



Scottish Further Education Unit

Skills for Work: **Hospitality** **Intermediate 1**

Course Guidance and Employability Skills –
incorporating Working in the Hospitality Industry



Support Material

June 2007

 scotland's colleges

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Hospitality (Intermediate 1)

C244 10

Introduction

These notes are provided to support teachers and lecturers presenting the Scottish Qualifications Authority Course C244 10, *Hospitality: Intermediate 1* and the Unit F19E 10 *Hospitality: Working in the Hospitality Industry (Intermediate 1)*.

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Marketing Officer - Communications
The Scottish Further Education Unit
Argyll Court
Castle Business Park
Stirling
FK9 4TY

Website: www.sfeu.ac.uk

Further information regarding this Course including Unit Specifications, National Assessment Bank materials, Centre Approval and certification can be obtained from:

The Scottish Qualifications Authority
Optima Building
58 Robertson Street
Glasgow
G2 8DQ

Website: www.sqa.org.uk

Class Sets

Class sets of this pack may be purchased direct from the printer. Costs are dependent on the size of the pack and the number of copies. Please contact:

Elanders Hindson
Merlin Way
New York Business Park
North Tyneside
NE27 0QG

Tel: 0191 280 0400

e-mail: info@elandershindson.co.uk

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How to Use this Pack

This Course Guidance pack has been prepared to provide guidance on delivering and assessing the *Hospitality: Intermediate 1* Course and the Unit *Hospitality: Working in the Hospitality Industry (Intermediate 1)*. The pack is aimed at course teams and individual Unit tutors. It has two main purposes:

- To provide information which will assist course teams in developing an induction programme for candidates embarking on the Course
- To provide guidance on integrating the content of the Working in the Hospitality Industry Unit, in particular the employability skills, throughout the other component units of the Course.

None of the material in this pack is mandatory. Rather, it is intended as a guide and an aid to delivery of the course and integration of employability skills. It aims to provide centres with a flexible set of materials and activities which can be selected, adapted and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials and approaches that you have developed yourself. The pack is available on the SFEU website in Word format to enable you to customise it to your suit your own needs.


The **Reference Section** contains an introduction to Skills for Work which explains the importance of employability as the underpinning theme of the course, the rationale for the course as a whole and the Employability Skills Profile, showing where the specified employability skills and attitudes can be evidenced and assessed throughout the Course.

The **Tutor Support Section** contains advice on learning and teaching with under-16s and general guidance on course delivery, including essential and recommended resources, and specific advice on delivery of the Unit *Working in the Hospitality Industry*.

The **Course Induction Section** contains information which may be useful when designing a Course Induction programme. A draft induction programme is offered and risk assessment is discussed.

The **Employability Support Section** contains guidance on adopting a team approach to the development and integration of the employability skills embedded in the Unit Working in the Hospitality Industry.

The **Student Support Section** contains both material relating to the Outcome 1 Investigation in the Working in the Hospitality Industry Unit and material relating to Employability Skills – Outcomes 2 – 4 of the unit. Some of these could be included in an induction programme, while others might be used more effectively at relevant points during the Course. A Student Course Evaluation Sheet is included in this Section.

Activities are identified with the symbol: 

Reference Section

What are Skills for Work Courses all about?

Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability.

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work
- planning and carrying out practical tasks and assignments.

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- preparing and planning for the experience
- taking stock throughout the experience - reviewing and adapting as necessary
- reflecting after the activity has been completed - evaluating, self-assessing and identifying learning points.

The Skills for Work Courses are also designed to provide candidates with opportunities for developing **Core Skills** and enhancing skills and attitudes for **employability**.

Core Skills

The five Core Skills are:

- Communication
- Numeracy
- Information Technology
- Problem Solving
- Working with Others

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- **generic skills/attitudes valued by employers**
 - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
 - self-evaluation skills
 - positive attitude to learning
 - flexible approaches to solving problems
 - adaptability and positive attitude to change
 - confidence to set goals, reflect and learn from experience.
- **specific vocational skills/knowledge**
 - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

The Course in Hospitality (Intermediate 1)

Course Rationale

This Intermediate 1 Hospitality Course has been designed to provide an introductory qualification in hospitality which reflects the initial skills required for the hospitality industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hospitality industry.

The primary target group for the Course is school pupils from third year in secondary education and above. It is anticipated that the Course will build on existing partnerships between schools, colleges of further education, employers and other training providers. Such partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. This Course may also be suitable for adult returners in a further education environment as a first step into vocationally related learning, and will give such candidates an introduction to the hospitality industry, build confidence and give the opportunity to develop a range of employability skills and Core Skills.

Hospitality is a well-established industry with qualifications ranging from National Qualifications and SVQs to Higher National Diplomas (HNDs). This Course fills an identified need for an introductory Course that is suitable for school candidates, meets the needs of industry, reflects National Occupational Standards and helps candidates to maximise their own potential.

The knowledge and experience acquired by candidates will not only enable candidates to work within the hospitality industry but will also develop transferable competencies.

The general aims of this Course are to:

- provide candidates with a broad introduction to the hospitality industry
- allow candidates to experience vocationally-related learning
- encourage candidates to develop a good work ethic
- encourage candidates to take responsibility for their own learning and development
- provide opportunities to develop a range of Core Skills
- facilitate progression to further education and/or training.

The specific aims of this Course are to:

- prepare candidates for work in the hospitality industry
- develop team-working skills

- develop customer care skills
- begin to develop food preparation, cooking and presentation skills
- begin to develop food and drink service skills
- develop an awareness of relevant health and safety and food hygiene procedures
- develop personal presentation skills
- develop a positive and responsible attitude to work
- develop communication skills
- develop aspects of the Core Skill of Working with Others
- encourage skills in setting personal goals, reviewing and evaluating
- build candidates' confidence
- prepare candidates for further learning, study and training opportunities in the hospitality industry.

Summary Information on the Unit: Working in the Hospitality Industry (Intermediate 1)

Unit Outcomes, PCs and Evidence Requirements

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

Outcome 1

Investigate different sectors, job roles and career paths in the hospitality industry.

Performance Criteria

- a) Gather information from a variety of sources on specified sectors of the hospitality industry.
- b) Gather information which describes a range of establishments, jobs, qualifications and progression routes in the hospitality industry.
- c) Organise and present findings clearly in an appropriate format.

Outcome 2

Establish and maintain good working relationships in specified practical activities.

Performance Criteria

- a) Follow instructions and carry out duties as specified.
- b) Communicate clearly, accurately and positively with others.
- c) Actively listen and respond constructively to others.
- d) Demonstrate a willingness to assist others.

Outcome 3

Demonstrate employability skills and attitudes in specified practical activities.

Performance Criteria

- a) Demonstrate an awareness of the importance of good time-keeping and attendance.
- b) Demonstrate an awareness of the importance of personal presentation in the kitchen and restaurant.
- c) Demonstrate an awareness of the efficient use of time and resources.
- d) Demonstrate a positive attitude to learning and to constructive advice.
- e) Demonstrate willingness to seek advice and help from others.

Outcome 4

Review and evaluate own employability skills in specified practical activities.

Performance Criteria

- a) Seek advice and take account of feedback from others when reviewing own employability skills.
- b) Identify own strengths and weaknesses in specified employability skills.
- c) Identify areas of improvement in specified employability skills and set relevant goals.
- d) Evaluate progress in achieving goals over a set period of time.

Evidence requirements for the Unit

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Performance and written/oral evidence is required for this Unit.

- Practical activities for this assessment should be carried out under supervision either in a professional kitchen and training restaurant, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.
- Written/oral evidence is required which demonstrates knowledge and understanding of aspects of the hospitality industry.

Outcome 1: Written/Oral Evidence

The assessor will assign three sectors to each candidate to investigate. The evidence will be gathered in an individual folio of evidence. The folio should include for each of the three given sectors:

- a brief description of which operations each sector is engaged in providing (hospitality, accommodation, catering)
- details of menus, pricing, furnishing, location, facilities and opening times.

The folio should also include information on three job roles from the hospitality industry. The information will include:

- an appropriate qualification for each of the three jobs identified
- a possible progression route from each of the three jobs identified.

The evidence will be gathered in open-book conditions at appropriate points throughout the Unit.

The sectors will be selected from the list below:

- hotels
- travel lodges
- guest houses
- bed and breakfast operations
- restaurants
- cafes
- fast food outlets
- hospitals
- residential homes

- college refectory
- school meals
- prison service
- armed forces
- contract catering.

Outcomes 2 and 3: Performance Evidence

Candidates will demonstrate the appropriate employability skills and attitudes in practical contexts.

Assessor observation checklists should be used to provide evidence of performance on a minimum of two occasions and should be based on observation recorded during a sustained relevant practical activity. Where candidates are taking this Unit as part of the Intermediate 1 Hospitality Course opportunities for sustained practical activities can be found in the following Units:

- *Hospitality: Working in the Professional Kitchen*
- *Hospitality: Working Front of House* and
- *Hospitality: Introduction to Events*

Practical activities should be carried out in either a realistic working environment or real workplace, which involves working with others in a team and develops good working practice.

Outcome 4: Written/Oral Evidence

Candidates will review and evaluate their performance following a discussion with the assessor. They will also identify areas for improvement and set relevant goals. The evidence required will be **four** completed reviews. One will be based on an initial review; the second completed half way through the Unit; the third completed three-quarters through the Unit and the fourth will be based on a review towards the end of the Unit.

It is expected that at this level, candidates will be given support and guidance from the assessor before completing the final review.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes an investigation pro forma, assessor checklists and candidate review sheets, which include the specified employability skills. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

NB Centres must refer to the full Unit Specification for detailed information related to this Unit.

Employability Profile for Hospitality Intermediate 1

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

Hospitality: Working in the Hospitality Industry	=	A
Hospitality: Introduction to Events	=	B
Hospitality: Working in the Professional Kitchen	=	C
Hospitality: Working Front of House	=	D

Employability skill/attitude	Evidence
positive attitude to workplace and learning	A, B, C, D
awareness of the importance of good timekeeping and attendance	A, B, C, D
appropriate appearance	B, C, D
good communication skills — listening and talking	A, B, C, D
ability to work in a team	B, C, D
working co-operatively with others	B, C, D
self-respect and showing respect and consideration for others	A, B, C, D
ability to follow instructions	A, B, C, D
awareness of food hygiene and health and safety procedures	B, C, D
planning and preparing for work	B, C, D
confidence to seek feedback	A, B, C, D
self-review and evaluation	A, B, C, D
customer care skills	B, D
efficient use of time	B, C, D
flexibility and adaptability	B, C, D

Assessment evidence in all Units:

Practical performance supported by assessor observation checklists, and candidate self-evaluation reviews.

