

### Workshop 3

INTERVIEWER: Like every time when I take my cell phone and I want to ask you're busy, you're not busy [indistinct]. Okay we're on our third meeting or session we still have two more sessions to go. So last week if I still recall, we did an activity [indistinct] trying or and then we had started already with this, so there was a task to try and finish it up so ...

FEMALE: I didn't receive this job.

INTERVIEWER: Oh you were not here?

FEMALE: I wasn't here so.

INTERVIEWER: Okay the [indistinct] of this, these copies, these ones, then we [indistinct] copies from us. There is a [indistinct] I was trying.

FEMALE: Is it this one?

INTERVIEWER: Oh okay I thought there was more here, you can check for yourselves, there is your one. Okay so we started, I want to draw it here so we can discuss it in teams and find out. Okay for xxxx [indistinct] that was not here, last week we said for budgets to be prepared, they are exposed to a system and in this case, the system is the Hotel School system. So we're looking at this trying - it's called the activity theory or activity system it's under the change laboratory which I am using for my thesis. So there is what they call the subject and it defines here where it says a person or people engaged in the activity who are the focus of a study. In this case the people that are involved with graduates and we actually agreed that it was Hospitality employers, if I still remember right, the lecturers as well and did you put instructions [indistinct] or you forgot? Did you put them by the way because I'm still trying to remember what we did put last week, so we formed [indistinct] way, the way to say [indistinct], subject and then you say [indistinct] here for the system to work, there are tools that are used for that particular system and then there are homes [indistinct] and then community. Then there is division of labour. Then now at the end by the centre for the subject, which subject should be somewhere in here, there's the ...

FEMALE: Objects.

INTERVIEWER: The objects. Objects, which leads to outcomes. So I thought maybe today we'll do it together. This way it will work better, so the subjects, we've agreed that these are the people that work with the subject or with the sorry - with the activity of the subject, in this case the activities, the preparedness of graduates, one we will produce [indistinct]. So we're saying lecturers, employers, Hospitality employers actually and we were thinking of when students go out for WIL and when they come here because I know when they come here because I know there's always been guests, guest lecturers, guest ...

FEMALE: Speakers.

INTERVIEWER: Speakers yes, they've [indistinct] and then I'm thinking, maybe I'm just being selfish but I'm thinking instructors [indistinct]?

FEMALE: Yes.

INTERVIEWER: So we will put them all, they're not really ...

FEMALE: So is this a direct like influence on the subject on like and the subject being the preparedness of graduates?

INTERVIEWER: It should be. It should be direct the subject must deal directly with the objects.

FEMALE: With the objects? So the object is obviously the preparedness of – okay so – I mean instructors – so instructors would be like the people here in the restaurant?

INTERVIEWER: Still got chefs and ...

FEMALE: Lecturers, I mean chefs in the restaurant. Instructors, yes.

INTERVIEWER: Okay and then I – the tools - I think we were busy with – did we finish on the tools because the tools, I want us to come up with like I said the task would be to go out there but we have started. So I'll say sometimes with this you think of something, then later you're like okay there's also this, what about this because we were discussing earlier [indistinct] and I was like if you overdo it you get confused. Because there's so many things that you'll think about, the physical things representations and systems of [indistinct], like the language that's obviously the language and signs that a subject uses to accomplish a fourth activity. So in this case, usually the confusion becomes between the tools and the rules and the rules if you

look at the roles [indistinct], it becomes the laws, the codes [indistinct], the conditions, the customs and then that's when you are talking about the uniform and all those things I remember. So can you start with the tools, that the graduates are using or that is being used by the system to prepare graduates?

FEMALE: Would it be the practical labs [indistinct] for ...

INTERVIEWER: The practical labs, do you think of the, would it be right to say [indistinct]?

FEMALE: Yes but they would fall [indistinct] all of those. So it will be like the curriculum would obviously create the practical labs, like the practicals in labs. Like as a whole, are we breaking it down specifically ...

FEMALE: Or do we just say graduates?

FEMALE: Yes that's what she's saying, like as a whole like that would obviously encompass ...

INTERVIEWER: Why did you say practicals - you're thinking because it's preparing for the industry? What about the theory?

MALE: Yes we'll still [indistinct]. What's - the information it's what they're learning, the curriculum.

INTERVIEWER: So curriculum will be fine there?

FEMALE: But then with curriculum they include WIL and would the curriculum then include it? The restaurants ...

FEMALE: I don't know, is restaurant part of the curriculum?

INTERVIEWER: Yes.

FEMALE: Yes, you have to - you have to finish a certain amount of hours - you need to graduate.

MALE: But that's CPUT's curriculum, hey?

FEMALE: Yes but like all the curriculums would be different. I don't know if they still do this, when I was in - when I was here, xxxx[?] always like on weekends,

would send us emails about jobs outside like a three hour jobs for a waitress like they still do that ...

FEMALE: We do.

FEMALE: They still do that?

FEMALE: I still do it.

FEMALE: So that would be outside of the curriculum and that's something that we do.

INTERVIEWER: So do I write happy on the [indistinct] form?

MALE: Is it now part of the curriculum?

FEMALE: Yes.

INTERVIEWER: I think just to [talking together].

FEMALE: Ja, so theory definitely.

INTERVIEWER: What else would you say we only use the curriculum?

FEMALE: No, but what I was saying of – so there's ...

INTERVIEWER: Oh, that one that you're talking about?

FEMALE: Yes, so we would get like jobs where maybe someone is looking for three waitresses for like three hours at a private event at their house and they would get people, they would come to us and get like a second year student and so xxxx would send an email out to like second year students and then people would, so she would sort of like make them up and then they, she says they still do that, so that's part of – that's still part of the way that we teach and prepare people I guess.

INTERVIEWER: Yes, I will agree with that because you remember the other time when I was saying employers are saying, why don't we have graduates working somewhere during their study time? So how will I put this under tools?

