



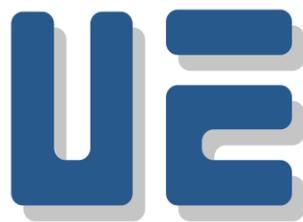
**inseta**

**INSURANCE SECTOR EDUCATION  
AND TRAINING AUTHORITY**

# INSETA TRACER STUDY

## Final Internship Findings Report

**January 2020**



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## Acronyms

<b>CoS</b>	Centres of Specialisation
<b>DHET</b>	Department of Higher Education
<b>FETC</b>	Further Education and Training Certificate
<b>INSETA</b>	Insurance Sector Education and Training Authority
<b>NC</b>	National Certificate
<b>NCV</b>	National Certificate Vocational
<b>NOCC</b>	National Occupational Curriculum Content
<b>NQF</b>	National Qualifications Framework
<b>NSDS III</b>	National Skills Development Strategy
<b>NTC</b>	National Technical Certificate
<b>POPI Act</b>	Protection of Personal Information Act
<b>QCTO</b>	Quality Council for Trades and Occupations
<b>SA</b>	South Africa
<b>SETA</b>	Sector Education and Training Authority
<b>SDF</b>	Skills Development Facilitator
<b>TVET</b>	Technical and Vocational Education and Training
<b>UIF</b>	Unemployment Insurance Fund
<b>WBL</b>	Workplace-based learning
<b>WIL</b>	Work Integrated Learning

## Glossary

<b>Beneficiary:</b>	Refers to an individual who completed a work-based learning programme (in this case, internship programme).
<b>Bursaries for workers:</b>	Bursaries are financial need-based awards and are available to learners who applied to Public Higher Education Institutions (universities and TVET colleges) only. Bursary funding covers tuition costs only and is capped at R30 000 for degrees; R10 000 for diplomas; and R6 000 for TVET College Certificate courses.
<b>Employer or host organisation:</b>	The organisation where the beneficiary was contractually employed or 'hosted' to undertake work-based learning (WBL) in order to complete the internship programme.
<b>Employment status:</b>	A catchall phrase used in the report to capture the destinations of learners who completed the internship programme of 2014/15, 2015/16 and 2016/17, and refers to any type of activity as categorised in the survey questionnaire about what they were doing after the internship programme in 2018, particularly.
<b>Financial situation:</b>	The term as used in the report refers to the respondents' perceptions of their financial outcomes following participation in the internship programme. The responses were captured through open-ended responses, which differs from the more objective responses about their gross monthly incomes and income increases captured through closed questions.
<b>Internship:</b>	Internships are open to unemployed persons only. The programme promotes work experience for unemployed youth by providing them the opportunity to apply their theoretical training in the workplace. The programme runs for 3, 6 or 12 consecutive months through an employment contract between the employer or host organisation and the beneficiary. Beneficiaries with a matric plus qualification receive a stipend of R4 500; those with a degree receive R6 500.
<b>Participant:</b>	Refers to an individual who participated in a work-based learning programme (in this case, internship programme). See also <b>Beneficiary</b> .
<b>Population size:</b>	The total number of the learning programme participants.
<b>Respondent:</b>	Refers to a beneficiary who completed the survey.
<b>Sampling frame:</b>	The total number of learning programme participants with contactable details.
<b>Sample size:</b>	The predetermined total number of participants drawn from the population size in order to conduct the survey questionnaire.
<b>Skills Development Provider (SDF)</b>	A Skills Development Provider (SDP) is a legal entity accredited by the QCTO to offer occupational qualifications or part qualifications registered under the Occupational Qualifications Sub Framework. SDPs include both private and public institutions, such as private colleges academies, learning institutes, training centres and Technical and Vocational Education and Training (TVET) Colleges (QCTO, 2015).
<b>Total population:</b>	All those who graduated from the 2014/15, 2015/16 and 2016/17 internship programme.
<b>Training provider:</b>	Refers to an accredited training centre or organisation in partnership with INSETA to provide sector-related training to candidates of a learning

<b>(also see Skills Development Provider)</b>	programme. The training provider takes care of all the administration related to the beneficiary's qualification.
<b>Workplace-based learning</b>	The educational component of an (occupational) qualification that provides beneficiaries with real-life work experiences where they can apply academic and technical skills and increase the prospect of employability (Government Gazette, 2018).
<b>Workplace-based learning programme</b>	The intervention as contemplated in an occupational qualification during which a person internalises knowledge, skills and competencies and gains insights through exposure to work by achieving specific outcomes to enhance employability (Government Gazette, 2018).

## Executive Summary

The executive summary details the key results from the tracking and tracing survey on beneficiaries of the **2014/15, 2015/16, and 2016/17 intervention period** for the **Internship learning programme** in the Insurance sector.

Below are the key sampling statistics for the internship tracking and tracing that was conducted.

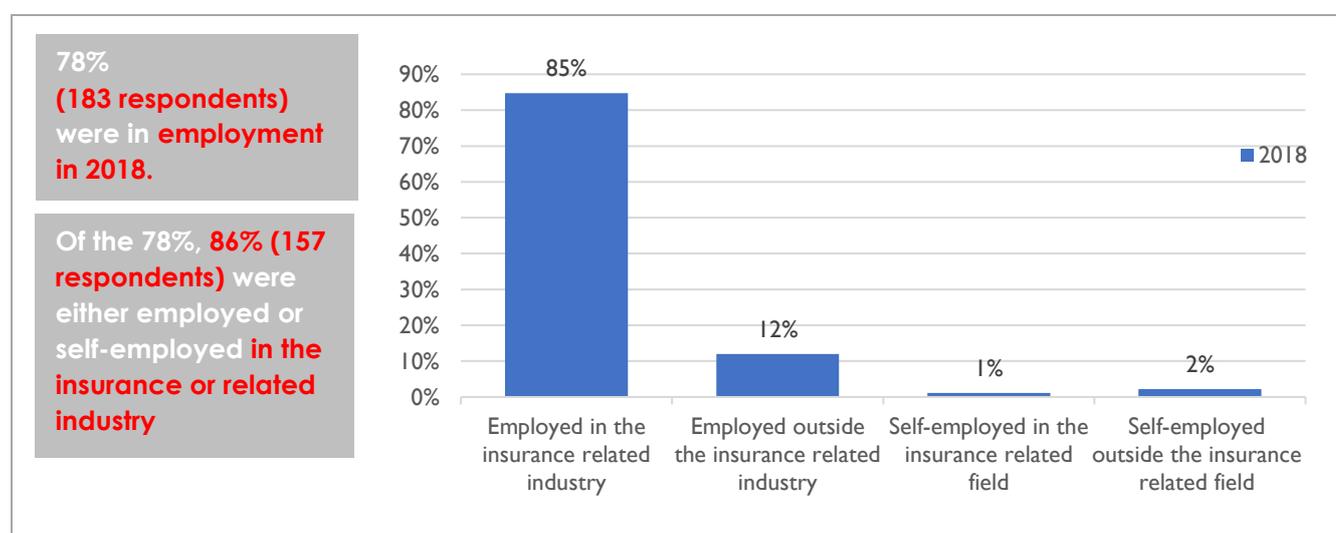
- **Total sample: 359**
  - **2014/15 split: 106**
  - **2015/16 split: 153**
  - **2016/17 split: 100**
- A total of **421 respondents were contacted**
- **Total achieved/completed survey: 235 (65% response rate):**
  - **2014/15 split: 50 (47% response rate)**
  - **2015/16 split: 87 (57% response rate)**
  - **2016/17 split: 98 (98% response rate)**
- Usable contacts: 695
- Number of calls made: 1 136
- Average number of calls to get a complete survey: ±5

Based on the above statistics, the following **research limitations** were observed:

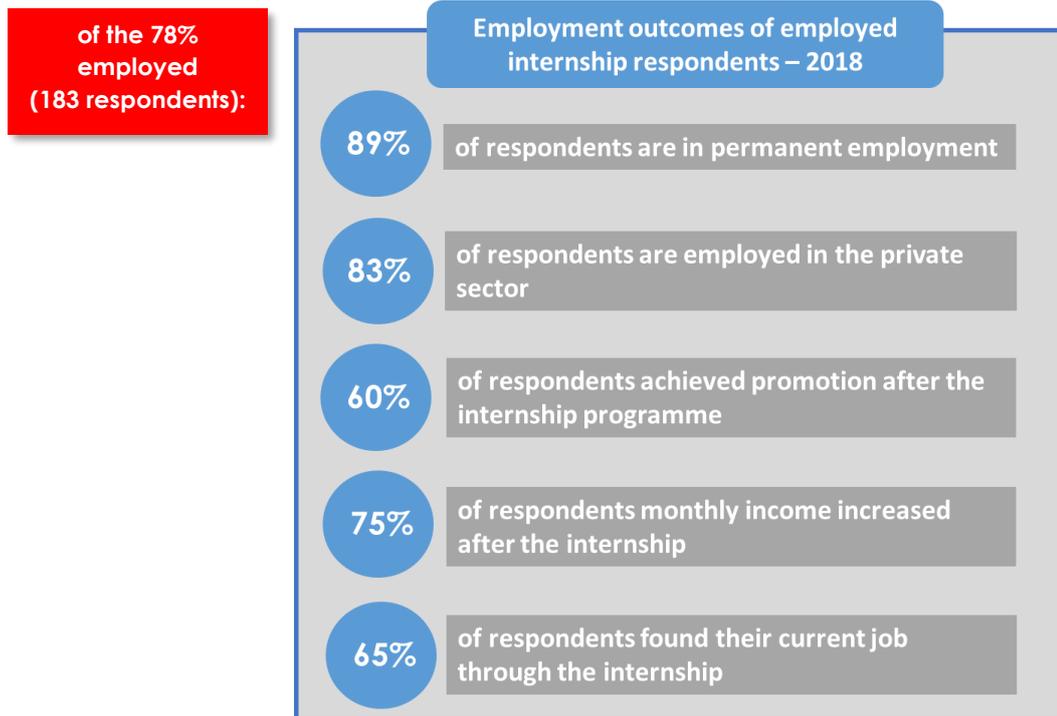
- **INSETA databases only had beneficiary contact details for learnerships.** Bursary and internship information only had contact details for employers and training providers.
- **Contact information had to be manually extracted from employers** — not all employers could lend their assistance.
- **Repetition of beneficiaries/contacts over multiple years for those still in programme pipeline**, especially for bursaries and internships, which resulted in a low response rate.
- **Less reachable contacts from earlier intervention periods were available** from employers/SDFs (records archived or unavailable).
- **Employers unwilling or unable** to provide beneficiary contact details.

### Employment outcome of internship respondents

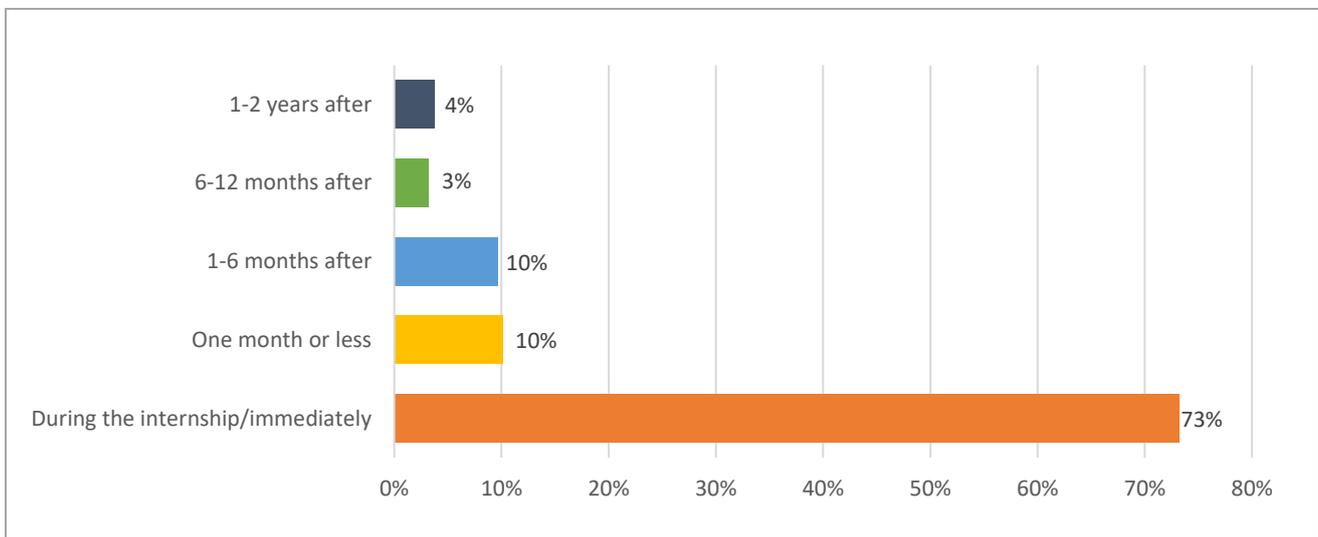
The learners' **employment outcomes in 2018** are depicted below.



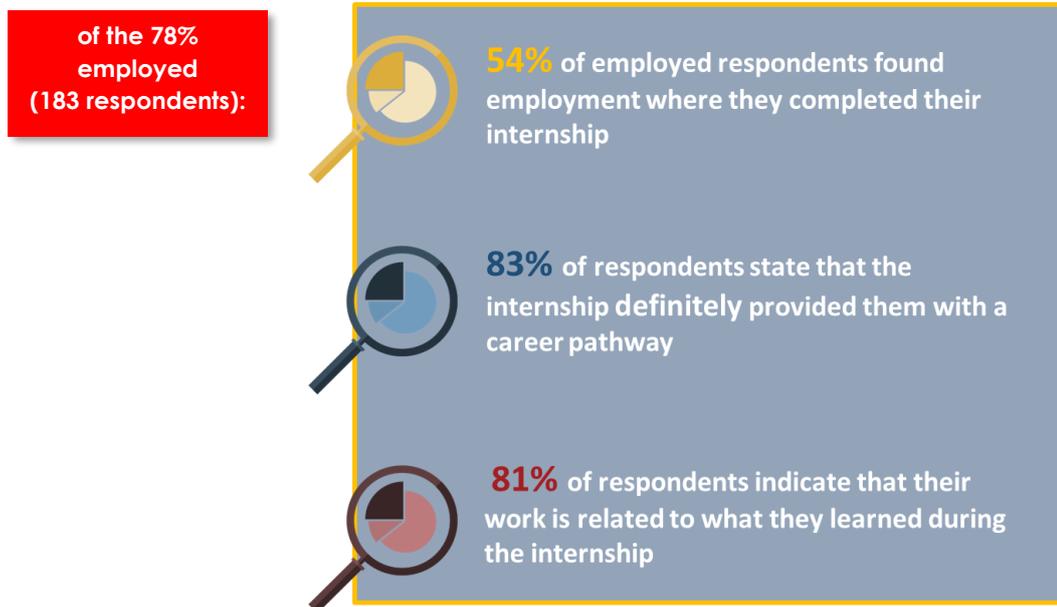
The following are the overall **employment outcomes** of the internship respondents in 2018.



