

A WORLD OF CAREER OPPORTUNITIES

GAMING & LOTTERY

CAREER GUIDE





CULTURE, ARTS, TOURISM, HOSPITALITY & SPORT
SECTOR EDUCATION & TRAINING AUTHORITY
(CATHSSETA)

GAMING & LOTTERY

CAREER GUIDE

a world of career opportunities



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FOREWORD

Dear Learner,

You have come to that important place in your life where you need to start deciding what to do with the rest of your life. Choosing a career is an important and exciting opportunity to shape your future, but it can also be quite overwhelming to have to make this important decision. At this point as a learner, you should have an idea of what you want to do for the rest of your life. Family, friends and teachers have been advising you on various career options, but ultimately it is your decision. Keep in mind to choose something that you love and enjoy, a career path that will complement your talents and fulfil you.

We have the pleasure to present the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) Gaming and Lotteries Chamber Learner Career Guide for 2016/17.

This updated career guide is one of many initiatives by CATHSSETA to build and promote a competent Gaming and Lotteries industry that flies the flag as one of the employment sectors of choice. This guide provides information on careers and labour market conditions in the Gaming and Lotteries sector, as well as the pathways to enter the industry. It is aimed at learners who need to make subject choices – matriculants who need to choose their careers; students at tertiary training institutions and young graduates who need to find employment.

The guide can also be used by educators to introduce learners into this exciting and vibrant industry. It is also aimed at those currently employed in the industry who want to further develop their careers. We hope that you will find this guide useful and that it will assist you in making the right decisions regarding your career.



CHAPTER ONE

About CATHSSETA

A SETA's main function is to contribute to skills development – to upskill the employed, or those wanting to be employed, in their sector. They have to do this by ensuring that people learn skills that are needed by employers and communities. There is no value in training people if they cannot use the skills they have learnt. Training and skills development is not only for young people starting their first job. The skills of people already in jobs must also be enhanced.

Training must adhere to agreed standards within a national framework. It is no good if someone is trained in one province only to find the qualification is not recognised in another. It is not ideal for one employer to upskill their staff if another employer does not recognise those skills. All training, wherever it is provided, should be subject to quality control and where applicable, be benchmarked against the best international standards.

To achieve these objectives a SETA must:

- Develop and implement sector skills plan.
- Develop and administer learnerships.
- Support the implementation of the National Qualifications Framework.
- Undertake quality assurance.
- Disburse levies collected from employers in their sector.
- Report to the Minister of Higher Education and Training and to the South African Qualifications Authority.

The Culture, Art, Tourism, Hospitality and Sport Sector Education and Training Authority is one of 21 SETAs established under the Skills Development Act (No 97 of 1998) [the Skills Act] for the Tourism, Hospitality and Sport Economic Sector.



CHAPTER TWO

About this career guide

WHAT IS THE PURPOSE OF THIS CAREER GUIDE?

The main aim of this career guide is to equip you, as a learner, with the useful information you will need to make informed career choices, and to expose you to various opportunities that are available within the Arts, Culture & Heritage sector or the Creative & Cultural industries. This career guide also aims to dispel the myth that the sector is only for entertainment and therefore is nothing more than a hobby. You will be exposed to various study options including different ways of financing your studies, which will hopefully help you make wise decisions about your career path and your tertiary education.

WHO IS THIS CAREER GUIDE FOR?

CATHSSETA has put together this career guide with learners in mind, especially those in grades 9 to 12, who have little knowledge about the sector. It is always wise to know as early as possible whether a particular sector suits your strengths and personality.

WHAT IS A CAREER?

A career is an occupation or profession undertaken for a significant period of time that has opportunities for progress.

How to choose a career

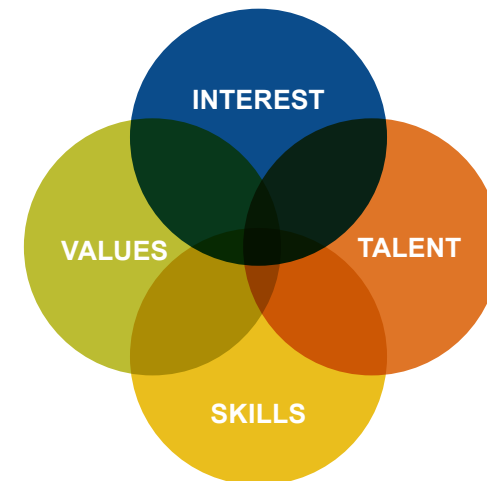
Research into careers in the Gaming and Lotteries Industry is difficult due to the limited information available. There are so many options to consider in this diverse industry once you know where to look. You owe it to yourself to research all the career options.

