



Hybrid BILT Bridging Event

Going green and digital:

TVET for hospitality and tourism

7-9 November 2022, Nairobi, Kenya

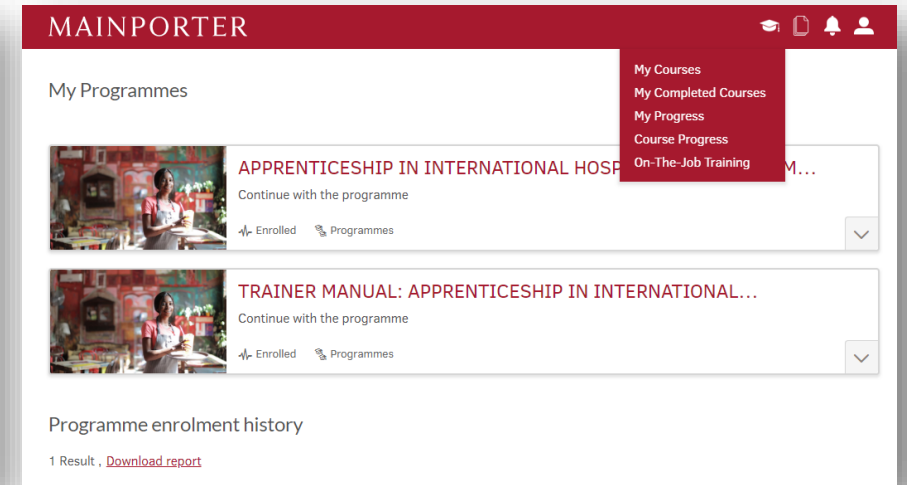




DEVELOPMENT OF A DUAL VOCATIONAL ONLINE TRAINING SYSTEM FOR HOSPITALITY

MATCHMAKING HOST: IRIS NEUMANN

INTRODUCTION



FROM A BUSH SCHOOL TO AN ONLINE COLLEGE

Kambaku Hospitality College had the idea of an online hospitality college to bring dual vocational training into all parts of Namibia and beyond.

The project started in 2017 and the final online system fully replaced our college's face-to-face teaching of theory in 2019 and the on-the-job training tool is fully in use since 2020.

C O N T E N T

01

ABOUT US

02

WHY WE NEED DUAL VOCATIONAL ONLINE TRAINING

03

DEVELOPMENT PROCESS

04

DEVELOPMENT CHALLENGES & SOLUTIONS

05

THE RESULT



ABOUT US - KHC



Kambaku Wildlife Reserve 95 km from Otjiwarongo, Namibia



Lodge owners looking for qualified, skilled employees able to provide service on international standard



Since 2010, private training provider with 8 - 12 learners



Since 2014 registered and accredited by NTA and NQA



Dual vocational training, based on the hospitality education system of Switzerland, Germany and Austria

WHAT WE DO SINCE 2017



Change to meet the demand for our training & graduates:
Train learners all over Namibia with focus on e-learning



Mainporter Vocational Online School of Hospitality



Development of an online system and qualification for apprenticeships in hospitality



International education & skilled employees for people and companies without close access to VTCs and/or highly skilled practical trainers

WHY WE NEED DUAL VOCATIONAL ONLINE TRAINING?

SUCCESSFUL APPRENTICESHIPS IN A NUTSHELL ...



WHY WE NEED DUAL VOCATIONAL ONLINE TRAINING ?

01

Non-simulated training in the real work environment and learning at real guests



Confidence, bigger picture, handle stress in the industry, live hospitality, full understanding of 'Why's' not only 'How's'

04

Provision of continuous, quality training in a safe environment



Online training for theory, practical training of individuals instead of groups, assessment for individuals or in small groups at flexible dates

02

Lack of trainers and teachers with in-depth international industry experience



Teachers based all around the world
Support of trainers in establishments through SOPs, templates, feedback on obligatory on-job-training videos

05

Service quality at international standards despite country's knowledge/skills gap



Knowledge and continuous application of internationally renowned service quality standards & product knowledge provided by international experienced teachers and their support

03

Lack of employer establishments offering practical training placement



Lower cost for trainers
Trainee remains in workplace
Independent from (remote) location
QMS system for all areas trained
Flexible: No interference of operations

06

Transfer employees within departments according to establishments' needs



Training hospitality allrounders who perform all non-managerial jobs at an international service standard

