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
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.
CONTENT

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...

- Company: Daily non-simulated OJT in real work environment & on real guests
- School: Trade-related teaching & control of OJT and assessment
- Dual based joint effort of vocational trade school & training company: Apprentice full-time employed in company with 1-2/week school
- Graduates meet industry’s needs & can perform the entire job role practically, professionally and with routine
- Company & school are up to date with latest needs and trends, act as partners and have a good communication of learning development
- 2-5 year training with small allowance for the apprentice to sustain his/her basic living during training

WHY WE NEED DUAL VOCATIONAL ONLINE TRAINING?
# Why We Need Dual Vocational Online Training?

<p>| | |</p>
<table>
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</table>
| **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’ |
| **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 |
| **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 |
| **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 |
| **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 |
| **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
- Transfering 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

**TESTING & IMPROVEMENT**
- Testing through Learners & Trainers
- Editing of entire Learning Content

**QMS FINALISATION**
- Changes/additions required as revealed during testing

**QMS DRAFTING**
- Policies
- Manuals
- Forms & Templates
<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>SOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No expertise on e-learning and more experience on international</td>
<td>Partnership with Mainporter</td>
</tr>
<tr>
<td>hospitality practices required</td>
<td></td>
</tr>
<tr>
<td>2. Limited time and funding to develop system and learning content</td>
<td>Partnership with Mainporter</td>
</tr>
<tr>
<td>3. LMS not designed for dual vocational training and intuitive for</td>
<td>Customised, unique e-learning platform (front-end) for learners and</td>
</tr>
<tr>
<td>learners no/ limited digital skills</td>
<td>trainers</td>
</tr>
<tr>
<td>Trainers must use complicated back-end system</td>
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<tr>
<td>4. No existing qualification location independent, time flexible,</td>
<td>Creation of institution-based, apprenticeship qualification for a</td>
</tr>
<tr>
<td>creating a hospitality allrounder, focus on the apprenticeship</td>
<td>non-managerial hospitality allrounder and a QMS system based on e-</td>
</tr>
<tr>
<td>approach in the curricula and reflection in credits</td>
<td>learning and flexibility</td>
</tr>
<tr>
<td>5. Dual vocational training and e-learning policies currently in progress</td>
<td>Develop policies that fit to those existing by NQA and close collaboration</td>
</tr>
<tr>
<td>in Namibia but not yet finalised and implemented</td>
<td>with NTA and NQA</td>
</tr>
<tr>
<td>CHALLENGES</td>
<td>SOLUTION</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6  Make stakeholders understand the concept of dual vocational training and the online learning system incl. QMS without existing policies</td>
<td>Multiple stakeholder meetings over many months with all departments of training authorities</td>
</tr>
<tr>
<td>7  Transition of face-to-face learners to e-learning</td>
<td>First modules shorter, introduction to system, guiding learners through material by animations, and minimum time to stay on one slide</td>
</tr>
<tr>
<td>8  Every employer establishment uses different PMS or non</td>
<td>Building of own interactive PMS masks for learners to practice</td>
</tr>
<tr>
<td>9  Trainers inexperienced in writing SOPs</td>
<td>SOPs and templates for all tasks to train provided; trainers can only adapt some parts to establishment standards</td>
</tr>
<tr>
<td>Not all employer establishments at international standard</td>
<td></td>
</tr>
<tr>
<td>10 Different understanding what e-learning means</td>
<td>Qualification can only be used with our system and content</td>
</tr>
</tbody>
</table>
## Development Challenges & Solutions

<table>
<thead>
<tr>
<th>CHALLENGES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>11 Finding the suitable amount of interactivity on slides to guide and keep the learner interested but not to confuse him/her</td>
<td>Intensive testing phase and adaption of entire design and animation thereafter</td>
</tr>
<tr>
<td>12 Making learners relate to learning content even if not relevant in Namibia/establishment</td>
<td>Content also includes country specific products, material, issues, challenges Most pictures and videos shot in Namibia or with Namibians in Europe</td>
</tr>
<tr>
<td>13 Training without interfering in running hospitality operations</td>
<td>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</td>
</tr>
<tr>
<td>14 First of its kind … no examples to learn from</td>
<td>Set an example for others</td>
</tr>
</tbody>
</table>
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.
### Programme enrolment history

<table>
<thead>
<tr>
<th>Search term</th>
<th>Programme</th>
<th>Participants</th>
<th>Groups</th>
</tr>
</thead>
</table>

0 Results, [Download report](#)

**Last update:** 31/10/2020 - 30/11/2020
BASICS IN CUSTOMER CARE

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

HOMEWORK

Tutors
Anne-Katrin Michels
Course manager
Iris Neumann
Tutor

Communication
Course Chat

Participants
Fillemom Angula

3-years Programme divided into 9 Modules
Travel & Tourism Industry made up 10.3% of the world’s GDP, or $8,990,000,000,000 (US$ 14,417,000,000,000) in 2019 and was responsible for 5.6% (200,000,000 jobs) of overall employment around the world in 2019.