Knowledge is the key to success and you'll make better decisions when you're informed. There are employers and associations who can offer valuable insight into this exciting industry. However, you also need to conduct a self-assessment to make sure that this industry is the right one for you. For instance, do you mind working irregular hours or do you want a normal nine to five job? That is just one consideration you will need to factor in before you make your career decision. Below is a graphic of the factors that will come into play during the decision-making process.

There are also career guidance exhibitions that take place from time to time, hosted by different educational organisations/institutions. It is advisable that you attend as many of these exhibitions as often as possible to make sure that you become fully aware of every career option available to you.

The South African Qualifications Authority (SAQA), along with the departments of Higher Education and Training and Basic Education launched the NQF and Career Advice Service in January 2011. The programme comprises different platforms to provide career advice to learners. These include a website, a career advice help line, guidance materials, and a weekly radio programme in partnership with SABC Education that is broadcast on nine regional radio stations in nine languages.

My SA Career Guide 2011 gives a very basic step-by-step process that can help you make an informed career decision.



INTEREST

The feeling of wanting to know or learn about something - People have different interests (such as investigative, realistic, social, etc.) which is what gives spice to life.

TALENT

Inherent aptitude/giftedness or skills that someone possess naturally.

SKILLS

Ability to carry out tasks to completion.

VALUES

Principles or standards of behaviour; one's judgement of what is important in life. Values develop as we grow into adulthood and give us direction, helping us to make important life decisions.



YOUR HIGH SCHOOL SUBJECT COMBINATION

Choosing your subjects is one of the most important decisions you will ever have to make. The subject combination that you choose at the end of Grade 9 affects your career path as these subjects determine the study field you can follow after completing matric (Grade 12). In other words, if you do not select the correct combination of subjects, you could find yourself unable to enter certain further education programmes. So when making this important subject choice, you should consider your career options and select accordingly as certain study programmes require specific subjects.

For some career paths, you may need to complete a degree at a university or a certificate/diploma through a TVET college or a SETA. The first thing you need to know is that in order to qualify for higher/further education and training studies, you must make certain that you have the right subjects to meet the minimum entry requirements to study further. Of course, for a degree, diploma or certificate studies, it is important that you choose subjects that are appropriate to the career you intend to follow and that you try to keep your options open as your plans may change as you go along.



CHAPTER THREE

Sector profile

The Gaming and Lotteries sub-sector consists of gambling, licenced casinos, the National Lottery, operation and management of horse racing events, clubs and academies, totalisators, bookmakers, limited payout machines and bingo operators. The Gaming and Lotteries chamber is second-smallest chamber in the CATHSSETA scope,

with only two (2) Standard Industrial Classification SIC codes. As the sub-sector grows, it is necessary to ensure that skills development interventions in the form of qualifications and skills programmes are sufficient and current to ensure that skills gaps are addressed.

Defining the industry

GAMING

Most careers in casino management do not necessarily require higher education study and few higher education institutions offer courses to service this growing industry. Nevertheless, it is important if one has aspirations to rise to management level, to acquire a management qualification in order to be considered for these positions. Casinos are often connected to restaurants, clubs and hotels, and some management positions at these locations require higher education studies. Many of these related careers require academic training from different fields. However, individuals can minor in casino management to gain a better understanding of the gaming industry.

CAREER PATHS IN GAMING

To work in the industry, one must possess a General Education and Training (GET) certificate or equivalent obtained at NQF Level 4, which is similar to Matric. This is important as employees in this industry would be working with numbers and communicating with people, Maths and English at Grade 9 is also a requirement.

A FEW CAREERS IN GAMING

- Dealer
- Cash Desk Manager
- Gaming Officer
- Surveillance specialist
- Regulator

WORK ENVIRONMENT

The Gaming environment is a 24/7 industry that requires its employees to be flexible and prepared to work shifts, weekends and public holidays. All people working in the casino industry have to be licensed by the Provincial Gambling Board of the province in which they work. The employer is responsible for the application process on behalf of the employees.