FEMALE: What did I use to – what do you call it, because it's just, it's outside of the thing but like it's like voluntary but it's still part of ...

INTERVIEWER: But you're still exposing graduates.

FEMALE: Ja, you still exploits students to like – so it would be like a private chef who needs two extra kitchen hands and then you'd send and you'd get paid like R30 an hour whatever for that specific function kind of thing.

INTERVIEWER: Because we're saying part time job?

FEMALE: Ja, that will be a part time job. So to through school - that you get through the school so you know you're not getting kidnapped.

INTERVIEWER: Through WIL office maybe?

FEMALE: Yes that's through the WIL office. Outside of the WIL curriculum though.

INTERVIEWER: Okay, so part time job through the WIL office and then ...

FEMALE: And then obviously that forms part of – do we still do the table of unity and ...?

INTERVIEWER: No, it was cancelled I don't know why, I wouldn't want to say cancelled but it was stopped, I don't know why.

FEMALE: What's that ...?

INTERVIEWER: [Indistinct]

FEMALE: Did you guys – never did the table of unity, it was like a blue ...?

INTERVIEWER: We did with third years.

FEMALE: Oh I didn't work it though. I didn't work that.

FEMALE: And the one of the Convention Centre.

INTERVIEWER: Wasn't it ...?

FEMALE: No - because ...

INTERVIEWER: Because I don't think I wanted to go there.

FEMALE: No, because I had it my first year was very, it was different in people's first year because I was coming from another school and I already had credits so I didn't need the credits for that specific ...

MALE: Will still also be like – what's a good word like to motivate people, like I know we have the awards ceremony, so we've got trophies, like you've got like top

BTech student for the year and people are trying to - incentive that's the word I'm looking for. Incentives for that - they use that as a tool to like get people to work harder.

INTERVIEWER: I think so because it says used to accomplish an activity because at the end we're pushing that let's have this object that they have, [indistinct] let's put it.

FEMALE: Yes like they have incentives to ...

INTERVIEWER: Incentives.

FEMALE: Ja, like for ...

FEMALE: Prize givings.

FEMALE: For prize givings, yes I mean without prize givings people will just want to pass.

INTERVIEWER: Who gives the incentives, is it ...?

FEMALE: Well it's a mixture, sometimes it's like sponsored incentives, sometimes it's like from the actual university.

MALE: Like if there wasn't such a thing as a Cum Laude then I wouldn't care I'd just want to pass because [indistinct].

INTERVIEWER: Oh yes, I hear you let me just write the Cum Laude the one and also the sponsorships ne?

MALE: Award ceremony.

INTERVIEWER: Okay, can we put this on hold, go on to the next [indistinct] if there's anything that comes up, [indistinct] here at the table then we can go back because at the end of the day we'll work around this and the rules now. We had mentioned some holes, the rules, we are talking about, the things that make up graduates, that guide them through the process. And university rules – is it university or Cape Town Hotel School rules?

FEMALE: [Talking together].

FEMALE: Ja, I think it's both ;we have to both.

FEMALE: Ja, both.

INTERVIEWER: So it will be UOT, I'll be using the University of Technology because I don't want to mention the name and it's UOT and obvious - I'll say hotel school, I won't say which one okay. So UOT and the Hotel School rules and we're actually saying which rules specifically because I've talked with the lecturers and they were saying the curriculum, let me not start with the curriculum – the exams used to be the same with other universities so it changed. So those are some because I put that under rules yes obviously, if it's changing the rules that are [indistinct]. There're procedures so will that fall under policies or is it rules that are made by made by executive management or any [indistinct]?

FEMALE: I mean if – I think it's like both, it would be both like in the standard rules because obviously, I don't think we would change it completely that it doesn't align with what the understanding of like is expected from a graduate from a Hotel School.

MALE: Can you repeat the question please?

INTERVIEWER: I'm saying the rules ne, I'm looking I'm just thinking of the rules because here it says these are laws, these are codes or the customs like the way things have always been done, I think those rules. Sometimes I know rules [indistinct] to change but our aim is to comment if there's anything that we think this must change. So my question was, when historically this university or the hotel schools had the same exam like look at the one in DUT, the TUT, this one, I think there's one in Free State I don't know which one but they used to have the same exams. So I'm saying do you think there are laws that changed or policies that changed wanted to change, that is what I'm saying, that's my question. Would you say those are – those rules govern us as well as graduates?

MALE: I think there's liked a minimum requirement – I'm thinking of high school because you get government, you've got government exams which and then you've got IEB. Like IEB was like next level and if – if you, if your school like has a certain standard then you were allowed to write an IEB exam but if you were – if your academics – I don't know if I'm explaining this right, work at that standard then you have to write the government exam, it's like the minimum requirement and all that.

INTERVIEWER: Oh okay.

MALE: Are you getting what I'm saying?

FEMALE: I think -

INTERVIEWER: No it's fine ...

FEMALE: Like the Hotel School could take it to the next level and have their own exam but it will have to be like approved, like a [indistinct] the correct ...

INTERVIEWER: By the board? Maybe there is a certain body in like the SAQA thing, like now when they changed the curriculum, okay I hear you.

FEMALE: Ja, I was going to say because I don't think they will just decide to like change the curriculum because there would be a minimum standard that all ...

INTERVIEWER: People have to ...

FEMALE: All people have to know this basic level of this but then if we - if the school if this Hotel School decides that, they can go further because of the skills or the lectures that they have to their disposal then they can obviously submit to a body to have those essentially the high level like you're saying.

MALE: Like maybe before like they were all doing the same exam maybe that was the minimum standard and suddenly one Hotel School is like okay, let's be a leader.

INTERVIEWER: Okay, so now what would you say with the rules? Are we happy with the rules as graduates? He wasn't happy, the uniforms. I think I remember so I'll write the uniform one.

FEMALE: He said he does well now he's wearing his clothes, with the uniform he feels uptight.

