



**Work-integrated learning assessment methods for Hospitality students
at a University of Technology in the Western Cape, South Africa**

by

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DECLARATION

I, Beverley Seager, declare that the contents of this dissertation represent my own unaided work, and that the dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

4 September 2018

Signed

Date

ABSTRACT

A key focus of higher education institutions is to produce employable graduates. Many institutions now include a work-integrated learning (WIL) component in their courses, as research has shown that students exposed to WIL have a greater opportunity of finding employment after graduation. WIL has formed an integral part of the hospitality management qualifications offered by the Cape Town Hotel School (CTHS) for many years. From January 2019, the current hospitality management qualification is being replaced with a new qualification, the Diploma in Hospitality and Hotel Management (Dip.H&HM), in alignment with the new Higher Education Qualifications Sub-Framework (HEQSF). The WIL component will remain in the new qualification under a new name, Hotel Practice, and it is necessary that the learning outcomes of the WIL subject are aligned with the day-to-day work of the WIL placement. Furthermore, it is crucial that the WIL component is assessed adequately to meet the learning outcomes of both the subject and the qualification as a whole.

There has been some concern that students exposed to WIL for the qualification as presently offered are not being adequately assessed in terms of the learning outcomes of the courses they are taking. The aim of this study is therefore to investigate the assessment procedures for CTHS students recently on WIL placements, and from the results, determine the most appropriate assessment tools and procedures for the assessment of the new qualification, in order to meet the learning outcomes of the subject, Hotel Practice.

The population for this study were the CTHS students registered for the WIL subject in 2017, as well as the hospitality establishments in the Western Cape that accepted the CTHS students for their WIL placements. Because the population of students was small, the sample group was the whole population. The sampling technique used for selection of hospitality establishments depended on which establishments that accepted students for WIL placements in 2017. The data was collected via an online survey and all responses were anonymous. The findings showed that only half of the student sample felt that they were assessed adequately, and that a new assessment process to encourage formative assessment feedback is required. A revised assessment form would encourage the monitoring of the learning outcomes for the WIL subject. The study therefore recommends the implementation of a new assessment form for the Dip. H&HM.

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DEDICATION

In loving memory of my father, Dave Morley.

ACRONYMS

AAF	Authentic Assessment Framework
CHE	Council on Higher Education
CPUT	Cape Peninsula University of Technology
CRA	Criterion-referenced assessment
CTHS	Cape Town Hotel School
Dip. H&HM	Diploma in Hospitality and Hotel Management
HEQF	Higher Education Qualifications Framework
HEQSF	Higher Education Qualifications Sub-Framework
ILO	Intended learning outcomes
ND.HM: Accom	National Diploma Hospitality Management: Accommodation
NQF	National Qualifications Framework
NRA	Norm-referenced assessment
ODETP	Occupational Directed Education Training and Development
PBL	Problem-based learning
PJBL	Project-based learning
PMS	Property Management System
SAQA	South African Qualifications Authority
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UoT	University of Technology
UoTs	Universities of Technology
WBL	Work-based learning
WDTL	Work-directed theoretical learning
WIL	Work-integrated learning
WPL	Work-place learning

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 Introduction

Work-integrated learning (WIL) is a fundamental component of the Hospitality Management curriculum at the Cape Town Hotel School (CTHS), a department in the Faculty of Business and Management Sciences at the Cape Peninsula University of Technology (CPUT). The current qualification issued by the CTHS is a National Diploma in Hospitality Management, specialising in Accommodation Management, or Food and Beverage Management or Professional Cookery. As a credit-bearing and exit level subject and a compulsory part of the second- and third-year curricula, it is essential that WIL be assessed, and moderated externally. To determine the most appropriate methods of assessing WIL presents something of a challenge (Hodges et al., 2014:189), as the student is exposed to a variable environment with external influences (Ferns & Zegwaard, 2014:180).

1.2 Background of the study

According to McAllister and Nagarajan (2015:279), it is important that the experience gained through WIL is well integrated into the curriculum to ensure that the student meets its required outcomes. This point is substantiated by McNamara and Ruinard (2016:23), who insist that the curriculum of a WIL programme should contain specific criteria, the performance against which must be assessed by suitable methods to ensure that the required outcomes are achieved. In the light of this, there are grounds for concern that the hospitality industry's assessments of CTHS hospitality students during their WIL component are not measuring all the required outcomes of the component. The researcher currently holds the position of WIL Coordinator at the CTHS, and therefore has been privy to numerous complaints and concerns regarding the assessment of WIL. During previous WIL placements it has been observed that there is a lack of consistency in the manner in which supervisors and managers assess WIL students. For example, there are instances when a student is allocated an extraordinarily high mark early on in a WIL placement, which McNamara (2013:189) suggests could indicate that the workplace supervisor's awareness of the assessment criteria is inadequate. A further observation is that, due to the demanding nature of the hospitality industry, supervisors and managers often lack the time to assess the students appropriately, resulting in the assessments being conducted after the due date.

The concerns raised here are not unique to the hospitality industry. Research has shown that the number of variables within a work environment make it difficult to ensure that appropriate and thorough methods of assessing WIL students are used (Ferns & Zegwaard, 2014:179; Hodges et al., 2014:189). Without adequate methods of assessment, it is difficult to measure success in meeting the required outcomes of the subject, which is why McNamara and Ruinard (2016:18) emphasise that the workplace supervisor must have a complete understanding of the requirements and outcomes for the subject, so as to know exactly what it is that they are assessing. Smith (2014:212) observes that the various types of experience that students are exposed to during a WIL placement often offer different types of learning, which may or may not meet the curriculum requirements. He recommends that WIL assessment should take this into account.

WIL has become an important component within the structures of university education (McNamara, 2013:183; Smith, 2012:247; Jacobs & Teise, 2014:89; Jackson & Wilton, 2016:267). Research has also shown that there is a reduction in graduate unemployment in the case of WIL students (Jonck, 2014:277). Smith and Worsfold (2015:23) explain that students, given the opportunity to work in the “real world”, develop skills that enhance their ability to secure employment almost immediately after the completion of their studies. However, for WIL to play an appropriate role in the academic curriculum it is important for it to be a structured programme aligned to the curriculum and assessed accordingly (Smith & Worsfold, 2015:23). While WIL undoubtedly enhances the students’ general learning experience, as a credit-bearing subject it has specific curriculum outcomes that need to be met.

In October 2010 the Council on Higher Education (CHE) initiated a review of the Higher Education Qualifications Framework (HEQF) to establish new types of qualifications that would consider emerging skills and knowledge, and “to enhance the coherence of the higher education system” (South Africa. Council on Higher Education (CHE), 2013:9-10). CHE thus developed the new Higher Education Qualification Sub-Framework (HEQSF). According to this framework the CTHS will implement, in 2019, the revised National Diploma in Hospitality Management: Accommodation, as the qualification Diploma in Hospitality and Hotel Management (Dip.H&HM). The importance of this study is underlined by the need to ensure that the WIL component of the new qualification is in place and can be adequately assessed from 2019.

1.3 Research problem statement

Because of the importance of WIL and of the methods used to assess students during WIL, the research problem is the question of identifying the most suitable method of assessing students registered for the Dip. H&HM during their work-integrated learning placements.

1.4 Study aim

The aim of this study is to investigate the current situation regarding WIL assessment at the workplace, and ascertain whether students feel that the theoretical content of the curriculum is sufficiently integrated into the WIL placement, thus realising the learning outcomes of the qualification.

1.5 Research objectives

The National Diploma in Hospitality Management: Accommodation (ND.HM: Accom) is being phased out and replaced with the new Dip. H&HM qualification, which will be implemented at the CTHS from January 2019. The WIL component of the qualification has to be revised timeously to ensure that it is in line with the outcomes of the qualification for implementation in 2019.

Ferns and Zegwaard's (2014:179) study highlights concerns surrounding the assessment of students during WIL, emphasising that the student is influenced by a variety of external factors which can have an impact on measuring whether or not the student has met the outcomes for the subject or not.

The objectives of this study are thus to:

1. Investigate the attributes expected or desired by the hospitality industry for students studying the current ND.HM: Accom.
2. Evaluate the curriculum outcomes for Dip. H&HM in the second and third years of study.
3. Align the Dip. H&HM outcomes with the attributes of students studying a Dip. H&HM as desired by the hospitality industry.
4. Explore the procedure followed by supervisors and managers in the workplace when evaluating a student during the work placement period.
5. Develop assessment instruments aligned with the work-integrated learning component of the Dip. H&HM.

1.6 Research questions

In view of the research objectives, the research questions for this study are:

1. What are the attributes expected by the hospitality industry of students during a WIL placement?
2. Are the curricular outcomes for Dip.H&HM in the second and third years of study relevant?
3. Is the curriculum for the Dip. H&HM aligned with the student attributes expected by the hospitality industry?
4. Are the students being adequately assessed to meet the curriculum outcomes for the Dip. H&HM?
5. Will an adjustment in assessment methods/instruments help align the WIL outcomes of the new Dip.H&HM with the curriculum, thus enabling an improvement in the overall learning experience of the student?

1.7 Research methodology: design and process

As the aim of this study is to determine the most appropriate assessment methods for hospitality students during their WIL placements, a descriptive research approach will be adopted to allow for delineation of the current methods of assessment used by hospitality establishments and experienced by students on WIL placement. The data collection was accomplished through a mixed-method approach. For the quantitative data a questionnaire will be distributed to each of the population groups, with each questionnaire comprising a combination of quantitative, and a small number of qualitative questions.

The first questionnaire was aimed at the key stakeholders within the hospitality industry who accept CTHS students for WIL placements. These are the hotels and restaurants that accepted CTHS students for WIL placements in 2017. The questionnaire was designed to establish the types of challenges that hotels and restaurants experienced when accepting CTHS students for WIL placements, with an emphasis on the methods by which students are assessed and the assessor's understanding of the desired outcomes for students. Within the workplace there is no one definite employee assigned to assess the students, and one of the purposes of the industry questionnaire was to establish the level of management generally responsible for assessing students on WIL placements.

The second questionnaire was for second- and third-year students at the CTHS completing their WIL in 2017. This questionnaire consisted of four parts:

- The first part establishes general information regarding the student's WIL placement, in relation to the type and size of the establishment and departments where the student worked;
- The second and third parts establish the student's understanding of the personal and professional attributes that should be developed during a WIL placement, and his or her perception of whether the manner of assessment in the work place contributes to developing and meeting these attributes, and
- The fourth part asks the student how he/she would prefer the assessment to be handled so as to enhance his/her learning experience.

Both questionnaires were administered electronically using online survey software and distributed via email. The second-year students completed the questionnaires online at the CTHS and third-year students completed it from their WIL placement stations. The industry questionnaire was sent electronically, as the preferred method of communication, to the Human Resources Department and General Managers in hospitality establishments, for distribution to the relevant supervisors and managers who complete the assessments of WIL students.

The qualitative data was obtained through conversational interviews with randomly selected participants.

1.7.1 Pilot Study

The feasibility of the study was pilot study-tested on three hospitality establishments that were not used in the study, and five students who completed their WIL placement in 2016. The three hotels were identified according to the following criteria:

- Firstly, the hospitality establishments for the pilot study were based outside the Western Cape. The reason for this is that the target area for the population of the study is hospitality establishments within the Western Cape, which means that the pilot study cannot be tested on any establishments within this area; and
- Secondly, they were hospitality establishments that regularly accept CTHS students for WIL placement, and are thus aware of the training and assessment requirements.

The hospitality establishments concerned and the students were contacted via email to obtain their consent to participate in the pilot study. The questionnaires were emailed via online survey software, the identical procedure used to distribute the questionnaires for the actual research.

1.7.2 Study population and sample

There are two populations in this study, namely the students registered for and completing WIL in 2017 at the CTHS, and the hospitality establishments on the CTHS database. The population of students numbered 159, comprising 86 second-year and 73 third-year hospitality management students. The entire student population was surveyed.

The population of hospitality establishments consists of all the hospitality establishments on the CTHS database. The study sample is made up of the hospitality establishments within the Western Cape that accepted CTHS students for WIL in 2017. There are 49 such establishments.

1.8 Ethical considerations

This research required the participation of the 2017 second- and third-year students at the CTHS and members of the hospitality industry within the Western Cape. Permission was obtained from the Ethics Committee of the Faculty of Business and Management Sciences of CPUT, and the Head of Department at the CTHS, to conduct the study. Personal letters were sent to selected hospitality establishments requesting their written permission for the study to be conducted and questionnaires to be distributed at their establishments. The questionnaires included an option for the recipient to decline to participate in the research.

The line of questioning in the industry questionnaire might have been sensitive for individuals working in the hospitality industry, possibly perceived as reflecting negatively on their practices. It was therefore important to ensure that the tone of the questions was such as to obtain the best possible responses without causing offence or necessitating the disclosure of sensitive information. The questionnaires were confidential and the completion of the questionnaires anonymous. Participation was voluntary.

1.9 Limitations of the study

The literature review has revealed a substantial amount of research on WIL and methods of WIL assessment in general. This literature is drawn on for this study, although there is limited research on the assessment of the WIL of students by hospitality industry employees. This research study provides data and feedback on how assessment methods affect the learning experience of the student during WIL.

The study is restricted to the Western Cape and one University of Technology (UoT). The data collected is limited and not necessarily generalisable to the hospitality industry or UoTs elsewhere in South Africa.

1.10 Significance of the study

Research has revealed the importance of WIL as an integral part of curricula in university education (McNamara, 2013:183; Smith, 2012:247; Jacobs & Teise, 2014:89; Jackson & Wilton, 2016:267). It is therefore important that the subject be assessed in a manner which will enhance the students' learning and development, promote understanding and acceptance of the hospitality programme of UoTs, and cement cooperation between UoTs and the hospitality industry. It is hoped that this study will create a better understanding of how the staff of hospitality establishments view the students and the assessment of their work performance during WIL placements, as well as of how the students feel their learning process is monitored. The data collected can be used to create better assessment instruments and dialogue between the CTHS and the hospitality industry, that will satisfy the needs of both the workplace staff and the students, the future employees of the hospitality industry. The information should contribute to the effectiveness of WIL within the new qualification, Dip. H&HM.

1.11 Outline of the thesis

A brief outline of the study follows below.

1.11.1 Chapter 1: Orientation of the study

Chapter One explains the orientation of the study, sketching the importance of WIL and providing the rationale for the intended research. The rationale focuses on the possible benefits the research may hold for future students completing WIL placements. The problem statement, research questions and objectives of the study are provided.

1.11.2 Chapter 2: Literature review

The literature review focuses on research previously conducted and viewpoints held regarding WIL, the hospitality industry, the curriculum and assessment outcomes. Reference is made to the curriculum of the Dip. H&HM qualification.

1.11.3 Chapter 3: Research design

Chapter Three will discuss the research design used and the rationale for the design. The pilot study is reviewed in this chapter. Also discussed and accounted for are the research population and sampling methods.

1.11.4 Chapter 4: Research findings

This chapter discusses the responses to each survey question, with particular reference to the assessment methods employed by the industry stakeholders.

1.11.5 Chapter 5: Summary, recommendations and conclusion

Chapter 5 summarises the findings of the study, together with a suggested assessment form and the conclusions reached. Recommendations are made for further research.

1.12 Summary

The WIL component is a part of the Dip. H&HM to be introduced at CTHS in 2019. As a credit-bearing subject it is important that it be assessed in such a way as to serve the learning outcomes of the WIL component and the qualification as a whole. There are concerns as to whether the current method of assessment actually or sufficiently addresses these outcomes. For this reason it is vitally important to determine how the current assessment process occurs in hospitality establishments, and whether changes can be made to improve the assessment process to meet the learning outcomes of the WIL component.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The hospitality and tourism industry continues to grow globally, through both business and leisure travel (Bharwani & Talib, 2017:393), and South Africa is no exception. According to the PwC Hotels Outlook 2017–2021 report (2017:4), there was a 12.8% increase in foreign overnight visitors to South Africa in 2016. This can to a large extent be attributed to the relaxation of visa requirements for South Africa. The PwC report gives a positive outlook for 2017, estimating an increase of 2.2% in foreign and domestic tourism. They also estimate an increase of 10.1% in hotel room revenue. With the growth of the hospitality and tourism industry, it is necessary for higher education institutions in South Africa to provide sufficient high-quality hospitality and tourism graduates to sustain this growth. The dynamics of the hospitality industry have changed over recent years, with the development of technology and the need to host increasingly sophisticated guests with higher expectations (Bharwani & Talib, 2017:394). This requires hotel school graduates to have the necessary skills and competencies to succeed in this ever-changing environment.

Henderson and Trede (2017:67) observe that graduate capabilities and employability are important success factors for universities. WIL has become an important component in university courses, aimed at enhancing graduate employability (Smith, 2012:247; McNamara, 2013:183; Jacobs & Teise, 2014:89; Jackson & Wilton, 2016:267). This literature review will discuss the key aspects of a WIL component in a hospitality qualification.

2.2 Work-Integrated Learning (WIL)

As an important part of the hospitality qualification at the CTHS, it is essential that the concept of WIL is understood, that the challenges it faces are discussed, and that the best methods of assessing it are considered. This chapter will address WIL in its various guises, the hospitality industry where WIL is practised (including the various departments where students work), the new Dip. H&HM curriculum which governs the UoT's WIL requirements, and possible methods of assessment or evaluation which could be applied to monitor the WIL component of the qualification.

2.2.1 Understanding the concept of work-integrated learning (WIL)

The idea of incorporating student learning into the workplace originated over 100 years ago at the University of Cincinnati, USA. The idea was conceptualised by an

engineering professor, Herman Schneider, with the purpose of bridging the gap between the theoretical knowledge gained at his university and the practical knowledge required of his students at the workplace (Sovilla & Varty, 2004:3-4). He called this cooperative education. In the late 1950s there was substantial growth in cooperative education in the USA (Sovilla & Varty, 2004:5), but also the recognition that there were challenges and problems involved. These included the question of quality when designing and integrating the programmes into the curriculum; the difficulty of coordinating resources in light of the increased number of students on cooperative programmes; the lack of faculty ownership as a vital aspect of the success of cooperative education programmes; and the misplaced idea that cooperative education was ideal for all types of institutions (Groenewald, 2004:18).

According to Haddara & Skanes (2007:68) there was renewed interest, in the late 1990s and early 2000s, in certain aspects of cooperative education, including (among others) reflective practices and the question of programme design. In 2004 the South African Council on Higher Education (CHE) published a report on the ten years of education since the advent of democracy in South Africa, in which it was emphasised that student learning must be the main beneficiary of cooperative education. This report states further that

cooperative education provides students with co-curricular opportunities that are related to but not always fully integrated with the curriculum. The primary purpose of cooperative education is to enhance the student's understanding of the area of study. (SA. CHE, 2004:132)

Groenewald (2004:19) supports this by arguing that many see cooperative education as a means of attaining generic skills, while the original purpose of cooperative education was to incorporate theoretical knowledge into workplace learning. Thus although it is important for students to obtain generic working experience, this is not the main purpose of cooperative education programmes. This is corroborated by Engel-Hills et al. (2010:64), who maintain that at Universities of Technology (UoTs) the term "cooperative education" denotes the process of placing students in suitable workplaces, with the cooperation of the employers, for the purpose of acquiring practical experience to supplement and contextualise their theoretical knowledge. In 2011, Winberg et al. compiled the *Work-Integrated Learning: Good Practice Guide* for the CHE. The *Guide* (2011:4) describes internships as where the academic and theoretical curriculum components are integrated with practice, with the purpose of ensuring that the student obtains a full understanding of the field of study and thereby realises the learning outcomes of the course.

Although originally called cooperative education, there are various terms for the practice of incorporating academic learning into the workplace. Engel-Hills et al. (2010:65) note that the Work-integrated Learning Research Unit at CPUT uses the term “work-integrated learning” (WIL) to best explain the insertion of the educational requirements of the institution into a workplace-learning module. They define WIL as “an educational approach that aligns academic and workplace practices for the mutual benefit of students and workplaces”. Similarly, the CHE *Good Practice Guide* defines WIL as “an umbrella term to describe curricula, pedagogic and assessment practices, across a range of academic disciplines that integrate formal learning and workplace concerns” (Winberg et al., 2011:4). Eames and Cates (2004:37) agree that the purpose of the WIL placement is to integrate learning from the academic environment with learning that occurs in the workplace, and add that the success of this integration is dependent on the curriculum and pedagogy informing the WIL programme.

WIL is therefore a complex combination of curricular and assessment activities which must be incorporated into the workplace, and which can be divided into four main curricular types: work-based learning, work-directed theoretical learning, problem-based learning and project-based learning (Engels-Hills et al., 2010:68). These four curricular possibilities are discussed briefly, below.

2.2.1.1 Work-based learning (WBL) and work-place learning (WPL)

The terms, work-based learning (WBL) and work-place learning (WPL), fall under the umbrella term of WIL. Winberg et al. (2011:77) define WBL in the CHE *Work-Integrated Learning: Good Practice Guide* as attaining knowledge and skills from both the work environment and the university. The curriculum is based on the tasks and learning completed by the student in the work environment, as opposed to when the university curriculum is integrated into the learning outcomes required of the WIL placement (Winberg et al., 2011:77).

Williams (2010:625) notes that WBL as “perceived in many organisations as being little more than receiving on-the-job training to perform tasks”. Lester and Costley (2010:562) see WBL as encompassing all learning that occurs in the workplace which includes learning that arises from normal work issues, problem-solving, and dealing with any situations that arise from normal workplace developments. They continue to state that WBL is not always formally recognised, although they agree that this point is debatable. Although there are situations where planning is involved on the part of the learners themselves, the educational institution or even the workplace establishments, see WBL as essentially unplanned and informal learning. After investigating the

different explanations for WBL and WIL, Gardner and Bartkus (2014:40) identify the differences between these two forms of learning as follows:

In this sense, work-based learning is differentiated from work-integrated learning in that the former focuses primarily on learning that occurs through the work experience and the latter implies a collaboration of work and educational experiences. To the extent that these interpretations are correct, they suggest a subtle, but meaningful, distinction.

Garnett (2016:305) differs in his opinion of WBL. Although he agrees with the explanation supplied by Winberg et al. (2011:77) in the *CHE Work-Integrated Learning: Good Practice Guide*, he differs from Gardner and Bartkus by stating that WBL does in fact involve

university-level critical thinking upon work (paid or unpaid), in order to facilitate the recognition, acquisition and application of individual and collective knowledge, skills and abilities, to achieve specific outcomes of significance to the learner, their work and the university. (Garnett, 2016:305)

The debate on terminology is ongoing. At the Cape Peninsula University of Technology (CPUT) the term used for student placements within the workplace is WIL. WIL requires students to integrate their theoretical knowledge gained at the academic institution with the requirements of the workplace. This integration occurs in the second-year of study and again in the third and final year of study. As a credit-bearing subject, and an exit-level subject of the Dip. H&HM qualification, it is important that the WIL component follows a comprehensive assessment process.

2.2.1.2 Work-directed theoretical learning (WDTL)

Work-directed theoretical learning (WDTL) refers to a module of academic or theoretical learning that provides a knowledge base for a student to be able to function in the workplace (Du Plessis, 2015:52). In all career-focused qualifications where WIL is an aspect of the qualification there are theoretical modules that should be aligned with the practical and practice-based components of the course (SA.CHE, 2011:16; Du Plessis, 2015:52). This can be done through various teaching and learning activities, such as formal lectures, group activities, demonstrations, guest lecturers from the workplace and case studies (Engel-Hills et al., 2010:68-69; SA.CHE., 2011:17; Du Plessis, 2015:52).

2.2.1.3 Problem-based learning (PBL)

Problem-based learning (PBL) is a pedagogic method to encourage students to learn by means of solving complex problems (Du Plessis, 2015:53). This form of learning works best across a number of modules or fields within the discipline, where knowledge can be brought to bear on real-world problems, thereby not only performing a service but also developing the student's content knowledge of the modules and a variety of

skills such as problem-solving, reasoning, communication and self-assessment (SA.CHE., 2011:17; Du Plessis, 2015:53).

2.2.1.4 Project-based learning (PJBL)

Project-based learning (PJBL) refers to learning through the completion of projects. These projects are generally actual projects found in the workplace for which there is no prescribed or predetermined way of proceeding. Students are required to apply themselves in work-related matters, using essential skills and the knowledge gained from the various theoretical modules of the course to complete the project. This serves to reinforce conceptual understanding. In general practice, the difference between PJBL and PBL within WIL is that generally PJBL involves not simulated, but real-life projects in the workplace, whereas PBL more often than not features simulated situations, so that the learning takes place at the university (Engel-Hills et al., 2010:74; SA.CHE., 2011:18).

Although similar in their definitions, there is a distinct difference between WBL, WPL and WIL. WIL requires the theoretical knowledge gained in the university to be fully integrated into the day-to-day work during the work placement. CPUT uses this model of WIL as the preferred method of integrating the learning outcomes of the curriculum into the workplace environment.

2.2.2 The benefits of work-integrated learning (WIL)

There is a trend in the industry to require newly graduated employees to be equipped not only with discipline knowledge of their field, but also with the employability skills required to implement the disciplinary knowledge (Jackson, 2013b:54). As Taylor and Govender (2017:108) state: “the notion that workplace experience enhances people’s prospects of employment is widely accepted”. The shortage of labour with the necessary skills has increased the popularity of WIL at universities, as the WIL component conduces to producing graduates who are more “work-ready” and therefore immediately employable (Smith & Worsfold, 2015:23). The best way to understand the workplace and enhance a student’s employability skills is to expose him or her to the “real world”. Du Plessis (2015:34) explains that the WIL component is an ideal situation where the student is able to integrate their theoretical knowledge with workplace skills and build on their knowledge and capabilities. WIL equips potential graduates with the required employability skills, otherwise known as graduate attributes.

The WIL component of a qualification is a structured learning programme that aims to develop the personal and professional capacity of the student through exposure to the

workplace. The WIL component is monitored and assessed jointly by the workplace and the university, and the role players in the WIL component are the students, the industry employers and the university (Taylor & Govender, 2017:108-109). These three stakeholders all stand to benefit from the WIL component. Taylor and Govender (2017:109) explain the benefits as follows:

Benefits to the students:

- Gaining authentic, real-world experiences integrated with their theoretical knowledge
- Developing self-confidence and self-awareness
- Building professional networks for career development
- Developing an understanding of the relevant industry and future prospects
- A possible opportunity for future employment

Benefits to the industry:

- Access to graduates who are equipped with the required graduate attributes
- The flexibility to schedule the students as per the requirements of the establishment
- An opportunity to have input on the academic programmes and be part of advisory boards
- Meet national legislative obligations and compliance issues
- An opportunity to claim SETA grants and tax incentives
- New and fresh ideas from the students and future leaders of the workforce

Benefits to the university:

- Strengthening of ties between the academic institution and the relevant industry
- Vital input from workplace managers to ensure that the programme content remains relevant
- Ensure graduates have exposure to workplace experience thus making them more employable
- Build trust and loyalty between the student and the university, thus ensuring an ongoing relationship once the student becomes a graduate (Taylor & Govender, 2017:109).

2.3 The hospitality industry

The *Collins English Dictionary* defines hospitality as “a kindness in welcoming strangers or guests” (CED, 2000:747). According to O’Gorman (2009:779) there is archaeological

and textual evidence suggesting that the origins of the hospitality industry date back to the ancient civilisations of Mesopotamia (c. 2000 BC) and Greece (c. 500 BC). There is evidence of commercial hospitality to be found in many sites around classical Rome, and notably in the ruins found after the excavation of Pompeii in Italy (O’Gorman, 2009:781). The contemporary commercial hospitality industry has developed over the years but can feel proud of its heritage. As O’Gorman (2009:788) suggests, “as hospitality academics, researchers, students and practitioners we should be immensely proud of the rich and incredibly diverse heritage our industry has.”

2.3.1 Explaining the hospitality industry

The hospitality industry is an element within the tourism industry (Wood, 2015:3), and the two industries are often jointly referred to as the hospitality and tourism industry. The crux of these industries is that they are generally service-related, in the sense that they provide a service to guests. According to Walker (2009:7) hospitality and tourism can be divided into five sub-sections, namely travel and tourism, lodging, assembly and event management, restaurants and managed services, and recreation. Figure 2.1, adapted from Walker (2009:7), illustrates examples of the types of service-related sectors found within each section of the industry. The focus of this study is on the lodging sector of the hospitality and tourism industry, which encompasses hotels, lodges and resorts. The core purpose of these establishments is to provide guests with accommodation and, depending on the type of hotel, services such as restaurants, bars, lounges, meeting and convention rooms, health spas, business centres, concierge services, in-room dining and general information services (Walker, 2009:100).

Hotels consist of a number of major departments that operate with revenue and cost centres on a daily basis. These departments are referred to as rooms division, food and beverage, marketing and sales, human resources, financial control, and facilities, and each department is headed by an executive manager and numerous staff to “get little things right all the time” (Walker, 2009:122). A brief description of the type of tasks completed within each department is important for understanding the curriculum of the qualification Dip. H&HM, which is discussed later. The WIL programme has to correlate with the functions of each of the departments to ensure that students are trained in the skills of each function.



Figure 2.1 The scope of hospitality and tourism.

Source: Walker (2009:7)

2.3.1.1 Rooms division

Rooms division consists of front office, reservations, housekeeping, concierge, guest services, security and communications (Walker, 2009:126). As the department that sells rooms to guests it is known as the major source of revenue for the hotel (Wood, 2015:57). The rates that hotels charge are of major importance to both the hotel and the guest, because: 1) a room not sold is lost revenue to the hotel; and 2) many hotels operate in a competitive market with many products and services from which guests can choose, and therefore price is often the determining factor for the guest. Determining the correct rate at the correct time has become a specialised role under the rubric of revenue management (Wood, 2015:67). The front office department deals with the welcoming of guests, guest communication, control of guest accounts and the balancing of the hotel's accounts by the night audit team. Housekeeping is the section that provides the guests with clean bedrooms and public areas, and is usually the department with the highest staff complement.

2.3.1.2 Food and beverage department

The food and beverage department comprises the kitchen, events and banqueting, restaurants, bars, in-room dining, lounges, high tea and mini bars (Walker, 2009:166), and requires the largest range of skills to be mastered by students.

2.3.1.3 Marketing and sales department

The marketing and sales department is responsible for attracting potential guests to the hotel and developing a relationship to ensure ongoing loyalty (Walker, 2009:495). An important development in marketing is the rise of social media and particularly the social networking sites, such as Tripadvisor, which allows for customer feedback on hotels (Wood, 2015:112).

2.3.1.4 Human resources department

The human resources department is considered to be the hotel's most important asset as the human resources manager is responsible for creating an environment complying with labour relations and the hotel's vision regarding staff and staff development. Although a small department, it is responsible for attracting, recruiting, orientating, training and supporting all employees (Walker, 2009:526-528).

2.3.1.5 Financial control department

As with any organisation, the purpose of the business is to make a profit. The finance department in the hotel is headed by the financial manager, and the number of employees in the department is usually directly related to the size of the establishment. Aspects of accounting particular to the hotel industry and therefore applicable to hotel school students would include ratio analysis and cost control across all departments (Walker, 2009:557, 587).

2.3.1.6 Facilities management

Facilities management refers to the physical assets and work environment of an establishment and, in the case of hotels, contributes directly to the core functions of the hotel. The facilities manager and employees are responsible for the management and maintenance of the grounds, equipment, physical assets of the hotel, management of information technology, and identification and management of the core and non-core activities of the hotel, so as to achieve optimum performance and environmental management (Jones, 2002:72-74).

The structure of any hotel consists of the six departments discussed above, and each of these departments requires trained employees for the hotel to function (Gray & Liguori, 1994:50). To ensure that the CTHS develops knowledgeable graduates, the curriculum of the Dip. H&HM incorporates aspects of all these departments.

2.3.2 Competencies required by the hospitality industry

From the experience of the staff at the CTHS, although working in the hospitality industry is a fascinating and stimulating choice of career, it is not easy. Tsaur and Tang (2012:1038) consider the hospitality industry to be a highly stressful and emotional environment that is labour-intensive, often with an overload of work demands in a framework of anti-social working hours. The majority of hospitality businesses operate 365 days of the year, and rely predominately on shift work, with shifts starting from as early as 05h00, and late shifts finishing as late as midnight. There are also night shifts where employees work throughout the night (Walker, 2009:10). The hotel industry is a service industry where all employees should constantly strive to achieve guest satisfaction from the initial contact, as there are no second opportunities (Walker, 2009:11). Service is an intangible product and being able to deliver good service every time relies on a combination of the employee's knowledge, experience, skills, competence and commitment, with the relationships and environment at work (Bharwani & Talib, 2017:394). The long hours and constant pressure to perform at one's best are taxing on employees, and require staff with a willingness to immerse themselves in the industry. As Walker (2009:4) notes, "we often hear from industry professionals that it [the industry] gets in your blood – meaning we become one with the hospitality industry."

Studies of the skills required of hospitality graduates to enter the industry have shown that, besides the fundamental requirement of literacy and numeracy, the hotel environment requires the person to have elastic skills, i.e. the abilities and skills that are compatible with the job requirements and in line with the expectations of guests. The hotel graduate requires experience of all six hotel divisions (p 16-17), a combination of inter- and intrapersonal skills as well as skills such as problem-solving, critical thinking, emotional intelligence, professional and ethical standards, and leadership (Beesley & Davidson, 2013:268). Bharwani and Talib (2017:393-394) identify a change in the hospitality industry, in terms of which guests are becoming more sophisticated, with higher expectations and more choices as competition increases along with the growth in the hospitality industry. Bharwani and Talib (2017:394) explain that this is causing hotel management to become "exceedingly dynamic and highly complex." Future employees in the industry must be able to operate in an "information-based, knowledge-intensive, service-driven economy." Their research revealed various studies seeking to determine the important competencies and skills that top managers in hotels feel are necessary for career development, including the ability to lead teams and coach employees, and effective listening, while the important personal traits required are hard work, trustworthiness and integrity

(Bharwani & Talib, 2017:402). This aspect is very important to the curricula of a UoT, to ensure that students receive proper training in the establishments where WIL is done.

2.4 The curriculum

The curriculum design of a hospitality qualification is important as it has an impact on the graduates who will eventually enter the hospitality industry. A combination of operational and behavioural skills should be implemented in the curriculum design to meet the standards for accreditation purposes (Leung et al., 2018:31-33). According to Wood (2015:135) the purpose of education in hospitality is to train the front-line workers, like chefs, waiters, receptionists, and rooms staff, although the oldest two hotel schools, namely, the Hotel School in Lausanne in Switzerland, and the School of Hotel Administration of Cornell University, USA, have always focussed on teaching the best methods of managing hotels (Wood, 2015:135). Given the competencies required in the dynamic environment of hotels in the 21st century, the focus of the curriculum should be on the managerial aspects required to succeed in the hotel environment.

In the design of a curriculum for the Dip. H&HM each subject is allocated a certain number of SAQA credits, with the total credits for this diploma being 366. As per the SAQA definition, each credit is equivalent to 10 notional hours. This reflects the average length of time required for a learner to achieve competency of the unit standard (SAQA, 2000:37). The credits per subject are itemised in Table 2.2 on page 23.

2.4.1 Diploma in Hospitality and Hotel Management curriculum (Dip. H&HM)

When the CHE initiated the review of the HEQF in October 2010, the organisation developed the new sub-framework called the HEQSF (SA. CHE, 2013:9-10). South African Qualifications Authority (SAQA) updated the National Qualifications Framework (NQF) levels of qualifications in accordance with the HEQSF, establishing diploma courses at an NQF level 6, with the first and second year of the diploma classified as NQF level 5 and the third year at level 6 (SAQA, 2014). The importance of the NQF levels relates to the descriptors for each level, which have a direct influence on the learning outcomes of the diploma. The level descriptors guide and manipulate the learning outcomes and assessment criteria of a subject and programme (CPUT. Fundani, 2017:4).

According to SAQA the level descriptors relate to the categories of applied competency required of the ten NQF levels. SAQA (2014) defines these ten categories as:

- Scope of knowledge
- Knowledge literacy

- Method and procedure
- Problem solving
- Ethics and professional practice
- Accessing, processing and managing information
- Producing and communicating information
- Context and systems
- Management of learning
- Accountability

Table 2.1. gives a detailed description of the requirements for each level descriptor category for NQF levels 5 and 6. These level descriptors are investigated to determine whether they are aligned with the learning outcomes and assessment criteria for the Dip. H&HM.

As stated above, the first year of a diploma course is classified as NQF level 5. Therefore the learning outcomes of the subjects, including the first WIL placement, must be aligned with the NQF level 5 descriptors. The diploma course as a whole, which would include the third year of the course, is classified as NQF level 6. The learning outcomes of the final WIL placement are required to be aligned with the level descriptors for NQF level 6. From the NQF level descriptors detailed in Table 2.1, it can be seen that the competencies required of a second-year student on NQF level 5 are at a slightly lower level than that of the competencies required of a third-year student at NQF level 6. However, the expected competencies of a second-year student are still advanced, and this study will determine whether the hospitality industry is in agreement that the second-year students entering a WIL placement for the first time should display the stipulated NQF level 5 competencies, and these competencies are required to be performed during WIL placements, and in subsequent employment in the hospitality industry.

Table 2.1: NQF Level descriptors

Level Descriptors	NQF/HEQF Level 5	NQF/HEQF Level 6
Scope of knowledge	Knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice.	Detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice. Knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
Knowledge literacy	An awareness of how knowledge (or a knowledge system) develops and evolves within the areas of study or operation.	An understanding of different forms of knowledge, schools of thought and forms of explanation typical within the area of study or operation, and an awareness of knowledge production processes.
Method and procedure	An ability to select and apply standard methods, procedures, and/or techniques within the field, discipline or practice, and to plan and manage an implementation process within a supported environment.	An ability to evaluate, select and apply appropriate methods, procedures and/or techniques in processes of investigation or application within a defined context.
Problem solving	An ability to identify, evaluate and solve defined, routine and new problems within a familiar context and to apply solutions based on relevant evidence and procedures and/or other forms of explanation appropriate to the field, discipline or practice.	An ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
Ethics and professional practice	An ability to take account of, and act in accordance with prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary.	An understanding of the ethical implications of decisions and actions, within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
Accessing, processing and managing information	An ability to gather information from a range of sources, including oral, written and/or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information.	The ability to evaluate different sources of information; to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation on that information.
Producing and communicating information	An ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context, either in writing, verbally or in practical demonstration, including an understanding of and respect for conventions around intellectual property, copyright and plagiarism.	An ability to present and communicate complex information reliably and coherently using appropriate academic/ professional/ occupational conventions, formats and technologies for a given context.

Context and systems	An ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these parts, and how actions in one area impact on other areas within the same system.	An ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.
Management of learning	An ability to assess own and others' performance and to take appropriate action where necessary; an ability to take responsibility for own learning within a structured learning process and to promote the learning of others.	An ability to evaluate performance against given criteria, and accurately identify and address own task-specific learning needs in a given context, and to support the learning needs of others.
Accountability	An ability to answer for own actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources where appropriate.	An ability to work effectively in a team or group, and to take responsibility for own decisions and actions and those of others within well-defined contexts, including the responsibility for the use of resources where appropriate.

Source: SAQA (2014)

2.4.1.1 The Diploma in Hospitality and Hotel Management (Dip. H&HM) course outline

The purpose of the Dip. H&HM qualification is to ensure that the qualifying graduate has a complete knowledge of the operational requirements of the Rooms, and to a lesser degree the Food and Beverage Divisions within a hotel, and an understanding of the requirements of managerial roles within a hotel. The qualification has eight subjects in each of the first and second years and seven subjects in the third year. Not all the subjects are continued through from first to third year, but the major managerial subjects are. The qualification carries 366 SAQA credits. The WIL component, which is renamed Hotel Practice in this new curriculum, remains a credit-bearing subject and is therefore specified as a subject in the second and third years of the qualification. Table 2.2, below, summarises the subjects over the three years.

Table 2.2 Curriculum mapping for Dip. H&HM

Name of Qualification			Diploma in Hospitality and Hotel Management								
Year of study	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7	Subject 8	Subject 9	Subject 10	Credits
1	Hospitality Gastronomy 1: Theory & Practical	Food & Beverages Studies 1: Theory & Practical	Hospitality Financial Management 1	Hospitality Information Systems 1: Theory & Practical	Hospitality Management 1	Rooms Division 1	Hospitality Industry Law 1	Hospitality Business Communication 1			
Credits	18	18	18	12	18	18	12	12			126
NQF	5	5	5	5	5	5	5	5			
2		Food & Beverages Studies 2: Theory & Practical	Hospitality Financial Management 2	Hospitality Information Systems 2: Theory & Practical	Hospitality Management 2	Rooms Division 2	Hospitality Industry Law 2	Hospitality Business Communication 2	Hotel Practice 2		
Credits		12	12	12	24	18	12	12	18		120
NQF		5	6	5	6	6	5	5	6		
3			Hospitality Financial Management 3	Hospitality Information Systems 3: Theory & Practical	Hospitality Management 3	Rooms Division 3	Hospitality Industry Law 3		Hotel Practice 3	Revenue Management	
Credits			12	12	24	24	12		18	18	120
NQF			6	6	6	6	6		6	6	366 credits

Source: Voigt and Draper (2013)

2.4.2 Learning outcomes for Diploma in Hospitality and Hotel Management (Dip. H&HM)

In 2009 a United Nations Educational, Scientific and Cultural Organisation (UNESCO) report by Altbach et al. (2009) discussed the many concerns of higher education in the 21st century. An important element in this report is the massification of higher education, in terms of which the number and diversity of students joining higher education institutions have increased dramatically. This has led to changes in the type of students at universities and, according to Biggs and Tang (2011:7), the onus is on the university to find ways of teaching and developing student engagement to ensure that all students can achieve the sought-after qualification. This has led to the “student-centred” approach to education, where the emphasis is placed on “what the students are expected to be able to know and or/do at the end of the module or programme” (CPUT. Fundani, 2017:1). The concept of learning outcomes has developed over the years in line with the student-centred approach to learning. There are various definitions for learning outcomes, but they are all quite similar. Kennedy (2007:21) gives the following definition: “Learning outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning”.

Each subject within the qualification has specified learning outcomes that should be integrated into the learning outcomes of the WIL component. According to Biggs and Tang (2011:120) there should be no more than five or six learning outcomes per subject. Several topics can be integrated into one learning outcome, since too many learning outcomes makes the alignment of teaching/learning and assessment activities impossible to manage, producing an ineffective learning environment. Biggs and Tang (2011:168) explain that although different professional education programmes may have detailed and specific learning outcomes for WIL placements, there are learning outcomes that are common to the majority of professional programmes. These learning outcomes are designed for the student to be able to:

- Integrate knowledge and skills learned in university to real-life professional settings;
- Apply theories and skills to practice in all aspects of professional practice;
- Work collaboratively with all parties in multidisciplinary workplace settings, and
- Practise with professional attitudes and social and ethical responsibilities in their respective professions (Biggs & Tang, 2011:168).

To develop an understanding of the overall learning outcomes for the WIL component of the Dip. H&HM curriculum, it is important to understand the overall learning outcomes for each subject within that curriculum. Elements of these learning outcomes should be reflected in the WIL component learning outcomes which should be integrated into the

practical component when the student is actually completing the WIL component in the hospitality establishment.

Descriptions of the individual subjects within the three years of the Dip. H&HM curriculum are tabled in Appendix C. In the first and second years of the Dip. H&HM, there are eight subjects per year that introduce the theoretical aspects of the Rooms and Food and Beverage divisions of the diploma. In the third-year of study the focus is on the Rooms Division and Management subjects. As this qualification focuses on the Rooms Division in the hospitality industry, the food and beverage subjects are offered only in the first and second years of study. The food and beverage subjects include the following:

- Hospitality Gastronomy
 - Hospitality Gastronomy is an introduction to the culinary aspects of the hospitality industry. It is only offered in the first year of the Dip. H&HM qualification. This subject encompasses theoretical and practical culinary classes. The theoretical aspects cover the basic cooking principles, culinary terminology, dietary guidelines, and an understanding of dietary restrictions. The practical component gives the students an introduction to the basic cooking techniques, according to the correct professional cookery guidelines. The reasoning for offering this subject in the Dip. H&HM qualification is to provide the students with a basic understanding of the culinary aspects of the hospitality industry, which may be required in future workplace situations.
- Food and Beverage Studies I and II
 - In the first year of the course, the subject Food and Beverage Studies introduces theoretical and practical aspects of the food and beverage cycle within the hospitality industry. The student learns serving techniques through theoretical class and practical work in the CTHS's restaurant. Emphasis is also placed on the Health and Safety aspects of the hospitality industry, which is important knowledge for students entering the hospitality industry for their first WIL at the start of their second year.
 - In the second year the food and beverage studies subject evolves to include events, stock control and the supervision of food and beverage service staff. This subject again encompasses theoretical and practical components.

The remainder of the subjects offered in the qualification are all major subjects offered from first to third year, with the exception of Hospitality Business Communication, which is offered in the first two years only. These are the subjects:

- Hospitality Business Communication I and II
 - The purpose of this subject is to teach the students the principles of good written and verbal communication, vital attributes in the hospitality industry.
 - In the second year the communication subject specialises in group and organisational communication, with the aim of empowering the students to communicate in employee group scenarios in the workplace.
- Hospitality Financial Management I, II and III
 - Financial management is an essential tool in developing managerial skills. In the first year, the students cover aspects regarding basic accounting principles and accountancy language.
 - In the second year, the students are provided with the financial management tools required for decision-making within the hospitality industry.
 - The third year brings the first two years together to apply financial statements as decision-making tools in case studies.
- Hospitality Information Systems I, II and III
 - Hospitality Information Systems I is an introduction to computer technology and the understanding and application of MS Office, email and internet. The theoretical aspect is followed up with practical classes and practical assessments.
 - In the second year this subject explains how technology is utilised in the hospitality industry within the Rooms and Food and Beverage divisions of hotels and restaurants.
 - In the third year emphasis is placed on the accounting applications utilised in the hospitality industry, with a practical short course in the basic functions of Pastel accounting. The selection and implementation of computer systems and systems maintenance are discussed. This is vital information for future managers responsible for a department within the hospitality industry. As a daily presence within the hospitality industry, the role of social media is discussed.

