INTERVIEW AUDIO

INTERVIEWER: Good morning. Good morning, ladies. How are you today?

INTERVIEWEE: Fine and you?

INTERVIEWER: I am good thank you. I would like to first say thank you for availing yourselves. I really appreciate that. The reason why I called you, like sent the email earlier on last week, the reason is to ask for your assistance to be the participants for my research [inaudible]. So there are consent forms in front of you if you can just fill them out and as a way of saying you agree to participating for my research. Okay so this is, of my topic is hospitality graduates preparedness for their first line management role in the industry. What I am saying here is, I want to find out if our graduates, our own students that are here, are prepared to go in the industry after graduation and be in the lowest management level. Here I'm talking about, restaurant supervisors, team leaders, where they work close to staff where they can show their skills to the staff. Why do that? I've covered that in the introduction. I've got authors that are saying graduates are supposed to possess specialist skills The hospitality industry has its own skills that are unique to its environment, so if we are sending graduates that don't have those skills then it means were are sending people that are not prepared. Employers are not satisfied with the graduate's preparedness, that is what RAZEK 2017 is saying. And [inaudible] to saying they lack competencies for the labour markets. I'm basing my research on that graduate's do not possess the skills. They do not have the skills that they are supposed to have and Griessel and Parker[?] have actually identified the gaps, where they are saying the employer expects, or the employers' perceptions are these about the graduates that comes from the University of Technology. And then instead when the employers, get those people they are expecting something, when the graduates get to work, there are gaps, they are not meeting what they expected from them. So I'm actually, my argument is when that - that there are gaps they have been identified. So what do I need to do? I need to find ways of closing those gaps. I'm using a method or a theory that's called the Change Laboratory theory, which is why I've asked you come here. The Change Laboratory theory is the formal intervention method where you say, you don't do it alone, find people that are involved with what - with the object in this case which is the graduates, the hospitality graduates. I thought all of us here that I have called here, have a role

that they play to the graduates that we take out at the end of three or four years. The Change Laboratory believes that if people work together, they can bring immediate [inaudible] change. It's actually, it's based on the theories or the activity theory where they say as much as we have graduates here, it is not us only talking to the graduates or you could be graduates with skills or attributes, it is also other people around us, which is why after this I'll also would want to meet the employers. I also would want to meet the graduates. Because at the end of the day, we've got the community, we've got the rules that are also effecting what we're doing. So we have a lot, as much as it can be like it's the lecturers always, the people that know we're graduate [inaudible]. So what I want actually is for you to feel free and say out the problems that are there because at the end of the day, I'm here to find what the problems are so that I can overcome those contradictions. The contradictions in this sense becomes both gaps where we're saying, we've taken out students but then, they are, they have, they don't have the skills that are needed out there, so it means there's a gap somewhere. So, those gaps - how do we overcome them? What are the gaps that are there for us as the hospitality industry [inaudible]. So there are questions that I've written down, I will ask you to be free and express yourselves freely because at the end of the day, we want to come up with a new idea or a new solution to this problem that we have, where we have graduates from BTech or from Diploma going to start off from waiter or scullery then we're saying they can hear they have got something and actually there's more men [inaudible] who says the graduates, the outcomes for the diploma it's basic managerial skills. So why then are they not going out there – is that where they're supposed to start. So these are the questions that I've written. The first one I said are hospitality graduates prepared for the first line management role in the industry? We obviously interact with students on different levels, so I would like to hear from you, what you, how you would respond to that question?

INTERVIEWEE: I'm the oldest here so I will start.

INTERVIEWER: Not a problem.

INTERVIEWEE: I have been here in transition between technicon and the university those are two words that I [inaudible], you know jumped up at me. What I would like say and start out with, is that training the students and preparing them for a job out there, my experience would be that on the theory level, they are probably fine

because they have passed the exam. On the practical and applications level, I would say that they definitely need experience; they're lacking experience. And experience only comes with time and I don't think that our programme in any way has ever allowed for enough time to create perfect experience and you now think, all of you guys that have started in a job, experience your job and the job becomes easier as you go along because we get to know the job and we know what is expected, so that aspect is in there. When it comes to the fact that we're looking at what our criteria at that moment was when we were technicons, we actually took in a student that was more experienced already before they started with us because we then had - the application criteria was of such a nature that they should have worked one year in the industry before they could apply to actually come into the course. So they've already had experience of the industry and that definitely made a difference in the sense that they had experience in the industry, they felt what was going on out there. While today, our student body is also very different in the sense they didn't have the privileges of getting exposed to the industry as we know it and then they didn't work in the industry because it's not a prerequisite anymore. So they can actually come from a school background, pure school and just step into the course, so I think makes a difference as well. As a lecturer and teaching these students, I have to believe in my programme. So it is important that I make sure that the students are prepared to actually go into a job. And that's why I feel that the theory part is good but the practical part and the applications part is where we lack because we don't have enough of that exposure and that only comes with time, through the process. I would like to ask a question around the fact that industry is saying that the student is not prepared for the job and in what way that would be? Because if you appoint somebody, you've got criteria that they have to meet, so do they meet the criteria when you appoint them or don't they meet the criteria? Have you appointed the best person that you could find for your job? Are they then - you know, where is the preparedness happening? Is it in the applications process of applying and you know appointing somebody that is actually not fully qualified or are they fully qualified and they are happy with what they get, you know, where does that fit in? I think that is a question I am asking?

INTERVIEWEE: Ja, I think with that, the - well you want, they will say that we want someone who has a diploma, or whatever the qualification right? And then they will appoint them according to that qualification but as I said before it's the experience that

matters, especially when it comes to being a manager I think there is intuition that falls in place as well. And there's just certain things that you will do out of experience, because you've learnt that before, it didn't work or did work so let me do it again or not do it again. So it's the experience part that I think is extremely important because the qualification you can have easily, anyone can study, I'm I mean, I'm not [inaudible] but I don't think our course is extremely difficult you know, you can study and get good marks for it but it's the experience thereof on becoming a manager that's important.

INTERVIEWER: So are we saying there will be six months' WIL or twelve months is like a year and then they have the restaurant where they come like six weeks a year again, which works about four months, where they learn. So it becomes one year and four months then they also have practical classes because they're still doing the same thing. Are we saying [inaudible]?

