

INTERVIEWER: Thank you for coming. [Inaudible]. The last time I think – the last point that we were looking at was the community, where we were looking at the hotels that participate or that protect what we do here at the Hotel School. So we're saying are they maybe playing a role for what we want at the end. If they note then what then should they do or where they're lacking. So we ended up saying they're not playing their part and then someone said, "No, it depends on who you are because for some people when they leave here they actually heard that there's [inaudible]."

MALE: So I like what xxxx[?] did recently. [Talking together] this whole programme where they're trying to turn students into General Managers.

INTERVIEWER: Really? Which hotel is that?

FEMALE: I've sent it out to you guys.

MALE: She sent it out. [Talking together].

FEMALE: They're grooming people to become General Managers. So it's like a programme and [talking together].

INTERVIEWER: The one with the stipend for three thousand?

FEMALE: No, that's Spur.

FEMALE: Hilton is different like it's ...

MALE: I'm going to apply [talking together].

FEMALE: I've got a friend that worked there [inaudible].

FEMALE: Twelve Apostles, is it Twelve Apostles that's doing something similar or Protea?

FEMALE: Twelve Apostles.

INTERVIEWER: Because I know we've got two students that were here, I think, two years back. When they came, like they went to the Hilton Hotel, this one in town.

When they came back, one was working with their Finance Department. The other one was working as [talking together].

FEMALE: She's working in Finance still and xxxx is doing in Food and Beverage.

INTERVIEWER: The other guy, what's his name? He was always bossy when he was here. So he's also, he got some position in the Food and Bev. So they're grooming managers. Is it a programme? Is it maybe one year or two years or they just sit on the job?

FEMALE: It was my first time seeing this [inaudible]. It looks like a programme they do it [talking together].

MALE: I had a long, a really long interview process.

INTERVIEWER: Is it very strict like and how long it is like [inaudible] six, six months so it's 12 months training. So it's like a four-year training and then you become permanent.

FEMALE: But that's nice.

FEMALE: But I would like yourself know if they just focus on General Managers only or is it like departmental.

INTERVIEWER: So if we have – we can have many of these doing that, it can assist us to achieve the goal.

FEMALE: I think there is one. I'm not sure if it's Protea.

MALE: I think Marriott also.

FEMALE: Ja, I think it's Marriott that does it as well. There is another group that does it but I'm just not sure which one. But I know there is another big group that's doing it. [Inaudible].

INTERVIEWER: Okay, then the next one would be the division [inaudible], where we're saying that everyone who is here, is everyone here playing their role? Lecturers? Remember our subjects. Are they playing their role towards the object which is a prepared graduate? What will we want to see? What's the change that we want to see on their roles – maybe starting off with the lecturers? Obviously, their role is to come and to impart knowledge through the theory lessons or the practical lessons

that they're having with the students. Is there any change maybe that you're thinking, okay, yes, they're doing right but if then the impact will be positive, [inaudible].

MALE: I feel like you do get some amazing lecturers [inaudible] and you get like two or three [inaudible].

FEMALE: But I would like that because then you go through the system where somebody actually [inaudible].

INTERVIEWER: Where they are monitored?

FEMALE: Yes. Something like that would be – [talking together], just based on qualifications.

INTERVIEWER: It's based on qualifications from what I know, it's based on qualifications. If one has – because remember there are some that are on contract. There are some that are permanent. So if they are permanent then it's based on the qualifications. For some obviously, they will still [talking together] those qualifications. So do you think there should be somewhere where they are trained.

FEMALE: They don't need to be trained but I think someone should like evaluate, okay you're doing a good job. Okay you can improve there, [inaudible] the message across.

INTERVIEWER: So maybe just say, should I write [inaudible] maybe lecturers and find out because I'm still going to see them to write and say evaluation [inaudible] is there someone who is monitoring what they're doing [talking together].