MALE: Well I felt like a university student when I came wearing smart casual.

FEMALE: You first had to hide them [talking together].

FEMALE: Like in class when you have like a normal class and you just wear casual clothes and then when you dress smart ...

MALE: Not just like casual clothes there's obviously a sort of like standard you must wear like ...



FEMALE: Oh so like for me, I never wore that I always wore my chef's uniform because I was a chef student. So even if I was not in prac, I could still wear my chef.

MALE: I was also allowed to wear my chef uniform as well.

FEMALE: And because most of the time it was in pract, I was in prac like five days a week anyway so I wasn't going to wear my uniform and I started - I bought it and I think I wore it like three times, I hated that uniform. I mean ...

INTERVIEWER: I remember you didn't wear it.

FEMALE: I never wore it. I was always in my chef's thing.

FEMALE: Just a question, is the question saying are we as graduates, happy with the rules that we had during our time or what the rules are now currently?

INTERVIEWER: But the rules, what we can start from then and come to current because we want to go to the future.

FEMALE: I'm still saying [talking together], like it's changed drastically and I don't like the change.

INTERVIEWER: I've heard the change ...

FEMALE: Drastically.

FEMALE: It's changed drastically like ...

FEMALE: Okay in terms of academics not drastically because I think it's still the same minimum requirements of 50% for all your subjects and the basics obviously of restaurant and everything else. But I'm saying in terms of uniform change, the enrolment to this institution and everything else in terms of ...

FEMALE: I mean ...

INTERVIEWER: So we are now saying the rules of enrolment, should we not write down [talking together].

FEMALE: Yes.

FEMALE: No, but I think what she's saying is there's been - from me watching, also like for me just watching number one just like the number of students accepted.

FEMALE: That's what I'm saying the enrolment [indistinct].

FEMALE: Ja, so I think the enrolment and the minimum standards of enrolment seems to have sort of lacked, since we since our, since our - when we were coming into the Hotel School. Number one and like you say, I don't think because it meant basically the same teacher that taught me and they're still - but like you can also see the strain on them for doing the same work that they did with thirty students in a classroom with now seventy students in a classroom as you can actually see the difference in the way that they teach as well because I've actually worked with the lecturers now directly and you can see the difference between having - because we like thirty or thirty five in a class right?

FEMALE: Yes.

FEMALE: We were like thirty five in a class but like there's - or like even the group, even my PC group was like I think forty kids like the whole group and like for me, I think it's just the ease of enrolment with the fact that you don't - I'm still on the fact that you don't get interviewed beforehand. Even in my high school when I did Hospitality in my high school, we got interviewed beforehand. Like all the other places that I've ever known, you get interviewed before you get in.

MALE: I think it's because of the Hospitality crisis [indistinct] like they say that like we are losing a lot of Hospitality people so like they are kind of like taking what they can get right now. Like I have noticed ...

FEMALE: These are first years so it sounds really bad.

MALE: No like I've noticed like you get a lot of people here who are really want to be and they deserve to be here and then like probably a lot of students you can see they just - they've just got to accept it.

FEMALE: I was going to say based on our research topic ne and what research we've done with our second years', the majority of students are here because they had no other choice but to take Hospitality and like twenty or ten percent, like it's not facts but I'm just obviously assuming roughly from the data that I've collected, there's about twenty percent or ten percent of students that are here because they wanted to be here, the rest of them Hospitality the sixth choice or like the eighth choice and they didn't obviously get enough credits to qualify for maybe marketing or for which ever

other course that they wanted to do, so that's why I'm saying, enrolment rules and policies I don't know what happened there.

FEMALE: I think it is enrolment. Because for example ...

FEMALE: A drop.

FEMALE: When we when I was here, I also like I just remember like all we ever did was like especially in our – there was also a very clear division of like, they wasn't FBPC group, there was like the FB, the PC group, we all did our subjects separately in the second year where we didn't, we didn't make as much maybe for finance but for everything else was like broken up into and then there's just like a lot of understanding of why, like why they wanted to be there, there's like and also in like the pracs, because I also speaking the prac, the chefs, there was a lot of creativity around it because they wanted to be here, so people went home and like researched recipes and like whatever because also like Bonisa[?] was saying how in the beginning, when you came in there was a sit down of what this industry is actually about and this is industry is not for everyone, I mean Masigo always says in business now in BTech, she's always like, if you want to be in Hospitality you have to enjoy being of service. And I don't think a lot of people understand that – you are studying to be of service to people. And the last resort and there's a difference between deciding that you want to go waitress at somewhere but also actually going to study to waitress somewhere or like be upfront of house because it's broader than just going out – I mean going to the kitchen to fetch a plate to put it down. There's just like a lot that goes into running a good restaurant and people like and people don't understand how people value that when they actually experience that because there's not a lot of experience of that kind of service in South Africa, maybe that's why people don't actually value actually learning and studying to be part of this industry because they've never, a lot have not experienced in [indistinct] just a restaurant where the waiter knows the menu back to forth, can tell you which wine that compare with which dish and all those things come with being trained and knowing what it is to be front of house, because front of house is not just being a waitress but it's also knowing the bar. So it's being all of those things that I don't think are coming out when people are being enrolled into to the course.

INTERVIEWER: [Indistinct] do you think [indistinct] looking at the rules of the hotel school where we obviously we will start from the from the past, present because we want to bring up the change, we want to recommend any changes and the thing that now we're looking at you say the uniform - where someone said do you really have to be in uniform which will not [talking together] kitchen and then the other rules that we looked at because here I just said the rules that just govern us a graduates or as students at the hotel school is the UOT rules or the Hotel School Rules Board, then now we're saying the enrolment rules and policies because there are so many students now. I looked at BTech as well.

FEMALE: There's a lot of BTech students, there is, I was like ...

FEMALE: There's about forty six of us.

FEMALE: Yes, there's a lot.

FEMALE: Forty six and we have ...