INTERVIEWEE: Well, I think I will go back to what xxxx [inaudible] was saying in terms of the - I think industry also needs to be realistic in the fact that these people don't have experience. They only have the one year WIL and [inaudible]. So maybe in the, as you go out and speak to them as well, you will find what does preparedness mean to them? But they also need to be realistic about it because sometimes in a job application, you will find three-year experience and sometimes they take someone who is not - who has the qualification but doesn't have the experience. So they must be realistic that okay this person does have the knowledge and has experience a little bit but then we need to train them first.

INTERVIEWER: Why I'm asking this, the WIL part because I have seen that with the WIL part they are saying, they actually when they are here in class, they're acquiring knowledge. When they go to WIL, they use what they have acquired here and put it into practice. And now the preparedness comes in when we're saying okay, they have the theory part, they have [inaudible] and we have WIL where the where the assistance is both by the employer [inaudible]. They have a mentor and all those things, so you're still saying one year experience is not …?

INTERVIEWEE: But, it also - when you said the WIL experience - that one year. They are not doing WIL and are shadowing a manager that sort of thing, they are working as normal staff members. So they're in scullery, they are in the reception area, they are not prepped - everything. They are not working as managers, or

shadowing a manager. So maybe at the same time as xxxx [inaudible] is saying that when it comes to industry as well and the expectation when they do go on WIL, they're supposed to be streamlining them and putting them in positions where they are shadowing their manager, so that they know what managers do and that is the experience. So when they write down their CV that I've got one year experience in industry, they can't say in a managerial position because most of them don't get it.

INTERVIEWEE: Okay and then I would also - just to clarify the WIL and the part of an academic course, the practical component. Remember that that practical component is also just to practice what they have been taught. So it is not necessary also at the level maybe that they wanted as preparedness and then remember that we also need to have a very good balance if you have got a NQF level six qualification, there's a specific amount of theory that needs to be covered and actually embedded into practical and that balance needs to be right and if we can think about how the industry's practical components are very, very important and the actual doing of the job and that comes through years of experience and you don't get enough time in a three year course to practice that so efficiently that you are competent.

INTERVIEWEE: And also the industry, I mean they should have a mentorship programme, so when a student comes there or employs somebody, they should have induction and that is what they should look at because each hotel is different and the qualities that you need from that person would be different from a five star compared to a three star. So they also have their own modus operandi understanding operating procedures. So the students go for interviews they usually see if the student is fit for who they are servicing, so Cape Grace would be different to Twelve Apostles to your Sun International. And students are a bit young, you know, we have students from diverse backgrounds and sometimes the expectation is also maybe the expectations have been transformed because they are trying to put everybody in the same hole and not everybody is fitting in there. So that is - because preparedness is subjective.

INTERVIEWER: Yes, it is subjective.

INTERVIEWEE: Exactly. But still I'm saying, like it is subjective because of I've actually seen active or where someone is saying the employers have their own perceptions where they're thinking if someone has a BTech they must be able to do one, two, three, four. They might employ someone this year who can actually do those

things. Then next year they get another BTech graduate who doesn't have those qualities, so that is why I'm saying I agree.

INTERVIEWEE: It depends where they are coming from. I think what's happening, is grabbing students from matric, doing National Diploma, no work experience between the postgrad and when somebody has a little bit of experience, they have an idea where they want to fit in. So [inaudible] which is supposed to be level seven but that doesn't mean the higher order thinking is there.

INTERVIEWEE: So what [inaudible]?

INTERVIEWER: From the discussion, I feel like technicon produced better graduates than the University of Technology or produced better prepared graduates than the University of Technology; would I say that?

INTERVIEWEE: No that just has to do with the selection criteria.

INTERVIEWEE: The start of the process.

INTERVIEWEE: The start of the process.

INTERVIEWEE: I don't think [talking together] technicons have better output, it's just the selection criteria was different, so you must exclude certain people.

INTERVIEWEE: Ja because not all [talking together].

INTERVIEWEE: Because not everyone had access to ...

INTERVIEWEE: But then I also think that when our students go into industry, example the first year student, the exit level outcome [inaudible] is different compared to a third year or a BTech, right but even though just the fact that you're coming from university, people expect you to know everything. And obviously people who don't have any qualification, maybe have more experience and can do the application faster, yet as a first year student you're still trying to process the flow of doing this [inaudible] example on fast level. So they expect you to know it but yet you are still practicing the application when you're going into WIL placement.

INTERVIEWEE: And you're still do it by the book. That's another thing.

INTERVIEWEE: Yes.

INTERVIEWEE: You're still doing it by the book [inaudible]. You're still do it by the recipe whereas someone who's doing it for twenty years and doesn't have a formal education, gosh they do that vegetable [inaudible] in two minutes.

INTERVIEWEE: [Talking together].

INTERVIEWEE: And they don't need to think about the ingredients [inaudible]; it's there.

INTERVIEWEE: I just think that there is now no substitute for good experience and experience comes with time and especially [talking together].

INTERVIEWEE: But I think they already have certain competencies. [Talking together] competencies.

INTERVIEWEE: Ja, like you say the first year must have a certain competency and third year entry level must have a certain competence. I think that's what they are looking at, it's not …

INTERVIEWER: It's not the, the …

INTERVIEWEE: It's not about the experience it's about certain competencies. At least they can write an email, at least he can communicate – the basic.

INTERVIEWEE: Ja it depends on what level I think, you're also saying what is her preparedness that they are talking about? Is it on a capability of doing the job in the side of working with the people and being on the floor or is it the capability of in an office and doing all the admin side of a manager's business because there's two different worlds as well.

INTERVIEWER: In this case it will be the operational side.

INTERVIEWEE: The operations, so that will be like supervisors?

INTERVIEWEE: Yes supervisors, team leader [inaudible] in the housekeeping where they actually work with the staff and from where I'm looking at it where they have, they can show their staff how things are done, like maybe I will give an example, in a restaurant, where they can teach or train other people on bringing up staff and the micros and all that. I'm just saying this because I'm thinking now out of my head, the training of, I had third years' last week and [inaudible] help them this one. So I was

like to them but you're going to go work to the industry and when you get there they're thinking, this one has National Diploma in – this is the person that we can use and can do anything [inaudible] so.

INTERVIEWEE: Maybe then this is what we must do.

INTERVIEWEE: Depends on the volume that you have and anyone has the opportunity to get to the point of [inaudible]. I don't know. [Talking together].

INTERVIEWEE: I don't think so.

