STUDENT'S TASK BOOK
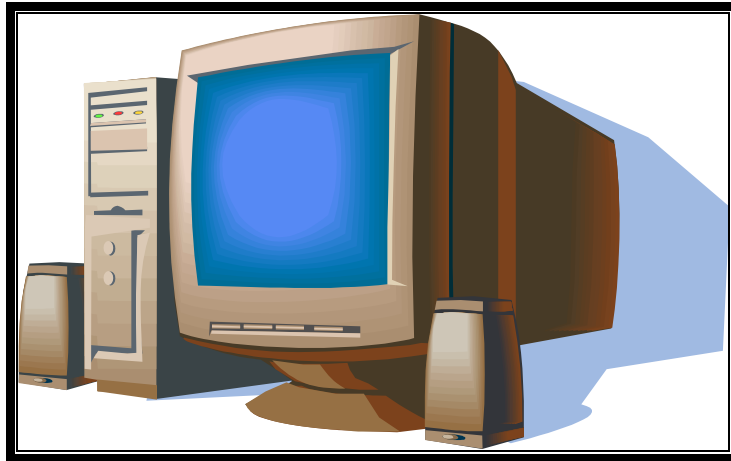
INFORMATION TECHNOLOGY AND COMPUTER SCIENCE
NCV LEVEL 4

STUDENT NAME: _____

COLLEGE: _____

HOST COMPANY: _____

Workplace-Based Experience (WBE)

INFORMATION TECHNOLOGY AND COMPUTER SCIENCE TASK BOOK

Aimed at National Curriculum (Vocational)
Level 4 Students

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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):
  o Employer and College Contact Information
  o Student Profile
  o Student Learning Agreement
  o Copy of ID or Passport
  o 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.

Before your work placement

Think about what you would like to learn in the workplace. Find out about your host employer. Take an active part in college activities to prepare you for your placement.

HOW TO GET THE MOST OUT OF YOUR WORK PLACEMENT

During your work placement

Take initiative and talk to people in the workplace. Ask questions. Show that you are interested and willing to learn. Offer to help.

During and after your work placement

Complete your WBE task book thoughtfully. Think about what you have learned in the workplace and how this relates to what you are learning at college.

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 Information Technology (IT)-related work and work processes either in a specialist IT company or in an IT department that provides support to other departments in a workplace. It is designed to give you a better understanding of how the work that you are learning to do is done 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. 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. They also need to protect their employees, work and equipment from security threats and harm. In an IT environment data, software and technology need to be protected from theft, viruses and damage or loss. Measures also need to be taken to avoid software copyright violation. Legislation governs many of 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 health, safety, security and/or environmental issues and legislation that need to be managed by your host employer. You will also see how these apply to the jobs of people who work in your field of study.

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 national and international industry standards that your employer works to.

The four themes work together in the following way:
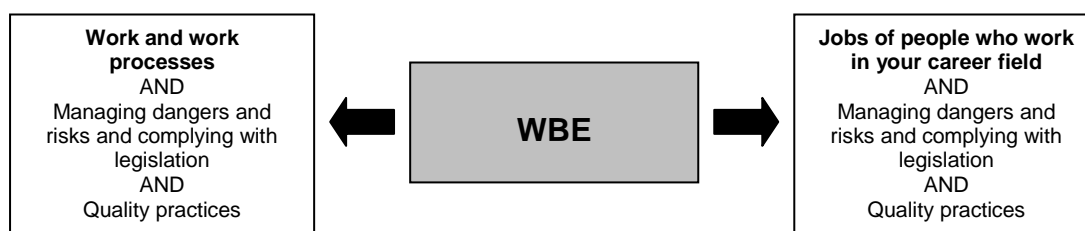
1.4   CURRICULUM KNOWLEDGE AND SKILLS CHECKLIST