DEVELOPMENT PROCESS

MARKET & NEEDS ANALYSIS

Potential Customer
Industry Needs
Learner Needs
Internet Coverage

CONTENT CREATION

Qualification and Curricula
Face-to-Face Training
Transferring Content into E-Learning
Video & Picture Shoots
Creation of OJT Documents

SYSTEM PROGRAMMING

Programming of Back-End
Design & Programming of Front-End
Uploading & Programming of Course Rooms & Learning Content
Own Testing
Corrective Actions

QMS DRAFTING

Policies
Manuals
Forms & Templates

TESTING & IMPROVEMENT

Testing through Learners & Trainers
Editing of entire Learning Content

QMS FINALISATION

Changes/additions required as revealed during testing

DEVELOPMENT CHALLENGES & SOLUTIONS

CHALLENGES

- 1 No expertise on e-learning and more experience on international hospitality practices required
- 2 Limited time and funding to develop system and learning content
- 3 LMS not designed for dual vocational training and intuitive for learners no/ limited digital skills
Trainers must use complicated back-end system
- 4 No existing qualification location independent, time flexible, creating a hospitality allrounder, focus on the apprenticeship approach in the curricula and reflection in credits
- 5 Dual vocational training and & e-learning policies currently in progress in Namibia but not yet finalised and implemented

SOLUTION

Partnership with Mainporter

Partnership with Mainporter

Customised, unique e-learning platform (front-end) for learners and trainers

Creation of institution-based, apprenticeship qualification for a non-managerial hospitality allrounder and a QMS system based on e-learning and flexibility

Develop policies that fit to those existing by NQA and close collaboration with NTA and NQA

DEVELOPMENT CHALLENGES & SOLUTIONS

CHALLENGES

SOLUTION

- 6 Make stakeholders understand the concept of dual vocational training and the online learning system incl. QMS without existing policies
- 7 Transition of face-to-face learners to e-learning
- 8 Every employer establishment uses different PMS or non
- 9 Trainers inexperienced in writing SOPs
Not all employer establishments at international standard
- 10 Different understanding what e-learning means

Multiple stakeholder meetings over many months with all departments of training authorities

First modules shorter, introduction to system, guiding learners through material by animations, and minimum time to stay on one slide

Building of own interactive PMS masks for learners to practice

SOPs and templates for all tasks to train provided; trainers can only adapt some parts to establishment standards

Qualification can only be used with our system and content

DEVELOPMENT CHALLENGES & SOLUTIONS

CHALLENGES

- 11 Finding the suitable amount of interactivity on slides to guide and keep the learner interested but not to confuse him/her
- 12 Making learners relate to learning content even if not relevant in Namibia/establishment
- 13 Training without interfering in running hospitality operations
- 14 First of its kind ... no examples to learn from

SOLUTION

- Intensive testing phase and adaptation of entire design and animation thereafter
- Content also includes country specific products, material, issues, challenges
Most pictures and videos shot in Namibia or with Namibians in Europe
- Entire learning is time flexible:
All sessions available to learners 24/7 and forum moderated at least every 24 hours
Assessment not time bound to date but progress
- Set an example for others

THE RESULT

FIRST OF ITS KIND...WORLDWIDE

The online system and qualification are **made from the industry for the industry.**

Therefore, the **3-years** qualification comprises a curriculum that includes **online theoretical training** and **non-simulated on-the-job training** according to **predefined policies and procedures** on **all non-managerial job roles** in Housekeeping, Laundry, Food & Beverage, Front Office and basic Kitchen operations.

The **theory transfer, apprentice support and theoretical assessment** are delivered through the **e-learning platform.**

The **practical on-the-job-training** is delivered through a trainer of the employer establishment in the **real work environment.**

The mandatory delivery of **pictures and videos** of **practical assignments and assessment** allow correction by international hospitality professionals for **quality assurance** and consistency. Trainers are supported through an **online trainer tool.**

My Programmes



APPRENTICESHIP IN INTERNATIONAL HOSPITALITY & TOURISM...

Continue with the programme

Enrolled Programmes



Programme enrolment history

0 Results , [Download report](#)

Search term

Programme

Participants

Groups

Last update

Status of programme enrolment

Event



BASICS IN CUSTOMER CARE

Continue with the course



Info

Description

This module is a submodule of the Core Module

Credits: 16

No. of Sessions: 8

Exam(s):

Final after session 8 (60 Min.)