INTERVIEWER: Okay I think anyone wants to add something on the preparedness. I think we've covered that [inaudible]. Is there a time in the past when you felt, I think [talking together]? Where you felt like hospitality graduates were prepared for the first line management role in industry. I think the experience [inaudible]. But again the argument is I had sorry I will just say things because at the end day I want to make arguments about the things so that I understand it better. I was listening to this NYD. And they were saying that we don't need experience if you're from university and there's a job, they don't want anything to do with experience. So, I'm now thinking, I'm just thinking now is the government now saying there is no need for experiences.

INTERVIEWEE: But then it should be an entry level and then you work yourself in the process but I can't become the MD and I have no experience [inaudible] so it's a [inaudible] [talking together].

INTERVIEWEE: You can't walk from the street into [talking together].

INTERVIEWEE: I think they're also – they're just doing that because of the unemployment rate, that is what they are saying. So, they are saying if students apply, they no experience because there is no job and when they do get a job they say you don't have any experience, how are you supposed to get the experience? That's [inaudible].

INTERVIEWER: I want to ask you something - when it changed from technicon to the University of Technology, did you have a say of how you're going to get your first years students, how did you change from experience to – is it the management only that decides?

INTERVIEWEE: We were a team.

INTERVIEWEE: We were advised that we are disadvantaging certain students because they don't have the means or the background or whatever to work in the industry for a year. So, we're excluding a group, so that kind of criteria had to fall away and we should take them without that [inaudible].

INTERVIEWER: Is this with the interview process as well?

INTERVIEWEE: Ja the interview process [talking together].

INTERVIEWEE: So the year experience, the interview process, the interview process was the same story about the fact that we wanted them to get physically here. So, all of them can't, they don't have the means to fly or come by bus or whatever for an interview. So that fell away as well and then originally we also had quite more specific criteria of certain subjects and background subjects and things to the course that also eventually has fallen away – that it's a very much more generic type of intake that we've got of students that have got Matric.

INTERVIEWEE: Matric and subject choices.

INTERVIEWEE: And a specific generic ja - subject choices but nothing specific anymore.

INTERVIEWEE: And that's also why some of them are under the misconception that if I do a different course, [inaudible]. [Talking together].

INTERVIEWEE: Yes.

INTERVIEWEE: Really?

INTERVIEWEE: Yes.

INTERVIEWEE: And also some of them went into a hotel, hospitality management that they were not aware that they recruit as well so they don't see that part [inaudible].

INTERVIEWEE: Some of them actually think that, the part time study and they're going to work and get paid for it while they are here.

INTERVIEWEE: So that kind of thing, the interview process has been eradicated [inaudible] because when I interview, I think it should be more of an information session so that people can [inaudible].

INTERVIEWEE: And that was what it was, it was like a mentoring, coaching type of process in the sense that they could also ask their questions and get to know the industry and then know …

INTERVIEWEE: Because that eradicated the issue that we said the students, not working late, they won't work in the holidays because that was all, they were informed about that.

INTERVIEWEE: Didn't have transport.

INTERVIEWEE: Yes and if you've have somebody that can come fetch you, if you are working late, all of this, so that just excluded so many people.

INTERVIEWER: I'm thinking this - doesn't this change it [inaudible]? Because I'll ask other things because at the end of the day, like I say, there are so many people, here, here in the country, it is not only the [inaudible]. So I'm thinking management as well, in this case, changes the interviewing, changes this one year experience of students before they come in here and naturals [inaudible] are just taught.

INTERVIEWEE: [Inaudible] university policies.

INTERVIEWER: The policy?

INTERVIEWEE: Ja, the policy. [Talking together]. I think it would have gone across few faculties, not only with us. [Talking together].

INTERVIEWEE: In Education Faculty, ja, it's higher based. [Talking together].

INTERVIEWEE: Maybe from Senate as well, if Senate had [talking together].

INTERVIEWEE: Ja, I think it was also partly because at the [inaudible] the universities were merging and it was all about access.

INTERVIEWEE: Access, ja.

INTERVIEWEE: Equity of access and I think access then then was more important, is that they wanted to exclude any exclusionary processes from not allowing students to access certain qualifications but perhaps not enough thought went into the long term implication of what do we do beyond the access and how changing that particular criteria would affect, you know the delivery of the programme and the student body

but I know back then, the motivation which is an important aspect of our system, is how, you know the transformation principles influenced that decision, you know.

INTERVIEWER: I think we've, like when you answering, we're covering the other parts of the questions so I'll go to this – other, next line. How often does the curriculum change because why I put that question, I'm thinking will that have an effect on the [inaudible] that we ...

INTERVIEWEE: It should have a better effect. So it should make them better in the sense that with the curriculum change, like, I can tell you that the twenty six years that I've been here, we are now in our fourth change of curriculum. So in twenty six years, we've had four changes. The fourth change coming [inaudible] ...

INTERVIEWEE: No coming [inaudible].

INTERVIEWER: Is it the fourth the one is .... ?

INTERVIEWEE: The fourth is coming.

INTERVIEWEE: Because what I see with the curriculum changes as it has happened in the past, is that if you look at the changes in the industry, if you look into the changes of the student that you are working with, xxxx [inaudible] that has been changed as well just because of intake and where they are starting up, so that should every time have that how do I better what I'm doing? So how do I actually work within the curriculum to a more effective curriculum for the next stage, so as from my experience, I would have said that the curriculum definitely helped because we worked more effectively with the intake of student that we take and the reason for change was that all the time - is we looked at the industry because every time we benchmarked against the industry as well and we say, you know, how can we make sure that our course is more effective so the students are prepared and you know, can do the job? That's the bottom line question.

INTERVIEWEE: How vigorous was that benchmarking?

INTERVIEWEE: Probably not, I don't know, I have never been involved with the benchmarking of that. I have seen some, you know outcomes of it and documents of it because I know the benchmarking usually happens with other universities or institutions and then with the industry. So those are the two.

INTERVIEWEE: We used to have some focus groups with industry and invite them [inaudible]. But sometimes it was so very informative, very much saying that they - the students are not prepared [inaudible] but when they come to the party then they also don't know what they want. They're not clear.

INTERVIEWEE: Ja, they are very unclear.

INTERVIEWEE: So it's very easy to make a general statement, a general alliance but they are not sure what they want. And also with the curriculum we also changed when I came here, it was still exam and then we went to continuous examinations. So you had smaller chunks of work that you're covering and you write off work [inaudible], with the old system you wrote on everything, which was exam, exam-based.

INTERVIEWEE: Ja, so the assessment ...

INTERVIEWEE: The assessment methods changed totally [talking together].

