

WORKPLACE-BASED EXPERIENCE (WBE)

HOSPITALITY TASK BOOK

NCV LEVEL 4



STUDENT NAME: _____

COLLEGE: _____

HOST COMPANY: _____

Workplace-Based Experience (WBE)

HOSPITALITY TASK BOOK

**National Curriculum (Vocational) (NC(V))
Level 4**

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The Swiss South African Cooperation Initiative (SSACI) is a public-private partnership in development. It has supported vocational training since 2001. SSACI's main aim is to open up pathways to skilled employment for young South Africans.

This task book was developed by SSACI as part of its FET College Project. It is hoped that this task book, and other logbooks developed through the FET College Project, serve as useful resources.

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PART 1: UNDERSTANDING WBE

Part 1 welcomes you to WBE and provides important information on the content and outcomes of your WBE.

It also provides a WBE instructions checklist, which will guide you in completing all of the necessary tasks before, during and after your WBE.

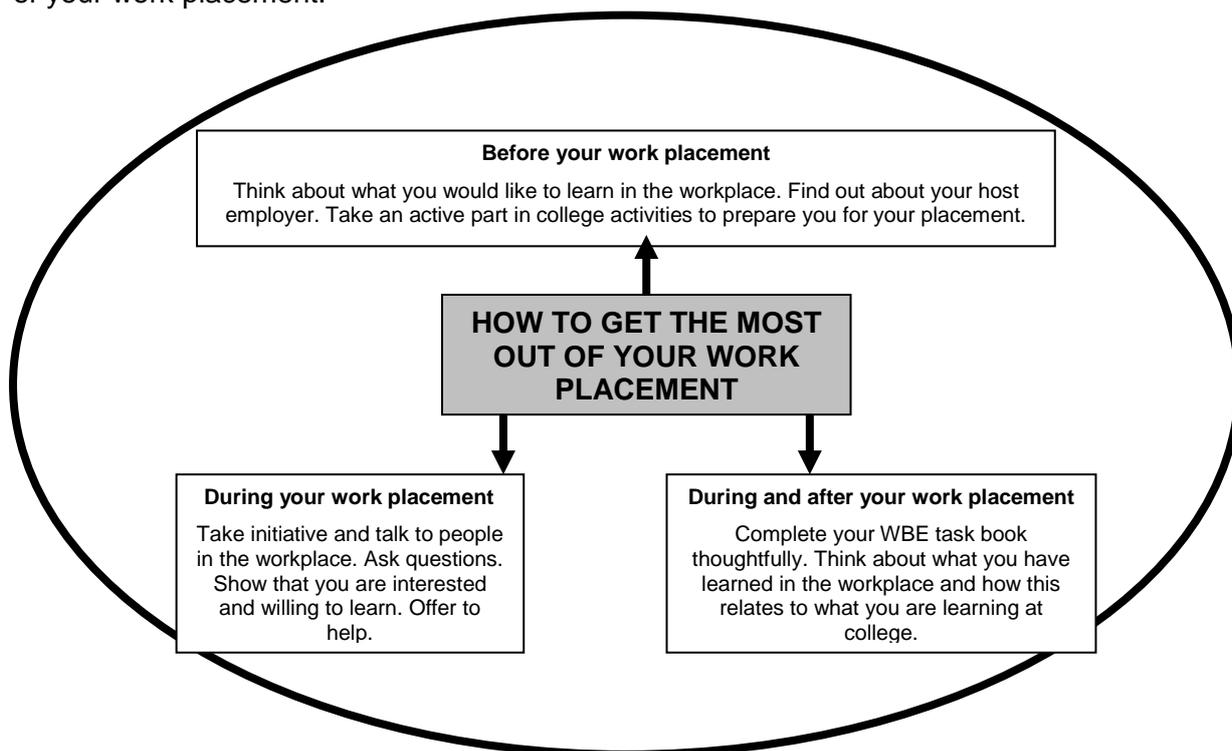
In addition, a curriculum knowledge and skills checklist is included. This checklist has two purposes. The first is to give your host employer information on what you are learning at college. This will help the employer to plan the types of work exposure and experience to provide you with during your placement. The second purpose is to provide a record of the actual workplace exposure and experience you receive during your placement.

INSTRUCTIONS FOR PART 1

- Please **read the Introduction and Instructions** as soon as you can after getting this task book.
- **Before your placement**, complete the following documents (located in Part 4):
 - Employer and College Contact Information
 - Student Profile
 - Student Learning Agreement
 - Copy of ID or Passport
 - Indemnity Form
- **To prepare for your placement** read the Overview of WBE (section 1.3).
- Ensure that the Curriculum Knowledge and Skills Checklist is completed (**before and after your placement**).
- Complete the box indicating the person you should contact if you experience problems during your WBE placement (in section 1.2).
- Complete the “before the start of your placement” part of the **WBE Instructions Checklist**, by ticking off each task in the list after you have completed it (in section 1.2). The other parts of this checklist should be completed during and after your placement.

1.1 INTRODUCTION TO WBE

Welcome to workplace-based experience (WBE). For many of you this will be your first real exposure to a workplace in the field in which you are training. We hope that this will be a valuable experience for you. To gain the full benefit from your experience though, you must make the most of your time in the workplace. Take the opportunity to learn as much as you can about how your host employer operates and the kind of work your course is preparing you to do. Remember you will learn best by asking questions and, whenever possible, taking part in workplace tasks. The diagram below provides ideas on how you can get the most out of your work placement.



1.2 INSTRUCTIONS FOR WBE

To ensure your WBE is successful there are a number of tasks you have to complete before, during and after your placement. A one-page instructions checklist of all the things you need to do is included below. Use this list to help you keep track of what you need to do before, during and after your placement. Tick off each task when you have completed it.

From the instructions checklist you will see there are several forms you need to complete prior to your WBE placement. These forms are in Part 4 of this task book. **Please make sure ALL the forms and documents in Part 4 are completed before you start your placement.**

Lastly, if you have a problem during your WBE placement, you should call your college workplace mentor as soon as possible and discuss it with him or her. Fill in the box below to make sure you have your college workplace mentor's contact information.

Name of college workplace mentor:.....
Phone number:



WBE INSTRUCTIONS CHECKLIST

This checklist contains a summary of all the tasks you need to complete for your WBE placement. Some of these tasks must be completed before the start of your work placement, others during and some after. Use the checklist to help you keep track of what you have done and what you still need to do by ticking off each task after you have completed it.

THINGS TO DO BEFORE THE START OF YOUR WORK PLACEMENT		TICK WHEN DONE
1.	If you are under 18, give your parent/guardian the letter from your college about your WBE placement (letter to be provided by your college).	
2.	Fill in the 'employer and college contact information' form (Part 4).	
3.	Fill in the 'student profile' form' (Part 4).	
4.	Complete the 'learning agreement' (Part 4). Ensure that it is signed by a college representative, an employer representative and yourself.	
5.	Get a certified copy of your ID (or passport if you do not have an ID) and paste this into your task book (Part 4).	
6.	Complete the 'indemnity form' (Part 4). If you are under 18, this needs to be signed by your parent or guardian. If you are over 18 you need to sign it.	
7.	With the help of a lecturer, tick off the curriculum knowledge and skills checklist (Part 1). Both you and your lecturer need to sign the completed curriculum checklist.	
8.	Make transport arrangements to get to your host employer. Get transport money from your college, if this is being provided.	
9.	Find out what personal protective equipment (PPE) your host employer requires and make sure you have this.	
10.	Read through your task book very carefully (especially Part 2) before your placement so you know what information you will have to find in the workplace to complete it.	
11.	Ensure you have copies of the daily journal for each day of your placement (Part 2).	
COMPLETION OF TASK BOOK DURING AND AFTER YOUR PLACEMENT		TICK WHEN DONE
12.	Complete the 'workplace induction checklist' (Part 2) on the first day of your work placement.	
13.	During and after your placement, complete the structured questions and activities (Part 2).	
14.	During your work placement, fill in your daily journal (Part 2). Ask the person who supervised you each day to sign your journal.	
15.	After your placement, evaluate your experience (Part 3).	
16.	Prepare for your WBE presentation (Part 2).	
COMPLETION OF EMPLOYER SECTIONS AT THE END OF YOUR PLACEMENT, BUT BEFORE YOU LEAVE THE WORKPLACE		TICK WHEN DONE
17.	Ask your workplace supervisor to help you tick off the areas of exposure and practice you have received in the curriculum checklist (Part 1). Both you and your supervisor need to sign the completed checklist.	
18.	Ask your workplace supervisor to complete the evaluation on you (Part 3)	
19.	Ask your workplace supervisor to complete the letter about your placement (Part 3). This letter also needs to be stamped with the workplace stamp.	
PROVIDE FEEDBACK ON YOUR WORKPLACE EXPERIENCE AFTER PLACEMENT		TICK WHEN DONE
20.	Share your experience in the workplace with your college and other students using the information gathered in the presentation activity in Part 2.	

