

**INDUSTRIAL TRAINING AS A WORKPLACE LEARNING APPROACH FOR HOTEL
TRAINEES OF KYAMBOGO UNIVERSITY**

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**A RESEARCH DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL OF
KYAMBOGO UNIVERSITY IN PARTIAL FULFILMENT FOR THE AWARD OF THE
DEGREE OF MASTERS IN VOCATIONAL PEDAGOGY OF KYAMBOGO
UNIVERSITY**

January 2013

DECLARATION

I Kalanda Eric Douglas declare that the content of this thesis is my own original work and has never been presented for any award of a degree in any university.

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This is to certify that this research thesis presented by Kalanda Eric Douglas entitled: "INDUSTRIAL TRAINING AS A WORKPLACE LEARNING APPROACH FOR HOTEL TRAINEES OF KYAMBOGO UNIVERSITY" was carried out under my close supervision. I hereby recommend it for presentation to the Board of Examiners in partial fulfilment of the requirements for the award of the Degree of Masters in Vocational Pedagogy of Kyambogo University.

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DEDICATION

This piece of work is dedicated to my wife Flavia and daughter Nakitto Lewin Heather whose precious time I have encroached and utilized to further my studies. Your continued support, love and encouragement are highly appreciated.

ACKNOWLEDGEMENT

I would like to express my gratitude to all the initiators and implementers of North-South collaboration of the Akershus University College in Norway and Kyambogo University in Uganda for offering me the scholarship to undertake the Masters in Vocational Pedagogy. Through the NOMA scholarship I have been able to appreciate the contribution of vocational education in other developed countries which can be emulated by Uganda for a sustainable workforce.

Special thanks go to all our facilitators from the North; Prof. Liv Mjelde, Prof. Lennart Nilsson, Dr. Richard Daly, Prof. Runny and Borge who made our endeavours through this course realistic.

I also wish to extend my appreciation to all our mentors for bearing with me through the process of adjustments to the new training approaches and methods used in this programme, your constructive and positive criticisms were of great deal for my career positioning.

Dr. Kadoodooba and Ms Arinaitwe my principal and co-supervisors, your mature and articulate guidance through the research process are highly appreciated. I will forever be indebted to you for enabling me grow to this academic level.

Special thanks go to my colleagues in cohort II especially Juba House members, for the collectiveness, maturity and responsiveness exhibited. Finally, I would like to pass my sincere appreciation to all the participants, respondents and administrators of the different institutions and work places I visited for having accepted me and released the necessary information. Your responses have been handled with utmost confidentiality and have only been used for the purpose of this thesis.

ABSTRACT

Integration of workplace learning approaches in the training programmes of the higher education institutions have been key in bridging the gap between them and the industry. This has been facilitated by the increased realisation that learning from workplaces is vital in linking the trainees and the world of work. This trend has also attracted hotel training at Kyambogo University to particularly meet the deficiencies in training at the university. The study was carried out in the Department of Human Nutrition and Home Economics (HN&HE) to examine Industrial Training as an approach to workplace learning for hotel trainees in order to establish the effect of its organisation on the expected benefits. It was guided by three objectives to; analyse the activities involved, examine the existing mechanisms and assess the constraints effecting Industrial Training. The descriptive case study design of the qualitative research approach based on a sample of 41 respondents comprised of the hotel trainees, university staff, an official of NCHE and staff in selected workplaces was used. The samples were selected using purposive, simple random and systematic sampling techniques. Data were collected using in-depth interviews and document analysis. The main findings revealed that Industrial Training activities are organised in a cycle. In addition, there was no national legislation or policy to guide the implementation of Industrial Training supplemented by unspecific guidelines or policies and relationship between the university and workplaces resulting into haphazard implementation. The constraints were found to be as a result of the nature of the organisation and the systems used. The study concluded that the cyclic nature of Industrial Training makes it easy to implement. There were no formal relationships between the university and the workplaces making the learning based on majorly the input of the workplaces with less inclusion of the expectations of the university. The mismatch of the expectations of the university, workplaces and trainees were the notable causes of the constraints. The study recommends that strengthening the co-ordination of Industrial Training activities, enhancement of training in practical areas at the university, formalising the partnerships with the workplaces and enlightenment of trainees, university staff and workplaces about Industrial Training are critical.

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ABBREVIATIONS/ACRONYMS

APA	American Psychological Association
AU	African Union
BCHM	Bachelor of Catering and Hotel Management
BTVET	Business Technical Vocational Education and Training
CHIC	Certificate in Hotel and Institutional Catering
CU	Credit Units
DHIC	Diploma in Hotel and Institutional Catering
FGD	Focus Group Discussion
HN&HE	Human Nutrition and Home Economics
HTTI	Hotel Tourism Training Institute
ICHM	International College of Hotel Management
IT	Industrial Training
ITC	Industrial Training Council
ITCSP	Industrial Training Community and School Practice
IUIU	Islamic University in Uganda
KUC	Kenya Utalii College
KyU	Kyambogo University

Mak	Makerere University
MoE&S	Ministry of Education and Sports
MoU	Memorandum of Understanding
MTWA	Ministry of Tourism Wildlife and Antiquities
MUBS	Makerere University Business School
MVP	Masters in Vocational Pedagogy
NTA	National Training Authority
NCHE	National Council for Higher Education
PGDE	Postgraduate Diploma in Education
UHOA	Uganda Hotel Owners Association
TVET	Technical Vocational education and Training
VET	Vocational Education and training

CHAPTER ONE

INTRODUCTION

1.1 Overview of the Study

There has been growing interest in making workplaces effective learning avenues in Vocational Education and Training (VET). This interest and demand originates from the clear understanding that effective learning can take place in workplaces. This chapter presents the background of the study which analyses aspects of workplace learning that include apprenticeship (traditional or dual¹ system), internship and Industrial Training that link trainees from the training institutions to the workplaces. Emphasis will be placed on Industrial Training in order to set ground to investigate the implication of its organization to the hotel training of Kyambogo University. This chapter further contains the problem statement, purpose and objectives of the study in addition the research questions and the justification of the study.

1.2 Background to the Study

a) Personal Background

I am an educationalist with the bias in hotel and catering training having undertaken a bachelor's course in Catering and Hotel Management (BCHM) and a Postgraduate Graduate Diploma in Education (PGDE). Having the background earlier mentioned I have had an opportunity to work as a part-time lecturer in the Department of Human Nutrition and Home Economics since 2007 training in areas of hotel and catering operations and on several occasions participated in Industrial Training Activities like placement and supervision. At the same time I work as the Academic Registrar and senior instructor at Jimmy Sekasi Institute of Catering under the above designations I have carried out duties diligently with the aim of improving the training of hoteliers and caterers. The working experience as an instructor and part of management in the area of vocational education have exposed me to a number of issues that are related to vocational education and training. I have endeavoured to be part of the solution

¹ This is applied in Germany apprenticeship system.

rather than the problem through enhancing my training in order to improve on the attitudes and management of vocational education and training.

b) Study Background

The significance of workplace learning through the participation in everyday work activities has been highlighted as one the crucial avenues for VET. Accordingly, Billet, (2000) asserts that the engagement in everyday participation in the workplaces assists individuals to construct adequate new work-related knowledge and skills. The contributions of workplace's physical environment provides important clues, cues and models that assist individuals to think, understand their tasks in the workplace better. There are however concerns regarding the efforts to link the learning in the training institutions and the industry. There is less emphasis towards focusing onto the processes in the organisation and systems in place to promote effective learning in the workplaces through Industrial Training as applied in Hotel Training. Solnet, Robinson, & Cooper, (2007) when proposing the industry partnership approach in tourism education in Australia highlighted that:

Tourism-related fields such as hospitality, leisure, sport and events are applied subject areas, demanding that academics, students and curricula develop and benefit from close links with industry. However, strategies for industry engagement in many education institutions are often haphazard and lack focus, commitment and resources. (p. 66)

Education as a process of teaching and learning new knowledge, skills, and values takes place in schools, colleges, universities and workplaces. According to Sekamwa (2000), education in Uganda can be divided into two streams (academic/general & vocational education and training). Academic (general education) emphasizes the imparting of knowledge that takes place in institutions of learning. Vocational Education and Training (VET) on the other hand, emphasizes learning for the world of work in both training institutions and workplaces. A combination of vocational theory, practice and general knowledge according Nilsson (as cited in Mjelde, 2006, p. 52-53) is required for adequate

training. This was also evidenced during the course of study for the Masters in Vocational Pedagogy (MVP) in which field studies (expeditions) to vocational training institutions were organised.

The strategy of integrating Industrial Training in the training programmes of Hotel Tourism Training Institute led me to understand that hotel trainees require a combination of both institution and workplace learning as this combination would bring out the desired competences suitable for stable work in the industry. Although there are other workplace learning approaches like apprenticeship² and internship³, hotel trainees of Kyambogo University (KyU) are required to undertake Industrial Training to get the benefits of workplace learning. Apart from KyU, Industrial Training for hotel trainees is carried out by other institutions like Nkumba University, Hotel Tourism and Training Institute (HTTI) and Makerere University Business School (MUBS).⁴ Industrial Training⁵ (IT) is a form of workplace learning prior to graduation and is one of the approaches that are used by hospitality and tourism institutions to enable their trainees to acquire the relevant competences from the world of work.

In Australia, one of the most successful countries in hospitality and tourism training, Industrial Training is an alternative to the traditional classroom-based delivery involves structured workplace learning. This approach is a response to the hospitality industry's need for quality staff committed and properly trained to work in positions across all occupations within the hospitality industry. It is an industry-focused and flexible approach to training covering a specific period of time. The benefits to students include gaining valuable work experience; experience a cross-section of hospitality roles, opportunity to test their future career (William Angliss Institute, 2012). Similarly, International

² This is a contract entered into between a master (a person who understands some art, trade or business) and an apprentice (a person bound by contract to a master to learn from his art, trade or business and serve him during the time of training. It is a method of training in which trainees learn a craft or trade by hands on experience while working with a skilled worker usually under a written agreement.

³ A form of workplace learning that is practiced for professions like medicine and nursing in Uganda as to covers a specific period of supervised training required for a profession before full practice (Edeidu, et al, 2010, p. 18). It is usually organised following a specified number of academic credits or classroom years of training. It gives the intern sufficient time to practice under supervision before gaining the independence to practice

⁴ Where I completed did my undergraduate (Bachelor of Catering and Hotel Management (BCHM)) and undertook Industrial Training twice.

⁵ [http://www.cabible.com/forum/showthread.php/1169-what is Industrial Training](http://www.cabible.com/forum/showthread.php/1169-what-is-Industrial-Training) accessed on Monday 20th. Feb 2012.

College of Hotel Management, (2012) a Swiss hotel training institution uses Industrial Training to provide an opportunity to trainees to work in a professional environment and to enhance their skills and knowledge through receiving practical experience in a hospitality-related career.

In Africa, the African Union, (2007) recommended among others the key policy issue of linkage of training in the training institutions with the world of work through establishing strong learning collaborations with employers and the industry. In addition, the Industries and or employers were recommended to deliver workplaces learning opportunities and provide for industrial attachments for trainees. The implementation of the mentioned recommendations by some countries has been realised. The National Training Authority (2010), articulates the guidelines and principles of industrial attachment including its relevancy and the roles of the stakeholders of Gambia.

In East Africa, the hotel and tourism training in Kenya has been highlighted as remarkable by Sindiga(1994) through the Kenya Utalii College (KUC) whose programmes in hotel and tourism training include Industrial Training. The uniqueness in the earlier mentioned countries is the availability of clear systems for implementation of workplace learning approaches (Kenya, 2009). In Uganda however, the Business, Technical Vocational education and Training (BTVET) Act of 2008 which has not been fully operationalised scantily addresses issues of implementing Industrial Training. This could be affecting Industrial Training as a form of workplace learning in the hospitality industry as well.

This study focuses on Industrial Training of the hotel trainees of Kyambogo University (KyU). The mission of the university is to advance and promote knowledge and development of skills in science, technology and education and in other fields having regard to quality and the progress and transformation society. Basing on the mentioned background, KyU has integrated Industrial Training as an important component in the undergraduate programmes in the faculties of Science, Engineering and Vocational Studies to help the student to gain real work experience in their fields of study. Such

training targets to help undergraduate students to develop the skills and knowledge to integrate them into meaningful industrial or community experience. Such training helps to bring the students closer and be in touch with the social, economic and technical realities of their professions. The length and scope of such industrial depends on the type, level and aims of the programme of study being pursued by the student at the university. The normal Industrial Training session lasts ten weeks. The undergraduate bachelor programmes in the Faculty of Vocational Studies require a student to undergo two sessions of Industrial Training after the second and third year. The diploma courses require the student to undertake Industrial Training after the first year.

This approach is important to the university as the faculty of Vocational Studies was specifically established to promote quality Vocational Education and Training in the University and the country at large. The Department of Human Nutrition and Home Economics (HN&HE) under the faculty trains hotel and institutional caterers for the Diploma and Certificate programmes in Hotel and Institutional Catering (DHIC&CHIC). The training for the diploma (DHIC) and certificate CHIC) entails mandatory Industrial Training as an essential workplace aspect of learning for hotel trainees. Industrial Training is arranged, organised, supervised and assessed by the university staff in collaboration with the workplace staff responsible for training in the establishments of attachment.

As one of the staff in the Department, I have been involved in Industrial Training and identified the gaps in following; the organisation of the activities, mechanisms in form of legal framework or policies in place to facilitate IT in Uganda. Furthermore the staff of the university, workplaces and trainees face constraints in delivery of IT (Okello 2009)⁶. Therefore a study was designed to investigate the earlier mentioned aspects affecting Industrial Training as workplace learning experience for hotel trainees of Kyambogo University.

⁶ We tell the students as they listen to theories, we may show them pictures off machines and gesture to them but they cannot be given practical, they may see during industrial training but they cannot touch because there being no industrial training policies in the country, no industrialist is committed to training, them, so that they can experience. That is how our education system is.

c) Motivation

Having undertaken a bachelor's course in catering and hotel management, I was required to undergo mandatory Industrial Training as a student before the completion. Subsequently, upon employment I have been involved in Industrial Training activities severally. Along the way I identified a knowledge gap in different aspects of Industrial training as an approach of learning and I determined to carry out an empirical study fill that gap.

1.3 Statement of the Problem

Industrial Training (IT) is an accepted form of workplace training in the hospitality and tourism. This is because IT provides the trainees with real work situations in the working environment to gain competences, which in turn motivate, develop and build their confidence. In addition, IT provides trainees with the basis to identify key operational areas of interest for the career development while they are still in touch with the university (International College of Hotel Management, 2012).

The Department of HN&HE of KyU has used IT for workplace learning of hotel trainees since 2003. However, there is no systems framework in Uganda to guide workplace learning, no clear policy by the university and no benchmark guidelines to be followed by the hotels and the trainees in the hotel industry. Basing on the above observation, the Industrial Training for hotel trainees of KyU is short in organisation, implementation mechanisms, policy and guidelines leading to inconsistencies in the process thus affecting its anticipated benefits. It was therefore imperative that I scrutinize IT as a workplace learning approach for the hotel trainees of KyU.

1.4 Purpose of the Study

The purpose of the study was to examine Industrial Training as an approach to workplace learning for hotel trainees of Kyambogo University in order to establish the effect of its organisation on the expected benefits to the stakeholders.

1.5 Objectives of the Study

The following objectives were formulated to guide the study;

1. To analyze the activities (attachment, supervision, assessment & report writing) involved in Industrial Training in order to understand its organisation for workplace learning of hotel trainees of KyU.
2. To examine the existing mechanisms (legal framework and policies) in place to facilitate Industrial Training for workplace learning of hotel trainees in Uganda.
3. To assess the constraints faced by trainees, staff and the establishments in effecting Industrial Training as an approach to workplace learning of hotel trainees of KyU.

1.6 Research Questions

The study attempted to answer the following research questions;

1. How are the activities of Industrial Training for hotel trainees of KyU organised?
2. What mechanisms are in place to facilitate Industrial Training as a workplace learning approach of hotel trainees in Uganda?
3. What are the constraints faced by trainees, staff and the establishments in effecting IT as an approach to workplace learning for hotel trainees KyU?

1.7 Scope of the Study

1.7.1 Geographical Scope

The study was held at the Department of HN&HE of KyU which is located in Nakawa Division East from the Kampala City Centre approximately 6Km along Kampala Jinja Highway. The four hotels (workplaces) were selected as follows; two from Kampala District and two from Jinja Town in the eastern region of Uganda. The workplaces were selected on the basis of where the Hotel trainees of KyU have been attached most since 2008. The National Council for Higher Education (NCHE) offices in Nakawa Division was also visited for the purposes of this study.

1.7.2 Content Scope

This study was limited to the specific objectives namely; i) analysis the activities involved in IT of hotel trainees. ii) Examination of the existing mechanisms that are in place to facilitate Industrial Training of hotel trainees in Uganda and. iii) the constraints faced by trainees, staff and establishments that are involved in undertaking IT.

1.7.3 Time Scope

The study was conducted during the IT placement period from June 2008 to May 2012.

1.8 Justification of the Study (Rationale)

Workplace learning is one of the strategies used in Vocational Education and Training and particularly in hotel training. Although it takes different names like Industrial Training, field attachment, community practice among others, Industrial Training has been used in the hotel training programmes to achieve the anticipated benefits of workplace learning. The successes of Industrial Training are subject to its organisation in place to facilitate such form of learning. The uniqueness of the hotel industry where the trainees are attached for training requires particular arrangement for the benefits of Industrial Training to be attained. In addition, the department of Home Economics and Human Nutrition uses IT placement as a form of workplace training to supplement teaching and learning at the university. The organisation of IT for hotel trainees at KyU leaves a lot to be desired. There is a need to improve on the Industrial Training in order to provide the relevant quality of hospitality training at KyU. In Uganda where there is no established legislation for this form of learning supplemented by lack of a specific policy by the university for hotel trainees to undertake Industrial Training casts doubt on the attainability of the benefits of learning without proper mechanisms.

1.9 Significance of the Study

The results of the study will be useful to the Department of HN&HE in getting an in-depth understanding of the activities involved in order to concretize them for the better results of IT. The policy makers in BTVET and the Industrial Training may use the findings of this study to review the mechanisms that facilitate IT in Uganda in order to provide appropriate frameworks for this form workplace learning. This study will avail additional literature for the other researchers in vocational training and particularly those interested in workplace learning for further study and comparative reasons. The university may also use the results of this study to review Industrial Training as the method of training in other academic programmes in order to improve or adapt other workplace learning approaches in the university.

