



## GEMS - Guidance for educators Mentors and students

ISL/06/B/F/PP-164005

<http://www.adam-europe.eu/adam/project/view.htm?prj=4063>

## Project Information

- Title: GEMS - Guidance for educators Mentors and students
- Project Number: ISL/06/B/F/PP-164005
- Year: 2006
- Project Type: Pilot Project, project with multiplying effect (2000-2006)
- Status: granted
- Country: IS-Iceland
- Marketing Text: Workplacement for students from Hotel and catering schools - Hospitality and tourism
- Summary: How can educational leaders increase the quality and transparency of practical training in the Hospitality - Food and Tourism sectors
- Description: The aim of the project is to develop a process for quality improvement and enhancement of learner experience in a workplace environment within the hospitality and food sectors across Europe

Workplace training is becoming increasingly important in Europe workforce development plans, vocational education and training curricula and lifelong learning strategies. The hospitality and food sectors are dynamic industries of importance to the economic development of the partner countries and they are reliant on the flow of people with the right competences to deliver products and services to a high standard. The flow of people from business to business and country to country is increasing the need for transparency of qualifications.

Industry and education partners recognise the need to work together to improve the quality of workplace training. This project therefore seeks to identify general quality indicators for vocational education from which it will develop a set of specific quality indicators for the workplace learning community. This project proposes a collaboration among partners from industry and education sectors within five partner countries to address quality and transparency by creating a common set of tools and evaluating them.

Key stakeholders from industry and education have acknowledged the need for better quality workplace learning and better quality trainers from within industry. However, a process to deal with both does not currently exist. To date, much of the workplace learning has been measured quantitatively but has not addressed qualitative and support issues. If workplace learning is to become more valuable then trainers and learners will require a set of tools to support them in key areas which to date have not been addressed by traditional workplace training. Quality indicators such as personal development, learning purpose and context, rights and obligations, cultural tolerance and self-evaluation are examples of areas that have not been effectively addressed in workplace learning. Communication between trainer and learner is an essential part of the process.

The process will follow a series of stages: initial des research to establish existing workplace learning practices; creation of quality indicators and a guidebook for trainers and learners; production of a training programme for identified trainers, implementation of a pilot study to test the process, evaluation, amendment and launch of final product.

A set of criteria will be produced for the selection of trainers. A specific training programme will be developed and implemented to enable trainers to deliver the identified quality indicators. The guide both for learners and workplace learners will cover the essential quality indicators and ensure effective communication between trainer and learner. The pilot study will be made in each of the partner countries to test the process; The project will be disseminated among local and national government agencies and industry representatives within each of the partner countries.

## Project Information

By achieving the aims of the project a number of positive outcomes are envisaged as follows:

A product which can be adopted by other industry sectors

Increased motivation and empowerment for the learner

A set of standardised quality indicators which will promote transparency of competences among employers across Europe

Improved quality of workforce skills and competences in the food and hospitality sector.

Improved image of the food and hospitality sector as attractive career choice.

Greater number of recruits attracted to the vocational education sector

Improved industry-education links

Better retention rates in both industry and education

The formation of new relationships among partners could generate new developments in the future.

Dissemination of the project results to government organisations and industry representatives could encourage greater support for workplace learning in each of the partner countries.

Contribution to the economic development and competitiveness of the partner countries

Themes: \*\*\* Quality  
 \*\*\* Lifelong learning  
 \*\*\* Vocational guidance  
 \*\*\* Initial training  
 \*\* Labor market  
 \* ICT

Sectors: \*\*\* Other Service Activities  
 \*\* Accommodation and Food Service Activities

Product Types: modules  
 evaluation methods  
 website  
 teaching material

Product information: Logbooks for student and mentors  
 - logbook before the training  
 - logbook during the training restaurant service  
 - logbook during the training kitchen  
 - logbook during the training hospitality  
 - Logbook review  
 - Guide for mentors

Website: projectwebsite: <http://www.leogems.org>

A Partnership project coordinated from Belgium has continued to develop the GEMS material along side the partnership project. The material is available on the Student platform:

<http://platform.leogems.org>

The Gems platform (Restaurant and Kitchen - Before and After) is now available in the following languages: Dutch - English - German - Icelandic - Italian - Polish - Romanian - Swedish and Turkish. Danish will be added next week 3/09/10.