INTERVIEWER: And then we have one research lecturer and that's a lot.

FEMALE: That's why I think that's also why, like I'm also looking at the mentors, it just seems like they had to just get a lot of mentors, that I was like most of this is actually just going to fall on Dot because the people that were being mentored by like a lot of people I was looking at, I was like I quite like – you get an email back from these people and now you're trying to get them to mentor like students, I don't see it and you're right, like so in the whole spectrum of just enrolment it, it's just a ...

FEMALE: That's a big issue.

FEMALE: It's a big ...

FEMALE: But the thing is ne, it might not be a control or a decision that the hotel school has to make on themselves it might come from obviously higher authority based on demand of applicants in obviously the main University of Technology.

FEMALE: The main campus.

INTERVIEWER: I understand that because - but at the end of the day we need to hire [indistinct].

FEMALE: Because it's impacting industry the enrolment of these – what do you call it, first line management, whatever because it really has because now with WIL there's a lot of students that's resigned without even telling us why they're resigning. We're just getting calls left, right and centre, students have resigned, they stopped and they're forgetting it's a subject, it's not like permanent employment, they need to pass, so that enrolment.

FEMALE: I still can't believe like people just stopped going.

FEMALE: Same with the restaurants [indistinct] people need to pass so you must go to your chef [indistinct].

FEMALE: How do they graduate if they drop?

FEMALE: They have to come back next year. They have to.

FEMALE: It's a subject, like you can't, it's like you're adding a six months, the six months that you were supposed to be full, you're adding six months to your, to your ...

FEMALE: Graduation and you have to pay for it again.

FEMALE: And you pay for it that subject again but then you also can't get a job because you haven't graduated. So for six months you have one subject that you could have just finished.

FEMALE: Only like three months left.

FEMALE: Exactly.

FEMALE: I don't understand.

FEMALE: I sat in a disciplinary thing ...

INTERVIEWER: Any other rules?

MALE: Ja, with the uniform right. I just feel like I understand the logic behind the uniform in classes like you say it's grooming you and all of that, I understand the logic. I just do feel like if we limited the uniform just to the restaurant then it would two things, it will improve, what's the word, the enthusiasm for people and I feel like it will take, people will take the restaurant more seriously in a way. Because it's something you talk about beforehand, you'll be like the restaurant is coming up we have to wear uniforms and we wear our uniforms nice, it's like new, clean it's well groomed and but

like I've been wearing it for like a few months now already, it's already half torn over there and coming in my shadow. Like I've been wearing this the whole year I'm just tired, like yes this is nothing new but if I come fresh from class and I've got my uniform ready for the restaurant and like I'm ready to go and all that.

INTERVIEWER: And the other thing - oh, sorry.

FEMALE: I used to wear my uniform [indistinct] in class I used to wear [indistinct].

FEMALE: I know but that's not the rules, you were just breaking the rules.

FEMALE: I know but I'm just saying ...

FEMALE: No but these days, they kick you out of the class.

FEMALE: Like that day [talking together].

INTERVIEWER: Not now, now you won't like there's also, I think [indistinct] with only some lecturers maybe warned [indistinct]. But now the emphasis - we had a meeting and the emphasis was even in class students have to wear the uniform.

FEMALE: Why though?

INTERVIEWER: Because I'll tell you the reason, the reason that we agreed on I will say we because I didn't say it but collectively, what we agreed on was, we have a problem when students come here to the restaurant, they don't have uniform. They've been putting on their clothes, when they come here then we expect them to do something that they've never experienced before and it becomes difficult because for the two weeks that they are here, the first two weeks, you'll be [indistinct] the uniform trying to persuade them to buy and all that.

FEMALE: The uniform that they have to wear in class now is the Hotel School uniform because I remember when I was in first year where they just said we can wear black and white.

FEMALE: Oh yes we also had a - just the black and white.

FEMALE: Didn't have to wear the uniform.

FEMALE: And then [talking together].

FEMALE: Only the first two months and then after that it was like no, you guys need to wear uniforms.

MALE: So you didn't have to wear black and white?

FEMALE: No I have, we had the Hotel School one.

FEMALE: We had the Hotel School one.

INTERVIEWER: Is that [talking together].

FEMALE: It's image makers.

FEMALE: It's just black and white.

FEMALE: Black and white.

FEMALE: Image makers.

FEMALE: Before it was not Hotel School uniform.

FEMALE: Why they changed though?

FEMALE: They said it's better for them. [Talking together].

FEMALE: 2014, maybe 2015 then they change the uniform.

INTERVIEWER: I guess it was change of management then and ...

FEMALE: And so now, now's it's what?

FEMALE: Black and white, the decision was ...

FEMALE: And the blue ones also.

FEMALE: And it just felt weird.

FEMALE: The whole [talking together], they don't even look the same, you get light black, dark black, pitch black.

MALE: That's why I was saying.

INTERVIEWER: Listen on this uniform thing, I feel like we're all saying the uniform is not as great as it should be but it should be there, you're the only one who's saying how improve [indistinct]. [Talking together].

FEMALE: Just say – from doing classes. That makes sense for me.

MALE: Like I understand [talking together]. I understand the problem that you brought up that people [indistinct] to the restaurant. That's why then with regards to that problem we must maybe think of a way to instil fear [indistinct] it's like what would happen if you do not show up with your uniform.

FEMALE: Like you just don't let them come in.

FEMALE: I understand the problem that you brought up that people rock up to the restaurant, that's why then with regards to that problem we must maybe think a way to install fears like what would happen if you do not show up with your uniform.

FEMALE: Like you just don't let them come in.

MALE: Like because I mean like [interjects]

FEMALE: Then you must match it up [talking together].

MALE: Well like not even that like remember like the whole shift thing, your own shifts, like Handre[?] can be with that, like I feel like there should be more enforced rules when it comes to that because if I didn't feel like working a shift, [indistinct] ....

INTERVIEWER: That goes with attitude as well.