- Hospitality Management I, II and III
 - A core subject within this qualification, a variety of topics under the rubric of Hospitality Management are taught over the three-year period. The first year covers the four basic management concepts, ethics in the workplace and conflict management. Students entering the workplace for their first WIL require the knowledge of this content to empower them with the work ethic required for working in the “real world”.
 - In the second year the focus shifts to the principles of marketing and the conceptualisation of business economics.
 - The third year covers the Labour Relations Act, another essential area of knowledge for future supervisors and managers. The planning and implementation of human resource requirements are explained.

- Rooms Division I, II and III
 - Rooms Division is the major subject in this qualification. In the first year students are introduced through case scenarios, to the guest cycle, service excellence and customer service. A practical component is taught regarding the basic application of the Property Management System Micros Opera, in relation to the guest cycle. This component assists the student with basic knowledge of the front office department when entering the hospitality industry for their first WIL placement in their 2nd year.
 - The second year focuses on theoretical knowledge of all the Rooms Division departments.
 - The third year covers aspects regarding facilities management and the implementation and maintenance of green practices.

- Hospitality Industry Law I, II and III
 - In the first year, Hospitality Industry Law encompasses an introduction to the structure of government and the laws applicable to the hospitality industry, for example, the liquor laws, gambling laws, tobacco laws, food hygiene laws, and the food labelling law.
 - The second year covers the Labour Relations Act from a legal point of view. The managerial aspects of this law are taught in the third year of Hospitality Management. Facets regarding employment equity, affirmative action, and skills development are explained.

- The third year of Hospitality Industry Law covers all elements pertaining to contracts and franchises.

In the third-year curriculum, the subject Revenue Management is introduced. Revenue management has become an important management tool in the hospitality industry (Wood, 2015:67). This subject covers aspects such as market segmentation, dynamic room pricing, supply and demand, application of occupancy ratios, and the implementation of revenue strategies. As a vital aspect of the accommodation segment of the hotel industry, it was important that this subject be introduced into the Dip. H&HM qualification, and students on their final WIL placements should receive some exposure to the practical application of revenue management.

The final two subjects to be discussed are the WIL placements named Hotel Practice I and II. These WIL placements are to be implemented in the second and third years of the qualification. The first WIL placement should cover the theoretical knowledge offered by the first-year subjects and the second and final WIL placement should cover the theoretical knowledge gained in the second and third years. The learning outcomes of the WIL placements are discussed in greater detail, below.

The development of new types of qualifications by CHE has given higher education institutions the chance to establish qualifications that consider the emerging skills and knowledge in South Africa. The CTHS has embraced this with the development of the revised Dip. H&HM that allows the opportunity to develop learning outcomes that are specific to the current requirements of the hospitality industry. WIL placements form an integral part of the learning process, but there are always areas for improvement. There is a need for better integration of the learning outcomes into the learning process during the WIL placement so students can identify the theoretical knowledge in the work to be completed during the WIL placement.

2.4.3 Learning outcomes for Hotel Practice I and II

From the curriculum it can be seen that the WIL component of the Dip. H&HM has been renamed Hotel Practice I and II and is planned for the second and third years of study. The time frame for each of the WIL components has been reduced from six months to four months each year, thus totalling a full eight months of industry exposure before graduation. According to the CPUT curriculum analysis and review for the CTHS (Voigt & Draper, 2013:2), the revised Dip. H&HM focuses on the operational aspects of the hospitality industry. The qualification is also strengthened by an increased focus on the strategic planning and other competencies required for middle-level management

positions. To allow for the extra academic time to be spent on covering these, the practical experience component had to be reduced. This includes WIL placements, working in the CTHS's restaurant and kitchen, and practical culinary and technology lessons. This was achieved in two ways, first by reducing the WIL placements from two six-month placements to two four-month placements, and secondly, by removing the requirement that students work in the CTHS's restaurant in their third year.

The period when the students are placed in the hospitality industry for Hotel Practice I will be after the first year of the Dip. H&HM, while Hotel Practice II will take place in their third year after all theoretical studies are completed. The learning outcomes for Hotel Practice I will differ from Hotel Practice II. Although both Hotel Practice I and II are considered operational WIL placements, Hotel Practice II offers more exposure to supervisory training and experience. Thus the learning outcomes for Hotel Practice I will be operational in nature and aligned to the learning outcomes of the first-year subjects. As all the theoretical subjects are completed before the student commences Hotel Practice II, the learning outcomes must be aligned to the full three years of theoretical studies, as well as designed to test the competencies expected of CPUT graduates. From this it can be deduced that there should be two different assessment tools, one for each of Hotel Practice I and II, in order to measure the learning outcomes and student progress at the required level of study. The assessment of the learning outcomes incorporated into the WIL component is not an all-encompassing assessment tool. As explained by Hodges et al. (2014:190, 204), the ways in which students perform and learn in the workplace are influenced by the situational and socio-cultural aspects of the establishment, which require different approaches to assessment. The methods of assessment and evaluation in WIL are discussed in Section 2.5.

A useful point of departure in designing an assessment tool for the WIL component is to integrate the learning outcomes for the subjects into the learning outcomes of the WIL component of the course, namely Hotel Practice. The WIL learning outcomes for Hotel Practice 1 are detailed in Appendix D, and for Hotel Practice II in Appendix E.

The learning outcomes for Hotel Practice I are set according to the learning outcomes of the first-year subjects of the Dip. H&HM qualification and the required NQF level 5 descriptors. A student completing a WIL placement must work in various departments of the hospitality establishment in order to concretise their theoretical knowledge into practical experience. During the four-month WIL placement for Hotel Practice I, the student would ideally work in different departments, applying the knowledge gained

from the various first-year subjects in day-to-day work. The departments where the students should work include front office, housekeeping, and the food and beverage department. A WIL placement for Hotel Practice I should ideally include the following departments and learning outcomes:

- Front Office Department

The student would be required to learn the operational aspects of reception, guest relations, concierge, reservations, and switchboard. The learning outcomes would be the understanding and application of the theoretical knowledge of the guest cycle and service excellence into actual situations in the workplace environment as well as the practical application of the Property Management System, Opera used in hotels.

- Housekeeping Department

The student would be required to work in all areas of housekeeping to gain a good understanding of how the department operates. Although the in-depth theoretical knowledge of housekeeping is only included in the second-year of the Dip. H&HM curriculum, students have informed the relevant lecturers at the CTHS that concepts are easier to understand after spending some time working within this department.

- Food and Beverage Department

The student would obtain the operational skills from working in a hotel restaurant, kitchen, events, bar and in-room dining. The student would apply the theoretical knowledge obtained from the subjects Food and Beverage Studies and Hospitality Gastronomy as well as the practical experience gained from working in the CTHS's restaurant in their first year. The learning outcomes include an understanding of the service cycle in a restaurant, identifying health and safety aspects within the food and beverage department, understanding the kitchen pass, and understanding the dietary requirements of guests.

Whilst working in these departments the student would regularly apply theoretical knowledge acquired from the other core subjects in the curriculum:

- Business communication skills are applied through verbal and written communication; for example, when working as a receptionist the student has to communicate with guests.

- Hospitality management theoretical knowledge is applied as students identify different management styles during their exposure to different managers. Conflict management skills are exercised when students are placed in confrontational situations with guests and staff.
- Hospitality financial management knowledge is applied when the students carry out banking and cash-up duties under the guidance of a supervisor.
- Hospitality information systems knowledge is applied whilst working in reservations, where email and MS Office are integral to the daily work.
- Hospitality Industry Law theoretical knowledge is important in understanding the legislation pertaining to the tobacco, liquor and gaming laws. For example, a guest may request alcohol outside of legitimate service hours; armed with the legal knowledge, the student can confidently deal with the guest's request.

A carefully designed WIL programme is needed to integrate the learning outcomes required for each subject.

For the subject Hotel Practice II, the learning outcomes are aligned with the theoretical content of the Dip. H&HM qualification covered over the three years of study, as well as with the NQF level 6 descriptors. A student completing a final WIL placement should receive a combination of operational and supervisory exposure while working in the different departments of the hospitality establishment. That the student would have gained some knowledge of the operational aspects of the hospitality industry during the first WIL placement should mean that he or she is well placed for exposure to supervisory experience during the second WIL placement.

Rooms Division and Management are the major subjects for the Dip. H&HM, which suggests that the final WIL placement should focus on experience in the Rooms Division Departments. As the student on a final WIL placement will not be returning for theoretical classes, the placement gives them an opportunity to prove themselves for possible permanent employment after the completion of WIL at the hospitality establishment where they are placed. A WIL placement for Hotel Practice II should ideally include the following departments whilst meeting the relevant learning outcomes:

- Front Office Department

The student would be required to learn the operational and supervisory aspects of reception, guest relations, and concierge. A period working in reservations with the purpose of developing a working knowledge of revenue management

is essential. The student must understand how the financial aspects of all the departments in the hotel come together. Thus he or she is required to spend a week working night audit shifts, learning how to complete a night audit. The learning outcomes would be the understanding and application of the theoretical knowledge of revenue management, the night audit financials and the overall requirement to supervise the front office department.

- Housekeeping Department

As the student would have worked in housekeeping during their first WIL placement, the time spent in this department during the second WIL placement would be devoted to understanding the management of housekeeping by observing the day-to-day supervision of the department, the rostering of staff, stock takes, and the stock control of linen and guest amenities. This would grant the student the opportunity to apply the theoretical knowledge of housekeeping learnt during the second-year of the Dip. H&HM curriculum.

- Maintenance and facilities department

The student would be required to gain experience of the operational and supervisory aspects of the maintenance and facilities department, concentrating on applying theoretical knowledge regarding green practices to ensure a sustainable yet profitable business. This is an important trend in hotel management as is seen with Hotel Verde, located at the Cape Town International Airport, the first sustainable hotel built in Africa. The learning outcomes include understanding how water, waste and energy usage in a hospitality establishment are managed, as well as the procedures to follow in maintaining guest bedrooms.

- Accounts department

The student should spend a time working in the accounts department to gain an understanding of all accounting procedures, thus applying the theoretical knowledge obtained from the subject Hospitality Financial Management. The learning outcomes should concentrate on how to complete the accounting functions as well as identify and resolve any discrepancies. The Pastel training obtained during Hospitality Information Systems is applied whilst the student is working in this department.

- Human Resources

The student should spend time working in the human resources department to witness in action the labour relations theory gained from the subject Hospitality Industry Law. The learning outcomes should include knowing the correct procedures regarding the employment and dismissal of staff in a real-world context. The student should also become acquainted with the skills development and employment equity procedures applied within the hospitality establishment.

- Sales and Marketing

Time spent in sales and marketing gives the student an opportunity to compare the marketing strategies identified in the subject Hospitality Management with what is happening in the WIL establishment, as well as to experience in an operational environment the social media aspects introduced in Hospitality Information Systems.

Whilst working in these departments the student regularly applies the theoretical knowledge associated with other core subjects in the Diploma:

- Business communication skills are applied through verbal and written communication.
- Hospitality management theoretical knowledge is applied as students continually identify different management styles during their exposure to different managers. Conflict management skills are exercised when students are placed in confrontational situations with guests and staff as well as when they are put into supervisory situations. The managerial aspects of human resources are applied whilst the student is working in the human resource department, as well as observed when he or she is working in different departments.
- Hospitality financial management knowledge is applied when the students carry out banking and cash-up duties independently as well as when they are working in the accounts department.
- Hospitality information systems knowledge would be required on a daily basis in reservations and night audit.
- Knowledge of Hospitality Industry Law is important in understanding the labour relations act and the basic conditions of employment.
- Another carefully structured WIL programme is needed to monitor these requirements.

In Appendices D and E, the learning outcomes for the WIL component are aligned with the learning outcomes for each subject in the Dip. H&HM and all the theoretical components completed before the Hotel Practice placements. From the appendices it is clear that the overall outcomes for the WIL component are detailed and in some respects repetitive. However, the learning environment for a student completing a WIL component is not rigid, but broad and complex and influenced by a variety of factors inherent in the workplace (Hodges et al., 2014:189). As Hodges et al. (2014:189) note: “work practices are inherently interactive, collegial and interdependent”. The learning outcomes for the WIL component need to be adaptable to the complexities of the hospitality workplace, yet still be integrated into the learning outcomes of the curriculum.

2.5 Methods of assessment and evaluation

Assessments are key to improving the performance of the faculty, students and the programmes as it helps to measure the success of the students and gather feedback for improvement (Ben-Jacob & Ben-Jacob, 2014:245).

2.5.1 Conceptualising assessment in WIL

Effective assessment methods are an essential part of any curriculum design (Patrick et al., 2008:40) and a keystone for any university qualification (Ferns & Zegwaard, 2014:179). This is perhaps especially the case when WIL is a compulsory module. The progress of a student's performance in higher education is measured through a variety of assessment methods, divided into formative and summative assessments, as explained in Section 2.5.3, below. The *Collins English Dictionary* defines assessment as “the act of assessing, especially in Britain the evaluation of a student's achievement on a course” (CED, 2000:90). The purpose of the assessment process is to determine whether the student meets the required minimum curriculum outcomes (Ferns & Zegwaard, 2014:184). Hodges et al. (2014:190) expand on this understanding of assessment by describing it as a way of preparing the student for life, as learning is a lifelong phenomenon. Winberg et al. (2011:41) stipulate that the assessment of WIL must be carried out in accordance with the same principles as any standard assessment practices. The assessment processes in WIL should be “appropriate, fair, transparent, formative as well as summative, valid, authentic, and consistent” (Winberg et al., 2011:41). The forms of assessment methods that may be used in WIL can, according to McNamara and Ruinard (2016:17), include “learning plans, reflective journals, reports, student presentations, classroom discussions (or ‘rounds’), oral questioning, portfolios, supervisor's assessment and career plans.”

2.5.2 Challenges of assessment in WIL

WIL is characterised as an integration of the academic theory learnt on campus with actual practice and experience gained in the work place (Jackson, 2013a:99). It must be assessed in accordance with the curricular alignments (Winberg et al., 2011:13). Rowe and Zegwaard (2017:91) stress that for WIL to be effective, the placement activities must be significant, pertinent and thoroughly integrated into the academic curriculum. Assessments in higher education remain a challenging issue for universities (including UoTs in South Africa), especially in the WIL context (Yorke & Vidovich, 2014:225, 234).

Challenges associated with the expectations and assessment of WIL are various. Smith et al. (2016:198) explain that as the students are placed in “real-work places”, WIL placements vary in the experiences they offer, which affects the quality, educational value and psychological impact of the placement. Yorke and Vidovich (2014:234) report a study in which final-year students were unclear about the goals and expectations associated with their WIL placement, even though the outcomes and criteria were well stipulated. They argue that perhaps the learning process is hampered when the outcomes and expectations are too specifically defined. This argument is in line with Torrence’s (2007:232) opinion that although candidates who receive extensive tutoring have a better opportunity to succeed, this “transparency of objectives coupled with extensive use of coaching and practice to help learners meet them is in danger of removing the challenge of learning and reducing the quality and validity of outcomes achieved.”

Patrick et al. (2008:40) argue that WIL should be written into and aligned with a specific curriculum to ensure that the student’s WIL experience is focused and productive. Furthermore, the WIL curriculum should be carefully designed to include appropriate methods of assessment, evaluation and quality assurance. This approach would ensure effective integration of the theoretical aspects required by the university and the actual practices experienced in the workplace. Part of what is assessed is the student’s ability to use the theoretical knowledge in a practical environment (Smith & Worsfold, 2015:22-23).

This assessment of theoretical knowledge in practice is a contentious issue for WIL (Hodges et al., 2014:189), as a supervisor or manager, who may or may not have the appropriate knowledge of how to assess students, conducts the assessment process during the placement. Hodges et al. (2014: 191, quoting Eames, 2003:23), refer to the

importance of understanding how one learns from practical experience to be able to assess appropriately. McNamara (2013:184) emphasises that the assessment may be unreliable if it is based entirely on one individual's opinion, therefore moderation is recommended. McNamara and Ruinard (2016:13) elaborate on this by observing that multiple assessors in the workplace, each with their own weighting and understanding of the criteria (that may depart from the intended meaning) can affect the assessment process. Knight and Yorke (2003:118) emphasise that competence in WIL can only be assured if the work is assessed more than once and by different assessors. The external partners contribute to the assessment process and provide feedback on the student's performance. However, although potentially beneficial to the student, the hospitality establishment and the academic institution, the external partners' contribution could add complexities to the assessment process (Ferns & Zegwaard, 2014:180).

A further challenge is the actual setting of the WIL placement. The external work- place is not an isolated and controlled environment. The student works in an environment with colleagues who can affect the overall performance and experience of the student. Furthermore, the hospitality environment differs vastly in the various sizes of the establishments. This can have an impact on the student's work performance. Often a larger environment may have more exposure to various learning situations, but conversely exposure to more employees can affect a student negatively. As beneficial as WIL placements are, Zopiatis and Theocharous (2013:37) have identified five weaknesses that can detract from the quality of the WIL placement. These weaknesses are:

1. Lack of control over students and the difficulty of monitoring and evaluating the internship practice;
2. Scarcity of funds for on-site student visits;
3. Absence of support from the hospitality industry, indicating their low level of motivation and commitment to the internship practice;
4. Lack of flexibility and variety of internship opportunities; and
5. Confusion between work experiences and internship experience.

Zopiatis and Theocharous (2013:34) use the word internship in their research, to explain the experiences that students gain by integrating university theory into the actual world of work. They agree that there are various terms for this phenomenon, including work placements.

The first and third weaknesses quoted above have a definite impact on the assessment of students. Hodges et al. (2004:50) emphasise that these several factors can affect the assessment process and make it impossible to produce an assessment that

guarantees absolute reliability, validity and impartiality. Rather, they recommend accepting that there will always be a degree of subjectivity in the assessment process, while identifying the factors that can create good assessment practices.

A fundamental challenge of WIL lies in ensuring the validity and reliability of the WIL assessment. The assessor must be assured that the assessment instrument will, in fact, measure the student's progress, performance and abilities (Ferns & Zegwaard, 2014:182). Aspects of validity and reliability will be addressed in Section 2.5.5, below.

2.5.3 Formative and summative assessment in the WIL context

Formative versus summative assessment in higher education has been the subject of much debate. In its most basic form, the summative assessment is the final assessment in which the mark awarded is the final mark measuring whether the student's performance is satisfactory, so as to move onto the next level of a programme, or give accreditation at the end of a course (Knight & Yorke, 2003:16; Biggs & Tang, 2011:196; Winberg et al., 2011:41). There is little or no feedback given after a summative assessment. Prior to the assessment, it is important to clearly identify the purpose of the assessment as formative or summative (Knight & Yorke, 2003:17). Isaacs et al. (2013:16) argue that there is no set format for a summative or formative assessment, and the distinction is dependent on the purpose of the assessment: that is, whether it aims "to support feedback or to make a summary judgement."

Rowntree (1987:7) describes formative assessment as a means of improving methods of teaching to support the development and growth of the student. Sadler (1998:77) concurs, characterising formative assessment as a way of providing feedback to the student to enhance the learning process. Knight and Yorke (2003:32) and Ben-Jacob and Ben-Jacob (2014:245) suggest that the purpose of formative assessment is to provide the student with feedback on their performance, thus allowing for reflection ideally leading to the development of ways of improving performance. Formative assessment can thus be considered a means of encouraging students to become self-regulated learners (Nicol & MacFarlane-Dick, 2006:199).

Formative assessment can be categorised along a continuum from the most informal formative feedback obtained from peers, teachers and others from outside establishments, to the formal formative feedback gained from teachers (Knight & Yorke, 2003:33). If the assessment of the student during the WIL placement is to be considered a formative assessment, it should be of the formal formative type. Knight and Yorke (2003:34) describe the formal formative assessment as one designed

according to the specific curriculum assessment framework of a specific course. This framework requires the student to complete the work and the lecturer to provide feedback that encourages student learning. Feedback is not limited to the lecturer and academic institution, but may emanate from external sources. Knight and Yorke (2003:34) observe that formal formative assessment is “typically undertaken by academic staff or by supervisors of placement activity within a collaborating organization.”

Considering this process in the hospitality work environment, the student completes the specific task within a workplace department, the feedback is provided by a supervisor in the department according to pre-determined assessment criteria provided by the academic institution and, in an ideal world, the supervisor discusses this feedback to encourage self-reflection conducive to an enhanced learning experience. It is important that the feedback involves productive dialogue between the supervisor and student to allow for active and meaningful engagement (Gikandi & Morrow, 2016:155; Grosas et al., 2016:1596).

2.5.4 Criterion-referenced assessment (CRA)

Hodges et al. (2004:50) distinguish two types of assessment, namely norm-referenced assessment (NRA) and criterion-referenced assessment (CRA). Biggs and Tang (2011: 208) explain the differences in these two forms of assessment as follows:

- In NRA, the results are expressed in terms of comparisons between students after teaching is over. CRA results are expressed in terms of how well a given student's performance matches criteria that have been set in advance.
- NRA makes judgements about people, CRA makes judgements about performances.

Smith (2014:210) adds that CRA is a means of comparing a student's performance with pre-determined criteria defining an “ideal” performance. He explains this with the example of how an essay could be divided into

... dimensions (clarity of expression, grammar, logic, relevance of evidence drawn upon) and for each one of these dimensions, students' performances in each of a series of achievement levels (from 'fail' through to 'excellent') are described and/or exemplified.

The student's essay is then graded in terms of these predetermined criteria and marked accordingly. Similarly, a student completing a WIL placement is assessed on their performance and how they meet certain criteria. That is why, in the opinion of Hodges et al. (2004:50), NRA is not a suitable form of assessment for the WIL component and is discussed no further in this study.

In CRA the learning outcomes are specified in advance and the method of assessment is employed to measure the student's performance against these outcomes or criteria (Hodges et al., 2004:50). Biggs and Tang (2011:100) refer to these as intended learning outcomes (ILOs). They define ILOs as statements that are written from a student's viewpoint that will demonstrate the degree of understanding and competence ultimately required of the student. When describing ILOs, verbs are used such as "explain", "apply", "reflect" and "evaluate" are used. According to Hodges et al. (2004:50), ILOs focus on the learner and the assessment process during the WIL placement strives to encourage the learner to develop their own learning and self-reflection (McNamara & Brown, 2009:413).

2.5.5 Validity and reliability

Ensuring validity and reliability is a core challenge in WIL assessment. For validity to be achieved, the assessor must be confident that an assessment instrument is actually measuring what it is intended to measure (Ferns & Zegwaard, 2014:182). Smith (2014:210) explains that the assessment must exhibit a comprehensive grasp of what must be assessed; for example, there must be a demonstration of knowledge, understanding or skill, and for this to be valid, a clear understanding of the learning outcomes is required.

An assessment can be described as reliable if the same assessment is performed by different assessors with similar results or the same assessor completes the assessment on different occasions with similar results, assuming that there is no change in the student's abilities due to practice or training (Smith, 2014:210).

2.5.6 The role of the workplace supervisor and workplace assessment

As a credit-bearing module, the WIL component of the Dip. H&HM qualification needs to be assessed and have a mark awarded to determine whether the student is successful or not. Part of the allotted mark for the WIL component is the assessment of the student's performance when they are completing their placement within the hospitality industry. It is standard practice for the employer, as the best judge of the professional competence of the students, to complete the student assessments (Milne & Caldicott, 2016:175).

The supervisor of the WIL placement plays a crucial role in guiding and training the student (McNamara, 2013:186), and is also responsible for judging the student's performance (Winchester-Seeto et al., 2016:102). Once the supervisor feels the student has reached a level of competency in the area of training, the assessment can

take place. To ensure effective assessments the supervisors carrying them out should be aware of the learning outcomes of the specific task being assessed. As these learning outcomes are integrated into the WIL placement, the supervisor, with the guidance of the assessment form, should be able to assess the student. An example of this would be a student being trained on how to check-in a guest at the reception desk. The student would apply the theoretical knowledge of the guest cycle to the actual task of checking in the guest. Once this has been done a sufficient number of times the supervisor can then assess the student according to the criteria stipulated on the assessment sheet.

An important aspect of the assessment is the feedback provided by the supervisor to the student and the self-reflection carried out by the student. The feedback given should be encouraging, motivational and assist in providing valuable insight into areas where improvement is required (Knight & Yorke, 2003:35, quoting Mentkowski Associates, 200:82). Peach et al. (2014:242) state that feedback is a means of providing information regarding a student's development. They suggest that it is the supervisor in the workplace who can ratify whether the student has achieved the workplace skills, which include technical skills related to the workplace and generic skills such as communication and interpersonal skills, problem solving, critical-thinking and teamwork. Ferns and Zegwaard (2014:180) stress that constructive feedback from the workplace supervisor is vital when evaluating the intangible components of the WIL placement.

The workplace supervisor plays an essential role in the development of a student during the WIL placement, though McNamara (2013:187) stresses that it is important for the students to be supported in their development by an academic supervisor both prior to and during the WIL placement. More recent research by Winchester-Seeto et al. (2016:113) confirms this, suggesting that "there is clearly a need for hosts and academics to work more closely together and to develop strategies to promote closer cooperation and communication".

2.6 Graduate attributes and employability

There is considerable research into the responsibility of higher education institutions to enhance the employability of students through the development of graduate attributes (Knight & York, 2003:118; McNamara, 2013:183; Oliver, 2013:450; Beaumont et al., 2016:3; Rowe & Zegwaard, 2017:88). Knight and Yorke (2003:89) identify a number of characteristics that make graduates highly employable. These may be summarised as self-management skills, communication skills, team working, interpersonal skills, self-

confidence, the ability to work under pressure, commitment, problem-solving abilities, attention to detail, initiative and tolerance. According to Biggs and Tang (2011:10), graduate attributes (also known as graduate outcomes) are the overall outcomes students should achieve from the total university experience. These include “creativity, independent problem-solving, professional skills, critical thinking, communication skills, teamwork, as well as lifelong learning.” These graduate attributes are in line with the competencies that hospitality management research has shown to be expected from graduates (see Section 2.3.2, above). Knight and Yorke (2003:5) characterise employability as “a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations.”

Hill and Walkington (2016:222) conclude that students should display a combination of skills, attitudes, knowledge and values on completion of a higher education qualification. Graduate attributes are currently referred to as critical cross-field outcomes in the CTHS subject guides. In the second and third year subject guide for Work-integrated Learning (2017), the critical cross-field outcomes are explained as:

- Be able to organise and manage your time and activities responsibly and effectively by submitting assignments on time and planning a weekly work schedule.
- Show competence in effective communication by means of written correspondence and portfolios.
- Show creative thinking when identifying and solving problems
- Work effectively with others as a member of a team, group, organisation and community.
- Collect, organise, analyse and critically evaluate information
- Organise and manage time and activities responsibly and effectively
- Use technology effectively and critically
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and written persuasion.
- Participating as responsible citizens in local, national and global communities. Recognition of the interrelatedness of tourism/hospitality in social, economic, environmental and political context. Exploring education and career opportunities. Developing entrepreneurial skills and opportunities within the tourism/hospitality industry. (CPUT: Subject Guide: Hospitality Management Work-integrated Learning, 2017:8)

These critical cross-field outcomes are stipulated for NQF level 6 and meet the NQF level descriptors for NQF level 6.

2.7 Summary

The concept of WIL has developed substantially since its inception in the early 20th century and has become an integral component of many higher educational institution

qualifications. There are various benefits of WIL to all parties involved. Taylor and Govender (2017:108-109) explain how the WIL programme adds value to the students, which ultimately increases their employability; to the industry, as it allows them to access graduates that they have moulded to suit their requirements; and to the university, by strengthening the ties between industry and the university. WIL is an important component of the current Hospitality Management Diploma at the CTHS. In the development of the new qualification, Dip. H&HM, which replaces the qualification, Hospitality Management: Accommodation Management, WIL will remain a credit-bearing subject. The new qualification concentrates mainly on the rooms division within the hospitality industry, which means that the WIL component must be aligned and assessed accordingly. There is increased specialisation in subjects such as rooms division, revenue management, housekeeping, law, entrepreneurship, management, and a greater focus on strategic planning, to ensure that the graduate is competent to occupy junior to middle management positions (Voigt & Draper, 2013). The theoretical parts of the course as well as the WIL component are obligated to produce a well-rounded student who possesses the attributes required by the hospitality industry.

As the WIL Coordinator at the CTHS, the researcher has been privy to numerous complaints and concerns regarding the current assessment of WIL. During previous WIL placements it has been observed that there is a lack of consistency in the manner in which supervisors and managers assess WIL students. This is not unusual as the assessment of WIL is a challenging issue due to unpredictable and variable influences in the workplace that could affect the assessment processes (Ferns & Zegwaard, 2014:179). In an attempt to have better control over the assessment process of WIL at the CTHS, it is important that the WIL curriculum has a carefully designed assessment framework where the theoretical aspects of the curriculum are clearly integrated into the WIL learning outcomes. However, the validity and reliability of the WIL assessment will always be vulnerable to consistency, as industry managers or supervisors (who may or may not have adequate knowledge of the curriculum and training in assessment procedures) are the ones who carry out the assessment process at the workplace.

CHAPTER THREE

RESEARCH DESIGN

3.1 Introduction

In the previous chapter, WIL was discussed as a component of a higher education qualification intended to improve the employability of graduates. The alignment of the module learning outcomes with the WIL component of the Dip. H&HM course was reviewed to ensure that the outcomes were integrated into the WIL. The methods of assessing the learning outcomes during a WIL placement and the challenges involved were identified and discussed. This chapter describes the research design employed in the study, the main sources of information, and the systematic approach used to answer the research questions and meet the research objectives. The quantitative component of the research involved the distribution of questionnaires to gather information from the two population samples, namely the 2017 WIL students at the CTHS and the hospitality establishments in the Western Cape that accepted the CTHS students for their WIL placement.

The qualitative component of the research involved one-on-one interviews with a selected sample of the population. The reason for conducting the interviews was to garner in-depth opinions from both sample populations that could not be obtained from the quantitative questionnaires. Qualitative research involves understanding the subjective experiences of the participants (Du Plooy-Cilliers et al., 2014:173). The survey data obtained was analysed using the IBM Statistical Package for Social Sciences (SPSS), version 24.

3.2 Research objectives

One of the objectives of this study was to investigate the methods by which CTHS students were assessed during their WIL placements, as the basis for developing an appropriate assessment instrument for the WIL component of the new Dip. H&HM qualification.

Following from the aim, the following objectives were identified:

- Investigate the desired attributes expected by the hospitality industry for students studying the current ND.HM: Accom.
- Evaluate the curriculum outcomes for Dip. H&HM in the second and third years of study.

- Explore the procedure followed by supervisors and managers in the workplace when evaluating a student during the work placement period.
- Align the Dip. H&HM outcomes with the attributes of students studying a Dip. H&HM as desired by the hospitality industry.
- Develop assessment instruments aligned with the work-integrated learning component of the Dip. H&HM.

It was in terms of these objectives that the researcher gathered opinions from the students who had experienced assessment during a WIL placement and the hospitality establishments that had hosted them.

3.3 Research design

A research design, according to Cooper and Schindler (1998:130) and Bryman and Bell (2007:40), provides a framework for the collection, measurement and analysis of data, by using the most appropriate techniques to obtain the answers to the research questions. Ang (2014:7) explains that a research design can incorporate a quantitative, qualitative or mixed-method research approach.

The research problem statement for this study has been summarised as follows:

Due to the importance of WIL and of the methods used to assess students during WIL, it is necessary to establish the most suitable method of assessing students registered for the Dip. H&HM during their work-integrated learning placements, thus realising the outcomes of the qualification.

3.3.1 The purpose of the research

Various research purposes require various types of research. Du Plooy-Cilliers et al. (2014:72-79) distinguish pure, applied, exploratory, descriptive, explanatory, correlative, predictive, and pragmatic research. Since the primary purpose of this research was to establish the manner and effectiveness of WIL assessments carried out at hospitality establishments, a descriptive method of research was appropriate. Welman et al. (2005:23) characterise descriptive research as involving the attempt “to understand the ways things are”. They suggest that descriptive research has two goals, namely:

- to explain a phenomenon, particularly in human behaviour, where the relationship between variables is indicated and how one variable affects another variable, is observed; and

- to predict human behaviour, through explaining the reason for the behaviour, with the possibility of changing or controlling the behaviour.

This account of descriptive research is substantiated by Du Plooy-Cilliers et al. (2014:75), who observe that the purpose of this type of research is to “describe the characteristics of phenomena, relations between variables or relationships between phenomena as accurately as possible”.

This study investigated the methods used to assess CTHS students during their WIL placements by supervisors and managers at hospitality establishments. On the basis of a detailed description of these, a determination could be made as to whether different and/or improved assessment methods could or should be employed.

3.3.2 Research methodology

Welman et al. (2005:2) note that the purpose of the research methodology is to clarify the logic informing the research methods and techniques used during the research. According to Bless et al. (2013:16), research done in the social sciences may use a quantitative, qualitative, or mixed-methods approach. De Vos et al. (2013:42) characterise social science research as “the systematic, controlled, empirical and critical investigation of social phenomena”.

3.3.3 Quantitative research methodology

The focus of quantitative research is on gathering numerical data that is applied across groups of people to explain a particular phenomenon. The data is collected through polls, questionnaires and surveys (Babbie, 2010:23; Muijs, 2011:2; Bless et al., 2013:16). Where phenomena such as attitudes, beliefs and opinions are being investigated, the research instruments are designed to convert the phenomena into quantitative data that can be measured (Muijs, 2011:2).

3.3.4 Qualitative research methodology

Qualitative research is more flexible, but has the underlying aim of understanding a particular phenomenon within its natural environment from the respondents’ point of view (Bless et al., 2013:16; De Vos et al., 2013:65). It involves investigating the subjective experiences and meanings associated with the phenomenon (Du Plooy-Cilliers et al., 2014:173). Table 3.1, offers a comparative account of quantitative and qualitative approaches to research.

Table 3.1 Comparison of quantitative and qualitative research

Criterion	Quantitative	Qualitative
Structure/ Design	Rigid	Flexible
Size of the study	Often big	Likely to be small in size
Personal involvement of the researcher	Objective/neutral	Subjective
Reasoning	Seeks to generate findings and generalise from sample to population (deductive)	Seeks to understand the phenomenon under study from the sample (inductive)
Sample/s	Representative of the population	Not representative of the population
Type of collected data	Measurements; scores; counts	Oral and written expressions of opinions, feelings, etc.
Theory	Tests a theory	Theory emerges as the study continues or as a product of the study
Hypothesis	Tests whether a statement of relationship between variables can be confirmed	May generate more theories and hypotheses
Data analysis	Statistics	Coding, text analysis
Analysis	Uses numbers and statistics	Uses recurrence of themes
Variable	Seeks to find relationship between variables (independent and dependent variables)	Seeks to understand the variables
Literature study	Extensive literature study is done at the beginning of the study	Literature study is sometimes delayed until data has been collected

Source: Bless et al., 2013:17

De Vos et al. (2013:433) argue that in the human sciences, it is sometimes appropriate or necessary to combine quantitative and qualitative approaches in a research methodology known as mixed-methods research.

3.3.5 Mixed methodology

A combination of quantitative and qualitative research methods, a mixed-methods approach, is adopted when the circumstances or problem being investigated requires both methods of research for mutual substantiation (Bless et al., 2013:16). According to Bless et al. (2013:16), a mixed-method approach may combine:

- Structured questionnaires (quantitative) and open-ended interviews (qualitative)
- Surveys (quantitative) and case studies (qualitative), or
- Questionnaires (quantitative) and observations (qualitative).

There are various viewpoints regarding the mixed-methods approach. De Vos et al. (2013:434) distinguish two broad ideas: some authors view the mixed-methods approach merely as a means to adopt various methods of data collection to avoid errors

and biases. This is generally referred to as triangulation. The other viewpoint, supported by De Vos et al. (2013:434), is that the mixed-methods approach is a separate methodology whereby quantitative and qualitative approaches, methods, and procedures are combined, to enable a thorough-going investigation of the research problem.

In this study a mixed-methods approach was adopted to establish both a statistical overview of students' perceptions of their WIL assessments, and a more detailed account of their personal viewpoints on the assessment methods. This qualitative aspect comprised an open-ended question posed in the questionnaires and through random conversations with students during their WIL placements. The quantitative approach was applied with questionnaires using a 5-point Likert scale. This allowed the respondents to express their attitudes on an ordinal scale (De Vos et al., 2013:212). The 5-point Likert scale was ranked from strongly disagree to strongly agree.

3.4 Pilot Study

In order to validate the data collection techniques, check reliability and establish whether the answers would contain comprehensive information, a pilot survey was conducted in October 2017. Du Plooy-Cilliers et al. (2014:257) explain that a pilot study should serve to increase the validity and reliability of the study, as well as to ensure that the respondents understand the questioning and terminology used, with the aim of modifying the questions according to the feedback gathered. The pilot study was also aimed at members of the relevant target groups, namely students who had completed a WIL component, and three hospitality establishments that had previously accepted students for their WIL component.

The sampling procedure applied for the pilot study was to select students who had recently successfully completed a WIL component, as well as hospitality establishments outside of the Western Cape that had accepted CTHS students for their WIL component. Five students who had graduated in 2016 and three hospitality establishments were conveniently selected for the pilot study. As the students had recently completed their WIL placement, their experience was relevant to identifying current trends in the hospitality industry. Two hospitality establishments were selected from the Eastern Cape, and one from Mpumalanga.

The pilot study questionnaire was completed by three of the five respondents to whom it was sent. The questionnaire was completed in full and adaptations were made

according to the recommended changes. One respondent completed the pilot study sent to the hospitality establishments and no recommendations were made.

3.5 Survey techniques

The study employed a cross-sectional survey design and one-on-one interviews with two specific populations to determine the current status of WIL assessments during the WIL placement.

3.5.1 Questionnaire design for population: students

In general, questionnaires use closed-ended questions, check-lists and rating scales to gather information as simply as possible (Du Plooy-Cilliers et al., 2014:152). The questionnaire designed to gather information from the WIL students was divided into three sections:

- General information regarding the placement,
- Content-based questions,
- An open-ended question to allow for recommendations regarding the WIL assessment based on their actual experience of assessment during the WIL placement.

There was no need to gather demographic information as this was considered to have no relevance to the study.

The purpose of the first section was to determine whether participants were in their first or final WIL component, the type of establishment where they were placed, and the extent of work exposure they received during the placement. Section Two of the questionnaire focused on the method of assessment employed at their WIL placement, while the third section, a qualitative line of questioning, allowed the student to give their own opinions on the best method(s) of WIL assessment (please see Appendix F for the student questionnaire).

3.5.2 Questionnaire design for population: hospitality industry

The questionnaire designed for response from the hospitality industry was divided into five sections:

- General information regarding the hotel,
- Content-based questions regarding student attributes for students completing their first WIL placement,

- Content-based questions regarding student attributes for students completing their final WIL placement,
- Content-based questions regarding assessment methods,
- An open-ended question that allowed the industry respondent an opportunity to make recommendations regarding the assessment of CTHS WIL students.

The first section focused on ascertaining the type of hotel and the position the respondent held at the hotel, as well as their highest qualification. The reason for enquiring regarding the qualification was to determine whether they had had previous exposure to higher education assessment. The second and third sections consisted of similar questions, but aimed at the different years of study of the students. The purpose of Section Two was to establish the respondent's opinion of the attributes of students completing their first WIL component, and of Section Three, to establish the respondent's opinion of the (expected) student attributes of a final WIL student. The importance of these questions was to highlight the difference between a first-year WIL student and a final-year WIL student, to establish whether the hospitality industry employees were aware of this, and find out what attributes hospitality industry employees expect of second- and third-year WIL students. The fourth section consisted of questions regarding the methods with which the respondent approaches and completes the assessment of the student. The reason for this line of questioning was to establish whether the respondent took the assessment of students seriously. Unfortunately, these questions rely upon the honesty of the respondent and may be answered incorrectly to avoid creating a negative impression, which could lead to a possible element of bias. The final section, opening up a qualitative line of questioning, comprised an open-ended question to establish whether the respondent, as the person who performed the assessment, felt that there might be better ways of conducting assessments, which would be to the benefit of both the establishment and the student. Please refer to Appendix G for the industry questionnaire.

3.5.3 Interviews

The in-depth interview is a technique for qualitative data collection, through which the researcher poses questions to the research participants with the purpose of learning more about their personal points of view, opinions and beliefs regarding a specific situation or experience (Du Plooy-Cilliers et al., 2014:188). Du Plooy-Cilliers et al., (2014:188) explain that there are three different types of interviews:

- Informal, conversational interviews where there are no set questions; rather, the conversation is allowed to progress and the researcher must adapt to the responses obtained.
- A general interview approach allows for a conversational setting and proceeds with predetermined questions, though these may be adjusted to obtain the relevant information.
- In standardised, open-ended interviews, the same set of open-ended questions is posed to all the participants. The information gathered from these types of interviews is easier to analyse.

The environments in which the students work are diverse and this kind of enquiry assists in gathering information that is relevant to their situation. It has given the research the depth required to produce meaningful results. The unstructured one-on-one interview is seen as a formalised conversation where the purpose is not to obtain answers, but rather to gain an understanding of the participant's experience (De Vos et al., 2013:348).

Due to time constraints, unstructured one-on-one interviews were conducted with third-year WIL students during visits whilst the students were completing their WIL placement. The second-year students were involved with their final year summative assessments, so were therefore not approached at the time of the study.

3.6 Ethical considerations

According to Welman et al. (2005:181) ethical considerations are crucial in any research that results in the collection and presentation of information about human activities. Welman et al. (2005:201) maintain that researchers should be aware of the following four ethical considerations when conducting interviews:

- The researcher must obtain consent from the participants for them to take part in the study and they must be fully informed about the nature of the research.
- Respondents should be assured that their rights to confidentiality, privacy and anonymity are guaranteed.
- Respondents must be assured of indemnity against any form of harm.
- Respondents should be treated with respect during interviews and the researcher must not manipulate them (Welman et al., 2005:201).

These steps were taken before data collection: Ethical approval for the research was obtained from the Ethics Committee of the Faculty of Business and Management Sciences of CPUT (see Appendix A); permission to involve students of the CTHS was

granted by the Acting Head of Department of the CTHS (see Appendix B). For ethical purposes permission was obtained from two hotels, however due to confidentiality reasons these hotels are not named.

In the questionnaire's covering letter, participants were fully informed of the nature of the research. They were assured that all information and primary data gathered would be treated with the utmost confidentiality. Respondents were further assured of complete anonymity (see the covering letter section of Appendices F and G).

3.7 Population and sampling

The population for a study is defined as the complete group of people who have the information that the researcher requires to complete the specific study (Welman et al., 2005: 52; Du Plooy-Cilliers et al., 2014:132). This study investigated the assessment methods for CTHS WIL students in hotels in the Western Cape, South Africa, in the year 2017. For this reason the study population was twofold:

- All the students registered for WIL at the CTHS in 2017; and
- All the hotels in the Western Cape that form part of the CTHS WIL database.

Du Plooy-Cilliers et al. (2014:132) claim that it is important for all the members of a population to have a minimum of one characteristic in common that relates to the research question. In this research the characteristic is that all the students have completed, or were completing, a WIL placement and were exposed to an assessment process. For the hotels, it is that all have accepted students for a WIL placement in 2017 and have therefore assessed students.

3.7.1 Sampling

Du Plooy-Cilliers et al. (2014:135) define a sample as "a subset of a population that is considered to be a representative of the population". They emphasise that the sample must portray the same relevant characteristics as the population. Techniques for obtaining samples are divided into probability and non-probability sampling. Gorard (2013:78) observes that probability sampling includes random, systematic, stratified and clustered sampling, while non-probability sampling comprises convenience, quota, opportunity and snowball sampling. Du Plooy-Cilliers et al. (2014:136) suggest that probability sampling is the preferred method of selecting a sample, as human bias is thereby removed from the decision. There are, however, times when non-probability sampling is required: for example, when a population size cannot be defined, and the selection must be made from the population that is accessible.

For this study the population of students numbered 159, consisting of 86 second- and 73 third-year hospitality management students at the CTHS registered for the WIL subject in 2017. Because the population size was relatively small and manageable, the entire population of students became the sample and sampling was not in fact required. There were some students that, although part of the population and sample, were not eligible to complete the questionnaire as they had not completed the WIL placement due to personal reasons.

The population of hospitality establishments was all the hospitality establishments on the CTHS WIL database. However not all these hospitality establishments necessarily accept students for WIL placements every year, therefore non-probability sampling was used as the study specifically required that the sample comprised hospitality establishments that had accepted CTHS students for WIL in 2017. The sample size of the hospitality establishments was 49, all of which were within the Western Cape and had accepted second- and third-year students for WIL placements in 2017. Part of this sample comprised seven hotels from one specific hotel group which could not participate in the study due to company policy. Therefore, the questionnaires were distributed to 42 hospitality establishments within the Western Cape.

3.8 Strategy for data collection

According to Du Plooy-Cilliers et al. (2014:103), primary data is collected through interviews, questionnaires and any other research required to answer the research question. Among secondary sources of data are published journals, books, databases and online sources.