Careers Scotland Support for School-College Collaboration for Scotland's Colleges in the Scottish Enterprise area



In August 2006 Careers Scotland (SE and HIE areas) received funding from Scottish Executive to support college/school collaboration and encourage and promote vocational educational choices for pupils in schools. Following consultation each area produced a local action plan outlining how they intended taking forward key activities. Careers Scotland's focus is to support the career guidance needs of all S2-5 pupils involved in the opportunities which school/college collaboration brings, supporting them to make vocational educational choices, and with particular consideration for those young people at risk of becoming not engaged in employment education or training.

Skills for Work (SfW) courses are a key aspect of enhanced school/college collaboration and Careers Scotland has an important role in selection and recruitment and pre-entry career guidance, as well as ongoing support and pre-exit career guidance, to ensure the pupils' experience of SfW is capitalised upon in any future career planning. Careers Scotland also supports the career guidance needs of pupils involved in other vocational/pre-vocational programmes where relevant. Career Box delivery is a valuable tool in helping meet the needs of school pupils and lessons reflect options available within colleges; both at school and post school.

Careers Scotland activity takes place at local and national levels. This may involve a combination of any of the following services which can be tailored to local needs:

- awareness raising of Skills for Work courses (and other vocational programmes where relevant) – for pupils, teachers and parents - demonstrating how these educational choices have implications for future career options, and support the achievement of future career goals
- careers guidance support for individuals and groups, before, during and after involvement in SfW courses, resulting in better informed career decisions and effective transitions
- providing support for pupils who have been unsuccessful in attaining a place on a SfW course
- providing transitional skills development for those completing SfW courses
- capacity building through relevant shared CPD events, for Careers Scotland staff, teachers and college lecturers
- capacity building through the development of resources to support pupils, parents or teachers
- delivery of relevant Career Box lessons, where appropriate

- making connections with other existing support for pupils
- participation in local planning and management arrangements
- contributing to local and national discussions on provision and strategic development
- capturing good practice and evaluating effectiveness, using the community of practice site on our website (www.careers-scotland.org.uk) and sharing successes and concerns

In addition there are opportunities for developmental activities which can help to take forward CPD, good practice, resource development and learning opportunities for Skills for Work for young people, teachers, college lecturers, parents, Careers Scotland Advisers and employers.

For further information on Careers Scotland (SE)'s involvement in school/college collaboration in your college, please get in touch with one of our Careers Scotland Regional contacts:

South East Region (Edinburgh and Lothians; Forth Valley; Borders)

Stephen Benwell 01786 452043 stephen.benwell@careers-scotland.org.uk

North East Region (Tayside; Grampian; Fife)

Pat Pugh 01224 252044 patricia.pugh@careers-scotland.org.uk

South West Region (Dumfries and Galloway; Ayrshire; Lanarkshire)

Jean Geddes 01698 742192 jean.geddes@careers-scotland.org.uk

West Region (Glasgow; Dunbartonshire; Renfrewshire)

Sandra Cheyne 0141 204 8338 sandra.cheyne@careers-scotland.org.uk

Tutor Support Section

Introduction

The Skills for Work Hospitality Intermediate 1 course provides a broad, experiential introduction to the hospitality industry. The focus is on experiencing the areas of the professional kitchen, food and drink service and customer care, hospitality events, and to learn about different roles and responsibilities of people working in the industry. Practical experience of preparing, cooking and presenting food, along with the serving of food and drink, is incorporated in the course. Students will be working as part of a team, communicating appropriately and undertaking aspects of problem solving and numeracy. Vocational skills and knowledge will be developed at an introductory level. The course places emphasis throughout **all** the Units on the employability skills and attitudes which will help to prepare students for the workplace.

As outlined in the Course Rationale, the specific aims of this Course are to:

- prepare candidates for work within the hospitality industry
- develop team-working skills
- develop customer care skills
- begin to develop food preparation, cooking and presentation skills
- begin to develop food and drink service skills
- develop an awareness of relevant health and safety and food hygiene procedures
- develop personal presentation skills
- develop a positive and responsible attitude to work
- develop communication skills
- develop aspects of the Core Skill of *Working with Others*
- encourage skills in setting personal goals, reviewing and evaluating
- build candidates' confidence
- prepare candidates for further learning, study and training opportunities in the hospitality industry.

These support materials have been produced to provide teachers/lecturers with material which may be used when delivering the Skills for Work Hospitality Intermediate 1 Course.

Learning and Teaching with Under 16s

Scotland's Colleges have made significant progress in meeting the needs of young learners. Our knowledge of the learning process has increased significantly and provides a range of strategies and approaches which gives us a clear steer on how lecturers can add to their skill repertoire. Lecturers can, and do, provide a stable learning environment where young students develop a sense of self-respect, learn from appropriate role models and see an opportunity to progress. There are basic enabling skills for practical application which can further develop the learning process for this group of students. So what are the characteristics of effective learning and teaching which will help to engage young learners?

Ten ways to improve the learning process for under 16s

(This list is not exhaustive!)

1. **Activate prior knowledge and learning** – ascertain what the learner knows already and teach accordingly. Young people do have life experience but it is more limited than adult learners and they may not always be aware of how it will assist them in their current learning.

Tips - Question and answer; Quick Quiz; Quick diagnostic assessment on computer; present key words from the course or unit and see how many they recognise or know something about.

2. **Tune learners into the Big Picture** – the tutor knows the curriculum inside out and why each lesson follows a sequence, however the young learner does not have this information and is re-assured by being given the Big Picture.

Tips – Mind map or concept map; use visuals, for example wall displays of diagrams, photographs, flow charts; explain the learning outcomes in language they will understand; We Are Learning Today (WALT) targets and What I'm Looking For (WILF) targets; give clear and visible success criteria for tasks.

3. **Use Advance Organisers** – these are lists of the key concept words that are part of the course or unit.

Tip – Highlight on any text the concept words that you will be using; make a visible list and put it on display – concept words can be struck off or referred to as they occur (NB this helps with spelling and independent learning as they do not have to keep checking meaning); highlight essential learning and action points.

4. **Vary the teaching approaches.** The two main approaches are instructing and demonstrating, however try to provide opportunities to facilitate learning.

Tips – Ask students what they know now that they did not know before, or what they can do now they could not do before, at appropriate points in the lesson or teaching block; ensure there are problem solving activities that can

be done individually or in groups; ask students to demonstrate what they have learned; use a range of question and answer techniques that allow participation and dialogue, eg. provide hints and cues so that they can arrive at answers themselves.

5. **Preview and review of learning.** This helps to embed previous learning and listening skills and provides another opportunity to elicit learner understanding. Consolidates and reinforces learning.

Tips – At the beginning of each lesson, or session, review previous learning and preview what is coming up; at the end of each lesson or session, review what has taken place and what will be focussed on next time – these can both be done through question and answer, quizzes and mind mapping activities.

6. **Language in the learning environment.** Do not assume that the language which is used in the learning environment is always understood by young learners, some words may be familiar but do not have the same meaning when used vocationally.

Tips - At appropriate points ask students what words mean; explore the various meanings of words to find out if they may have come across this language in another context; by looking at the structure and meaning of words there is an opportunity for dialogue about learning and to build vocabulary.

7. **Giving instructions in the learning environment.** This is one of the most difficult tasks a tutor has to do whatever the curriculum area. With young learners this may have to be repeated several times.

Tips – Ask a student to repeat back what you have asked them to do before beginning a task; ask them to explain the task to one of their peers; use the KISS principle – Keep It Short and Simple so that they can absorb and process the information.

8. **Effective feedback.** Feedback is very important for the learner to assess their progress and to see how and what they can improve. Provide opportunities to engage in dialogue about the learning function of assessment – provide details of the learner’s strengths and development needs either in written or spoken form. With younger learners identifying one or two areas for development is sufficient along with acknowledgement of what has been done well. Essentially, learners are helped by being given a **specific** explanation of how work can be improved. You can also use summative assessment formatively, ie. as an opportunity to identify strengths, development needs and how to improve.

Tips – Ask students themselves to identify their own strengths and development needs – self evaluation; peer evaluation of work can be successful once they have been taught how to do it; the tutor can produce a piece of work and ask students to assess it anonymously; have a discussion about the success criteria for the task and ensure the students are clear about

them; allow learners to set criteria for success and then measure their achievements against these.

- 9. Managing the learning behaviour.** Under 16s are coming into Scotland's Colleges and training establishments from largely structured and routine-driven environments in schools and early feedback from those undertaking Skills for Work courses indicates that they very much enjoy the different learning environment that colleges and other training providers offer. Remember though that these are still young learners. They will still expect tutors to provide structure and routine, and will perform best in a calm, orderly learning environment. Young students will respond to firm, fair, and consistent management. Such routines have to be established quickly and constantly reinforced.

Tips - Health and safety is non-negotiable and consequences of non-compliance with the regulations should be made clear and adhered to at all times; set out your expectations from day one and provide a consistent message; have clear beginnings, middles and endings for each session; be a positive role model for your students, ie. be there before they are and manage the learners with respect; always deliver what you promise; build up good relationships and get to know the learners, make the curriculum interesting and stress the relevance of the learning; set up a positive behaviour management system. By following these guidelines you will build up two-way respect, which, while sometimes challenging to achieve, can be very powerful and work to everyone's benefit.

- 10. Care and welfare issues.** School/college partnerships mean increasing numbers of young learners in college. Tutors have to be aware of their professional responsibilities and mindful of young people's rights. However tutors have rights too, in terms of feeling safe and secure in working with young people and there are basic steps staff can take to minimise risks. It is essential that colleges ensure that tutors have a working knowledge of the Child Protection policies (local authority and college documentation) and follow procedures and policies diligently. School/College Liaison Officers will be familiar with these documents and can provide support and advice. There are also training sessions on Child Protection available from SFEU (see the following page).

Tips - Avoid one-to-one situations with young students in a closed area; do not do or say anything that could be misinterpreted; if the opportunity arises, do some observation in schools to see and discuss how teachers use the guidelines for their own protection as well as the young person's.

Most young people are a delight to work with and they will positively enjoy the experience of learning in college. However, there will inevitably be some who are disengaged, disaffected and who have not yet had an opportunity to experience success. 'Skills for Work' is a unique educational initiative that young people can be motivated to buy into – you as the tutor are key to the success of these programmes.

Skills for Work Workshops

To take this 10 point plan forward and to add to it, you can attend one of SFEU's 'Get Skilled Up' half day workshops for tutors delivering Skills for Work Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website www.sfeu.ac.uk or contact the Learning Process team at SFEU on 01786 892000.

Child Protection Workshops

These are run on a regular basis by staff at SFEU in Stirling and also in colleges. For more information on these workshops please contact members of the Access and Inclusion team at www.sfeu.ac.uk or contact the team at SFEU on 01786 892000.

Learning and Teaching Approaches

The main approaches to learning in this Course should be experiential, practical and candidate centred. Candidates should have the opportunity to learn and develop practical skills in a realistic work environment where they will experience workplace conditions, deal with customers, learn how to work with others in a team and develop good working practices.

