

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME

**Teaching, Learning and Assessment Toolkit for Employers
Created by London South East Colleges**

Managed by



In partnership with

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Introduction

Project Overview

The aim of this project was to develop an innovative, industry-led learning model focusing on the development of world-class technical skills of vocational learners within the hospitality industry. The project explored the technical and employability skills required by hospitality industry partners to ensure learners are confidently prepared to take their next steps on completion of their qualification.

Learners were given the opportunity to attend a variety of masterclasses delivered by industry experts, all of which were brought to life back in the classroom, training kitchens and restaurant venues. On completion of each masterclass learners had access to further training opportunities and industry placements that would prepare them for future employment within the international hospitality industry.

The project enabled industry partners to have a hands-on approach to shaping and collaboratively developing the learning model for technical teaching, learning and assessment, to ensure that upon achievement of their qualifications, learners are industry-ready.

This project provided teaching and learning coaching sessions for industry professionals to enhance the learning process during work experience placements, masterclasses, and other learning opportunities, which were further supported by the development of this toolkit.

A professional network of teachers, employers and training providers came together in this project in a mutual exchange of cutting-edge industry knowledge and experience and educational pedagogy to ensure that learners receive the best preparation for successful employment within the hospitality industry.

Introduction

Toolkit

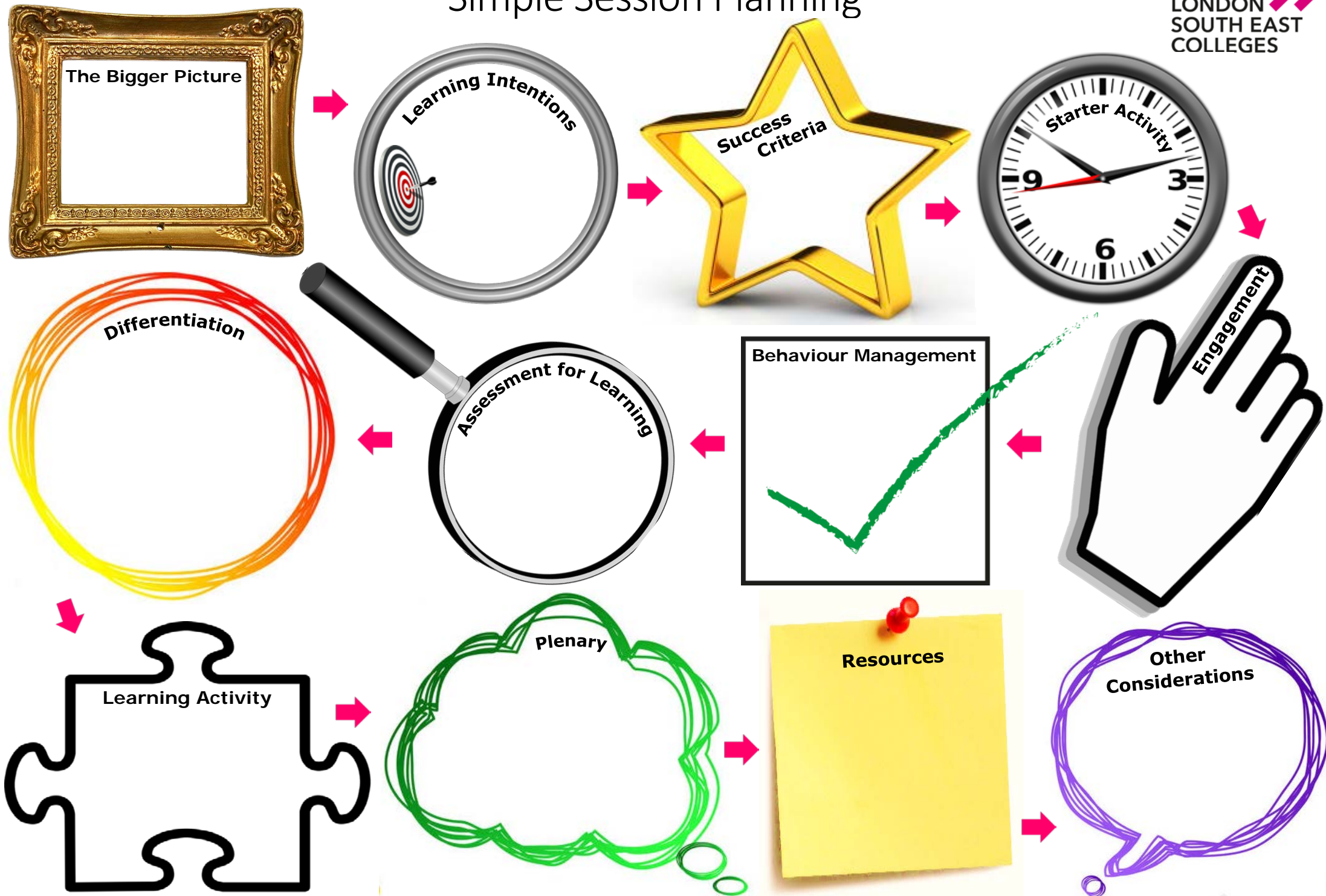
This toolkit has been created to support industry professionals by providing employers with the appropriate tools to deliver meaningful and effective work placements and masterclasses, based upon tried and tested pedagogical approaches within the hospitality industry. It is intended to be used within the teaching and learning coaching sessions provided within the project, and to act as a quick reference guide for industry professionals to refer to at any time.