Projecthomepage: <http://www.leogems.org>

## Project Contractor

Name: IDAN  
City: Reykjavik  
Country/Region: Ísland  
Country: IS-Iceland  
Organization Type: continuing training institution  
Homepage: <http://www.idan.is>

## Contact Person

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Homepage:

## Coordinator

Name: IDAN  
City: Reykjavik  
Country/Region: Ísland  
Country: IS-Iceland  
Organization Type: continuing training institution  
Homepage: <http://www.idan.is>

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Homepage:

## Partner

### Partner 1

Name: South WestCollege  
City: Omagh  
Country/Region: Northern Ireland  
Country: UK-United Kingdom  
Organization Type: initial training  
Homepage: <http://www.omagh.ac.uk>

### Partner 2

Name: Mentaskólinn í Kópavogi  
City: Kópavogur  
Country/Region: Ísland  
Country: IS-Iceland  
Organization Type: initial training  
Homepage: <http://www.mk.is>

### Partner 3

Name: Stella Maris  
City: Merksem  
Country/Region: Antwerpen  
Country: BE-Belgium  
Organization Type: initial training  
Homepage: <http://www.stellamarismerksem.be>

### Partner 4

Name: Ester Mosessons gymnasium  
City: Göteborg  
Country/Region: Stockholm  
Country: SE-Sweden  
Organization Type: initial training  
Homepage: <http://www.mosesson.educ.goteborg.se>

## Partner

### Partner 5

Name: Nowy Sacz School of Business  
City: Nowy Sacz  
Country/Region: Zachodniopomorskie  
Country: PL-Poland  
Organization Type: university/Fachhochschule/academy  
Homepage: <http://www.wsb-nlu.edu.pl>

## Products

1 Leogems

## Product 'Leogems'

Title: Leogems

Product Type: website

Marketing Text: Guidance for educators mentors and students working in Food - Tourism and Hospitality sectors

Description:

Target group: students - educators and mentors

Result: project website and platform for students

Area of application: Workplacements

Homepage: <http://www.leogems.org>

Product Languages: Dutch  
English  
Icelandic  
Polish  
Romanian  
Swedish

## product files

### Guide for Mentors

#### EN - logbook mentors complete.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/2/EN%20-%20logbook%20mentors%20complete.pdf>

The main objective of the guide is to develop a transparent tool that reflects the quality indicators set by the European commission. The guide will address the planning, conditions and evaluation of work based learning as well as communication techniques, health and safety, educational quality indicators and equality issues. The Guide gives an overview of duties both for the Mentor and Coordinator. It should be used as a communication tool between the coordinator and mentor. Both parties should therefore use the complete guide taking special notice of what applies to the parties in question.

#### IS- logbook mentors complete.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/2/IS-%20logbook%20mentors%20complete.pdf>

Markmiðið með þessum leiðbeiningum er að þróa gagnsætt tæki sem endurspeglar gæðaviðmið sem Evrópuráðið hefur sett. Leiðbeiningarnar fjalla m.a. annars um skipulag, umhverfi og mat á vinnustaðanámi sem og mikilvægi samskipta, heislunar og vellíðan. Einnig eru þættir svo sem gæðaviðmið, jafnræði og jafnrétti tekin fyrir. Leiðbeiningarnar eiga að veita skipuleggjendum og leiðbeinendum í vinnustaðanámi stuðning og veita upplýsingar um skyldur og hlutverk þeirra. Handbókin gefur tækifæri til aukina samskipta þeirra sem koma að vinnustaðanámi.