Centres should ensure that an induction to each Unit within the Course is given, which will enable students to fully understand what is required and the approaches to be adopted.

Students should have the opportunity to develop relevant vocational skills, as well as a variety of employability skills, for hospitality professions. Some of these are generic skills required in the wider workplace, while others are specific employability skills required for hospitality professions.

It will be important to ensure that students are provided with advice and guidance on what is expected of them when they are working in the hospitality industry. Students must be given clear information, advice and guidance about what their role is within the professional kitchen and restaurant with regards to appearance, uniform, attitude, behaviour, interacting with customers and working in a team.

Due to the practical nature of the Course, each part of teaching/learning should incorporate both theory and practice, to facilitate learning. Candidates will more easily understand the relevance of the knowledge and understanding aspects when they experience the practical application. The learning and teaching of the theory should therefore arise naturally throughout the practical activities and opportunities for contextualising Core Skills should also be identified.

Visiting Speakers/Visits to Hospitality Organisations

Centres are encouraged to establish links with industry representatives, who may be willing to offer support in the form of visits from a member of staff to give the students a realistic view of jobs and conditions in the hospitality industry.

It may be possible for centres to organise visits to hospitality establishments as part of the students' learning experience, to help them to build their knowledge and understanding of the industry.

Group fact finding could also be arranged so that the students can share information about a wide range of possible career routes and job roles.

Health and Safety

Opportunities should be taken within the course to integrate the required knowledge of current health and safety and food hygiene legislation in a real context. Legislation could be related to equipment being used and foods being prepared, cooked and served in the professional kitchen and restaurant. This will ensure that the legislation is more relevant and more easily understood by the students.

Students working in groups could carry out simple risk assessments in the professional kitchen and restaurant and report back to the class. The emphasis should always be on the practice of working safely and the extent of knowledge required by the candidates must be clearly defined and appropriate to Intermediate 1.

As added value, the students could undertake the REHIS *Introduction to Food Hygiene Course* and this would provide them with a recognised qualification and certificate.

Resources

Centres will require hospitality facilities for each of the units in the course. This will include a **professional kitchen** and **restaurant**. The kitchen facility will need to be equipped with sufficient equipment, tools and commodities to replicate that found in the industry.

The training restaurant should also be equipped with sufficient crockery and cutlery, table covers and paper napkins so that the students can undertake the range of table settings and service styles required in the course.

Appropriate **safe storage facilities** will be needed for all equipment and materials.

Personal protective clothing will be essential for all candidates when working in the kitchen. This may include chef's whites and hat. It is also important that the students adhere to the house standard for restaurant uniform. This may include black trousers, white long-sleeved shirt, black shoes and socks and a bow tie. Young learners will in any case probably enjoy the professional feel of being dressed as they would be in the industry.

Centres should carry out risk assessments for all activities as required.

Guidance on Delivery of the Unit Hospitality: Working in the Hospitality Industry (Intermediate 1)

The Unit *Working in the Hospitality Industry (Intermediate 1)* is one of the mandatory units of the course. However, Outcomes 2, 3 and 4 of the unit cannot be delivered or assessed discretely and therefore the evidence for these Outcomes must be gathered whilst candidates carry out work in the other units in the course. Further guidance on how to go about this is provided in the Employability Support Section of this pack.

- The students should be introduced to all of the activities that they will be assessed on very early in delivery to allow them to make decisions about how they will approach the investigation.
- They should see the instrument of assessment and be familiar with what they will be required to do.
- It's a good idea to identify any visits that you have planned for the students from an early stage – as well as keeping them informed, this will be a good motivator.
- Give the students the opportunity to discuss or ask about job roles with individuals who work in the hospitality industry. This may be possible during visits or through visiting speakers for example. It may be necessary to communicate with somebody in a written fashion, e.g. by e-mail.
- Tutors will need to support students to prepare a structured approach to visits and interviews. It may be useful to help them to draw up a list of pertinent questions that would be suitable to use in an interview or discussion. These questions could be prepared through group discussion prior to interviews taking place.
- Tutor time to support any Internet investigations may also be necessary.

Range of sectors to be investigated

Hotels	Travel Lodges
Guest Houses	Bed and Breakfast Operations
Restaurants	Cafes
Fast Food Outlets	Hospitals
Residential Homes	College Refectory
School Meals	Prison Service
Armed Forces	Contract Catering

It is strongly recommended that tutors familiarise themselves completely with the National Assessment Bank publication for this Unit prior to starting as this will very much determine the model of delivery.

The unit is designed to give students an introduction to the very many and varied opportunities that exist in the hospitality industry, many of which rarely receive much attention through normal career guidance. The unit also allows learners the opportunity to develop their investigative, review and evaluation skills.

The students should carry out some basic **research** into their given industries, which may involve reading and researching the Internet, the use of audio-visual case study material as well as visiting real workplace settings and interviewing/talking to people who work in the industry: They should be encouraged to use a variety of methods to find out information required for Outcome 1.

Initial **teaching** input will be needed to help the students to identify the range of the possible opportunities that exist in the hospitality industry. **Group discussion** may be a useful way to disseminate experience of any of the sectors, e.g. some students may work part-time in the industry or have relatives or friends who work in the industry.

Whatever the prior knowledge of the group, it is strongly recommended that they are taken on a **visit** to at least one of their chosen industries to experience the environment for themselves and so that the tutor may guide them towards an awareness of specific aspects of the workplace that they may not have thought about.

Web resources



The following websites contain useful information on the hospitality industry, job roles, career progression and qualifications. Some can be used for student activity, while others are more suitable for tutor reference.

<http://www.people1st.co.uk>

People 1st is the Sector Skills Council for hospitality, leisure, sport and tourism industries. The site provides news and support services to those involved in the sector.

<http://www.springboarduk.org.uk/>

Springboard promotes and advises on careers in hospitality, leisure, travel and tourism. There are separate sections on education and national programmes, an events calendar, useful links, regional contact details, and a Career Compass section including a jobs database, skills matcher and college finder.

http://www.prospects.ac.uk/cms/ShowPage/Home_page/Explore_job_sectors/Hospitality/as_it_is/p!ebeeap

This **Sector Briefing 'Hospitality: As it is'** from the **Association of Graduate Careers Advisory Services (AGCAS)** is for undergraduates, graduates and all those who may be considering a career in **hospitality**. It provides a breakdown of the sector, an idea of the main issues and challenges facing the industry at the moment, along with details of opportunities currently available to students and suggestions for helping students to obtain employment in the industry. The briefing also incorporates case studies, which provide practical information on training and career progression.

<http://www.hcareers.co.uk/>

hcareers is a searchable database of mainly UK based hospitality jobs. It includes vacancies in hotels, restaurants, resorts, and casinos, as well as on cruise ships, in bars, pubs, and catering. Also included is news and company information on hospitality careers, with links to its US and Canadian websites, a newsletter archive containing advice on the industry, and separate sections for employers and recruiters, containing FAQs, profiles and job seeking tools.

<http://www.hab.org.uk>

The **Hospitality Awarding Body** (HAB) awards National Vocational Qualifications (NVQs), Scottish Vocational Qualifications (SVQs) and Vocationally Related Qualifications (VRQs) for the Hospitality and Leisure industry in the UK. The website has separate sections for employers, training providers, colleges, and individuals looking for a career in Hospitality. Each section provides case studies, a directory of HAB centres, and information about qualifications as well as more specialist information. The website also has a news and events section.

<http://www.jobsinhotels.co.uk/>

Jobsinhotels is an online guide to employment and training in the UK hotel industry. The site is divided into the following sections: Hotels; Locations; Hotel Careers; Job Profiles; Case Studies and Resources. The Job Profiles section provides a series of job descriptions under the headings of human resources, kitchen, housekeeping, front office, conference and banqueting, finance, general manager and sales. 'Hotels' provides information on some of the largest hotel groups in the UK, including links to their own websites. Case Studies provides an account of people currently working in the hotel industry – in front office, restaurant and maintenance roles. The Resources section includes information about the range of qualifications useful for those seeking a career in hospitality along with links to industry bodies and associations.

<http://www.learndirectscotland.com/>

The **Learndirect** service is part of a UK government initiative to enable individual adult learners to learn new skills via self-paced online courses. Courses available cover IT, word and number skills, retail and distribution, and general business and management skills. Help and advice pages are included.

Membership of Learndirect is free and, once registered, learners receive their own Learndirect e-mail account and 'learning log' which helps to plan and monitor their learning.

<http://www.bii.org>

The **British Institute of Innkeeping** (BII) is the professional body for the licensed retail sector. Its website provides information about the BII itself, upcoming events and details of qualifications required to work in the industry. There is also a large section devoted to jobs and careers and the different entry routes into the industry.

<http://www.hcima.org.uk>

This is the website of the **Institute of Hospitality** (formerly HCIMA), the professional association that represents the international hospitality industry. (A new website is planned late 2007.) The full-text documents and other information are only available to members of HCIMA but student membership is available and there is a Student Zone devoted to the needs and interests of students in hospitality, leisure and tourism. Members have access to press cuttings, a database of references to journal articles and other publications covering hospitality and tourism trends and company listings.

Additional features include News and event listings, an information service including listings for journals and reference material. There is an accreditation and standards section, an education section and subscription details for the HCIMA magazine, *Hospitality*, are also provided.

Course Induction Section

Approaches to Induction

This section contains advice on induction into the Course in Hospitality: Intermediate 1 followed by suggestions for introductory activities for induction programmes in general.

The exact form of the Course Induction programme will depend on centres' individual circumstances e.g. location, timetabling etc. It could be that a taster session is offered during course option choice times and a more formal induction provided at the start of the course. However the important point about any induction programme is that it should be lively, informative, motivating and enjoyable, with students having opportunities to interact with tutors and fellow students.

It is particularly important that students understand what is meant by employability skills in this course. It is recommended that induction allows them to explore different roles in the Hospitality Industry and look at the employability skills that they, the students, will be encouraged to develop as they go through the course. Centres may choose to invite guest speakers to provide input on what it means to work in Hospitality, about job prospects and to reinforce the value that employers put on specific and 'soft' employability skills. Video/DVDs, photographs and other presentational material may be used to illustrate different roles as well as good and bad working practices and attitudes.

Another aspect of the course that should be introduced in the induction programme is the review and self-evaluation process which is required at various points in the course. This is an important aspect of the course and helps to promote a positive attitude to learning as well as helping the students to develop their employability skills. Learners need to know that this is part of the requirements of the course. Reference to the review sheet from the NAB which deals with this aspect would be useful at this stage, so that the process does not come as a surprise later in the course.

