

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME

**Meaningful Masterclasses
Created by London South East Colleges**

Managed by



In partnership with

emfec

Introduction

The concept of a masterclass has been around for many years, and the inclusion of masterclasses into the hospitality curriculum is nothing new. In previous years, learners had always given feedback that they enjoyed watching a chef demonstrate how to prepare a specific dish, but in reality what impact did this really have? Was the learner able to now go off and prepare this dish to the same specifications? Repeatedly? Without support? Had learners developed the necessary technical skills required to produce such a dish? In reality, the answer to many of these questions was 'no'.

This project aimed to challenge the usual masterclass style of delivery and ensure that masterclasses had a real impact on the progress made by learners in developing the technical skills required by the hospitality industry today. Therefore, masterclasses needed to be meaningful.

A bespoke coaching programme was put in place to better prepare hospitality employees prior to delivering a masterclass. This involved intensive one-to-one coaching sessions on the fundamentals of teaching and learning in Further Education. This enabled the masterclasses to become far more student-centred and learners became actively engaged in their learning. As the project progressed, learners were more curious to learn and they thrived in developing their knowledge and understanding of different dishes, recipes and food preparation techniques. This had a notable impact on improving learning and equipped learners well for progressing to their next steps.

The follow up to the masterclasses was equally as important as the delivery of them. Enabling learners to continue practising the skills they had developed during the masterclass was fundamental to their success. Learners continued to prepare the showcased dishes within their practical sessions in the training kitchens. This enabled learners to build confidence and familiarity with the skills and techniques in a safe and supportive environment. Learners then progressed onto preparing these dishes in the student-run restaurant for paying customers to select from the menu. This enabled learners to demonstrate their technical skills within the hospitality industry.

They were also able to speak directly to the customers and obtain feedback on the dishes they had prepared.

For further details on each of the preparation, delivery and follow up phases of meaningful masterclasses undertaken by London South East Colleges within this project, please see the plan outlined below.

Delivering Meaningful Masterclasses

Before:

- Employer partners were approached and invited to join the **Hospitality Employer Advisory Board**
- Appropriate employees were selected and/or nominated by employers and invited to join the **Careers Advantage Coaching Programme**
- Employees delivering the masterclasses were allocated a **Careers Advantage Coach** who provided 2-4 coaching sessions in the workplace
- Employees were provided a copy of the **Teaching Toolkit** which formed the basis of the coaching sessions
- Masterclass topics were selected based upon current industry technical skill requirements, identified skills shortages and skill development needs of learners
- Dates and times of masterclasses were selected and promoted to learners
- The employee was provided with details of learners' identified learning needs and supported by the Careers Advantage Coach in creating an appropriate session plan

During:

- **The layout of the demonstration area was set up depending on many factors**, such as the recipe, food preparation techniques, space required, number of participants and any identified learning needs
- **Masterclasses were well structured** following departmental entry and exit routines (including starter activities and plenaries)
- **High expectations were set from the beginning** of the session and were related to professional industry standards (e.g. physical appearance/uniform, hygiene, food storage, cleanliness, health and safety, waste disposal etc)

- **The learning intentions and success criteria were shared with the learners** and their progress was measured against these at regular intervals during the session
- **Learners were actively involved in the masterclass** (e.g. took part in food preparation, allocated roles and responsibilities, writing key points on the board etc)
- **Higher order thinking skills were developed** via careful questioning of learners
- **Learning activities were differentiated** to enable all learners to achieve their learning goals
- **Additional learning support was available** for all learners with identified needs.

After:

- **Learners continued to practice preparing the specified dish** during the following practical sessions in the training kitchens
- **Assessment activities targeted the preparation of dishes** demonstrated during masterclass sessions
- **Learners 'buddy' with others to peer assess their work**
- **Masterclass dishes were put on the menu in the student-run restaurant**
- **Learners prepared the dishes for paying customers** in the restaurant
- **Learners obtained feedback from customers and the Executive Head Chef** in order to continually improve their skills.

For further information on the Excellence in Hospitality Project please contact Tracey Davis, Project Lead, via email tracey.davis@lsec.ac.uk