#### NL - logbook mentoren complete.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/2/NL%20-%20logbook%20mentoren%20complete.pdf>

Het hoofdoel van deze gids is een transparant hulpmiddel te ontwikkelen dat rekening houdt met de belangrijkste kwaliteitsindicatoren voor werkplekklaren van de Europese Commissie. De gids behandelt niet alleen de planning, voorwaarden tot en evaluatie van werkplekklaren, maar ook communicatie technieken, veiligheid en gezondheid, educatieve kwaliteitsindicatoren en gelijkheid kwesties. De gids geeft een overzicht van de verplichtingen van de school coördinator en de bedrijfsmentoren. Hij dient gebruikt als een communicatie middel tussen de coördinator en de mentor. Daarom is het aan te bevelen dat beide partijen de gids in zijn geheel gebruiken met bijzondere aandacht voor wat elke partij afzonderlijk aanbelangt.

#### PL - logbook mentors complete.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/2/PL%20-%20logbook%20mentors%20complete.pdf>

Gównym celem przewodnika jest opracowanie przejrzystych narzędzi, które odzwierciedlają jako wskaźniki ustalonych przez Komisję Europejską. Obejmuje on planowanie, warunki i ocen nauki opartej na pracy, techniki komunikacyjne, bezpieczeństwo i ochronę zdrowia, edukacyjne wskaźniki jakości, oraz kwestie równości. Przewodnik zawiera przegląd obowiązków zarówno dla mentora jak i koordynatora, ma on posłużyć jako narzędzie komunikacji wykorzystywane pomiędzy nimi. Obie strony powinny wykorzystać kompleksowo przewodnika zwracając szczególną uwagę na to, co dotyczy każdej z nich.

## product files

### SVE - logbook mentors complete.docNY.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/2/SVE%20-%20logbook%20mentors%20complete.docNY.pdf>

Huvudsyftet med riktlinjerna är att utveckla ett transparent verktyg som återspeglar de kvalitetsindikatorer som fastställts av Europeiska kommissionen. Riktlinjerna riktar sig till planering, förhållanden och utvärdering av den arbetsplatsförlagda utbildningen och även som kommunikationsteknik, hälsa och säkerhet, utbildande kvalitetsindikatorer och jämlikhetsfrågor. Riktlinjerna ger en översikt över åligganden för handledare och koordinatörer. De bör användas som ett kommunikationsverktyg mellan koordinatören och handledaren. Båda parterna bör därför använda alla riktlinjer och speciellt iakta vad som gäller för respektive part.

## Summitve report

### GEMS Final evaluation report March 09.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/8/GEMS%20Final%20evaluation%20report%20March%2009.pdf>

Final evaluation report. GEMS.

## Work Based Learning Logbook - Hospitality and Tourism - Students

### EN - Tourims Logbook complete.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/4/EN%20-%20Tourims%20Logbook%20complete.pdf>

Addressed to the student:

During your work placement you will be working on certain tasks (please see possible activities during your training period)

The tasks within your Work Placement -book should be carried out in agreement with your work place-ment training mentor. You can not do everything at the same time and you cannot solve all the problems at the same time.

Depending on the work situation at your workplace you must see how much time there is left for the tasks in your work placement Log-book.

It is important that you make notes after every working day reflecting on the jobs and tasks you have observed and undertaken. If you have any problems, questions or issues please do not hesitate to discuss these with your training mentor. You can always contact your training counsellor by Telephone.

### ISL - logbook tourism.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/4/ISL%20-%20logbook%20tourism.pdf>

Addressed to the student:

Þegar þú ert í vinnustaðþálfun þarft þú að leysa ýmis verkefni af hendi (skoðuðu verkefnin hér að neðan).

Verkefnin í námsferilsbókinni getur þú leyst undir handleiðslu leiðbeinandans þíns. Þú getur ekki leyst öll verkefnin í einu og þú getur heldur ekki leyst öll vandamál í einu.

Þú verður að meta eftir aðstæðum á vinnustaðnum hvort og hversu mikinn tíma þú hefur til að leysa verkefnin í vinnutímanum.

Það er mikilvægt að þú skrifir hjá þér minnisþunkta eftir hvern vinnudag þar sem þú íhugar þá vinnu og þau verkefni sem þú hefur sinnt og tekist á við. Ef upp hafa komið vandamál, spurningar vaknað eða önnur mál þá skaltu ekki hika við að ræða það við leiðbeinandann þinn. Þú getur alltaf náð í hann í síma.

