

# STUDENT'S TASK BOOK

## ERD: FITTING AND TURNING NCV LEVEL 3



STUDENT NAME: \_\_\_\_\_

COLLEGE: \_\_\_\_\_

HOST COMPANY: \_\_\_\_\_

**NATIONAL CURRICULUM (VOCATIONAL)**

**Engineering and Related Design**

**Elective: Fitting and Turning**

**LEVEL 3**

**Workplace-Based Experience  
Learning Programme**

## The Swiss South African Cooperation Initiative

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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 logbook was developed by SSACI as part of its FET College Project. SSACI implemented this project with the Department of Education (now Department of Higher Education and Training) and a pilot group of colleges between 2008 and 2010.

The FET College Project provided workplace-based experience (WBE) for engineering students in two NC(V) programmes: Engineering and Related Design, and Electrical Infrastructure Construction. The aim of the project was to better align the curriculum in these two programmes with the needs of industry and produce more employable students. Through this project, WBE logbooks were developed and piloted at level 2, 3 and 4 for these two programmes. This is one of the logbooks developed.

It is hoped that the logbooks developed through the FET College Project are used as a prototype for WBE logbooks in other college programmes.

# Task checklist for participating in the WBE programme

<b>CHECKLIST INSTRUCTIONS</b>	
This checklist contains a summary of all the tasks you need to complete as part of your involvement in the workplace-based experience (WBE) programme. 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.	
<b>THINGS TO DO BEFORE THE START OF YOUR WORK PLACEMENT</b>	
1.	If you are under 18, give your parent / guardian the letter from your college about your participation in the work placement programme (letter to be provided by your college)
2.	Fill in the 'employer and college contact information' form (section 1, page 9 of logbook)
3.	Fill in the 'student profile' form' (section 1, page 10 of logbook)
4.	Complete the 'learning agreement' (section 1, page 11 of logbook). 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 logbook (section 1, page 12)
6.	Complete the 'indemnity form' (section 1, page 13 of logbook). 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 checklist (section 2.3, page 16 of logbook). Both you and your lecturer need to sign the completed 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 logbook very carefully (especially section 5) before your placement so you know what information you will have to find in the workplace to complete it
<b>COMPLETION OF LOGBOOK DURING AND AFTER YOUR PLACEMENT</b>	
11.	Complete the 'workplace induction checklist' (section 3, page 20 of logbook) on the first day of your work placement
12.	During your work placement, fill in your daily journal (section 4, page 21 of logbook). Ask the person who supervised you each day to sign your journal
13.	During and after your placement, answer the questions in section 5 (page 36 of logbook)
14.	After your placement, evaluate your experience (section 6, page 42 of logbook)
15.	Prepare the summary on your work experience (section 7, page 43 of logbook)
<b>COMPLETION OF EMPLOYER SECTIONS AT THE END OF YOUR PLACEMENT, BUT BEFORE YOU LEAVE THE WORKPLACE</b>	
16.	Ask your workplace supervisor to help you tick off the areas of exposure and practice you have received in the curriculum checklist (section 2.3, page 16 of logbook). Both you and your supervisor need to sign the completed checklist
17.	Ask your workplace supervisor to complete the evaluation on you (section 9, page 46 of your logbook)
18.	Ask your workplace supervisor to complete the letter about your placement (section 10, page 47 of logbook). This letter also needs to be stamped with the workplace stamp
<b>PROVIDE FEEDBACK ON YOUR WORKPLACE EXPERIENCE AFTER PLACEMENT</b>	
19.	Share your experience in the workplace with your college and other students. If you are required to do a formal presentation, use the summary you have prepared in section 7 of your logbook