1.3 OVERVIEW OF WBE

1.3.1 WBE Objectives and Learning Outcomes

Objectives

To provide you with work exposure and experience in real workplaces that is relevant to your field of study and thereby:

- Develop your understanding of the industry you are training to work in and careers in your field of study;
- Improve your competence and work-readiness; and
- Improve the alignment between the NC(V) and industry.

Learning outcomes

By the end of your WBE placement you will be able to:

- Provide a general description of the work and work processes of your host employer and / or a department in the workplace that works in your field of work;
- Discuss and comment on health, safety, security, environmental and / or legislative concerns that affect the workplace and how these apply to your career field;
- Describe in detail the full job cycle followed from planning to completion for at least one task that you were involved in during your WBE;
- Discuss and comment on how the workplace ensures the quality of its work in your field of work;
- Have a better understanding of careers in your field of study and the role that people in your field play in the world of work;
- Describe and demonstrate the practical skills you were able to develop during your placement; and
- Share your experience in the workplace with your fellow students through an oral presentation.

1.3.2 WBE Themes

Your WBE placement is designed to build on what you are learning at college. It has four broad themes:

- Theme 1: Work and work processes
- Theme 2: The jobs of people who work in your career field
- Theme 3: Managing dangers and risks and complying with industry-specific legislation
- Theme 4: Quality practices: Ensuring that products and services are of a high standard

Theme 1: Work and work processes

This theme focuses on hospitality-related work and work processes in business and other workplace environments (e.g. a restaurant, fast-food/take-away establishment, hotel, guesthouse, bed and breakfast, etc.). It is designed to give you a better understanding of the kind of work you are learning to do and how this is carried out in a real workplace. The actual exposure you get will depend on the type of workplace you visit and the way it structures your time with it. However, it is hoped that during your placement you will be exposed to whole work processes from the beginning to the end of a task and to the work of different departments. This will help you to develop an understanding of the work done by the workplace and the way different jobs work together to make this possible.

Theme 2: The jobs of people who work in your career field

The focus of this theme is on the actual work done in different kinds of jobs in your career field. During your work placement, you will observe, work with and talk to people working in your field of work (e.g. restaurant and hotel managers, supervisors, hosts, chefs, housekeepers, various attendants, bartenders, waitress, receptionists, administrators, etc.). This will give you a better idea of the work you are training to do. In addition, you will be able to see how it fits into the whole work process of a workplace. Through working alongside employees in the workplace you will also have a chance to increase your knowledge and skills in your field of study.

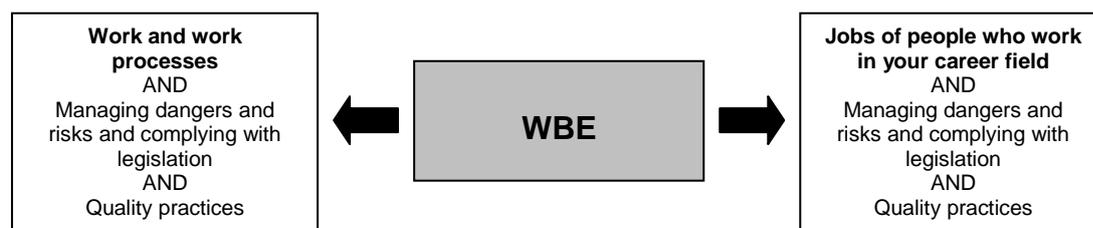
Theme 3: Managing dangers and risks and complying with industry-specific legislation

Workplaces need to ensure that they do not harm their employees, clients or the environment. And they need to protect their employees, clients, equipment and work from risks and dangers. Government legislation and workplace policy and procedure are developed to control these and other aspects of work. Every employer must comply with the legislation that applies to their industry. During your WBE you will learn about the different kinds of safety, security and environmental issues your host employer needs to manage and the legislation that controls this. You will be exposed to how this affects the practice of your host employer and employees in the workplace who work in your field of study. Through your host employer, you will find out how health and safety rules and procedures are applied in the hospitality industry in different situations.

Theme 4: Quality practices: Ensuring that products and services are of a high standard

'Quality' is crucial part of the work of any workplace. Good quality work is essential for employers to survive and succeed in their industry. During your work placement you will learn about how quality is practiced in a real workplace in your field of work. You will find out about your host employer's quality policy and procedures and what employees do to ensure that their work and the products or services provided, are of a high standard. You will also be exposed to the industry standards that your employer works to.

The four themes work together in the following way:



1.4 CURRICULUM KNOWLEDGE AND SKILLS CHECKLIST

The curriculum checklist below provides a summary of the main content areas you should have covered in your NC (V) programme by the end of the year.

Before your work placement, get a lecturer to help you tick off all the items in the checklist that you have already covered at college. Tick the theory column if you have only covered the item theoretically. If you have covered it theoretically and practically, tick both the theory and practice columns. Both you and the lecturer need to sign that the information included in the list is correct. This information will be useful to the workplace hosting you as it will be able to see what you know and can practically do. This will help it to provide you with relevant work exposure.

At the end of your work placement, ask your workplace supervisor to help you tick off the items in the checklist that you observed or were practically involved in. Both you and your workplace supervisor need to sign that the information included in the list is correct. **Make sure that your checklist is properly completed so that you have an accurate record of your workplace experience.** This will be helpful when you are trying to find work or a training or internship position.

CURRICULUM KNOWLEDGE AND SKILLS CHECKLIST

NC(V) Hospitality

Incorporates Levels 2-4

Overview of Subjects

Fundamental subjects	Level 2 core subjects (all compulsory)	Level 3 core subjects (all compulsory)	Level 4 core subjects (all compulsory)
<ul style="list-style-type: none"> • Language: English • Mathematics or Mathematical Literacy • Life Orientation 	<ul style="list-style-type: none"> • Client Service Human Relations • Food Preparation • Hospitality Generics 	<ul style="list-style-type: none"> • Client Service Human Relations • Food Preparation • Hospitality Generics 	<ul style="list-style-type: none"> • Client Service Human Relations • Food Preparation • Hospitality Generics
	Level 2 optional subjects (one of available options) *	Level 3 optional subjects (one of available options) *	Level 4 optional subjects (one of available options) *
	<ul style="list-style-type: none"> • Hospitality Services 	<ul style="list-style-type: none"> • Hospitality Services 	<ul style="list-style-type: none"> • Hospitality Services

* Only one optional subject is currently available for the Hospitality programme.

Knowledge and Skills Integrated summary of knowledge and skills developed across subjects in the programme			Confirmation of Training and WBE Received			
			Training Received in COLLEGE (to be completed by the student and lecturer)		Received During WBE (to be completed by the student and workplace supervisor)	
			Theory	Practice	Observation	Practice
LEVEL 2						
TOPIC 1	Hospitality Generics: Sectors of the tourism and hospitality industry.	<ul style="list-style-type: none"> • Various sectors in the hospitality and tourism industries and determine the factors influencing the industry's productivity and the importance of good service for the South African economy. 				
TOPIC 2	Hospitality Generics: Team Work	<ul style="list-style-type: none"> • Structure and purpose of a particular team. • Roles and responsibilities required to work in a team. • Factors affecting a team in workplace and learning environments. • The workplace and learning environment organisation • Effectiveness of a team. 				
TOPIC 3	Hospitality Generics: Personal Health, Hygiene and Professional Appearance	<ul style="list-style-type: none"> • Importance of and demonstrate good personal health and hygiene practices and professional appearance when dealing with customers. 				
TOPIC 4	Hospitality Generics: Food Hygiene	<ul style="list-style-type: none"> • Maintain health and hygiene in a food environment. • Demonstrate knowledge of micro-organisms in a food environment. Micro-organisms s, refer to bacteria, yeast moulds and food viruses. • Growth and reproduction of micro-organisms • Microbiological critical control points in the food environment 				
TOPIC 5	Hospitality Generics: Handle and dispose of waste	<ul style="list-style-type: none"> • Handle and dispose of waste in accordance with organisational requirements, understanding the importance of disposing of waste correctly. 				
TOPIC 6	Hospitality Generics: Clean, Maintain and Store Equipment / Cleaning Equipment and Materials	<ul style="list-style-type: none"> • Handle and maintain utensils and equipment to the correct hygiene levels and store all items correctly. 				

