



INTRODUCTION

TEACHER PROJECT BRIEF

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, but also its history and 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.

Project Aim:

The aim of the project is to educate and upskill the students to be ready for their next steps either into further education within the sector or employment/ volunteering. The students will work through 4 units covering 4 sectors of hospitality, along the way the students will collect stars on their hospitality passport, signing off the units as they collect all of the stars in that section. The passport can not only be shown as skills and knowledge achieved but be used to shape a CV and evidence of experience for job interviews.

Key Stage focus:

KS3: within KS3 there will be a simple approach to introducing the hospitality sector within a careers lesson. Simply learning the definition of the word Hospitality and what it encompasses. Further investigation to the careers found within the sector can be an option.

KS4 or 5: The option to complete the bulk of the project can either be completed in YR11 or sixth from depending on you school sixth form and student ability.

KS5: The extension task to this project would be to link internal or external work experience for real-life work practice, giving a clear on the job experience and continuing their development of work and sector skills.

Gatsby Benchmarks Covered: BM2, BM3, BM4, BM5, and BM6

As the project is so broad and is achieved over a large span of time covering vast content it enables many of the Gatsby Benchmarks to be covered. You will see through the content how these benchmarks are achieved.

NOCN Qualification:

By following Passport to Hospitality, students will be able to use their skills and knowledge gained to achieve a recognised qualification from NOCN. Passport to Hospitality provides a range of skills that are linked with the NOCN Entry Level Certificate in Preparing for Further Learning or Employment (Entry Level 3) (Hospitality) qualification. The lesson plans will include how it meets the Regulated Qualifications Framework (RQF) to allow you to gather the evidence required. The lesson plans will also include links to the associated NOCN assessment booklets.

Target Audience:

Initially the project will be working with sixth form students (YR 12,13 and 14), with the hope to expand it further if successful. The project however covers KS3, 4 and 5. The bulk of the project can be delivered with YR11 if you don't have a sixth form or feel the students have the capacity to undergo the project at that time.



Project Outlined:

Pre project: KS 3- lesson plan delivered on 'what is hospitality?' the induction Unit

Hospitality Passport:

The content of the project will be designed to plug and play with session plans and resources to accompany. I will be using the term session instead of lesson, allowing the school to interpret the content into their time frames, the sessions have been given no timings due to the fact each class will work at different speeds, therefore this will be down to the school to finalise ready for teaching.

Units can be completed in the order that is most appropriate for the needs of the students, overlapping of units can also be achieved if the schools wish.

Units have 3 or 4 elements in each, these contain the session of delivery, they vary in length and amount of activities. Some elements have activity variations for a variety of student needs.

Introduction Lesson: this can be covered over 3 sessions

(Introduction to hospitality, Introduction to what the roles are within hospitality and what skills are needed and Introduction to the project ahead).

Houskeeping- Unit 1

Element 1: Room cleaning/guest change over (Introduction to housekeeping, how to clean a hotel room)

Element 2: Porter duties (Introduction to a hotel porter including the soft skills needed; the hotel porter role, the bags, lifting and carrying)

Element 3: Industry visit

Front of House- Unit 2

Element 1: Waitress/waiter (Introduction to being a waiter/ress, customer services, waiting tables, clearing of tables, setting tables)

Element 2: Reception and bookings (Introduction to reception and bookings, welcoming and greeting, phones calls, taking and checking a booking, checking in and out and arrivals)

Element 3: Industry visit

HOSPITALITY

Grounds & Maintenance- Unit 3

Element 1: Gardening- Kitchen garden (introduction to gardening, introduction to planting, growing and harvesting, plate to plate, the life cycle of a vegetable)

Element 2: Grounds maintenance (other garden needs, history of the lawn, lawn maintenance, border maintenance, weeding, the show case)

Element 3: Hotel maintenance (introduction to basic hotel maintenance, introduction to health and safety- level 1 if possible, basic hotel maintenance)

Element 4: Industry visit

Food & Beverage- Unit 4

Element 1: Kitchen porter/ Pot wash (Introduction to a kitchen porter/ pot wash, health and safety of the role, cleaning food preparation areas, cleaning equipment and crockery, service run down and roles of the KP during service)

Element 2: Chef/Cook (Introduction to a chef/cook, basic food and hygiene- level 1 if possible, food preparation, meal creation)

Element 3: The Bar (Introduction to bar tending, alcohol and laws of alcohol, making a drink, serving drinks, clearing of tables)

Element 4: Industry visit



Suggestive project time frame

TERM	UNIT	VISIT TOPIC
Term 1	1 - Housekeeping	All things housekeeping (Visit before December to avoid the Christmas rush)
Term 2	2 - Front of House	All things front of house (may be quieter due to time of year)
Term 3	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	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)

Project completion: this could be a reward/ celebration style event.

Post project KS5: Internal or external work experience organised by the school (supported by EC if required). Extended interactions giving a real life on the job experience. This can be supported by The Inspiring Worcestershire BM6 document.

Each unit will have job descriptions for the students to look over along with normal operating procedures of what is expect within that role.

Note: current videos with the lesson plans are from YouTube, the intention is to have tailored videos recorded with partners in the local hospitality sector. Feel free to find your own videos if the suggested videos are not appropriate.

Teaching tools:

The project has been designed in a way that should enable you to pick it up and go, including lesson plans, flash cards and additional resources. You will need a classroom and a computer for some parts of the project. Each lesson plan defines what resources you will require to proceed with that lesson.

Please ensure you read through the lesson plans and split them into timings and chunks that work for your students.

The Passport:

Each of the 4 units, including the break down of each topic will be found on the passport under the relevant header.

As the students progress through their classes achieving the skills required you can give a star for the completion of the section, once the student has collected all the corresponding stars for the section they can be signed off with a stamp to show they achieved the unit.

The idea is to collect the 4 stamps for the 4 units, showing that the students have had a full, rounded experience of the hospitality workplace. To celebrate the achievement of completing the project we would encourage a celebration or presentation event including the businesses you visited along the way.