Of the 78% employed respondents (183 respondents) the following with regards to the time it took them to find employment after the programme ended is revealed:



For those respondents that were employed after the programme ended, the following perceptions of the **programme's impact** on their career development was revealed:



## Key findings

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Based on the results of the internship tracer study conducted, the following was identified about the programme's impact on beneficiaries:

- The programme **effectively facilitates entry into employment** for beneficiaries.
- The programme **increases chances of accessing employment and career advancement opportunities** for beneficiaries.
- The programme **positively impacts the financial situation** of beneficiaries.

## Recommendations

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The recommendations provided are applicable to all three learning programmes and are discussed in detail under the relevant section of each report. They are grouped under two major themes and include the following observations:

- 1. Ongoing monitoring and evaluation**
  - The ongoing **capturing and recordkeeping of beneficiary details** to support future studies
  - **Following-up with learners** during and after the programme, including the provisions of aftercare services and tracing of learners of periods of time to track impact of the programme
- 2. INSETA oversight and support**
  - Use key findings from tracer studies to **review and assess** programme coordination efforts and to **identify areas of improvement** in various respects

## 1. Background and Introduction

This report details the findings from the tracking and tracing survey on beneficiaries of the Internship learning programme in the Insurance sector during the intervention periods of 2014/15, 2015/16, and 2016/17.

### 1.1 Purpose and outcomes of the study

The National Skills Development Strategy (NSDS III) is aimed at improving the effectiveness and efficiency of the skills development system by implementing eight strategic goals, designed to address the eight key identified challenges faced by South Africa. One of these goals is to encourage better use of workplace-based skills development, aimed at developing a capable workforce.

To determine whether this goal is being achieved, it is necessary for the SETAs to build an empirical basis for implementing, monitoring and evaluating programs to address the goals of the NSDS III. It was indicated on 1 April 2018 that SETAs must undertake impact research inclusive of tracer studies and regularly produce their findings. The current tracer study seeks to respond to this requirement.

The tracer study investigates the destinations of learners who completed INSETA-funded Workplace Based Learning (WBL) programmes, including internships, bursaries and learnerships. The study serves to explore the key features, trends, challenges and outcomes of skills interventions in the respective sub-sectors of the Insurance SETA, as follows:

- Short-term insurance,
- Life insurance,
- Insurance and pension funding,
- Risk management,
- Unit trusts,
- Administration of health care benefits,
- Funeral insurance,
- Reinsurance,
- Pension funding, and
- Activities that are auxiliary to financial intermediation (INSETA 2018).

The outcome of the tracer study is to determine whether a type of programme is achieving its mission and to demonstrate its outcomes. In line with this, the findings from the tracer study will provide INSETA with key information regarding learners who participated in and completed WBL programmes in the last 12-24 months, including:

- Employment status (employed, self-employed and unemployed);
- Employment rates;
- Match between qualifications attained and occupations;
- Nature of employment, in terms of employment sector or types of employment (e.g. formal or informal); tenure (part-time or full-time, contract or permanent); salary level; benefits (UIF, pension, medical aid, allowances); and
- Further study.

Fundamentally, the research study assists in further developing a sustainable skills development strategy for the Insurance SETA. **The study reveals** information for the following concerns:

- Whether the implemented WBL programmes improved the skills and knowledge for employed beneficiaries;
- Whether the WBL programmes facilitated access to and entry into careers within the Insurance sector for those who were unemployed; and
- Whether the WBL programmes facilitated access to and entry into self-employment.

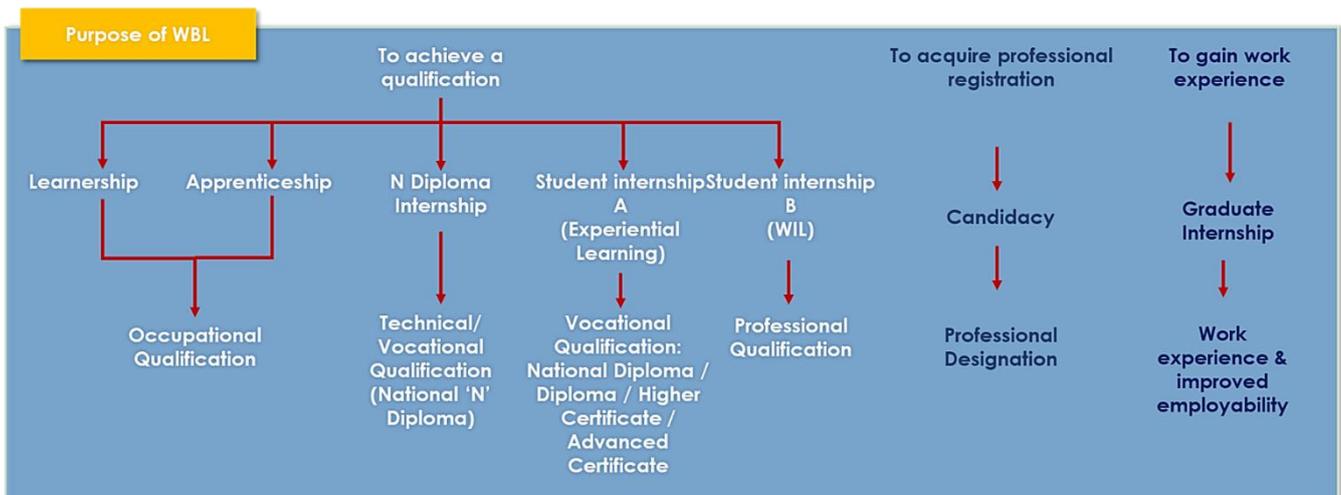
***The current report provides the complete findings for the Internship Programme. The report is the second of three stand-alone reports and is provided for each of the learning programmes. The results of the Learnerships and Bursaries programme have been compiled into separate reports.***

## 1.2 INSETA Workplace-based Learning Programmes

Workplace-based learning programmes in South Africa comprise internships, learnerships, and apprenticeships. In line with the NSDS III, these programmes form part of a skills development system that aims to address skills development challenges and improve workplace training in the country.

The Department of Higher Education and Training (DHET) places importance on occupational qualifications obtained through skills development arrangements incorporating workplace-based learning practices in education institutions and at workplaces. The purpose of workplace-based learning, according to DHET, is for individuals to obtain trade-based occupational qualifications as illustrated in the diagram below.

Diagram 1 DHET's Purpose of WBL



Source: DHET, 2015

In line with the purpose of WBL, INSETA has formulated learning programmes that fill the needs of skills development requirements in the country and in the Insurance sector specifically. The internship programme is described by INSETA as a period of work experience offered by employers to give learners and graduates exposure to a workplace environment related to their field of study.



Through its mandate to promote skills development in the Insurance and related services sector, INSETA funds three learning programmes for the sector, including learnerships (employed and unemployed), internships and bursaries for workers. The programmes and their key criteria are briefly described as follows:

 <p><b>Learnerships</b></p>	 <p><b>Internships</b></p>	 <p><b>Bursaries for workers</b></p>
<p>Learnerships promote access to education and training and work experience in one intervention. Employers are expected to provide space and equipment to enable learners to apply their theoretical knowledge in the workplace.</p> <p><b>EMPLOYED LEARNERSHIPS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Learners must be employed by a levy-paying or non-levy paying employer in the Insurance or related services sector</li> <li>• The programme is open to persons permanently employed and permanent SA citizens</li> <li>• Learners are permitted to one INSETA funded programme within a 12-month period</li> <li>• Employed learners are not privy to a stipend, but tuition is covered at R20 000</li> </ul> <p><b>UNEMPLOYED LEARNERSHIPS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Learners must be unemployed and SA citizens</li> <li>• Learners must be between 18-35 years of age</li> <li>• Learners must only be on one INSETA funded programme within a 12-month period</li> <li>• Stipends are allocated up to R4 000 and tuition R20 000</li> </ul>	<p>Internships are offered by employers to students and graduates for prerequisite time to expose them to the working environment in a specific industry with work related to their field of study. The time period for an internship can range from three or six or 12 months.</p> <p><b>INTERNSHIPS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• Learners must be SA citizens</li> <li>• The programme is open to unemployed persons between 18-35 years of age</li> <li>• Learners are permitted to one INSETA funded programme within a 12-month period</li> <li>• Learners are subject to terms and conditions of the contract entered into with an employer</li> <li>• Learners are subject to the performance requirements of the internship</li> <li>• Learners with a matric or higher qualification are privy to a stipend of R4 5000; persons with a degree receive a stipend of R6 500</li> </ul>	<p>A bursary is a monetary award granted to eligible individuals on the basis of priority skills. Bursaries are allocated to learners who applied to Public Higher Education Institutions (universities and TVET colleges) only. Although INSETA funds bursaries for the employed, funding covers tuition costs only. Bursary funding is open to both unemployed and employed youth.</p> <p><b>BURSARIES FOR WORKERS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• The programme is open to persons permanently employed by an INSETA registered employer and permanent SA citizens</li> <li>• Learners must be between 18-35 years of age</li> <li>• Funding is applicable for one year only, students must re-apply for every year of study</li> <li>• Qualifications must be related to Insurance sector as per INSETA Bursary Funding advertisements</li> <li>• Learners are permitted to one INSETA funded programme within a 12-month period</li> <li>• Bursary funding is capped at R30 000 for degrees; R10 000 for diplomas; and R6 000 for TVET College Certificate courses</li> </ul>

Source: INSETA, 2018.

This report presents the survey and research findings of the Internship WBL programme for the 2014/15, 2015/16, and 2016/17 intervention periods.

## 2. Methodology

The methodology used to conduct the survey follows the scope of the assignment as described in the Inception report. This section briefly details the surveying and data analysis activities undertaken for purposes of the INSETA-funded internship programme for the 2014/15, 2015/16, and 2016/17 intervention periods.

The methodology followed allows for the successful tracking of beneficiaries from the three WBL learning programmes between 2014 and 2017/18. The beneficiaries tracked were surveyed to determine their destinations following participation in any of the learning programmes. The responses from the survey were collected, interrogated and analysed for compilation into integrated **impact assessment** reports. **Three standalone reports are compiled for each of the learning programmes. The Internship findings report is the second of three.**

### 2.1 Target population and sampling approach

Overall, the sampling frame for the project employed the **probability sampling method**, which allows for some degree of confidence to make inferences of the larger population. The total number of all potential participants or **population size was approximately 10 000**. A total **sample size of approximately 1 297 participants** across all programmes was drawn from the population size using a 95% confidence interval with a 5% margin of error.



The sample for each of the learning programmes was derived from the target population by random selection. In probability sampling, this method ensures that the characteristics of the sample size or smaller group will reflect that of the larger population. The diagram below details the sampling statistics for the internship WBL programme as undertaken in the research project.



## 2.3 Data analysis

The data analysis for the survey collected information consisted of three key steps. The steps involved the following:



The analysed data:

- Informs the research questions, including the destination of students who completed WBL programmes;
- Identifies the factors that influence employment and unemployment among WBL graduates;
- Evaluates how well skills training programmes are matched with the occupations of employed learners; and
- Gives insight into graduate perceptions of the WBL programme they attended. This information is used to make assumptions on the collected data, and it helps to explain the findings apparent from the organised information.

## 2.4 Interpretation of results

As a precursor to reading the results and findings of this report, an observation around terminology and interpretation must be made.

The report mostly presents **objective data** and information. However, the survey questionnaire consisted of about 25 open-ended questions, which made inquiries into respondents' perceptions of the programme, the programme's impact on their careers and financial situations, as well as their overall experience and assessments. These responses are used throughout the report to relay the **subjective experience** of the respondents and enriches the information presented in the internship findings report.

Considering this, it must be noted that the subjective information (particularly Sections 3.4.4 and 3.4.6) may appear in contest to the more objective findings presented in Sections 3.3, 3.4.1, 3.4.2, 3.4.3 and 3.4.5, but only because the former records what the respondents perceived and the latter captured more direct and impartial responses. This is clearly seen where the respondents indicated less financial happiness (as seen in Section 3.4.4) compared to the monthly income ranges indicated in Section 3.4.2, where it shows that the respondents are earning salaries which puts them among the top 10% of earners in the country. However, given the socio-economic backgrounds of South African youth, earning a salary upward of R7 000 when they are obliged to family responsibility and possible tuition debt does not put them in a position of financial fulfilment. In fact, some of the respondents indicated that their responsibilities increased as their monthly incomes increased, which resulted in them experiencing only 'somewhat' of a change in their financial situations after the programme or upon employment.

### 3. INSETA Internship Programme

This section of the report provides an overview of the internship programmes offered by INSETA and details a summarised description of the programme as funded by INSETA and the expectations it holds for all parties involved. The section then presents the results from the internship survey conducted in the month of July 2019.

#### 3.1 INSETA Supported Internship Programmes

According to records supplied by INSETA, the following internship programmes were offered during 2014/15, 2015/16, and 2016/17, including the number of interns per occupation.

