



# GRADUATE TRACER STUDY

## Gaming and Lotteries Sub-Sector

June 2016



## **ACKNOWLEDGEMENT**

The production of this Graduate Tracer Study Report for Gaming and Lotteries has been a challenging task. Many graduates have moved on since completing their qualifications, which required strong investigative skills and an unrelenting effort to trace them. This was made possible with the assistance of the CATHSSETA and constituent employers in the designated sub-sector.

FR Research Services would like to extend our gratitude and appreciation to the following:

- All graduates who willingly participated in the survey and gave us their time and effort.
- CATHSSETA for assisting us, especially Ms Duduzile Gama, who provided us with the database of graduates and supported us throughout the research process.
- Constituent employers who assisted us with tracing “hard-to-find” graduates and giving their graduate employees the opportunity to talk to us.
- The Administrator of CATHSSETA, Mr Pumzile Kedama, who recognised the necessity of conducting a Graduate Tracer Study for effective skills planning in the sub-sector.
- The FR Research Services team for undertaking the research.

We are confident that the findings of this Report will provide the CATHSSETA with insights to make sound decisions for investments in skills development.

I am hopeful that the information collected will improve the work of CATHSSETA and Department of Higher Education and Training.

Finally, we thank all others who may have played a role in contributing to this research, but have not been specifically mentioned.

**Prof Hoosen Rasool**  
**Lead Researcher**



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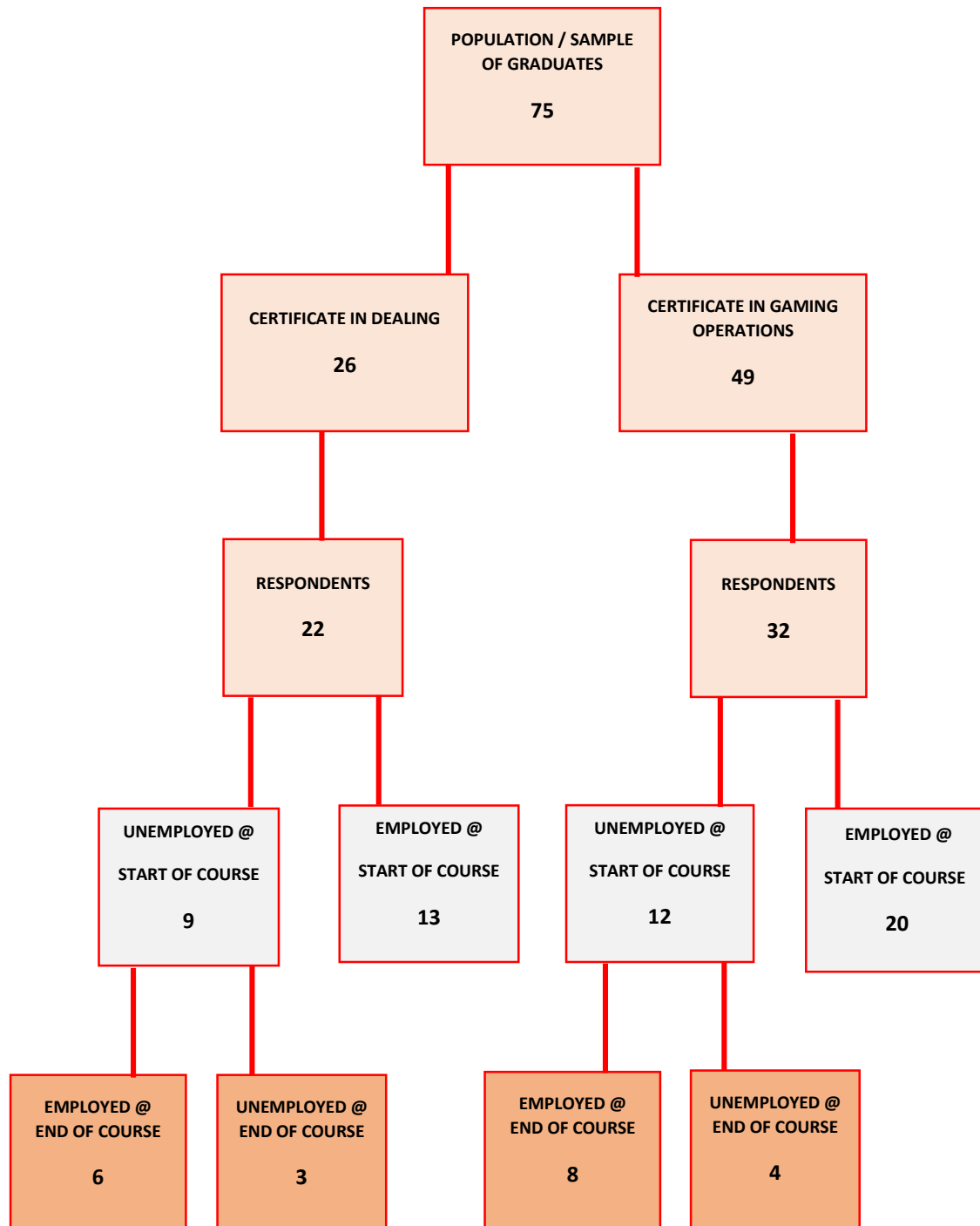
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## STATISTICS AT A GLANCE



## **1. INTRODUCTION**

This graduate tracer study established the whereabouts of CATHSSETA learners who have completed recognised qualifications in gaming and lottery in 2011, 2012 and 2013. We trace graduates for the National Certificate in Dealing (NQF Level 3) and the National Certificate in Gaming Operations (NQF Level 3).

The main purpose of this graduate tracer study was to evaluate college-to-work transitions of graduates of the above-mentioned programmes. This would, in effect, provide us with information on the effectiveness of these CATHSSETA programmes for obtaining employment, salary improvement, promotion and further training opportunities for graduates. Essentially CATHSSETA is interested in determining the value and relevance of these programmes in the labour market.

The recommendations of this study are expected to feed into the CATHSSETA Sector Skills Plan.

## 2. BACKGROUND

This graduate tracer study was conducted at a critical juncture. The South African economy and education and training system is under considerable stress currently.

**Economy:** The country's economic outlook in 2016 is looking progressively bleak. The South African Reserve Bank revised economic growth downwards to 0.6% from an earlier forecast of 0.8% for the year – warning of a worsening growth outlook. Inflation remains high at 6.7% and the rand remains weak at \$15.90 against the US dollar.<sup>1</sup> To make matters worse, the country's foreign sovereign rating is near junk status. The price of fuel is on an upward trajectory as a result of Rand weakness and higher oil prices. This spells bad news for graduates seeking employment since firms are cutting wage bills in tough times.