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# PART 1

## INTRODUCTION, SUPPORTING DOCUMENTS AND PROGRAMME INFORMATION

### INSTRUCTIONS FOR PART 1

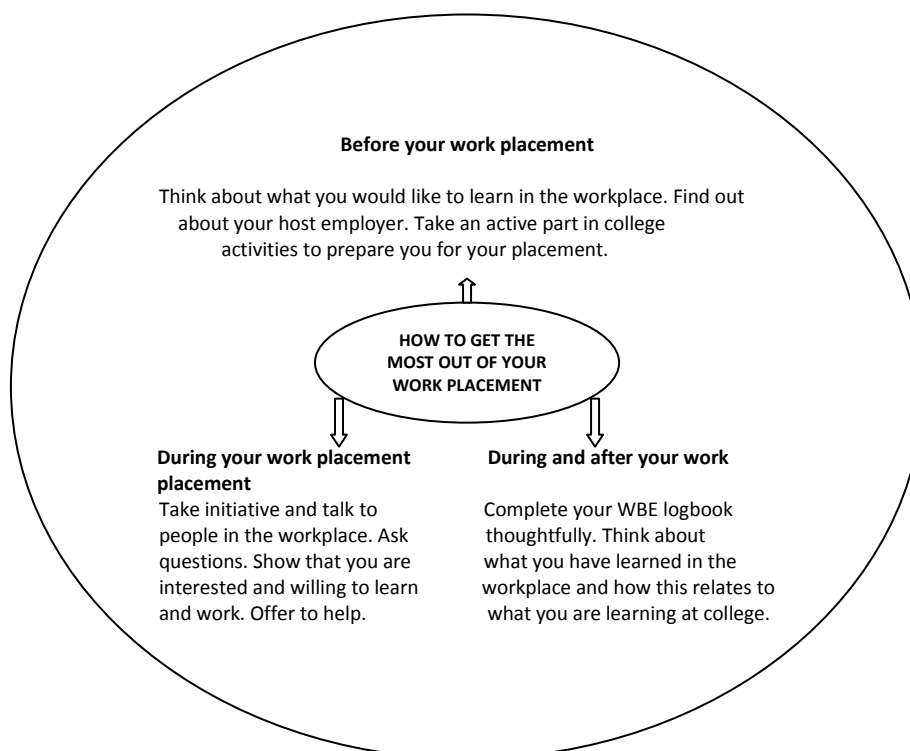
- **Please read the introduction and instructions in section 1 as soon as you can after getting this book.**
- **Before your placement**, complete the following documents in section 1:
  - Employer and college contact information
  - Student profile and contact information
  - Student learning agreement
  - Copy of ID
  - Indemnity form
- **To prepare for your placement** read the information about the workplace-based experience programme in section 2.
- Ensure that the curriculum checklist in section 2 is completed (**before and after your placement**).

## Section 1: Introduction and supporting documents

### 1.1 INTRODUCTION AND INSTRUCTIONS

#### The WBE programme and how to make the most of it

Welcome to the NC(V) Level 3 workplace-based experience (WBE) programme for Engineering and Related Design-Fitting and Turning. For many of you this will be your first real exposure to a workplace that works 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.



#### Introduction to the logbook and instructions on how to use it

Your WBE logbook is divided into three parts and ten sections.

**PART 1** includes information and documents that support your work placement. It also includes information on your WBE learning programme. It has two sections.

- **Section 1** introduces the programme and logbook and includes information on your host employer, your college, and you. It also contains the learning agreement and indemnity you will sign to be part of this programme and a copy of your ID. **Please make sure that all the forms and documents in section 1 are completed before you start your work placement.**

- **Section 2** provides information on the content and outcomes of this WBE programme. A curriculum knowledge and skills checklist is also included in this section. This checklist has two purposes. The first is to give your host employer information on what you are learning at college. This information will help the employer plan what work experience to provide you with during your placement. The second purpose is to provide a record of the actual workplace experience you received during your placement. **The curriculum checklist needs to be completed before you go into the workplace with the assistance of a lecturer and at the end of your work experience with the assistance of an employer representative.**

**PART 2** contains the activities you need to complete during and after your placement. There is also a section in this part that will be completed by your college workplace mentor. Part 2 has six sections.

- **Section 3** contains a workplace induction checklist that you should **complete 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.
- **Section 4** is a daily journal. Use the journal to record what you see and do each day that you are in the workplace. You can also include drawings if you would like to. One page has been provided for each day of your placement. There is also a space at the bottom of each page for the person who supervised you to sign off for the day and, if they would like to, make a comment. **Your journal should be completed during your placement.**
- **Section 5** includes questions you need to answer about your WBE and what you have learned. You need to try to answer as many of the questions as possible. **This section should be completed during and immediately after your placement while your memory of it is still fresh.**