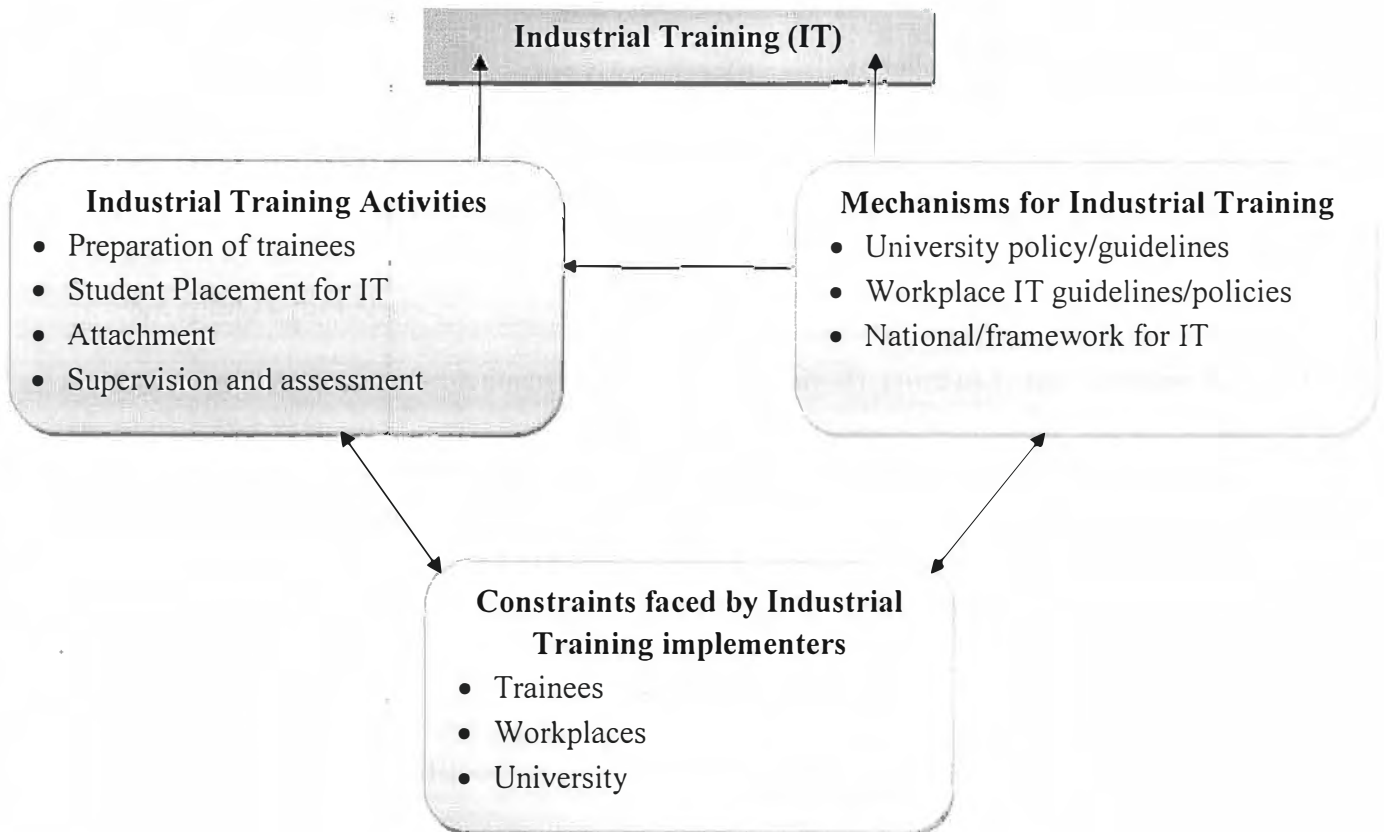
1.10 Limitations and Delimitations

The access to documents like the draft policy of Industrial Training of KyU was a challenge but the in depth interview with the coordinator of the program in the Faculty of Vocational Studies was helpful in getting the glimpse of the contents which look similar to the already existing practices. The sampled staff in the workplaces preferred the use of questionnaires which could allow them to fill at their own time to interviews. I had to convince them to accept the interviews using the pretext of being very precious during their time off duty and particularly after work. Some of the targeted samples like the Commissioner BTVET and the administrator of UHOA were left out because there was no connection between the department of BTVET at the Ministry of Education and Sports (MoE&S) and Industrial Training practices at the University. The operations of UHOA I later learnt were mainly for the collective advocacy of the hotel owners but not operations like Industrial Training.

1.11 Conceptual Framework

This study investigated the interaction of the different factors affecting Industrial Training as illustrated in figure 1 below.

Figure 1: Showing the Conceptual Framework for the Study



The activities of Industrial Training (preparation of the trainees, student placement attachment, supervision and assessment) are subject to the university, workplaces and the national mechanisms in form of policies or guidelines and legislations. However, the implementation of Industrial Training as mentioned in the backdrop gives rise to constraints that are faced by the trainees, workplaces and the university. The constraints are also a consequence of the mechanisms that facilitated IT and the implementation of its activities. The organisation of Industrial Training for the hotel Trainees of KyU is therefore dependent on the interplay of the activities, mechanisms and the constraints of the entities

involved. The examination of the aspects mentioned in the backdrop is crucial in establishing their effect on the organisation of IT.

1.12 Definition of Terms

Based on this study, the meanings of the following concepts are given below;

Assessment

This is the activity through which the trainees' performance is evaluated against set criteria to confirm learning and produce evidence that students are learning the intended material.

Attachment

This is activity of allocating trainees to establishments for purposes of IT.

Constraints

These are the obstacles or limitations or controls that affect the trainees, academic staff and the establishments when carrying out Industrial Training.

Establishments

These are hotel organizations or institutions that offer Industrial Training opportunities to the trainees.

Industrial Training

This is a mandatory attachment of trainees to establishments of their areas of specialization to undergo practical training within an approved industrial undertaking for work experience that is relevant to competence development prior to graduation.

Mechanisms

These are systems put in place that are intended to achieve or deal with Industrial Training

Report writing

This is a write up of the learning experiences that the trainee has gained through the period of Industrial Training.

Supervision

This is the activity of taking charge or responsibility of the training and trainees to make sure that the intended Industrial Training Objectives are achieved.

Trainees

These are hotel students that undertake Industrial Training.

Workplace learning

The lessons, training and experience that a student gains through working for an organisation for given period of time.

1.1.13 Organisation of the Report

This research report is organised following the structured format where chapter one is the introduction, chapter two is literature review and chapter three methodology. Chapter four contains the presentation of findings their interpretation, analysis and discussion for the specific objectives. The summary, conclusions, recommendations and the way forward for the study are presented in chapter five. The report is written following the APA 6th edition guidelines.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examines the shared views about the effective Industrial Training in hotel training from general principles, European, Australian and African perspectives. The Ugandan Industrial Training practices in hotel training are also presented. There are significant contributions towards workplace learning in form of Industrial Training by different authors which have been done to help in providing a direction to trainees, training institutions, workplaces and policy makers. The difference in the views is dependent on particularly ever changing labour requirements for both local and international market in the hotel and tourism sector.

2.2 Basics of Workplace Learning

There are different views regarding the basics that form the benchmarks for workplace learning against which the intentions of the program are based. They include;

a) Exploration and exploitation of the trainees

Learning within the workplace establishments expects both tangible and intangible returns to the host establishment. There are therefore tendencies of exploitation of the trainees while on the other hand they (trainees) get opportunities to explore possible work opportunities.

As Fenwick, (2003, para. 2) points out: "...exploitation and exploration are important forms of organizational learning and both are typically understood to function at the formal level of everyday learning embedded in practice." This seems to suggest that for workplace learning to takeplace exploitaion of those undertaking the learning occurs. Fortunately, Fenwick also propagates the exploration by the trainees which in my view could be a great chance for the trainees to discover possible work opportunities.

b) Disorder to routines of workplaces

The effects of workplace learning is interestingly viewed as constituting disorder to the hosting workplaces as Weick and Westley (as cited in Fenwick, 2003, para. 6) point out, “organizational learning constitutes disorder because it contravenes the central existence of workplace organizations as ordered. That is, learning breaks the frames, challenges the structures and routines, and casts doubt upon the knowledge that holds the organization together.” This principle portrays workplace learning as a disorganising factor to the core existence of the workplaces. This would therefore suggest that Industrial Training as a form of workplace learning affects the structures routines and challenges the systems of host establishments resulting into perhaps repulsion, neglect and rivalry towards trainees. Besides the core activities of the hotels is not training but rather sale of accommodation and other services. Against this the hotels’ routines, structures have to be affected in order to accommodate the trainees learning objectives.

c) Promotes learning at different levels

The recognition of workplace learning as multi-leveled (individual, group and organisational) and unfolding in different forms as explained by Leavy and Crossan et al (as cited in Fenwick, 2003 para.7) cast the interest of finding out how the organisation and systems in the workplaces effect learning. This principle suggests that learning in workplaces should be an interest of individuals, groups and organisations (training institutions & workplaces) so much so that they can also be in position to learn as well. The workplace learning approaches like Industrial Training perhaps needs to be taken as a learning experience for all the stakeholders throughout its implementation for even better outcomes. The acceptance of the new ideas from the training institutions by the trainees by the workplaces could be a way for the workplaces to learning from the trainees. On the other hand the training institutions should take responsibility to learn from the trainees experiences while on training. The gap that might

exist is whether the workplaces and training institutions value new experiences, skills and knowledge that the trainees transit throughout the whole process.

d) Requirement of particular workplace direct guidance

Workplace learning is based on the pretext of learning through participation in everyday activities at work by the trainees. However, Billett, (2000) avows that such kind of learning may not be sufficient for the development of the required competences in an individual. He also added that some of the knowledge arising from workplace experience is not appropriate as shortcuts and aspects of inappropriate practices are also learnt. In his view this kind of learning could be “dangerous or potentially limiting procedure” and therefore suggests that:

...this kind of knowledge may be difficult to learn without direct guidance that enables it to be made accessible and comprehensible to learners. Similarly, the development of the procedural capacity to successfully complete workplace tasks can also be aided by the direct guidance of more experienced coworkers. Referred to as heuristics or 'tricks of the trade', these procedures provide some certainty of success with vocational tasks. These heuristics evolve through practice over time and are effective tools for workplace performance. (p. 2)

Whereas direct guidance is suggested to be helpful for learning in workplaces, there is no consideration of the main activity of workplaces being business operations not training therefore the effort of guiding trainees may be limited or not in existence at all. The guidance from the more experienced workers may not be guaranteed as their preparation and motivation for the task may affect their input.

e) Readiness of workplace for learning

Although workplaces are prepositioned to be providing the right environment for the acquisition competence for the hotel industry, the readiness of workers and the uniqueness of the establishment are factors that may determine or even affect Industrial Training prospects. As (ibid, 2000) observed:

It seems that the readiness of the organisation and its workers encompass key factors that will determine the shape and form of such learning arrangements, including their level of sophistication and scope of the intended outcomes. So although the evidence provided by the investigation about the contributions of everyday participation and guided learning assists working towards refining workplaces as learning environments their potency will be premised on the factors at the workplace level. It is these that will likely determine how workplace learning will proceed and the quality of its outcomes. (p. 17)

Indeed I agree that the uniqueness of the hotel industry is pronounced by nature of the labour requirements, set up of the industry (service industry) and the nature of the competences required. Additionally the factors highlighted are very crucial in ensuring the quality of Industrial Training to be achieved. Similar views are shared by (Riley, 1996, p. 15-16). The implication could be that the training for the workforce for such an industry may require particular systems and organisation of the approaches to be able to attain the desired competences.

2.3 Benefits of Industrial Training

Industrial Training has been identified to offer a range of benefits to the trainee, the hosting establishment, the training institutions and the country in the following aspects; the trainees undertaking Industrial training are able to obtain knowledge of potential careers, develop new areas of interest, get orientation toward work processes and apply the theoretical concepts and school-based skills to practice. In addition, the trainees learn to appreciate the importance of human relationships, work attitudes and self confidence. Accordingly, Kenya Utalii College attaches the trainees to mainly hotels, lodges and other hospitality establishments to prepare them for the integration into the job market after graduation (Kenya Utalii College, 2010). These views are supported by (International College of Hotel Management, [ICHM]2012) and (National Training Authority, 2010). There is no

doubt that trainees have a lot to benefit Industrial training as a form of workplace learning. The notable benefits like work attitudes, confidence and preparation for integration into the job market are not only basic but some of the curtailing issues leading to poor employability of the trainees upon completion of their study programmes.

The training institutions' partnership with industry are strengthened, linkages with industry are established for technical development and skill gaps can be identified for improvement of quality training. The institutions also obtain materials for teaching in forms of case studies in addition to a balanced assessment of trainees (ibid 2010). The benefits of Industrial Training to the training institutions like KyU can be realised if there are formalised partnerships with the host industries and proper feedback mechanism for Industrial training. The partnered workplaces would be used as some of the stakeholders while formulating and review of the training programmes by the University so that the unfolding trends in the workplaces are considered in addition to providing feedback of the relevancy of training carried out at the training institution.

The country where Industrial Training is carried out, a nation-wide mechanism to address skills demand is provided and the training spectrum is widened from the institutions to the industry. The hosting establishments are able to identify future skills availability, participate in the improvement of the training delivery for industry relevance and influence the training for the future generations (ibid 2010). The nation-wide mechanism provided in my opinion needs a national framework that can be used for its implementation, regulation and guidance if the anticipated benefit is to be realised. Fortunately though the workplaces are provided with easier ways of recruiting staff that they have had a chance to test their performance.

The benefits of Industrial Training are significant however, for training institutions that may not have adequate policies, guidelines and functional Industrial Training systems their realisation could be comprised.

2.4 Models of workplace learning systems

Institutional-industry based training may vary in different countries due to differing factors as elaborated by the following contexts.

2.4.1 European model

According to Gonon, (2006) in Europe German model of vocational education and training has earned a high reputation, this system is known as “dual system” where training is mainly done in the workplace complemented with instruction at school. He clarifies that it is also known as the “apprenticeship model” which forwards industry-based Vocational Education and Training (VET).

a) Organisation of the dual system

The organisation of the dual system in German is based on the assumption that learning in workplaces should be fundamental and supplemented by limited training at the training institutions. The case of Industrial Training is the exact opposite where most of the time of training is at the institution of learning and a limited period of time is allocated for the industrial experience. The contrast of the two forms of workplace learning could be as a result of differences in the perception about the direction training as Industry-based or school-based.

b) Challenges of school-based VET

The traditional apprenticeships that are strongly supported by the firm where the apprentices are trained for a large amount of time are still an attractive alternative to school-based VET-models. The arguments against school-based VET are based on the qualification of the trainees that are challenged with the transition from school to the world of work (ibid, 2006). There are also studies that have shown that workplace learning provides attractive and interesting learning for the trainees (Mjelde, 1993). This therefore should form a basis for requirement of Industrial Training with adequate duration and guidelines that can be instrumental in improving the transition school-based VET trainees into the world of work.

c) Mechanisms for workplace learning

There is also realization of the relevance of different systems to support the different forms of workplace learning extending from those supporting workplaces where the apprentices are trained to stronger regional guidelines instead of the centralized ones (Méhaut as cited in Gonon 2006). The dual forms of vocational education are tested elements of the vocational education reforms that have gained general approval by educational policy makers due to the resulting beneficial effects. The dual systems in Spain, France and England for VET have been introduced by law, with the main objectives of address employment challenges (Onstenk and Marhuenda as cited in ibid 2006). The existence of several legislations to guide VET and higher education in Uganda like the BTVET Act 2008 and Universities and other Tertiary Institutions Act 2001 provide the glimpse into Industrial Training mechanisms. The interest of legislation and formalized mechanisms for workplace learning are clear and convincing. It was therefore prudent to examine the implication on the form of workplace leaning like Industrial Training.

d) Constraints of Workplace learning

Workplace learning for trainees from training institutions requires a lot of coordination and collaboration of all the parties involved. The combination of the efforts from the parties involved cannot be without constraints that could affect the expected benefits and planning. The assessment of the constraints could be one of the ways that can probably be useful in improving the quality of workplace learning approaches like Industrial Training. According to Marhuenda & Rothe as cited in Gonon (2006), the challenges of this form of workplace learning have been identified to include;

- Enterprises that have to get used to a culture of learning and to dealing with trainees.
- The high number of drop-outs of trainees
- Lack of awareness of these forms of learning by the target beneficiaries.
- Increasing Unwillingness of companies to train apprentices

- Insufficient collaboration of training Institutions and firms and
- Mismatch of training positions and demand.

Undoubtedly, the challenges of workplace learning arising from the mentioned backdrop should have fundamental consequences on the prepositioned outcomes of Industrial Training as a form of workplace learning. The prompt to examine the constraints of Industrial Training is therefore crucial in providing empirical and workable solutions for the hotel training of KyU.

2.4.2 Australia model

Australian approach to Industrial Training takes different names and guises such as industrial experience, industrial placement, supervised work experience and internships. The naming varies according to programmes and institutions but generally the format includes a compulsory students' exposure to working life in an industry.

a) Organisation of Industrial Training

The training institution initiates the organisation, administration and management of the industrial placement programme. Previously, the training institution develops links with industry through a selection process, visiting the trainees while on placement and assessing the experience upon their return to the institution (Solnet, Robinson, & Cooper, 2007). They add that these industry linkage strategies have existed centring on industrial placement or work experience models. According to the organisation, the training institution takes the centre stage in the administration of the Industrial Training. This is quite similar to the situation at KyU making it sufficiently comparable for the purpose of this study.

b) Requirement of Industrial Training

The Industrial Training has been part of the hotel and tourism education with the majority of related programmes continuing to require a period of practical experience as an essential for graduation. There is an observation of thinking about industry engagement of trainees as promotion of quantitative

requirement of hours with no qualitative consideration of the standard of the experience gained in industry (Barron, Busby and King as cited in Solnet, Robinson, & Cooper, 2007). Although I do not agree with the mere accumulation of hours for Industrial Training in terms of credit hours, the time and period of training while at the workplaces is vital in ensuring that they are sufficient to promote practical learning in the industry. The period spent on industrial Training could be one of the main indicators of competence acquisition. However, if there is any attribution of Industrial Training as requirement for completion of the course being undertaken with the accumulation of hours for grading as a target benefit by the trainees instead of the actual intended outcomes then the point of Industrial Training could be missed.

c) Constraints of Industrial Training

Solnet, Robinson, & Cooper (2007), the organisation of administering Industrial Training in the Australian model has propagated challenges that include;

- Surface-level industry contacts with industry staff at relatively low levels of the workplaces such as the Human resource administrators.
- Engagement of academic staff that may lack the industry background to develop the required relationships with the hotel establishments.
- Conflict of objectives where the industry involved seeks for cheap labour the trainees against the learning intent of the trainees and the training institutions.
- Training institution looking for structured training at the workplaces.

The constraints of the Australian model of Industrial Training cannot be over emphasized as it could be a replica of those faced by the KyU hotel training. The study of the Industrial Training constraints of hotel Trainees of KyU will probably enlighten their relation with those of Australia and their impact on the quality of the intended outcomes.

2.5 Industrial Training Models in Africa

In Africa, African Union [AU],(2007) advocates for linkage of VET to the labour market needs so that social-economic relevance of TVET can be enhanced. The VET programmes that emphasize among others tourism related competences like hotel management, food preparation are also promoted. In addition, policy issues that provide for the VET linkage to the world of work through national legislative backing to VET are promoted. Training institutions are recommended to establish strong collaborations with the industry where employers or workplaces can contribute to national training through financing training and providing opportunities for Industrial Training for trainees. Uganda being an active member of the African Union the recommendations mentioned in the backdrop should be applied or in the legislations that aim at revitalizing vocational education and Training. Kyambogo University on the other hand could have utilized the recommendations to formulate policies linkages with the industry to make its training more relevant for the labour market.

2.5.1 Gambian Model

In Gambia the National Training Authority (NTA) is mandated to set the guidelines to be followed by the training institutions in collaboration with the workplaces for the implementation of this form of workplace learning.

a) Mechanisms of IT in Gambia

The expected outcomes or benefits of IT approach of workplace learning for the trainees, training Institutions and employers are articulated in Gambia by National Training Authority [NTA] (2010) as;

- development of the practical and communication skills competencies of trainees
- strengthening industry-institution partnership
- provision of a nation-wide mechanism to address key skill demand
- enhancing training of the training institutions
- mechanism for training institutions to respond to identified areas of labour needs and

- Provision for the trainee background information and experience in career choice.

The roles of each player (industry, trainees, NTA & Training Institutions) for Industrial Training are spelt out to cover areas of the specific responsibility in the implementation of effective Industrial Training.

b) Assessment of Industrial Training

In addition, the guidelines for assessing the performance of the trainees are stipulated in form of the expected learning outcomes (ibid, 2010). The uniformed assessment of trainees is very credible in meeting variation that would exist if the individual institutions were using their own assessment criteria.

The creation of an institution (NTA) with the mandate to manage Industrial Training in Gambia is a manifestation of the understanding of providing a formalized relationship between the training institutions and industries in addressing the competence needs in the labour market of the developing country. This form of centralized control and management should be very beneficial to the hotel training Institutions and the hotel industry in Gambia in meeting the training needs of the trainees.