Final incl. other Core Modules at the end of the Core Module (120 Min.)

Syllabus

TYPES OF GUESTS



i



HOMEWORK



i



Tutors



Anne-Katrin Michels

Course manager



Iris Neumann

Tutor



Communication



[Course Chat](#)

Participants



Fillemon Angula

3-years Programme divided into 9 Modules

2: HOSPITALITY & TOURISM INDUSTRY

Travel & Tourism Industry made up **10,3%** of the world's GDP (8.900.000.000.000 US\$ = 144.447.000.000.000 NAD) in 2019 and was responsible for **9.6%** (330.000.000 jobs) of overall employment around the world in 2019.

(World Travel & Tourism Council, 2019)

Before the COVID-19 Pandemic, the Travel and Tourism Industry was expected to make up **11.4%** of world's GDP by 2027 and to be responsible for **11.1%** of overall employment around the world (381.700.000 jobs).

(World Travel & Tourism Council, 2017)

DEFINITIONS

TOURISM

Tourism comprises the activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes.

(WTO, 1993)

TOURISM INDUSTRY

The people, activities, and organizations involved in providing services for people on holiday for example hotels, restaurants, travel agencies, tour guides.

HOSPITALITY INDUSTRY

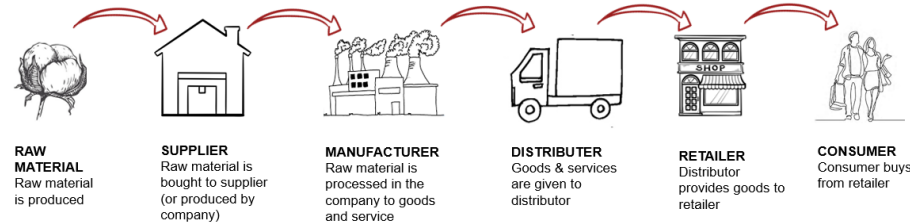
The people, activities and organizations involved in providing food, drink and accommodation for tourists, day visitors AND locals. It also involves entertainment, fitness and leisure.

< Back NATURE OF HOSPITALITY INDUSTRY > **HOSPITALITY & TOURISM INDUSTRY** > ECONOMICAL, ENVIRONMENTAL AND SOCIAL IMPACT > SECTORS > MARKETS > ASSOCIATIONS & ORGANIZATIONS > LEGAL AND ETHICAL ISSUES > SOURCES OF INFORMATION

5: SUPPLY CHAIN MANAGEMENT

SUPPLY CHAIN MANAGEMENT

The management of flow of goods and services in every step of the supply chain.



EXAMPLE

< Back INTRODUCTION > APPROACHES > PLANNING & CONTROL > BUSINESS RISKS > **SUPPLY CHAIN MANAGEMENT** > FACTORS OF PRODUCTION > DIVISION OF LABOUR > COSTS > CONTRIBUTION MARGIN & PROFIT > Next >

POLISHING

Remove slight foot/fingerprints and shine surfaces that are cleaned and treated with caring products, with a single disc rotation machine or a hand grinder incl. pad or brush.
→ Consolidation of surface which leads to shine.

Mise en place: Single disc rotation machine and hand grinder
Polish brush or pad plate and pad
Put signage "Caution wet floor"
Remove furniture and equipment
Damp mop

Procedure: Optional: Remove old layer of polish with a strip off chemical on a separate polishing pad

Mandatory: Polish corners with hand a grinder and polishing pad
Treat full or partial area with the polisher (e.g. wax)
→ If only done partly, check that there is no difference of shine visible
Can be done in combination with spray cleaning, waxing or sealing
Remove sprinkles on the skirting
Place back the furniture and equipment
Remove signage "Caution wet floor"

If more than one coat of polish was applied, the second coat must be applied with a slight right angle.

For a video on Polishing go back to the last session 'Cleaning Equipment Session 2'

Polishing movement

< Back GENERAL TECHNIQUES > **CLEANING TECHNIQUES** > SPECIAL CLEANING TECHNIQUES

2: COFFEE

FLAT WHITE

MISE EN PLACE

- o Coffee mug/glass
- o Coffee spoon or parfait spoon (if glass)
- o Ristretto
- o Homogenized full fat milk

PREPARATION

- o Behind bar
- o Fill mug/glass with 3 ristretto (or optional double espresso)
- o Steam hot milk (only little foamy)
- o Top up mug/glass with steamed milk from the middle of the glass
- o Place mug/glass, spoon, sweets on saucer

< Back INTRODUCTION > **COFFEE** > TEA

Over 180 Interactive Sessions (excl. Homework) with Text, Illustrations, Examples, Explanations, Quizzes, Pictures, Videos, etc.