Table 3-1 INSETA supported internship programmes 2014/15 - 2016/17

Internship intervention period	OFO Code	Occupation	Number of interns
2014/15	121101	Finance Manager	1441
	122103	Director of Marketing	17
	133101	Chief Information Officer	3
2015/16	121101	Finance Manager	2864
	121102	Payroll Manager	1
	121103	Credit Manager	1
	332101	Insurance Agent	2
2016/17	121101	Finance Manager	1113
	122102	Sales Manager	2
	241301	Financial Investment Advisor	5
	242101	Management Consultant	84
	243103	Marketing Practitioner	33
	251101	ICT Systems Analyst	9
	251203	Developer Programmer	12
	331401	Statistical and Mathematical Assistant	44
	332101	Insurance Agent	530
	332102	Insurance Broker	21
	332203	Sales Representative (Personal and Household Goods)	12
	341110	Associate Legal Professional	10
	411101	General Clerk	110
	422202	Outbound Contact Centre Consultant	17
422206	Call or Contact Centre Agent	70	

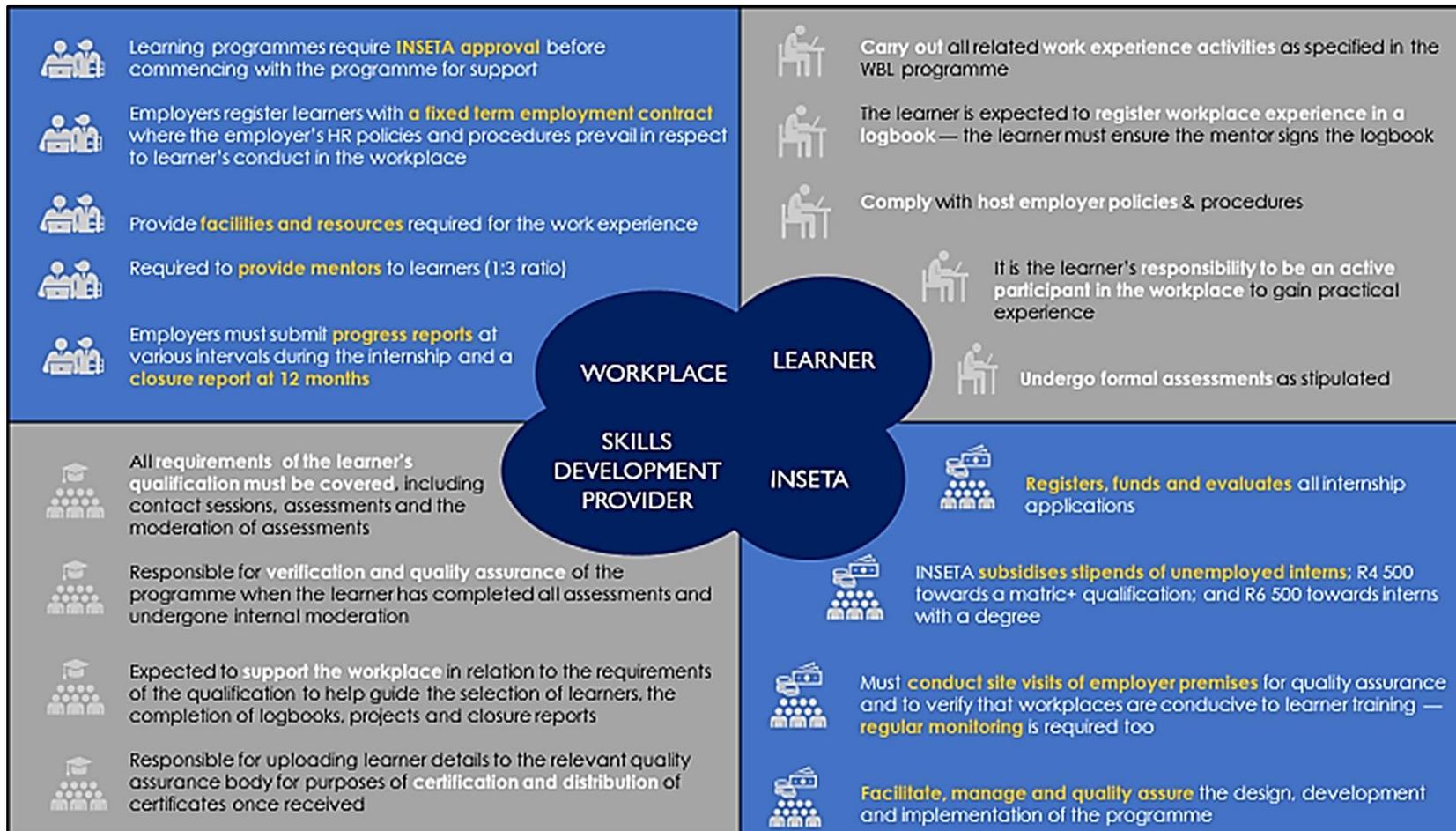
Table 3-1 provides an overview of the internship programmes offered by INSETA during the WBL intervention periods of 2014/15, 2015/16, and 2016/17. About 6 400 learners participated across 19 different internship programmes that were offered during the three intervention periods.

According to this data, the most popular internship programme across the years was the Finance Manager programme, where over 5 400 interns are accounted for in this programme across the intervention periods. In 2016/17, the Insurance Agent programme had over 500 interns. Other favoured intern programmes include the General Clerk, Management Consultant, Contact Centre Agent and the Marketing Practitioner programmes, with a combined total of 297 interns accounted for in the 2016/17 period.

### 3.2 Programme description

The key definition and criteria for the internship learning programme is outlined in Section 1.2. The programme is described in the diagram in terms of what is expected from the workplace hosting beneficiaries, the learner as beneficiary, the training provider, and INSETA as the funding SETA.

Diagram 3 Programme expectations of all role-players



\*The Skills Development Provider (SDP) is an accredited learning institution, an academy or any training centre that provides skills and knowledge development to individuals.

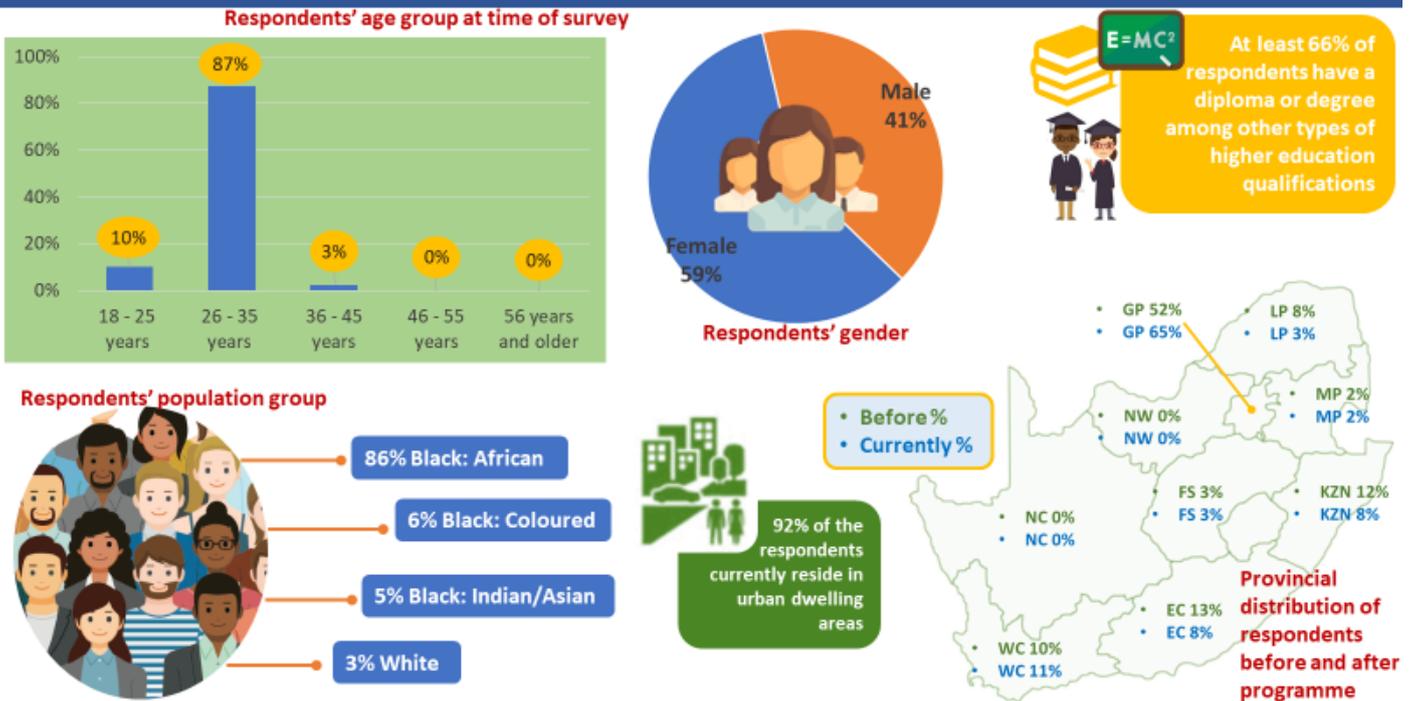
Source: (via Government Gazette 2018 and INSETA, 2018) by Urban-Econ

### 3.3 Profile of Internship beneficiaries



This section of the report gives a statistical overview of the sampled participants of the internship programme survey. A profile of the internship survey respondents is demonstrated in the fact sheet diagram. The section follows with deeper insight into the levels of education obtained by the respondents and their current socio-economic outlook or living standards, supported by the residential areas and dwellings participants reside in.

## Profile of the Internship respondents



The fact sheet above gives a snapshot of the demographics of the internship respondents. What follows is more insightful analysis into the description of the programme beneficiaries who participated in the survey.

The minimum requirements interns must have to participate in the programme is matric (or NQF 4 equivalent), and either a learnership or a three-year degree or diploma (INSETA, 2018). The survey conducted found that there are differences between the quality or type of matric that beneficiaries have obtained, and this is dependent on the type of school learners attended, as shown in Figure 3-1. Most respondents indicate that they mostly attended public school and/or low-cost schools, which speaks to the average income of the learners' households, areas of dwelling, and the level of their education, which is supported by the data that follows.

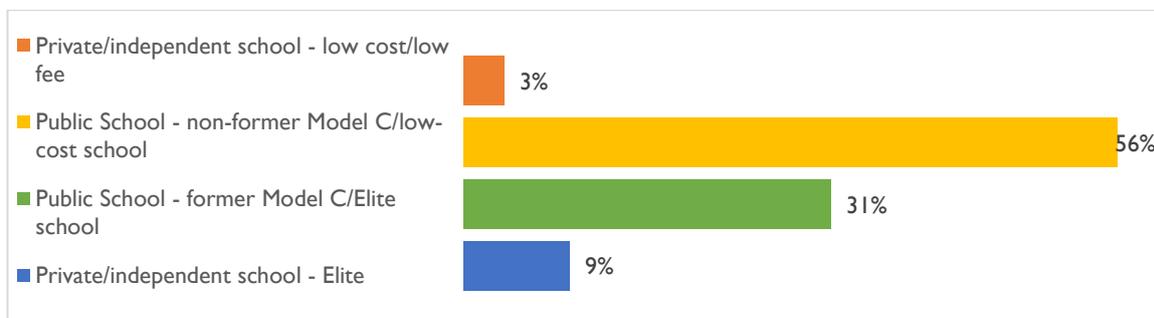


Figure 3-1 Type of school respondents mostly attended

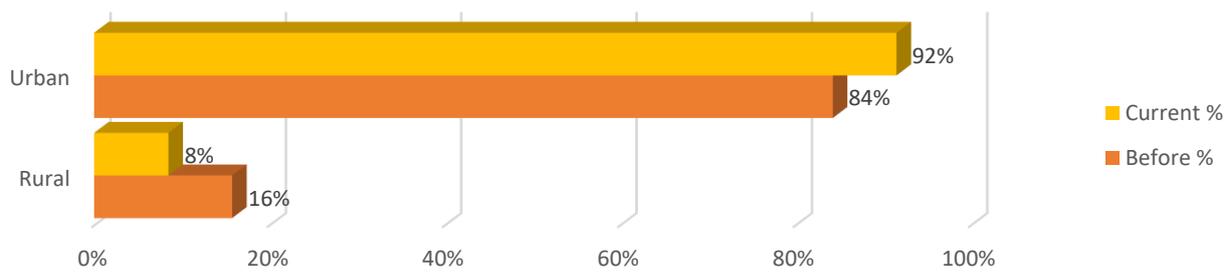


Figure 3-2 Typical type of area dwelling

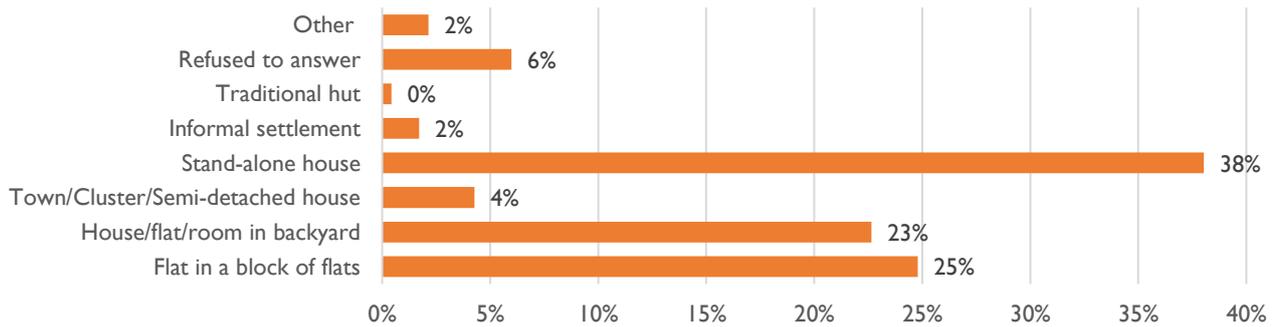


Figure 3-3 Type of dwelling respondents currently live in

Figures 3-2 and 3-3 illustrate the type of living conditions of the respondents. The data shows an 8% difference between the urban/rural dwelling areas of respondents before and after their participation in the internship programme. There are fewer respondents living in rural areas after the internship than before. This speaks to the likelihood that individuals migrated to developed and metropolitan areas where there are more job opportunities in line with their qualifications.

A significant proportion of respondents currently live in standalone houses (38%), in a block of flats (25%), or in a house/flat/room in a backyard (23%). This indicates that the majority of respondents are in sound living situations. The respondents who are either living at home are homeowners or can afford to take out a rental lease for accommodation are likely stable in a socio-economic sense. The assumption can be made that the economic standing of a respondent living in a room in a backyard is meagre in comparison to those living in standalone houses or flats.

Figure 3-4 shows the provincial distribution of respondents before and after their participation in the internship programme. The provinces considered to be more rural show a decrease in residency, whereas more urban or metropolitan locations such as Gauteng and the Western Cape show an increase, which means that the respondents relocated for better job opportunities or because they could afford to do so. The Gauteng Province specifically shows an increase in residency by 13%, while provinces considered less metropolitan show a decline in current residency. It can be assumed that the respondents migrated from these areas to provinces considered more favourable for professional growth.