2.5.2 Industrial Training Practices in Kenya.

Whereas there is an Industrial Training Act of 1960 that was revised in 2009 in Kenya, it does not address the Industrial Training that is being undertaken for this study. However, the issues addressed in this Act relate to the governance and management of traditional apprenticeship that include; the guidelines for this form of work-based learning like the relationship, duration of training, terms of compilation, certification for both apprentices and the indentured learners (Kenya, 2009).

a) Industrial Training at Kenya Utalii College

Kenya Utalii College is one of the recognized institutions for its contribution towards the training of the workforce for the hotel and tourism industry in the region. As a government owned hospitality and tourism training institution established in 1973, it has gained experience in training for the hotel and

tourism industry. The College is a leading trainer and a pacesetter in the hospitality and tourism industry in East Africa. This has earned the college certification as a centre of excellence in hospitality and tourism training in Africa (Sindiga, 1994, p. 50).

b) Organisation of IT at Utalii College

The college has established partnerships with the industry for its training activities in order to meet the ever changing needs of the industry through the Kenya Utalii College – Tourism Industry Liaison Committee (Kenya Utalii College, 2012). Although the relationship for IT is played by the college as an initiator, the strategy of the formal partnerships with the hospitality industry is very exacting for effectiveness and achieving of the intended objectives of the training. How KyU University relates with the workplaces where the trainees undertake their IT is a vital area to study as it reflects its organisation and institutional mechanism for IT.

c) Requirement of IT at Utalii

In addition, the college academic policy mandates all students to undergo Industrial Training before they graduate (abid 2012). The mandatory requirement for all trainees to undertake IT at Utalii College is an indication of the necessity of IT for hotel training for other institutions like KyU.

d) Duration of IT for Utalii trainees

According to Kenya Utalii College (2012), the duration of Industrial Training ranges from two to six months in the hotels, lodges, other hospitality establishments, travel and tour establishments in Kenya or abroad in line with the students career interests. It aims at integrating the trainees in the job market upon graduation. The hotel training at Utalii is supplemented with a well equipped fifty seven roomed hotel and other standard facilities like the kitchen and restaurants mandates Industrial Training ranging from two to six months then the one of KyU should be examined to establish its adequacy.

2.6 Industrial Training Practices in Uganda

Workplace learning in Uganda has been adapted by several higher level training institutions but like in Australia different terms are used in reference to it. Nzima,(2012) while sharing his experience of hosting trainees for their Industrial Training at Kakira sugar works showed how different terms are used by the prominent institutions in Uganda; field attachment by Makerere University, Industrial Training by Kyambogo University, Internship by Uganda Christian University and Field practicum by Islamic University in Uganda (IUIU). The difference in terminologies does not differentiate the core objectives of exposing the trainees to real work situations to supplement the learning from the training institutions.

Makerere University for example has included Industrial Training in most of the academic programmes with the aim of producing practically oriented graduates that can meet the job requirements upon employment. In a pilot study that was carried out the university formulated general guidelines for the implementation of workplace learning. The guidelines clearly address the expected benefits of the learning program for the stakeholders, the activities that are involved in this form learning are detailed and management of the program at different levels are also spelt out for ease in the organisation and implementation. Although these guidelines are formulated, the university cannot control the operations of the industry without a national framework to guide the form of workplace learning (Makerere University, 2010 & Mpairwe, 2010).

2.7 Summary of Literature Review

There is a positive perspective about workplace learning and hotel and tourism training institutions have adopted in their programmes Industrial Training in order to enhance their students competences. European countries like Germany have used the dual system of training to address the job competence requirements in their hotel and tourism industries through a centralized legal framework. Australian hotel training institutions on the other hand, endeavour to make independent contacts with the industry

for training purposes using specific guidelines for workplace learning. In Africa, the Gambian model with the centralized system of workplace learning through the National Training Authority (NTA) addresses the concerns of Industrial Training for the hotel trainees. Kenyan and Ugandan training institutions also organize their Industrial Training activities without a national framework to guide the implementation of workplace learning. The challenges of Industrial Training are faced by all the stakeholders of this form of workplace learning are generalized in terms of funding, workplace readiness for training, adequate preparation of the trainees among others but how they affect the learning is little known. Whereas there are credible studies about the benefits of Industrial Training, there is little knowledge about the effect of the organisation of IT on the anticipated benefits to especially the learners.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section of chapter one details the methodology that was used in the collection of data and management for the study that was conducted. The descriptive research design provided the in depth exploration of the case under this study. The target population was based on the postulation that the category had the data required for this study because of the experience and participation in Industrial Training. Interviews, document analysis and focus group discussion with the help of the appropriate guides were used to collect the required data that was relevant for answering the designed research questions. The methodology was matching with the required nature of the qualitative research approach that was used for this study.

3.2 Research Design

The study was based on a descriptive case study design of the qualitative research approach that intended to; analyze the activities involved in the organisation of Industrial Training in terms of the attachment of students, internal and external supervision, assessment and report writing. The examination of the mechanisms in place to facilitate Industrial Training in form of policies and framework and the constraints of Industrial Training as an approach of workplace learning were assessed. This design was helpful in data collection and explaining deeply and exhaustively the findings. It also provided an in-depth understanding of the study and make adequate qualitative interpretations as pointed out by Mugenda & Mugenda (1999, p. 197). However, in order to collect credible data it was very vital to deeply carry out a background study so that informed discussion could be generated during the data collection process.

3.3 Target Population

The target population of the study comprised of the the Hotel trainees who did their IT from June 2008 to August 2011, the academic staff and the IT coordinator who have been involved in IT activities of the department of Human Nutrition and Home Economics during the same period. The staff in selected workplaces where the trainees are usually attached for the IT and the programmes accreditation officer at National Council for Higher (NCHE) who are the regulators of the higher education programmes were also selected for this study.

3.4 Sample Size and Selection

The table 1 below shows the sample size and selection

Table 1 Showing the Sample Size and Selection

No	Category of the population	Sample frame	Sample Size	Sampling method
1	The university staff of the department involved in IT		3	Purposive
2	Co-ordinator for IT in the department		1	Purposive
3	NCHE Programme Accreditation Officers		1	Purposive
4	DHIC and CHIC trainees preparing for IT for 2012	60	12	Systematic random
5	Final year trainees (2012) who had undergone IT	28	16	Cluster, Systematic random and simple random
6	Establishments in Kampala that have mostly offered IT to hotel trainees of KyU.	8	4	Simple random
7	Establishments in Jinja that have mostly offered IT to hotel trainees of KyU.	5	3	Simple random
	Total		41	

3.5 Sampling Techniques

3.5.1 Simple Random Sampling

A simple random sampling was used on establishments that have been involved in Industrial Training of the trainees for hotel. In this the sample frame was given a known and equal chance to be selected as advanced by Sekaran (2003). The names as established from the co-ordinator for IT of the sample frame written on the pieces of paper which were folded and put in a small box shaken to be picked randomly. After the random selection of the establishments the persons in charge of training were used as the respondents for this study. All the eight names of male trainees that were in the final year having completed Industrial Training were written on small pieces of paper and picked at random to get the six (6) respondents. As proposed by Tuckman 1994 in Odiya (2009), this technique was useful in limiting the probability of choosing biased samples.

3.5.2 Cluster and Systematic Sampling

When selecting the female trainees in the final year who had undergone IT, the cluster and systematic random sampling technique was used. The list of twenty female trainees was generated and every name in the position of the multiple of two (2) on the list was selected. The clustering and the systematic was aimed at selecting a substantive sample of the female and male trainees for the purposes of the study without any bias as well. This generated ten female respondents. The systematic and cluster sampling techniques are supported by Burns 1997 in Odiya (2009) and Amin, (2005, p 249-251).

Systematic random sampling was also used to select the trainees that were preparing for their Industrial Training of 2011/2012 academic year. This sample was selected for the purpose of getting the most recent experiences of trainees before reporting for IT. Full lists of the DHIC and CHIC trainees were obtained from the secretary to the head of department. The DHIC up-dated list consisted of thirty five names and the names in the positions for the multiple of seven were selected. This gave rise to five

samples whose contacts were obtained and interviews conducted. The CHIC list consisted of twenty five students and the names in the position of the multiples of five were selected. The sample of five trainees was obtained for the interviews. The systematic sampling of the trainees preparing for IT was instrumental in ensuring that the sample was selected without bias for purposes of obtaining reliable data for the study.

3.5.3 Purposive Sampling

The purposive sampling technique was used for the academic staff and the Industrial Training coordinator of the department, official of NCHE targeting the officers in charge of programme accreditation. This particular sampling technique enabled me to solicit for the information from the respondents with deep knowledge about the activities involved and the mechanisms in place to facilitate IT. The NCHE greatly participate in IT policy legal framework formulation and implementation. As Amin (2005, p. 242) and Odiya (2009), suggest this kind of sampling was used on the basis that the respondents sampled have the information that I was looking for as regards policy framework in Uganda and the activities involved in IT. Indeed the selected samples had the in depth understanding about the purpose of the study and the data that was collected from them was particularly vital if giving this study detailed issues of the objectives.

3.6 Data Collection Methods and Instruments

I obtained data from both primary and secondary sources. Primary data was obtained through interviewing all the respondents determined in the sample size. Secondary data was obtained from the documents such IT reports written by trainees, IT guidelines of the university, legislations that govern the higher education institutions. The academic programmes for DHIC and CHIC were also analyzed during the data collection process.

3.6.1 Interviews and the interview guides

I conducted face-to-face interactions with the sampled academic staff, IT Coordinator, the NCHE official, all the trainees sampled, staff in charge of training in selected establishments and the sampled hotel trainees were also be interviewed. Open ended questions in the guides were used to guide the interviews this was helpful in ensuring that interactions were exhaustively done. Appointments were secured from the samples this was aimed at preparing the interviewees and creating maximum co-operation and friendliness with them. These interviews also yielded advantages of obtaining non-verbal cues from the respondents including the in depth understanding of the issues discussed. As Sekaran (2003) points out the flexibility of the questions made it possible to clarify on the responses by rephrasing and repeating them for the same purpose. Interview guides were used in form of mix questions which were asked during the interview and a list of themes from which the questions were derived to provide information to guide the interview process as suggested by Odiya (2009). The interviews involved asking several questions that required verbal responses to get both general and specific information. For purposes of generating in-depth data during the interviews a digital voice recorder was used after seeking for permission from the interviewees. Although some of the interviewees rejected the use of the voice recorder and notes were taken from the interviews instead of the recorded voices. The efficiency of the interviews as approved by (Amin, 2005, p. 178) provided flexibility, explanations and adjustments in the data collection process in addition to observable bodily expression like tone of voice, gestures and facial to boost the feeling of the interviewees about the subject of the conversation. The interview guides used in this study are included as appendix A.

3.6.2 Focus Group Discussion

The group of six (6) final year trainees (2012) who had undergone IT at the end of the first year was selected for the Focus Group Discussion (FGD). I examined and internalised the multiple views generated by the group as guided by the pre-determined interview guide (appendix A) that directed the

discussion (Amin, 2005, p. 187) and (Mugenda & Mugenda, 1999, p.203). the focus Group was very helpful as the interviewees checked one another's information and generated reliable information. The data of the focus group was also used to assess the credibility of the individual interview data that had earlier been collected. A lot of tact was required to gather the group for the discussion in addition to controlling the members that tended to want to dominate in the deliberations.

3.6.3 Document Analysis

I analyzed the programme documents for the DHIC and CHIC. The analysis of the programmes was done to explore the organisation of the programme for the Industrial Training. This analysis was vital for the comparison other course units requirements and those of the Industrial Training. The insights provided a benchmark for the analysis of the Industrial Training. The analysis of the Industrial Training reports written by the trainees since 2008 was essential in providing documented experiences of Industrial Training from their perspective. The experiences collected from the backdrop were particularly useful in the understanding the organisation and the constraints of that are faced by the trainees.

Programme accreditation framework from the NCHE was analysed to establish how industrial training is set as a requirement for delivery of the programmes offered at the university. Other documents like the academic staff reports, minutes of the Industrial Training committees that are related to the subject under the study were also analyzed. The document analysis guides (appendix B) were used to locate the required data for the purposes of this study (Amin, 2005, p. 198). The challenge that I particularly faced with document analysis as a method of data collection is the difficulty to access the required documents as they are always regarded as confidential for example I could not access the KyU draft policy for Industrial Training because of the same reasons. Additionally, documents are usually written in contexts while analyzing them there was no chance of examining the context in

which they were written but rather exploring their face value. This limited the extent of understanding the circumstances under which some documents were written in order to obtain the full meaning.

3.7 Validity and Reliability of the Tools

Content validity was used in the establishment of the appropriateness of both the interview guides and the document analysis. The two (2) pioneer MVP graduates and my co-supervisor that have carried out research that was qualitative approach based were helpful in giving the expert opinion about the designed research instruments. As advanced by Amin (2005, p. 287) and Mugenda & Mugenda (1999, p. 102) content validity ensured item and sampling validity. The consistence of the instruments congruence as advanced by Amin (2005, p. 294-195) were ensured by the validity of the reasearch tools in addition to the provisions of the external reliability through clearly specifying my status (personal background), detailing the information about the respondents showing how and why they were selected. In addition the study was delineated by the study objectives and specific data collection and analysis procedures.

3.8 Data Collection Procedures

3.8.1 Data Collection

An introduction letter was obtained from the graduate school that was presented to the targeted respondents seeking their acceptance to provide the data for my data collection.

The respondents were contacted earlier to make appointments to schedule interviews for data collection.

3.8.2 Data Processing and Analysis

The primary data collected from the field was organised under the specific objectives and the categories of the research respondents as the sources of the data. When the earlier mentioned was done, I detailed my interpretations to derive the meaning from the comparison of the findings as advocated by Amin, (2005, p. 324) and (Mugenda & Mugenda, 1999, p. 203). Further analyse of the data was qualitatively

done through the comparison of the findings with the existing literature and the discourse about the subject with the aim of determining the adequacy, credibility, usefulness and consistency of the data (Mugenda & Mugenda, 1999, p. 205).

3.8.3 Data Quality Management

One of the major aspirations of a researcher was to collect reliable and valid data. To attain this, I used the triangulation approach to qualify the data collected from the target sources as urged by Meredith et al & Gay (as cited in Amin, 2005, p.64). Through triangulation the data about the same matter from several sources was affirmed or tested for conformity this strengthened the findings in the study.

Triangulation was useful in checking the consistence of the data collected from the different sources.

The use of the different sampling techniques and data collection methods from the different sources in conjunction with the pre-testing of the research tools before the actual field data collection was helpful in this study. Data collected from the different sources was vital in strengthening critique the data from the other sources as a research this was crucial in providing the differences in the views for the different stakeholders of the Industrail Training.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

The organisation of the activities of Industrial Training as a learning approach is the basis of its implementation. Industrial Training is organised by undertaking different activities that are aimed at ensuring that it is planned and performed in a manner desirable to all the stakeholders. In addition, the mechanisms at national, university and workplace levels are crucial in the implementation of Industrial Training for workplace learning in Uganda. Furthermore the influence of the mechanisms and the organisation of Industrial Training are reflected in the constraints that are faced by the key stakeholders. This chapter presents the analysis of the issues raised in the backdrop the discussion of which is based on the findings, personal experience and the considered literature.

4.2 Analysis of the Industrial Training Activities

The analysis of the activities of the IT for the hotel trainees of KyU was aimed at making the basis of examining its implication on the anticipated outcomes. The inclusion of IT in the catering programmes of the university was fundamental to the objective of bridging the gap between the training at the higher institution and the requirements of the industry in terms of the appropriate competences. The stages in the cycle take an annual process that covers planning and budgeting, preparation of trainees, placement, attachment, supervision and assessment. At every stage the activities involved are associated with the outcomes and especially the benefits of the stakeholders that include the university, trainees and the workplaces. However, in order to explore the activities involved in Industrial Training it is of the essence to look at how the learning approach is included in the training programmes of DHIC and CHIC.

4.2.1 Industrial Training in the Hotel Training Programmes of Kyambogo University

Document analysis of the IT course unit appendix C₁ revealed that like other programmes of the department, the DHIC and CHIC programmes are documented in form of the syllabi for consistency in the implementation and easy reference. Each course of the programme is organised in form of course name, code, credit unit and level. Additionally each course is further sectioned into brief description, specific objectives, content, mode of delivery, assessment and references. Analysis of the programme documents for the DHIC and CHIC showed that the course unit of the Industrial Training is not described implying that there is no explanation of what it is all about like the other course units in the programme. The description of the unit would have given the implementers of the unit a clue of what the course entails before implementation.

a) Specific Objectives

The specific objectives as outlined in other programmes course units are not highlighted in the Industrial Training Unit an indication of a possibility that the programme developers and implementers are not certain of what the outcomes of this learning approach. This situation concurs with Cameron (2001) argument that the course unit without specific objective provides no ground of measuring its performance upon implementation making it unfocused.

b) Content

The content of the unit on the other hand was generally set leaving out the particular details making speculative. The exposure that has been stated in the unit is therefore the only basis of the tasks that the trainees are expected to undertake while on training.

c) Targeted workplaces

Reliable training would be a result of adequate facilities available in the hotel for training however the details of what facilities should be in the hotel to qualify for trainees' attachment are not available.

Although there is no hotel grading or classification in Uganda the course unit could have detailed the minimum facilities ideal in the workplaces for attachment of the hotel trainees of KyU.

d) Assessment

The course unit is supposed to be assessed by both the field supervisors in the workplaces and the university lecturers who supervise the trainees while on training to grade their performance. Although the assessment is indicated in the programme, how it is carried out as reflected in the implementation is not clarified. This leaves the assessment process unplanned for the programme.

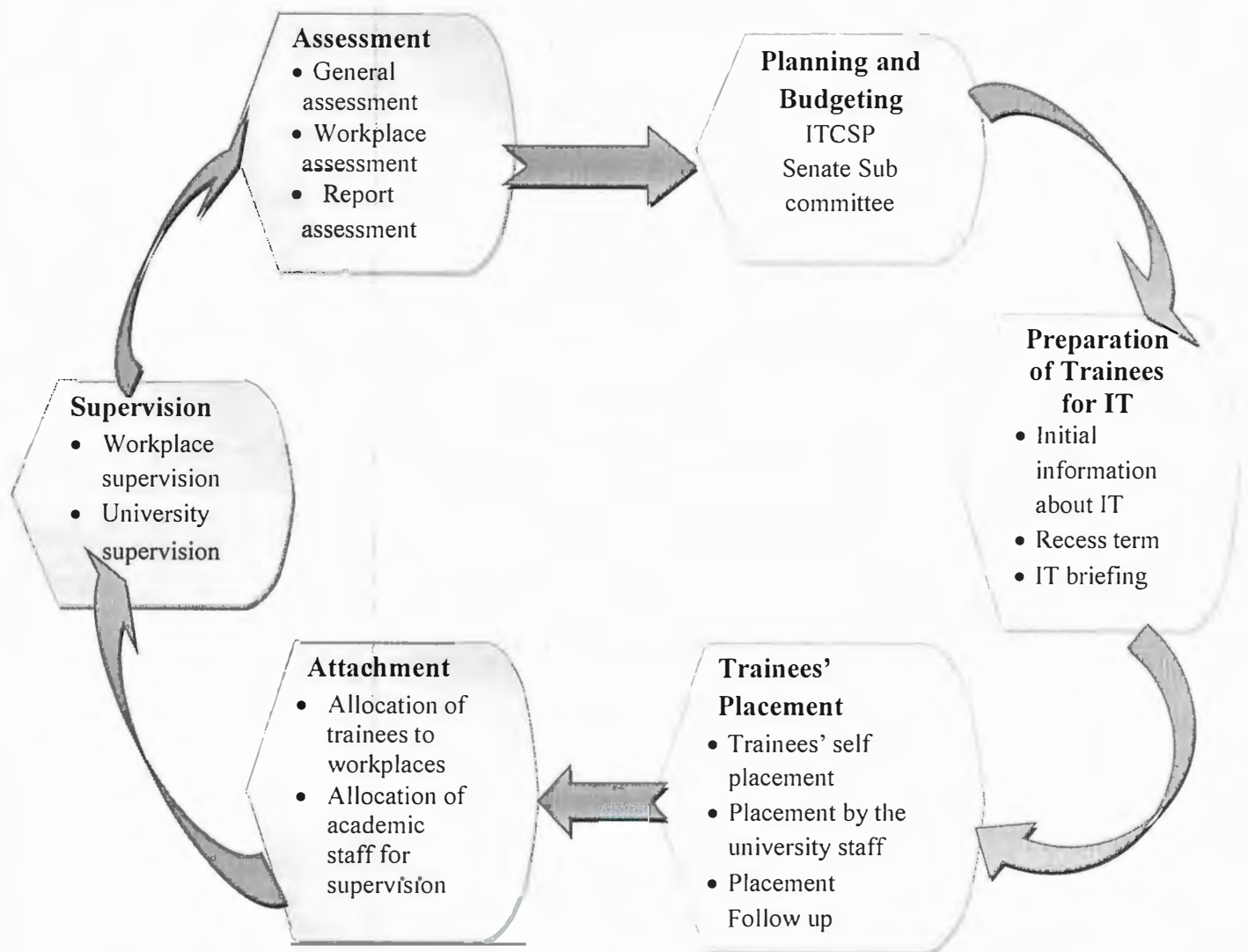
e) Report writing

All the trainees that undertake IT are required to write and submit a report highlighting their experiences in the industry. The report that shows the experiences of the trainees is good for the reflection of what has been learnt during Industrial Training. The report can also act like a feedback of what has changed in the industry requiring improvement in the training at the training institution.

