

LEARNER GUIDE

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|--------------------|--------------------------------------|
| Faculty | HUMAN SCIENCES |
| Department | TOURISM AND INTEGRATED COMMUNICATION |
| Course | FOOD SERVICE MANAGEMENT |
| Title | WORK INTEGRATED LEARNING |
| Compiled By | MRS. E. ZWANE |
| Year | THIRD YEAR |
| NQF Level | 5 |
| Credits | 180 |

VAAL UNIVERSITY OF TECHNOLOGY MISSION

"The Vaal University of Technology is committed to the development of higher education through:

1. **Teaching:** to achieve excellence in the teaching and learning endeavors by developing entrepreneurial and technological skills.

To enhance the quality of campus life through a variety of culture, sporting, and personal development programmes, in the interest of Nation building.

2. **Research:** to generate bold, innovative, and relevant research through active partnerships.

3. **Community Services:** to empower our community by sharing knowledge skills and resources.

All these functions will be enhanced by international partnerships in order to meet needs of stakeholders of a democratic society"

DEPARTMENTAL CONTACT DETAILS

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**NB! WHEN TRAINING IS COMPLETED, THIS LOGBOOK MUST BE RETURNED
BACK TO THE INSTITUTION WITH THE REQUIRED INFORMATION.**



VAAL UNIVERSITY OF TECHNOLOGY

Inspiring thought. Shaping talent.

PREFACE

A MESSAGE TO THE STUDENT

Welcome to a very interesting phase of your studies. This period of training will help you get experience on your field of study.

By now you are in the fortunate position to be at an institution of your choice for experiential learning. Do your best and give full co-operation to your mentor (supervisor). You still have a lot to learn, and your future depends on your attitude towards your vocation.

Please read the information supplied in this document and make sure you fully understand what is expected of you. How well you progress depends on you and will reflect on your academic record.

You are not allowed to belong to any workers union, and not to fall under the new labor relations act of 1988, nor become part of the head count. Student training can be terminated with immediate effect due to the underlined clause.

Should you encounter problems please contact your WIL lecturer at the Vaal University of technology Mrs. E Zwane at (016) 950 9279/9460 or the Co-Operative Education Mr. Simon Mohlala at (016) 950 9343/9496

A MESSAGE TO THE MENTOR

Thank you that you are willing to undertake the training of students.

We kindly request the mentor to orientate the student at the beginning of each experiential training period. Induction is seen as an important start to the successful completion of the experiential training. The role of the mentor is of critical importance, during this time and throughout the training process.

Induction means providing the student with all the basic information about the employer. They need this to perform their job satisfactorily.

The aim of the induction is:

- To ensure that the student can start his/her experiential training without delay,

- To reassure the student and

- To create realistic training expectancy

SUGGESTED GENERAL INFORMATION THAT CAN BE INCLUDED IN AN ORIENTATION PROGRAMME

The following can be included in the orientation programme.

- Information about the organization
- Procedures and policies of the company
- Working hours
- Remuneration - if any
- Public holidays
- Benefits-if any
- Hygiene and safety policies
- Facilities
- Labor relations
- Tasks and responsibilities
- Introduction to staff
- Job description

The mentor is requested to supply the students with manual that includes information such as working hours, correct clothing, availability of transport, meals and tea times, lunch included or not, overtime and remuneration.

WORKING HOURS

Students are allowed to work a minimum of 40 hours and a maximum of 45 hours per week. Hours of work can be determined by the employer according to the needs of the institution. If the student has to work more than the prescribed hours per week, some sort of compensation must be given to the student as agreed upon by both the employer and the student.

PUBLIC HOLIDAYS

Work on public holiday and leaves will be left to the discretion of the workplace.

Remuneration must then be handled according to the company policy.

RESPONSIBLE LECTURER

The details of the lecturer who is responsible for student during training are listed below. The mentor should not hesitate to contact her at any time should need be. The lecturer will be responsible for monitoring the student at least once during their training.