**Unemployment:** Unemployment is the major talking point in South Africa with government's *National Development Plan* targeting an unemployment rate of 14% by 2020 and 6% by 2030. However, the actual rate of unemployment is moving in the opposite direction with significant increases in recent years.

Currently, the official unemployment rate in the country for the first quarter of 2016 stands at 26.7%, representing a 2.2% increase compared to the last quarter of 2015. This means 5.7 million out of South Africa's 36.4 million people of working age are unemployed during the first four months of 2016.<sup>2</sup>

The expanded unemployment rate, which includes discouraged job seekers, is 36.3%, or 8.9 million people. The gap between the official and expanded unemployment rates increased from 7.2% in the fourth quarter of 2008 to 9.6% in the first quarter of 2016.<sup>3</sup>

**Youth unemployment:** The official unemployment rate among youth [aged 15 to 34] increased from 32.7% to 36.1% between 2008 and 2014. Since the 2008 recession, the youth unemployment rate has been consistently higher than that of adults, by more than 20%.

While young adults make up between 52% to 64% of the working population, they account for only 42% to 49% of the employed. Close to two-thirds of young people were unemployed for a year or longer, while young people accounted for 90% of those who are unemployed and have never worked before.<sup>4</sup>

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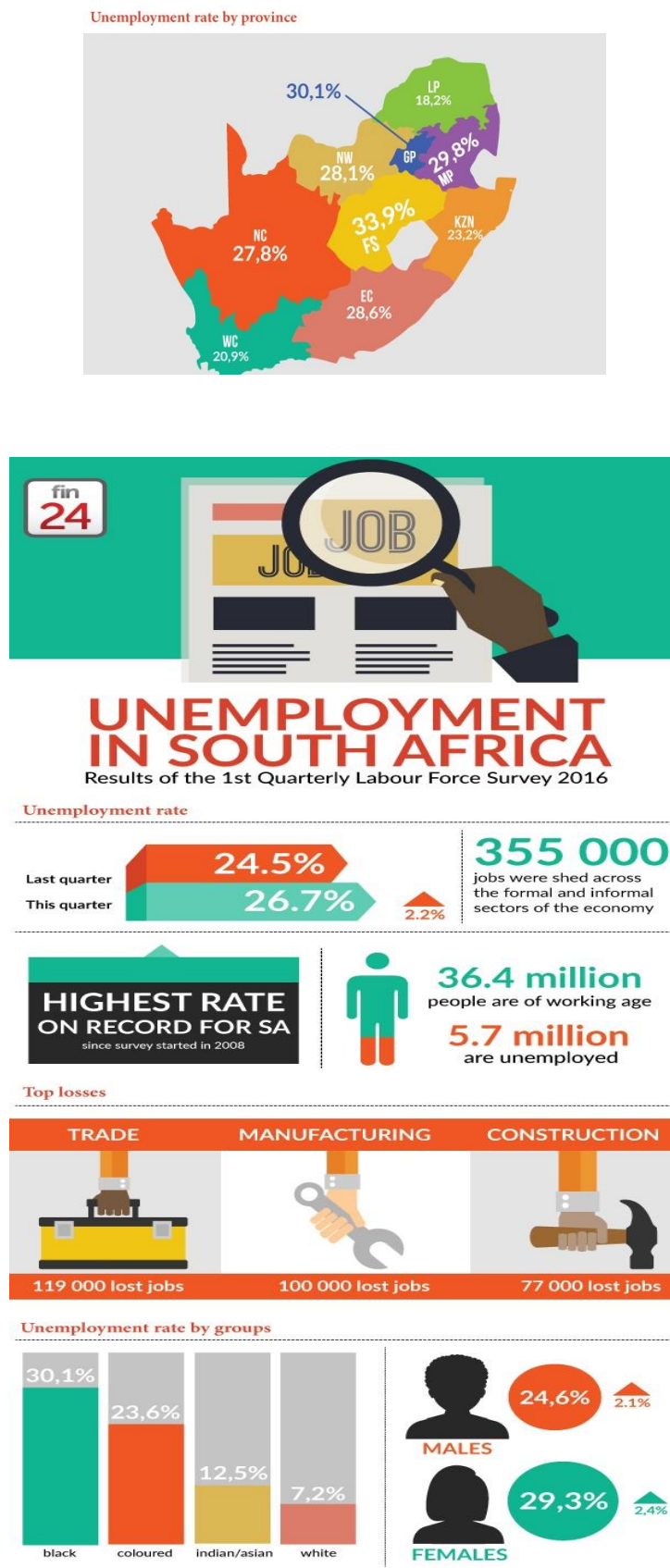
<sup>1</sup> Business Day. 2016. A difficult but correct decision, 20 May.

<sup>2</sup> Statistics SA. 2016. Quarterly Labour Force Survey, 1<sup>st</sup> Quarter, March.

<sup>3</sup> Ibid.

<sup>4</sup> Statistics SA. 2016. Vulnerable Groups Series I: The Social Profile of the Youth, 2009-2014 Report, No. 3-19-01.

### Exhibit 1: SA's Alarming Unemployment Figures

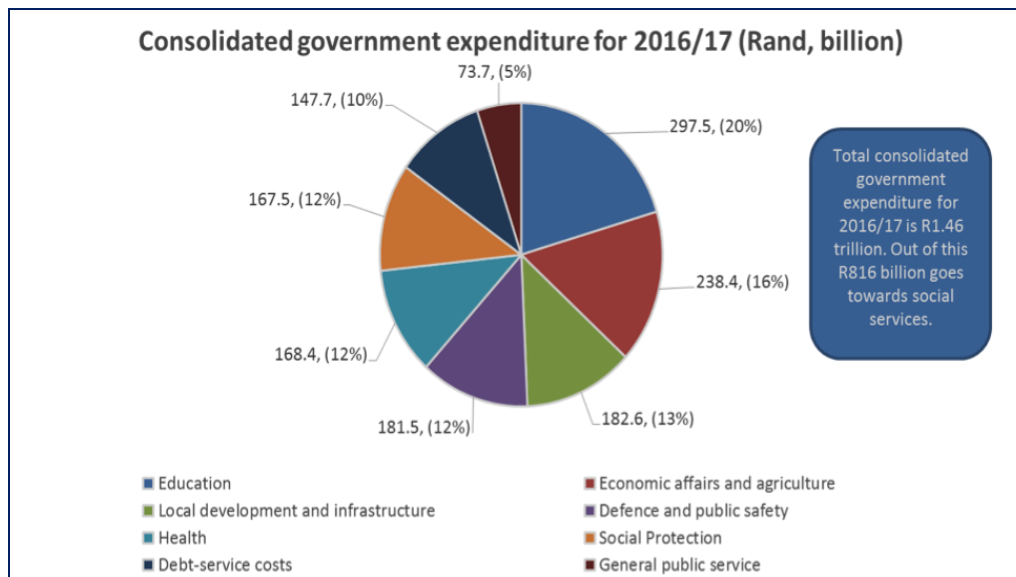


Source: Statistics South Africa (2016)