### NL logboek toerisme.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/4/NL%20logboek%20toerisme.pdf>

Addressed to the student:

Tijdens je WBL zal je bepaalde taken moeten uitvoeren.

De taken in je werkboek zal je moeten uitvoeren in overeenkomst met je stagementor. Je kan niet alles tegelijk doen en je kan niet alle problemen ineens oplossen.

Afhankelijk van de werksituatie zal je moeten afwachten hoeveel tijd er rest voor de taken vermeld in je stagelogboek.

Het is belangrijk dat je elke dag notities maakt en reflecteert op de taken die je geobserveerd en uitgevoerd hebt. Als je problemen of vragen hebt, aarzel dan niet om dit met je mentor te bespreken. Je kan je stagebegeleider altijd telefonisch contacteren.

### PL-hospitality\_polish.pdf

[http://www.adam-europe.eu/prj/4063/prd/1/4/PL-hospitality\\_polish.pdf](http://www.adam-europe.eu/prj/4063/prd/1/4/PL-hospitality_polish.pdf)

Addressed to the student:

Podczas praktyk konieczna jest realizacja powieonych zada (poniej przykady).

Ich zakres powinien by ustalony z opiekunem praktyki, poniewa nie molwe jest wykonanie wszystkich zada i rozwizanie wszystkich problemów w tym samym czasie.

W zalenoci od iloci powierzonych obowizków niezbдне jest oszacowanie czasu ich trwania czemu suy ksika praktyk.

Niezwykle istotne jest robienie notatek z obserwacji i wniosków po kadym dniu pracy oraz konsultowanie wszelkich problemów, pyta lub wtpliwoci bezporednio z opiekunem praktyki lub telefonicznie z jej koordynatorem.

## product files

### Work Based Learning Logbook - Kitchen - Students

#### EN - logbook kitchen.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/6/EN%20-%20logbook%20kitchen.pdf>

The Logbook for student work based learning is in two parts. A general description followed by worksheets with different tasks to complete all depending on the extent of the work based learning period. It should be noted that all material is on line. [www.leogems.org](http://www.leogems.org)  
Due to the magnitude of documents only a few examples of task (worksheets) will be demonstrated here. Additional worksheets can be found on our website. [www.leogems.org](http://www.leogems.org)

#### EN-Worksheet 12 - Sort recycle recuperate XP.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/6/EN-Worksheet%2012%20-%20Sort%20recycle%20recuperate%20XP.pdf>

#### EN-Worksheet 1 - Kitchen Equipment XP.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/6/EN-Worksheet%201%20-%20Kitchen%20Equipment%20XP.pdf>

#### IS- logbook kitchen.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/6/IS-%20logbook%20kitchen.pdf>

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#### IS-worksheet 12- sort and recycle recuperate.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/6/IS-worksheet%2012-%20sort%20and%20recycle%20recuperate.pdf>

#### IS\_worksheet 1 Kichen Equipent.pdf

[http://www.adam-europe.eu/prj/4063/prd/1/6/IS\\_worksheet%201%20Kichen%20Equipent.pdf](http://www.adam-europe.eu/prj/4063/prd/1/6/IS_worksheet%201%20Kichen%20Equipent.pdf)

#### NL - Basis logboek keuken XP.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/6/NL%20-%20Basis%20logboek%20keuken%20XP.pdf>

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#### NL - Werkblad 12 - Verwerking afvalstromen XP.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/6/NL%20-%20Werkblad%2012%20-%20Verwerking%20afvalstromen%20XP.pdf>

#### NL - Werkblad 1 - Keukenmaterialen XP.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/6/NL%20-%20Werkblad%201%20-%20Keukenmaterialen%20XP.pdf>

#### PL-kitchen\_polish.pdf

[http://www.adam-europe.eu/prj/4063/prd/1/6/PL-kitchen\\_polish.pdf](http://www.adam-europe.eu/prj/4063/prd/1/6/PL-kitchen_polish.pdf)