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. <u>Both you and the lecturer need to sign that the information included in the list is correct.</u> 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. <u>Both you and your workplace supervisor need to sign that the information included in the list is correct.</u> **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) Information Technology and Computer Science
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)	
• Language: English • Mathematics or Mathematical Literacy • Life Orientation	• Introduction to Information Systems • Electronics • Introduction to Systems Development	• Systems Analysis and Design • Computer Hardware and Software • Principles of Computer Programming	• Systems Analysis and Design • Data Communication and Networking • Computer Programming	
	Level 2 optional subjects* (one of the options below)	✓ **Level 3 optional subjects*** (one of the options below)	✓ **Level 4 optional subjects*** (one of the options below)	✓
	• Office Data Processing • Multimedia Basics • Entrepreneurship	• Office Data Processing • Multimedia Contents • Project Management	• Office Data Processing • Multimedia Services • Project Management	
	Some colleges may provide other electives at level 2, 3 and 4.			

			Confirmation of Training and WBE Received			
Knowledge and Skills (Completed by the lecturer for the subject that WBE is being provided within. Please include ALL topics)			Training Received in COLLEGE (to be completed by the student and lecturer)		Training Received in COLLEGE (to be completed by the student and lecturer)	
			Theory	Practice	Observation	Practice
TOPIC 1	Understanding of the **nature of work and professional and ethical practice** in the computer industry	Understanding of the **role of computer technology** in business and its impact.				
		Understanding of the **roles and job requirements of various kinds of IT professionals and technicians**.				
		Understanding of the **role, structure and functioning of a typical IT department** in a business organisation.				
		Understanding of **professional behaviour**, the role of professional bodies, and codes of practice in South Africa.				
		Understanding of the **nature of ethical practice** in the computer industry, copyright issues and codes of ethics.				
TOPIC 2	**Understanding of computer fundamentals**: computer functioning, technology, software and systems	Understanding of **how computers store and compute data** including data types, digital logic / logic gates, coding systems, data structures, and number conversion.				
		Understanding of the **architecture and functioning of computers**: processing, input, output and storage; different types of systems and hardware configurations, and computer components and peripherals.				
		Know about and can use **different types of software** e.g. applications, system, utility and language translators.				
		Know about **different kinds of computer business systems** e.g. data processing, accounting, total information, support, and control or security.				
TOPIC 3	Understanding of systems development principles and practices and can **develop a systems development plan**	Understand what **systems planning in business organisations** involves.				
		Understand system development principles, the systems development life cycle (SDLC), and structured development techniques like the waterfall process.				
		Understand the importance of and how to **develop a project specification** for a systems development project.				
		Know what a **feasibility study** is and how to determine the feasibility of a systems development project from an operational, technical, financial, and time perspective.				
		Can **use different techniques to gather information** for systems development, e.g. interviews, questionnaires, document review and observation.				
		Know how to **develop a formal user requirements specification** (URS) using an industry format.				
		Know how to develop a **system development planning document**.				
		Understand the principles of computer program quality				