TOPIC 7	Client Services and Human Relations: Function in a Business Environment	<ul style="list-style-type: none"> Maintain high standards of personal hygiene, grooming and dress code. Follow company procedures when ill or absent due to illness. Identify possible unforeseen circumstances and plan alternative actions in advance. Evaluate own skills and areas for development Set measurable, achievable objectives for own skills development. Prioritise objectives and plan activities to achieve at regular intervals. Review progress made and reschedule activities at regular intervals. Explain the importance of staff knowing the facilities. Describe the interrelationship between product knowledge and client service. Explain the importance of selling available services. Identify and locate the different facilities, departments and services. Describe the roles, responsibilities and interrelationships of the different departments Decide what information to give to the client and explain why this information can be given. Suggest how a new person might be introduced to the organisation Know how to behave in a business environment. Interpret body language in a business environment. Meet people in a business setting. Demonstrate an understanding of basic business ethics in the business environment. 				
TOPIC 8	Client Services and Human Relations: Human Relations with respect to Colleagues with Special Needs	<ul style="list-style-type: none"> Define at least one physical and one intellectual disability. Describe the causes of the physical and intellectual disability. Identify the basic requirements of legislation relating to people who have disabilities. Reflect on own practices in the workplace. Describe possible implications for working with a person who has a disability. 				
TOPIC 9	Client Services and Human Relations: Client Service in a Cultural Context	<ul style="list-style-type: none"> Greet and exchange basic personal information with a range of tourists or clients. Describe the local community and places of interest to tourists or clients in an enticing manner. Demonstrate an awareness of the cultural diversity of the tourists or clients. Demonstrate knowledge and understanding about receiving clients. Demonstrate the ability to make decisions about the clients' comfort and care during their stay. Demonstrate ability to communicate with guests so that they are well-informed, made to feel welcome and safe until their time of departure. 				
TOPIC 10	Client Services and Human Relations: Health and Safety According to the Occupational Health and Safety Act	<ul style="list-style-type: none"> Explain workplace procedures for hazard identification and risk control. Contribute to participative arrangements for the management of occupational health and safety. 				
TOPIC 11	Hospitality Service: glassware	<ul style="list-style-type: none"> Clean and handle glassware in an efficient, hygienic and organised manner, understanding the importance of preparing the glassware and cleaning area in the specified time. 				
TOPIC 12	Hospitality Service: cutlery and crockery service	<ul style="list-style-type: none"> Clean and store crockery and cutlery according to organisational requirements. 				

TOPIC 13	Hospitality Service: Drinks Machines and Equipment service	<ul style="list-style-type: none"> Prepare drink machines or equipment in a hygienic, efficient and systematic manner, understanding the importance of preparing the drink machines or equipment according to specifications. 				
TOPIC 14	Hospitality Service: Function Room service	<ul style="list-style-type: none"> Prepare function rooms for service in an effective, hygienic and organised manner in specified timeframes. 				
TOPIC 15	Hospitality Service: Counter Service	<ul style="list-style-type: none"> Prepare counter service areas in a hygienic, efficient and organised fashion within the stipulated timeframes. 				
TOPIC 16	Hospitality Service: Takeaway Service	<ul style="list-style-type: none"> Prepare takeaway service areas in a hygienic, capable and orderly manner in agreed timeframes. 				
TOPIC 17	Hospitality Service: Drinks Service	<ul style="list-style-type: none"> Prepare drink service areas in a hygienic, proficient and systematic manner within determined timeframes. 				
TOPIC 18	Hospitality Service: Beds, Bed Linen and Coverings	<ul style="list-style-type: none"> Prepare beds and handle linen and bed coverings according to organisational requirements, Importance of maintaining guest comfort and satisfaction when making beds. 				
TOPIC 19	Hospitality Service: Room Service	<ul style="list-style-type: none"> Prepare room service in a hygienic, competent and organised manner, understanding the importance of completing the room service in the specified timeframes to maximise customer satisfaction. 				
TOPIC 20	Hospitality Service: Toilet and Bathroom Areas	<ul style="list-style-type: none"> Service toilet and bathroom areas, understanding the importance of hygiene and cleanliness to maintain guest satisfaction. 				
TOPIC 21	Hospitality Service: Guest Bedrooms	<ul style="list-style-type: none"> Service guest room areas, understanding the importance of hygiene, cleanliness and organisational standards to maintain guest comfort and satisfaction. 				
TOPIC 22	Hospitality Service: Floors and Floor Coverings	<ul style="list-style-type: none"> Clean floors and floor coverings, understanding the importance of hygiene, cleanliness and maintaining a safe working environment. 				
TOPIC 23	Hospitality Service: Public Areas	<ul style="list-style-type: none"> Clean and maintain public areas, understanding the importance of hygiene, cleanliness and maintaining a safe working environment 				
TOPIC 24	Hospitality Service: Linen for External Laundry	<ul style="list-style-type: none"> Control linen for external laundry, understanding the importance of hygiene, cleanliness and control systems. 				
TOPIC 25	Hospitality Service: Process Incoming and Outgoing Telephone Calls	<ul style="list-style-type: none"> Use the telephone effectively in a business environment, including individual use and relaying messages. 				
TOPIC 26	Food Preparation: Clean Food Production Areas, Equipment and Utensils	<ul style="list-style-type: none"> Identify and clean food production areas, equipment and utensils correctly and safely in accordance with organisational requirements and good hygienic practices. Explain and demonstrate relevant hygiene principles and procedures when handling and disposing of waste. 				

		<ul style="list-style-type: none"> • Clean dismantled food production equipment and reassemble and store cleaning equipment correctly after use. • Clean all areas using correct procedures. • Given a range of unexpected situations, decide what action to take and give reasons for that choice. 				
TOPIC 27	Food Preparation: Knives and Cutting Equipment	<ul style="list-style-type: none"> • Handle and maintain knives safely according to correct procedures. • Clean cutting equipment in accordance with manufacturers' instructions and correct safety procedures. 				
TOPIC 28	Food Preparation: Handle and Store Food	<ul style="list-style-type: none"> • Ensure that food items are handled and stored according to organisational requirements. 				
TOPIC 29	Food Preparation: Fry Food	<ul style="list-style-type: none"> • Prepare and fry food items to meet customer and organisational requirements (student must know the safety precautions when frying food) 				
TOPIC 30	Food Preparation: Grill Food	<ul style="list-style-type: none"> • Prepare and grill food to meet organisational and customer requirements 				
TOPIC 31	Food Preparation: Bake Food	<ul style="list-style-type: none"> • Prepare and bake food, following recipe specifications to meet organisational and customer requirements 				
TOPIC 32	Food Preparation: Cook Starch Products	<ul style="list-style-type: none"> • Prepare and cook a selection of starch dishes to menu specifications maintaining high standards of quality while reducing costs and keeping waste to a minimum. 				
TOPIC 33	Food Preparation: Fruit and Fruit Dishes	<ul style="list-style-type: none"> • Store, select and prepare fruit for hot and cold dishes, demonstrating an understanding of hygiene principles and customer satisfaction when preparing fruit 				
TOPIC 34	Food Preparation: Vegetables and Vegetable Dishes	<ul style="list-style-type: none"> • Prepare and cook a selection of basic fruit dishes according to organisational Requirements, preserving nutritional value as far as possible. 				
TOPIC 35	Food Preparation: Hot and Cold Sandwiches and Rolls	<ul style="list-style-type: none"> • Store, select, prepare and cook a selection of vegetables for hot and cold dishes, demonstrating an understanding of hygiene principles and customer need, keeping waste to a minimum and preserving nutritional value. 				
TOPIC 36	Food Preparation: Assemble Food for Quick Service	<ul style="list-style-type: none"> • Prepare hot and cold sandwiches, rolls and fillings for immediate consumption • Understand the importance of having all preparation completed before service and How this impacts positively on customer satisfaction. 				
LEVEL 3						
TOPIC 1	Client Services and Human Relations: Human relations requirements according to the various Acts	<ul style="list-style-type: none"> • Describe how a democratic society functions and what citizenship means • Identify the values contained in the South African constitution and Bill of Rights • Describe democracy in the workplace and how it contributes to a more just and equitable society • Describe why value conflicts and ethical dilemmas arise • Analyse incidents of value conflict in society • Reflect on personal time in order to plan a balanced life style • Research aspects of a balanced lifestyle and their relationship to productivity 				