Contact details: Mrs. E. Zwane (Lecturer / WIL Coordinator)

Tel: 016 950 9460 (office)

Email: thapeli@vut.ac.za

Cell: 0632479454

Fax: 0866128270

Tel: 016 950 9279 (Departmental Secretary)

Fax: 016 950 9877(Departmental Fax)

1. INTRODUCTION

We trust that your Experiential Training period will be an enriching and informative experience. This training forms part of the total education and training to be received by the student. This has a dual purpose, namely, to attain the international recognition of tertiary level (vocational qualification) and being able to face the challenges that the student will meet in the workplace

The guidelines as set out in this document, will intend to assist employers in structuring experiential learning programmes for students in training. The guidelines have been drawn up in a general manner to cater for a large scope of activities.

Remember you are now exposed to industry and its real challenges. It is important for you to observe and make notes of standard organizational procedures during the activities.

Students are not allowed to change from one company to another, except in case of a large corporate organisation where the emphasis might be on rotation between units to expose the student to a variety of food service activities. This

should however be done in consultation with the VUT WIL coordinators and Industry mentors.

We sincerely trust that employers and students will find this document useful, and we welcome any recommendations employers and students may have towards improving it.

Students are thankful for the opportunity to apply their knowledge and talents to practice and hope to contribute to the success of the institution that are employing them. The development of individuals' confidence and skills is designed to ensure that trained personnel are available to meet the demands of Industry.

2. POLICY: WORK INTEGRATED LEARNING (WIL)

The purpose of WIL is to enable students to gain experience in a professional hospitality work environment from, where they are exposed to trained manpower, which possesses the appropriate ratio of academic and practical skills, as well as sound work ethics to satisfy the requirements of the food and hospitality industry.

WIL enables a student to apply the theoretical knowledge previously obtained as part of the three-year Food service Management diploma and provides the opportunity to develop skills required to achieve success in their chosen careers.

Theory and practice as offered by the University and the employer, forms the basis of Co-operative Education where the various stakeholders are closely involved in each other's field of responsibility.

WIL refers to that component of the Co-operative Education which can mainly be conducted by the employer.

2.1 University

The University provides a programme relating to the WIL, and field of study.

The University will provide the general guidelines for WIL relating to specific educational programs and assignments.

It is primarily the task of the University to ratify the WIL with special reference to applicability and acceptability, when awarding a diploma.

The University supplies a list of suitable employers which could provide a student with WIL.

The Lecturer will monitor the students at least once during the training period and take part in the evaluation of WIL in collaboration with employers and accordance to **SENATE** regulations.

The University will request the student to present **ASSIGNMENTS, CRITICAL REFLECTION** and **EVALUATION FORMS** on dates specified by the lecturer.

The University may expect a student to present himself/herself for an interview to monitor progress and help solve problems.

The employers' facilities and programmes for WIL must be approved by the Lecturer, to ascertain whether the programme relating to WIL is executed according to guidelines.

2.2 Employer

On completion of the WIL, the **Final Evaluation Form** must be signed by an authorized person and (or mentor) the employers official stamp placed on the document, and declaration letter that training was successfully completed.

The employer must return the prescribed evaluation form of experience acquired in which it is stated that the student has met the requirements of the WIL, and he/she be considered for a National Diploma to Department: Tourism and Integrated Communication in the Faculty of Human Sciences.

2.3 Student

Student should submit reports or assignment and the monthly critical reflection sheets on the day of submission (to be confirmed by the WIL lecturer). No reports will be accepted after submission date.

Students should follow guidelines in their manuals, when completing the report.
NB: MAKE SURE THAT YOU ARE REGISTERED FOR WORK INTEGRATED LEARNING HTWIL3A IN THE 1ST MONTH OF THE SEMESTER. Registration of WIL is done at the Exam Office (CW- Building).

Students should report to the assigned company at 08H00 on the first day and remember first impression last. **DO NOT BE LATE.** Student should be properly dressed in their Corporate Uniform and should wear the Name Badge provided by VUT.

Mrs. E. Zwane is the lecturer responsible for you while you are doing your training and her contact details are attached in the logbook (**Page 2**).

