



# **PASSPORT TO HOSPITALITY**

## **HOW TO USE THE RESOURCE**



Passport to Hospitality has been designed with the student's progression at the forefront. This brilliant project will take the students on a tour around the Hospitality industry, learning about not only what services are classed as hospitality, its history but what careers and entry level roles are available within the sector. The students will dive into the following 4 sectors of the hospitality industry, Housekeeping, Front of House, Grounds and Maintenance and Food and Beverage. Within each unit the student will learn, test and progress in the hard and soft skills needed for each role.

The project will be very hands on, however there is classroom-based learning. The project can be as realistic as your schools facilities will allow, please don't worry if you don't have big and wonderful resources to utilise, there are plenty of suggestions on how you can create the settings in other ways.

The project has been designed to allow the teaching staff to pick up the resource and teach. However, you will have to read through each Unit to understand what is needed and the suggested teaching layout.

**There are 4 units including an induction.**

<b>Title</b>	<b>Element number</b>	<b>No. of sessions</b>	<b>Teaching topics covered in the session</b>
<b>Induction</b>	0	2/3	<ul style="list-style-type: none"><li>• Introduction to Hospitality and employment</li><li>• Introduction to roles found within the hospitality sector and what skills are needed.</li><li>• Introduction of Project Hospitality passport and Skills Builder</li></ul>
<b>Unit 1 Housekeeping</b>	1	3+	<ul style="list-style-type: none"><li>• Introduction to Housekeeping</li><li>• How to clean a hotel room</li><li>• Job description exploration</li></ul>
	2	4	<ul style="list-style-type: none"><li>• Introduction to a hotel porter</li><li>• The hotel porter role in action</li><li>• The bags- lifting and carrying</li><li>• Job description</li></ul>
	3	1	<ul style="list-style-type: none"><li>• Industry visit</li></ul>



<b>Title</b>	<b>Element number</b>	<b>No. of sessions</b>	<b>Teaching topics covered in the session</b>
<b>Unit 2 Front of House</b>	1	5+	<ul style="list-style-type: none"><li>• Introduction to Front of House</li><li>• What does good customer services looks like.</li><li>• Waiting Tables</li><li>• Customer service continued</li><li>• Job description exploration</li></ul>
	2	5	<ul style="list-style-type: none"><li>• Introduction to reception</li><li>• Introduction to bookings</li><li>• Taking a phone call</li><li>• Welcoming and greeting</li><li>• Checking a guest in and out</li></ul>
	3	1	<ul style="list-style-type: none"><li>• Industry visit</li></ul>
<b>Unit 3 Grounds and Maintenance</b>	1	5+	<ul style="list-style-type: none"><li>• What is gardening and Introduction to gardening</li><li>• Introduction to planting, growing, and harvesting</li><li>• Plant to Plate</li><li>• The life cycle of a vegetable</li><li>• Job description exploration</li></ul>
	2	7	<ul style="list-style-type: none"><li>• Other garden needs</li><li>• History of the Lawn and mowers</li><li>• Lawn maintenance</li><li>• Boarder maintenance</li><li>• Weeding</li><li>• The show Case</li><li>• Job description exploration</li></ul>
	3	7	<ul style="list-style-type: none"><li>• Introduction to basic Hotel Maintenance</li><li>• Introduction to health and safety</li><li>• Basic hotel maintenance</li><li>• Job description exploration</li></ul>
	4	1	<ul style="list-style-type: none"><li>• Industry visit</li></ul>



<b>Title</b>	<b>Element number</b>	<b>No. of sessions</b>	<b>Teaching topics covered in the session</b>
<b>Unit 4 Food and Beverage</b>	1	7/8	<ul style="list-style-type: none"><li>• Introduction to the Food and Beverage department</li><li>• Introduction to a Kitchen Porter role</li><li>• The 5 key roles within the job of a kitchen porter</li><li>• Understanding the importance of cleaning</li><li>• Job description exploration</li></ul>
	2	6/7	<ul style="list-style-type: none"><li>• Introduction to the role of a chef</li><li>• Understanding basic food preparation</li><li>• Introduction to food hygiene</li><li>• Cooking a meal</li><li>• Job description exploration</li></ul>
	3	5	<ul style="list-style-type: none"><li>• Introduction to the role of a bartender and laws</li><li>• The bar and the drinks</li><li>• The Bill</li><li>• Job description exploration</li></ul>
	4	1	<ul style="list-style-type: none"><li>• Industry visit</li></ul>

For flexibility the units are split into sessions as lesson lengths vary between schools. Therefore feel free to merge sessions or break them down further if required. The sessions should hold progression so ensure this is kept if removing anything.

As you can see from the table above each unit has 3 or 4 elements to it, with an industry visit at the end of each unit.

**The suggested teach time is as follows:**

<b>Term</b>	<b>Unit</b>	<b>Visit topic</b>
Term 1 Autumn	1 - Housekeeping	All things housekeeping (Visit before December to not clash with Christmas rush)
Term 2 Spring	2 - Front of House	All things front of house (may be quieter due to time of year)
Term 3 Summer	3 - Grounds and Maintenance	Planting and grounds maintenance (as you will be planting, and growing Unit 3 will need to be given time to allow for growth)
Term 3 Summer	3 - Grounds and Maintenance 4 - Food and Beverage	Internal hotel maintenance All things food and beverage (be mindful of the time of year and things picking up for the summer)

**Lesson plans:**

The lesson plans are simple enough to follow, with learning objectives, key words, task variation and resource information. Along with the session content there is information on how the learning links to the skills builder.

The logos identify the skill that can be achieved within the session, more information on skills builder can be found in the induction pack.

**Coding:**

Due to the number of resources involved in each unit we have created a code system that should support the logistic of teaching.

The code is simple to follow:

Starting with UN1= unit number E1= the Element number 01= the number of resource (UN1E101)

This code will be labelled on the file along with on each document in case it is printed.



### **Unit Questionnaire:**

Each unit has its very own student and teacher questionnaire for completion. The idea is to complete the questionnaire before starting the unit and then re visit the questionnaire upon completion of the unit. The same questionnaire can be used for each unit completion. The students can then evaluate their learning journey from the start to finish. There is also room for teacher observation and feedback, this can be shared with the students following completion. You should have 4 completed questionnaires at the end of the project to evidence learning and impact.

### **Resources:**

Paper resources: These should accompany each element in each unit. They vary from flashcards that will support the session and task variation, along with activities to complete.

Physical resources: these cannot be provided for the schools; however, they are kept to a minimum and hopefully things that can be found within the school and grounds.

There is a resource directory for you to ensure you have everything, this is only listed towards the paper resources.

### **Industry Visit:**

The idea of the industry visit is to amalgamate all the skills learnt through the sessions within the Unit. These must be organised by the school however, your local LEP or Enterprise Coordinator/advisor should also be able to assist.

If possible, the venue could accommodate allowing the students to have a go at some of the tasks, change a bed, or make a drink etc. If this is not possible, a venue tour and watching the staff complete the task and highlights what it is, and the skills used.

Venue location should be mixed up so a variety of venues have been seen as the service will vary.

I hope you find this resource useful, please adapt anything you feel is needed for your students.