FEMALE: [Talking together] because the thing is the main fact that they are on contract and it gets renewed every six months, is obviously monitoring how they work and whether they're doing a great job because there's a lot of them that's been here for two years and are still on contract. [Talking together].

INTERVIEWER: But then who gets those evaluations at the end? [Talking together].

FEMALE: I think they get ja, because they get feedback from HOD to say, this is the kind of feedback that we're getting from learners or students.

INTERVIEWER: But do you get any feedback like you give them feedback.

FEMALE: Yes, but at the end, the lecturer is still going to do the same [inaudible].

FEMALE: Yes, because with us also we're experiencing that kind of thing where the lecturer had a lot of complaints in the past three years and still nothing has changed [talking together]. I'm not mentioning any names but ja, we also have one [talking together].

INTERVIEWER: Oh yes. We won't say ...

FEMALE: We won't go into depth.

INTERVIEWER: We won't say names. So you're saying there must be some evaluation and there must be feedback and someone to follow it up.

FEMALE: Ja because like I don't understand why has it not been taking into consideration because – you get like three different groups complaining about the same person then that really should be a [indistinct] like that there is a problem that's going on.

FEMALE: I think they have noted that problem hey because I spoken to some of the senior lecturers but the problem is they can't do anything if there's [talking together] people are passing the subject because there's really nothing that they can do if we are – because I think it's because of the mock [talking together].

FEMALE: Because I spoke to one of our senior lecturers that's been here and she came to ask, where concerned, how are classes and how's everything and how's this specific subject? Because she knows that every year there's – [talking together] and then I told her and she was like, "To be honest with you, there's nothing that we can really, really do because every year there's like a huge percentage of people that's passing very well." So there's literally nothing [talking together].

FEMALE: Without the [inaudible] because everybody was so stressed.

FEMALE: Because literally now, till this point, I don't think I can tell you what I did in March.

INTERVIEWER: Makes sense. So then [inaudible] what you're saying, says, you guys are not going to be prepared [inaudible].

FEMALE: True because I don't want to lie. [Talking together].

FEMALE: The thing is it is there to mold and build before the industry but there is nowhere where you can sit in a [inaudible] meeting and look at the numbers ...

INTERVIEWER: And the figures or whatever and try to feed back [talking together].

FEMALE: Ja, especially [talking together].

MALE: We are going to pass just because we like [Inaudible] parrot fashion but how to do it [inaudible].

INTERVIEWER: So are you actually saying maybe [inaudible] what would I say, are we [inaudible] everything is determinate, where I'll say okay this is how I would study this. Then ...

FEMALE: I think xxxxxx is so focussed on you have to study that whole [indistinct] coming in and then you do it like ...

FEMALE: And then just the other thing that I heard today just in talking like with the lecturers upstairs, apparently the system is being changed, okay, as we all know. But then apparently they can't have a huge percentage of people failing. So they're trying to create a lot of formatives [indistinct] and things to assist them in order to pass. So it's not really that they know this kind of work but it's just they're getting support like formatives [indistinct] and assignments and tuts, just to make sure that they get that 50% in order for them to [talking together].

MALE: And that comes back to bring the people who are enthusiastic about ...

FEMALE: Exactly.

MALE: If you have people who are enthusiastic about [talking together] hospitality you won't need to [indistinct] to get them to pass. They're going to pass because they know the stuff.

FEMALE: And they want to learn.

INTERVIEWER: They are interested [indistinct] and stuff. And with that, that's the same way we're saying that the students are [indistinct] pass. Okay, what [noise on audio] assessment course. What they said was we cannot assess what you know. So the lecturer has to go through something with the students and then afterwards assess. So it's like saying you pass. We're not saying he shouldn't be like but at end

of the day you would never assess something that you've never taught. So it is, you have to tell them a, b, c, d and then ask, after a, what comes after a? What comes after b? You understand? And it's 100%. It must be like that. The moment you assess students and they fail there is a problem. So that's what we were told when we're doing assessments. So I agree with this where we say students are made to pass but now students are made to pass, in the industry, do we have a template form of anything in the work place? No? How then are we not being [indistinct]? Because you can never have a situation which will repeat itself in the industry. [Talking together]. And it's different. How then are you expected as a graduate who has been through this assessment style that we're talking about to be able to solve problems out there. That's a question that I'm just posing.