No student is allowed to go on training being pregnant or fall pregnant during training and if a student falls pregnant during training her training will be

terminated. This is because the company will not be held responsible should anything happen to the baby and the mother. Secondly pregnancy will affect the outcome of the training, as some tasks may not be well executed due to the situation of the student.

3. TERMINOLOGY

Work Integrated Learning: Time the student should be involved in prescribed practical work at an approved institution. During this time, it is expected from the student to observe and be part of total operating unit.

Mentor: A recognized supervisor who is selected by the Industry/Institution in conjunction with the University, will act as mentor. Students will conduct their practical assignment and monthly progress reports under the supervision of the mentor.

Institution: An approved workplace **selected for training purposes** with the appropriate facilities and staff.

WIL Programme: This is a document which a student receives, to assist the student and mentor during the training period. It contains all the details regarding the practical work to be done at the Institution.

4. REGISTRATION FOR EXPERIENTIAL LEARNING

Registration takes place at the University within the period time limits.

NB! REGISTRATION MUST BE DONE WITHIN THE FIRST MONTH OF TRAINING

The Vaal University of Technology regards WIL as a full campus component for the completion of National Diploma, with an applicable registration fee per training period. Enquiries should be made at the Department: Co-operative Education.

Should a student fail to register for any semester during the WIL period, they will fail to graduate on time. The training will therefore not be acknowledged as complying with the prerequisites for the specific course.

5. MONITORING OF STUDENTS DURING WIL

All learners doing WIL will be visited at least once during the period of experiential learning.

Work Integrated Learning Lecturer/Coordinator will visit the students. Should a problem arise during the training, lecturer should be contacted immediately. Mentors and learners must therefore communicate all problems to the Work Integrated Learning lecturer. The WIL lecturer will inform the learners about

visiting dates and it is of the student responsibility to inform mentor well in advance.

6. EVALUATION DURING WORK INTEGRATED LEARNING

6.1 The Mentor

Students are to perform tasks for their practical assignments under the supervision of a mentor who is responsible for guidance. Completion of evaluation form should be done monthly.

6.2 The Student

The training programme is of such nature that it will instruct the student as to what is expected during the WIL period. It is compulsory for the student to submit the chosen assignment to the Mentor and ensure that monthly progress reports are accompanied by the evaluation form signed by the Mentor. Should problem arise about the programme which cannot be resolved with the respective Mentor, students are welcome to contact the lecturer during **office hours**. It is of the outmost importance student perform the prescribed tasks personally, and in due time.

6.3 Submission of Portfolio

PLEASE INCLUDE THE FOLLOWING ON YOUR COVER PAGE:

- **Student initials and surname; student number; subject code; submission date; lecturer's initial and surname**
- **It is essential that the portfolio be of a high academic standard. The portfolio should be submitted, and hand delivered to the WIL lecturer on or before the specified date (Submission date to be confirmed later).**

6.4 Weights

The assignment will count 50% and training 50% (Skill evaluation form) to make the total mark that will be given for the experiential training.

7. APPROVAL OF INSTITUTION FOR WORK INTEGRATED LEARNING

Interaction between the student, the employer and the educational institution is of the outmost importance in career — orientated training.

7.1 The training must be structured in a manner that students are exposed to the different fields as specified in the curriculum for WIL.

7.2 Personnel overseeing the training of students must be adequately trained and have relevant experience to act as Mentors.

Mentor must supervise and evaluate the work of students continuously.

Adequate facilities must be available to give students hands-on experience in the workplace.

The assessment of the student's WIL will be carried out in accordance with the guidelines, norms and criteria as stipulated by the Vaal University of Technology and Employers.

7.3 The Organization should be actively involved in the Co-operative Education Programmes of the Vaal University of Technology. Representation on the Advisory Committee is also recommended. The University will inform members about the meeting.

7.4

8. PURPOSE OF WORK INTEGRATED LEARNING

WIL should be considered equally as important as the structured theoretical learning. The experiential programme is career orientated and aim at integrating academic learning and skill application. The learning programme include of:

Competence in the performance of a limited range of work activities, most of which may be routine and predictable.