FEMALE: No, I also feel like that goes with the individual attitude because ....

FEMALE: attitude.

FEMALE: Like if I, like I met him like in my hotel stint I would like maybe miss like four shifts like at the most four shifts and I was like maximum four shifts because also now I'm finding myself looking for shifts.

MALE: Exactly, so like if you have a bad attitude then you get punished for it and then eventually once your record of bad attitude adds up, you get expelled. Like so if you rock up the first day without your uniform, you get a point, if you rock up again without your uniform you get another point, you get a reprimand. Eventually if you get four reprimands, it eventually adds up – eventually you have a cut off okay you've got four reprimands; you're expelled. And it doesn't give them a choice and people don't want to get expelled.

FEMALE: Okay, you never know, things – the things that I've seen in these classes.



[Talking together].

MALE: If you get expelled, you get expelled, no degree, no diploma, it's your problem, give it to someone who wants it.

INTERVIEWER: [Indistinct] wanted to say something?

FEMALE: No.

INTERVIEWER: On the roles, did you want to say something?

FEMALE: No, I wanted to add on what you were saying about pink slips; usually we used to give pink slips if you don't abide by the rules, I don't know if that's still implemented?

FEMALE: No, they give you for like if [indistinct] ...

MALE: The pink slips still exist hey.

INTERVIEWER: They give [indistinct].

FEMALE: Like your phone is out or you like you were talking too loud, that type of stuff, it's nothing – it's different things. I don't know how to explain it.

INTERVIEWER: Don't say a [indistinct]?

FEMALE: I've never got one but everyone just treats it like it's ...

FEMALE: But there, but then it like - it goes into your record?

FEMALE: Yes they know that but it's not – I don't know how explain it, it's just like you got one and that's it. And that ...

FEMALE: I mean I've just – probably from what Marius is talking about the uniform, I agree with that blue uniform or the suit uniform situation or like the front of house uniform. I definitely agree that it's unnecessary in class. Like it's like unnecessary but with for example like the pracs and the chefs are very strict on what you look like when you show up to prac.

FEMALE: Oh so you need uniforms for [talking together].

FEMALE: No but I'm saying like what you look like, what you – if your apron is short up and your apron is dirty, you lose marks. If you show up and you don't have a hat

and you're wearing a net, you lose marks. You're supposed to have your full uniform there. If you don't have your scarf you lose marks. What I'm talking about is they actually implemented the rules of what you wore – you walk in, you have a cloth, you have two cloths, you have the teaspoon. You have your teaspoon in your chef jacket, you have your apron clean. If it's like I -f you have to like we used to like turn our aprons around because they were dirty but as long as what's showing is clean. And that's and that's what ...

MALE: But the situation is demanding the uniform.

FEMALE: That you ...

MALE: I feel like ...

FEMALE: Because you can literally lose five marks of a prac, every single day of prac you can lose five marks.

MALE: I feel like wearing uniform in class is causing unnecessary drama for the hotel school it's like conflict that they almost don't need. It's like I'm not going to lose marks for coming to class without my uniform like – we're going ...

FEMALE: I know, I know, I know. But I still feel like that uniform even if you wear it in class, it's still that what you call now, this English word. Like it represents -

INTERVIEWER: It looks professional if you see a [indistinct]. The other thing that I want to – how – what difference does it make if I were to take a HR class first year at District Six and first year of hospitality in class here, is it – does - what's the value of the uniform in that scenario? Because here, we're trying to find out so do we stick to this uniform in class should we just do it in the restaurant? What value does it have, what does it add? I don't know because obviously if we're doing research those are the things that if we want to recommend it, we need to back it up if you understand what I'm saying?

FEMALE: I will – I actually won't lie about my sister – my sister works at the UCT Campus, my old office used to be at the campus, you know where City Varsity is and now I work here. In those three campuses and they all wear casual clothes obviously they all wear casual clothes to school, it's a lot louder. It's a lot, I feel like there's a lot less sort of like structure to the fact that I'm coming to school. There's a lot of like

loitering, there's - I don't know there is I think that here there's a lot more structure even the kids are sitting outside smoking, they're not like rowdy or anything. But literally those campuses I need to work with earphones in, I don't need to work with earphones in here and it's the - and in both campuses there's just, there's - I just feel like there's a lot less structure even with the first years', they are not, I mean the first years' here aren't - I mean they're still eighteen or I don't know how old the first years' are like eighteen.

INTERVIEWER: [Indistinct] 18.

FEMALE: Around eighteen.

FEMALE: The oldest is twenty five, it's only one person.

FEMALE: Ja, so like they're around eighteen, so they're still young outside - like just out of like high school, so they're still quite young and I'm not saying that they know, there's no like loud children in the class or whatever but I do see that.

MALE: Yes, so ...

INTERVIEWER: Is it because of the uniform?

FEMALE: I do - I do [indistinct] I believe I -.

MALE: Why are people more quiet?

FEMALE: I was [indistinct] saying, if you picture high school, Monday to Thursday calmness - come Friday where you wear your civvies, it's chaos because you're now comfortable, you're free to do anything. I know university labels like majority label but then still, I still feel buti when you wear your uniform, you've got this ...

MALE: But that system of wearing civvies on a Friday I mean like that's a one time event, people are excited.

FEMALE: No, but what I'm talking about is ...

FEMALE: And get a lot of [indistinct] because the [indistinct].

MALE: Like obviously they're going to be louder during that - like our civvies they were always loudest it was like oh my gosh [indistinct].

FEMALE: But what happens when you go to industry, you're still going wear your uniform?

FEMALE: Everyday.

FEMALE: Everyday. [Talking together].

FEMALE: No but I ...

MALE: Yes so ...

FEMALE: And when you're working [indistinct] you come to class.

FEMALE: So they're grooming you but it's training for first time [indistinct] in a restaurant.

FEMALE: They can train in the [talking together] student but not in the class.

