

STUDENT'S TASK BOOK

TOURISM NCV LEVEL 4



STUDENT NAME: _____

COLLEGE: _____

HOST COMPANY: _____

Workplace-Based Experience (WBE)

TOURISM TASK BOOK

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

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

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

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PART 1: UNDERSTANDING WBE

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

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

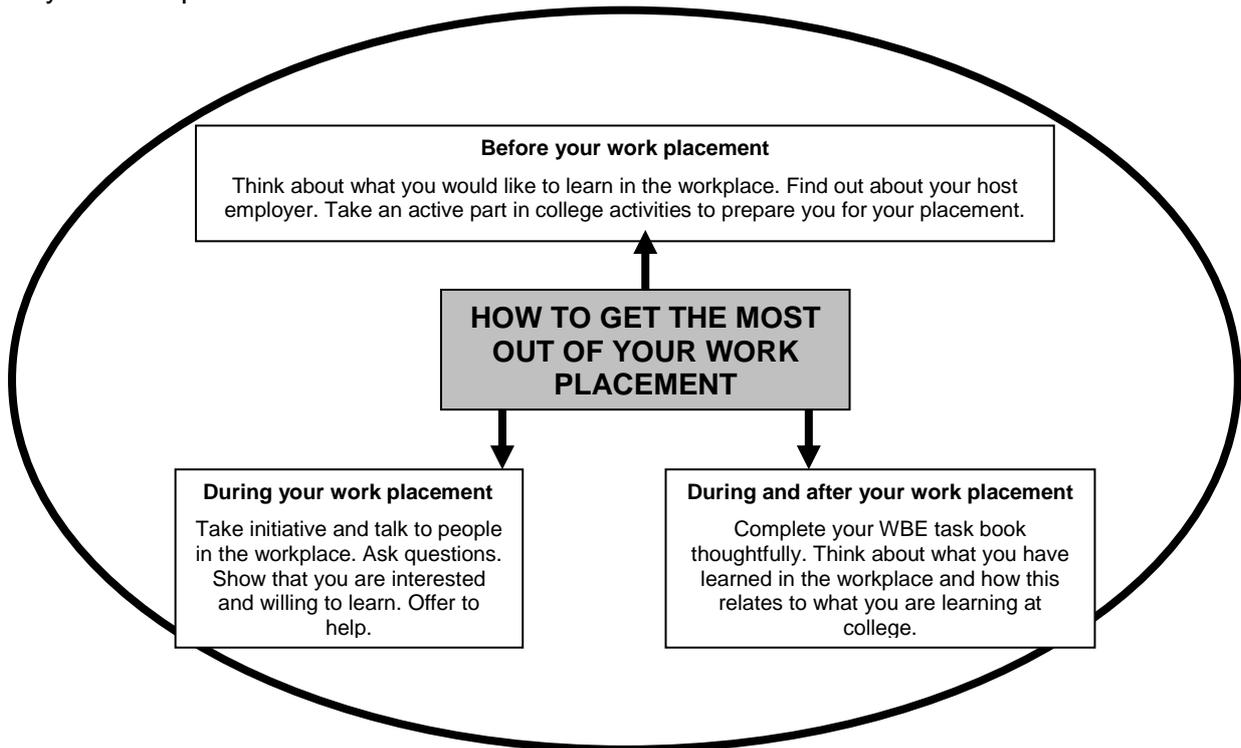
In addition, a curriculum knowledge and skills checklist is included. This checklist has two purposes. The first is to give your host employer information on what you are learning at college. This will help the employer to plan the types of work exposure and experience to provide you with during your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