For the purposes of this study the researcher collected the primary data through questionnaires, interviews and (as WIL coordinator at the CTHS) personal experience. To clarify the last mentioned, the researcher is exposed to WIL students and hospitality establishments in her daily line of work, and a great deal of information is forthcoming from discussions with the students and members of the hospitality industry. Secondary sources were used to gather relevant information regarding WIL curriculum and assessment, and the challenges faced by the latter.

3.9 Data collection

The questionnaires were sent electronically to the second- and third-year hospitality students who were registered for WIL in 2017. As the second-year students were at the CTHS campus for the theoretical component of their studies, it was easy to gain direct

access to these students, both to administer the questionnaire and for interview purposes. The researcher met with the third-year students during the required student visits. During these visits, the students were encouraged to participate in the online questionnaires. The interviews were conducted with the selected sample group of third-year students during these student visits.

3.9.1 Questionnaires

The survey instruments for this study were two questionnaires distributed by email to the sample groups. The response rate for the student questionnaire was 51%. This figure has taken into account respondents who formed part of the sample but were not eligible to complete the questionnaire as they could not complete their WIL placements due to personal reasons. The hospitality industry questionnaire was distributed to 42 of the 49 hospitality establishments. The questionnaire was not distributed to the seven hotels that could not participate in the study as they had indicated prior to the study that they could not partake in the study. There were 21 respondents, giving a response rate of 50%.

To gain the confidence of the participants, and for ethical reasons, a confidentiality statement appeared in the covering letter that accompanied the questionnaire. The letter clearly explained that responses would be used only for the purposes of the research and that the identities of respondents would not be disclosed. This was important in order to encourage respondents to answer the questions candidly. It was also indicated that a respondent could withdraw at any time if he/she felt uncomfortable with continuing, for whatever reason.

3.9.2 Interviews

Informal, conversational interviews were conducted with third-year WIL students during the required student visits. The reason for focusing on third-year students was that these students had had experience of two WIL placements and were in a position to comment on this and also to suggest what an ideal WIL placement might be like. Four interview questions were decided on, though the respondents could add extra information beyond the scope of the questions. The interview questions were:

- Do you think it would be better to submit the assessment forms only at the end of the placement?
- As an accommodation management student, is it better to do a combination of rooms division and food and beverage placement for your first placement so that you can gain an overall understanding of the hotel departments?

- Did anybody discuss your assessments with you?
- If you could improve any aspect of your WIL placement or give advice to students going into a WIL placement, what would you suggest?

The WIL assessment process for the current qualification, ND.HM: Accom requires that students submit their assessment forms to the academic institution on a monthly basis. In reality, this does not happen, and the reason for the first of the interview questions was to establish the reasons for the delay in submitting the assessment forms, and whether respondents had suggestions for a better system. The purpose of the second question was to get students' feedback regarding the possibility of the WIL placement's being an overview of all departments in the hotel, as opposed to being split into food and beverage and rooms division placements, as currently happens. The aim of a WIL placement with exposure to all departments would be to give students a better overall understanding of how a hotel operates. Question 3 was also asked in the student survey, but was repeated in the interview to gather more detail about what actually occurs during the assessment process. The final interview question was broad, and allowed the respondents to provide any information they wished on how the WIL placement could be improved, for the benefit of future candidates.

3.10 Validity and reliability

Validity pertains to whether the research actually measures what it intends to measure (Bless et al., 2013:229; Du Plooy-Cilliers et al., 2014:256). Du Plooy-Cilliers et al. (2014:256) suggest that the following question should be asked: "Do the findings reflect what is happening in the given situation?"

Reliability in research ensures the findings are credible (Welman et al., 2005:145) and that, should the same research be repeated by a different researcher, at a different time, using the same research instruments, the results would be the same (Du Plooy-Cilliers et al., 2014:254).

To ensure the reliability and validity of the instruments used in this study, the questionnaires and interview questions were adapted and modified after feedback from the pilot study. The questionnaires and interview questions were vetted by a CPUT statistician and the CPUT Ethics Committee before the fieldwork commenced.

The data was captured and coded using SPSS Version 24. Each question was analysed and the findings interpreted in relation to the study. In some instances

comparative analysis was done between two questions to gain further insight into the outcomes of the data. When calculating the percentages, there are instances where, due to the rounding off the percentages, the totals exceed 100% by 1 or 2%.

3.11 Summary

This chapter discussed the research design and methodology used to gather the information required to complete this study. The population, sample and data collection methods were addressed.

An account was provided of how the researcher approached the study, as well as the link between the context and the main study objectives. The contribution to the validity and reliability of the study of using a mixed-methods approach was described. The various populations and samples were discussed in order to provide clarity on who participated in the study and why. The chapter concluded with a discussion of relevant ethical considerations.

In Chapter Four the rationale of the research questions is discussed and the research data is analysed.

CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

Chapter 3 discussed the research methods used in the study, highlighting the mixed-methods research design. This chapter presents the data gathered from the questionnaires (Appendices F and G), the interviews conducted with the CTHS WIL students, the observations of the researcher (as the WIL Coordinator), and the WIL students' portfolios submitted at the end of their placement period. There is discussion of the rationale for the questions asked and their relation to the objectives of the study. Some of the questions were posed to create a background for understanding the two study populations, the CTHS WIL students and the hospitality industry. Although not all the questions relate directly to the research objectives and research questions, they do help to identify the populations' characteristics. The responses to the questionnaires are categorised as follows:

Section A: CTHS WIL students' questionnaire (Section 4.2)

Section B: Hospitality establishments hosting WIL students' questionnaire (Section 4.4)

The rationale behind each question is explained as well as its importance in addressing the research objectives and questions listed in Section 1.5 of Chapter 1. Each research objective is addressed as the findings are discussed in this Chapter. The data captured will help establish whether the present WIL evaluation requirements are being properly observed, whether the respondents can identify problem areas, and whether any proposals had been made for a new WIL evaluation system.

4.2 Section A: CTHS WIL student questionnaire

Questionnaires were distributed via email to the CTHS students registered for WIL placement in 2017. The questionnaires were anonymous and completion of the questionnaire was voluntary. Question 1 requested the respondent's consent to complete the questionnaire, and all the respondents who accessed the questionnaire agreed to the completion thereof. The questionnaire was divided into four sections, namely:

- Section One: aimed at gathering some background information about the establishment where the students completed the WIL placement. Questions 1 to 8 were in this section.

- Section Two: questions regarding the learning outcomes of the course and the work completed by the student. This section comprised Questions 9 to 12.
- Section Three: questions directly relating to the assessment of the student during the WIL placement. Questions 13 to 23 were included in this section.
- Section Four: an open-ended question in response to which students could offer their own opinions and suggestions regarding the assessment of the WIL placement, based on their own experience. This section consisted of Question 24 only.

In total the questionnaire was distributed to 159 WIL students, 86 second-year students and 73 third-year students. All the students who accessed the questionnaire agreed to complete it, but only 75 actually did. Twelve students who formed part of the sample as they were registered for the WIL placement in 2017, were not eligible to complete the questionnaire as they did not complete their WIL placements in 2017. Taking them into account, the response rate for the survey was 51%. The survey was distributed via email and completion of the questionnaire was optional. The students were busy with their final exams or completing their WIL placements, which limited the time they had available to complete the questionnaires. These factors, together with the fact that the survey was optional, served to lower the response rate than originally expected. The responses from the 75 respondents were analysed and the findings are presented accordingly.

SECTION ONE: BACKGROUND QUESTIONS

4.2.1 Student questionnaire: WIL placement

Question 2: Please indicate whether this is your first or final WIL placement.

Rationale:

The rationale for this question was the need to distinguish second-year from final-year WIL students, as their status in this regards would presumably have an impact on their overall responses to the questions. Final-year students will have had more exposure to WIL placement, as they would have completed close on a year of WIL.

Table 4.1 Division of first and final WIL placements

	Frequency	Percent
First WIL placement	35	46.7
Final WIL placement	40	53.3
Total	75	100.0

Findings:

The findings revealed that of the 75 respondents, 35 were second-year students and 40 were third-year students. This means the response rate for the second-year students was 47% and for third-year students, 53%. There were 12 students who did not complete their placements, and although they were included in the sample, they were not permitted to answer the questionnaire. The response rate is similarly divided between the second- and third-year groups: as suggested above, it is presumed that both response rates were relatively low because the second years were involved with exams and the third years were doing their WIL in the industry.

4.2.2 Student questionnaire: Hospitality course studied

Question 3: Please indicate for which Hospitality Management course you are registered.

Rationale:

This question was asked to establish the relationship between the different courses and some of the questions asked. For example, a Professional Cookery student might have a different outlook on the portfolio assessment from an Accommodation Management student.

Table 4.2 Breakdown of enrolment for the hospitality course

	Frequency	Percent
Accommodation management	42	56.0
Food and Beverage management	17	22.7
Professional Cookery	16	21.3
Total	75	100.0

Findings:

The findings showed that 56% of the respondents were accommodation management students, while 23% and 21% were studying food and beverage management and professional cookery, respectively. The higher response rate from accommodation management students is beneficial to this study, as ultimately the information gathered will be used for the assessment of the WIL placement performance in the Dip. H&HM qualification, in which the major subjects are accommodation management subjects.

4.2.3 Student questionnaire: Gender

Question 4: Please indicate your gender.

Rationale:

This question was asked purely to establish the mix between male and female students. It does not have an impact on the research objectives.

Table 4.3 Gender of respondents

	Frequency	Percent
Male	25	33.3
Female	50	66.7
Total	75	100.0

Findings:

Of the 75 respondents, 67% were female. That more female students are studying hospitality management than males is in line with the trend at the CTHS for female students to form the majority of the annual student intake. This trend is, however, problematic for the hospitality industry. On numerous occasions hospitality establishments have requested male students for the WIL placements, a request that has not always been possible to accommodate. When questioned about the reason for preferring male students, the response from the hotel managers was that male workers were preferred due to the labour-intensive nature of some areas of hotel work. There is little research on gender preference in the hospitality industry. A study completed by Petrović et al. (2014:800) noted that guests prefer staff who are kind and easily accessible, and that women are more inclined to display these and other positive attitudes towards the guests than men.

4.2.4 Student questionnaire: Type of establishment

Question 5: Please indicate the type of establishment where you are currently placed or where you completed your WIL placement in Semester 1 of 2017.

Rationale:

The rationale for asking this question was to establish whether the type of establishment has any bearing on the students' experience of completing their WIL assessments.

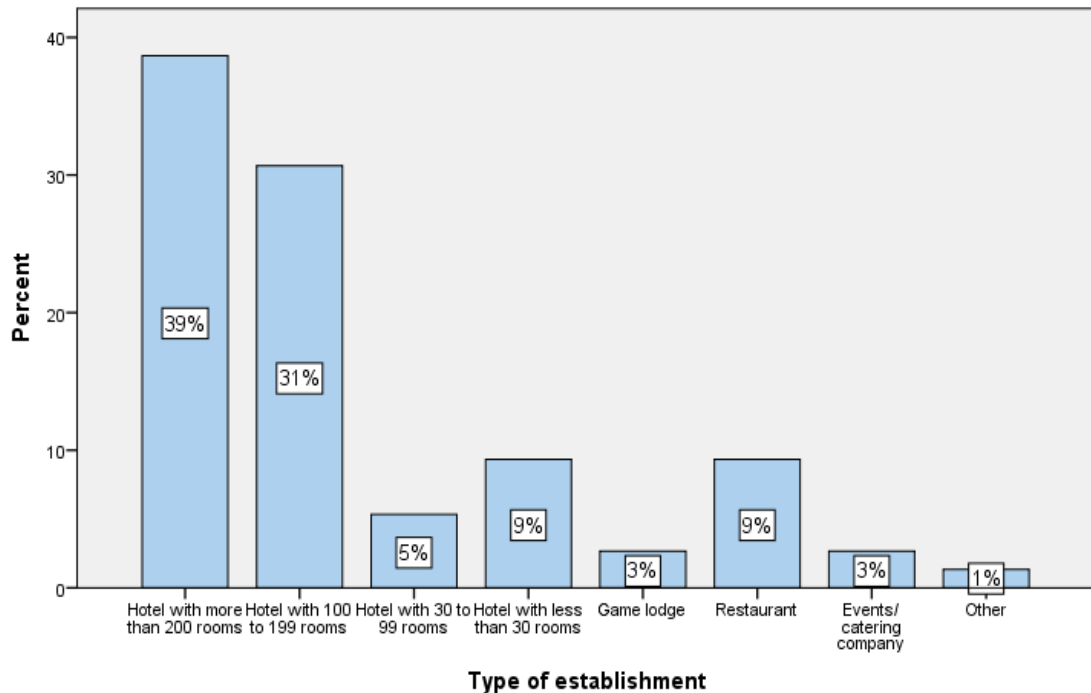


Figure 4.1 Types of establishments where students were placed

Findings:

The hospitality establishments concerned varied enormously in size. The majority of the hotels that accept students are categorised as medium to large in respect of the number of guest rooms they have, therefore attracting a higher percentage of student WIL placements. Thus the majority of the respondents were placed in large hotels with 200 or more rooms (39%) or with 100 to 199 rooms (31%). An advantage to placing students in larger hotels is that they generally have more departments with a higher staff complement, thus increasing the student's potential exposure to various forms of management and practical work.

4.2.5 Student questionnaire: Star grading of establishment

Question 6: Please indicate the star grading where you completed your WIL placement.

Rationale:

The rationale for this question was to establish whether there was a difference between higher- and lower-graded hotels in respect of the amount of actual work the students did as opposed to only observing. The responses here were compared to the responses to questions 4.2.10 to establish this point (see Figure 4.3, below).

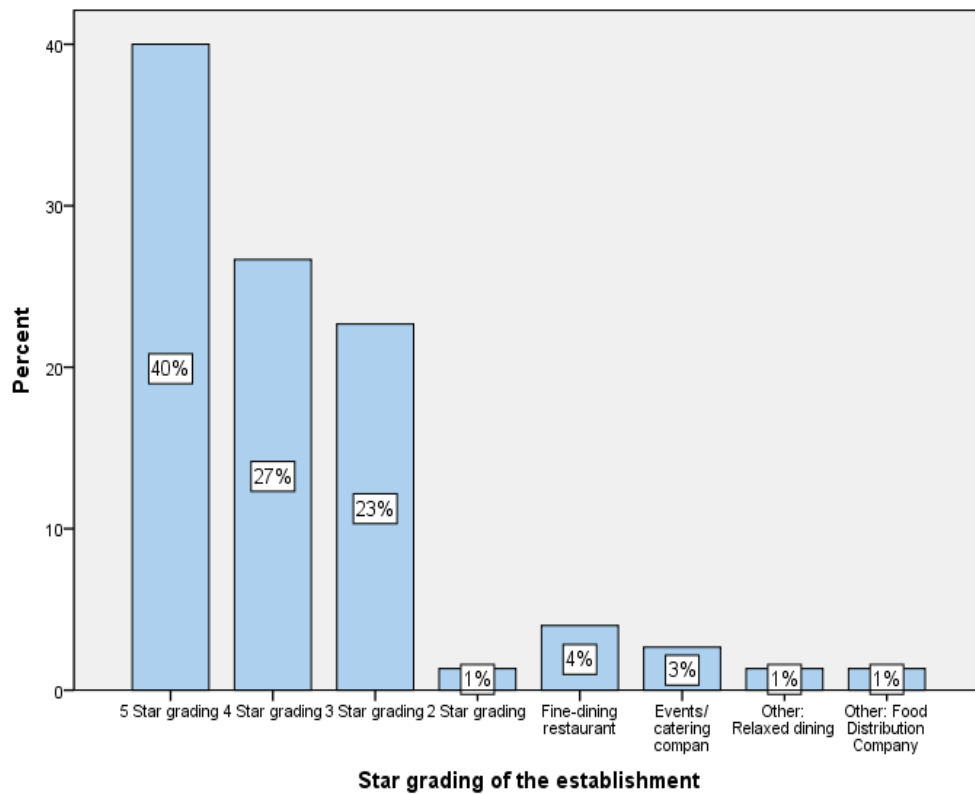


Figure 4.2 Star grading of the establishments where students were placed

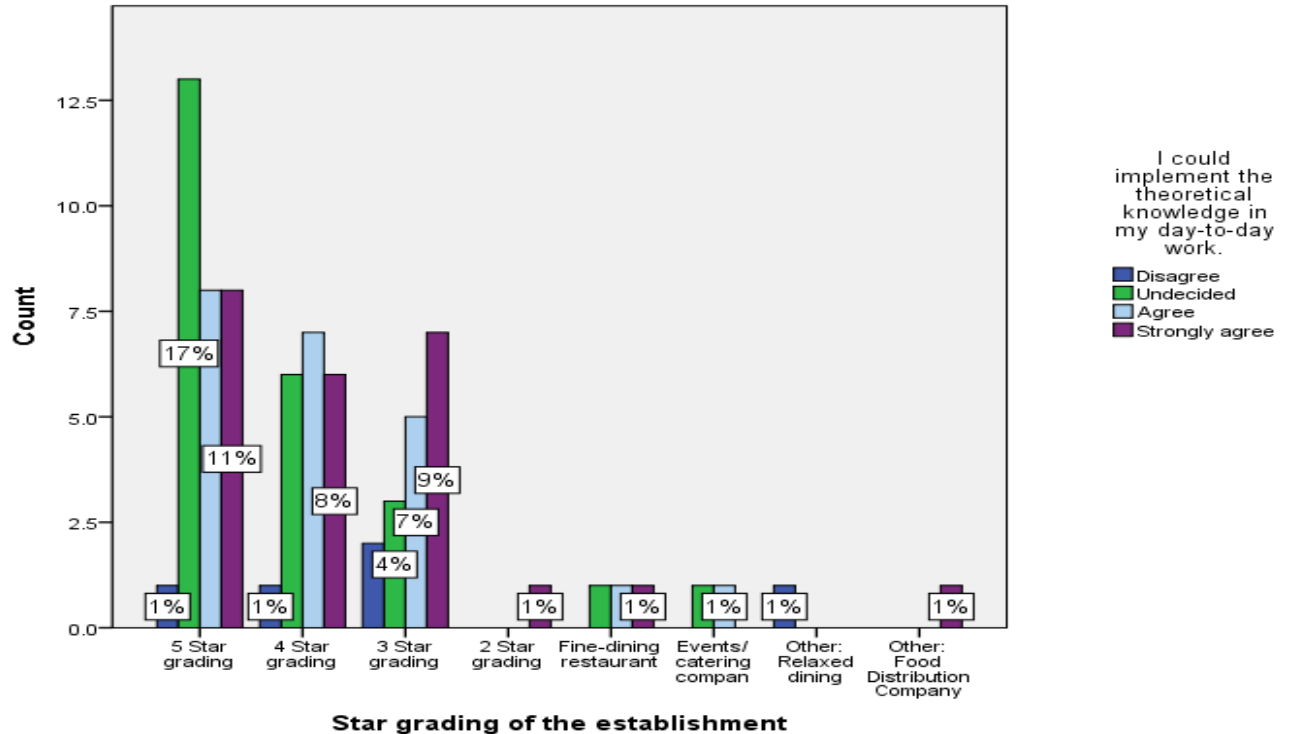


Figure 4.3 Comparison between star grading and actual work completed

Findings:

The major share of the respondents (40%) indicated that they were placed at 5-star hospitality establishments, 27% indicated they were placed at 4-star hospitality establishments, while 23% were placed at 3-star hospitality establishments. Human Resources managers at the 5-star institutions indicated that there were situations where they could not afford to allow the students to carry out certain duties to avoid risking damage to the image of the hotel. As Walker (2009:16) puts it, “(l)osing a guest equates to losing much more than one sale; it has the potential to be the loss of a lifetime guest”. It is therefore interesting to see the relationship between the answers to question 4.2.10 and the star grading of the establishments where the students completed their WIL placements. The findings show that although placed at 5-star establishments, the majority of the respondents still felt that they could implement their theoretical knowledge in the workplace on a daily basis. However, this contradicts the data obtained by the WIL Coordinator from the students’ final portfolios. In these portfolios, students expressed frustration that they were not allowed to be involved in the actual work, and could only observe how such work was done. They were not able to implement their theoretical knowledge in a real-world scenario. This hindered their developing the attributes required by the hospitality industry and reduced their employability at the end of the qualification. Furthermore, since the assessment of the student is supposed to be based on actual work completed, if the student is only observing, the assessment cannot be a true reflection of his or her work performance.

4.2.6 Student questionnaire: Allocation of a mentor

Question 7: Have you been allocated a mentor or supervisor/manager whom you could approach regarding any problems or challenges experienced?

Rationale:

In the past students have complained about having trouble with getting their assessment forms completed by the supervisors or managers concerned. A mentor at the workplace could assist the student in obtaining the required documentation. Keating (2012:93) states that WIL can only be successful if each stakeholder performs his or her particular role. This question was therefore posed to establish whether there was a link between unsatisfactory assessment processes and the lack of a mentor or supervisor to guide the student during the placement.

Table 4.4 Students allocated a mentor or supervisor during the WIL placement

	Frequency	Percent
Yes	58	77.3
No	17	22.7
Total	75	100.0

Findings:

It was interesting to note that 77% of the respondents indicated that they had been assigned a mentor or supervisor during their WIL placement. The purpose of a mentor at the hospitality establishment is to guide the student, especially when he or she is faced with challenges during the WIL placement. As mentioned in the rationale for this question, students have complained to the researcher that they were not assigned a mentor, yet the data obtained here contradicts these complaints.

4.2.7 Student questionnaire: Departments worked at the establishment

Question 8: Please indicate the departments in which you worked and received training during your WIL placement.

Rationale:

This question was posed to establish the departments in which the students worked, so as to ascertain if they were gaining an overall training experience linked to the outcomes of the course. If a student did not work in the departments required for the WIL placement one would have to conclude that the student had not met all the learning outcomes required of the WIL placement. To add validity to the findings, the departments where the students worked were correlated with the stream of Hospitality Management they were studying. The reason for this is that certain streams of study focus on specific departments within the hospitality industry; thus the data sought to establish whether the students did in fact work in the departments required by the curriculum they were following. This line of questioning relates to the second objective of this study. A breakdown of the departments where the students should have gained exposure follows.

A student studying accommodation management should gain exposure in all the food and beverage departments, all the rooms division departments, as well as human resources, accounts, sales and marketing, and maintenance. A student studying food and beverage management requires extensive exposure in the front and back of house within the food and beverage departments, as well as human resources, accounts, sales and marketing, and maintenance. A professional cookery student requires extensive exposure in the kitchen and kitchen pass, menu planning, and ideally food

and beverage control. These students do not currently require exposure to the front of house aspects of the hospitality industry.

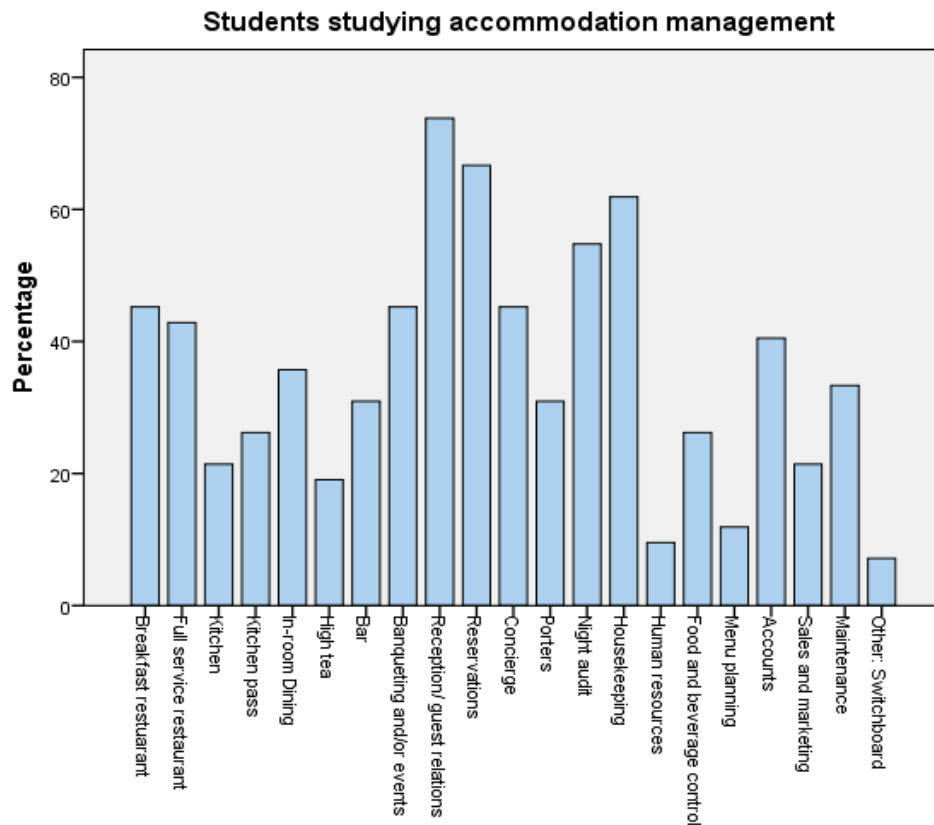


Figure 4.4 Departments worked - accommodation management students

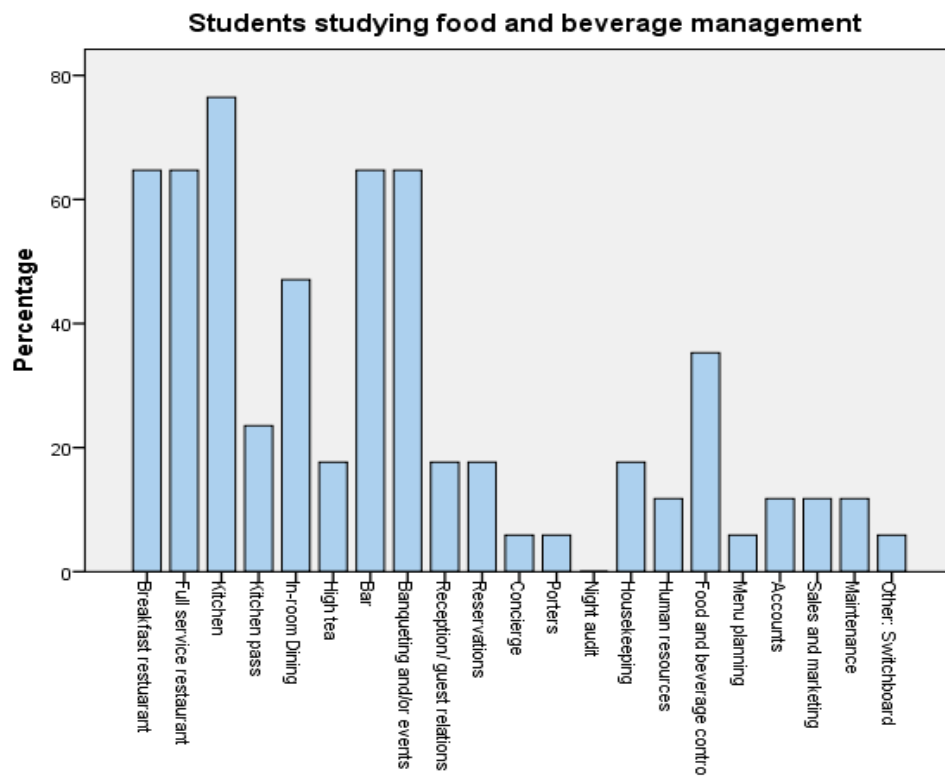


Figure 4.5 Departments worked - food and beverage students

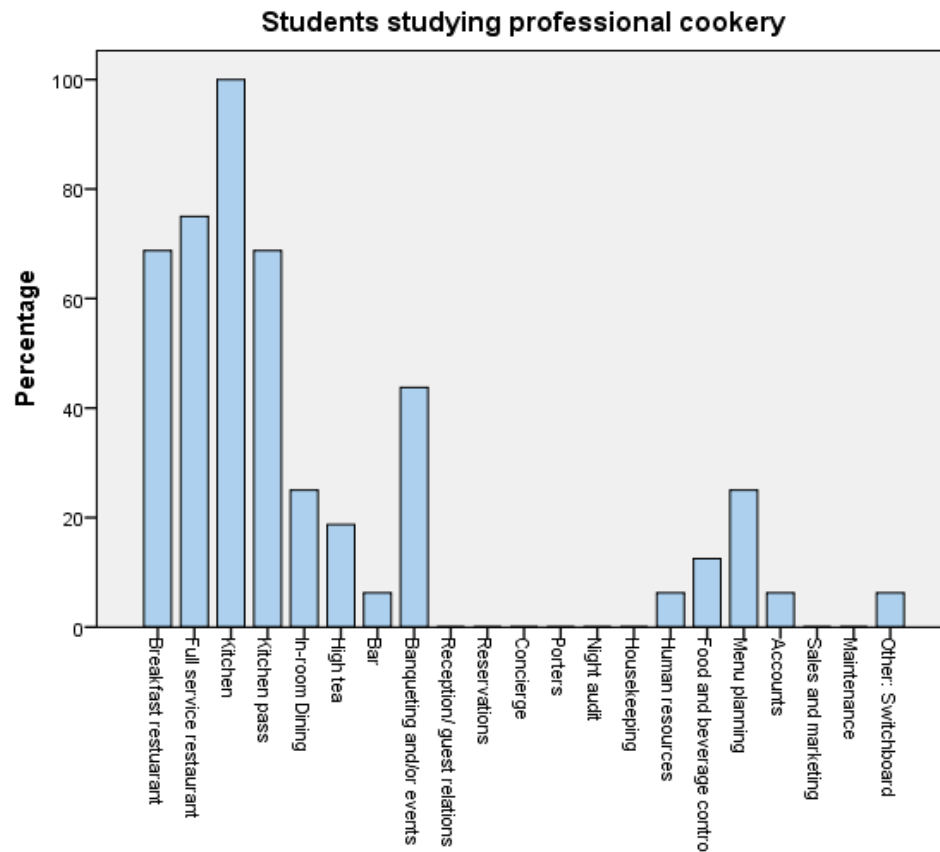


Figure 4.6 Departments worked - professional cookery students

Findings:

- Accommodation management

An overview of the findings of the departments worked over the three streams of study reveal that the students are being exposed to the correct departments as per the stream of hospitality management studied. The accommodation management students are required to have exposure in all the departments, which, according to the data, is the case. A concern, however, is that all accommodation management students should have exposure in reception/guest relations and housekeeping departments, yet the results indicate that only 75% and 63%, respectively, gained exposure in these departments. The major subjects for this qualification are accommodation management, which encompasses all front office departments, and housekeeping. Therefore, it is imperative that the students gain experience in these departments.

- Food and beverage management

The findings reveal that the students studying food and beverage management have exposure in all the food and beverage outlets and auxiliary departments such as accounts and human resources. However, the results should indicate 100% exposure to departments such as the breakfast restaurant, full service restaurant, and kitchen. The results cast doubt on whether all the students are receiving the appropriate

experience to conform to the required curriculum outcomes of their course. Some of the food and beverage students also had exposure in the front office departments. Although it is not necessary for these students to work in the front office departments, some of them indicated the value of doing so in order to gain an overall perspective on the hospitality industry. It is therefore acceptable as long as it does not jeopardise their exposure in the food and beverage departments.

- Professional cookery

The professional cookery students only require experience in the kitchen, and 100% of the respondents gained this. Some of them also indicated that they had additional exposure in other food and beverage outlets, which is acceptable. These students should also gain experience in menu planning and food and beverage control. That only 23% and 10%, respectively, of the respondents indicated that they had worked in these departments is a source for concern.

SECTION TWO: LEARNING OUTCOME QUESTIONS

4.2.8 Student questionnaire: Link between theoretical knowledge and actual work

Question 9: During the WIL placement, I recognised the link between the theoretical knowledge gained at the CTHS and the actual work completed.

Rationale:

The rationale behind this question was to establish whether the students felt that they could identify connections between the theoretical knowledge learned at the CTHS and actual work completed during the WIL placement. This question is associated with the third research objective and research question 3, regarding the alignment of the curriculum outcomes with the Dip.H&HM qualification. The changes made to the revised Dip.H&HM qualification amount to less than 50% (Voigt & Draper, 2013:3), so the purpose of this question was to evaluate whether the current curriculum outcomes were aligned with the current qualifications, and whether any amendments were required

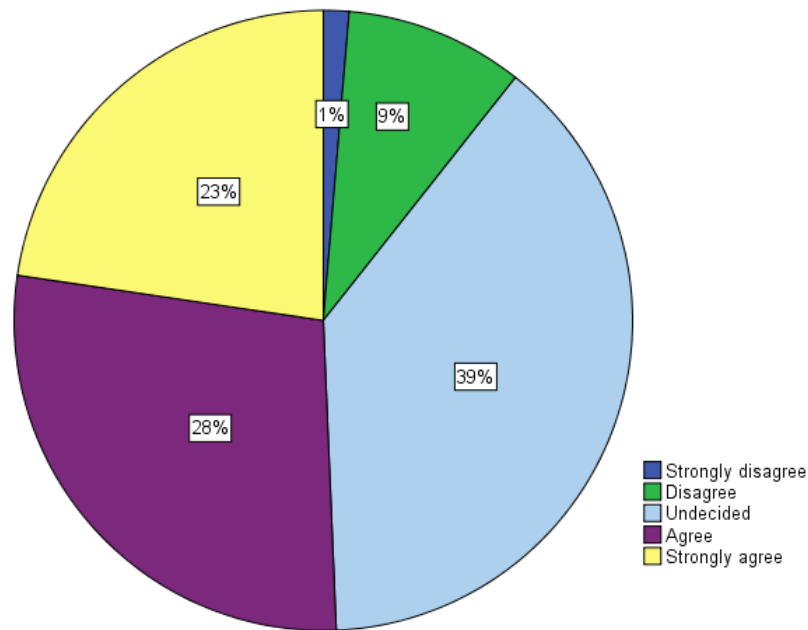


Figure 4.7 Link between theoretical knowledge and actual work completed

Findings:

Half the respondents (51%) agreed that they could recognise the link between the theoretical knowledge taught and the actual work completed during the WIL placement. The number of respondents who were undecided (39%) is worrying, as this percentage suggests that these respondents either do not understand the curriculum outcomes or cannot recognise them in the day-to-day operations of hotels. These findings correlate with the findings from question 4.2.10, where the respondents were asked whether they could implement their theoretical knowledge on a day-to-day basis. In response to this question, 61% of the respondents agreed that they could implement their theoretical knowledge on a day-to-day basis, which correlates approximately with the 51% of students who in answer to question 4.2.8 said that they recognised the link between the theoretical knowledge and the work completed. The percentage of respondents who were undecided also correlates with the 32% who indicated that they were undecided in response to question 4.2.10.

4.2.9 Student questionnaire: Outcomes of WIL placement

Question 10: I am aware of the outcomes I am required to meet during my WIL placement in relation to my qualification.

Rationale:

It is important that the students understand the outcomes required of their qualification, which is the reason why this question was posed.

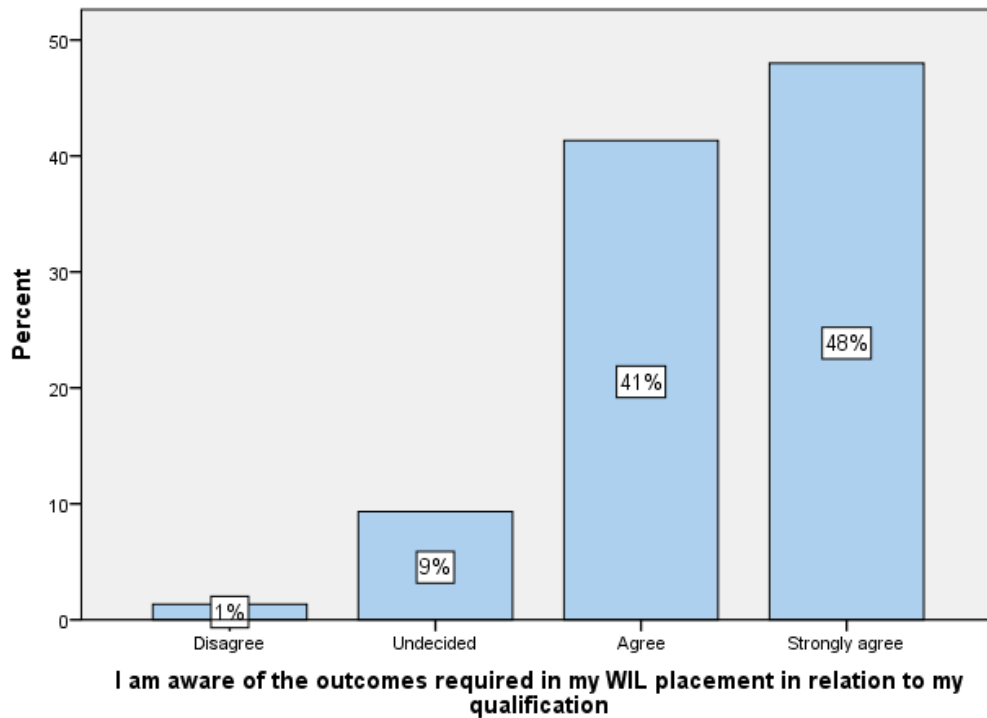


Figure 4.8 Awareness of WIL outcomes

Findings:

The data indicates that 89% of the respondents are aware of the expected outcomes of the WIL placement. This is a positive result, as it shows that the students are aware of the outcomes guiding them and towards which they are working.

4.2.10 Student questionnaire: Implementation of theoretical knowledge

Question 11: During my WIL placement I could implement the theoretical knowledge gained into my day-to-day work.

Rationale:

Besides recognising the outcomes of the course, it is important that the students implement the theoretical knowledge they have gained. This question was posed to establish whether the students were able to apply their theoretical knowledge. It reinforces the results obtained from question nine, where they were asked whether they could recognise the links between the theoretical knowledge and the actual work completed.

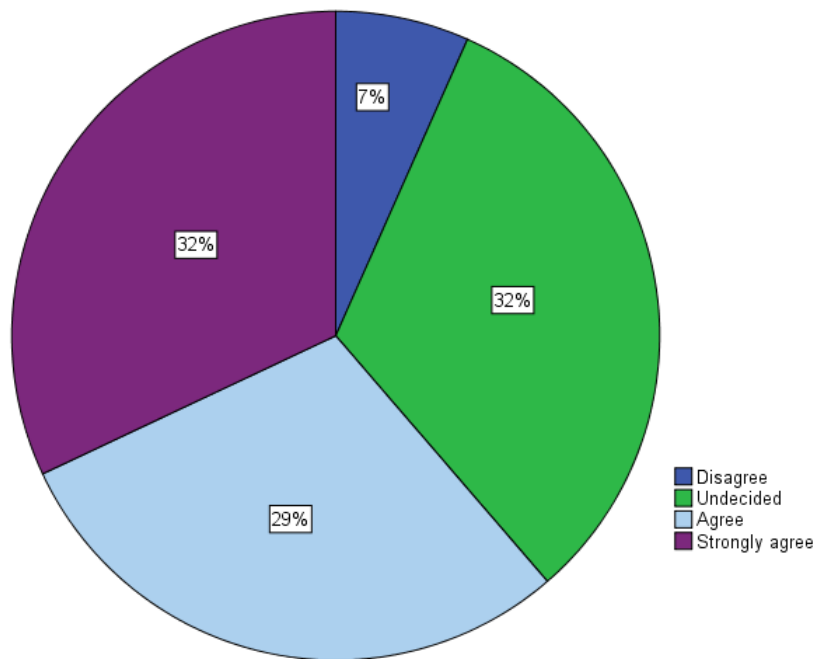


Figure 4.9 Implementation of theoretical knowledge on a day-to-day basis

Findings:

The findings indicate that 61% of the respondents could implement their theoretical knowledge in the day-to-day work performed during the WIL placement. Again, 32% of the respondents were undecided, which is worrying because students should be able to recognise the link between the theory and its practical application. This might suggest that the CTHS needs to place more emphasis on preparing the students for WIL. The sample consisted of a combination of students on a first WIL placement and final WIL placement. To determine whether there was any disparity between the two groups, the variable is isolated in the tables below.

Table 4.5 Application of theoretical knowledge – first WIL placement

	Frequency	Percent
Disagree	3	8.6
Undecided	12	34.3
Agree	11	31.4
Strongly agree	9	25.7
Total	35	100.0

Table 4.6 Application of theoretical knowledge – final WIL placement

	Frequency	Percent
Disagree	2	5.0
Undecided	12	30.0
Agree	11	27.5
Strongly agree	15	37.5
Total	40	100.0

The results show that 34% of students on a first WIL placement and 30% on a final WIL placement are undecided regarding the application of theoretical knowledge in the workplace on a daily basis. It might have been expected that students on their final WIL placement, having experienced the hospitality industry for a second time, would have had a better understanding of how their theoretical knowledge is being applied in the industry. These findings could be an index of the paucity of exposure that the students receive during a WIL placement. As discussed in relation to question eleven, above, this may be due to the students' being restricted to observation only, as opposed to being allowed to physically complete the work. Data obtained from the students during the on-site visits and from the WIL portfolios supports this statement, as students frequently complain they are not permitted to perform certain tasks themselves.

4.2.11 Student questionnaire: Lack of theoretical knowledge

Question 12: During my WIL placement I felt that there were areas of work completed that were not covered by the theoretical aspect of my qualification.

Rationale:

The rationale for this question was the need to establish whether the curriculum of the qualification covers all the actual work requirements of the hospitality industry. As an ever-changing industry, it is important that the curriculum be updated with relevant industry procedures. The question relates to objective two of this study.

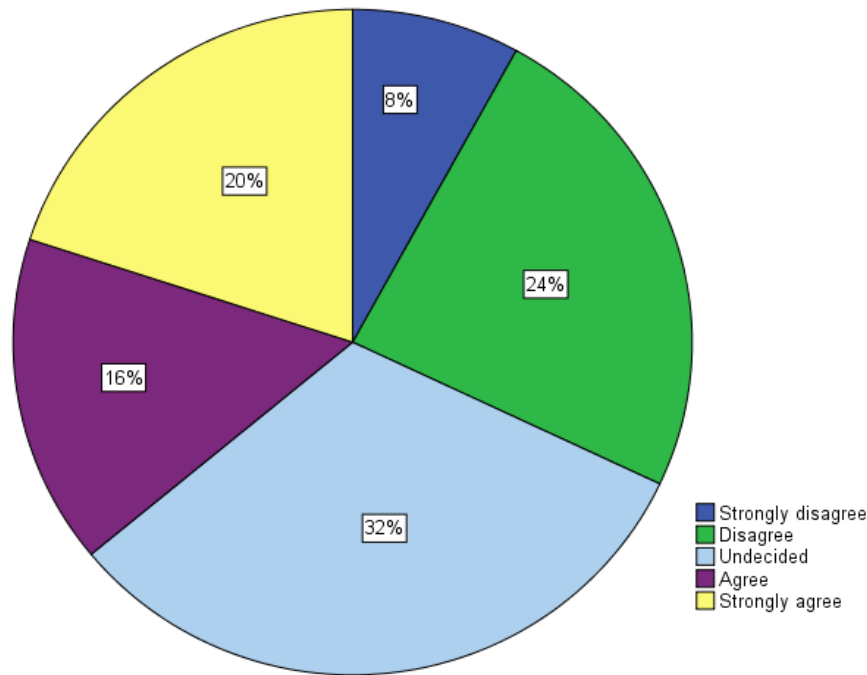


Figure 4.10 Areas of work not covered by the curriculum

Findings:

The findings indicate a three-way split: 36% of the student respondents answered that they were required to do work they thought was not covered by the curriculum; 32% were undecided, while further 32% disagreed, suggesting that all the work required of them was covered by the curriculum. This result needs to be taken into consideration when finalising the curriculum outcomes of the Dip. H&HM qualification. As mentioned previously, this curriculum is the revised qualification for the accommodation management stream within Hospitality Management, with a major in all aspects of the rooms division. Therefore, to test whether the accommodation management respondents felt there were areas of work not covered, this variable was analysed. The results, shown below, indicate that 43% of the accommodation management respondents felt that all the work they were exposed to during the WIL placement was covered in the curriculum, 24% remained undecided, while 33% felt there was indeed work that was not covered by the curriculum.

Table 4.7 Areas of work not covered by the curriculum - accommodation management respondents

	Frequency	Percent
Strongly disagree	5	11.9
Disagree	13	31.0
Undecided	10	23.8
Agree	8	19.0
Strongly agree	6	14.3
Total	42	100.0

SECTION THREE: ASSESSMENT QUESTIONS

Section three of the student questionnaire focused on the regularity and methods of assessment. All the questions in this section relate to objective four of this study.

4.2.12 Student questionnaire: Assessment procedure 1

Question 13: My supervisor completes my assessment form on a monthly basis.

Rationale:

This question was asked to determine whether the students experienced problems regarding the monthly assessments. It is important that the assessments are completed on a monthly basis so that the WIL Coordinator can determine whether there are any difficulties or issues arising from the WIL placement. Currently, problems arise when students on WIL placements do not return the forms timeously, thereby compromising the university's ability to monitor their progress. The reason for this late submission may be that the forms have not been completed on time, or were not submitted as they should have been. The WIL Coordinator uses the assessment forms to monitor the students' progress during the WIL placement. If a student's performance is not satisfactory, his or her assessment gives the academic institution an opportunity to intervene. There can be many reasons for a poor assessment, and if these can be addressed, more serious repercussions can be avoided, such as the students' being dismissed from the WIL placement.