**Budget Allocation to Education and Training:** The national budget for 2016/2017 shows that education and training is allocated the highest portion for expenditure. Education receives 20% of the national budget in comparison to other sectors. SA is reputed to have one of the highest percentage allocation to education and training among middle income countries. So government's commitment to education and training, and the role it plays in a developmental state is not in question. Despite this, the return on public investments in education and training in SA is very low and a cause of national concern.

**Exhibit 2: National Budget 2016/2017**

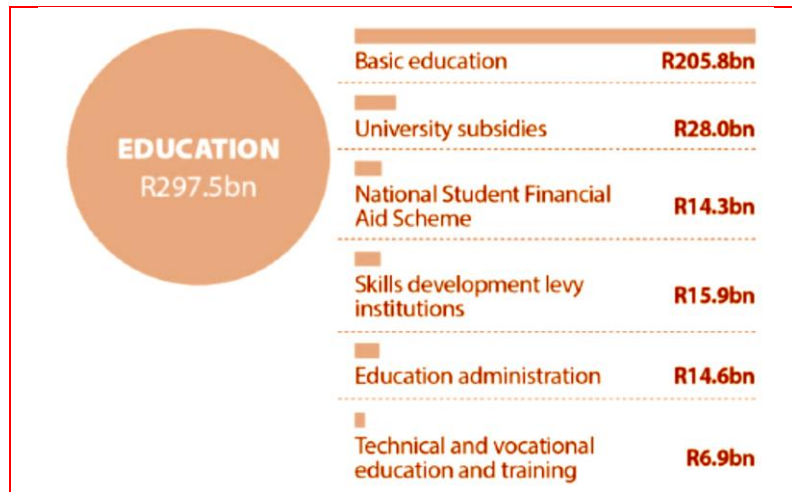


Source: National Treasury (2016)

SETAs alone received a budget allocation of R15.9 billion in the 2016/2017 budget. However, the return on investment from skills development through the SETA system is weak. Moreover, because tracer and impact studies are not regularised by SETAs and other statutory bodies such as the Council on Higher Education, Quality Council for Trades and Occupations, and Umalusi, it is difficult to make a strong case for effecting much needed educational reforms.

**Exhibit 3: Education and Training Allocations 2016/2017**

In such an environment, the need for tracer studies in all sectors of the economy is great.



Source: National Treasury (2016)

### 3. PURPOSE AND OBJECTIVES

The purpose of this tracer study was to track the destinations of graduates and gain insight into the value of CATHSSETA programmes.

The specific objectives of the study were to:

- determine the employment status of the graduates;

- obtain the views of graduates on their qualifications;
- identify blockages experienced by graduates to finding employment;
- examine what needs to be done to improve the qualifications and services offered by CATHSSETA; and
- feed recommendations into the Sector Skills Plan and CATHSSETA planning cycle.

## **4. RESEARCH DESIGN AND METHODS**

### **4.1 Research Design**

This study used a combination of qualitative and quantitative research methods and techniques. The qualitative research approach involved interviewing graduates using a semi-structured interview schedule to obtain their perspectives on a range of issues.

The quantitative research approach involved collecting and analysing of numerical data from a tracer study survey instrument.

## 4.2 Research Methods and Techniques

**Literature Review:** CATHSSETA documents relating to the study were reviewed.

**Survey:** A telephone survey was administered to a sample of CATHSSETA graduates. The advantages of this type of survey are two-fold. Firstly, it is suitable for working with a large sample. And secondly, by conducting a telephone interview, instead of administering a written questionnaire, the chances of a good response rate are relatively high.

**Interviews:** Interviews were conducted on a range of issues with graduates as part of the telephone survey.

## 4.3 Research Instrument

**Questionnaire:** The main data collection instrument used was a questionnaire which consisted of open-ended and closed questions. The questionnaire was developed around the key variables of research.

**Pilot:** The questionnaire was pre-tested with 20 graduates randomly selected from the CATHSSETA database to minimise ambiguities, enhance clarity, and check internal reliability.

## 4.4 Sampling

**Population:** The population of the study was 75 graduates from the 2011, 2012 and 2013 in gaming and lottery qualifications.

**Exhibit 4: Graduates (2011, 2012 and 2013)**

PROGRAMMES	2011	2012	2013	TOTAL
National Certificate in Dealing (NQF Level 3) <sup>5</sup>	26	*	*	26
National Certificate in Gaming Operations (NQF Level 3)	*	19	30	49
<b>Total</b>	<b>26</b>	<b>19</b>	<b>30</b>	<b>75</b>

*Source: CATHSSETA Database: 2011-2013*

<sup>5</sup> The National Certificate in Dealing was discontinued after 2011 and integrated into the gaming operations qualification.

**Sampling Technique:** All graduates were contacted to participate in the study. Hence, the sample was the population. In addition, snowball sampling was used. Snowballing is a sampling technique which involves using the first identified subject to identify others. In this case, the respondents interviewed were asked to assist in identifying fellow graduates. In particular, they were asked if they knew others who graduated from their cohort and the contact details of such persons. The information provided was used to locate and identify other graduates.

**Sample size:** Seventy-five (75) trainees graduated over the three years. A telephone survey using closed and open-ended items made up the data collection instrument (refer to Appendix 1). It was administered through a call centre between March and April 2016 to all 75 graduates. A total of 54 graduates responded to the survey providing a participation rate of 72%. Hence, the sample size is representative of CATHSSETA graduates.