Read through section 5 very carefully before the start of your placement so you know what you need to find out in the workplace to answer the questions. This is important as you might not be able to keep your logbook with you at all times due to its size. If this is so, it is suggested you carry a small notebook around with you to make notes in while you are in the workplace. (If your college or employer does not provide a notebook, you will have to buy one). You can then complete your logbook from your notes. **If you are using a small notebook, it is suggested that you make some notes in it to remind yourself about the information you need to collect.**

- **Section 6** gives you an opportunity to evaluate your workplace-based experience. **This section needs to be completed at the end of your placement.**
- **Section 7** requires you to prepare a brief summary on your work placement. This summary can then be used for the presentation your college may require you to do for other students. **Complete section 7 after your placement** using the information you have collected in the other sections.
- **Section 8** provides a space for your college workplace mentor to comment on your placement and logbook. If your mentor visits you while you are in the workplace, he or she may write a comment at this point. Otherwise, he or she will comment after you have completed your placement and handed in your logbook.



**PART 3** includes two sections which need to be completed by your host employer at the end of your placement. **You need to make sure that both sections in this part are completed before you leave the workplace.**

- **Section 9** is an employer evaluation of your performance during your placement.
- **Section 10** includes a letter which confirms your placement with the employer and indicates what work experience you received. Make sure that the employer puts its stamp at the top of the letter.

### **Task checklist for participating in the WBE programme**

A one page checklist of all the tasks you need to complete as part of your involvement in the WBE programme is include at the beginning of your logbook on page 3. 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.

#### **What to do if you have a problem during your work placement**

If you have a problem, call your college workplace mentor as soon as possible and discuss it with him or her.

Name of college workplace mentor.....

Phone number .....

## 1.2 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	
The coordinator of the work placement programme	Name	
	Contact number	
College workplace mentor	Name	
	Contact number	

### 1.3 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 workplace experience					
Previous work experience I have had					

## 1.4 STUDENT LEARNING AGREEMENT

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Congratulations! You have been selected to participate in the workplace-based experience (WBE) programme for your college programme. 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 in the workplace hosting you thus needs to be excellent. During your work 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 work placement will be required to:**

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

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

- Hand in your fully completed logbook
- Give feedback on your workplace-based experience

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

**1.5 CERTIFIED COPY OF ID OR PASSPORT (Paste in)**

## 1.6 INDEMNITY FORM

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### 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

## Section 2: Programme overview

### INSTRUCTIONS FOR SECTION 2

- Read the information about the WBE programme in 2.1 and 2.2 **(before your placement)**.
- Complete the curriculum checklist in section 2.3 **(before and after your placement)**.

### 2.1 OBJECTIVES AND OUTCOMES OF THE WORKPLACE-BASED EXPERIENCE PROGRAMME

#### Programme 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 the career you are studying toward;
- Improve your competence and work-readiness; and
- Improve the alignment between the NC(V) and industry.

#### Learning outcomes

By the end of the workplace-based experience programme you will be able to:

- provide a general description of the work and work process of your host employer;
- describe in detail and analyse at least one task that that you were involved in during your placement;
- discuss and comment on the workplace's approach to maintenance, diagnosing faults and repair;
- discuss and comment on the safety procedures followed in the workplace;
- discuss and comment on the quality procedures followed in the workplace;
- describe and demonstrate the practical skills you were able to develop during your placement; and
- share your experience in the workplace with your classmates through an oral presentation.

## 2.2 WORKPLACE-BASED EXPERIENCE PROGRAMME THEMES

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

- Theme 1: Work and work processes in a workplace
- Theme 2: The job of an artisan or technical worker
- Theme 3: Safety in the workplace
- Theme 4: Quality: Ensuring that work is correct and of a high standard

### **Theme 1: Work and work processes in a workplace**

This theme focuses on what workplaces working in your field of training do and how they work. The workplace you visit will be working in the manufacturing, engineering or mining fields. While in the workplace you could observe or participate in tasks that involve machining of components, diagnosing and repairing faults, and routine maintenance. In the process you will be exposed to different types of tools, equipment and machines. 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 job of an artisan or technical worker**

The focus of this theme is on the actual work done by different kinds of artisans and technical workers who work in your field of training. During your work placement, you will observe, work with and talk to people who work in your trade area. 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 with artisans and technical workers you will also have a chance to increase your knowledge and skills in your trade area.