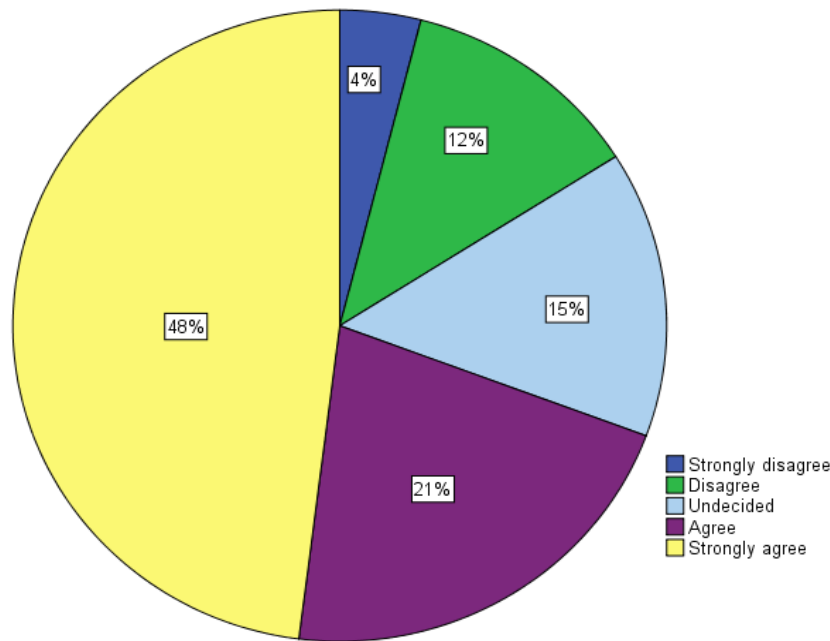


Figure 4.11 Completion of assessment form on a monthly basis

Findings:

The findings show that 69% of the respondents felt that the assessment forms were completed monthly, suggesting that, in general, managers and supervisors were cooperating as required. 15% were undecided, but 16% reported some problem with the completion of the assessment form on a monthly basis. These findings suggest that at least part of the problem lies with students failing to submit the assessment forms to the academic institution on a regular basis, and not because of the supervisor's failure to complete the assessment form timeously.

4.2.13 Student questionnaire: Assessment procedure 2

Question 14: My supervisor completes my assessment form with me, asks for my input and explains the reasoning for the marks allocated.

Rationale:

The purpose of this assessment process is to inform the student of the areas where he or she requires improvement coaching. The assessment process at the hospitality establishment is a formative assessment and feedback is essential to allow for growth and development. This question is linked to research objective and research question four, to determine the procedure followed by supervisors and managers during the assessment process.

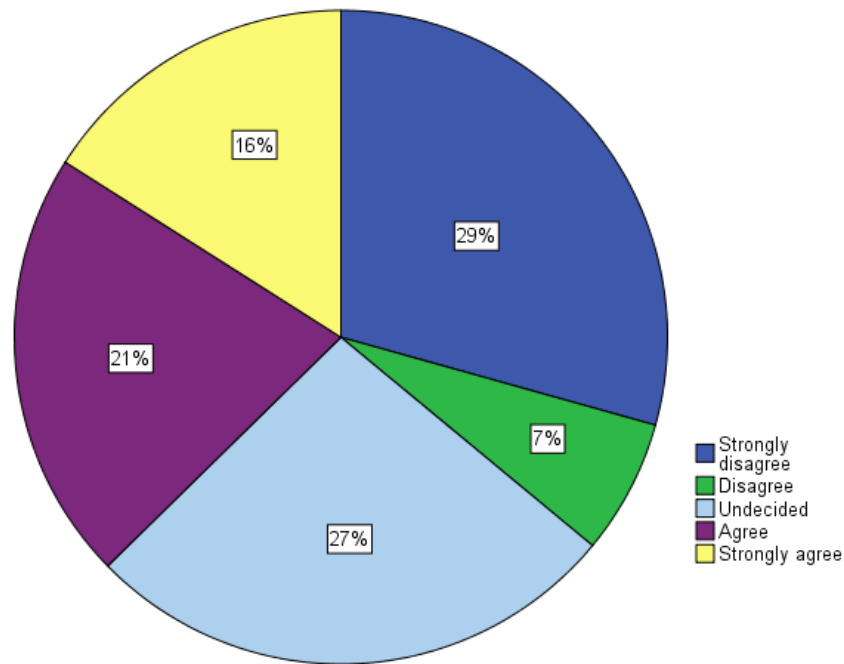


Figure 4.12 Assessment form completed with the student

Findings:

Only 37% of the respondents (16% strongly agreed and 21% agreed) reported being present during the assessment process and receiving feedback. 36% (29% strongly disagree and 8% disagree) responded that they were not part of the assessment process, while 27% were undecided. This last figure is puzzling, as one might have thought that the students would know whether they were receiving feedback or not. Nevertheless, the results correlate with data obtained from student interviews and the WIL portfolios, where students indicated that the assessments were not completed in their presence. The findings therefore indicate that, according to the student respondents, the assessment process is not being adequately performed during the WIL placement. A similar question was posed in the hospitality industry questionnaire, to be discussed in Section 4.4.23, below. The answers given by the industry's representatives can be compared to the students' responses.

4.2.14 Student questionnaire: Assessment procedure 3

Question 15: My supervisor never discusses the reasons for the marks allocated.

Rationale:

This question to a degree parallels the previous one. Those students who agreed that they were assessed by the supervisor and given feedback should therefore disagree with the given statement. The purpose of this line of questioning is to add reliability to the results.

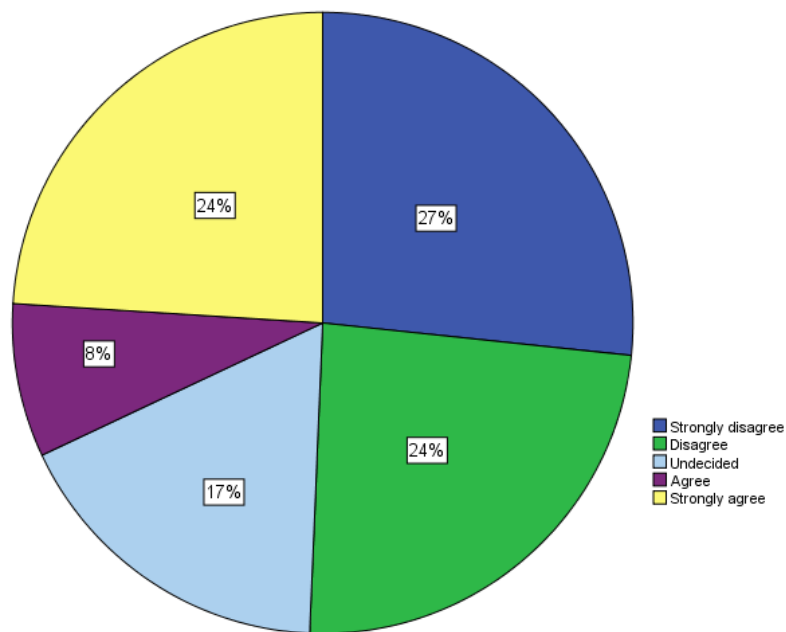


Figure 4.13 No discussion of marks given for the assessment form

Findings:

The findings show that 51% of the respondents disagree with this statement, thus admitting that they receive some explanation for the marks given. The undecided figure is 17%, while 32% of the respondents agree with this statement. Although the number of respondents who agree with this statement is higher than in question 14 above, the number of students undecided is far fewer. The difference in the results shows that although the student may not be present during the assessment process, a reason for the mark allocated may still be given. This responds to research objective and research question four, in terms of which the assessment procedure was evaluated. In the literature review, the importance of feedback in formative assessment was emphasised. Feedback from the supervisor or manager is crucial to the development of the student, and they should all receive it. The results show that there is a need to improve the assessment procedures so as to encourage the participation of the student and supervisor, in line with the study's research objective number five.

4.2.15 Student questionnaire: Assessment procedure 4

Question 16: I often have to remind my supervisor to complete my assessment form.

Rationale:

This question, together with questions 21, was posed to establish whether the students experience difficulty regarding the completion of the assessment forms. Even if the assessment forms are being completed, the question asks whether the student had to

keep reminding the manager or supervisor to complete the form. It might well be difficult for a student to have to badger a manager or supervisor to complete this task.

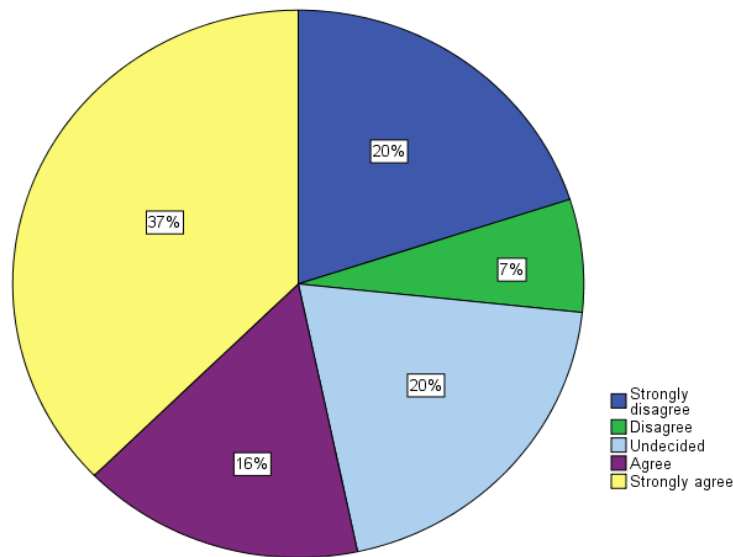


Figure 4.14 Student has to remind supervisor to complete assessment form

Findings:

The data shows that 53% of the respondents had to remind their managers/ supervisors to complete the assessment form. 20% of the respondents felt undecided regarding this point, whilst 27% disagreed with the statement. It seems likely that the managers/ supervisors find it difficult to accommodate these assessments because of their work commitments and time constraints. This question is posed as question 36 in the industry questionnaire to determine supervisors' opinion regarding the ease and convenience of the assessment process. It seems that the nature of the hospitality industry makes it difficult to find the time for the assessments. One of the industry representatives suggested a possible solution that the student makes an appointment with the supervisor at a time that is not normally busy, thus enabling the assessment to take place. The findings show that this is a problem area in the assessment process, and a difficult one to overcome.

4.2.16 Student questionnaire: Benefit of assessment marks

Question 17: I feel that I learn from the marks allocated on the assessment form and can focus on specific areas where I can improve.

Rationale:

Knight and Yorke (2003:35) explain that the purpose of formative assessment is to grant the student the opportunity to correct what he or she has done incorrectly and to provide recommendations for improvement, whilst encouraging self-reflection. For the

student to realise the benefits of the assessment, they should therefore be learning from the marks allocated on the assessment form.

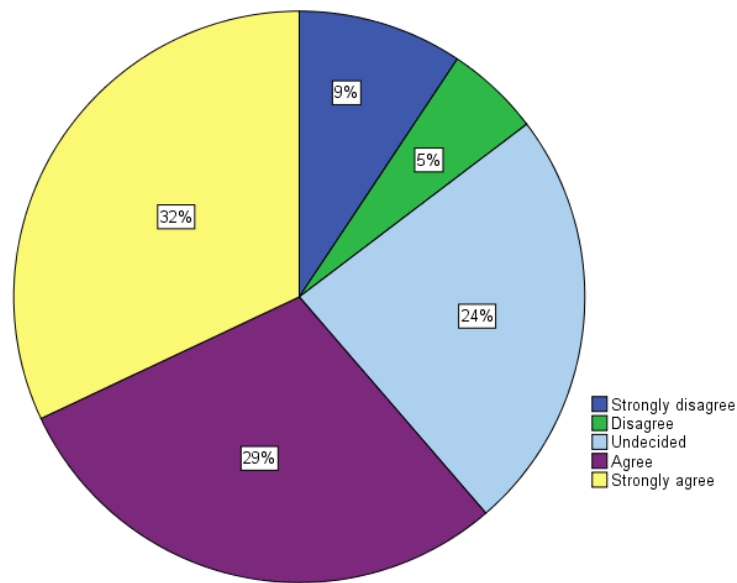


Figure 4.15 The student learns and improves from marks allocated in the assessment

Findings:

The data obtained shows that 61% of the respondents felt that they had learned from the assessment process and could as a result improve on their WIL placement performance, 24% were undecided, while 14% claimed not to have benefitted from the process. There could be a link between what the students gained from the assessment process and the absence of feedback and input during the process.

4.2.17 Student questionnaire: Benefit of the assessment

Question 18: I feel that the assessment of my work performance contributes to the learning process.

Rationale:

Although similar in nature to the previous question, the rationale for this question is focussed on the overall learning process and meeting the learning outcomes of the WIL placement. The assessment form helps the student to be aware of the outcomes and therefore encourages him or her to work towards these outcomes.

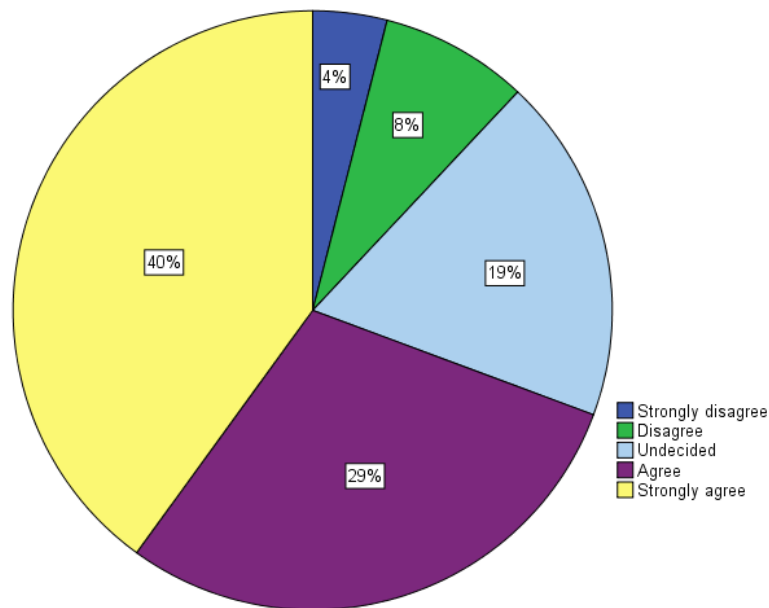


Figure 4.16 Assessment of work performance contributes to students' learning

Findings:

The findings show that 69% of the respondents agree that the assessment process supports their learning in the WIL setting. This positive result affirms the importance of assessment to the learning process, to meeting the outcomes of the WIL placement, and ultimately, to the Dip. H&HM qualification. 19% of the respondents were undecided and 12% felt that the assessment of their overall work performance did not contribute to the learning process. Although the majority of the data reflects that the assessment process is beneficial, that some students felt they did not learn from it is a source of concern. The reasons for this should perhaps be the subject of another investigation.

4.2.18 Student questionnaire: Manager or supervisor awareness

Question 19: I feel that I am assessed by supervisors who are aware of my work performance and work ethic.

Rationale:

The assessment process is an important element in the development of the student during the WIL placement, so it is imperative that it be taken seriously. This means that the assessment of the student must be undertaken by a supervisor or manager who has genuine knowledge of the student's work performance and work ethic. Students have indicated that there have been occasions when an employee who had not worked directly with the student completed the assessment, resulting in a superficial and even inaccurate assessment that is of no benefit to the student.

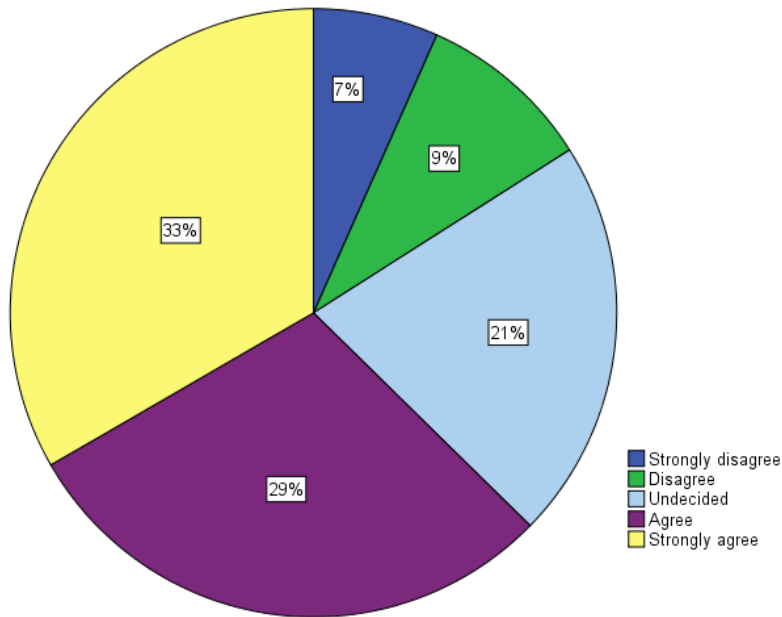


Figure 4.17 Supervisors awareness of student's work performance and work ethic

Findings:

The findings show that 62% of respondents reported that a manager or supervisor who was aware of their work performance and work ethic completed their assessments. Quite a large number, 21%, were undecided, perhaps expressing doubt as to the extent of the knowledge of the person conducting the assessment, while 16% of the respondents felt that the member of staff who completed the assessment was not fully aware of their work performance. Clearly, a supervisor or manager who has worked closely with the student should complete the assessment process.

4.2.19 Student questionnaire: Link between assessments and outcomes

Question 20: I feel that the assessment of my work performance contributes to meeting the outcomes of the course.

Rationale:

Although similar in nature to question 18, the reason for this question was to test the reliability of the responses. It has been established that the assessment process is important to learning during the WIL placement, so it should be recognised at contributing to meeting the outcomes of the qualification. The findings for this question should be similar to those provoked by question 18.

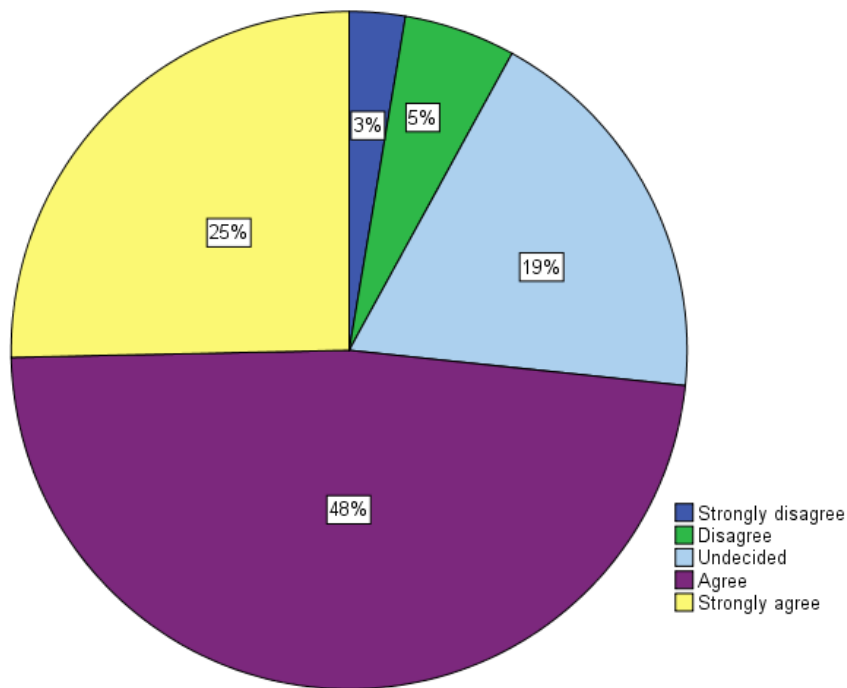


Figure 4.18 Assessment of work performance contributes to the outcome of the course

Findings:

The data shows that 73% of the respondents felt that the assessment process contributed to meeting the outcomes of the course. This is in line with the responses to question 18, where 69% of the respondents agreed that the assessment process contributed to the learning process. The percentage of undecided responses to both question 18 and question 20 is 19%, which may mean that the students are not aware of the learning outcomes of the qualification. Gratifyingly, only 8% of the respondents considered that the assessment process was not beneficial to the overall learning process.

4.2.20 Student assessment: Manager or supervisor opinion of the assessment form

Question 21: The manager/ supervisor often complains that it takes too much time to complete the assessment form.

Rationale:

The rationale for this question is to establish whether managers and supervisors within the hospitality industry consider the current assessment form to be too cumbersome and time-consuming. A similar question is asked of the hospitality industry in the industry questionnaire (see question 40 in section 4 of the industry questionnaire). Input from the hospitality industry is vital in ensuring that relevant and appropriate assessment instruments are used to assess the progress of the students.

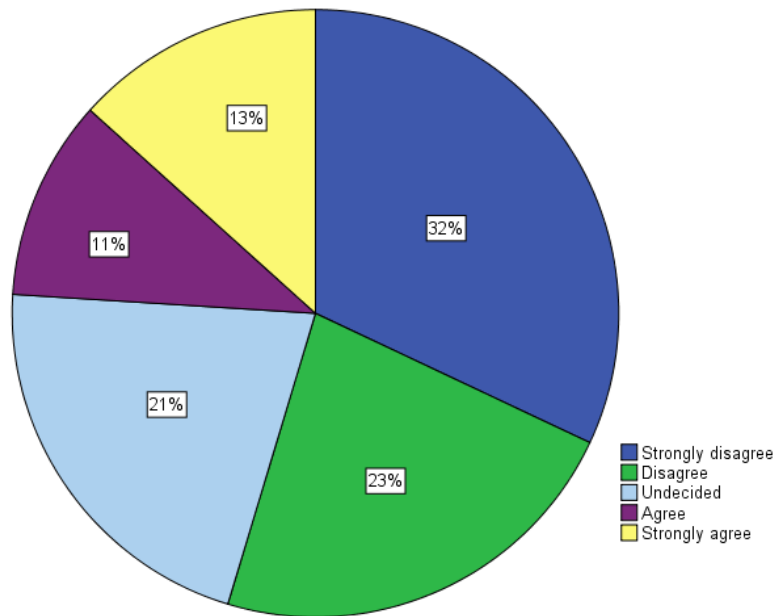


Figure: 4.19 Supervisor comments regarding the time taken to complete assessment

Findings:

Only 24% of the student respondents indicated that the assessment form was considered too long and time-consuming. The majority of the respondents (55%) had not experienced complaints from the managers and supervisors regarding the length of the assessment form. The proportion of undecided respondents is 21%. A similar question was asked in the industry questionnaire (see 4.4.28, Section B of the industry questionnaire). The responses to this question will be correlated for similarity with those from the industry questionnaire.

4.2.21 Student questionnaire: First and final WIL assessment form

Question 22: I feel the assessment form for a final WIL placement should differ in the aspects assessed from that for a first WIL placement.

Rationale:

Hospitality management students are required to complete two WIL placements, one in their second year of study and one at the end of their third year. The students who enter their final WIL placement in their third year should be better equipped for this than their second-year counterparts. Since this is a management qualification, these students should be exposed to more supervisory training, and if the WIL placement is structured in this manner, the assessment form for the final WIL placement should differ from that for the first WIL placement.

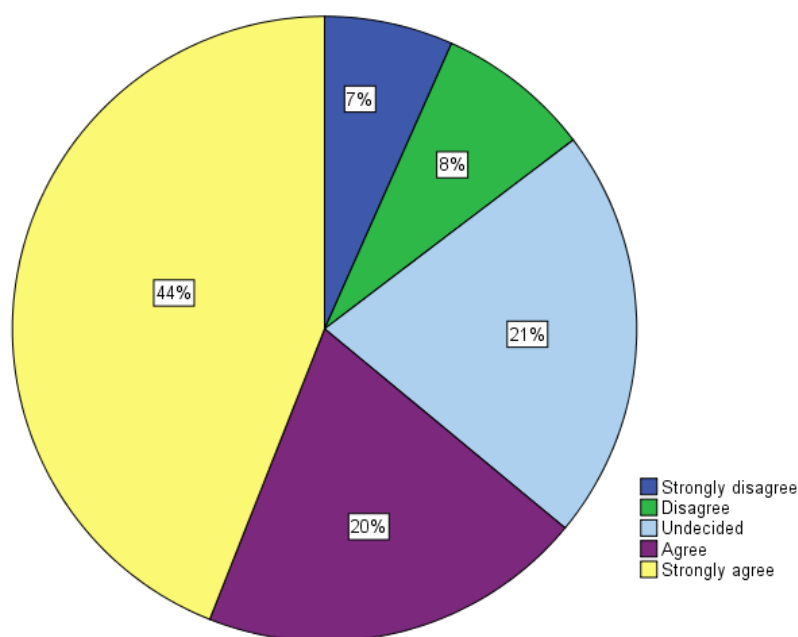


Figure 4.20 First and final WIL assessments should differ

Findings:

The data from this question reveals that 64% of the respondents agreed that the assessment form should differ for first and final WIL students. 15% of the respondents disagreed with the statement and 21% remained undecided. Data obtained from the qualitative question and interviews (see 4.2.23, section four and 4.3) substantiated the importance of having different assessment forms for the first and final WIL placements. These findings relate to research objectives four and five, and reflect the importance of devising and introducing revised assessment forms for the Dip. H&HM qualification.

4.2.22 Student questionnaire: The portfolio

Question 23: The portfolio submitted after a WIL placement assists me in reflecting on learning experiences undergone during the WIL placement, thereby consolidating the overall learning experience.

Rationale:

The WIL placements are assessed in two ways, first through formative assessments completed at the work place, and secondly a summative assessment in the form of a portfolio. The purpose of the portfolio as an assessment tool is to encourage self-evaluation, reflection and meta-cognition, and to serve as a source of evidence of work completed (Klenowski, 2002:10). Although the portfolio is an integral part of the assessment of the WIL placement, the purpose of this question was to establish the students' perception of the portfolio, and to ascertain whether they felt the portfolio

consolidated their overall learning and their achievement of the learning outcomes of the qualification.

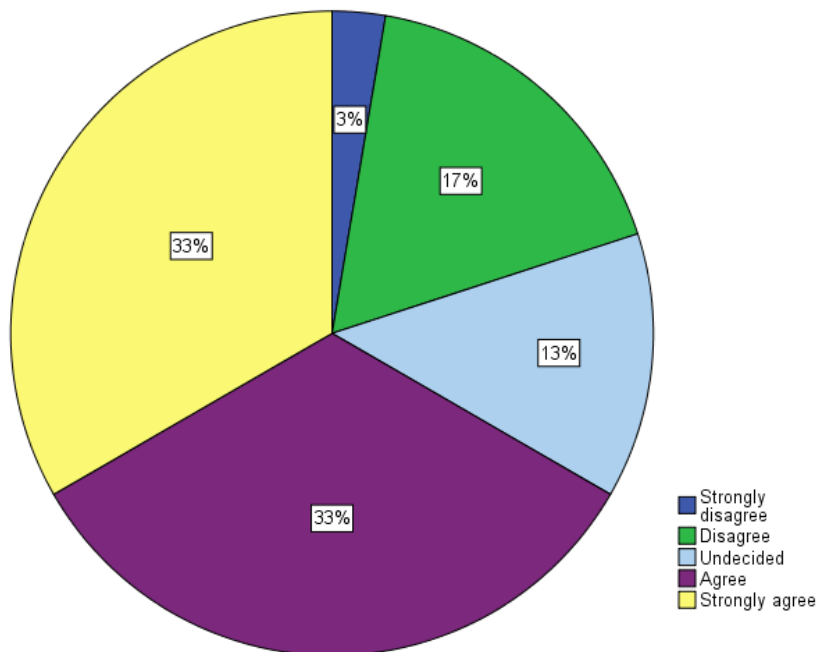


Figure 4.21 Portfolio assists in the learning process

Findings:

The findings indicate that the majority of the respondents (66%) felt that the portfolio did assist them in the learning process. The remaining 34% consisted of 13% undecided and 20% regarding the portfolio as not beneficial to the overall learning process. Further input regarding this issue will be discussed in the final question of the student questionnaire, question 23.

SECTION FOUR: OPEN-ENDED QUESTION

4.2.23 Student questionnaire: Suggestions to improve assessment process

Question 24: If you could change any aspect regarding the assessment of your work performance during the WIL placement to improve the learning experience, what would your recommendations be?

Rationale:

This question was asked to give the respondents an opportunity to mention additional aspects regarding the assessment process that were not included in the questionnaire. As a qualitative question, it allowed for the expression of personal viewpoints that enhanced the researcher's understanding (Bless et al., 2013:16) of students' experience of the assessment process.

Findings:

The feedback obtained from this open-ended question was varied, and not all the responses were relevant to the question of the assessment process itself. There were nevertheless some valuable comments of relevance to the study as a whole. A summary of the feedback from this question is tabled below.

Table 4.8 Summary of question 24

Respondents	Feedback on the assessment process at the hospitality establishment
1001; 1003; 1004; 1007; 1015; 1018; 1026; 1045; 1050; 1052; 1055; 1060	The students felt the assessment process should be tailored to the different courses, perhaps specifying the day-to-day activities, so that the student could be assessed more accurately, with the marks explained and the student shown where to improve. One student recommended that the assessment process should be more of a consultation rather than just a matter of completing a form and returning it to the student. The third-year assessment should be different from the second-year one. The assessment process should be made shorter. There was also a suggestion that the WIL lecturer be involved in the assessment process on the hotel premises. A number of students recommended that the assessment process be done electronically as this would make the form easier to complete and save time. One recommendation was that there be only one assessment document for the entire WIL period. Students felt that the assessment process was working, but that each WIL placement was different and some supervisors were stricter than others.
Respondents	Feedback on the portfolio as the summative assessment for the WIL placement
1011; 1012; 1014; 1038; 1044; 1046; 1052; 1057	There were a number of suggestions regarding the portfolio. Although one respondent maintained that there was no need for a portfolio, a recurrent suggestion was that the portfolio be replaced by a written assessment after every department experienced, or by a five-page report submitted every month. The length of the portfolio was also mentioned, with respondents recommending that the portfolio be shortened and written in first person.

Respondents	Feedback on exposure to different departments during the WIL placement
1002; 1005; 1006; 1008; 1009; 1012; 1013; 1019; 1022; 1023; 1028; 1029; 1031; 1034; 1037; 1051; 1057	There was considerable feedback regarding the exposure students were receiving during WIL placements. Their exposure to areas of work has a direct impact on whether the student is implementing their theoretical knowledge during the WIL placement. A comment made frequently suggested that students do not move between departments enough. According to one respondent: "it is hard for the student to tell the manager that they need to change because they (the manager) will say they short of staff in that department so the student can't change". There were suggestions regarding more exposure to managerial training and being allowed to actually complete tasks as opposed to only observing. A couple of respondents requested that students be allowed to work only in the departments in which they were majoring in their third year. There was also a request that Accommodation Management students only complete rooms division WIL placements, especially in their final WIL placement.

In addition to the suggestions provided above, ten respondents either had no recommendations or felt that the WIL placement was "perfect". Four respondents felt that the WIL lecturer should visit them more than once during a placement period as they would find this beneficial. Two other students requested more thorough orientation and a more detailed explanation of what was expected of them when they started their WIL placement.

4.3 Interviews

Conversational-type interviews were conducted with seven final-year students to establish their point of view regarding the assessment process in WIL and the WIL placement practice in general. The new Dip. H&HM qualification is an adaptation of the current National Diploma in Hospitality Management: Accommodation Management, so data pertaining to WIL in the current course is relevant to the changes proposed for WIL assessment for the Dip. H&HM qualification. Interviews were thus conducted with students registered for the ND.HM: Accommm.

The focus of the questioning was to elicit respondents' views regarding the following:

- The submission of assessments for the WIL placement;
- The exposure of the accommodation management students to the rooms and food and beverage divisions;
- The assessment process and the degree to which the supervisor or manager involved the student in the assessment process;
- General suggestions for the improvement of the WIL placements.

To gain information on these views, the following questions were posed:

- Do you think it would be better to submit the assessment forms only at the end of the placement?
- As an accommodation management student, is it better to do a combination of rooms division and food and beverage placement for your first placement so that you can gain an overall understanding of the hotel departments?
- Did anybody discuss your assessments with you?
- If you could improve any aspect of your WIL placement or give advice to students going into a WIL placement, what would you suggest?

These questions reinforced the line of questioning in the student questionnaire. A summary of the feedback per question is offered below.

4.3.1 Interview question 1: Submission of assessment forms

Question 1: Do you think it would be better to submit the assessment forms only at the end of the placement?

Rationale:

A large number of students submit their monthly assessment forms late, or even only at the very end of their WIL placement. This can have a negative effect on their training, since the assessment is meant to be formative, providing them with feedback on areas where they need to improve. Fastré et al. (2013:613) agree, observing that “[a] key element is the provision of constant feedback to close the gap between current performance and desired performance”. Given the perceived importance of the monthly assessment form, the researcher sought to determine the attitudes of students towards the submission of the form on a monthly basis.

Findings:

Respondents one, five and seven insisted that they were very busy while on the WIL placement, with little spare time, so would prefer it if the assessment forms were only

submitted at the end of the placement. They had no objection to the assessment forms; the issue was rather the time involved in completing and submitting them. The remaining respondents felt that, although it was time-consuming, it was important that the assessment forms were submitted on a regular monthly basis. Respondent two mentioned that the assessment served to remind her of the purpose of her placement, that is, that she was there to learn and not just to work.

4.3.2 Interview question 2: Exposure during the WIL placement

Question 2: As an accommodation management student, is it better to be involved in both the rooms and the food and beverage divisions for your first placement, so that you can gain an overall understanding of the hotel departments?

Rationale:

The current qualification, ND.HM: Accommodation requires that the students work in all the departments of the rooms and food and beverage divisions of a hotel. The major subject in this qualification is rooms division, and students have mentioned that they would prefer gaining more exposure in the departments where they would like to gain future employment. The major subject for the new qualification, Dip. H&HM, is also rooms division, so their point is relevant to future WIL placements. The reason for asking this question was to ascertain the students' views on having an overall experience in their first WIL placement, and a specialisation in the department of their choice in the final WIL placement.

Findings:

There was complete consensus in the feedback on this question. All the respondents felt that they would benefit from an initial placement that covered all the departments in the hotel, and then a second allowing them to specialise in their department of choice.

4.3.3 Interview question 3: Assessment process

Question 3: Did anybody discuss your assessments with you?

Rationale

This question was asked to determine whether the students had received feedback from the formative assessments meant to be conducted on a monthly basis. The reason for asking this question again in the interviews was to allow for discussion of whether or what feedback was received, thereby providing some insight into typical assessment scenarios.

Findings:

The feedback given indicated that there was little or no discussion of the marks awarded. Only respondent two mentioned that the assessment was discussed with her, and this was only the case in her second WIL placement. She realised that the onus was on the student to ask if they wanted feedback. Respondents five, six and seven mentioned that the supervisors considered this as paperwork to be completed merely so as to “get it over and done with”.

4.3.4 Interview question 4: Overall suggestions for the WIL placement

Question 4: If you could improve any aspect of your placement or give advice to students going into placement, what would you suggest?

Rationale:

A WIL placement can be a life-changing experience and it is important that the impact of this experience is positive and developmental to the student’s career and personal growth. Any feedback based on the experience of students during the WIL placement is of potential benefit in ensuring that the placement programme is well designed.

Findings:

The feedback related to what the student should do on a placement. Respondent two noted that the WIL placement has a massive impact on one’s life, and therefore one had to maintain balance and a positive attitude. She felt that the managers were always watching, and that a negative attitude would count against a person for potential employment. Respondent one felt there should be a platform where students could voice their concerns. Some of the hotels do have monthly meetings with the students, and these are valued because they allow students to voice concerns. However, respondents one and three felt that the staff were inclined to take advantage of them and not listen to their suggestions. Respondent six noted that students should be firmer, and not allow staff to take advantage of them.

Overall, the responses to the interview questions reflect the need for a revised method of assessment during the WIL placements to ensure that students receive feedback. This would enhance the development of the students and increase their understanding of the learning outcomes and the qualification, resulting in graduates with better employability skills. There is also a need to revise the method according to which students are exposed to the different departments in the hotel.

4.4 Section B: Hospitality establishment questionnaires

The questionnaires directed at the hospitality industry were distributed via a personalised email to establishments that had accepted students for WIL placements in 2017. The questionnaire was anonymous and completion of the questionnaire was voluntary. Question one requested the respondent's consent to complete the questionnaire, and all the respondents who accessed the questionnaire agreed to complete it. The questionnaire was divided into five sections, namely:

- Section one, which was aimed at gathering some background information on the hospitality establishment and the person completing the questionnaire. Questions 2 to 7 were in this section.
- Section two comprised questions about the expectations of hospitality establishments regarding the attributes required of students completing a WIL placement for the first time. The section included questions 8 to 19.
- Section three consisted of questions about the expectations of hospitality establishments regarding the attributes required of students completing their final WIL placement. The section comprised questions 20 to 33.
- Section four comprised questions regarding the assessment of the students during their WIL placement. This section consisted of questions 34 to 43.
- Section five was an open-ended question in answer to which the manager or supervisor could provide their own suggestions and comments regarding the assessment of the CTHS students during their WIL placements. This section consisted of question 44 only.

The questionnaire was distributed to a sample group representing the 49 hospitality establishments that had accepted CTHS students for WIL placements in 2017. Of the sample group, seven establishments belonging to the same hotel group declined to complete the questionnaire due to company policy. Of the 49 questionnaires distributed, 21 were completed. Responses from these 21 respondents were analysed and the findings are presented below.

SECTION ONE: INFORMATION REGARDING THE ESTABLISHMENT

4.4.1 Industry questionnaire: Type of establishment

Question 2: Please indicate the type of establishment where you are employed.

Rationale:

This question was asked to gain an idea of the type and size of establishments that had accepted students for WIL. The majority of the hotels in Cape Town that accept CTHS

students for WIL placement are larger hotels with 100 or more guest bedrooms. Generally, these hotels have more departments and facilities than their smaller counterparts thus allowing students to gain more exposure and more wide-ranging training at this type of establishment. The rationale for this question is thus to correlate the size of the establishment with the amount of exposure the students receive during their WIL training.

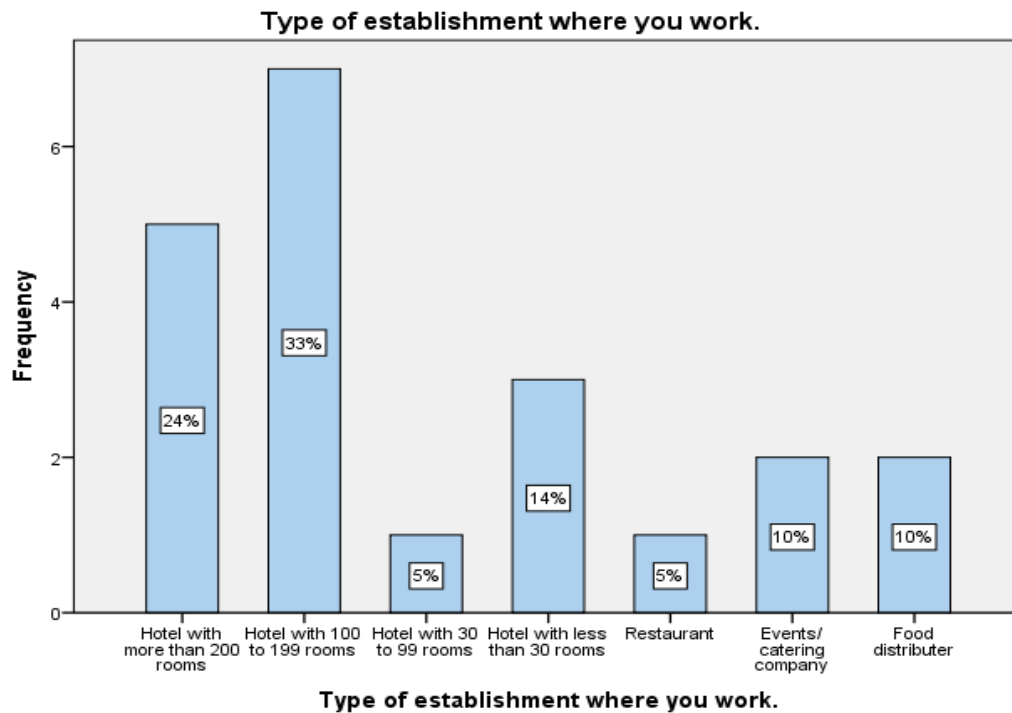


Figure 4.22 Type of establishment where industry respondent works

Findings:

The data obtained shows that 76% of the respondents work in hotels and 57% in larger hotels with 100 or more guest bedrooms. 14% of the respondents work in smaller boutique-style establishments with less than 30 rooms, and 5% each worked in hotels with 30 to 99 rooms and restaurants. There was also equal representation of events companies and food distributors at 10% each.

4.4.2 Industry questionnaire: Star-grading of the establishment

Question 3: Please indicate the star grading of the establishment where you are employed.

Rationale:

The reason for posing this question was to gain an overview of the star grading of establishments where CPUT students are placed for WIL. The same question was asked of the students in the student questionnaire (see question 6, section A).

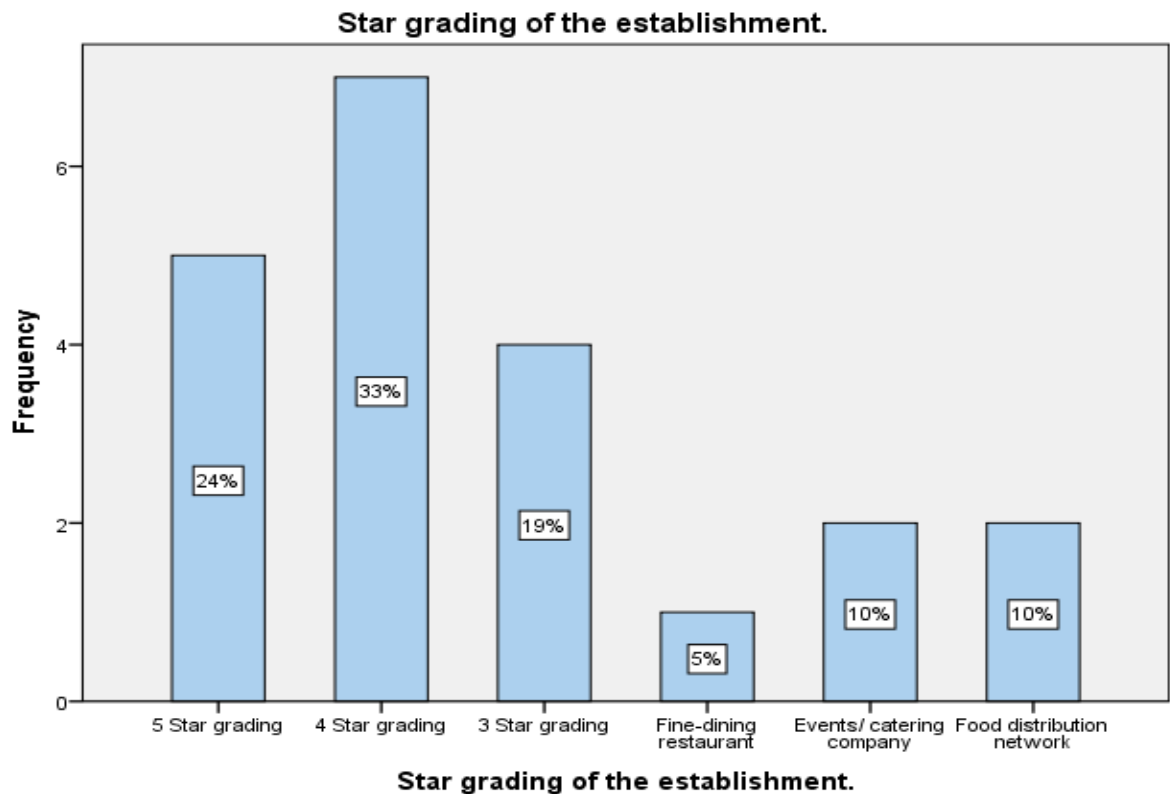


Figure 4.23 Star grading of the establishment

Findings:

The responses from this question show that 24% of the respondents work in 5-star establishments, 33% work in 4-star establishments, 19% in 3-star establishments, 5% in fine-dining restaurants, and 10% each in events and catering companies and food distribution networks. Although the feedback is similar to the same question posed to the students in the student questionnaire, a greater percentage of students reported working in 5-star establishments. As the response rate to this questionnaire was not high, no correlation could be made between these two data sources.

4.4.3 Industry questionnaire: Departments available at the establishment

Question 4: Please indicate the departments available at your establishment.

Rationale:

In forming an outline of the type of establishment where the respondents work, this question was posed to establish the number of departments available in the hospitality industry establishments that accept the CTHS students.