		assurance and concepts of validation and verification.				
TOPIC 4	Know about and can apply **system analysis** principles and techniques	**Understand what systems analysis involves** and the function of a systems analyst.				
		Know about and can use a **structured systems analysis approach** that includes logical data modelling, data flow modelling and entity behaviour modelling.				
		Can **use different techniques to document systems analysis**, e.g. entity-relationship (ER) diagrams (for data models); process flow diagrams and use cases (for business process flows); and data flow diagrams, object interaction diagrams, and state diagrams (for data flows).				
		Know the purpose of a **systems requirements document (SRD),** the contractual implications, and the deliverables (i.e. functional requirements, non-functional requirements, and traceable matrix).				
TOPIC 5	Know about and can apply **system design** principles and techniques	Understand the **principles of input and output design** regarding: input and output processes, user involvement, online and offline data entry, and graphical and text interfaces.				
		Create a design for inputs and outputs that meets specifications, follows good interface design principles, and considers five parts of interface design, i.e. the workplace, equipment, documents, dialog, and error avoiding.				
		Know how to test a **design** to ensure it can be successfully implemented in the specified computer environment and conforms to industry standards.				
		Know how to ensure the **format of system input and output functions** corresponds to the design (by considering best format for the codes).				
		Know how to ensure the **function behaviour corresponds to design** (by ensuring input and output correctly match the data, object and ER diagrams).				
TOPIC 6	Know about and can perform basic **system implementation and maintenance** tasks	Know what **kinds of tests to conduct before installing** a system.				
		Know what **systems installation and changeover** involve and some approaches used for this.				
		Know what **post-implementation review** is and how system performance and effectiveness of can be measured.				
		Understand purpose of **system maintenance** is and what corrective, preventative, perfective and adaptive maintenance entail.				
TOPIC 7	Understanding of **computer programming** concepts and principles and can develop a simple program (using Microsoft *VB. Net*)	General understanding of **high-level and visual programming language concepts and application**.				
		Understand and can apply **object-oriented** programming principles and techniques.				
		Know about the basic steps to follow when developing a computer program within a SDLC framework.				
		Know how to develop basic algorithms.				
		Know how to write pseudo-code.				
		Know how to write program code using *VB.Net*.				
		Can **apply good interface and output design principles and defensive programming techniques** to produce user-friendly programs that prevent typical user mistakes.				
		Know about **different types of programming errors** and can use debugging and data validation techniques.				
		.				
TOPIC 8	Design and develop a simple **database application** (using Microsoft *VB.Net* and *Access*)	Know about **different types of databases** (hierarchical, network and relational), and **database structure and design principles**.				
		Know the **steps to follow** when planning and developing a database or database application.				
		Design a structure for a database.				
		Create a database: tables, relationships and forms (simple and master-detail).				
		Create queries using a query wizard and simple structured query language (SQL) statements				
		Retrieve information from a database using filters.				

		Create reports and use advanced print options.				
		Design database access for a computer application.				
		Write program code for database access for an application using SQL.				
		Know tests to do for a database application to: check program logic paths, identify and correct errors, and verify database access.				
TOPIC 9	Understand principles behind and can develop basic **web-sites and multimedia web-based applications**	Understanding of session-less network protocol, impact of bandwidth, copyright, ownership and royalty issues, version control, security issues, common user interface methods (web forms, server pages, and applets).				
		Understand the principles behind and design and **build a simple web-site** using HTML.				
		Understand the principles behind and **plan, design, create and assemble a multimedia, web-based application** with scripting.				
TOPIC 10	Basic understanding of **electricity and electronics** as it applies to the IT industry	Basic **understanding of electrical and electronic side** of computer components and functioning.				
		Basic understanding of underlying **telecommunications** concepts, technologies, networks and systems.				
		Know how to select, use and care for held **electrical test instruments**.				
		Use the correct tools and procedures to **solder and de-soldering** wire to wire connections, cable to connector connections, and electrical circuits.				
		Follow standard workshop procedures for **cleaning up/ housekeeping and disposing of waste material** after completing a task.				
		Analyse circuit diagrams to ensure correct component layout.				
		Plan, construct, test and commission basic electronic circuits according to circuit diagrams, manufacturer specifications and operating procedures.				
		Basic understanding of and ability to work with **Programmable Logic Controllers** (PLC).				
TOPIC 11	Provide basic technical support: computer assembly, maintenance and repair (PCs and handheld computers)	Know how to plan for and **assemble or install a computer and peripherals**, and test to ensure proper functioning.				
		Know how to plan for and **install system and application software**, test the installation, gain user acceptance, and complete necessary documentation.				
		Know what **preventative maintenance** to carry out on computer hardware to prevent problems and damage.				
		Know how to **diagnose (simple) computer problems** using problem solving and troubleshooting techniques, manufacturer's and publisher guidelines, and relevant system and hardware tests.				
		Know how to plan for and **repair a computer** through replacing faulty modules or resolving faulty software.				
		Able to **support computer users effectively** through good communication and adequately identifying their problems, logging these, and resolving or referring them.				
TOPIC 12	Basic understanding of **computer networking** principles and ability to design, plan, install and support a simple LAN	Knowledge of the **principles and technology underlying data communication and computer networking.**				
		Understanding of **network architecture.**				
		Know **common protocols and standards** that govern data communication and networking.				
		Know about c**ables, cabling systems, cable connectors and termination methods**, and can install and connect these.				
		Can **design a simple LAN and develop an installation plan** that meets user requirements and is feasible.				
		Know how to **install and configure LAN devices and system and application software** according to network design and manufacture guidelines and specifications.				
		Know how to **test a LAN installation and network software**.				