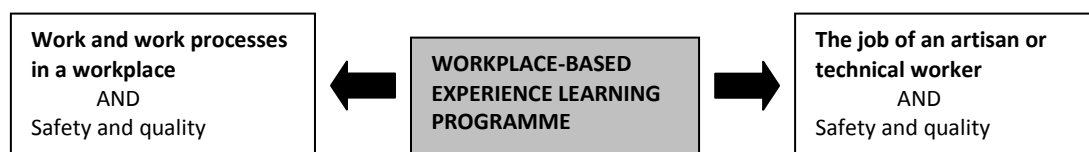
### **Theme 3: Safety in the workplace**

Safety is a central part of every aspect of the work of the kinds of workplaces you are training to work in. As such, working safely is an important part of your college curriculum and is a key theme of this WBE learning programme. During your work placement you will be exposed to how safety is practiced in a real workplace. You will find out about your host employer's safety rules and the safety procedures followed by each artisan or technical worker you work with.

### **Theme 4: Quality: Ensuring that work is correct and of a high standard**

Like safety, quality underlies 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 be exposed to how quality is practiced in a real workplace. You will find out about your host employer's quality procedures and what artisans and technical workers do to ensure the quality of their work.

The four themes work together in the following way:





## 2.3 CURRICLUM 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 get into an apprenticeship.

<b>NC(V) ENGINEERING AND RELATED DESIGN</b> <b><u>Elective: Fitting and Turning</u></b> Incorporates Levels 2 and 3
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### SUBJECTS

Fundamental subjects	Level 2 core subjects	Level 3 core subjects
<ul style="list-style-type: none"> <li>• Language</li> <li>• Mathematics or Mathematical Literacy</li> <li>• Life Orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering Fundamentals</li> <li>• Engineering Technology</li> <li>• Engineering systems</li> <li>• ELECTIVES: Fitting and Turning</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering Practice and Maintenance</li> <li>• Materials Technology</li> <li>• Engineering Graphics and Design</li> <li>• ELECTIVE: Fitting and Turning</li> </ul>

### CURRICULUM KNOWLEDGE AND SKILLS CHECKLIST

Knowledge and skills developed			Confirmation of training provided			
			Training provided in COLLEGE		Observation / practice in the WORKPLACE	
			Theory	Practice	Observation	Practice
<b>TOPIC 1</b>	Correctly select use, care for and maintain tools and plant equipment	<b>Hand tools</b> , e.g. screwdrivers, spanners, pliers, hammers, chisels, allen keys, hacksaws, files, clamps, vices, wire stripper, side cutter, crimping tools				
		<b>Power tools and equipment</b> , e.g. drilling machines (hand held & pedestal), grinders (angle, bench & pedestal), orbital sander, and saw (jig & band)				
		<b>Measuring &amp; precision measuring equipment</b> , e.g. engineers rule, measuring tapes, callipers, protractor, spirit level, micrometer & gauges				
		<b>Marking off equipment</b> , e.g. scribe, punches, divider, Jenny callipers, clamps, square				
		<b>Worksite / plant equipment</b> , e.g. air compressors, generators, pumps and lifting equipment,				

TOPIC 2	Basic understanding of function and maintenance of <b>engineering systems and components</b>	<b>Electrical</b> systems and components (e.g. batteries and fuses)				
		<b>Mechanical</b> systems and components (e.g. gears, belt drives, clutches and brakes)				
		<b>Hydraulic</b> systems and components (e.g. hydraulic pumps and valves)				
		<b>Pneumatic</b> systems and components (e.g. compressor and valves)				
		<b>Lubrication</b> systems and lubricants				
TOPIC 3	Know how to plan and carry out <b>routine maintenance and diagnose and repair faults</b> using a systematic approach	Plan a <b>routine maintenance programme</b>				
		Identify faults and their causes in <b>electrical</b> devices				
		Identify faults and their causes in <b>mechanical</b> devices				
		Identify faults and their causes in <b>lubrication</b> systems				
		Perform <b>minor repairs on line</b>				
		Determine major equipment and machinery component repairs				
TOPIC 4	Basic maintenance and repair of machine components and systems	<b>Bearings</b>				
		<b>Brakes</b>				
		<b>Clutches</b>				
		<b>direct drives</b>				
		<b>dynamic seals</b>				
		<b>Heat exchanges and pressure vessels</b>				
		<b>Lubrication systems</b>				
TOPIC 5	Work with engineering drawings, templates and design	<b>Produce engineering drawings</b> (isometric)				
		Produce and work with <b>engineering drawing assemblies</b>				
		Draw and <b>produce templates</b> for pipes, cylinders and containers using parallel line, radial line and triangular methods				
		Identify and use marking-off equipment and templates to <b>mark off materials</b>				
		Produce scale production drawings to line stage using a <b>computer aided design</b> (CAD) programme				
TOPIC 6	Knowledge of and ability to work with <b>different types of materials</b>	Know types and uses of <b>metals and ferrous metals</b>				
		Know types and uses of <b>non-metals</b>				
		<b>Test properties</b> of materials using tests like bending, torsion strength, tensional, compressive and sheer				
TOPIC 7	Basic understanding of how to <b>use machines and equipment produce basic components</b>	Perform <b>basic arc welding</b>				
		Set, operate and monitor a <b>drilling machine</b>				
		Set, operate and monitor a <b>lathe</b>				
		Set, operate and monitor a <b>milling machine</b>				
		Set, operate and monitor a <b>surface grinding machine</b>				
		Grind tools and drill bits				