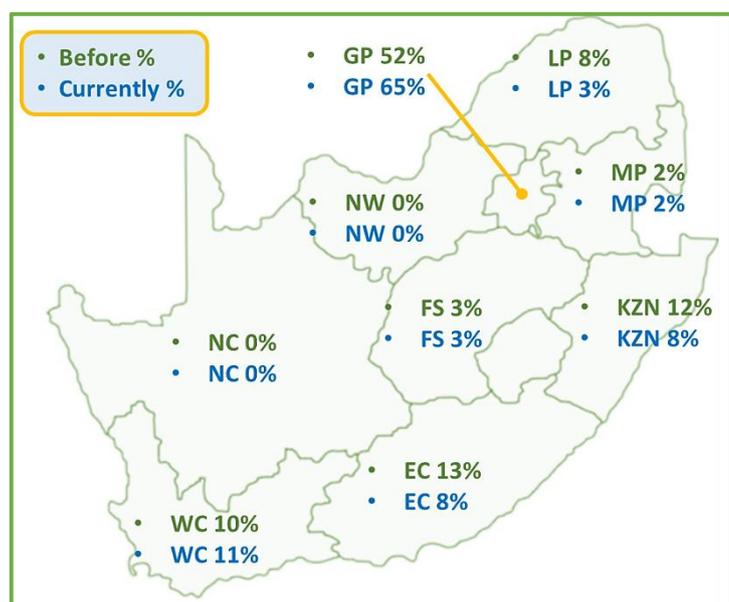
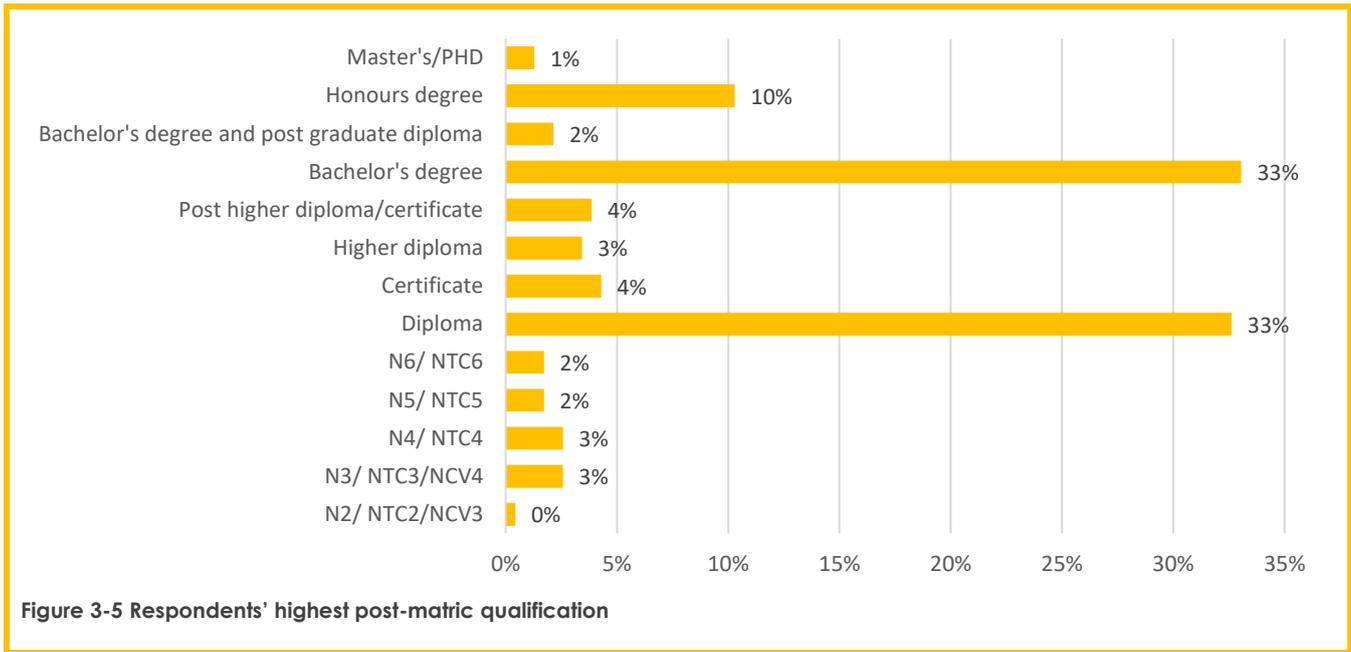
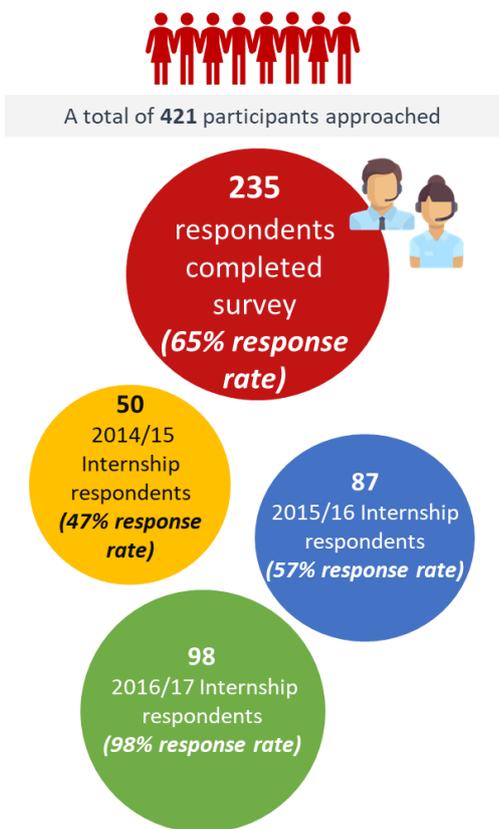


Figure 3-4 Current provincial distribution of respondents



Most of the internship respondents have a post-matric qualification. It can be seen in Figure 3-5 that a combined total of 66% of the respondents have a diploma or a bachelor's degree qualification. The Honour's degree has the third highest share of respondents with the qualification at ten percent. Overall, the respondents are well-educated in the Insurance industry as a significant proportion have a post-matric degree or diploma.

### 3.4 Internship beneficiary responses



Section 3.4 of the report describes the responses collected from the respondents who were surveyed for the internships learning programme for the 2014/15, 2015/16 and 2016/17 intervention periods.

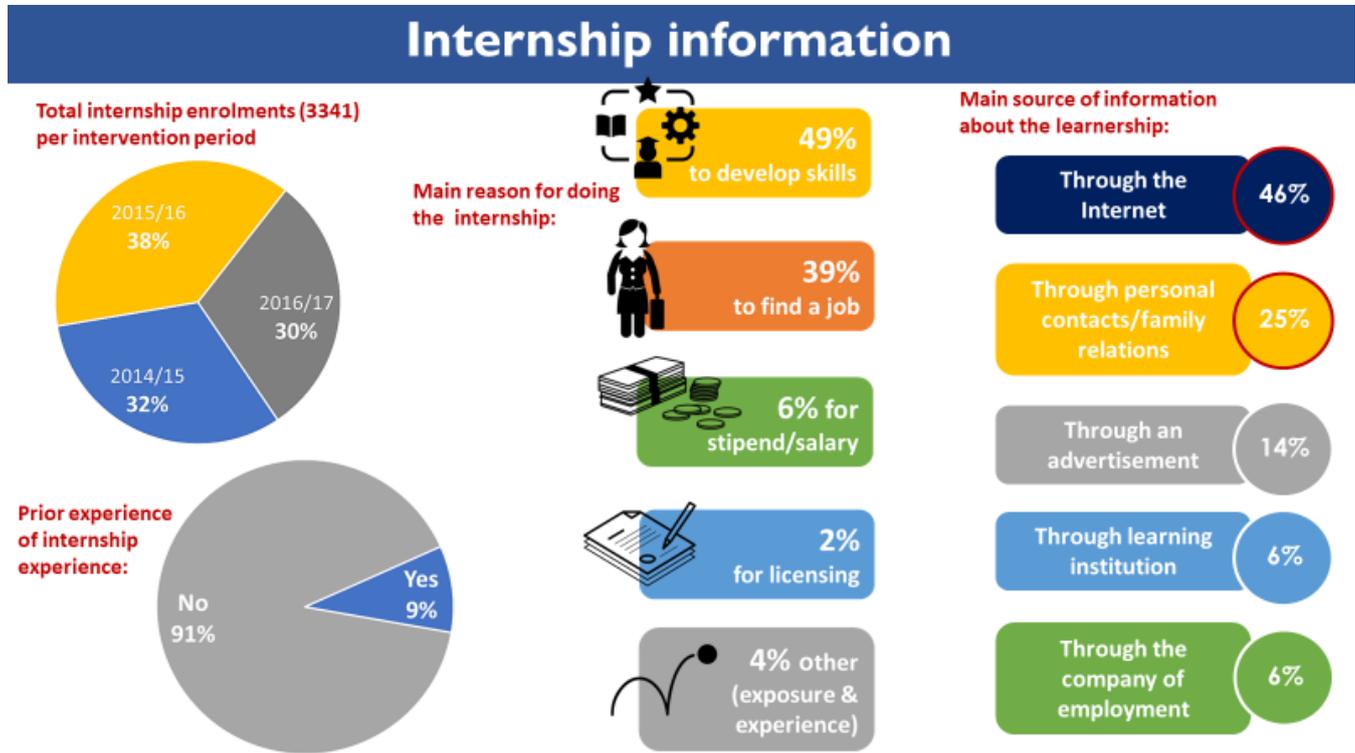
As indicated previously, from the overall population size for all three learning programmes, a total of 3 341 was extracted for the internship tracer study. From the respective population group, 106 were sampled for the 2014/15 period; 153 for 2015/16, and 100 for 2016/17.

Despite the derived sample size for each intervention period of the internship, 421 respondents were contacted to achieve a 95% confidence level. Out the 421, 235 respondents were achieved or completed the survey.

**The information and analysis that follow in the sub-categories hereunder are based on the group of actual respondents achieved — the 235 internship beneficiaries from the 2014/15, 2015/16 and 2016/17 intervention periods.**

### 3.4.1 Internship information

This section gives an overview of the respondents and internship related information. Details are given describing respondents' reasons for partaking in the internship, information about the interns' key sources about the internship, and which employers hosted the programme during the intervention periods.



The diagram above gives an overview of key information regarding the internship respondents. On average, over 1 000 learners enrolled for the internship programme across the three intervention periods. This consistency shows that there is a need for skills development and workplace experience for graduates in the sector.

The internship programme fulfills a twofold need: it allows graduates entry in the job market upon completion of a qualification and it gives them the work experience necessary to their career and employability prospects in the future. This is supported by the respondents' main reasons for doing the internship, where the majority cited the need to develop their skills and to find employment.

When the respondents did learn about the internship programme, 46% indicated that the Internet was the main source of information for them. Some respondents specifically indicated social media platforms under the Internet category. Other popular means of information about the INSETA internship programme include personal contacts and advertisements. Only 6% of respondents learned about the programme through their tertiary institution, even though many were students or studying part-time before becoming interns. This means there is little awareness at tertiary institutions about the programme.

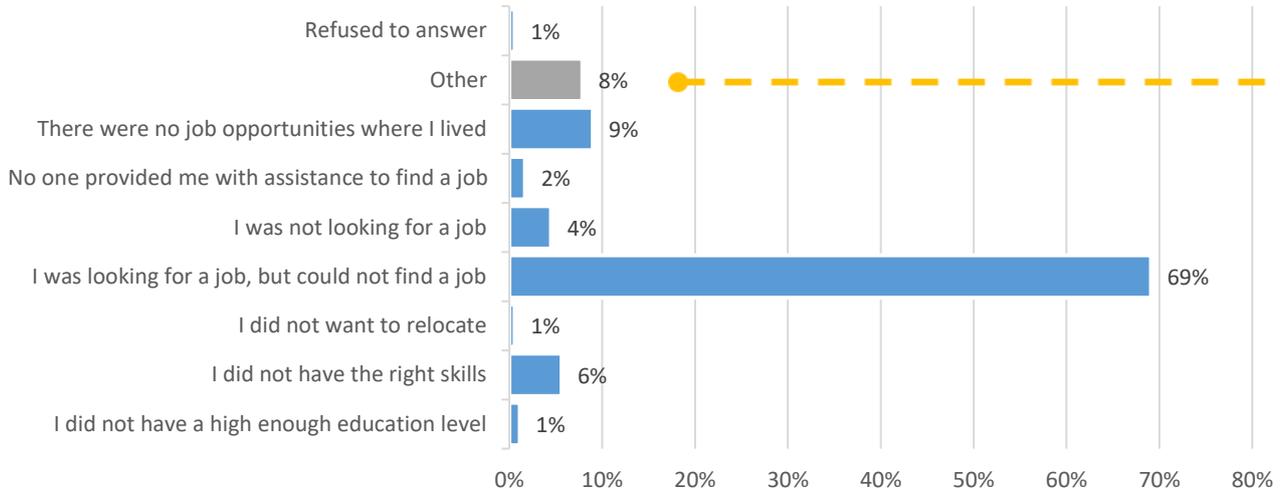


Figure 3-6 Main reasons respondents were unemployed before the internship

Most of the respondents who were unemployed before participating in the programme indicated that they could not find a job despite actively looking; smaller proportions stated there are limited job opportunities where they are geographically situated, and 6% said that they did not have the right skills to find employment.

A proportion of 8% responded "Other" and the reasons given are shown in Figure 3-7. A significant share of the respondents who gave alternate reasons were either still studying or had just completed their studies. These responses directly relate to the low percentage of respondents who felt that they were unemployed in Figure 3-6 because they lacked the adequate education level. Section 3.3 revealed that the respondents are in fact adequately qualified and most have a post-matric qualification.

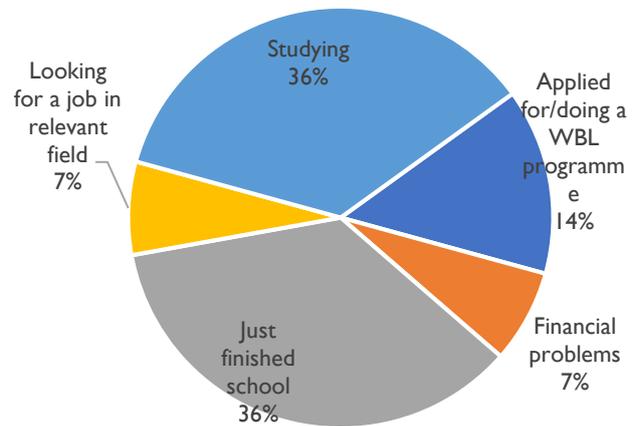


Figure 3-7 "Other" reasons

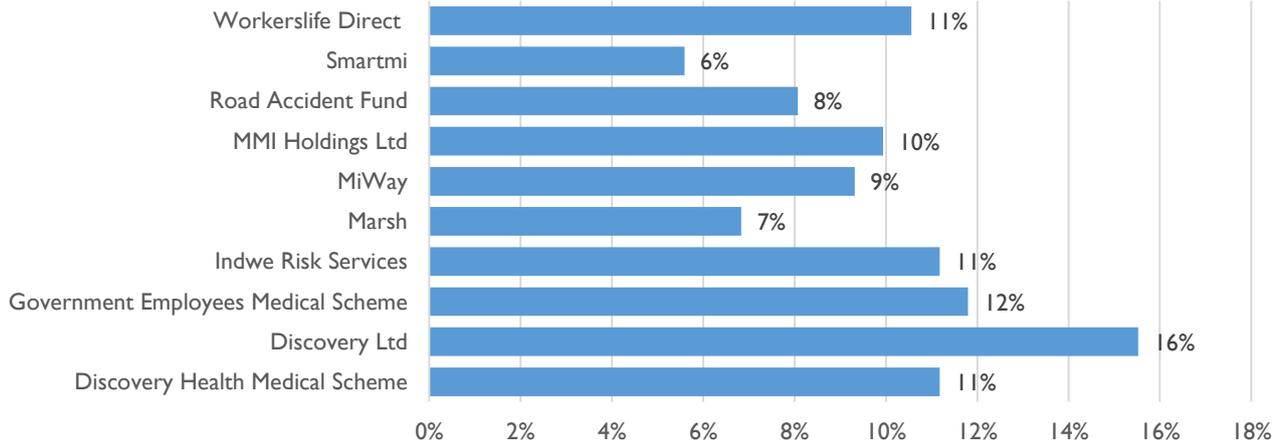


Figure 3-8 Main employers of the Internship respondents

Figure 3-8 identifies which employers mostly hosted the internship respondents through the three intervention periods. The Discovery group with a combined 27% hosted the largest share of interns, followed by Government Employees Medical Scheme (GEMS) with 12 percent. Workerslife Direct and Indwe Risk Services hold the next largest share of interns hosted at 11% each. On average, the employers who hosted the interns share a relatively close proportion of workplace hosting responsibility.