**Exhibit 5: Sample Size of Tracer Study**

POPULATION	SAMPLE SIZE
75	54 (72%)

Source: CATHSSETA Database: 2011-2013

The breakdown of graduate responses for the National Certificate in Dealing (NQF Level 3) was the following:

**Exhibit 6: Response to Telephone Survey for National Certificate in Dealing (NQF Level 3) by Year**

PROGRAMMES	2011	2012	2013	TOTAL	RESPONSE RATE
Number of Graduates	26	*	*	26	85%
Number of Respondents	22	*	*	22	

Source: CATHSSETA Database: 2011-2013

The breakdown of graduate responses for the National Certificate in Gaming Operations (NQF Level 3) was the following:

**Exhibit 7: Response to Telephone Survey for National Certificate in Gaming Operations (NQF Level 3) by Year**

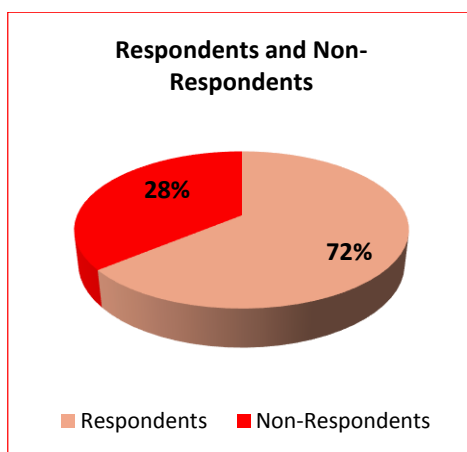
PROGRAMMES	2011	2012	2013	TOTAL	RESPONSE RATE
Number of Graduates	*	19	30	49	65%
Number of Respondents	*	16	16	32	

Source: CATHSSETA Database: 2011-2013

## 4.5 Data Collection

Through the use of the telephone survey, data was collected from graduates. Data was collected over a period of two months. When computation of the survey feedback began, a total of 54 responses had been received. This represented a response rate of 72%. There was a non-response of 21, representing 28% of the sample.

**Exhibit 8: Telephone Survey Responses**



*Source: CATHSSETA Database: 2011-2013*

The following approaches were adopted to collect data:

- A call centre was established. Three researchers contacted graduates telephonically. The questionnaire was administered to graduates and the researchers recorded their responses accordingly.
- In cases where graduates were unwilling to give time for a telephone interview, a questionnaire was sent to them via email (in cases where graduates had such facilities). They completed and returned the questionnaire.
- In cases where a number of graduates were at a single establishment, the distribution and collection of the questionnaires was done through the employer.

Some of the difficulties experienced by researchers included the following:

- Graduates tend to be highly mobile.
- Telephone numbers were incorrect or discontinued.
- Those not in employment were particularly difficult to trace. Generally, employers do not keep records of these learners.

- It was a challenge to get learners on the telephone during work shifts. Therefore, appointments were made to contact them during lunch breaks and in the evening or weekends.

In this study, telephonic interviews proved the most effective and efficient.

#### **4.6 Data analysis**

The nature of data to be obtained from this study was both quantitative and qualitative. Quantitative data, which is mainly from the telephone survey, was analysed using Statistical Package for Social Sciences (SPSS).

Qualitative data was coded into themes using grounded theory. Themes were constructed according to issues raised in the investigation.

### **5. FINDINGS AND DISCUSSION OF FINDINGS**

A total of 54 graduates spread across the years 2011, 2012 and 2013 responded to the survey. The graduate numbers and programmes varied from year to year.

Responses from the telephone survey provided information on the following:

- employment;
- salary;
- promotion opportunities;
- better job opportunities;

- training experiences;
- views of the programme;
- suggestions for CTAHSSETA;
- personal development; and
- training programmes

## 5.1 Respondents

The breakdown of respondents for the National Certificate in Dealing (NQF Level 3) was the following:

**Exhibit 9: Respondents for the National Certificate in Dealing (NQF Level 3), Employed and Unemployed**

GRADUATES	2011		TOTAL
	M	F	
Employed	5	8	13
Unemployed	4	5	9
<b>Total</b>	<b>9</b>	<b>13</b>	<b>22</b>

The following is evident with respect to respondents from the above exhibit:

- For the National Certificate in Dealing Level 3 programme, 22 out of twenty-six graduates responded, 9 males and 13 females.
- In terms of employment status, 13 respondents were employed and 9 unemployed over a cohort.
- Employment for males and females were 5 and 8, and the figures for unemployment were 4 and 5 respectively.

The breakdown of respondents for the National Certificate in Gaming Operations (NQF Level 3) was as follows:

**Exhibit 10: Respondents for the National Certificate in Gaming Operations (NQF Level 3), Employed and Unemployed**

GRADUATES	2012		2013		TOTAL
	M	F	M	F	
Employed	6	5	3	6	20
Unemployed	3	2	4	3	12



Total	9	7	7	9	32
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The following is evident with respect to respondents from the above exhibit:

- The graduate response for the National Certificate in Gaming Operations (NQF Level 3) in 2012 totalled 16, with 9 males and 7 females.
- In terms of employment status, 20 respondents were employed in 2012 and 2013.

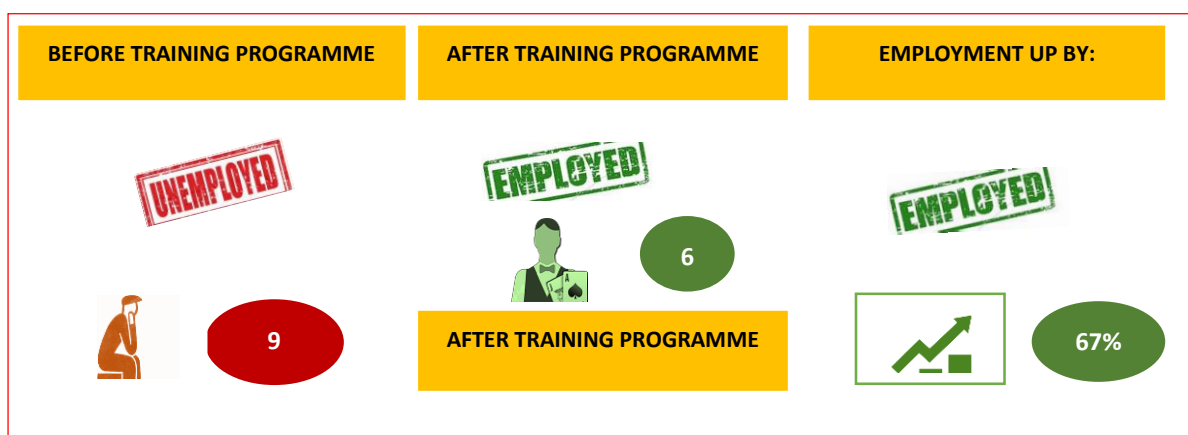
## 5.2 Employment and Unemployment

We were particularly concerned with finding out how many graduates, who were unemployed at the time they started their studies, have since found employment. In other words, the value of the qualification in finding employment.