FEMALE: But then doesn't that all go back to our education system?

INTERVIEWER: So are you saying maybe the education system, is it the education system and then higher education?

FEMALE: Ja, higher education like our education system in general here in our country. If you are saying like you guys are being told that you can never assist a student [indistinct].

FEMALE: But I think that is fair. Like you can't assess the student without teaching them something.

FEMALE: Which I think, it's being done it's a matter of the students wanting to know what's being taught to them but in other cases it's how it's being taught to you because sometimes someone may teach you something but still, it's not coming like it's not ...

INTERVIEWER: Together.

FEMALE: It's not gelling and it's not [indistinct].

INTERVIEWER: So maybe we will sit with the evaluation, the feedback and it's fine, I will still find out more from her. Then the hospitality employers, I think we talked about them when it comes to the division of labour, where we're saying they're playing a role. They come in here, they're sponsoring. They've got the bursaries that they're giving out. They're allowing the students to go and work for the WIL and chefs and food and beverage and [indistinct] don't say much here. [Laughing]. And subject to

this graduate's preparedness, is there anything that you feel like okay they're doing this but maybe they need to change one or two.

FEMALE: Focussing on what [indistinct] everybody?

INTERVIEWER: Focussing on the graduate's preparedness. We're focussing [indistinct].

FEMALE: I can't really say much because back in our time it was 100%.

INTERVIEWER: So they passed, it was 100% ...

FEMALE: Like I feel like ja, they did so much like in terms of training as a manager, a maître's and whether you work on the point of sale system, whether you work on – we were generally taught everything even in the kitchen like each and every session and costing and all of those things that needed to be done, it was done. I don't know now [laughing] things are done.

FEMALE: [Talking together], because obviously the generation changed and parents became more like harder to control [indistinct]. So the system changed a bit at the hotel school, like we were not taught how to do menu costing. They will normally give us a recipe and then they will like with some of the stuff then we have to figure it out like menu costing was never a big thing when we were in the kitchen. So we didn't – and it wasn't a focus. Like we never focussed on it. So third year we got this big assignment that we actually needed to do menu costing and all of us were [indistinct].

FEMALE: From observation, I also observed that I don't know I'm still shocked as when they say they need staff, why do we need staff in the kitchen ...

FEMALE: In the kitchen when we're a student.

FEMALE: And why do we need these students? [Talking together]. Like why is the rotation not flowing ...

INTERVIEWER: Oh, it used to flow.

FEMALE: Yes, it used to flow. First years' are downstairs. Second years' and second years'. Now apparently you're short staffed, there's no chefs, there's no waiters.

FEMALE: Because students – we don't mock up [indistinct].

INTERVIEWER: No, besides that ...

FEMALE: Okay on, you want ja, go first.

INTERVIEWER: I was going to say besides like all the students not rocking up it doesn't flow like there's plan where there is like no students like, this never happened to us.

FEMALE: Oh ja, that also never happened to us [talking together].

FEMALE: Because we train people to come to work now. Like salaries to – for them to come work and previously they used – no such, why, all of a sudden?

INTERVIEWER: Okay, the thing – from what I know is there has been an observation that students are doing more practicals. There's too many practicals than academic classes. So now it was agreed by obviously, management to say the students must spend more time in classes than ...

FEMALE: But then this industry, it's practical – like for real but industry is practical.

FEMALE: Ja, [talking together].

FEMALE: That's what makes us the best because we have more practicals than other institutions.

FEMALE: Like I don't know [talking together].