INSTRUCTIONS FOR PART 1

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

1.1 INTRODUCTION TO WBE

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



1.2 INSTRUCTIONS FOR WBE

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

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

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

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



WBE INSTRUCTIONS CHECKLIST

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

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

1.3 OVERVIEW OF WBE

1.3.1 WBE Objectives and Learning Outcomes

Objectives

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

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

Learning outcomes

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

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

1.3.2 WBE Themes

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

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

Theme 1: Work and work processes

This theme focuses on tourism-related work and work processes in business and other workplace environments (e.g. a travel agency, a government tourist office, a car hire company, an airline, an adventure/tour-guiding company, an events organiser, a game farm, etc.). It is designed to give you a better understanding of the kind of work you are learning to do and how this is carried out in a real workplace. The actual exposure you get will depend on the type of workplace you visit and the way it structures your time with it. However, it is hoped that during your placement you will be exposed to whole work processes from the beginning to the end of a task and to the work of different departments. This will help you to develop an understanding of the work done by the workplace and the way different jobs work together to make this possible.

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

The focus of this theme is on the actual work done in different kinds of jobs in your career field. During your work placement, you will observe, work with and talk to people working in your field of work (e.g. a government tourism official, a tourism information officer, a travel agent, a car hire consultant, a tour guide, a tourism development coordinator/manager, an events coordinator, a flight attendant, etc.). This will give you a better idea of the work you are training to do. In addition, you will be able to see how it fits into the whole work process of a workplace. Through working alongside employees in the workplace you will also have a chance to increase your knowledge and skills in your field of study.

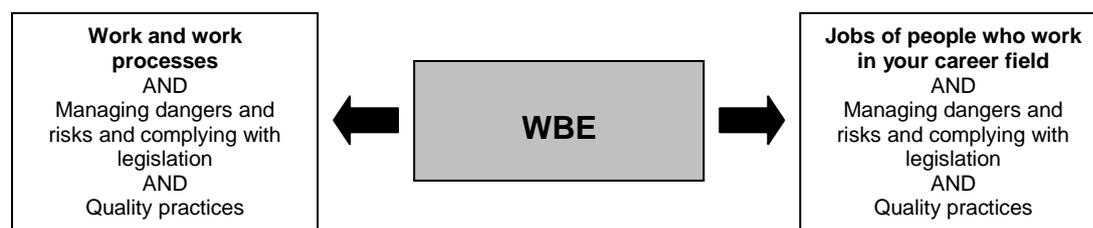
Theme 3: Managing dangers and risks and complying with industry-specific legislation

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

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

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

The four themes work together in the following way:



1.4 CURRICULUM KNOWLEDGE AND SKILLS CHECKLIST

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

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

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

CURRICULUM KNOWLEDGE AND SKILLS CHECKLIST

NC(V) Tourism
Incorporates Levels 2-4

Overview of Subjects

Fundamental subjects	Level 2 core subjects (all compulsory)	Level 3 core subjects (all compulsory)	Level 4 core subjects (all compulsory)
<ul style="list-style-type: none"> • Language: English • Mathematics or Mathematical Literacy • Life Orientation 	<ul style="list-style-type: none"> • Science of Tourism • Client Service Human Relations • Sustainable tourism in SA 	<ul style="list-style-type: none"> • Science of Tourism • Client Service Human Relations • Sustainable tourism in SA and Regional Travel 	<ul style="list-style-type: none"> • Science of Tourism • Client Service Human Relations • Sustainable tourism in SA and International Travel
	Level 2 optional subjects (one of available options) *	Level 3 optional subjects (one of available options) *	Level 4 optional subjects (one of available options) *
	<ul style="list-style-type: none"> • Tourism Operations 	<ul style="list-style-type: none"> • Tourism Operations 	<ul style="list-style-type: none"> • Tourism Operations