4.2.2 Organisation of Industrial Training Activities

The interviews and the document analysis conducted indicated that the stages of IT can be constituted into a cycle of the following stages; planning and budgeting at the sub-committee of senate in charge of Industrial Training Community and School Practice (ITCSP), preparation of trainees for IT as illustrated in figure 2. These are followed by the placement (seeking for vacancies for IT), attachment, supervision, assessment and report writing. This is a cycle because the same stages are repeated as soon as the last one is accomplished making it a continuous program for every academic year. The activities in each stage of Industrial Training are instrumental to the whole programme and as discussed below. However the planning and budgeting stage will not be covered as the main details of the stage is resource allocation of the program issues of which were not considered for this study.

Figure 2; Showing the Stages of the Industrial Training Cycle



i) Preparation of Trainees for Training

a) Initial Information about Industrial Training

Students of KyU are admitted through a recruitment process that takes the phases of application, admission, orientation and commencement of the normal classes. All the trainees that were interviewed showed that there was no formalized way for them to know that their programme included Industrial Training. They all expressed concern that even in their admission letters such crucial information was not availed. Additionally, upon reporting at the university there were no emphasis of the same during the orientation for those who confirmed to have attended the orientation week. There is therefore an

assumption that trainees know what is entailed in their academic programmes and where there is any miss they are expected to fill the gap. Career guidance by the university could be very essential especially as part of the orientation so that the trainees have an opportunity to get the missing information about their programme of study. Subsequently, the admission of the trainees for the programmes requiring Industrial Training should entail a briefing about it so that the trainees together with their sponsors can be informed formally and in due time.

b) The Recess Term Fees

I also observed that the payment of the recess term fees in the first semester formed the clue about IT to most trainees but only out of curiosity as the term used “recess fee” was not commensurate to actual intention of the charged fee. One trainee confessed to having paid to just meet the university requirement to have him registered. The ambiguity of some the university terminologies like “recess fee” need to be streamlined so that they are matching with the intended purpose. Whereas Industrial Training is carried out during the recess term of the academic year the actual purpose of the charged fee is facilitation of the Industrial Training which in my view should be directly referred to. Indeed there are other forms of workplace learning that are organised during the recess term like the internship, school and community practice the use such clear terms for the admitted students would greatly reduce the initial information gap.

c) Allocation of time for Industrial Training

Furthermore, those in charge of IT of the hotel trainees also have had to scantily present the learning approach to students while teaching them other course units. The coordinator particularly has to be allocated a teaching unit to use the same time to address the issues of IT to the trainees. This practice is in itself unfair to the course unit whose time is used to address the concerns of Industrial Training. My opinion about the allocation of the time for the Industrial Training while the trainees are still at that university should be appealed considering that the university may be short in complete facilities for the

trainees to have adequate training but can prepare the trainees to be able to maximize Industrial Training from a very informed point. The opinion is based on the fact that even the trainees are sent for training in the workplaces without knowing what and how to expect.

d) Information to the Sponsors, Guardians or Parents

The sponsors of the trainees had not been the target for this study in terms of gathering their perception or understanding about Industrial Training but there was also a general concern from the trainees that their sponsors are not formally communicated to concerning IT at all yet as stakeholders they expected them to have a right to get the authentic information from the university. Indeed in all the IT documents analyzed there were not a bit related to communicating to the trainees' sponsors or parents about IT. The trainees that undertake hotel training at KyU are privately sponsored which implies that they survive on the sponsorship of their guardians and parents who would need to be informed prior to the commencement of the Industrial Training.

e) Preparation through Training

Out of the twenty (26) trainees interviewed eighteen (18) indicated that the training at the university forms part of the preparation for the Industrial Training. They reasoned that training at the university is the basis of what they practice during the training in the workplaces. This was further confirmed by all the officers in charge of training in the workplaces who expect the trainees to go for training with at least basic skills in the areas of hotel operations. The training at the university can be analysed based on the practical training, time allocation of the practical units and training facilities available.

f) Training Facilities

One officer in Jinja wondered whether there were at least demonstration rooms at the university where trainees can come into contact with the minimal experience with operations like food preparations, food service and housekeeping. His argument was that then the trainees of KyU would not come for training when they are not prepared with basic competences as it had been noticed. I was therefore prompted to

check on the food preparation demonstration room and indeed some of the cookers were fundamentally dilapidated. There were no appropriate working surfaces for food preparation, no running water (cold/hot) and the room was also being used for other normal theory classes. The adequate training at the university is very vital in making the trainees appropriate and relevant in the workplaces. The university can only provide the basic facilities for training so that the trainees can be exposed to real work facilities while on Industrial Training. The limited facilities at the university also provide a necessity for Industrial Training of the trainees for complete exposure.

g) Practical Training

One of the staff in the workplaces that were sampled said that “*hotel work is practical pumping students with only theory and leaving us to suffer with them while on training for the practical is not being just.*” The trainees however acknowledge having had practical lesson in the areas of food preparation, service and housekeeping but noted that they were insufficient in terms of time allocated, delivery method (working in groups always), tools, materials and limited content. The trainees showed that it is imperative to enforce the training at the university particularly in practical areas as the expectations in the industry are set too high for them to meet when on training. My opinion is that sufficient practical training at the university is vital in imparting basic skills required for the integration in the world of work. Additionally, the confidence of the trainees would be boosted greatly to confront the learning challenges in the workplaces minimizing the valuation of the trainees as being ill prepared for the industry as was confirmed by the IT coordinator. The trainees would also be able to be inquisitive from a well informed point by asking relevant questions to guide their learning in the workplaces. Subsequently, the time for training in the workplaces would be more useful instead of trainees taking time to get familiar with the basics of the hotel operations.

h) Time Allocation for the Practical Units

Concerning the time allocation, the timetable for the trainees that were preparing for Industrial Training as indicated in appendix C₂ had one lesson of three hours a week for food preparation for both the certificate and diploma trainees. Food service and housekeeping on the other hand were allocated only two hours a week. The quality assurance framework recommends that each course is required to be allocated at least two hour a week leading to thirty total contact hours for the fifteen weeks of teaching. In addition, the practical course is expected to be allocated at least two extra hours a week leading to at least four hours per week (National Council for Higher Education, 2011, p 29). As earlier observed the time allocation for the main practical areas in hotel training at KyU is below the minimum expectation it therefore no surprise that the trainees expressed inadequancies in the time of training as one of the issues affecting their preparation for Industrial Training.

i) Industrial Training Briefing

As part of the preparation of the trainees for the IT a briefing is organised at the faculty level where the heads of departments, some academic staff and the coordinator of IT address the students regarding this learning experience. The interviewed trainees indicated that there is emphasis for the protection the image of the university while on training through good behaviour. They acknowledged that although this is good for the future placement of the trainees they also were concerned that over emphasis of the same seemed to suggest that Industrial Training was majorly about the image of the university rather than learning. As one trainee in the focus group discussion said “briefing should be more about Industrial Training rather than the image of Kyambogo University.” Protecting the image of the university in exhibiting good behaviour is in my opinion a consolation, instead the image should be protected by showcasing the appropriate and relevant competences acquired or batter still matching with the expectation of the workplaces. The university should therefore endeavour to impart the workplace expected skills so that the trainees can ably defend their university training as good behaviour can easily

be attributed to other sources like parenting. It should be noted that other issues like punctuality and good interpersonal skills raised during the briefing were also helpful to the interviewed trainees.

j) Industrial Dress Code

Dressing code was notably raised by the trainees and the staff in the workplaces that were selected as being basic for the easy integration into the workplaces. Appropriate dressing for the different sections of the hotel was observed as being very imperative in improving their confidence particularly in the food production department (kitchens) and service. My opinion about dressing is that appropriate workplace dressing should be a practice even when the trainees are still at the university for familiarisation with the work requirements. This is because other vocations like medicine, law and engineering during the training are required to dress according to their professional standards and why not the hotel trainees. During their food preparation practical lesson should be required to dress in full chef uniform⁷, during the food service the appropriate black or navy blue trousers, white shirts or blouses with a waist coat and a bow tie can be worn as it is the practice in the industry. Appropriate industrial dressing is one of the basic ways of improving the trainees' confidence levels as they easily integrate into the workplaces of the different sections of the hotel in addition to being easily accepted.

k) Recess Term Fee Payment

The initial indicator of Industrial Training in the programme was found to be the payment of the recess fee by all the trainees that undertake IT during their recess terms. Although all the interviewed trainees showed that there was limited understand of the term (recess)used, majority indicated that they tried to inquire about the reasons for paying such fees and the information provided gave them the clues about Industrial Training. At the time of the study the trainees were required to pay one hundred and seventy thousand Uganda shilling (170,000/=) approximately seventy US dollars (US\$ 70) before being register for their first semester. However, the flow of information concerning its function left many trainees

⁷ There is an accepted uniform of chefs that includes a white head cover, double breast jacket, apron, flat shoes and black and white checked trouser.

wondering about the reason for paying such fees. The coordinator of Industrial Training indicated that part of the total collection is used to facilitate the trainees to and from their stations of training. Indeed the trainees that had done IT confirmed having received some money from the university through the Dean of student's office as transport to and from their stations of training.

1) Functioning of recess fees

Upon paying the 170,000 Uganda shillings hotel Trainees of KYU are reimbursed transport of the amounts ranging from three thousand shillings to sixty thousand shillings depending on the location of the training workplace. The percentage reimbursement is therefore ranging from 1.8% to 35% of the recess fee collected from the students. The trainees that were interviewed indicated that the distribution of the transport facilitation was unfair and discriminative to the trainees. The fair and equity in the distribution of the facilitation was therefore sought in their pleas. Although there are different circumstances the Makerere university arrangement is worthy emulation for the proper settling in of the trainees for the Industrial Training.

Unlike Kyambogo, Makerere University trainees were paying one hundred thousand Uganda shillings (100,000 US\$) per semester as reported by Kiyaga (2012) KYU trainees pay the earlier mentioned amount once. Under this arrangement of paying a hundred thousand shillings per semester provided a reimbursement of two hundred and forty thousand shillings (240,000/=) to diploma students as facilitation for internship. A simple calculation would provide that for a diploma programme of four semesters a student would have paid a total of four hundred thousand shillings (400,000/=) towards internship as the university prefers to call it. Therefore the reimbursement of 240,000/= implies that 60% of the total collection from the students was given back to them to help them easily start their internship programmes and the 40% was used for the administrative and supervision of the trainees while on training (abid 2012).

ii) Student Placement for Industrial Training

The department of Human Nutrition and Home Economics employs two methods of seeking for

placements in the hotels unlike Kenya Utalii College the KyU has no formal partnerships with hotel for

Industrial Training purposes.

a) Trainee Self Placement

The trainees are encouraged to get for themselves the vacancies for training in hotels. This is done by

issuing students with request letters from the university to take to the prospectus workplaces for

Industrial Training vacancies. The placement is carried out during the Semester One break of every

academic year. According to the IT coordinator, the trainees that have tried to get placement by

themselves have generally found it hard as the workplaces do not in most cases honour their

applications. This implies that the workplaces do not prioritize trainees' application making it

imperative for the university to participate in trainees' placement.

b) University Staff Placement

The second option is sending out staff to seek for placement for students preparing for Industrial

Training. Indeed all the students who were going for IT, their vacancies had been secured by the

university staff. This was affirmed by the request by the trainees in the focus group discussion that the

university should actually continue to seek placement for the training for credibility⁸ of the workplaces

for proper learning. The interviewed officers in charge of Industrial Training of the four workplaces in

both Jinja and Kampala indicated that the placement requests of the institutions are prioritized to those

of individual trainees. This was a contrast to what the coordinator of IT in the department echoed that

the university is looking at making placement a students' responsibility entirely. It is therefore critical

that such a plan be re-thought or be based on empirical considerations as the move will make IT

placement nearly impossible for the Trainees.

⁸ Workplaces that are to be used for training by the trainees should be assessed as to the minimum facilities for better training of the university students.

c) Trainees' Opinion Regarding Placement

Although the trainees showed the continued need of placement by the university staff they were concerned about the placement in large hotels in the country where they were not seeing any remarkable success in form of placement. The trainees wish that the university could get placement arrangements with the large hotels in the country that are operating at the international level so that they can be exposed to the class of services offered, guests, equipment used and general operations that can boost their benefits while on training. Although it true that large hotel could be having the facilities the university's focus should be on the training arrangements of such hotels so that the trainees can be able to have organised learning while on Industrial Training.

d) Placement Request Letters

On the other hand, the placement request letter appendix D₁ being used on analysis presented the following issues; lack of specificity as it includes all other programmes offered in the faculty. One respondent of the workplaces in Jinja highlighted that there was need for a specific request for hotel trainees to avoid confusion of the different request letters that they receive for the different programmes and institutions. All the officers in charge of training in the workplaces in Jinja showed concern of the informal way the letters are written particularly the addresses that are handwritten an indication that there is no forethought before the requests are made. My view is that this can be resolved by creating a database of all possible workplaces for placements and writing to them formally seeking for a particular number of Industrial Training vacancies instead of leaving the students or staff to fill these letters. Developing a data bank can easily be done using the internet as a source of contact information for the workplaces.

e) University Contacts Included in the Request Letters

The contacts provided on the placement request letters are general to the university and as one of the interviewees in workplaces indicated it is usually hard to get through to the person or office in charge.

This implies that giving feedback to the university about the placement request is compromised or negatively affected. When the contacts of the staff seeking the placement are provided there was always a tendency of not providing timely solutions but rather references were made to the coordinator of IT at the university. The inclusion of the direct contacts to the officers in charge of Industrial Training is one particular step that can be used to solve this challenge for the workplaces.

f) Follow-up of the Offered Vacancies for Industrial Training

Additionally, one workplace in Jinja confessed to have always offered vacancies to Kyambogo catering students several times only to wait for the reporting in vain yet there was no one to clarify the eventualities that led to the failure of student allocation to the hotel. Actually the same officer showed reservation to offering training vacancies to the trainees next time without better guarantees from the university. The clear official communication channels between the prospectus workplaces and the university should be established for the easy flow of information. Failure to maintain the good relationship with such workplaces affects the future placements as no rapport will have been created. The coordinator of Industrial Training confirmed that there was no formalized channel of communicating to the workplaces that would have offered vacancies that are not taken up by the trainees.

h) Placement Information

The workplaces where the trainees are usually attached are unfamiliar raising the need for adequate information regarding the conditions of the vacancies for training. Notably workplaces have different requirements for the trainees while on training. For example, majority do not offer accommodation but one or two meals a day of training to all trainees. However when I interviewed the trainees who had done IT I discovered that some workplaces offer accommodation and all meals to all trainees. In all the earlier mentioned cases the trainees indicated little prior knowledge about the terms of the training vacancies. This also indicated that the staff that solicit for these vacancies do not gather as much

information as adequate for the coordinator to give to the trainees for the IT. There was therefore need to provide better avenues that can assist in getting the required information for the comfort and better planning of the trainees. In addition some workplaces expect the trainees to be equipped with different items to ease their training that include food service uniforms (black skirt/trouser, white shirts short sleeved) flat black covered shoes appropriate hair styles for hygiene and presentation purposes.

iii) Attachment of Trainees and University Supervisors

The interview of the trainees and the coordinator showed that placement was followed by the allocation of trainees to the available vacancies and the academic staff for the supervision in the field.

a) Allocation of Trainees

The attachment of trainees to the available workplaces for training was characterized by the display of the workplaces with the number of the available places. The trainees are then expected to view and choose the most appropriate according to their preference within a particular period of time and give their feedback to the coordinator as confirmation. The trainees are encouraged to consult the coordinator for any other inquiries related to workplaces for their attachment. The practice of allowing the trainees to make choices from the available vacancies for their attachment is commendable. It provides the trainees with the opportunity to consider their limitations as well as encourage their participation in the IT workplace allocation. The participation of trainees in this activity also gives them the chance to explore their choices even deeper in terms of establishing the facts about their workplace choices. As one who promotes learning by doing this participation of trainees is brilliant undertaking especially under the circumstances that the university staff are the ones mostly entrusted with the placement. The trainees interviewed clearly indicated that the practice apart from being appropriate and was also equitable.

Trainee Introduction Letters

Once the trainees have been attached to the workplaces they are issued with introduction letters and a copy of the placement request letter as reference of the vacancies offered. Well this practice was commendable though not good enough because of the quality of the letter of introduction in appendix D₂. Analysis of the introduction letter that was used to introduces the trainees and indicates the duration⁹ of the training. The communication to the workplaces and trainees that the university takes responsibility in case of injuries supplemented with the vote of thanks is a credible gesticulation. However, the inadequacies in the letter particularly in areas of lack of the connection with the request letter and not including the particulars of the offer in the request letter do not show proper flow of the information between the university and the workplaces. Furthermore, leaving spaces for the address to be filled makes the letter too open for misuse and was impersonal to the workplaces. In my opinion, consistence, proper flow and referencing in all the communications between the workplaces and the university upon first contact are crucial in the enhancement of IT. The maintenance of the flow of the exchanged information can therefore be considered helpful in providing confident and promoting reliable relationships between the university and workplaces.

b) Allocation of Academic Staff as Supervisors

The academic staff of the university involved in supervision of the trainees are allocated when the trainees have been attached. According to the coordinator of IT this was done to ease the process. She emphasized that each staff was required to at least supervise twenty trainees for proper utilization of the resources allocated. Accordingly, attachment of staff for supervision was based on the different routes across the country and Kampala area as focal point of all the supervisors. The faculty offers several programmes that include IT making it imperative to allocate the staff to supervise students of different programmes along the particular route. Against this background the hotel trainees may not be

⁹ The duration of 10 weeks is contested by both trainees and the workplaces as being inadequate for good result especially in terms of skills acquisition for the trainees due to limited interactions with the different sections in the hotels.

supervised by specifically the academic staff with the hotel training background. The interviewed trainees indicated that such allocation posed some limitations as the staff with less hotel experience have sometimes not adequately supervised, advised and assessed them while on training. In addition one hotel staff in Jinja showed concern about the same matter querying the involvement of staff that were unfamiliar with the uniqueness of the industry operations. Indeed one of the staff involved in the supervision that do not have the hotel training or experience background shown some discomfort in the assignment indicating that he was learning on the job about hotel unique organisation and operations. The limitations of engaging academic staff that lack the background in the industry also does not result into developing the required relationship with the industry directly coincided with Solnet, Robinson, & Cooper (2007) argument against the practice. My opinion about the backdrop is that the staff involved in the supervision of hotel trainees should be adequately sensitized about the operations of the hotels before being assigned the trainees but better still the staff with the hotel training or experience can be allocated to avoid the limitations that arise.

d) Trainees' Interaction with Supervisors

Whereas the trainees expect supervisors when they go for training, all the interviewed trainees pointed out that there was need for them to interact with their university supervisors before departing to the workplaces for training. The experience of expecting unknown supervisors while in the field increased their anxiety and uncertainty hence affecting their concentration while on training. The staff on the other hand one of the staff interviewed disclosed that sometimes he met students they are supervising for the first time making the supervision and assessment process rather unsatisfactory. This is because the trainees are usually uncomfortable disclosing the issues affecting them to the staff they are perhaps meeting for the first time. My personal experience of supervising unfamiliar trainees, discussing the progress of their training was usually difficult compared to the students that I had had interaction with while at the university. The supervisors and the trainees should therefore have an opportunity to meet

before the commencement of the training. This can be achieved by handling the allocation in due time so that the staff and the trainees can be able to organize a meeting before being dispatched into the field.