### 3.4.2 Employment outcomes of the internship respondents

The employment outcomes of the internship beneficiaries reveal information about the learners' current (2018) employment status, the nature of their employment and the type of employer the employed group mostly work for. This information is compared to the respondents' employment status and related activities prior to participating in the internship programme in 2013. The section also reveals the impact the workplace-based learning (WBL) experience has had on the beneficiaries since graduating from the programme – this information is supported by changes in the respondents' monthly incomes, whether learners had any career advancement and to what extent, and other related matters.

The following diagram displays snapshots of information extracted from the overall findings from the internship survey for graduates who participated in the programme through the 2014/15, 2015/16 and 2016/17 intervention periods. The data in the diagram is described in more detail throughout the section.



## Employment breakdown of Internship respondents

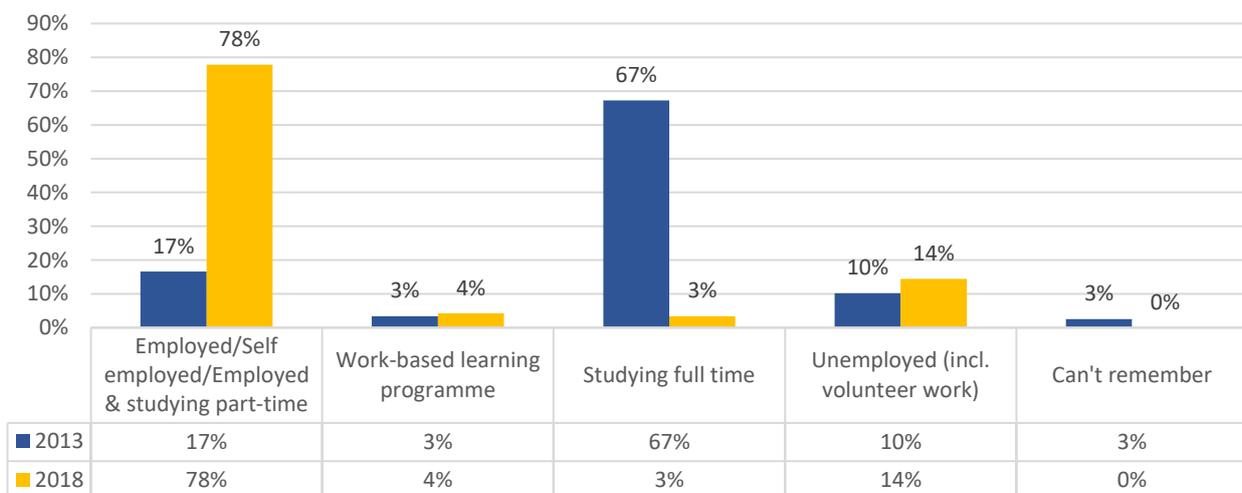
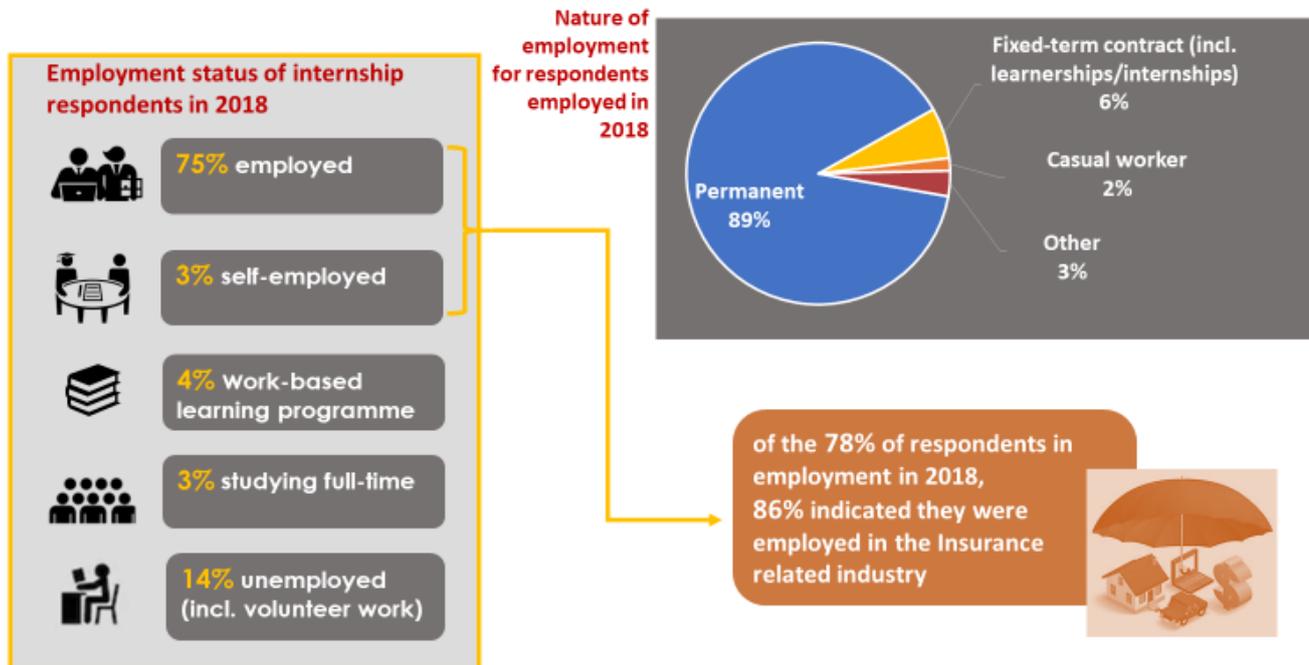


Figure 3-9 Employment status before (2013) and after (2018) Internship programme

According to Figure 3-9, most (67%) of the internship respondents were studying full-time in 2013. Only 10% indicated they were unemployed, while 17% were either in employment or employed and studying part-time. In 2018, after participating in the internship programme, 78% of respondents were in employment, and only 3% were full-time students. This means that the proportion of students who were studying full-time in 2013 graduated from their tertiary studies into the INSETA-funded internship learning programme during the 2014-2017 period into finding employment in 2018 or upon completion of the internship programme. Following the internship intervention periods, a significant proportion of the respondents found employment and 78% are depicted as currently employed. In contrast, only 3% of respondents were pursuing full-time studies in 2018; 4% were partaking in a WBL programming, and 14% were unemployed or doing volunteer work.

Ultimately, the employment status of the internship respondents shows positive employment growth for those who participated in the programme during 2014-2017.

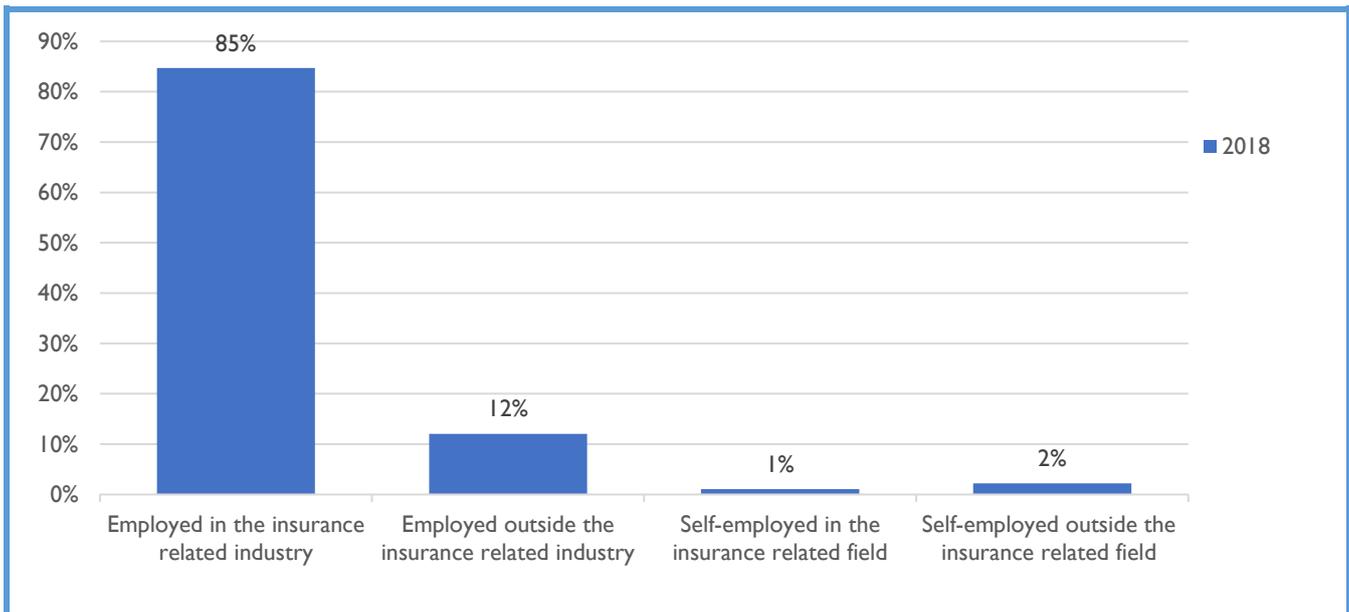


Figure 3-10 Employed/ Self-employed in the industry in 2018

Figure 3-10 shows the employment destinations of employed respondents in the industry in 2018. Of the 78% of respondents in employment in 2018, 86% were employed in the Insurance and related industry in 2018. At least 14% of employed respondents were employed outside the industry in 2018.

Overall, the employment outcomes for the internship beneficiaries are positive. The employment trends of the respondents show that the experience the learners gained during 2014 and 2017 resulted mostly in them finding employment. The results also infer that the learners' employability grew to be more in line with their industry-related qualifications since the majority are employed within the industry.

The above information will now be complemented with more detailed findings. The data below address the reasons the respondents are in their current employment status, and where applicable, describe the circumstances under which they are either employed, self-employed or even studying.

This part of the section specifically looks at how long respondents were unemployed prior to the internship, how soon after completion they found employment and the length of their current employment. Information is also presented on the professional and income growth, or lack thereof, the respondents have achieved since participating in the internship programme.



FURTHER INSIGHT INTO EMPLOYMENT OUTCOMES FOR THE INTERNSHIP RESPONDENTS

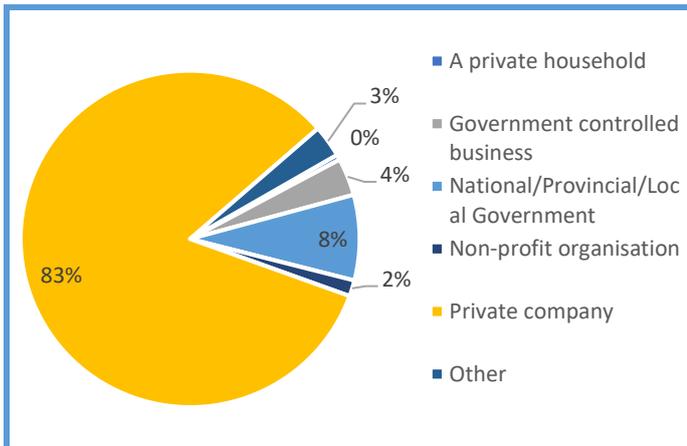


Figure 3-11 Type of employer respondents worked for in 2018

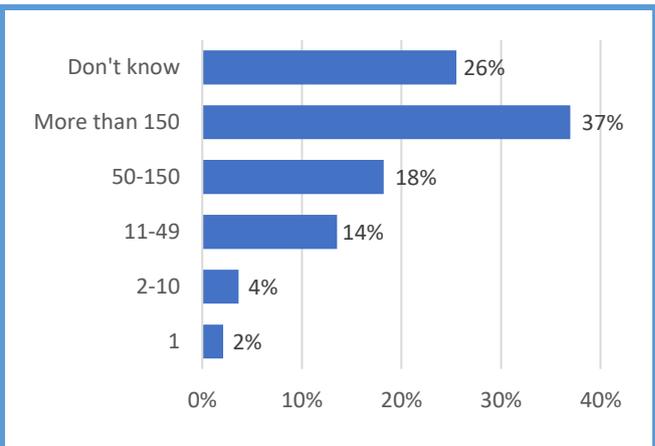


Figure 3-12 Number of employees at respondents' place of employment

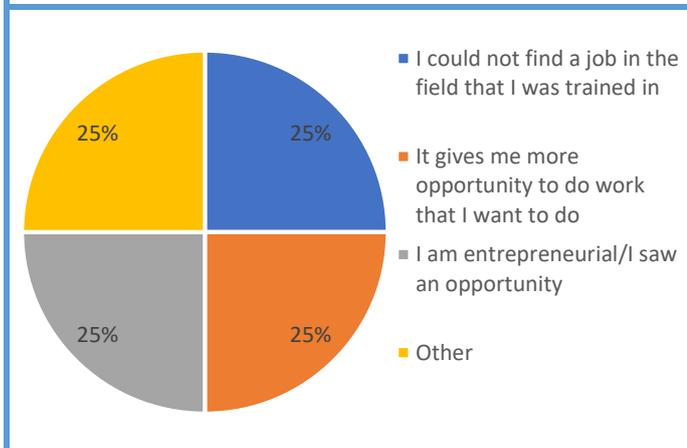


Figure 3-13 Why is the Internship respondent self-employed?

Out of the 78% of respondents in employment, 89% are in permanent employment and 83% are working for a private company. Most respondents are working for large-size companies, with a significant number not sure about their employer's company size.

Although a small number of respondents stated that they were self-employed, equal proportions cite that they could either not find employment in the field, or they are entrepreneurial and self-employment affords them the opportunity to do the work they want to do. In comparison to the number of respondents who are actual employees, the proportion of self-employed is relatively small and this speaks positively of the employment opportunities in the Insurance and related services sector.