		<ul style="list-style-type: none"> Investigate tools and techniques to manage time Apply knowledge of time management to enhance own productivity and lifestyle Demonstrate knowledge and understanding about new staff in the workplace Demonstrate the ability to make decisions about lending support to new staff members Demonstrate the ability to recognize shortcomings in the induction procedure or system and to suggest ways to remedy these 				
TOPIC 2	Client Services and Human Relations: Health and safety procedures to ensure a safe and secure environment	<ul style="list-style-type: none"> National/provincial and company procedures to maintain a secure working environment Explain how to maintain a high level of security for staff and clients Security procedures to avoid and or deal with violent situations Importance of securing unauthorised areas from client access Given a violent situation, identify the perpetrators Following the correct procedures for reporting suspicious items Demarcate client and staff areas separately and secure against unauthorised access. Secure storage areas against unauthorised access and give reasons for this Describe the ways in which safety and security performance can be adapted. 				
TOPIC 3	Client Services and Human Relations: The impact of cultural knowledge on client care	<ul style="list-style-type: none"> Explain the importance of being knowledgeable about the culture of local and overseas visitors Explain the importance of communication Describe steps to prevent or resolve misunderstandings between visitors and staff Identify South Africa's main international tourist groups Interact with tourists using appropriate verbal and nonverbal communication at all times Identify the main population groups Show consideration for cultural norms and differences Anticipate and deal with clients' needs within the context of their cultures Take appropriate action to resolve problems arising from cultural differences Make suggestions to assist colleagues to deal with cultural differences Demonstrate knowledge and understanding about the importance of service excellence. Demonstrate the ability to make decisions with respect to complaints of a more serious nature. Demonstrate the ability to learn from our actions in order to continually improve client care. 				
TOPIC 4	Hospitality Generics: Identify nutritional needs of healthy individuals, plan and cost menus accordingly	<ul style="list-style-type: none"> Plan and compile balanced menus for a variety of occasions or establishments. 				
TOPIC 5	Hospitality Generics: Maintain hygiene in food preparation and storage.	<ul style="list-style-type: none"> Maintain and promote food hygiene and safety procedures during food preparation, cooking and storage to organisational and legislative requirements. 				
TOPIC 6	Operate a payment point and process payments	<ul style="list-style-type: none"> Prepare, operate a payment point and process payments efficiently as well as performing cashing-up and hand over procedures. 				
TOPIC 7	Handle and record refunds.	<ul style="list-style-type: none"> Deal with customers and process refunds where necessary. Understand the importance of maintaining good customer relations and thus continued business with the customer. 				

TOPIC 8	Hospitality Generics: Maintain a booking system.	<ul style="list-style-type: none"> Understand the importance of a booking system in the hospitality environment. Record and confirm bookings on a manual and computer system. Maintain a manual and computer booking system. 				
TOPIC 9	Hospitality Generics: Maintain effective working relationships with all members of staff.	<ul style="list-style-type: none"> Contribute towards the smooth running of the department and work effectively with fellow workers. Understand the importance of treating internal customers with respect and that confidentiality is a professional conduct issue. 				
TOPIC 10	Hospitality Generics: Apply for a job or work experience placement.	<ul style="list-style-type: none"> Prepare curriculum vitae, compare skills to available positions and submit applications with appropriate correspondence. Understand the importance of personal presentation during an interview. 				
TOPIC 11	Hospitality Service: Maintain cellars and beverage storage rooms	<ul style="list-style-type: none"> Maintain and cellars and beverage storage rooms in a hygienic, safe, secure and efficient manner. 				
TOPIC 12	Hospitality Service: Provide a table drinks service	<ul style="list-style-type: none"> Provide a table drinks service in an efficient and organised manner that is cognisant of customer needs 				
TOPIC 13	Hospitality Service: Provide a table service	<ul style="list-style-type: none"> Provide an effective table service demonstrating efficiency and organisation of activities. 				
TOPIC 14	Hospitality Service: Provide a counter service	<ul style="list-style-type: none"> Provide a counter service that promotes the organisation and is in accordance with customer needs. 				
TOPIC 15	Hospitality Service: Provide a takeaway service	<ul style="list-style-type: none"> Provide a take-away service that promotes the organisation and is in accordance with customer needs. 				
TOPIC 16	Hospitality Service: Maintain housekeeping supplies	<ul style="list-style-type: none"> Maintain housekeeping supplies at the optimal level and within a safe and secure environment, understanding why this is important in the provision of an efficient and effective housekeeping service. 				
TOPIC 17	Hospitality Service: Provide housekeeping services within designated area	<ul style="list-style-type: none"> Provide housekeeping services in a designated area while maintaining security, hygiene and organisational standards in accordance with guest comfort and satisfaction. 				
TOPIC 18	Hospitality Service: Maintain a clean linen supply	<ul style="list-style-type: none"> Maintain a clean linen supply in a safe, secure and hygienic environment. Understand why this is important for the organisation and the customer. 				
TOPIC 19	Food Preparation: Prepare and present basic fish dishes	<ul style="list-style-type: none"> Produce a variety of fish dishes as per menu specifications. In completing this, the student should be able to work with efficiency and in accordance with good hygiene practices. 				
TOPIC 20	Food Preparation: Prepare and present hot and cold soups, including stocks and sauces related to the preparation of soups.	<ul style="list-style-type: none"> Produce a variety of hot and cold soups, including stocks and sauces related to the preparation of soups, according to organisational requirements. In completing this, the student should be able to work efficiently and in accordance with good hygiene practices. 				

TOPIC 21	Food Preparation: Prepare and present basic cakes and biscuits	<ul style="list-style-type: none"> Produce a variety of basic decorated cakes and biscuits to satisfy customers as well as organisational requirements. In completing this, the student should be able to work with efficiently and in accordance with good hygiene practices. 				
TOPIC 22	Food Preparation: Prepare and present basic dough products	<ul style="list-style-type: none"> Produce a variety of basic dough products according to organisational requirements. In completing this, the student should be able to work with efficiently and in accordance with good hygiene practices. 				
TOPIC 23	Food Preparation: Prepare and present basic pastry dishes	<ul style="list-style-type: none"> Produce a variety of basic sweet and savoury pastry dishes according to organisational and customer requirements. In completing this, the student should be able to work with efficiency with minimal impact on others and in accordance with good hygiene practices. 				
TOPIC 24	Food Preparation: Prepare food for cold presentation	<ul style="list-style-type: none"> Prepare, garnish and present a variety of dishes for cold presentation to satisfy customers as well as organisational requirements. In completing this, the student should be able to work with efficiency and in accordance with good hygiene practices. 				
LEVEL 4						
TOPIC 1	Client Services and Human Relations: The importance of staff development to human relations	<ul style="list-style-type: none"> Describe ways to identify training needs or gaps in work performance. Explain the importance of recognising individual and company constraints. Give reasons for involving staff members in designing and implementing action plans Explain why it is important for the student to obtain feedback. Explain the role of the manager in the training and development of staff. Stress the importance of distinguishing between work environment performance and training issues. Identify training needs or gaps in staff performance by using appropriate methods. Identify factors that create gaps in performance through discussion with individual. Distinguish between training needs, work environment and performance issue Design and implement action plans with the assistance of the staff member. Conduct reviews after training to assess the transfer of knowledge into the workplace. 				
TOPIC 2	Client Services and Human Relations: The effect of solved problems on client care	<ul style="list-style-type: none"> Identify client needs and expectations. Recognise client dissatisfaction and take action to resolve the situation. Identify and take opportunities to enhance the quality of client service. Communicate with all clients in a friendly and courteous manner Describe ways to obtain client feedback. Explain the importance of interpersonal skills. Describe methods of monitoring staff-client relations. Describe the products and services provided by the organisation. Explain the importance of evaluating and dealing with complaints Explain the importance of understanding company standards Describe ways of establishing rapport with clients and maintaining a professional relationship. Identify client requirements and decide how best to deal with their requests. Decide how best to promote the features and benefits of various products and services. Describe ways to rectify complaints. 				