The exhibits below refer to 9 unemployed learners who registered for the National Certificate in Dealing (Level 3) at the start of the programme. The Further Education and Training Certificate: Sports Administration (Level 3) had 12 unemployed learners at the start of the programme.

**National Certificate in Dealing (Level 3):** The effect of the dealing qualification on graduates, who were unemployed at the time they started their studies, was as follows:

**Exhibit 11: National Certificate in Dealing (Level 3), Employment and Unemployment**

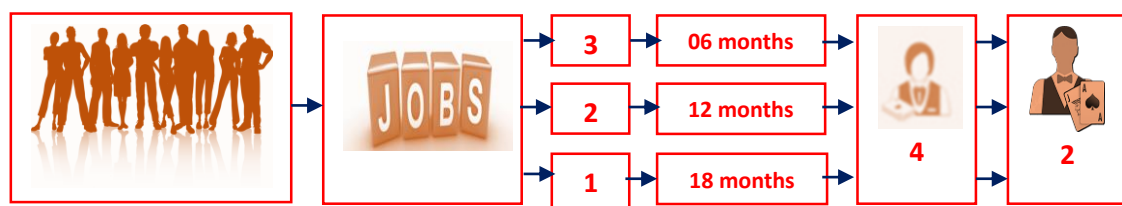


Source: CATHSSETA Database: 2011-2013

- Out of the 9 unemployed, 6 found employment after acquiring the qualification representing an absorption rate of 67%.
- However, 3 graduates (33%) remained unemployed.

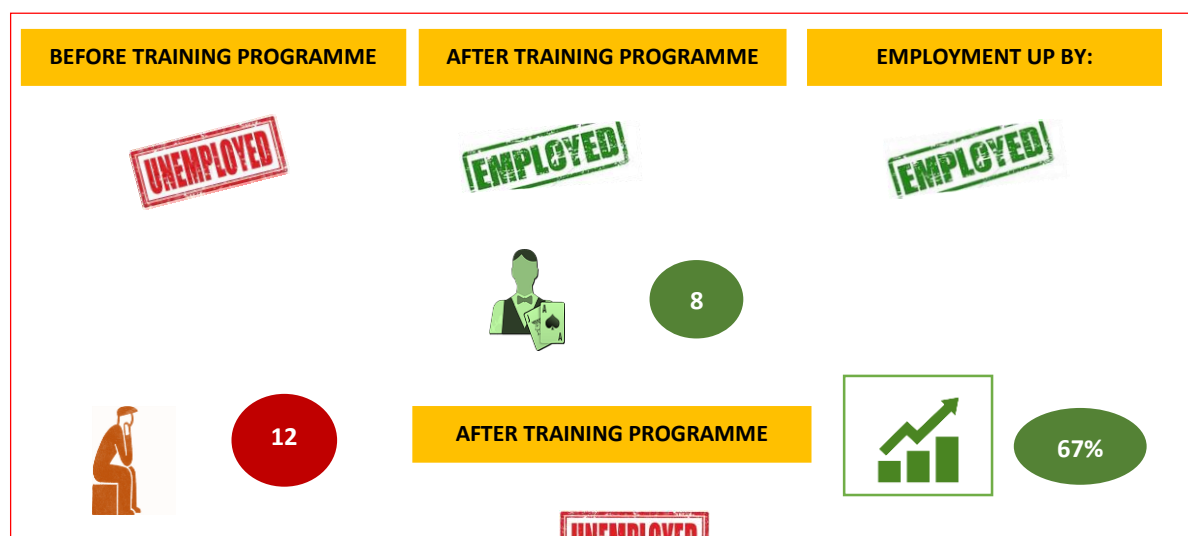
In terms of the duration it took to find employment, the 6 employed graduates (4 females and 2 males) indicated that they found jobs in the following time-span:

Exhibit 12: National Certificate in Dealing (Level 3), Duration to find a Job



**National Certificate in Gaming Operations (Level 3):** The effect of the gaming operations qualification on graduates, who were unemployed at the time they started their studies, was as follows:

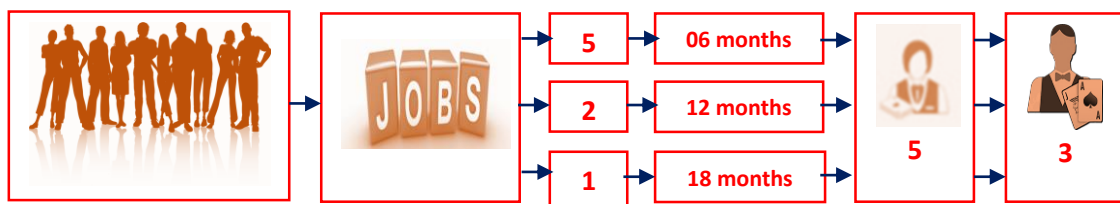
Exhibit 13: National Certificate in Gaming Operations (Level 3), Employment and Unemployment



- Out of the 12 unemployed, 8 found employment after acquiring the qualification representing an absorption rate of 67%.
- However, 4 graduates (33%) remained unemployed.

In terms of the duration it took to find employment, the 8 employed graduates (5 females and 3 males) indicated that they found jobs in the following time-span:

**Exhibit 14: National Certificate in Gaming Operations (Level 3), Duration to find a Job**



### 5.3 Qualification Mismatches

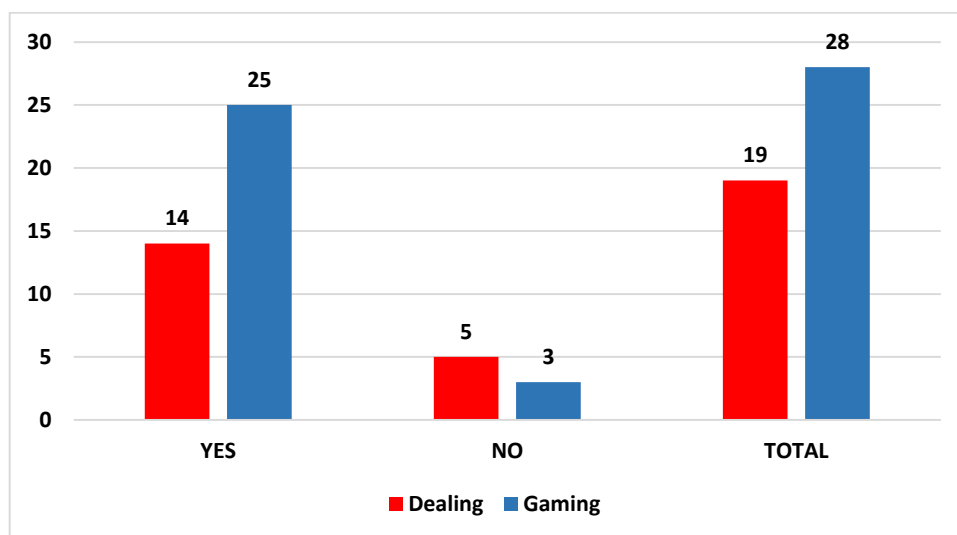
Mismatches refer to the extent to which workers are employed in industries for which they have been trained or qualified. Mismatches occur when workers' qualifications are not well-matched with their current jobs. For example, if a worker has achieved a qualification in dealing, a match would occur if they employed by a casino as a dealer. A mismatch would result if that same worker is employed in a filling station as a petrol attendant.