INTERVIEWER: You know what it goes back to what we're saying about the change, where we're saying, who decides this and whoever decides what is it that they have in mind when they do this because all of us here we said, all industries are going practical. When we get to the GM position where we need to [indistinct], we need to be just be writing emails and what have you, it will take us more than, it depends who we are or but it [indistinct]. So you would need the practical but someone says no it's too much. Remember there's, with the [indistinct] there is the [indistinct] the credits. So [indistinct] the credits that they give for the diploma allows a certain amount of practical and a certain amount of academics. So now, because like, our system here was giving more practical than the academic, which was not in cohorts with what was said ...

FEMALE: Personally, I feel ...

INTERVIEWER: So you [indistinct].

FEMALE: Because the only – I don't think you'd remember a lot of theory when you go to industry, like a lot of things that you learn in class don't really [talking together].

FEMALE: The students enjoy doing the prac – that's actually why it was [indistinct].

MALE: We don't like homework ...

FEMALE: We don't like [laughing]. [Talking together].

INTERVIEWER: So we're saying with the chef instructors it was like menu costing, where you're saying the details that – for you that's important when you go into industry. And just to go there, you're like I've got a diploma. Okay, do the menu costing there.

FEMALE: You can't. You see, ma'am, in the bar, they taught us, okay this is how you're going to stock and this is the way you take your stock out and if you had that [talking together].

MALE: I'm sure they have their reasons why they're doing it – even though I am doing the practical this is more important. I notice like in second year, I remember guys remembering second year, we had our first six months was practical [indistinct]. And then we got [indistinct] academics and there was this whole syllabus that we needed to do within like three or four months and we were eventually overloaded with worth.

INTERVIEWER: Because I still remember when I was here as well as a student, second year was [indistinct].

MALE: It was too hectic because we had such a little time to do the work.

FEMALE: And everybody was telling me you don't have enough time [talking together].

FEMALE: Ja, it is still a problem because I know that there's been petitions that's been set out due to a lot of work that's – that the second years have currently so maybe that's why they changed that.

MALE: Ja, second year was crazy.

FEMALE: Ja, it was crazy for us [indistinct].

INTERVIEWER: What would you like to say – obviously, I will mention that maybe things like menu costing should be prioritized because those are some of the important things [indistinct]. Anything else that you can think of? Anything? Anything, you guys you're also in the kitchen now and maybe the pass rate as well because [indistinct].

MALE: I think you must repeat the question.

INTERVIEWER: I'm saying that the other things that you feel like they have to be [indistinct] you say they're being done but you feel there should be change in how you ...

FEMALE: Like with the start of like restaurant and kitchen. Okay [indistinct] but the back of house, at the start were very like controlling like where you are this week, where you are next week but after like after like two weeks they just, it's almost like they gave up. So like you could just go whatever side you want to, like if you wanted to do starters for the whole week you could just go to starters and then next week again you end up with starters again so there was no like competition.

FEMALE: But I think that's where they ask you where's your strong point, where would you like to work, where do you feel ...?

FEMALE: But I feel like everyone has to do all the sides because some people.

FEMALE: That's what we were told when we first got to the kitchen we had to do all the sides [unclear].

FEMALE: You guys got it nice, so you had to choose.

FEMALE: I think it also goes back to the number of students that they have. Apparently I was shocked that in the kitchen they would have 46 students in just one shift this year. So you have like how many shift instructors, two/three; you can't really control 40 kids, 46 kids, you just one [inaudible].

FEMALE Then they should work on the schedule [talking together]. Because we all get there and we're all like, we're too many because now we can't work nicely. No-one gets to do anything. You might you maybe like cutting one thing today and that's it.

FEMALE: Yes, I think we also got to a point where half of the group would work like from am to twelve and then the other one, like that.

FEMALE: Yes, but then the second group would just come either to just like throw everything together.

FEMALE: To clear up [inaudible].

FEMALE: Yes to clear up the place ...

FEMALE: [Inaudible] maybe it was breakfast, the ones that at eleven so they must clear up everything and then what time do they knock off the eleven o'clock, lunch 3 o'clock. [inaudible]?