HORSERACING

The horse racing and horsebreeding industry is a diverse and exciting world to work in. When millions of people watch a racing event such as the Durban July, they don't always realise that it is the culmination of a

CAREER PATHS IN HORSERACING

This is an exciting industry with endless opportunities. There are many routes, and in many respects there is something for everyone. Whether you want to work directly with horses or prefer to be more office-based, there are opportunities at every level.

Career progression is possible, with training courses available to stud and stable staff to take them from one level to the next or move into a different area of employment. For those wishing

GAMING & LOTTERIES SECTOR ROLE PLAYERS

For more information and a list of role players within the Gaming and Lotteries sector visit the CATHSSETA website: www.cathsseta.org.za

huge effort of numerous people in this industry. From the starting point of the horse as a foal and its journey through life to all those involved in looking after it, right through to the teams of people that make a race day happen.

to progress to management roles or to work within racing administration, there are also management courses available.

Many young people will start off working in a yard with horses and if they have riding talent and are the right height, may progress to being a jockey. Similarly they may work their way up to more senior positions within the yard and work towards being an Assistant Trainer.

A FEW CAREERS IN HORSERACING

Advanced Flag Operator: Employed by racecourses, an Advanced Flag Operator is responsible for making sure horses and riders stop racing in the event of a false start at the beginning of a race.

Race course Administrator: Responsible for all matters relating to turf management and race day preparation. In conjunction with the racecourse manager, you will also deal with race planning and aim to achieve an optimum fixture list.

Farrier: You will be responsible for looking after the horses' shoeing requirements.

Ground Staff: Depending on its size, a racecourse can have a ground team of between two and 30 people. Working in all weathers and often during unsociable hours, you'll ensure the track and all its rails and fences are in superb condition.

Horse Transporter: The Horse Transporter is responsible for transporting horses to and from race meetings, stable yards and even abroad.

Course Inspector: Working as part of the National Horseracing Authority race day officials team, you will advise racecourses on the safety and integrity requirements of the authority to ensure they are smooth and safe to race on.

Jockey: If you want to become a jockey, you will start off by being an apprentice or conditional jockey and will have to attend many training courses in the process to become a professional jockey.

Stud Groom: A senior role in a stud, stud grooms are second in command to the stud manager. Responsibilities include care of welfare of horses, and the managing and training of staff. **Stud Hand:** You'll be in charge of mares and foals from grooming to mucking out and assisting throughout the breeding season.

Stud Manager: A largely office-based role, you will be responsible for the business side of the stud, alongside overseeing the welfare of the horses. You might be involved in breeding some of the best horses in the country.



ABOUT THE NATIONAL QUALIFICATION FRAMEWORK

The National Qualification Framework, NQF as it is commonly known, is the framework for qualification levels which enables learners to progress from any starting point. The NQF has 10 levels which are regulated as follows:

- Umalusi will provide for quality assurance at NQF levels 1 – 4
- Council on Higher Education (CHE) will provide for quality assurance at NQF levels 5 – 10
- Quality Council for Trades and Occupations (QCTO) will provide for quality assurance at NQF levels 1 – 8, (occupationally directed qualifications).

NQF Level	Sub-Framework and Qualifications Type (Government Gazette No 36803 – 30 August 2013)	
10	Doctoral Degree Doctoral Degree (Professional)	*
9	Master's Degree Master's Degree (Professional)	*
8	Bachelor Honours Degree Post Graduate Diploma Bachelor's Degree	Occupational Certificate (Level 8)
7	Bachelor's Degree Advanced Diploma	Occupational Certificate (Level 7)
6	Diploma Advanced Certificate	Occupational Certificate (Level 6)
5	Higher Certificate	Occupational Certificate (Level 5)
4	National Certificate	Occupational Certificate (Level 4)
3	Intermediate Certificate	Occupational Certificate (Level 3)
2	Elementary Certificate	Occupational Certificate (Level 2)
1	General Certificate	Occupational Certificate (Level 1)

***Note: when selecting a qualification, it is advisable to check its alignment to the NQF.**

CHAPTER FOUR

WHY THE NQF?

If learners are aware that there are clear learning pathways providing access to – and mobility and progression within – education, training and career paths, they will often be more inclined to improve their skills and knowledge since such improvements will increase their employment opportunities. The increased skills base of the workforce implies the enhancement of the functional and intellectual capability of the nation. This increases South Africa's chances for success in the global community. Thinking has shifted from education for employment (developing the ability to do a specific job), to education for employability (developing the ability to adapt acquired skills to new working environments). The new education and training system must be able to support the notion of an adaptable workforce.