With respect to graduate destinations, YES indicates a skills match and NO a skills mismatch. We are working with the following numbers:

- A total of 19 employed graduates for the Dealing qualification (13 graduates that were already employed at the start of the programme plus 6 graduates that found jobs after the programme).
- A total of 28 employed graduates for the Gaming Operations qualification (20 graduates that were already employed at the start of the programme plus 8 graduates that found jobs after the programme was completed).
- In total we are examining skills matches/mismatches for 47 employed graduates over the two programmes.

With respect to graduate destinations, the situation is as follows:

**Exhibit 15: Qualification Mismatches**



- A certain degree of skills mismatch is inevitable and normal in the labour market. What the normal rate of a skills mismatch is, cannot be answered with certainty, but high rates are likely to suggest a need for active policies that foster adjustments.
- Out of 47 graduates 39 got employment in the gaming sector. This translates into an 83% skills match.

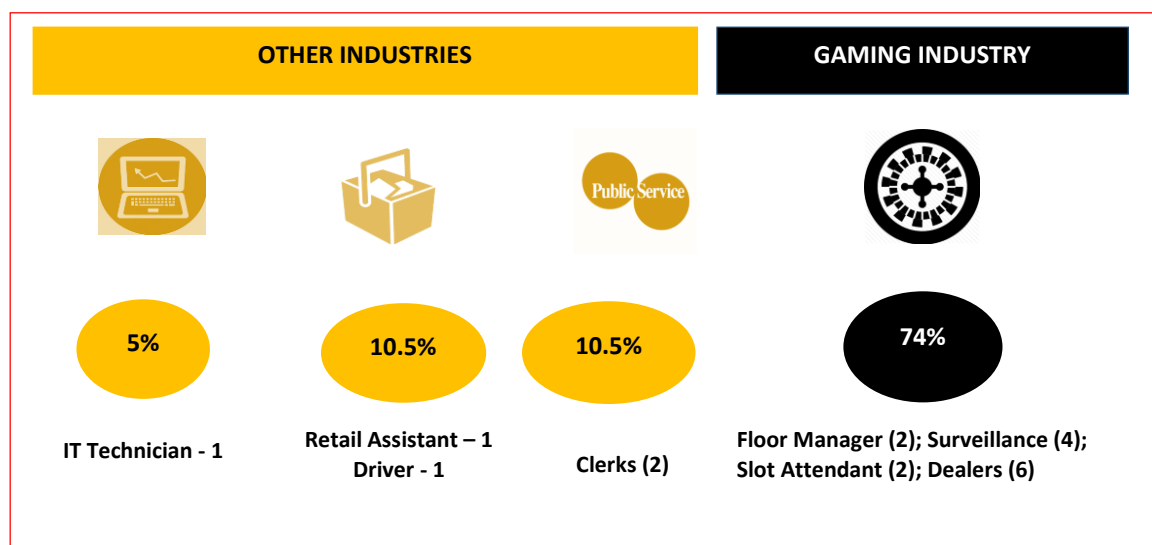
## 5.4 Graduate Destinations

We were interested in finding out in which industries graduates are currently employed. We also want to find out the job titles for:

- Those graduates that were employed at the start of the training.
- Those graduates that were unemployed at the start of the training, but found employment after the training.

**National Certificate in Dealing (Level 3):** The job titles and industries of the 19 employed graduates are the following:

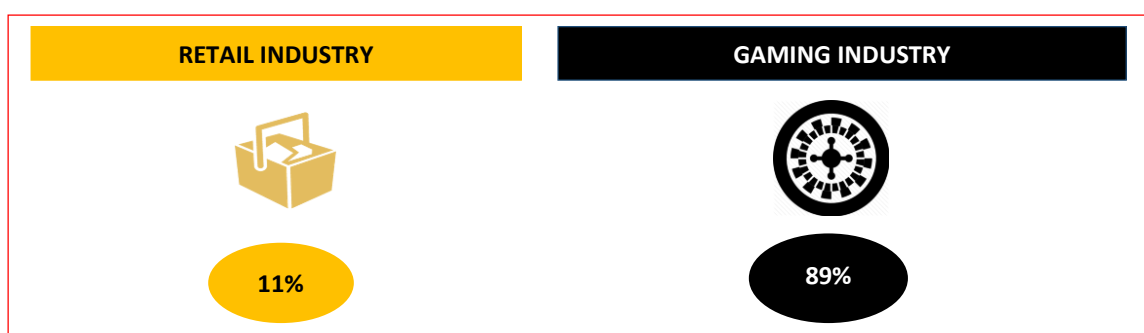
Exhibit 16: Graduate Destinations in Dealing



- The dealing qualification appears to be effective in college-to-work transitions.
- 74% of graduates found jobs in gaming; 10.5% in the public service; 5% in IT and 10.5% in retail.
- The quality of jobs found by graduates in gaming, IT and the public service is good.

**National Certificate in Gaming Operations (Level 3):** The job titles and industries of the 28 employed graduates are the following:

Exhibit 17: Graduate Destinations in Gaming Operations



- The gaming operations qualification appears to be highly effective in college-to-work transitions.
- 89% of graduates found jobs in gaming and 11% in retail.
- The quality of most jobs in gaming is good.

## **6. IMPACT OF THE QUALIFICATION ON GRADUATES**

All 54 respondents were requested to provide feedback on the impact of the qualifications on their work and personal lives in terms of the following:

- Salary – has the qualification improved your salary?
- Promotion - has the qualification led to a promotion?

- Better jobs - has the qualification led to a better job?
- Further studies – have further studies been done?
- Personal development - has the qualification improved your personal development?