The allocation of both the trainees and the university staff suggest a haphazard approach where the two parties have limited time to have any chance to interacted with their specific trainees and the vice versa. As pointed out by the coordinator the whole exercise was usually taken up by the other university activities especially end of semester examinations and the delay in passing of the resources by the university management. The faculty therefore needs to take the proactive measures in conjunction with the university management for the smooth off set of the Industrial Training. When adequate and timely allocations are made both the trainees and the staff will be well prepared for the tasks in the training. It is important to note that the steps followed in the allocation of trainees and the staff are discreet only requiring timely implementation.

iv) Supervision and Assessment

Once the trainees have been allocated they are expected to report to their respective workplaces to commence training. The supervision and assessment are carried out by both the workplace and the university supervisors using the guidelines provided by the university.

a) Workplace Supervision and Assessment

When the trainees report to the workplaces the staff that are charged with training in the respective establishments take over the general supervisory role of the trainees. A period of one to three days was found to be allocated for the orientation within which the trainees were introduced to the operations, staff, workplaces expectations and practices. In my opinion the practice of taking the trainees through the orientation was particularly good and commendable as it eases the settling in of the trainees. It is important to note that there are differing titles in the workplaces for the staff in charge of training. For instance the workplaces sampled, Industrial Training coordinator, food and beverage service manager,

human resource manager and the general manager are responsible for Industrial Training. The backdrop therefore suggests that during the placement stage proper identification of the staff in charge of training in the different workplaces needs to be carried out in order to ease the workplace learning.

b) Training Schedules

The training and supervision of the trainees while at workplaces was subject to the training schedule drawn during the orientation period where each department of the hotel the trainee was attached a supervisor is assigned for close supervision and assessment sample is attached as appendix D₃ the training schedule covers the departments the kitchen, food and beverage service, housekeeping, stores and front office in the hotel. The programming of the training for the trainees indicated the intended approach of the workplaces to have the trainees follow a systematic training in the key areas of the establishments. My observation about the practice is that with a training schedule the trainees and the training is planned and easy to implement.

c) Workplace Assessment

Analysis of the form sample attached as appendix E₁ that was issued to the workplaces by the university for the use for the trainees' assessment the following were observed; the criteria are the same for all departments in addition to being similar to the general assessment criteria refer to appendix E₂. Shortage in the specificity for different departments may lead to limitations in assessment by the field supervisors. Furthermore the criteria are not measurable in terms of particular competence acquisition for the different tasks in the varying departments. Three out of the four of the workplaces that were sampled for this study indicated difficulty to use the university assessment form for lack of clarity. The revision of this assessment form with clear criteria would be of great help to the workplace supervisors. The assessment based on the specific measurable practical learning outcomes in my view would be more desirable.

The authenticity and endorsement of the assessment by the official stamp of the workplaces was a good measure for credibility. However, all the workplaces pointed out that the requirement of the confidentiality of the assessment was no longer practical as there is encouraged open discussion of the assessment with the trainees to better their learning and acquisition of skills. One of the executive chefs of a sampled hotel in Kampala clearly indicated that he usually openly discusses the assessment with the trainees in order to disclose their strengths and weaknesses. In the same workplace the human resource manager suggested that trainees' knowing their performance in the execution of tasks was a good practice in enhancing their learning process and helps them to be focused. Whereas I did not agree with the practice in the backdrop, I was convinced to the contrary as long as the allocation of point was to be done prior to the discussion rather during. The same practice greatly enhances the relationship between the trainee and the supervisors.

d) University Staff Supervision and Assessment

The supervision and assessment carried out by the university staff was usually expected a few weeks after the commencement of the training. The findings indicated that each supervisor was provided with the compilation of the trainees with their particulars in form of programme and year of study, location of the workplace where the training is being undertaken and their telephone contact. This compilation was the basis of planning for the supervisor before setting off to supervise the trainees in the field. My personal experience with these lists is that they are very handy in contacting the trainees to make sure that they have actually reported where they were expected. When there are any changes of the workplaces they can also be used to trace their whereabouts. However the contacts of the respective workplaces or the personnel in charge are not provided making it hard to make appointments with the workplace supervisors. The three staff interviewed and from my personal experience the personnel in charge of training have always showed concern that university staff were found of going to the workplaces for supervision without prior appointment making it hard to meet the respective supervisors

in the departments where the trainees are for better assessment. Indeed one of the supervisors in one of the hotel in Kampala would not avail adequate time in the evaluation of the trainees for the same reasons when I had gone for supervision in July 2010.

e) Trainees Log books

The university provides logbooks¹⁰ to all trainees to use to record their daily activities and the lessons learnt along with the experience obtained. The field and the university staff are expected to monitor the records of the trainees while on training. Recording of these experiences was helpful in making the trainees reflect their learning on the daily basis which can later be used in the compilation of the report. Log books are therefore estimable for record keeping by the trainees. However, the arrangement of the duration running from 8am- 5pm doesn't put in consideration the uniqueness of the periods of training trainees while in the workplaces. The trainees who had a chance to be trained basing on the shift¹¹ system as commonly used in the hotel operations found it hard to appropriately utilize the logbooks. Secondly, the learning is provided to be a monthly reflection yet learning is task based. The learning during Industrial Training was more centred on the tasks than duration creating a need to change the focal point of learning from time to tasks or assignment given to the trainee.

f) General Assessment

Every supervision visit¹² to the industry the academic staff was required to assess the progress of the trainee against the set criteria in the university general assessment form. The analysis of all the aspects in the criteria, score line of one to five and their authenticity clearly show consistence reliability and are simplicity to follow. The staff interviewed when asked to comment on this assessment form they all indicated that it was appropriate for the general assessment of the trainees' performance in the different aspects. Five out of the interviewed trainees indicated that they preferred sharing the general

¹⁰ Industrial training printed materials to be filled by trainees to record all the tasks and experiences got everyday of the training.

¹¹ The hotel shifts are divided into 8 hours per shift making three standard shifts in a day.

¹² The university supervisors are required to visit and assess the progress of the trainees at least twice during the industrial training programme.

assessment with the supervisors so that they can be able to improve, enhance the aspects assessed. However they pointed out that in most cases the supervisors did not indulge them in discussing their performance leaving them unsettled and anxious about their performance. The approval of the general assessment was a step in the right direction for Industrial Training and the trainees' concerns can be addressed using the openness in the assessment not to necessarily give them comfort but allow them actively participate in the process aiming at helping them understanding the implications of their practices in the workplace learning process.

h) Report Assessment

Industrial Training reports were required to be written and submitted for assessment to the university supervisor at the end of the training period. The standard contents of the report are expected to cover the following areas; background of the workplace, objectives of Industrial Training, work schedule of the trainee and activities experienced during the training. In addition challenges faced and possible recommendations can be articulated in the report. The information used in the report was sourced from the workplaces and their approval was considered for authenticity. The workplaces usually require a copy of each trainees report for reference purposes aiming at improving their training programme and facilities. The two staff interviewed in Jinja and Kampala indicated that the Industrial Training reports had in most times been a good source of information for the smooth operations of the establishments. They also pointed out that the reports had sometimes challenged them to improve the quality of their service especially where the trainees have provided reliable and credible information. The university on the other hand could use the report contents to assess the learning experiences of the trainees through documentation and accumulating the feedback requirements of the industry for improvement of the quality of training. Therefore Industrial Training reports were found to be a good source of reference for both the workplaces and the university. This practice was also helpful to the trainees to learn the reporting techniques and reflection of their learning experiences.

The assessment of the reports from the analysis the marking guide evaluates among other aspects the description of the tasks carried out, organization and presentation of the report, challenges and the recommendations. The contribution the report assessment contributes 15% of the Industrial Training mark. The 15% contribution was worth as it gives value for the effort and resources of the trainees used. However, the experiences and learning outcomes are not clearly indicated in the report marking guide yet they would be vital in understanding the competences that the trainees acquired while on training.

4.3 Mechanisms for Industrial Training

The Industrial Training as an approach of learning requires the alliance of training institutions and workplaces in ensuring transition of trainees into the world of work through the exposure to the work environment. The involvement of different stakeholders in this form of learning needs an efficient system that can be used to adequately achieve the intended objectives. The entities involved in Industrial Training because of their differences in core objectives formulate particular guidelines to facilitate Industrial Training. The operations of the higher institutions of learning in Uganda are regulated by the National Council for Higher Education (NCHE) established by the Universities and Other Tertiary Institutions Act, 2001. The BTVET Act on the other hand addresses the issues of learning in the industry for particularly competence acquisition in the areas of vocational education and training in Uganda. Kyambogo University as the training institution also formulates guidelines to implement Industrial Training as a method of delivery for the different programmes. The workplaces where the trainees are attached for training in the bid to effectively manage Industrial Training amidst major priority business operations have their own practices for training. Ultimately the mentioned categories of the regulations or guidelines form a system or mechanism that is a basis of Industrial Training of in Uganda. Exploring the Industrial Training mechanism for hotel trainees in Uganda requires the situation analysis of the hotel training as well.

4.3.1 Regulation for Industrial Training in Uganda

Ministry of Tourism Wildlife and Antiquities [MTWA], (2012) acknowledged the hotel and restaurant annual growth of 20.6% for 2011/2012 financial year. There was further realisation that this part of the tourism sector has gained significant momentum but no yet to its full potential. The remarked growth was a great improvement from the previous financial year performance of 0.7%. Notably the growth of the hotel and restaurant sub sector translates into a increased need of workers that are well trained with appropriate competences to fill the opportunities that continue to rise. The growth in the industry therefore provides an opportunity for the hotel trainees to either set up their own enterprises or be employed by the existing and the ones that are being established.

Hotel and catering training was being carried out in different institutions the most notable ones being Hotel Tourism Training Institute (HTTI), Uganda Colleges of Commerce, Makerere University Business School, Jimmy Sekasi Institute of Catering¹³, Nkumba University, and Kyambogo University. The delivery of the training in the earlier mentioned institutions can be equitable when the competence requirements of the industry are well met. The gap between training institutions and the industry should therefore be reduced especially in training so that the trainees are well prepared to join the world of work. Although there was no unifying curriculum for hotel training in Uganda, basing on my experience and the research expeditions that we carried out while undertaking MVP all the institutions mentioned earlier use Industrial Training as delivery method to have their trainees interact with the world of work before completing their training. Although there has been training for hoteliers and caterers from these institutions, there continues to be an outcry of the inadequate training in the country. This could explain the continued government investment in training hotel personnel as reported by MTWA (2012, p 10).

¹³ Where I have worked as an instructor and administrator since 2008.

The utilisation of Industrial Training by the training institutions mentioned earlier indeed requires a study of the mechanisms that are in place to operationalise it as the most opted mode of delivery for competence acquisition for hotel trainees. The examination of the different legislations and institutional policies or guidelines were useful in understanding the provided approaches for Industrial Training.

i) University and Other Tertiary Institutions Act

The Universities and Other Tertiary Institutions Act 2001 as enacted by the parliament of the Republic of Uganda establishes the National Council for Higher Education (NCHE) which is among others mandated to accredit all academic programmes offered by all institutions of higher learning and promote national interest in the courses of study for higher learning in Uganda (Republic of Uganda, 2001). The analysis of the responsibilities of NCHE in the backdrop gave an insight about the place Industrial Training takes in the training regulations in Institutions of higher learning like KyU.

a) Regulation of Academic Programmes

According to the National Council for Higher Education (2011, p.29) each course is required to be allocated at least two hour a week leading to thirty total contact hours for the fifteen weeks of teaching for the semesterised system. In addition, the practical course is expected to be allocated at least two extra hours a week leading to at least four hours per week. This guideline also requires that the practical academic programmes should be supplemented with the Industrial Training. Basing on the minimum requirement mentioned in the backdrop the DHIC and CHIC programmes the are allocated a maximum of three hours a week for the practical course units falling below the required standard of the National Council for Higher Eduaction. However, inclusion of Industrail Training was commensolate to the requirements of the programmes. Although the IT was recommended, the duration and the delivery of such a learning approach is not clearly spelt out in the framework. This was the gap that led to

haphazard implementation of IT in KyU and this could be happening in other institutions of learning as well.

When interviewed the official of NCHE re-affirmed the requirement of IT as one of the minimum standards for the practical programmes like hotel and catering training. In addition to recognising the approach as a mode of delivery there was emphasis that its inclusion in the curriculum ensures that appropriate industrial competences are being imparted on top of providing the platform for the interaction of the stakeholders about the courses of training in higher institutions. He added that it was the responsibility of the institution offering the programmes that require IT to ensure proper implementation as the council was entrusted with the monitoring role. The liberty provided in the backdrop should therefore be the basis of forming formal collaborations with the workplaces in fostering workplace learning like the practice was in Australia and Kenya Utalii College. Whereas I expected to find the legislation or policy regarding the implementation of IT formulated by NCHE, through the interview it was clear that NCHE provides an environment which encourages the use of the approach in the academic programmes of the training institutions. In addition, Industrial Training has been highlighted as one of the minimum requirements for all the practical programmes to be offered by the training institutions under the jurisdiction of the NCHE. The findings of the interview therefore showed that NCHE considers IT as one of the delivery methods that can be used by the training institutions to bridge the gap between them and the particular requirements of the labour market.

b) Other Roles of NCHE Regarding Industrial Training

National Council for Higher Education uses the monitoring approach in ensuring the academic programmes as approved are being implemented. A tracer study was to be sanctioned to study the implications of Industrial Training on the trainees and training institutions in Uganda. Accordingly, the findings of that study were hoped to provide the benchmark to the council to take further steps forward

in improving the linkage between training institutions and labour market requirements according to the interviewed official of NCHE.

ii) BTVET Act and Industrial Training

The BTVET Act, 2008 which establishes the Directorate of Industrial Training (DIT) was expected to address the issues related to IT Uganda like the NTA does in Gambia. However, the Act with even the objective of providing the training delivery in formal and non formal institutions, the form of training at the level of the university was outside its mandate. There was also conflict of the functions of DIT regarding the promotion of on-the-job training in the industry for apprenticeship and traineeship and for other training such as skills training and upgrading. I expected this objective to be guaranteeing DIT responsibility in managing IT implemented by institutions like KyU. However, this not the case as the law governing the institutions of higher education was different altogether. Therefore DIT was not mandated to regulate IT as implemented by the institutions of higher learning making it un comparable to the National Training Authority in Gambia. The absence of the body to regulate and guide Industrial Training in Uganda was the basis of un coordinated activities in the approach and a disregard to the recommendations of the African union as highlighted in the strategy to revitalize TVET in Africa. The existance of such a body could provide a harmonised way of collaborating the training institutions and the workplaces for effective and efficient implimentation.

4.3.2 Industrial Training Policy or Guidelines

There have been attempts to ensure that Industrial Training as required in the implementation of some of the university academic programmes including the DHIC and CHIC properly regulated with particular guidelines. The interview with the IT coordinator for the faculty of Vocational Studies indicated that there was a draft policy for IT that had been forwarded for approval to the university senate but for purposes of this study the faculty IT guidelines were analysis as the draft was inaccessible and not yet approved for implementation.

The Faculty of Vocational Studies had formulated the IT guidelines in appendix F which are issued to the trainees and staff to be used while carrying out Industrial training. The coordinator acknowledged that the formulated guidelines are very vital to especially the trainees for easy integration and accomplishment of IT. The analysis of the guidelines showed the following; benefits to trainees, general objectives, students expected conduct, Industrial Training schedule, and assessment criteria. The exploration of the items listed was crucial in understanding the key areas that KyU and the faculty of Vocational Studies undertakes in the implementation of IT.

a) Benefits of Industrial Training to Trainees

According to the faculty of Vocational Studies to which hotel training programmes of KyU belong, Industrial Training was anticipated to provide the trainees with the following practical benefits;

- Learn the ways of industry and develop talent and attitudes necessary for an all round career while embracing responsibilities of a professional.
- Understand real-life situations at workplaces and enhance the learning process of how knowledge acquired in lecture rooms translates into practice in the real world.
- Execute more informed judgment at workplaces and accept the responsibility for it.
- Recognize that financial and economic factors play important roles in all activities.
- Understand the formal and informal relationships in the workplaces promoting favourable human inter-relationships and team work.
- Appreciate that development is taking place and that learning is a continuous process.
- Understand that the problems encountered in the Industry rarely have unique solutions, and there is need to gain experience necessary for selecting the optimal solutions from the many options
- Learn accepted safety practices in the industry.
- Develop a sense of responsibility towards society and the community at large.

- Develop own personality and communication skills for future roles as managers and leaders in the developing world.

The anticipated benefits of Industrial Training as articulated in the faculty guidelines in my opinion set the ground for the trainees to ably exploit the returns of the workplace learning approach. Unquestionably the workplaces provide the trainees with facilities and environment for to explore the possibilities of the earlier mentioned benefits. However the exploitation of these benefits is subject to the favourable circumstances that are availed to the trainees through the established mechanisms or systems. Basing on the expected benefits the University is expected to have clear understanding of what was needed in the workplaces by the trainees so that there are workable measures that ensure their achievement. Unfortunately the mechanisms that set the relationship between the university and the workplaces are loose, fragmented and informal to realize that. On other hand the benefits of Industrial Training are derived from the aims and general objectives of the workplace learning approach whose exploration was crucial for this study.

b) General Objectives of Industrial Training

The general objectives of Industrial Training according to the guidelines are that it;

- provides a framework for students to enhance their educational experience through practical work
- avails highly motivated, energetic and talented trainees to work in areas for future recruitment and
- helps trainees explore employment opportunities with organisations.

The objectives addressed in the backdrop are a basis of carrying out and using IT as the delivery method for hotel training of KyU. Critical assessment of the general objectives was vital in this study as they gave the relevancy of the approach and the mechanisms in place to implement the Industrial Training as a workplace learning approach.

i) Framework for Enhancing Students' Educational Experience through Practical Work

The proposition of by Lennart as cited in Mjelde, 2006 that effective vocational education is combination of three major aspects; vocational theory, practice and general knowledge was emphasised in the objective of enhancing students' learning through work experience. The practical work that is done in actual places of work provides an opportunity of dealing with real work situations unlike the demonstrations that may be carried out while at the institutions. Industrial Training also avails opportunities to the students to relate the competences acquired from the university with those required in the world of work. The comparison then leads development of workable solutions that are made up of the combination of learnt experiences from the perspectives of training in the two situations of institution and workplaces. The achievement of this objective therefore ensures complete training for a hotel trainee.

ii) Avails Highly Motivated, Energetic and Talented Trainees to Work in Areas for Future Recruitment

The interviewed trainees indicated the high levels of energy and motivation that can be utilised by the workplaces while they are training. In addition to the energy and motivation the trainees that were preparing for training as indicated in the selected sample showed incredible zeal for the Industrial Training. The findings in the backdrop therefore are evidence of the calibre of the trainees that workplaces should expect for Industrial Training. On the other hand however, the trainees, workplaces and indeed the coordinator highlighted the deficiencies in the practical competences of the trainees before they are sent to the workplaces for training. The insufficient time and quality of practical lessons at the university are some of the key issues that largely affect to the extent of the workplaces referring to the trainees as being ill prepared. There is therefore need to complete the objective especially in the area of adequate training so that the trainees talents are enhanced for the benefit of the workplaces.

ii) Exploration of Employment Opportunities by Trainees

The practice of retaining trainees after their Industrial Training was one of the major sources of employees for most hotels according to all the officers in charge of training in the sampled workplaces. One of the trainees that were interviewed was already working after being retained upon completion of IT with one hotel in a Kampala suburb. The revelation confirmed what the focus group discussion had disclosed about workplaces offering them job opportunities after the completion of Industrial Training. It is therefore clear that Industrial Training can be an exploration for job opportunities for hotel trainees. There was however one major limitation to this objective, most trainees end up exploring but never taking up the job offers at their exposure. This was because of the timing of the training which is at the end of the first year of study for the diploma in hotel and institutional catering. The exploration the industry was also an opportunity for the trainees to get to know and experience how the hotel operates as majority of the trainees may not have had a chance to either work or even use the hotel services before Industrial Training. The achievement of this experience by both the university and the trainees is therefore worthwhile in the hotel training and learning process.

c) Students Expected Conduct

The university guidelines to the trainees for Industrial Training were hinged on the following aspects; proper conduct in all forms not to harm the university's reputation, guarding against any loss or damage of the workplace property and following the code of conduct at the workplaces as any other employees. The examination of the mentioned aspects gave the in-depth peripheral attention attached to the learning strategies of trainees while in the workplaces.

i) Proper Conduct in all forms to protect the University's Reputation

The guideline is particular to the trainees' conduct as stated "*the trainee will be responsible for the proper conduct and should not be found to disobey the rules, norms and indulging in any unwarranted activities which harm the university's reputation. Remember you are representing the university in that*

particular institution/industry/organisation.” The issuance of this guideline to the trainees as they prepare to commence their training raises the fears that the university could be afraid of its image as the trainees interact at the workplaces. Although this matter has already been addressed in the previous chapter as raised by the interviewed trainees, there seems to be emphasis on the image of the university instead of giving the trainees the tips of exploiting the learning opportunities while in the workplaces. Whereas the image of the university indeed needs protection, in my view the exhibition of competences of the trainees as attained from the university could be more relevant for the image of the university. In addition, the trainees’ confidence towards the tasks given would also be as a result of substantial training while at the university hence increasing its credibility and repute. The adequacy in training in all the aspects of hotel operations at the university should be the basis of industrial Training supplementation and not the other way round as the case seem to suggest currently. The reputation built on the behaviour of the trainees alone without credible training in my view is not sustainable.

ii) Guarding against any Loss or Damage of the Workplace Property

Among the major concerns of all the staff of the workplaces that were interviewed was the cost of the damages and the losses that are incurred while carrying out their due diligence of training in the establishments. Whereas the university expects the trainees to guard against the loss and damage of the property of the workplaces for Industrial training in this guideline, the responsibility in case of their occurrence was seemingly left to either the trainee or the workplaces. Indeed one of the trainees that was interviewed indicated that the workplace where she carried out her Industrial Training required them to pay caution fees from which any damage or pre-determined loss would be deducted. As an instructor I have proved the learning process to be a trial and error or a trying and failing scenario that requires trying again in order to master the procedure of carrying out a particular task. Basing on this approach the damages and losses are inevitable considering that the trainees are not familiar with some of the equipment and processes of operations. The university as a training institution should be well

aware of such aspects of the learning process and therefore take more pre-determined approaches that ensure that the learning of the trainees while at the workplaces is not affected.

iii) Following the Code of Conduct at the Workplaces as any other Employees

The Trainees are expected to follow and obey the code of conduct of the workplaces as applied to other employees of the organisations. The guideline clears highlights this as “*In general the trainee must follow the code of conduct applicable to all employees of the organisation/institution including the dress code (where applicable) reporting and departure times for work, etc*” Workplace learning takes a fundamental position that the training at the training institutions does not provide the ideal situation of the world of work where the trainees are intended to up as employees. The purpose of Industrial Training is therefore aimed at introducing the trainees to the work environment to test the practices and the requirements in the most realistic way. The guideline to the trainees to follow the workplaces code of conduct is therefore a fulfillment of the one of the aims of Industrial Training in my view.

d) Assessment of Industrial Training

The analysis of the faculty guidelines reveals the methods of assessing the trainees while undertaking Industrial Training. The assessment carried out by the university staff (supervisors) and the field supervisors. The average assessment of the two supervisors mentioned in the backdrop contributes 85% of the final mark of the Industrial Training. The fifteen percent obtained from the assessment of the report written by the trainees upon completion of the training. The requirement of the university supervisors to visit the trainees at least twice during the duration of the training was commendable.