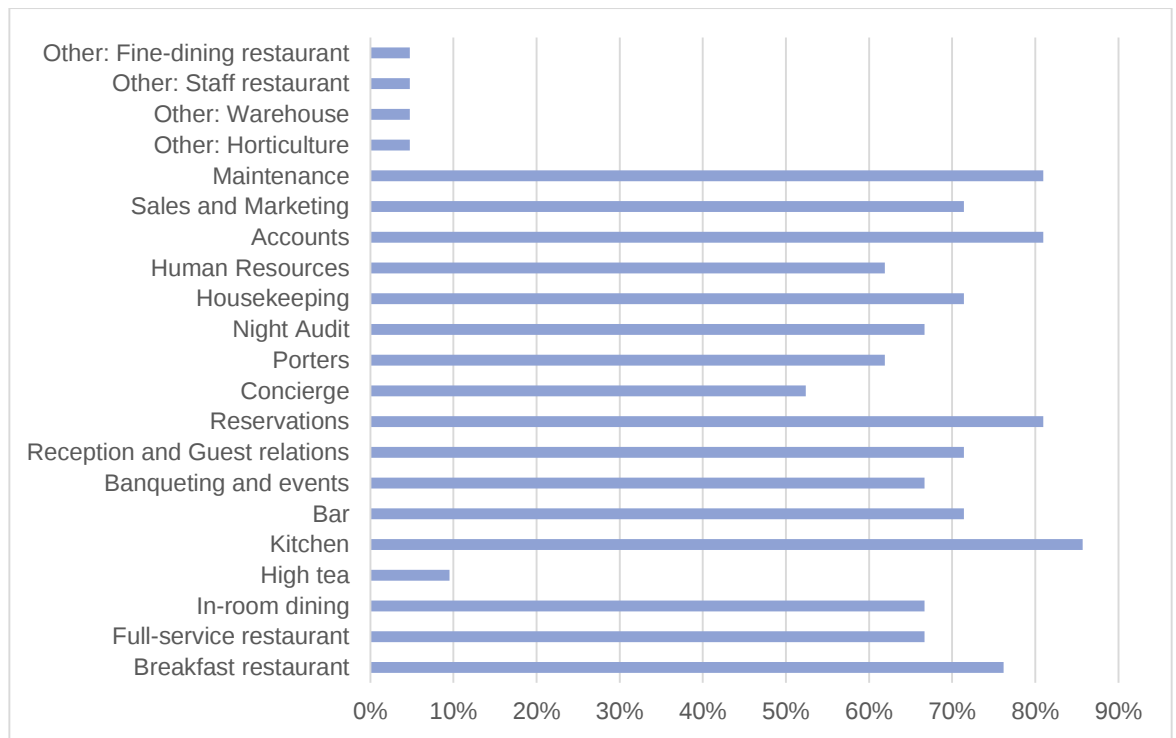


Figure 4.24 Departments available at industry partner establishments

Findings:

The findings reveal that all the relevant departments are available in the hospitality establishments surveyed, with the addition of two extra departments not mentioned on the questionnaire – horticulture, warehousing and sales and administration. Although the questionnaires were anonymous, it could be deduced that the sales and administration and warehousing belonged to the food distribution network. The horticulture department is situated in one of the 4-star hotels.

4.4.4 Industry questionnaire: Position in the establishment

Question 5: Please indicate your position in the establishment.

Rationale:

The reason for this question was twofold: first, to determine the level of management involved in the assessment of the students, and secondly, to use this as a variable in assessing the opinions expressed about the attributes required of students by the hospitality industry.

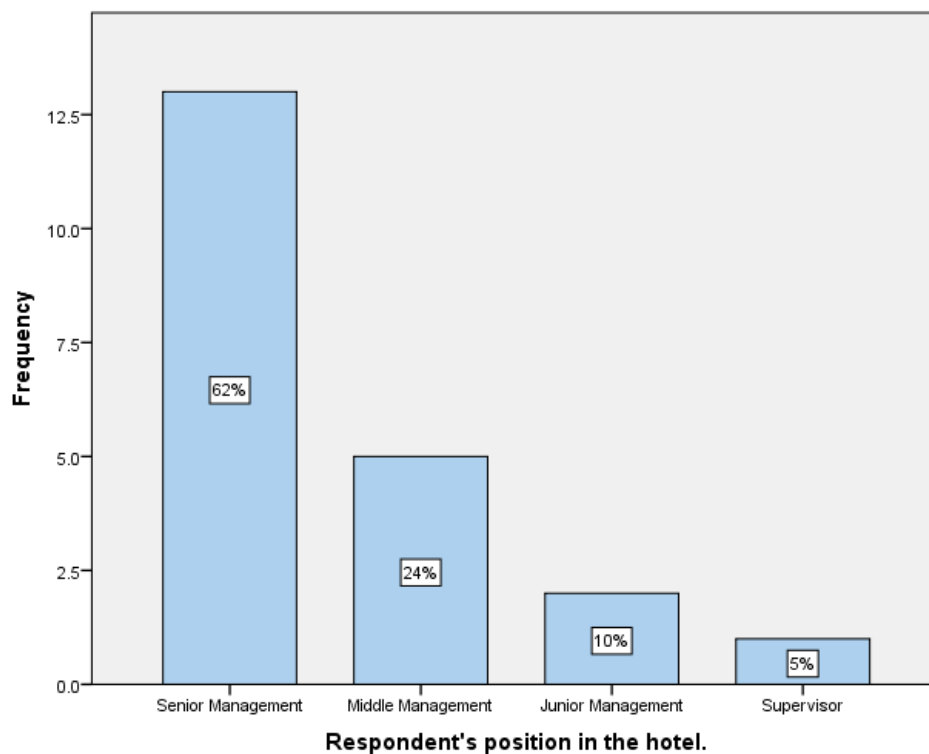


Figure 4.25 Respondent's position at the establishment

Findings:

The findings for this question revealed that 62% of the respondents were senior management, 24% middle management, with the remaining 15% comprising junior management and supervisors. Students expect to gain knowledge, skills and capabilities during their WIL placements (Smith & Worsfold, 2015:23), and exposure to training and feedback from senior management goes a long way towards meeting their expectations. If this data is accurate, the majority of student assessments are being done by senior management, a factor generally conducive to the students' development.

4.4.5 Industry questionnaire: Highest qualification of respondent

Question 6: Please indicate your highest qualification.

Rationale:

This question was asked to establish the overall level of qualification of the respondents in the hospitality industry. The CTHS students are studying towards a diploma, and should therefore be assessed by somebody with at least an equivalent or higher qualification.

Table 4.9 Respondents' highest qualification

	Frequency	Percent
Grade 12	1	4.8
Diploma	13	61.9
Degree	5	23.8
Masters	1	4.8
Other	1	4.8
Total	21	100.0

Findings:

Of the 21 respondents, 13 had a diploma, five a degree, one a masters, one a grade 12, and one an "other" qualification, which was identified as an honours degree. These findings show that all but one respondent had some tertiary education, which served to underline the importance of a tertiary qualification to a career in the hospitality industry.

4.4.6 Industry questionnaire: Field of qualification of respondent

Question 7: Please specify in which field you hold your qualification.

Rationale:

Question seven adds detail to the data from question six by asking for the specifics of the fields in which the respondents are qualified. This question is also important to determine whether the majority of the respondents are qualified in hospitality or hospitality-related fields.

Findings:

The scope of qualifications reported by the respondents was broad, but the majority were qualified in the hospitality field. The fields in which the respondents were qualified are as follows:

- Hospitality Management – 7 respondents
- Food Service – 2 respondents
- Travel and Tourism – 2 respondents
- Human Resources – 2 respondents
- Marketing – 1 respondent
- Business Management – 1 respondent
- Professional Cookery – 1 respondent
- Educare – 1 respondent
- Bachelor of Arts – 1 respondent
- ODETP Qualification – 1 respondent
- General – 1 respondent

- None – 1 respondent

Nicely and Tang's (2015:137) research reveals that tertiary education is relevant to the work of managers in the hospitality industry, and that the hotel managers should appoint candidates with academic qualifications to positions within the industry. They suggest that it is advantageous for employees to engage in further study to enhance their knowledge beyond their current tertiary qualification. The fact that the majority of the industry respondents in this study do indeed have tertiary qualifications in related fields is to be welcomed, not least because it promises a firm foundation for the assessment of students during their WIL placements.

SECTIONS TWO AND THREE: ATTRIBUTES EXPECTED OF STUDENTS ON A FIRST WIL PLACEMENT COMPARED TO STUDENTS ON A FINAL WIL PLACEMENT

Sections two and three of the hospitality questionnaire addressed the attributes that the hospitality industry expects from CTHS students accepted for WIL placements. The questions posed in section two enquire about the expectations of students on a first WIL placement, and the questions in section three refer to third-year students completing their final WIL placement. The questions in these two sections were identical, with the exception of an additional two questions in section three, namely questions 31 and 32, which were concerned solely with third-year students. The questions in sections two and three relate to objective one of the study in seeking to determine the attributes that the hospitality industry expects of CTHS WIL students.

4.4.7 Industry questionnaire: Punctuality

Question 8: Punctuality is important at all times, regardless of the fact that this is the student's first exposure in the hospitality industry.

Question 20: Punctuality is important at all times.

Rationale:

This is the first question aimed at establishing the perception of management and supervision within the hospitality industry regarding the expected attributes and competencies of the students. The rationale for the questions was to determine whether the hospitality industry had higher expectations of final-year WIL students than of second-year students on a first WIL placement. The second-year students have completed only one year of theoretical study and, in general, have not had any exposure to the actual world of work. It seems that they cannot realistically be expected to have the same competencies as the final-year students. The line of questioning in

Sections two and three sought to establish the hospitality industry's perceptions on this point, which relates to the first objective of this study. All the questions in Sections two and three were cross-tabulated with the respondent's position within the hotel.

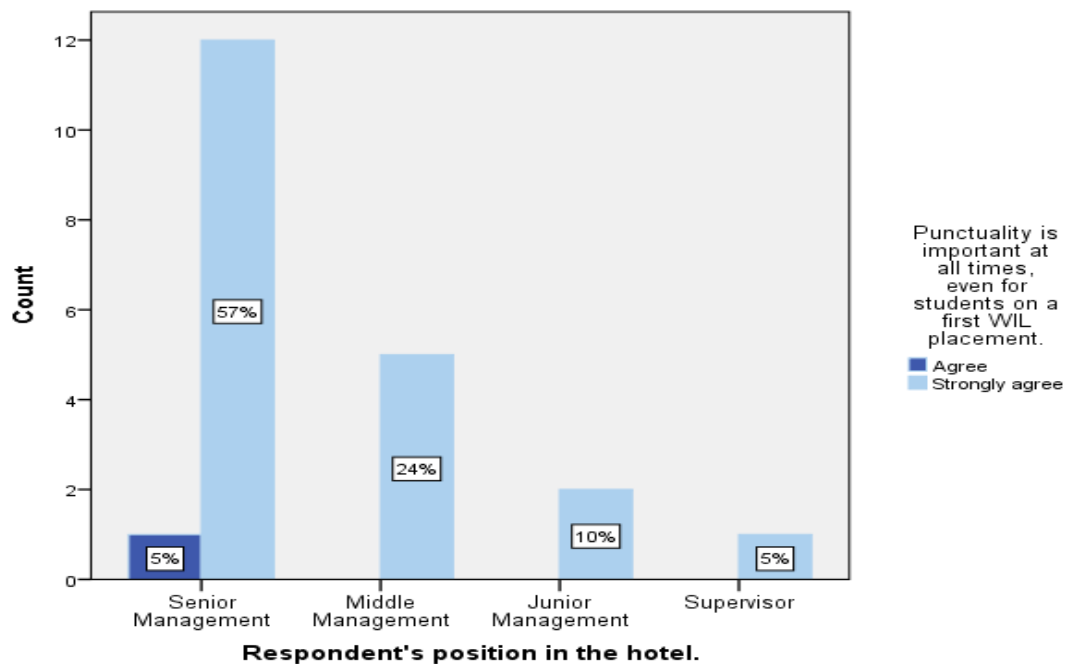


Figure 4.26 Punctuality in respect of a first WIL placement

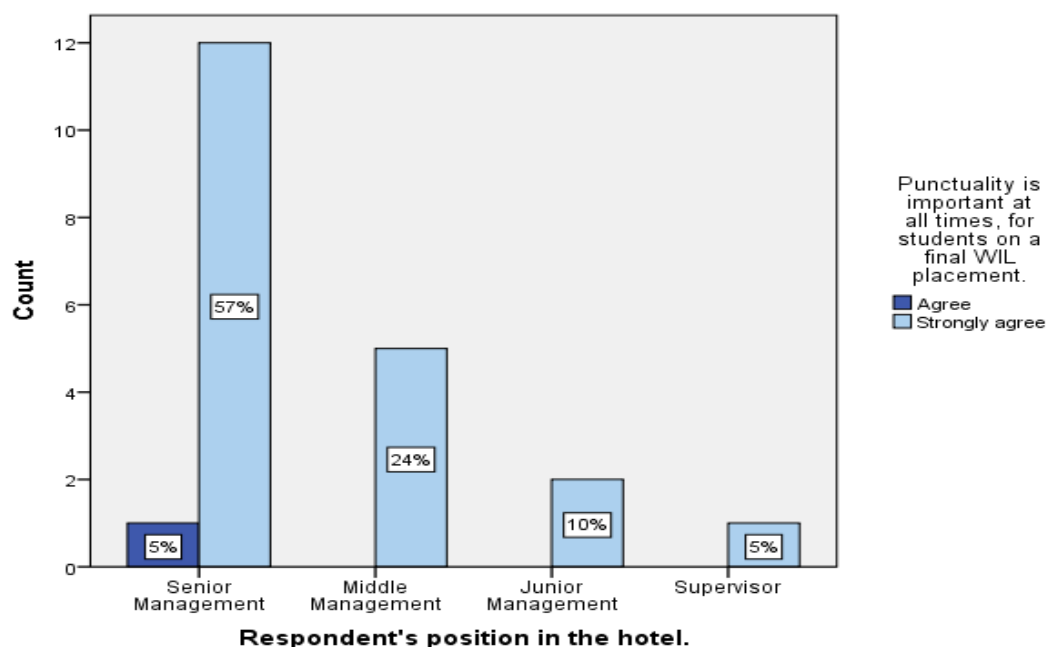


Figure 4.27 Punctuality in respect of a final WIL placement

Findings:

The findings for the two questions were identical, with the respondents at all levels of management agreeing on the importance of punctuality. As many as 96% of them

stressed its vital importance, opting for the “strongly agree” option. Clearly, whether the individual is an undergraduate student or a permanent employee, he or she is expected to report for work timeously. This requirement can be insisted upon while the students are still on campus. The researcher and colleagues from the CTHS had experienced students arriving late for classes. This problem can and should be rectified at this stage in preparation for the WIL placements, thus ensuring the CTHS students are aware of the importance of punctuality.

4.4.8 Industry questionnaire: Personal appearance

Question 9: Personal appearance and cleanliness is vital.

Question 21: Personal appearance and cleanliness is vital.

Rationale:

The core of the hospitality industry consists of dealing with guests, which means that the impression created by personal appearance is critical. During the WIL placement the student interacts with guests and it is therefore important that the student has excellent personal hygiene, is neatly dressed and well presented. It is also essential that, from the outset, the student understands the importance of personal presentation and awareness.

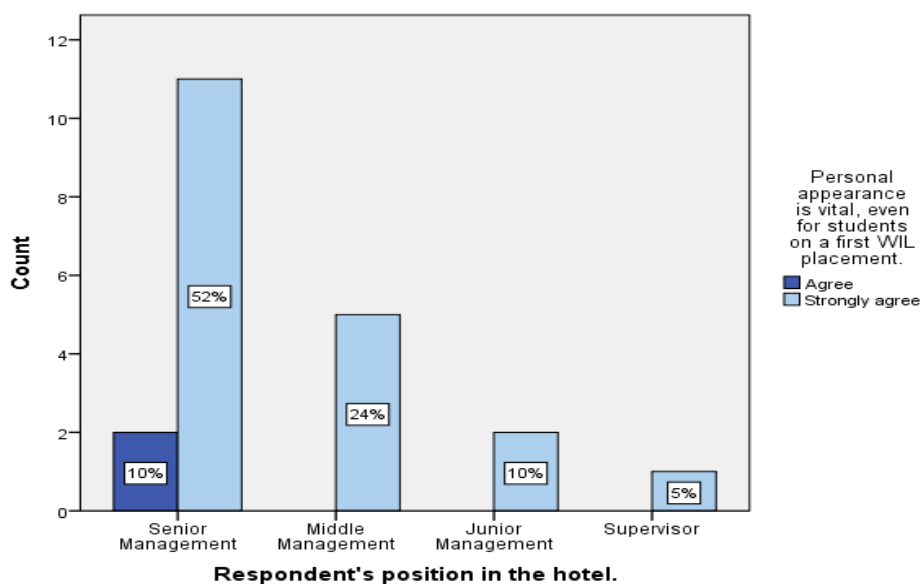


Figure 4.28 Importance of appearance in respect of a first WIL placement

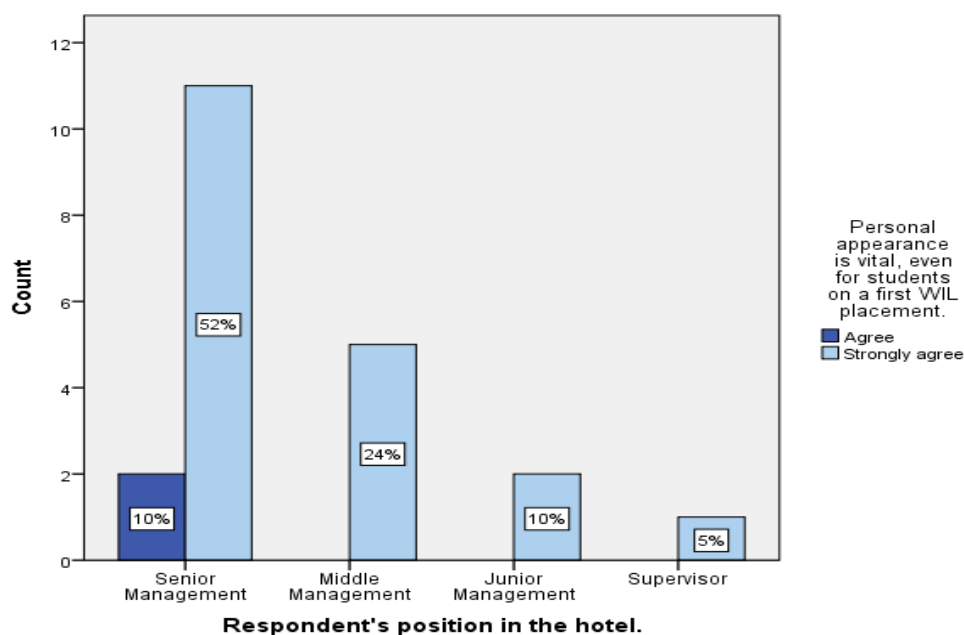


Figure 4.29 Importance of appearance in respect of a final WIL placement

Findings:

The findings reveal that all levels of management agreed that personal appearance was vitally important in students, regardless of whether it was a first or final WIL placement. The findings in this question and the previous question regarding punctuality are identical, which reveals that these two basic work ethics are centrally significant, regardless of the year of study.

4.4.9 Industry questionnaire: Teamwork

Question 10: Team player – it is important for the student on a first WIL placement to understand how to work as part of a team.

Question 22: Team player – it is important for the third-year to understand how to work as part of a team.

Rationale:

The ability to be a team player and work as a member of a team is not as basic a competency as the first two mentioned above. However, Walker (2009:248) claims that teamwork is crucial for success in the hospitality industry, and it is essential that the students understand and acquire this competency. This question was posed to determine the degree to which the hospitality industry expects students to have this ability, even as second-year students.

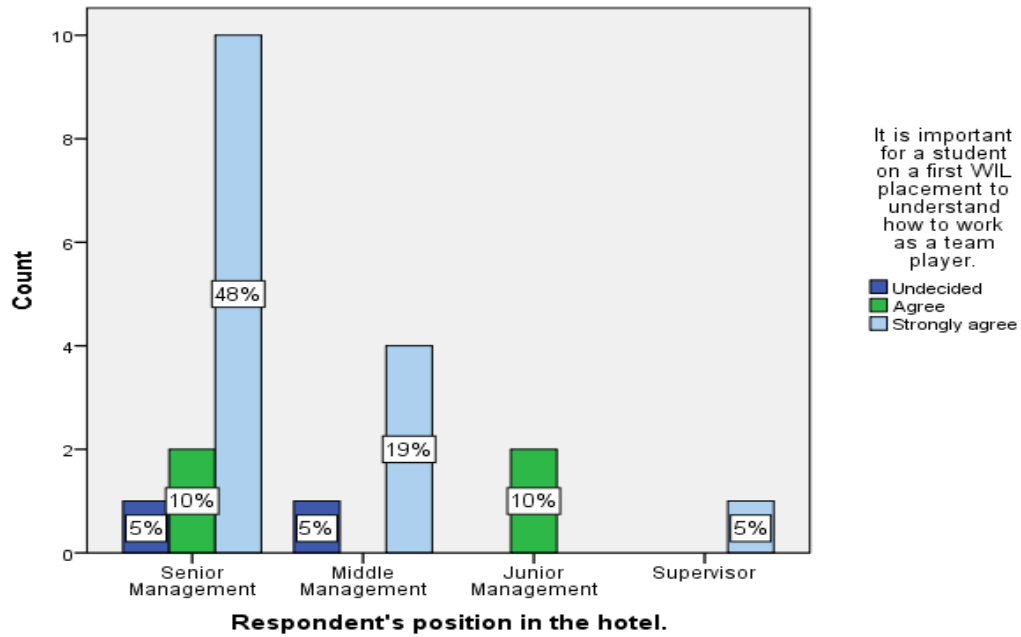


Figure 4.30 Importance of being a team player for a student on a first WIL placement

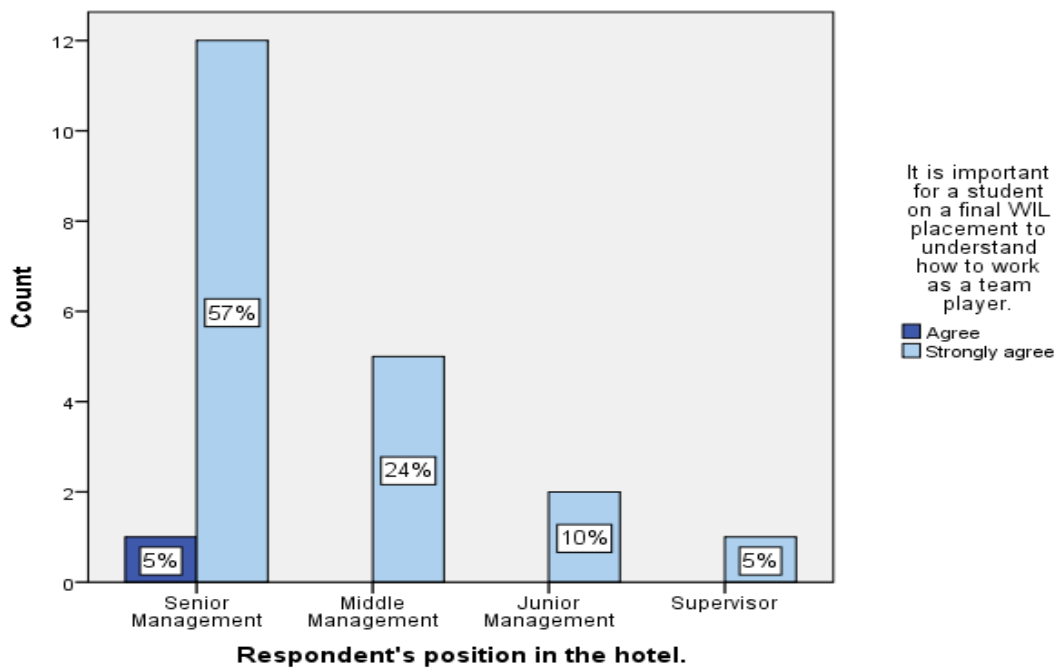


Figure 4.31 Importance of being a team player for a student on a final WIL placement

Findings:

The findings show that the managers and supervisors do not expect the same capacity for being a team player from students on a first WIL placement that they do for final WIL students. Although there was general agreement that the students should be aware of how to work as part of a team, the data obtained from the respondents showed that 72% strongly agreed with the statement in respect of a first WIL placement

compared to 96% for a final WIL placement. It is essential that the students acquire the skills necessary for teamwork prior to the WIL placement. These skills can be practised during academic classes through group work and group assignments. The data shows that the hospitality industry regards the ability to be a team player as an important skill expected of the WIL student.

4.4.10 Industry questionnaire: Commitment to the workplace

Question 11: The student on a first WIL placement must understand commitment to the workplace, e.g. work extra hours, complete tasks as requested.

Question 23: The third-year student must understand commitment to the workplace, e.g. work extra hours, complete tasks as requested.

Rationale:

The *Collins English Dictionary* (2000:323) defines commitment as “an obligation, promise, etc. that restricts one’s freedom of action”. Organisational commitment is a widely researched topic. For Meyer & Herscovitch (2001:310), commitment is “a mind-set that can take different forms and binds an individual to a course of action that is of relevance to a particular target”. Commitment on the part of management is also important. Hodges et al. (2014:200) observe that a student’s performance is influenced not only by his or her own efforts and attitudes, but also by commitment from the establishment through mentoring and support. This question was posed in its most basic form, enquiring whether the hospitality industry expected students to show commitment and dedication to his or her WIL placement by being prepared “go the extra mile”.

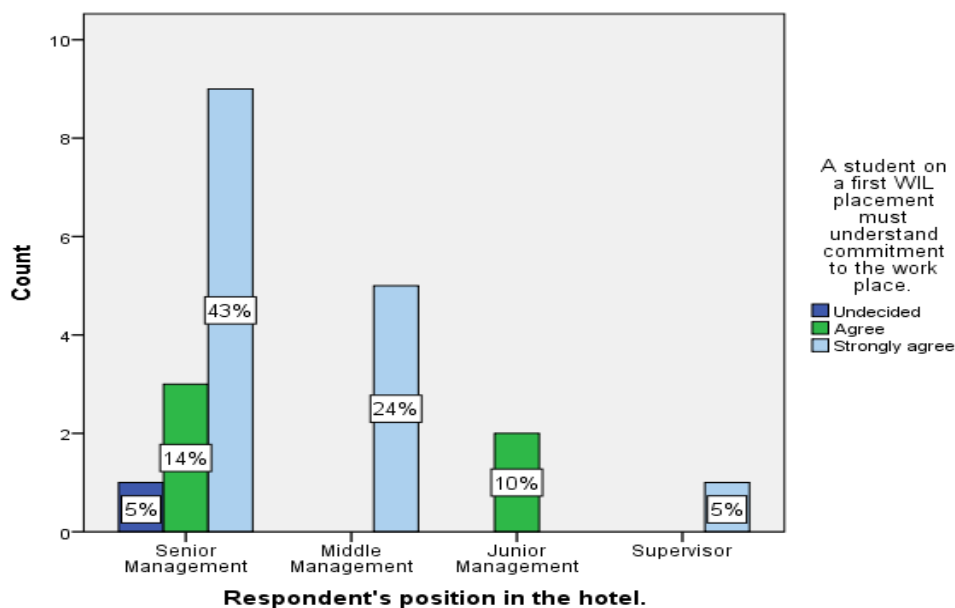


Figure 4.32 Commitment to the workplace – student on a first WIL placement

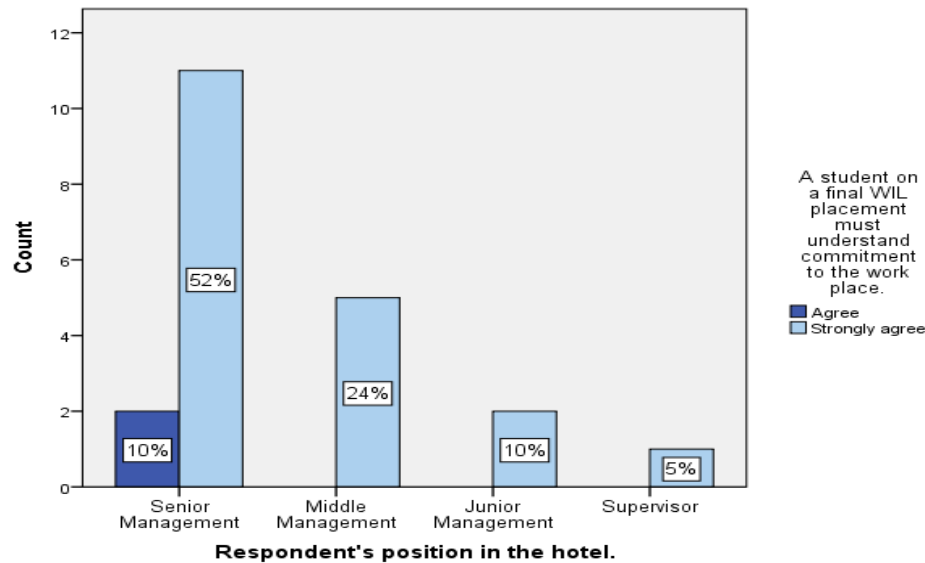


Figure 4.33 Commitment to the workplace - student on a final WIL placement

Findings:

There was an overwhelming agreement (95%) that commitment is important to the workplace, even for a student on a first WIL placement. For a final WIL placement, 100% of the respondents regarded commitment to the workplace as vital. For first-time WIL students this expectation may be problematic, since the majority are entering the “real world of work” for the very first time. The level of commitment required by the industry may take some time to develop. The findings nevertheless indicate that this is a key attribute expected of all WIL students. The onus is thus on the academic institution to explain to students the elements of commitment and what the hospitality industry expects of them prior to the commencement of the first WIL placement.

4.4.11 Industry questionnaire: Initiative

Question 12: Initiative – the student on a first WIL placement should be able to recognise where work is required.

Question 24: Initiative – it is expected that the third-year student should recognise where work is required.

Rationale:

Personal initiative is conceptualised as the active efforts by an individual to be “proactive, persistent and self-starting”, especially when faced with difficulties in achieving goals. Being proactive means being able to anticipate problems and opportunities and take advantage of both these situations (Balluerka et al., 2014:1). For some people, initiative is an intrinsic part of their character, but for others initiative is a competency that must be demonstrated, encouraged and developed.

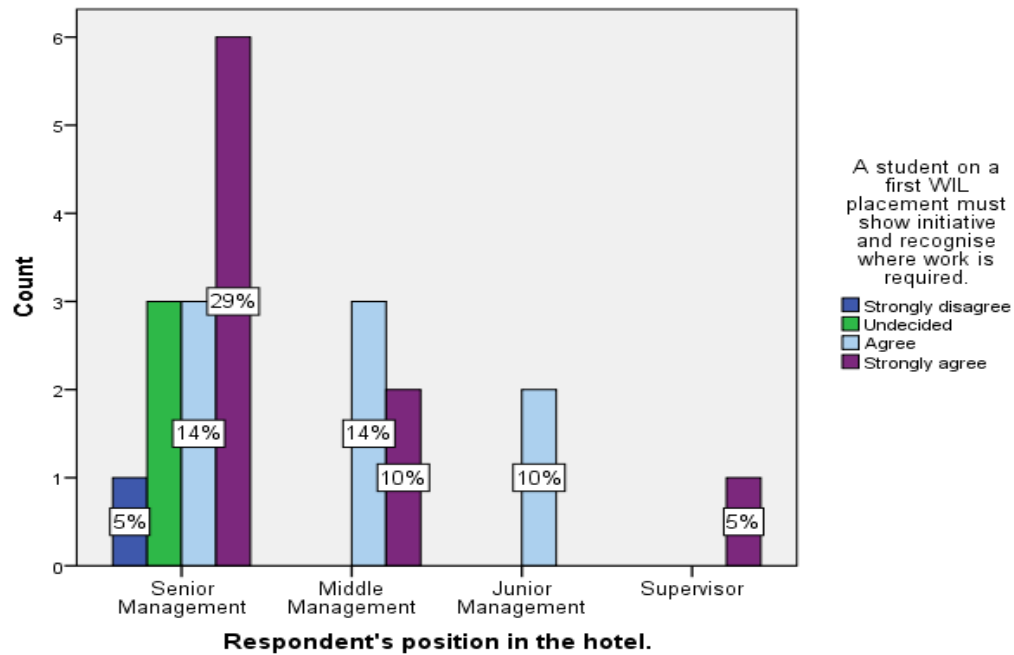


Figure 4.34 Initiative expected of a student on a first WIL placement

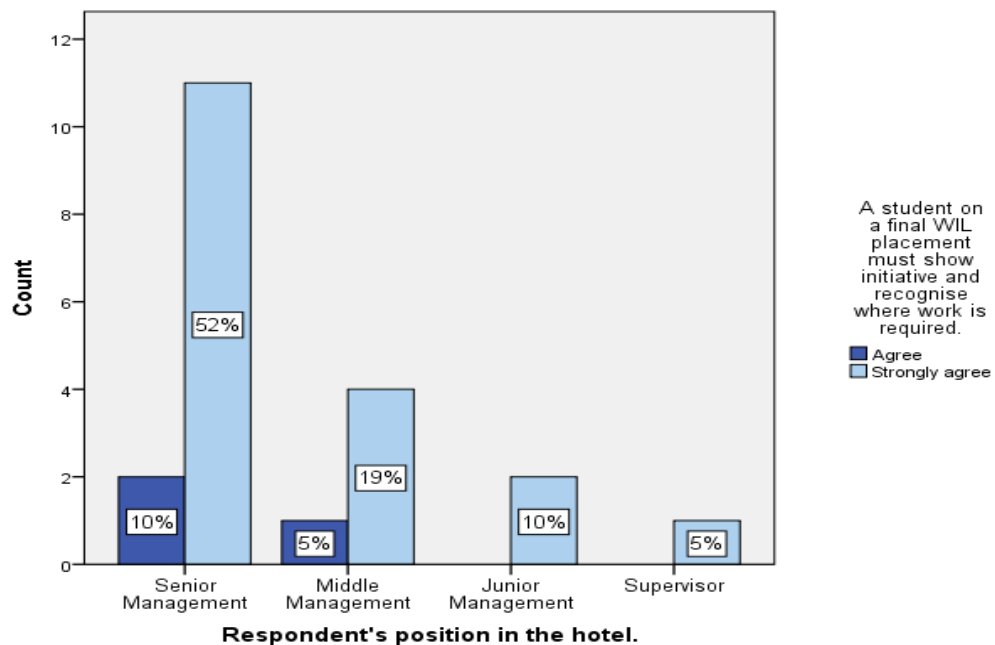


Figure 4.35 Initiative expected of a student on a final WIL placement

Findings:

The respondents felt that the students on a first WIL placement should show initiative, but over a broad range: 44% strongly agreed with the statement, 38% agreed, 14% were undecided and 5% disagreed. But by the time of their final WIL placement, the respondents felt with 100% unanimity that the students should display initiative and identify where work is required (85% strongly agreeing with the statement and 15% agreeing). Although the competency concerned is considered important by the

hospitality industry, the data shows that students on a first WIL placement are allowed some leniency in showing initiative. This is understandable as many of these students are entering the hospitality environment and world of work for the first time, and they require time to become acquainted with the rhythm and flow of work. The same leniency is not accorded to the final WIL placement student, who should by then be able to recognise where work is required without having to be told.

4.4.12 Industry questionnaire: Verbal communication skills

Question 13: Verbal communication skills – the student on a first WIL placement should be able to communicate effectively with guests and staff.

Question 25: Verbal communication skills – the third-year student should be able to communicate effectively with guests and staff.

Rationale:

Schoffstall and Arendt (2016:211) identify good interpersonal communication skills as among the key traits for a potential hospitality employee. The subject Hospitality Communication is part of the Dip. H&HM qualification, offered in the first and second years of study. Fluent verbal communication is vital as the students interact with guests and staff alike. The majority of students on a first WIL placement are experiencing the world of work for the first time, and are apt to be nervous and unsure, which can affect their verbal communication abilities. Daily exposure within the industry builds the students' confidence and there is typically a marked improvement in their verbal communication skills by the end of their first WIL placement. This question was posed to establish whether the hospitality industry expects good verbal communication skills from the outset of a first WIL placement.

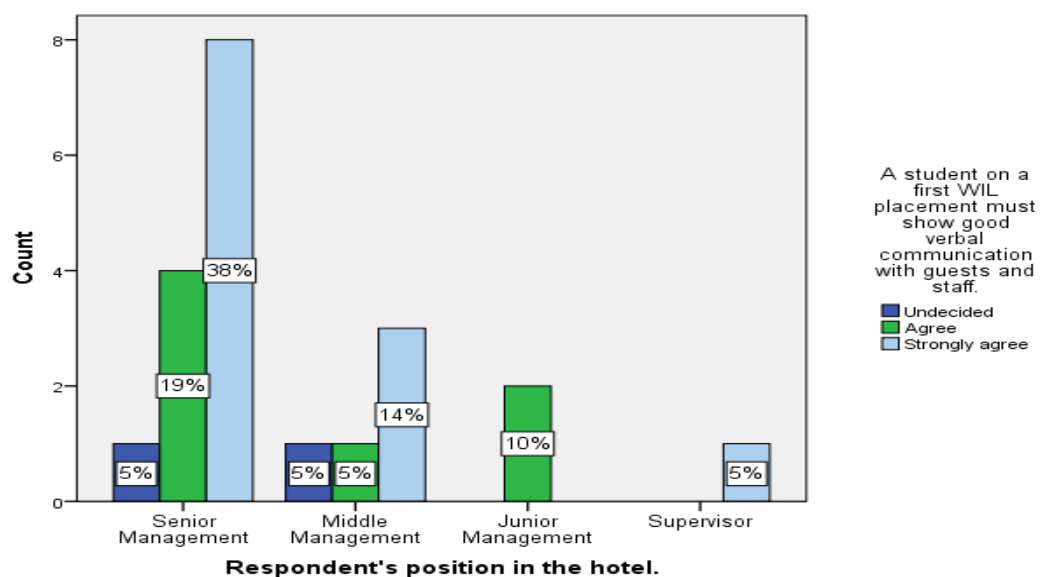


Figure 4.36 Verbal communication skills expected of a student on a first WIL placement

Table 4.10 Verbal communication skills expected of a student on a final WIL placement

	Frequency	Percent
Strongly agree	21	100.0

Findings:

The findings show that 57% of the respondents strongly agreed that the students should have good verbal communication skills, while 34% agreed and 10% remained undecided. This is possibly a cause for concern, as the verbal communication skills of students commencing a first WIL placement, in general, require improvement. An overwhelming 100% of the respondents felt that a final WIL student requires good verbal communication skills. Due to experience and exposure in the course of studying for the qualification, the third-year student should be more confident and knowledgeable, and therefore more verbally adept. These findings, linked to the first objective of the study, suggest that it is the responsibility of the academic institution to ensure that students' verbal skills are developed sufficiently in the first year of study, so that by the final WIL placement the students have become proficient communicators.

4.4.13 Industry questionnaire: Written communication skills

Question 14: Written communication skills – the student on a first WIL placement should be able to write effectively to guests and staff.

Question 26: Written communication skills – the third-year student should be able to write effectively to guests and staff.

Rationale:

The amount of written communication expected of a student on a first WIL placement is limited and it is rare that the management of an establishment would allow a student to write directly to a guest. However, there is communication between staff members, for example during handovers between shifts, and it is important that the student be able to provide legible handover notes and messages. The question was posed to establish the importance of written communication skills in the opinion of the hospitality industry.

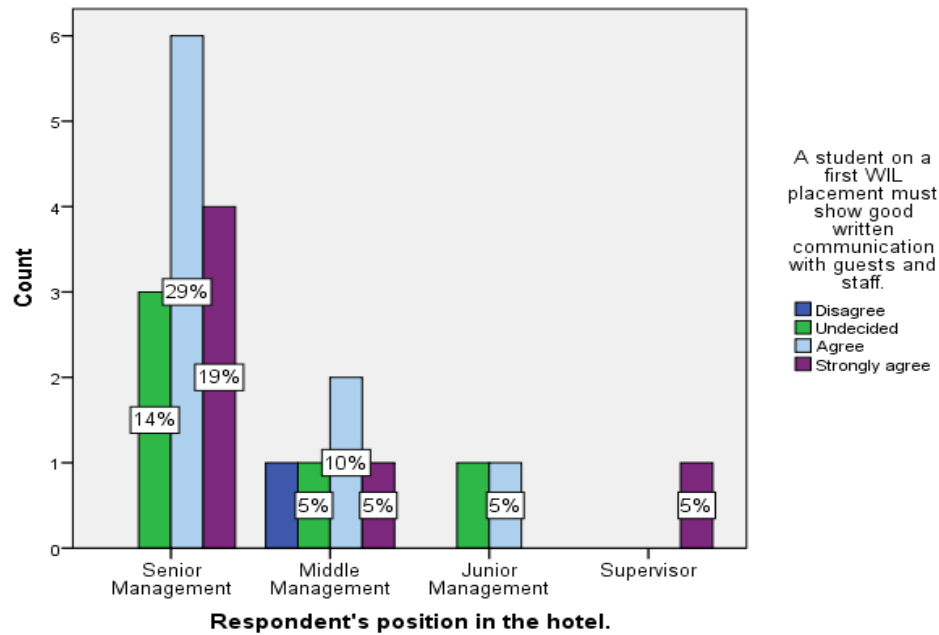


Figure 4.37 Written communication skills expected of a student on a first WIL placement

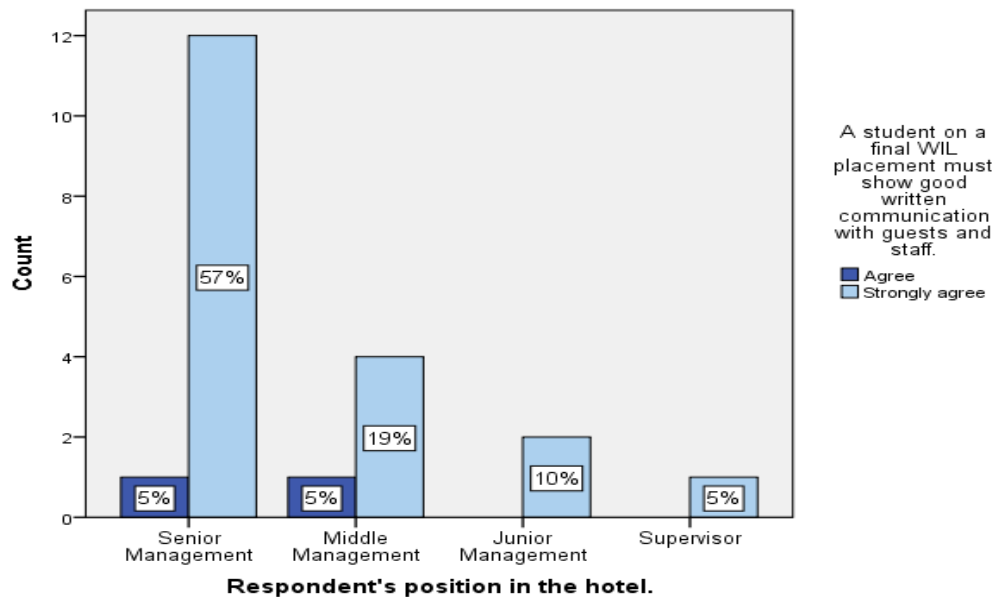


Figure 4.38 Written communication skills expected of a student on a final WIL placement

Findings:

The findings regarding students on a first WIL placement show that 29% of the respondents regarded written communication skills as very important, 44% rated them as important, 24% were undecided and 5% disagreed. The indication is that these skills are expected to improve: for final-year WIL placement students, 100% of the respondents (90% strongly agreed and 10% agreed) require the final-year students to have good written communication skills. The findings for spoken and written communicative abilities point to the importance of Hospitality Communication, a subject

offered in the first and second years of the current ND.HM: Accom., as well as in the new qualification, Dip. H&HM. These findings link to the third objective of the study, in terms of which the outcomes of the Dip. H&HM qualification should be aligned with the abilities of graduates desired by the hospitality industry.

4.4.14 Industry questionnaire: Access code to the Property Management System

Question 15: After training at the property, the student on a first WIL placement should be given an access code to work on the Property Management System.

Question 27: The third-year student is given an access code to the Property Management systems as soon as the student has shown his/ her competence.

Rationale:

The Property Management System (PMS) is used in the rooms and food and beverage divisions for control purposes. Much of the day-to-day work at the hotel involves accessing the PMS. However, thorough knowledge of how the system works is important to avoid unnecessary errors. Students had previously informed the researcher that they had not been given access codes to the PMS, which made the learning process difficult and hindered the achievement of certain learning outcomes. This question was posed to determine the viewpoint of the management and supervisors in industry.