INTERVIEWEE: Can I just take a step back and ask about the change between the old convenor system, you know the technicon [talking together] because I when I was part of that particular system, where it was one university …

INTERVIEWEE: Bloemfontein ja.

INTERVIEWEE: Was it Bloemfontein?

INTERVIEWEE: [Inaudible].

INTERVIEWEE: Free State Technicon, they were the convenors so that was a starting hotel school in those days we were working with the hotel schools and they would then start the process and we had the same curriculum in all the hotel schools in South Africa.

INTERVIEWEE: And now with the new curriculum it's all changing.

INTERVIEWEE: Everybody is doing their own thing.

INTERVIEWEE: Ja, the last ten years we have been doing each hotel school department, anybody that does hospitality, does their own thing and they go through some form of accreditation on their own. And I mean those days it was a convenor technicon so it conveniently meant that they were the starting of the course, they were the first and they did the accreditation and they then just shared it with all the others

that wanted to also do that. In those days we even had central exams at some point, right at the beginning when I started twenty six years ago, we even had central exams, so you would get an exam paper for a certain subject from a certain university and it was always [inaudible] happening from our university to other universities and vice versa and we helped each other with moderation and checking the standards.

INTERVIEWEE: And then there was a [inaudible] like the quality, the external quality.

INTERVIEWEE: They were the external quality assurers, so you would once in three years I think, you would have a visit from the convenor technicon with all the others that had representation as well and you would visit say Cape Town and then they will go to all the others as well, every three years, we had that to check that the standards are still similar and that they are to standard [talking together].

INTERVIEWEE: Like to have the quality assurers that comes to them [inaudible].

INTERVIEWER: Are they still doing that? Like maybe in a different way?

INTERVIEWEE: We had [inaudible] for the internal I think in November came here from the guy from the Education Department and then they have external - the lady from UJ came here.

INTERVIEWEE: But I think that is a, it is our own methods that we had applied.

INTERVIEWEE: I was just going to ask.

INTERVIEWEE: It's not, that's not a criteria, it's not an institution criteria anymore to have ja, benchmarking or checking the quality from somebody else,

INTERVIEWEE: Because that's the same here.

INTERVIEWEE: We're just checking standards because you know, we feel it is necessary.

INTERVIEWEE: Because the old convener thing [inaudible] I think you had a standardized products that went out.

INTERVIEWEE: Very much so.

INTERVIEWEE: It wasn't like they get from the Free State or Cape Town, it was all the same standards.

INTERVIEWEE: [Inaudible] the employers are now like [inaudible], it's no longer standard, that's why maybe they think they are not prepared. They get someone from Stellenbosch International Hotel School then they get someone from here, someone from DUT, it's like there's different crunch words. It's as if there is no standard maybe [inaudible].

INTERVIEWEE: I think also sorry when it comes to this standards thing, I'm not sure, I'm just thinking to myself are they mistaking preparedness for potential, the industry that is, because you find that someone okay doesn't know how to do something but they are eager and they want to learn. Would they say that this person is prepared therefore - because you must understand that the kind of students that we're getting now, for some of them that's their choice. You get what I mean? So they're just here, just to pass and get a diploma and guess what, they're going to branch out to something else but in the meantime they'll work in the industry. So that person is not going to have zeal and eager to - do you get what I mean? Yes they have got the same experience in terms of theory and practical but in terms of passion, it's different. So I think when you ask industry also I think they need to be clear - is this preparedness based on potential and eager to learn or in terms of knowledge because I think they have to be clear when it comes to that?

INTERVIEWEE: I think that's a very important, it's a very important statement you make because I think there's two things that come up for me in terms of a contradiction with regard to everyone offering something different. So yes, you don't necessarily want the standardized offering but there needs to at least be a basis that sets you apart from UJ from TUT from wherever and contradictions could come out in that your graduate did a lot better than someone from let's say The International Hotel School. And then someone might be completely incompetent but then it goes to your point which is another contradiction in terms of students are coming in first and foremost not understanding what the qualification is about or it becomes a dumping site for students who want to be at the university and I think those are very real contradictions that you as a consequence have to deal with.

INTERVIEWEE: And it comes from way back, [inaudible] the problem at university level, you just [inaudible] from the home front and our kids not being exposed [inaudible] are not being exposed so they don't really know themselves and they don't

know what they want out of life or what they are good in or what they like and what they don't like. And they are at school, high school, they go through those ten years and then like I say all the time, if I'll be president [inaudible] I'll make a gap year for everyone because in that gap year, you will find yourself definitely because after that then you know what you want to do. The kids just don't know, they don't know anything, so they come to university because their parents said you have to go and study, then it's a dumping place because they will just find whatever course they can get and they'll study it because they need to pass and that's it because it will please the parents and then after that they will go, ooh, I want to go back to advertising. I want to go do project management. I want to, you know, do other courses.

INTERVIEWEE: And for many, [inaudible] of when they get to [inaudible] industry they find that they don't get paid very well and then this is not for me because I don't get paid very well.

INTERVIEWEE: [Inaudible].

INTERVIEWEE: [Inaudible].

INTERVIEWEE: Like I said, we sat with the first years that we have and we were like, we wanted to know how did they come here? I think we had only six that said they applied for hospitality as their first choice. The rest are like [inaudible] and the other one was like I got accepted. I wanted to go to UJ, I got accepted there for [inaudible] but now my parents didn't want me to go there. Already you're looking at someone that doesn't want to be here but their parents don't want to pay to go far away or something so those are the challenges that we are having.

INTERVIEWEE: And it's just a different millennial because they also - every time it's a different type of student and the students nowadays don't communicate [inaudible].

INTERVIEWEE: True.

INTERVIEWEE: So if you're thinking the hospitality industry, it's about personality and communication and they struggle to do that.

INTERVIEWER: Ja [inaudible].

INTERVIEWEE: Because of how they've been conditioned.

INTERVIEWER: So on the last question or this one has been answered because it's based [inaudible] on the on the curriculum change. I don't think any of the lecturers will participate [inaudible].

INTERVIEWEE: Yes, we do.

INTERVIEWER: Oh you do?

INTERVIEWEE: We do in the subject Speciality.

INTERVIEWER: Oh so do participate?

INTERVIEWEE: We do participate, ja.

INTERVIEWER: Okay because I've got a question. The question is I saw with the programmes that are starting next year, it was saying that there is too much practical. There should be less practical and more – how is that so [talking together].

