments from tour guide managers suggested that *"tourism graduates do possess the capacity to manage international tourist in a professional and expert manner. More emphasis should go to customer care especially to handling the different cultures"*.

It is reported in the Appendix 27 that only holding company 2 delivers a specific module relating to culture and tourism in their formal curriculum. This is an interesting detection as interacting with diverse cultures is a key function for tourism graduate employees. Furthermore, Figure 39 illustrates that a majority of the tour guides, tourism academic and curriculum designers deemed graduates as only somewhat skilled, while graduates believed that they are skilled. However based on the study's findings, better integration of knowledge on the different cultures is necessary in order to meet industry standards.

5.3.8.2.3. Essential competencies for the events industry

The Minister of Tourism in South Africa Mr Marthinus Van Schalkwyk (NDT 2014) contends that the events industry has matured into a very lucrative sector in South Africa; however, it is a career of hard work and stress. Accordingly, an event manager expressed that *"Graduates have the perception that the event industry is glitzy and glamorous. Institutions need to advise graduates that this is the total opposite"*. There is a wide array of skills required for this demanding profession; these will be discussed in this section.

Ersoy *et al.* (2013:1) infers that logistics is one of the most significant components of event management. The authors describe logistics as the handling of people, materials, goods, information through the process of pre-event up until post-event. Results of the primary study in Figure 41, shows that graduates are not sufficiently trained in logistical management. The high proportion of respondents asserting that

graduates are not competent in this skill should be a cause concern for the sampled institutions. Interestingly, Appendix 27 illustrates that both holding company 1 and 2 offered an events or conference related module. However, inclusion of logistical skills in these modules is omitted from the formal curriculum (SAQA 2014).

In the events industry, networking and liaising are critical parallel competencies (Mossenlechner and Zehrer 2009:164). Both competencies were however, rated as inadequate by the respondents, in Appendix 11. Tribe and Wickens (2004:41) find that forming and managing such relationships is challenging for graduates.

5.3.8.2.4. Essential competencies for the car hire agency

South Africa has a large car hire industry which comprises of various international and local franchises. Table 9 indicates that the car hire sector is not considered a significant area of study in the formal curriculum as it was given no mention by respondents. On the other hand, as established in Section 3.3.2 of Chapter Three, it is marketed as a common career field for tourism graduates of private institutions, and supported by the employment of 11% of graduates employed in this study, shown in Figure5.

A primary requirement for a potential car hire agent employee is to have adequate motor vehicle related interest and knowledge. According to the World of Work (2014) this includes: the different vehicle types, mileage checking, rental terms and leasing agreements, basic mechanics and understanding of vehicles. Furthermore, potential car hire agent employees require learning in the different car hire bodies that exist in South Africa, insurance, conducting reservations, calculating rates and commissions (SAQA 2014). Based on Appendix 11, it appears that the institutions failed to adequately facilitate knowledge transfer in motor vehicles and car hire agencies operations as majority of the respondents perceived that graduates are not skilled in these competencies.

5.3.9. Dissatisfaction with graduates' skill levels

The predominant observation by the respondents is that they are dissatisfied with private institutions' tourism graduates abilities mainly due to gaps established in the sampled curricula. The tourism academic and industry respondents' views on these gaps will be addressed.

5.3.9.1. Tourism academic's view

Figure 21 depicts sizeable gaps and misalignments as 73% of tourism academics claimed that graduates do not possess the required competencies in Figure 20. Amongst the more adverse comments by the tourism academics are; *"I have not been employed at this institution for a long time but what I have noticed that graduates are not mature enough and do not have the needed skills to enter the industry. I do not think that they are employment ready. Public institution graduates encompass more industry knowledge, that's why the industry prefers to employ these graduates". "Curriculum needs to be transformed with the assistance of the tourism industry. The qualification needs to offer graduates some sort of practical training in the form of WIL. I strongly believe that these graduates are not employment ready as their curriculum lacks the provision of critical industry required skills"*.

The fact that such a large number of tourism academics are dissatisfied with the tourism graduates competency in relation to industry's needs signifies that there are real problems in the provision of tourism education by private institutions. Education providers need to be taking heed of the tourism academics disapprovals and suggestions during tourism curriculum design, development and implementation.

5.3.9.2. Industry's view

Figure 23, further illustrates that tourism industry managers' are dissatisfied with the graduates' current skill level. The rationale for the unfavourable responses in Figure 23 varies across industry managers. A travel agent manager claimed *"I think newly qualified graduates are not competent enough to work as a junior travel agent. More*

focus needs to be paid to soft skills generation by institutions.” Another travel agent manager agreed “Graduates lack the soft skills that are needed in the industry such as communication skills, time management, multitasking, and computer literacy. Graduates also lack travel agency related skills such as ability to use reservation skills, customer interaction”. A car hire agent manager asserted that “We need graduates that are innovative with strong IT computing, customer service, customer interaction skills. Graduates do not possess these required skills. They do not even have knowledge on the terminology used. Isn't this the institutions role to be teaching graduates such information?”

These comments resonates with the findings previous studies by (Cooper 2002:40), (Tribe and Wickens 2004:100), (Vukonic and Cavlek 2002:47), (Airey and Tribe 2006:424), (Swart 2013:156), (Bamford 2012:120) and (Jugmohan 2009:105). Some approaches to overcoming the gaps in curricula are advanced by the UNESCO (2015), these are namely links the with working world can be strengthened with the industry improving their governance within institutions, increasing domestic and international WIL opportunities for students, exchanging of personnel between the industry and higher education institutions and the revision of curricula to be more closely aligned with working practices.

5.3.10. Graduates competencies in comparison to graduates job functions

Figure 20 illustrates tourism academics perceptions on the diverse range of essential skills that graduates need to learn in order to be employable. These findings are in line with the literature analysis of the industry views of key skills in Table 2. Furthermore, Figure 24 explains the duties that graduates undertake during their employment in the tourism industry.

Appendix 26 is a comparison of Figure 20 and 23 which reveals that the skills listed by the academics are in fact the competencies required to perform the job functions in Figure 24. Based on this finding the education providers should involve the tourism academics in curriculum development as they have an inclination of what competencies are required by the industry. In agreement, Jugmohan (2009:42) asserts that academics must maintain an on-going involvement in the curriculum

process and be, according to Bitzer and Botha (2011:293), active participants in the curriculum design process.

5.3.11. Curriculum monitoring and evaluation

A number of stakeholders who declared that the tourism curriculum currently on offer are out-dated and require improvements, represented in Figure 22.

For instance, a tourism academic claimed that *“the curriculum is out-dated and does not include recent trends in the industry”*. Similarly, another tourism academic argued that *“curriculums are out-dated. It needs to be up-dated taking the needs of the industry in to account. There needs to be more industry related subjects incorporated in curriculums.”* A car hire agent manager stated that *“curriculums need to change, as they are out-dated. Graduates do not encompass the critical needs required by the industry. For graduates to be employable these needs must be met”*. A tour guide manager added that, *“curriculums are out-dated and need to be transformed with the assistance of the professional tour guides that have been in the industry for a long time”*.

The sampled education providers appear to ignore literature calls for curricula to be reformed periodically to take account of contemporary industry practices and local and global changes (UNESCO 2015; Swart 2013:122; Jugmohan 2009:103). In fact, Wattanacharoensil (2014:9) deduced that higher education curriculums should be regularly reviewed every 3 years. Furthermore, the author suggests that at 6 year intervals, there needs to be a comprehensive audit undertaken to ensure that the curriculum continues to meet industry’s needs.

5.3.12. Overview of Objective One

The surveys highlighted specific gaps between the curricula provisions of the selected private higher education institutions and the needs of the local tourism industry. The stakeholders alluded that the tourism curriculum offered by private higher education institutions do not prepare graduates for tourism industry realities. Among the potential rationale for this gap is that current levels of industry

participation during curricula design and development is regarded as severely inadequate. The findings also revealed that private higher education institutions curricula encompasses limited practical components resulting in graduate difficulty in transferring theoretical understandings into the working environment. It is unfortunate that the content imparted was considered as irrelevant to the industry's requirements for graduate employees.

Among the significant mismatches observed in the sampled tourism curricula were in the areas; the provision and duration of WIL, delivery of appropriate learning in information technology, inculcation of soft and employability skills and transfer of sectorial technical expectations. It is the researchers considered view that the above mentioned gaps are the source of the considerable dissatisfaction of graduate skill levels by industry participants. Consequently these gaps resulted in the formulation of misaligned curriculums by the sampled private education providers.

5.4. Objective Two: To compare and analyses tourism curricula of selected private higher education institutions. The document analysis study conducted on the formal curriculum of the sampled institutions will be deliberated along the lines of a SAQA qualification template to achieve this objective.

5.4.1. The title of the qualification

According to the SAQA (2013:3) the title of the qualification should not be misleading, it must accurately reflect the area of study and type of qualification. Holding company 2 and institution E's qualification is similarly titled as Diploma Travel and Tourism (SAQA 2014). Based on the SAQA's assertion however, the title of holding company 2's qualification is inappropriate as Appendix 27 and 28 reveals that the provider's formal curriculum is more inclined to prepare graduates for a career in travel rather than tourism.

With regards to holding company 1, Appendix 28 illustrates that the institution's qualification is referred to as a Diploma in Travel and Tourism Management.

According to Vukonic and Cavlek (2002:92) programmes with management in their title should primarily focus on business management. On the contrary, Figure 45 and Appendix 11 show that this is not the case for the education provider, therefore failing to meet the Vukonic and Cavlek (2002:92) and SAQA (2013:3) conditions.

5.4.2. The NQF level and qualification credits

SAQA (2015) infers that the core purpose of the NQF is to ensure that quality, standards and excellence is provided in education and training. As discussed in Section 2.15.4 of Chapter Two, the framework is divided into level descriptors which will indicate the type of learning that can be expected within the qualification (South Africa 2013:12). SAQA (2015) reports that a diploma is measured on the NQF exit level 6. In addition, the organisation infers that the length of the qualification is usually 3 years. In line with the regulatory body, all sampled education providers have complied; the qualifications are registered at NQF level 6 and minimum course duration for the qualifications is 3 years as shown in Appendix 28.

Appendix 28 illustrates that the Diploma in Travel and Tourism Management offered at holding company 1 and the Diploma Travel and Tourism presented at holding company 2 comprises of 377 and 360 credits respectively. In contrast the Diploma Travel and Tourism of institution E encompasses 240 credits (SAQA 2014). The inconsistency in the credit weightings of the sampled qualifications is elucidated in Section 2.15.4 of Chapter Two, as SAQA (2013:62), states that diplomas with 240 credits do not offer WIL; nonetheless the qualification must lead students to a related occupation. Accordingly, Appendix 24, 25 and 27 confirms that institution E does not offer a WIL component within their formal curriculum; however, based on the survey study, it is questionable whether this vocational qualification does effectively prepare graduates to find employment in the tourism industry.

5.4.3. The purpose of the qualifications

With respect to the purpose of the qualification, the sampled education providers presented varying statements as illustrated in Appendix 28. The sampled institutions

share the aim of providing students with theoretical and practical skills in order to operate in the tourism industry (SAQA 2014). In Section 2.11.1 of Chapter Two, theoretical competencies were highlighted as a significant component in tourism curricula (Dredge *et al.* 2014:200). Figure 13 depicts that respondents perceive their education institutions curriculum as mostly theoretical; this section will closely examine the sampled education providers' theoretical provisions. However, the surveys ascertained that the institutions implementation of practical skills was severely inadequate as shown in Figure 13. Literature discerns that a primarily theoretical curriculum disadvantages graduates; the scope of these curriculums are narrow, learning becomes tedious and uninteresting, graduates find difficulty in relating theory to the workplace and such curriculums are too far removed from the industry (Pan and Jamnia 2014:36; Jones 2009:80; Wang 2008:115; Saayman and Geldenhuys 2003:420).

5.4.4 The rationale for the qualifications

Interestingly, Appendix 28 illustrates holding company 1 proclaiming that during the design stages of their programme priority was given to the needs of the national tourism industry. In stark contrast with this statement, a majority of the education provider's academic personnel highlighted in Appendix 13, 18 and 21 that their institutions curriculum is not aligned to industry needs, does not adequately prepare graduates to work in industry and there is no engagement with the industry during curriculum development. In accordance with these findings, the overall results as observed in Chapter Four showed that no particular institution actually satisfied the needs of the local tourism industry. Hence based on these findings, it is evident that a contradiction exists for the education providers' rationale for the qualification.

Additionally, SAQA (2014) asserts that the general reasoning for all of the education providers' offering travel and tourism related qualifications is to prepare individuals for employment in the travel and tourism environment, this statement is supported by related literature (Pan and Jamnia 2014:35; Wang 2008:53; Bhardwaj *et al.* 2006:29). Indifferently, there are also requests for education institutions to be more accountable for the overall progression of the tourism sector and not just delivering

personnel for employment. Accordingly, NDT (2015) asserts that learning programmes should be developed to address the skill shortages of South Africa and to foster professionals that will meet the demands of this rapidly growing sector. Similarly Jugmohan (2009:3) adds that the goal of tourism education institutions is to make the sector more competitive and to strive for excellence by effectively training the future workforce.

5.4.5. The focal areas of the qualifications

Ring *et al.* (2009:109) infers that a typical tourism qualification focuses on management, environment, tourism marketing and social tourism. In line with the latter, holding company 1 stated that their qualification is designed to encompass functional management of tourism marketing, tourism management, sustainable tourism development, conference and events management and finance for non-financial managers (SAQA 2014). In addition Appendix 27 shows that the curriculum of holding company 1 offers operational, service focus, experiential learning and broader tourism knowledge. The education provider also offers elective modules to students in their final year of study, a practice that offers students specialisation and could address the specific needs of particular sectors (Zwane *et al.* 2013; Jugmohan 2009: 16; Saayman and Geldenhuys 2003:83).

In another structure, the qualification of holding company 2 maintains a sustainability theme. This includes the management of cultural and natural resources, sustainable development and the management of tourism activities (SAQA 2014). In accordance with these findings, Busby (2005:48) claims that sustainability is a significant topic within tourism qualifications as presently sustainability is regarded as one of the most sensitive issues. On the other hand, institution E emphasises the need for students to learn world geography and destination knowledge, computer literacy skills, business and tourism operations environment learnings (SAQA 2014).

5.4.6. Modules that frame the qualifications

The results of document analysis study in Table 18, 19 and Appendix 27 provide a comparison and analysis of the formal curriculum of the sampled education providers. Each of the modules were themed based on their names their content.

5.4.6.1. Common modules amongst the education providers'

- According to George (2008:5), a tourism marketing module is not just about how to sell holidays, rather its core focus should be how one would deal with customers, solve problems and prosper in the tourism industry. In addition, Wang (2008:61) notes that a tourism marketing module should give students those essential marketing and sales skills that is pursued by the contemporary tourism industry.

All of the education providers collectively offer a Tourism Marketing/ Marketing for Tourism module in their formal curriculum. However, institution E delivers the module only in year 1 and it comprises of basic tourism marketing aspects such as the principals of marketing and the marketing mix (SAQA 2014). Alternatively, holding company 1 and 2 offers the module over 2 years and concentrates on holistic marketing approaches. Considering this, Figure 43 reports that respondents are dissatisfied with graduates advertising and marketing skill levels. Among very likely reasons for this gap is the lack of application in learning activity; the formal and enacted curricula are excessively theoretical and lacking on adequate practical components. Hence when placed in the industry, graduates found it difficult to transfer the theoretical concepts learnt in the classroom into the real world.

- Table 11 illustrates that the stakeholders view business management skills as a key inclusion within tourism curricula. Accordingly, all of the education providers present a management related module (SAQA 2014). As discussed in Section 5.3.8.1.6, management modules should ideally include aspects of: human resource management, organisation behaviour management, information systems for business, and fundamentally those subjects which

discuss the acts, manners and practice of managing, monitoring, supervising and controlling business aspects (Wang 2008:65). Additionally, management modules must encompass relations to the tourism industry (Page and Connell 2009:36). Appendix 27 illustrates several notable differences amongst the purpose and objectives of the education providers' management related modules.

With regards to holding company 2, their tourism management module is highlighted as a core learning subject that delivers a holistic, comprehensive understanding of tourism management. This module is embedded in all 3 years of their formal curriculum and integrates important aspects such business ethics, problem solving, human resource management, financial management, business plans, starting up a business, franchising and customer service (SAQA 2014). As established in Table 2 such concepts are key requirements by the industry for tourism employees.

Similarly, Appendix 27 depicts that holding company 1's tourism management module offers widespread knowledge of general tourism management themes; this is especially so in the students first year. During year 2, the module concentrates on entrepreneurship, including themes such as tourism, creativity and opportunity recognition, starting up a business and preparing business plans, Though it must be noted that this subject is only delivered to students in the year 1 and then in the first semester of year 2 only, as shown in Table 18.

In contrast, institution E's management related module does not follow a specific theme. Rather the subject comprises of a wide range of disparate management disciplines, fields of management and elements such as operations management, visitor attraction management, strategic management, quality control, human resources, conference and events management (SAQA 2014). In addition Table 18 depicts that in year 2 the education provider's Tourism Environment module includes small business management concepts. Wattanacharoensil (2014:9) argues that including

generalised arbitrary themes together into modules is rather incongruous. Hence, the education provider should re-examine their provision of business management knowledge in their formal curriculum, as it should focus on themes that enhance graduates critical and employability skills.

- Airey (2008:36) assert that travel geography encompasses a major position within any travel and tourism qualification. Accordingly, Appendix 27 illustrates that all of the education providers have emphasised the attainment of destination knowledge. SAQA (2014) signifies that collectively the institutions offer destination modules relating to the different countries of the world, maps, accommodation, transportation, attractions, history and services throughout their qualifications. In accordance with these findings, Appendix 27 depicts that the institutions devoted a large part of their formal curriculum in educating graduates about travel geography. As a result Figure 39 and Appendix 11 shows that graduates are satisfactorily skilled in the knowledge of South African and world destinations.

However, in another line of enquiry, literature observes that other attributes such as internship, information technology and research are more important than learning about travel geography (Ring *et al.* 2009:114). Similarly, Swart (2013:79) questions the value of this module; although students acquire significant amounts of knowledge, how much of this information is actually remembered. The author maintains that, instead destination modules could take a different perspective of training students to effectively utilise information technology to attain information about destinations. It must be noted that the overall consensus from the stakeholders is that graduates are satisfactorily skilled in terms of international and local geography as presented in Appendix 11.

- As discussed in Section 5.4.5, sustainable tourism has transformed into a significant topic within tourism curricula as it is regarded as a sensitive and crucial issue for the future of tourism (Dredge *et al.* 2014:519). Furthermore,

Davies and Baker (2012:175) express that, the role of education institutions is not only to teach students about the knowledge and theories of sustainable tourism, but to change their mind sets and inspire active engagement by students to assist in combating sustainable tourism concerns.

SAQA (2014) reflects that all of the education providers deliver a holistic overview of sustainability within the tourism industry. Accordingly, Appendix 27 shows that there are linkages within the holding company 1 and 2's module objectives throughout the years. In contrast, institution E's sustainable tourism module has been developed in a sporadic manner.

As illustrated in Appendix 27 during year 1 and 2 institution E's formal curriculum comprises of varied aspects of rural, heritage and international tourism development. Only in year 3, does the institution's formal curriculum concentrate on themes such as measurement of tourism, tourism development typologies and impacts, managing destination sustainability and economic development (SAQA 2014). At this stage, such concepts have already been covered by holding company 1 and 2's qualification, which then focuses on more comprehensive topics. Additionally, this study's results and Appendix 11 did not show any indication of active and participatory learning for sustainable tourism advocated by Davies and Baker's (2012:175).

- There is a plethora of literature that expresses the importance of WIL within tourism qualifications (Owusu-Mintah and Kissi 2012:523; Spowart 2006:172; Airey and Tribe 2006:89). In addition, South Africa (1996:62) states that diplomas should include a WIL component. The purpose of WIL ranges from ensuring that graduates are valuable members of the industry, that they gain experience, develop required competencies, build practical experience and bridge the gap between transferring theoretical knowledge into practice (Busby and Gibson 2010:4; Bamford 2012:37; Jugmohan 2009:60). Appendix 27 depicts that holding company 1 and 2 students carry out WIL training during their 3 year of study for, 160 and 150 hours respectively.

The appropriate duration of WIL in a curriculum in similar tourism programmes turns out to be a topic for debate. Bamford (2012:38) reports that students in New Zealand are required to undertake two semesters of 800 hours of industry placement. Busby and Gibson (2010:4) acknowledges that in the United Kingdom (UK) tourism qualifications internships range from 7 months to one year. In the Caribbean, at least eight weeks of practical work experience is required in the tourism industry (Critchlow-Earle and Dahl 2007:5). Pez`ua and Bayardo (2012:28) claim that in Israel students are required to spend 600 -1200 hours in the tourism industry. Studies conducted in South Africa, deem the duration of 6 months appropriate for the completion of experiential training (Swart 2013:90).

In another line of enquiry, criticism for work based placements exist as some businesses use students as cheap labour (Bamford 2012:39). However, the function that WIL plays in programmes overcomes the negativities associated with it (Jugmohan 2009:45; Spowart 2006:172). In addition, Busby and Gibson (2010:4) considers students who have participated in WIL as a part of their qualification has a competitive advantage over those who did not, as they already encompassed practical skills and experience needed by the industry. In a similar vein, Pez`ua and Bayardo (2012:28) assert that students of programmes that do not offer internship have a lower position in the labour market than those who completed internship. Based on this, it can be argued that the graduates of holding company's 1 and 2 have a greater advantage over the graduates of institution E. This is since the latter has not included a WIL component within their curriculum as shown in Appendix 24, 25 and 27.

- The significance of incorporating GDS usage in curricula was already highlighted in Section 5.3.6.2. GDS tools are mainly utilised by travel agents to make bookings for airlines, accommodation and transportation all over the world (Swart 2013:81; Vukonic and Cavlek 2002: 256). Accordingly, Table 7 finds industry managers indication of graduate GDS competence as being essential. Appendix 27 reflects that holding company 1 and 2 presents graduates with the opportunity of undertaking GDS skills. Within this module,

aspects such as compiling reservations, generating fares and issuing tickets are taught (SAQA 2014).

It is apparent from Appendix 27 that institution E failed to provide any type of GDS training or knowledge to their students. Hence, the graduates of institution E are again at a disadvantage. There are several drawbacks associated with not providing GDS training to tourism graduates, these include limited practical experience and knowledge, students are not equipped with the appropriate skills required by travel industry and therefore may be regarded as unemployable.

- Computer usage also plays a pivotal role in the travel and tourism industry, it is used in every department of a tourism business (Gibbs *et al.* 2011:371). Accordingly, CATHSSETA (2015) acknowledges the significant role that computers have in tourism, as majority of travel arrangements and information is attained through these systems. Several studies noted computer skills as being extremely important to employers (Ring *et al.* 2009:110; Spowart 2006:171; Airey and Tribe 2006:89; Saayman and Geldenhuys 2003:86). In line with literature Figure 15 and Table 7 reflects that the stakeholders rated computer skills as an essential requirement by the industry.

Appendix 27 depicts that holding company 2 and institution E delivers a EUC module in their formal curriculum. In addition, the module encompasses shared objectives. Amongst these include utilising the computer at a basic level, Information Technology (IT) concepts and Microsoft software operation (SAQA 2014). However, Table 18 illustrates that holding company 2 delivers this module in year 1 of their formal curriculum, while students of institution E complete this unit in year 2.

In another line of enquiry, Airey and Tribe (2006:101) maintain that EUC or computer literacy should be incorporated as a fundamental unit within tourism qualifications. SAQA (2000:31) explains that fundamental learning is required in the obtaining of a qualification as it forms the basis needed to undertake

education, training or further learning within the qualification. Based on this definition it can be argued that as a fundamental unit, EUC should be offered to foundational students as this module will be the grounds for additional learnings.

In response to computer literacy needs, holding company 1 offers the module Travel Information Systems, which is offered in year 3 of their formal curriculum. However, based on Appendix 27 the education provider delivers this unit very theoretically through analysing concepts surrounding the Internet and its relevance and impact on the travel and tourism industry. Presenting a computer usage course that delivers more theoretical than hands-on training is inadequate in developing the student's competences in computer skills (Felisitas and Clotildah 2012:20; Dale and McCarthy 2006:51). Instead, computer modules need to incorporate operation techniques, employing software application tools such as Microsoft and sector specific computer skills (Ring *et al.* 2009:110).

- Swart (2013:125) argues that stakeholders, especially students, usually find Law modules very boring and have an unnecessary place in tourism programmes. Additionally, Wang (2008:117) claims that stakeholders do not perceive Law as a significant module within a tourism qualification. The author adds that this is puzzling as tourism businesses operate in highly complex legal environments. Nonetheless, Appendix 27 depicts that the education providers acknowledge the value of Law within tourism qualifications. Holding company 1 and 2 presents the module in year 3 and 2 of their formal curriculum respectively, while institution E, delivers Law concepts as a part of their Tourism Environment module (SAQA 2014).

In line with literature, Appendix 27 illustrates that the sampled education providers' Law modules collectively comprises of concepts such as South African law, labour law, business law and the association of law with tourism (Saayman and Geldenhuys 2003:86). In addition, the overall result from Appendix 11 confirms that graduates are somewhat skilled in environmental

legislations and law; however, lack knowledge on tour guiding legislations and laws. In providing a rationale for this result, Table 9 depicts that the tour guiding sector is not the principle focus area for the institutions curricula.

- Figure 20 and Table 11 highlighted communication skills as an essential competence for graduates. Consistent with the results of the study previously asserted by Swart (2013:100), the authors explains that tourism is a service industry, and therefore good communication skills are vital. Correspondingly, tourism personnel require efficient communication skills to perform their daily responsibilities and to provide a high standard of service (Pan and Jamnia 2014:39; George 2011:1).

In response to calls for the provision of communication skills training in tourism qualification, the holding company 1 presents a Business Communication module in their formal curriculum which is offered in year 1. According to SAQA (2014), the module embraces communication skills needed in the business environment and how to communicate in the form of academic writing, business and verbal communication.

In contrast, Appendix 27 shows that holding company 2's tourism communication module considers broader theoretical aspects such as barriers to communication, organisational communication, conflict management, non-verbal behaviour and its importance, effective use of verbal communication, telephone techniques, of business writing, multi-cultural communication and aspects of professionalism. With regards to institution E, Appendix 27 confirms that the education provider presents learners with business communication competencies; however this learning area is delivered within their Tourism Environment module, which also comprises of Environmental Studies and Financial Management as well.

Section 5.3.8.1.1 revealed that communication skills were not effectively addressed in the institutions formal curriculum. This study considers that, as

crucial competence, the enhancement of communication skills should be embraced throughout the formal and enacted curriculum and not just in an individual module.

- The conferencing and events is a very significant and successful industry within the tourism sector (CATHSSETA 2015). Accordingly Swart (2013:125) claims that conference and event management has become a very popular inclusion in South African travel and tourism curricula as students enjoy working in this sector. Graduates need to acquire the necessary knowledge and skills to plan, coordinate and execute events. Table 18 and Appendix 27 shows that holding company 1 and 2 independently delivers an exclusive event management module in their formal curriculum.

Holding company 1's events related module comprises of learning relating to event planning, processes, sponsorship, risk management and the different types of events (SAQA 2014). According to the learning objectives for holding company 2's conference and events module as depicted in Appendix 27, the provider presents students with theoretical knowledge and skills to apply in the events industry. In stark contrast the survey study observed that event managers are not satisfied with the skills of private institutions graduates, in Figure 23 and deemed them as not prepared to work the industry in Figure 8. Among the implications of these results are that the education providers are not meeting their module learning objectives. On the other hand, institution E does not offer a specific events related module, as earlier discussed in this section, rather the education provider incorporates conferencing and events themes in their Tourism Management module. Appendix 27, indicates that this module also comprises of a other unrelated topics such as operations management, visitor attraction management, strategic management, quality control, human resources (SAQA 2014).

- In year 1 holding company 1 presents their students with the module South African Travel Products and Operations in their formal curriculum as depicted in Appendix 27. SAQA (2014) asserts that this particular unit provides

learners with an insight into travel industries documentation and topics such as visa and foreign exchange. In demonstrating support the inclusion of applied knowledge and skills in formal curricula, Airey and Tribe (2006:436) asserts that industry orientated modules may be the solution to achieve a balance within tourism programmes. In addition, Figure 20 and Table 11 reflect the importance of graduate attainment of industry related knowledge and skills.

Furthermore, Appendix 27 reveals that holding company 2's Travel and Tourism Practice 1 module, incorporates related applied knowledge and skills. According to SAQA (2014), this module includes themes relating to: documents used when travelling and in the industry, packaging of tour, tariff rates for car rentals. Evidence suggesting that institution E encompasses such topics within their formal curriculum is limited.

5.4.6.2. Unique modules offered by the education providers'

In response to calls for the provision of practical components in curricula, holding company 1 presents students with Experiential Learning in year 1 of their formal curriculum (SAQA 2014). As discussed in Section 5.3.3, the implementation of practical application in curricula is essential, as it allows better understanding of theoretical concepts and it facilitates hands on experience and enhances students industry required skills (Owusu-Mintah and Kissi 2012:522; Pan and Jamnia 2014:35). Correspondingly, SAQA (2014) reports that the objective of the module is to provide students with the opportunity to put into practice what they have learnt in class in a simulated environment. For instance, Appendix 27 depicts that students have to conduct a tourism exhibition of the countries learnt in class. However, it must be noted that while such practical components are encouraged, the survey data in Figure 13 deemed current efforts as inadequate. According, to the documents analysis study similar modules or activities are absent within the formal curriculums of holding company 2 and institution E.

Appendix 27 reveals that holding company 1's formal curriculum also incorporates modules such as Customer Care and Guest Hosting, Tour Planning, Finance for Non-Financial Managers, Domestic Ticketing and Fares. Furthermore, in their third year, students are given the option to choose either to specialise in Sales Management and International Fares and Ticketing or Principles of Tour Guiding and Provincial Tour Guiding (SAQA 2014). By incorporating elective modules in curricula, students are more knowledgeable and skilled in a concentrated area of the sector, rather than having general tourism competencies (Jugmohan 2009:89). Additionally it can be seen from Table 19 and Appendix 25 that holding company 2's formal curriculum incorporates Public Relations and Cultural Tourism modules in year 2 and 3 respectively. On the other hand institution E's remaining modules follows a business theme. The latter is endorsed by SAQA (2014) claim that Economics, Planning for the Travel and Tourism Industry, Project Management and Tourism Projects complete an education provider's formal curriculum.

5.4.7. Overview of Objective Two

From the comparison and analysis of the education providers' formal curricula, it is evident that the institutions have more similarities than differences in terms of content and modules offered. However, contradictions and incongruities surface in the purpose and rationale of the sampled qualifications.

The curriculum offered by holding company 1 and 2 curricula appears to be in parallel. On the other hand, institution E's curriculum is not consistent with either holding company 1 and 2; significant modules such as communication are embedded unrelated modules rather than as a subject in its own right. In addition the institution's formal curriculum leans towards delivering theoretical knowledge rather than critical employability and transferable skills. The formal curricula of holding company 1 and 2 did comprise of similar themes, despite this the education

providers are also responsible in delivering inadequate industry expected knowledge and skills.

5.5. Objective Three: to compare and evaluate stakeholder's views on what a tourism curriculum offered at private higher educational institutions should entail. In order to achieve this objective, this section will firstly provide a comparison of stakeholders' views on essentials for the tourism curricula. Then with the assistance of literature, the study will evaluate the relevance of respondents' views for private higher education institutions' tourism curricula.

5.5.1. Comparison of stakeholders' views for tourism curricula additions

Table 11 and Appendix 29 establishes and compares respondents' observations for elements that they perceived necessary for the formal tourism curriculum of private higher education institutions.

- Practical experience was highlighted as the most common request by all stakeholders, shown in Table 11. Accordingly various literature sources also argue that, vocationally based tourism curriculums should transfer more practical skills to improve graduates employability (Donina and Luka 2014:304; Pan and Jamnia 2014: 35). The stakeholders' comments reflect the significance of incorporating practical experience in tourism curricula, for example, a car hire agent manager maintained "*practical experience is needed in curricula*", a tour guide manager asserted "*graduates require practical application of theory*", similarly an event and a travel agent manager respectively claimed "*tourism qualifications require a practical approach, curriculums should entail practical scenarios to deal with customers and problems.*"

The respondents deriving from the sampled education institutions are also calling for the inclusion of practical experience in the formal curriculum:

- A tourism graduate expressed *“I think that our qualification should include more practical aspects. Such as more industry related courses. Institutions should have closer relationships with the industry - get them to give us talks, we could do visits to the businesses. We as students need more exposure to the industry while we are studying the qualification”*.
 - A tourism academic agreed *“we should have industry guest speakers, career days, trips to the industry to get an insight on day to day operations”*.
 - Similarly a curriculum designer suggested *“I think our curriculums could allow students to have more exposure to the industry. This could be in the form of industry visits, guest lectures by industry professionals”*.
- Furthermore, Table 11 illustrates that the variable, integration of industry required skills, obtained 18% of stakeholder responses; this was the second most popular request after practical experiences. The inclusion of industry required competencies is also a common theme in Appendix 29. From these results, it appears that the stakeholders have placed a lot of emphasis on the inclusion of industry needs in tourism programmes; this outcome is further substantiated by literature as discussed in Section 5.3.4. Wang (2008:5) claims that the exclusion of industry requirements from tourism curricula will result in high number of graduates that are not suitable to work in the industry, thus increasing the unemployment rate of a country.

The stakeholders observations mirrors the survey data presented in Table 11 and Appendix 29. For example, a travel agent manager stated *“institutions should provide updated curriculums that focus on the needs of travel agencies in South Africa.”* A tour guide manager also deemed that *“there needs to be more focus on tour guiding subjects and on the actual needs.”* Correspondingly, a tourism academic added *“there should be subjects in the qualification that examines the needs of the industry.* While a tourism graduate inferred *“the industry should have a say in the curriculum as we are*

going to work for them so their needs should be considered.” A car hire agent manager and event manager also commented that *“industry needs must be addressed in curriculums”, “in order for graduates to be more employable the industries needs have to be taken into account”* respectively.

- Ndou (2013) and Dowling (2010:30) claim that by allowing the industry to participate in curricula development, this will ensure that their needs are addressed. Figure 10, Table 11 and Appendix 29 are indicative of calls for industry participation in tourism curriculum. Accordingly, a tourism academic discerned that *“the local tourism industry should be allowed to participate in curriculum design”*, moreover a tourism graduate appealed *“the tourism industry and college must participate together to support us students.”* Interestingly even a curriculum designer advocated that *“I think more tourism industry involvement should be a part of the curriculum development process.”*

An analysis of the tourism industry managers’ observations further revealed that, several employers are expressing their desire to participate in tourism curriculum development and design. Among the tourism manager responses were:

- *“Include skills and knowledge that is needed by the industry. Let the industry give their input in curriculums”*, stated an event manager.
- A tour guide manager inferred *“curriculums are out dated and need to be transformed with the assistance of the professional tour guides that have been in the industry for a long time”*.
- Likewise a travel agent manager claimed *“the present curriculum is out dated and does not address the realities of what it is to be a travel agent today. The courses seem to be designed by non-travel agents, which too me makes no sense at all. Let us give an input”*.
- A car hire agent manager added *“In my opinion it is important for the industry to be more proactive and involved in curriculum development,*

institutions should welcome contributions by industry in curriculum design”.

- Establishing and developing collaborative partnerships between stakeholders is perceived to improve tourism curricula and ultimately enhance graduates success in the work place (Wattanacharoensil 2014:9; Ndou 2013; Lowden *et al.* 2011:12). Figure 12 and Table 11 reflects that respondents also are in favour of this procedure. In addition, Table 11 shows particularly the managers of the tour guiding sector are calling for better relations. A tour guide manager asserted *“curriculum need to be changed to include the needs of the industry. It seems that the industry and the institutions have no interaction. There needs to be some sort of partnership or committee between both parties in order for qualifications to be more sector relevant.”* A travel agent manager also stated that there needs to be *“better partnerships between the tourism industry and tourism education”*, and a tourism graduate declared *“more partnership between the tourism industry and my college is needed.”*
- Pez`ua and Bayardo (2012:28) discerns that education providers should aim to give students adequate pre professional experience before sending them out into the working world. Professional practical skills can be acquired during WIL (Donina and Luka 2014:308). The tourism academics and tourism graduates are urging for the education providers to increase the duration of WIL in the formal curricula, shown in Appendix 29 and Table 11. A tourism academic advised *“I think that institutions need to increase the hours of in-service in the industry, there needs to be an increase in WIL hours - maybe 6 months to a year”*, the comments from several tourism graduates also reflected similar views *“increase WIL hours, I was doing my in service for only 160 hours - it was hard for me to learn in such a short time, Increase experiential learning, our institution only required us to complete 150 hours.”* Literature on the most appropriate tenure for WIL is limited. However a duration ranging from 6 months to 1 year is deemed as most appropriate (Swart 2013:90; Busby and Gibson 2010:4).