4.3.3 Workplace (Hotel) Policy or Guidelines for Industrial Training

Workplaces as entities involved in Industrial Training have also formulated their own policies or guidelines for workplace learning. The guidelines provide for the pre-planned way for the implementation of Industrial Training in the workplaces without interfering with the core operations.

The core business of the hotel which is the sale of accommodation and other services takes precedence

against any other activities including training according to the interviewed staff. The understanding of the existing guidelines was vital to particularly the trainees and the university in ensuring the proper blending of the training into the workplace core activities. Notable though was that most of the workplace work and training guidelines are not documented but have transformed into some sort of workplace values and practices that trainees are expected to follow when they join them for training. Additionally, the guidelines that affect the trainees were attributed to be professional practices that the trainees have to undergo in order to fit in the professional requirements.

4.3.3.1 Workplace Rules

The rules of the workplaces as indicated by all the staff in charge of Industrial Training that were interviewed apply to not only the employees but to the trainees as well. Among the rules that are used in the hotel workplaces are; shift based work, professional and hygiene appearance. The articulation of the two aspects as mentioned in the backdrop give the glimpse of how hotel staff are organised and expected to present themselves.

a) Shift Based Work

Each workplace operates using different shifts which determine the reporting and the departure time for all the workers and trainees therein. The shifts are also dependent of the department of the workplace to which a trainee is attached according to the general schedule as detailed in the sample of appendix D₃ obtained from one of the workplaces in Jinja. The table below shows the how the shifts are organised in one of the sampled workplaces in Kampala.

Table 2; Showing the Working Shifts for the Sampled Workplace 1 for the Respective Departments

Shifts	Front Office department	Kitchen	Food & Beverage Service	Housekeeping department
Shift 1\Time	7:30am-5:30pm	4:00am -10:00am (Breakfast shift)	6:00am-3:00pm	7:00am-5pm
Shift 2\Time	5:30pm- 7:30am	7:00am-3pm	3:00pm-11:00pm	5:00pm-7:00am
Shift 3\Time		3pm-10:30pm		

The trainees were generally expected to have an experience in each of the department and the supervisor in the attached department can deploy the trainee in any of the shifts. According to one of the interviewees in the workplaces this is aimed at exposing the trainees to the work schedules as employed in the industry. The interviewed trainees on the other hand indicated that they had expected to train during the day shifts only but were only surprised to be required to report for training for both very early morning and sometimes night shifts. The coordinator of Industrial Training, the university supervisors indicated that they were not expecting the trainees to be at their training places beyond at least 5pm. The perception that trainees are treated differently from the other employees in the workplaces especially about the working (training) time was hard to pin down. In my view workplace learning was based on the preposition that learning takes place as one undertaking it is actively involved in the actual work in the workplaces. Furthermore, Industrial Training is not only aimed at acquisition of skills but a full package of competences appropriate for the world of work in the industry. Working in any shift was therefore conducive for gaining the applicable experience for the industry. Although the trainees showed some discomfort in working during the unexpected periods of the day, there is need for them to understand that upon employment the experiences gained would be very instrumental in easily blending into the labour market.

b) Professional and Hygiene Appearance

According to Lillicrap & Cousins, (2008, p.26) the appearance of the hotel staff is a direct impression of the standard of service that may be expected in the establishment. Similar views are shared by Foskett & Ceserani (2008) and Wagen (2002). The workplaces that were sampled and the staff in charge of Industrial Training interviewed indicated that the aspects of professional and hygiene appearance which among others include; being clean, wearing mild deodorants, paying particular attention to hands and keeping them clean always with trimmed nails. Male trainees and staff should clean shave their moustaches and neatly trim their beards. Females should only wear very light make-up, earrings should not be worn, long hair must be tied up or back to avoid hair from falling into foods and drinks and to avoid repeated handling of the hair. The uniform should be clean well pressed, shoes must be comfortable and clean of a plain neat design (preferably that black & covered) for safety and comfort rather than design. The concerns of the workplaces staff was that the trainees of KyU were either ignorant or have had no chance of practicing some of the aspects raised. Much as the adherence to the practices mentioned requires a lot of effort from the training at the university, there is an ultimately need to encourage them to understand the career demands for the easy future integration in the industry. Although the aspects raised create the need for Industrial Training for the trainees to have the real test of workplace demands, the training at the university needs to be redirected to the relevant practices in the industry for it to be appropriate equitable and appreciated. The university as a training ground should not shy away from its responsibility of imparting the right practices into the trainees as may be required in the world of work.

4.4 Industrial Training Constraints

The implications arising from the organisation of Industrial Training are clearly given through the exploration of the constraints that are encountered by the trainees, the university and workplaces in the implementation and execution of this form of workplace learning. The constraints discussed in this section without any doubt fundamentally affect the intended objectives of Industrial Training of hotel trainees of KyU and their redress is vital in improving or even still making Industrial Training applicable and well coordinated. It is even more interesting how the constraints faced by the major entities involved are associated. The main leads of the constraints are deficiencies in the information flow and the informal relations that have continued to be used without any move to be formally organised resulting into insufficient achievement of the Industrial Training objectives of attaining learning in workplaces. Analysis of the constraints faced by each of the entities gives an in-depth understanding of the extent to which the Industrial Training has been influenced.

4.4.1 Featuring Constraints

The interviews conducted with the hotel trainees, university and workplace staff as sampled provided the insight of the constraints that are encountered by the interviewees throughout the Industrial Training cycle. In addition, document analysis of the reports written by both the trainees and the university staff presented documented support of the challenges faced by the two entities while undertaking the different activities of this form of workplace learning. The scrutiny of the constraints experienced by each entity has been considered as a basis of analyzing their effect.

4.4.1.1 Trainees Constraints

The trainees as the primary beneficiaries of Industrial Training experience several constraints which can be categorized into, setup of the training by the university, circumstances of training in the workplaces and trainees' individual conditions.

a) Setup of the Training by the University

The university as the initiator of Industrial Training for hotel training has formulated guidelines and practices that have resulted into constrictions for trainees. The constraints generated by this setup include;

- inadequate training at the university
- insufficient duration of ten weeks for Industrial Training
- Self placement
- Insufficient information about workplaces of placement
- Inadequate sensitization about Industrial Training

i) Inadequate Training at the University

The training in the practical areas for food preparation, service and housekeeping was considered inadequate by the category of trainees that had undertaken Industrial Training who indicated that the basic skills in the mentioned areas were really insufficient making them to be categorized as being ill prepared while training. Through experience a trainee that cannot be able to carry out a basic task like filleting of fish, opening a wine bottle or appropriately laying a guest bed or table in the restaurant can have his or esteem negatively affected hence poor performance and learning while on training.

ii) Insufficient Duration for Industrial Training

The duration of training considering the uniqueness of the hotel operations was a concern of both trainees and the staff in the workplaces. The organisation of the training in workplaces was based on the coverage of all the main departments and sections of the hotel. The main departments are the kitchen, restaurant, guest rooms, laundry, stores and front office (hotel reception). According to Foskett & Ceserani (2008), the most comprehensive of the departments mentioned is the kitchen which is comprised of sections like the hotline¹⁴, cold section¹⁵, butcher¹⁶ and pastry¹⁷. The scheduling of the

¹⁴ The section of the kitchen where items that are served hot like soups, sauces, fries (fast foods) are prepared.

trainee in the hotel would therefore be an average of one and a half weeks in each department for the duration of ten weeks. Taking the kitchen as an example the trainee cannot be able to even acquire the basic skills in any of the sections in the period of one and a half weeks. Indeed the supervisors in workplaces also indicate such inadequacies by commenting that *trainees would have been trained better if more time was availed*. Unless the training was focused to cover like two departments the trainees are instead of learning adequately be on a tour of the hotel facilities.

iii) Self Placement

Trainee self placement as one of the strategies by the university in seeking vacancies for Industrial Training for hotel trainees was found to be inapplicable in most cases as the workplaces gave priority to requests by the training institutions. The interviewed trainees that were preparing for their Industrial Training clearly indicated that when they placed their applications for training in several places they had not been honoured leaving them frustrated and waiting for the university to get them the places for training. Much as self placement would give the trainees an opportunity to explore the industry it bore fewer if any returns for Industrial Training placement.

iv) Insufficient Information about Workplaces of Placement

The vacancies that are sought by the university staff are usually accompanied with scanty information regarding the terms and conditions of the offer for training. One of the trainees reported for training only to be required to acquire a particular food service uniform before commencement of the training. The same trainee showed concern that such information had not been provided at all leading to her embarrassment and spending more money for the un anticipated. The seeking and provision of adequate information about training vacancies to trainees is not only vital but necessary for their integration into the workplaces and preparation for training.

¹⁵ Section of the hotel kitchen where salads vegetable and fruit are prepared

¹⁶ Kitchen section for pre-preparation of all fresh meat.

¹⁷ Kitchen section for preparation of all wheat flour based items in the hotel.

v) Inadequate Sensitization about Industrial Training

The strategies used by the university to sensitize the trainees about Industrial Training are not satisfactory. The workplace learning approach was very unfamiliar to the trainees making it intricate for them to comprehend with the available avenues. The briefing towards the commencement of Industrial Training was described by trainee as very brief and lacking the focus of the core intentions of the learning approach. The Industrial Training guidelines issued to trainees to equip them with some of the issues concerning Industrial Training are also particularly un detailed and general for specific application in the hotel industry. Although the trainees are made aware of Industrial Training while undertaking other course units, this blend leaves a lot of information gaps that would be vital in assuring the trainees of the relevancy of the training. As a training program bridging the university and the industry a lot emphasis should sought to sufficiently inform the trainees so that the anxiety and un clear anticipations are handled in due time. The trainees that are equipped with adequate knowledge would be well empowered to benefit from learning in workplaces resulting into probably easy transition into the world of work.

b) Circumstances of Training in the Workplaces

Workplaces are the actual grounds for the implementation of Industrial Training, trainees according to the university guidelines are expected to spend ten weeks to achieve the industrial experience. During the period of Industrial Training the trainees meet constraints that are primary based on the circumstances of the workplaces. The restraints faced in the workplaces according to the interviewed trainees and staff include;

- Preparation and perceptions of workers in workplaces towards trainees
- High expectations of the trainees
- Limited access to some hotel departments for training
- Motivation of trainees by workplaces

- Harassment of trainees by workers

Workplaces as the providers of the environment from which trainees interface with industry, it is perhaps inevitable for the latter not to be affected by the conditions and circumstances that arise from therein. The highlight of the back mentioned restraints gave an in depth understanding of how Industrial Training objectives are highly influenced at the level of the workplace situations.

i) Preparation and Perceptions of Workers in Workplaces towards Trainees

The workers in the workplaces were acquainted with the learning approach as a practice in the industry but according to the interviewed trainees however, they showed reluctance to assist the trainees through the training process. The interviewed trainees indicated that this could be as a result of job insecurity and selfishness. Fortunately the trainees indicated that the senior staff in the departments were not culprits of this practice but the lower level ones from whom they were supposed to work with in order to acquire the much needed competences. Preparation of the lower level workers for the trainees into understanding their roles and responsibilities throughout this undertaking of Industrial Training was not only instrumental but also vital for the achievement of the intended objectives of Industrial training. Once the lower level workers have been sensitized about the industrial Training they could be in capable positions to take the responsibility of trainers of trainees in the workplaces as a result of the changed perceptions.

ii) High Expectations of the Trainees

The training from institutions of higher learning has for long been perceived as they would be the best in the country to the extent that the products of the same level have found higher expectations in the field awaiting them. It is therefore not surprising the hotel trainees of KyU also face a similar challenge even when they still undergo training. The expectations of workplaces that trainees should be equipped with at least basic skills in the key tasks for each department were evident from all the interviewed staff in the workplaces. It was therefore clear that the workplaces expect the trainees of KyU to be equipped with more than basic skills. Unfortunately, the trainees confirmed to the contrary of having the basic skills

due to the inefficiencies for training at the university. Whereas the trainees are taught the operations of the main departments of the hotel before undertaking the Industrial Training, their indication of the insufficiency is vivid enough for their challenge of meeting the higher expectations in the workplaces. The un satisfaction¹⁸ of the workplaces results into lowered perceived quality by the trainers hence leaving the trainees to take their own initiatives to learn.

iii) Limited Access to some Hotel Departments for Training

Accessibility of the departments in the hotel for training was found to have some limitations from the interview of the trainees, staff the sampled workplaces and the Industrial Training coordinator. The coordinator indicated that basing on the same practice the assessment form in appendix E₁ was formulated without the section of the front office department. The interviewed trainees on the other hand indicated that most of them were not allowed to train in the department of front office as a matter of policy of training in the workplaces where they had undertaken training. The confirmation by the interviewed staff in that sampled workplaces about the front office being out of the Industrial Training program completed the triangulation of the subject matter. The operations of the hotel are highly dependent on the operations of the front office which is primarily responsible for sell of accommodation as well as a communication centre for the hotel according to Sudhir (2007). The practice of some workplaces denying the trainees training access to the front office is in my opinion equivalent to keeping them out knowing source of the core business generation in hotel operations I therefore agree that this constraint that is faced by trainees that leads to incompleteness of the exposure to the operations of the hotel.

iv) Motivation of Trainees by Workplaces

While undertaking Industrial Training the trainees are treated like any other workers in the in the bid to help them learn through actual work. The involvement of the trainees in the actual production as they

¹⁸ Like customer satisfaction the satisfaction of the workplaces is dependant of the extent to which trainees met the expectations of the staff in the workplaces short of which leads to disappointment and questioning of the quality of training at the university.

learn was one of the pillars of enhancing the concept of productive learning as emphasized in the Understanding Vocational Didactics. The trainees realizing the value of the tasks they are involved in is one of the assured ways of encouraging their learning process. Better still the motivation of the trainees through sharing with them part of the proceeds of the production would give them a much more tangible result of the tasks undertaken.

v) Harassment of trainees by workers

The tendency of harassing the trainees while undertaking Industrial Training by some of the workers in the workplaces was one of the constraints that were highlighted by the trainees. The trainees indicated that some of the trainers (workers in the workplaces) would treat them rudely and harshly during the process. The extent of the affect of this harassment was compounded with the sexual harassment that was disclosed by the interviewed university staff and the coordinator of the program as one that has been reported by the trainees. The occurrence of any form of trainees' harassment was detrimental to the intended learning for the workplaces. In my view this was worsened by the different levels of the two parties involved as the trainees (assessed) and the trainers (assessors). The former are in a much compromised situation that may tempt them to being victims hoping for favours in form of better assessment and protection. The consequences of such without any doubt are very disadvantageous to the learning process which is the main objective of the program.

c) Trainees' Individual or Personal Constraints

The trainees that were interviewed disclosed that there were some of the constraints that are on the personal basis that were also critical in the achieving the key objective of Industrial Training. The constraints in this category include; finance for up keep, accommodation, daily transport to and from the place of training and medical care. On the other hand the interviewed staff of the workplaces indicated that there are attitudinal challenges towards work, poor expression skills and low confidence levels.

i) Financial Constraints

The finance for the facilitation of the trainees while undertaking Industrial Training was raised by the trainees as one of the main personal constraint that they faced. The regular requirements of transport, feeding, accommodation and sometimes medical care became crucial for their reliable attendance in the places of training. The fact that the workplaces do not pay trainees for the period that they engage them to learn through work is unbelievable by the sponsors making it even more difficult to get sufficient financial support from the later. The trainees without adequate finances to provide them with the necessities mentioned earlier definitely found a lot of difficulties during the training period in the respective workplaces. The ultimate consequences would be low levels of concentration, attention and absenteeism.

ii) Attitudinal Challenges toward Work

The attitude of the trainees towards hotel work was one of the other constraints that were highlighted by the interviewed staff in the workplaces. The trainees according to one workplace staff had the perception that the some of the hotel work was meant for other people other than them. The examples that were prevalent are; washing up in the kitchen utensils, cleaning of public areas, cleaning the restaurant, lifting tables and chairs. The tasks mentioned in the backdrop are the basic activities that are carried out in the specific departments in the hotel. Learning how they are carried out is the eye opener to the trainees of how the hotel work is organised from the lower level to the highest managerial positions one staff in the workplaces expressed. The involvement of the trainees in these tasks was one way of ensuring that they appreciate the contribution of all the staff in achieving the goals of hotel business. The negative attitude towards such work in my view is limiting to the objective of learning to the trainees.

iii) Confidence and Expression

The low confidence levels of the trainees in taking on the assigned tasks during the training in the workplaces coupled with pitiable expression skills were also indicated by the interviewed staff in the workplaces as detrimental to the training. The two aspects are rather subjective to personality but when highlighted as some of the limitation of the training it became an indication of a trend among the trainees. Although overconfidence may be destructive to learning, some substantive levels of confidence are required of the trainee for learning to take place. A confident trainee is in position to articulate issues besides asking relevant and vital questions through the learning process. As a practicing vocational instructor, the confidence of the learners highly depends on the engagement of the trainees by the particular instructor in the process of learning. The trainer who intimidates trainees cannot promote good self expression and confidence. The trainer-trainee relationship in my view is very crucial in encouraging the confidence and desired expression of the trainees so that they can be in position to learn. The cultivation of the cordial colleague relationship between the trainees and their trainers in both workplaces and university are fundamental in overcoming this challenge.