		Know about **common network problems that affect performance** (e.g. bandwidth and power outages) and how to identify and solve these.				
		Understand the **LAN administration** function: how to manage LAN performance and availability, support users, administer security systems, maintain consumables, and implement simple changes to a LAN following to a plan.				
TOPIC 13	Know **safety and security dangers and risk** in an IT environment and measures to take to protect against these	Understand and **use safe electrical practices** when working with electrical equipment, computers and circuits.				
		Know how to apply first aid to treat electrical burns.				
		Know how to put out an electrical fire.				
		Understand that the **purpose of computer and network security controls** is to ensure that data is available, confidential and not corrupt or missing.				
		Know about different types of **computer viruses**, how they spread.				
		Understand the **nature of computer and network security threats**, e.g. theft of hardware, software, or data; software or data corruption; data loss; physical damage to equipment due to incorrect treatment or environmental damage; and network problems like overloading.				
		Know about **security controls** to protect equipment, software and data: physical controls (e.g. security gates), technical controls (e.g. passwords, magnetic cards, authentication servers, firewalls, antivirus software and backups), and administrative (policy/procedure) controls.				
TOPIC 14	Know about **project 'risk management'** in an IT environment	Understand the **concept of risk management** and how risks are reduced through planning and management.				
		Know about the **main risks IT development projects face** (not finishing on time, exceeding budget, and inadequately meeting user's requirements) and the kinds of **actions to take to manage them**.				
KNOWLEDGE AND SKILLS FROM 'OFFICE DATA PROCESSING' OPTIONAL SUBJECT INTEGRATED IN TOPIC 15 BELOW						
TOPIC 15	**Use computers to process office data**	**Touch type** at a speed of 30 words per minute.				
		Transcribe information from an audio device.				
		Read manuscript or proofreaders marks.				
		Manage computer files and folders in a Microsoft Windows and Office environment.				
		Use **Microsoft Word** at an advanced level to create, edit, format and print documents like letters, agendas, menus, minutes and reports.				
		Use the '**mail merge**' feature in Microsoft Word.				
		Use **Microsoft Excel** at an advanced level to create, edit, format and print spreadsheets and create charts.				
		Use **Microsoft Outlook** to work with and organise emails.				
		Navigate the **internet / World Wide Web** and make use of search engines to find information.				
		Use **Microsoft PowerPoint** at an advanced level to create presentations that include graphs, charts, clipart, pictures, animations, and slide transitions.				
KNOWLEDGE AND SKILLS FROM 'MULTIMEDIA' OPTIONAL SUBJECT INTEGRATED IN TOPIC 16 BELOW						
TOPIC 16	Elementary understanding **multimedia** development principles and techniques and ability to develop a multimedia production	Understanding of **multimedia concepts and principles**.				
		Understanding of **multimedia design concepts and principles**.				
		Can **create stories** and story building components.				
		Understand and use **drawing t**echniques.				
		Basic understanding of and ability to **work with sound**: record, save, edit and remove noise; create sound effects; and process sound.				
		Basic understanding of **photographic techniques and editing**: explain photographic principles; take and analyse portrait and landscape pictures; and edit digital pictures.				
		Understand and apply **two-dimensional and three-dimensional animation** concepts and techniques; use character modelling; use special effects; and create web animation (GIF and Flash).				