- An additional request from stakeholders is the incorporation of applied or industry related knowledge in the formal curricula, Table 11 and Appendix 29 also represent this call. In line with survey data, Pez`ua and Bayardo (2012:31) stated that tourism curricula must feature enough specific knowledge on the activities performed in the industry on a daily basis. A travel agent manager concurred with the authors, *“more industry related knowledge is needed in curriculums such as airport charges and fares calculation, knowledge of world geography maps including the top world destinations, travel documents and compiling travel and tour packages.”* Moreover, a car hire agent manager maintained *“Students lack knowledge on suppliers specialized industry related subjects required.”* Interestingly tourism graduates also appealed for applied learning *““incorporate more industry related subjects, our subjects should be more related to the industry, travel agents should speak to us when studying to tell us the working conditions, I feel that we should have been taught about the different travel documentation, travel insurance, preparing itineraries - these things we did not learn.”*
- The survey study observed that, the tourism industry managers were quiet vocal on the need for graduates to possess more soft and employability skills; this finding is depicted in Appendix 29. As pointed out in Section 5.2, these competencies enhances graduates employment readiness, personality, professional, vocational, entrepreneurial development, knowledge and industry-oriented skills (Pan and Jamnia 2014:36; Jackson 2013:275; Sharma 2012), therefore its inclusion in every learning area of the tourism curricula is imperative. In line with literature, the tourism industry managers perceived:

 - *“Graduates lack soft skills such as communication, problem solving, and presentation skills. It is imperative that graduates encompass such skills to succeed in this industry”* an event manager maintained.
 - Furthermore a travel agent manager deemed that *“graduates lack basic soft skills, ability to handle customers, communication skills”*.

- *“Soft skills development as this is an integral part of the service delivery process, more focus needs to be paid on soft skills generation by institutions”* stated a car hire agent manager.
- A tour guide manager claimed *“graduates lack the soft skills that are needed in the industry such as communication skills, time management, multitasking, and computer literacy”*.
- Graduates need to be equipped with a range of information technology capabilities in order to effectively deal with a rapidly changing business environment and customer needs (Zwane *et al.* 2014:3). Including an array of information technology learning areas in curricula was indeed a trend amongst respondents’ observations. A tourism academic proposed *“strong IT and internet skills need to be incorporated in curriculums*. In addition a travel agent maintained *“graduates must have internet skills, use social media, power point, email and excel.”* Similarly, an event manager asserted *“how to use social media would be an advantage for graduates, e commerce skills and working with online systems are also crucial*, and a tourism graduate stated *“I think our qualification should also make us use more technology as everything is done online now.”* Table 11 and Appendix 29 are reflective of the respondents’ views.
- Additional requests from the stakeholders included the incorporation of communication, business management and customer service knowledge and skills, as illustrated in Table 11 and Appendix 29. These and the above mentioned calls will be further evaluated with literature on its relevance for private higher education institutions tourism curricula.

5.5.2. Focal areas for private higher education institutions’ curricula

The expectations of the effected stakeholders must be incorporated in tourism curriculum development (Wattanacharoensil 2014:9; Cooper *et al.* 1996:2). In this section respondents’ requests will be examined in relation to literature; this will

determine the significance of the stakeholders' appeals for the tourism curricula of private institutions.

5.5.2.1. Curricula should reflect industry needs

As ascertained in Section 5.5.1, stakeholders emphasised that a tourism curriculum needs to be receptive to the local tourism industry's requirements for graduates. There have been several studies conducted globally calling for curricula to align with industry's needs. For example in South Africa, there has been growing attention on the importance of delivering curricula that is more responsive to industry needs and the employability of graduates (Zawne *et al.* 2014:5; Swart 2013:31; Jugmohan 2009:63). Similarly, (Felisitas and Clotildah 2012:12) of Zimbabwe assert that tourism management curriculums should deliver the skills and competencies needed in the workplace. Comparable requests have been made in Asia for tourism education to produce philosophic practitioners equipped with necessary skills for tourism industry (Wattanacharoensi 2014:15; Pan and Jamnia 2014:35). Studies presented in Europe maintain that higher education institutions must establish close contacts with the industry in order for the tourism industry to prosper (Luka and Donina 2012:85; PășcuŃ and Dinu 2012:141). In a similar vein, Wang (2008:64) of Australia suggests that training institutions need to include industry requirements within curricula to produce a quality workforce. Based on the observations from the presented literature it is quite evident that the sampled private higher education institutions must facilitate the tourism industries requirements in their tourism curriculum, therefore validating the stakeholders' calls.

5.5.2.2. Practical experiences as a requisite for tourism curricula

Collectively, the stakeholders inferred that practical experience is a vital component for tourism curriculum development. Practical experience is essential considering that tourism is labour intensive; thus the industry requires potential employees to encompass some applied skills (Owusu-Mintah and Kissi 2012:522). Similarly, literature asserts that tourism education must provide practical hands-on opportunities for graduates to enhance their skills and experiences for their careers

in the industry (Pan and Jamnia 2014:35; Bhardwaj et al. 2006:29). Figure 13, established that practical components in the sampled curricula and graduates practical skills are severely lacking, based on this result and the literature presented, justifies respondents' calls for practical requests. Practical approaches could form part of the education providers enacted curriculum through simulated exercises, case studies, guest speakers, in company training, interning, audio-visual aids and for students to be taken through practical work in industry and business (Swart 2013:56; Owusu-Mintah and Kissi 2012:536; Jugmohan 2009:69).

5.5.2.3. Private higher education and tourism industry collaboration

The findings of the survey study suggest that collaboration is required between the education providers and managers of the tourism industry, in terms of engagement in curricula and partnership. These are discussed as follows:

5.5.2.3.1. Heightened engagement between private higher education providers and industry

The respondents deemed that industry participation in tourism curricula is very necessary, in Section 5.5.1. Request for the inclusion of the industry in curriculum development is not a new revelation. Airey and Tribe (2006:46) alludes that providing employment opportunities should be the guiding principle for tourism education, therefore the industry should assist in determining the design and content of tourism courses. Figure 12 revealed that industry participation is lacking in the sampled private institutions, it is perceived by the study that this was one of the probable reasons for the education providers' curriculum gaps and misalignments.

CATHSSETA (2015) asserts that industry engagement during curricula planning, design and delivery will effectively address gaps related to inadequate inclusion of industry requirements. Accordingly, Jugmohan (2009:42) argues that the industry must be engaged in the daily operations of tourism qualifications, through; visits, case studies, guest speaking and practical in- company training.

5.5.2.3.2. Long term partnerships between industry and education institutions

Collectively stakeholders' views suggested that, establishing an effective relationship between the industry and education providers is fundamental for tourism curricula advancement. In favour of collaborative partnerships, Lowden *et al.* (2011:12) asserts that employers must be allowed to facilitate a meaningful contribution within higher education; employers should have a continuous active role in course design as well as employability strategies and policies. The authors' sentiments mirror the views of the stakeholders presented in Section 5.5.1.

Busby and Gibson (2010:4) adds that issues are more promptly resolved when education institutions and employers have long-standing relationships. A long term collaborative partnership between industry and education sector is deemed as a solution to advance communication and relationship links between stakeholders (Ndou 2013; Breytenbach 2010:61; Dowling 2010:30; Airey and Tribe 2006:48). Hence, coordinating mutual partnerships between the tourism industry and the private institutions does appear necessary.

Approaches to achieve extended partnerships include: placements and internships to form a greater understanding between these stakeholders, curriculum engagement through regular meetings and advisory boards, and practical components such as student visits to industry, industry speakers and cooperation with industry. (Swart 2013:27; Lowden *et al.* 2011:12; Wang 2008:22).

5.5.2.4. Enhancement of syllabus on offer

The survey data and Section 5.5.1 showed that the stakeholders are requesting for improvements of the formal curricula content. These will be discussed as follows:

5.5.2.4.1. Inquiries for WIL

Section 5.3.7 presented literature which extensively highlighted the significance of WIL (Spowart 2006:171; Airey and Tribe 2006:89). In line with literature, Table 8 reflects that 100% of the tourism academics, curriculum designers and tourism

graduates indicated that WIL is an important component within a tourism qualification. On the other hand, Section 5.5.1, indicated that stakeholders are also appealing for the sampled education providers to increase the duration of WIL in their formal tourism curriculum.

This study perceives that the stakeholders requests for increasing the duration of WIL is equitable as the benefits of delivering a comprehensive WIL programme in a vocationally based tourism curriculum is immense. Owusu-Mintah and Kissi (2012:523) states that these benefits can range from potential employees exposure to real world learnings, improvement of job related skills, understanding theoretical knowledge and it will link to practice, understanding of organisational culture, guidance of older employees, employers use new young labour force at the minimum expense, potential future employment avenue for graduates.

5.5.2.4.2. Up to date applied knowledge

The provision of industry applied knowledge in tourism modules may be a solution to achieve balance within a tourism programme. A tourism academic explains that *“industry driven subjects give students an insight to the industry and what is expected of them”*. Vassallo (2010:14) broadly defines applied knowledge as industry knowledge on product/service, documentation, terminology, processes and the unit is coordinated with industry support.

In progressing from a primarily generic tourism qualifications and modules; stakeholders are calling for the amalgamation of industry applied knowledge in curricula as reflected in Section 5.5.1. The stakeholders' requests are shared by South Africa (2013:64) which states that diploma's should ideally provide industry specific knowledge to learners. In agreement, SAQA (2013:9) asserts that qualifications measured at NQF level 6 is required to provide students with the disciplines and practices of their field of specialisation. This is since there are many limitations associated with generic curriculums (Jackson 2013:273). It is in this vein that Dale and McCarthy (2006:51) argues that the generic approach dilutes the framework of the tourism programme content, this may lead to students graduating with a number of skills, but are not specialised for their field of study. Accordingly,

this was the outcome of the survey study, which revealed that while graduates of the sampled private institutions attained various competencies, Figure 8 reveals that these were not suitable for the intended employment industries. Hence, better integration of industry related knowledge in the sampled tourism curricula is needed.

5.5.2.4.3. Appeals for the delivery of improved communication skills

Several literature sources highlight oral and written communication attributes as the most critical skill that graduates require to succeed in the tourism industry (Swart 2013:70; Felisitas and Clotildah 2012:14; George 2011:1; Bonifaz *et.al.* 2010:3; Wang 2008:99; Dale and McCarthy 2006:54). In congruence, the results in Figure 20 depicts that 14% of tourism academic respondents infer that communication skills is one of the most essential skills required by graduates.

George (2011:1) argues that while communication is a vital component in any service business, it has a dominant role in tourism; this is due to the intangible nature of the industry. Furthermore, Pan and Jamnia (2014:39) ascertains that it is imperative that travel personnel have excellent communication skills as interacting and communicating with the public forms part of their daily operation. With regards to the education institutions current provision of communication proficiencies, Figure 25 establishes that the skill is satisfactory addressed within sampled tourism curriculums. Hence it is imperative that stakeholders' requests for further integration of communication skills within tourism curricula must be fulfilled.

Accordingly, Swart (2013:76) proposes various approaches that education providers can implement to impart written communication skills in tourism curriculums. The author infers that topics such as correct style of writing, writing letters and memos, answering enquiries and complaints, designing brochures, writing job application letters and compiling itineraries and reports can be applied. In addition, reading aloud, role playing, presentations, discussions, debates, encouraging conversation and providing opportunities for exercising initiative and leadership can enhance oral communication skills (George 2011:3; Breytenbach 2010:63; Jugmohan 2009:66; Airey and Tribe 2006:48; Tribe and Wickens 2004:100).

5.5.2.4.4. Enhancement of soft skills generation

Literature describes soft skills as the acquisition of communication, social, interpersonal, problem solving, public speaking, customer service, team work abilities, and the aptitude to deal with conflict situations (Bamford 2012:1; Sharma 2012; Lowden *et al.* 2011:5; Jugmohan 2009:57; Airey and Tribe 2006:314). Such skills also forms part of SAQA CCFO's which all qualifications must contain at appropriate levels.

Section 5.5.1 depicted industry managers requesting for the private institutions to enhance their delivery of soft skill competencies. Accordingly SAQA (2012:9) declares that qualifications measured at NQF level 6 should be delivering soft skills proficiencies to students. The results from the Likert Scale are indicative of the many gaps in the delivery of soft skills by the sampled education providers; hence there is a need for improved integration of these competencies in the tourism curricula.

5.5.2.4.5. Expansion of information technology competencies

According to Wattanacharoensil (2014:12), significant elements such as information technology are still not effectively addressed within tourism curricula worldwide. The author's sentiments correspond with the findings of this study, as the overall inference from Figure 16, 17, 27 and 30 is that adequate information technology skills are lacking within the sampled institutions curricula.

In providing a rationale for appropriate information technology delivery in higher education, Wang (2008:8) argues that this is due to dramatic improvements in technology, rapid changes in lifestyle and consumer preferences. It is in this vein that Zwane *et al.* (2013:3) states that tourism employees need to be knowledgeable and skilled in information technology as they are faced with well-informed and educated tourists who are technologically proficient. Thus, in recognition of the importance for graduate attainment of information technology skills, stakeholders are requesting for appropriate information technology provisions within curricula. Such calls are supported as literature asserts that in order to keep abreast with changing business

environments the relevant information technology must be taught to students (UNESCO 2015; Swart 2013:46 ; Jugmohan 2009:92; Wang 2008:8).

5.5.2.4.6. Advancing customer service and business management competencies

As discussed in Section 5.3.8.1.2, excellent customer service continues to be at the heart of the tourism industry (NDT 2015). This is since; tourists are continuously seeking for value for money and are intolerant of mediocre services (Page and Connell 2009:53). In addition, tourism businesses depend on the provision of excellent customer services as many of the organisations compete for the same customer (Jugmohan 2009:2). Hence, potential employees need to be equipped with the proper skills to provide service excellence. In this regard, tourism graduates and travel agent managers requests for the enhancement of customer service skill provisions in the formal tourism curricula is substantiated, as Figure 31 reveals that current offerings were found to be inadequate.

In addition the 4 tourism academic respondents and 1 travel agent manager appealed for appropriate business management proficiency in tourism curriculums, as illustrated in Table 11. Significantly, graduates require business management competencies to understand business operations, controls and how to be successfully entrepreneurs themselves (Ring *et al.* 2009:116). Accordingly, Section 5.3.8.1.6 also highlighted the importance of such a skill.

5.5.3. Overview of Objective Three

Collectively the stakeholders requested that the industry needs must be integrated in the curricula for private higher education institutions. Furthermore the stakeholders asserted that the industry should be engaged in tourism curriculum development and design. In this manner, several of the participating industry manager respondents indicated that they are willing to participate.

In addition the stakeholders expressed that long term meaningful partnerships must exist between private education providers and the tourism industry. Building such

partnerships is perceived to advance communication and relationships amongst the stakeholders. The stakeholders also observed various measures that could be undertaken to enhance industry and private education provider's relations.

There were requests from the stakeholders for the private education institutions to provide a more appropriate duration for WIL as it was observed that currently the institutions require learners to complete only 150-160 hours in the work place. The examination of stakeholders' views also showed that curricula needs to incorporate more industry applied knowledge and soft skills generation. Measures to improve communication skills, technological capabilities and business management competencies were also deemed necessary.

5.6. Chapter Summary

This chapter analysed the findings of the survey and document analysis study in line with the objectives. The study's outcomes were also aligned in relation to the associated literature. The next chapter will examine conclusions drawn, highlight recommendations and limitations of the study and suggest areas for future research.

CHAPTER 6

IMPLICATIONS AND RECOMMENDATIONS

6.1. Introduction

The previous chapter presented a detailed discussion based on the interpretation of the survey and document analysis study. In this chapter the conclusions, recommendations, limitations and possible prospects for future research based on the discussion will be highlighted.

This study set out to determine whether tourism qualifications offered at registered private higher educational institutions in KZN are aligned with the needs of the local tourism industry. Using a mixed method approach the study endeavoured to address Objective One and Three with the use of electronic surveys, which comprised of open and close ended and likert scale questions, a document analysis was employed to achieve Objective Two. The study's sample comprised of the following 4 stakeholders:

- Selected participants from the local tourism industry,
- Tourism graduates,
- Tourism curriculum designers and
- Tourism academics of the selected private higher education institutions.

6.2. Conclusion and Recommendations

The overall results of the study indicated that the tourism curriculums of private higher education institutions are not aligned to the needs of the local tourism industry. Systematic gaps between the needs of the KZN tourism industry and the core curriculum offered at the selected private institutions were established.

6.2.1. Industry integration

As a result of the misalignment to the needs of the local tourism industry, stakeholders were dissatisfied with the knowledge and skill levels of private higher education institutions tourism graduates'. The study revealed that these graduates were not ready for the workplace and curriculums were viewed as inadequate in preparing graduates for the tourism workplace. It is therefore recommended that educational institutions seeking work ready tourism graduates re-examine their curriculum as suggested in this study.

Among possible explanations for the curriculum misalignment, is that the formal tourism curricula presented by the sampled institutions are detached from the local tourism industry's requirements for graduate employees. The participating stakeholders of this study are calling for the facilitation of industry participation during tourism curriculum development, to address gaps related to inadequate inclusion of industry requirements. Accordingly, this study recommends that active, ongoing participation of the local tourism industry should be solicited during the planning, design, development and implementation of curricula to maintain a curriculum that encapsulates the local tourism industries' requirements for graduate employees. It is perceived that a sustained, proactive partnership between tourism education providers and the tourism industry will result in better chance of inclusion of desired knowledge sets and skills in the applied competencies in the formal and enacted curriculums

There are various ways in which industry participation can be sought by education providers. For example, previously established advisory committees could comprise of relevant tourism stakeholders. As a member, tourism employers can share their views on appropriate learning areas for tourism curricula, competencies that graduates need to acquire to be employable, guiding and modification of formal curricula can also be addressed at such meetings. In addition the study recommends that, industry members could participate in panel reviews of candidates for acceptance in tourism programmes. Based on this proposed approach, industry members will ensure that the most appropriate candidates with the right attitude, personality and passion would enter the industry.

6.2.2. Extension of practical learning

The sampled curriculums entailed too much theory and limited practical components. In a vocationally based programme like tourism, the implementation of practical components in curricula will enhance graduates competency and experience that better meet the requirements of the tourism workplace. Collectively all of the stakeholders of this study also advocated for the inclusion of practical components in tourism curricula. It is therefore recommended that the sampled education providers consider implementing a combination of the following:

- Extend enacted curriculums to include excursions to the industry and regular guest talks from industry personnel. Here students and the accompanying academic staff would have an insight into the daily operations of specialised part of the tourism industry. Deliberate, active observation and reflective exercises will better advance relevant knowledge and skill gaining to perform work related functions and, transfer of theory into practical situations.
- Deepen and widen the application of practical knowledge by way of student assessments. These could include planning and conducting a tour, holding an event and simulation activities.
- Case studies and videos of industry settings can be utilised to enhance students understanding of tourism work place functions.
- Lecturers should be subject experts with an appropriate number of years of practical tourism industry experience, this will assist tourism lecturers to better translate theory into practical scenarios.
- Practical learning exercises must be featured regularly in teaching throughout the learning programme

6.2.3. Relevant stakeholder participation

The study's outcomes reflected that, there also seems to be ineffective communication amongst the stakeholders employed within the sampled institutions. It is advised that curriculum development and refinement should not occur in

isolation or be designed by one set of a group of individuals. All affected stakeholders should be consulted and involved in this process; this observation was also shared by the respondents of this study. Participating stakeholders could provide a valuable contribution, based on their requirements, experiences, and expertise. For instance during refinement of a tourism curriculum, graduates should be consulted on their opinions of the curriculum and if the knowledge acquired assisted them in the workplace.

In this study the tourism graduate participants provided many significant observations on their undertaken curriculum. In addition, government, in partnership with education institutions, should develop advisory boards or councils to assist with appropriate tourism curriculum developments, while taking the recommendations of this study and other studies of a similar nature into consideration.

6.2.4. Overcoming missing workplace skills and knowledge

This study revealed a number of gaps and misalignments in the sampled private higher education institutions curricula, measures to overcome these challenges are discussed as follow:

The sampled curricula had failed to adequately prepare graduates for several employability and technical competencies that are required by the tourism industry. Amongst the gaps included problem solving, communication, critical thinking, customer service skills, leadership, foreign language skills, public speaking and business management proficiency. The findings revealed that tourism graduates of private institutions attainment and transferability of these critical competencies is lacking. This study recommends that the sampled education providers need to focus their attention on the gaps highlighted; these must be embedded into multiple learning areas of the formal and enacted curriculum. The transferring of industry required skills and knowledge to students must take priority.

WIL was found to impart necessary pre professional applied learning and experience. Majority of tourism academics, curriculum designers and graduates participants also regarded WIL as an essential component in tourism programmes.

However, the survey study highlighted that the sampled education providers' current provision for WIL is inadequate. Accordingly, the study observed that institution E does not provide students with the opportunity to obtain work place experience as a WIL component was absent from their formal curriculum. Furthermore, with regards to holding company 1 and 2, their current tenure for WIL was deemed insufficient.

The study recommends that all of the education providers present WIL as a formalised and structured component in their curriculum, entailing well defined objectives. Additionally, the current study advocates for an increase in the required number of hours for experiential learning. It is also perceived that the effectiveness of the curricula will be enhanced through the appointment of a WIL coordinator. The coordinator could provide needed support and oversight that WIL learning outcomes are being met. The local tourism industry should also be informed of the benefits that WIL has on student development and as future industry personnel. This could be a role for the WIL coordinator or the benefits can be communicated to industry members, if collaborative partnerships between the education institution and the tourism industry exist.

The survey data also depicted that the education providers do not know what information technology capabilities are required by the industry and gaps are evident in the current provision of information technology competencies. The misalignments identified by the survey study comprised of institution E failed to provide students with GDS skills, graduates are lacking in sector specific technologies, Internet and EUC application and usage. The study recommends that the sampled education providers re-examine their delivery of information technology competencies in line with industry requirements for information technology knowledge and skills. In addition it is suggested that information technology learning and application should take place throughout the duration of the qualification and embedded in the different modules of the formal curriculum. Finally, the sampled education providers need to facilitate a more holistic learning on the different Microsoft software systems and should consider delivering a module relating to social media learning for a tourism business context, in their formal curriculum.

Moreover, the study outcomes revealed that the formal curricula of the sampled institutions were largely travel sector focused. Accordingly, the survey and document analysis study ascertained that for the most part the other sectors of the tourism industry were largely ignored in the formal curriculums. It is proposed that all of the sampled institutions should consider a sector specific tourism curriculum or elective modules that graduates could chose in order to specialise in a particular sector, this would broaden students' employment possibilities as they would attain specialised knowledge and skills, rather than general tourism learning.

In addition the results of the survey study, leads this study to perceive that the formal tourism curriculum offered at the sampled education providers is outdated. Hence, curricula transitions are required; tourism curriculums should be reviewed more frequently, in addition the sampled education providers need to conduct annual and more comprehensive reviews of the formal curriculum on a regular basis.

6.2.5. The outcomes of the thematic analysis

The document analysis study indicated that the education providers' formal curriculum contained more similarities than differences, however holding companies 1 and 2 curricula is more parallel. All of the sampled education providers are recommended to re-examine their rationale and purpose of their tourism qualification, as the results of the study infers inconsistency between what is pledged and the actual provisions of the sampled institutions. Alternatively, the institutions are advised to transform their curriculum in line with the outputs of this study and studies of a similar nature, in order to appropriately align their tourism programme with the needs of the local tourism industry.

6.3. Delimitations and limitations of this study

Apart from the limiting factors mentioned in Chapter One, the following shortcomings were also established during the course of the study.

6.3.1. The delimitations recognised for this study:

- There was no enquiry regarding the forums and structures for curriculum feedback amongst the institutions stakeholders. Therefore, specific recommendations to improve the misalignment could not be ascertained.
- Lecturers' education and work experience was not examined. Therefore inferences based on the academics experience and education levels could not be established.
- Lecturers teaching styles were not investigated, hence the effectiveness of existing pedagogy on graduate work readiness and management of the knowledge and skills gap between the classroom and workplace could not be determined.
- The process in which the education providers facilitated industry members into hiring graduates for WIL purposes was not examined. This limited the discussion on WIL and its power to influence graduates, the perceived gap between provider and the user of tourism education.

6.3.2. The limitations encountered in this study:

Participation from the tour guide sub-group was relatively low. A rationale for the low response rate could possibly be that the selected tour guide participants may not have access or are inaccessible areas of the Internet as they are frequently travelling (Jackson 2013:276). This was noted as a potential disadvantage of electronic surveys in Section 3.5.2, Chapter Four. The results for this group may not be a true reflection of all the tour guides views. As such, this study may not be suitable for readers exclusively enquiring about education provisions by private providers for the tour guiding sector.

6.4. Implications for future research

The following opportunities for future research are recommended based on the findings of this study:

- This study exclusively focused on the tourism industry and private higher education institutions and stakeholders in KZN. A similar study can be conducted at national level.
- It has been established that 16% of the sampled private institution tourism graduates are employed in the additional tourism sectors not mentioned in this study. A related comparative study can be based on the additional operational tourism sectors in KZN.
- Based on Airey and Tribe's (2006:49) Curriculum Space Theory, future research on governments and the additional tourism sectors requirements for tourism graduates should be considered.
- The surveys revealed that 17% of tourism graduates have not been employed in the tourism industry or have not been employed at all. With reference to this outcome, the effects of a misaligned tourism curriculum on these graduates can be investigated.
- Based on the recommendations of this study and studies of a similar nature, a national tourism curriculum for private higher education institutions could be developed. In addition, strategies for implementation of the proposed curriculum could be recommended.
- This study established that the current communication links within the education institutions are weak. An assessment of the effectiveness of private institutions mechanisms for successful communication during curriculum development and implementation is necessary.
- A major finding of this study is that stakeholders are requesting for curricula to be more practical; however, the current curriculum on offer severely lacked practical application. Hence an empirical study on the feasibility of a practical learning approach for tourism education could be developed. Moreover, the

effectiveness of this curriculum in comparison to a theoretical based curriculum could be examined.

- WIL is highlighted as a significant inclusion for vocationally based programmes such as tourism. However the findings of this study revealed that private institutions current offering for the duration of WIL is regarded as inadequate. Hence, an investigation into an appropriate duration for WIL for each sector of the South African tourism industry needs to be conducted.
- Stakeholder groups in this study have called for the inclusion of specialised modules or curriculums. Hence, a study into the viability and fitness for purpose of sector specific curriculums / modules to advance graduate employability could be conducted.

6.4. Concluding comments

This study determined that the tourism curriculums delivered at the sampled private higher education providers are not aligned to the needs of the local tourism industry. This study will contribute positively to the body of knowledge on tourism education, as currently a literature gap pertaining to private higher education and the local tourism industry's requirements exists in South Africa.

In addition, the researcher hopes that this study will encourage private education providers and the local tourism industry to collaborate with each another in order to promote entry of more competent, knowledgeable and skilled tourism graduates into the emerging tourism industry. This research would be most beneficial to curriculum designers and tourism academics that are seeking to develop relevant tourism programmes. The study is also applicable to members of the tourism industry seeking a significant role in tourism education. Furthermore, stakeholders such as the government could use this research to encourage collaboration amongst tourism role players.

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APPENDIX 1

Occupations available in the field of travel and tourism

Adapted from Jugmohan (2009:17)

Tourist Bureau Manager Travel Journalist / writer	Information Officer Travel Agent
Promotion / Public Relations Specialist Marketing Representative	Interpretive Specialist (Museums) Travel Counselor / Sales
Group Sales Representative Tour Operator	Destination Information Manager
Travel Agency Manager Recreational Specialist	Reservation Agent Curriculum Specialist
Tour Escort Retail Store Manager	Teacher / Instructor Departure Controller
Incentive Travel Specialist Hotel/Hotel Manager	Transfer Officer Group Sales Manager
Consultant Translator	Business Travel Specialist Public Relations Officer
Planner Sales Manager	Association Manager Tour Broker
Policy Analyst Financial Analyst	Receptionist Tour Leader
Research / Statistical Specialist Campground Manager	Meeting / Conference Planner Guide
Economist Marina Manager	Convention Center / Fair Manager Sales Representative
In Transit Attendant Front Office / Book Keeping Manager	Guest House / Hostel Manager Recreation Facility / Park Manager
Motor Coach Operator Resident Camp Director	Restaurant Sales Manager Promoter
Vehicle Rental Manager Destination Development Specialist	

APPENDIX 2

Core body of knowledge for tourism

Adapted from Vukonic and Cavlek (2002:52)

Burkhart and Medlik (1974)	Tourism Society (1981)	National Liaison Group (1995)
<ul style="list-style-type: none"> • Historical development • Anatomy of tourism • Statistics of tourism • Passenger transport • Accommodation • Tours and agencies • Marketing in tourism <ul style="list-style-type: none"> • Planning and development • Organisation and finance • Future of tourism 	<ul style="list-style-type: none"> • What is tourism • Historical development of tourism • Determinants and motivations in tourism • Statistical measurement and dimensions • Significance of tourism • Component Sectors • Marketing • Physical planning and development • Organisation • Finance 	<ul style="list-style-type: none"> • The meaning and nature of tourism • The structure of the tourism industry • The dimensions of tourism and issues of measurement • The significance and impact of tourism • The marketing of tourism • Tourism planning and management • Policy and management in tourism

APPENDIX 3

Consent letter for the electronic survey

Dear Respondent,

I, **Shayna Ramouthar** am currently completing my Mtech (Masters) in Tourism Management at the Durban University of Technology. In terms of the programme, I am required to conduct research on a topic of my choice that will contribute positively to the body of knowledge and the tourism industry as a whole.

The purpose of this research is to determine whether tourism qualifications offered at private higher educational institutions in KwaZulu Natal (KZN), are aligned with the needs of the local tourism industry. The results of this study can be useful to the developers of curriculum for tourism qualifications, in order to ensure that better quality tourism graduates are entering the industry.

Your participation is entirely voluntary and you may withdraw from the study at any time without giving any reasons. Your name will not appear on the questionnaires and your answers will be used for research purposes only and will be kept confidential. **The participating respondent will have complete anonymity.**

Kindly proceed with the questionnaire, if you have read this letter and fully understand its contents and agree to voluntarily participate in this study.

There is no right or wrong answer to the questions. However please ensure that you answer the questionnaire as honestly as possible. **If you are willing to participate, click on the option “YES”, I agree to voluntarily participate" which will direct you to the questionnaire.**

Thank you for taking the time to complete this questionnaire. Your input is greatly appreciated. This questionnaire will take you approximately 10-15 minutes to complete.

Your co-operation will be much appreciated.

Thank you

Yours Faithfully

Shayna Ramouthar

If you have any queries, please contact the following persons:

Name of researcher:	Shayna Ramouthar
Contact Number:	078 22 16991
Email Address:	shaynar@live.com
University:	Durban University of Technology
Name of Faculty:	Faulty of Management Sciences
Department:	Hospitality and Tourism
Campus:	Ritson Road
Supervisor:	Dr K.M Naidoo
Contact Number:	031 3735503
Email Address:	naidookm@dut.ac.za

APPENDIX 4

Tourism academic electronic survey

* Do you wish to voluntarily participate in the research project undertaken by researcher Shayna Ramouthar (Student number 20706166)?

- YES, I voluntarily agree to participate.
 - NO, I do not agree to participate.
-

Instruction: Please select the most appropriate answer.

* 1.1) From the list, select the private higher education institution that you are currently employed. **Removed due to confidentiality agreements with the education institutions.**

* 1.2) How long have you been employed within the institution selected above?

- 0 MONTHS - 1 YEAR 1 - 2 YEAR/S 2 - 4 YEARS
 - 5 YEARS AND MORE
-

Instruction: Please select the most appropriate answer

* 2.1) Do you think that there should be more tourism industry involvement incorporated within the curriculum development process for private higher education institutions?

- YES
- NO
- NOT SURE

*


2.2) Do you think that the tourism curriculum offered at your institution adequately prepares graduates for the realities of the tourism industry?

- YES
- NO
- NOT SURE

* 2.3) Do you think that Work Integrated Learning (WIL) is an important component within a tourism qualification?

- YES
- NO
- NOT SURE

* 2.4) Please specify 1 important component that you think a tourism curriculum should entail



Instruction: Answer as per question

* 3.1) From the list below, select the option that best describes the tourism curriculum on offer at the institution that you are currently employed in? (Please select one)

- Theoretical
- Practical
- Combination of both

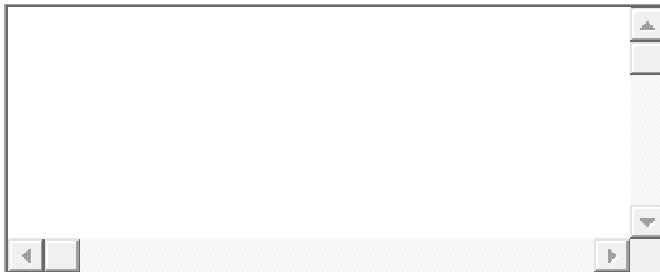
* 3.2) Does your institution allow the local tourism industry to participate in the curriculum development process for the tourism qualification?

- YES
- NO
- NOT SURE

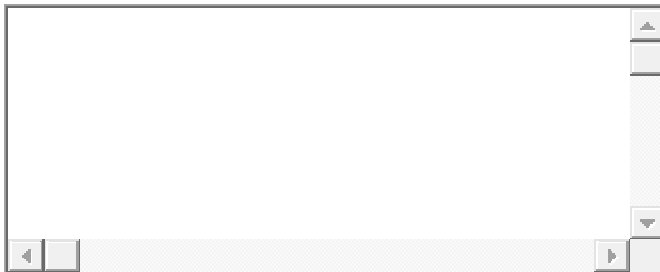
* 3.3) Do you believe that the tourism qualifications offered at your institutions is aligned with the needs of the local tourism industry?

- YES
- NO
- NOT SURE

3.3.1) If answered **YES** to question **3.3**, Explain how your institution has included the needs of the local tourism industry within the tourism curriculum.

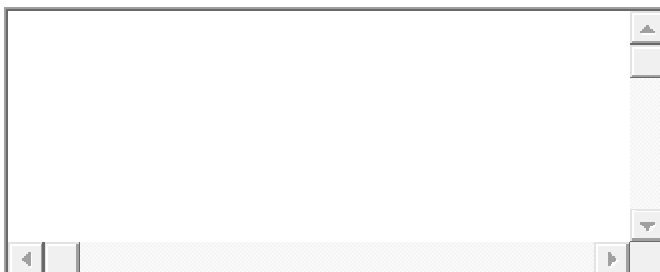
A large, empty rectangular text input box with a light gray background and a thin border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and scroll buttons.

3.3.2) If answered **NO** to question **3.3**, suggest actions that your institution can take to meet the needs of the local tourism industry?

A large, empty rectangular text input box with a light gray background and a thin border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and scroll buttons.

Instruction: Answer as per question

* 3.4) What type of technology competencies are taught in your curriculum? (Example Power point, Internet, Global Distribution Systems)

A large, empty rectangular text input box with a light gray background and a thin border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and scroll buttons.

* 3.4.1) Do you think that the above mentioned technology systems/ packaged adequately meets the needs of the local tourism industry?

- YES
- NO
- NOTSURE

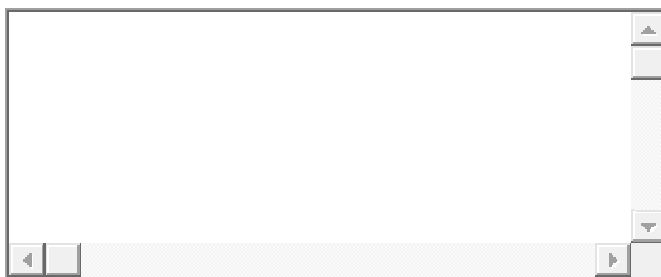
* 3.5) Does your institution offer graduates the opportunity to participate in Work Integrated Learning (WIL)?

- YES
- NO
- NOT SURE

3.6) Do you think that the curriculum offered by your institution favours a particular tourism sector?

- YES
- NO
- NOT SURE

3.6.1) If you answered **Yes** to question **3.6**, please explain.



Instruction: Answer as per question

* 3.7) Which tourism sectors are the main employers for your institution`s graduates?