A 'simple session plan' approach has been developed where each section of the toolkit corresponds to a component within the session plan for ease of reference. This session plan can be used as a template for planning learning sessions. The simple session plan approach has been adapted from the original 5 Minute Lesson Plan by @TeacherToolkit (2008).

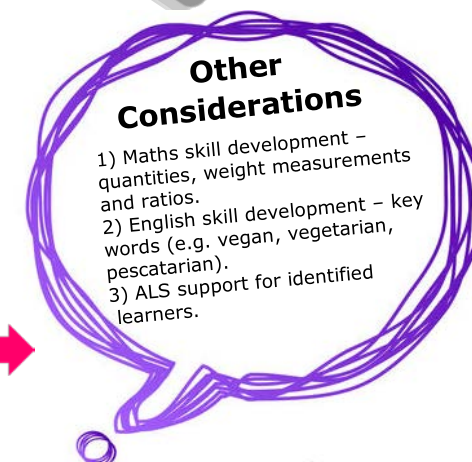
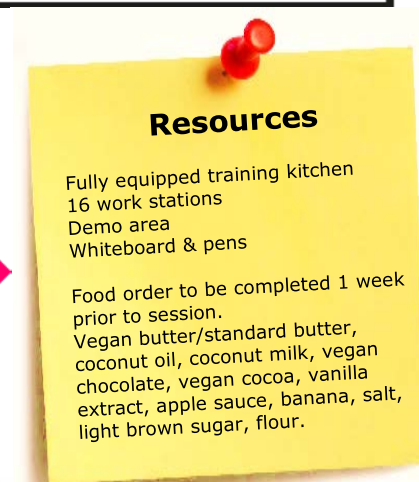
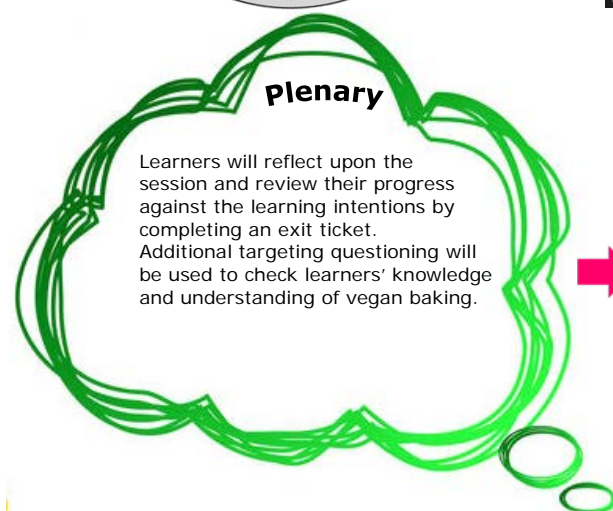
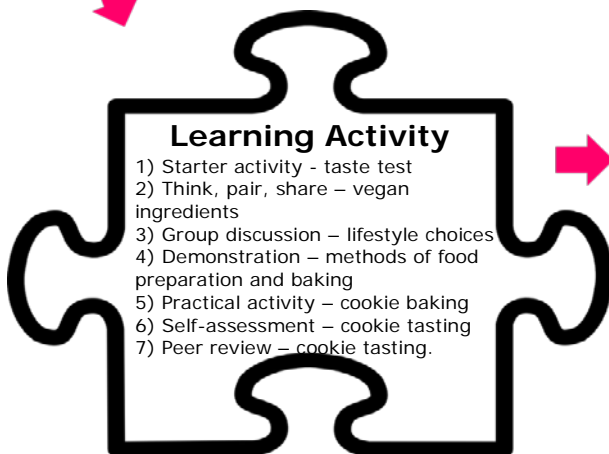
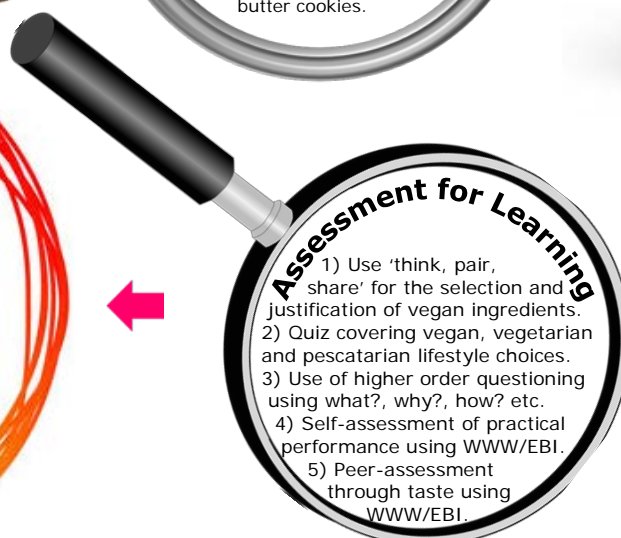
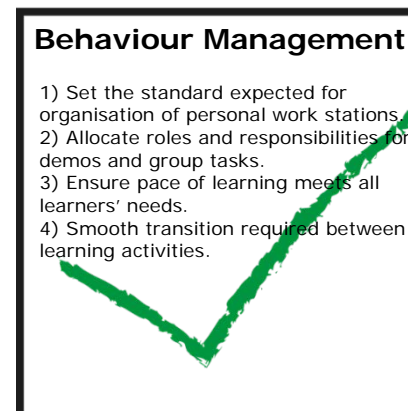
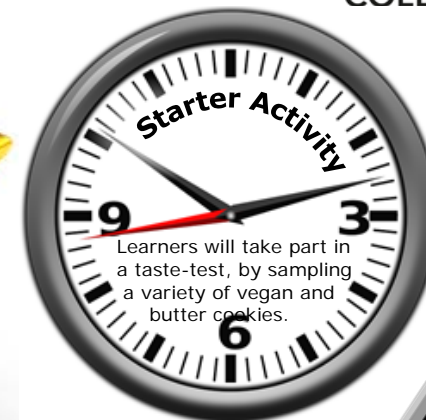
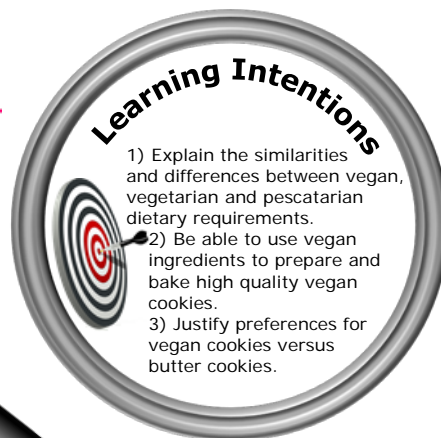
For further information please contact Tracey Davis, Project Lead, via email tracey.davis@lsec.ac.uk