FEMALE: At three and then they'll do prep and they will start with, make the starter and then they'll go home.

FEMALE: I wish I was in that group.

FEMALE: We had to cut all the veggies [talking together].

INTERVIEWER: It's got - as much as it looks wow to them, it's only three hours and we're leaving, are we preparing them for the industry? No, because look at them now, they're used to that coming and cutting for [inaudible]. They'll go to the industry, they've got four bags of potatoes [talking together]. And then they will cry because uh-uh this is not the industry because we're not giving them a platform at least to introduce them to the reality of it.

FEMALE: But then the hotel school should also check the amount of students that they then take in.

FEMALE: Ja, the amount of students.

FEMALE: The amount, because we know we can't control so much.

FEMALE: And with them being too many because [talking together].

MALE: But we need money as well. We need money for like ...

FEMALE: I was going to say with them being a lot in the kitchen it also became strenuous for the instructors as well because you can't be training people same section every day and ...

FEMALE: And how far is this along?

FEMALE: And we have functions that we need to get done, so it's always better that I put Lisa, I know Lisa has done desserts then I won't have to check on her every five minutes because it's a lot of them like really it's a lot. I think they should have like a number of applications that they should take.

INTERVIEWER: [Inaudible] the roles what I'm saying enrolment [inaudible] rules or policies because there's too many students and I think it goes back to this when even in classes as well, like [inaudible] was saying in that [inaudible] where it was only two or one student. Now I think there are four or something like that I don't know how many there are because for us it was like two. It was only the two of us.

FEMALE: With us as well.

INTERVIEWER: Only the two of us but now I think for you guys you'll be sharing, how many of you [inaudible]?

FEMALE: Upstairs labs.

INTERVIEWER: How many labs? When you do ...

FEMALE: Only two labs.

FEMALE: Only two.

FEMALE: Oh are there two?

FEMALE: Only two.

FEMALE: No it was like you know you would table then it's the one person this side and then your stove. It's like a ....

INTERVIEWER: I wonder how they do it because – do they split the group or what?

FEMALE: We have three different groups.

INTERVIEWER: Oh [inaudible].

FEMALE: No but they mix it up for us, I mean the accommodation people ...

FEMALE: Or maybe it's going to change, maybe the enrolment is going to change because apparently they're going to start, not enforcing but encouraging people to study for four years instead of the three. Or the five years, what - is it five years now?

INTERVIEWER: It's going to be five.

FEMALE: So people [indistinct] must start running if they know hospitality five years I'm studying [laughing] so that might be strong.

INTERVIEWER: Okay, then the instructors, [inaudible] instructors, anything that you felt like when you were here that there's really need for change?

FEMALE: If it's quiet in the restaurant what happens, they don't come or they go home?

FEMALE: No, you come in then you stand up and you polish and you count the stock.

MALE: Person on the A La Carte, then it's – [talking together].

FEMALE: And there's no tables.

MALE: It doesn't exist.

FEMALE: They don't do walk-ins.

MALE: Don't do A La Carte's anymore?

FEMALE: They do they do they do there's like one table that being like A La Carte and that's like ...

MALE: But nobody else shows up for A Le Carte.

FEMALE: Then this one is in training on setting a table of and ...

FEMALE: And napkin trainings and all that. Did you guys [talking together].

FEMALE: Bar training.

FEMALE: Napkin like how do you fold different napkins.

FEMALE: We don't do that.

FEMALE: Oh no, we don't do that anymore.

FEMALE: What do you use?

FEMALE: Serviettes.

FEMALE: But our water is back Jenna - why don't we use?

FEMALE: Ja, serviettes [indistinct].

FEMALE: Isn't this a fine dining or what is this one?

FEMALE: It is.

FEMALE: Do you say it's now fine dining [talking together].

FEMALE: It's not these serviettes, it's the other one.