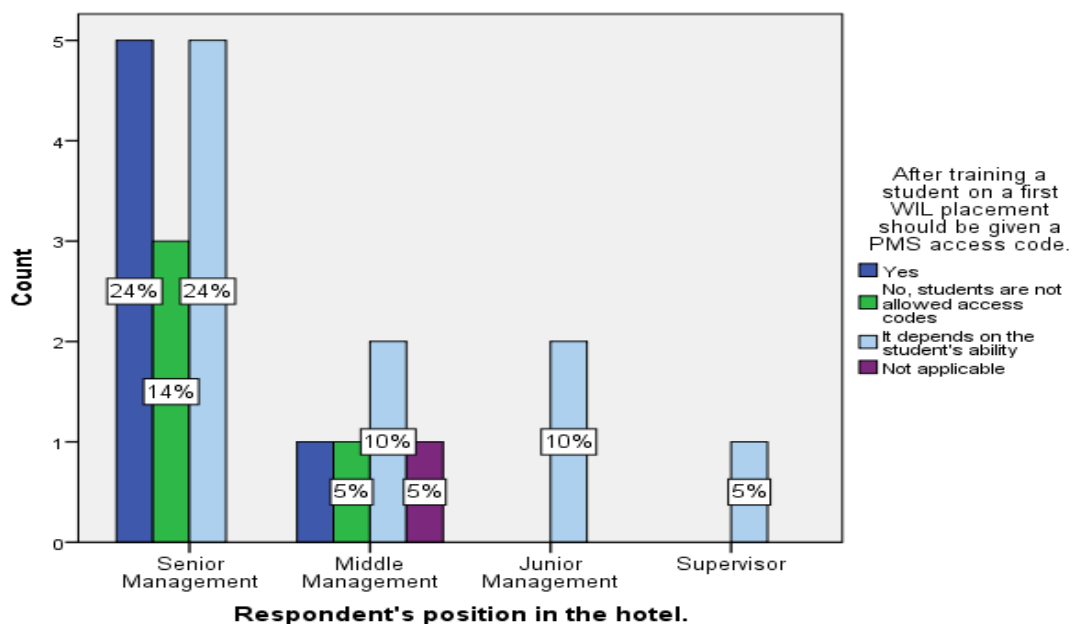


Figure 4.39 Access codes for PMS for students on a first WIL placement

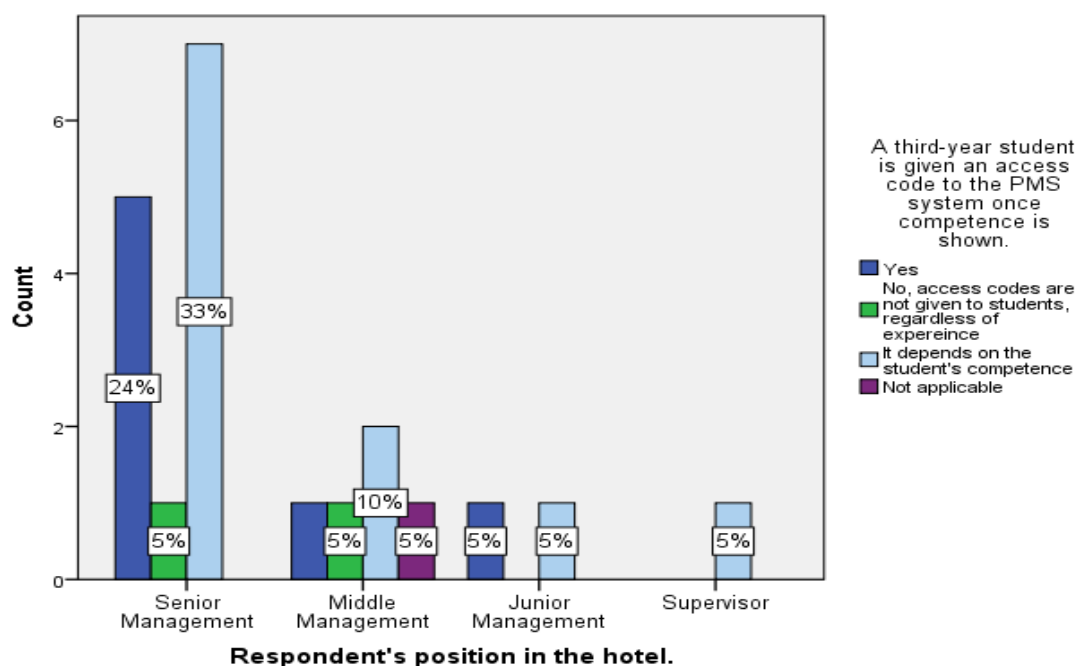


Figure 4.40 Access codes for PMS for students on a final WIL placement

Findings:

The findings are quite similar in respect of the two WIL placements. The data from question 15 showed that a major share of the respondents (49%) felt that a student on a first WIL placement would be assigned a code to the PMS provided they had demonstrated the ability to work successfully on the system. As many as 34% indicated that students would automatically receive a PMS code after training, while 19% responded that students were not allowed codes to the PMS.

With regard to a final WIL placement, the respondents were slightly more generous. 53% allowed that an access code to the PMS would be granted, depending on the student's ability, 34% indicated that students would automatically receive an access code, while 10% were adamant that students would not receive an access code. This percentage is 9% less than the result for students on a first WIL placement, indicating that certain hospitality establishments would consider access codes for final-year students that they would withhold from first-year students. This disparity in the responses is a problem for the WIL placement of students. If not all students are allowed to receive codes for the PMS, those who do not are being disadvantaged in the learning process, and may as a result not be able to achieve the outcomes of the WIL placement. McAllister and Nagarajan (2015:279) stress the importance of a thorough integration of the WIL experience into the academic outcomes to maximise students' learning and development. If the students are not allowed to use the PMS,

their practical exposure during their WIL placement may not be aligned with the theoretical knowledge included in the curriculum.

4.4.15 Industry questionnaire: MS Office and email

Question 16: The student on a first WIL placement should have a good understanding of MS Office and email.

Question 28: The third-year student should have a good understanding of MS Office and email.

Rationale:

Although students on a first WIL placement may not be required to use MS Office and email on a regular basis, it will ultimately be essential that they master this technology. MS Office and email form part of the subject Hospitality Information Systems in the first-year of the Dip. H&HM. The reason for asking this question is to determine how highly these skills are rated by the hospitality industry.

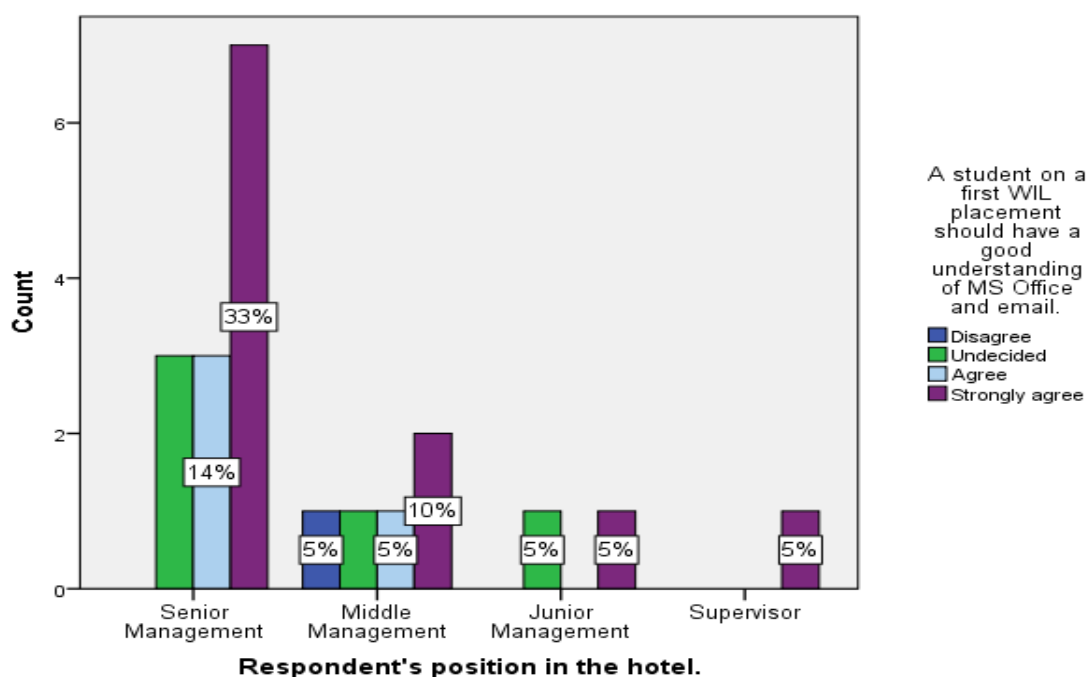


Figure 4.41 Understanding MS Office and email for a student on a first WIL placement

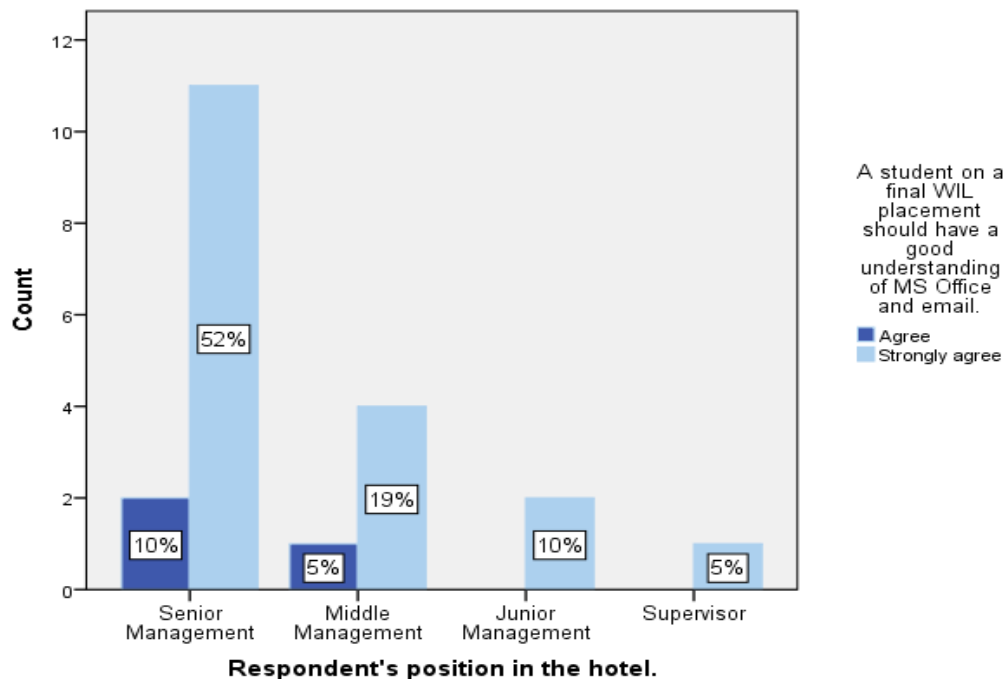


Figure 4.42 Understanding MS Office and email for a student on a final WIL placement

Findings:

The majority of the respondents (53%) felt that knowledge of MS Office and email is essential for a student on a first WIL placement, whilst 19% agreed that it was important. As many as 24% of the respondents were undecided on this question, while 5% disagreed. But all the respondents felt that students on a final WIL placement should have a good understanding of MS Office and email. As these students graduate at the end of the final WIL placement and are looking for employment, this is a vital competency for them. These findings, linked to the third objective of the study, reinforce the importance of the subject Hospitality Information Systems in the Dip. H&HM curriculum. The practical component of this subject is offered in the first year of the qualification, and subsequent use of MS Office for assignments and presentations during the course should equip students with the technological skills expected by the hospitality industry.

4.4.16 Industry questionnaire: Time management

Question 17: The student on a first WIL placement should display good time management, for example be able to complete tasks in a time-frame stipulated.

Question 29: The third-year student should display good time management, for example be able to complete tasks in a time-frame stipulated at all times.

Rationale:

Time management is a necessary skill in two senses, the general sense of being on time for work and the more particular sense of the ability to complete tasks within a set period. The question was posed from the point of view of this second sense. A student on a first WIL placement has to first learn how to complete a task before he or she can be expected to complete the task within a set time frame. The reason for this question is to establish whether the hospitality industry shares this viewpoint.

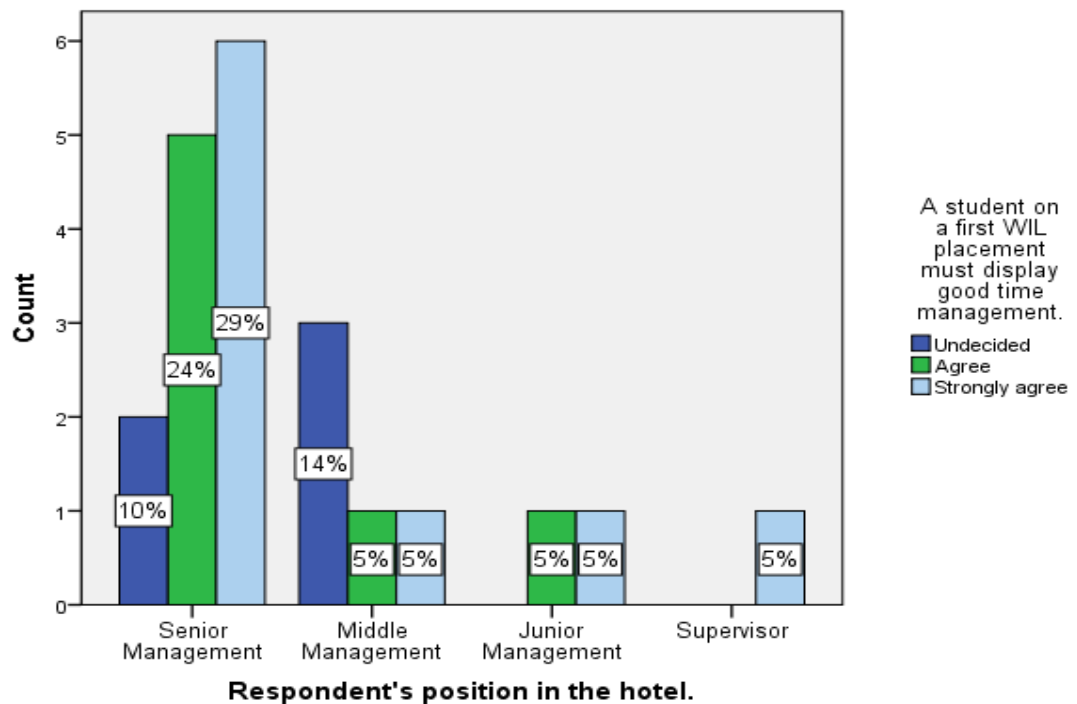


Figure 4.43 Time management of a student on a first WIL placement

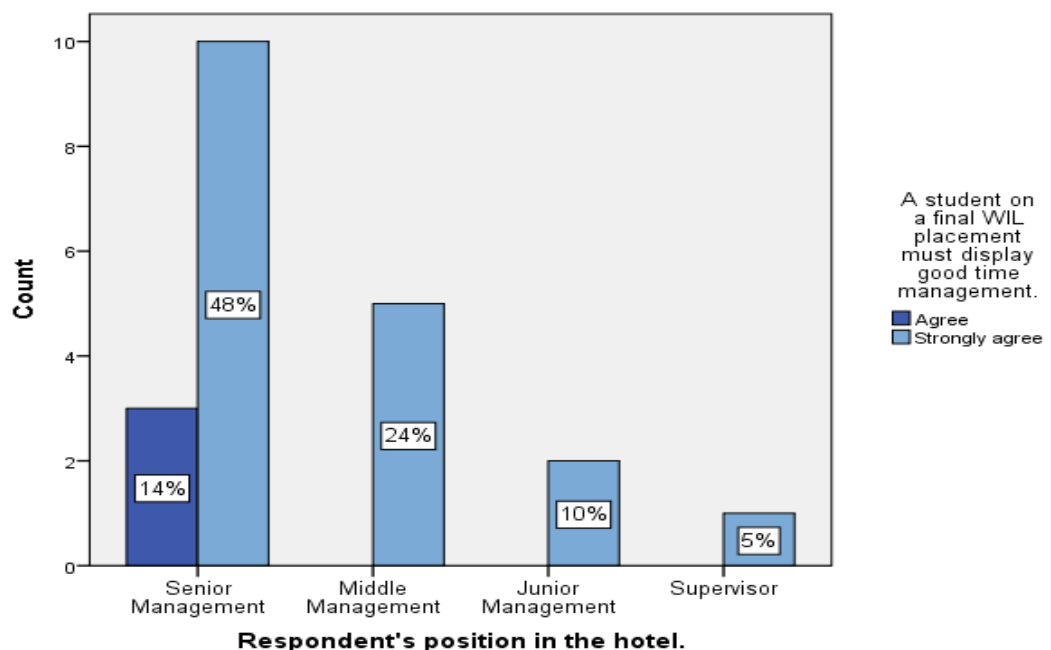


Figure 4.44 Time management of a student on a final WIL placement

Findings:

From the data obtained it can be seen that time management is deemed important, regardless of whether the student is completing a first or final WIL placement. For a first WIL placement, 78% of respondents agreed with the statement (44% strongly agreeing and 34% agreeing), and 24% were undecided. For the final WIL placement, 87% of the respondents strongly agreed and 14% agreed (= 101%, the discrepancy the result of rounding up). The data reveals that the respondents have high expectations from the students regarding the completion of tasks. This may be problematic for a student on a first WIL placement, exposed to completing typical hospitality industry tasks in a real setting for the first time. Time management is a skill that one develops with practice and knowledge of the task at hand. In the academic environment, time management is learned through the preparation for assessments and assignments. For instance, as Grosas et al. (2016:1600) point out, “formative tests provided some pressure on the students in terms of time management for them to keep up to date with their learning”. The capacity for time management is an integral part of the Dip.H&HM, and one that requires practice during the WIL placements to reach a level of competency.

4.4.17 Leadership critique

Question 18: The student on a first WIL placement should be able to accept leadership critique.

Question 30: The third-year student should be able to accept leadership critique.

Rationale:

It is essential that a student be able to accept constructive criticism from a superior and learn from the experience. The researcher is aware that in some instances, this criticism is made in a derogatory way. In response to the qualitative question, one of the students mentioned that “[students] are bullied, laughed at, and are threatened”. This issue needs to be addressed, and if the managers/ supervisors in the hospitality industry regard the acceptance of criticism as important, then there needs to be a better manner in which it is done.

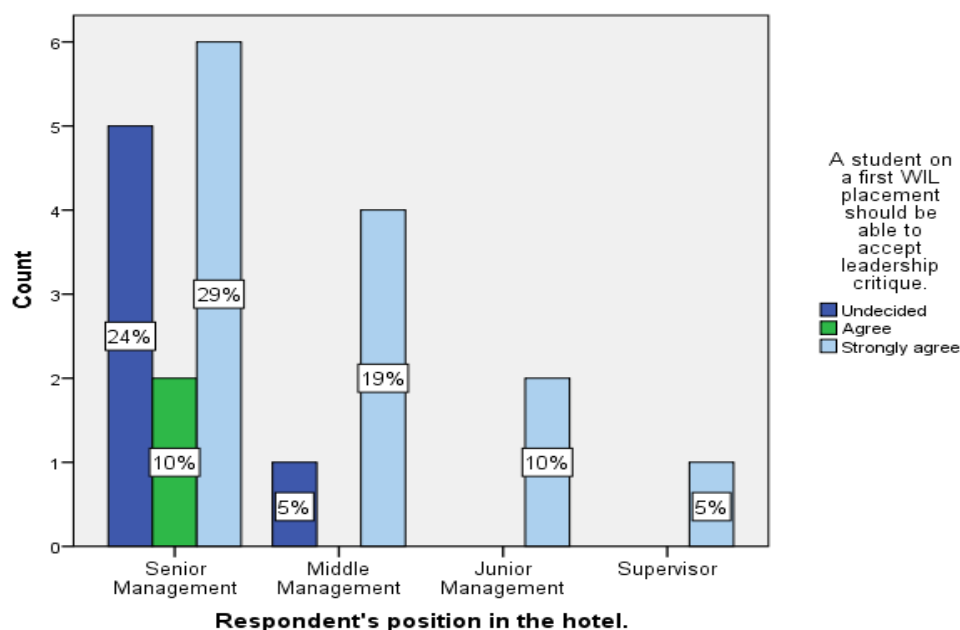


Figure 4.45 Acceptance of leadership critique in respect of a student on a first year placement

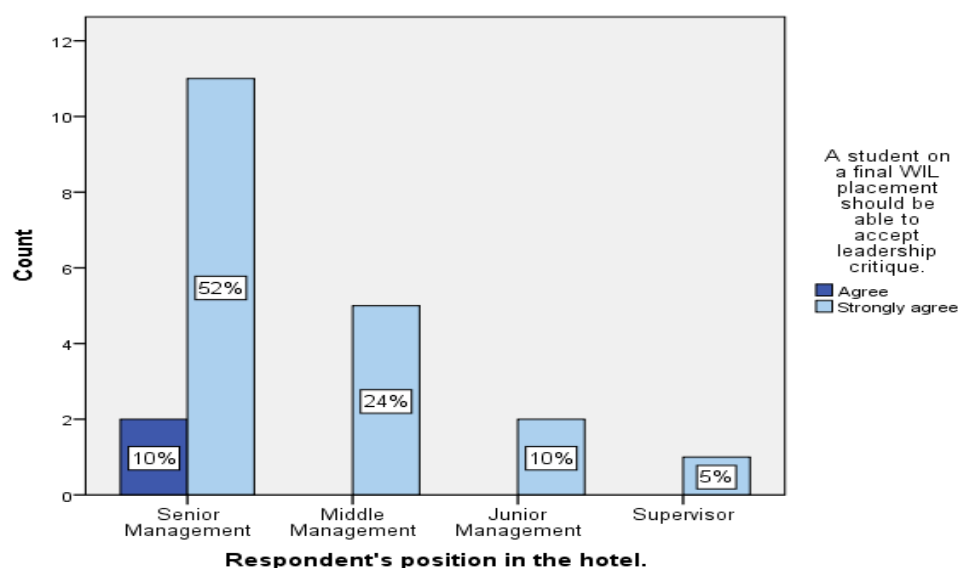


Figure 4.46 Acceptance of leadership critique in respect of a student on a final WIL placement

Findings:

Views on the acceptance of constructive criticism differ according to whether the student is on a first WIL placement or on a final year placement. The data obtained from question 18 shows that 63% of the respondents agree strongly with the statement, 10% agree and 29% are undecided. By contrast, the data obtained from question 30 show an overwhelming agreement (90% strongly agree, 10% agree) that a final-year student must be able to accept criticism from management. Such problems as arise do so solely because of the manner in which the criticism is given. On numerous occasions students on WIL placements have complained about the derogatory manner in which

supervisors and managers address them. This creates a negative environment for the student and makes learning more difficult. Although there is an expectation that WIL students should be able to accept negative feedback on their work performance, attention needs to be given to the manner in which it is delivered.

4.4.18 Industry questionnaire: Additional attributes for students on a first WIL placement

Question 19: In your opinion are there any attributes that a student on a first WIL placement should display when entering the hospitality industry for the first time?

Rationale:

This qualitative question encouraged respondents to give their views on additional attributes not mentioned in the questionnaire, and provide general feedback relating to the attitude and willingness to learn on the part of the student. A summary of the responses to this question is tabled below.

Table 4.11 Summary of question 19

Respondents	Feedback regarding attitude
1002; 1004; 1005; 1009; 1010; 1012; 1016; 1020	A number of respondents mentioned that a positive attitude is vital to working in the hospitality industry. This viewpoint was coupled with indications that the students should be eager to learn and get involved in all aspects of the hotel. They must be energetic, ask questions, be self-motivated, have clear objectives and be driven to succeed.
Respondents	Feedback regarding criticism
1002; 1006; 1008	Three respondents mentioned that the students must realise that they are there to learn from the managers. One respondent mentioned that the students are inclined to want to implement things as per their text book and not learn from their superiors.
Respondents	Feedback regarding communication
1007; 1014	Although the importance of communication was part of the quantitative questioning, the respondents specifically mentioned this attribute. It was emphasised that the students must speak clearly, with confidence, and be able to hold a conversation with a guest.
Respondents	General feedback
1001; 1002; 1003; 1015; 1020; 1021	Two respondents mentioned that the students should have some knowledge of the hotel prior to starting their WIL placement. Other comments included the need for students to display “genuine hospitality and a sense of caring”, pay attention to detail, as well as

	have the ability to work under pressure. Another requirement mentioned was that the students exhibit discipline and good manners. There was one comment regarding the transport problems that students experience, which can serve to limit the exposure that the hotel is able to offer them. Four respondents gave no further feedback.
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The qualitative feedback in response to question 19 highlights the need for good communication skills, a positive attitude, and a willingness to learn. These comments address the first objective of the study (see page 3) by clarifying the attributes required of students by the industry. They are also aligned with the third objective of the study (see page 3) in that they confirm the need for subjects that support these attributes in the Dip. H&HM curriculum. Bharwani and Talib (2017:394) support this argument by stating “Hospitality organisations, therefore, must develop leaders with competencies that correspond with and are specific to their distinct business challenges and goals”. The comments regarding the need for students to have prior knowledge of the hotel where they are placed for WIL serve as a reminder that students should prepare carefully and responsibly for their placement.

4.4.19 Industry questionnaire: Leadership skills in third-year students

Question 31: The third-year student should be able to display some leadership skills.

Rationale:

This question was asked to gauge whether management in the hospitality industry expected final-year students to exhibit some leadership skills. When students commence their final WIL placement, they will have completed the theoretical component of the qualification, including the theory regarding supervision. The placement provides an opportunity for the student to implement this theory and to gain experience in supervision.

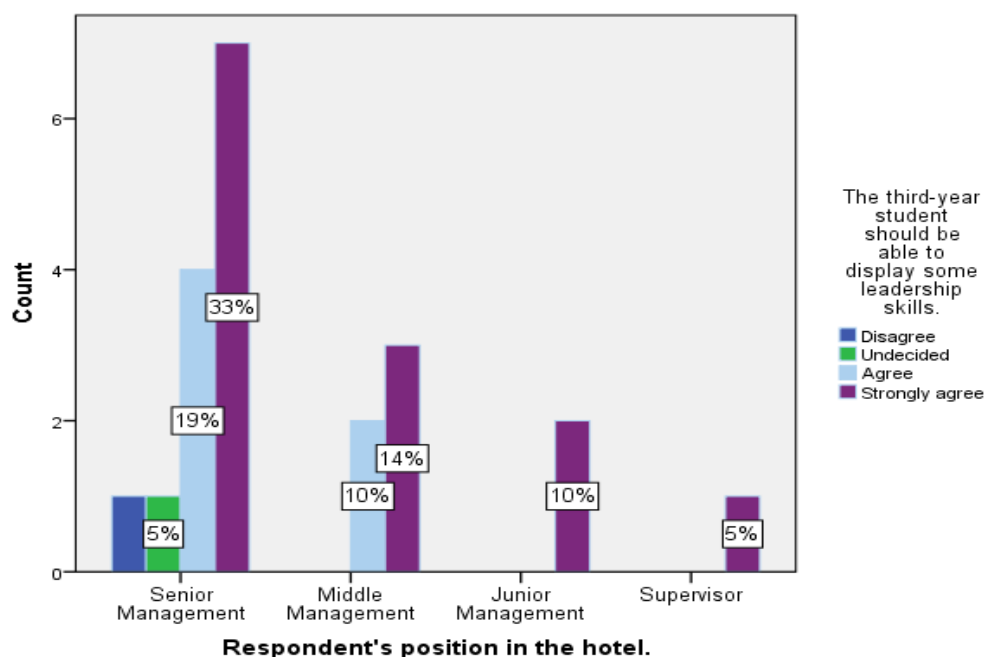


Figure 4.47 Expected leadership skills of a student on a final WIL placement

Findings:

The data revealed that 62% of the respondents strongly agreed that they expected the third-year students to display some leadership skills; 29% agreed, 5% were undecided and 5% disagreed. The Dip. H&HM qualification is designed to equip the students with supervisory skills. The students gain theoretical knowledge of these in the classroom, yet only have the opportunity to practise them once they are in the hospitality industry. Govender and Taylor (2015:46) emphasise that classroom instruction is not sufficient to produce graduates who are equipped for the workplace, which makes industry-based exposure essential. Although the hospitality industry may expect the students to have leadership skills, they should be reminded that the WIL placement is there precisely to develop these skills. However, observations recorded in the students' portfolios reflect that they are not always given the opportunity to develop their supervisory skills.

4.4.20 Industry questionnaire: Expectations of managers and supervisors

Question 32: In general, the managers and supervisors at the hotel have higher expectations of a final-year student than that of a student on a first WIL placement.

Rationale:

This question, posed only in section three of the questionnaire, is a summary question to obtain the overall opinion of managers and supervisors on the distinction between first and final WIL placements. It would seem logical for the hospitality industry to expect more from the student on a final WIL placement than one on a first WIL placement.

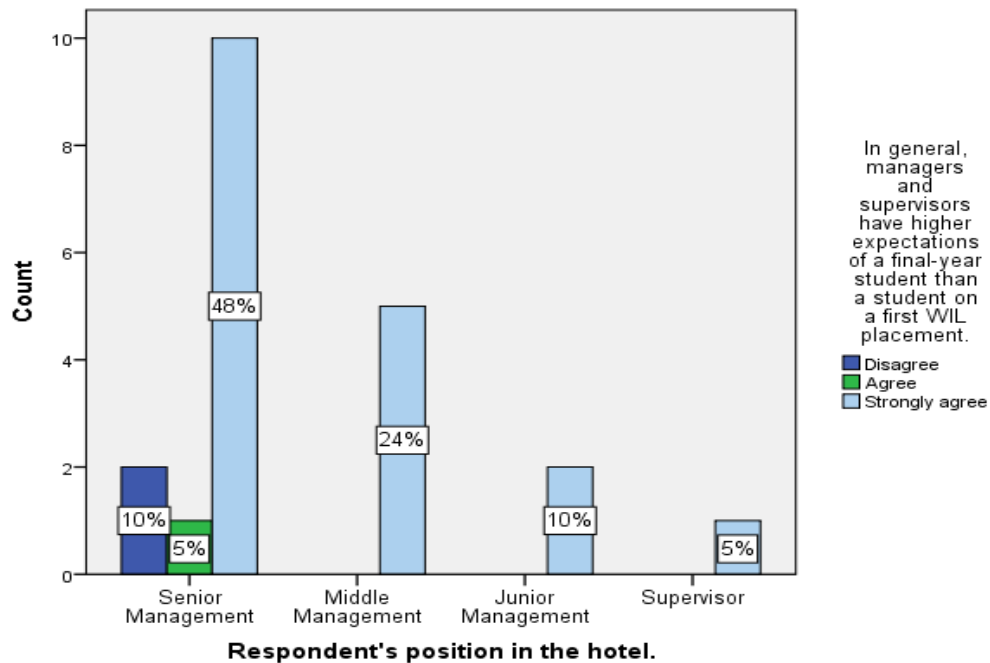


Figure 4.48 Overall expectations of students on a final WIL placement vs on a first WIL placement

Findings:

The findings showed that 87% of the respondents strongly agreed and 5% agreed that they expected more of a student on a final WIL placement compared to a student on a first WIL placement. These findings indicate that managers and supervisors are aware that the abilities of students on a first WIL placement have yet to undergo substantial development and cannot be expected to be on a par with those of a third-year student. By the same token, the expectations of third-year students on a final WIL placement are high, and the onus is on the academic institution to ensure that the students are equipped with the theoretical knowledge and understanding to be able to meet the industry's expectations.

4.4.21 Industry questionnaire: Additional attributes for students on a final WIL placement

Question 33: In your opinion are there any attributes not mentioned above that a third- and final-year student should display when entering the hospitality industry for the second time?

Rationale:

It was deemed important to allow the respondents an opportunity to add any additional views they may have had regarding the attributes that students completing the final WIL placement should have acquired, bearing in mind that these students were now available for permanent employment. A summary of the suggestions from the respondents follows.

Table 4.12 Summary of question 33

Respondents	Feedback regarding attitude
1003; 1004; 1006; 1007; 1010; 1012; 1016; 1020	The suggestions from the respondents were similar in nature. They wanted to see the students being proactive when dealing with situations, using their initiative and come up with solutions. They wanted to see an eagerness on the part of the students to become involved in all aspects of the hotel and show attention to detail. One respondent suggested they should have a clear career goal to work towards, in the full awareness that they must start from the bottom and learn from the managers.
Respondents	Feedback regarding work completed
1008; 1002	An interesting comment was made regarding the work completed in a final WIL placement. The respondents noted that although the students were in their final year, they still needed to complete tasks similar to those they did in their first WIL placement. In addition, they may be expected to bring new ideas and suggestions to the workplace. Another suggestion was that they be equipped with better knowledge of the financial aspects of different departments.
Respondents	Additional feedback
1001; 1011	One respondent suggested that “own transport should be a requirement”. Another suggestion was that the students should understand the online presence of the establishment.

SECTION FOUR: ASSESSMENT METHODS

The current format of assessment for the CTHS WIL students involves monthly assessments by the managers and supervisors who are assigned to the students. As the WIL Coordinator at the CTHS, the researcher has sensed that the current assessment form is not meeting the learning outcomes of the hospitality management course. Input was sought from the hospitality industry to establish whether there was any need to revise the WIL assessment format. Feedback from the hospitality industry survey can then be incorporated into any revisions made to the WIL assessment system.

4.4.22 Industry questionnaire: Involvement in assessments

Question 34: Please confirm whether you are involved in the assessment of the CTHS students during their WIL placements.

Rationale:

The rationale for this question was to establish whether the respondent did actually assess students during the WIL placement. It was understood that there might be respondents involved in training and liaising with the students who were not responsible for completing the assessment form.

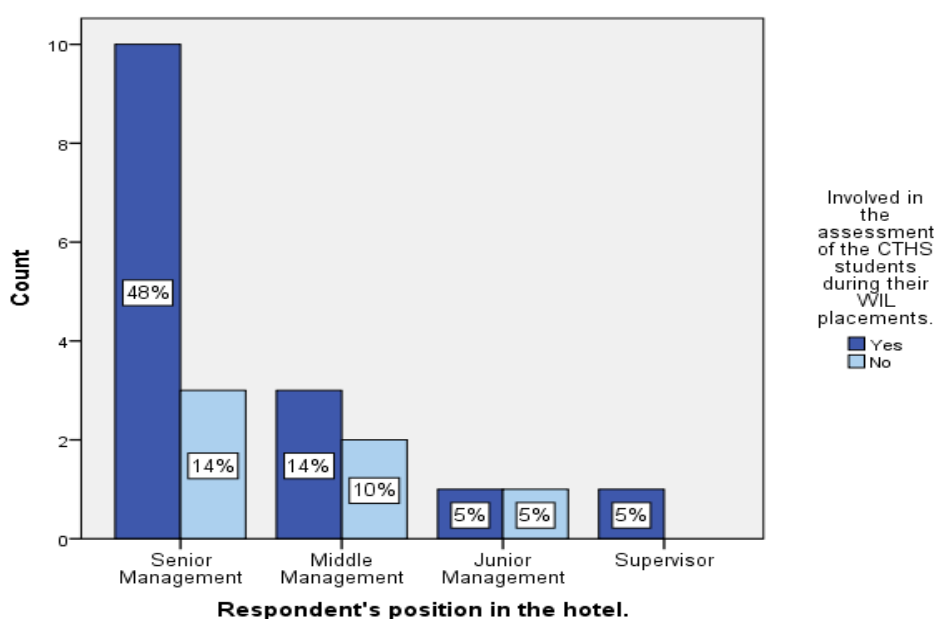


Figure 4.49 Respondents involvement in actual assessments

Findings:

The data showed that 72% of the respondents did assess the students, whilst 29% were not involved in the assessment process. The remaining questions in the industry questionnaire relate to the actual assessment process, so respondents not involved in the process are probably unable to answer these questions reliably and their responses should be recorded as undecided. On the other hand, they may have spoken to supervisors who do complete the assessment forms to gain information into the process. Unfortunately, as the survey is anonymous, it was impossible to discriminate among the respondents, which does affect the reliability and validity of the survey.

4.4.23 Industry questionnaire: Assessment procedure 1

Question 35: The student is assessed in my presence and the assessment is discussed with input from both the assessor and the student.

The following questions were posed to establish the actual procedure followed when students are assessed.

Rationale:

The aim of this question is to establish whether the manager or supervisor involves the student during the assessment procedure, in the process giving feedback to the student so that they can learn and develop from the event. A similar question is posed to the students in the student questionnaire (see question 14, numbered 4.2.13 in section 3 of the student questionnaire).

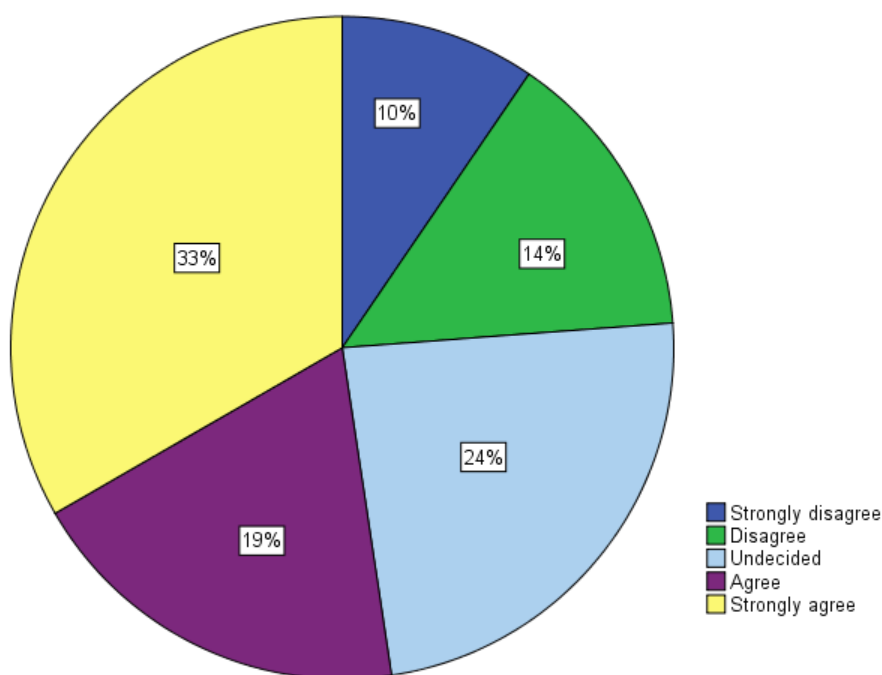


Figure 4.50 Assessment completed with the student

Findings:

Only 52% of the respondents stated that the student was involved in the assessment process. The remaining 48% (24% being undecided and 24% disagreeing) do not complete the assessment form with the student. The undecided figure could represent the respondents not involved in the assessment process. The concern is that at least 24% of respondents do not involve the student in the assessment. The literature on formative assessment is clear, that feedback from the assessment is required to enable the student to develop (Gikandi & Morrow, 2016:155; Grosas et al., 2016:1596). That 52% of respondents claimed to involve students in the assessment process is not

supported entirely by the feedback obtained from the students in the student questionnaire, the student interviews and the general feedback the students provide to the WIL Coordinator. In Section 3 of the student questionnaire, a similar question (14, see 4.2.13) was asked of the students and only 37% of them reported they were part of the assessment process, whilst 36% were emphatic that they were not involved in the assessment process. The feedback from the student interviews and student portfolios also suggests that student involvement in the assessment process is irregular: that although there are times when students are involved, this does not happen on a regular monthly basis.

4.4.24 Industry questionnaire: Assessment procedure 2

Question 36: The assessment is time-consuming and due to work commitments, it is only completed when I have the time.

Rationale:

The hospitality industry is a busy and demanding environment, which can make the process of assessing students difficult. This question was posed to establish how demanding the managers and supervisors thought the assessment process was.

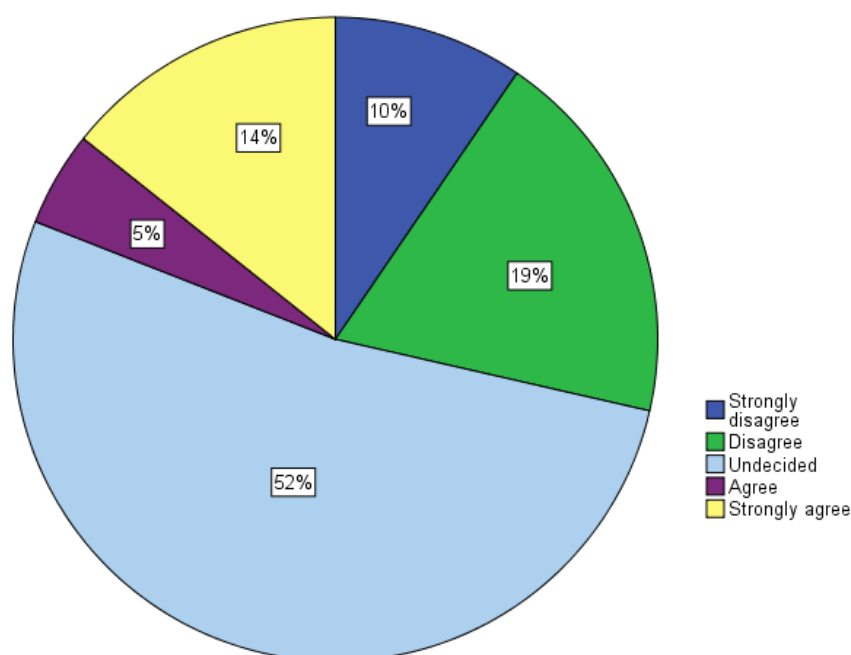


Figure 4.51 Assessment is time-consuming and completed when time is available

Findings:

The findings showed that 52% of the respondents were undecided, while 19% agreed that the assessment process was time-consuming and completed when time was

available. 29% of the respondents disagreed with this statement, feeling that they had the time to complete the student assessments, or that the assessments were important and had to be prioritised. This 29% could be the respondents who indicated in the previous question that they completed the assessment with the student concerned. The question is linked to question 40, which addressed the length of the assessment form. The perception of the researcher is that the assessment form is too long, and that not all the questions asked are relevant in all situations. The percentage of respondents who were either undecided or agreed that the assessment form was time-consuming is 71%. From this it can be inferred there is a problem with completion of the assessment form, with dimensions that must be addressed when a new WIL assessment form and process is designed.

4.4.25 Industry questionnaire: Assessment procedure 3

Question 37: The assessment takes place independently of the student, however reasons for the mark given are discussed with the student.

Rationale:

The question was posed to validate the previous question. A manager or supervisor may find the assessment process time-consuming, and only complete it when time allows, but this does not necessarily mean that the mark awarded is not discussed with the student. A similar line of questioning was included in the student questionnaire (see question 15, 4.2.14 in section 3 of the student questionnaire discussion).

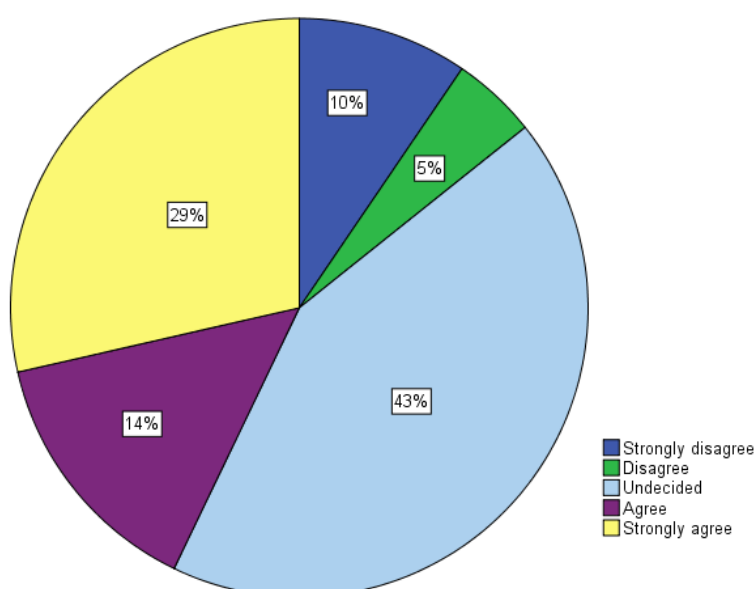


Figure 4.52 Assessment is done independently, however marks are discussed with the student

Findings:

The data showed that 43% agreed that while assessment was done independently the marks were discussed with the students. Those undecided totalled 43%, while 15% disagreed with the statement. The data obtained from the students indicate that 51% of them felt they did receive an explanation for the marks awarded. This feedback contradicts the feedback obtained from the students in question 14 (see 4.2.13, section 3), and the reason could be the manner in which the question was structured. The question was deliberately posed in the negative to obtain reliable answers that supported question 14, yet one has to consider that perhaps the students did not read or understand the question correctly.

4.4.26 Industry questionnaire: Relevance of the assessment form for first WIL placements

Question 38: In my opinion the CTHS assessment form addresses all the relevant areas for a student on a first WIL placement.

The following three questions address the relevance of the current assessment form for a first WIL and final WIL placement. This links to objective five of the study, to establish whether the assessment instrument is aligned with the WIL placement for the Dip. H&HM.

Rationale:

This question and the following question were posed to establish whether managers and supervisors in the hospitality industry felt that the assessment forms were thorough and covered all areas relevant to the WIL placement. This question queried whether the assessment form was relevant for a first WIL placement.

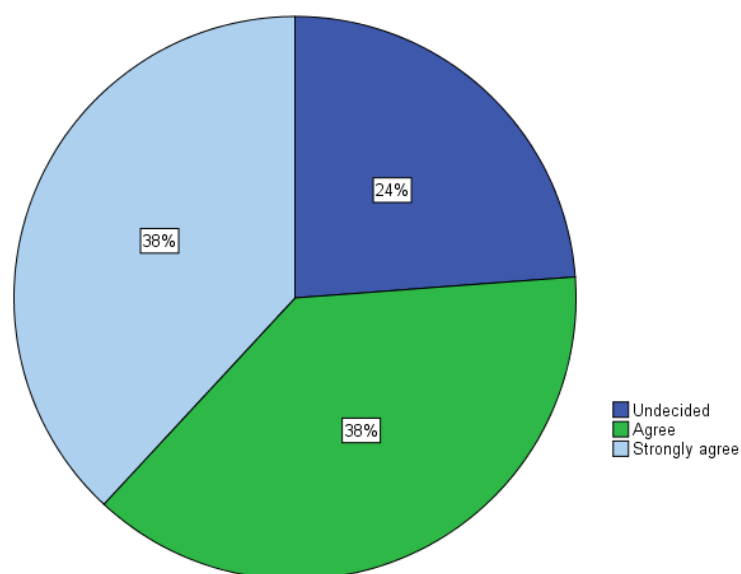


Figure 4.53 Assessment form addresses all aspects for a first WIL placement

Findings:

No respondents disagreed with this statement, with 76% of them agreeing that the assessment form addressed all aspects of a first WIL placement, and 24% undecided. The feedback from this question shows that the majority of the respondents feel that the assessment form is relevant for a first WIL placement. The data obtained from the next question was correlated with this result to determine whether there are any concerns regarding the content of the current assessment form.

4.4.27 Industry questionnaire: Relevance of the assessment form for final WIL placements

Question 39: In my opinion the CTHS assessment form addresses all the relevant areas for a third-year student on a final WIL placement.

Rationale:

The rationale for this question is the same as for the previous question, the only difference being that this one targets assessment for a student on a final WIL placement.