Simple Session Planning

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Example of Simple Session Planning



The Bigger Picture

What is the bigger picture?

Consider where your session fits into the bigger picture e.g. the course, qualification, programme, term, learner's journey, career aims etc.

Why do we need to consider the bigger picture?

Each session needs to have a purpose, so it is vital to identify how it links to the journey that learners are on. It is important to link the session to learning from previous, and future sessions, where possible.

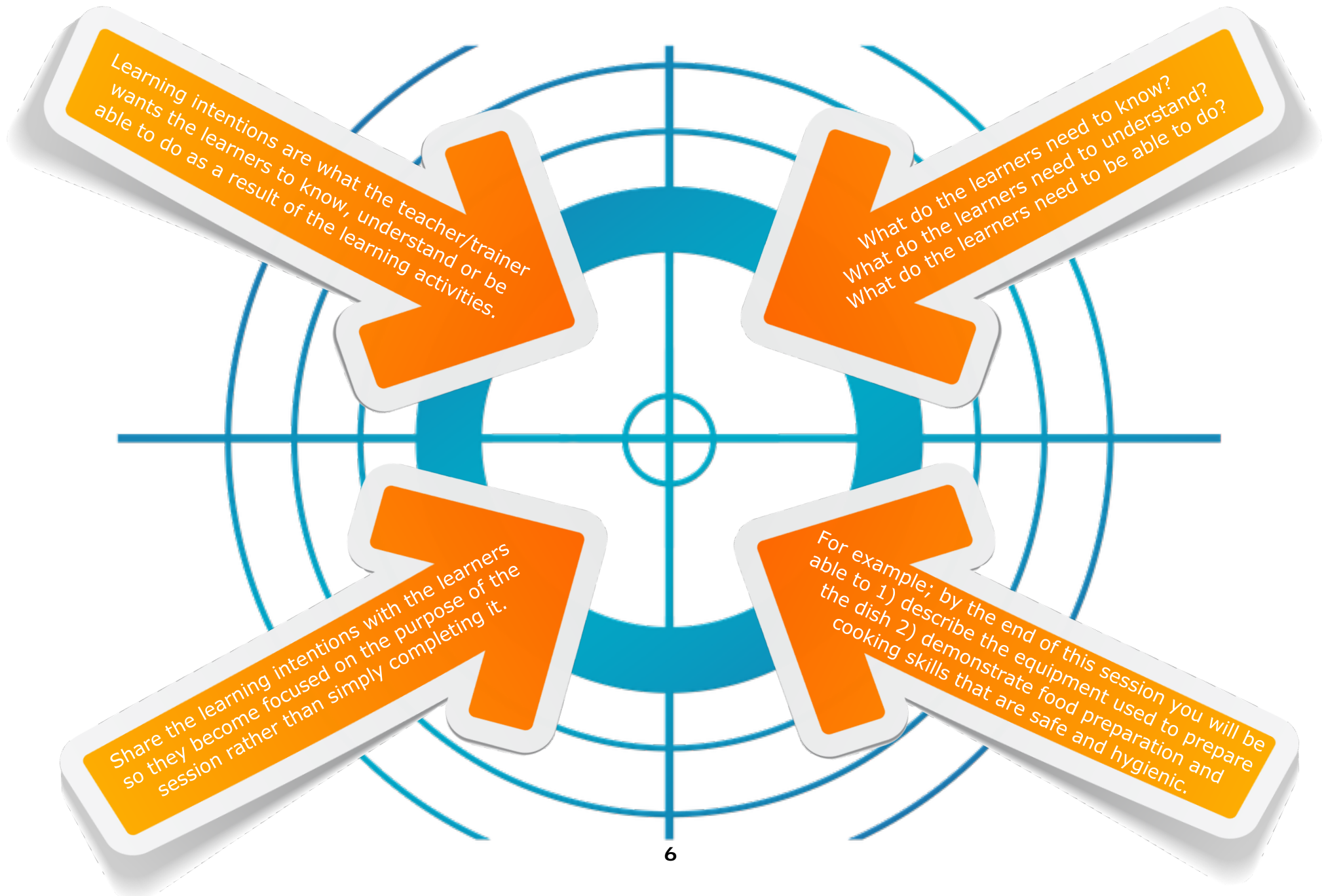
If you are delivering a one-off session, such as a masterclass, it is important to consider the context of the session. Think about how it links to the interests and needs of the learners. For example; upcoming work placement, future employment opportunities, soft skill and/or technical skill development.