Here are a few suggestions that you might wish to consider including in your induction programme:

- Some Hospitality based activity - that's why they're here! You need to engage young learners from the word go. This will also be a good way of getting to know others on the course and of breaking the ice a bit.
- Using some of the activities outlined on the pages headed 'Possible Induction Activities for Skills for Work Programmes' – icebreakers, introduction to the vocational area and warm up to learning activities
- Skills for Work – what it's all about and what makes it different from other courses they might do in school.
- Employability Skills: visiting speakers or a visit could be useful here.
- Orientation – finding their way around the college/centre.

- What is expected of the student, i.e. behaviour, attendance, uniform etc.
- The Big Picture - more in depth information about what the course entails
 - What units they will be undertaking
 - How they'll be taught and how they'll learn (doing and reviewing)
 - How long is the course
 - Who'll be responsible for delivering the course
 - Where the course is being delivered
- Practicalities - what day(s) do they have to attend, start and finish time, lunch time, travel arrangements etc
- Options they might have at the end of the course
- How about another activity to finish up with and leave the students raring to go?

Possible Induction Activities for Skills for Work Courses

Most of the young people arriving in colleges or school workshops to take part in Skills for Work know about the programme, have made an informed choice to be there and are looking forward enthusiastically to trying something new. Some young learners may not be off to such a positive start but as school/college partnerships develop and improve there will be fewer in this category.

However, despite their interest and excitement, many of the students will also be anxious, unclear about what is going to happen and concerned about their ability to carry out the tasks that they will be set. Inevitably some will come with unrealistic expectations of what they will be able to do right away – cut someone's hair, build a wall, bath a baby etc. In order to manage their expectations, the induction process has to address their concerns, make clear to them what is about to happen and build very quickly on their interest and enthusiasm to engage them and develop their appetite for learning. The learning environment of a college will be very different from school but the young learner's need for a feeling of security, a sense of purpose and clear instructions about what is and is not appropriate has to be acknowledged right from the outset to ensure they can make the transition safely.

All of this is a tall order, especially in the relatively short periods of time they will spend in college so the first impressions that we create have to be strong, build communications quickly and relieve any sense of stress by involving fun and stimulating 'things to do'. The following activities are ones that have been tried and tested – and though they may not work with every individual or every group they should quickly engage, help to 'break the ice' and encourage participation and communication. For clarification the term 'ice-breaker' is used here for activities which help to introduce people who do not know each other, develop communication and create a relaxed environment. 'Warm-ups' are activities to introduce learners to the topic they are about to learn in a fun, stimulating and engaging way.

- **Ice-breakers** - Any game which involves people saying their name and other people's names, eg. ask the class to arrange themselves in a line alphabetically by their first name and find out the names of the person on either side of them. They then, in order left to right, have to call out the name of the person to their left; the last person has to remember the first person's name. Then do it again calling out the name of the person to their right.
- **Paper Aeroplanes** – each student has a piece of paper on which they write their favourite colour/food/band, something they are good at and what they would like to be able to do by the end of the course. They then make the paper into an aeroplane and come and stand in a circle, throw the aeroplanes into the centre. Each person has to pick one out, (not their own), and either they, or the teacher reads it out and the owner has to identify themselves. This is a quick way to find out quite a lot about the group.

NB: Note however that any game which involves reading or writing may embarrass people who do not have good literacy skills so drawing pictures may sometimes be more appropriate.

- **Word Games/Quizzes/Jigsaws/ Mind Mapping** activities which can be done as a group. Each person in the group should have a role to ensure all participate, eg. time keeper, resource manager, quality manager, leader, scribe.
- **Problem Solving** – team games which require the group to solve a problem collectively, eg. in groups of 4/5 they are given 1 sheet of flipchart paper and have to work out how to cross an area of the room (one side to the other) without anyone's shoes touching the floor.

Introduction to the vocational area

Activities which allow the learners to 'have a go' at a task related to the vocational area and also encourage communication and participation include:

- **Celebrity Stuff** – eg:
 - a selection of celebrities' hairstyles which have to be matched to faces;
 - look through the keyhole – pictures of houses and pictures of celebrities – who do you think would live in each house and why?
 - selection of pictures of cars – who do you think would drive this car and what do you think might be in the boot?
 - celebrity dogs – whose pooch is this?
- Design/create a hairstyle/house/car/garden/game that you think you could sell to your favourite celebrity.
- Give students a selection of appropriate magazines and get them to make up a quick poster to show what they think working in the vocational area is all about.
- Using photos/pictures/PowerPoint images of the resources, environment and tools that are used in your vocational area to create observation games, eg:
 - 'spot the difference' between two similar pictures
 - find six objects that begin with '...letter of the alphabet'
 - arrange pictures in sequence to explain a task.

Putting a time limit on the task – eg. do this in the time it takes to play 3 of their favourite music tracks – keeps the focus on the task.

- A team game to get students thinking about employability skills. Make up a selection of cards showing a variety of employability skills. The students' task is to decide which are the most important – line them up in order with the most

important at the top and the least important at the bottom. (The answer doesn't matter – thinking, discussion and awareness is the goal.)

Warm-ups to learning

- Show photos/pictures/videos of people doing the tasks common in your vocational area, eg. driving a tractor, opening a bank account, shampooing a client, refereeing a game and ask groups to describe/explain what they see happening, eg. What do you think is in the cab of the tractor? – they may not know it can have a CD player with complete stereophonic sound. Some of the commercials made by banks on opening accounts have rich material in them for discussion.
- You can use the same resources to ease the way into tackling any unrealistic expectations the students might have about the course. Show pictures/video clips of people in the occupational area and have them make suggestions about what other tasks the person would have to do in their job. Give an example e.g. working in a restaurant isn't all about cooking wonderful food – the kitchen staff have to wash dishes, keep things tidy, pay attention to hygiene etc. and in the same way, working in a salon isn't all about cutting hair, working in a leisure centre isn't all about coaching basketball and working with animals isn't all about walking dogs etc.
- Encourage the students to think about the other jobs that need to be done to keep the workplace a happy and productive one and introduce the idea that these will be part of the course too, eg:
 - tidying away tools/equipment
 - keeping the workplace clean and tidy
 - helping out workmates etc.

Have them put their ideas on 'stickies' and put on a flipchart.

- Word puzzles of the key words they are learning in the vocational area, eg. word finds, anagrams, crosswords all act as warm-ups as well as re-enforcing learning.
- Team building exercises which involve some aspect of vocational resources or skills, eg:
 - build a tower which can stand unsupported for 1 minute and support a tennis ball on top using 9 sheets of newspaper, some sellotape and 6 pipe-cleaners – time limit 15 minutes
 - create a game for 5 – 7 year olds using resources from the workshop; create an advert to sell a new shampoo complete with jingle.

All of the above activities encourage aspects of communication, teamwork and problem solving which are **key employability skills**. They also help to ascertain prior knowledge, skills and attitudes and provide opportunities for observational

assessment and, in addition, will hopefully give you lots of ideas on how you can adapt your Skills for Work curriculum to involve and interest learners.

To take these ideas forward and add to them, you can attend one of SFEU's 'Get Skilled Up' half day workshops for lecturers delivering Skills for Work Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website www.sfeu.ac.uk or contact the Learning Process team at SFEU on 01786 892000.

Employability Support Section

Adopting a Team Approach to Employability Skills

Integration of employability skills throughout the Course is most effectively achieved when the tutors delivering and assessing the Course work as a team. This means that the Course team must meet prior to and regularly during the Course to discuss issues such as:

- where to highlight, develop and generate evidence for employability skills
- how effectively employability skills are being integrated into Course delivery and assessment
- student progress in developing self-evaluation skills
- when reviews take place and by whom and in what context etc.

For integration to be successful it is important that the team have a common understanding of what is meant by employability skills in the context of the Course, e.g. timekeeping and attendance – the messages communicated to students must be the same from all members of the course team. Everyone teaching on the course must adopt a consistent and transparent approach to the delivery and assessment of these skills. Students will appreciate consistency but conversely will find a lack of consistency in interpretation, approaches and tutor expectations both confusing and discouraging.

While it's important that employability skills specific to Hospitality are highlighted during induction, equally important is the value which employers place on the generic employability skills – the idea of transferable skills and the fact that the Course will help them regardless of the employment area they eventually choose should be stressed.

The list of employability skills developed in this Course is provided in the *Reference Section* and in the table in the following section.

Guidance on Integrating Employability Skills

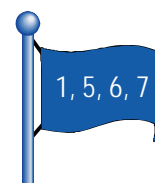
The Unit *Hospitality: Working in the Hospitality Industry* is one of the mandatory Units of the Course and embeds coverage of many of the Employability Skills essential for success in the industry. However, Outcomes 2, 3 and 4 of the Unit cannot be delivered or assessed discretely. On the contrary, it is essential that the development of the skills identified in this Unit, and the gathering of the appropriate evidence, should be done in an integrated way throughout the delivery of the other Units. Opportunities will occur throughout these other Units to identify, develop and practise relevant employability skills, in particular through the practical activities undertaken in the Units:

- *Hospitality: Working in the Professional Kitchen*
- *Hospitality: Working Front of House*
- *Hospitality: Introduction to Events*

If the students learn good work habits as a matter of routine, the assessment of the *Employability Skills* will be accomplished, for the most part, as a natural consequence of their work.

Signposting Employability Skills


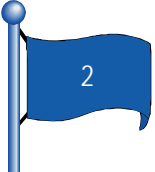
Throughout the pack there are corresponding numbered flags as shown here. These are intended to help with the integration of the employability skills throughout the Course. They show where specific employability skills are addressed in the various handouts and tasks and where they can be highlighted and/or assessment evidence recorded when students are undertaking practical activities. The support packs for the other Hospitality Units have similar flags suggesting the places where these materials can be used or the same employability skill highlighted.








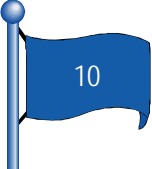
1	Positive attitude to workplace and learning	6	Working cooperatively with others	11	Confidence to seek feedback
2	Awareness of the importance of good timekeeping and attendance	7	Self respect and showing respect and consideration for others	12	Self review and evaluation
3	Appropriate appearance	8	Ability to follow instructions	13	Customer care skills
4	Good communication skills – listening and talking	9	Awareness of food hygiene and health and safety procedures	14	Efficient use of time
5	Ability to work in a team	10	Planning and preparing for work	15	Flexibility and adaptability

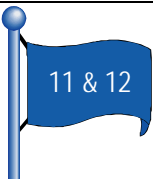
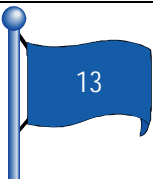

Students will have opportunities throughout the Unit to demonstrate evidence of the employability skills and attitudes shown and should be encouraged to commit to, and identify the benefits of, improvement and reliability in all of these employability skills from day one of the Unit.

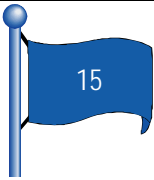
You will find or create countless opportunities to help students develop employability skills. Here are some ways of going about it to get you thinking!