4.4.1.2 Constraints of Workplaces

The accommodation facilities that offer the placements for Industrial Training have limitations that influence the quality of this form of workplace learning. The interaction that I had with the trainees, the workplace and university staff revealed that the outstanding workplace constraints include; lack of clear workplace policies for IT, damages and breakages during training, un co-ordinate relationship between the university and the workplaces. The analysis of the fore mentioned constraints gives the insight of the prevailing circumstances in the workplaces that can be bottle necks affecting the organisation of Industrial Training.

a) Lack of Clear Workplace Policies for Industrial Training

The workplaces that were sampled revealed lack of clear policies or guidelines that are followed in the execution of Industrial Training. The implication of such a setup is that the workplaces undertake Industrial Training according to the prevailing situations making the implementation situational and subjective. In my opinion the existence of guidelines forms the basis of the programming and planned or predetermined implementation of the workplace learning. The un formalized approach that the workplaces follow creates gaps in the undertaking without the follow-up benchmarks to correct and evaluate the actual performance of the program. The trainees and the trainers are therefore not well aware of their responsibilities and obligation throughout the workplaces learning arrangement making the process subjective. The need for guidelines in the workplaces for the implementation of the workplace learning is without any doubt crucial for the realization of the proper organisation.

b) Damages and Breakages during Training

The workplaces on the other hand incur losses in form of damages and wastage as the trainees undertake the training in the different departments. One of the interviewees of the workplaces that was selected expressed concern that this was one of the major reasons for the limitations of exposing the trainees to all operations of the hotel. Wastage in form of materials like food stuff, cleaning materials and agents in addition to the damages of the equipment like the cookers, washing machines are common if the trainees are allowed to operate them without close supervision and or if not denied access. The interviewees in the workplaces clearly indicated that this is the main reason for denying the trainees access and interface with some of the equipment and operations of the hotel. Surprisingly the assumption that the trainees are able to get real work experience including the working tools and machines that are readily available at the workplaces other than in the university demonstration rooms according to university guidelines for IT is disproved. As submitted by Okello, (2009) the lack of a system is the major cause of such scares for the workplaces as nobody compensates for the accrued

damages and wastages of training. The university's approach to use workplaces to supplement their classroom training with this program therefore calls for their interest into finding solutions to provide for the adequate learning in the workplaces perhaps mechanisms of minimizing the damages and wastage. The workplaces on the other hand have had to devise means by instituting fees like the caution fees as earlier indicated.

c) Un co-ordinate Relationship between the University and the Workplaces

The relationship between the workplaces and the university was found to be shallow and situational and un formalized resulting into poor coordination of Industrial Training. The interviewed staff of both workplaces and the university indicated that there were no particular details of working together for the implementation and execution of IT. Indeed the staff in the workplaces affirmed that their involvement in IT was purely out of courtesy rather than obligation. My view of such arrangements is that the results of such a relationship are unmatched expectations of all the stakeholders especially the trainees who are usually on the losing end. The interviewed staff in the workplaces explained that they usually plan and execute Industrial Training according to their own arrangements or program without the input of the university as the latter does avail few expected details for IT. The trainees on the other hand indicated that there was a tendency by the workplaces to deploy them in sections that are labour intensive in order to bridge the existing gaps. Additionally, one of the interviewed trainees indicated that there was also a tendency to change the training schedule of the trainees in order to meet the urgent labour need in other sections of the hotel other than those earlier scheduled.

Clearly the earlier mentioned findings show that the expectation of the university and those of the workplaces are not coordinated to meet the learning requirements of the trainees. The university and the workplaces need to formalize the training relationship that can be used to evaluate the implantation by all the parties and for ease in the follow up of the program. The approach used in Australia hotel training schools as articulated by Solnet, Robinson, & Cooper, (2007) could be useful in this aspect.

4.4.1.3 Constraints Faced by the University

The university staff that were interviewed indicated that there are several constraints that are encountered during the implementation of Industrial Training. The most notable were lower level relationship with the management of workplaces, unwillingness of workplaces to offer training opportunities, haphazard implementation of the Industrial Training program and inaccessibility of trainees in the work sections in the workplaces. The in-depth examination of the constraints raised by the staff provides their implication on the organization of IT.

a) Lower Level Relationship the university and the Management of Workplaces

The staff that the university collaborate with in the workplaces for the implementation of IT are lower level managers in positions of the human resource managers without any direct link with top management. The possibility of establishing the outstanding relationship between the university with the hotels has remained at the operational or lower level with no backing and understanding with the top management. The university staff indicated that the establishment of the strong relationship with the top management of the hotels would be vital in overcoming some of the challenges that are faced in the implementation of the Industrial Training. The approach that is being used has left some of the issues not addressed as the staff in the workplaces are not under any agreed obligations. The need for the Memoranda of Understanding (MoU) with the workplaces for the purposes of training is the way forward in order to establish the much required relationship between the university and the management of the workplaces. When the training relations are formalized with the workplaces some of the setbacks of Industrial training organisation can be minimized as urged by Solnet, Robinson, & Cooper, (2007).

b) Unwillingness of Workplaces to offer Training Opportunities

The university staff pointed out the laxity by the workplaces to offer vacancies for training and during the placement exercise they (staff) had to depend more on personal approaches to secure vacancies for training. This constraint eventually has given rise to compromised placements hence affecting the core objectives of training from the workplaces. Further still, the staff have had to target workplaces that are most favourable to them than for training for fear of being turned down according to the IT coordinator. This could be the explanation of the complaint by the trainees about lack of opportunities to train from large hotel within Uganda.

c) Haphazard Implementation of the Industrial Training Program

The university staff showed concern of the up hazard implementation of the Industrial Training especially allocation for supervision which has always been done when the trainees have already been dispatched for training. In their opinion this limited their prior contact with the trainees before actual supervision. This constraint coincides well with what the trainees raised about meeting very unfamiliar supervisors from the university which has caused considerable levels of anxiety. Unlike the Australian College where the adviser of the trainees is known prior to training the practice of keeping the supervisors and trainees unknown to until supervision affects both parties involved. Promotion of confidence and trust the trainees and the supervisors need to have some knowledge of each other prior to the supervision in the field. Allocation of the supervisors and trainees has to be expedited so that the two can have a chance of knowing each other before the commencement of training.

d) Inaccessibility of Trainees in the Work Sections in the Workplaces

In all the workplaces that were sampled and the staff responsible for Industrial Training interviewed confirmed as the university staff had indicated that the direct supervision of the trainees in some sections of the hotel was not possible. The sections that were identified inaccessible to workplace staff only are housekeeping and the kitchen. The reasons for denying the access to outsiders to these hotel

sections were security, hygiene and safety. According to one of the workplace staff that was interviewed the kitchen as a food preparation unit of the hotel for the entire guests and staff required protection especially against contamination during the preparation and before being served to the consumers. The strangers to the kitchen especially visitors like the university supervisors are considered as one of risks for food contamination. On the other hand the visits to the housekeeping department are considered as one of the security risk to the property of guests and the hotel in the accommodation facilities. In my opinion the restriction to some of the hotel sections as the hotel policy for trainees' supervisors created a situation requiring streamlining the supervision so that the trainees can be assessed by the field supervisors adequately in these sections with well set out procedures to follow. The mentioned findings also show the level of trust that exists between the university and the workplaces which should be addressed formally so that the two can harmoniously work together towards better implementation of Industrial Training supervision.

4.5 Summary

Throughout all the stages of Industrial Training there are indications of implementing the activities from the planning and budgeting to the assessment in a manner that suggests need to appreciate the effort put in place to ensure that this learning approach is reliable and credible. However, a lot of room for improvement is available for the better particularly in areas of ensuring improved information flow, closer partnerships and interactions with the workplaces.

The dearth of a national framework for the implementation of Industrial Training in Uganda has given rise to the fragmented methods of the collaboration between the workplaces and the training institutions in the execution of the recommended delivery of workplace learning. The un formalized relations between the university and the workplaces has also resulted into just a fulfilment of the learning approach rather than its core objectives being achieved. The unmatched training trends at the university with the workplaces required standards are clear especially in aspects of professional hygiene

and appearances. Undoubtedly there is need to formalize the relationship between the university and the workplaces as not only a short term but also the most applicable mechanism of exploiting the potential of Industrial Training.

The constraints that are faced by the workplaces, university staff, and the trainees in the implementation of Industrial Training clearly result from the nature of the organization of the program by the university and the workplaces. Although some of the constraints were personal for the trainees, with adequate preparation and information flow the trainees can be well equipped to meet the challenges of the program for their experience and competence acquisition from the workplaces.

CHAPTER FIVE

SUMMARY, CONCLUSION(S), RECOMMENDATIONS AND WAY FORWARD

5.1 Introduction

This chapter gives a general summary of the findings, conclusion(s) and suggested recommendations for improvement based on the findings. This chapter chiefly presents conclusions and implications drawn from the findings, discussions and analyses and the recommendations are based on the conclusions. The chapter suggests possible issues that require attention and immediate future research in the field of workplace learning.

5.2 Summary

This study set out to examine Industrial Training as an approach to workplace learning for hotel trainees of Kyambogo University in order to establish the effect of its organisation on the expected benefits to the stakeholders involved. The study specifically looked at the activities involved, existing mechanisms that facilitate Industrial Training and the constraints that are faced by the trainees, university staff and establishments in the implementation of this form of workplace learning.

Based on the findings, it can be noted that the Industrial Training activities takes several stages in the cyclic form of an annual process that covers planning and budgeting, preparation of trainees, placement, attachment, supervision and assessment. At every stage the activities involved are associated with the outcomes and especially the benefits to the stakeholders that include the university, trainees and the workplaces. The most critical being the inadequate preparation of the trainees to acquire the basic skills to be supplemented during the training in the workplaces. Placement and attachment on the other hand are haphazardly carried out leaving the trainees in anxiety before and during the training. Supervision and assessment are carried out in collaboration between the university staff and the field supervisors resulting into exposing the trainees to varied aspects forms of learning experiences.

The mechanisms for Industrial Training were found to be based on separated strategies by the workplaces and the university without a unifying system. Fortunately the National Council for Higher Education (NCHE) established by the Universities and Other Tertiary Institutions Act, 2001 recognizes Industrial Training as one of the training methods that are relevant in bridging the gap between workplace requirements and the training in higher institutions of learning. The BTVET Act.2008 on the other hand addresses the issues of learning in the industry particularly competence acquisition in the areas of vocational education and training in Uganda but the operations of the University are out of its reach and jurisdiction.

Industrial Training guidelines formulated by Faculty of Vocational Studies of Kyambogo University are used as the basis for the implementation detailing; the benefits of the approach to the stakeholders particularly the trainees get industrial learning exposure and provision of the framework for the trainees to enhance their learning through practical work. The workplaces on the other hand have designed their own practices for the provision of training although they vary for the different establishments depending on their organizational arrangements.

The constraints of Industrial Training according to the findings can be categorised into trainees', workplace and university staff constraints. They are interfaced at the different stages of the Industrial Training cycle to include; setup of the training by the university, circumstances of training in the workplaces and trainees' individual conditions for the trainees. The workplaces on the other hand are faced with lack of clear workplace policies for IT, damages and breakages during training and the informal relationship between the university and the workplaces. The university staff revealed lower level relationship with the management of workplaces, unwillingness of workplaces to offer training opportunities, haphazard implementation of the Industrial Training program and inaccessibility of trainees to some work sections in the workplaces as the main constraints.

5.3 Conclusion(s)

The study sought to examine Industrial Training as an approach to workplace learning for hotel trainees of Kyambogo University in order to establish the effect of its organisation on the expected benefits to the stakeholders involved. Answering the following questions was therefore pertinent;

1. How are the activities of Industrial Training for hotel trainees of KyU organised?
2. What mechanisms are in place to facilitate Industrial Training a workplace learning approach of hotel trainees in Uganda?
3. What are the constraints faced by trainees, staff and the establishments in effecting IT as an approach to workplace learning for hotel trainees KyU?

The activities of the Industrial Training are organised in the cyclic manner from one academic year into another making it easy to follow, assess and implement. However, there is considerable laxity in the co-ordination and flow of information of the main ingredient of the program making the stakeholders especially the trainees and the workplaces the beneficiaries and implementers respectively of the activities with less information. The organisation of the activities of the Industrial Training for hotel trainees is generalized like other programmes lacking specific strategies for the uniqueness of the hotel industry. There is a direct relationship between the quality of training at the university especially in practical tasks with effective learning in the workplaces.

The mechanisms that are used in the execution of the Industrial Training are dependent on particular workplaces and there is no university policy let alone the national one to guide the program that is sought after by many programs for bridging the gap between institutions of learning and workplace competence requirements. There are no formalized relationship between the university and the workplaces making the input of the workplaces in this form of learning based on only the expectations of the university apart from those of the workplaces.

The notable constraints that are faced by the trainees, university staff and the workplaces in the implementation of Industrial Training are a result of the mismatch of the approach between the expectations of the university (staff and trainees) and the workplaces.

5.4 Recommendations

The following recommendations are therefore suggested depending on the earlier mentioned conclusion(s).

1. Strengthening the co-ordination of Industrial Training activities through maximizing full participation of the major stakeholder (the trainees, workplaces and the university staff in order to improve the information flow and better understanding of the approach that supplements the learning at the university.
2. The program should be carried out at the end of the academic programme and the duration revised to cover a minimum period of three months to meet the industrial practice so that adequate time can be allocated for learning in the workplaces. In addition, the trainees and workplaces will benefit from the program by being able to take up the available job opportunities and recruiting the tested and proven staff respectively.
3. Enhancement of training in practical areas at the university through provision adequate materials, tools and time should be sought after for the improved imparting of the much needed basic skills before commencement of Industrial Training.
4. In the absence of the national policy or guidelines for the implementation of workplace learning strategies like Industrial Training, the university should seek for Memoranda of Understanding with proven workplaces for the implementation and ease in attainment of the anticipated benefits.
5. Improved sensitization of the trainees and the university staff involved in Industrial Training is crucial in order to enlighten their expected participation and benefits visa a vis those of the

workplaces. This can be done through organizing workshops for the staff together with the representatives from workplaces and adequate time allocation and provision of information to trainees about workplace learning strategy.

5.5 Areas for Further Research

The primary goal of this dissertation was based on empirical study and literature review from the available sources has been the fulfilment of the requirement for the award of a Masters Degree in Vocational Pedagogy. However, the findings from this study can be used to set an informed ground for further research in the field of workplace learning in the following areas;

1. Organisation of workplace learning strategies in Uganda
2. Motivation and quality of training of trainees in workplaces
3. Effect of the attitude of employees towards trainees in workplaces
4. Measurement and assessment of Industrial Training
5. Evaluation of Industrial Training and competence acquisition

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APPENDICES

Appendix A1 Interview guide for the Academic staff and Co-ordinator involved in IT.

I am **Kalanda Eric Douglas**, a Masters student in Vocational Pedagogy, in the Department of Art and Industrial design, Faculty of Vocational Studies, Kyambogo University. I am carrying out a research on **“Industrial Training as a Workplace Learning Approach of Hotel Trainees of Kyambogo University”**. This study is designed to scrutinize Industrial Training as an approach to workplace learning for hotel trainees of Kyambogo University in order to establish the effect of its organisation on the expected benefits.

The information obtained will therefore be treated with confidentiality and used only for the purpose of this study.

Demographic information

- a. Name;.....
 - b. Area of instruction;
 - c. Responsibility/role in IT;
 - d. Gender; (Male/female)
1. As the Academic staff who has been involved in this activity, what do you understand by Industrial Training?
 2. When you were first involved in Industrial Training for the Hotel trainees?
 3. Briefly elaborate the details of the IT activities you have been involved in.
 4. How do you assess the learning of the trainees in hotels?
 5. Are you always allowed to assess them as they work? If not, why?
 6. What is your take on the general organisation of IT for hotel trainee of KyU?
 7. What challenges have you faced in carrying out this exercise? If any, how have they been solved?
 8. As you interact with the students what are their concerns regarding this form of learning approach?
 9. Is there a university policy regarding IT? If yes, what does it entail?
 10. What are benefits of IT to the workplaces and students?
 11. As an academic staff, what have you benefited from IT?
 12. How are trainees prepared for Industrial training?

Appendix A2 Interview Guide for Trainees

I am **Kalanda Eric Douglas**, a Masters student in Vocational Pedagogy, in the department of Art and Industrial design, Faculty of Vocational Studies, Kyambogo University. I am carrying out a research on

“Industrial Training (IT) as a Workplace Learning Approach of Hotel Trainees of Kyambogo University”. This study is designed to scrutinize Industrial Training as an approach of workplace learning for hotel trainees of Kyambogo University in order to establish the effect of its organisation on the expected benefits.

The information obtained will therefore be treated with confidentiality and used only for the purpose of this study.

Demographic Information

- a. Name;.....
- b. Programme Offered;.....
- c. Year of study/completion
- d. Time/Period of IT ;
- e. Gender; (Male/female)

Preparing or IT of 2012

- 1. As a trainee, what do you understand by Industrial Training?
- 2. How did get to know that Industrial Training was part of your programme?
- 3. Were you prepared for IT? By who, how, what was entailed in the preparation?
- 4. What are your expectations before undertaking IT?
- 5. Who got you the placement?
- 6. What should the Department do to making IT preparation better for learning by the next trainees?
- 7. Do you think Industrial Training is a work/ learning experience?

Trainees who did IT completing their Studies

- 1. As a trainee, what do you understand by Industrial Training?
- 2. How did get to know that Industrial Training was part of your programme?
- 3. Were you prepared for IT? By who, how, what was entailed in the preparation?
- 4. What were your expectations before undertaking IT?
- 5. How did you get the placement for IT?
- 6. What major activities were you involved in during Industrial Training?
- 7. What should the Department do to making IT better for learning by the next trainees?
- 8. Do you think Industrial Training is a work/ learning experience? Explain your answer.
- 9. Which Industrial Training activity do you think was the most useful?
- 10. Which one was not quite useful for your expectations?

11. What are your recommendations for IT of Hotel Trainees in the university?
12. Did you get any guidance for learning when on training? If any by who and how?
13. Were you treated as a trainee or as any other employee during Industrial training?
14. Briefly elaborate your experience during Industrial training?
15. How was learning organised during Industrial Training?
16. What challenges did you face while on IT? If any, how were they attended to by the university or Workplace staff?
17. Was the time allocated for IT sufficient for your adequate learning?
18. Were you following any guidelines/policy from the university or workplaces during your training? If yes, what were they?
If not, what would you want to be included in the guidelines?
19. Were you allowed to operate the equipment during IT? If no, why?

Appendix A3 Interview Guide for Workplaces

I am **Kalanda Eric Douglas**, a Masters student in Vocational Pedagogy, in the department of Art and Industrial design, Faculty of Vocational Studies, Kyambogo University. I am carrying out a research on **“Industrial Training (IT) as a Workplace Learning Approach of Hotel Trainees of Kyambogo University”**. This study is designed to scrutinize Industrial Training as an approach of workplace learning for hotel trainees of Kyambogo University in order to establish the effect of its organisation on the expected benefits.

The information obtained will therefore be treated with confidentiality and used only for the purpose of this study.

Demographic Information

- a. Name of the workplace.....
 - b. Location/address;.....
 - c. Name of the staff in charge if IT;
 - d. Responsibility/role/Position:.....
 - e. Gender; (Male/female)
1. As the office in charge, how does your establishment/s understand IT?
 2. When did you start receiving Kyambogo Students for Industrial Training?
 3. Is there any policy for Industrial Training in your Hotel /s?
If Yes, Briefly elaborate its main content.

4. Do you follow any Government policy to offer IT?
5. How do you organise IT programme? Or What activities is the Trainee involved in during the IT Programme
6. What has your establishment/s benefited from Industrial Training?
7. What challenges have you encountered in executing this learning programme?
8. How have the Kyambogo University trainees shown that they have been prepared by the University for IT?
9. What is the relationship between your establishment/s and the University regarding IT?
10. In your opinion, what are the benefits of IT to Students?
11. When the Students are offered a place for IT in your Hotel/s, what should be their expectations?
12. Is there any support do you get from government for offering the learning programme?
If yes, how are you supported?
If No, How would you want to be supported?
13. What constraints do you face when offering IT?
14. As you interact with the students what are their concerns regarding this form of learning approach?

Thank you Very Much for accepting to share your experience.

Appendix B1 A Document Analysis Guide for DHIC and CHIC Programmes Regarding the IT Course Unit.

Elements	Analysis
Course code and title	
General Objective	
Specific Objectives of the course	
Credit units for the course	
Assessment	

Appendix B2 A Guide for Document Analysis it Attachment Request and Introduction Letters

Elements	Analysis
Addressing	
Subject	
Content	
Authenticity and endorsement	

Appendix B3 A Guide for Document Analysis IT Reports Written by Trainees

Elements	Analysis
Preliminary pages	
Introduction chapter	
Content as regards the learning experiences from the workplace	
Challenges and recommendations made by trainees	
Authenticity and endorsement	

Appendix B4 A Guide for Document Analysis IT Assessment Forms used by the Department Staff and Staff in Charge of Training in Establishments.