Learners need to be able to understand why they are doing the session, and how it is relevant to them. This needs to be made clear to learners – don't assume they will know this!

How do we do this?

Determine what the headlines of your session are. This should be a short sentence to describe the context of the session. Try to link the content of the session to job roles within the hospitality industry as learners are more likely to engage when they see how it will benefit them.

Learning Intentions



Learning Intentions



SPECIFIC

Be very clear about what the learning intentions are. What do the learners need to learn?

MEASURABLE

How will you know if the learners have achieved the learning intentions?

ACHIEVABLE

Make sure the learning intentions are sufficiently challenging, but not too difficult to achieve.

REALISTIC

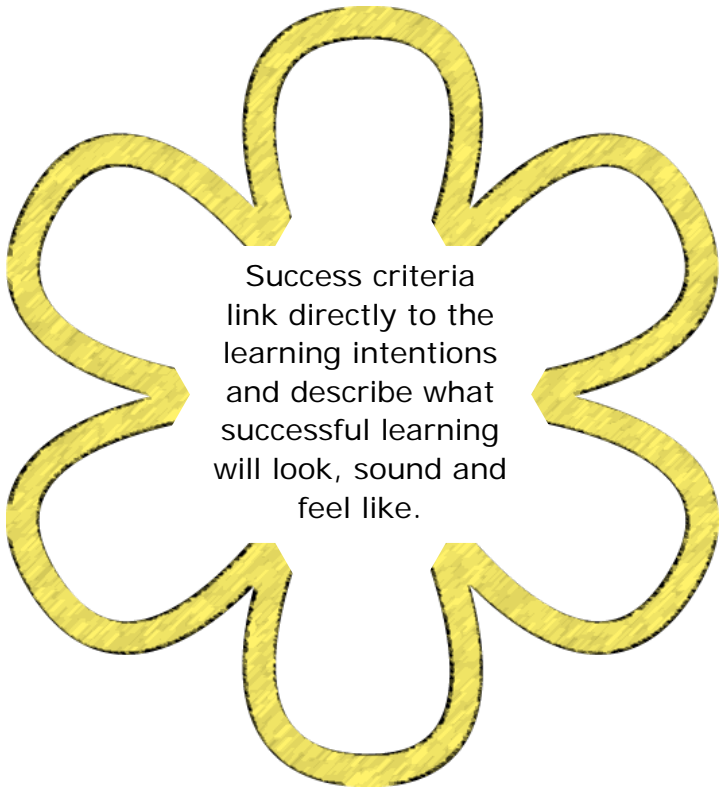
Link the learning intentions to something relevant, such as a job role within the industry.