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

Knowledge and Skills			Confirmation of Training and WBE Received			
Integrated summary of knowledge and skills developed across subjects in the programme			Training Received in COLLEGE (to be completed by the student and lecturer)		WBE received in WORKPLACE (to be completed by the student and workplace supervisor)	
			Theory	Practice	Observation	Practice
LEVEL 2						
TOPIC 1	Knowledge of the tourism industry	Definition of tourism; main sectors of tourism; different types of tourists and reasons for their travel; accessing and using different sources of information to serve tourists; products and services available in the tourism market.				
TOPIC 2	Understanding of the nature of tourists	Reasons for tourists visiting South Africa; categories of tourists; types of tourist attractions; understanding the needs of tourists and aligning to choice of tourist activities; market segmentation.				
TOPIC 3	Understanding of tourism dynamics	Understanding the contribution of tourism to the economy; Understanding the hospitality sector as part of the tourism industry; understanding the link between national heritage and tourism; concepts in tourism; impact of tourism locally; provincially and nationally; systems for successful tourism; support services in the public and private sectors; factors that support sustainable tourism				
TOPIC 4	Career opportunities in the tourism industry	Role-players in the tourism industry and their functions; career paths in tourism;				
TOPIC 5	Function in a Business Environment	Personal grooming, hygiene and dress code; following company procedures when absent due to illness; experiencing unforeseen circumstances and planning alternative actions in advance; evaluate own skills and areas for development; set objectives for own development; understanding of the interrelationship between product knowledge and client services; selling available services to clients; identifying and locating different departments and services in organisations; understanding the different departments and their interrelatedness; business ethics; dealing with clients and other people in an organisation				

TOPIC 6	Human Relations with respect to Colleagues with Special Needs	Understanding disabilities; understanding people with disabilities in the workplace				
TOPIC 7	Client Service in a Cultural Context	Exchange personal information with a range of tourists or clients; describe tourist attractions in an enticing way; awareness of cultural diversity of tourists and clients; managing and caring for clients.				
TOPIC 8	Health and Safety according to the Occupational Health and Safety Act	Work procedures for hazard identification and risk control; management of occupational health and safety.				
LEVEL 3						
TOPIC 1	Understanding tourism as a business	Understanding the business environment; events in the physical; socio-political; economic; technology and institutional environments that could impact on tourism.				
TOPIC 2	Processes and procedures required in a tourism business environment	Source information on major events and tourist attractions; routes to and from event destinations; communicating information to customers; make customers aware of restrictions on cross-border travel rentals and related conditions; make customers aware of safety precautions when travelling; organising and arranging logistics with the customer for the event.				
TOPIC 3	Sourcing available career opportunities in the tourism industry	Tourism as a self-employment opportunity.				
TOPIC 4	Human Relations Requirements according to the various acts	Knowledge of the nature and function of a democratic society; knowledge of the SA constitution and the Bill of Rights; understanding democracy in the workplace; reasons for value conflicts and ethical dilemmas; techniques to manage time; management of new staff in the workplace.				
TOPIC 5	Health and Safety Procedures to ensure a safe and secure environment	Understanding of national and provincial company procedures to maintain a secure working environment; understanding; managing and maintaining high level security.				
TOPIC 6	The impact of cultural knowledge on client care	Deep awareness of cultural; local and international visitors; important role of communication; SA's main tourist groups; main population groups; Understanding of cultural norms and differences and impact on tourism; importance of service excellence; managing complaints and improving client care.				
TOPIC 7	South Africa and Regional Tourism	Knowledge of the different locations of regional countries and Indian Ocean Islands; enhancing a tourists experience through information; recommend alternatives to tourists; advise of appropriate behaviour, etc. Recognise types of heritage; knowledge of the South African heritage.				
TOPIC 8	Contribute to Sustainable tourism	Understanding of the different roles; relationships; responsibilities; and expectations of stakeholders in tourism; approaches to sustainable tourism; knowledge of resources integral to tourism; self reflection and evaluation in the context of sustainable tourism.				
LEVEL 4						
TOPIC 1	Air Travel	Knowledge of Special airport or airline services that are available to customers if required, according to the IATA format.				
		Basic procedures followed when a passenger checks in, including weighing of baggage, departure, control, seating arrangements, etc.				