* 3.7.1) In your opinion, what skills would an entry level tourism graduate require for the mentioned tourism section in question 3.7?

* 3.7.2) Do you think that the tourism graduates of your institution possess such skills?

- YES
- NO
- NOT SURE

Please use the scale below to rate whether the tourism curriculum offered at your institution prepares tourism graduates with each of the following skills.

Instruction: Please select the most appropriate answer.

*** 4.1) GENERAL EMPLOYABILITY SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.1.1) Communication – (Written, Verbal, Telephonic, Electronic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.2) Professionalism – (Punctuality, Presentation, Reliability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.3) Analytical Skills - (thinking for self,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

reasoning, practical intelligence, planning skills, problem analysis, systematic, problem solving)					
4.1.4) Team Work and Cooperation - (fosters group facilitation and management, conflict resolution, motivation of others, creating a good workplace climate, relationship building)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.5) Organisational Awareness and Commitment – (understands organisation, knows constraints, cultural knowledge, align self and others to organisational needs, business-minded, self-sacrificing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.6) Computer Skills - (typing, presentation, internet, email, use of different packages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.7) Conceptual thinking (pattern recognition, insight, critical thinking, problem definition, can generate hypotheses, linking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.8) Technical expertise (job related technical knowledge and skills, depth and breadth, expertise, attention to detail)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.9) Impact & influence on others (strategic influence, impression management, persuasion, collaborative influence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.10) Initiative (bias for action, decisive, strategic orientation, proactive, seize opportunities, self-motivated, persistent, enthusiastic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.11) Customer service orientation (helping and service orientation, focus on client needs, actively solves client problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.12) Self-confidence (strong self-concept, independence, positive ego strength, decisive, responsible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.13) Achievement orientation (task accomplishment, seeks results, employs innovation, has competitiveness, seeks impact, aims for standards and efficiency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.14) Values, ethical and social sensitivity (knowledge of values, ethical issues and standards in the discipline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.15) Tacit skills (time management, organising, multi-tasking).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Please use the scale below to rate whether the tourism curriculum offered at your institution prepares tourism graduates with each of the following skills.

Instruction: Please select the most appropriate answer.

*** 4.2) TRAVEL AGENCY RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.2.1) Knowledge on South African Destinations and Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.2) Knowledge on World Destinations and Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.3) Ability to use Global Distribution Systems (Galileo, Amadeus, Cyber).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.4) Sales Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.5) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.6) Marketing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.7) Ticketing and Fares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.8) Development of Travel Packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.9) Basic Numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.10) Telephonic Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.11) Research Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.12) Basic Knowledge on Travel Agency Legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale below to rate whether the tourism curriculum offered at your institution prepares tourism graduates with each of the following skills.

Instruction: Please select the most appropriate answer.

*** 4.3) TOUR GUIDE RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.3.1) Excellent Public Speaking and Narration Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.2) Problem Solving Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.3) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.4) Knowledge of South African Destinations, Attractions and History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.5) Knowledge of World Destinations, Attractions and History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.6) Research Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.7) Ability to relate to people from wide range of cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.8) Basic Knowledge on environmental legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.9) Basic Knowledge on Tour Guiding Operations, Legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale below to rate whether the tourism curriculum offered at your institution prepares tourism graduates with each of the following skills.

Instruction: Please select the most appropriate answer.

*** 4.4) EVENT MANAGEMENT RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.4.1) Understanding of Logistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.2) Utilising Event Technology (such as Social Media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.3) Budgetary Controls Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.4) Marketing and Advertising Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.5) Business Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.6) Negotiation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4.4.7) Multi-Tasking Skills
- 4.4.8) Problem Solver, Quick and Logical Thinker
- 4.4.9) Creativity Skills
- 4.4.10) Research Skills
- 4.4.11) Liaison Skills
- 4.4.12) Leadership Skills
- 4.4.13) Basic Knowledge on Event Management , Legislations and Laws

*** 4.5) CAR HIRE AGENT RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.5.1) Basic Administration Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.2) Basic Numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.3) Telephonic Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.4) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.5) Business Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.6) Active Listener	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.7) Basic Knowledge and Understanding of Motor Vehicles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.8) Basic Knowledge of the Car Hire Agency Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.1) Please advise any other comments that you may wish to make about tourism curricula and the needs of the industry

Thank you for completing the survey.

Your time and cooperation is truly appreciated. Please select "*finish survey*" to submit your responses.



APPENDIX 5

Tourism curriculum designer electronic survey

* Do you wish to voluntarily participate in the research project undertaken by researcher Shayna Ramouthar (Student number 20706166)?

- YES, I voluntarily agree to participate.
 - NO, I do not agree to participate.
-

Instruction: Answer as per question

* 1.1) From the list, select the private higher education institution that you are currently employed. **Removed due to confidentiality agreements with the education institutions.**

Instruction: Please select the most appropriate answer

* 2.1) Do you think that there should be more tourism industry involvement incorporated within the curriculum development process for private higher education institutions?

- YES
- NO
- NOT SURE

* 2.2) Do you think that the tourism curriculum offered at your institution adequately prepares graduates for the realities of the tourism industry?

- YES
- NO
- NOT SURE

* 2.3) Do you think that Work Integrated Learning (WIL) is an important component within a tourism qualification?

- YES
- NO

NOT SURE

* 2.4) Please specify 1 important component that you think a tourism curriculum should entail.



Instruction: Answer as per question

* 3.1) From the list below, select the option that best describes the tourism curriculum on offer at the institution that you are currently employed in? (Please select one)

- Theoretical
- Practical
- Combination of both

* 3.2) Does your institution allow the local tourism industry to participate in the curriculum development process for the tourism qualification

- YES
- NO
- NOT SURE

* 3.3) Do you believe that the tourism qualifications offered at your institutions is aligned with the needs of the local tourism industry?

- YES
- NO
- NOT SURE

3.3.1) If answered **YES** to question **3.3**, Explain how your institution has included the needs of the local tourism industry within the tourism curriculum.

3.3.2) If answered **NO** to question **3.3**, suggest actions that your institution can take to meets the needs of the local tourism industry?

*

3.4) Does the curriculum at your institution offer elective modules/subjects (i.e. modules/subjects that are specifically developed by the tourism industry)?

- YES
- NO
- NOT SURE

3.4.1) If you answered **YES** to question **3.4**, please specify which modules/subjects

Instruction: Answer as per question

* 3.5) What type of technology competencies are taught in your curriculum? (Example Power point, Internet, Global Distribution Systems)



* 3.5.1) Do you think that the above mentioned technology systems/ packaged adequately meets the needs of the local tourism industry?

- YES
- NO
- NOT SURE

* 3.6) Does your institution offer graduates the opportunity to participate in Work Integrated Learning (WIL)?

- YES
- NO
- NOT SURE

* 3.7) How often is the tourism curriculum reviewed at your institution?

- Every 1- 3years
- Every 3-5 years
- Every 5-7 years
- Never
- Not Sure

If other, Please explain

* 3.8) Do you think that the curriculum offered by your institution favours a particular tourism sector?

- YES
- NO
- NOT SURE

3.8.1) If you answered **Yes** to question **3.8**, please explain.

Please use the scale below to rate whether the tourism curriculum offered at your institution prepares tourism graduates with each of the following skills.

Instruction: Please select the most appropriate answer.

*** 4.1) GENERAL EMPLOYABILITY SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.1.1) Communication – (Written, Verbal, Telephonic, Electronic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.2) Professionalism – (Punctuality, Presentation, Reliability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.3) Analytical Skills - (thinking for self, reasoning, practical intelligence, planning skills, problem analysis, systematic,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

problem solving)					
4.1.4) Team Work and Cooperation - (fosters group facilitation and management, conflict resolution, motivation of others, creating a good workplace climate, relationship building)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.5) Organisational Awareness and Commitment – (understands organisation, knows constraints, cultural knowledge, align self and others to organisational needs, business-minded, self-sacrificing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.6) Computer Skills - (typing, presentation, internet, email, use of different packages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.7) Conceptual thinking (pattern recognition, insight, critical thinking, problem definition, can generate hypotheses, linking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.8) Technical expertise (job related technical knowledge and skills, depth and breadth, expertise, attention to detail)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.9) Impact & influence on others (strategic influence, impression management, persuasion, collaborative influence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.10) Initiative (bias for action, decisive, strategic orientation, proactive, seize opportunities, self-motivated, persistent, enthusiastic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.11) Customer service orientation (helping and service orientation, focus on client needs, actively solves client problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.12) Self-confidence (strong self-concept, independence, positive ego strength, decisive, responsible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.13) Achievement orientation (task accomplishment, seeks results, employs innovation, has competitiveness, seeks impact, aims for standards and efficiency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.14) Values, ethical and social sensitivity (knowledge of values, ethical issues and standards in the discipline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.15) Tacit skills (time management, organising, multi-tasking).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale below to rate whether the tourism curriculum offered at your institution prepares tourism graduates with each of the following skills.

Instruction: Please select the most appropriate answer.

*** 4.2) TRAVEL AGENCY RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.2.1) Knowledge on South African Destinations and Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.2) Knowledge on World Destinations and Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.3) Ability to use Global Distribution Systems (Galileo, Amadeus, Cyber).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.4) Sales Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.5) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.6) Marketing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.7) Ticketing and Fares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.8) Development of Travel Packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.9) Basic Numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.10) Telephonic Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.11) Research Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.12) Basic Knowledge on Travel Agency Legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale below to rate whether the tourism curriculum offered at your institution prepares tourism graduates with each of the following skills.

*** 4.3) TOUR GUIDE RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
--	--------------------	------------------	-------------------	---------	--------------

4.3.1) Excellent Public Speaking and Narration Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.2) Problem Solving Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.3) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.4) Knowledge of South African Destinations, Attractions and History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.5) Knowledge of World Destinations, Attractions and History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.6) Research Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.7) Ability to relate to people from wide range of cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.8) Basic Knowledge on environmental legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.9) Basic Knowledge on Tour Guiding Operations, Legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale below to rate whether the tourism curriculum offered at your institution prepares tourism graduates with each of the following skills.

Instruction: Please select the most appropriate answer.

*** 4.4) EVENT MANAGEMENT RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.4.1) Understanding of Logistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.2) Utilising Event Technology (such as Social Media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.3) Budgetary Controls Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.4) Marketing and Advertising Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.5) Business Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.6) Negotiation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.7) Multi-Tasking Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.8) Problem Solver, Quick and Logical Thinker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.4.9) Creativity Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.10) Research Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.11) Liaison Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.12) Leadership Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4.13) Basic Knowledge on Event Management , Legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 4.5) CAR HIRE AGENT RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.5.1) Basic Administration Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.2) Basic Numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.3) Telephonic Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.4) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.5) Business Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.6) Active Listener	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.7) Basic Knowledge and Understanding of Motor Vehicles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5.8) Basic Knowledge of the Car Hire Agency Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.1) Please advise any other comments that you may wish to make about tourism curricula and the needs of the industry

Thank you for completing the survey.

Your time and cooperation is truly appreciated. Please select "*finish survey*" to submit your responses.

Yours sincerely,

Shayna Ramouthar



APPENDIX 6

Tourism graduate electronic survey

* Do you wish to voluntarily participate in the research project undertaken by researcher Shayna Ramouthar (Student number 20706166)?

- YES, I voluntarily agree to participate.
 - NO, I do not agree to participate.
-

Instruction: Answer as per question

* 1.1) Please select your gender

- MALE
- FEMALE

* 1.2) Please select your age

- 18 years -23 years
- 24 years – 28 years
- Over 28 years

* 1.3) From the list, which of the following private higher education institutions did you graduate from? **Removed due to confidentiality agreements with the education institutions.**

Instruction: Answer as per question

* 2.1) After completing your tourism qualification. Did you find employment (***in service, voluntary, part time, full time, contract, permanent***) in any of the following tourism sectors? (You may tick more than one option).

- Travel Agency
- Tour Guiding
- Event Management
- Car Hire
- Other tourism sector
- Have not been employed in the tourism sector

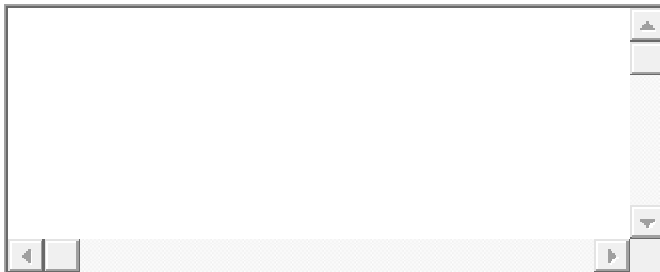
- Have not found any employment

PLEASE NOTE: If you have selected, "Have not been employed in the tourism sector" or "Have not found any employment" in question 2.1.

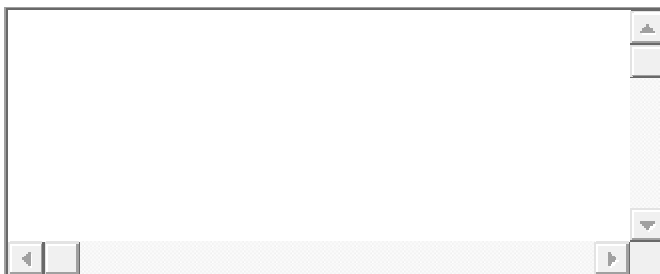
Please **DO NOT** continue with the survey as the following questions do not relate to you. Kindly proceed to the bottom of the survey and select next. You will be directed to the end of the survey.

Thank you sincerely for your time and support.

2.2) If selected "Other Tourism Sector" in question 2.1, Please specify the tourism sector that you have been/are employed in.



2.3) Please specify your key job functions in the tourism sector/s selected in question 2.1 and/or 2.2



Instruction: Please select the most appropriate answer

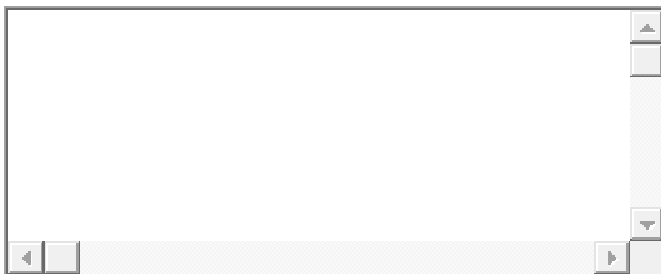
* 3.1) Do you think that there should be more tourism industry involvement incorporated within the curriculum development process for private higher education institutions?

- YES
- NO
- NOT SURE

* 3.2) Do you think that Work Integrated Learning (WIL) is an important component within a tourism qualification?

- YES
- NO
- NOT SURE

* 3.3) Please specify any factors that you would like to see implemented in tourism qualifications in order to make graduates more employable?

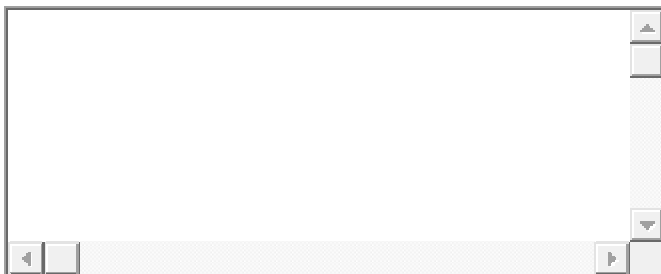


Instruction: Please select the most appropriate answer.

* 4.1) Do you believe that your studies sufficiently prepared you to work in the tourism industry/sector?

- YES
- NO
- NOT SURE

Please explain



* 4.2) From the list below, select the option that best describes the tourism curriculum on offer at the institution that you are currently employed in? (Please select one)

- Theoretical

- Practical
- Combination of both

Please use the scale provide below, to rate whether your studies prepared you for each of the following skills.

*** 5.1) GENERAL EMPLOYABILITY SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
5.1.1) Communication – (Written, Verbal, Telephonic, Electronic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.2) Professionalism – (Punctuality, Presentation, Reliability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.3) Analytical Skills - (thinking for self, reasoning, practical intelligence, planning skills, problem analysis, systematic, problem solving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.4) Team Work and Cooperation - (fosters group facilitation and management, conflict resolution, motivation of others, creating a good workplace climate, relationship building)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.5) Organisational Awareness and Commitment – (understands organisation, knows constraints, cultural knowledge, align self and others to organisational needs, business-minded, self-sacrificing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.6) Computer Skills - (typing, presentation, internet, email, use of different packages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.7) Conceptual thinking (pattern recognition, insight, critical thinking, problem definition, can generate hypotheses, linking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.8) Technical expertise (job related technical knowledge and skills, depth and breadth, expertise, attention to detail)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.9) Impact & influence on others (strategic influence, impression management, persuasion, collaborative influence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.1.10) Initiative (bias for action, decisive, strategic orientation, proactive, seize opportunities, self-motivated, persistent, enthusiastic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.11) Customer service orientation (helping and service orientation, focus on client needs, actively solves client problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.12) Self-confidence (strong self-concept, independence, positive ego strength, decisive, responsible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.13) Achievement orientation (task accomplishment, seeks results, employs innovation, has competitiveness, seeks impact, aims for standards and efficiency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.14) Values, ethical and social sensitivity (knowledge of values, ethical issues and standards in the discipline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.15) Tacit skills (time management, organising, multi-tasking).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale provide below, to rate whether your studies prepared you for each of the following skills.

Instruction: Please select the most appropriate answer.

*** 5.2) TRAVEL AGENCY RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
5.2.1) Knowledge on South African Destinations and Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.2) Knowledge on World Destinations and Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.3) Ability to use Global Distribution Systems (Galileo, Amadeus, Cyber).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.4) Sales Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.5) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.6) Marketing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.7) Ticketing and Fares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.8) Development of Travel Packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.2.9) Basic Numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.10) Telephonic Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.11) Research Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.12) Basic Knowledge on Travel Agency Legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale provide below, to rate whether your studies prepared you for each of the following skills.

*** 5.3) TOUR GUIDE RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
5.3.1) Excellent Public Speaking and Narration Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.2) Problem Solving Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.3) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.4) Knowledge of South African Destinations, Attractions and History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.5) Knowledge of World Destinations, Attractions and History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.6) Research Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.7) Ability to relate to people from wide range of cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.8) Basic Knowledge on environmental legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.9) Basic Knowledge on Tour Guiding Operations, Legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale provide below, to rate whether your studies prepared you for each of the following skills.

*** 5.4) EVENT MANAGEMENT RELATED TECHNICAL SKILLS**


Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
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5.4.1) Understanding of Logistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.2) Utilising Event Technology (such as Social Media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.3) Budgetary Controls Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.4) Marketing and Advertising Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.5) Business Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.6) Negotiation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.7) Multi-Tasking Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.8) Problem Solver, Quick and Logical Thinker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.9) Creativity Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.10) Research Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.11) Liaison Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.12) Leadership Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.13) Basic Knowledge on Event Management , Legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 5.5) CAR HIRE AGENT RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
5.5.1) Basic Administration Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.2) Basic Numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.3) Telephonic Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.4) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.5) Business Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.6) Active Listener	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.7) Basic Knowledge and Understanding of Motor Vehicles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.8) Basic Knowledge of the Car Hire Agency Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.1) Please advise any other comments that you may wish to make about tourism curricula and the needs of the industry



Thank you for completing the survey.

Your time and cooperation is truly appreciated. Please select "*finish survey*" to submit your responses.

Yours sincerely,

Shayna Ramouthar



APPENDIX 6

Tourism graduate electronic survey

* Do you wish to voluntarily participate in the research project undertaken by researcher Shayna Ramouthar (Student number 20706166)?

- YES, I voluntarily agree to participate.
- NO, I do not agree to participate.

Instruction: Answer as per question

* 1.1) Please select your gender

- MALE
- FEMALE

* 1.2) Please select your age

- 18 years -23 years
- 24 years – 28 years
- Over 28 years

* 1.3) From the list, which of the following private higher education institutions did you graduate from? **Removed due to confidentiality agreements with the education institutions.**

Instruction: Answer as per question

* 2.1) After completing your tourism qualification. Did you find employment (***in service, voluntary, part time, full time, contract, permanent***) in any of the following tourism sectors? (You may tick more than one option).

- Travel Agency
- Tour Guiding
- Event Management
- Car Hire
- Other tourism sector
- Have not been employed in the tourism sector

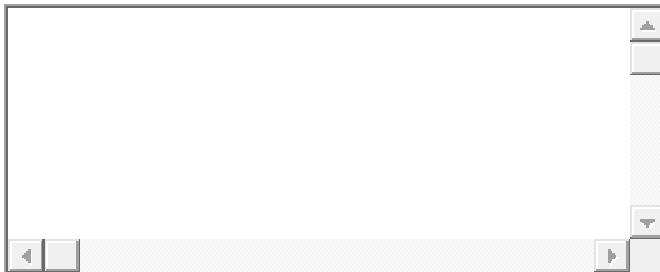
- Have not found any employment

PLEASE NOTE: If you have selected, "*Have not been employed in the tourism sector*" or "*Have not found any employment*" in question 2.1.

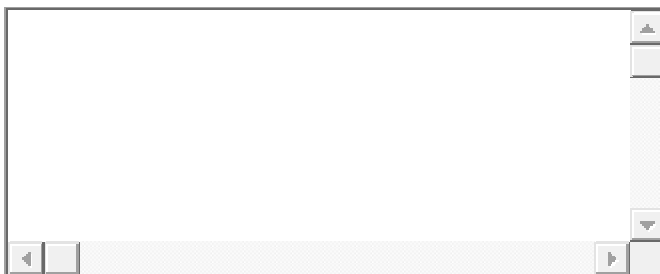
Please **DO NOT** continue with the survey as the following questions do not relate to you. Kindly proceed to the bottom of the survey and select next. You will be directed to the end of the survey.

Thank you sincerely for your time and support.

2.2) If selected "*Other Tourism Sector*" in question 2.1, Please specify the tourism sector that you have been/are employed in.



2.3) Please specify your key job functions in the tourism sector/s selected in question 2.1 and/or 2.2



Instruction: Please select the most appropriate answer

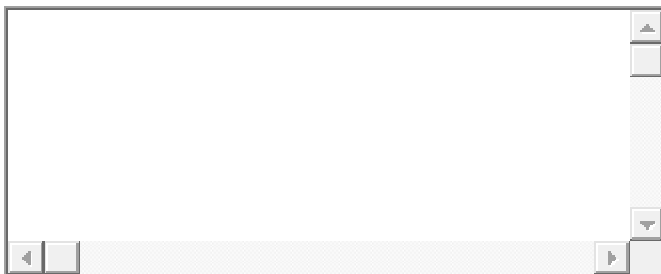
* 3.1) Do you think that there should be more tourism industry involvement incorporated within the curriculum development process for private higher education institutions?

- YES
- NO
- NOT SURE

* 3.2) Do you think that Work Integrated Learning (WIL) is an important component within a tourism qualification?

- YES
- NO
- NOT SURE

* 3.3) Please specify any factors that you would like to see implemented in tourism qualifications in order to make graduates more employable?

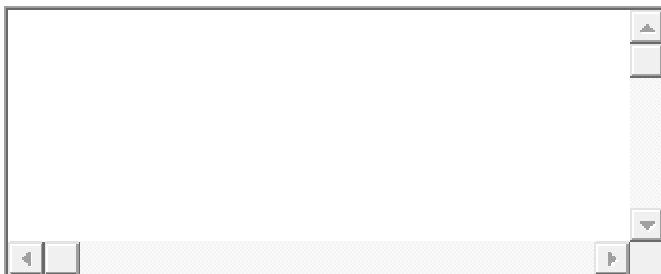


Instruction: Please select the most appropriate answer.

* 4.1) Do you believe that your studies sufficiently prepared you to work in the tourism industry/sector?

- YES
- NO
- NOT SURE

Please explain



* 4.2) From the list below, select the option that best describes the tourism curriculum on offer at the institution that you are currently employed in? (Please select one)

- Theoretical

- Practical
- Combination of both

Please use the scale provide below, to rate whether your studies prepared you for each of the following skills.

*** 5.1) GENERAL EMPLOYABILITY SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
5.1.1) Communication – (Written, Verbal, Telephonic, Electronic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.2) Professionalism – (Punctuality, Presentation, Reliability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.3) Analytical Skills - (thinking for self, reasoning, practical intelligence, planning skills, problem analysis, systematic, problem solving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.4) Team Work and Cooperation - (fosters group facilitation and management, conflict resolution, motivation of others, creating a good workplace climate, relationship building)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.5) Organisational Awareness and Commitment – (understands organisation, knows constraints, cultural knowledge, align self and others to organisational needs, business-minded, self-sacrificing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.6) Computer Skills - (typing, presentation, internet, email, use of different packages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.7) Conceptual thinking (pattern recognition, insight, critical thinking, problem definition, can generate hypotheses, linking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.8) Technical expertise (job related technical knowledge and skills, depth and breadth, expertise, attention to detail)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.9) Impact & influence on others (strategic influence, impression management, persuasion, collaborative influence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.1.10) Initiative (bias for action, decisive, strategic orientation, proactive, seize opportunities, self-motivated, persistent, enthusiastic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.11) Customer service orientation (helping and service orientation, focus on client needs, actively solves client problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.12) Self-confidence (strong self-concept, independence, positive ego strength, decisive, responsible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.13) Achievement orientation (task accomplishment, seeks results, employs innovation, has competitiveness, seeks impact, aims for standards and efficiency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.14) Values, ethical and social sensitivity (knowledge of values, ethical issues and standards in the discipline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.15) Tacit skills (time management, organising, multi-tasking).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale provide below, to rate whether your studies prepared you for each of the following skills.

Instruction: Please select the most appropriate answer.

*** 5.2) TRAVEL AGENCY RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
5.2.1) Knowledge on South African Destinations and Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.2) Knowledge on World Destinations and Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.3) Ability to use Global Distribution Systems (Galileo, Amadeus, Cyber).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.4) Sales Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.5) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.6) Marketing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.7) Ticketing and Fares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.8) Development of Travel Packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.2.9) Basic Numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.10) Telephonic Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.11) Research Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2.12) Basic Knowledge on Travel Agency Legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale provide below, to rate whether your studies prepared you for each of the following skills.

*** 5.3) TOUR GUIDE RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
5.3.1) Excellent Public Speaking and Narration Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.2) Problem Solving Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.3) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3.4) Knowledge of South African Destinations, Attractions and History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.5) Knowledge of World Destinations, Attractions and History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.6) Research Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.7) Ability to relate to people from wide range of cultures and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.8) Basic Knowledge on environmental legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3.9) Basic Knowledge on Tour Guiding Operations, Legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale provide below, to rate whether your studies prepared you for each of the following skills.

*** 5.4) EVENT MANAGEMENT RELATED TECHNICAL SKILLS**

Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
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5.4.1) Understanding of Logistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.2) Utilising Event Technology (such as Social Media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.3) Budgetary Controls Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.4) Marketing and Advertising Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.5) Business Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.6) Negotiation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.7) Multi-Tasking Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.8) Problem Solver, Quick and Logical Thinker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.9) Creativity Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.10) Research Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.11) Liaison Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.12) Leadership Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4.13) Basic Knowledge on Event Management , Legislations and Laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 5.5) CAR HIRE AGENT RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
5.5.1) Basic Administration Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.2) Basic Numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.3) Telephonic Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.4) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.5) Business Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.6) Active Listener	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.7) Basic Knowledge and Understanding of Motor Vehicles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5.8) Basic Knowledge of the Car Hire Agency Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.1) Please advise any other comments that you may wish to make about tourism curricula and the needs of the industry



Thank you for completing the survey.

Your time and cooperation is truly appreciated. Please select "*finish survey*" to submit your responses.

Yours sincerely,

Shayna Ramouthar



APPENDIX 7

Travel agent manager electronic survey

* Do you wish to voluntarily participate in the research project undertaken by researcher Shayna Ramouthar (Student number 20706166)?

- YES, I voluntarily agree to participate.
- NO, I do not agree to participate.

Instruction: Please select the most appropriate answer.

* 1.1) From the list, select which area your business is located in Kwa-Zulu Natal.

- Durban
- Estcourt
- Ladysmith
- Margate
- Newcastle
- Pietermaritzburg
- Richards Bay
- Vryheid

If other, please explain

* 1.2) From the list, select your businesses niche market/s. (You may select more than one option/s)

- Leisure
- Cooperate
- Adventure
- Religious
- Ecotourism
- Environmental
- Cultural
- Education
- Medical
- Special interest tourism

- Sports

If other, please explain

* 1.3) From the list, select your businesses area of specialization. (You may select more than one option/s)

- Travel within Kwa-Zulu Natal

- Domestic Tourism

- Travel within Africa

- International Tourism

If other, please explain

* 1.4) From the list, select the organisation/s of which your business is a member. (You may select more than one option/s)

- International Air Transport Association (IATA)

- Association for South African Travel Agents (ASATA)

- African Business Travel Association (ABTA)

- Southern Africa Tourism Services Association (SATSA)

- Tourism Business Council of South Africa (TBCSA)

- None of the above

If other, please explain

Instruction: Please select the most appropriate answer.

* 2.1) Does your organisation offer Work Integrated Learning (WIL) opportunities for tourism graduates of private higher education institutions?

- YES

- NO
- NOT SURE

* 2.2) Does your organisation employ (in service, part time, full time, contract, permanent) graduates of private higher education institutions?

- YES
- NO
- NOT SURE

PLEASE NOTE: If you have select NO or NOT SURE in question 2.2, you will be directed to the end of the survey as the following questions do not relate to you. Simply select "Finish Survey" Thank you sincerely for your time and support.

Instruction: Answer as per question

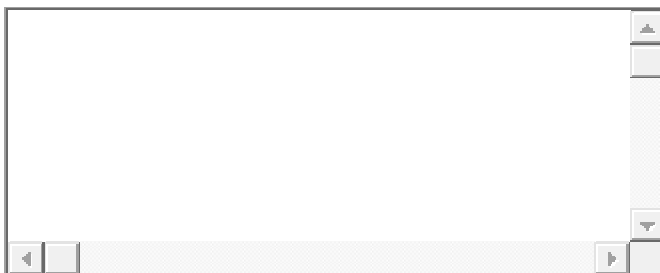
* 2.3) Do you think that the tourism curriculum of private higher education institutions adequately prepares graduates for the realities of the tourism industry?

- YES
- NO
- NOT SURE

* 2.4) Are you satisfied with the skills that tourism graduates of private higher education institutions bring to your organisation?

- YES
- NO
- NOT SURE

Please explain



* 2.5) What type of technology competencies are needed in your organisation? (Example Power point, Internet, Global Distribution Systems)



* 2.5.1) Do you think that tourism graduates of private higher education institutions can effectively use the technology packages/ systems mentioned in **question 2.5?**

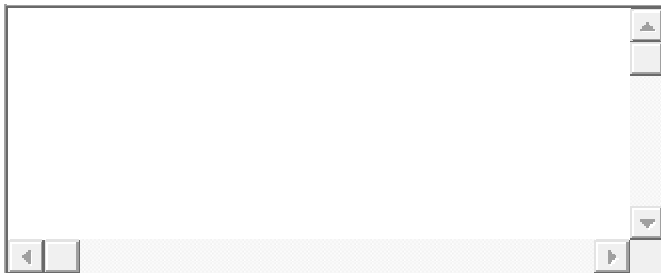
- YES
- NO
- NOT SURE

Instruction: Please select the most appropriate answer

* 3.1) Do you think the tourism qualifications offered at private higher educational institutions in KZN, are aligned with the needs of local travel agencies?

- YES
- NO
- NOT SURE

3.1.1) If you answered **NO to question 3.1**, how can tourism qualifications be more industry and/or sector relevant?



* 3.2) Are you familiar with the curriculum of tourism qualifications offered at private higher education institutions?

- YES
- NO
- NOT SURE

* 3.3) Have you been/are you involved in the curriculum development process of tourism qualifications offered at private higher education institutions?

- YES
- NO
- NOT SURE

* 3.4) Do you think tourism employers should be involved in the curriculum development process of tourism qualifications offered at private higher education institutions?

- YES
- NO
- NOT SURE

* 3.5) Do you think tourism curriculums should incorporate elective modules/subjects (i.e. modules/subjects that are specifically developed by the tourism industry)?

- YES
- NO
- NOT SURE

Please use the scale provide below to rate whether tourism graduates of private higher education institutions encompass the following skills.

*** 4.1) GENERAL EMPLOYABILITY SKILLS**

Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
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**4.1.1) Communication – (Written, Verbal,
Telephonic, Electronic)**

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

- 4.1.2) Professionalism – (Punctuality, Presentation, Reliability)
- 4.1.3) Analytical Skills - (thinking for self, reasoning, practical intelligence, planning skills, problem analysis, systematic, problem solving)
- 4.1.4) Team Work and Cooperation - (fosters group facilitation and management, conflict resolution, motivation of others, creating a good workplace climate, relationship building)
- 4.1.5) Organisational Awareness and Commitment – (understands organisation, knows constraints, cultural knowledge, align self and others to organisational needs, business-minded, self-sacrificing)
- 4.1.6) Computer Skills - (typing, presentation, internet, email, use of different packages)
- 4.1.7) Conceptual thinking (pattern recognition, insight, critical thinking, problem definition, can generate hypotheses, linking)
- 4.1.8) Technical expertise (job related technical knowledge and skills, depth and breadth, expertise, attention to detail)
- 4.1.9) Impact & influence on others (strategic influence, impression management, persuasion, collaborative influence)
- 4.1.10) Initiative (bias for action, decisive, strategic orientation, proactive, seize opportunities, self-motivated, persistent, enthusiastic)
- 4.1.11) Customer service orientation (helping and service orientation, focus on client)

needs, actively solves client problems)

4.1.12) Self-confidence (strong self-concept, independence, positive ego strength, decisive, responsible)

4.1.13) Achievement orientation (task accomplishment, seeks results, employs innovation, has competitiveness, seeks impact, aims for standards and efficiency)

4.1.14) Values, ethical and social sensitivity (knowledge of values, ethical issues and standards in the discipline)

4.1.15) Tacit skills (time management, organising, multi-tasking).

Please use the scale provide below to rate whether tourism graduates of private higher education institutions encompass the following skills.

Instruction: Please select the most appropriate answer.

*** 4.2) TRAVEL AGENCY RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.2.1) Knowledge on South African Destinations and Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.2) Knowledge on World Destinations and Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.3) Ability to use Global Distribution Systems (Galileo, Amadeus, Cyber).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.4) Sales Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.5) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.6) Marketing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4.2.7) Ticketing and Fares
- 4.2.8) Development of Travel Packages
- 4.2.9) Basic Numeracy
- 4.2.10) Telephonic Skills
- 4.2.11) Research Ability
- 4.2.12) Basic Knowledge on Travel Agency Legislations and Laws

4.3) Apart from the mentioned skills above, list additional skills that your organisation requires entry level graduates to possess.

5.1) Please advise any other comments that you may wish to make about tourism curricula and the needs of the industry

Thank you for completing the survey.

Your time and cooperation is truly appreciated. Please select "*finish survey*" to submit your responses.

Yours sincerely,

Shayna Ramouthar

APPENDIX 8

Tour guide manager electronic survey

* Do you wish to voluntarily participate in the research project undertaken by researcher Shayna Ramouthar (Student number 20706166)?

- YES, I voluntarily agree to participate.
- NO, I do not agree to participate.

Instruction: Please select the most appropriate answer.

* 1.1) From the list, select which area your business is located in Kwa-Zulu Natal.

- Durban
- Estcourt
- Ladysmith
- Margate
- Newcastle
- Pietermaritzburg
- Richards Bay
- Vryheid

If other, please explain

* 1.2) From the list, select your businesses niche market/s. (You may select more than one option/s)

- Adventure
- City
- Cultural
- Nature

If other, please explain

* 1.3) From the list, select your businesses area of specialization. (You may select more than one option/s)

- Site Guides
- Provincial Guides
- National Guides

If other, please explain

* 1.4) From the list, select the organisation/s of which your business is a member. (You may select more than one option/s)

- Southern Africa Tourism Services Association (SATSA)
- Tourism Business Council of South Africa (TBCSA)
- None of the above

If other, please explain

Instruction: Please select the most appropriate answer.

* 2.1) Does your organisation offer Work Integrated Learning (WIL) opportunities for tourism graduates of private higher education institutions?

- YES
- NO
- NOT SURE

* 2.2) Does your organisation employ (inservice, part time, full time, contract, permanent) graduates of private higher education institutions?

- YES
- NO
- NOT SURE

PLEASE NOTE: If you have select NO or NOT SURE in question 2.2, you will be directed to the end of the survey as the following questions do not relate to you. Simply select "Finish Survey" Thank you sincerely for your time and support.

Instruction: Answer as per question

* 2.3) Do you think that the tourism curriculum of private higher education institutions adequately prepares graduates for the realities of the tourism industry?