TIME-BOUND

How long have learners got to achieve the learning intentions? One session? A service?

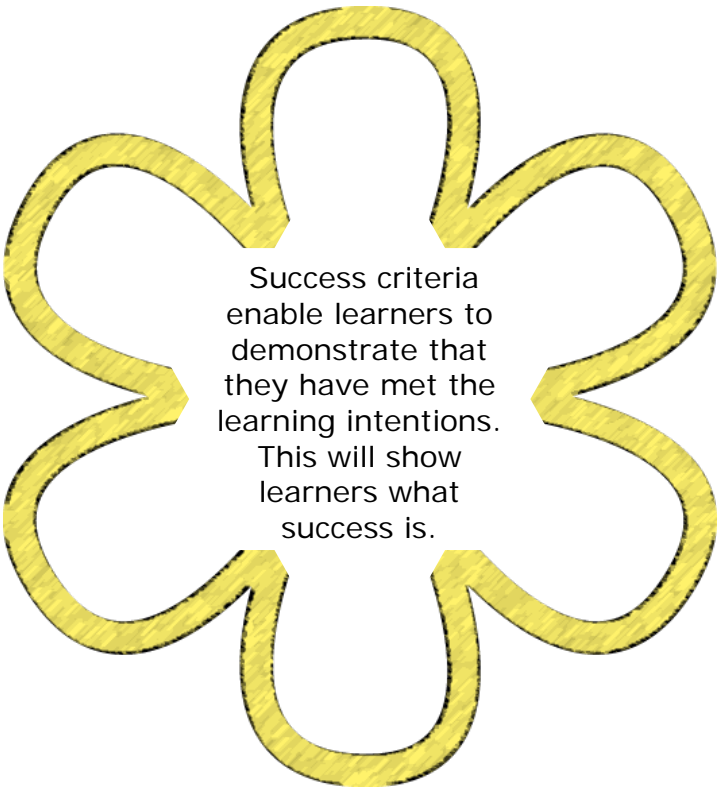
Success Criteria

What are Success Criteria?



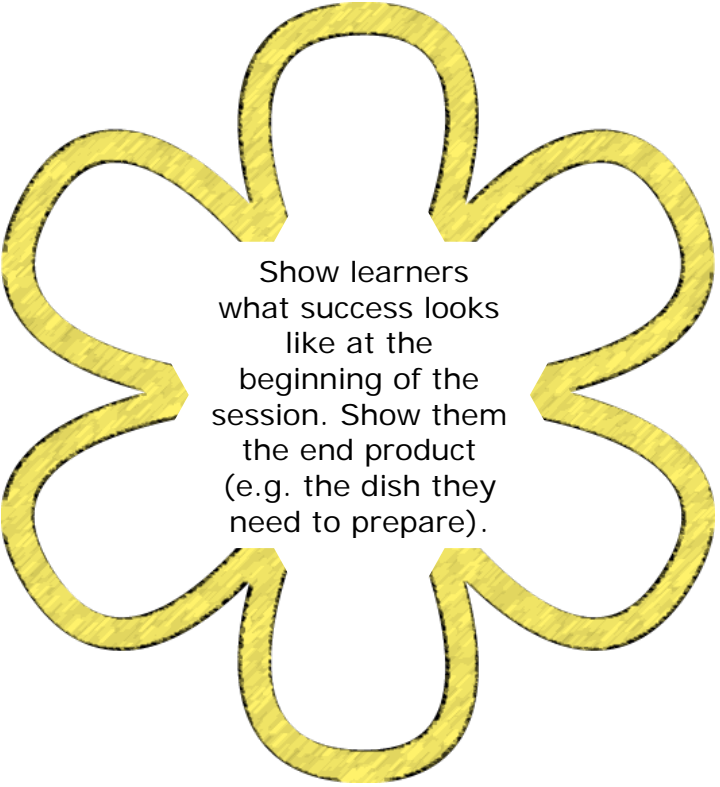
Success criteria link directly to the learning intentions and describe what successful learning will look, sound and feel like.

Why Share Success Criteria?



Success criteria enable learners to demonstrate that they have met the learning intentions. This will show learners what success is.

How to Share Success Criteria?



Show learners what success looks like at the beginning of the session. Show them the end product (e.g. the dish they need to prepare).

Starter Activity

What is a Starter Activity?

It is an engaging, thought-provoking task used at the beginning of the session to set the tone. It acts as a 'hook' to grab the learners' attention and spark intrigue and curiosity in the topic.

Why use a Starter Activity?

A starter activity could be used to; captivate interest in the topic, assess what learners remember from a previous session, find out what they already know, or to link subjects together.

When would you use a Starter Activity?