Match the classes of fire together:

A COMBUSTIBLE METALS

Drop Picture Here

B Drop Title Here

Drop Picture Here


C Drop Title Here

Drop Picture Here

D Drop Title Here

Drop Picture Here

K Drop Title Here



Drop Example Here

Drop Example Here

COOKING OILS & FATS, ETC.

Drop Example Here

Drop Example Here

FLAMMABLE LIQUIDS & GASES

MAGNESIUM, LITHIUM, TITANIUM, ETC.

GASOLINE, PROPANE & SOLVENTS ETC.

COMMON COMBUSTIBLES

WOOD, PAPER, CLOTH, ETC.

COMPUTERS, FAX MACHINES, ETC.

COOKING MEDIA

LIVE ELECTRICAL EQUIPMENT



SUBMIT

Continuous Formative Assessment: In total over 800 Homework and Recap Sessions and Quizzes in courses to pass in order to unlock the next Session

1.2: MAINPORTER'S TRAIN THE TRAINER

TRAINING COACHING, MENTORING, TUTORING, TEACHING ...
... What is the Difference?



We had to make a choice ...

And decided to call your role 'Trainer' and your apprentice role 'Trainee'.

However, as a trainer for Mainporter, you have to be a trainer, a coach and a mentor to allow your trainee to develop its his/her full potential.

When we refer to training in general, we refer to training, mentoring and coaching.

< Back MAINPORTER'S TRAIN THE TRAINER > QUALITIES OF A GOOD TRAINER > HOW HUMANS LEARN > THE EXPERIENTIAL LEARNING CYCLE Next >



EXAMPLE

HOW TO STIMULATE AS MANY OF YOUR TRAINEE'S SENSES DURING YOUR TRAINING AS POSSIBLE

Your trainee needs to learn about mocktails.

To stimulate each individual sense, you can ...

- SIGHT: Show him/her how to make the mocktails and hand him/her the SOP to read through
- TASTE: Let him/her taste the ingredients and the mocktails
- SMELL: Let him/her smell the ingredients
- TOUCH: Let him/her touch the ingredients and equipment used and let him/her make the mocktails
- HEARING: Explain the task and the importance
Read out the SOP

To stimulate as many of your trainee's senses as possible, you should combine all of the above:

Explain the task and the importance. Then show the trainee the mocktail result and let him/her taste it. After read out the SOP and while you read out the mise en place, show and let the trainee touch the equipment and touch and smell the ingredients used. Let the trainee taste the unknown ingredients. Then show the trainee each step of making the mocktail and explain him/her at the same time each step of the process. After, let the trainee make the mocktail him/herself and let him/her explain all of the steps at the same time. Ask him/her why he/she is doing what he/she is doing. At the end, let the trainee taste his/her mocktail and provide feedback to the trainee. Next time, ask the trainee to explain the steps first. If he/she knows what to do, let him/her perform the task and coach him/her to find mistakes by him/herself.



EXAMPLE

SUPERVISION

Let's say, you have performed the initial training with your trainee how to set up the dinner table.

The first couple of days you need to be with the trainee from collecting the mis en place until the table is fully set up. You carefully supervise each step of the trainee and immediately make corrections when he/she is making the tiniest mistake. Once your trainee is setting up table without mistakes, you let him/her set up the table by him/herself and just check – for example, once every 3- 4 days – how he/she is doing it. But once the trainee is finished, you check each day in detail every single day. Every tiny mistake is discussed and retrained with the trainee, even if it is just one knife which has a small spot, or if it is one glass which is a few millimetres to the left. Remember, your task is to create an expert which completes the task to perfection each and every day. Once you only find one tiny mistake once or twice a week, you can change to spot checks. Each day, you just check one or two of all set up tables. Only if you find mistakes on those tables you check all and retrain the trainee.