Elements	Analysis
Criteria	
Score guides	
Authenticity and endorsement	

Appendix B5 A Document Analysis Guide for other IT Documents used by the Department/University. Eg Guidelines for Trainees and Supervising Staff

Elements	Analysis
Objectives of document for IT	
Obligations/duties of the supervisor	
Other issues raised in the document regarding the IT	

Appendix B6 A Document Analysis Guide for Department/University Policy/ Guidelines Regarding IT

Elements	Analysis
Introduction and background of IT in the University	
Objectives of IT	
Obligations/duties of the Department/ University	
Other issues raised in the document regarding the IT	

Appendix B7 A document analysis guide for workplace policy/ guidelines regarding IT

Elements	Analysis
Introduction and background of IT in the establishment	
Objectives of IT	
Obligations/duties of the establishment	
Obligations/expectations of the trainees	
Obligations/duties of the University	
Other issues raised in the document regarding the IT	

Appendix B8 A document analysis guide for Government policy/ guidelines regarding IT

Elements	Analysis
Introduction and background of IT in the establishment	
Objectives of IT	
Obligations/duties of Government	
Obligations/duties/benefits of the establishment	
Benefits/Obligations/expectations of the trainees	
Obligations/duties of the University	
Support mechanism to All Involved	
Other issues raised in the document regarding the IT	

Appendix C1 Industrial Training Course Unit

DHIC 131 INDUSTRIAL TRAINING (4 CU)

Student attachment in a hotel or catering establishment for 2 months, where each student will be expected to gain exposure to the housekeeping, food service, food preparation and reception departments. During industrial training, students will be monitored by both the lecturers at Kyambogo University as well as their immediate supervisors at the hospitality and catering establishment to assess and grade the practical competencies gained. The student will be expected to write and submit a report to Kyambogo University at the end of the Industrial training.

Appendix C2 Class Timetable for the Diploma and Certificate in Hotel and Institutional Catering

EVENING PROGRAMME TIMETABLE Semester II 2011/2012

Day	Prog	5.00 – 6.00 pm	6.00 – 7.00 pm	7.00 – 8.00pm	8.00 – 9.00 pm
MON	DHIC II	224B Housekeeping practice <i>Ajambo(racF)</i>	224B Housekeeping practice <i>Ajambo (racF)</i>	224B Housekeeping practice <i>Ajambo (racF)</i>	
	DHICI	125 A Food preparation practice <i>Ojera (32)</i>	125 A Food preparation practice <i>Ojera)(32)</i>	125 A Food preparation practice <i>Ojera (32)</i>	
	CHIC	121A Book keeping <i>Okello</i>	121A Book keeping <i>Okello</i>	121B Store keeping <i>Okello</i>	121B Store keeping <i>Okello</i>
TUE	DHIC II	222 Hospitality computer applications <i>Bulega IICD Lab)</i>	222 Hospitality computer applications <i>Bulega IICD Lab)</i>	222 Hospitality computer applications <i>Bulega (IICD Lab)</i>	222 Hospitality computer applications <i>Bulega IICD Lab)</i>
	DHICI	124 Hospitality French <i>Luutu (rac F)</i>	124 Hospitality French <i>Luutu (rac F)</i>	125 B Food service practice I <i>Kalanda(rac F)</i>	125 B Food service practice I <i>Kalanda (rac F)</i>
	CHIC	124A Food preparation and service <i>Ajambo (32)</i>	124A Food preparation and service <i>Ajambo (32)</i>	124A Food preparation and service <i>Ajambo (32)</i>	124B Food service practical <i>Bineka(32)</i>
WED	DHIC II	223A food preparation practice II <i>Ojera(32)</i>	223 A food preparation practice II <i>Ojera (32)</i>	223 Bfood preparation practice II <i>Ojera (32)</i>	
	DHICI	123 Information communication technology <i>Ojok (Comp centre)</i>	123 Information communication technology <i>Ojok (Comp centre)</i>	123 Information communication technology <i>Ojok (Comp centre)</i>	
	CHIC	125 Reception practice <i>Bineka (rac F)</i>	125 Reception practice <i>Bineka (rac F)</i>	127 Hospitality economics <i>Nabwire J(racF)</i>	127 Hospitality economics <i>Nabwire J(rac F)</i>
THUR	DHIC II	223 B Food service practice II <i>Bineka (32)</i>	223 B Food service practice II <i>Bineka (32)</i>	224 A Reception practice <i>Bineka (32)</i>	224 A Reception practice <i>Bineka (32)</i>
	DHICI	121A Book keeping and store keeping <i>Okello</i>	121A Book keeping and store keeping <i>Okello)</i>	121Book keeping store keeping <i>Okello</i>	121Book keeping store keeping <i>Okello(</i>
	CHIC	122 Hospitality French <i>Luutu (rac F)</i>	122 Hospitality French <i>Luutu (rac F)</i>	123B food costing <i>Kalanda (rac F)</i>	123B food costing <i>Kalanda (rac F)</i>
FRI	DHIC II	221 Hospitality sales and marketing <i>Okello</i>	221 Hospitality sales and marketing <i>Okello</i>	221 Hospitality sales and marketing <i>Okello</i>	
	DHICI	122 Safety in hospitality <i>Efata (math I)</i>	122 Safety in hospitality <i>Efata (math I)</i>	126B Housekeeping <i>Kalanda (math I)</i>	126B Housekeeping <i>Kalanda (math I)</i>
	CHIC	126 Housekeeping practice <i>Ajambo (32)</i>	126 Housekeeping practice <i>Ajambo (32)</i>	126 Housekeeping practice <i>Ajambo (32)</i>	
Day	Prog	8.00 am – 9.00 am	9.00 – 10.00 am	10.00 – 11.00 am	11.00 – 12 noon
SAT	DHIC II	225 Hospitality Kiswahili <i>Abdu (racF)</i>	225 Hospitality Kiswahili <i>Abdu (racF)</i>	223 B Food and beverage service II <i>Bineka (32)</i>	223 B Food and beverage service II <i>Bineka (32)</i>
	DHICI	126 A Reception <i>Bineka</i>	126 A Reception <i>Bineka</i>		
	CHIC	123A hospitality management <i>Kalanda</i>	123A hospitality management <i>Kalanda</i>		

Appendix D₁ Placement Request Letter

KYAMBOGO

UNIVERSITY

P.O. BOX 1, KYAMBOGO - KAMPALA A. UGANDA

TEL: +256-41 285037/285001/285272

arkyu@kyambogo.ac.ug, deaneng@kyambogo.ac.ug, www.kyambogo.ac.ug

Senate Committee

Industrial Training/Community/College/School Practice (ITCSP)

1 Name of Industry.....
i) Telephone No.....Email.....
ii) Fax.....P.O.Box.....

2 Location of the industry (Physical address)
i) District.....Town/City.....
ii) Road/Street.....

3 i) Name of the Lecturer.....
ii) Mobile No.....

4 Number of places offered and category.....

Degree Programs

- Bachelor of Human Nutrition & Dietetics
- Bachelor of Art & Industrial Design (BAID)

Certificate Programs

- Certificate in Garment Construction
- Certificate in hotel (CHIC)

Diploma Programs

- Diploma in Hotel & Institutional Catering
- Diploma Interior Design
- Diploma Textile Design & Fabric Construction

Diploma in Ceramics

5 Name of officer seen.....
i) Designation.....
ii) Mobile No.....
iii) Signature.....
iv) Date.....

Appendix D3 Sample of the Training Schedule

SUNSET HOTEL INTERNATIONAL LTD.

**INDUSTRIAL TRAINEE'S DEPARTMENTAL ROSTA W.E.F 5/6/2012
FOR MS. NAKLWALA JACKIE:**

Period	Department
5 th June, 2012 - 21 st June, 2012	F & B Service
22 nd June, 2012 - 7 th July, 2012	Front Office
8 th July, 2012 - 22 nd July, 2012	House Keeping
23 rd July, 2012 - 6 th August, 2012	F & B Production <i>2nd unit</i>
7 th August, 2012	Clearance

[Signature]
Paul Ogwa
PERSONNEL / ADMINISTRATION OFFICER

SUNSET HOTEL INTERNATIONAL LTD.

**INDUSTRIAL TRAINEE'S DEPARTMENTAL ROSTA W.E.F 5/6/2012
FOR MS. NAGADYA JOAN:**

Period	Department
5 th June, 2012 - 21 st June, 2012	Front Office
22 nd June, 2012 - 7 th July, 2012	F & B Service
8 th July, 2012 - 22 nd July, 2012	F & B Production
23 rd July, 2012 - 6 th August, 2012	House Keeping
7 th August, 2012	Clearance

[Signature]
Paul Ogwa
PERSONNEL / ADMINISTRATION OFFICER

Appendix E₁ Assessment form for Workplaces as Formulated by the University

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KYAMBOGO UNIVERSITY

FACULTY OF VOCATIONAL STUDIES : DEPARTMENT OF HUMAN
NUTRITION & HOME ECONOMICS
HOTEL & INSTITUTIONAL CATERING
INDUSTRIAL TRAINING ASSESSEMENT FORM **I**

Name of student..... Reg.No.....
 Prog..... Yr of study.....
 Name Institution.....
 Address.....
 Date reported..... Date of departure.....

Area of Assessment	Max. Score	Scored mark	Comments
GENERAL	15		
Attendance	2		
Punctuality	2		
Personal Conduct	2		
Time management	2		
Willingness to learn from various areas	3		
Cooperation with staff	2		
Meeting deadlines	2		
HOUSE KEEPING	20		
Work procedure	4		
Ability to use equipment correctly for the right job	5		
Hygiene & Safety Measures	8		
Imitativeness/innovation	3		
LAUNDRY	20		
Work procedure	3		
Ability to use equipment & Agents correctly	5		
Ability to do work with minimum supervision	3		
Hygiene & Safety Measures	6		
Innitiativeness/innovation	3		
KITCHEN	25		
Use of various equipment	4		
Ability to work with minimum supervision	3		
Hygiene & Safety Measures	6		
Application of knowledge & skills in preparation of various dishes	9		
Innitiativeness/innovation	3		
FOOD SERVICE	20		

Use of various equipment	3		
Hygiene & Smartness	6		
Customer care & Service	8		
Initiativeness/innovation	3		
TOTAL SCORE	100		

Name & Signature of Supervisor at work place..... Stamp

Designation.....Date.....

Name of University SupervisorSignature..... Date

This report is confidential and should be collected strictly by a visiting supervisor from Kyambogo University.

KYAMBOGO UNIVERSITY

Faculty of Vocational Studies

Industrial Training / Internship Student Evaluation Form (to be completed by the supervisor)

Name of Student:

Registration Number:

Program:

Year of Study:

Name of Industry:

Department/Unit:

Name of Supervisor:

Sign & Date:

1 = Lacking 2 = Poor 3 = Average 4 = Good 5 = Excellent

Qualities	Rating (1-5)					Comments
1 Attendance at work	1	2	3	4	5	
2 Dress, decorum, personal appearance	1	2	3	4	5	
3 Adaptation to working situation	1	2	3	4	5	
4 Attitude to work	1	2	3	4	5	
5 Response to superiors	1	2	3	4	5	
6 Relationship to other workers/sharing of ideas with others	1	2	3	4	5	
7 Working ability/practical skills/relating theory to practice	1	2	3	4	5	
8 Self confidence, Sincerity, Credibility	1	2	3	4	5	
9 Responsibility and accountability/use of first aid kit	1	2	3	4	5	
10 Creativity, Initiative and innovation	1	2	3	4	5	
11 Time management/punctuality	1	2	3	4	5	
12 Acceptance of duties/diligence/cleanliness to clean	1	2	3	4	5	
13 Ability to conceptualize tasks	1	2	3	4	5	
14 Participation in community or other company activities	1	2	3	4	5	
15 Ability to service & maintain equipment/practice of safety measures	1	2	3	4	5	
16 Record keeping and Information Management skills (logbook)	1	2	3	4	5	
17 Writing and oral communication skills	1	2	3	4	5	
18 IT/Computer skills/use of equipment/machines	1	2	3	4	5	
19 Control of activity/task/troubleshooting	1	2	3	4	5	
20 Customer care relations/meet deadlines for tasks	1	2	3	4	5	
Total score (%)						

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Kyambogo University
Faculty of Vocational Studies

Industrial Training/ Internship Guidelines for Students

These guidelines are to be used for Industrial Training (IT)/ Internship by the Faculty of Vocational Studies students doing IT/ Internship in the academic year 2010/2011. Study the guidelines thoroughly before proceeding for Industrial training/Internship. The following definitions apply:

Industry/Institution/Hospital: Work place, place of field training or internship location. It may be a manufacturing site, service industry, commercial location, community organization, hospital etc.

Field Supervisor: An employee or employer in the Industry/Institution/Hospital assigned to the student and who constantly guides the trainee throughout the time of his/her training/internship.

University Inspector: A lecturer from the University who visits the student in Industry/community/hospital to assess the progress, performance and challenges encountered in the training/internship.

1.0 Introduction:

Industrial training/internship refers to the work experience that is relevant to the academic and professional development of a student before graduation. It is a full course unit in majority of Kyambogo University programs. It normally takes place during recess semester i.e. at the end of the second and last semester of the academic year and for a period of ten weeks.

2.0 Benefits of Industrial Training/Internship to the student:

Industrial training/Internship helps students to practically:

- a) Learn the ways of industry/organisation/institution/hospital and develop talent and attitudes necessary for an all round career while embracing responsibilities of a professional.
- b) Understand real-life situations at work place and enhance the learning process of how knowledge acquired in lecture rooms translates into practice in the real world
- c) Execute more informed judgement at work place and accept the responsibility for it
- d) Recognise that financial and economic factors play important roles in all activities
- e) Understand the formal and informal relationships in an organization/institution/hospital, promoting favourable human inter-relationships and team work
- f) Appreciate that development is taking place and that learning is a continuous process
- g) Understand that the problems encountered in the Industry/Institutions/hospitals rarely have unique solutions, and there is need to gain experience necessary for selecting the optimal solutions from the many options
- h) Learn accepted safety practices in the industry/institutions/hospitals.
- i) Develop a sense of responsibility towards society and the community at large
- j) Develop own personality and communication skills for future roles as managers and leaders in the developing world

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3.0 Objectives of Industrial Training/Internship:

The primary goal of Industrial training/internship is for the student to gain practical work experience and to be able to see theory in practice. It is geared to developing skills, knowledge and attitudes needed by the student to make an effective start as a member of the ever growing world. The following are some of the objectives:

1. To provide a framework through which undergraduate students having diverse academic and professional backgrounds may work in an organization/institution/hospital for a short period of time to enhance their educational experience through practical work tasks.
2. To provide the organizations/institutions/hospitals with highly motivated, energetic and talented students who are able to execute work in key areas and are a potential work force for future recruitment.
3. To enable the students explore employment opportunities with organizations.

4.0 Documentation:

Ensure you have the following documents:

1. Introduction letter from the University or acceptance letter from the industry that authorises you to do the training from the organization.
2. A typed statement or resume showing academic course units studied up to date.
3. Statement of intent indicating proposed work.
4. Student's identity card.
5. A logbook.
6. Reference books where applicable.

5.0 Duration:

The duration of Industrial training/internship is ten (10) weeks starting Monday 13th June 2011 and ending officially on Fri 19th Aug 2011.

6.0 Student's conduct during the training/internship:

1. The trainee will be responsible for the proper conduct and should not be found to disobey the rules, norms, guidelines, and indulging in any unwarranted activities which harm the University's reputation. Remember you are representing the University in that particular institution/Industry/organisation.
2. The trainee should guard against any loss, damage or mishap of the organization's/institution's property and other resources being handled by the trainee.
3. In general the trainee must follow the code of conduct applicable to all employees of the organization/institution/hospital, including the dress code (where applicable), reporting and departure times for work, etc.

7.0 What is expected of the trainee/intern:

1. The trainee is expected to keep a daily record of activities, reactions, observations, events, communications, etc with their dates and times in a logbook. Use the provided templates to produce (if possible) a spiral bound logbook. This logbook will be examined by the inspector who should also sign it.
2. An Industrial training/internship report will be expected at the end of the training, describing in detail the training experiences, skills, methods, procedures, instrument/tools etc learnt in the process. The report should be completed by the 10th week of the training and submitted within the first two weeks upon return to: new

semester. Late submission will **NOT** be accepted. The provided complete guide to report writing should be used and it will form a basis for marking reports.

8.0 Training/internship Program:

Upon arrival at the institution, the trainee reports to the general manager (in charge of training) with his/her introduction letter who may assign a supervisor to the trainee. The following general program guide can be used to generate work plans specific to the trainee and the industry or department.

Week	Activity	Possible out-come
One 13.06.11 to 17.06.11	Orientation week characterised by general familiarization (tour) of activities of the organization/institution/hospital	List of possible projects, themes, topics or areas of study
Two 20.06.11 to 24.06.11	The trainee/intern designs a work plan outlining step by step tasks to be done or achieved in the selected study area. This is done in close co-operation with the assigned supervisor.	Program of study showing specific objectives of the study area, topic or theme
Three to Six 20.06.11 to 15.07.11	Practical execution of activities stipulated in the work plan.	List of abilities and skills acquired or learnt, inspectors from the university are expected to arrive
Seven 18.07.11 to 22.07.11	Review of the objectives stated in week two whether some or all have been done or not. Priority is given to uncovered areas or aspects not properly mastered in the training/internship.	Data and information on the areas gone through is expected by university supervisors
Eight 25.07.11 to 29.07.11	Compilation of draft Report	Draft report (manuscript)
Nine 01.08.11 to 05.08.11	Typing and editing of Report	Draft report (typed)
Ten 08.08.11 to 12.08.10	Hand over and departure week. Final report (three copies), signing by supervisor.	Fully completed and signed report

8.1 Phases in Industrial Training/Internship:

8.1.1 Orientation phase

The student with the assistance of the supervisor undergoes a familiarization tour of all the organization's sectors and acquaints him/herself with the general knowledge about the organization/institution and its activities or businesses it is involved in. At the end of which the student should be familiar with the area, theme or subject he/she is going to concentrate on during the training/internship.

8.1.2 Organisation phase

The student (in collaboration with the supervisor in industry/organisation/ institution) is expected to develop a training plan or program that describes how the training/internship will be conducted. This plan includes a description of the host organisation/institution and of the project(s) or activities in which the student will be involved. The plan has to be approved by the supervisor in the industry/organisation to show the areas, objectives and activities of the student.

8.1.3 Implementation phase

In principle the student executes the plan as decided upon by the supervisor in the field.

8.1.4 Completion phase

The student compiles an industrial training/internship report to be submitted to the university. The report should be signed by the student, supervisor and inspector and three copies should be printed, spiral bound. One copy remains in industry/organisation/institution/hospital, the second is a student's copy and the third is submitted to the supervisor for marking. Ensure that you submit your report for marking in time. Human Nutrition, Hotel, Fashion & design students should submit reports to their head of department's office or co-ordinator and sign on submission while students of Art & Industrial submit to their sections or head of department's office.

8.1.5 Assessment:

The University will send a member of staff as an inspector to assess the student's performance in the industry/organisation/institution. Inspectors will be expected in the industry/organisation/institution from the second week and may visit the student two to three times. The training/internship will be assessed out of 85% and the report book out of 15%. The final score will be an average of the supervisor's mark and the inspector's mark.

8.1.6 Contacts:

Students should be in contact with their heads of departments & coordinator for the exercise. The following are contacts for the heads of departments & coordinator:

S/N	Department	Name	Telephone
1	Chairman IT/CSP	Mr David Mungisa	0712867487
2	Dean, Faculty of Vocational Studies	Dr. William F. Egeji	0774160118
3	HOD Human Nutrition	Mrs Tenhwa Florence	0784459735
4	HOD Art & Industrial Design	Mr Kimani Muturi	0772692444
5	IT Coordinator	Mrs Efata Cecily	0772519561
6	Art & Industrial Design (Coordinator)	Mr Mutungi	0772502553

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NB:

- If you change the place of Industrial Training/Internship, notify the IT/Internship coordinator immediately.
- If no inspector has come to your place of training/internship by the seventh week (Friday 8th July 2011), notify the IT/internship coordinators or HODs immediately.