Learners should be directed to complete the starter activity as soon as they enter the learning environment, at the beginning of the session.

Example 1

Give learners a series of anagrams of relevant key words that they need to unscramble.



Example 2

Give learners a set of photographs of popular foods. Learners should consider changes that can be made to make the meals healthier.



Example 3

Ask learners to create an A-Z list of foods from around the world.



Example 4

Put an eye-catching image on the board and ask learners about it. E.g. how does this link to last lesson?



Engagement

It is important to capture learners' attention right from the start, but it is not always easy to maintain learner engagement all the way through the session!

Learners need to see the learning activities as meaningful. Try linking them to learners' prior knowledge and experiences, or relate learning to real life situations.

Learning activities need to be challenging, but achievable, otherwise learners are likely to 'switch off'. Many learners thrive on praise so recognise their progress, improvement and effort.

Consider ways to 'lure' learners into learning. Some strategies to consider include; collaborative learning, student-centred learning and interactive learning.



Engagement

Student-Centred Learning

When the teacher or trainer is instructing, it doesn't mean that the learners are learning! Talk less, and get the learners to do more. Try setting learners a problem to solve, let learners discover the outcome, encourage them to reflect on their work, or ask learners to put things into their own words.

Interactive Learning

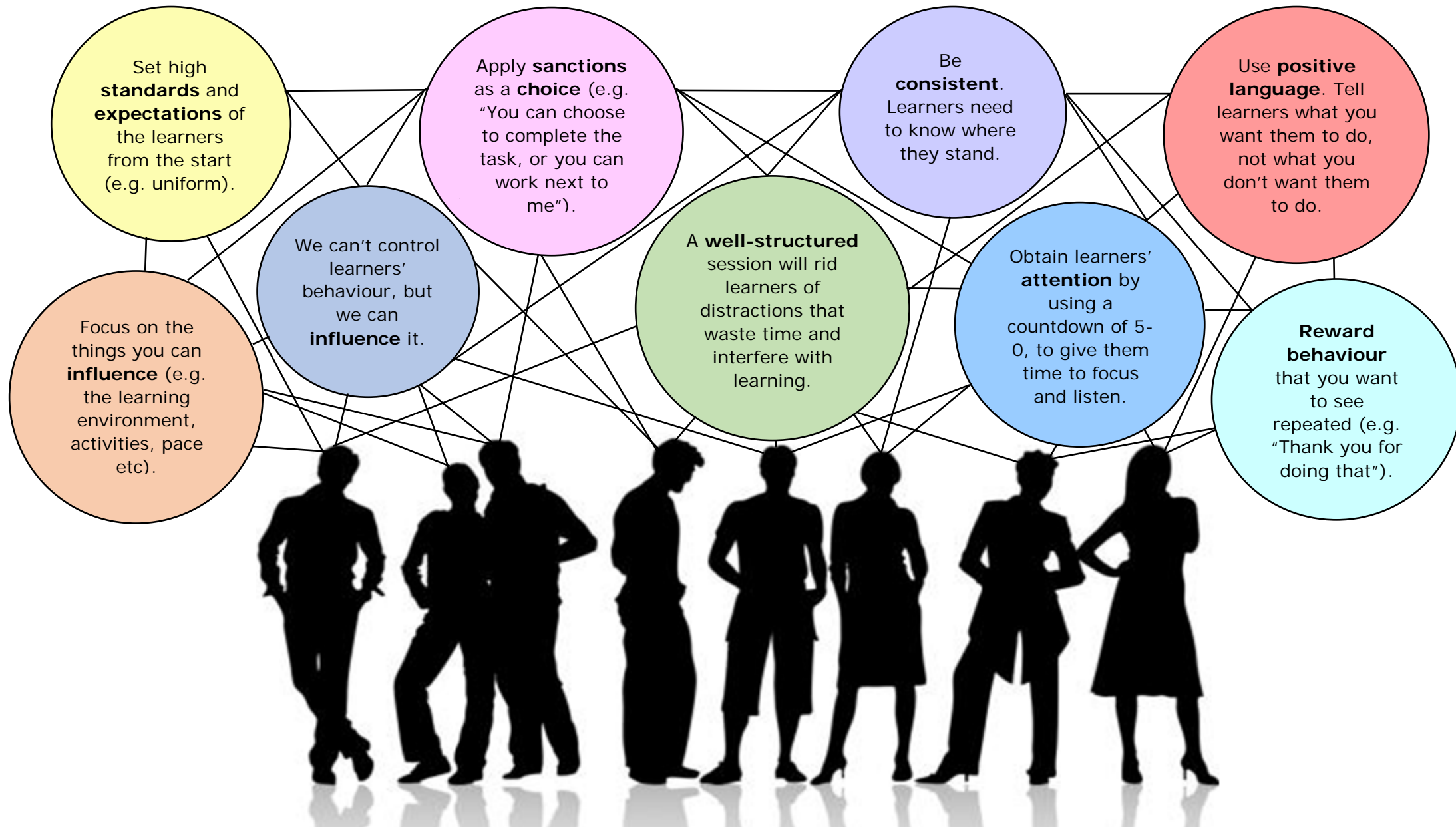
Standing still, watching a masterclass or demonstration can easily disengage learners. Learners need to be actively involved in their learning to maintain their focus and curiosity. Use regular questioning and feedback, include lots of different learning activities, and get learners moving around the learning environment.