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#### SVE\_Worksheet 01 Utrustning.pdf

[http://www.adam-europe.eu/prj/4063/prd/1/6/SVE\\_Worksheet%2001%20%20%20Utrustning.pdf](http://www.adam-europe.eu/prj/4063/prd/1/6/SVE_Worksheet%2001%20%20%20Utrustning.pdf)

#### SVE\_Worksheet 02 - Cooking and Preparation methods XP.pdf

[http://www.adam-europe.eu/prj/4063/prd/1/6/SVE\\_Worksheet%2002%20-%20Cooking%20and%20Preparation%20methods%20XP.pdf](http://www.adam-europe.eu/prj/4063/prd/1/6/SVE_Worksheet%2002%20-%20Cooking%20and%20Preparation%20methods%20XP.pdf)

## product files

### SVE\_Worksheet 12 - Sort recycle recuperate XP.pdf

[http://www.adam-europe.eu/prj/4063/prd/1/6/SVE\\_Worksheet%2012%20-%20Sort%20recycle%20recuperate%20XP.pdf](http://www.adam-europe.eu/prj/4063/prd/1/6/SVE_Worksheet%2012%20-%20Sort%20recycle%20recuperate%20XP.pdf)

## Work Based Learning Logbook - Preperation for students

### EN - Before training without appendices.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/3/EN%20-%20Before%20training%20without%20appendices.pdf>

This section addresses the student directly and attempts to answer different questions that the student might have before starting their WBL period. Such as what is work based learning?, how to prepare your self before WBL, writing ones curriculum vitae and so forth.

### ISL\_Before\_training\_without\_appendices.pdf

[http://www.adam-europe.eu/prj/4063/prd/1/3/ISL\\_Before\\_training\\_without\\_appendices.pdf](http://www.adam-europe.eu/prj/4063/prd/1/3/ISL_Before_training_without_appendices.pdf)

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### NL-Logboek voorbereiding werkplekieren NL.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/3/NL-Logboek%20voorbereiding%20werkplekieren%20NL.pdf>

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### SV- Before training without appendices (k).doc.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/3/SV-%20Before%20training%20without%20appendices%20%28k%29.doc.pdf>

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## Work Based Learning Logbook - Restaurant Service - Students

### EN - Be good in communications restaurant.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/5/EN%20-%20Be%20good%20in%20communications%20restaurant.pdf>

### EN - logbook restaurant.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/5/EN%20-%20logbook%20restaurant.pdf>

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### EN - questions to mentor restaurant.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/5/EN%20-%20questions%20to%20mentor%20restaurant.pdf>

This section can be used across the board so to speak. Addressing questions such as Ethics and equity, work environment and hygiene.

### IS-13\_questions to mentor restaurant\_isl.pdf

[http://www.adam-europe.eu/prj/4063/prd/1/5/IS-13\\_questions%20to%20mentor%20restaurant\\_isl.pdf](http://www.adam-europe.eu/prj/4063/prd/1/5/IS-13_questions%20to%20mentor%20restaurant_isl.pdf)

This section can be used across the board so to speak. Addressing questions such as Ethics and equity, work environment and hygiene.

### IS-1\_Be good in communications restaurant\_ISL.pdf

[http://www.adam-europe.eu/prj/4063/prd/1/5/IS-1\\_Be%20good%20in%20communications%20restaurant\\_ISL.pdf](http://www.adam-europe.eu/prj/4063/prd/1/5/IS-1_Be%20good%20in%20communications%20restaurant_ISL.pdf)

### IS-1logbook restaurant\_ISL.pdf

[http://www.adam-europe.eu/prj/4063/prd/1/5/IS-1logbook%20restaurant\\_ISL.pdf](http://www.adam-europe.eu/prj/4063/prd/1/5/IS-1logbook%20restaurant_ISL.pdf)

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## product files

### NL - logboek restaurant basis.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/5/NL%20-%20logboek%20restaurant%20basis.pdf>

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### NL - Werkblad 13 vragen mentor.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/5/NL%20-%20Werkblad%2013%20vragen%20mentor.pdf>

This section can be used across the board so to speak. Addressing questions such as Ethics and equality, work environment and hygiene.