FEMALE: I really, [indistinct] I definitely do – I mean I'm saying no to the uniform, I never wore the uniform but I am saying that in the three campuses that I've - in this one year of me working in this campus, there's definitely a less rowdiness on this campus than all the others.

MALE: People are more quiet because they are not enthusiastic - they're sad, they wearing uniforms. [Talking together]. I was not happy. [Talking together].

FEMALE: But [indistinct] not what I'm talking about, the City Varsity College in Town, it's basically this size, but that's why I'm saying ...

FEMALE: The Law Campus, I'm not talking about the main UCT Campus, I'm talking about the Law Campus which is this size. And I'm not talking about like that's why I'm not specifically saying District Six or like main campus UCT, I'm talking about the small campuses within these universities and they probably have the same number of kids that we have here because the building is more or less the same size but I definitely do see a definite difference in like just like rowdiness of the kids in those schools. With me saying that I hated the uniform but I did see, I do see ...

INTERVIEWER: Okay can I then maybe say this uniform thing, can we find out more what other people think about it?

FEMALE: Yes, can we find out?

INTERVIEWER: Ja, let's find out more what people think about it, graduates, we're dealing with Hospitality graduates. In class or somewhere just [indistinct].

FEMALE: But I think the only feedback I will get from my class is like, is the fact that they'll say no to uniform. I'm sure about that, they'll say no to uniforms.

FEMALE: [Indistinct] want to agree with you is because she wasn't [talking together] when she was [talking together].

FEMALE: I wasn't putting it on, I'm not saying that, I'm merely sitting here talking about how but I am saying that with my experience and what I've seen.

FEMALE: Yes I understand that but does it play a role in our ...?

FEMALE: So that's what I don't know, I don't if it's just like [talking together] at the end.

FEMALE: I don't think so.

FEMALE: I think it does.

FEMALE: It does.

MALE: Like I'm worried that people are just going to say no uniform for the wrong reasons, like I'm saying ...

INTERVIEWER: Yes, that's why I'm asking does it help us with the preparedness?

MALE: I feel like ...

INTERVIEWER: At the end we're preparing to be supervisors, we're preparing to be managers in the industry, does wearing a uniform does prepare us for that?

MALE: So exactly, like I'm saying that if we could approach it in the right way and we can have like the sets of this mindset that you don't wear uniforms in class but you've got a system that still prepares you, that motivates you okay, so the restaurant is coming up, we're going to be wearing our uniforms and we're being groomed right now. Like if we can have the right system going, I genuinely feel that if you can make campus like more relaxed and not rowdy, it can make, it just I don't know like as I said I'm an example of me coming to BTech, I'm genuinely more enthusiastic now about Hospitality. Because I'm comfortable when I'm learning and then I understand that

when I go to industry I'm going to be wearing my uniform, like I would have been more excited for the restaurant wearing uniform in a way.

INTERVIEWER: Okay, now we're [talking together].

MALE: I feel like if you're going to say no uniforms, you have to be saying it for the right reasons.

FEMALE: So then look yes then your question has to be ...

INTERVIEWER: Can you touch on the community ...?

MALE: The community mustn't wear a uniform.

INTERVIEWER: No he said no the community, the community, we're looking at people around, do they assist us any way when it comes to the graduate preparedness, do we need to expand how we find, at least I'm happy because I've got people that deal with other people that are around us, as the hotel school. As xxxx sorry, I mentioned the name, it's fine, it's ...

FEMALE: Just bleep it out.

INTERVIEWER: And the university of technology is the hotel school, there are people that we are associated with or people that are in the industry that associate, associate with our graduates. What would you say, are they playing their role, are we playing our role, trying to be attached with them, what is happening?

FEMALE: I'm not sure if I'm understanding the question but in terms of community just in general, I think there's still a lack of knowledge or understanding of what the [indistinct] course is because the minute you mention Hospitality they think nurse, doctor.

FEMALE: [Talking together]. Or they just automatically think kitchen, you're just there to make food and plate and it has nothing to do with - has banqueting or events or wine and stuff. They just think oh you're Hospitality, oh you cook or just [indistinct].

INTERVIEWER: If maybe you can tell us which community are you talking about [indistinct]? Is it [indistinct] places.

FEMALE: Privileged or?

FEMALE: Or you know are you talking about that your personal immediate community?

FEMALE: No, I'm just – that's why I'm saying in general, not like basically in Hospitality.

FEMALE: Are you talking about in general or you talking about the Hospitality industry?

INTERVIEWER: No, in this case I was talking about the community and the Hospitality. The one that we deal with as the hotel school, like the [indistinct]. Then there's - what's your association?

FEMALE: My association?

INTERVIEWER: Associations, what is it called South African [indistinct] exactly the South African Chefs Association.

FEMALE: Probably - that's probably it.

INTERVIEWER: Yes, yes because we associate with those people I know because I know like the [indistinct] is saying this people that come here - Protea Hotels and whatever, do they say? Are they playing any role for what our ...?

FEMALE: Towards what?

FEMALE: Yes, definitely.

INTERVIEWER: Towards the graduates' preparedness because they ...

FEMALE: I think definitely.

FEMALE: To the [indistinct]

INTERVIEWER: Because I know with Protea they will sponsor but then obviously they want cheap labour. I don't know, am I wrong; that's my assumption?

FEMALE: I feel I don't know actually because your last statement makes me a bit, okay not to say yes, but based on obviously, the work that I do upstairs in terms of sponsoring students and uplifting into getting a lot of students graduating, uniform, tool kits and everything, there's a lot of our community, people that's playing a huge role

in terms of, they give us these bursaries but they still guarantee your position after you've graduated you see, so you ...

INTERVIEWER: Can I maybe - if you - I know I have [talking together].

FEMALE: There's Protea, there's Tsogo Sun.

FEMALE: Oh, Protea Hotel is on [indistinct].