<b>TOPIC 8</b>	<b>Use safe and correct trade and worksite procedures</b>	Know about and <b>use safety measures and equipment</b> relevant to task and machines / equipment being used				
		Use standard /acceptable <b>worksite &amp; trade practices</b>				
		<b>Use a systematic and correct work procedure to carry out tasks</b> (i.e. plan and prepare to do task, carry out task, check compliance / quality, report on work, perform housekeeping)				
		Read a <b>job card</b>				
		<b>Report and record</b> all job activities, problems and incidents according to accepted standards				
		Carry out required <b>housekeeping</b>				
		Have basic knowledge on how to handle & store <b>chemicals</b>				
		Apply basic <b>first aid</b> procedures				
		Apply basic <b>fire fighting</b>				
		<b>Report incidents and accidents</b>				
		<b>Signatures (College)</b>	<b>Signatures (Workplace)</b>			
		..... Lecturer	..... Company rep			
		..... Student	..... Student			

# PART 2

## PROGRAMME ACTIVITIES

### INSTRUCTIONS FOR PART 2

There are six sections in part 2.

- **Section 3** contains a workplace induction checklist that you should **complete 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.
- **Section 4** is a daily journal. Use the journal to record what you see and do each day that you are in the workplace. **This section should be completed during your placement at the end of each day.**
- **Section 5** includes questions you need to answer about your WBE and what you have learned. You need to try to answer as many of the questions as possible. **This section should be completed during and immediately after your placement while your memory of it is still fresh.**
- **Section 6** gives you an opportunity to evaluate your workplace-based experience. **This section needs to be completed at the end of your placement.**
- **Section 7** requires you to prepare a brief summary on your work placement. This summary can then be used for the presentation your college may require you to do for other students. **Complete section 7 after your placement** using the information you have collected in the other sections.
- **Section 8** provides a space for your college workplace mentor to comment on your placement and logbook. **This section will be completed by your mentor during or after your placement.**

## Section 3: Workplace induction checklist

### INSTRUCTIONS FOR COMPLETING THE INDUCTION CHECKLIST

Please tick off the items in the checklist below once you have completed them. You also need to fill in the additional information required. **This checklist should be completed on the first day of your placement.**

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>	
a)	
b)	
c)	
d)	
e)	
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	

## Section 4: Daily journal

### INSTRUCTIONS FOR COMPLETING THE DAILY JOURNAL

- Make a journal entry for each day you are in the workplace. One page has been provided for each day of your placement up to a maximum of 10 days.
- Your journal should be a daily record of your workplace experience. Use it to describe what you see and do each day. You can also include drawings, diagrams, notes, calculations or workplace documents.
- A few extra pages have been included at the end of the journal if you need more space. If this is still not enough space, you can paste or staple more pages into your logbook.
- 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.

































# Section 5: WBE programme questions

**INSTRUCTIONS FOR COMPLETING SECTION 5**

- Please answer as many of the questions in this section as you can.
- You do not need to answer them 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.