FEMALE: Water.

FEMALE : [Inaudible] ones also.

FEMALE: Oh those ones.

FEMALE: The other ones, the fancy ones. The white one with the ...

INTERVIEWER: Not anymore, but just tell me what do you think about the fact that we don't have cocktails as well?

MALE: No, the alumni cocktail bar.

FEMALE: You don't have cocktails?

FEMALE: Should I say something?

FEMALE: You don't have cocktails?

FEMALE: They don't have, I actually like with the Bar Course [indistinct] that we have to do I feel like they're just wasting our money, why what, why do we do it if we're not going [talking together].

FEMALE: There was cocktails.

FEMALE : Where?

FEMALE: Wasn't there cocktails in this bar?

FEMALE: I remember we were doing cocktails with xxxxx[?].

MALE: That's not a cocktail.

FEMALE: That's not a cocktail.

FEMALE: Last time I did a cocktail here was at xxxx[?] when I did my ...

FEMALE: We were Bar Course[?].

FEMALE: That was the last time. When I came here ...

FEMALE: Is it xxxxx?

FEMALE: You guys been away?

FEMALE: At xxxxx we found [inaudible].

FEMALE: No we have ours here.

INTERVIEWER: Who teaches you?

FEMALE: I was with ...

FEMALE: You didn't go to a bar school?

INTERVIEWER: [Inaudible], the Bar Course because it's been taken from our [inaudible] to now ...

FEMALE: Shakes.

INTERVIEWER: Yes.

FEMALE: No man, xxxxx [inaudible]

FEMALE: It was fun, guys, *jor*.

FEMALE: It was fun, that I always enjoyed it.

FEMALE: I also enjoyed it.

FEMALE: It was so nice. [Talking together].

FEMALE: xxxx is gone and the wine academy is also gone because apparently you're not using the same wine people.

FEMALE: Why?

INTERVIEWER: What wine course?

FEMALE: I think they're still using the one that they're still using because the same lecturer.

FEMALE: Is it academy?

FEMALE: Yes, wine academy

FEMALE: Oh, I thought it's changed.

FEMALE: Wasn't xxxxx an international certificate or something? It was fancy, I remember.

FEMALE: I know I still have ...

FEMALE: If you are trained by them I think they are ...

FEMALE: By xxxxx?

FEMALE: [Inaudible] or something like that.

INTERVIEWER: Do you think the shift is just [inaudible] I don't know whether to blame them or not or should I say the restaurant and kitchen, is keeping up with the trends?

FEMALE: No and no.

FEMALE: The trends of what [inaudible]?

INTERVIEWER: Of the hospitality training?

FEMALE: Not at all. They're very behind.

FEMALE: Very old school.

FEMALE: Exactly.

MALE: Or like, what are they doing that's not up to date?

FEMALE: I think it's just the place itself like I wouldn't come here.

INTERVIEWER: For what?

FEMALE: For anything. Like I wouldn't like unless I want to book an event, like it's not a place where you just like come to just have dinner or something. I just ...

FEMALE: I think they must make it more popular.

FEMALE: They tried.

MALE: I just think it's the advertising.

FEMALE: The advertising.

INTERVIEWER: Ja, the advertising, the marketing.

FEMALE: Imagine how much experience students would get.

INTERVIEWER: What's old school this, I wanted to find out, what's old school? I'll come back to the advertising.

FEMALE: Ma'am the thing is they make this place seem like it's like a place you can just come to like whenever you can and just dine and wine but it's not like that, it's just I don't know how to explain it's ...

FEMALE I reckon it could work ...

INTERVIEWER: What's old school?

FEMALE: The fact that ...

FEMALE: First of all, it's not consistent at all. You get sometimes or you get or you have A La Carte open for A La Carte, sometimes you don't, you're not open for A La Carte you just don't know. You're just told on, like two hours, "Hey, you're open for A La Carte" stuff like that and then.

MALE: That's an organization problem.