NATIONAL SENIOR CERTIFICATE (GRADE 12) & ADVANCED NATIONAL CERTIFICATE (VOCATIONAL)

The General Education and Training (GET) band consists of learners from Grade R up to Grade 9, as well as an equivalent Adult Basic Education and Training (ABET) qualification. The TVET band consists of grades 10 to 12 in schools and all education and training from the National

DEGREES, DIPLOMAS & CERTIFICATES

The Higher Education and Training (HET) band consists of a range of degrees, diplomas and certificates up to and including postdoctoral degrees. HET also referred to as tertiary education, which provides the highest level of education with some degree of practical experience. Entry into HET is through a Grade 12 pass with exemption. The landscape for HET consists of about 25 institutions which include separate and incorporated universities, merged universities, universities of technology and comprehensive institutions.

Qualifications Framework (NQF) levels 2 to 4 (equivalent to grades 10 to 12 in schools), and the N1 to N6 in TVET colleges. CATHSSETA has linkages with TVET Institutions. Currently, there are no TVET Colleges that offer Conservation related qualifications.



CHAPTER FIVE

Other options to obtain Nationally Recognised Qualifications

LEARNERSHIPS

A learnership is a workplace-based training programme comprising both structured practical workplace and structured theoretical training. The duration of a learnership is approximately twelve months, and results in a full qualification. Both unemployed (18.2) learners and employed (18.1) learners can participate in a learnership through an employer.

CATHSSETA and the employer sign a Service Level Agreement (SLA). The employer identifies an accredited training provider who can provide the theoretical component. The employer, the learner and the training provider sign a “Tri-partite” agreement. This agreement is legally binding, and in the case of unemployed (18.2) learners, a fixed term / temporary employment contract is also signed for the duration of the learnership. CATHSSETA monitors the implementation of the learnership and evaluates the impact of the programme.

INTERNSHIPS

An internship is a programme designed to give university and university of technology graduates and learners an opportunity to extend their academic qualifications with structured workplace exposure and specialised training. Participants are placed on a full-time basis for a period of three to six months in a company and/or government department, the purpose of which is to provide the learner with workplace experience that builds on the qualification.



APPRENTICESHIPS

An apprenticeship is similar to a learnership programme, but is mostly prevalent in trade occupations. The duration of an apprenticeship can range anywhere from 18 months to three years, and results in a formal qualification. Theory and practice is combined in a single learning process. On completion of both the theory and practical components, the apprentice sits for a trade test which leads to professional certification.

SHORT COURSES

Short courses may include any structured training that is not yet NQF aligned, but transfers the necessary skills to learners. Learners must note, short courses may or may not be outcomes based, but are not credit-bearing.

SKILLS PROGRAMMES

A skills programme is an accredited training that culminates in at least one credit on the NQF. The accumulation of credit-bearing skills programmes may lead to, or contribute towards a full qualification. Skills programmes are appropriate for people who have a shortage of critical skills or have not obtained a full qualification. Unlike learnerships, there is no tax incentive (for the employer) associated with skills programmes.

Skills programmes can be performed at several levels on the NQF and learners on skills programmes receive credits for every unit standard completed successfully. These units can be carried across as credits for partial completion of qualifications (known as portability of unit standards) and used for changing career paths or diversifying the field of expertise.

RECOGNITION OF PRIOR LEARNING (RPL)

RPL allows for a person to obtain or strive towards obtaining a qualification, based on an assessment of the person's past training and work experience, whether obtained formally or informally. As an employed or unemployed person, if you already have extensive experience in a particular occupation but are finding it difficult to progress your skills development, you can follow the RPL path.

Case in point, you would identify which qualification best suits your experience, then you would be assessed by a registered RPL assessor or subject matter expert, according to the requirements of the qualification. This will identify where there are gaps in your experience, which you can address through credit-bearing skills programmes in order to acquire the qualification. Any person who wishes to obtain a formal qualification, based on past experience, may participate in the RPL process. For more information contact a relevant training provider in the list provided.



CHAPTER SIX

What options are available to finance my studies?