INTERVIEWEE: That came out of the college [inaudible] where they looked at what the credit value was of [inaudible] operations and how many hours they actually spent in the [inaudible]. And they were comparing [inaudible] to WIL as well, so you're doing repetition, that's where it came out. They actually said that we're spending too much time on the practical side.

INTERVIEWEE: It's that internal quality.

INTERVIEWEE: Yes, the Department of Education [talking together].

INTERVIEWEE: The [inaudible].

INTERVIEWEE: When you say Department of Education …

INTERVIEWEE: No, the department sorry, the Faculty of Higher Education. Faculty of Education.

INTERVIEWEE: Oh.

INTERVIEWEE: They came in here but there was also other people on the panel, besides them.

INTERVIEWEE: Oh okay.

INTERVIEWEE: And they looked at the credit values at notional hours and we also looked at the volume that you're spending on them. Because you needed to change with the student is doing, first year, second year and third year ...

INTERVIEWEE: In the restaurant.

INTERVIEWEE: In the restaurant and they were doing the same thing [inaudible]. So that's why they said too many hours because they were trying to make less subjects, but they're not very really – they're actually just staying in a week and that's what came out because I thought with the new curriculum there's going to be more time for academia.

INTERVIEWEE: [Inaudible] concern was the fact that our students for a NQF level [inaudible] Diploma at the University of Technology is spending too little time in the academic class.

INTERVIEWEE: Because of the alteration of the restaurant which was 365 days a year and I'm not sure if that has changed if it is still 365 days a year.

INTERVIEWEE: Is still [talking together].

INTERVIEWEE: And that's where the, that's why they spend so much time in the restaurant whereas students used to do long [inaudible] hours ...

INTERVIEWEE: But I think from next year it's changing, it's not going to be 365 [inaudible].

INTERVIEWEE: But even now it's changed, like sort of because I know it's not official like then when we kind of [talking together].

INTERVIEWEE: Where they block [talking together] for three weeks now.

INTERVIEWER: [Inaudible].

INTERVIEWEE: And in December as well now and after Christmas till New Year they are closed which they weren't closed previously.

INTERVIEWEE: Not [inaudible].

INTERVIEWEE: But it needs to match the outcomes that they struggle to achieve [inaudible]. So you find somebody doing waitering here and they do six months of waitering in their WIL [inaudible].

INTERVIEWEE: You see that goes back to what we were saying about managers like they do not shadow their manager and maybe, like let's say the person who does WIL here, like Najiba[?], if she I don't know if it's possible but when you do those visits and try to - I don't want say re-enforce but I would say enforce.

INTERVIEWEE: Very difficult.

INTERVIEWEE: It's very difficult ja, you know the hotels whatever to put the student in specific areas while they are on WIL you know and not just place them all over the show because for someone - I've done WIL and I know for a fact that you go there and you have a plan for that six months, three weeks specifically there, two months there, two, three months there whatever, then you find yourself waitering for six months. Or because maybe they don't have a breakfast chef and then they'll put you on that breakfast, you know for six months and you're an employee.

INTERVIEWEE: I think it was different for us because DUT [inaudible] monthly reports that we'd do - I don't know.

INTERVIEWEE: No, we also have monthly reports then [talking together] in a way that you spend so much such time with these students [talking together].

INTERVIEWEE: But when you go to industry so [talking together].

INTERVIEWEE: [Inaudible] like that. Everywhere we are going besides Cape Town, in smaller hotels where we were required to do pretty much everything, the ordering like a manager, like ordering, the planning, the main menus, so in particular hotels school was easy for us to do everything.

INTERVIEWEE: Every function.

INTERVIEWEE: So it sounds like in the Cape Town that's there's necessarily an accountability on the side of the industry with regard to developing that graduate preparedness. So that in itself then becomes a further contradiction because the industry is saying your graduates are not prepared but when the graduates are out in industry, they're not necessarily providing them with the essential experience that they need in those various divisions for them to develop that preparedness.

INTERVIEWEE: Like you were saying earlier about being, they're not necessarily shadowing them manager to teach them those skills.

INTERVIEWEE: And the industry is cheap labour unfortunately, you know, you'll find that some hotels, you go to front office and you walk in and you have three people in the front office because it's all students from here and they are manning the front office and then they have that front office manager, so what are they paying them, probably one point five a month because it's a ...

INTERVIEWEE: A trainee.

INTERVIEWEE: It's a trainee or a stipend or a travelling allowance so imagine three one point five and then they only have to pay the big money to the manager. It's just - they don't know what they want either, you know when it comes to [inaudible].

INTERVIEWEE: And now with the students are also like some hotels are not offering salaries because of unemployment. So they struggle to place these students. Especially students who must travel, you know because they said they have to let some people go so they are not prepared to pay the students because they don't have the funds available.

INTERVIEWEE: That's currently what's happening, so you find students are waiting to be placed. Sometimes they finish in November and they only get placed in January.

INTERVIEWER: Oh wow.

INTERVIEWEE: Because of the occupancy and …

INTERVIEWEE: Ja, the economy.

INTERVIEWEE: The economy. So, I mean [inaudible].

INTERVIEWEE: [Inaudible] impacts us as well.

INTERVIEWEE: And what are your numbers like in terms of your students?

INTERVIEWEE: We've got quite a lot of students with first year obviously because of NSFAS, so we don't have the problem of student numbers anymore because [inaudible] that is why they come and study. So, wherever they get a place they study and it doesn't mean that's their passion.

INTERVIEWEE: Especially with the free education.

INTERVIEWEE: With the free education, [inaudible].

INTERVIEWEE: So what does your first year numbers look like?

INTERVIEWEE: For the first year, 170.

INTERVIEWEE: 170.

INTERVIEWEE: That's huge.

INTERVIEWEE: That is, that's massive.

INTERVIEWEE: All combined with [inaudible].

INTERVIEWEE: Oh, all combined?

INTERVIEWEE: They slip into the different streams. [talking together].

INTERVIEWEE: The different streams, ja.

INTERVIEWEE: In first year, second or …?

INTERVIEWEE: In first year, they already in their stream and they do a generic but now with the new curriculum each one is going to do specifically to their …

INTERVIEWEE: Area [inaudible].

INTERVIEWEE: [Inaudible] ja, so the PC's, some of their courses will be specifically related to [inaudible] some [inaudible] because all of them do accommodation management. [Inaudible] they will go to second year but now with the new curriculum, they are not going to be doing accommodation only the hotel management students.

INTERVIEWEE: And that is what it was like many years ago where [inaudible] used to be on its own.