Before the COVID-19 Pandemic, the Travel and Tourism Industry was expected to make up 11.4% of all GDP by 2027 and to be responsible for 11.1% of overall employment around the world (281,700,000 jobs).

POLISHING

Remove slight foot fingerprints and shine surfaces that are discolored and treated with caring products, with a single disc rotation machine or hand grinder.

Procedure: Optional

Remove old layer of polish with a strip off chemical on a separate polishing pad.

Mandation: Polish corners with hand grinder and polishing paste.

Remove all or partial area with the polisher on a wax.

If only very slightly, check that there is no difference of shine visible.

Can be done in combination with spray cleaning, waxing or sealing.

Remove scratches on the surface.

Remove small scratches with polishing paste.

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

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

EXAMPLE

SUPERVISION

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

The first couple of days you need to be with the trainees from collecting the mix on place until the table is fully set up. You gradually supervise each step of the trainees and immediately make corrections when mistakes are being made.

Once your trainees are getting a stable without mistakes, you begin to set the table by yourself and just check, for example, once every 3-4 days, how mistakes are being made. But once the trainees are finished, you check each day until they do everything perfectly. Every mistake is discussed and related with the trainee. This is just a small part of it, it is one place which is a few kilometers to the left. Remember, your task is to create an expert which compiles the task to perform each and every day. Once you see that they are mistake once or twice a week, you can charge to spot their mistakes.

Each day, you just check one or two of all set up tables. Only if you find mistakes in those tables you check all and instruct the trainees.

Train the Trainer Course for our Apprenticeship & Full Access to Learner Sessions for the Trainer
Introduction to F&B & Kitchen Operations I

Restaurant & Kitchen Types
Drinks Knowledge

Training in progress

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

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.
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 kitchen, 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
Silent work, hygiene, safety and sanitary 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 always 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 pipes: Cut in half and remove stones and pipes 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).

5. MATERIALS
- Parer
- Chef knife

Maedelone
Small disc 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 slices.

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.

Mirapix
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.

Over 120 Standard Operating Procedure Templates and Forms for practical On-the-Job-Training (Only in the Trainer Tool)
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Use the template ‘SOP – Presenting, Opening, Decanting and Serving Wine’</td>
</tr>
<tr>
<td>1.2</td>
<td>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</td>
</tr>
<tr>
<td>1.3</td>
<td>Constantly check and ensure that all beverages are served according to the procedures</td>
</tr>
<tr>
<td>1.4</td>
<td>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</td>
</tr>
<tr>
<td>1.5</td>
<td>The trainee needs to send in a video on how to present, open and serve a bottle of white wine to a man and a woman</td>
</tr>
<tr>
<td>1.6</td>
<td>The trainee needs to send in a video on how to present, open and serve a bottle of sparkling wine</td>
</tr>
<tr>
<td>2.1</td>
<td>Use the template ‘SOP – Drinks Preparation Beer’</td>
</tr>
<tr>
<td>2.2</td>
<td>Explain, show and practice with the trainee how to prepare all mandatory beverages</td>
</tr>
<tr>
<td>2.3</td>
<td>Explain, show and practice with the trainee how to prepare all other beverages available within the establishment</td>
</tr>
<tr>
<td>2.4</td>
<td>Constantly check and ensure that all beverages are prepared and served according to the procedures</td>
</tr>
</tbody>
</table>

**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.

**SOP_Presenting, Opening, Decanting and Serving Wine**

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

**SOP_Drinks_Preparations_Beer**

The trainer is able to prepare all mandatory beverages and other beverages available within the establishment according to procedures and in line with HACCP.
THAT IS ALL FROM MY SIDE,
LET’S OPEN THE FLOOR FOR QUESTIONS

CONTACT DETAILS

Qualification & online system implementation
NAMIBIA

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