FEMALE: Protea has a lot of bursaries and in terms of placement, WIL they give us a lot of properties to place our students, Tsogo Sun one of the big ones, City Lodge Group also one of them. [Indistinct] and they pay well [indistinct].

INTERVIEWER: But they give – you're saying they give them positions, so are the students or the graduates that leave are they been sponsored by these - are assured of starting at the entry level?

FEMALE: Yes that's the thing. Most of the time it's not first line management. They are given available positions.

FEMALE: Waiter ...

INTERVIEWER: And most of the time the positions are entry level.

FEMALE: Not even entry level management, waiter.

FEMALE: But then, well okay but a quick question then. Like a – so – but like this community likes of for example Protea's and Tsogo Sun whatever, from like, from the first, from our first like session or whatever, you discussed how most managers said we're not ready but also and then we talked a lot about WIL and our experience in placements and whatever and then wouldn't it be like put on them as well because of the fact that part of – part of their job is making sure that when we come out, we come out being able to be prepared to be first line managers or entry level.

INTERVIEWER: It should that's why I'm asking what type of role?

FEMALE: So the thing – so that's why I'm saying that. Yes, there might give us bursaries or yes - but realistically speaking they also and with from our own discussions around our own experiences within WIL when we were in WIL, that these partners don't actually play their role as much as they should in ensuring that we are prepared for that – it's like they're ensuring us we're prepared for the entry level, that's



what they're doing. They're making sure that we - and during season they will have enough waiters and that during season when the - that the entry level positions are brought up out or whatever but it just also seems that they do not create their part in making sure that even if I come in as an entry level, there's actually a prospect of me when something comes up, for them to be hiring from the bottom down I mean from the bottom up.

FEMALE: We are nothing to them.

FEMALE: Exactly that's and what you say [talking together]. And what you're saying about - and what you talked about of like them then, yes, they're creating a relationship here but they're creating a relationship for scuff work. Because what they give is - what they give us is scuff work, what I've seen and what I've heard people talk about in their own experiences of training in these places. Sorry.

FEMALE: The only thing I would say is that we are nothing to them. [Indistinct] us doing in service training but after that then we are nothing to them because I remember last year we were doing at Southern Sun Waterfront, we were doing a BTech presentation there and my topic was about - oh I forgot now but ...

FEMALE: Your whole topic?

FEMALE: Something of [indistinct] it was not [indistinct]. [Talking together]. I remember [indistinct] been employed by the industry [indistinct] and by [indistinct] and then they told us like straightaway on their comments feels like. Guys, you are nothing, you just start from the bottom.

FEMALE: I was going to say ne yes I agree 100% to what you guys are saying but I still feel it's in which individual roles that they play in this industry. There are quite a few, we can't say for all of us, there are quite a few people that are doing well in this industry or these communities ...

MALE: It's all about the impression that you make.

FEMALE: Exactly.

FEMALE: Yes, yes definitely.

FEMALE: So it's not that they're not offering the jobs but it's in terms of their profit as well. They can't hire someone that can't literally do the job. So now you can't get

there and expect that you able to run the entire front office, I'm just saying because you've just obviously literally graduated with no work experience, you can't say placement is really [indistinct].

MALE: No, you have to play your cards right, like ...

FEMALE: That's what I'm saying.

MALE: You have to build up a reputation, you need to build your CV, get a good reference from whoever [indistinct] and then solely it starts building up and then eventually they'll be like ...

FEMALE: But then but then ...

FEMALE: That's what I said the last time, knowing you do your third placement or your last placement or your second placement, sorry, you need to emphasize that these people need to train you on this and you've done that already, you can't be washing dishes again, you can't be doing the dishes.

FEMALE: Now whose job is that, is it our job ...

FEMALE: But the manual that the WIL [talking together] given, it says the placement management training, so these people already know buti, Lisa[?] is there. She is in third year, she needs to be trained on front office manager, reservation management, this and that. She needs to see all of that and then obviously you need to work on doing the basics and understanding what do front office agents do and being able to work on a system before actually being the supervisor. And in most cases in our last placement, we tend to obviously not man up and say, I need to be trained on this. I've been in this department because that's what we're getting a lot with the students out there, they're being placed in one department for two months and they come back and they say what's happening, this needs to change and then if they don't tell us we won't know. So we need people to tell us buti we are being placed in the restaurant for two months and I'm supposed to be doing reservations, can someone please speak to whoever and ...

FEMALE: But I gather but that also, yes you're definitely right, like also because I remember where I - like - I remember when I was in placement, a lot of it was also like they were saying, like unfortunately you're needed here, which is what I would

say, which is the main reason why I was saying that the timing of our placements, is the problem. It's because now, baking, hasn't – the one - the baker didn't show up three days in a row now when you're out there making rolls for three days because that's what they need because now the restaurant is full, I mean the hotel is fully booked and what's going to happen? So I think what needs to happen is the thinking around because even if a restaurant is not full, that's when you learn. When it's not – when they have the special or when they have ...

INTERVIEWER: Maybe okay, can I then say, here on the rules, can we check on the WIL, this is the tools, can we then suggest the change of time?

FEMALE: But then also then that's when – then you'd have to discuss the whole – what role does the - this community of Hospitality play because the main reason we go at these times because that's when they need the labour. So are we now going to change our relations, then the relationship changes with the Hotel School because now we're actually expecting them to teach because now we're not just labour to them.

MALE: But they don't need students.

FEMALE: Yes now - so now they're going say oh we don't need students because what's going to happen is, I can go pay what I'm paying a student someone to just come quickly for those three months or those six months that a student is going to be there. So that's the understanding then that changes the relationship between the industry and the hotel school because now we're not, ja like what of ...

INTERVIEWER: But now are we okay, I know the time is almost up, it's up already, I wanted to find out maybe just to think about it whenever - are we doing this for the graduates' preparedness or are we doing this to keep relationships with these people?

FEMALE: But that's what we're saying ...

INTERVIEWER: Because that's when then ...