FEMALE: Yes and the menus as well.

INTERVIEWER: Hold on now, so it's not consistent, not organized okay.

FEMALE: And the menu it also goes back to the menu, I was shocked when I came here that they're still using the same menu that we used to do when I was still here. The lamb shanks, the salads, the quiche.

INTERVIEWER: But lamb shanks is our signature dish.

FEMALE: Ja, it's your signature dish *aweh*. Okay that one we can put aside but if you go through some menus you see very old recipes like oh, the potato salad, the four bean salad, it's been there a very long time, everybody knows that - I don't know, I just.

FEMALE The question F&B or F&B and starters, what is it?

FEMALE: It's the instruction, the like [inaudible] instruction.

FEMALE: Like because you asked me a question what are they giving to our students to prepare them, so what are their duties as to prep them?

INTERVIEWER: Their duties - oh yes.

FEMALE: Their duties are to prep them for - it's actually to train them on Food and Beverage service, that their duties.

FEMALE: So how do you train if there's hardly any bookings or like ...?

FEMALE: Exactly and it goes back to advertising.

FEMALE: Because you can show them.

FEMALE: Ma'am, is the restaurant very quiet now?

FEMALE: It's very - it's dead.

INTERVIEWER: The restaurant not quiet, I don't know.

MALE: I reckon. I reckon if there's money [talking together] advertising improve like that perception of like I wouldn't want to come here with [inaudible] where, as students we're experiencing a [indistinct].

FEMALE I think it's just to ...

MALE: If this place was pumping every day [talking together].

FEMALE: They should ja - and then that's where students will get more training as well because it's always busy, it's always an opportunity for them to learn.

MALE: So I feel like if we have more people coming here, that whole perception of I wouldn't want to come here would change. You'll see people coming here ,enjoying themselves and you'd be like maybe I should [inaudible].

FEMALE: ... because I remember when I was Maitre'd, everyday there's like a function, a wedding a what, like it's always busy like kids, I don't know.

MALE: But I'm talking about A La Carte now. A La Carte should be busy as well.

INTERVIEWER: Again what are [indistinct] what again, that I've noted because I've worked here I think for some time now, what I've noted as well is with this change where there are no students sometimes, it's difficult to be consistent. It's difficult to be organized. The menus - it's true the butternut soup [laughing]. So advertising and marketing from last year our functions for [inaudible] actually tried to market [inaudible] because now with [indistinct], some Facebook, Instagram, and all those things. So it is, they have started with something hoping that it will then voice out for us but now the thing is if there are no students here and there's no organization of finding out who or who is going to come work here [indistinct].

FEMALE: Can I make a comment or a suggestion?

INTERVIEWER: Yes.

FEMALE: In terms of the advertising, can you guys get a proper camera, like a proper camera and just invest in that. Make sure you don't have blurry pictures on Instagram. If you market, if you want things to pump up, sometimes the same pictures [inaudible].

FEMALE: Don't use your phones.

MALE: I mean like if we were [inaudible] like I know we've got our graduation coming up, I'd rather have out graduation [talking together].

FEMALE I actually thought of this - exactly that same thought this morning, I was like how [inaudible] .

MALE: [Inaudible] we would be serving like canapés.

FEMALE: I thought of exactly the same thing but I actually thought of that this morning, I was like this is a beautiful venue and everything but.

FEMALE: People would love to come here just a lot of people doesn't know about this.

FEMALE: And also guys, do you remember that activity we did with xxxxx[?] on how to get the downstairs working [indistinct], where we made recommendations. I don't think I was in your group. We also made a recommendation that they should consider getting permanent staff, since students, we're not going to get students anymore and they know that even though they don't have students, they're still running

and operating as a business. I think that would also work out as well because this place generates money, I mean they can afford to pay people like a minimum wage per hour.

FEMALE: You know how we tried to get our tips. It was always a fight. Tips man although that was a struggle for real.