2: QUALITIES OF A GOOD TRAINER

Good training is subjective. However, in order to be a good trainer, you must have good hospitality knowledge and experience and have or develop the following qualities:



Actively and patiently listen to your trainee's concerns, struggles and questions and show empathy



Foster engagement of your trainee and allow him/her to share his/her opinion, ideas, questions and feedback and let him/her show what he/she has learnt



Provide constant, objective, clear, honest and bold feedback to your trainee and encourage him/her to become the best version of him/herself



Be professional and a role model for your trainee at all times



Communicate effectively and clearly explain your trainee what is expected, how to perform tasks and why tasks have to be done the way they are done



Be organised and plan ahead to train your trainee with a clear structure and goal



Analyse your trainee daily and correct and improve him/her again, and again, and again



Be passionate for live-long learning – for yourself and your trainee



Be energetic and enthusiastic and your energy will transfer to your trainee



< Back MAINPORTER'S TRAIN THE TRAINER > QUALITIES OF A GOOD TRAINER > HOW HUMANS LEARN > THE EXPERIENTIAL LEARNING CYCLE Next >

Train the Trainer Course for our Apprenticeship & Full Access to Learner Sessions for the Trainer



OJT F&B AND KITCHEN OPERATIONS I

Continue with the course



Info

Description

The following On-the-Job-Training Sessions complement the theory you are learning in this program. Do not mistake the OJTs with full practical expertise - they rather serve as an initial training for the practical tasks you are required to develop over your full time within a department. Only by repeating the skills obtained in the OJTs over and over again, you will obtain the required routine and the practical expertise.

Syllabus

Introduction to F&B & Kitchen Operations I



i



Restaurant & Kitchen Types



Tutors



Fillemon Angola

Trainer



Ian Demotrainer

Trainer



Claudia Hamushila

Trainer



Anne-Katrin Michels

Course manager



On-the-Job-Training Section for Housekeeping Operations, Laundry Operations, Front Office Operations, Kitchen Operations, Food & Beverage (Service) Operations



Drinks Knowledge

Training in progress

Fulfil the tasks with your trainer during your practical months in the F&B and Kitchen department.

Pending (10)

In review (0)

Passed (0)

Failed (0)

Tasks (10)

Non-Alcoholic Beverages



Pending  120 Minutes

Mark done

Description

Your trainer hands out the drinks menu for you to learn it by heart (incl. brand names) and shows, explains and

Over 350 On-the-Job Training Tasks to be completed before registration for Final Practical Assessment (Pictures & Videos are corrected by international Teachers (Industry Professionals) and required areas of improvement are communicated to the Learner and the Trainer

Course Chat

Topics

[Start new topic](#)




Basics in Economics and Business Administration

 Last response from [Iris Neumann](#) 15 days ago

 Created by [Iris Neumann](#) One year ago  11 Replies



Food & Beverage Operations II: Processes in F&B and Kitchen Operations

 Created by [Iris Neumann](#) 8 months ago  8 Replies



Dear Learner,

this topic was created to discuss all related topics to the module "Food & Beverage Operations II" .

Feel free to ask questions, share ideas and answer questions of your fellow community members.

Course Specific Forums for Learner Support through International Teachers (Industry Professionals) and for Discussion between Learners from different establishments: Moderated at least every 24 Hours

Documents

Search

Hide filters

187 Results

Curricula

Curricula DVA-HT-NA-L3 (14)

Policies

Mainporter Policies (19)

Kambaku Policies (19)

Forms & Manuals



HEALTHY LIVING HANDOUT

File



BASIC DEFINITIONS HANDOUT

File


Download Section for Course Handouts, Curricula, Policies Forms and Manuals, On-the-Job Trainer Task Summaries (Trainer only), Standard Operating Procedure Templates (Trainer only)

Automatisches Speichern SOP_Cutting_Vegetables__Fruits_195930.docx - Schreibgeschützt - Word

Suchen Iris Neumann

Datei **Start** Einfügen Entwurf Layout Referenzen Sendungen Überprüfen Ansicht Hilfe Tabellenentwurf Layout Teilen Kommentare

Einfügen Zwischenablage **Schriftart** **Absatz** **Formatvorlagen** **Bearbeiten** **Sprache** **Vertraulichkeit** **Editor**

CUTTING VEGETABLES & FRUITS		SOP#:	F&B	 MAINPORTER Vocational Online College of Hospitality
		REVISION#:	0	
		DATE OF ISSUE:	dd/mm/yyyy	
PAGES#:	1 of 2	LAST REVIEWED:	dd/mm/yyyy	FOOD & BEVERAGE