### PL-restaurant\_polish.pdf

[http://www.adam-europe.eu/prj/4063/prd/1/5/PL-restaurant\\_polish.pdf](http://www.adam-europe.eu/prj/4063/prd/1/5/PL-restaurant_polish.pdf)

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### PL-SYLLABUS 1 PL be good in communications.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/5/PL-SYLLABUS%201%20PL%20be%20good%20in%20communications.pdf>

### PL-SYLLABUS 5 PL Bat techniques.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/5/PL-SYLLABUS%205%20PL%20Bat%20techniques.pdf>

### SV 00 logbook restaurant.doc NY.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/5/SV%2000%20logbook%20restaurant.doc%20NY.pdf>

The Logbook for student work based learning is in two parts. A general description followed by worksheets with different tasks to complete all depending on the extent of the work based learning period. It should be noted that all material is on line. The ideology is that users can create their own worksheets or tailor the worksheets to fit the task in hand.

Due to the magnitude of documents only a few examples of task (worksheets) will be demonstrated. Additional worksheets can be found on our website. [www.leogems.org](http://www.leogems.org)

### SV 01 Be good in communications restaurant (k).doc.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/5/SV%2001%20Be%20good%20in%20communications%20restaurant%20%28k%29.doc.pdf>

### SV 09 good riddance to bad rubbish.docNy.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/5/SV%2009good%20riddance%20to%20bad%20rubbish.docNy.pdf>

## Work Based Learning Logbook - Review - Students

### EN - After the training complete.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/7/EN%20-%20After%20the%20training%20complete.pdf>

This part addresses the student directly:

Why Work based Learning? You should find the answer when reviewing the process and your experience during your placement. The following elements might have affected you:

- communication and instruction
- application of knowledge
- comprehension
- problem solving
- supply of materials, goods and technology
- language
- culture
- health and safety

### IS\_After\_the\_training\_complete.pdf

[http://www.adam-europe.eu/prj/4063/prd/1/7/IS\\_After\\_the\\_training\\_complete.pdf](http://www.adam-europe.eu/prj/4063/prd/1/7/IS_After_the_training_complete.pdf)

Hvers vegna vinnustaðanám? Þú ættir að geta svarað þessu eftir að hafa ígrundað vinnustaðanamið þitt, skipulag þess og þá reynslu sem þú öðlaðist. Eftirfarandi atriði gætu hafa skipt þig máli:

## product files

- upplýsingagjöf og fyrirmæli
- beiting þekkingar
- skilningur
- lausnir vandamála
- framboð á efni, vörum og tækni
- tungumál
- menning
- heilbrigðis- og öryggismál

### NL Logboeknadeperiodevolledig.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/7/NL%20Logboeknadeperiodevolledig.pdf>

Waarom leren in de praktijk? Je zou hierop het antwoord moeten vinden door terug te blikken op je ervaring tijdens de stageperiode. Volgende elementen kunnen je beïnvloed hebben:

- communicatie en richtlijnen
- kennis toepassen
- begrip
- oplossen van problemen
- bevoorrading van materiaal, producten en technologie
- taal
- cultuur
- gezondheid en veiligheid

### SV After the training complete (k).doc.pdf

<http://www.adam-europe.eu/prj/4063/prd/1/7/SV%20After%20the%20training%20complete%20%28k%29.doc.pdf>

Varför arbetsplatsförlagd utbildning? Du hittar säkert svaret när du ser tillbaka på processen och dina erfarenheter under praktiktiden. Följande moment kanske har gjort intryck på dig:

- kommunikation och anvisning
- kunskapstillämpning
- omfattning
- problemlösning
- tillhandahållande av material, varor och teknologi
- språk
- kultur
- hälsa och säkerhet

## Project Tags

The project belongs to the following group(s):

QALLL (<http://www.adam-europe.eu/adam/thematicgroup/QALLL>)