Employability Skills	Delivery Advice	Possible Activities/Contexts
 <p>Positive attitude to workplace and learning</p>	<ul style="list-style-type: none"> The students will have lots of opportunities to demonstrate a positive attitude to learning throughout their experience in this Unit – because they have a lot to learn! However their attitude to learning will be influenced greatly by their impressions of the Unit and how quickly they get stuck in to the fun part. (See section on <i>Induction</i>) When students are attentive, follow instructions, volunteer for tasks, ask questions, demonstrate a desire to learn more, take advice, carry out checks on their own work, and identify how they'll do better next time, they are showing a positive attitude to learning. They may achieve this aspect of this Unit with ease simply because they are enjoying their work and their attitude to learning is a positive one. 	<ul style="list-style-type: none"> listening to instructions applying feedback asking questions persevering with a practical activity when initial results are discouraging personal research carrying out self-evaluation exercises genuine participation in the review process quality checking of their own work assisting others in their work practising specific practical skills discussions with tutor
 <p>Awareness of the importance of good timekeeping and attendance</p>	<ul style="list-style-type: none"> Make your expectations clear from day one. You can have the students more or less write the class guidelines themselves by identifying pros and cons of good and poor attendance and timekeeping – the benefits in the workplace of one and the consequences of the other. Relate your ground rules to the world of work, e.g. arrive on time, back from breaks on time etc. The measure of a student's success in this aspect is for them to be honest in their appraisal of their performance and to make progress and will therefore be one of 'distance travelled' rather than a particular minimum percentage of classes attended. Attendance and timekeeping should be monitored throughout the Unit. Students should be given feedback on their performance – both good and bad – in this regard. If you take note of patterns in performance it should be easy to give the students accurate feedback. They should be encouraged to be dressed in the appropriate uniform, and have any required equipment, as well as be on time for the start of the lesson. 	<ul style="list-style-type: none"> turning up for class returning from breaks sticking to planned work schedules regarding timing of activities being prepared for the start of the activity, i.e. correct uniform, appropriate equipment

 <p>Appropriate appearance</p>	<ul style="list-style-type: none"> • It is important that students get a consistent message regarding the wearing of uniform, the importance of good personal hygiene and the wearing of jewellery during all practical classes. They should be encouraged to identify the pros and cons of wearing the correct uniform for practical classes in the kitchen and restaurant – the benefits in the workplace of one and the consequences of the other - and why jewellery is not allowed. • While young learners are likely to carry out your instructions on the wearing of uniform just because you are telling them to, it is much better if they understand why it is important. This is the first step to their doing it as a matter of routine. 	<ul style="list-style-type: none"> • wearing the correct uniform • awareness of personal hygiene • absence of jewellery
 <p>Good communication skills – listening and talking</p>	<ul style="list-style-type: none"> • Good communication skills are very important when working in the hospitality industry. It is necessary for young learners to understand why they should listen carefully to instructions, speak clearly to the rest of the team, to you, and to customers. • It would be good for students to role play carrying out these skills in groups, so that they can appreciate how poor communication can affect team work, products and customers. 	<ul style="list-style-type: none"> • listening to instructions • asking questions • conversations with teacher/tutor and members of their team • co-operation with others re use of equipment, materials and workspace • meeting and speaking to customers
 <p>Ability to work in a team</p> <p>Working cooperatively with others</p> <p>Self respect and showing respect and consideration for others</p>	<ul style="list-style-type: none"> • Get individual class members into the habit of working as a member of a team from the beginning. Encourage them to speak to each other – and to you - about the sharing of workspace, equipment and materials. Work in pairs or small teams when appropriate. Watch out for specific instances of the students working co-operatively with each other and showing respect and consideration for others. 	<ul style="list-style-type: none"> • sharing equipment and materials with others • sharing the work • assisting others • self-evaluation reviews

 <p>Ability to follow instructions</p>	<ul style="list-style-type: none"> • It can be difficult to keep the attention of under-16s! When you want them to cultivate the skill of following instructions it's important to transmit the instructions clearly and concisely. Trying to get students to think of the reason behind an instruction can help them to remember it. Get them to repeat the instruction or explain it in their own words to make sure they've understood and know what's required. If an individual student is struggling with an aspect of their work they may appreciate personal assistance and quiet one-to-one instruction. This would be an opportunity for you to note their positive response to any instructions you give them at that time. 	<p>Following instructions regarding:</p> <ul style="list-style-type: none"> • health and safety and food hygiene procedures • food preparation techniques and cookery processes • sequencing of work • checking finished dish for taste, appearance etc. • planning and preparation • written exercises from this support pack
 <p>Awareness of food hygiene and health and safety procedures</p>	<ul style="list-style-type: none"> • The importance of food hygiene and health and safety procedures should be introduced during the Course induction and during the induction to each of the Units. This should then be reinforced during the delivery of the Units. • While young learners are likely to carry out your instructions regarding food hygiene and health and safety procedures just because you are telling them to, it is much better if they understand why it is important. This is the first step to their doing it as a matter of routine. 	<ul style="list-style-type: none"> • working safely during practical classes • working hygienically during practical classes • carrying out basic risk assessments • wearing appropriate uniform • safe use of equipment • safe use of materials • using a clean-as-you-go approach during kitchen practical sessions
 <p>Planning and preparing for work</p>	<ul style="list-style-type: none"> • Guidance on how students should prepare to carry out tasks in their practical activities should become the norm from the first session. Spend a little time identifying the objectives of the session and encouraging the students to think about how they will go about it, what equipment they will need, what the sequence of the work should be etc. • You might devise a planning sheet that can be used at the beginning of every session so that planning and preparation becomes a routine part of each task. 	<ul style="list-style-type: none"> • carrying out a basic risk assessment • wearing appropriate uniform • correct selection equipment • correct selection of materials • co-operation with others re use of equipment, materials and workspace

 <p>Confidence to seek feedback</p> <p>Self review and evaluation</p>	<ul style="list-style-type: none"> • Closely allied to checking their own work are the skills of identifying own strengths and weaknesses and identifying learning points from practical experiences. Students can be helped to do this when you discuss their performance with them. Such discussions can help them get into the habit of evaluating their performance as a natural part of their work routine, and to become confident in asking for feedback. • Some teachers and tutors have found it helpful to quiz students about their performance as the work is proceeding in the kitchen/restaurant, and also to encourage them to seek feedback from their peers. 	<ul style="list-style-type: none"> • carrying out self-evaluation exercises • completing self-evaluation worksheets • peer assessment and review • evaluating the quality of their product • action planning and setting goals • identification of next steps • discussions with teacher/tutor and members of their team
 <p>Customer care skills</p>	<ul style="list-style-type: none"> • The hospitality industry like all other service industries depends upon return customers. Looking after customers and taking time to interact with them in a positive manner is an important skill. • Encourage students to review their work from a customer's viewpoint. • Reinforce the fact that all colleagues and other class and team members could be seen as customers. Are the students always aware of this and do they treat them accordingly? 	<ul style="list-style-type: none"> • interaction to be encouraged, where opportunities exist. Take every chance to get the students meeting and speaking to customers. • the self review process can be extended to include the customer's perspective. • peer review to be encouraged and planned.
 <p>Efficient use of time</p>	<ul style="list-style-type: none"> • The skill of multi tasking can be developed when the students must see the way through all the jobs and perform these in a time efficient manner. • The skill of prioritising should be encouraged. A "To Do" list may be introduced, where the young learner is encouraged to view the entire task required and then to list them in order of importance. • Can be effectively linked to ES13. Which items on the list directly impact on the customers? Are they at the top of the list? 	<ul style="list-style-type: none"> • encouraging set schedules for the jobs in hand. • plan of work to be undertaken for complex tasks. • encourage the young learner to see the whole picture- reminding them that there will always be clear and clean up. • encourage prioritisation of tasks which directly impact on customer satisfaction.

 <p>Flexibility and adaptability</p>	<ul style="list-style-type: none">• Our industry is as rich and varied as it is because of the unpredictability of the nature of the work and our customers. To meet these challenges your students must be able to work and adapt flexibly.• A clear understanding that flexibility and adaptability are in the nature of our business should always be stressed to young learners.	<ul style="list-style-type: none">• in the kitchen – proposing variations to the standard recipe being cooked.• problem solving. In group work, for example, a situation could be introduced where in the restaurant, customers change their mind and the order, food and cutlery has to be changed. Who has to be informed? What must be done first?
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Student Support Section

Tutor Note

This section contains:

- Material relating to the Outcome 1 Investigation in the Working in the Hospitality Industry Unit.
- Material relating to Employability Skills – Outcomes 2 – 4 of the Unit. There are a number of activities related to employability skills which can be undertaken by students, some of which would fit very well into an induction programme, while others may be used at suitable points spread throughout the Course.

Examples of **sample responses** to the activities/tasks are included. These examples are intended as a guide to the type of answer which might be expected but are by no means exhaustive.

Given that this is an Intermediate 1 Course, most tutors will want to explain and discuss these activities with students, rather than give out the printed instructions for the students to read. The pages could then be given out as reminders or reinforcement where this is felt to be appropriate.

Likewise, tutors should decide how much support students will need with the information sheets.

Use of these materials is not mandatory and they are offered to centres as a flexible set of materials and activities, which can be selected, altered and used in whatever way suits individual centres and their particular situation.

Welcome to Hospitality Intermediate 1!

The *Skills for Work Hospitality Intermediate 1* Course will give you a great introduction to the hospitality industry.

You'll have the opportunity to learn a number of new skills or increase the skills you already have.



These skills will be helpful to you even if you decide not to follow a career in the hospitality industry. It's important that you take a positive attitude to learning in the *Skills for Work Hospitality Intermediate 1* Course if you hope to get the most out of it. Be a positive learner, get involved and watch the way your tutor carries out specific skills. Don't be frightened to ask your tutor questions: this is an important way to learn! Try not to be distracted by others who don't want to learn - concentrate, listen and learn!

As well as giving you an opportunity to get involved in food preparation, cooking and presentation skills, front of house skills and events, the Hospitality Course will help you to prepare better for the 'world of work' by encouraging you to develop what are called **employability skills**. You'll discuss these a lot during the course. However, at this stage it is important for you to understand that these employability skills, not just the practical skills, are important in getting, keeping and developing in a job.

You'll also learn about the different **sectors** of the **hospitality industry**, jobs in these sectors, the qualifications necessary to help you to get a job and what you need to do to progress within the industry.

During the Course you'll be encouraged by your tutor to think about the skills you have developed as part of undertaking practical work. **Reflecting** on what you've done and how you've done is very important if you want to grow and develop in employment and, for that matter as a person.

We hope you find this Course rewarding and fun. We hope you learn a little bit about the hospitality industry, but perhaps most importantly we hope you begin to develop an awareness of what it means to work well and accomplish your goals.