**5.1 OVERVIEW OF THE WORKPLACE AND THE ROLES PLAYED BY PEOPLE IN YOUR TRADE**

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

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5.1.2 Name two departments or sections in the workplace and up to three jobs in each. Indicate by ticking yes or no if the jobs you have mentioned are in your field of training.

Name or department or section	Names of jobs in the department or section	Is this job in your trade area?			
		Yes		No	
Department / Section 1:	1	Yes		No	
	2	Yes		No	
	3	Yes		No	
Department / Section 2:	1	Yes		No	
	2	Yes		No	
	3	Yes		No	

5.1.3 Provide an **overview of the whole work process in the workplace**. For instance, if you are visiting a factory, you need to describe the process from the beginning when the raw materials come into the factory to the end when the completed product leaves. Or, if you are visiting a workplace that provides a service, you need to describe the process from the point at which the workplace receives a request for its service to the point at which it has completed providing the service.

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5.1.4 What role do people who are working in your trade play in the work process you have described above?

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**5.2 THE WORKPLACE'S APPROACH TO MAINTENANCE, DIAGNOSING FAULTS AND REPAIR**

5.2.1 In this section you will describe how the workplace approaches maintenance and fault diagnosis. First read the information in the box below and then answer the questions that follow.

**INFORMATION BOX**

**What is maintenance?**

Maintenance is carried out to ensure that machines, equipment and appliances function as effectively as possible and do not become damaged or break down. 'Preventative maintenance' or 'servicing' involves checking, cleaning, lubricating and replacing worn parts and components at pre-planned intervals. A well documented record of actual work done is also kept.

Many workplaces work according to a maintenance schedule that involves daily and weekly checks and adjustments as well as services at periodic intervals. This kind of preventative maintenance is usually referred to as 'routine maintenance'.

While doing routine maintenance, wear or damage to a part or component might be identified, for instance a worn gasket, bearing or wires. To avoid breakage, a plan will then be made to replace or repair the part or component. This kind of preventative maintenance is known as 'planned maintenance' or sometimes as a 'repair work order'

Some companies adopt a 'run to breakdown' approach to maintenance. With this approach, equipment and machines are allowed to breakdown before maintenance is carried out. This approach is used when repairs are easy and cheap to carry out.

**What is fault diagnosis?**

If a component, machine or piece of equipment stops functioning properly or breaks down, the cause of the problem will need to be identified so that it can be repaired. Faults may become evident during operation or maintenance. Fault finding is a process of identifying and diagnosing the causes of faults. It often forms part of the maintenance and repair process. The fault finding process is assisted by the use of a systematic step-by-step approach that includes performing different checks and tests, referring to manufacturer's or service manuals and maintenance records.

5.2.2 Name some of the different kinds of machines, components and equipment the workplace maintains and repairs. For example, bearings, brakes, conveyor belts, pumps, compressors, generators, power tools and lifting equipment.

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5.2.3 What is the workplace's **approach to maintenance**?

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5.2.4 Answer the questions below on the use of **fault detecting aids and equipment**.

Are any of the following aids used to identify faults? Tick yes or no.				
• Visually checking for the fault	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• Consulting the manufacturer's or service manual	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• Checking maintenance and service records	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• Testing and checking with fault detecting equipment	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Are any other aids used to identify faults? If yes, note these below.				
Name three kinds of <b>fault detecting equipment</b> used in the workplace. For example, gauges (e.g. temperature, pressure and vacuum) and measuring equipment (e.g. micrometers, verniers, feeler gauges and precision levels). Note the purpose of each piece of equipment.				
Three kinds of fault detecting equipment used	What is this piece of equipment used for?			

5.2.5 Describe the **approach used to diagnose faults** in one of the machines, components or pieces of equipment the workplace maintains or repairs.

Name of the machine, component or piece of equipment
What are some of the typical faults that occur with this machine, component or piece of equipment?