		<ul style="list-style-type: none"> Suggest possible ways to improve the procedure for handling client complaints Suggest ways of increasing client satisfaction. Communicate to the client the steps of the process that will be followed. Update the clients on the progress of their requests. Follow-up on requests and queries. 				
TOPIC 3	Client Services and Human Relations: Ways to ensure the health and safety of clients and colleagues	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of emergency situations. Demonstrate ability to take decisions about serious injuries. Demonstrate the ability to communicate and record vital information. 				
TOPIC 4	Hospitality Generics: Monitor and maintain health, safety and security.	<ul style="list-style-type: none"> Maintain the well-being of staff and customers through the monitoring of emergency procedures, safety and security and through consultation with specialists where development is needed. 				
TOPIC 5	Hospitality Generics: Analyse and develop new menus	<ul style="list-style-type: none"> Analyse existing menus. Adapt/develop new menus to satisfy customers according to organisational requirements. Develop menus in accordance with the various styles and policies of food service organisation. Consider appropriate food combinations and flavours when adapting/developing new menus. <i>Range: Dietary requirements; nutritional, religious, medical, ethnic/cultural, vegetarian.</i> Calculate recipe costs taking resources into account. <i>Range: Resources; Number of staff, staff knowledge and skills, equipment, supplies, time. Costing.</i> Given a range of varying quantities, specify ingredient ratios, cooking times and temperatures for producing recipes. <i>Range: Varying quantities; 1-10 portions, 11-50 portions, 51+ portions.</i> Given different types of food service outlets, explain the necessity for adapting performance. Describe possible training needs that should be met by organisations with the implementation of new menu items. Describe reasons for obtaining feedback from staff on any operational problems. 				
TOPIC 6	Hospitality Generics: Manage one's own development	<ul style="list-style-type: none"> Identify skills and areas of development appropriate to the current or future position. This includes the development of a plan with realistic, specific and measurable objectives and timelines that are personally and organisationally relevant. 				
TOPIC 7	Hospitality Generics: Source information about self-employment opportunities	<ul style="list-style-type: none"> Identify, evaluate and apply the different sources of information that will best assist in decisions regarding self-employment. Understand the concepts of employment and self-employment. Understand the different types of company models that offer self-employment opportunities. Understand risks and benefits of self-employment. Identify suitable sources of information and how to assess self-employment opportunities. Understand the importance of sourcing accurate information. Utilise information resources effectively. Evaluate and rank information obtained against available resources, education, training, and viability. Source information and compile a business start-up plan in terms of required resources, funding, marketing and legal requirements. 				

TOPIC 8	Hospitality Services: Serve bottled wine	<ul style="list-style-type: none"> Identify and explain uses of appropriate service equipment and glassware. Understand the wine making process and its impact on the end product. Identify different wine varieties; know their basic characteristics and the appropriate food items to serve with. Provide customers accurate information on wines, promote certain wines and offer alternative options. Take drinks orders accurately. Explain the importance of serving wine at correct temperatures. Serve and clear bottled wines. Deal with customers in a polite and friendly manner. Understand the impact on customer service of working within prescribed time limits. Explain how customer service could be improved. Understand the license requirements and the consequences of serving alcohol to customers under the legal age. Deal with unexpected operational situations as they occur. 				
TOPIC 9	Hospitality Services: Prepare and serve cocktails	<ul style="list-style-type: none"> Prepare and present a variety of cocktails in accordance with organisational procedures. Identify the various glasses and service equipment and use correctly. Deal with customers in a polite and friendly manner. Promote cocktail sales and offer alternatives where appropriate. Check, store, clean and rotate cocktail mixes and other ingredients and understand why this important. Understand the impact on customer service of working within prescribed time limits and having sufficient stocks on hand. Explain how customer service could be improved. Understand the license requirements and the consequences of serving alcohol to intoxicated customers or those under the legal age. Deal with unexpected operational situations as they occur. Develop new cocktail recipes for different occasions. 				
TOPIC 10	Hospitality Services: Provide a silver service	<ul style="list-style-type: none"> Meet and deal with customers in a polite and friendly manner. Take accurate orders and advise customers on menu choice as appropriate. Locate and use appropriate service items and equipment and understand why it is important to keep sufficient equipment stocks available. Serve food according to organisational procedures. Portion, serve and attractively arrange food using the appropriate service equipment. Clear tables and demonstrate the appropriate timing and method of clearing of tables. Check and store food service items and equipment according to organisational procedures. Recommend ways of improving service to customers. Describe decisions made and give reasons for action taken in response to unexpected situations. Develop ways and methods to train new staff in the delivery of silver service. 				

TOPIC 11	Hospitality Services: Maintain the drink service	<ul style="list-style-type: none"> • Implement the procedures for the maintenance of a drinks service. • Describe the legal requirements for the operation of a licensed premise. • Explain the consequences of selling alcohol to under-aged or intoxicated persons. • Understand why staff need product knowledge and should comply with service standards. • Devise ways to motivate staff in increasing sales. • Discuss ways to deal with violent or disruptive customers and identify the guidance that should be provided to staff in this area. • Understand why equipment should be maintained safely and hygienically. • Implement the fault and maintenance reporting procedures and complete all the necessary paperwork. • Complete all set-up procedures required prior to service delivery including cleaning; clearing and restocking the drinks service area and preparing all equipment ready for service. • Communicate with customers in a polite and friendly way. • Be able to handle unexpected operational situations. 				
TOPIC 12	Hospitality Services: Maintain the cleaning programme in a specified area	<ul style="list-style-type: none"> • Understand why it is important to implement a cleaning programme. • Be able to communicate the requirements of a cleaning programme to staff. • Minimise hazards occurring through the misuse or mishandling of chemicals. • Conduct cleaning inspections. • Take appropriate actions when service quality is reduced through operational problems. • Record, file and make available all information as required. • Adapt cleaning programmes to different situations 				
TOPIC 13	Hospitality Services: Plan and conduct meetings	<ul style="list-style-type: none"> • Plan and organise meetings of various types including the preparation of agendas, minutes and other documentation as required. • Conduct a meeting in a structured and effective manner. • Complete and/or monitor the completion of actions arising from the meetings conducted. 				
TOPIC 14	Hospitality Services: Maintain the receipt, storage and issue of goods	<ul style="list-style-type: none"> • Maintain the security and hygiene procedures in the receipt, storage and issue of goods. • Complete all relevant quality checks and documentation. • Analyse physical versus actual stock usage and the practices involved in this process 				
TOPIC 15	Food Preparation: Meat, poultry, game and offal	<ul style="list-style-type: none"> • Produce a variety of meat, poultry, and game or offal dishes, using appropriate preparation and cooking methods. The student should eliminate wastage as far as possible and adhere to principles of hygiene at all times. The effects of time and temperature must also be taken into account. • Clean preparation areas and equipment before and after use and comply with the Occupational Health and Safety Act (OHS) Act. • Understand the main contamination threats when cooking meat dishes. • Identify different types of meat products and the indicators of freshness and quality. • Explain the relationship between time and temperature when cooking meat in terms of cost, customer satisfaction, and quality and food hygiene. • Prepare, cook, finish and garnish meat dishes in accordance with procedures and customer requirements. 				