- YES

- NO
- NOT SURE

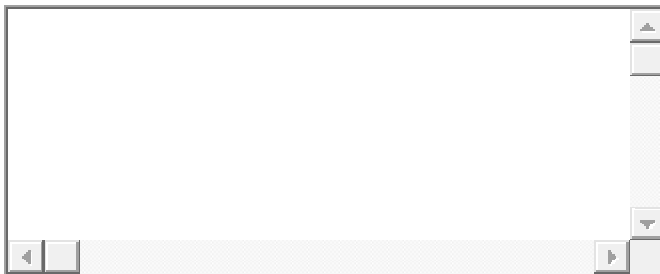
* 2.4) Are you satisfied with the skills that tourism graduates of private higher education institutions bring to your organisation?

- YES
- NO
- NOT SURE

Please explain



* 2.5) What type of technology competencies are needed in your organisation? (Example Power point, Internet, Global Distribution Systems)



* 2.5.1) Do you think that tourism graduates of private higher education institutions can effectively use the technology packages/ systems mentioned in **question 2.5?**

- YES
- NO
- NOT SURE

Instruction: Please select the most appropriate answer

* 3.1) Do you think the tourism qualifications offered at private higher educational institutions in KZN, are aligned with the needs of local tour guiding businesses?

- YES
- NO
- NOT SURE

3.1.1) If you answered **NO** to question 3.1, how can tourism qualifications be more industry and/or sector relevant?



* 3.2) Are you familiar with the curriculum of tourism qualifications offered at private higher education institutions?

- YES
- NO
- NOT SURE

* 3.3) Have you been/are you involved in the curriculum development process of tourism qualifications offered at private higher education institutions?

- YES
- NO
- NOT SURE

* 3.4) Do you think tourism employers should be involved in the curriculum development process of tourism qualifications offered at private higher education institutions?

- YES
- NO
- NOT SURE

* 3.5) Do you think tourism curriculums should incorporate elective modules/subjects (i.e. modules/subjects that are specifically developed by the tourism industry)?

- YES
- NO
- NOT SURE

Please use the scale provide below to rate whether tourism graduates of private higher education institutions encompass the following skills.

Instruction: Please select the most appropriate answer.

*** 4.1) GENERAL EMPLOYABILITY SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.1.1) Communication – (Written, Verbal, Telephonic, Electronic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.2) Professionalism – (Punctuality, Presentation, Reliability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.3) Analytical Skills - (thinking for self, reasoning, practical intelligence, planning skills, problem analysis, systematic, problem solving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.4) Team Work and Cooperation - (fosters group facilitation and management, conflict resolution, motivation of others, creating a good workplace climate, relationship building)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.5) Organisational Awareness and Commitment – (understands organisation, knows constraints, cultural knowledge, align self and others to organisational needs, business-minded, self-sacrificing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.6) Computer Skills - (typing, presentation, internet, email, use of different packages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.7) Conceptual thinking (pattern recognition, insight, critical thinking, problem definition, can generate hypotheses, linking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.1.8) Technical expertise (job related technical knowledge and skills, depth and breadth, expertise, attention to detail)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.9) Impact & influence on others (strategic influence, impression management, persuasion, collaborative influence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.10) Initiative (bias for action, decisive, strategic orientation, proactive, seize opportunities, self-motivated, persistent, enthusiastic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.11) Customer service orientation (helping and service orientation, focus on client needs, actively solves client problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.12) Self-confidence (strong self-concept, independence, positive ego strength, decisive, responsible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.13) Achievement orientation (task accomplishment, seeks results, employs innovation, has competitiveness, seeks impact, aims for standards and efficiency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.14) Values, ethical and social sensitivity (knowledge of values, ethical issues and standards in the discipline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.15) Tacit skills (time management, organising, multi-tasking).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale provide below to rate whether tourism graduates of private higher education institutions encompass the following skills.

Instruction: Please select the most appropriate answer.

*** 4.2) TOUR GUIDE RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.2.1) Excellent Public Speaking and Narration Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.2) Problem Solving Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.3) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4.2.4) Knowledge of South African Destinations, Attractions and History
- 4.2.5) Knowledge of World Destinations, Attractions and History
- 4.2.6) Research Ability
- 4.2.7) Ability to relate to people from wide range of cultures and backgrounds
- 4.2.8) Basic Knowledge on environmental legislations and Laws
- 4.2.9) Basic Knowledge on Tour Guiding Operations, Legislations and Law

4.3) Apart from the mentioned skills above, list additional skills that your organisation requires entry level graduates to possess.

Instruction: Answer as per question

5.1) Please advise any other comments that you may wish to make about tourism curricula and the needs of the industry

Thank you for completing the survey.

Your time and cooperation is truly appreciated. Please select "*finish survey*" to submit your responses.

Yours sincerely,

Shayna Ramouthar



APPENDIX 9

Car hire agent manager electronic survey

* Do you wish to voluntarily participate in the research project undertaken by researcher Shayna Ramouthar (Student number 20706166)?

- YES, I voluntarily agree to participate.
- NO, I do not agree to participate.

Instruction: Please select the most appropriate answer.

* 1.1) From the list, select which area your business is located in Kwa-Zulu Natal.

- | | | |
|------------------------------------|---------------------------------|--|
| <input type="radio"/> Durban | <input type="radio"/> Estcourt | <input type="radio"/> Ladysmith |
| <input type="radio"/> Margate | <input type="radio"/> Newcastle | <input type="radio"/> Pietermaritzburg |
| <input type="radio"/> Richards Bay | <input type="radio"/> Vryheid | |

If other, please explain

* 1.2) From the list below, select the category most applicable to your business.

- Independent
- Franchise

If other, please explain

* 1.3) From the list, select the organisation/s of which your business is a member. (You may select more than one option/s)

- Southern Africa Tourism Services Association (SATSA)
- Tourism Business Council of South Africa (TBCSA)
- None of the above

If other, please explain

Instruction: Please select the most appropriate answer.

* 2.1) Does your organisation offer Work Integrated Learning (WIL) opportunities for tourism graduates of private higher education institutions?

- YES
- NO
- NOT SURE

* 2.2) Does your organisation employ (in service, part time, full time, contract, permanent) graduates of private higher education institutions?

- YES
- NO
- NOT SURE

PLEASE NOTE: If you have select NO or NOT SURE in question 2.2, you will be directed to the end of the survey as the following questions do not relate to you. Simply select "Finish Survey" Thank you sincerely for your time and support.

Instruction: Answer as per question

* 2.3) Do you think that the tourism curriculum of private higher education institutions adequately prepares graduates for the realities of the tourism industry?

- YES
- NO
- NOT SURE

* 2.4) Are you satisfied with the skills that tourism graduates of private higher education institutions bring to your organisation?

- YES
- NO
- NOT SURE

Please explain

* 2.5) What type of technology competencies are needed in your organisation? (Example Power point, Internet, Global Distribution Systems)

* 2.5.1) Do you think that tourism graduates of private higher education institutions can effectively use the technology packages/ systems mentioned in **question 2.5?**

- YES
- NO
- NOT SURE

Instruction: Please select the most appropriate answer

* 3.1) Do you think the tourism qualifications offered at private higher educational institutions in KZN, are aligned with the needs of local car hire agencies?

- YES
- NO
- NOT SURE

3.1.1) If you answered **NO** to **question 3.1**, how can tourism qualifications be more industry and/or sector relevant?



* 3.2) Are you familiar with the curriculum of tourism qualifications offered at private higher education institutions?

- YES
- NO
- NOT SURE

* 3.3) Have you been/are you involved in the curriculum development process of tourism qualifications offered at private higher education institutions?

- YES
- NO
- NOT SURE

* 3.4) Do you think tourism employers should be involved in the curriculum development process of tourism qualifications offered at private higher education institutions?

- YES
- NO
- NOT SURE

* 3.5) Do you think tourism curriculums should incorporate elective modules/subjects (i.e. modules/subjects that are specifically developed by the tourism industry)?

- YES
- NO
- NOT SURE

Please use the scale provide below to rate whether tourism graduates of private higher education institutions encompass the following skills.

Instruction: Please select the most appropriate answer.

*** 4.1) GENERAL EMPLOYABILITY SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.1.1) Communication – (Written, Verbal, Telephonic, Electronic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.2) Professionalism – (Punctuality, Presentation, Reliability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.3) Analytical Skills - (thinking for self, reasoning, practical intelligence, planning skills, problem analysis, systematic, problem solving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.4) Team Work and Cooperation - (fosters group facilitation and management, conflict resolution, motivation of others, creating a good workplace climate, relationship building)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.5) Organisational Awareness and Commitment – (understands organisation, knows constraints, cultural knowledge, align self and others to organisational needs, business-minded, self-sacrificing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.6) Computer Skills - (typing, presentation, internet, email, use of different packages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.7) Conceptual thinking (pattern recognition, insight, critical thinking, problem definition, can generate hypotheses, linking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.8) Technical expertise (job related technical knowledge and skills, depth and breadth, expertise, attention to detail)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.9) Impact & influence on others (strategic influence, impression management, persuasion, collaborative influence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.10) Initiative (bias for action, decisive,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

strategic orientation, proactive, seize opportunities, self-motivated, persistent, enthusiastic)

4.1.11) Customer service orientation (helping and service orientation, focus on client needs, actively solves client problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.12) Self-confidence (strong self-concept, independence, positive ego strength, decisive, responsible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.13) Achievement orientation (task accomplishment, seeks results, employs innovation, has competitiveness, seeks impact, aims for standards and efficiency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.14) Values, ethical and social sensitivity (knowledge of values, ethical issues and standards in the discipline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.15) Tacit skills (time management, organising, multi-tasking).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale provide below to rate whether tourism graduates of private higher education institutions encompass the following skills.

Instruction: Please select the most appropriate answer.

*** 4.2) CAR HIRE AGENT RELATED TECHNICAL SKILLS**

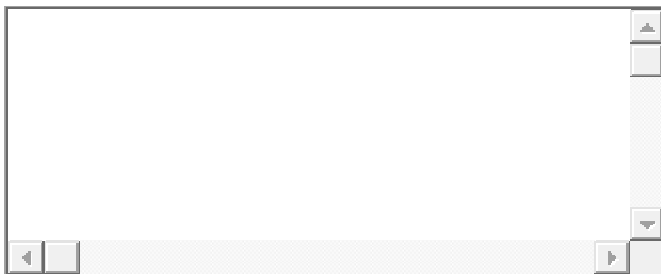
	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.2.1) Basic Administration Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.2) Basic Numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.3) Telephonic Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.4) Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.5) Business Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.6) Active Listener	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.7) Basic Knowledge and Understanding of Motor Vehicles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.8) Basic Knowledge of the Car Hire Agency Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.3) Apart from the mentioned skills above, list additional skills that your organisation requires entry level graduates to possess.



Instruction: Answer as per question

5.1) Please advise any other comments that you may wish to make about tourism curricula and the needs of the industry



Thank you for completing the survey.

Your time and cooperation is truly appreciated. Please select "*finish survey*" to submit your responses.

Yours sincerely,

Shayna Ramouthar



APPENDIX 10

Event manager electronic survey

* Do you wish to voluntarily participate in the research project undertaken by researcher Shayna Ramouthar (Student number 20706166)?

- YES, I voluntarily agree to participate.
- NO, I do not agree to participate.

Instruction: Please select the most appropriate answer.

* 1.1) From the list, select which area your business is located in Kwa-Zulu Natal.

- Durban
- Estcourt
- Ladysmith
- Margate
- Newcastle
- Pietermaritzburg
- Richards Bay
- Vryheid

If other, please explain

* 1.2) From the list, select your businesses niche market/s. (You may select more than one option/s)

- Social
- Cooperate
- Festivals
- Tradeshows
- Conventions/ Conferences
- Charity

If other, please explain

* 1.3) From the list, select the organisation/s of which your business is a member. (You may select more than one option/s)

- Southern Africa Tourism Services Association (SATSA)

- Tourism Business Council of South Africa (TBCSA)
- None of the above

If other, please explain

Instruction: Please select the most appropriate answer.

* 2.1) Does your organisation offer Work Integrated Learning (WIL) opportunities for tourism graduates of private higher education institutions?

- YES
- NO
- NOT SURE

* 2.2) Does your organisation employ (inservice, part time, full time, contract, permanent) graduates of private higher education institutions?

- YES
- NO
- NOT SURE

PLEASE NOTE: If you have select NO or NOT SURE in question 2.2, you will be directed to the end of the survey as the following questions do not relate to you. Simply select "Finish Survey" Thank you sincerely for your time and support.

Instruction: Answer as per question

* 2.3) Do you think that the tourism curriculum of private higher education institutions adequately prepares graduates for the realities of the tourism industry?

- YES
- NO
- NOT SURE

* 2.4) Are you satisfied with the skills that tourism graduates of private higher education institutions bring to your organisation?

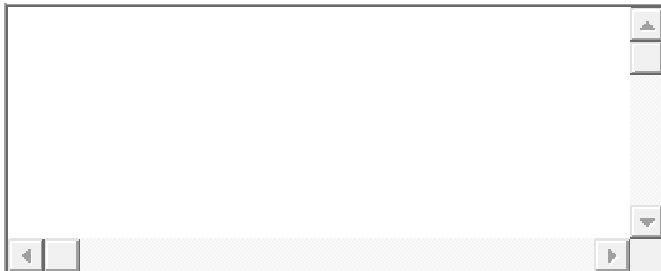
- YES

- NO
- NOT SURE

Please explain



* 2.5) What type of technology competencies are needed in your organisation? (Example Power point, Internet, Global Distribution Systems)



* 2.5.1) Do you think that tourism graduates of private higher education institutions can effectively use the technology packages/ systems mentioned in **question 2.5?**

- YES
- NO
- NOT SURE

Instruction: Please select the most appropriate answer

* 3.1) Do you think the tourism qualifications offered at private higher educational institutions in KZN, are aligned with the needs of local events management businesses?

- YES
- NO
- NOT SURE

3.1.1) If you answered **NO** to **question 3.1**, how can tourism qualifications be more industry

and/or sector relevant?



* 3.2) Are you familiar with the curriculum of tourism qualifications offered at private higher education institutions?

- YES
- NO
- NOT SURE

* 3.3) Have you been/are you involved in the curriculum development process of tourism qualifications offered at private higher education institutions?

- YES
- NO
- NOT SURE

* 3.4) Do you think tourism employers should be involved in the curriculum development process of tourism qualifications offered at private higher education institutions?

- YES
- NO
- NOT SURE

* 3.5) Do you think tourism curriculums should incorporate elective modules/subjects (i.e. modules/subjects that are specifically developed by the tourism industry)?

- YES

- NO
- NOT SURE

Please use the scale provide below to rate whether tourism graduates of private higher education institutions encompass the following skills.

Instruction: Please select the most appropriate answer.

*** 4.1) GENERAL EMPLOYABILITY SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.1.1) Communication – (Written, Verbal, Telephonic, Electronic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.2) Professionalism – (Punctuality, Presentation, Reliability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.3) Analytical Skills - (thinking for self, reasoning, practical intelligence, planning skills, problem analysis, systematic, problem solving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.4) Team Work and Cooperation - (fosters group facilitation and management, conflict resolution, motivation of others, creating a good workplace climate, relationship building)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.5) Organisational Awareness and Commitment – (understands organisation, knows constraints, cultural knowledge, align self and others to organisational needs, business-minded, self-sacrificing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.6) Computer Skills - (typing, presentation, internet, email, use of different packages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.7) Conceptual thinking (pattern recognition, insight, critical thinking, problem definition, can generate hypotheses, linking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.8) Technical expertise (job related technical knowledge and skills, depth and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

breadth, expertise, attention to detail)					
4.1.9) Impact & influence on others (strategic influence, impression management, persuasion, collaborative influence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.10) Initiative (bias for action, decisive, strategic orientation, proactive, seize opportunities, self-motivated, persistent, enthusiastic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.11) Customer service orientation (helping and service orientation, focus on client needs, actively solves client problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.12) Self-confidence (strong self-concept, independence, positive ego strength, decisive, responsible)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.13) Achievement orientation (task accomplishment, seeks results, employs innovation, has competitiveness, seeks impact, aims for standards and efficiency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.14) Values, ethical and social sensitivity (knowledge of values, ethical issues and standards in the discipline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1.15) Tacit skills (time management, organising, multi-tasking).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the scale provide below to rate whether tourism graduates of private higher education institutions encompass the following skills.

*** 4.2) EVENT MANAGEMENT RELATED TECHNICAL SKILLS**

	Not skilled at all	Not very skilled	Some what skilled	Skilled	Very skilled
4.2.1) Understanding of Logistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.2) Utilising Event Technology (such as Social Media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.3) Budgetary Controls Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.4) Marketing and Advertising Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.5) Business Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.6) Negotiation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2.7) Multi-Tasking Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4.2.8) Problem Solver, Quick and Logical Thinker
- 4.2.9) Creativity Skills
- 4.2.10) Research Skills
- 4.2.11) Liaison Skills
- 4.2.12) Leadership Skills
- 4.2.13) Basic Knowledge on Event Management , Legislations and Laws

4.3) Apart from the mentioned skills above, list additional skills that your organisation requires entry level graduates to possess.

Instruction: Answer as per question

5.1) Please advise any other comments that you may wish to make about tourism curricula and the needs of the industry

Thank you for completing the survey.

Your time and cooperation is truly appreciated. Please select "*finish survey*" to submit your responses.

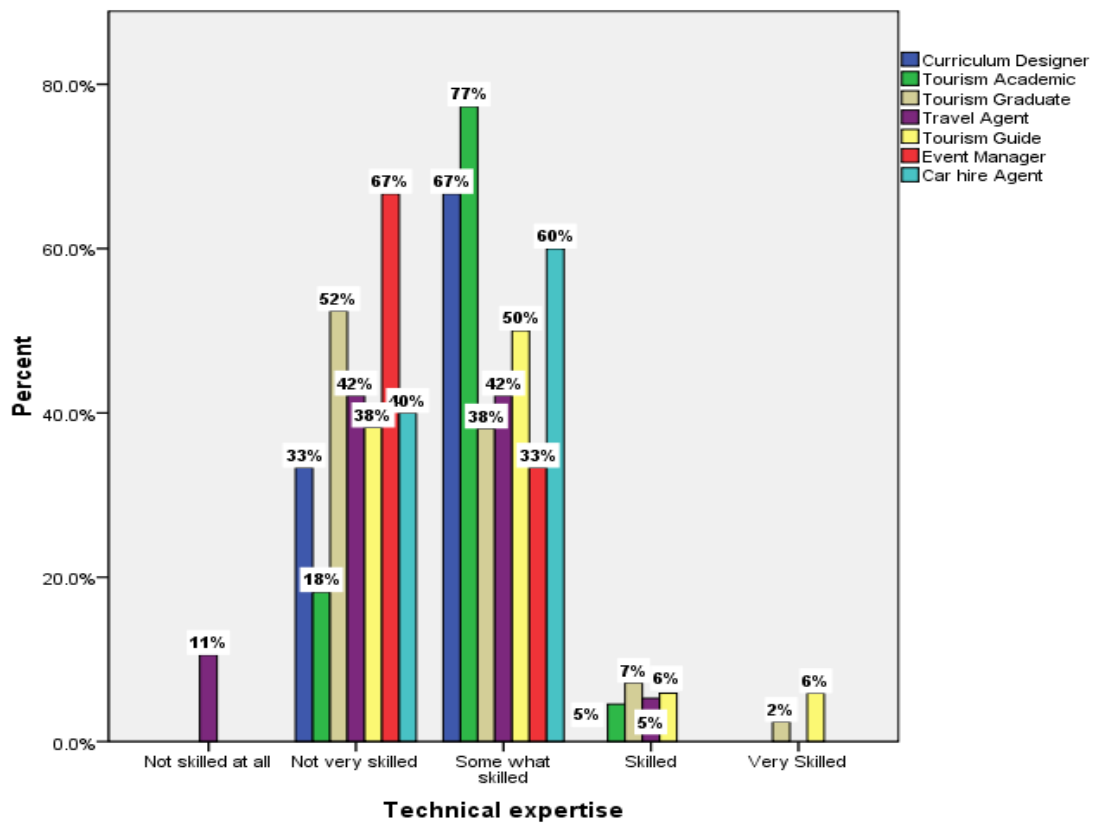
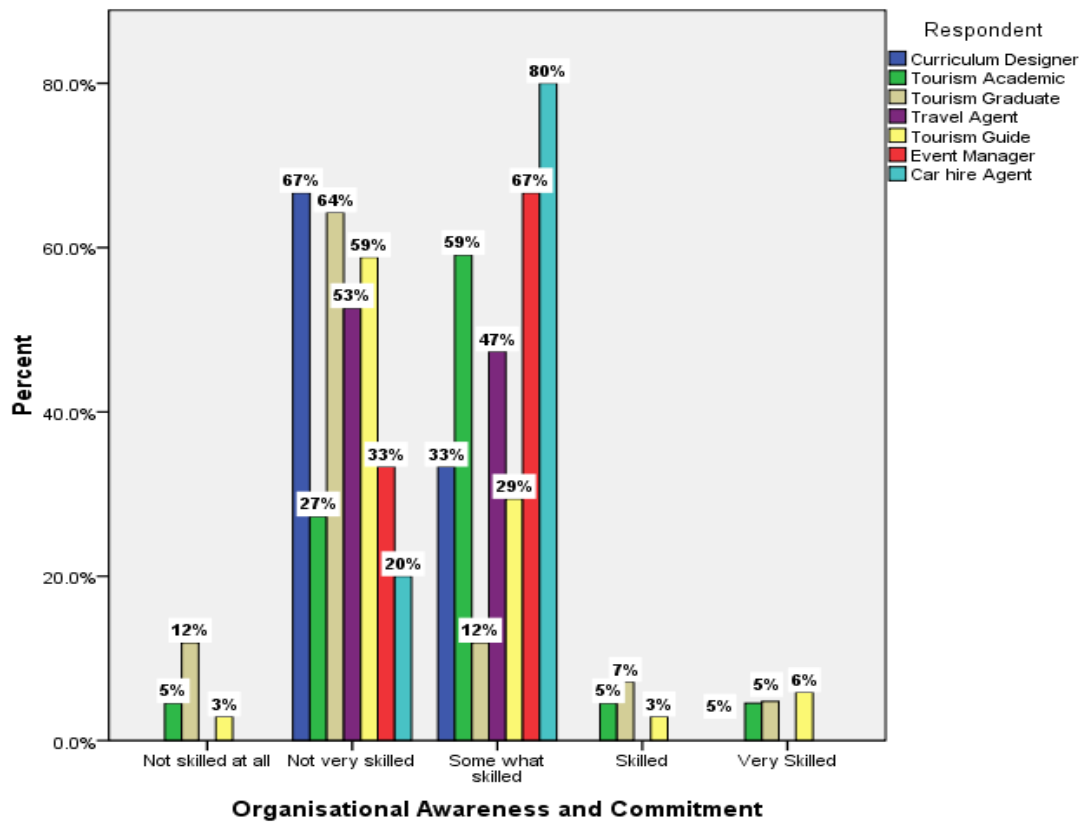
Yours sincerely,

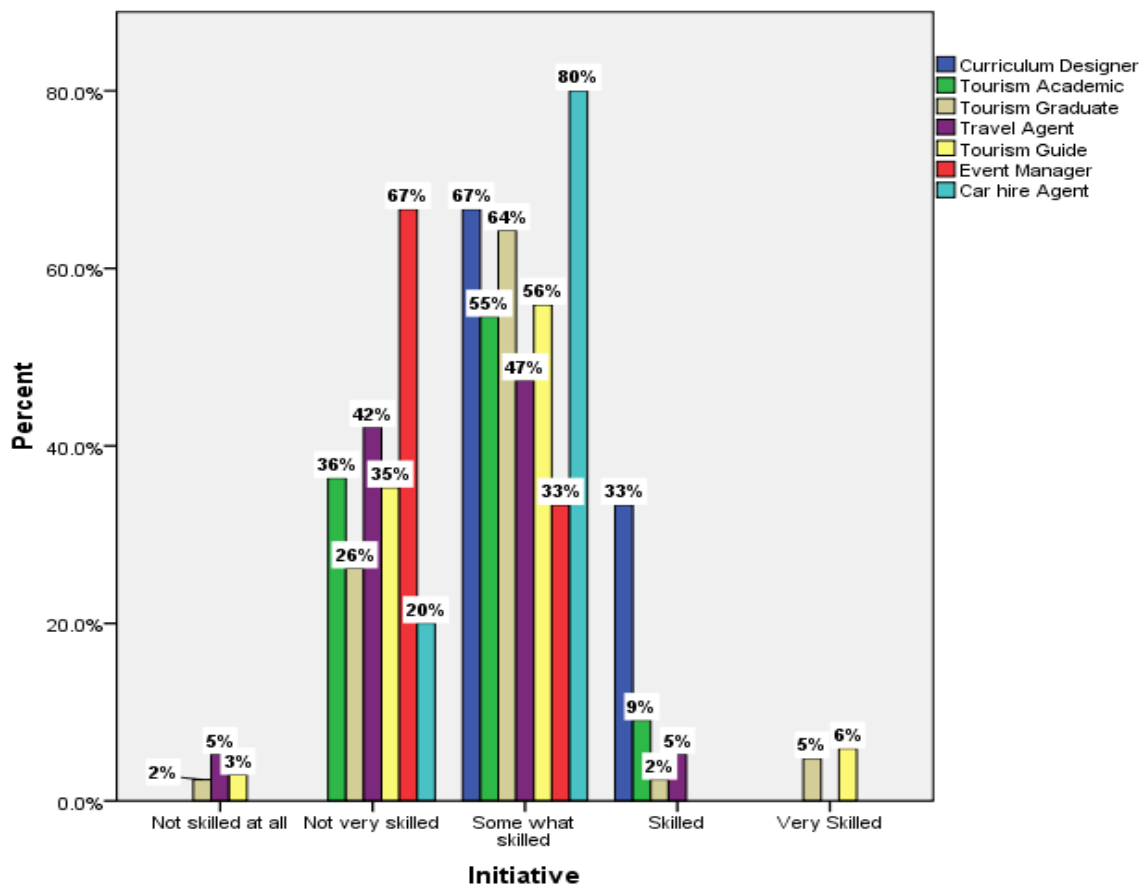
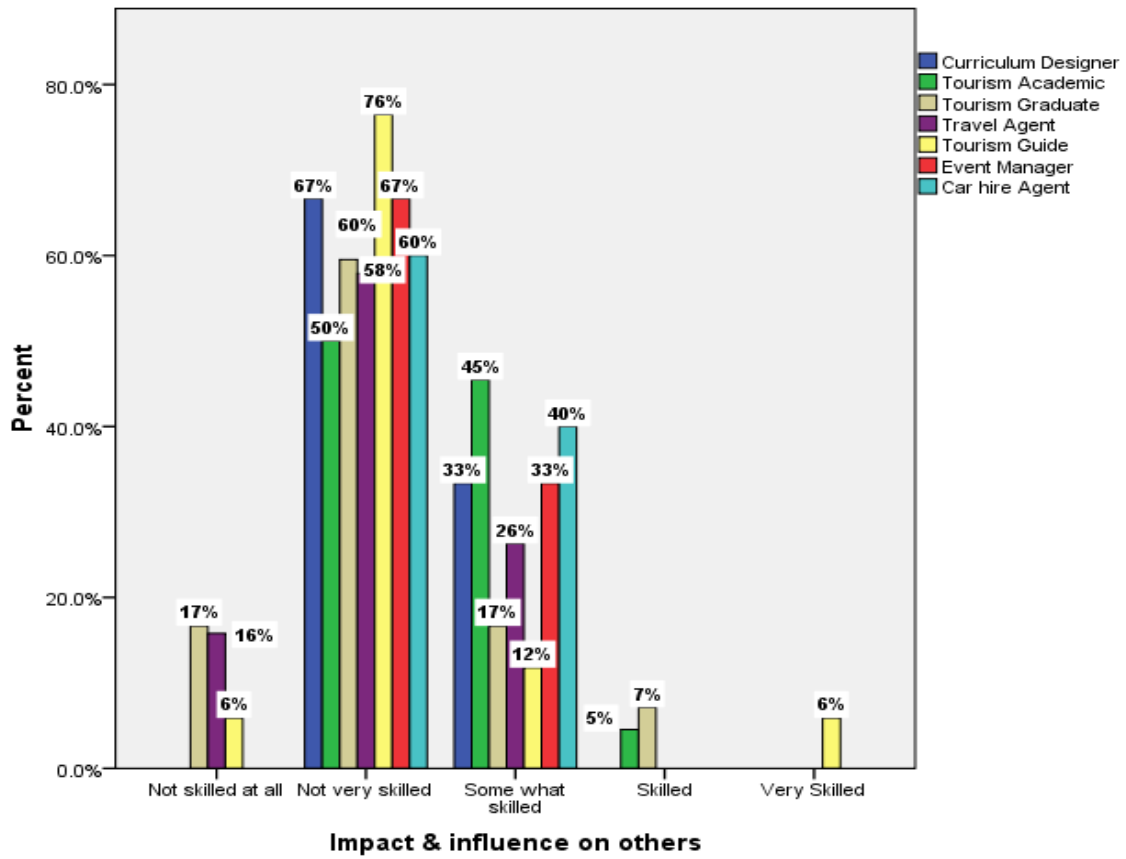
Shayna Ramouthar

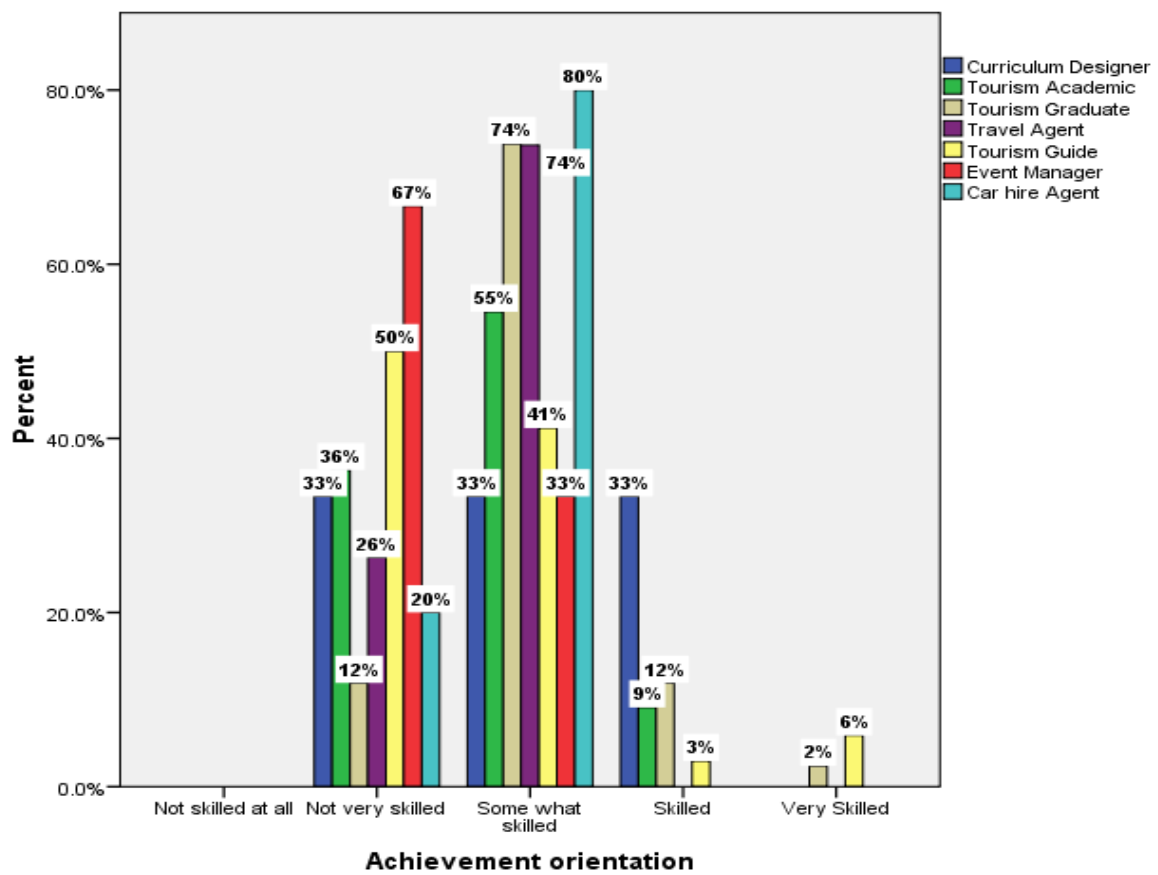
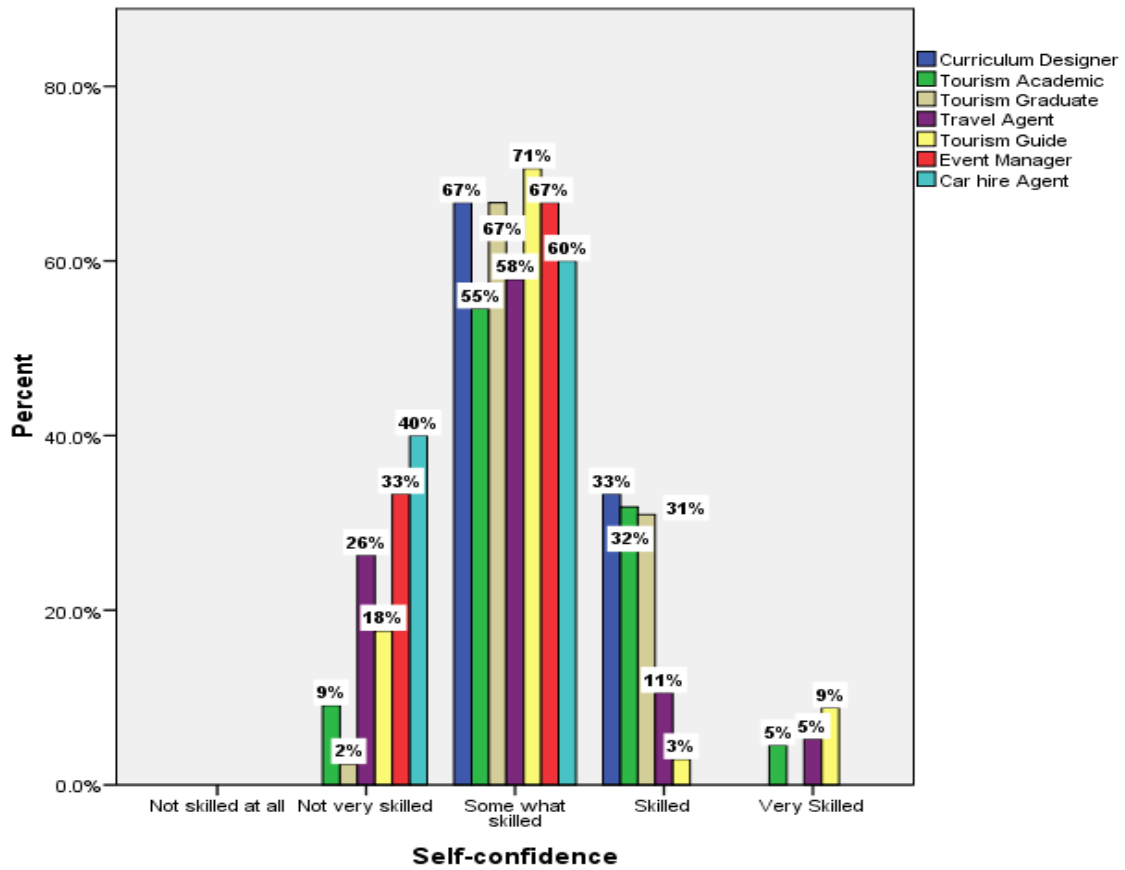