Collaborative Learning

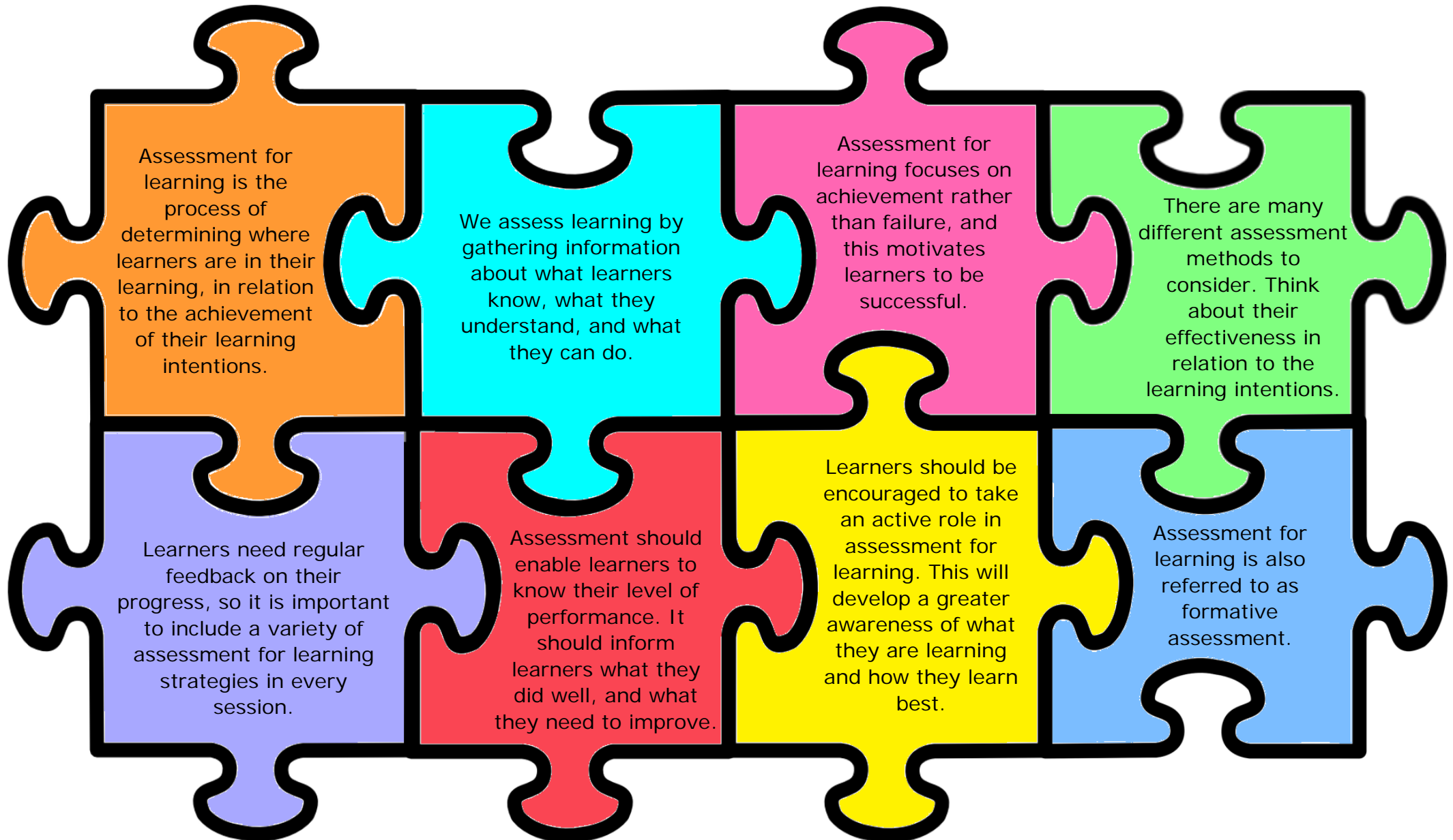
This involves groups of learners working together to complete a learning activity. Learners are more likely to be engaged if they have specific job roles and responsibilities assigned to them. This makes them accountable for their actions, so they invest more in their learning.