		Understand the principles and use of **electronic publication**: create documents and layouts; design typographic features; use a master page and grid system; utilise and edit graphics; and create and print a book.				
		Video production and editing moving pictures: understand video and moving picture theory; create, save and edit picture clip; create video lettering; and create and edit an audio clip.				
		Understand theory behind and able to plan, create and produce a **multimedia content production.**				
KNOWLEDGE AND SKILLS FROM 'ENTREPRENEURSHIP' AND 'PROJECT MANAGEMENT' OPTIONAL SUBJECTS INTEGRATED IN TOPICS 17 AND 18 BELOW						
TOPIC 17	Basic understanding of **entrepreneurship** and how to start and manage a small business venture	Know what **entrepreneurship** is and the characteristics of a successful entrepreneur.				
		Know how to **identify entrepreneurial opportunities** and **conduct a SWOT analysis**.				
		Basic understanding of **customer relations and marketing** and how to build a market/client base.				
		Able to use basic **financial management** principles and methods to price a product/service, manage finances, record keeping and stock control.				
		Know how to **plan and manage time and work processes** using a task list, diary, and work schedule.				
		Understand elements of and can **develop a business plan** for a new venture.				
TOPIC 18	Understand and can use **project management** principles and techniques to plan and manage a simple project	Elementary understanding of **project management concepts, delivery strategies, tools and techniques.**				
		Understanding of project management **ethics**.				
		Know how to **initiate and plan a simple project**.				
		Cost a project and **develop a budget**.				
		Develop a **project schedule** that includes project activities, resources needed and time estimates.				
		Develop a **project plan** for a simple project that includes measurable deliverables, milestones, timeframes, activity, time, and resource information and budget.				
		Understand project '**leadership**' concepts and practices including leadership styles and qualities.				
		Understanding of '**team work**', how to build team relations, resolve conflict and improve performance.				
		Manage and monitor project implementation including activities, budget, administration, quality, project team, problems and progress.				
		Manage risk: identify and assess project risks, develop risk statements and plans, and monitor and control risks.				
		Review a project, consolidate and document lessons.				

	Signatures (College)	**Signatures (Workplace)**
	………………… Lecturer	………………… Company rep
	………………… 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.	
Name of my supervisor:	
Contact number for my supervisor:	
3. I know who I will be reporting to on a day-to-day basis in the workplace.	
Names of the people I will report to daily / *When I will report to this person*	
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.	
Things they expect of me include:	
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:	
Work hours:	
Lunch time:	
Tea times:	
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, DATA, 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 employees, the work being done, data, clients and the environment (in your field of work) 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 data)?

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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. Examples of tasks you could report on include:

▪ Providing help desk support to users or customers	▪ Administering a network
▪ Analysing system hardware and software requirements	▪ Maintaining a network
▪ Assembling a personal computer	▪ Developing a database
▪ Maintaining a personal computer	▪ Maintaining a database
▪ Installing new software	▪ Programming (writing program code)
▪ Upgrading existing software	▪ Maintaining existing program code
▪ Developing a website	▪ Developing new program code
▪ Maintaining a website	▪ Developing IT support documentation
▪ Setting up a network	▪ Training users or clients

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 any tasks 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 person 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

<u>PREPARING TO DO THE TASK</u>

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		No	
• **Permission** to do the task was obtained (to meet safety, security, policy or legal requirements)	Yes		No	
• **Equipment and / or resources** to do the task were obtained (e.g. toolkit, components, software, technical documentation, manuals and schedules)	Yes		No	
• **Communicated** with people to be affected by or involved in the work (e.g. users, clients or colleagues)	Yes		No	
• Developed a **work plan / schedule** for the task to be completed	Yes		No	
Did any other preparation activities take place? If yes, list them below.				

<u>DOING THE TASK</u>

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		No	
• The task was completed on the basis of a email or other **written instruction**	Yes		No	
• The task was completed on the basis of a **job card**	Yes		No	
• The task was done according to a **schedule** (e.g. a maintenance schedule)	Yes		No	
• A **guideline** based on company policy or industry standards was followed	Yes		No	
Was any other sort of instruction or guideline used? If yes, explain below.				

2) WORK PROCESSES USED IN COMPLETING THE TASK

Did the task involve any of the following work processes? Tick yes or no. More than one answer can be ticked.