INTERVIEWEE: Yes the nineties.

INTERVIEWEE: In actual fact, they're kind of going back to what it was, which I think the generic is actually better because the student can make well [inaudible] informed decisions, then they know this is [inaudible]. But if they are not exposed then they don't know. And some PC's [inaudible], some of them [inaudible] chefs and all of a sudden when it comes to the industry and they come back and they change the F&B. It's very seldom that the accommodation management students change between F&B and [inaudible].

INTERVIEWER: It would be really interesting to see where some of the alumnae are [talking together].

INTERVIEWEE: Many of them are actually not in industry, not at all.

INTERVIEWER: And we have a lot of them doing their PGC.

INTERVIEWEE: Ja, to teach at schools.

INTERVIEWEE: Most of them after training [inaudible].

INTERVIEWEE: A lot of them doing that.

INTERVIEWEE: And a lot of them I think as well, I mean even here, we were talking about [inaudible] hotel. So it's only when they've finished studying that they realise hospitality is not about a hotel only, it's bigger you know and then they go to different things which is hospitality but broader than being in a hotel. So some of them just and that they don't want to be [inaudible] because they don't want to work in a hotel, they will find something else that is hospitality related but has a better pay and better hours.

INTERVIEWEE: Because it's hard work; let's face it.

INTERVIEWER: It's hard work, okay. Then your opinion on I think we've already done that. So these are the questions that I had. I – the reason why I thought I should call you because I wanted to ask as many questions and I think I've actually asked [inaudible]. Although now, something that is coming into my mind, is we are saying, it's not all of them that can go there and get a job as a supervisor. But they are all from the same place, it depends on how the individual maybe is or how they have acquired their skills and now, they can maybe link the knowledge that they have to the practical. So now I'm thinking, in the industry we get people that are supervisors, so we experience. Can we experience, they experience a qualification, experience of a course [inaudible] qualification, I'm just thinking like because I want to back up the experience thing where I am saying, you have people that are taken from - they just have Matric. And then they come to the industry, they work a year or two then they get promoted to a supervisor and then here [inaudible], the food and beverage management student [inaudible] management, they have got that diploma when they go to the world of work, they have to start again from scratch. I feel like the employers are [talking together].

INTERVIEWEE: And I think every person sits in their life [inaudible] differently. Because if you now think about your first scenario where you said somebody comes from Matric into the business and work, they get promoted to supervision, then many times they are then, by the hotel sent on a [inaudible] course to us.

INTERVIEWEE: For training, ja.

INTERVIEWEE: For training because they are now showing the potential and they are then trained extra and now they progress so much easier, while when you've got the other scenario of somebody coming in with us, first studying then going into the business, sometimes they don't show the skill and potential. Then they don't even get promoted to that next level because of there is just nothing coming out of them as a person. It is a very personal thing as well, how do you use what you have got to your best advantage? That is also something that is very, very unique and it also depends on what position you are. In certain positions your experience helps you to promote yourself quite quickly.

INTERVIEWEE: And you need that bit of theory.

INTERVIEWEE: Exactly and then in some other instances the theory will actually help you because it is a different, not necessarily the content of the theory but the understanding and ability to think and analyse and motivate and synthesize and all those things help you to now think at a different level, to come to the new, you know management style or a management position.

INTERVIEWEE: I will tell you a story. You know what I used to work at Breakwater Lodge, a constant problem there and their head chef I forgot his name - but he was from England and he was one of those that started young in the industry and worked his way to being a head chef and when we did stock take, you know stock take, you had to have the scale and everything. You know what he does, he goes into the fridge, he takes the lug of onions and he will do this, oh, it's about five kilos. And he puts it down and then he takes something else, ah, it's about three kilos. I am like no, no, we need the scale, he says no I don't weigh anything I just know. And I thought to myself this guy doesn't understand how this is going to impact the figures and everything else that comes with you know, the position he is in. So with the position of being head chef, he didn't have the schooling but if he did I think he would have known that that doesn't work; you don't do stuff like that. So you know it needs to be weighed up.

INTERVIEWEE: [Inaudible] never weighed the stuff [talking together].

INTERVIEWEE: [Inaudible] higher order thinking or the work so the higher order thinking for the work. So you need that, I think the curriculum at school prepares you for the main [inaudible].

INTERVIEWEE: [Inaudible] because you are now part of when students go through the curriculum and the three years that they are here [inaudible].

INTERVIEWEE: You mean the higher order thinking?

INTERVIEWEE: Yes - because no-one's born with, no-one's born with higher order thinking you know, as babies we're all born just [inaudible].

INTERVIEWEE: Instinctive.

INTERVIEWEE: We know where to find whatever we need to find [talking together].

INTERVIEWEE: Some people it is just, I mean some people like to be operational, some people want to be in the [inaudible].

INTERVIEWEE: Personality there.

INTERVIEWEE: It's about what works for you. I think because some people want to be busy and then when I get [inaudible] when I was speaking to the industry, a lot of people or they were mostly looking at practical skills because they wanted hands on on deck. That is where, so they would say that you say [inaudible] a person can't do this. So, that is where their thinking was coming from. When they were looking, this guy was on the finance side, they were not looking to school the student that comes with a national diploma who shows, who shows a number orientation to move that person in there and equip that person. They would rather employ someone who is a BComm graduate and then put them somewhere. So they also need to change their thinking so when they were looking at hotel schools, they were looking at practical application. There weren't looking at the - because as the higher you become the more [inaudible] the number orientated you should be.

INTERVIEWEE: So managing budgets. They were not looking at that.

INTERVIEWEE: So are we teaching too much?

INTERVIEWEE: No I'm not saying we are teaching too much.

INTERVIEWEE: In your opinion?

INTERVIEWEE: What do you mean?

INTERVIEWEE: Like us, hotel school, are we giving them a lot of theory?

INTERVIEWEE: I just - I just think they're doing too many subjects and a lot of the subjects, curriculum, that they are covering could be done quicker within industry. So they are not focussing on the course [inaudible] 200%, everything is done.

INTERVIEWEE: So you're saying that they're not necessarily - but I remember when I was a part of the industry way back then when Arthur and [talking together]. When Arthur Gelif [inaudible] would say that hospitality means [inaudible] accountants.

INTERVIEWEE: Yes.