- Competence in a range of work activities, cross a wide variety of context. Some of the activities are complex or non-routine and there is some responsibility or autonomy.
- Student exposure to industry.
- Student been provided with opportunity to obtain practical experience.
- Student exposed to the work ethics and responsibilities required by their relevant career of profession.

Benefits of WIL to the employers

- An effective method of identifying potential employees.
- A unique source from which casual or temporary employees can be drawn in future.
- A closer relationship with the University.
- Improves corporate image.
- Has the potential to display the student to be highly productive and motivated.

Benefits of WIL to the learners

- Heightened learning outcomes.
- Understanding of the field of study.
- Improve chances of employment and increase work experience.

Benefit of experiential learning to the department

- Important source of inputs towards curriculum development
- Enhance relationship between the Industry and the University.

9. COMPULSORY UNIFORM ITEMS

The following items are compulsory for students to take them to workplace during the training period.

CORPORATE UNIFORM

- Navy blue skirt or pant
- White shirt
- Navy blue blazer and name badge
- Scarf/Tie
- Black shoes
- Black stockings/socks

CHEFS UNIFORM

- Chef's pant
- Chef's jacket
- Chef's hat
- Chef's apron
- Chef's scarf
- Safety shoes

10. TRAINING SCHEDULE

Mentor can rotate students according to the needs of the Institution/ food service unit given that they get exposure in different sections of the Institution/ food service unit.

Students can also be given the responsibility to manage the different departments if possible/permitted.

The modules for training should include the following and be done in detail:

- Food Hygiene
- Personal hygiene

- Occupational health and safety
- Facility planning (floor plan and food flow)
- Use of equipment
- Production management
- Customer service
- Compile different types of menus
- Stock control (receiving and storing)
- Issuing and management of stock
- Different food service systems
- Food specifications
- Personnel management
- House keeping
- Financial management
- Front desk/Reception
- Kitchen
- Food and Beverage
- Housekeeping
- Active participation in all production activities
- Maintenance and security
- Observation of the functions in all production activities

11. CONCLUSION

This document has been devised for the guidelines of both the student and the employer for the WIL period. We hope this contribute to the understanding, clarity and interaction between the Employer, Student and University.

12. ASSIGNMENTS AND ASSESSMENTS

HOTELS AND GUEST HOUSES:

Mentor will assign the tasks to the student and assessment will be completed on the APPENDIX A & B forms by the Mentor.

- 12.1 Housekeeping (ONLY Appendix A form)
- 12.2 Financial management (ONLY Appendix A form)
- 12.3 Front desk/Reception (ONLY Appendix A form)
- 12.4 Kitchen (ONLY Appendix A form)
- 12.5 Food and Beverage (ONLY Appendix A form)
- 12.6 Maintenance and security (ONLY Appendix A form)

12.7 Observation of the function of the Institution and active participation in all production activities (ONLY Appendix B form)

12.8 Recipe Development

Make an appointment with your manager to discuss the project, taking into consideration all the below information.

- ✓ Compile your own recipe, it may be a starter, starch, protein dish, vegetable, or dessert. The recipe should not be complicated. **It is advisable that students use what is available in the kitchen storeroom.**
- ✓ Prepare the recipe on the date agreed upon with the hotel manager/mentor. This date will be determined by how busy the hotel is, if a student can be given an opportunity to do recipe development before he/she finishes his/her training with the specific hotel.
- ✓ Organise a panel that will do sensory evaluation of the recipe chosen (± 3).
- ✓ Design a sensory evaluation sheet to be used on the day of the evaluation and make copies according to the number of the panel.
- ✓ Prepare the food item then ask the panel to evaluate the dish you made on the date agreed upon with your mentor.
- ✓ Set the table in a proper way for the panel.
- ✓ Give feedback of what the panel said by including all the sensory evaluation sheets used as well as photos captured on the day when you submit the project. **After you have completed this task, you should be confident enough to develop any kind of a recipe.**
- ✓ **(NB: include colourful pictures in your assignment)**

Below is the evaluation sheet to be used by the kitchen manager when the student is executing the task. This should be submitted with the project/portfolio.