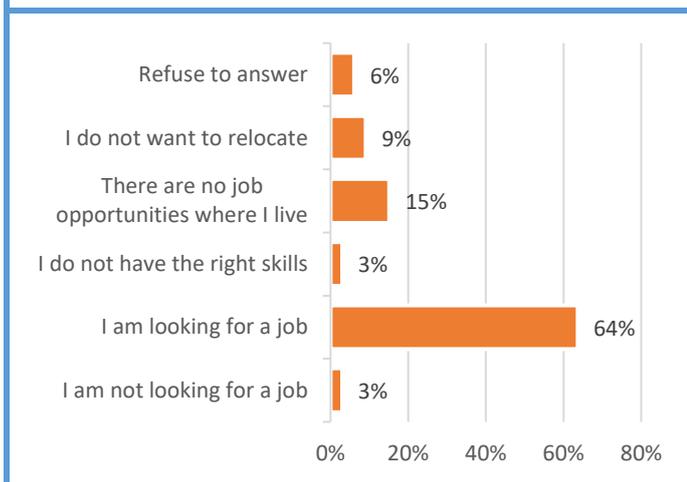
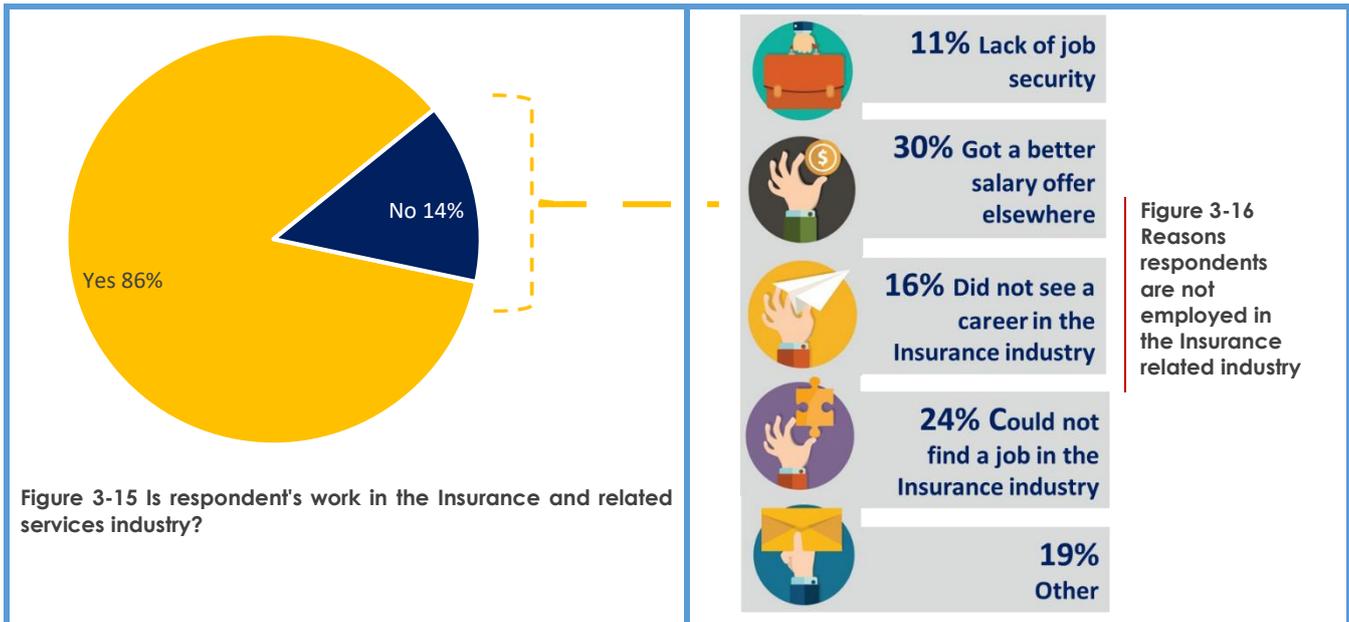


Figure 3-14 Why is the Internship respondent unemployed or volunteering?

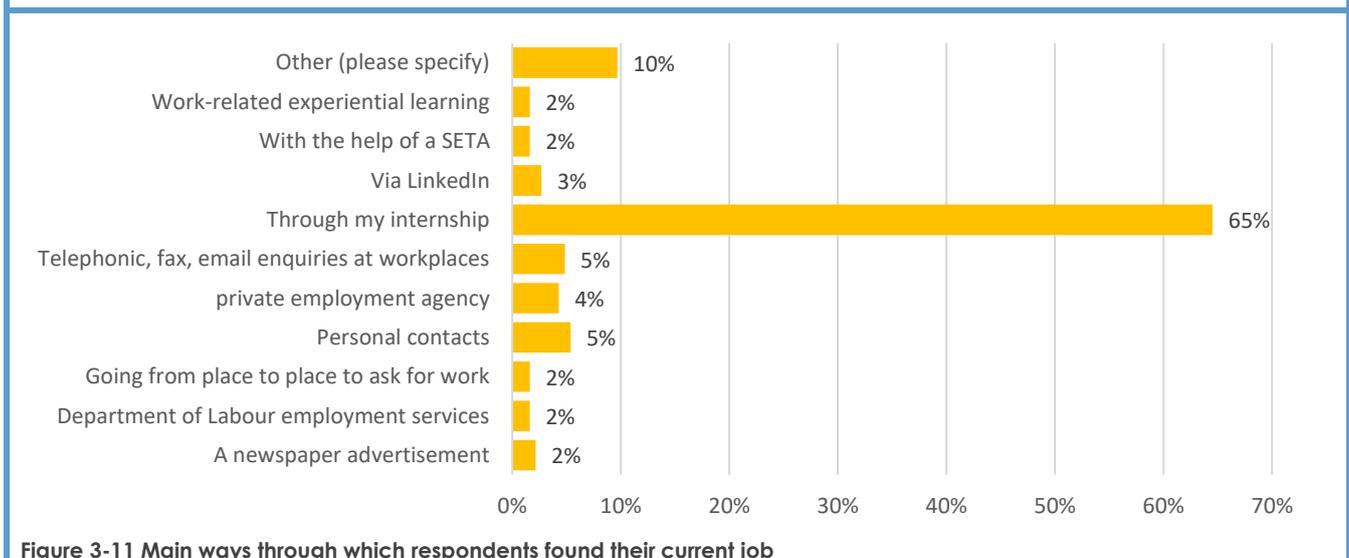
Of the 14% who indicated they were unemployed in 2018, the majority indicated that they are actively looking for job, while 15% indicated that there are no job opportunities in the Insurance sector where they are geographically situated. Interestingly, 9% said they do not wish to relocate to find job opportunities and 3% are not looking for a job. Only 3% felt they lack the necessary skills to find a job.



Although a significant majority of the internship respondents who are currently employed are working in the Insurance and related services sector, 14% indicated that they are not, despite having done a learning programme in the sector. Figure 3-16 demonstrates the main reasons why 14% of respondents are employed outside the Insurance industry. The majority (30%) are due to financial compensation, as they stated that they got a better salary offer elsewhere.

Nearly 25% were unable to find employment in the Insurance industry and 11% indicated lack of job security, which speaks to the same sentiment, and it is these respondents who did not find career fulfilment in the industry. A fair amount (16%) suggest that they had other career interests, including the 19% who indicated "Other". The latter group, when probed, specified that they pursued alternate career interests, while others continued to study and complete their regulatory exams.

The employed respondents mostly found their current job through the internship programme, which speaks to the success of the programme in creating a pathway for beneficiaries to find and secure employment upon graduation from their tertiary studies.



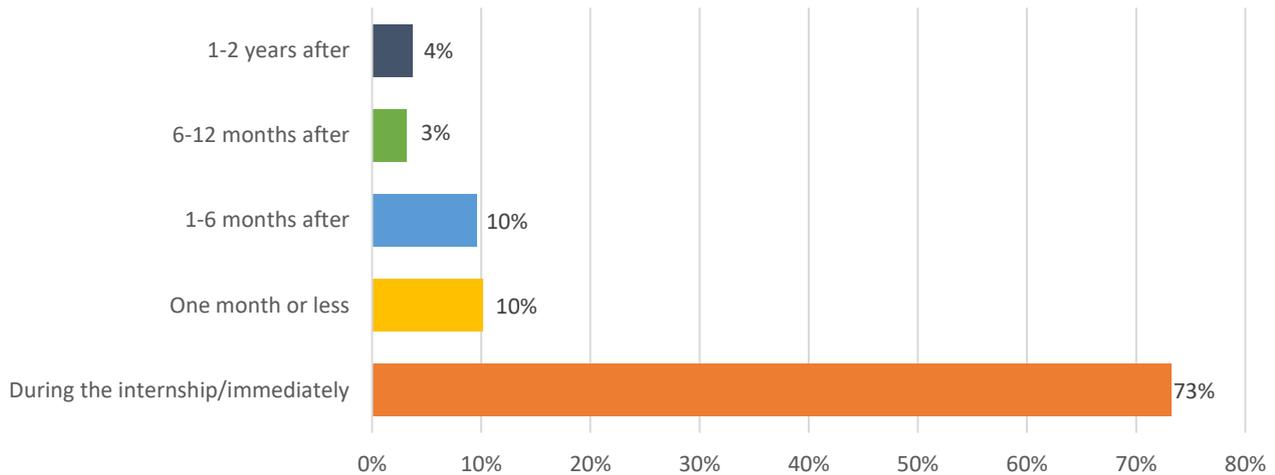


Figure 3-18 How soon after the Internship did respondents find employment?

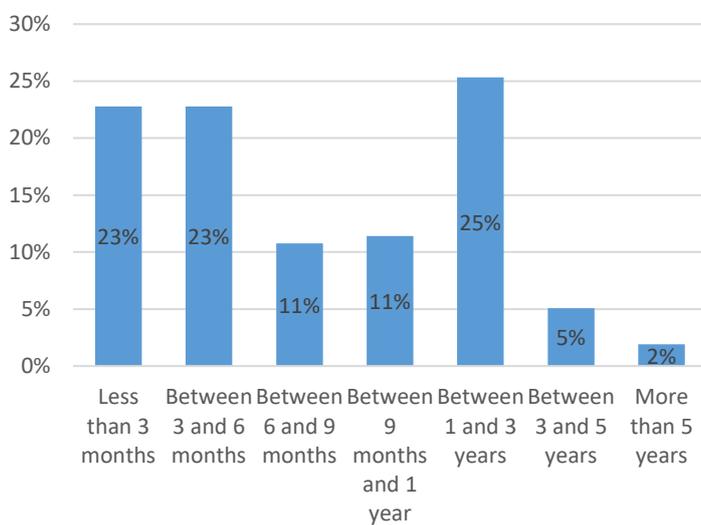


Figure 3-19 Length of unemployment before Internship

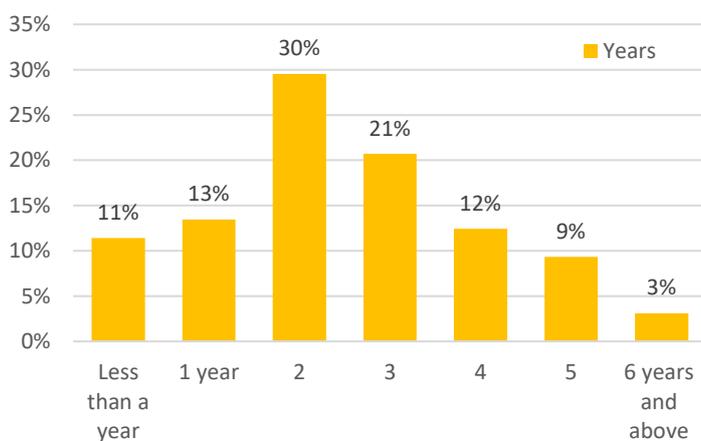
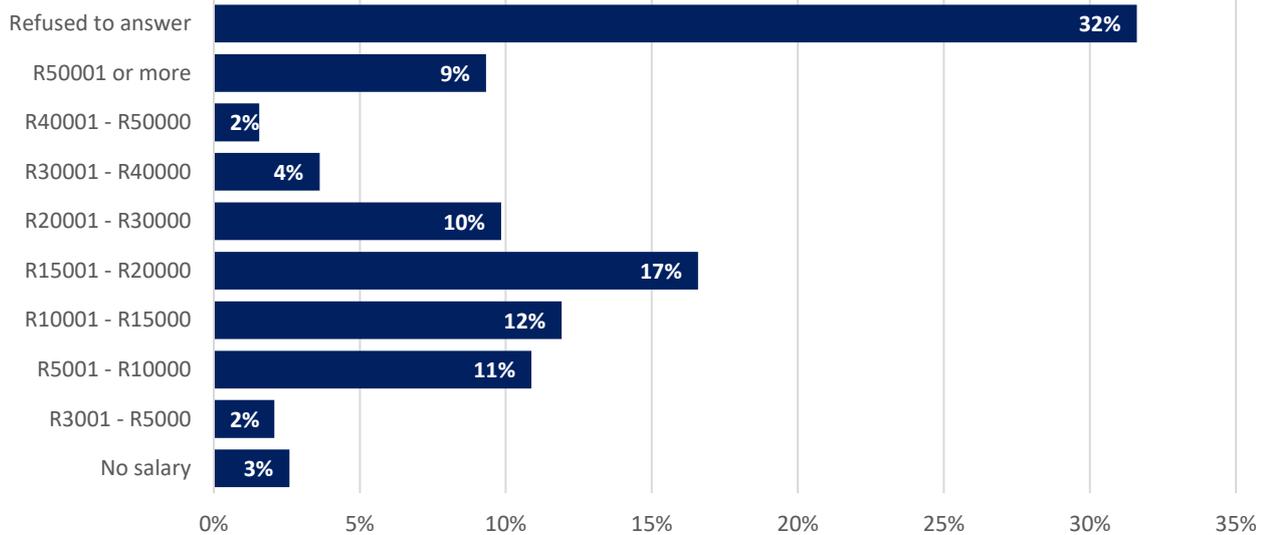


Figure 3-20 Length of current employment

Figure 3-18 shows that an overwhelming majority of the internship respondents (73%) found employment during the programme or immediately after. A further 20% found employment within six months of completion of the internship, and only 3% found employment after six months or within one year after the programme. Moreover, only 4% of respondents took between 1-2 years to find employment. According to these findings, a significant proportion of respondents found employment in a shorter amount of time after the programme than those who did not.

Figures 3-19 and 3-20 show more positive employment outcomes for the respondents after the internship than before. Most of the respondents after graduating from tertiary education were in unemployment for some time. A combined total of 57% were in unemployment for up to nine months before joining the programme. A further 25% were unemployed for up to three years and 7% for up to five years. However, a combined total of 54% respondents found employment within two years of completing the internship programme. The positive turnover of employment for the participants of the programme speaks to the level of success workplace-based learning (WBL) programmes can have on unemployed persons and those in need of skills development.

Moreover, a combined total of 48% respondents have been employed in the industry for over three years. This means that employment in the Insurance industry is relatively stable.