Some Information Resources



The Internet:

The Internet is really useful and your tutor will give you some excellent links to websites that will help you a lot in your investigation work, but remember that there are lots of other sources of information and you should try not to rely on the Internet for everything. Sometimes we tend to just 'cut and paste' information which is not a good way to go about things: remember that you're trying to take in this information not just pass it over.

Here's a list of other information sources that you may want to consider using – you can probably think of some more:



Print:

Print sources include books, leaflets, worksheets, handouts, newspapers and magazines.



People:

Tutors, other students, family, friends and hospitality industry experts are all good sources of information. As you're likely to go on at least one visit to a hospitality business, it's useful to try and plan how you can ask questions of people. You may even find some useful contacts and want to telephone, e-mail or write to these people.

Audio-visual:

Audio-visual sources including TV, videos, DVDs, CD-ROMs may all give you some useful information.

Visuals:

Don't forget about photographs, pictures, and posters.

Visits to the Workplace



Your tutor may take you on one or more trips to hospitality businesses. There's no substitute for the real thing and you should make sure that you gain as much information for your folio on these trips as you possibly can.

Remember to plan before you go on these visits: have your questions ready to ask, about the industry and about the jobs for both sections of your folio.

If you know that you want to interview somebody either during a visit or through other arrangements, you'll need to know what questions you want to ask them to get the information about either an industry and/or a job.

Think about the information you are looking for and write down some of the questions you should ask.

Websites



Here are a few of the websites that you could use to get the information you will need to complete the activities.

Springboard UK

<http://www.springboarduk.org.uk/>

People1st

<http://www.people1st.co.uk>

Hospitality Awarding Board

<http://www.hab.org.uk/>

There are other very good websites that will allow you to explore the hospitality industry further – your tutor can advise you on the ones that will help for the sectors and jobs that you're investigating.

Introduction to the Unit: Working in the Hospitality Industry

What will you do in this Unit?

Outcome 1

Investigate different sectors, job roles and career paths in the hospitality industry.

Task 1





In this Outcome you have to carry out an investigation into sectors of the hospitality industry. You will be given sectors to investigate by your tutor and these will be selected from the list below:

Hotels	Travel Lodges
Guest Houses	Bed and Breakfast Operations
Restaurants	Cafes
Fast Food Outlets	Hospitals
Residential Homes	College Refectory
School Meals	Prison Service
Armed Forces	Contract Catering





So, let's have a look at these sectors of the hospitality industry:

Hotels	Travel Lodges 
Guest Houses	Bed and Breakfast Operations
Restaurants	Cafes
Fast Food Outlets 	Hospitals
Residential Homes 	College Refectory
School Meals	Prison Service
Armed Forces	Contract Catering 



Do you know what these sectors are about?

Suggested Answers



Residential Homes



Residential homes can be for elderly people and children.



Travel Lodges

Travel lodges are hotels that are usually built near motorways, major roads or airports and they cater for people travelling from one place to another.

They provide rooms usually at one price for the room, sometimes business facilities like meeting rooms, and continental breakfast at an additional cost.



They don't usually have a restaurant but are sometimes situated next to businesses like Brewer's Fayre.



Contract Caterers



Contract caterers provide a service to businesses who want to provide a catering service for their employees but who don't want to employ people to prepare, cook and serve the food.

This service can range from a full service being prepared and cooked on the business's premises to a range of sandwiches prepared off site and brought in.

Contract caterers can also be engaged to provide a service at events, for example, the Open Golf Championship, weddings being held in locations other than a hotel.



Activity

Fast Food Outlets



Let's have a brainstorming exercise.

How many fast food chains or franchises can you name?

Possible Answers

- McDonalds
- KFC
- Pizza Hut
- Fish and Chip Shops
- Burger King
- O'Brien's
- Subway
- Pret a Manger

These are just a few, hope you managed to get some of them.



Activity

Which of the fast food outlets that you've identified offers the healthiest food choices?



healthy living
award
the sign of healthier food

For example, are any of them members of the Healthy Eating Award scheme?

Outcome 1

Task 2

You need to identify the kind of jobs commonly found in the hospitality industry.

Identify **three hospitality jobs** and give the following information:

- a) qualifications that you need for each of the three jobs
- b) a possible 'progression route' from each of the three jobs identified

Once you have managed to get all the information, you'll need to organise it into a **folio** and your tutor will assess it. Your tutor will tell you how to go about putting your folio together.



Activity

Now what about the jobs that are commonly found in the hospitality industry? Can you name some? A couple of examples are given to get you started.

Kitchen	Restaurant
Head Chef	
Housekeeping	Reception
Room Attendant	



Possible Answers

Here are a few that you may have identified:

Kitchen	Restaurant
Catering manager Kitchen supervisor Head Chef Commis chef Chef de partie Sous chef Catering assistant Cook Kitchen porter	Restaurant manager Waiter Waitress Wine Waiter Counter assistant Barman/barmaid Food service assistant
Housekeeping	Reception
Room Attendant Head Housekeeper Floor housekeeper Domestic services manager Domestic bursar Domestic assistant Linen keeper House porter	Receptionist Reservations staff Cashier Concierge Customer relations staff Porter Bell boy

Of course as well as these people there will be **general managers** and **department managers**, and it will depend on the size of the business how many managers and staff are employed.

Staff can also have different titles although they will be doing a similar job. For example, in hotels a **room attendant** cleans the bedrooms and in a hospital this would be done by a **domestic assistant**.



Activity

In a group, select one of the jobs that you've identified and give a possible **progression route**.

Here's an example:

Room Attendant

If this person works hard, shows commitment to the hotel, perhaps undertakes an *SVQ Level 2 in Housekeeping* then there might be the opportunity for this person to progress to becoming a **floor housekeeper**. This would mean that this person would now supervise a **group of room attendants**.

Employability Skills



In Outcomes 2, 3 and 4 of the Unit: *Working in the Hospitality Industry*, you have to show that you can:

- Establish and maintain good working relationships in specified practical activities
- Demonstrate employability skills and attitudes in specified practical activities
- Review and evaluate your own employability skills in specified practical activities.

What this means is that while you are working in the kitchen and restaurant, you'll be working as a member of a **team**, demonstrating **employability skills** and attitudes and reviewing and evaluating your own employability skills.

This Unit focuses on the following employability skills which have been identified by employers as important for anybody who wants to work in the hospitality industry:

- showing a positive attitude to workplace and learning
- awareness of the importance of good timekeeping and attendance
- appropriate appearance
- customer care skills
- good communication skills – listening and talking
- ability to work in a team
- working cooperatively with others
- self respect and showing respect and consideration for others

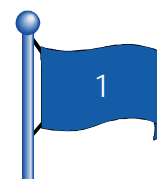
- ability to follow instructions
- awareness of food hygiene and health and safety procedures
- planning and preparing for work
- confidence to seek feedback
- self review and evaluation
- customer care skills
- efficient use of time
- flexibility and adaptability

You'll develop and practise these employability skills as you progress through your Course. You'll also have the opportunity to take responsibility for improving your performance through self-evaluation and discussion with others, and then set goals for improvement.

You'll learn skills, which will be important, not just in the hospitality industry but in other service industries, eg. working in tourist attractions, hairdressing, as shop assistants.

Having a Positive Attitude to Workplace and Learning

Employers are looking for people who have a ‘can do’ attitude to work, ie. people who are keen to learn and who always think before they pass judgement.



You can learn from others within the team and industry by:

- listening to advice
- following instructions
- seeking guidance and support from tutors and team members
- learning from your mistakes, and
- having a positive approach to learning.

We don't only learn in formal surroundings such as classrooms but in less formal surroundings such as kitchens, restaurants, visits to industry etc. In fact, we learn all the time - sometimes without knowing, often by trying things out on our own or by watching how others do things.

Activity

Learning to swim is one example of something that you may have learnt on your own or by watching others.

Write down some more examples of things you have learnt in this way:

<hr/> <hr/> <hr/> <hr/> <hr/>

Examples of things you might have learnt on your own or by watching others:

- Playing a new game on your computer
- Using your mobile phone
- Learning to ride a bike
- Learning how to make a cup of coffee.

You could probably add many more examples to this list.

 **Activity**

Pick one of the new things you have learned (from your own list above).

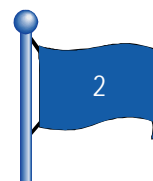
Can you explain what the most important thing was that made you want to learn this?

How did you actually go about learning that skill?

Timekeeping and Attendance



Activity



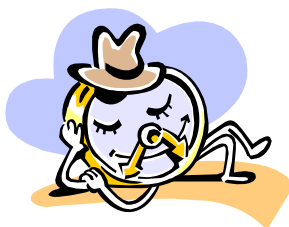
Have you ever arranged to meet someone and they are late and you have had to wait for them? This can be annoying! Perhaps you're going out somewhere special and looking forward to meeting up.

How did you feel about them being late?

If you're late for work, what effect would your lateness have on the following people?

Your Boss	
Your Colleagues	
Your Job	

Discuss your answers with your tutor and the rest of the group.



Hope you got some of these!!

What effect would your lateness have on the following people?

Your Boss	She/he would be: <ul style="list-style-type: none">• angry• less likely to believe you if you're late again for a genuine reason• more likely to pick up on other faults
Your Colleagues	<ul style="list-style-type: none">• You create more work for them• Less likely to help you out when you need it• Keeps them back because they have to do your job too
Your Job	<ul style="list-style-type: none">• You're less likely to keep it if you're consistently late• You won't learn• You won't progress in your job• You'll be seen as unreliable• You're less likely to get a good reference if you apply for another job



Imagine how your boss would feel if you were late not once but many times in a week, or a month. We can all be late on occasions - sometimes we don't have control of these situations such as when the bus or train is late or you get caught in traffic. However, when someone is repeatedly late excuses begin to wear very thin.

- A person can often hold up the job or make other people work under undue pressure causing disruption to what could be a busy day.
- A person who is consistently late soon loses the respect of their employer and their fellow workers.
- In extreme cases she/he will probably also lose pay for not being in on time or being late back from lunch or even a tea break.

Good timekeeping is something all employers look for in their prospective employees.

Appropriate Appearance

Personal Protective Clothing

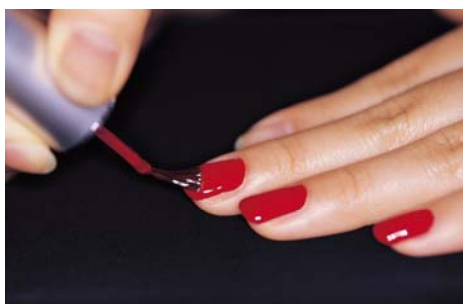


Appearance is one of the things that gives the working environment a professional image.



All kitchens and restaurants will have a uniform code, and this may be different from place to place. You should respect and follow whatever your kitchen or restaurant requires you to wear for a uniform.

X Not allowed!