| Description of tasks | Total marks | Marks obtained |
|--|--------------------|-----------------------|
| Setting the meeting on time | 5 | |
| Initiative of student during the discussion | 5 | |
| Food production | | |
| Recipe choice | 5 | |
| Ordering in time | 5 | |
| Hygiene and Safety | 5 | |
| MANAGER/MENTOR'S TOTAL MARK | 25 | |
| PLATE EVALUATION- Sensory evaluation sheet to be compiled by student. Appearance; Taste; Texture: Consistency; Portion size | 25 | |
| TOTAL MARK | 50 | |

13. ASSIGNMENTS AND ASSESSMENTS

HOSPITALS, OLD AGE HOMES AND CORRECTIONAL SERVICES:

Mentor will assign the tasks to the student and assessment will be completed on the APPENDIX A & B forms by the Mentor.

- 13.1 Financial Management (ONLY Appendix A form)
- 13.2 Food Production (ONLY Appendix A form)
- 13.3 Menu Planning (ONLY Appendix A form)
- 13.4 Food Portioning (ONLY Appendix A form)
- 13.5 Hygiene and Safety (ONLY Appendix A form)
- 13.6 Personnel Management (ONLY Appendix A form)
- 13.7 Waste Control (ONLY Appendix A form)
- 13.8 Observation of the function of the Institution and active participation in all production activities (ONLY Appendix B form)

APPENDIX A: MENTOR'S EVALUATION FORM (Different Departments)

(PLEASE MAKE COPIES OF THIS FORM AND FILL IT UP WHEN EVER A STUDENT CHANGES the department) thank you.

DEPARTMENT: _____

EVALUATION OF STUDENT BY THE MENTOR

Student name: _____ Student no: _____

Company: _____

Mentor: _____ Date: _____

Briefly describe the type of work student has been involved in:

Does the student have the qualities an employer would look for in an employee?

If NO, what are the deficiencies?

APPENDIX B: SKILL EVALUATION (EXPLANATION OF EVALUATION SCALE)

| | | | | |
|-----------|-----------|---------|---------------|--------------|
| 5 | 4 | 3 | 2 | 1 |
| EXCELLENT | VERY GOOD | AVERAGE | BELOW AVERAGE | UNACCEPTABLE |

| SKILL EVALUATION | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| 1. What degree of interest does the student show in the work? | | | | | |
| 2. How successful is the student in adjusting to the work situation? | | | | | |
| 3. What degree of initiative does the student display? | | | | | |
| 4. What degree of originality does the student display? | | | | | |
| 5. If in a group, how does a student perform as a member? | | | | | |
| 6. Does the student show leadership qualities? | | | | | |
| 7. How do you rate the student's ability to communicate? | | | | | |
| 8. Does the student understand assignment given by the employer, orally and written? | | | | | |
| 9. How do you rate the student theoretical knowledge? | | | | | |
| 10. What was the student attendance record and generally dependability? | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 11. How does the student function under stress and what was his/her work capacity under this condition? | | | | | |
| 12. Does a student have a positive attitude? | | | | | |
| 13. How is the student personal grooming? | | | | | |
| 14. Is the student responsible? | | | | | |
| 15. Is the student safety conscious? | | | | | |
| 16. How does a student handle conflict and how would you rate his/her capability to negotiate? | | | | | |
| 17. How good is the student's judgment? | | | | | |
| 18. How would you rate the student learning ability? | | | | | |
| 19. Does the student apply basic hygiene standards in the workplace? | | | | | |
| 20. Does the student practice professionalism? | | | | | |

Mentor signature: _____

Date: _____

Student signature: _____

Date: _____

14. MENTOR’S GENERAL COMMENTS ON STUDENT:

15. CRITICAL REFLECTION:

A critical reflection should be completed for every DEPARTMENT/SECTION of the six-month WIL period by the student and submitted as part of the final portfolio.

1. Give a description of the department that you have been working in for the previous month.

2. Describe in detail what your specific duties and responsibilities in this department was.

3. Describe the positive experiences you had in this department.

4. Describe the negative experiences you had in this department.

5. From your own experiences in this department provide recommendations/ suggestions for future improvement.