**National Certificate in Dealing (Level 3):** The responses indicate the following:

**Exhibit 18: Impact of Dealing Qualification**

CATEGORIES	Yes	No
Salary – has the qualification improved your salary?	54%	45%
Promotion - has the qualification led to a promotion?	23%	77%
Better jobs - has the qualification led to a better job?	50%	50%
Further studies – have further studies been done?	15%	85%
Personal development - has the qualification improved your personal development?	45%	55%

- Whilst it is expected that the achievement of the qualification would lead to a salary increase, this occurred in just 54% of graduates.
- Opportunities for promotion, better jobs and further studies appeared low. A possible reason is that many first-time labour market entrants acquired jobs.
- The programme was viewed as beneficial in only 45% of the cases.
- Although the labour market is performing poorly, a healthy 64% of the unemployed found jobs.

**National Certificate in Gaming Operations (Level 3):** The responses indicate the following:

**Exhibit 19: Impact of Gaming Operations Qualifications**

CATEGORIES	Yes	No
Salary – has the qualification improved your salary?	25%	75%

Promotion - has the qualification led to a promotion?	18%	82%
Better jobs - has the qualification led to a better job?	14%	86%
Further studies – have further studies been done?	12%	88%
Personal development - has the qualification improved your personal development?	93%	7%

- Whilst it is expected that the achievement of the qualification would lead to a salary increase, this occurred in just 25% of graduates. The possible reason is that there were many new labour market entrants who were not eligible for increases.
- Opportunities for promotion, better jobs and further studies appeared low. A possible reason is that many first-time labour market entrants acquired jobs.
- The programme was viewed as beneficial in 93% of the cases.
- Although the labour market is performing poorly, 88% of the unemployed found jobs.

## 7. NATIONAL CERTIFICATE IN GAMING OPERATIONS

The Dealing qualification has been incorporated into gaming operations qualification.

The main characteristics of the qualification are given below:

**Exhibit 20: Characteristics-National Certificate in Gaming Operations (Replaces Dealing)**

<b>Minimum Credits</b>	130	<b>NQF Level</b>	03
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<b>Replaces the following qualifications:</b>		
<b>Qualification</b>	<b>NQF Level</b>	<b>Credits</b>
National Certificate: Gaming Cashiering	3	120
National Certificate: Gaming (Slots Operations)	3	120
National Certificate: Gaming (Surveillance Operations)	3	120
National Certificate: Dealing	3	120
<b>Purpose</b>		
This qualification will prepare learners for employment in a variety of entry-level positions within the Gaming environment and enable them to be nationally and internationally competitive. Since this will serve as an entry-level qualification in the gaming sector, it opens up career opportunities within the sector.		
<b>Exit Level Outcomes</b>		
A learner who has achieved this qualification will be able to:		
<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the gaming environment and the context in which gaming activities take place.</li> <li>▪ Meet customer service requirements in interacting with customers.</li> <li>▪ Function effectively in the operational environment.</li> <li>▪ Operate effectively by performing services in a selected area of specialisation, being one of:               <ul style="list-style-type: none"> <li>&gt; Dealing.</li> <li>&gt; Slots operating/hosting.</li> <li>&gt; Cashiering.</li> <li>&gt; Surveillance.</li> </ul> </li> </ul>		
<b>Rationale</b>		
<p>The Gaming industry in South Africa is a highly legislated and controlled working environment and gambling institutions are governed by a very well-defined legislative framework which makes it imperative that individuals who work in the environment have the skills to ensure compliance and accountability.</p> <p>In addition, the environment has a very strong customer orientation and is exposed to high levels of risk such as cheating, money laundering and fraud. These aspects impact directly at operational level and it is thus essential that employees operating within the industry have a solid grounding in the legislative framework impacting on the gaming industry, adequate technical competencies required for specific operational functions, a good understanding of customer service and are sensitised to the particular safety and security requirements of the operational environment.</p> <p>This qualification is designed to meet the needs of learners who are either actively involved in the gaming environment or individuals who desire to further develop their skills in order to access the industry at entry level employment within a learning pathway for the sector moving from NQF Level 3 to NQF Level 4.</p> <p>It will provide a benchmark and increase overall expertise in the gaming sector, assisting the industry to achieve transformational goals relating to employment equity. The added value of the skills, knowledge and understanding developed by the qualification will lead to</p>		

improved operational performance resulting from the integration of the learning which may have taken place in the work environment.

The qualification addresses skills and competencies in the following entry-level positions:

- Dealers/Croupiers for a range of games such as Poker, American Roulette, Blackjack, Punto Banco and Dice.
- Slots operators/hosts.
- Cashiers.
- Surveillance personnel.

Source: SAQA

## 7.1 Programme Content

Most graduates (93%) indicated that they benefited from the gaming operations programme tremendously. They felt that learning about different operations in the gaming environment – surveillance, cashier and dealing – makes them very versatile and keeps them marketable in the labour market. They also gained a better understanding of the gaming industry and where they can apply for jobs.

With respect to the dealing qualification, most graduates felt that the qualification should have been pitched at a higher level. Dealing requires a strong and quick grasp of mathematics. The narrow nature of the qualification meant that graduates could only work in the dealing department specifically and no other areas such as security and general operations. Some graduates mentioned that more time was needed to learn all the dealing operations.

It was also mentioned that a number of graduates had been working in dealing prior to entry on the gaming operations programme. Hence, there was no need to enrol experienced dealers on a beginners' programme.

There was a general consensus that both programmes contributed very positively to trainees' personal development, and in some cases, made them more employable. There were a few graduates who were unable to find jobs, and hence viewed the programme negatively.

## 7.2 Experiential Learning

Although both programmes were very strongly entrenched in experiential learning, some graduates felt that experiential learning should be more systematically organised in the workplace. This appears to be more an internal management challenge, rather than an issue with the qualifications. The learning facilities and materials were viewed as very good.

With respect to gaming operations, trainees were working towards different learning components, they were not subjected to learning experiences across all such components.

It appeared from discussions with graduates that there was a need to equip training providers with the knowledge and skills to devise, develop, implement and evaluate experiential learning. There is also a need to obtain formal trainee feedback on experiential learning.

### **7.3 Assessment**

Most graduates felt that the standard of assessment was high – it compelled them to work hard to prepare for assessments. They felt that since most of the assessment involved practical work tasks, it proved to be very relevant.

### **7.4 Quality of Instructors**

Most graduates felt that instructors knew their work since they were either practitioners or worked in the industry for a number of years. The expected growth of the gaming industry implies that more people should be trained as assessors, moderators, verifiers and facilitators.

### **7.5 Other Comments**

A high number found jobs in both dealing and gaming operations, 33 out of 54. The quality of jobs found were generally of a good quality in the gaming industry as well as other industries.