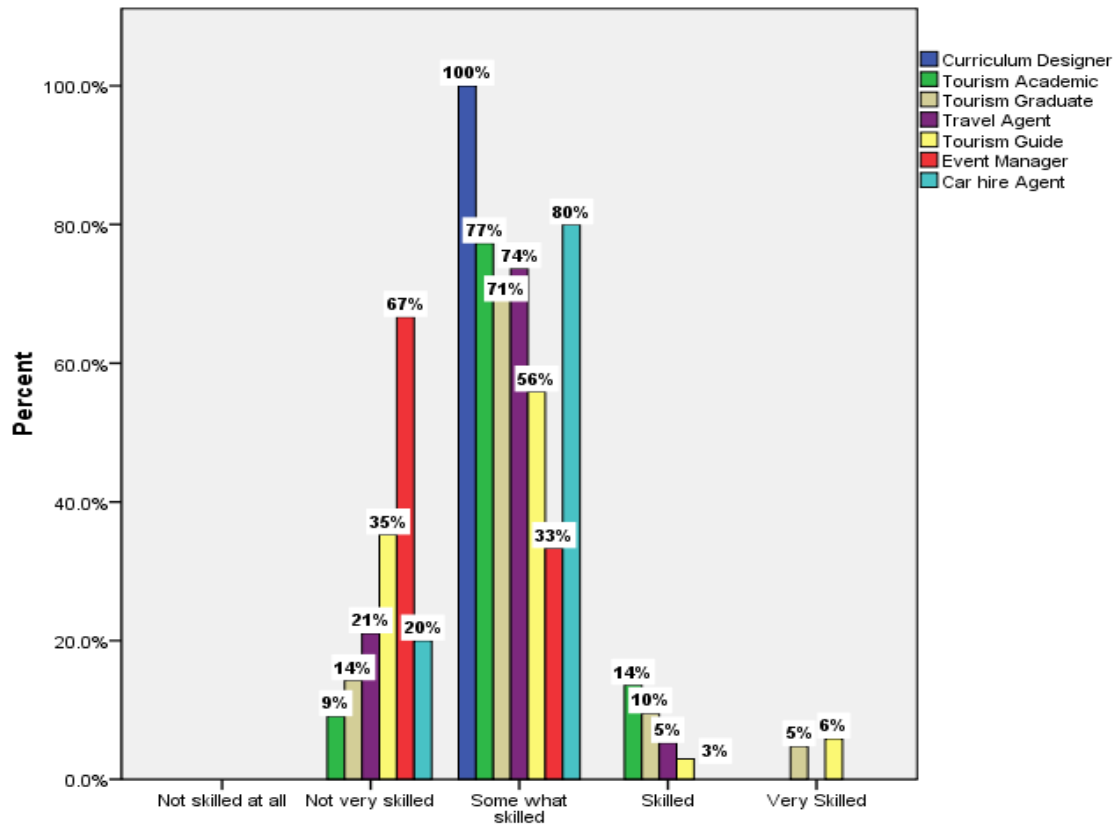
APPENDIX 11

Additional Likert scale items

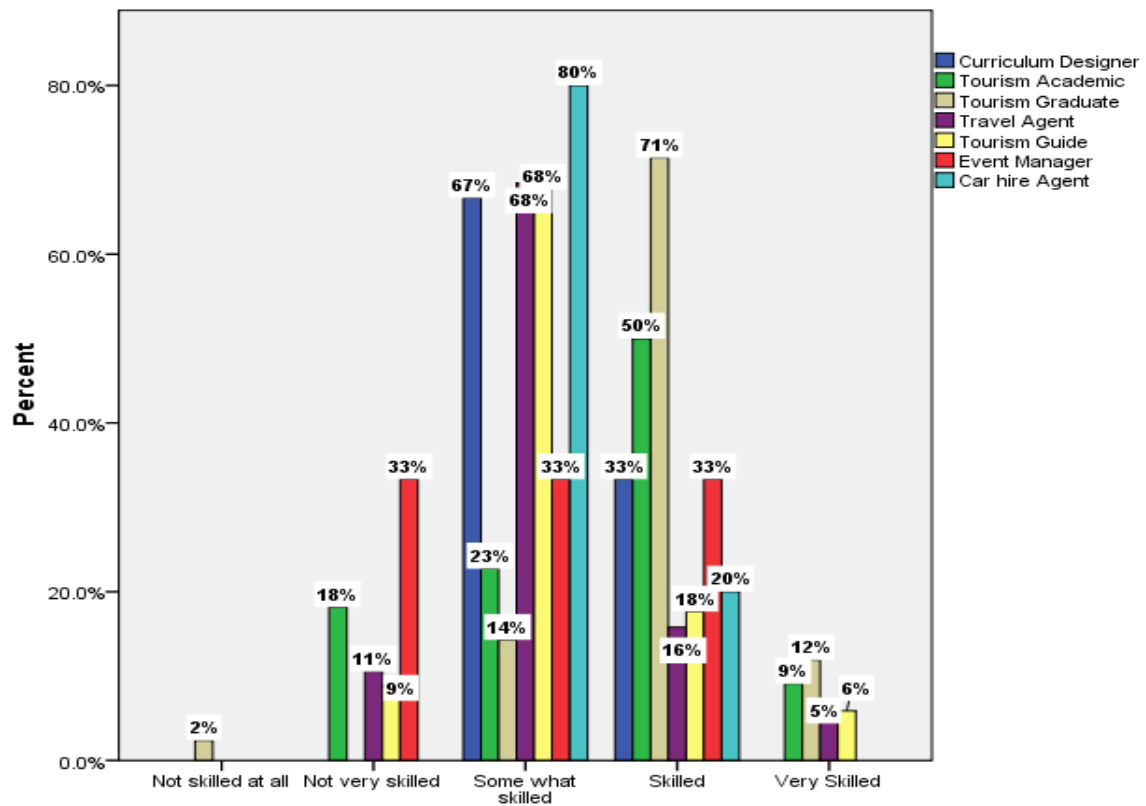




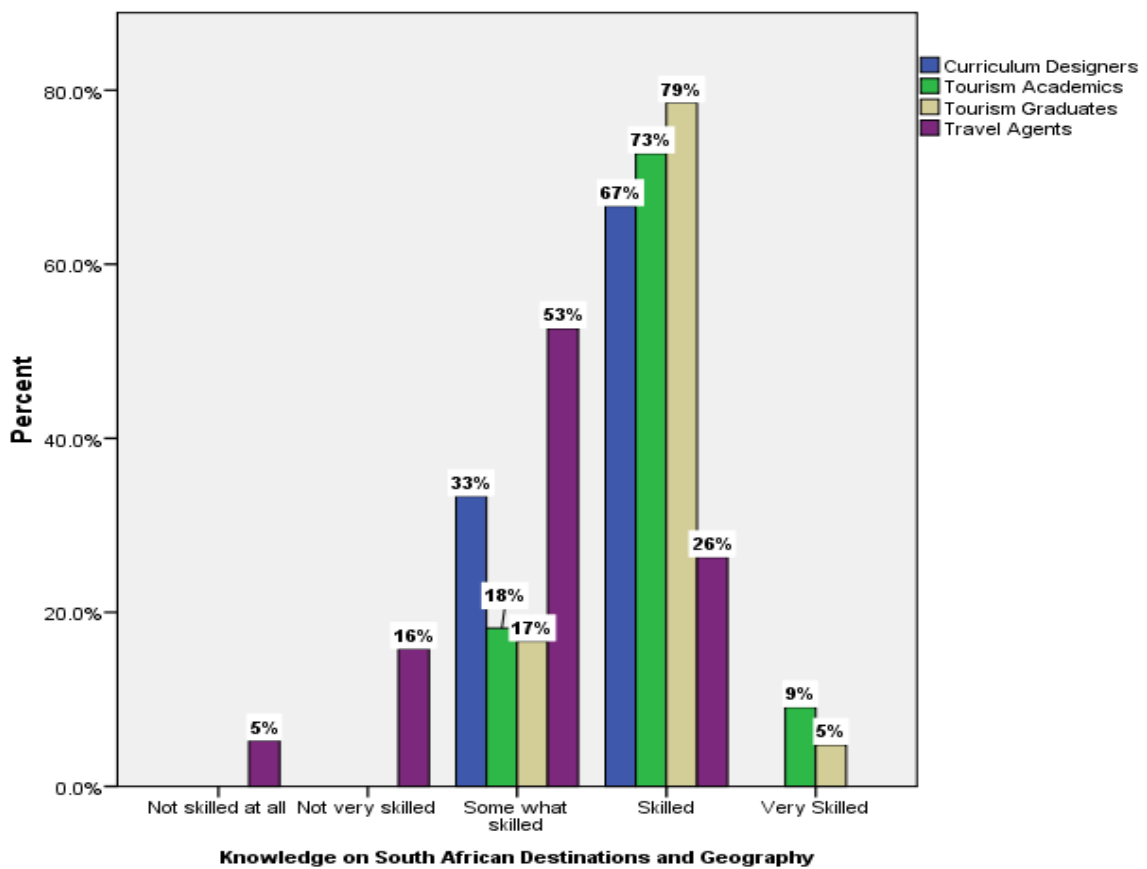
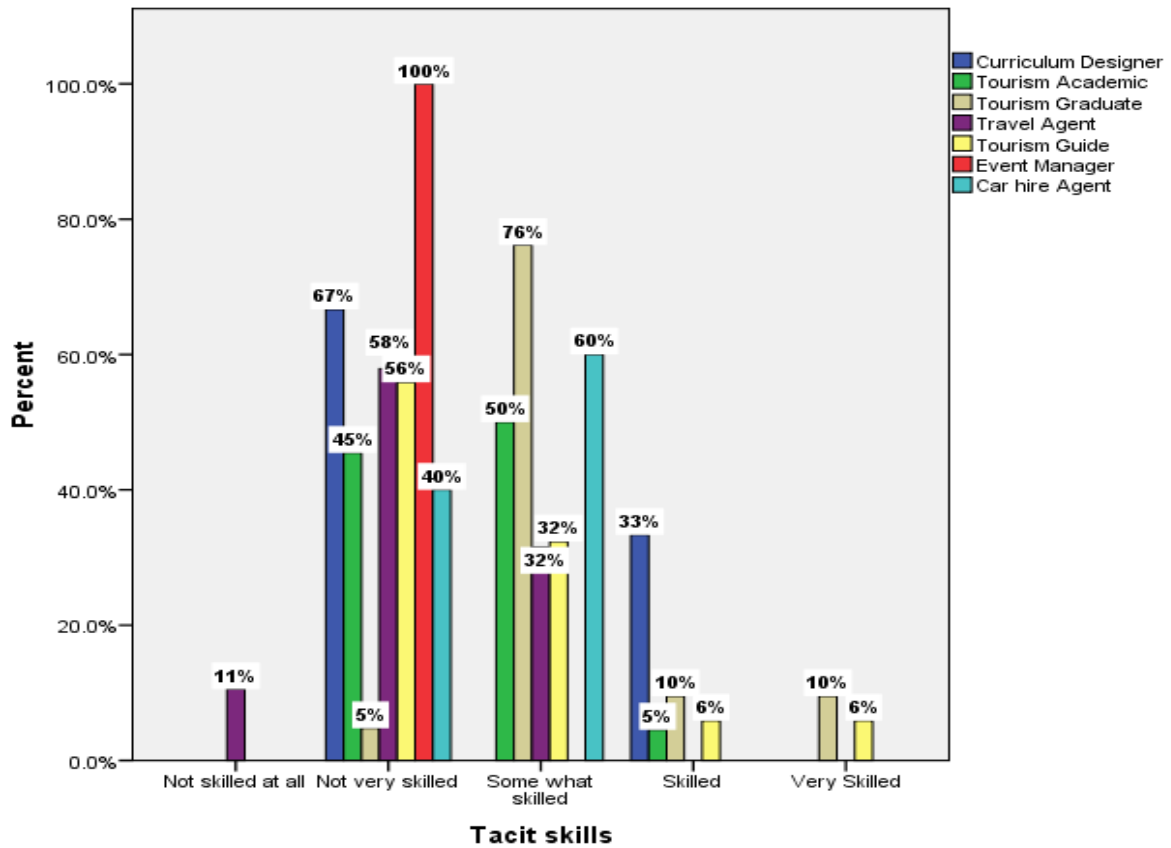


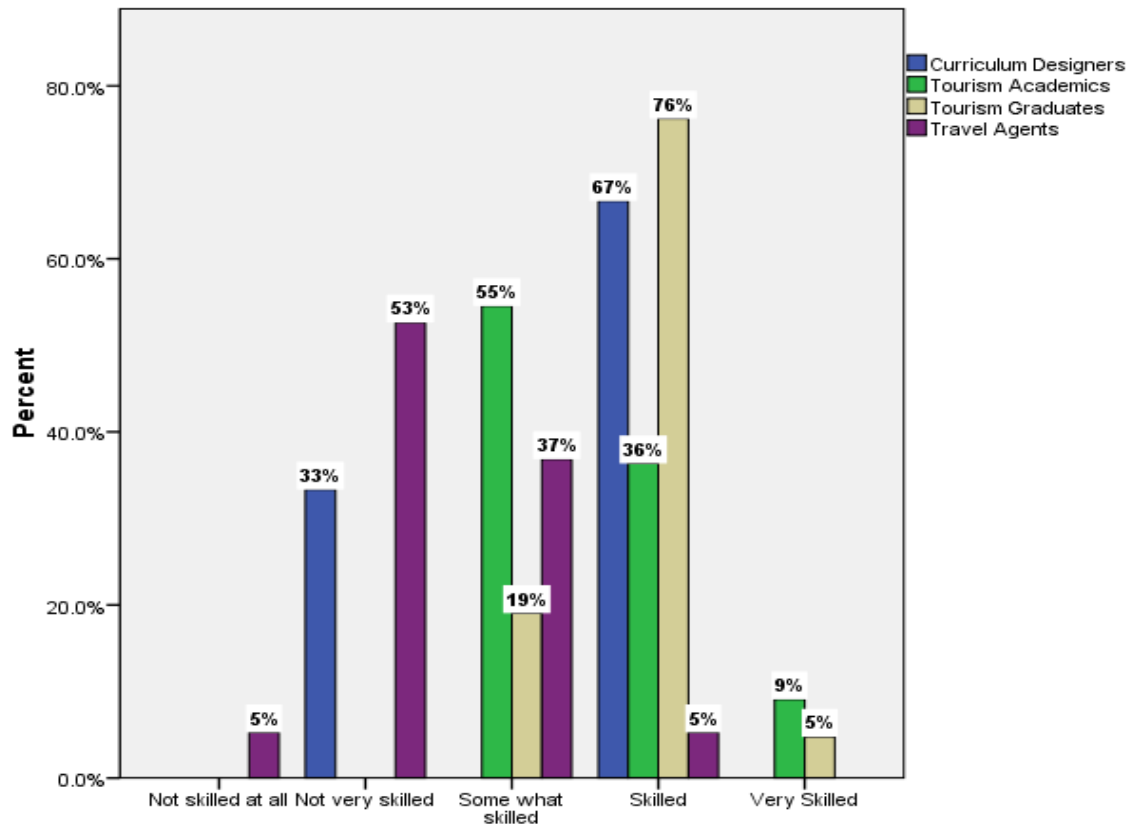


Values, ethical and social sensitivity

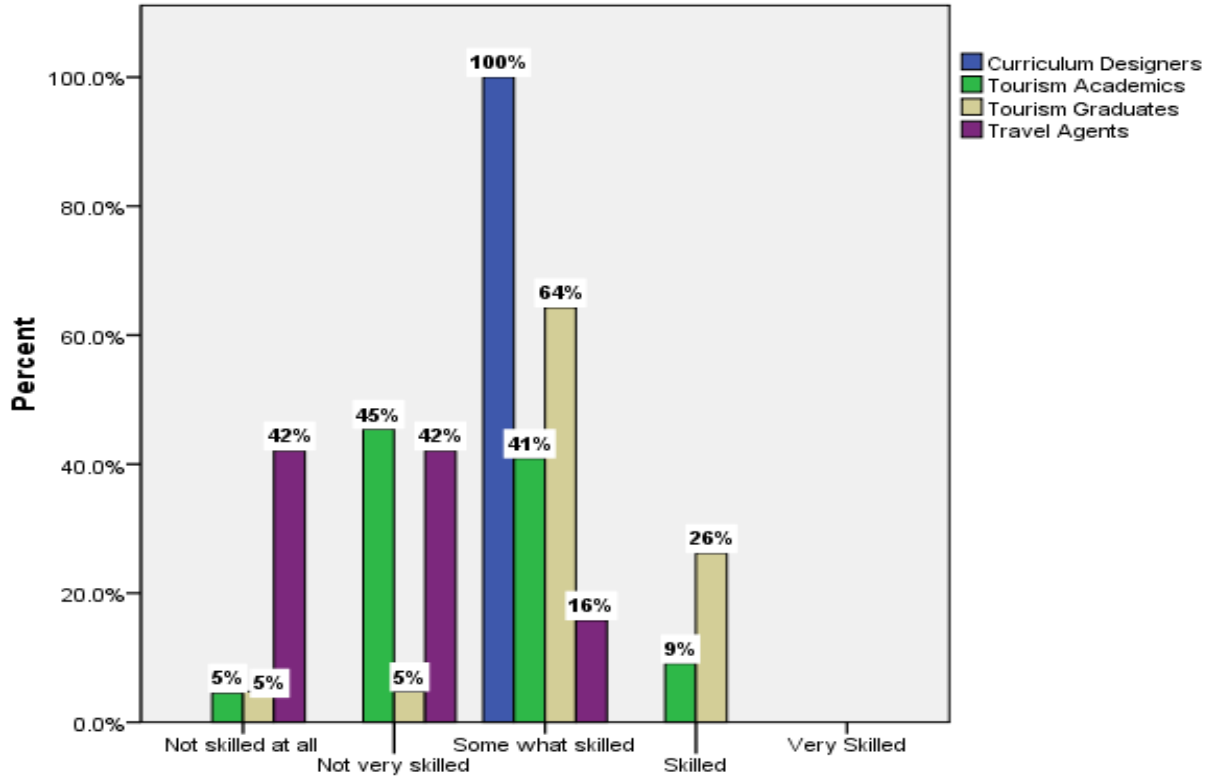


Team Work and Cooperation

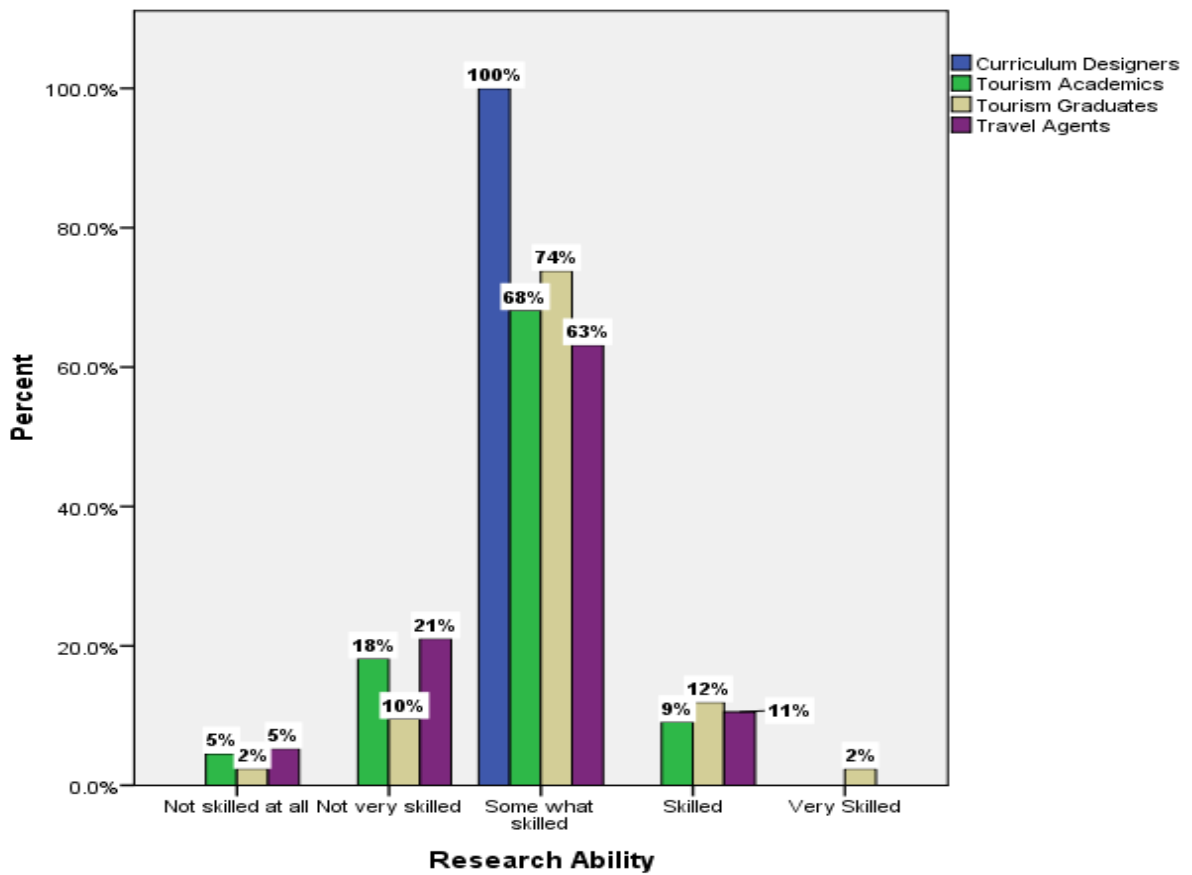
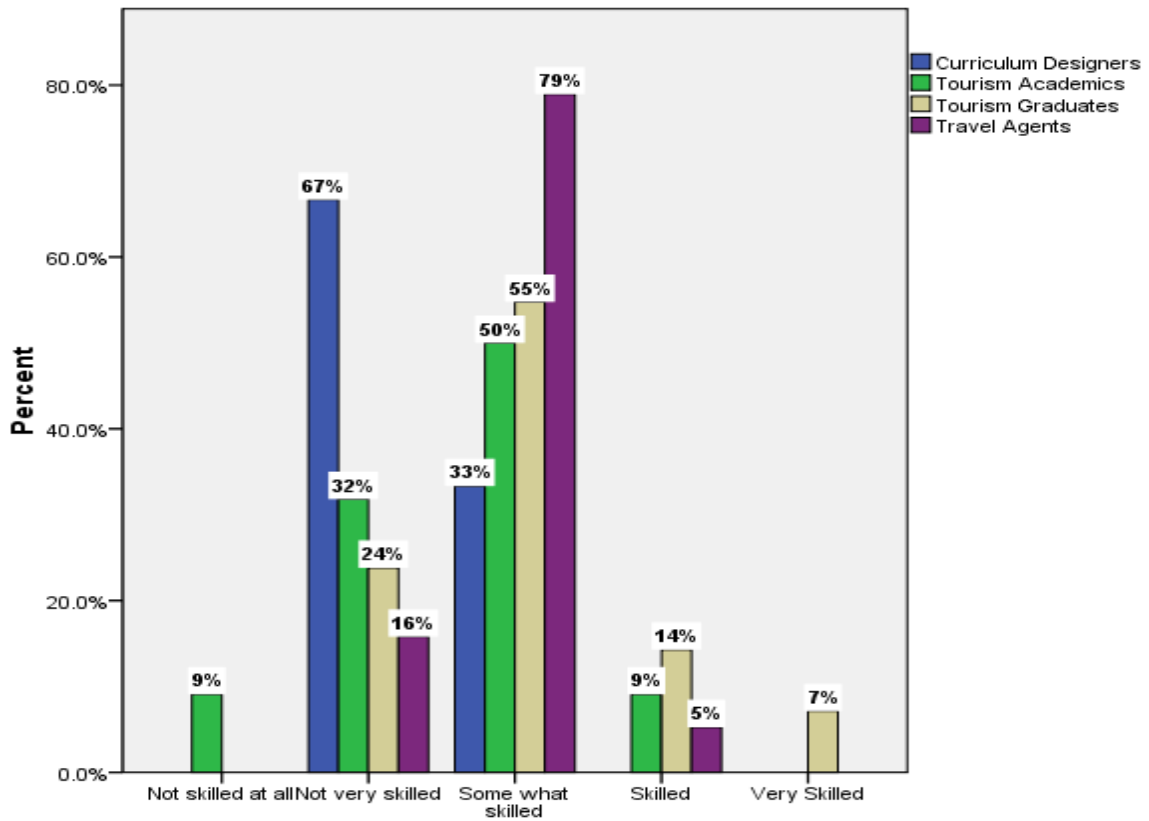


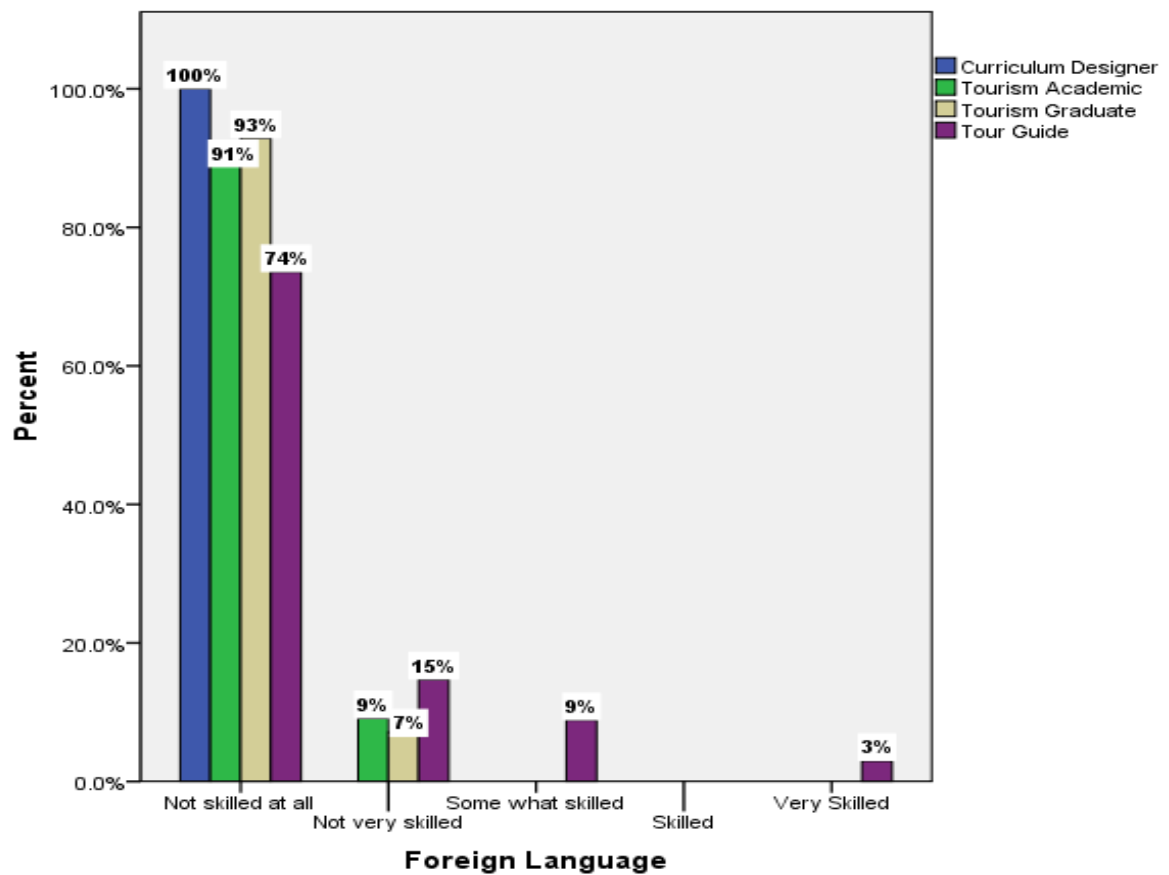
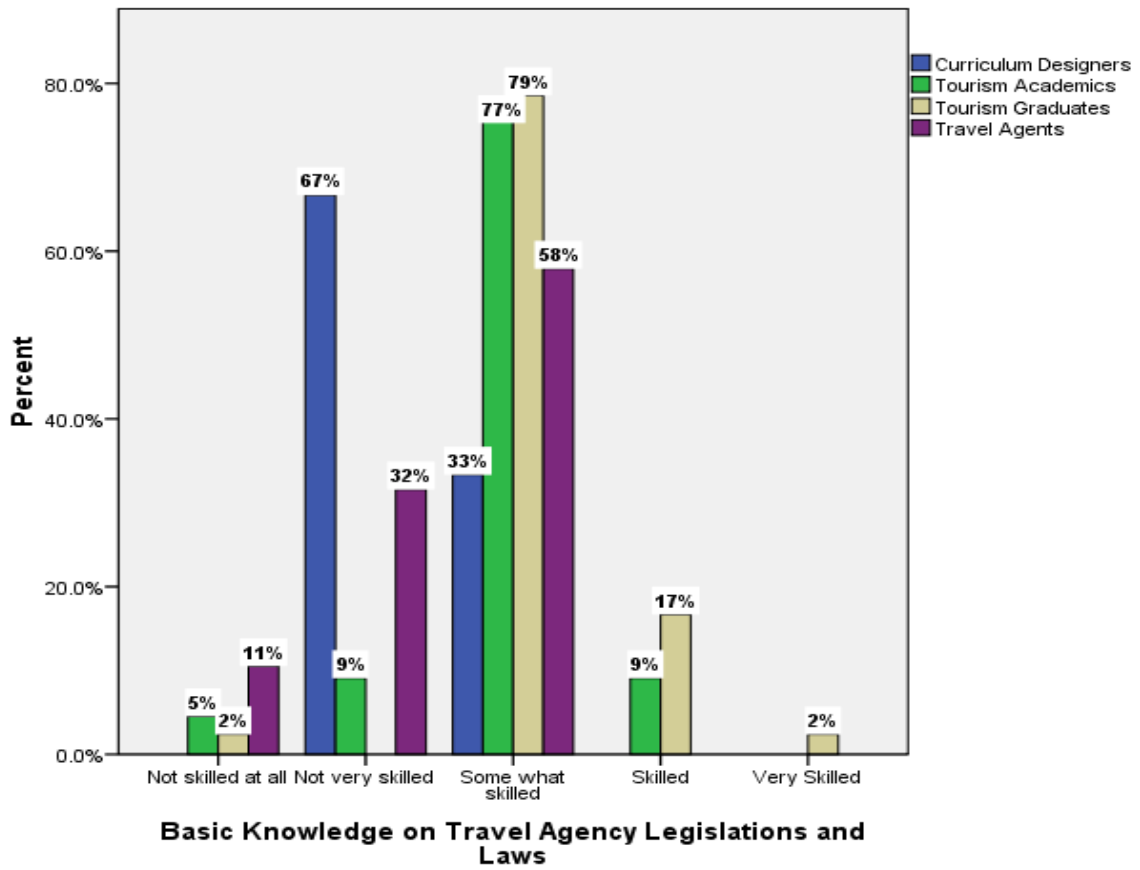


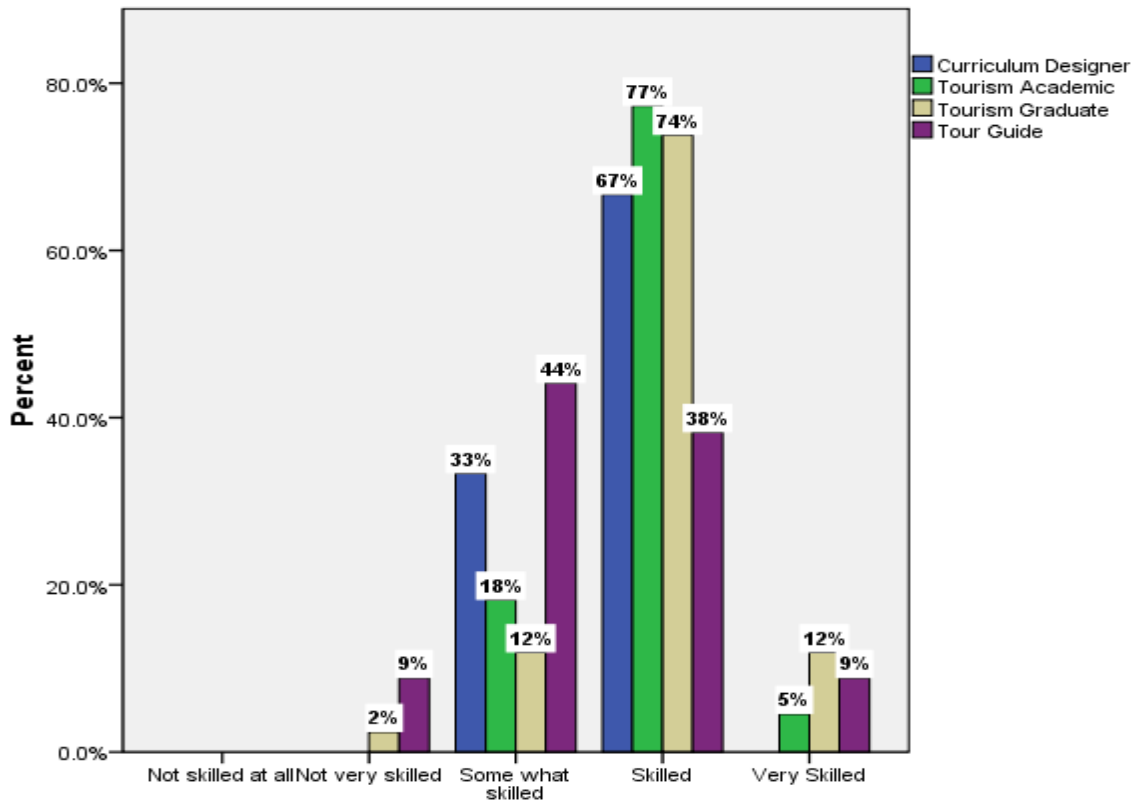
Knowledge on World Destinations and Geography