FEMALE: That's when the whole thing is interrogated then because if we're not going there to learn but we're going there to fill in the spot that they need, then tell us that, so that when I say that I'm supposed to be taught how – because I've worked in the kitchen, I'm supposed to be taught how to do orders in third year but I'm out here

running the hot kitchen and that's supposed to be in first year, my first placement I was ...

MALE: Isn't that why we have this restaurant though?

FEMALE: I was ...

MALE: To learn the small things.

FEMALE: Yes but then also in industry – now so, then are we then saying that I'm just there in the industry, I'm there to just ...?

FEMALE: On my third [indistinct I think that will be different placement to placement because on my third, not on my third I mean on my second ...

FEMALE: Placement.

FEMALE: Placement - I just went straight to management – first day, straight to management.

FEMALE: So it definitely [talking together].

FEMALE: And [talking together] offered me a job [talking together].

MALE: Straight to management.

FEMALE: Straight to management but I think it depends on ...

FEMALE: It depends on the thingy but also then you also it depends also on how its communicated by the Hotel School because then why does that when you showed up on your first day, you went straight to management because clearly that person understood – understood why you're there but other people show up in other placements and that's not the norm. That should be - there should be a unified way of us, you can't come back with just because we were at different places we can't come back like with different levels of experience within those placements because then whoever, you should and it's not and then now this is not about per personality it's about you showing up on the day and your HR manager knew what you were supposed be doing and your placement what you were supposed to be doing.

MALE: Isn't there that whole thing we have to fill out which says we have to go to these different departments and they don't send us, like we have to tell them in advance like we need fill all of this out.

FEMALE: Because we need submit a portfolio ...

FEMALE: If we do not go to these different - like we, us as students, like we have to go to all of these departments.

FEMALE: I mean I was like I did the rotations, I stuck to my schedule of rotations when I when I was in my last ...

FEMALE: When I was in my last placement, I didn't even follow anything, I went straight to supervisor, front of house, then three months down the line I was changed to teaching supervisor which was, there was nothing like that on that assessment sheet. So again, it goes back to say is the assessment sheet followed? Do they even care where you go or ...

FEMALE: Or instructed properly.

FEMALE: Yes or instructed ...

FEMALE: The problem is the instruction and the introduction to whoever deals with WIL coordinating and the [talking together].

FEMALE: And the HR manager.

FEMALE: Who is responsible for saying that you should be here now, you should be doing that? Like is it to me the student or is it the WIL coordinator?

FEMALE: I did it, personally [talking together].

FEMALE: But I thought it was like [indistinct].

FEMALE: Where I work now, where I [indistinct] just do one thing every day.

FEMALE: But I mean it shouldn't be like that but then we're also assuming and we know this, these are like eighteen, nineteen year old kids going into placement with like adults that have been in this industry for long. If I didn't hear - if I wasn't seeing my WIL coordinator, if my WIL coordinator is not backing me up or I don't feel like my WIL coordinator will back me up, I'm not going to say anything to the manager and we have individual, we have those meetings where individually and I remember I would say what's wrong but like it wasn't addressed when I had the joint, when the manager or the line manager and I was sitting with the WIL, I don't remember who it was at that time. But then what I'm saying is, what Lisa - I agree with what xxxx is saying on the -

and I agree that maybe twenty percent of the students will have no guts to actually say no I'm supposed to say this and I'm supposed to be here, supposed to be moved now but majority and realistically speaking we know that a majority of the students will not say anything. They will just go with the flow.

MALE: That's why important to like teach the students like and I feel like xxxx has tried to teach us this but then half of the people sleep in her class. Like she'll tell us like she'll tell us like guys when you go into industry, you're like, she's going to try help us as well but like you guys need to go to your manager and say, okay I need to do all of this. Like I know a lot of people don't do it like a lot of my friends didn't do that. Like I had to go up to my manager, look this is my schedule I have to do all of these before I leave and then I have to remind you and if for some reason the hotel is not abiding by your rules even if you remind them they're like no you can't. Then you're unable to do your work, that's when you have to go to xxxx and say xxxx what do I do?

FEMALE: Immediately when they contact a hotel or a restaurant, whenever we ask to obviously place students, there is a paper trail that has been given to say buti, this is a first year student. They need to do this and this and this in order to complete the portfolio that needs to be submitted. So they get the paper work but it might be that they forget or that oh xxxx[?] is supposed to be here. That's why it's a student's responsibility to say look this was obviously said, I need to be here, I need to be, so it's your own ...

INTERVIEWER: The student's responsibility or?

FEMALE: I don't think so.

FEMALE: But then ...

FEMALE: I know, I think that's ...

FEMALE: You're suppose to have looked at portfolio, you supposed to write ...

FEMALE: But remember that's why I'm saying, the WIL coordinator sends off everything that needs to be done. They can't reroute it, this student is a F&B student ne, F&B student needs to do A,B,C, a PC student needs to do A,B,C, Acer student needs to do A,B,C. Then from there, it's up to you as a student because you're the

person that needs to submit an eighty page portfolio which details all the departments that you've been in. That's why in most cases they say, if they're not placing you, tell us because you need to complete a portfolio.

MALE: Hey, guys it's quarter past two.

INTERVIEWER: Okay thank you very much [indistinct] for a heated debate. I wasn't going to do continue with this and then next week I think we've highlighted a lot of things and then next week we'll try a new one that we think this one ...

FEMALE: Next week? Sorry, I'm just going to say next week I'm not here.

INTERVIEWER: Not next week but later but I'm hoping it's next week I hope that it ties in [talking together]. Yes, so that we finish because ...

MALE: This Tuesday is a public holiday.

FEMALE: Monday is a good day for mem.

MALE: Monday would be better I think.

FEMALE: No, Monday, Tuesday is a public holiday.

FEMALE: Monday, [talking together].

FEMALE: So it's a long weekend okay so ...

[END OF TRANSCRIPTION]