		<ul style="list-style-type: none"> Identify and apply ways to keep waste to a minimum. Cater for different dietary requirements in the selection and preparation of meat dishes. Store all dishes not for immediate consumption in accordance with hygiene regulations. Handle unexpected operational situations. Complete all work in an organised and efficient manner and in accordance with time lines and deadlines. 				
TOPIC 16	Food Preparation: Complex vegetable dishes	<ul style="list-style-type: none"> Produce complex vegetable dishes which will satisfy customers according to organisational requirements. Clean and fully maintain preparation areas and equipment in accordance with principles of basic hygiene. Consider and select the correct type, quantity and quality ingredients according to recipe specifications. Retain the nutritional value adequately during preparation. Demonstrate correct preparation methods appropriate for the dish type. Use a range of preparations and satisfy organisational quality standards fully with properly prepared vegetables and preparations. Use a range of cooking and finishing methods and maximise the quality of dishes by selecting the correct method and any appropriate recipe adjustments. Store vegetables and preparations not for immediate use hygienically. 				
TOPIC 17	Food Preparation: Hot and cold desserts	<ul style="list-style-type: none"> Produce a variety of hot and cold desserts according to organisational requirements. In completing this, the student should be able to work with efficiently and in accordance with good hygiene practices. Select desserts for a variety of occasions and dietary requirements. Clean preparation areas before and after use. Understand the main contamination threats when cooking desserts. Understand the relationship between time and temperature when preparing and cooking desserts and the implications for costs, quality and food safety. Prepare and present a range of hot and cold desserts using a variety of preparation, cooking and finishing methods. Store desserts appropriately and safely if not for immediate use. Respond appropriately to unexpected operational situations. Work in an organised and efficient manner in accordance with specified time lines. 				
TOPIC 18	Food Preparation: Hot and cold sauces and dressings	<ul style="list-style-type: none"> Prepare, cook and finish hot and cold sauces and dressings which will satisfy customers according to organisational requirements. Adjust recipes to suit a variety of establishments and dietary preferences. Clean and fully maintain preparation and cooking areas and equipment throughout the production period according to hygienic principles. Given a range of quality points to consider, select the required type, quantity and quality ingredients in accordance with recipe specifications. Use different cooking methods when making sauces and stocks following correct procedures and quality standards. 				

		<ul style="list-style-type: none"> Given a range of preparation, cooking and finishing methods maximise the quality of the dish by the selection of the correct method and any appropriate recipe adjustments. Given a range of prepared, cooked and finished sauces, dressings and jellies, satisfy organisational quality standards fully. Store products not for immediate consumption following correct procedures. Given a range of problems with production, decide what action to take and give reasons for that choice. Prioritise, delegate as appropriate and complete all work in an organised and efficient manner in accordance with priorities and deadlines. 				
TOPIC 19	Food Preparation: Accept and store food deliveries	<ul style="list-style-type: none"> Understand and apply the principles of receiving food deliveries and safe storage of such deliveries. The student will be able to identify potential food hygiene hazards and react in the appropriate way to remedy such situations. Check deliveries of food items against the order and delivery documentation. Complete quality checks on foodstuffs (packaging, sell by dates, damage, temperatures, etc.). Ensure that hygiene standards are adhered to. Ensure safe transportation and handling of foodstuffs. Maintain a secure, clean and tidy storage area and equipment with the correct storage conditions. Store foodstuffs correctly in accordance with procedures. Follow stock rotation procedures. Complete all documentation in accordance with procedure. Issue food items correctly. Prioritise and delegate work activities in accordance with time schedules and deadlines. Deal with unexpected operational situations as they arise. Adapt to a variety of operational situations. 				
			Signatures (College)	Signatures (Workplace)		
		 Lecturer Supervisor		
		 Student Student		

PART 2: WBE PLACEMENT ASSIGNMENTS

PART 2 contains four assignments you need to complete during your placement.

INSTRUCTIONS FOR PART 2

- Complete the **Induction Checklist on the first day of your placement**. This checklist will help you clarify what your host employer expects of you and how you will be supervised during your placement.
- Complete as many of the **WBE Structured Questions and Activities** as possible. **This should be completed during and immediately after your placement while your memory of it is still fresh**. You also need to ensure that your supervisor provides feedback after each activity.
- Complete the **Daily Journal during your placement at the end of each day**.
- Prepare a brief summary on your WBE. This summary can then be used for the **WBE presentation** your college may require you to do for other students and lecturers. **Complete this summary after your placement** using the information you have collected in the assignments in part 2.

2.1 WORKPLACE INDUCTION CHECKLIST

This induction checklist should be **completed on the first day of your placement**. It will help you clarify what your host employer expects of you and how you will be supervised during your placement. Please tick off the items in the checklist below once you have completed them. You also need to fill in the additional information required.

Item	Tick	
1. I have the name and address of my host employer		
2. I have the name and contact number of the person in the workplace who is responsible for me during my placement		
<i>Name of my supervisor:</i>		
<i>Contact number for my supervisor:</i>		
3. I know who I will be reporting to on a day-to-day basis in the workplace		
<i>Names of the people I will report to daily</i>	<i>When I will report to this person</i>	
4. I have been introduced to the people I will be working with		
5. I know the rules of my host employer		
6. I know what my host employer expects of me while I am in the workplace		
<i>Things they expect of me include:</i>		
<i>a)</i>		
<i>b)</i>		
<i>c)</i>		
<i>d)</i>		
<i>e)</i>		
7. I know what time I need to be at work daily and when lunch and tea breaks Are. These are as follows		
<i>Work hours:</i>		
<i>Lunch time:</i>		
<i>Tea times:</i>		
8. I have been given a tour of workplace premises and will be able to find my way around		
9. If I have a problem during my placement I know what to do		

2.2 WBE STRUCTURED QUESTIONS AND ACTIVITIES

To make the most of your WBE placement please complete as much of this section as possible.

You do not need to do the activities or answer the questions in a particular order. The information you collect on a day-to-day basis will depend on how your host employer structures your placement. As you get information, you can fill it in.

This section provides an opportunity for you and your host employer to monitor your progress during your placement. Space is provided at the end of each activity for your supervisor to note his or her feedback on how you completed the activity.

ACTIVITY 1: OVERVIEW OF THE WORKPLACE AND THE ROLE PLAYED BY PEOPLE IN YOUR CAREER FIELD

1. What does the workplace hosting you do? Name some of its products and/or services.

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2. Name the main departments/sections that make up the workplace. Then say what work is done by each department.

Names of main departments found in workplace	Overview of work of each department

3. Name up to three job types/titles in the workplace that are in your field of work. Note in which department(s) these jobs are found. Then say what the role of each of these jobs is in the workplace.

Job types/ titles in your work field	Department(s) in which jobs are found	Role played by these jobs in the workplace

Supervisor Feedback	
Supervisor's Name: _____	
Date: _____	
Comments: (is the information recorded accurate, was information gathered in an acceptable manner to the company): _____	
Supervisor's Signature: _____	Student's Signature: _____

ACTIVITY 2: PROTECTING EMPLOYEES, CLIENTS, THE WORK BEING DONE AND THE ENVIRONMENT FROM RISKS AND HARM

1. List the main health, safety, security and/or environmental dangers or risks that your host employer has to guard against (in the left column). Then note who or what needs to be protected from each danger or risk (in the right column).

Main dangers or risks	Who or what to protect

2. What are the main rules and procedures that your employer has developed to protect its employees and clients, its work, information and equipment, and the environment from risks and harm? Complete the table below.

Rule or procedure	Purpose of this rule or procedure

3. What main legislation governs your employer’s management of dangers and risks to its work, employees, clients and the environment?

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4. How would your employer manage the situation if there was an injury or a security violation (that affected employees, clients or its work, information and equipment)?

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Supervisor Feedback	
Supervisor’s Name:	
Date:	
Comments: (is the information recorded accurate, was information gathered in an acceptable manner to the company):	
Supervisor’s Signature: _____ Student’s Signature: _____	

ACTIVITY 3: DEEPENING YOUR UNDERSTANDING OF THE CAREER PATH YOU HAVE CHOSEN

To assist you in fully understanding the career path you have chosen, you need to interview someone who works in your field of study about his or her job and career development path. The interview will help you learn about what it is like to work in your career field and career progression possibilities. To get the information you need, it is best that you interview someone who has been working for ten or more years in your field of work. It is not necessary that they have worked for the same employer for this period.

You will need to get permission from the person in charge of you to approach someone in the workplace to conduct this interview. Once you have this permission, you need to find a suitable person to interview. Your supervisor might be able to make some suggestions. Approach the person you want to interview and explain the purpose of the interview. Ask if he or she would be willing to participate. Note that the interview will take about 15 minutes. If the person is unable or unwilling to participate, approach another person. Once you have found someone who is willing to be interviewed, arrange a date and time to do the interview.

Prepare for the interview by reading through and thinking about all the questions you need to ask before the interview. If there is more than one level 4 student at the workplace at the same time as you, you could conduct this interview together. This might be better for the workplace as it would take less time. However, if you do this you need to write up the interview separately.

Interview questions

1) Name of interviewee.....

2) What is your job title?

3) When did you start working for this workplace?