BURSARIES

Tertiary institutions have bursaries that are financed by private donors or companies. These are awarded on merit or based on financial need. Candidates are often interviewed to make sure that they suit the future employment requirements of the sponsoring company. The student might be required to work for that company for a specific period of time after completion of the course.

NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

The NSFAS provides student loans, of which a certain percentage is written off if the candidate passes their subjects each year. The rest is paid back once the candidate starts working. NSFAS operates from the financial aid offices of campuses of recognised Higher Education Institutions (HEIs) in South Africa.

STUDY LOANS

All major banks offer student loans to learners who meet their requirements. A parent or friend in employment must sign surety, meaning that they will be responsible for ensuring that the loan is paid back.

SCHOLARSHIPS

Scholarships are usually awarded on merit to the students with top academic results or with talent in sport and *have no strings attached*. The admissions offices of the universities and colleges will be able to direct you to the scholarships that apply to your chosen area of study.



CHAPTER SEVEN

Contact details

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www.cathsseta.org.za

facebook.com/CATHSSETA

twitter.com/CATHSSETA1

Further reading

For more info on CATHSSETA-accredited training providers, TVET colleges and universities, visit the following websites:

www.cathsseta.org.za

www.saqg.org.za/show.php?id=5457

www.che.ac.za/.../where-do-i-find-list-accredited-private-higher-education

www.umalusi.org.za/show.php?id=3115

www.fetcolleges.co.za/site_public_fet.aspx

www.qcto.org.za

Frequently Asked Questions

WHAT IS A LEARNERSHIP?

A learnership is a vocational education and training programme. It combines theory (30%) and practical (70%) culminating in a qualification that is registered with SAQA. Learnerships contribute towards creating jobs and resolving the unemployment crisis.

WHAT IS THE DURATION OF A LEARNERSHIP?

A minimum duration of a learnership is twelve months. Some learnerships such as Golf learnerships are twenty-four months (two years) long.

WHAT SHALL I OBTAIN AT THE END OF THE LEARNERSHIP?

If the learnership is successfully completed the learner shall obtain a qualification that is recognised throughout the country and a certificate as proof of competence.

WILL A LEARNER BE OFFERED A JOB AFTER COMPLETING THE LEARNERSHIP?

There is no guarantee for employment after completing the learnership. This means that employers offering workplace training do not have any obligation to offer employment. CATHSSETA always encourages employers to provide employment after the completion of any learnership programme.

HOW DO UNEMPLOYED PEOPLE APPLY FOR A LEARNERSHIP?

Learners are expected to register with the Department of Labour (DoL) at their nearest labour centre. The DoL unemployment database is normally used by private business for recruitment and placement purposes.

WHAT IS A SKILLS PROGRAMME?

A skills programme is an occupationally directed programme which is presented by an accredited provider and when completed, will constitute a credit(s) towards a NQF registered qualification. A skills programme is a shorter version of a learnership and is meant to address short-term needs with long-term benefits. The intention is to ultimately lead to a qualification.

WHAT IS AN INTERNSHIP?

An internship is an on-site work experience that is directly related to your field of study.

WHO IS ELIGIBLE FOR CATHSSETA INTERNSHIP?

Any South African unemployed graduates with arts, culture and heritage qualification. CATHSSETA internship can also be for any students who require workplace experience.

WHAT ARE THE BENEFITS OF INTERNSHIPS?

In addition to stipend earned, experience obtained through internship programme is valuable as students gain new skills and strengthen existing skills.

HOW DO I APPLY FOR CATHSSETA INTERNSHIP?

Employers/companies/organisations should apply when the call for applications is out and these employers are expected to advertise for learners to apply and that has to be followed by interviews.

HOW LONG IS AN INTERNSHIP PROGRAMME?

CATHSSETA internship programmes run for a period of twelve months.

IS THERE A GUARANTEE OF VOLUNTEERING OPPORTUNITIES?

Many organisations utilise volunteers to host successful activities, events and programmes. There is always opportunities to become a volunteer in the sector.

WHEN ARE YOU CONSIDERED A QUALIFIED ARTISAN?

You are only considered an artisan after you have successfully completed a trade test at a registered trade test centre.

WHY IS IT IMPORTANT TO CHOOSE AN ACCREDITED TRAINING PROVIDER?

Acquiring skills from a training provider that is not accredited/quality assured by a relevant body will result in qualification or skills training that will not be recognised in the industry. Please contact our offices or Department of Higher Education to check the accreditation status of any institution.



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