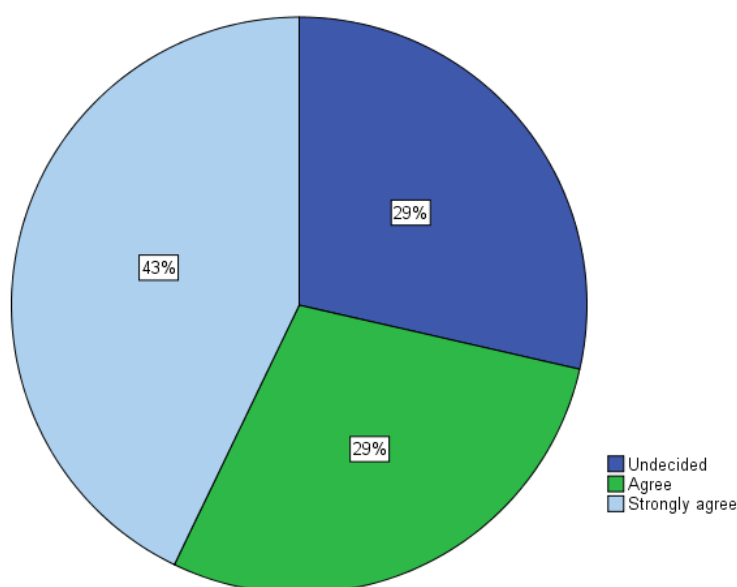


Figure 4.54 Assessment form addresses all aspects for a final WIL placement

Findings:

In this instance 72% of the respondents agreed that the assessment form was relevant for third-year students on a final WIL placement, with 29% remaining undecided. The variance between this result and that of the previous question is very slight. The data from both questions indicates that the respondents regard the assessment forms as covering all relevant aspects of the training during the WIL placement. However, the data obtained from the student questionnaire differs from this. Question 22 (see 4.2.21, section 3) in the students' questionnaire sought to establish whether the students felt

that the assessment form for the final WIL placement should differ from that for the first WIL placement, and 64% of the student respondents agreed that it should. This result was corroborated by the feedback received both from the qualitative question in the student questionnaire and the interviews held with the students. There is therefore some disagreement over whether the assessment form should be altered in line with the fifth objective of this study.

4.4.28 Industry questionnaire: Time required for the completion of the assessment form

Question 40: The assessment form is too long and time-consuming.

Rationale:

The researcher is concerned that the current assessment form may be too long and cumbersome, which makes the assessment procedure a task that is dreaded and not treated with the attention it deserves. This question was posed to managers and supervisors in the hospitality industry to obtain their opinion on whether the assessment form is too long. A similar question was posed to the students in the student questionnaire (see question 21, 4.2.20 in section 3).

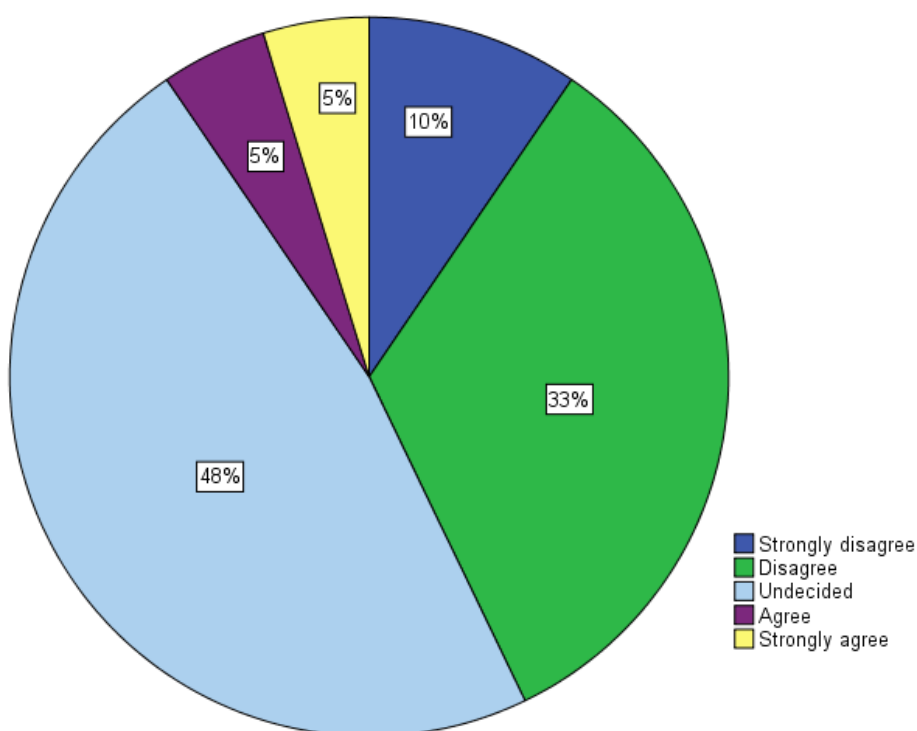


Figure 4.55 Assessment form is too long and time-consuming

Findings:

The percentage of respondents who disagreed with this statement (43%) and the respondents who were undecided (48%) is similar. Only 10% of the respondents agreed that the assessment form was too long and time-consuming. The responses

from the student questionnaire were similar, with 55% of the students alleging that their managers never complained that the assessment form was too long. Although the data from the questionnaires suggests that the assessment form is not too long, the feedback obtained from the interviews and interaction with students does indicate a degree of concern over the length of the assessment form.

4.4.29 Industry questionnaire: Relevance of assessment form according to the different departments

Question 41: In my opinion, the assessment form should differ according to the department in which the student is working.

Rationale:

Once again, the reason for this question was to establish whether the managers and supervisors thought a more detailed and specific assessment form would be beneficial to the student, and perhaps make it easier to assess the student.

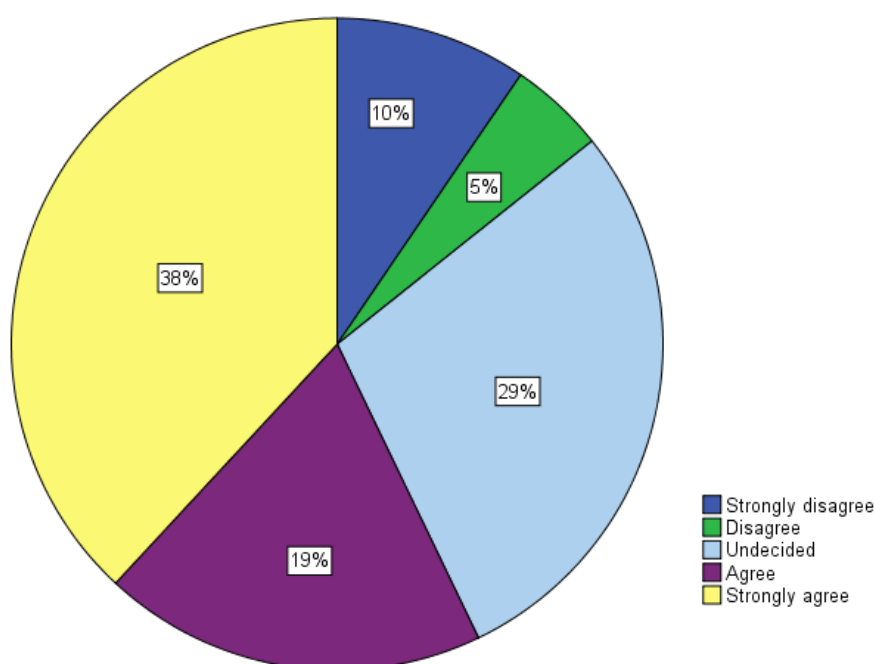


Figure 4.56 The assessment form should differ per department

Findings:

The respondents who thought the assessment form should be department-specific totalled 57%, an interestingly high figure and a result worth pondering. 29% remained undecided and 15% disagreed with the statement in the question. There was considerable support in the feedback from the qualitative section of the student questionnaire for the notion that the assessment form should differ according to the department in which the student had worked.

4.4.30 Industry questionnaire: Assessment as a learning tool

Question 42: I feel it is important to assess the student's progress to enhance their learning process.

Rationale:

The assessment process takes time out of a normal day's work for the managers and supervisors. The rationale for this question was to establish whether they felt that the assessment process was worthwhile and beneficial to the students.

Table: 4.13 The importance of the assessment process

	Frequency	Percent
Undecided	2	9.5
Agree	3	14.3
Strongly agree	16	76.2
Total	21	100.0

Findings:

An overwhelming 90% of the respondents agreed that the assessment process was important and that students benefit and learn from it. Only 10% of the respondents were undecided, and no respondents disagreed with the statement.

4.4.31 Industry questionnaire: Improvement in students' abilities

Question 43: Over the period of training, there is a definite improvement in the student's abilities as a result of the input of the supervisor / manager / mentor during the training process.

Rationale:

The employees in the hospitality industry play an integral role in the training of the students. This question was posed to establish whether the managers and supervisors thought that the students improved in terms of overall ability as a result of their input.

Table 4.14 Improvement in the students' abilities due to the assessment process

	Frequency	Percent
Undecided	3	14.3
Agree	8	38.1
Strongly agree	10	47.6
Total	21	100.0

Findings:

The data showed that 48% of the respondents strongly agreed that the students improved due to the training received, 38% agreed and 14% were undecided. There is thus overall agreement that the students do improve from the training received. This

feedback is in line with Spowart's (2011:176) research, which emphasises that WIL placement is important in the development of the student. The feedback also reinforces the literature that supports the importance of WIL in the academic curriculum, to integrate the theoretical knowledge and practical training (McNamara, 2013:183; Smith, 2012:247; Jacobs & Teise, 2014:88; Jackson & Wilton, 2016:267).

SECTION FIVE: PREFERRED METHODS OF ASSESSMENT

4.4.32 Industry questionnaire: Suggestions regarding the assessment process

Question 44: Suggestions regarding the assessment process that would be beneficial to the establishment and the student.

Rationale:

This final qualitative question allowed the respondents to make any additional comments regarding the assessment process of the students during the WIL placement. It was important to record any additional information that may be of benefit in the planning of the WIL assessment methods for the Dip. H&HM curriculum. A summary discussion of the comments received from the respondents appears below.

Table 4.15 Summary of responses to question 44

Respondents	Feedback
1002; 1003; 1004; 1009; 1012; 1018; 1021	There were some valid suggestions from the respondents. An overall viewpoint was that the assessments should be more specific to the department worked, with the aim of coaching to improve areas of weakness. A number of respondents mentioned that it would be beneficial if the assessments were carried out in the presence of the representative from the CTHS, the hotel manager, as well as the student; or at least that there be more meetings throughout the internship between the three parties to keep the WIL placement on track. A further request was for more structured assessment meetings. One respondent thought it would benefit the student if they were set specific learning goals at the beginning of their placement which they could work towards. Regarding the assessment process, one respondent suggested an online assessment form, like the questionnaire for this research, and another proposed that students make appointments with their mentors/ supervisors so that the assessment could be completed at a convenient time for all, making allowance for time to discuss the student's progress.

4.5 Summary of the student questionnaire

Data was collected from the students registered for WIL in 2017. The student questionnaire was divided into four sections. A summary of the data collected from each section is now discussed.

4.5.1 Section 1: Background questions

Of the 75 respondents, 47% were second-year students who had completed their first WIL placement, and 53% were third-year students who had completed their final WIL placement. The majority of the students (56%) who completed the questionnaire had studied for the National Diploma Hospitality Management: Accommodation Management (ND.HM: Accom). This study focused on the integration of the curriculum and assessment of the new Dip. H&HM qualification, which is based on the existing ND.HM: Accom qualification. It sought a high response rate from the accommodation management students as their feedback would be relevant to the introduction of the new qualification.

The students completed their WIL placements in 5-star, 4-star and 3-star hotels. The majority of students were placed in medium-sized to large hotels that generally have a larger number of departments. These students showed that they received training and exposure in a considerable range of these departments, which makes a significant contribution to their training and towards meeting the learning outcomes of the qualification. The majority of the respondents (77%) indicated that they were allocated mentors or supervisors with whom they could liaise during the placement. Such a person should have been available to assist the students if they encountered any difficulties during the placement.

4.5.2 Section 2: Learning outcome questions

WIL links the theoretical outcomes with the practical aspects of the curriculum in a real-world environment (Gannon et al., 2016:19), and a WIL placement can only be validated if the students achieve the learning outcomes of the curriculum. Smith and Worsfold (2015:24) stress the importance of “[measuring] both the ‘outcomes’ of these programmes, and the ‘processes’ by which these outcomes are generated”. The final WIL component of the Dip. H&HM qualification is the capstone of the qualification. The questions posed in section 2 were designed to ascertain whether the students understood the exit-level outcomes of the qualification, and whether they felt that they had achieved these outcomes during the WIL placement. The questions relate to the

second objective of the study, which was to evaluate the curriculum outcomes for the Dip. H&HM in the second and third years of study.

The findings for the questions in section two showed that 51% of the respondents felt that they could identify how the theoretical knowledge was integrated into the workplace, while 61% were of the opinion that they had actually used the theoretical knowledge on a daily basis. Considering that the success of a WIL placement is based on the application, development and consolidation of the theoretical work into the workplace (Hall et al., 2017:101), the feedback obtained in this study illustrates there is something of a gap in the integration of the theoretical and practical aspects of the WIL placement for some CTHS students. Winberg et al. (2011:4) argue that a student is required to reflect on the experiences gained during a WIL placement and develop their own theoretical understanding. Gannon et al. (2016:19) similarly claim that WIL is a process of doing and reflecting. The purpose of the WIL portfolio submitted after the completion of the placement is to reflect on the work completed so as to assist the students in consolidating their theoretical knowledge with their practical experience. Yet the feedback regarding the WIL portfolio obtained from the qualitative question indicated that the portfolio was too long, time-consuming and completed in a rush at the end “just to get it done”. This defeats the objective of utilising the WIL portfolio as a tool for reflection. Several respondents suggested replacing the portfolio with monthly reports of and from the department worked in. A shorter report, submitted on a monthly basis, might encourage immediate reflection on the integration of theoretical and practical work. Boud et al. (2013:941) observe that one of the outcomes of higher education is that students should have the capacity to self-evaluate and make their own judgement on their work, to clear the way for improvement. The onus is thus on the student to identify the theoretical knowledge involved, and seek help when they are not able to do so.

4.5.3 Section 3: Assessment questions

As the assessment process takes place in the work environment and is therefore inevitably subjected to various external factors, there are numerous challenges that must be overcome (Ferns & Zegwaard, 2014:179). Managers and supervisors in the hospitality industry, who may or may not be aware of the correct methods of objective assessment, complete the assessments for the CTHS WIL students. The aim of this study was to establish whether the assessment process undergone by WIL students is conducive to their learning and professional progress. The questions in section three were therefore asked to determine the assessment practice of the manager or supervisor during a student’s WIL placement. The questions relate to the fourth

objective of the study, that is, to explore the procedure followed by supervisors and managers in the workplace when evaluating a student during the work placement period.

The findings show a division in opinion among the student respondents regarding the assessment process. There is consensus that the assessment forms are completed on a monthly basis, even though the respondents felt that they needed to remind the manager or supervisor to complete the questionnaire. Sixty nine percent of the student respondents were of the view that the managers and supervisors did not mind carrying out the assessment process, but that the actual assessment process required attention and possible adjustment. Only 37% of respondents agreed that the assessment process was completed in their presence, with input from the manager or supervisor, although 52% of the respondents acknowledged that they did receive feedback on the assessment, usually at a later stage. The data obtained from the interviews and WIL portfolio does not support the data from the student questionnaire. All the interview respondents, except respondent two, confirmed that there was no discussion or feedback during the assessment process. Evidence from a third-year student's final WIL portfolio made mention of the first time he ever received feedback from the assessment process, stating:

She did the evaluation form with the student giving him feedback on how he was working in the room service and how his service and his personality as a person and how she was satisfied with the student... . (Student WIL portfolio, 2017:25)

He went on to state that "this was the first time the supervisor actually sat down with the student and gave him feedback..." (Student WIL portfolio, 2017:26). Data obtained from the qualitative section of the student questionnaire supports the feedback from the interviews, with suggestions for a more interactive assessment procedure involving the workplace supervisor, the academic lecturer and the student. The feedback from the qualitative section of the hospitality industry questionnaire is in agreement with this suggestion where the industry representatives supported the idea of including an academic lecturer in the assessment process. The literature also supports this recommendation, suggesting that the assessment process should ideally involve the academic supervisor as well as the workplace supervisor (McNamara, 2013:183). As the purpose of a formative assessment is to give the student feedback on areas of performance that require improvement, thereby encouraging development (Bilgin et al., 2017:169), there is merit in this suggestion.

The feedback regarding the benefits of the assessment process was positive. The majority of respondents agreed that the assessment process contributed to learning

and the meeting of learning outcomes by identifying areas for improvement. The majority also believed managers and supervisors who conducted the assessment process were aware of students' work performance and work ethic, although the percentage of respondents who agreed to this statement was only 62%, with 21% undecided. The former figure should be higher, since an accurate assessment can only be completed if the manager or supervisor is aware of the work performance of the student.

A relevant finding was that 64% of respondents agreed that the assessment form for the final WIL placement should differ from that for the first WIL placement. This came up again in the recommendations made in section four of the questionnaire.

4.5.4 Section 4: Qualitative question

This final question of the questionnaire gave respondents an opportunity to add their own viewpoints regarding the assessment process and learning outcomes. The main points to emerge were that the assessment process should be more detailed and department-specific, as well as more interactive. This is in line with the requirement that formative assessments entail feedback. There were a number of suggestions regarding the portfolio assessment, with several respondents indicating that they would prefer a monthly written report, which would allow for more immediate reflection.

A key concern highlighted by respondents was that there was not enough movement between departments, which is essential to ensure that the full body of theoretical knowledge is integrated into the WIL placement. The students studying the ND.HM: Accom qualification stated that they would have appreciated more exposure in the rooms division, as this is the focus of their major subject. This is in line with the aim of the WIL placement for the new qualification, Dip. H&HM.

4.6 Summary of hospitality industry questionnaire

The industry questionnaire was distributed to the hospitality establishments based in the Western Cape that had accepted CTHS WIL students in 2017. The industry questionnaire was divided into five sections, although sections two and three are similar in nature and will therefore be summarised together.

4.6.1 Section 1: Information regarding the hospitality establishment

The respondents to the hospitality industry questionnaire represented various types of hospitality establishments, but the majority were from middle-sized to large hotels, and smaller boutique hotels. Though not all the establishments were star graded, most of

them were 4- and 5-star hotels. There was a wide distribution of departments available at these establishments, thus allowing for sufficient exposure for students. The majority of respondents were senior management (13), middle management (5), followed by junior management (2) and one supervisor. This was important to ascertain because one would assume that the student would experience better training from senior managers because of their greater knowledge and experience. The majority of respondents had a higher education qualification in the hospitality field.

Table 4.16 Respondents' positions in the varied hospitality establishments

	Respondent's position in the hotel.				Total
	Senior Management	Middle Management	Junior Management	Supervisor	
Hotel with more than 200 rooms	3	1	1	0	5
Hotel with 100 to 199 rooms	5	2	0	0	7
Hotel with 30 to 99 rooms	0	0	1	0	1
Hotel with less than 30 rooms	3	0	0	0	3
Restaurant	1	0	0	0	1
Events/ catering company	0	2	0	0	2
Food distributor	1	0	0	1	2
Total	13	5	2	1	21

4.6.2 Sections 2 and 3: Attributes expected of second- and third-year students

The rationale for the questions in these sections was to determine the qualities and abilities the hospitality industry expected of hotel school students, and to ascertain whether their expectations were different for students on a first WIL placement from students on a final WIL placement. The attributes cited in the survey were punctuality, personal appearance, commitment, initiative, teamwork, communication, and time management. These questions are in line with the first objective of the study, namely, to investigate the desired qualities and abilities expected by the hospitality industry of students studying the ND.HM: Accom.

Various studies have investigated the attributes and skills expected of managers in the hospitality industry. Raybould and Wilkins (2006:185) highlight the importance of interpersonal skills, problem-solving skills, and self-management. Wang et al.

(2009:65) add to these oral (or verbal) communication skills, a work ethic, relationship management skills, and customer service skills, as essential attributes for the hospitality industry. Sonnenschein et al. (2017:40) review several studies and find that teamwork, interpersonal skills, and oral communication are the most important characteristics. This literature supports the data from the hospitality industry survey, where the attributes of punctuality and appearance, which form part of self-preparation and a work ethic, were considered important for both first and final WIL students. The literature indicates teamwork and initiative as important attributes, and these too are reflected in the data. The expectations in respect of these capacities and qualities were however lower for a first-time WIL student than for a final-year student, which shows that hospitality industry management realises that students completing a first WIL placement require training to develop such skills. Both Wang et al. and Sonnenschein et al. stress the importance of oral communication, referred to as verbal communication in this study. Bharwani and Talib (2017:408) categorise communication, together with interpersonal skills, as social competencies, which are important for complex leadership roles and effective engagement with staff and guests. Although the data indicated that fluent verbal communication was relevant, a lower percentage of industry respondents felt it was essential on a first WIL placement, thus acknowledging that students require time and experience to improve on this skill. On the other hand, the data insisted that good verbal communication skills were a requirement for students on a final WIL placement. A similar pattern emerged for written communication skills, where the hospitality industry had higher expectations in this regard of the final year student than of a student on a first WIL placement. The ability to complete tasks within a reasonable time frame was also deemed important, and the respondents felt that this was a skill that could be developed during the first WIL placement, so that the student would be more competent in this regard by the time he or she commenced the final WIL placement.

Third-year students completing a final WIL placement should be able to carry out basic supervisory tasks. Respondents agreed that these students should display some leadership skills. Overall, the respondents agreed that they do have higher expectations of students on a final WIL placement than of students on a first WIL placement. This finding reflects that managers and supervisors within the hospitality industry understand that students on a first WIL placement cannot be as effective and knowledgeable as students on a final WIL placement.

In response to the qualitative questions in sections two and three, respondents shared some valuable viewpoints. A key suggestion was that students needed to have clear

objectives and career goals, with set objectives to be achieved during the WIL placements. This is crucial advice for both personal and professional development, as an individual needs a vision to guide their career and life planning (Woods & King, 2010: 316). Among other desiderata mentioned were that students demonstrate flexibility and eagerness, with the right attitude to learn from their seniors.

4.6.3 Section 4: Assessment methods

The fourth objective of this study was to determine the procedure followed by supervisors and managers when evaluating a student during the work placement period. The questions in section four were designed to gather the data required for this.

Respondents agreed that the assessments served to enhance the students' learning and considered the assessment process important. One of the key factors in the assessment process is ensuring that the manager or supervisor involves the student in the assessment process and provides him or her with constructive feedback concerning areas that require improvement. Half the respondents agreed that they involved students in the assessment process, while just under half confirmed that, although they did not involve the students, they did nevertheless provide feedback. This result is not adequate, and shows that there is a need for improvement in the assessment process. Respondents felt that the assessment forms were adequate for both first and final WIL placements, though there were variances in the results that suggested that the assessment form was not sufficiently conclusive for both WIL placements. Hospitality industry respondents indicated that the assessment form should be more department-specific, and student respondents made a similar observation in response to the qualitative question in the student questionnaire.

4.6.4 Section 5: Qualitative question

The final question of the industry questionnaire allowed the respondents to provide their own views on assessment methods. There were suggestions that the assessment process be conducted with a representative from the CTHS present, an idea that also cropped up in the students' questionnaire. There was a proposal for an online assessment process to be set up, which is an aspect that should be investigated in a further study.

Because the SPSS programme rounded data, some graphs and tables in this chapter did not total 100%.

Chapter five will discuss the conclusions reached and recommendations made by the study.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The forthcoming introduction of the new Dip. H&HM at the CTHS in January 2019 prompted this study, which sought to investigate assessment methods and learning outcomes for the WIL subject, a compulsory element in the new qualification. As a credit-bearing subject it is essential that WIL be assessed adequately and that the students meet the learning outcomes of the subject, and ultimately of the qualification. The literature has shown that the assessment of WIL is a contentious issue beset with difficulties (Ferns & Zegwaard, 2014:179; Hodges et al., 2014:189; McNamara & Ruinard, 2016:7). The WIL subject forms an integral part of the current hospitality management diploma curriculum, yet evidence from passed assessment processes showed that there is a lack of consistency in the manner in which supervisors and managers assess students during the WIL placements. Therefore, the aim of this study was to investigate the current situation regarding WIL assessment at the workplace, and ascertain whether students felt that the theoretical content of the curriculum was sufficiently integrated into the WIL placement, thus realising the learning outcomes of the qualification.

To summarise, the problem statement for this study claims that due to the importance of WIL and the methods used to assess WIL, the research problem is to establish the most suitable methods of assessing Dip. H&HM students during their WIL placements, and thus to achieve the learning outcomes stipulated in the curriculum. Deriving from the research problem, the objectives of this study were to:

1. Investigate the attributes expected or desired by the hospitality industry for students studying the ND.HM: Accom.
2. Evaluate the curriculum outcomes for Dip. H&HM in the second and third years of study.
3. Align the Dip. H&HM outcomes with the attributes of students studying a Dip. H&HM as desired by the hospitality industry.
4. Explore the procedure followed by supervisors and managers in the workplace when evaluating a student during the work placement period.
5. Develop assessment instruments aligned to the work-integrated learning component of the Dip. H&HM.

The research objectives resulted in the following research questions:

1. What are the attributes expected by the hospitality industry of students during a WIL placement?
2. Are the curricular outcomes for Dip. H&HM in the second and third years of study relevant?
3. Is the curriculum for the Dip. H&HM aligned with the student attributes expected by the hospitality industry?
4. Are the students being adequately assessed to meet the curriculum outcomes for the Dip. H&HM?
5. Will an adjustment in assessment methods/instruments help align the WIL outcomes of the new Dip. H&HM with the curriculum, thus enabling an improvement in the overall learning experience of the student?

The findings from this study were discussed in relation to its objectives, and recommendations are made to ensure that the WIL component of the new Dip.H&HM qualification is well integrated into the qualification and assessed in such a way that learning outcomes are achieved.

5.2 Attributes expected by the hospitality industry

The hospitality industry is considered a people industry (Wood, 2015:xiii) and is thus dependent for success on highly skilled and competent employees (Lee, 2014:140). Bharwani and Talib (2017:394) note that the attributes of employees, such as their knowledge, skills, competencies and commitment, could give a hospitality establishment a consistent edge over its competition. This underlines the requirement that students on WIL placements meet the expectations of the hospitality industry.

CTHS students complete WIL placements in their second and third years of study. The student on his or her first WIL placement will not have the knowledge and experience of the student on a final WIL placement; nevertheless, the hospitality industry expects students to display similar attributes and abilities, regardless of the year of study. Personal attributes such as punctuality and appearance are considered vital competencies that should be characteristic of students prior to their commencing their WIL placements. Other attributes that are considered important, although some leeway is allowed for students to develop in these areas, include teamwork, initiative, verbal and written skills, commitment and time management. The hospitality industry expects that students in their final WIL placement will have mastered these skills, and hence has higher expectations of third-year students than of second-year students.

5.3 Learning outcomes for WIL placements

The learning outcomes for the WIL subject can only be achieved if the theoretical aspects of the curriculum are integrated into the actual work completed on a WIL placement. McNamara (2013:184) cites Abeysekera's (2006) definition of WIL as a supervised platform where a student has clear and intended learning outcomes that are reflected on throughout the learning process. The initial step is the identification of learning outcomes; these then serve as criteria for assessment in a variety of settings that allow students to demonstrate knowledge, understanding and skill (Smith, 2014:210). McAllister and Nagajaran (2015:279) stress that student learning and development of workplace competencies can only be realised if the academic aspect, as represented by the learning outcomes, is well integrated into the work experience. During a WIL placement a student is required to work in various departments in hotels and other hospitality establishments. The challenges that have emerged from the study in this regard are three-fold:

- Firstly, students stated that they did not receive enough exposure to the whole organisation as they were not sufficiently rotated among different departments;
- Secondly, there are situations in which students are only allowed to observe and not physically do the work themselves;
- Thirdly, there are a number of students who could not recognise the theoretical knowledge informing the daily operations at the workplace.

The module learning outcomes for the new Dip. H&HM qualification have been aligned with the learning outcomes for the WIL subject, called Hotel Practice, in this new qualification. This has been done according to the NQF levels 5 and 6 descriptors.

5.4 Methods of assessing WIL students

Currently, students on a WIL placement are assessed on a monthly basis. There is only one formative assessment form used to assess all students, regardless of the department in which they are working or the year of study that they are completing. This scenario is one of the reasons for the study and informs the fourth research question, involving the investigation of the methods of assessment to establish whether the learning outcomes are being met or not. There is consensus from both students and the hospitality industry that the assessment of students during the WIL placements is beneficial for the development of the abilities required by the hospitality industry and the learning outcomes of the WIL placement. The challenges that have emerged with respect to these assessments are the methods by which the assessments are carried out and the lack of feedback from the workplace manager or supervisor to the student.

In a number of situations assessments are not being completed together with students, which means that both their input and feedback from the supervisor is limited. Biggs and Tang (2011:63-64) suggest that effective feedback requires the student to have a baseline knowledge of their current capabilities, and an understanding of what they are required to achieve (i.e. the intended learning outcomes of the subject). As Biggs and Tang (2011:65) put it, “feedback is meant to bridge that gap between where they are and where they should be.”

If the assessment process is to be revised, then the formative assessment form requires adjustment. Devising the ideal assessment form and assessment process can be problematic as McNamara (2013:185) observes, “(O)ne ongoing challenge for internship programmes is to determine the most appropriate assessment that satisfies the requirements of all three partners”. Gil-Jaurena and Kucina Softic (2016:2) note that not all methods of assessment are suitable for the various learning outcomes, which is why new methods of assessing the achievement of learning outcomes should be evaluated (McNamara & Ruinard, 2016:5). Both students and industry feedback showed a desire for department-specific assessment forms, as well as different assessment forms for second- and third-year students. A more specific assessment form would enable the learning outcomes to be more clearly defined and, as Biggs and Tang (2011:64) explain, help the students to grasp what they need to work towards. The emphasis in the assessment forms for the final WIL placement, for instance, should allow the manager or supervisor to encourage the final year student to work towards ensuring they have mastered the attributes for the hospitality industry, thus increasing their employability.

5.5 Recommendations

One of the objectives of this study was to determine the most appropriate assessment methods for hospitality students during their WIL placements, so as to ensure that the curriculum outcomes are achieved. The recommendations that follow take into account the learning outcomes of the new Dip. H&HM qualification in such a way as to make sure that these outcomes address the attributes expected of students by the hospitality industry, the assessment of students during WIL placements, and the development of a new formative assessment form for the placements.

5.5.1 Learning outcomes of the Dip. H&HM

In Appendix C, each subject in the Dip. H&HM qualification is discussed alongside the subject outcomes. To align the subject outcomes with the WIL learning outcomes in

accordance with NQF 5 and 6 level descriptors, the content for each subject was reviewed and aligned with the applicable area of work in the industry. Appendices D and E explain how the learning outcomes for the Dip. H&HM are integrated into the Hotel Practice I and II subjects. Although the learning outcomes are quite specific, in real-world situations they do not seem so clearly defined. The student must learn to identify how certain of the outcomes fit into the daily tasks performed during the WIL placement. For example, the subject hospitality management is a major subject for the Dip. H&HM, yet there is no one specific department where the student would be able to implement the theory learnt in this subject. Rather, the theoretical knowledge of management must be applied across all departments and in a variety of situations. The recommendation is that these learning outcomes are incorporated into the Dip. H&HM qualification. The WIL placement requires the support of the academic supervisor, commencing with the preparation of students for the placement by identifying the skills, learning outcomes, and competencies that they are required to develop (McNamara, 2013:187). These learning outcomes (Appendices D and E) should be clearly explained to students in classes preparing them for the WIL placement, so that they can from the outset start identifying how they will be implementing their theoretical knowledge in their daily work during the WIL placement. The students are required to attend WIL preparedness classes prior to both the first and final WIL placement. A further recommendation is that these learning outcomes be incorporated into the assessment forms. If this is done, the student can be assessed in terms of achieving a learning outcome. The manager or supervisor should provide feedback to the student, alerting him or her to the areas in which they have reached competence, and to those in which they need to improve. One of the challenges experienced in the assessment process and mentioned at the beginning of the study arose when students were awarded excessively high marks at the start of their placement. Making the assessment form more detailed and specific to the learning outcomes could well alleviate this problem.

5.5.1.1 Attributes incorporated into the learning outcomes

The learning outcomes must encompass the attributes expected by the hospitality industry and increase the employability of the graduates. These attributes also include what CPUT and SAQA refer to as critical cross-field outcomes, which were discussed in Chapter Two, section 2.6. There are a variety of ways in which the attributes mentioned in the questionnaire can be integrated into the curriculum. Some recommendations follow:

- Punctuality

Punctuality is an important trait in the hospitality industry as employees work shifts and one shift relies on the punctual arrival of the following shift. Students may not understand the importance of this, so it is recommended that this aspect of self-discipline be taught in the classroom by implementing stringent rules on timeous arrival for class and submission of class work and assignments.

- Personal appearance

Personal appearance is vital in the hospitality industry. The majority of hotels require their employees to wear a specified uniform. In line with this policy, the CTHS has a prescribed uniform for all students. To inculcate understanding of the importance of the uniform, all CTHS staff need to encourage students to wear their uniforms with pride and ensure that their personal appearance is immaculate at all times. In this way they will be trained to present themselves appropriately once they are working in the hospitality industry.

- Teamwork

Students are taught teamwork in many of their subjects through group work and group assignments. Although some students find group work challenging, it is essential to learn how to work as part of a team, and furthermore, how to motivate the other members of the team.

- Commitment

The commitment to the workplace required by the hospitality industry is extreme. Students need to make sure that their personal commitment to academic study is carried through to the workplace. Nicol and Macfarlane-Dick (2006:212) urge lecturers to have an influential effect on students by keeping them committed to their career, learning, and performance goals. With their lecturers motivating them and building their self-esteem and self-confidence, students will be better equipped to face the commitments required by the hospitality industry, realising that the effort they put into their WIL placement is for their own benefit.

- Verbal and written communication skills

Good verbal communication skills require a sound knowledge base but can be developed through growth in self-confidence. The subject Hospitality Communication is offered in the first and second years of the Dip. H&HM

qualification. Through this subject, as well as through presentations in other subjects, students are encouraged to speak publicly. By the third year, the hospitality industry expects students to have excellent communication skills, so greater effort might be made to encourage students to develop their verbal and written communication skills.

- Career plan

One of the recommendations from the hospitality industry is that students have clear objectives for their WIL placements as well as career goals. Woods and King (2010:315) refer to this as strategic career planning, which incorporates creating a personal vision for one's own development. Ninemeier and Kavanaugh (2013:36) prefer the phrase professional development, which is a perpetual process of identifying one's skills and values to become proficient in one's work and take control of future development. While some students undoubtedly use their own initiative to create a career plan, the onus is on the academic institution to assist students in this direction. This notion is not currently accommodated in the hospitality management diploma, but is an area recommended for further research in relation to the WIL placements. A study by Hertzman et al. (2015:424) supports this, noting that when students can identify their attributes and competencies, their career planning and goal setting becomes easier.

The above attributes form part of the learning outcomes of both the WIL component as well as the Dip. H&HM qualification in general. Their importance needs to be emphasised to students prior to the commencement of the WIL placement, and recognised in their daily activities while they are still at the CTHS.

5.5.2 Assessment process during the WIL placement

The current assessment process for the second- and third-year WIL placements includes formative assessment forms to be completed by the workplace manager or supervisor, and a summative assessment in the form of a portfolio. The challenge is that the students do not receive sufficient feedback regarding their work performance, possibly because the assessment forms are too generic. Recommendations for improving the assessment process for WIL students are discussed below.

5.5.2.1 Development of new assessment forms

Two new assessment forms should be developed that are specific to (a) the first and (b) the final WIL placement, as well as being generally specific to the Dip.H&HM qualification. The assessment form for the first WIL placement should be operational in orientation with no emphasis on supervisory experience. The final WIL placement will be assessed on both operational and supervisory levels. This assessment form should also include the graduate attributes expected of students, thus encouraging them to work towards developing these attributes through the completion of their WIL placement.

A further suggestion arising from the study's findings is for department-specific assessment forms, for example, an assessment form tailored to the front office department. Such an assessment form would require the assessor to evaluate whether the student had accomplished specific tasks at the reception desk, concierge and porters, switchboard, night audit, and reservations. Bosco and Ferns (2014:282) have designed an Authentic Assessment Framework (AAF) that allows for the overall assessment of a specific area of the curriculum applicable in the real-world. They suggest that such an assessment process "provides direction for developmentally appropriate, student-focused, and actively engaging assessment (learning) strategies which develop decision making, communication and leadership skills relevant for future employment". A side-benefit of an assessment form following this pattern is that it would oblige the hospitality industry to move students to required departments, as the manager or supervisor could only complete the assessment form if the student had worked in the department concerned. A further benefit is that it would help the student to identify how their theoretical knowledge is to be integrated into the WIL placement, and thus achieve the learning outcomes. Although the assessment form would be department-specific, there would still be areas of generic relevance to all departments in respect of students' attributes and general work performance. It is imperative that the assessment form is concise and pertinent to the departments worked and the associated learning outcomes.

What may hinder the implementation of the kind of assessment forms discussed above is that there may be situations where the hospitality establishment does not have a specific department, or due to company policy, cannot allow a student to work in a specific department. A contingency plan would need to be available for such scenarios.

Ferns and Zegwaard (2014:182) note that ensuring validity and reliability is a core challenge of assessment. They state that the assessment tool must measure the

intended learning outcome, and “if an assessment instrument is designed to measure the development of a particular student attribute, the assessor needs to be confident that it is measuring what is intended.” Therefore, to test the validity and reliability of the new departmental assessment forms – whether they indeed measure the intended learning outcomes, and whether they suit the requirements of the hospitality industry – a trial period should precede their integration into the Dip. H&HM. As the new qualification is to be implemented in January 2019, with the first WIL placements commencing in January 2020, a pilot study will have to be administered to the third-year students from July to December 2018 or to the second years’ from January to June 2019. During the pilot study, a selection of hotels could be included to test the validity and suitability of the assessment forms. This selection should represent the range of star gradings and size covered in this study.

5.5.2.2 Adaptations of the assessment process

The assessment completed by the workplace manager or supervisor is a formative assessment that requires feedback to be given to students to allow for reflection and development. The study revealed that, although this does occur, it does not occur consistently, and not enough feedback is conveyed to students. For the WIL placement to be effective, every possible effort must be made to ensure that all students receive feedback regarding their work performance, so that they can identify areas requiring improvement. One of the suggestions that emerged from both industry and student perspectives was that an academic lecturer be involved in the assessment process. Although this is an excellent idea, logistically it would not be possible to implement such a process for every monthly assessment for each student due to the number of students and the locations where students are placed. The following recommendations are made to help ensure that appropriate feedback is forthcoming.

- The assessment form is designed so that there is input from both the student and the assessor. Both parties should grade the student, with the student giving an indication of what they think their performance is worth, which is discussed with the assessor. The final mark on the assessment form is that of the assessor.
- The WIL lecturer or an academic lecturer is required to visit the student once during the student’s WIL placement. During this student visit, one assessment could take place between the lecturer, the student and an industry representative. At this time, there could be discussion of how the student has improved, any challenges that the student may have faced, and goals for the remainder of the WIL placement. Although the lecturer cannot give input on the

student's work performance, the fact that the lecturer is involved in the process will encourage the feedback process.

- The amount of interaction between the student, the industry representative and the academic lecturer can be increased by incorporating student and industry consultations via Skype.

5.5.3 New WIL assessment forms

Recommendations for the development of two new assessment forms for the Dip. H&HM qualification, incorporating a revised assessment procedure, were presented above. The content of these new assessment forms must now be addressed, noting that the forms will be designed according to the learning outcomes required for each department.

5.5.3.1 The recommended WIL placement assessment form

The areas of work exposure required during a second-year student's first WIL placement include the front office, housekeeping, and food and beverage departments. The work completed must be aligned with the learning outcomes of the subject Hotel Practice I (Appendix D). The recommended assessment form (Appendix H) will rate the student in the following areas:

- **Dependability:** this section focuses on the commitment of the student, and considers aspects such as punctuality, attendance at work and the ability to complete tasks satisfactorily with minimal supervision. Martin and Hughes (2009:10) stipulate that students completing a WIL placement should demonstrate characteristics such as being loyal and proactive in the placement establishment, punctual, and professional in their work and work ethic.
- **Self-actualisation:** this section assesses the personal drive, self-confidence and commitment of the student to improve themselves during the WIL placement. Aspects such as personal appearance, general knowledge, willingness to find out information for themselves and overall initiative are considered. Woods and King (2010:312) stress the importance of individuals' understanding themselves and their strengths, weaknesses, interests and values, to assist in their career planning and goal setting.
- **Communication:** verbal and written communication skills are assessed, taking into consideration the year of study. The ability to communicate with guests and staff is considered; for example, the ability to provide an accurate and informed handover from the early shift to the late shift at the reception desk.

- Service orientation: this criterion considers the level of friendliness and courteousness extended to guests and staff, and the willingness to go the extra mile for the guest.
- Working relations: this section assesses the student's willingness to be part of a team, and to be cooperative with a good attitude when working with fellow employees, supervisors, and managers. It considers the ability of the student to accept constructive criticism and use this to improve his or her work performance.
- Quality of work: this criterion is linked to the department where the student is working and will be specific to the learning outcomes for the department. For example, when the student is working in reception, the criterion must assess the student's ability to check in a guest on the PMS and follow other required processes. As Ferns and Zegwaard (2014:182) insist, the assessment tool must measure performance against the intended learning outcome.

The assessment form for the final WIL placement (Appendix I) will make additional provision for assessing the student's ability to carry out supervisory tasks. Included as Appendices H and I are examples of the revised assessment form for the front office department for Hotel Practice I and Hotel Practice II respectively.

5.6 Conclusion

It was established in this study that, seen as a method of improving the employability of higher education students, WIL has become an integral part of university curricula. As a credit-bearing subject, the WIL component requires a thorough assessment of the student aimed at improving their skills and abilities at the workplace. However, as the literature review revealed, there are certain challenges associated with assessment of student performance during the WIL component. There were five objectives to this study:

- Investigate the desired attributes expected by the hospitality industry for students studying the current ND.HM: Accom.
- Evaluate the curriculum outcomes for Dip. H&HM in the second and third years of study.
- Explore the procedure followed by supervisors and managers in the workplace when evaluating a student during the work placement period.
- Align the Dip. H&HM outcomes with the attributes of students studying a Dip. H&HM as desired by the hospitality industry.
- Develop assessment instruments aligned with the work-integrated learning component of the Dip. H&HM

It was envisaged in this study that there might be problems with the process in terms of which CTHS students are assessed by the hospitality industry during their WIL placements. The findings showed that approximately 50% of student respondents felt that they were adequately assessed, a figure that is too low. Since WIL is a credit-bearing subject, it is imperative that the correct assessment procedures are followed for all students, to the benefit of the students and, ultimately, the hospitality industry. It was concluded that the assessment process must be made more specific, leading to better interaction between the student and the workplace manager or supervisor. The proposal is to make the assessment forms more detailed, including mandatory sections for the student's input as well as for the manager or supervisor's grading.

The curriculum for the new Dip. H&HM qualification was discussed in detail in Chapter Two, with the learning outcomes for the curriculum being outlined and the subject aligned with the learning outcomes for the WIL subject, Hotel Practice. These learning outcomes are integrated into the revised assessment form for the Dip. H&HM qualification. It is recommended that this revised assessment form be introduced into the assessment framework for the WIL subject, Hotel Practice, when the new Dip. H&HM qualification is introduced in January 2019. Implementation of the revised assessment form would be in January 2020 with the commencement of the Hotel Practice I WIL placements.

5.7 Limitations to the study

There were some limitations to this study. The response rate from both the students and hospitality industry averaged at 50%, which does raise a question over the validity of the study. The survey was conducted anonymously; but after its completion the researcher felt that it would have been beneficial to follow up the questionnaire with qualitative interviews with the student respondents to gain some insight into the reasoning for their responses. This would have helped to make sense of the high percentage of undecided responses. A further limitation is that the study is limited to one University of Technology (UoT). A comparative study involving the WIL assessment procedures followed by all the UoTs and comprehensive universities in South Africa would establish the best method of assessing students during the WIL placement. The assessment of WIL is challenging on a global basis, and it would be beneficial if the UoTs in South Africa shared their practices to develop an assessment procedure that worked for all universities, students and hospitality industries, regardless of geographic area.

5.8 Future study

As WIL becomes an integral part of university curricula, the need for more research on WIL is ongoing. The hospitality industry is an ever-changing environment and studies will be required to ensure that learning outcomes for the WIL component of the curriculum continue to meet the demands of the hospitality industry.

A future study of the assessment of students on WIL placements from the hospitality industry's perspective is recommended. The hospitality industry is driven by supply and demand, and establishing the best ways to assess the students from their perspective will encourage an improved relationship among the student, the establishment and the academic institution.

Technology plays an increasingly important role in everyday life. As both industry and student respondents suggested, a future study is required to establish ways in which student assessment can be converted from a paper to a digital process.