4) What is your immediate superior's job title?

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5) What, if any, positions do you supervise?

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6) What are your main duties?

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7) What skills and personal qualities do you need to do your job?

Specific skills needed	Personal qualities needed (e.g. patience, neatness, attention to detail, get on well with others, etc.)

8) What kind of training and qualifications do you need to do your job?

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9) What are the most interesting/enjoyable aspects of your job?

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10) What are the least interesting/enjoyable aspects of your job?

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11) Where did you work before and what did you do there?

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12) What factors have affected your career path in general (from your first job to the current job) and more specifically in the workplace you are currently employed?

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13) What career opportunities are available in the workplace?

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14) What advice on how to succeed would you give to someone coming into your field of work?

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Supervisor Feedback	
Supervisor's Name:	
Date:	
Comments: (is the information recorded accurate, was information gathered in an acceptable manner to the company):	
Supervisor's Signature: _____	Student's Signature: _____

ACTIVITY 4: DETAILED REPORT ON ONE TASK CARRIED OUT IN THE WORKPLACE

In this section you need to report on one task you observed or were involved in from the planning and preparation stage to its completion. Depending on the kind of task, it might have taken a few hours to complete or a number of days. The task could be from any department or section in the workplace, e.g. the kitchen, front desk, housekeeping, etc. Hopefully, you will be given the opportunity to spend time in various sections so you can maximise your experience during your WBE. Whatever task you select to report on, it needs to be complex enough to be captured in the format provided below. Examples of tasks you could report on include:

▪ Preparing various types of food, e.g. soups, sandwiches, salads, desserts, etc.	▪ Cleaning and servicing guest rooms
▪ Handling room service	▪ Disposing of waste
▪ Serving drinks/cocktails at a bar	▪ Handling client requests or complaints
▪ Serving clients as a waitron	▪ Housekeeping
▪ Designing or adjusting a menu	▪ Handling the front desk

Choose a task to report on that will allow you to say something about the following aspects:

- The planning and preparation done before work on the task began
- The step-by-step process followed to do the task
- The safety, security and/or legal precautions taken
- The tools, equipment and/or resources used
- The checks or tests done during and after the task was completed
- The administrative (completing records or reports) and/or housekeeping (tidying up or cleaning) activities that followed the completion of the task

It might be that during your placement you do not participate in a task from beginning to end. If this is so, try and find out what happened in the steps you did not participate in for the task you are reporting on. Ask the worker who did the work or your supervisor about it.

1. Overview of task completed

Name of task:

Task start date: Task end date: Total time to complete:

Department(s) in which the task was done

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Names and job titles of the main people involved in doing the task

Names	Job titles

Summary of what was done:

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Why was this task done?

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2. Detailed description of work process followed to complete the task

PREPARING TO DO THE TASK

Before a task is done, various activities are usually carried out to ensure that the work can be done correctly and to required standards. Complete the table below on the preparation activities carried out.

Were any of the following things done before the task was carried out? Tick yes or no.				
• Instructions were obtained on what to do	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• Permission to do the task was obtained (to meet safety, security, policy or legal requirements)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• Obtained and/or checked the equipment and/or resources needed for the task to ensure that they were available, correct and/or in working order (e.g. computer, forms, menu, kitchen utensils, cleaning equipment and linen)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• Communicated (verbally or in writing) with people to be involved in or affected by the work (e.g. supervisor/chef, colleagues and/or clients)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• Developed a plan / schedule for the task to be completed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did any other preparation activities take place? If yes, list them below.				

DOING THE TASK

This section focuses on how the task was done. There are four parts. In the first, you must indicate what kind of work instruction or guideline was followed. In the second, you must note what work processes were used. In the third, you must describe how the task was completed. In the last, you need to describe the role you played in the task.

1) NATURE OF THE INSTRUCTIONS OR DIRECTIONS FOLLOWED TO DO THE TASK				
Were any of the following kinds of instructions or directions followed when the task was done? Tick yes or no. More than one answer can be ticked.				
• The task was completed on the basis of a verbal instruction	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• The task was completed on the basis of an email or other written instruction	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• A workplace specific or industry standard procedure was followed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• The task was done according to a work plan/schedule	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• Experienced staff were consulted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was any other sort of instruction or guideline used? If yes, explain below.				

AFTER THE TASK HAS BEEN COMPLETED

In this section you need to report on post-task activities. There are five parts in the section. The first looks at how the completed task was checked or tested. The second looks at precautions or rules followed after the task was completed (e.g. health, safety, security, environmental or legislation/policy-related). The third looks at post-task communication. The fourth looks at the kinds of administration activities that were completed after the task. The final part looks at the tidying and cleaning-up (housekeeping) that followed the task.

1) CHECKING OR TESTING THE COMPLETED WORK				
When a task has been completed, the work done is usually checked or tested to ensure that it meets requirements and everything has been completed or is working as it should be, that it is of a good quality, and that colleagues and clients are satisfied.				
Was any checking or testing done after the task was completed ? Tick yes or no. If yes, complete the questions below.			Yes	No
What was checked or tested?	How was this checked or tested?	Why was this check or test done?	Who did the check or test?	
Did the checks or tests show that there were any problems? Tick yes or no.			Yes	No
If yes, note at least one problem identified in the left hand column and what was done to solve this in the right hand column.				
Problem identified		Solution to the problem		

2) HEALTH, SAFETY, LEGAL OR OTHER PRECAUTIONS OR REGULATIONS FOLLOWED AFTER THE TASK WAS COMPLETED				
Were any specific health, safety, security, environmental or legal precautions or regulations followed after completing the task ? Tick yes or no.			Yes	No
If yes, discuss the precautions taken and/or policy or legislation adhered to.				

3) POST-TASK COMMUNICATION

After a task or job has been completed, there is usually some form of communication on what was done and how well it was done. Communication may take the form of oral or written reports. Report-back or evaluation meetings are also sometimes held. Post-task communication is usually directed at colleagues, chefs/supervisors/managers and clients.

Describe the communication process that followed the completion of the task. What sort of reporting took place? Were there any post-task meetings? If yes, what meetings took place and who was involved in these?

4) POST-TASK RECORD KEEPING AND ADMINISTRATION

Various administration activities may also be necessary after completing a task. For instance, records are completed, new contacts are added to the organisations database and filing (electronic and paper) is done to ensure that all information is available for future reference. Thank you letters may also need to be sent to service providers or customer satisfaction surveys administered.

Describe some of the administration, record keeping or public relations activities that were carried out after the task was completed. Note what was done and who did the work.

5) TIDYING UP AND CLEANING (HOUSEKEEPING) AFTER COMPLETING A TASK

After a task has been completed, it is often necessary to tidy and clean up. This is done to ensure that the work environment is left clean and safe and the resources and equipment used are filed or packed away and correctly stored. This kind of 'housekeeping' is done in both the physical workspace and a computer environment.

Did any 'housekeeping' take place after the task was completed?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If yes, describe what was done and why.

2.3 DAILY JOURNAL

Follow these instructions for completing the daily journal:

- Make a journal entry for each day you are in the workplace.
- Make sure that your task book includes enough copies of the journal page for each day of your placement. If necessary, you or your lecturer can make additional copies and insert them in your task book. If the journal page does not have enough space, you can paste or staple more pages into your task book.
- Your journal should be a daily record of your workplace experience and your thoughts about this. Use it to describe what you see, do and experience each day. Mention tasks, projects or meetings you participated in. Make a note of any special events that occurred, like a power failure or safety drill. Include drawings, calculations or workplace documents, if you would like to. Your journal is also a place for you to comment on what you have learned or how your experience made you feel.
- Ask the person who supervised you each day to sign off for that day in the place provided and, if they would like to, make a comment about how the day went.

If you are struggling to think of things to write, you can use the following questions to get you started:

- What activities I did I observe and/or participate in today?
- Was there a link between the activities I did today and what I have learned in college? Did my college training help me to perform the tasks completed today more effectively?
- What was the most interesting thing I did today? Why did I think it was interesting?
- What was the most challenging thing I did today? Why did I think it was challenging?
- What was the most boring thing I did today? Why did I think it was boring?
- What did I do well today? How does that make me feel?
- What didn't I do so well today? How does that make me feel?
- If I have the chance to do this activity again, will I do it differently? In what way?
- Is there anything I think the host employer should do differently or more effectively?