The key issue is: are graduates with gaming qualifications finding jobs in the gaming industry?

It appears that the gaming qualifications have a good match in terms of graduates finding jobs in the gaming industry:

- In dealing, 64% of graduates found work in the gaming industry.
- In gaming operations, 88% of graduates found work in the gaming industry.

These findings are consistent with the thinking of HR Managers in the gaming industry that there is a demand for skilled and appropriately qualified people. This is particularly so because the industry is expected to grow in the future.

A major problem identified through this tracer study was that a number of graduates had not received CATHSSETA certificates despite graduating a few years ago. This has limited their chances of finding suitable employment. There were many instances where graduates had sent out hundreds of CV to potential employers without any success.

Some of the reasons cited for not finding employment after graduation included: lack of work experience; lack of jobs; poor state of the labour market; lack of networks; certificates not given to graduates; and rising wage costs.

One of the benefits of this qualification was that employers recruited trainees from local and rural areas where casinos were located. This enabled employment in these areas with spin-offs for the local economy.

Generally, graduates were pleased with the programme, except in cases where they did not receive their certificates.

## 7.6 Suggestions for Improvement

The following suggestions for improvement were made by graduates:

Dealing Qualification:	Gaming Qualification:
<ul style="list-style-type: none"><li>▪ People who are more experienced must not be trained on the entry level qualification.</li><li>▪ The employer must give us enough time to attend the training.</li><li>▪ Extend the programme.</li><li>▪ Level three is for people who are entering the gaming industry not for experienced people. Employed people are above level three.</li><li>▪ Nothing much done on supervisory skills and client management.</li><li>▪ Give out certificate on time.</li><li>▪ Train us on how to avoid being fired. People get fired now and then.</li><li>▪ Double the number of people who get trained.</li><li>▪ No need for improvements.</li></ul>	<ul style="list-style-type: none"><li>▪ I worked for the casino for 15 years and learnt a lot.</li><li>▪ I worked for the casino for 12 years. I started as a Surveillance Officer and got promoted to Surveillance Supervisor.</li><li>▪ My communication in English has improved. I am able to write a report. I enjoyed and learnt a lot.</li><li>▪ I have learnt a lot and want to learn more.</li><li>▪ I want my certificate.</li><li>▪ It was a fruitful programme. I got a promotion to Administration Clerk.</li><li>▪ Satisfactory and eye-opening.</li><li>▪ I was trained too late.</li></ul>

## 8. RECOMMENDATIONS

The recommendations highlighted below are based on the findings of the study which were obtained from graduate feedback.

### 8.1 Database Management

- CATHSSETA and training providers should update graduates' contact details on their database, so that they can be tracked.

## **8.2 Review of NQF Level**

- The NQF Level for the National Certificate in Gaming Operations (Level 3) should be reviewed as it appears to be a Level 4 qualification.
- There is an opportunity to upgrade the qualification by adding other learning components relating to gaming and introducing recognition of prior learning for employed trainees.
- A supervisory management component should be included in the curriculum to cater for employed trainees.

## **8.3 Career Counselling**

- More attention should be given by training providers to inform trainees about the nature of the learning programme, job prospects currently and in the future, remuneration, career pathways, and further learning opportunities.
- There should be proper screening of potential trainees before enrolment on a programme.
- A pre-vocational school guidance training programme should be developed and offered to school counsellors to inform them about the gaming and lottery industry. It would be an added advantage to empower CATHSSETA training providers and TVET instructors with such a training programme.
- More services should be provided by CATHSSETA by way of trainee counselling and support.

## **8.4 Quality Assurance**

- The quality assurance department of CATHSSETA should ensure that certificates are given to graduates immediately on completion of the qualification.
- There is a need to review the certification policy and procedures of the quality assurance department.

## **8.5 Employer and Training Provider Perception Surveys**

- Employer and training provider perception surveys should be administered for these programmes.

- A staff satisfaction survey should be administered to constituent employers on the services provided by CATHSSETA.

### **8.6 Employment of Graduates**

- CATHSSETA should engage with a range of organisations with a view to secure employment for graduates.
- Firms and training providers should be required to assist graduates secure employment as part of the service level agreement.
- Graduates should be provided with support in the form of information to secure employment. This should include development of CVs, attire, conduct and preparing for interviews.
- CATHSSETA should establish a labour market observatory that will collect and analyse information on job prospects for trainees for specific qualifications.
- Regional labour centre offices should be engaged to provide support services to graduates by assisting with work placements and internships.
- Introduce a reward scheme for training providers that link their graduates to employment.

### **8.7 Experiential Learning**

- Experiential learning should be formalised and systematised as part of the curriculum and assessment for all qualifications in the sub-sector.
- A sample of visits should be undertaken by the ETQA personnel of CATHSSETA to employees to ensure that experiential learning is taking place.
- Training providers and employers should be responsible for finding trainees work place training opportunities.

## **APPENDIX A: INSTRUMENT FOR TELEPHONE SURVEY**



### **TELEPHONE INTERVIEW INSTRUMENT FOR TRACER STUDY**

Interviewer Name				Date				
Identify CATHSSETA sub-sector based on graduate qualification <i>(insert X)</i>								
Gaming & Lotteries		Arts, Crafts and Heritage			Sports, Recreation & Fitness			
1.	Interviewee Name	Gender		Race <i>(insert X)</i>				Age
		M	F	A	W	C	I	O
2.	Where you employed at the time you were studying for your CATHSSETA qualification?							
	Yes (employed) <i>(insert X)</i>		No (Unemployed) <i>(insert X)</i>					
Ask question 3 below, only if the person indicated Unemployed in question 2.								
3.	How long did it take you to find your first job after completing your CATHSSETA qualification?							
	Duration							
Ask these questions to all interviewees:								
4.	Are you currently employed in the industry related to your CATHSSETA qualification? <i>(insert X)</i>						Yes	No
5.	In what industry are you currently employed?							
	Name of Industry							
6.	What jobs have you found since completing your CATHSSETA qualification in terms of: Job title, industry and years of service?							
	Job Title		Industry		Years			
	Job Title		Industry		Years			
	Job Title		Industry		Years			
	Job Title		Industry		Years			
	Job Title		Industry		Years			
	Job Title		Industry		Years			
7.	What difference do you think that the CATHSSETA qualification has made to your career and life in terms of: salary, promotion, better job opportunities, further studies, your personal development, etc.							

8.	What are your views on the CATHSSETA qualification? How can it be improved?
9.	Please make any other comments regarding your CATHSSETA learning experiences?

**Thank you!**