		Customs procedures including but not restricted to declaration of goods, duty, VAT payable, clearance fees, etc.				
		Procedures that a prospective traveler has to follow on his /her way to an international destination, with (given) special requirements and goods to declare.				
		Airport assistance: compassionate situations and unusual non-IATA requests.				
		Changes in air travel: response to changes - in air travel procedures, customs procedures; air travel assistance; recommendations to traveler.				
TOPIC 2	Wholesale travel sector.	Roles, functions and differences between Inbound/outbound wholesaler and retail travel.				
		Various associations that impact on the wholesale travel industry.				
		Understanding of a general sales agent (GSA) and functions and the products they offer on behalf of foreign tour operators and principals.				
		Wholesale travel organisation - structures (horizontal and vertical); functions within the organisation and different roles staff play.				
		Understanding types of tours as well as independent and group travel.				
		Selecting principals in wholesale travel based on research, using resources and the value add of principals.				
TOPIC 3	National and International Events industry	Understand the importance and complex nature of an event and all the elements that comprise an event including all role-players associated with an event.				
		Different contexts of event management. E.g. Meetings, conferences, sport, tourism events, hospitality events etc.				
		Understanding requirements of quality for an event in the range of sub-fields in the industry.				
		Capacity constraints and requirements of various event venues: facilities, costs, services, associated service providers. Awareness of local venues.				
		Grading system of facilities, venues and service providers. International grading system of event managers and coordinators.				
TOPIC 4	Health and Safety	Safety regulations, legislation for national parks and nature reserves; adventure activities. Required rest period for drivers; handling of medical advice, medication and treatment in the industry.				
		Ways to ensure the health and safety of clients and colleagues in emergency situations. What are the issues around administering medication etc.				
		Decisions about serious injuries.				
		Communicating and recording vital information.				
TOPIC 5	Tourism Legislation	Awareness of contractual obligations and legally binding contracts. Legal relationship established between agency and customer.				
		Confirmed reservations – consequences for the service provider to render minimum service.				
		Non-changeable nature of itineraries.				
		Understanding of all contractual obligations when booking a customer.				
		Understanding of the EU and US framework – customer protection. Regulations pertaining to changes and cancellations. Understanding of the term: 'Act of God'				
		SA legal restrictions with regards to passenger road transport; criminal law (prostitution, drugs, etc); restricted areas access; indemnity forms.				

		Visas and passports regulations (issue, renewal and endorsement); different passports (temporary; permanent and foreign); application process and agencies/embassies; purpose, function and use of these.				
		Assistance and advising a client about a visa or passport application.				
		Application for emergency travel documents.				
TOPIC 6	Human Relations	Importance of staff development to human relations.				
		Role of management in training and development.				
		Gaps in performance and individual and company constraints (work environment and lack of training); methods for identifying gaps.				
		Action planning: design and implementation; role-players.				
		Skill to reflect on the impact of training.				
TOPIC 7	Client Services	Identify client needs and expectations.				
		Recognise client dissatisfaction and take action to resolve the situation.				
		Identify and take opportunities to enhance the quality of client service.				
		Communicate with all clients in a friendly and courteous manner.				
		Describe ways to obtain client feedback.				
		Importance of interpersonal skills.				
		Methods of monitoring staff-client relations.				
		Describe the products and services provided by the organisation.				
		Importance of evaluating and dealing with complaints.				
		Importance of understanding company standards.				
		Ways of establishing rapport with clients and maintaining a professional relationship.				
		Identify client requirements and decide how best to deal with their requests.				
		How best to promote the features and benefits of various products and services.				
		Ways to rectify complaints.				
		Ways to improve the procedure for handling client complaints.				
		Ways of increasing client satisfaction.				
		Communicate to the client the steps of the process that will be followed.				
Update the clients on the progress of their requests.						
Follow-up on requests and queries.						
TOPIC 8	Sustainable tourism in SA and international Travel	International tourism: tourist destinations; tourist activities; understanding climates of other countries; travel, other relevant tourist information, etc.				
		Awareness of heritage sites as a tour destination (archaeological, historical, cultural, wildlife, scenic sites etc), locally, nationally and internationally. Evaluation of these different sites.				
		Sustainable heritage development and conserving heritage sites. Legislation related to heritage sites.				
		Awareness of all the key stakeholders in sustainable tourism. Management of these sites.				
		Organising a heritage event e.g. Cultural festival – Planning, implementing, reflecting and evaluating this event.				