FEMALE: [Indistinct]. I don't know why [inaudible].

MALE: And we used to fight with [inaudible].

FEMALE: Can I ask, ma'am?

INTERVIEWER: Yes.

FEMALE: Is there? If you book for a function, is there, oh what do you call it? Is it compulsory for you as the guest to tip the students?

INTERVIEWER: No.

FEMALE: No.

FEMALE: I think there should be like a standard or something like that because these students. Maybe if you [talking together].

FEMALE: No, not the event.

FEMALE: Yes for events, if there's nothing.

FEMALE: Isn't it by law 10%?

INTERVIEWER: It's not compulsory. It's all whether it's A La Carte, it's event [inaudible].

FEMALE: I think it should, it should be because I went to Melkbos the other day, there you even pay for entertainment. They write it on your bill, R25 for entertainment. They have live bands :

MALE: [Indistinct] student - we're not here to make money.

INTERVIEWER: [Inaudible] as well, I don't know if we ...

FEMALE: That will also motivate the student.

INTERVIEWER: I'm not sure if I'm also now diverting from - but if you because that's what happens in the industry, there's live entertainment. There's all those things. Maybe that's why we don't have so many students for so many [indistinct]. Or why is it so quiet because you come here in June it's very cold in this restaurant. [Laughing] very cold. It's very cold, you wouldn't come here for dinner in June.

FEMALE: You don't have heaters?

INTERVIEWER: We've got those ones there outside the office. But now we [inaudible]. In June or July sit outside [inaudible] because it's outside because there is a heater outside. You understand? So those are the things that we need to look at. Otherwise is there anything else? Anything that you feel like because this like I'm saying to him, this is going to be our last session and I would like to thank all of you for attending. I know you [indistinct] and [indistinct] easy for you to every day spare some, whatever time I'm going to ask you, you were there and you availed yourselves. Thank you very much, I'm not closing but I'm just saying thank you very much I really appreciate. I wish you all the best in two years' time of doing your Master's [inaudible] and ja, if there's anything that you feel like you want to ask or anything, I'm available [inaudible]. Please feel free to give me, [inaudible]. I won't know everything I can even ask from other people that I meet because this project has actually made me to meet other people, other professors, doctors where I also go and sit and they discuss and they get to this thing and understand other things. So I don't mind sharing the information. Just so that you know, I'll be going to Rhodes University next month, just for a conference and [inaudible] or something like that but it's not my [inaudible]. It's for – it's a project that we're doing, like I'm saying there are people that [inaudible] on this change laboratory but they're looking at the University of Technology as a whole like Cape Town as a whole. Yes.

MALE: [Inaudible] I agree with a lot of things, I disagree with a lot of things.

INTERVIEWER: That's fine, there's no problem.

MALE: Like I disagree with uniforms.

INTERVIEWER: [Inaudible]. No uniforms. MALE I disagree that the place is outdated. I still think that [talking together]. I feel like if we can improve the A la Carte, if we can get people to come for A la Carte, say [inaudible].

INTERVIEWER: This then changes this restaurant to a function venue.

FEMALE: I was going to say that.

INTERVIEWER: Because now we – we don't know how much the manager try to push this A La Carte, like she was saying just here now, the A La Carte, no, we're going to serve A La Carte. They're trying to push it because they also get pressure you know, from where or from their line managers to say, the A La Carte, why are you not getting any income from the A La Carte? But it's a function venue.

FEMALE: I was going to say that and when they come to us and like are we open for A La Carte, we will say no, we're busy with prep for tomorrow. Like we have a VIP function that we need to prep for, for example, tomorrow. And they are asking, "Are you open for A La Carte?" No, we need to get things spot on for the VC. He's going to be here. So like function wise and A La Carte [indistinct] it doesn't [indistinct] because we don't have a buffet kitchen, we just have one kitchen and it's only a few of us. [Talking together].

INTERVIEWER: [Indistinct] just report whatever ...

[AUDIO ENDS ]