**Figure 3-21 Average gross monthly income of Internship respondents**

Based on the criteria for the INSETA-funded internship, interns receive a stipend between R4 000 and R6 500 based on the level of their post-matric qualification. Considering this, Figure 3-21 shows that most respondents are earning gross monthly incomes upward of R5 000 at least.

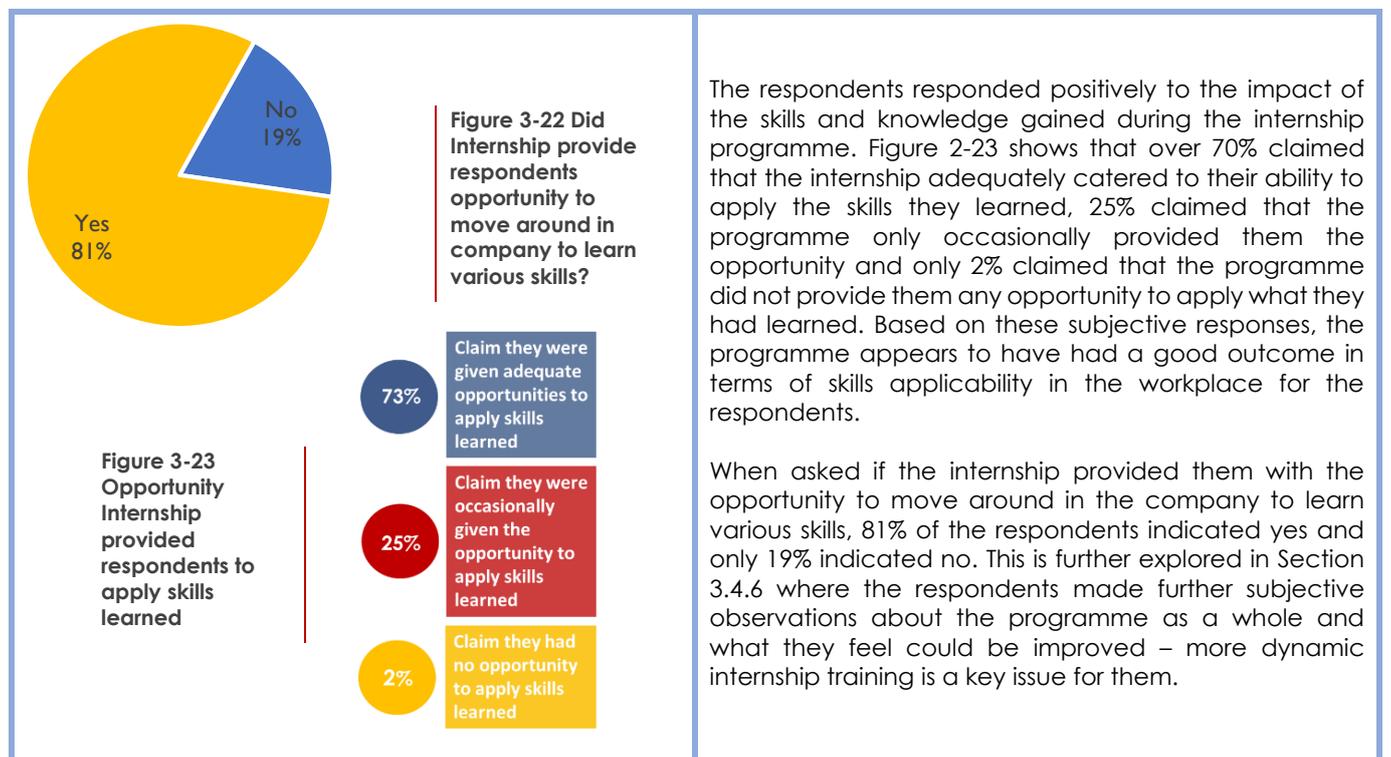
The internship seemingly had a positive impact on the financial status of respondents. A combined total of 40% of respondents are earning between R5 000 and R20 000; 20% are earning upward of R20 000 and only 5% of respondents are earning a gross monthly income of R5 000 or less.

The general outcomes for participants of the learning programme have been positive and the impact on their livelihoods and career prospects have been vastly beneficial, which is demonstrated in Section 3.4.4.

### 3.4.3 Knowledge and skills gained during the internship

This section gives an overview of what the respondents learned during the internship programme through 2014/15, 2015/16, and 2016/17. The section discusses how the skills acquired transferred into the professional life and career development of the beneficiaries.

## Knowledge and skills gained during the Internship



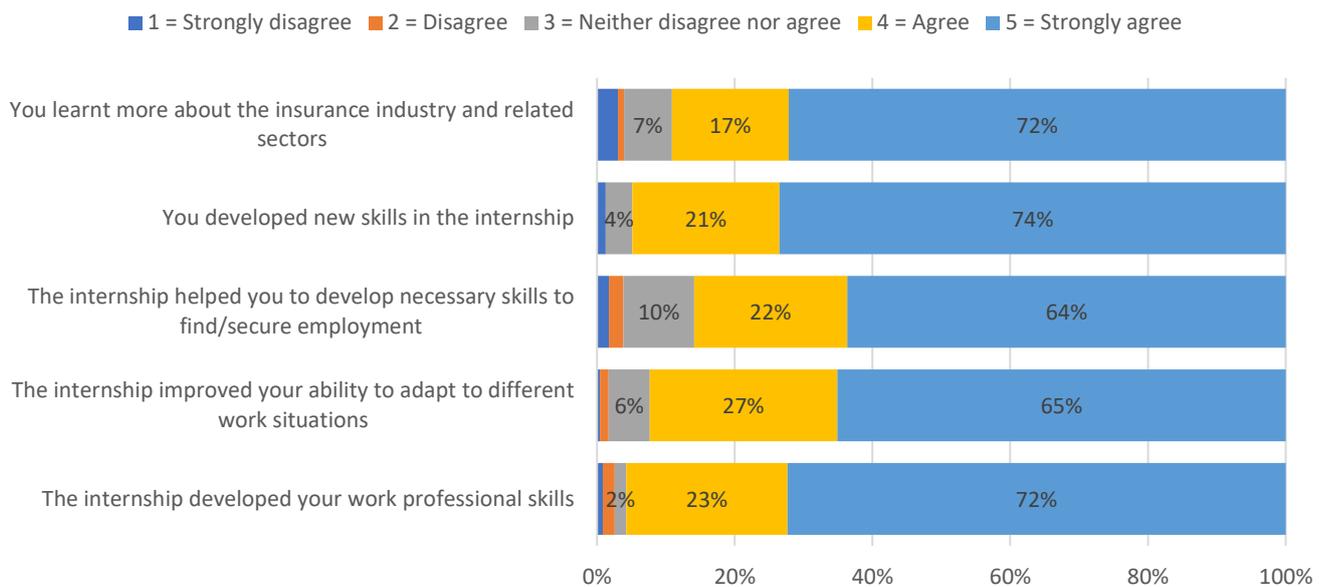


Figure 3-24 Percentage share of respondents who agree with the statements around skills development during the Internship

The respondents subjectively have a high regard for the soft skills the internship programme provided them. Business skills and interpersonal skills, including communication skills, are among the top-rated skills respondents stated they learned during the programme. This makes sense as the interns are tertiary graduates who were equipped with theoretical knowledge and most had little workplace experience prior to the internship.

The respondents also showed a high regard for the additional insurance, accounting and finance knowledge they gained in the internship. Computer skills and analytical skills are considered important to the respondents. The technicality of these skills combined with the softer skills means the programme had a well-rounded impact on the respondents.



The respondents also responded positively to specific questions asked of the skills and knowledge development obtained from the internship. Most of the respondents agreed that the internship exposed them to more industry knowledge; they developed new skills; the skills obtained helped them find and secure employment; it improved their ability to adapt to various work situations; and it developed their professional skills, as shown in Figure 3-24.

Many of the respondents showed moderate satisfaction with the outcomes of statements. Just over 10% of respondents disagreed that the programme had any positive impact on their skills and knowledge development in helping them to find or secure employment. Learning why they specifically indicated this is of importance to enhance the programme for the benefit of all beneficiaries who partake in it.

### 3.4.4 Perceived impact of the programme on respondents

This section gives insight into the impact the internship had on respondents based on their subjective perceptions. Respondents' perceptions of their employability and career pathways after the internship are outlined, as well as the social and economic changes they have experienced since the programme. The section also explores respondents' subjective perceptions of job satisfaction and advancement achieved because of the learning programme.

## Perceived impact of the programme on respondents

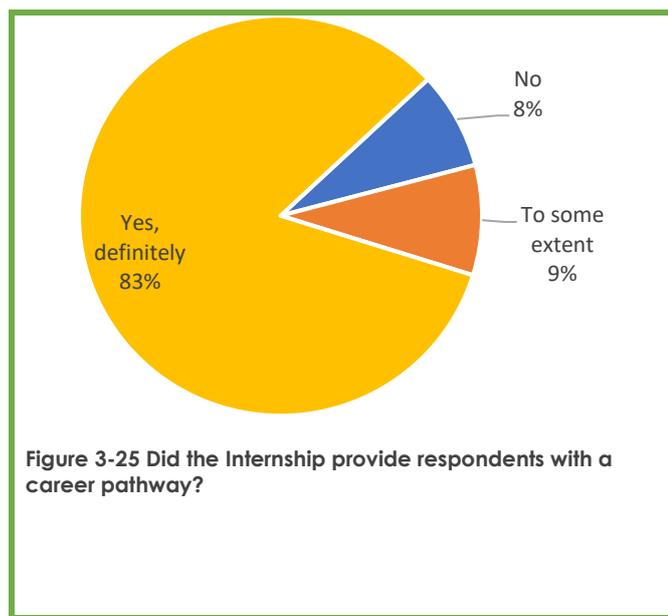


- 54%** of employed respondents found employment where they did their internship
- 83%** of respondents state that the internship definitely provided them with a career pathway
- 81%** of respondents indicate that their work is related to what they learned during the internship

#### Major financial changes experienced by respondents after the Internship

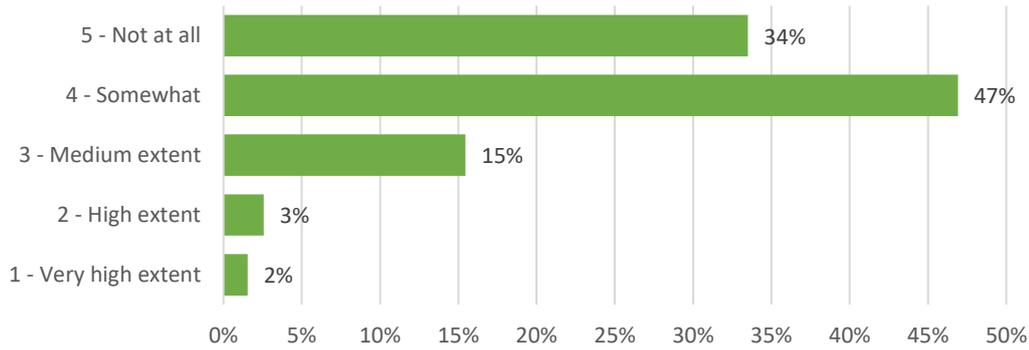


- 42% It improved to a great extent
- 16% it changed somewhat
- 12% it did not change
- 6% it deteriorated
- 7% could contribute and assist at home
- 3% became financially responsible
- 12% became financially independent
- 1% refused to answer

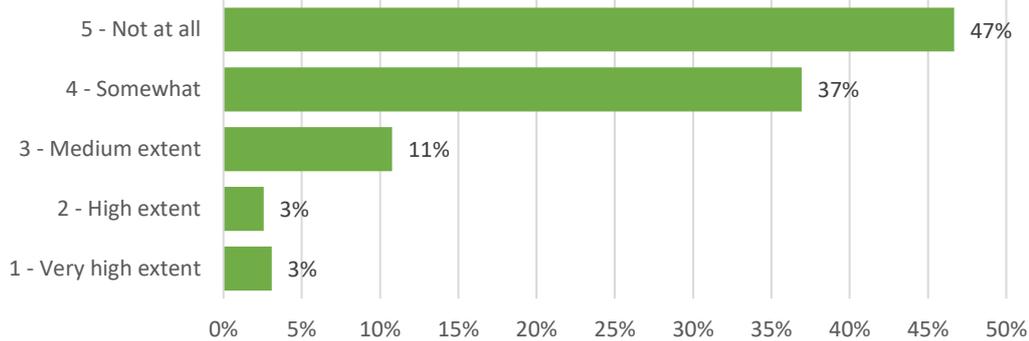


From those employed, 58% indicated that they found employment where their internship training took place. The host employers for the respondents are shown in Figure 3-8 in Section 3.4.1.

At least 83% of employed respondents indicated that the programme provided them with a career pathway; 9% indicated that they were able to develop a career pathway to some extent, while 8% of the respondents felt that the programme did not provide them with a career pathway. These results correspond with the employment outcomes of respondents who indicated that they did not achieve promotion or a salary increase upon completion of the programme in Section 3.4.2.



**Figure 3-26**  
Career expectations realised at time of Internship completion



**Figure 3-27**  
Current work tasks using knowledge and skills acquired through Internship

Subjectively, the respondents rated their workplace experience in terms of the programme's impact as rather unsatisfactory. Most of the internship respondents indicated that their career expectations were not realised (or were only somewhat realised) at the end of the programme. A combined total of 20% of respondents rated their experience as highly satisfactory.

Although the respondents find that their work is related to the training they received – which makes sense since they are mostly employed in the Insurance industry – 47% indicated that their current work tasks do not use the knowledge and skills acquired through the programme. Only 6% indicated that the programme had a significant impact on their current work tasks. This illustrates a misalignment between the theoretical and practical training the respondents receive in their education and in the workplace.