TOPIC 8	Tourism Operations	Basic foreign exchange: basic knowledge on foreign exchange; converting ZAR to foreign currency.				
		The itinerary: designing detailed itineraries for a personal and general tour.				
		Excursions and Tours: designing a tour framework; identifying and selecting sites, activities and service providers; packaging a tour; evaluating and adapting tour procedures; calculating costs for tours and excursions; responding to unforeseen actions and circumstances; design and plan a tour; adding additional services to tours; adapting to unforeseen changes in excursions and tours.				
		Signatures (College)		Signatures (Workplace)		
	 Lecturer	 Supervisor		
	 Student	 Student		

PART 2: WBE PLACEMENT ASSIGNMENTS

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

INSTRUCTIONS FOR PART 2

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

2.1 WORKPLACE INDUCTION CHECKLIST

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

Item	Tick
1. I have the name and address of my host employer	
2. I have the name and contact number of the person in the workplace who is responsible for me during my placement	
<i>Name of my supervisor:</i>	
<i>Contact number for my supervisor:</i>	
3. I know who I will be reporting to on a day-to-day basis in the workplace	
<i>Names of the people I will report to daily</i>	<i>When I will report to this person</i>
4. I have been introduced to the people I will be working with	
5. I know the rules of my host employer	
6. I know what my host employer expects of me while I am in the workplace	
<i>Things they expect of me include:</i>	
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	

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.

.....

.....

.....

.....

.....

.....

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

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

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

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

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

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

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

Main dangers or risks	Who or what to protect

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

Rule or procedure	Purpose of this rule or procedure

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

.....

.....

.....

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

.....

.....

.....

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?

.....

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

.....

.....

6) What are your main duties?

.....

.....

.....

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?

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

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:

- Making travel arrangements for a client
- Organising or assisting to organise a tour or event
- Guiding a tour
- Developing an travel itinerary
- Responding to customer complaints
- Assisting a customer with forex
- Assisting travellers with special needs

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

.....

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

Names	Job titles

Summary of what was done:

.....

.....

.....

Why was this task done?

.....

.....

.....

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

PREPARING TO DO THE TASK

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

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

DOING THE TASK

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

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

AFTER THE TASK HAS BEEN COMPLETED

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

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

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

3) POST-TASK COMMUNICATION

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

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

4) POST-TASK RECORD KEEPING AND ADMINISTRATION

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

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

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

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

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

2.3 DAILY JOURNAL

Follow these instructions for completing the daily journal:

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

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

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

2.4 WBE Presentation

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

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

Helpful tips for making your presentation:

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

PART 3: WBE EVALUATION

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

INSTRUCTIONS FOR PART 3

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

3.1 STUDENT EVALUATION OF WBE

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

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

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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

.....
.....

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

.....
.....

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

.....
.....

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

.....
.....

5. Do you have any other comments?

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.....
.....

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.

.....

.....

.....

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

Signature

3.4 EMPLOYER LETTER TO CONFIRM STUDENT WORK EXPERIENCE PROVIDED

Employer letterhead/stamp

Date.....

Confirmation of student work experience

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

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

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

.....
Name of employer representative

.....
Job title

.....
Signature

PART 4: WBE DOCUMENTATION

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

INSTRUCTIONS FOR PART 4

Before you start your placement, complete the following documents:

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

4.1 EMPLOYER AND COLLEGE CONTACT INFORMATION

Employer contact information

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

College contact information

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

4.2 STUDENT PROFILE AND CONTACT INFORMATION

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

4.3 STUDENT LEARNING AGREEMENT

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

You will be placed at (employer)

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

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

During your WBE placement you will be required to:

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

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

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

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

4.4 CERTIFIED COPY OF ID OR PASSPORT (Paste in)

4.5 INDEMNITY FORM

INSTRUCTIONS FOR COMPLETING THE INDEMNITY FORM

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

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

Name (full name and surname)

Designation (parent/guardian or trainee)

Signature

Date