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APPENDICES

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APPENDIX A: CPUT Ethics Committee Certificate



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Symphony Road Bellville 7535

Office of the Chairperson Research Ethics Committee	Faculty: BUSINESS AND MANAGEMENT SCIENCES
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At a meeting of the Research Ethics Committee on 02 May 2017, Ethics Approval

was granted to Beverley Seager (204317991) for research activities

Related to the MTech/DTech: Mtech Tourism & Hospitality Management at the Cape Peninsula
University of Technology

Title of dissertation/thesis/project:	WORK-INTEGRATED LEARNING ASSESSMENT METHODS FOR HOSPITALITY STUDENTS AT A UNIVERSITY OF TECHNOLOGY IN THE WESTERN CAPE, SOUTH AFRICA Lead Researcher/Supervisor: Prof J.P Spencer & Ms D Draper
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Comments:

Decision: **APPROVED**

	02 May 2017
Signed: Chairperson: Research Ethics Committee	Date

Clearance Certificate No | 2017FBREC435

APPENDIX B: Permission letter from CTHS Head of Department



17 March 2017

Ms Beverley Seager
Student: Masters of Technology: Tourism and Hospitality
Student Number: 204317991

Dear Ms Seager

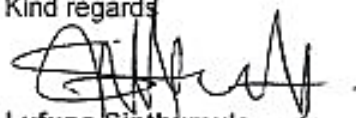
ETHICAL CLEARANCE FOR MASTERS QUALIFICATION RESEARCH

I am in receipt of your letter dated 09 March 2017 requesting ethical clearance to conduct your research for your Masters of Technology in Tourism and Hospitality. As stated in your letter, you are a registered student for a Masters of Technology (Tourism and Hospitality Management) at the Cape Peninsula University of Technology, student number 204317991. As mentioned the title of your thesis is "The Work Integrated Learning assessment methods for Hospitality Students at a University of Technology in the Western Cape region".

The purpose of the research is twofold: firstly to investigate the procedures followed within the hospitality industry when assessing our students during their Work Integrated Learning (WIL) placements to ensure curriculum outcomes are met; and secondly to gauge insight from the second and third year students who are currently placed for WIL in 2017, regarding their experiences of the assessments during their WIL.

Hereby I give you permission to continue with your research in this field and to obtain the data required for your research, you may contact the 2017 Cape Town Hotel School students, as well as the selected hotels to obtain the relevant information for your research, both for the pilot study and the actual research. Your research must be conducted in a professional manner, and both parties are to remain anonymous in your research. All data obtained must be treated as confidential and is to be published in aggregate form.

Kind regards

A handwritten signature in black ink, appearing to read "Lufuno Sinthumule", is placed above the printed name.

Lufuno Sinthumule
Head of Department: Cape Town Hotel School (Acting)
School of Sports, Events, Tourism and Hospitality
Cape Peninsula University of Technology
48 Beach Road, Cape Town
Email: sinthumulel@cput.ac.za

APPENDIX C: Subject content for the Dip. H&HM qualification

Level of study	Subject Name	Core (C) or Elective (E)	NQF level	Short description of the subject content
FIRST YEAR				
1	Hospitality Gastronomy I (Theory and Practical)	C	5	Gastronomy will be divided into 3 areas of concentration. <i>Theory will consist of the following modules:</i> • Understanding recipes and mise en place • Basic food ingredients • French Cooking Techniques and Terminology • Basic Cooking Principles <i>Nutrition will consist of the following modules:</i> • Macro and micro nutrients • Dietary Guidelines • Food Pyramid <i>Practical will consist of the following modules:</i> • Basic cooking techniques • Basic baking techniques
1	Food and Beverage Studies I (Theory and Practical)	C	5	• Be able to perform and illustrate the catering/guest cycle. • Be able to understand basic restaurant infrastructure and procedures • Identify the attributes service personnel • Restaurant design • Menu compilation • Service skills • Demonstrate basic theoretical and practical knowledge of the origin, production methods and service skills related to alcoholic and non-alcoholic beverages. • The health and safety aspects of the hospitality industry in accordance with basic occupational safety measures and local and national legislation • Practically work in the various sections within the CTHS Commercial training restaurant applying what is covered in the theory components

1	Hospitality Business Communication I	C	5	• Communication I focuses on the three principles of good communication namely writing, reading and speaking. • Communication Theory, Business and Academic Writing, Meeting Communication and Presenting Research are the four modules covered in communication.
1	Hospitality Financial Management I	C	5	• Apply basic accounting principles • Use the language of accounting • Understand the integrated nature of financial, cost and management accounting
1	Hospitality Information Systems I (Theory and Practical)	C	5	• Introduction to the theory of computer technology • Hospitality specific computing systems • Internet and email • Microsoft Office • Windows Explorer
1	Hospitality Management I	C	5	• Broad supervisory and basic management concepts • Ethics • Conflict management
1	Rooms Division I	C	5	• Introduction to Tourism and Hospitality • Introduction to Rooms Division from an operational perspective through the guest cycle, by demonstrating an understanding and application thereof through case scenarios relating to the following content: • The practical application of the Property Management System, e.g. Micros Opera • The service excellence and customer service aspects of the hospitality industry
1	Hospitality Industry Law I	C	5	• Structure of government, sources of law, and how legislation is made including laws relating to tobacco, liquor, gaming, food hygiene food labelling, types of businesses and companies, and the legal requirements for starting a hospitality business.

Level of study	Subject Name	Core (C) or Elective (E)	NQF level	Short description of the subject content
SECOND YEAR				
2	Food and Beverage Studies II (Theory and Practical)	C	5	• Be able to know the different types of functions/ events and personnel associated with this aspect of the hospitality industry. • Be able to know and apply principles applicable to purchasing and receiving of stock. • Be able to know the various documents used in stores and issuing and follow correct procedures for storage and issuing. • Be able to understand and apply the various dining etiquette from various cultures. • Be able to identify and know the various attributes and duties of food and beverage control staff. • Service learning component with local government nominated small businesses.
2	Hospitality Business Communication II	C	5	• Small group communication • Organisational communication
2	Hospitality Financial Management II	C	5	• Use a range of financial management tools to contribute to effective decision-making and sustainability of the hospitality industry.
2	Hospitality Information Systems II (Theory and Practical)	C	5	• Understand the role computers play in the hospitality environment. • Understand the role of technology with regard to • Reservations systems • Rooms management and guest accounting systems • Interface systems • Food and beverage point of sale systems • Management application systems • Hotel sales and catering systems • Practically use MS Excel at an intermediate level • Practically operate a Product Management System using the basic functions of the system.

2	Hospitality Management II	C	6	• The principles of marketing are applied through planning and presentation of a promotion based on hospitality products. • The conceptualisation of business economics that pertain to the hospitality industry. • Introduction to the mechanics of research methodology.
2	Rooms Division II	C	6	• Understand the theoretical knowledge in the Housekeeping, Reservations, Front Office, Night Audit and Concierge departments. • Be able to apply the theoretical knowledge to case studies of real-world scenarios.
2	Hospitality Industry Law II	C	5	• Nedlac • Basic Conditions of Employment • Sectoral Determination 14 • Progressive discipline in hospitality industry • Labour Relations Act: • Dismissals • Collective bargaining and collective action • Industrial action (strikes) • Unemployment Insurance • Compensation for Occupational Injuries and Diseases • Skills Development • Employment Equity and Affirmative Action
2	Hotel Practice I	C	5	• The student is placed in a suitable training environment for 4 months. The purpose of Hotel Practice 1 is to allow the student to integrate the theory component learned during their first year into the practical working environment. Each student must adhere to a specific training programme to ensure all training aspects are completed. Hotel Practice 1 is measured through class attendance, evaluations from the placement and a portfolio of evidence of training completed in the work place.

Level of study	Subject Name	Core (C) or Elective (E)	NQF level	Short description of the subject content
THIRD YEAR				
3	Hospitality Financial Management III	C	6	• Use a range of financial management tools to contribute to effective decision-making and sustainability of the hospitality enterprise with regard to: Managerial Accounting and Financial Statements • Ratio analysis
3	Hospitality Management III	C	6	• Understanding and practice the concept and practice of Schedule 8 of the LRA (Code of good Practice) • Display the conceptual aspects of Human Resource Management in a Hospitality Management in context • Learn and display the practical knowledge of planning and presenting training on a one-to-one basis • Link the concept of entrepreneurship with the business economic realities and marketing of a business in the hospitality Industry • Develop, expand and demonstrate the practical knowledge of research and the research process
3	Hospitality Information Systems III (Theory and Practical)	C	6	• Accounting applications utilized within the hospitality industry • Purpose of a management information system • Selecting and implementing computer systems • systems and security maintenance • The role of social media within the hospitality industry • Practically apply the basic functions of an Accounting application using Pastel Accounting
3	Hospitality Industry Law III	C	6	• Common-law as a source of law in RSA • Contract : • Requirements for a valid contract • Voidable contracts • Breach and remedies • Specific types of contract: • Sale, Lease, Franchise, Insurance, Credit • Consumer Protection • Delict: Elements, Remedies

3	Rooms Division III	C	6	• Green practices to be adopted in the hotel with an in-depth look at : • Energy • Water • Waste • Facilities Management
3	Revenue Management	C	6	• Demonstrate a clear understanding of: • Room pricing • Market segmentation • Evaluating Front office success • Determining availability • Competitor set • Application of occupancy ratios • Implementation of Revenue strategies
3	Hotel Practice II	C	6	• The student is placed in a suitable training environment for 4 months. The purpose of Hotel Practice II is to allow the student to integrate the theory component learned during their academic theory of the three years of study into the practical working environment. Each student must adhere to a specific training programme to ensure all training aspects are completed. Hotel Practice II must incorporate elements of supervisory work. Hotel Practice II is measured through class attendance, evaluations from the placement and a portfolio of evidence of training completed in the work place.

Source: Adapted from the CPUT Category B curriculum review and analysis (2013)

APPENDIX D: Dip. H&HM Subject Outcomes integrated into Hotel Practice I Learning Outcomes

Subject	Subject learning outcome	WIL component learning outcome	SAQA level descriptors applied
Rooms Division I	Explain the four phases of the guest cycle. Complete the basic practical application of the Property Management System Opera. Describe the concept of service excellence in the hospitality industry.	Execute the four phases of the guest cycle in an authentic environment under the auspices of the establishment's supervisor/ manager. Operate the Property Management System Opera independently or with the assistance of a supervisor/ manager. Identify and apply service excellence in an authentic hospitality environment on an ongoing basis. Identify and solve problems that arise, inclusive of guest, operational and administrative issues within the Rooms Division department under the guidance of the department's supervisor/ manager. Evaluate and reflect on work completed and the outcome thereof both as an individual and as part of a team.	Scope of knowledge Knowledge literacy Methods of procedures Problem solving Ethics and professional practice Accessing, processing and managing information Producing and communicating information Context of systems Management of learning Accountability
Hospitality Gastronomy I	Learn how to read recipes and understand the concept of mise en place Basic food ingredients French Cooking Techniques and Terminology Basic Cooking and baking principles	Execute the preparation required for breakfast, lunch and/or dinner within a hotel kitchen. Understand the operational aspects of the kitchen pass within the hotel's restaurant environment. Evaluate and reflect on work completed and the outcome thereof both as an individual and as part of a team	Scope of knowledge Knowledge literacy Methods of procedures Management of learning Accountability

Food and Beverage Studies I	Be able to perform and illustrate the catering/guest cycle. Be able to understand basic restaurant infrastructure and procedures Identify the attributes required for service personnel Restaurant design Menu compilation Service skills Demonstrate basic theoretical and practical knowledge of the origin, production methods and service skills related to alcoholic and non-alcoholic beverages The health and safety aspects of the hospitality industry in accordance with basic occupational safety measures and local and national legislation	Execute the service within the restaurant environment from runner to host. Operate the restaurant's property management system. Carry out service and administrative tasks within the bar and restaurant environment. Identify and solve problems that arise, inclusive of guest, operational and administrative issues within the Food and Beverage department under the guidance of the department's supervisor/ manager. Adhere to and apply the health and safety requirements of the hospitality industry on a daily basis and in accordance with the health and safety legislation. Evaluate and reflect on work completed and the outcome thereof both as an individual and as part of a team.	Scope of knowledge Knowledge literacy Methods of procedures Problem solving Ethics and professional practice Accessing, processing and managing information Producing and communicating information Context of systems Management of learning Accountability
Hospitality Business Communication I	Communication I focuses on the three principles of good communication namely writing, reading and speaking. Communication Theory, Business and Academic Writing, Meeting Communication and Presenting Research are the four modules covered in communication.	Apply business communication on a daily basis by speaking with guests and a colleagues; reading especially reports, departmental instructions and guest communication; written through handovers to colleagues and guest communication.	Knowledge literacy Ethics and professional practice Producing and communicating information Accountability
Hospitality Management I	Broad supervisory and basic management styles Ethics Conflict management	Identify different types of management styles within the establishment, reflect and evaluate the advantages and disadvantages of each style. Apply conflict management knowledge if and when required.	Scope of knowledge Knowledge literacy Methods of procedures Problem solving Ethics and professional practice Accessing, processing and managing information Producing and communicating information Context of systems Management of learning Accountability

Hospitality Financial Management I	Apply basic accounting principles Use the language of accounting Understand the integrated nature of financial, cost and management accounting	Execute the basic accounting skills required in Rooms Division administration and cash ups under the guidance of the department's supervisor/ manager. Solve any discrepancies with cash ups, banking or general administration. Evaluate and reflect on work completed and the outcome thereof both as an individual and as part of a team	Scope of knowledge Knowledge literacy Methods of procedures Ethics and professional practice Accessing, processing and managing information Problem solving Management of learning Accountability
Hospitality Information Systems I	Introduction to the theory of computer technology Hospitality specific computing systems Internet and email Microsoft Office Windows Explorer	Identify, understand and explain the computer systems in the hospitality establishment. Use MS Office, email and internet as required by the establishment.	Scope of knowledge Knowledge literacy Methods of procedures Ethics and professional practice
Hospitality Industry Law I	Structure of government, sources of law, and how legislation is made including laws relating to tobacco, liquor, gaming, food hygiene food labelling, types of businesses and companies, and the legal requirements for starting a hospitality business.	Identify and explain legislation pertaining to the tobacco, liquor, gaming, food hygiene and food hygiene labelling as applicable to the hospitality establishment where the student is completing Hotel Practice 1.	Scope of knowledge Knowledge literacy Ethics and professional practice Management of learning Accountability

Source: Adapted by the researcher from the subject content for the Dip.H&HM qualification (2017)

APPENDIX E: Dip. H&HM Subject Outcomes integrated into Hotel Practice II Learning Outcomes

Subject	Subject learning outcome	WIL component learning outcome	SAQA level descriptors applied for NQF level 6
Rooms Division II Rooms Division III	Understand the theoretical knowledge in the Housekeeping, Reservations, Front Office, Night Audit and Concierge departments. Green practices to be adopted in the hotel with an in-depth look at : • Energy • Water • Waste Facilities Management	Execute the four phases of the guest cycle in an authentic environment with emphasis of understanding the role of the supervisor/ manager in ensuring the smooth operation of the department. Identify and apply service excellence in an authentic hospitality environment on an ongoing basis. Understanding how facilities management is managed in the hotel environment in relation to the use and management of energy, water and waste. Determine how these aspects are integrated into the daily running of the housekeeping department. Identify and solve problems that arise, inclusive of guest, operational and administrative issues within the Rooms Division department under the guidance of the department's supervisor/ manager. Evaluate and reflect on work completed and the outcome thereof both as an individual and as part of a team.	Scope of knowledge Knowledge literacy Methods of procedures Problem solving Ethics and professional practice Accessing, processing and managing information Producing and communicating information Context of systems Management of learning Accountability
Revenue Management	Demonstrate a clear understanding of: • Room pricing • Market segmentation • Evaluating Front office success • Determining availability • Competitor set • Application of occupancy ratios • Implementation of Revenue strategies	Observe and identify the revenue management techniques applied within the hotel and the hotel group, where relevant in relation to the hotel's overall performance.	Scope of knowledge Knowledge literacy Methods of procedures Problem solving Ethics and professional practice Accessing, processing and managing information Producing and communicating information Context of systems Management of learning Accountability

Food and Beverage Studies II	Be able to know the different types of functions/ events and personnel associated with this aspect of the hospitality industry. Be able to know and apply principles applicable to purchasing and receiving of stock. Be able to know the various documents used in stores and issuing and follow correct procedures for storage and issuing. Be able to understand and apply the various dining etiquette of various cultures. Be able to identify and know the various attributes and duties of food and beverage control staff. Service learning component with local government nominated small businesses.	Plan and execute functions reserved by guests at the hotel. Execute the food and beverage control procedures of the hotel in relation to stocktakes, purchasing, receiving, issuing and documenting stock. Identify and solve problems that arise, inclusive of guest, operational and administrative issues within the Food and Beverage department under the guidance of the department's supervisor/ manager. Adhere to and apply the health and safety requirements of the hospitality industry on a daily basis and in accordance with the health and safety legislation. Evaluate and reflect on work completed and the outcome thereof both as an individual and as part of a team.	Scope of knowledge Knowledge literacy Methods of procedures Problem solving Ethics and professional practice Accessing, processing and managing information Producing and communicating information Context of systems Management of learning Accountability
Hospitality Business Communication II	Small group communication Organisational communication	Apply business communication on a daily basis through speaking with guests and colleagues; reading especially reports, departmental instructions and guest communication; written through handovers to colleagues and guest communication. Utilise group communication as required by the hotel, for example in department meetings.	Knowledge literacy Ethics and professional practice Producing and communicating information Accountability
Hospitality Management II Hospitality Management III	The principles of marketing are applied through planning and presentation of a promotion based on hospitality products. The conceptualisation of business economics that pertain to the hospitality industry.	An introduction to the marketing of the hotel and hotel group; how the hotel manages and uses social media such as trip advisor, facebook, instagram etc. to its advantage. Understand and implement the administrative tasks related to the Human Resources Department of the hotel.	Scope of knowledge Knowledge literacy Methods of procedures Problem solving Ethics and professional practice Accessing, processing and managing information

	Introduction to the mechanics of research methodology. Understanding and practice the concept and practice of Schedule 8 of the LRA (Code of good Practice) Display the conceptual aspects of Human Resource Management in a Hospitality Management in context Learn and display the practical knowledge of planning and presenting training on a one-to-one basis Link the concept of entrepreneurship with the business economic realities and marketing of a business in the hospitality Industry Develop, expand and demonstrate the practical knowledge of research and the research process		Producing and communicating information Context of systems Management of learning Accountability
Hospitality Financial Management II Hospitality Financial Management III	Use a range of financial management tools to contribute to effective decision-making and sustainability of the hospitality industry Use a range of financial management tools to contribute to effective decision-making and sustainability of the hospitality enterprise with regard to: Managerial Accounting and Financial Statements Ratio analysis	Execute the basic accounting skills required in Rooms Division administration and cash ups, and solve any discrepancies with cash ups, banking or general administration. Evaluate and reflect on work completed and the outcome thereof both as an individual and as part of a team	Scope of knowledge Knowledge literacy Methods of procedures Ethics and professional practice Accessing, processing and managing information Problem solving Management of learning Accountability
Hospitality Information Systems II Hospitality Information Systems III	Understand the role computers play in the hospitality environment. Understand the role of technology with regard to: Reservations systems	Identify and utilise the different reservation systems, guest accounting systems, revenue management systems and interface systems. Be able to explain the importance of these systems and identify when issues arise with the technological operation of the systems.	Scope of knowledge Knowledge literacy Methods of procedures Ethics and professional practice Accessing, processing and managing information

	• Rooms management and guest accounting systems • Interface systems • Food and beverage point of sale systems • Management application systems • Hotel sales and catering systems Practically use MS Excel at an intermediate level Practically operate a Product Management System using the basic functions of the system. Accounting applications utilized within the hospitality industry Purpose of a management information system Selecting and implementing computer systems systems and security maintenance The role of social media within the hospitality industry Practically apply the basic functions of an Accounting application using Pastel Accounting	Utilise MS Excel to an intermediate level during the Night Audit function and where possible in the accounts department. Identify and utilise the accounting system utilised at the hotel, e.g Pastel. Understand and link the role of social media within the hotel in relation to service excellence and marketing.	Problem solving Producing and communicating information Context of systems Management of learning Accountability
Hospitality Industry Law II Hospitality Industry Law III	Nedlac Basic Conditions of Employment Sectoral Determination 14 Progressive discipline in hospitality industry Labour Relations Act: Dismissals Collective bargaining and collective action Industrial action (strikes) Unemployment Insurance Compensation for Occupational Injuries and Diseases Skills Development	Through exposure in the Human Resource department the student should gain hands-on experience of the basic conditions of employment and where possible partake in interviews of potential new employees and in inductions of new employees. Exposure to the labour relations act within the hospitality industry in relation to disciplinary actions and dismissals.	Scope of knowledge Knowledge literacy Methods of procedure Accessing, processing and managing information Context and systems Producing and communicating information Problem solving Ethics and professional practice Management of learning Accountability

	Employment Equity and Affirmative Action Common-law as a source of law in RSA Contract : Requirements for a valid contract Voidable contracts Breach and remedies Specific types of contract: Sale, Lease, Franchise, Insurance, Credit Consumer Protection Delict: Elements, Remedies		
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Source: Adapted by the researcher from the subject content for the Dip.H&HM qualification (2017)

APPENDIX F: Questionnaire to CTHS Students

Work-integrated learning assessment methods for hospitality students at a University of Technology in the Western Cape, South Africa.

Dear Cape Town Hotel Student

As a masters of Technology student at the Cape Town Hotel School (CTHS), I am participating in a study into the assessment methods of students during their work-integrated learning (WIL). The title of my thesis is "Work-integrated learning assessment methods of hospitality students at a University of technology in the Western Cape, South Africa."

The purpose of this study is to establish the current procedures of student assessment during WIL placements, and to determine whether there are areas that require improvement. The following set of questions have been designed to better understand the assessment process of students during their WIL placements. The information obtained from these questionnaires is strictly confidential and for data analysis only. Your personal details are not required.

Should you require any further information please contact either myself via email at seagerb@cput.ac.za or my Supervisor, Prof J. Spencer via email at spencerj@cput.ac.za.

1. **Please indicate whether you are willing to participate in this survey, and that the information gathered in this questionnaire can be used in the research project.**

- ☐ Yes
☐ No

SECTION 1: Information about your placement

The questions that follow are required to gather an idea of your placement

2. **Please indicate whether this is your first or final WIL placement.**

(Select only one)

- ☐ First WIL placement
☐ Final WIL placement

3. **Please indicate which Hospitality Management course you are registered.***

(Select only one)

- ☐ Accommodation management
☐ Food and beverage management
☐ Professional cookery

4. Please indicate your gender.*

(Select all that apply)

- ☐ Male
- ☐ Female

5. Please indicate the type of establishment where you are currently placed or where you completed your WIL placement in Semester 1 of 2017.*

(Select only one)

- ☐ Hotel with more than 200 rooms
- ☐ Hotel with 100 to 199 rooms
- ☐ Hotel with 30 to 99 rooms
- ☐ Hotel with less than 30 rooms
- ☐ Game Lodge
- ☐ Restaurant
- ☐ Events/catering company
- ☐ Other: _____

6. Please indicate the star grading of the establishment where you are currently placed or where you completed your WIL placement in 2017. If the establishment is not star graded, please indicate the estimated equivalent.*

(Select only one)

- ☐ 5 Star grading
- ☐ 4 Star grading
- ☐ 3 Star grading
- ☐ 2 Star grading
- ☐ Fine-dining restaurant
- ☐ Events/catering company
- ☐ Other: _____

7. Have you been allocated a mentor or a supervisor/manager whom you can approach should you have a problem or challenge with the work or other staff members.*

- ☐ Yes
- ☐ No

8. Please indicate the departments where you have received training and worked or will receive training and work in your current placement. Select all the applicable departments.*

- ☐ Breakfast restaurant
- ☐ Full service restaurant including dinner shift.
- ☐ Kitchen
- ☐ Kitchen pass
- ☐ In-room dining
- ☐ High tea
- ☐ Bar
- ☐ Banqueting and/or events
- ☐ Reception/Guest relations
- ☐ Reservations

- ☐ Concierge
- ☐ Porters
- ☐ Night Audit
- ☐ Housekeeping
- ☐ Human resources
- ☐ Food and beverage control
- ☐ Menu planning
- ☐ Accounts
- ☐ Sales and marketing
- ☐ Maintenance
- ☐ Other: _____

SECTION 2: Learning outcomes

The following statements regarding the work completed during your WIL placement apply. Please indicate the statement most applicable to you.

- 9. During the WIL placement I recognized the link between the theoretical knowledge gained at the Cape Town Hotel School and the actual work completed.***

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

- 10. I am aware of the outcomes I am required to meet during my WIL placement in relation to my qualification.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

- 11. During my WIL placement I could implement the theoretical knowledge gained into my day-to-day work.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

- 12. During my WIL placement I felt there were areas of work completed that were not covered by the theoretical aspect of my qualification.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

SECTION 3: Assessment on WIL

The following statements regarding the assessment of your WIL placement apply. Please indicate the statement most applicable to you.

13. My supervisor completes my assessment form on a monthly basis.*

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

14. My supervisor completes the assessment form with me, asks for my input and explains the reasoning for the marks allocated.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

15. My supervisor never discusses the reasoning for the marks allocated.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

16. I often have to remind my supervisor to complete my assessment form.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

17. I feel that I can learn from the marks allocated on the assessment form and can focus on specific areas where I can improve.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

18. I feel that the assessment of my work performance contributes to the learning process.*

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

19. I feel that I am assessed by supervisors whom are aware of my work performance and work ethic.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

20. I feel that the assessment of my work performance contributes to meeting the outcomes of the course.*

(Select only one)

Strongly disagree 1 2 3 4 5 Strongly agree
☐ ☐ ☐ ☐ ☐

21. The Manager/Supervisor often complains that it takes too much time to complete the assessment form.*

(Select only one)

Strongly disagree 1 2 3 4 5 Strongly agree
☐ ☐ ☐ ☐ ☐

22. I feel the assessment form for a final WIL placement should differ in the aspects assessed from a first WIL placement.*

(Select only one)

Strongly disagree 1 2 3 4 5 Strongly agree
☐ ☐ ☐ ☐ ☐

23. The portfolio that has to be submitted after the WIL placement assists me in reflecting on the learning experiences during the WIL placement thereby consolidating the overall learning experience.

(Select only one)

Strongly disagree 1 2 3 4 5 Strongly agree
☐ ☐ ☐ ☐ ☐

SECTION 4: Preferred methods of assessment of WIL

24. If you could change any aspect regarding the assessment of your work performance during the WIL placement to improve the learning experience, what would these recommendations be?*

Thank you for your willing participation in this research.

Kind Regards

Beverley Seager

Work-Integrated Learning Coordinator

CAPE Town Hotel School

Cape Peninsula University of Technology

Email: seagerb@cput.ac.za

APPENDIX G: Questionnaire to Hospitality industry partners

Work-integrated learning assessment methods for hospitality students at a University of Technology in the Western Cape, South Africa.

Dear Industry Partner

My name is Beverley Seager, the Work-integrated Learning Coordinator at the Cape Town Hotel School. I am studying towards a Masters of Technology and conducting research into the assessment methods of students during their work-integrated learning (WIL) placements. The title of my thesis is "Work-Integrated Learning assessment methods for hospitality students at a University of Technology in the Western Cape, South Africa".

The following set of questions have been designed to better understand the assessment process of students during their WIL placements. The information obtained from these questionnaires is strictly confidential and for data analysis use only. Your personal details or that of the establishment are not required.

Should you require any further information please contact either myself via email at seagerb@cput.ac.za or my Supervisor, Prof J. Spencer via email at spencerj@cput.ac.za.

1. Please indicate whether you are willing to participate in this survey, and that the information gathered in this questionnaire can be used in the research project.

- ☐ Yes
☐ No

SECTION 1: Information regarding the work environment

The questions that follow are designed to gather an idea of your work environment.

2. Please indicate the type of establishment where you are employed.

(Select only one)

- ☐ Hotel with more than 200 guest rooms
☐ Hotel with 100 to 199 guest rooms
☐ Hotel with 30 to 99 rooms
☐ Hotel with less than 30 guest rooms
☐ Game Lodge
☐ Restaurant
☐ Events/ catering company
☐ Other: _____

3. Please indicate the star grading of the establishment where you are employed. If the establishment is not star graded please indicate the estimated equivalent.

(Select only one)

- ☐ 5 Star grading
- ☐ 4 Star grading
- ☐ 3 Star grading
- ☐ 2 Star grading
- ☐ 1 Star grading
- ☐ Fine-dining restaurant
- ☐ Events/ catering company
- ☐ Other: _____

4. Please indicate the departments available in your establishment: Tick as many as are appropriate.

(Select all that apply)

- ☐ Breakfast restaurant
- ☐ Full-service restaurant
- ☐ In-room dining
- ☐ High tea
- ☐ Kitchen
- ☐ Bar
- ☐ Banqueting/ events
- ☐ Reception/ Guest relations
- ☐ Reservations
- ☐ Concierge
- ☐ Porters
- ☐ Night Audit
- ☐ Housekeeping
- ☐ Human Resources
- ☐ Accounts
- ☐ Sales and Marketing
- ☐ Maintenance
- ☐ Other: _____

5. Please indicate your position in the establishment.

(Select only one)

- ☐ Senior Management
- ☐ Middle Management
- ☐ Junior Management
- ☐ Supervisor
- ☐ Entry-level

6. Please indicate your highest qualification.

(Select only one)

- ☐ Grade 12
- ☐ Certificate
- ☐ Diploma
- ☐ Degree
- ☐ Masters
- ☐ Other: _____

7. Please specify in which field you hold your qualification.

SECTION 2: Student attributes for a student's first WIL placement

Please answer the following questions to ascertain the attributes that you feel are important in a student embarking on their first WIL placement in their second year, i.e. students entering the hospitality industry for the first time.

8. **Punctuality is important at all times, regardless that this is the student's first exposure to the hospitality industry.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

9. **Personal appearance and cleanliness is vital.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

10. **Team player – it is important for the student on a first WIL placement to understand how to work as part of a team.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

11. **The student on a first WIL placement must understand commitment to the workplace e.g. work extra hours, complete tasks as requested.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

12. **Initiative – the student on a first WIL placement should be able to recognise where work is required.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

13. **Verbal communication skills – the student on a first WIL placement should be able to communicate effectively with guests and staff.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

14. **Written communication skills – the student on a first WIL placement should be able to write effectively to guests and staff.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

15. **After training at the property the student on a first WIL placement should be given an access code to work on the Property Management system.**

- ☐ Yes
- ☐ No, students are not allowed access codes
- ☐ It depends on the student's ability
- ☐ Not applicable

16. **The student on a first WIL placement should have a good understanding of MS Office and email.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

17. **The student on a first WIL placement should display good time management, for example be able to complete tasks in a time-frame stipulated.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

18. **The student on a first WIL placement should be able to accept leadership critique.**

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

19. **In your opinion are there any other attributes nor mentioned above that a student on a first WIL placement should display when entering the hospitality industry for the first time?**

SECTION 3: Student attributes for a third-year student's first WIL placement

Please answer the following questions to ascertain the attributes that you feel are important in a third-year student embarking on their final WIL placement.

20. Punctuality is important at all times.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

21. Personal appearance and cleanliness is vital.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

22. Team player – it is important for the third-year student to understand how to work as part of a team.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

23. The third-year student must understand commitment to the workplace e.g. work extra hours, complete tasks as requested.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

24. Initiative – it is expected that the third-year student should where work is required.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

25. Verbal communication skills – the third-year student should be able to communicate effectively with guests and staff.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

26. Written communication skills – the third-year student should be able to write effectively to guests and staff.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

27. The third-year student is given an access code to the Property Management systems as soon as the student has shown his / her competence.

- ☐ Yes
☐ No, access codes are not given to students, regardless of their experience in the hospitality industry
☐ It depends on the student's competence on the system
☐ Not applicable

28. The third-year student should have a good understanding of MS Office and email.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

29. The third-year student should display good time management, for example be able to complete tasks in a time-frame stipulated at all times.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

30. The third-year student should be able to accept leadership critique.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

31. The third-year student should be able to display some leadership skills.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

32. In general, the managers and supervisors at the hotel have higher expectations of a final-year student than that of a student on a first WIL placement.

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

33. In your opinion are there any other attributes nor mentioned above that a third and final-student should display when entering the hospitality industry for the second time?

SECTION 4: Assessment methods

The following statements apply during the assessment of students.

- 34. Please confirm whether you are involved in the assessment of the CTHS students during their WIL placements.***

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

- 35. The student is assessed in my presence and the assessment is discussed with input from both the assessor and the student.***

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

- 36. The assessment is time-consuming and due to work commitments it is completed when I have time.***

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

- 37. The assessment takes place independently of the student, however the reasons for the mark given is discussed with the student.***

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

- 38. In my opinion the CTHS assessment form addresses all the relevant areas for a student on a first WIL placement.***

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

- 39. In my opinion the CTHS assessment form addresses all the relevant areas for a third-year student on a final WIL placement.***

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

40. The assessment form is too long and time-consuming.*

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

41. In my opinion the assessment form should differ according to the department in which the student is working. For example, one assessment to Food and Beverage departments and assessment form relevant to Rooms Division departments.*

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

42. I feel it is important to access the student's progress to enhance their learning process.*

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

43. Over the period of training there is a definite improvement in the student's abilities as a result of the input of the supervisor/manager/mentor during the training process.*

(Select only one)

	1	2	3	4	5	
Strongly disagree	☐	☐	☐	☐	☐	Strongly agree

SECTION 5: Preferred methods of assessment of WIL placements.

44. As a manager/supervisor involved in the training and assessment of the CTHS students during their WIL placements, do you have any suggestions regarding the assessment process that would be beneficial to the establishment and the student.*

Thank you for your willing participation in this research.

Kind Regards

Beverley Seager

Work-Integrated Learning Coordinator

CAPE Town Hotel School

Cape Peninsula University of Technology

Email: seagerb@cput.ac.za

APPENDIX H: Hotel Practice I Assessment Form

WIL ASSESSMENT FORM FOR HOTEL PRACTICE 1:

DEPARTMENT: FRONT OFFICE

The rating of this review is at the sole discretion of the manager/ supervisor that worked with the student during the period in the particular department. Please base your judgement on the entire period covered and not on isolated incidents, considering the student's capabilities for the accepted standards for that type of work. The student is required to rate themselves o= in the column provided and thereafter the assessment is completed with the manager/ supervisor.

STUDENT NAME: _____ **NAME OF PLACEMENT VENUE** _____

PERIOD OF ASSESSMENT FROM: _____ **TO:** _____

A.DEPENDABILITY: Consider punctuality, attendance, reliable, ability to carry out instructions						
Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Requires constant supervision. Lacks follow through. Cannot be depended on. Often late or absent, without informing work. UNSATISFACTORY 0 – 2 Marks	Requires more than normal supervision. Easily distracted. Frequently late or absent, sometime forgetting to inform work. BELOW EXPECTATIONS 3 – 5 Marks	Works well with normal amount of supervision. Can complete tasks. Shows initiative. Rarely absent or late and normally follows procedures. MEETS EXPECTATIONS 6 – 8 Marks	Requires little or no supervision. Can complete tasks independently. Shows initiative and asks for tasks. Excellent attendance and punctuality. EXCEEDS EXPECTATIONS 9 – 10 Marks			
B. SELF-ACTUALISATION: Consider appearance, initiative, general knowledge, and willingness to develop						
Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Appearance is not professional. Lacks motivation. Will not make a plan to find out information. UNSATISFACTORY 0 – 2 Marks	Appearance requires improvement. Does what is required but shows no initiative and desire to improve. BELOW EXPECTATIONS 3 – 5 Marks	Neat appearance. Shows a willingness to learn and improve. Has an average general knowledge and will find out information he/she does not know. MEETS EXPECTATIONS 6 – 8 Marks	Professional appearance at all times. Goes the extra mile to learn new information. Has a good general knowledge. EXCEEDS EXPECTATIONS 9 – 10 Marks			

C. COMMUNICATION: Consider the ability to communicate, both verbally and in writing with guests and staff.						
Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Frequent lack of understanding which results in misunderstandings that cause problems with guests and staff. UNSATISFACTORY 0 – 2 Marks	Can communicate, but requires improvement, BELOW EXPECTATIONS 3 – 5 Marks	Can communicate clearly and effectively in most situations. MEETS EXPECTATIONS 6 – 8 Marks	Excellent communication skills, in a professional manner in all situations with guests and staff on all levels EXCEEDS EXPECTATIONS 9– 10 Marks			
D. SERVICE ORIENTATION: Consider the level genuine friendliness and courteousness to guests and staff alike.						
Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Poor attitude, no enthusiasm or willingness to assist guests and staff. UNSATISFACTORY 0 – 2 Marks	Usually friendly with a good attitude, but can improve. Can be a bit moody. BELOW EXPECTATIONS 3 – 5 Marks	Good attitude, is hospitable and friendly to all guests and staff, but can be shaken by difficult situations. MEETS EXPECTATIONS 6 – 8 Marks	Excellent attitude. Always offers exceptional service and willing to go the extra mile. Professional at all times. EXCEEDS EXPECTATIONS 9 – 10 Marks			
E. WORKING RELATIONS: Consider the willingness to work with staff, be part of a team and accept constructive criticism.						
Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Does not co-operate. Resents criticism and will not attempt to improve. Will not assist staff. UNSATISFACTORY 0 – 2 Marks	Shows reluctance to co-operate. Lacks interest and inconsistent with assistance. BELOW EXPECTATIONS 3 – 5 Marks	Co-operates with staff and is willing to be part of a team. Will accept advice and build on this. MEETS EXPECTATIONS 6 – 8 Marks	Excellent team member. Eager to assist and learn. Loyal worker. Always tactful. EXCEEDS EXPECTATIONS 9 – 10 Marks			

F. QUALITY AND UNDERSTANDING OF WORK: FRONT OFFICE. The student would be required to:

- Complete the guest registration process using the PMS
- Check-out a guest and accept all forms or payment
- Understand and compile the direct bills for the shift
- Complete daily reception administrations tasks
- Understand the room rates and room configuration of the hotel
- Be able to make guest reservations
- Assist guests with queries in a professional manner
- Develop a good knowledge of the tourist attractions and restaurants of the location where the student is working.

Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Cannot complete the guest registration and check-out. Always asks for assistance. Often makes repetitive mistakes. Poor knowledge of the PMS. Cannot assist guests. UNSATISFACTORY 0 – 2 Marks	Can complete the guest registration and check-out process but still requires assistance. Does complete administrative tasks. Assists guests with queries but requires assistance. BELOW EXPECTATIONS 3 – 5 Marks	Can complete the guest registration and check-out process but work must be monitored and checked. Mistakes are minimal. Able to assist guests successfully. Can see guest rooms with assistance. Good general knowledge of tourist attractions. MEETS EXPECTATIONS 6 – 8 Marks	Can work independently with very few mistakes. Handles guests professionally with good results. Knows all room rates and can sell rooms successfully. An asset to the department. EXCEEDS EXPECTATIONS 9 – 10 Marks			
TOTAL MARKS _____ / 60 Marks Percentage: _____ %						
ADDITIONAL COMMENTS FOR THE STUDENT: 						

SIGNATURE OF PERSON WHO MADE THE EVALUATION

PRINT NAME AND JOB TITLE

SIGNATURE OF STUDENT

DATE ASSESSMENT COMPLETED

Please email or fax the completed form to the WIL Office at the Cape Town Hotel School.

Fax Number: 00 27 (0)86 549 3188

Email: hospitalitywil@cput.ac.za

APPENDIX I: Hotel Practice II Assessment Form

WIL ASSESSMENT FORM FOR HOTEL PRACTICE 2:

DEPARTMENT: FRONT OFFICE

The rating of this review is at the sole discretion of the manager/ supervisor that worked with the student during the period in the particular department. Please base your judgement on the entire period covered and not on isolated incidents, considering the student's capabilities for the accepted standards for that type of work. The student is required to rate themselves in the column provided and thereafter the assessment is completed with the manager/ supervisor.

STUDENT NAME: _____ NAME OF PLACEMENT VENUE _____

PERIOD OF ASSESSMENT FROM: _____ TO: _____

A. DEPENDABILITY: Consider punctuality, attendance, reliable, ability to carry out instructions, shows responsibility to complete tasks independently						
Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Requires constant supervision. Lacks follow through. Cannot be depended on. Often late or absent, without informing work. Does not take responsibility for tasks. NSATISFACTORY 0 – 2 Marks	Requires more than normal supervision. Easily distracted. Frequently late or absent, sometime forgetting to inform work. Lack of responsibility. BELOW EXPECTATIONS 3 – 5 Marks	Works well with normal amount of supervision. Can complete tasks. Shows initiative and wants to take responsibility. Rarely absent or late and normally follows procedures. MEETS EXPECTATIONS 6 – 8 Marks	Requires little or no supervision. Can complete tasks independently. Shows initiative and asks for tasks. Can take responsibility for tasks and even a shift. Excellent attendance and punctuality. EXCEEDS EXPECTATIONS 9 – 10 Marks			
B. SELF-ACTUALISATION: Consider appearance, initiative, general knowledge, and willingness to develop						
Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Appearance is not professional. Lacks motivation. Will not make a plan to find out information. UNSATISFACTORY 0 – 2 Marks	Appearance requires improvement. Does what is required but shows no initiative and desire to improve. BELOW EXPECTATIONS 3 – 5 Marks	Neat appearance. Shows a willingness to learn and improve. Has an average general knowledge and will find out information he/she does not know. MEETS EXPECTATIONS 6 – 8 Marks	Professional appearance at all times. Goes the extra mile to learn new information. Has a good general knowledge. EXCEEDS EXPECTATIONS 9 – 10 Marks			

C. COMMUNICATION: Consider the ability to communicate, both verbally and in writing with guests and staff.						
Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Frequent lack of understanding which results in misunderstandings that cause problems with guests and staff. UNSATISFACTORY 0 – 2 Marks	Can communicate, but requires improvement, BELOW EXPECTATIONS 3 – 5 Marks	Can communicate clearly and effectively in most situations. MEETS EXPECTATIONS 6 – 8 Marks	Excellent communication skills, in a professional manner in all situations with guests and staff on all levels EXCEEDS EXPECTATIONS 9– 10 Marks			
D. SERVICE ORIENTATION: Consider the level of genuine friendliness and courteousness to guests and staff alike.						
Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Poor attitude, no enthusiasm or willingness to assist guests and staff. UNSATISFACTORY 0 – 2 Marks	Usually friendly with a good attitude, but can improve. Can be a bit moody. BELOW EXPECTATIONS 3 – 5 Marks	Good attitude, is hospitable and friendly to all guests and staff, but can be shaken by difficult situations. MEETS EXPECTATIONS 6 – 8 Marks	Excellent attitude. Always offers exceptional service and willing to go the extra mile. Professional at all times. EXCEEDS EXPECTATIONS 9 – 10 marks			
E. WORKING RELATIONS: Consider the willingness to work with staff, be part of a team and accept constructive criticism.						
Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Does not co-operate. Resents criticism and will not attempt to improve. Will not assist staff. UNSATISFACTORY 0 – 2 Marks	Shows reluctance to co-operate. Lacks interest and inconsistent with assistance. BELOW EXPECTATIONS 3 – 5 Marks	Co-operates with staff and is willing to be part of a team. Will accept advice and build on this. MEETS EXPECTATIONS 6 – 8 Marks	Excellent team member. Eager to assist and learn. Loyal worker. Always tactful. EXCEEDS EXPECTATIONS 9 – 10 Marks			

F. SUPERVISORY EXPOSURE AND ABILITY: Consider the ability to take control of a situation, task or shift, and whether responsibility is taken.						
Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Not interested and/ or lacks the ability to take responsibility for tasks. UNSATISFACTORY 0 – 2 Marks	Attempts to take on tasks, but cannot follow through. Does not take responsibility for the work completed BELOW EXPECTATIONS 3 – 5 Marks	Willing to take on tasks and supervise others but requires support and guidance. MEETS EXPECTATIONS 6 – 8 Marks	An independent worker who can supervise staff and takes responsibility for all work completed. EXCEEDS EXPECTATIONS 9 – 10 Marks			
G. QUALITY AND UNDERSTANDING OF WORK: FRONT OFFICE. The student would be required to: • Complete the guest registration process using the PMS • Check-out a guest and accept all forms or payment • Understand and compile the direct bills for the shift • Complete daily reception administrations tasks • Understand the room rates and room configuration of the hotel • Be able to make guest reservations • Assist guests with queries in a professional manner • Develop a good knowledge of the tourist attractions and restaurants of the location where the student is working.						
Criteria	Criteria	Criteria	Criteria	Student's mark	Supervisor Mark	Comment to student
Cannot complete the guest registration and check-out. Always asks for assistance. Often makes repetitive mistakes. Poor knowledge of the PMS. Cannot assist guests. UNSATISFACTORY 0 – 2 Marks	Can complete the guest registration and check-out process but still requires assistance. Does complete administrative tasks. Assists guests with queries but requires assistance. BELOW EXPECTATIONS 3 – 5 Marks	Can complete the guest registration and check-out process but work must be monitored and checked. Mistakes are minimal. Able to assist guests successfully. Can see guest rooms with assistance. Good general knowledge of tourist attractions. MEETS EXPECTATIONS 6 – 8 Marks	Can work independently with very few mistakes. Handles guests professionally with good results. Knows all room rates and can sell rooms successfully. An asset to the department. EXCEEDS EXPECTATIONS 9 – 10 Marks			

APPENDIX J: LETTER FROM LANGUAGE EDITOR

Epsilon Editing

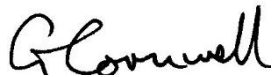
315 Grosvenor Square
College Road
Rondebosch
7700

25 April 2018

To Whom It May Concern

This serves to confirm that I have edited the M Tech thesis by Beverley Seager, "Work-integrated learning assessment methods for Hospitality students at a University of Technology in the Western Cape, South Africa," for idiom and correctness of language use.

Yours sincerely



D G N Cornwell (Prof)