X Long hair should be tied back for working in the restaurant and should be tied back and gathered under a hat in the kitchen.

X **Nail varnish** is also a hazard for food hygiene and therefore should never be worn when preparing, cooking or serving food. Finger nails should be short and clean.

X Items of **jewellery** can be a hazard for both health and safety and food hygiene and therefore the only item of jewellery that should be permitted is a plain wedding ring. Watches, earrings, rings, necklaces or bracelets should **not** be worn when working in the kitchen or restaurant.

Personal Hygiene



When you are working in the kitchen and restaurant you'll be working with food and in very close proximity to other team members and to customers. You'll also be on your feet for long periods of time. It's very important to make sure you are aware of your own **personal hygiene** to ensure that you don't contaminate the food that you are working with or serving - and just to make sure you're nice to be around!

Make sure that:

- your clothes are clean
- you have a bath or shower every day
- you use a deodorant
- you brush your teeth.



Good Communication Skills – Listening and Talking

Customer Care Skills

There are two main aspects of communication, which are essential for all staff working within the hospitality industry – **listening** and **talking**. These maintain the professional image and professionalism of all staff.



To carry out your role you'll have to demonstrate a number of different qualities and communication styles.

We not only communicate with words but also with what we do and how we do it.

This includes:

- facial expressions
- gestures
- body language
- eye contact.

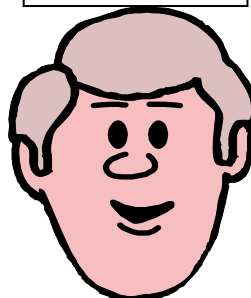
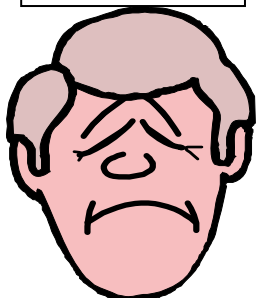
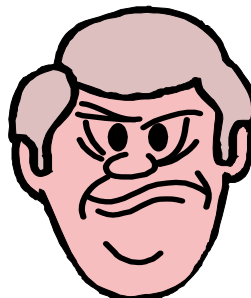
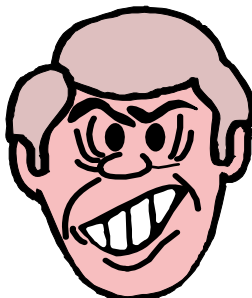
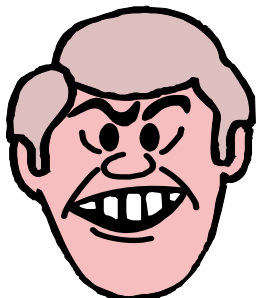
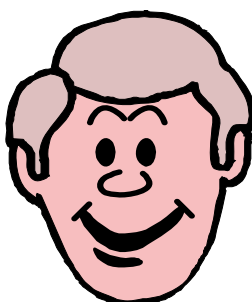
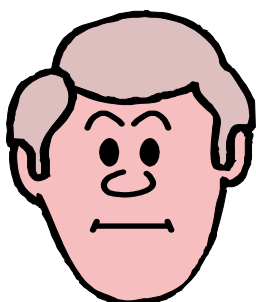
Non-verbal Communication

Facial Expression



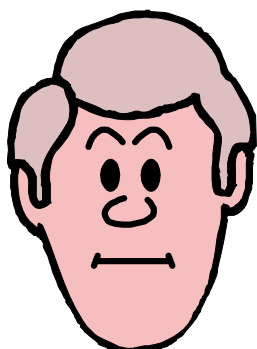
Activity

Look at the following faces and write in the box below what the expression communicates:

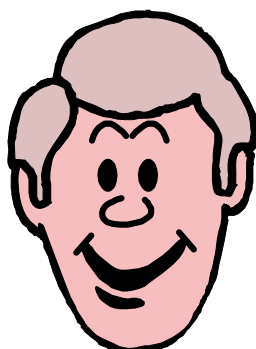


Practise with a partner making a facial expression that is open, welcoming, approachable and friendly.

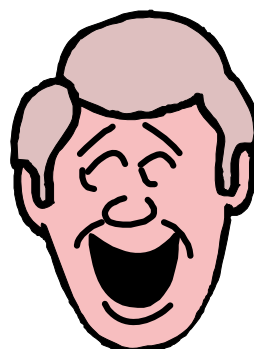
Facial expressions



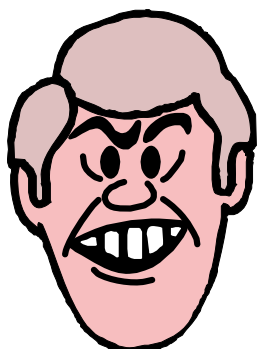
Ease



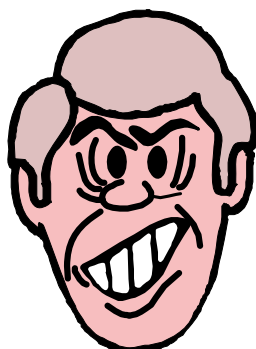
Happy or
amused



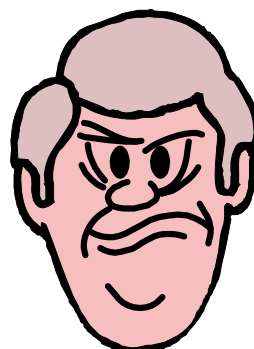
Laughter



Anger



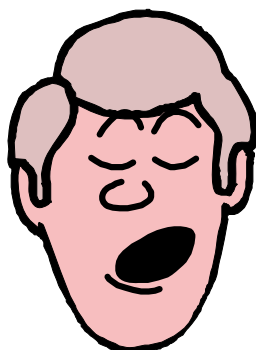
Hate



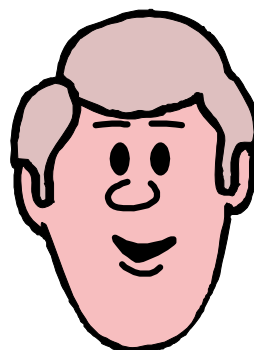
Aggressive



Sad



Bored



Mild

Gestures and Body Language

Gestures



Gestures are movements of the body that we use to communicate with others; these can be conscious or unconscious. Using gestures that we are aware of can be useful for a number of reasons.

You may want to communicate:

- to someone who is some distance away
- without interrupting anyone else
- to emphasise a point.



Activity

Think of the gestures that you might use in order to communicate the following:

Communication	Gesture
Stop	
Slow down	
Speed up	
Quiet	
Listen	
Look	
Good	
Bad	
You	
Me	
Walk	
Write	

Body Language



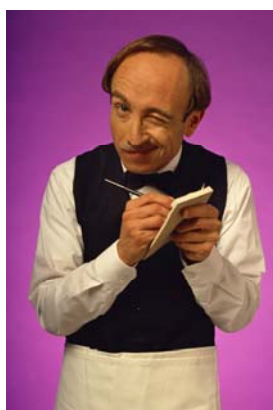
Body language differs from gesture in that it may involve less movement and often is not used to communicate deliberately.



Activity

Using only body language position yourself so that you appear:

- friendly and welcoming
- defensive
- uninterested
- aggressive.





Activity

Maybe you've seen waiters in restaurants or shop assistants displaying body language which tells you they're bored, couldn't care less etc.

<p>What does this look like – what would be the body language?</p>	
<p>How does it make you feel as a customer?</p>	

Verbal Communication

Verbal communication is more than what you say; it's also the way that you say it – which adds to the meaning of the words that are said. These elements are:

- volume
- language
- slang
- accent
- tone
- speed
- clarity.



Activity

Verbal Communication

Discuss with your tutor the appropriate standards for all of the above in the kitchen and restaurant.

Your tutor might make a recording of each member of the group speaking, perhaps when working in a group. With the group discuss the following:

- a) Do you sound like you thought?
- b) Can you identify any slang words?
- c) Can you hear an accent?
- d) Was it easy to make out what you were saying?
- e) Did you sound confident, friendly and knowledgeable?

Listening Skills



The Six Golden Rules

Rules for Listening and Responding to Others and Asking for Help when Needed

Look ahead:

Look around the kitchen or restaurant; look out for requests from other colleagues who are asking for your help or assistance, or from customers.

Important ideas:

Listen out for important ideas from all colleagues to ensure the smooth running of the kitchen or restaurant. Remember that you are trying to exceed your customers' expectations.

Signs and signals:

Look for visual signs from customers and colleagues for signs that they need assistance and help. Always be prepared for the unexpected during the average working day.

Take part:

Take part in all the practical activities that have been planned and listen to and observe others.

Explore:

Explore possibilities for further training and development within the hospitality industry, which will assist you in your future.

Note taking:

Take notes or keep a scrapbook of anything new that you have discovered that you are unsure of. You could then discuss your finding with tutors and colleagues.

Ability to work in a team
Working cooperatively with others
Self respect and showing respect and consideration for others



A successful business employs committed, hardworking staff who will pull together as a team and are motivated towards achieving the same goal.

- You'll spend a lot of time in the company of the people you work with.
- You won't always like everyone, but that doesn't really matter!
- You must accept that people are all different.
- Whatever the personal feelings of each individual towards the other, customers must never sense a bad atmosphere in the kitchen or restaurant.
- Any form of friction between staff will reflect on the professional image.
- At work mutual respect is more important than being friends.

One of the most important factors within a kitchen or restaurant is the ability of everybody to **work as a team** especially during very busy times, when people are working under pressure.



There are a few jobs we can do on our own

.....but sooner or later we will need to work with others to complete a job.





Activity

Can you think of examples in the kitchen or restaurant of where people have to work together as part of the team?

Working in a group (OK, a team!) write as many examples as you can think of in the box below:

Discuss these examples with your tutor and the other groups.

Working as a Member of a Kitchen or Restaurant Team

Sometimes the jobs that people do in the kitchen or restaurant can seem boring and tedious, yet they are still very important jobs.



If you can be described in the following way, you won't have too much trouble fitting in and earning the respect of your working colleagues (and you'll probably be very popular!).

Tick the ones you think match your current skills and attitudes and those that you think you need to work on:

Are you:	This means:	I can do this	I could improve
Conscientious:	working to the best of your ability – all of the time!		
Dedicated:	showing commitment in your job and being prepared to put in extra time when required		
Self-motivated:	keeping yourself busy and not always needing to be told what to do		
Determined:	wanting to succeed and taking every opportunity to improve your professional skills and knowledge of the job		
Responsible:	not needing to be constantly supervised or watched over when you are working, and having the confidence of your colleagues to get the work done		
Well presented:	appearing smart and professional		
Sensitive:	accepting that there is room for different views and opinions, never making tactless remarks which could offend others		
Reliable:	arriving for work on time and not taking time off unnecessarily; always doing what you say you'll do		
Co-operative:	being helpful and supportive to others, making a positive effort and contribution to the team		

Things to Remember when Working with Others as a Member of the Team

Remember:

Skimping or leaving jobs unfinished lets down the rest of the team. A bad impression reflects on everybody.