### 5.3 REPORT ON A TASK CARRIED OUT IN THE WORKPLACE

This section requires you to describe and analyse one of the tasks that you observed or were involved in during your placement. Examples of tasks you could report on include:

- Machining a new component
- Carrying out maintenance on a machine or component
- Replacing a component in a machine or piece of equipment
- Repairing a machine that has broken down
- Installing new machinery in a factory

Name of task					
Task start date		Task end date		Total time to complete:	
Name and job title of the person (or main people) who did the task					
Name			Job title		
Name of department or section in which the task was done					
Summary of what was done to complete the task					
Were any of the following things done <b>before the task was carried out</b> ? Tick yes or no. More than one answer can be ticked.					
• <b>Instructions</b> were obtained on how to do the task				Yes	No
• <b>Permission</b> to do the task was obtained				Yes	No
• <b>Drawings or diagrams</b> were obtained and read				Yes	No
• The <b>manufacturers manual</b> was obtained and read				Yes	No
• <b>Tools, equipment, materials and / or replacement</b> parts were obtained				Yes	No
• <b>Ensured the environment</b> in which the task was to be done was <b>clean and safe</b>				Yes	No
• <b>Isolated or locked out</b> the component, machine or circuit to be worked on				Yes	No

Did the task involve any of the following processes? Tick yes or no. More than one answer can be ticked.									
• Reading a drawing / diagram	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	• Installation	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• Maintenance	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	• Machining	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• Fault finding / diagnosing	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	• Welding	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• Assembly of parts	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	• Cutting	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
• Testing functioning / quality	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	• Joining	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Were any other work processes used? If yes, note these below.									
What safety precautions were followed when doing the task?									
What checks were done to ensure correctness, functioning and / or quality?									
Why was this task done?									
What role did you play in the task? Did you observe or participate? If you participated, what did you do?									
What did you learned from observing or participating in this task?									

# Section 6: Student evaluation of workplace-based experience

**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 logbook?

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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.

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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 .....

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

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

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

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5. Do you have any other comments?

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# Section 7: Headings for presentation on workplace-based experience

## INSTRUCTIONS FOR COMPLETING SECTION 7

Use the headings below to prepare a brief summary on your workplace-based experience. If you need to make a presentation, you can then refer to the information in this section.

1. What does the workplace do?

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2. Name a few of the jobs in your trade area that are found in the workplace.

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3. What role do people who are working in your trade play in the workplace?

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4. What is your impression of the way people in the workplace relate to each other and work together?

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5. Provide a summary of the main things you were involved in and learned during your placement.

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6. Was this learning experience valuable for you? Give a reason for your answer.

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## Section 8: College mentor comment

### INSTRUCTIONS

This section has been provided for your college workplace mentor to comment on your placement and logbook. If your mentor visits you while you are in the workplace, he or she may write a comment at this point. Otherwise, he or she will comment after you have completed your placement and handed in your logbook.

(To be completed by college mentor)

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Mentor name	Signature	Date

# PART 3

## EMPLOYER EVALUATION OF STUDENT AND LETTER CONFIRMING WORK EXPERIENCE PROVIDED

### INSTRUCTIONS FOR PART 3

Part 3 includes two sections which need to be completed by your host employer at the end of your placement. **You need to make sure that both sections in this part are completed before you leave the workplace.**

- **Section 9** is an employer evaluation of your performance during your placement.
- **Section 10** includes a letter which confirms your placement with the employer and indicates what work experience you received. Make sure that the employer puts its stamp at the top of the letter.

# Section 9: 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				
<b>Knowledge of technical field.</b> The student displayed knowledge of his / her technical field appropriate to his / her level of study.	1	2	3	4	5
<b>Practical competence.</b> The student was able to effectively carry out tasks at a level appropriate to his / her level of training.	1	2	3	4	5
<b>Ability to learn.</b> The student was able to easily learn new things.	1	2	3	4	5
<b>Interest in work.</b> The student asked questions and showed an interest in the work.	1	2	3	4	5
<b>Takes initiative.</b> The student looked for work to do and acted voluntarily.	1	2	3	4	5
<b>Communication skills.</b> The student was able to make her / himself adequately understood and could follow spoken and written instructions.	1	2	3	4	5
<b>Punctuality.</b> The student arrived at work on time and kept time.	1	2	3	4	5
<b>Housekeeping and tidiness.</b> The student displayed the correct attitude to housekeeping activities and willingly engaged in these.	1	2	3	4	5
<b>Safety.</b> The student understood and followed safe work practices.	1	2	3	4	5
<b>Attitude and cooperation.</b> 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

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

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

Signature .....

# Section 10: 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 Engineering and Related Design-Fitting  
and Turning at ..... (name of college). Key areas  
in which work exposure and experience were provided include:

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Name of employer representative

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Job title

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Signature