2.4 WBE Presentation

Use the headings below to prepare a brief summary on your WBE. If you need to make a presentation to your lecturers and other students you can refer to the information in this section.

1. Where did you do your WBE?
2. What does the workplace do?
3. Name a few of the jobs in your field of work that are found in the workplace?
4. What role do people working in your field of work play in the workplace?
5. What is your impression of the way people in the workplace relate to each other and work together?
6. Provide a summary of the main things you were involved in and learned during your placement.
7. Was this learning experience valuable for you? Give a reason for your answer.
8. What advice would you give to another student about to go into a WBE placement?

Helpful tips for making your presentation:

- Bring at least ONE resource to enhance your presentation (e.g.: a menu you developed, a picture of the workplace you visited or a piece of equipment you used, a workplace brochure, a task instruction, a procedure, or a meeting agenda).
- Use notes (in whatever form) appropriately and sparingly.
- Speak clearly and pace yourself (don't speak too fast).
- Make eye contact with your audience.

PART 3: WBE EVALUATION

Part 3 gives you, your college mentor and your host employer an opportunity to evaluate you your WBE placement.

INSTRUCTIONS FOR PART 3

- The **Self Evaluation** gives you an opportunity to evaluate your workplace-based experience. **This needs to be completed at the end of your placement.**
- The **College WBE Mentor Evaluation** provides space for your college workplace mentor to comment on your placement and your task book. **This section will be completed by your mentor during or after your placement.**
- The **Employer Evaluation** provides the opportunity for your host employer to evaluate your performance during your placement. **You need to make sure that this is completed before you leave the workplace.**
- The **Employer Confirmation Letter** confirms your placement with the employer and indicates what work experience you received. **Make sure that this is completed before you leave the workplace and that the employer puts its stamp at the top of the letter.**

3.1 STUDENT EVALUATION OF WBE

INSTRUCTIONS FOR COMPLETING THE EVALUATION
Answer the questions that follow about your workplace experience.

1. Did you feel adequately prepared by your college for your work placement? Explain your answer. For instance, did you have some information about the employer hosting you? Did you know what would be required of you and how to complete your task book?

.....
.....
.....

2. Was your workplace-based experience relevant to what you have learned in your programme at college? If yes, give a few examples of how it related to this.

.....
.....
.....

3. Rate and comment on the value of your workplace-based experience.

Not at all useful	Not that useful	Fairly useful	Very useful	Extremely useful

Give reasons for your rating

.....
.....

What did you find most valuable about your workplace-based experience?

.....
.....

What did you find least valuable about your workplace-based experience?

.....
.....

4. How do you think your experience could have been improved?

.....
.....

5. Do you have any other comments?

.....
.....
.....

3.3 EMPLOYER EVALUATION OF STUDENT

Please complete the following evaluation on the student hosted.

Name of student

1. Rating of students. Circle the number that best applies in each case where 1 = very poor, 2 = poor, 3 = fair, 4 = good, and 5 = very good.

ITEM BEING RATED	RATING				
Vocational and technical knowledge. The student displayed knowledge of his/her career field appropriate to his/her level of study.	1	2	3	4	5
Practical competence. The student was able to effectively carry out tasks at a level appropriate to his/her level of training.	1	2	3	4	5
Ability to learn. The student was able to easily learn new things.	1	2	3	4	5
Interest in work. The student asked questions and showed an interest in the work.	1	2	3	4	5
Takes initiative. The student looked for work to do and acted voluntarily.	1	2	3	4	5
Communication skills. The student was able to make her/himself adequately understood and could follow spoken and written instructions.	1	2	3	4	5
Punctuality. The student arrived at work on time and kept time.	1	2	3	4	5
Works neatly and cleans up afterwards. The student produced neat work and willingly engaged in the process of cleaning up after completing a task.	1	2	3	4	5
Health, safety, security and legality. The student understood and followed industry-relevant health, safety, security and legal practices.	1	2	3	4	5
Attitude and cooperation. The student showed willingness and had a good attitude and was able to get along with others.	1	2	3	4	5

2. Overall comments on the student's performance

.....

.....

.....

.....

3. Does the student display the qualities you would look for in an employee? Please explain.

.....

.....

.....

Name..... Job title.....

Signature

3.4 EMPLOYER LETTER TO CONFIRM STUDENT WORK EXPERIENCE PROVIDED

Employer letterhead/stamp

Date.....

Confirmation of student work experience

This letter serves to confirm that(name of student) spent(number of days) with(name of employer) from to (Placement dates) to gain workplace experience. At the time, the student was completing level 2 / level 3 / level 4 (circle relevant year of study) of the National Certificate (Vocational) in (name of programme) at (name of college).

Key areas in which work exposure and experience were provided include:

.....
.....
.....
.....
.....
.....
.....

.....
Name of employer representative

.....
Job title

.....
Signature

PART 4: WBE DOCUMENTATION

Part 4 includes information on your host employer, your college and you. It also contains the learning agreement and indemnity you will sign and space for a copy of your ID.

INSTRUCTIONS FOR PART 4

Before you start your placement, complete the following documents:

- Employer and college contact information
- Student profile and contact information
- Student learning agreement
- Copy of ID
- Indemnity form

4.1 EMPLOYER AND COLLEGE CONTACT INFORMATION

Employer contact information

Name of employer		
Address of employer		
Employer phone number		
Main employer contact person	Name	
	Contact number	
Second employer contact person	Name	
	Contact number	

College contact information

Name of college		
Information on the college campus at which the student is based	Name of campus	
	Campus address	
	Campus phone number	
WBE Coordinator	Name	
	Contact number	
College WBE mentor	Name	
	Contact number	

4.2 STUDENT PROFILE AND CONTACT INFORMATION

Full name					
Student contact number					
Address					
Name of parent/guardian				Contact number parent/guardian	
ID number				Age	
Name of medical aid (if you have one)				Medical aid no.	
Drivers licence	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Means of transport
Last school attended				Highest school qualification	
NC(V) programme				Level	
Why I chose to study this NC(V) programme					
My future goals					
What I hope to learn during my WBE placement					
Previous WBE experience I have had					

4.3 STUDENT LEARNING AGREEMENT

Congratulations! You have been selected to participate in WBE at your college. This is a wonderful opportunity for you to learn about your chosen occupation and improve your employment prospects.

You will be placed at (employer)

for..... days, from (start date)..... to (end date).....

You need to remember that you are now an ambassador for your college. Your behaviour during your WBE placement therefore needs to be excellent. During your WBE placement you need to comply with your college's code of conduct as well as the rules of your host employer. Any problems or discipline matters that arise will be managed by your college.

During your WBE placement you will be required to:

- Maintain professional behaviour at all times
- Follow the instructions of the workplace representatives responsible for you
- Comply with workplace rules and regulations. This includes following the dress code and wearing any personal protective equipment (PPE) required
- Be punctual and adhere to the work hours required of you
- Take responsibility for making your workplace experience valuable
- Complete the activities in your task book
- Ensure that your host employer completes and signs off the required sections in your task book

When you return to the college you will be required to:

- Hand in your fully completed task book
- Give feedback on your WBE experience

Student	For the college	For the employer
Name	Name	Name
Signature	Signature	Signature
Date	Date	Date

4.4 CERTIFIED COPY OF ID OR PASSPORT (Paste in)

4.5 INDEMNITY FORM

INSTRUCTIONS FOR COMPLETING THE INDEMNITY FORM

- If you are under 18, your parent or guardian needs to complete the indemnity form and sign it. If you are over 18, you need to complete and sign it yourself.
- Depending on who completes the form, cross out the part that is not relevant. For instance, if you complete and sign the form, cross out the phrase 'parent guardian of the trainee' at the top of the form.

I _____ (full name and surname), the parent/guardian of the trainee / the trainee (cross out part not relevant), hereby indemnify _____ (name of temporary host employer), its employees and its agents against any claims of any nature whatsoever which may be brought against them by the trainee, _____ (full name and surname of the trainee) or any third party or other person claiming on behalf of the trainee arising out of the trainee's death or injury or loss of or damage to the trainee's property as a result of entering into and remaining on _____ (name of temporary host employer)'s premises, whether the claim is based on _____ (name of temporary host employer) negligence or on the negligence of any of its employees or agents for which they may be liable.

Name (full name and surname)

Designation (parent/guardian or trainee)

Signature

Date