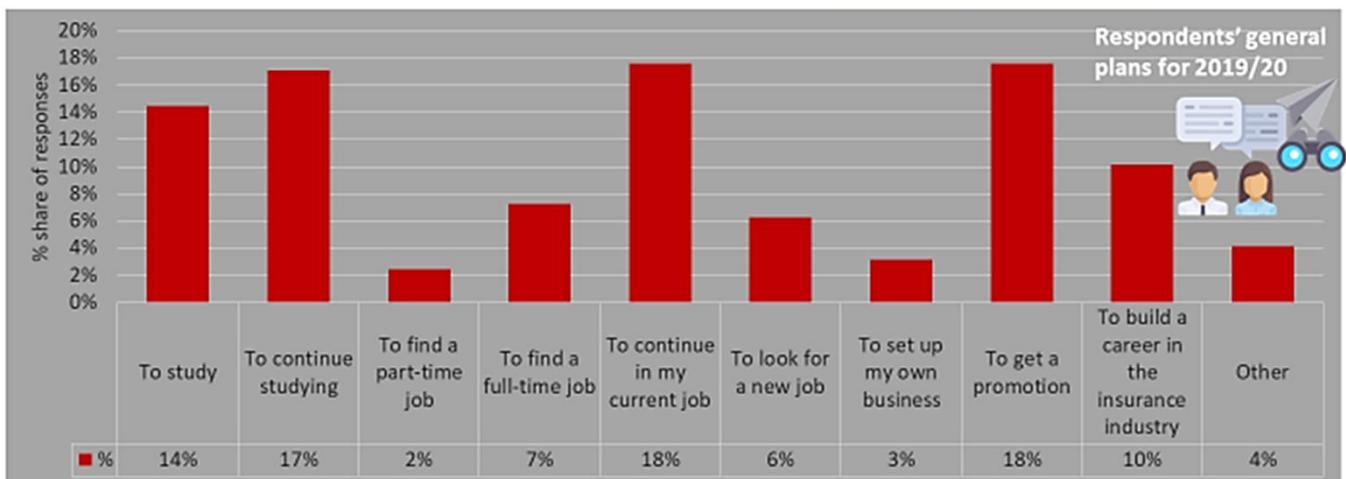
### 3.4.5 Current and future plans of Internship respondents

This section outlines the current activities to planned future activities of respondents. The section briefly provides an overview of respondents' career-related plans since participating in the internship programme.

## Future plans of respondents – 2019/20

**33%** of respondents currently studying are obtaining a qualification in the finance, economics and accounting field

**75%** of respondents are currently completing an internship in the Insurance industry to gain experience



The diagram above gives a brief overview of respondents' current and future plans, which are mostly to pursue continued education, to build their career in the Insurance industry, and to retain their employment in the sector.

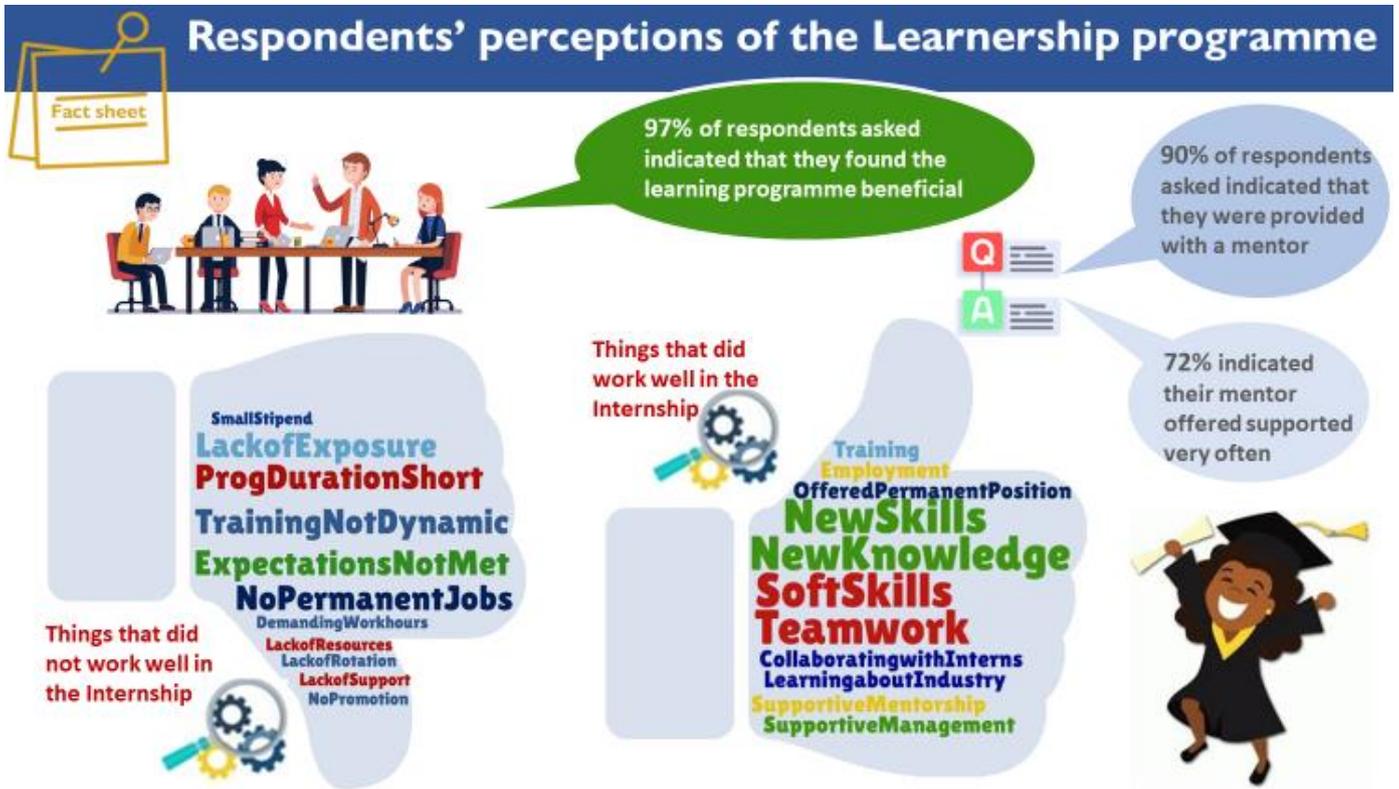
Similarly, the proportion of respondents in a learning programme at the time of the survey were doing so to enhance their experience as professionals in the field (75%), to seek job opportunities (12%) and because they were identified as a person who could benefit from the programme (13%).

As shown in earlier sections of the report (Section 3.4.2 Employment outcomes) some respondents are currently pursuing full-time studies or are employed and studying part-time. This proportion of respondents indicated that they are currently studying mostly to further their studies or to achieve a higher qualification (19%).

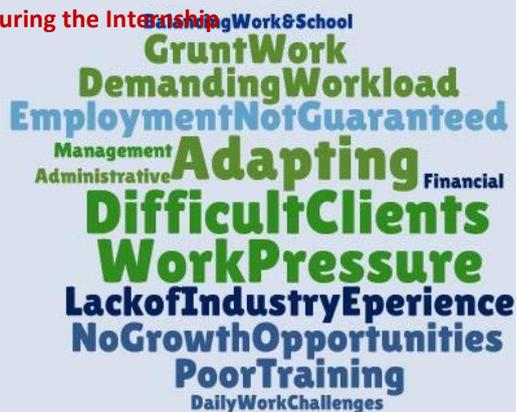
Other popular reasons why the respondents are continuing education is to increase their expertise in the industry, to improve their future chances of employment, and to increase their earning potential. These results speak to the fact that the respondents not only have clear professional goals, but they are also able to identify potential career paths and growth within the Insurance industry. It also infers that the respondents are aware of the career growth potential the industry has to offer.

### 3.4.6 Respondents’ perceptions of the internship

In this section, the respondents’ overall experience in the internship programme through the three intervention periods of 2014/15, 2015/16 and 2016/17 are outlined. Here we consider why the learners found the programme beneficial and why not; the section also looks at the mentoring and evaluation of learners’ performance throughout the programme as well as the challenges they experienced. The respondents offered suggestions on how the internship programme can be improved and insight is given into this area, too.



#### Academic and work-related challenges experienced during the Internship



When asked about the challenges they experienced and what did not work well during the internship, the respondents cited a host of issues. As demonstrated in the fact sheet above and the diagram to the left, many of the issues relate to the demands of work, long work hours and having to deal with difficult clients. However, these are the nature of work.

There were more notable areas of conflict for the respondents, including the lack of exposure to other work functions/departments, where respondents found that the programme offered no growth opportunities and that the training they received was not dynamic enough or of poor quality. Respondents also stated that the programme duration is too short, which led to their expectations not being fully met.

Many of the respondents found it difficult to adapt to the workplace environment, having to do grunt work, and the lack of mentor and management support exacerbated the challenges they seemingly faced during the programme.

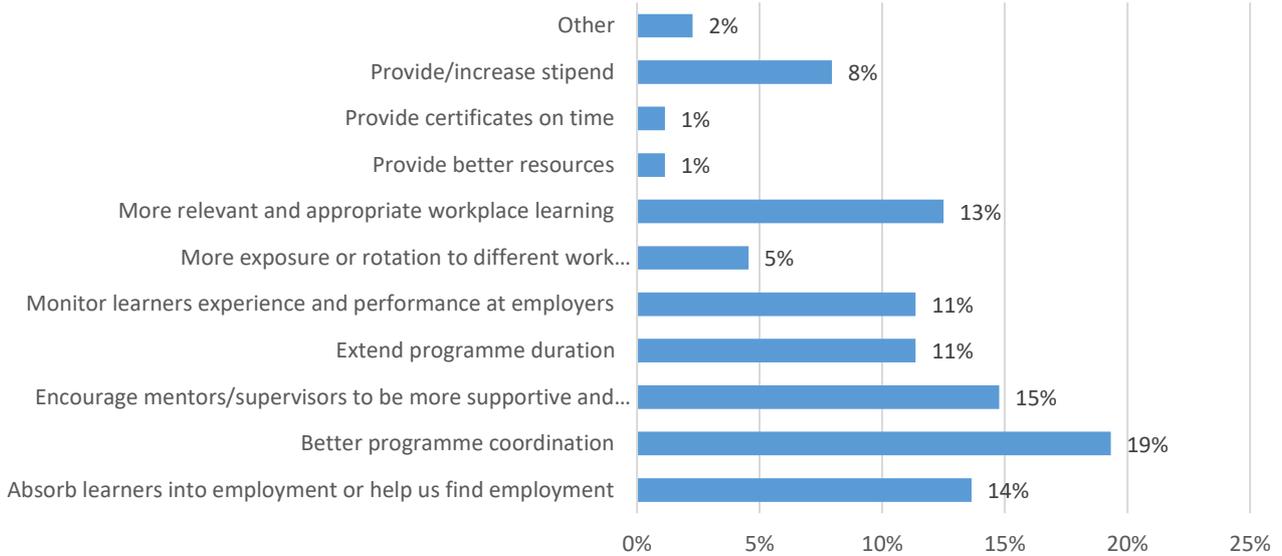


Figure 3-28 Respondents' opinions on how identified issues can be solved

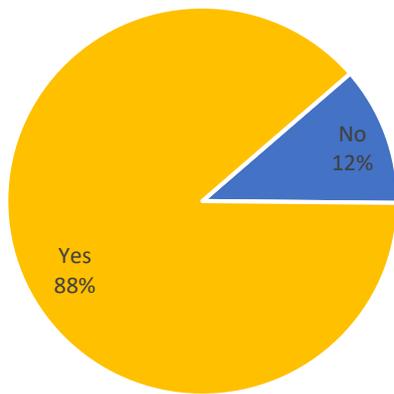


Figure 3-29 Did respondents have a mentor?

The respondents were asked not only about the difficulties they faced during the internship, but also to give their recommendations on how these issues can be resolved. Chief among them is better programme coordination. This would involve workplace training that is more relevant and appropriate to the learners' qualifications and professional endeavours.

Other key opinions are that mentors and supervisors be encouraged to be more supportive to the learners and to avail themselves more readily. The respondents also suggested that more learners be given the opportunity to be absorbed into employment or be assisted in finding employment upon completion of the programme.

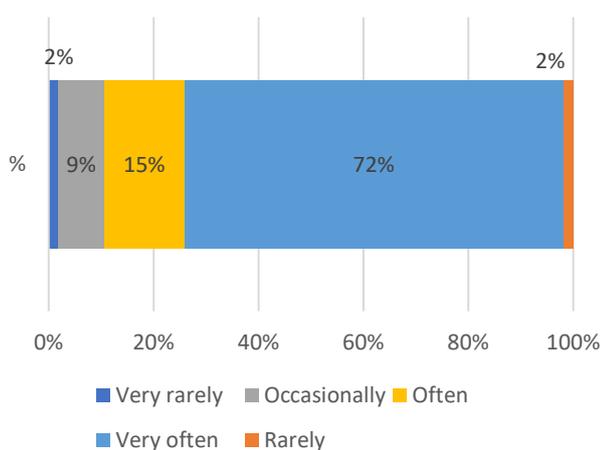


Figure 3-30 Availability of mentor in offering support to respondents

With their desire to experience more relevant workplace training and to gain more exposure to different work functions and departments, the respondents also suggested that the duration of the programme be extended to allow them to gain as much from the experience as possible.

Although 88% of the respondents indicated that they did have a mentor, only 72% agreed that the mentor was always available to lend them support as necessary. This is a notable observation because many of the respondents' issues can be resolved with adequate support given during the programme, either by an assigned mentor or supervisor.

## 4. Findings and Recommendations

Based on the findings gained from the Internships learning programme survey results for the intervention periods of 2014/15, 2015/16, and 2016/17, this section puts forward the key findings and recommendations for developing a sustainable skills development strategy for the Insurance SETA.

### 4.1 Key research findings

Based on the results of the tracer study conducted among internship beneficiaries, the following key findings were identified:

## Programme impact on beneficiaries



- The programme **effectively facilitates entry into employment** for internship beneficiaries.
- The programme **increases chances of accessing employment and career advancement opportunities** for internship beneficiaries.

- **Better employment outcomes are realised after the programme** — most of respondents found employment during or immediately after the internship, while they had been unemployed for up to three years prior.
- **Employment in the sector is relatively stable** — on average, 54% of respondents have been employed in the industry for at least two years.
- **Programme positively impacts financial situation of beneficiaries** — at least 40% of respondents earn gross monthly incomes between R5 000 and R20 000.

## 4.2 Recommendations

The following recommendations are based on the preceding key findings and are applicable to all three learning programmes that were a part of the INSETA Tracer Study project.

1

### On-going monitoring and evaluation



- Undertake rigorous **capturing and recordkeeping of beneficiary details** to support future studies:
  - At different points throughout the programme
  - Including additional/ alternative contact details (e.g. next of kin, e-mail addresses, etc.)

- Follow-up with beneficiaries at least once **during the funding cycle** to ensure their concerns are identified and addressed
- Conduct **annual impact studies or tracers** to assess the success rate of learning programmes on an ongoing basis
- Conduct **longitudinal tracing of beneficiaries** — tracing the same people over a longer period of time to assess long-term impact and sustainability of the programme
- Introduce an **alumni programme** where beneficiaries are provided with aftercare services:
  - To serve as **networking platform for beneficiaries**
  - To serve as **a hub of information** about beneficiaries' whereabouts

2

### INSETA oversight and support



- Host **employer/ mentor orientation sessions** to guide mentors on:
  - Outcomes and objectives of the programme
  - Roles and expectations from mentors

- Utilise key findings from tracer studies to **review and assess** INSETA processes and programme coordination efforts, and **identify areas of improvement** with regard to:
  - Workplace readiness assessments (*where applicable*)
  - Recordkeeping and reporting by employers
  - Mentor guidance
  - Training provider verification and quality assurance (*where applicable*)

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