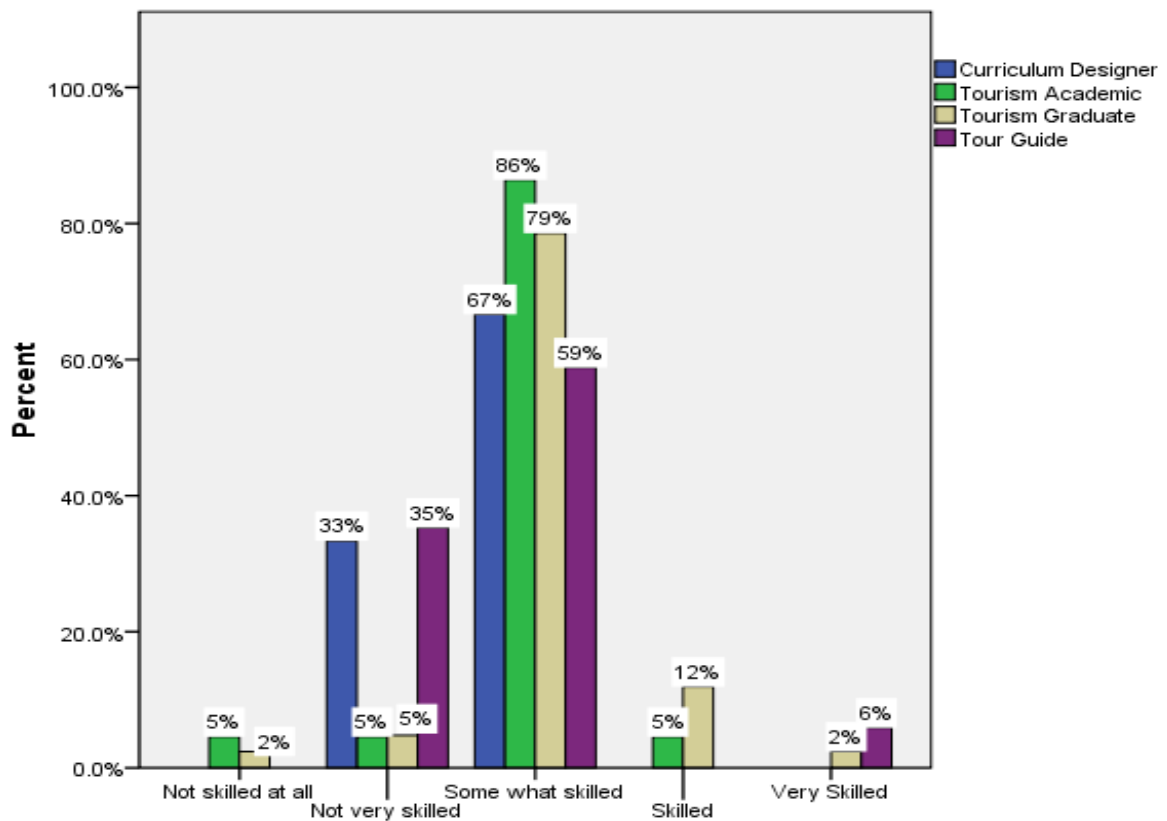
Marketing Skills



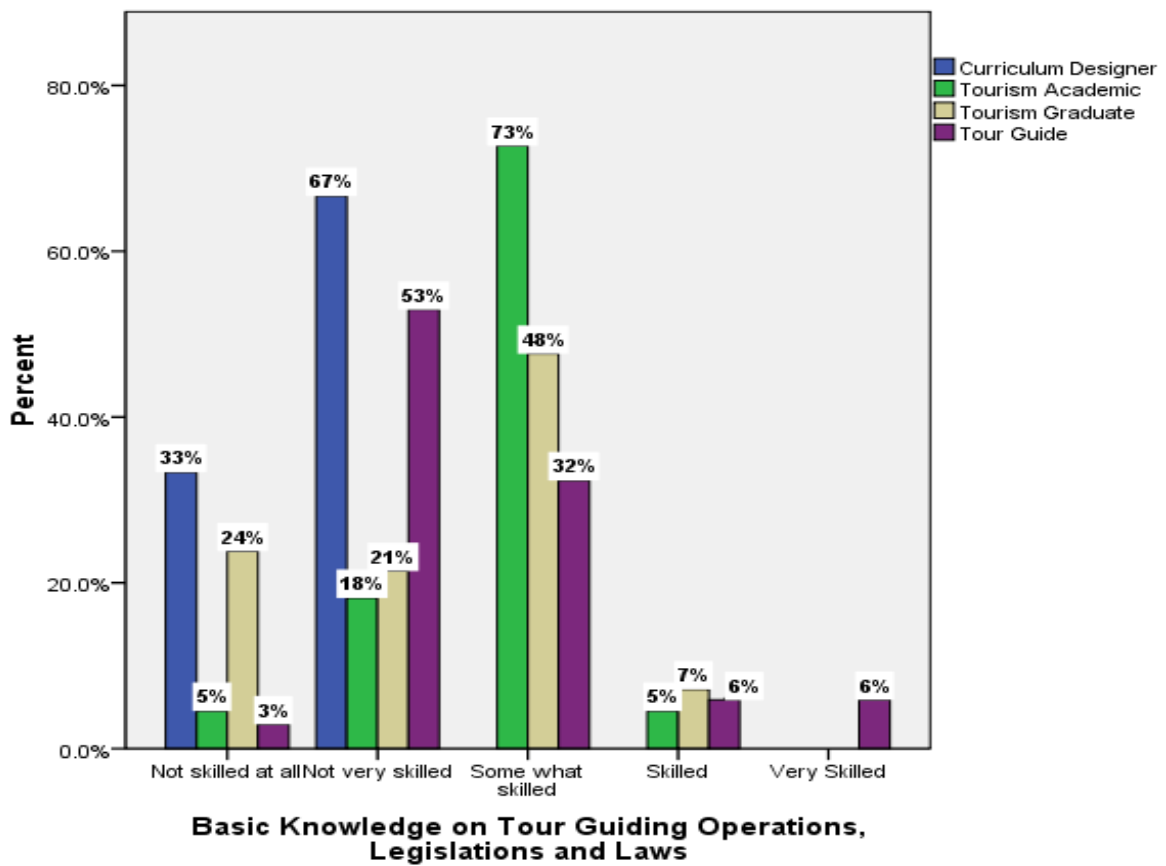
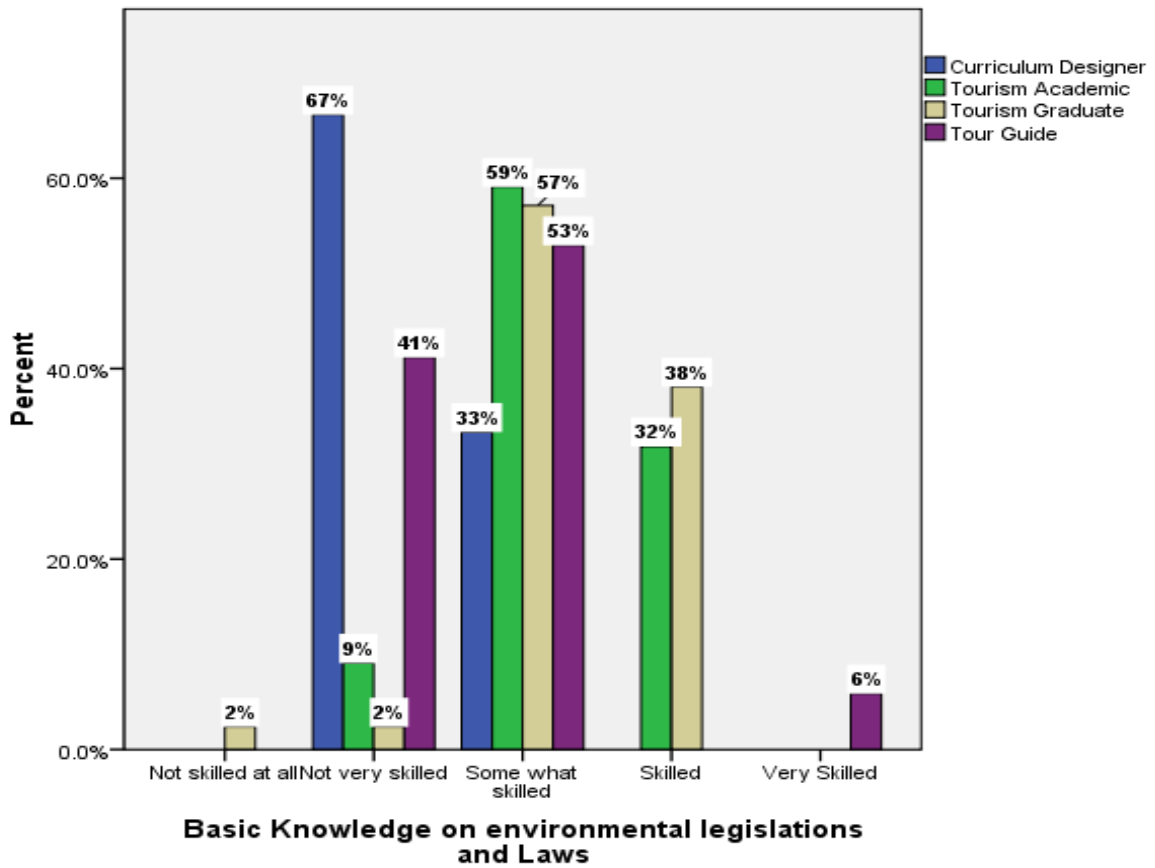


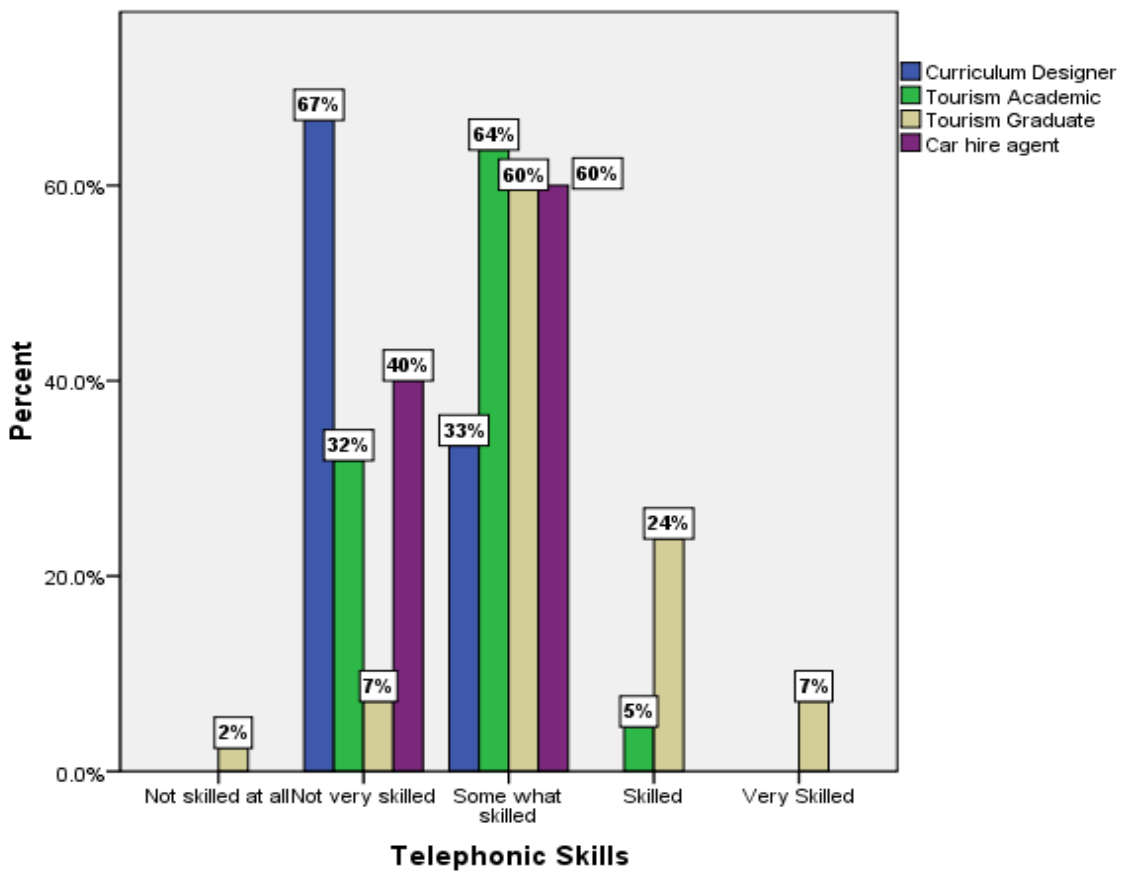
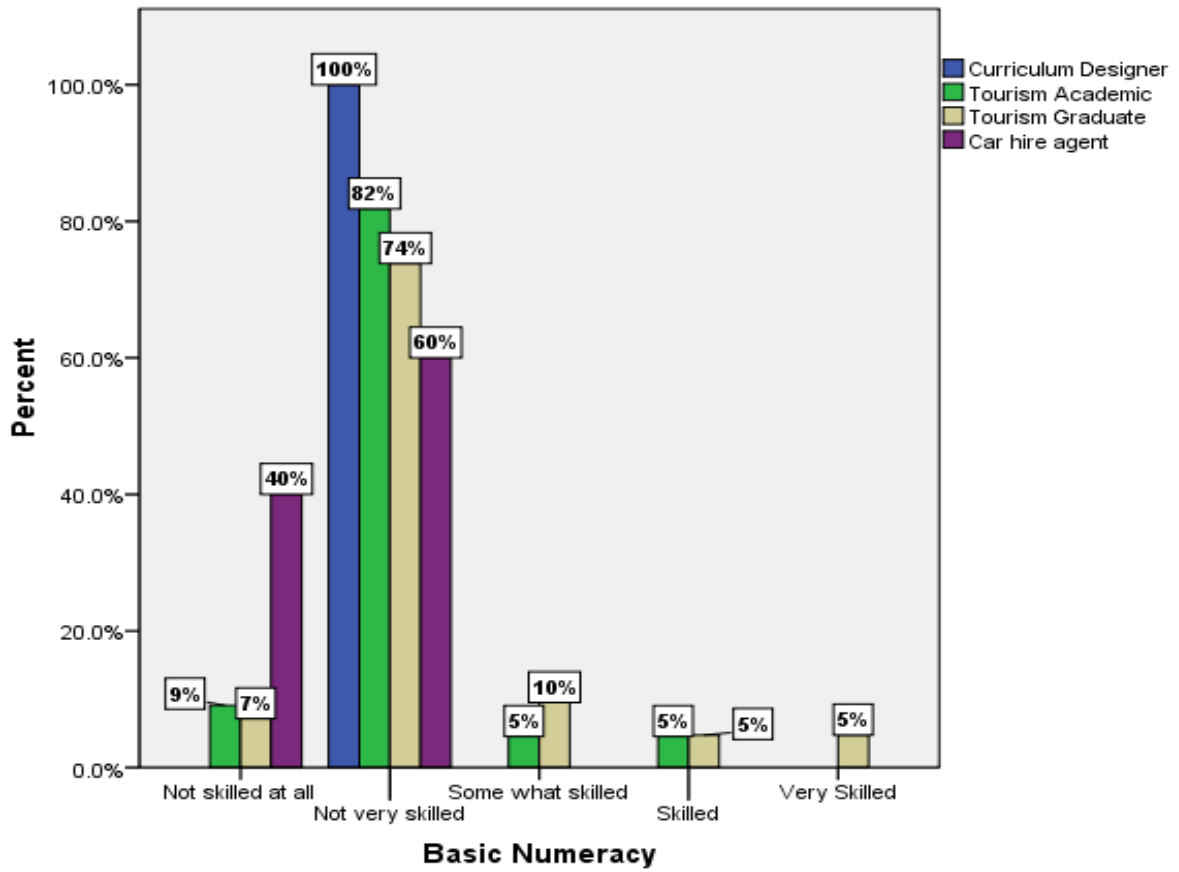


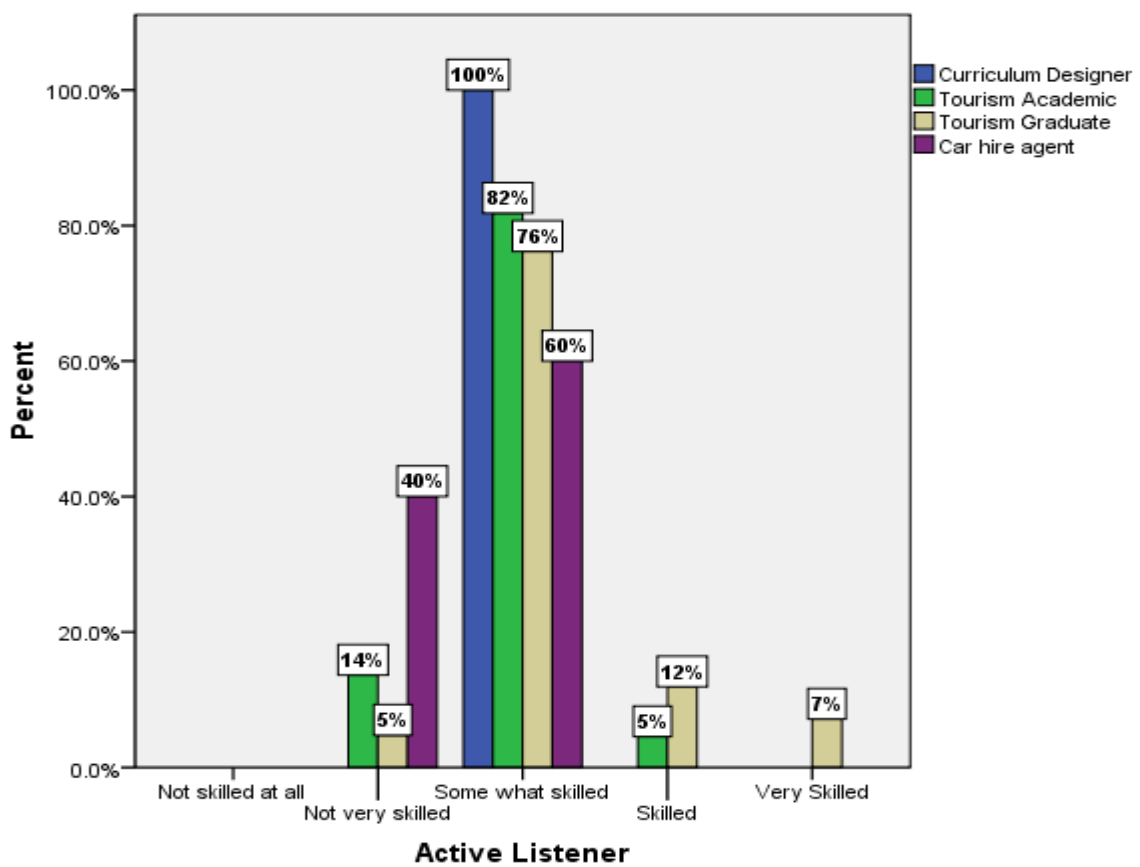
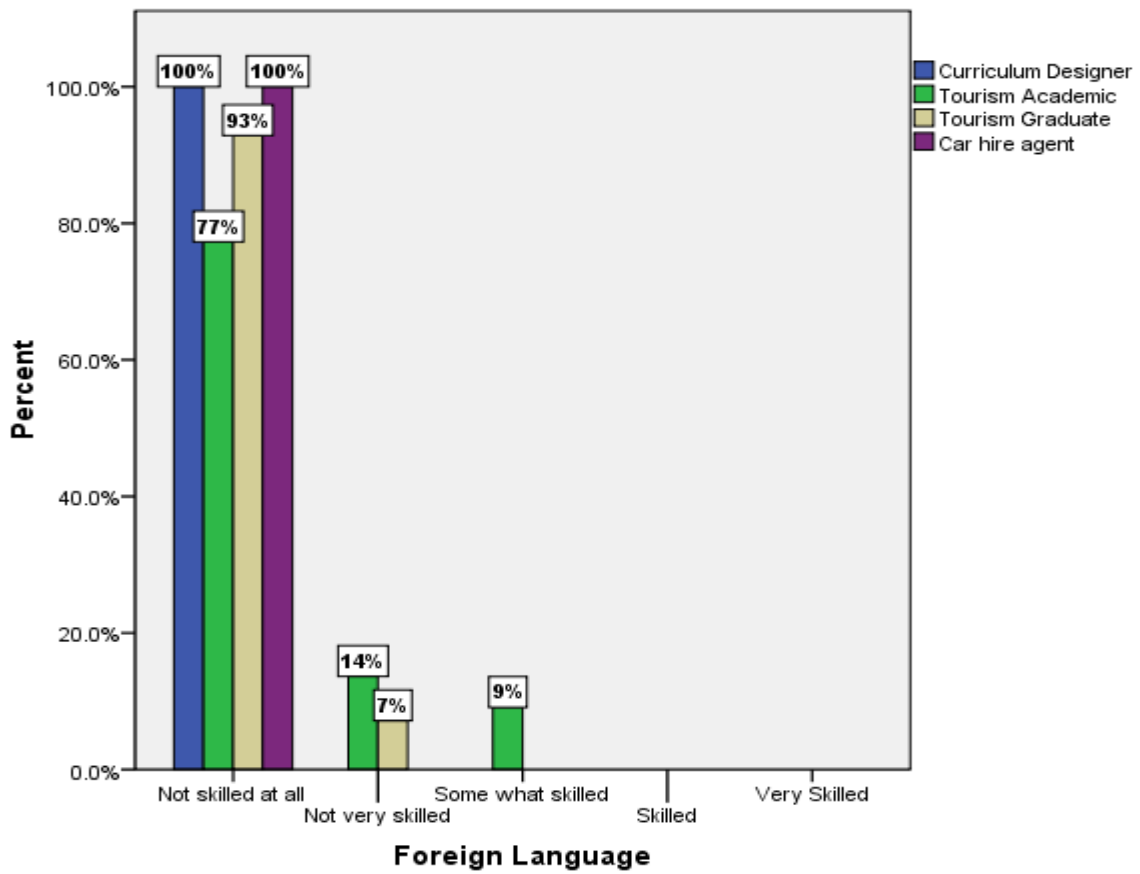
Knowledge of South African Destinations, Attractions and History

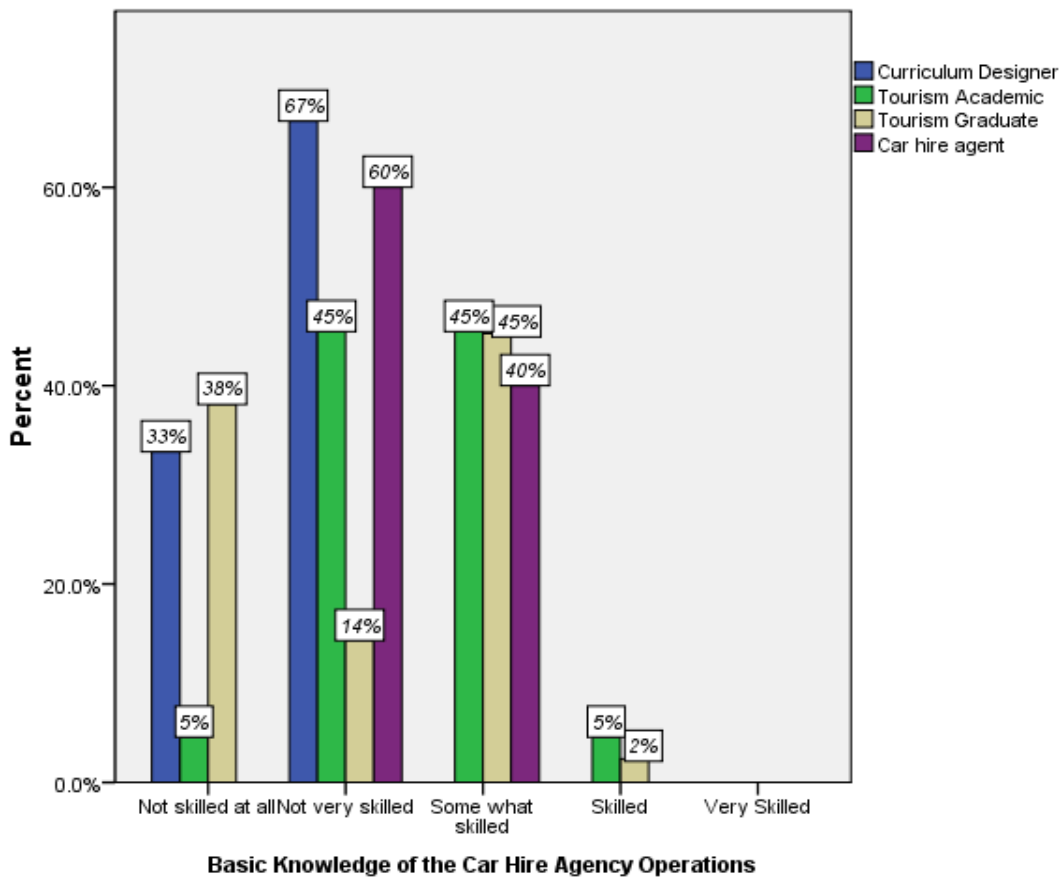
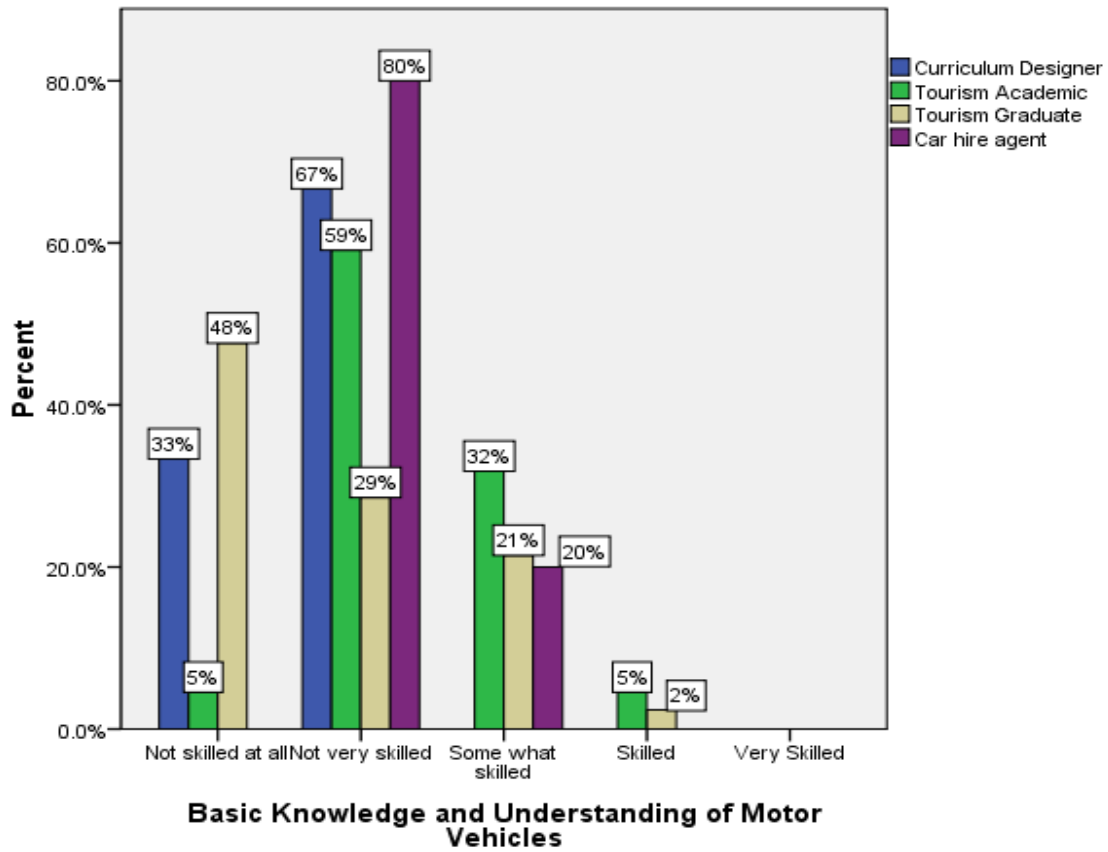


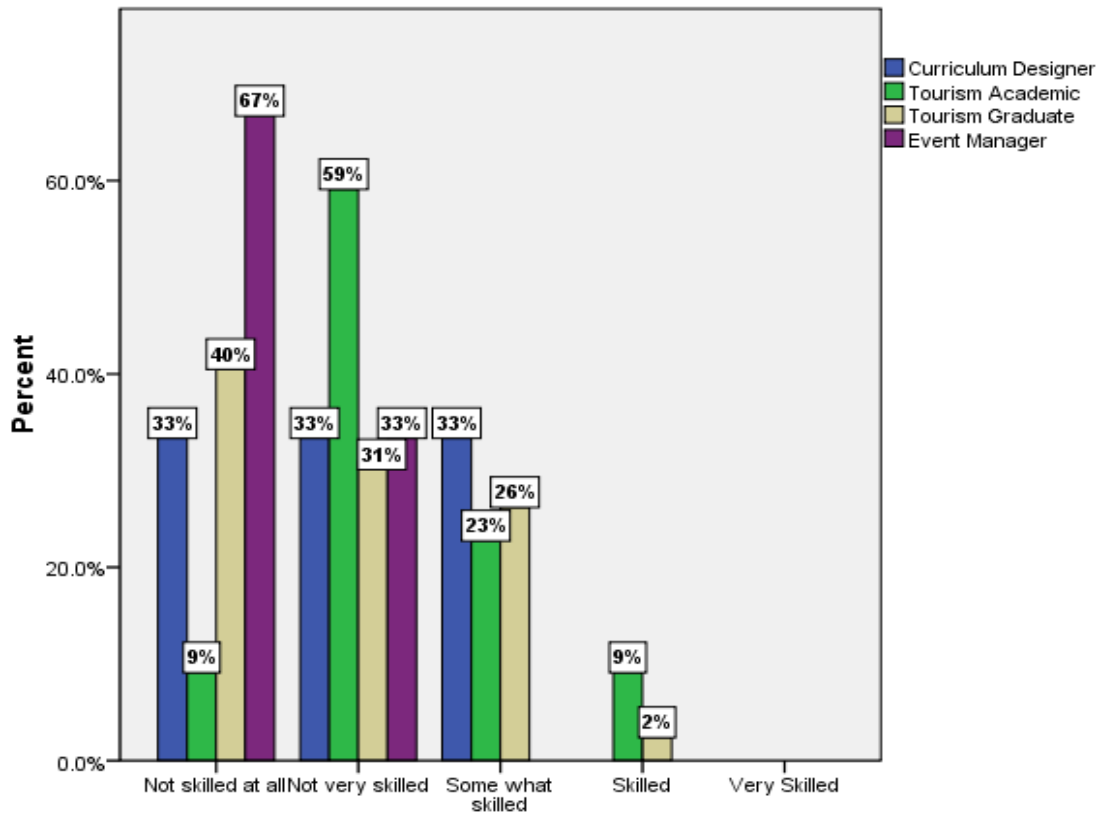
Research Ability



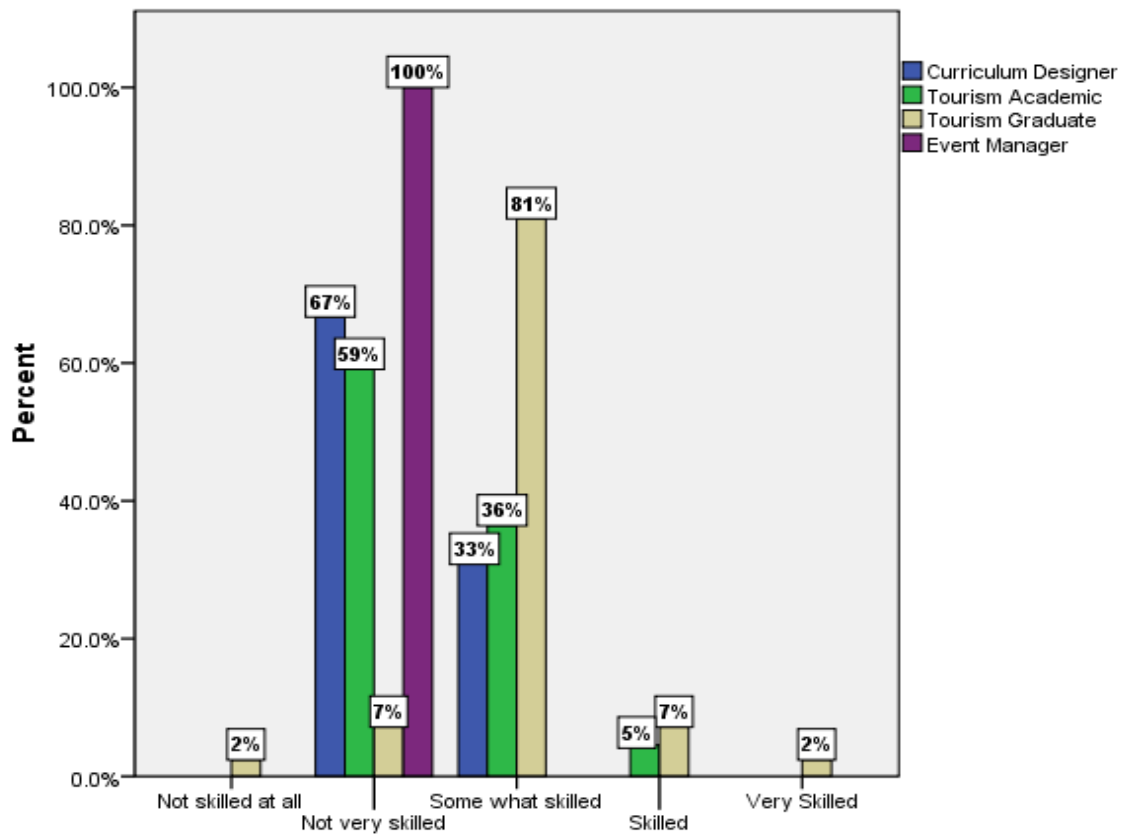




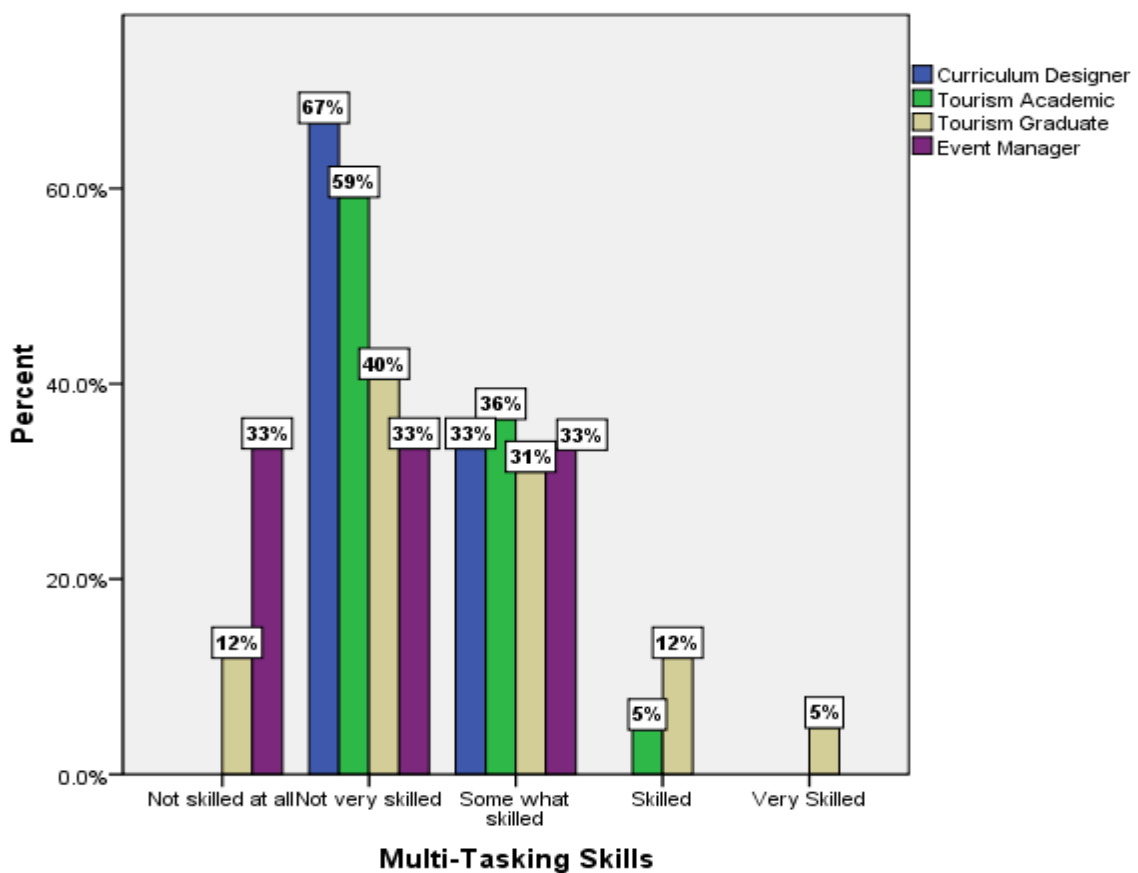
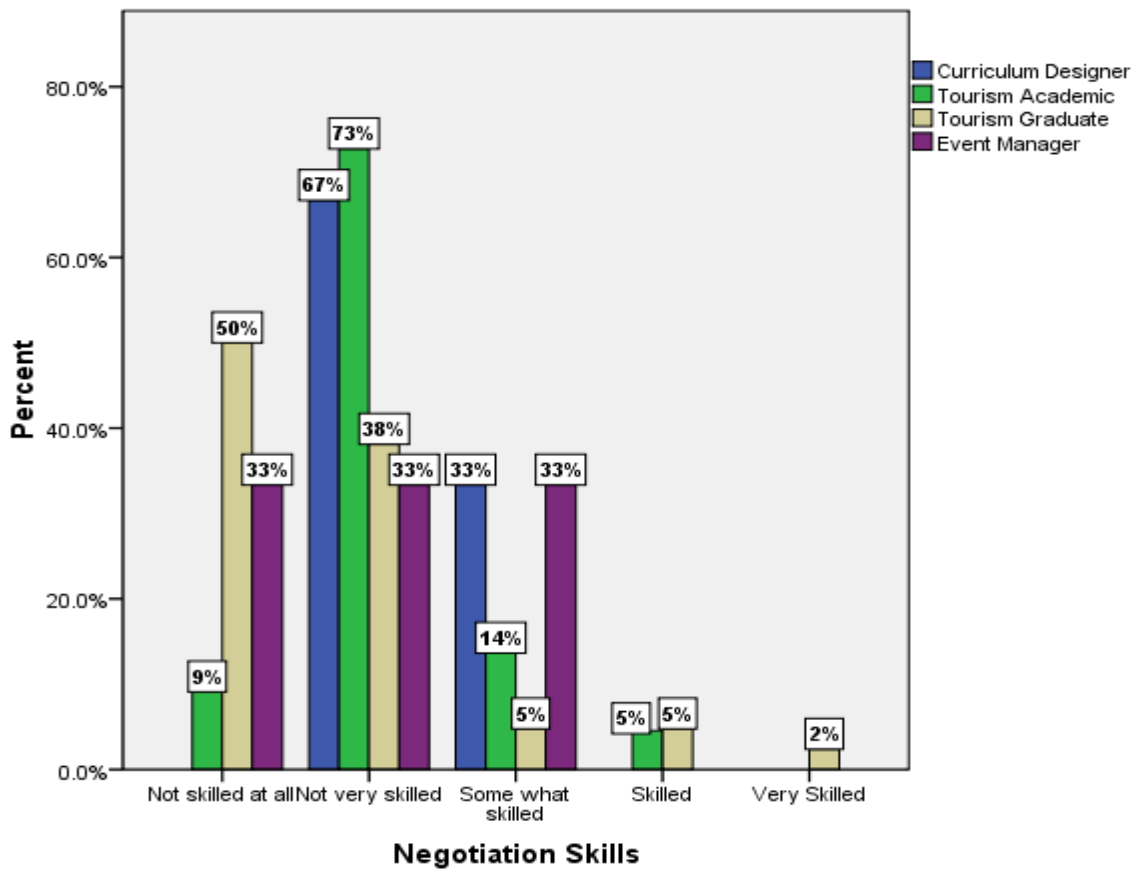