1. PURPOSE
This procedure serves to ensure the correct preparation of food products for HACCP adherence and 'a la minute' cooking

2. SCOPE
This procedure applies to all trainees, employees and managers of the Food & Beverage and Kitchen department

3. RESPONSIBILITY
It is the responsibility of every trainee, employee and manager to adhere to the procedure at all times

4. PROCEDURES
Stick to hygiene, health and safety standards
Wash and sanitize your hands before starting the task or wash your hands and put on gloves
Clean area after usage and clean and store every equipment after usage

Ensure your fingers are turned parallel to the knife with the fingers turned inwards and the thumb tucked behind for your hand holding the food


General Cutting

- 1 Round food: Cut in half lengthwise and lay the straight side on board
- 2 Food with stones and pips: Cut in half and remove stones and pips with a spoon, knife or by hand
- 3 Cut lengthwise into desired thickness
- 4 Cut across into desired size
- 5 To avoid oxidation sprinkle lemon juice, pineapple juice or place in water if required
- 6 Clean as you go (after every type of food)

CUTTING VEGETABLES & FRUITS


Macedoine
Small dice 5 mm thick

- 1 Cut item into convenient length
- 2 Cut the length into 5 mm thin slices
- 3 Cut the slices into 5 mm thin strips
- 4 Cut the strips into 5 mm dices




Paysanne
Slices in required shape 1- 2 mm thick

- 1 Cut item into convenient length
- 2 Cut the length required shape
- 3 Cut the shape into 1- 2 mm slices



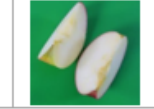
Mirepoix
Roughly cut in required shape not necessarily same size

- 1 Cut item into convenient length
- 2 Cut the length required shape



Wedges

- 1 Cut item into half
- 2 Cut half into three equal wedges



5. MATERIALS
Peeler
Chef knife

Seite 1 von 2 447 Wörter Englisch (Vereinigtes Königreich) Fokus 80 %

Over 120 Standard Operating Procedure Templates and Forms for practical On-the-Job-Training (Only in the Trainer Tool)

Drinks: Preparation and Serving of Wine, Beer & Spirits

The trainee needs to understand that professional wine service is making a significant impact on a guest's impression of service

- 1.1 Use the template 'SOP – Presenting, Opening, Decanting and Serving Wine'
- 1.2 Explain, show and practice with the trainee how to present (if applicable), open, decant (if applicable) and serve all types of mandatory beverages related to wine
- 1.3 Constantly check and ensure that all beverages are served according to the procedures

Ensure that there is sufficient Mise en Place available for the training (even if usually not used within the establishment) and for the assessment to prepare and serve the following beverages
- 1.4 **MANDATORY**
 - 2 White Wine of different grapes or blends
 - 2 Red Wine of different grapes or blends
 - 1 Rose
 - 1 Sparkling Wine
 - 1 Sherry or Port
 - 1 Other Alcohol Made from Wine or it's by-products
- 1.5 The trainee needs to send in a video how to present, open and serve a bottle of white wine to a man and a woman and the woman is ordering

- 1.6 The trainee needs to send in a video how to present, open and serve a bottle of sparkling wine

- 2.1 Use the template 'SOP – Drinks Preparation Beer'

- 2.2 Explain, show and practice with the trainee how to prepare all mandatory beverages
- 2.3 Explain, show and practice with the trainee how to prepare all other beverages available within the establishment

- 2.4 Constantly check and ensure that all beverages are prepared and served according to the procedures

The trainee is able to present, open, decant and serve all mandatory beverages related to wine

SOP_Presenting, Opening,Decanting_ and_Serving_Wine

The trainee is able to prepare and serve all mandatory beverages and other beverages available within the establishment according to procedures and in line with HACCP

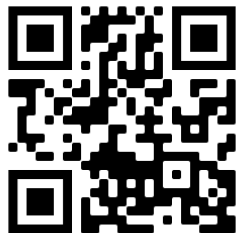
SOP_Drinks_ Preparations_Beer

THAT IS ALL FROM MY SIDE, LET'S OPEN THE FLOOR FOR QUESTIONS

CONTACT DETAILS

Qualification & online system implementation
NAMIBIA

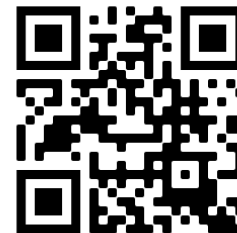
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