INTERVIEWEE: Because the accountants from a BComm don't necessarily understand the specifics of why you need to weigh and …

INTERVIEWEE: And I would agree with, I would agree with that because I don't come from hospitality but if I could go be an accountant in a hotel, I would not be very efficient because I have no understanding of the operations. So it is important that the person has his own grounding of hospitality because hotels work differently to corporate.

INTERVIEWEE: But you are saying something very significant with [inaudible] pick up on in the sense that you are saying that in the curriculum, they you touch on a lot of things but not necessarily but not necessary specialize.

INTERVIEWEE: Yes.

INTERVIEWEE: And are you saying that you should rather specialize so if there is a financial stream that the students become hospitality financial manager now and you then have someone who becomes …?

INTERVIEWEE: Who becomes a chef.

INTERVIEWEE: Who becomes a chef and the skills that go with being a chef.

INTERVIEWEE: And if you're looking at a food and beverage, the food and beverage should be also on the number side and operational.

INTERVIEWEE: Yes.

INTERVIEWEE: But not in the kitchen.

INTERVIEWEE: No.

INTERVIEWEE: Because that where his friend is, so I found a lot of students who studied this course who went on to study Accounting or a BComm because that's that why they love the industry. But they are somewhere into property management, managing properties. Some went into where the people [inaudible] to do property development of hotels that's where they went into. So I think we are not distinguishing ourselves really from the CAP system and your FET colleges. But that's my opinion because I am not in hospitality but many of them, of the guys are - so that's what I see. Because I think, they are thinking, what Nelson Mandela is doing, they're doing the BComm in hospitality management.

INTERVIEWEE: Ja, they are doing that, that's where they - and we are not doing a degree because hotels and market [inaudible] is different, that's what [talking together]. But is the target market different because let's face it, we have become a university of getting knowledge. So with all the four curriculum changes, has your output in terms of a graduate changed or could it be the same graduate that graduated in the 80's to who they are; who you're graduating now?

INTERVIEWEE: Not if you look at the curriculum.

INTERVIEWEE: Are they doing, are they [inaudible] doing anything different? And that is the question? [Talking together].

INTERVIEWEE: Here, specifically?

INTERVIEWEE: No when the student that we exit, is definitely different.

INTERVIEWEE: Okay.

INTERVIEWEE: But what they end up doing?

INTERVIEWEE: Exactly. But is the industry different?

INTERVIEWEE: That's a good question.

INTERVIEWEE: Still selling food and bevs out there.

INTERVIEWEE: Are we - so what I'm asking is, with all your curriculum changes, has your graduate changed? So is your graduate different? So, if your graduate is different, you're saying, based on the curriculum changes, but where that graduate goes to, has that changed? So in other words you know, are they going into different areas like you are saying and should the new curriculum actually start focussing on - then you do specialize in - why not specialize in financial management within hospitality but then your student, the incoming student might not be [inaudible].

INTERVIEWEE: And also the entry requirements will be different.

INTERVIEWEE: But will that not change now with the new post graduate, what's the new curriculum [inaudible] diploma, advanced?

INTERVIEWEE: Advanced Diploma and then the Advanced Diploma [talking together].

INTERVIEWEE: Has that not changed, will that not change because …

INTERVIEWEE: It's still a diploma. So then they like go to the Advanced Diploma so these no, I don't know if there is a market [inaudible]?

INTERVIEWEE: I shouldn't say that I just I ...

INTERVIEWER: No, that's fine, it's fair, it's fine, [inaudible]. I shouldn't be talking I suppose [talking together].

INTERVIEWEE: No but you come from [talking together].

INTERVIEWEE: I just, I just think that because there are doing too many of, too much …

INTERVIEWEE: It's like with the schooling system, they threw out the [inaudible] basics and they tried to add too much so that foundation is a weak foundation that they're building on and that's a similar thing that we, we're trying to expose students to a bit of everything but nothing is [inaudible].

INTERVIEWEE: It's like a student asked me yesterday, Miss how do I find the [inaudible] on the scale? Simple example. Miss, [inaudible] is broken, it's not working, he was referring to the hard box [inaudible].

INTERVIEWEE: Oh my gosh.

INTERVIEWEE: Yes, so that's the type of students that we are [inaudible] like you said, they're just going to use [inaudible] but you still have to teach that, [talking together].

INTERVIEWER: What she's saying, is not like their expectation is to get someone who can identify those [inaudible]. So, it means you can't start where you've planned to start.

INTERVIEWEE: Yes you can't, you have to go back, back, back then go forward and that could be where you assess your entry requirements or when you sift through the students and we don't have the extended curriculum and I know when I started we had the extended curriculum and those students did great.

INTERVIEWEE: So, you don't have the ECP anymore?

INTERVIEWEE: No ECP anymore; long gone.

INTERVIEWEE: Whereas, the first year we divided into two years but those students exited at the end of that course and they were - and that caters to the students coming from diverse backgrounds and diverse foundational knowledge. That caters for that.

INTERVIEWEE: It is not that the student – it's not that they are not competent; they just need a little bit more support.

INTERVIEWEE: Ja, when I started, we had like five students in our class [talking together].

INTERVIEWEE: Yes, it's quite a few. And they, I mean some of them did well in industry. I'm not sure if they are still there but they were in management positions because they have been nurtured.

INTERVIEWEE: Yes, they're nurtured differently.

INTERVIEWEE: They're nurtured differently. Somebody just needs to build their confidence and then they know I can do this but now we are on the [inaudible].

INTERVIEWEE: But we can also say that that case studies in fewer classes builds them to get that higher order thinking, that higher order thinking.

INTERVIEWEE: Students don't [talking together].

INTERVIEWEE: Just try and put a question [talking together] in where it's a cold question and you're giving them theoretical knowledge and you say application of that knowledge, you'll see that they will skip that because they don't – like I will always use the example when students are [inaudible]. And I have so many students who were employed in the industry, then they come back to campus to be [inaudible] is the manager asking, the chairman asking and these are the things that's happening, what are you going to do? And then come and ask us, for ideas in the sense of maybe using the expenses or the costing or which are I like [inaudible] and they were obviously first three years of your time to break even and they were saying where could they get additional sources of income and so forth. So that's the kind of out of the box thinking because they are focussing, I need to study this paragraph and I need to regurgitate [inaudible]. So our form of assessment that we're having as well, in the sense of our question papers and that doesn't mean that we are not asking the right questions because of about four weeks and we did a certain amount and the students around [inaudible] with their subjects and we need to come up with a paper. So, can't always put that case study in there because they write every day.