• Planning	Yes		No		• Installing software	Yes		No	
• Communicating with customers / users	Yes		No		• Meeting with customer, users or project team	Yes		No	
• Problem solving	Yes		No		• Installing components	Yes		No	
• Researching customer / user needs	Yes		No		• Testing functioning or performance	Yes		No	
• Installing network cables	Yes		No		• Inputting data	Yes		No	

Were any other work processes that are not included in the list above used? If yes, note these below.

3) THE TASK COMPLETION PROCESS

Describe the work process followed step-by-step. For instance, what was the first thing done? What was done next? What was done after this? And so on. In each step of the process, note what equipment and resources were used (e.g. toolkit, software, technical documentation, manuals and schedules).

Step-by-step description of task completion process	Equipment and resources used in each step

Were any specific health, safety, security, environmental or legal precautions taken during the completion of the task? Tick yes or no.	Yes		No	

If yes, what precautions were taken and why?

Were any tests or checks carried out **while the task was being done**?	Yes		No	

If yes, what test or checks were done and why?

What role did you play in doing this task? Did you observe or participate? If you participated, what did you do?

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 taken after the task was completed (e.g. health, safety, security, environmental or legal). 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 users or 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 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, SECURITY, ENVIRONMENTAL OR LEGAL PRECAUTIONS TAKEN AFTER THE TASK WAS COMPLETED		
Were any specific health, safety, security, environmental or legal precautions taken after completing the task? Tick yes or no.	Yes	No
If, yes describe these.		

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 project teams, managers, users 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 ADMINISTRATION

Various administration activities may also be necessary after completing a task. For instance, records are completed and filing (electronic and paper) is done to ensure that all information is available for future reference. Thank you letters and user/customer satisfaction surveys may also need to be administered.

Describe some of the administration 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 computer environment.

Did any 'housekeeping' take place after the task was completed?	Yes		No	

If yes, describe what was done and why.

3. Assessment of the task completion process and what you learned

The last part of this activity requires you to think about and assess the way the task was completed. You also need to think about and reflect on what you learned from observing or participating in the task. Answer the questions that follow.

How effectively was the task carried out? Did any problems occur?

Do you think the work process used to complete this task could be improved in any way? Give reasons for your answer.

What did you learn from observing or participating in this task?

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: _____

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?

JOURNAL: DAY NUMBER_____   **Date**…………………………………

Time in ………………………….   Time out ………….……………..…

Department(s) / section(s) you visited or worked in……………………………………….........…….

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Names and job titles of the people you worked with during the day

Name	Job title

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To be completed by the student's supervisor for the day		
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Comments (if any):		
Supervisor's Signature:_____ Student's Signature: _____		

JOURNAL: DAY NUMBER_____   **Date**…………………………………….

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Supervisor's Signature:_____ Student's Signature: _____		

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JOURNAL: DAY NUMBER_____   **Date**…………………………………

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To be completed by the student's supervisor for the day		
Name:	Job title:	
Comments (if any):		

Supervisor's Signature:_____ Student's Signature: _____

JOURNAL: DAY NUMBER_____   **Date**…………………………………….

Time in ………………………………   Time out ……………..……………..…

Department(s) / section(s) you visited or worked in……………………………………….............……

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Names and job titles of the people you worked with during the day

Name	Job title

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To be completed by the student's supervisor for the day		
Name:	Job title:	
Comments (if any):		
Supervisor's Signature:_____ Student's Signature: _____		

JOURNAL: DAY NUMBER_____   **Date**…………………………………….

Time in …………………………….   Time out ……………..………….….

Department(s) / section(s) you visited or worked in………………………………………..…….……

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Names and job titles of the people you worked with during the day

Name	Job title

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To be completed by the student's supervisor for the day		
Name:	Job title:	
Comments (if any):		

Supervisor's Signature:_____ Student's Signature: _____

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 (for example: a picture of the workplace you visited; a task instruction or specification; a systems analysis flow chart; a diagram of a network you worked on; or an agenda of a meeting you attended).
- 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 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

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?

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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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3.2 COLLEGE MENTOR COMMENT

(To be completed by college mentor)

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Mentor name	Signature	Date

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

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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 …………………………..………..

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:

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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 No	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
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## 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