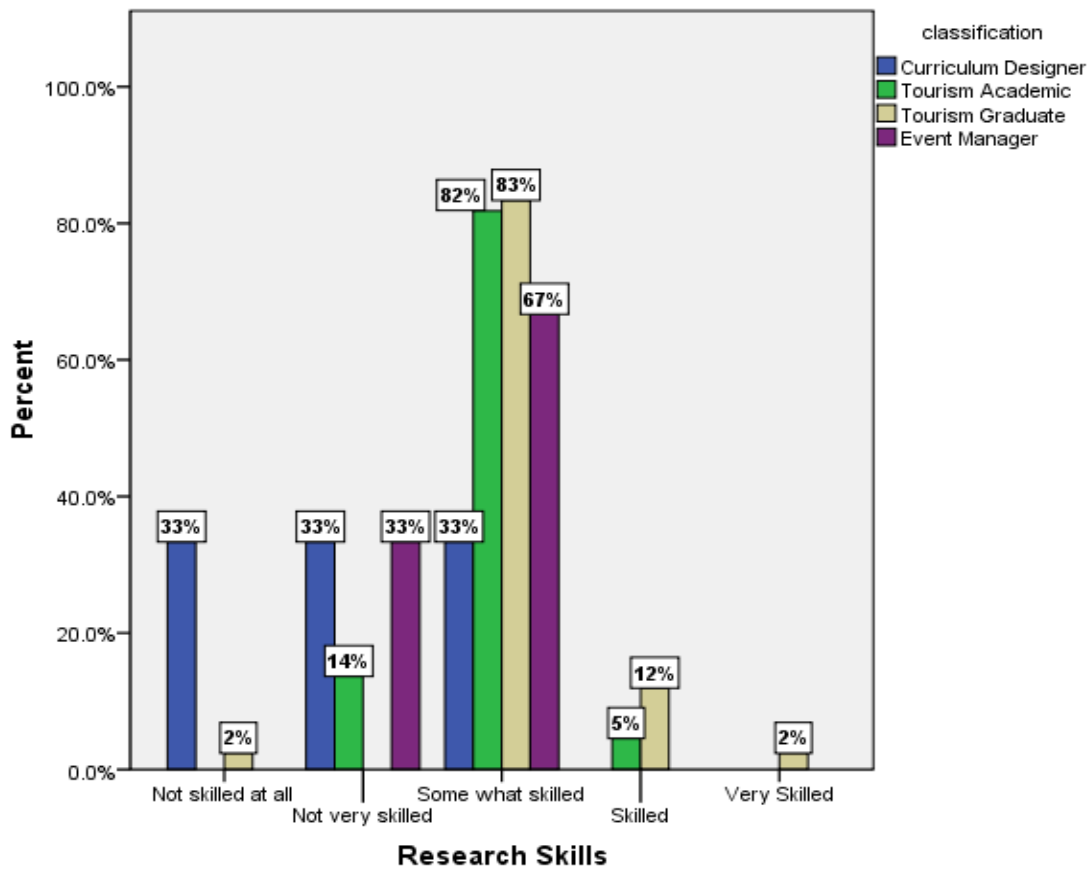
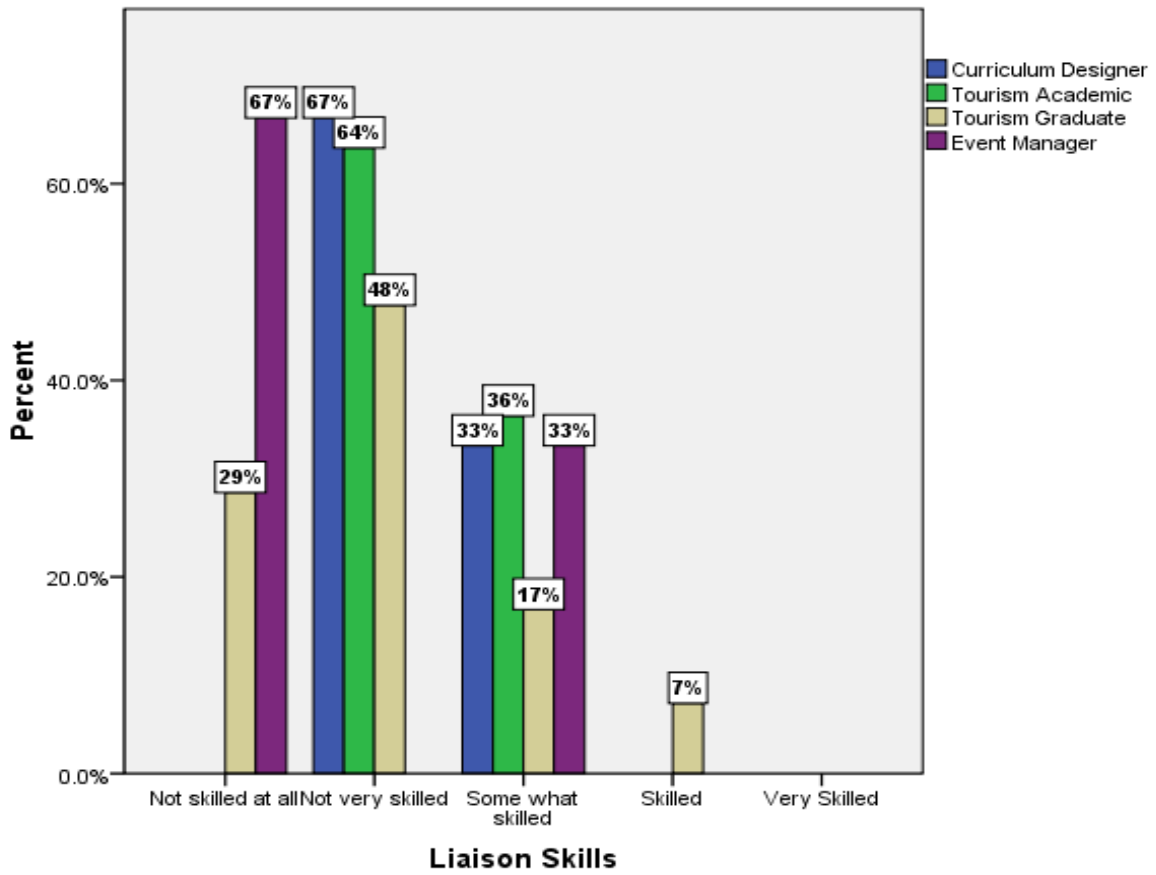


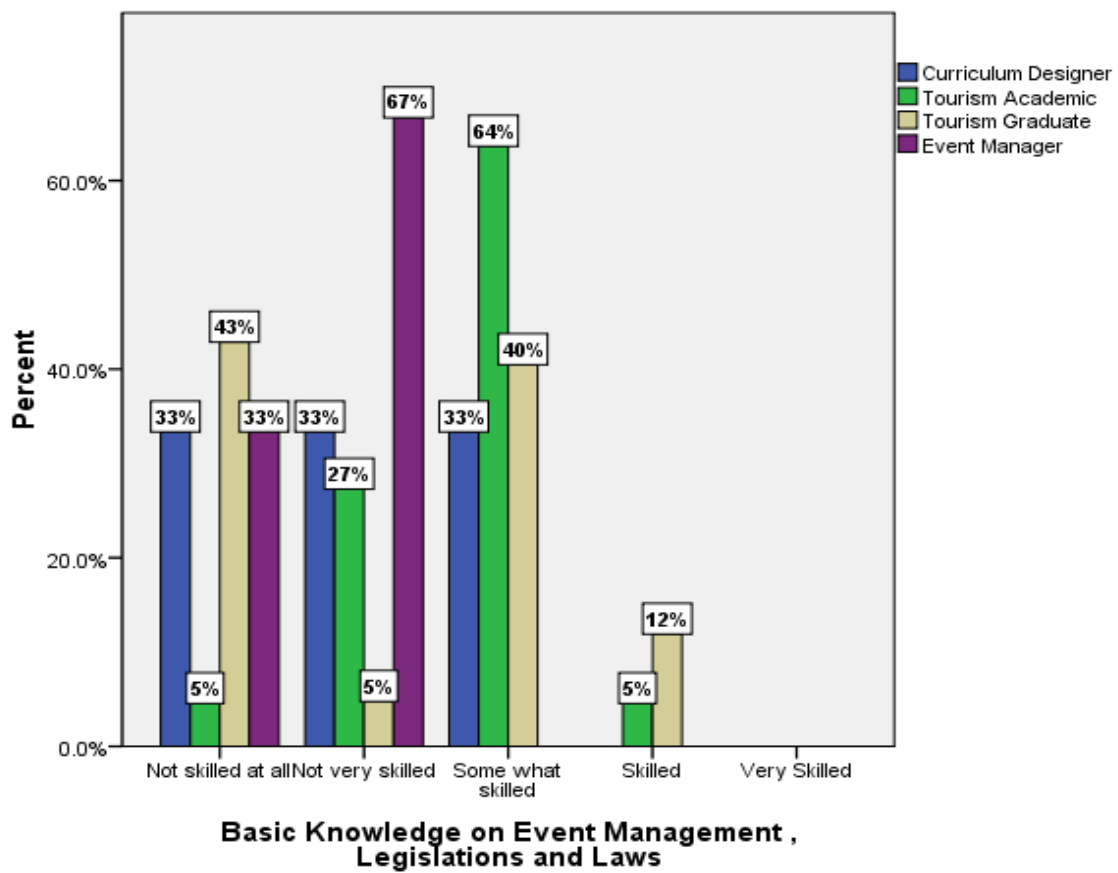
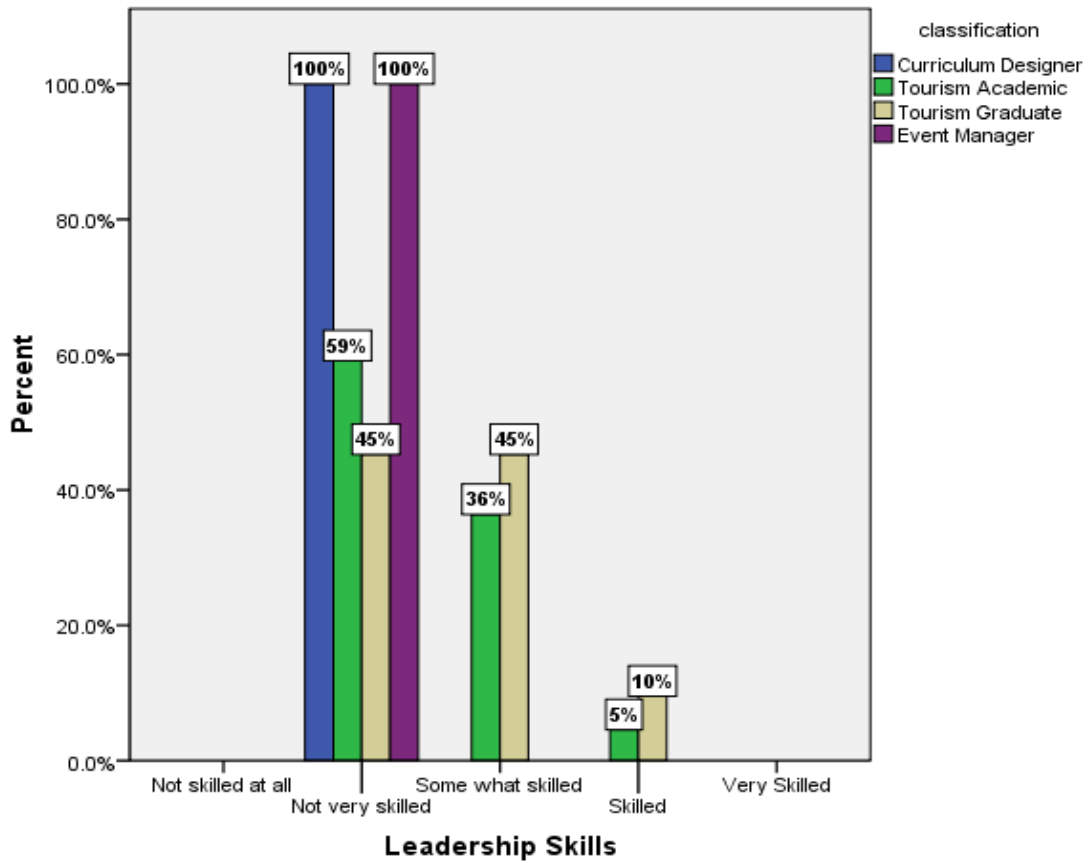
Budgetary Controls Skills

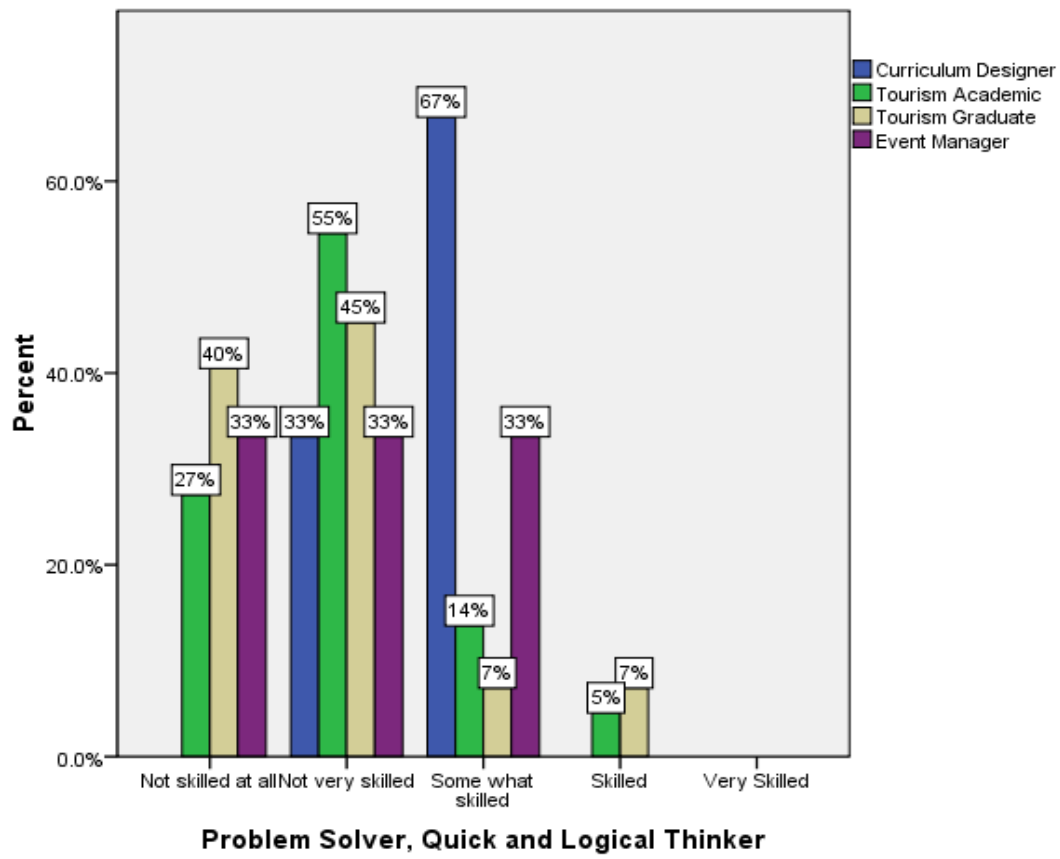


Business Management Skills



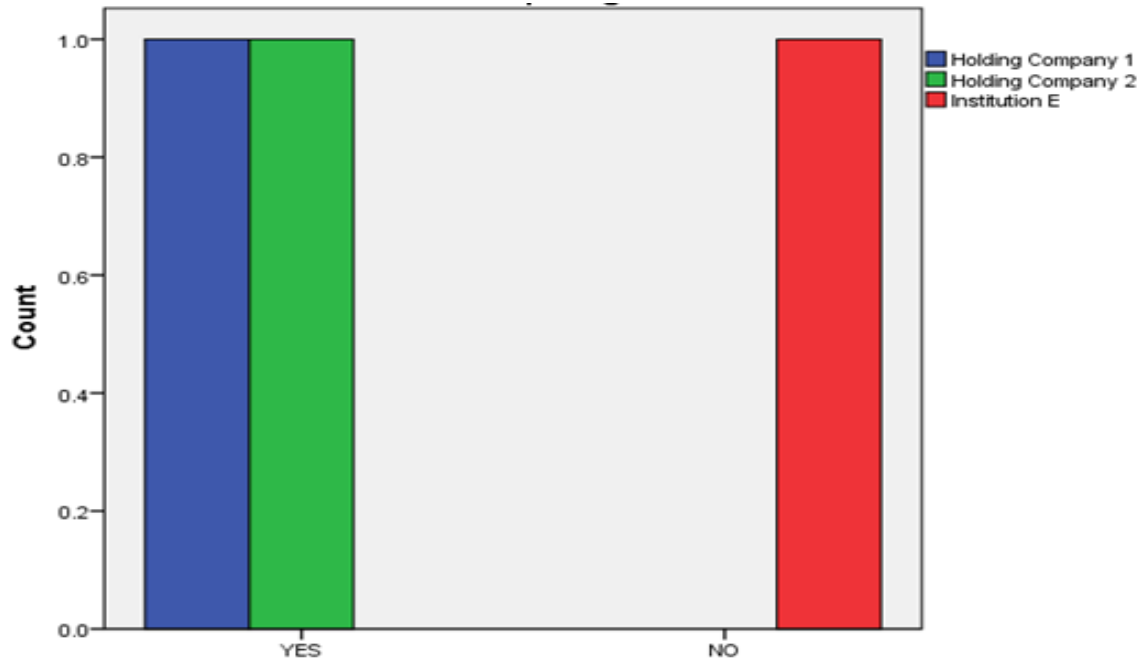






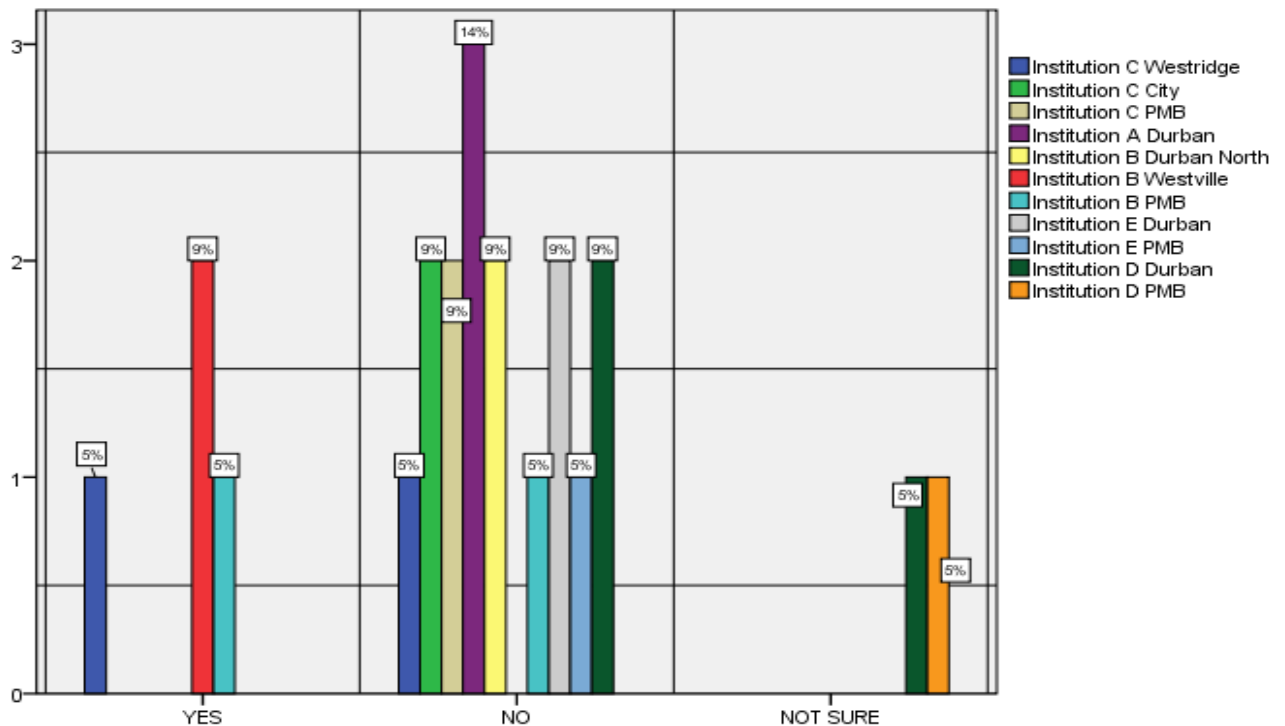
APPENDIX 12

Bar graph that represents the whether the curriculum designers perceive that their curriculum prepares graduates for the industry



APPENDIX 13

Bar graph that illustrates tourism academics perceptions on whether curricula prepared graduates for the industry



APPENDIX 14

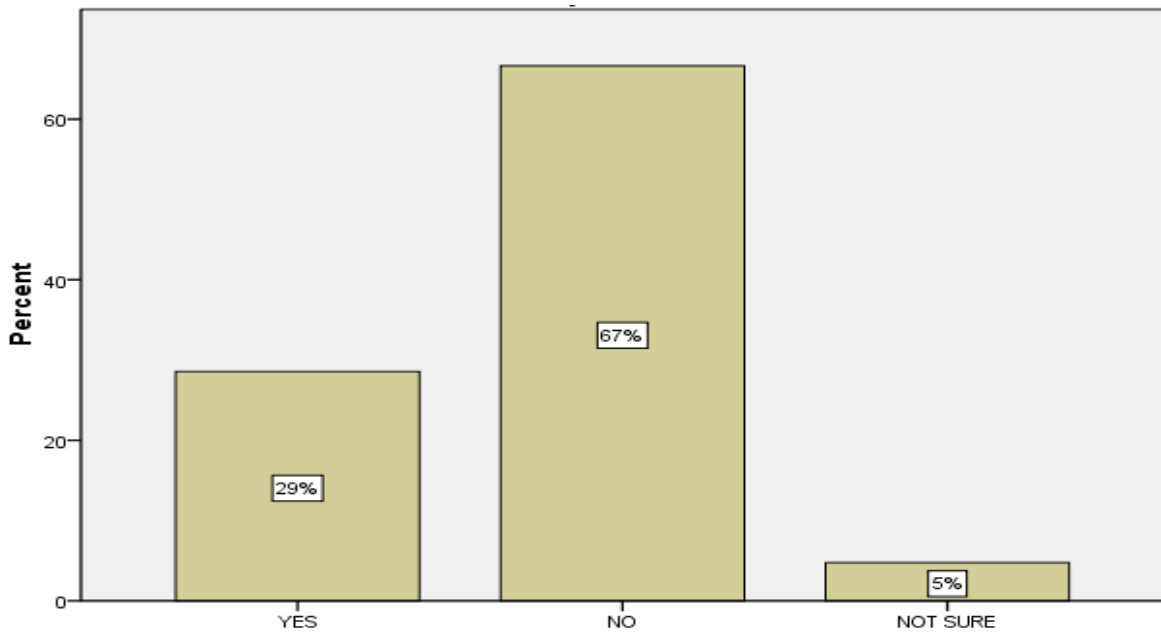
Tourism academics employment tenure within the institutions

Count

How long have you been employed within the institution selected above?		Private higher education institution										Total		
		Institution C Westridge	Institution C City	Institution C PMB	Institution A Durban	Institution B Durban North	Institution B Westville	Institution B PMB	Institution E Durban	Institution E PMB	Institution D Durban		Institution D PMB	
0 MONTHS - 1 YEAR	YES	1		0								0		1
	NO	0		1								0		1
	NOT SURVEYED	0		0								1		1
	Total	1		1								1		3
1 - 2 YEAR/S	NO	1	1	1	1	1			1		1	0		7
	NOT SURVEYED	0	0	0	0	0			0		0	1		1
	Total	1	1	1	1	1			1		1	1		8
2 - 4 YEARS	YES		0		0	0		1	0	0	0			1
	NO		1		1	1		1	1	1	1			7
	Total		1		1	1		2	1	1	1			8
5 YEARS AND MORE	YES				0			2						2
	NO				1			0						1
	Total				1			2						3
Total	YES	1	0	0	0	0		2	1	0	0	0	0	4
	NO	1	2	2	3	2		1	2	1	2	0		16
	NOT SURVEYED	0	0	0	0	0		0	0	0	1	1		2
	Total	2	2	2	3	2		2	2	1	3	1		22

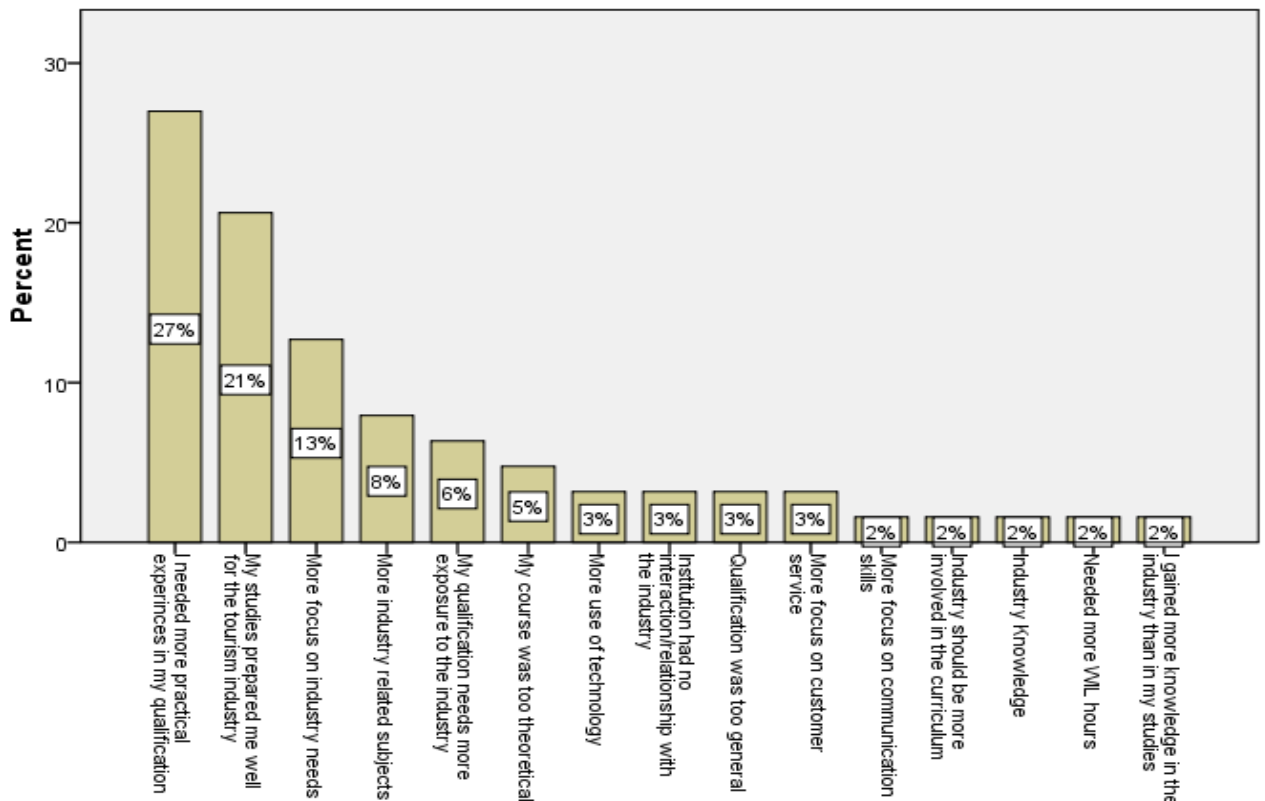
APPENDIX 15

Bar graph that depicts tourism graduates perceptions on whether curricula prepared them for the industry



APPENDIX 16

Bar graph that represents the graduates views on why the tourism curriculum did not prepare them for the industry



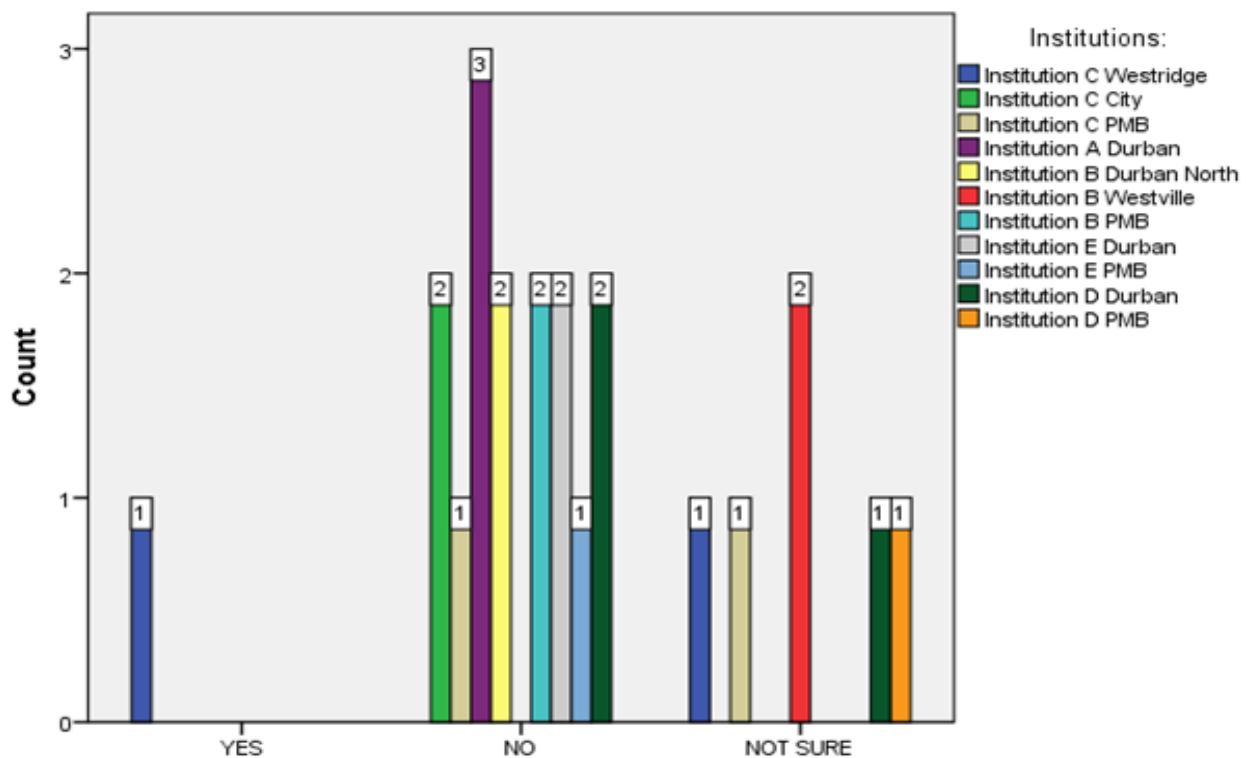
APPENDIX 17

Chi square Test – The stakeholders and their responses on tourism curricula’s ability to prepare graduates for the realities of the tourism industry

	Asymp. Sig. (2-sided)
Pearson Chi-Square	.069

APPENDIX 18

Bar graph that depicts the tourism academics perceptions on whether industry assistance is incorporated in their curricula



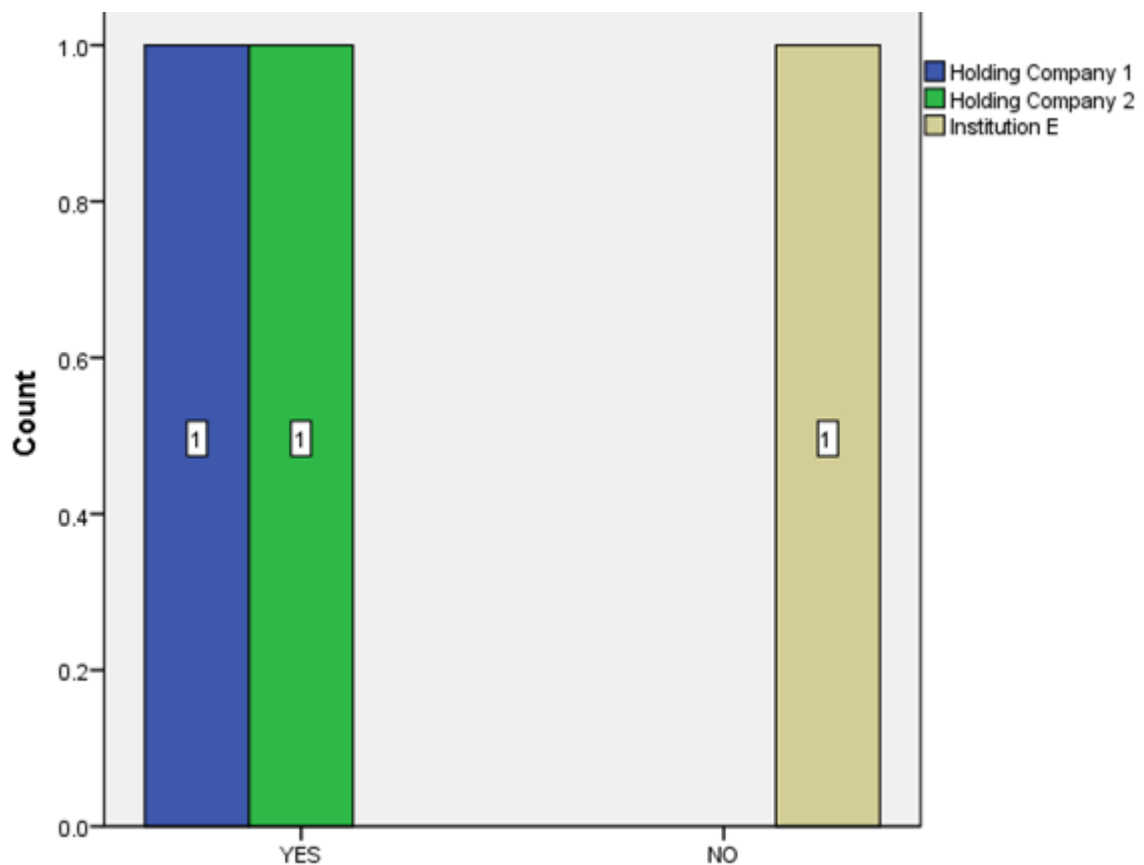
APPENDIX 19

Chi square test- Respondents and their views on whether qualifications are aligned to industry needs

	Asymp. Sig. (2-sided)
Pearson Chi-Square	.019

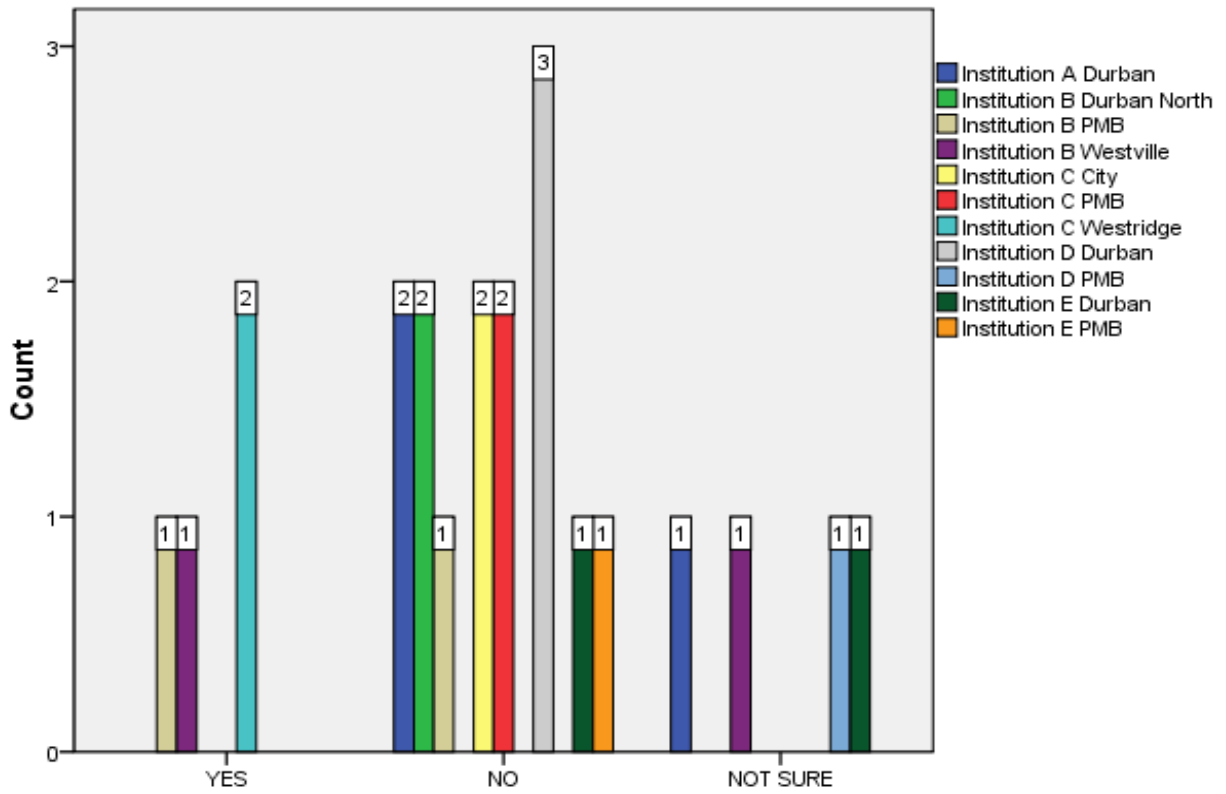
APPENDIX 20

Bar graph representing curriculum designers views on whether the tourism qualification is aligned to industry needs