Remember:

Working so closely with others can sometimes have its frustrations and tensions. You should always try to be sensitive to others. Understand their feelings and act accordingly.

Remember:

Reliable means doing what you say you are going to do - not just talking about it.

Remember:

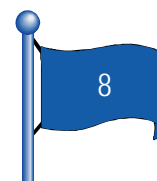
It can sometimes be hard, but you must learn to leave your personal problems at home and always be cheerful with your customers and colleagues. Friends will want to share your problems, but not during working hours.



Ability to Follow Instructions

It's usually necessary to take instruction from someone else if we want to learn new knowledge or a skill.

To follow instructions you first have to **listen**.



Activity

On a few occasions your tutor will give you instructions that you simply **must** follow. Can you think of examples where this may be the case?

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You should now discuss your answers with the rest of the group to see if you came up with the same things!

Some examples of when you must respond to instructions are:

- in the kitchen and restaurant you must follow all health and safety requirements
- when there is a fire alarm.

Have you thought of other examples?

Remember, be a good listener, take in instructions and learn.

Awareness of Food Hygiene and Health and Safety Procedures



Activity



When you are working in the kitchen and restaurant you'll be producing food for and serving food to customers and It's important that you work hygienically and safely so that you don't contaminate the food or injure yourself or colleagues.

Think about the following situations. What sort of things could happen?



Not washing your hands before handling food	
Not following your tutor's instructions for using the correct coloured chopping board	
Using a blunt knife	
Messing around in the kitchen	
Not tying back your long hair in the restaurant	
Licking your fingers to separate the doilies	
Not mopping up coffee spilt on to the floor in the stillroom	

Here are some possible answers:

Action	What could happen as a result (1)	What could happen as a result (2)
Not washing your hands before handling food	Any dirt and bacteria on your hands will be transferred onto the food.	If food is not cooked properly the bacteria may be provided with the opportunity to multiply and anyone eating the food may become ill.
Not following your tutor's instructions for using the correct coloured chopping board	You may contaminate the food.	If food is not cooked properly the bacteria may be provided with the opportunity to multiply and anyone eating the food may become ill.
Using a blunt knife	A blunt knife is more dangerous than a sharp one.	You could cut yourself. Make sure that you sharpen your knife before you use it and before you store it away.
Messing around in the kitchen	You could put yourself and your colleagues in danger. The kitchen has hot surfaces, sharp knives and lots of other hazards.	Burns, cuts and slips can happen if you're not careful.
Not tying back your long hair in the restaurant	When you carry food to the customer your hair might fall into the food.	If your hair falls into the food, this could contaminate the food - also customers would not appreciate having hair in their food as an added ingredient!
Licking your fingers to separate the doilies	When you lick your fingers you are transferring the bacteria in your mouth to your fingers and then this bacteria is transferred onto the doilies.	Once the bacteria has been transferred onto the doilies, any foods that are then placed onto the doily could become contaminated.
Not mopping up coffee spilt on to the floor in the stillroom	Any liquids should be mopped up immediately to make sure that colleagues are not in danger of slipping.	Once the spill has been mopped a 'Wet Floor' sign should be put up to alert colleagues to the possibility that the floor could be slippery.

Possible Answers:

1. Lots of consequences, but here are some of the main things:

- You won't be able to take part in the kitchen because your uniform is dirty.
- You'll be letting the team down because you won't be there to help.
- You'll miss out on learning new skills.

2. Lots of things come to mind, but here are the main ones:

- You might not lay out the correct table setting....so you need to make sure that you know what the menu is.
- You might not have enough places set for the number of people expected.....so you need to know how many people are booked.
- Your customers will be unhappy if they arrive to find that there isn't a table ready for them.

Confidence to Seek Feedback



Self review and evaluation

We all like to be praised for doing a good job. However, taking advice and feedback on how we can improve a job can be a different matter!

Yet the fact is that it's not possible to go through life without taking some advice and feedback from others. This will certainly be the case in the Hospitality Course. Your tutors won't expect you to be able to pick up new knowledge and skills the first time. The reality is that you'll probably have to practise a skill a number of times and take advice and feedback from your tutor on several occasions before you become competent in that skill. The skills required to cut and chop vegetables, produce a completed dish to the correct standard, set tables for food service and serve food are not normally developed quickly. You may be aware of the old saying, 'practice makes perfect'. Taking advice and feedback from your tutor in a positive fashion will almost certainly help you to learn new skills a lot quicker.



It is important to emphasise that any advice and feedback you are given will always be **constructive**: helping you to improve what you are doing. Tutors will recognise that you are a new learner with little experience but willing to learn.

Learning to take constructive advice and feedback in a **positive** and **constructive** way is not only an important attitude to develop for the Hospitality Course but in many other areas of your life as well.

Self Review and Evaluating your Own Development

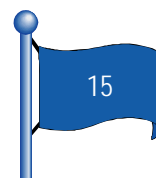
In the Skills for Work Unit *Hospitality: Working in the Hospitality Industry (Intermediate 1)* you'll be encouraged to develop, review and evaluate your skills by completing four reviews at different points during the Course.

Please take some time to read the Review Sheet (which your tutor will give you) to make sure you understand what's involved in completing the sheet. Your tutor will discuss this with you.

The review process lets **you** identify the action you need to take to improve. You'll be making judgements on your progress. Your tutor will also give you feedback and discuss this with you.

The main thing that your tutor will be looking for is evidence that you have gone through a process of self-evaluation and have honestly identified your strengths, weaknesses and points for improvement.

Flexibility and Adaptability



The hospitality industry is as rich and varied as it is because of the unpredictable of the nature of the work and our customers. To meet these challenges you must be able to work and adapt flexibly.

Examples of this are:

In the kitchen - suggesting variations to the standard recipe being cooked.

In the restaurant - the customer changes their mind about the food that they have ordered.



Activity

Take the second example where a customer changes her mind. Think about what you would have to do in order to make sure that the customer gets the food she now wants.

Discuss as a class the steps you should take.

Answer

This could be the order of making this change:

1. Take a new order from the customer.
2. Tell the kitchen staff that there has been a change to the order for table number.....and give them the new order.
3. Change the cutlery if necessary.

Course Evaluation Sheet

Hospitality Course Evaluation Questionnaire

To help us to make the first steps of this course easier for new students, we'd be grateful if you would take a few minutes to complete and return this survey.

Please show how far you agree with the following statements by circling the appropriate number. Circle n/a (not applicable) if you feel unable to comment.

Many thanks.

Course: _____

Date: _____

		Agree completely	Agree mostly	Disagree mostly	Disagree completely	Not applicable
1	The Course lived up to my expectations	4	3	2	1	n/a
2	The staff were approachable, helpful and supportive	4	3	2	1	n/a
3	Things seemed well organised	4	3	2	1	n/a
4	I spent more time doing practical work in the kitchen and restaurant learning new skills than in the classroom	4	3	2	1	n/a
5	I now have a better understanding of what employability skills are	4	3	2	1	n/a
6	I now know the importance of self-evaluation and review in all aspects of my life	4	3	2	1	n/a
7	I now have a better understanding of health and safety awareness and practice in the workplace	4	3	2	1	n/a
8	I enjoyed my time on this Course and feel that it is a good way to learn	4	3	2	1	n/a
9	I believe that I am now more "employable" in the Hospitality Industry as a result of studying this course	4	3	2	1	n/a

Now, please answer the following questions about the Hospitality Course:

Candidate Name:	
Date:	

The thing(s) I liked best about the course was:

The thing(s) I liked least about the course was:

What I think could improve the course is:

Many thanks for taking the time to complete this questionnaire

Glossary of Terms Used in Hospitality: Intermediate 1

Term	Meaning
Commis chef	This is the starting position for a career in hotel and restaurant kitchens. Job titles and responsibilities vary, but you'll do a lot of the preparation work and basic cooking, under the supervision of more experienced chefs. Ideally you should move around the different areas of the kitchen, to get the widest possible experience before you consider specialising, for example in pastry work.
Chef de partie	This is a senior position in the kitchen. In a traditional, French-based kitchen organisation, the chef de partie runs a section of the kitchen - e.g. sauces, vegetables, pastries, the larder, the grill - with the assistance of one, two or more commis chefs. The job title may reflect this, e.g. pastry chef, larder chef. Nowadays, many kitchens have two or three sections only, or operate as just one team, when as chef de partie, you'll have a hands-on role, with responsibility for preparing, cooking and presenting a range of dishes, assisted by commis chefs.
Domestic bursar	This is a management role usually in student Halls of Residence. The domestic bursar would be responsible for the provision of both the domestic service and the catering service for students.
Domestic services manager	This is a management role usually in hospitals. The domestic services manager would be responsible for the provision of the cleaning service within hospitals and clinics.
Employability/ employable	Employability literally means the ability to be employed. If you are employable, you have many useful qualities that can be used in the workplace.
Flexibility	A flexible person in this sense does not mean they can do backbends! It means that they are willing to adapt and work in different shift patterns and hours to meet the needs of a business. Nowadays, many employers think that flexibility is very important.

Floor Housekeeper	This is a supervisory role where you would be supervising the work of a team of room attendants or housekeeping assistants, with between you a floor or floors of the hotel to service. Staff have to be briefed, and their work checked.
Hazard	A hazard is a danger that could cause harm to those involved (and those around them) when carrying out a task.
Reflect	To reflect in this sense means to think back and consider how things went, therefore learning from any mistakes that we made.
Resources	Resources are things that are necessary to carry out a task. They may be the food, the equipment, etc. They can even be the people (human resources).
Risk	Risk is the level of danger that a hazard presents to us (see hazard above). If the risk is high, then it is vital that we take as many precautions as possible to reduce the risk and make ourselves (and others) less likely to be harmed.
Self-evaluation	Self-evaluation is about judging yourself against given standards: It's a useful way to reflect on your performance and to think about how to improve it.
Skill	A skill is an ability that you have gained through practice. This course is all about developing skills.
Sous chef	This is a senior job role within the kitchen brigade. You would be second to the Head Chef and in charge when the head chef is not on duty. You'll play a key role in the management of the kitchen, ensuring that all meals are served to the standard required: portion size, presentation, and what the guest ordered. When the kitchen is fully staffed, you'll be in charge of your own section, preparing certain types of dishes with the help of your team. Everyone in the kitchen must follow the highest standards of hygiene, keeping preparation surfaces clean, and using different sets of knives, boards and other equipment for raw and cooked foods to prevent cross contamination.



Scottish Further Education Unit

Skills for Work: **Hospitality** **Intermediate 1**

Course Guidance and Employability Skills –
incorporating Working in the Hospitality Industry



Support Material

June 2007

 scotland's colleges