INTERVIEWEE: But that's a huge crunch [inaudible] when it comes to teaching and learning because I don't think it's necessarily a problem just here but how our system also sets students up to fail because we can't access it's not fair to assess how we don't teach. So how we teach should be how we asses but if we're actually just going through then content, then we just have to ask them the content but we're teaching content and assessing application and there is such a huge disconnect for a student and that's why I asked the question, you know can we teach a higher order thinking and I think we should, we can?

INTERVIEWEE: We can if they had more practice.

INTERVIEWEE: More time.

INTERVIEWEE: But then we need the time.

INTERVIEWEE: And then you actually train them in a certain way. Yes

INTERVIEWEE: So I think in many ways, sometimes our system also fails the student with regard to how if the content is overloaded, if the course is overloaded, the

system actually sets the student up, so and that they discovered in emergency management sciences as well. They did a - sorry I'm digressing, I'm going [inaudible]. They did an assessment of the first year students coming in, of their reading assessment and then they looked at all the articles that the students were given to read and their reading level was on a Grade 11 but the requirement in terms of what were meant to read was on the first, second year level student and they weren't there yet. And the students didn't just didn't bother reading because they [inaudible]. And so they also discovered that every lecturer gave …

INTERVIEWEE: Reading materials.

INTERVIEWEE: Reading material that students need to do and it's just it's impossible to get them to do that, so ja, so.

INTERVIEWEE: But it's also the [inaudible] assessment that we're looking at. We're still on the idea that we must be a [talking together]. We're not looking at oh there must be something concrete [talking together], a mark for this. [Talking together].

INTERVIEWEE: But it's also a way of thinking because educational …

INTERVIEWEE: Yes but the university requires - again, the system requires that you used to have that paper [talking together] evidence [talking together] and it needs to be moderated and it needs to be this that and the other.

INTERVIEWEE: And also the other consultation that happened - occurred was pushing everything forward with December graduation. That has impacted [inaudible] impacts the pracs [talking together]. She was overwhelmed. They are very overwhelmed and not maybe our course alone [inaudible].

INTERVIEWEE: So would you say with the application [inaudible] that we should do more observation study and we do that as a summative but not [inaudible] just like a paper.

INTERVIEWEE: [Talking together] because that, [inaudible] looking at the criteria [inaudible] just knowledge memory what you're assessing but that's where the integrated assessment comes in, so if one paper is written [inaudible] but all five of our content is covered then it's less [talking together] or a kind of a project where that

kind of assessment is happening; can they do the presentation, can they - so it's you know all of that.

INTERVIEWEE: And with us on the practical side, you know we should be observing the students and giving them marks but there are so many of them, you can't physically do that. It is impossible if you've got a class of thirty two and they are all cooking at one time, who do you see and who don't you and that like you say the whole system sets the students also up for not actually doing the best they can.

INTERVIEWEE: And for not meeting the preparedness as we are saying.

INTERVIEWEE: [Talking together].

INTERVIEWER: And now with the other thing that as much as the system fails them and all that, I feel from what you are saying, I gather that you're saying the employers as well, they're not sure what they want and I feel the employers should may be give them maybe give them a period of one of something, induction or something just to see [talking together] for a supervisor position, then from school then maybe that would help because I'm just thinking, those are the questions that I need to pose as well to the [inaudible].

INTERVIEWEE: Do they have an induction programme? Do they have mentorship? How long is the probation? Is there a support? Is there a handover? Is there somebody who walks with, walks the path with that person.

INTERVIEWEE: Is there a proper selection you know because sometimes [inaudible] it's about who you know unfortunately. No really because so and so and [talking together] it's worse in industry so and so and so needs a job. No, my cousin from somewhere you know. It's always about pulling someone in whereas they haven't even done the proper way of looking for someone for that specific job.

INTERVIEWEE: And they have specific selection criteria, how specific is it? Or are they just looking for somebody with a diploma and that diploma as we've now indicated can mean lots of things because they can come from all over the show.

INTERVIEWEE: Ja, all over the show.

INTERVIEWEE: I've got something to add and I don't know how significant it is but I do somehow think that the national strikes had a big impact on the hospitality sector.

So I think industry also perceives our students very different nationally. They perceive that as students that have attitudes. Yes, they are millennial, they do have attitude but they perceive them already with that attitude that [inaudible] I'm going to justify [inaudible] if you treat me in this way. So, I think that impacted the students a lot and the type of students that we are getting now, are the third choice [inaudible] students. So, the first choice students are already going to like the international council where they specify or to CAPS, I want to be a chef or I want to be manager. So the demographics if I can say that [inaudible] has also changed - of the type of students that we are getting, the equity status has changed in the university as well and [inaudible] learning of how industry [inaudible] is not necessarily because they're not fortunate to have that type of back ground but maybe if that was there, it could even prepare them even more and maybe we could then now we think of building up attitude because if you go to a silo hotel, I want this attitude - of the type of a student although I have that diploma but it's the aptitude [inaudible] as well. So I don't know how to prepare them for that.

INTERVIEWEE: [Inaudible] perception.

INTERVIEWEE: Economic and demographics.

INTERVIEWEE: Because we even do that with WIL. I mean I know WIL [inaudible] – they screen the students [talking together], even if they say they [talking together] but they don't. You know you've been there.

INTERVIEWEE: Yes. I know.

INTERVIEWEE: That is also very subjective because the WIL person sees you only there whereas [talking together].

INTERVIEWER: Exactly, I was going to say that that at the end of the day they get [inaudible], they interviewed and if even - like even for the employers, interviewers will never, you would never know the attitude. You will never know the attitude of someone [inaudible].

INTERVIEWEE: [Inaudible]. [Talking together].

INTERVIEWER: Okay.

INTERVIEWEE: I'm very sorry.

INTERVIEWER: No, no it's fine. Maybe, I would like to say thank you very much, if there's anything that may be, you think I've [inaudible] please feel free to just drop me an email, I'll be working on this until ...

INTERVIEWEE: [Laughing].

INTERVIEWER: But if you have anything or something that could come up and you'd like because I'm looking - actually what I'm doing, I'm looking from the past, the present and to where we want to go?

INTERVIEWEE: [Inaudible].

INTERVIEWER: Yes, I know. Because now it's just like I'm getting all the data where I am saying I'm meeting the employers, I'm meeting the students as well and now I'll use this information to actually [talking together]. I'll use this information to actually [inaudible].

INTERVIEWER: Thank you.

INTERVIEWEE: Thank you.

[END OF TRANSCRIPTION]