APPENDIX 21

Bar graph reflecting tourism academics opinions on their curriculum and alignment to industry needs



APPENDIX 22

Cross tabulation- Tourism academics and information technology offered by the institutions

	Enduser computing	GDS	Microsoft Word	Microsoft PowerPoint	Internet
Holding company 1					
Institution A Durban	0	2	0	1	2
Institution B Durban North	0	2	0	0	2
Institution B Westville	1	1	0	0	1
Institution B PMB	1	2	0	0	1
Holding company 2					
Institution C Westridge	2	2	1	2	0
Institution C City	1	2	0	1	0
Institution C PMB	1	1	0	1	0
Institution D Durban	1	2	0	1	0
Institution D PMB	1	0	0	1	0
Institution E					
Institution E Durban	0	0	0	1	0
Institution E PMB	1	0	1	0	0

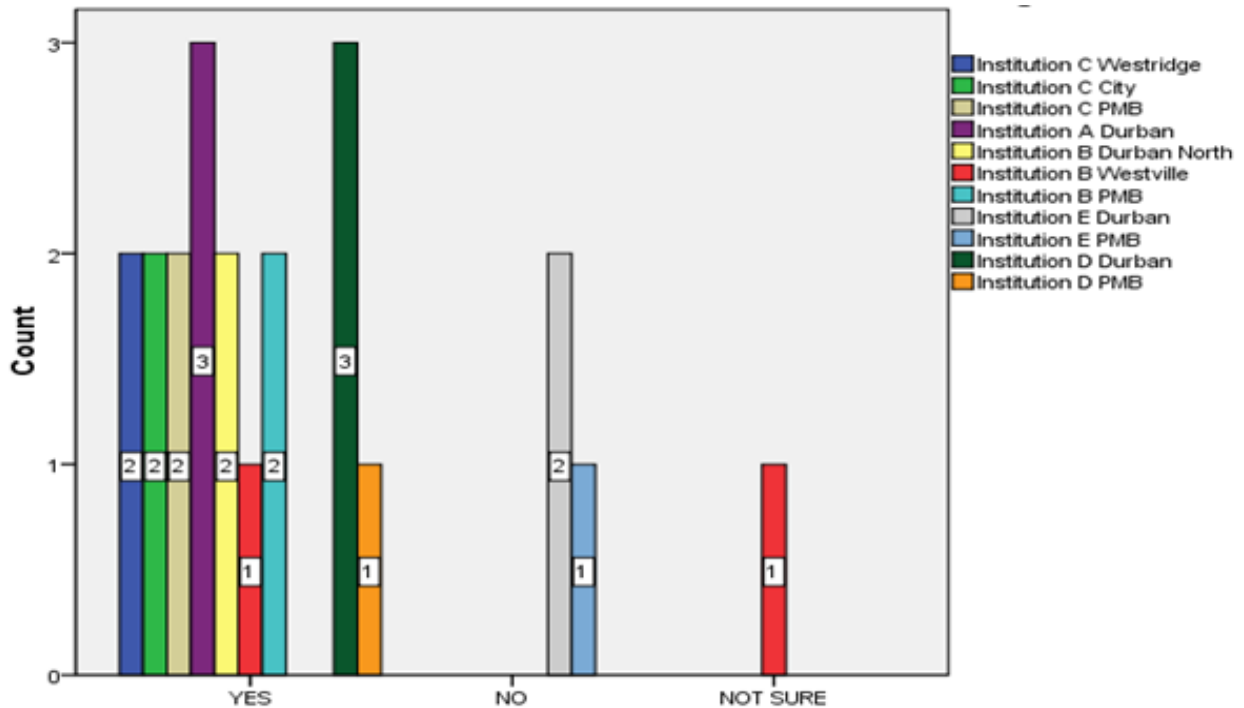
APPENDIX 23

Cross tabulation - Curriculum designer and information technology offered by the institution

	Microsoft PowerPoint	GDS
Holding Company 1 (Institution A and B)	1	1
Holding Company 2 (Institution C and D)	1	0
Institution E	1	0

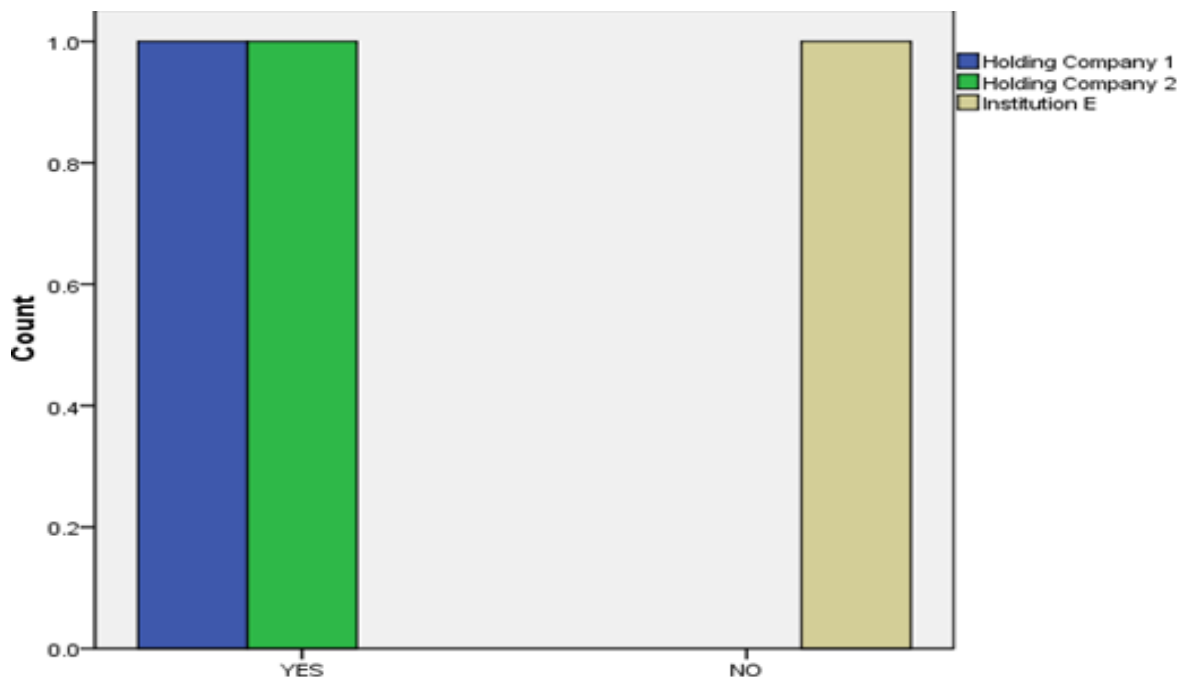
APPENDIX 24

Bar graph representing the tourism academics observations on whether their curriculum incorporates WIL



APPENDIX 25

Bar graph representing the curriculum designers views on whether their curriculum encompasses WIL



APPENDIX 26

Comparison of the skills listed by the tourism academics (Figure 20) and job functions indicated by tourism graduates (Figure 24)

Skill	Job Function
Specific sector knowledge (7%) / general tourism knowledge (6%)	<ul style="list-style-type: none"> - Compiling industry documentation - Researching - Itinerary planning - Events - Designing invitations - House keeping - Proving assistance to full time employees - Consultations - Organizing tours
Communication (Oral and written) (14%)	<ul style="list-style-type: none"> - Administration - Reception - Compiling industry documentation - Researching - Proving assistance to full time employees - Communicating / Welcoming clients - Front desk - Consultations - Communicating with suppliers - Marketing events - Check in
Customer service / customer interaction	<ul style="list-style-type: none"> - Reception - Communicating / Welcoming clients - Front desk - Consultations - Communicating with suppliers - Carrying tourists luggage - Housekeeping
Technology (6%)	<ul style="list-style-type: none"> - Administration - Reception - Compiling industry documentation - Researching - Proving assistance to full time employees - Front desk - Consultations - Communicating with suppliers - Marketing events - Designing invitations - Organising tours - Check in - Reservations/ Booking
Reservations (9%)	<ul style="list-style-type: none"> - Reservations/ Booking - Consultations

APPENDIX 27

Thematic document analysis of the institutions formal curricula

SIMILARITIES

Common subjects by education providers – Year 1

Subject: Tourism Management 1	Purpose of the subject
Holding Company 1	Cover general concepts relating to the management of the travel and tourism industry.
Holding Company 2	<ul style="list-style-type: none"> • The role of administrative management within a tourism organization is identified and discussed. • Information Systems in travel are identified. • The Management of information are identified and recorded. • The administrative support function are identified and outlined. • Office design and layout are analysed and reasons discussed. • The office environment and its work ethic are analysed and discussed. • The exceptional Manager and best practises are identified and outlined. • Challenges for an exceptional manager is reviewed and discussed.
Institution E	<p>Travel and Tourism Operations Management</p> <ul style="list-style-type: none"> • Evaluate the structure, organisation and culture in travel and tourism organisations. • Apply principles associated with the decision making process. • Explore the role of quality control. • Apply principles associated with management and leadership styles. <p>Visitor Attraction Management</p> <ul style="list-style-type: none"> • Establish the range and importance of visitor attractions. • Examine the development process of new visitor attractions. • Determine the key operational functions for a visitor attraction. • Evaluate visitor management techniques.

Common subjects by education providers – Year 1

Subject: Tourism Marketing 1 / Marketing for Tourism 1	Purpose of the subject
Holding Company 1	<p>Is to provide students with foundational and fundamental knowledge of marketing in the travel and tourism industry.</p> <ul style="list-style-type: none"> - Principles and characteristics of marketing - Planning and research in tourism - Segmentation, targeting and positioning - Consumer and organisational behaviour - Implement marketing activities to any business in travel and tourism industry
Holding Company 2	<ul style="list-style-type: none"> • Marketing Principles are explained. • Characteristics of Tourism and Hospitality Marketing are analysed. • The roles of a tourism marketer are identified. • The tourism and hospitality marketing strategies are analysed. • The internal marketer is analysed. • Segmentation, targeting and positioning are identified. • The consumer buying behaviour is demonstrated. • Business buying behaviour is analysed.
Institution E	<ul style="list-style-type: none"> • Investigate the concepts and principles of marketing. • Examine the role of marketing as a management tool. • Analyse the role of the marketing mix. • Evaluate the components of the promotional mix.

Common subjects by education providers – Year 1

Subject: Tourism Development 1 /Sustainable Tourism Development 1	Purpose of the subject
Holding Company 1	<p>Introduction to the basic patterns and trends to prepare student for STOD2 – which deals with the complexity of growing tourism in a developing country.</p>
Holding Company 2	<ul style="list-style-type: none"> • Introduction to tourism, geography of tourism, managing visitor attractions, transport, accommodation, tourism distribution, government and tourism, human resources in tourism, finance in tourism, impacts of

	tourism, tourism responsibly, future of tourism.
Institution E	<p>Rural Tourism</p> <ul style="list-style-type: none"> • Examine the attraction of rural areas as tourism destinations both in terms of demand and supply. • Investigate public and private sector involvement in the development of rural tourism as a tool for rural diversification. • Examine the management considerations of tourism in the rural environment. <p>Tourism in Developing Countries</p> <ul style="list-style-type: none"> • Examine the characteristics of developing countries. • Analyze the role of government in tourism developing countries. • Explain the planning consideration needed for suitable tourism. • Examine the socio-cultural, economic environment impacts of tourism.

Common subjects by education providers – Year 1

Subject: Travel Destinations 1/ Tourism Destinations 1	Purpose of the subject
Holding Company 1	Introduction to the 9 provinces in SA and related map work.
Institution E	<p>Southern Africa Northern Africa Indian Ocean</p> <ul style="list-style-type: none"> • Geography of Travel and Tourism (Southern Africa): • Plan itineraries and provide consultancy services. • Ability to read maps. • Describe the barriers to free travel. • Characterise the tourist geographies.

Subject: Communication	Purpose of the subject
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<p>Holding company 1</p>	<p>Business Communication - Covers reading and writing – that is expected through the qualification</p> <p>Communication skills needed in the business environment</p> <p>How to communication in the form of academic writing, business and verbal communication.</p>
<p>Holding company 2</p>	<p>Tourism Communication</p> <ul style="list-style-type: none"> • The barriers to communication are identified. • The communication theory and its applications are identified. • The various aspects of communication is explained. • Organisational communication is explained. • The importance of conflict management in an organization is explained. • Non-verbal behaviour and its importance is discussed. • Effective use of verbal communication is explained. • Different types of audiences and their needs are explained. • Effective telephone techniques are identified. • The advantages and disadvantages of the telephone are explained. • Types of graphic communication are identified and distinguished. • Effective communication with the use of graphs are demonstrated. • Basic principles of business writing are explained and demonstrated. • Appropriate documents are structured. • Different business documents are effectively written. • The meaning of multi-cultural communication is explained. • Inter-cultural barriers and finding ways to overcome them are identified. • The qualities of a good host are discussed. • Relationship skills are applied.

	<ul style="list-style-type: none"> Aspects of professionalism are identified and explained.
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Common subjects by education providers – Year 1

Subject: South African Travel Products and Operations/ Travel and tourism practice 1	Purpose of the subject
Holding Company 1	Is to provide students with knowledge of the sectors, sub-sectors, travel documentation and communication used in the travel and tourism industry.
Holding Company 2	<ul style="list-style-type: none"> Different documents used when travelling are identified. Different ways of accessing information relating to tourism products and services are explained. Components of a package tour and plan a group tour including marketing, costing, brochure production are identified and demonstrated. A guided experience with customers is conducted. A guided experience with customers is designed. Guiding for tourists is interpreted. Tour operator documentation is investigated. Tour planning is demonstrated. The main cruising areas for tourists are identified. Different tariff rates for car rental are identified. IATA Worldwide Travel and Tourism operations are explained and identified. The importance of transportation and accessibility are discussed. The different types of tourist attractions are identified and listed.

Common subjects by education providers – Year 2

Subject: Tourism Management 2	Purpose of the subject
Holding Company 1	The purpose of this module is to introduce students to entrepreneurship within the tourism industry and being able to apply the managerial principles and practices required by an entrepreneur within the tourism business environment.
Holding Company 2	<ul style="list-style-type: none"> • Planning and time management in the administrative function is discussed. • Organising and administrative function is identified. • Leadership in the administrative function is analysed and discussed. • Mechanisms for controlling office activities are identified. • Problem solving and decision-making is analysed. • Managing cultural diversity among customers and staff are analysed and discussed. • Business ethics are discussed and outlined. • Human resource management in the tourism establishment is identified. • Financial management for tourism establishments are identified.
Institution E	<p>Conference and Events Management</p> <ul style="list-style-type: none"> • Explain the roles and functions of conferences and exhibitions. • Take part in strategic planning. • Reflect on the organisation and conduct of a conference. <p>Retail Travel Operations</p> <ul style="list-style-type: none"> • Create an environment to meet the needs of the customer. • Provide a range of travel services. • Explore a range of management duties involved in running a retail travel business.

Common subjects by education providers – Year 2

Subject: Tourism Development 2 /Sustainable Tourism Development 2 / Eco Tourism	Purpose of the subject
Holding company 1	To provide students with a comprehensive knowledge of the economic development taking place in tourism and sustainable destination management. The impacts of tourism will be examined as will tourism trends and the responsibility of different stakeholders in developing a sustainable tourism industry.
Holding Company 2	<ul style="list-style-type: none"> • Tourism destination development with agents is identified. • The measurement of tourism is outlined. • Tourism and economic development is analysed. • The environmental impact of tourism is assessed and explained. • Social and cultural aspects of tourism are identified. • Processes for managing destinations for sustainability are identified. • Visitor attractions and visitor management is outlined. • The structure and role of public sector tourism are analysed. • Tourism design and management are identified and analysed.
Holding Company 2	<p>Eco Tourism</p> <ul style="list-style-type: none"> • The gravity of looming environmental crisis are analysed. • The needs of the systems approach is explained. • Food chains and energy flow through the ecosystem are identified. • How population numbers are being kept in check by Nature are identified. • Environmental impact assessment and other related strategies are explained. • Cultural, social and environmental challenges on tourism are identified.

	<ul style="list-style-type: none"> • The cultural and social impacts of tourism on the environment are identified and explained. • The concept of carrying capacity in relation to the identification and measurement of all impacts of tourism on the environment is explained. • Theories on population growth is criticised and analysed. • How humans have developed various techniques of production to cope with increasing nutritional demand are explained. • The different types of pollution, their causes and consequences are analysed. • The Social Impact Assessment (SIA) method is demonstrated. • The Integrated Environmental Management (IEM) procedure is identified. • • The difference between sustainable development and sustainable living and the role of eco-efficiency is distinguished and analysed.
Institution E	<p>International Tourism development</p> <ul style="list-style-type: none"> • Investigate the development of international tourism. • Analyse trends in international visitor flows. • Examine the organisation of international tourism. • Investigate differing approaches to international tourism development. <p>Heritage tourism</p> <ul style="list-style-type: none"> • Describe the structure of heritage tourism. • Explore the issues that arise from the planning and development of heritage tourism. • Investigate and use types of interpretive

	media used in heritage tourism.
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Common subjects by education providers – Year 2

Subject: Tourism Marketing 2 / Marketing for Tourism 2/ Marketing Plans	Purpose of the subject
Holding Company 1	Builds on Tourism Marketing 1 – incorporates more advanced concepts of marketing in travel and tourism.
Holding Company 2	<ul style="list-style-type: none"> • The tourism and hospitality product/offering are identified. • Pricing approaches are analysed. • Pricing strategies are identified. • Pricing strategies are evaluated. • The role of tourism and hospitality intermediaries is identified. • Tourism and hospitality intermediaries are identified. • Promotion - the communication process and promotional mix is analysed. • The advertising campaigns are explained. • Advertising campaigns are demonstrated. • Sales promotion, direct marketing and personal selling are explained.
Institution E	<p>Understanding the different approaches to marketing and its environment.</p> <ul style="list-style-type: none"> • Ability to understand and implement the marketing planning process. • Interpretation and implementation of market audits, objectives and strategies.

Common subjects by education providers – Year 2

Subject: Travel Destinations 2/ Tourism Destinations 2	Purpose of the subject
Holding Company 1	Overview of Southern Africa Countries and their highlights.
Institution E	<p>Europe Oceania Americas</p> <ul style="list-style-type: none"> • Source and describe air-travel and land

	<p>arrangement information.</p> <ul style="list-style-type: none"> • Characteristics of tourist geography of the European continent. • Describe the barriers to free travel within Europe. • Provide consultation services.
Travel and Tourism Practice 2	<ul style="list-style-type: none"> • Geographical outline of each country are identified. • Transportation and accessibility are identified. • Historical highlights are investigated and listed. • An outline of the tourism and hospitality industry in that country is identified. • The main attractions and nature conservation areas and tourism facilities are listed. • An outline of the political, economical, socials and demographic situation of that country is reported.

Common subjects by education providers – Year 3

Subject: Tourism Development 3 /Sustainable Tourism Development 3	Purpose of the subject
Holding Company 1	Covers a more in-depth view and understanding of the business environment in the tourism industry. Making the concept of sustainability more tangible from a business perspective.
Holding Company 2	<ul style="list-style-type: none"> • The supply of natural resource base is identified. • The supply of the cultural resource base is analysed. • Tourism Policy and legislation are reviewed and understood. • Organisations of the tourist industry are identified. • Tourism and income generation are reviewed and explained. • The future of tourism trends are discussed. • Role, importance and level of tourism policy, legislation and regulations are identified. • Tourism policy and related matters are discussed. • Tourism legislation at provincial level are identified. • Relevant legislation and regulations are reviewed and understood.

Institution E	<ul style="list-style-type: none"> • Understanding the nature, meaning and measurement of tourism. • Assessing tourism demand, patterns and trends. • Understanding destination developments, agents and issues. • Understanding tourism development typologies and impacts. • Managing destination sustainability and economic development.
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Common subjects by education providers – Year 3

Subject: Work Integrated Learning (WIL)	Purpose of the subject
Holding Company 1	Is an opportunity for students to apply skills and knowledge in a real work environment. WIL requires students to work a 150 hours in the industry.
Holding Company 2	Provides important opportunities for professional and personal growth. It address specific competencies identified for the acquisition of the qualification, which related to the development of skills that will make the learner employable and will assist in developing his/her personal skills.

Common subjects by education providers – Year 3

Subject: Galileo	Purpose of the subject
Holding Company 1	Students are practically exposed to a Global Distribution system that is used in the travel and tourism industry – were reservations are created.
Holding Company 2	<ul style="list-style-type: none"> •Fares and ticketing in the tourism industry processes are identified and analysed. • Reservations and issuing of travel documentation are explained and conducted.

Common subjects by education providers – Year 3

Subject: Tourism Management 3	Purpose of the subject
Holding Company 2	<ul style="list-style-type: none"> • The start-up of a tourism business is explained. • The importance of making a profit is explained.

	<ul style="list-style-type: none"> • Franchise development is explained. • The importance of market research is identified. • The provision of excellent customer care is identified. • The target market is identified. • Marketing plan is drawn up. • Ideas generation is identified and explained. • The stages in starting a business is identified. • The importance of personal preparation is discussed. • Business plans are compiled. • Viability of projects is tested. • The significance of small tourism businesses in the tourism sector is explained. • The purpose for productivity is identified. • Control techniques for effective businesses are formulated. • The steps in the control process are identified and analysed. • Leadership skills are identified. • The purpose of leadership in organisations is explained.
Institution E	<p>Strategic Management</p> <ul style="list-style-type: none"> • Understand the nature and importance of business policy/strategy to the tourism manager. • Implement key overall forces in policy/strategy formulation and implementation. • Determine formulation of business policy and strategy. • Implementing business policy and strategy. • Understand policy/strategy in varied contexts and it's relevance to tourism <p>Quality Control</p> <ul style="list-style-type: none"> • Apply quality techniques to manage tourism delivery. • Apply strategies to address quality across the tourism industry. <p>Human Resource Planning</p> <ul style="list-style-type: none"> • Apply the functions of human resources in the travel environment. • Understand South African Labour Law.
Subject: Travel Destinations 3 and	Purpose of the subject

Travel and Tourism Practice 3	
Holding company 2	Travel Destinations 3 -overview of the world and their highlights.
Holding company 2	<p>Travel and Tourism Practice 3</p> <ul style="list-style-type: none"> • Geographical outline of each country are identified. • Transportation and accessibility are identified. • Historical highlights are investigated and listed. • An outline of the tourism and hospitality industry in that country is identified. • The main attractions and nature conservation areas and tourism facilities are listed. • An outline of the political, economical, social and demographic situation of that country is reported.

Common subjects by education providers offered at different years

Subject: End-user Computing / Travel information systems	Year	Purpose of the subject
Holding Company 2	1	<ul style="list-style-type: none"> • Differences between hardware and software components of a computer are distinguished. • Various system applications of software programmes are explained. • Different primary and secondary storage devices are identified and explained. • The purpose and the function and operating systems are explained. • Windows environment is navigated. • Professional and creative documents using Microsoft Word are created. • Spread sheets using Microsoft Excel and formatting features are created. • Powerful and professional slide presentations are created. • A database using Microsoft Access, including basic queries and reports is created. • Microsoft Outlook is used. • Microsoft Calendar is used. • A publication using Microsoft Publisher is created.
Holding company 2	2	Travel Information Systems- Basic functions of a computer Concepts surrounding the internet and its relevance and

		impact on the travel and tourism industry.
Institution E	2	<ul style="list-style-type: none"> • Operate the computer at a basic level. • Investigate the use and applications of IT in travel and tourism businesses. • Apply computer skills to a set of software. • Explain the catalysts for technology in travel and tourism. • Assess the effects that technology has on the tourism industry. • Demonstrate a working knowledge of word processing and presentations.

Common subjects by education providers offered at different years

Subject: Events Management/ Conference and Events Management	Year	Purpose of the subject
Holding Company 1	3	To provide students with the theoretical knowledge of conference and events management and the skills needed to apply the theories to practical situations within a tourism organisation.
Holding Company 2	2	<ul style="list-style-type: none"> • Events planning is demonstrated. • The process of securing and hosting an event is analysed. • Event sponsorship is demonstrated. • Event programming and processes are identified and analysed. • Risk management is identified. • Mega event management is identified. • Differences between exhibition, exposition and trade shows management is analysed.

Common subjects by education providers offered at different years

Subject: Law for Tourism	Year	Purpose of the subject
Holding Company 1	3	Introduction to legislation relating to the travel and tourism industry.
Holding Company 2	2	<ul style="list-style-type: none"> • Sources of law are analysed. • South African Law is reviewed and analysed. • The South African judiciary systems are analysed. • Basic principles of the law of contract are reviewed and

		<p>analysed.</p> <ul style="list-style-type: none"> • Factors affecting consensus and serious intentions are reviewed. • Contractual capacity, lawfulness, formalities are demonstrated. • Valid, void and voidable contracts are compared and analysed. • Breach of contract is explained. • Types of contracts are analysed. • Mercantile law or Commercial law is analysed. • The scope of tourism law is identified and analysed. • Tourism organisations and regulations are identified. • Travel, hospitality and attractions law are analysed.
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DIFFERENCES

Holding Company 1 Year 1

Subject	Purpose
Customer Care and Guest Hosting	<p>Provides students with fundamental knowledge of good customer care and guest housing in the travel and tourism industry.</p> <ul style="list-style-type: none"> - Good customer care and service - Social issues that face travel and tourism - Verbal, written and effective communication in the workplace - How one should conduct oneself in the workplace - Team work in a business environment.
Experiential Learning 1	<p>Is to prepare students for the workplace. Students are given the opportunity to apply their skills and knowledge in a simulated work environment. Students will develop a clear understanding of which skills they have indeed mastered.</p>

Institution E Year 1

Subject	Purpose
Tourism Environment 1	<p>Environmental Studies:</p> <ul style="list-style-type: none"> • Trace the history and analyze the structure of the travel and tourism industry.

	<ul style="list-style-type: none"> • Examine the role of government and the political environment. • Examine the economic environment within which the travel and tourism industry operates. • Investigate the main impacts of tourism. <p>Business Communication:</p> <ul style="list-style-type: none"> • Describe the complexity of the communication process. • Recognise and rectify personal barriers to good communication. • Describe the significance of the role played by non-verbal communication. <p>Finance for Tourism:</p> <ul style="list-style-type: none"> • Illustrate basic financial statements using given information. • Trace the origin and components of a range of costs. • Use current information to make prognosis of the future. • Evaluate the financial performance of a travel/tourism business.
Planning for the Travel and Tourism Industry	<ul style="list-style-type: none"> • Examine the role of planning. • Investigate the various approaches to tourism planning and development. • Examine the need for planning sustainable tourism. • Examine the role of government agencies in planning.

Holding Company 1 Year 2

Subject	Purpose
Tour Planning 1	Key players in the tourism industry – suppliers and tour operators. Negotiating with the different segments of the tourism market. Importance of planning in constructing tour packages for customers.
Domestic Fares and Ticketing	Gain knowledge and exposure of domestic travel and become familiar documentation that domestic and intermediate travel consultants work with on a daily

	basis.
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Holding Company 2 Year 2

Subject	Purpose
Public Relations	<ul style="list-style-type: none"> • Employer and employee relationships are analysed. • Nature of public relations are identified. • Corporate identity and image is identified. • The concept of professionalism is understood and analysed. • The basics of office etiquette is understood. • The qualities of a good speaker are analysed and demonstrated.

Institution E Year 2

Subject	Purpose
Tourism Environment 2	<p>Small Business Management:</p> <ul style="list-style-type: none"> • Recognise tourism as a sector that presents opportunities. • Assess self employment opportunities. • Explain the framework within which business is conducted. • Identify the essential preliminary work prior to establishment. <p>Law for the Travel and Tourism Industry:</p> <ul style="list-style-type: none"> • Describe the need for legislation and regulation of travel and tourism. • Outline the process by which tourist travel is regulated. • Interpret the impact of a given set of statutes on travel and tourism development.
Economics	<p>Describe the South African Economy.</p> <ul style="list-style-type: none"> • Understand the concept of economic scarcity. • Apply theory of demand and supply. • Apply pricing theories and models.

Holding Company 1 Year 3

Subject	Purpose
Travel Destinations 3	Use maps and other reference documents to locate and interpret major tourist destinations, attractions, accommodation and transport available worldwide.
Finance for Non- Financial Managers	Exposure to basic accounting and finance.
International Fares and Ticketing	Gain knowledge and exposure of international travel and become familiar documentation that international travel consultants work with on a daily basis.
Sales Management	How a sales manager works with a team. Learn how to plan, organise, develop and direct a sales team.
Principles of Tour Guiding	Is to provide students with the theoretical and practical knowledge of principles and practices associated with tourist guiding in South Africa. Prescribed Textbook- Van Dyk, P. 2010. Introduction to tourist guiding. 5th edition.
Provincial Tour Guiding	Is to provide students with knowledge and skills relating to tourist guiding in the province of KwaZulu-Natal. Prescribed Textbook- Module Van Dyk, P. 2010. Explore KwaZulu-Natal. 2nd edition.
Tour Planning 2	Is to provide students with the knowledge and necessary skills needed for tour planning, focusing on the different components of a tour, the legal aspects of a tour and how to negotiate with different suppliers. Prescribed Textbook- None

Holding Company 2 Year 3

Subject	Purpose
Cultural Tourism	<ul style="list-style-type: none"> • The broad basis of the cultural phenomenon is explained. • Approaches to defining culture is analysed. • Different elements of culture are identified and distinguished between. • The difference between the "old" and the "new" phenomena of culture are explained. • The consequences of broadening the basis of culture are analysed and explained. • "High" and "low culture integration is analysed. • The post-modern perspective on culture is explained. • The implications of "low" and "high "cultural integration

	<p>for culture-oriented travel is identified.</p> <ul style="list-style-type: none"> • Globalisation and Tourism are identified. • Cultural tourism is defined. • Culture tourism is conceptualised. • Culture resources, attractions and destinations are identified. • The selection process for determining cultural attractions is analysed. • The interpretation of cultural heritage is identified. • The cultural tourism product identified. • The popularity of cultural heritage attractions are analysed. • Cultural tourism demand is analysed.
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Institution E Year 3

Subject	Purpose
Project Management	<ul style="list-style-type: none"> • Understand and apply project management techniques. • Plan Project administration. • Co-ordinate project administration. • Finalise and review project administration.
Tourism Projects	<ul style="list-style-type: none"> • Build the capacity to collect data, conduct interviews. • Ability to implement various tools such as flow chart, mind maps. • Ability to work as part of a team. • Implementation of presentation skills.

APPENDIX 28

A comparison of the education providers' curricula

Adapted from SAQA 2014 and SAQA 2015

	Holding Company 1 (Institution A and B)	Holding Company 2 (Institution C and D)	Institution E
1) Title of qualification	Diploma: Travel and Tourism Management	Diploma Travel and Tourism	Diploma Travel and Tourism
2) Duration of qualification	3 years	3 years	3 years
3) NQF level	6	6	6
3) Credits	377	360	240
3) Purpose of qualification	To educate and train students in the specialist field of travel and tourism management. To provide students with theoretical knowledge and practical skills to operate in a junior/supervisory position. (SAQA 2015)	To provide sound knowledge and practical skills to perform in travel and tourism industry. To provide students with the ability to communicate and develop managerial skills. (SAQA 2015)	To provide a broad understanding of travel and tourism industry. To provide learners with theoretical and practical skills. To provide background geography and tourism destinations knowledge. To provide understanding of business, tourism operations, computer literacy. (SAQA 2015)
4) Rational for qualification	Tourism is essential for job creation, income generation and poverty alleviation. There are many skill shortage issues that face South Africa. Education and training providers to commit work together and develop learning programmes to address skill shortages. The result is a well-rounded graduate who, on successful completion of the curriculum, will have developed theoretical knowledge, practical skills, fundamental attitudes, values and interpersonal skills that are essential for the learners' effective participation in the Travel and Tourism	The curriculum has been designed to give learners an in-depth knowledge of the travel and tourism environment and the skills required to build a sustainable and successful career. (SAQA 2015)	To create opportunities for individuals entering the travel and tourism industry. (SAQA 2015)

	industry.		
	Holding Company 1 (Institution A and B)	Holding Company 2 (Institution C and D)	Institution E
4) Rational for qualification	<p>Students who complete this Qualification will have the basic competencies related to general travel and tourism management practice that will enable them to apply their competencies in an entry-level travel and tourism management position.</p> <p>This programme will provide students specialising in tourism in their final year of studies with a Qualification that equips them to enter a wide range of career options within the growth area of tourism and tour operations.</p> <p>A graduate having attained this qualification will have the required management skills and knowledge of domestic tourism issues to contribute positively towards tourism in South Africa.</p> <p>In designing this programme priority was given to the needs of the South African travel and tourism industry.</p>		

	Holding Company 1 (Institution A and B)	Holding Company 2 (Institution C and D)	Institution E
5) Exit level outcomes	<ul style="list-style-type: none"> - Communicate effectively - Computer skills - Operate a small business - Explain and implement marketing activities 	<ul style="list-style-type: none"> -End user computing skills. -Effective communication in the workplace and other environments. -Know and apply knowledge fares, 	<ul style="list-style-type: none"> - Communication (oral and written) - Computer skills - Gather and assess industry information - Efficient use of

	<ul style="list-style-type: none"> - Plan and organise an event - Knowledge on sustainable tourism development - Providing quality experience to tourists - Use of maps, knowledge on destinations - Knowledge on basic law - in-depth bookings on GDS - Financial basics - Different segments of tourism markets - Planning important in tour packages - Travel documentation (SAQA 2015) 	<ul style="list-style-type: none"> ticketing (VA and BSP). -Reservations and travel documentation procedures and processes (Galileo). -Fundamental knowledge on tourism principles -Tourism destinations -Development principles -knowledge on the economic, environmental, social and cultural aspects of tourism development -Knowledge of tourism policy and legislation -travel office environment and management challenges within the retail and wholesale travel and tourism environments -Business plan -Events planning -theoretical and practical foundations in planning and executing public relations -Marketing principles -Environmental Impact Assessment, Social Impact Assessment and Integrated Environmental Management -legal issues relating to tourism in South 	<ul style="list-style-type: none"> computerised booking and reservation systems - Business environment - Principles of marketing - Customer care - Sales strategy - Tourism destinations - Travel arrangements - Calculate foreign exchange - Media polices, ethical journalism, publishing - Role-players in the industry (SAQA 2015)
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APPENDIX 29

A comparison of the stakeholders' perceptions on inclusions for the formal tourism curricula of private institutions

Stakeholders of the study	Necessary tourism curricula additions
Curriculum Designers	<ul style="list-style-type: none"> - Practical experience - Industry participation - Industry required skills
Tourism Academics	<ul style="list-style-type: none"> - Skills that are needed by the tourism industry - Practical experience - Business Management skills - Communication skills - WIL - Sustainable tourism development - Industry interaction - Technology - Soft skills
Tourism Graduates	<ul style="list-style-type: none"> - WIL - Industry interaction - Practical experiences - Industry related subjects - Skills needed by the tourism industry - Better relationship between industry and education institutions - Customer service - Communication skills - Sales skills
Travel Agents	<ul style="list-style-type: none"> - Practical experience - Skills needed by the tourism industry - Industry interaction - Better relationship between industry and education institutions - Communication skills - Technology - Soft skills - Industry interaction

	<ul style="list-style-type: none"> - Customer service - Industry related subjects - Sales - Supplier knowledge
Tour Guides	<ul style="list-style-type: none"> - Practical experience - Skills needed by the tourism industry - Better relationship between industry and education institutions - Industry interaction - Soft skills - Industry related subjects
Event Managers	<ul style="list-style-type: none"> - Skills needed by tourism industry - Practical experience - Soft skills
Car Hire Agents	<ul style="list-style-type: none"> - Industry related subjects - Practical experience - Industry interaction - Skills needed by tourism industry - Better relationship between industry and education institutions