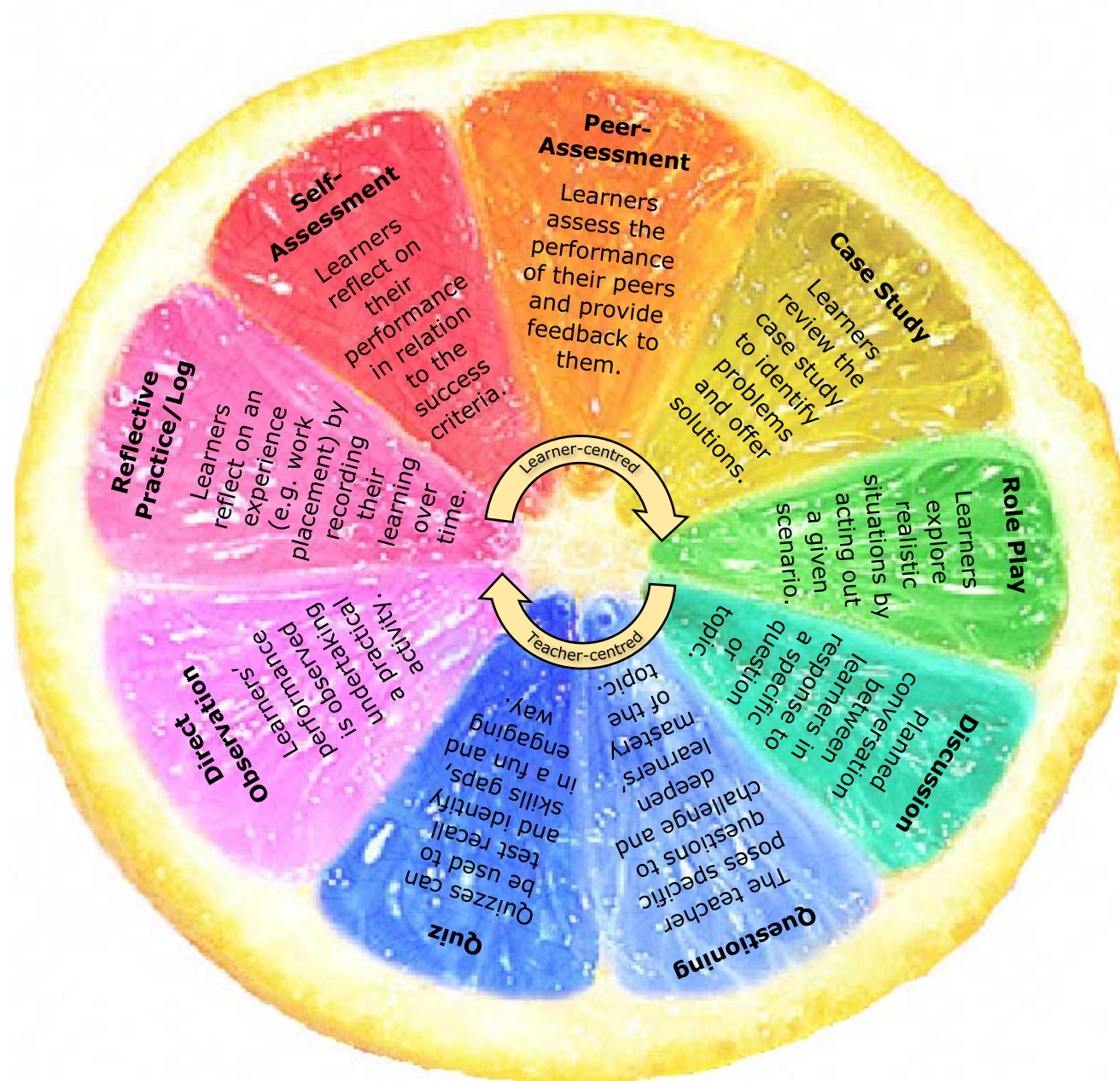
Behaviour Management



Assessment for Learning



Assessment for Learning



Assessment for Learning

Traffic Light Assessment

Traffic lights can be used by learners to measure their understanding.



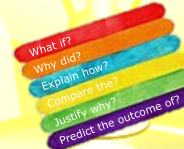
Think, Pair, Share

- 1) Learners are given a question to think about.
- 2) They then pair up with a partner to compare thoughts.
- 3) Learners then share their thoughts with the class.



Question Stems

Question stems (e.g. what?, why?, how?) can be used to develop learners' higher order thinking skills. They can be pre-printed on card, cubes, lollipop sticks etc.



WWW EBI Feedback

Provide 'what went well' (WWW) and 'even better if' (EBI) feedback to learners to highlight the strengths of their performance and target the areas for development.



What went well:



Even better if:

Mini Whiteboards

Mini whiteboards enable learners to write, or draw, their answer to a specific question and reveal the answer all at the same time.

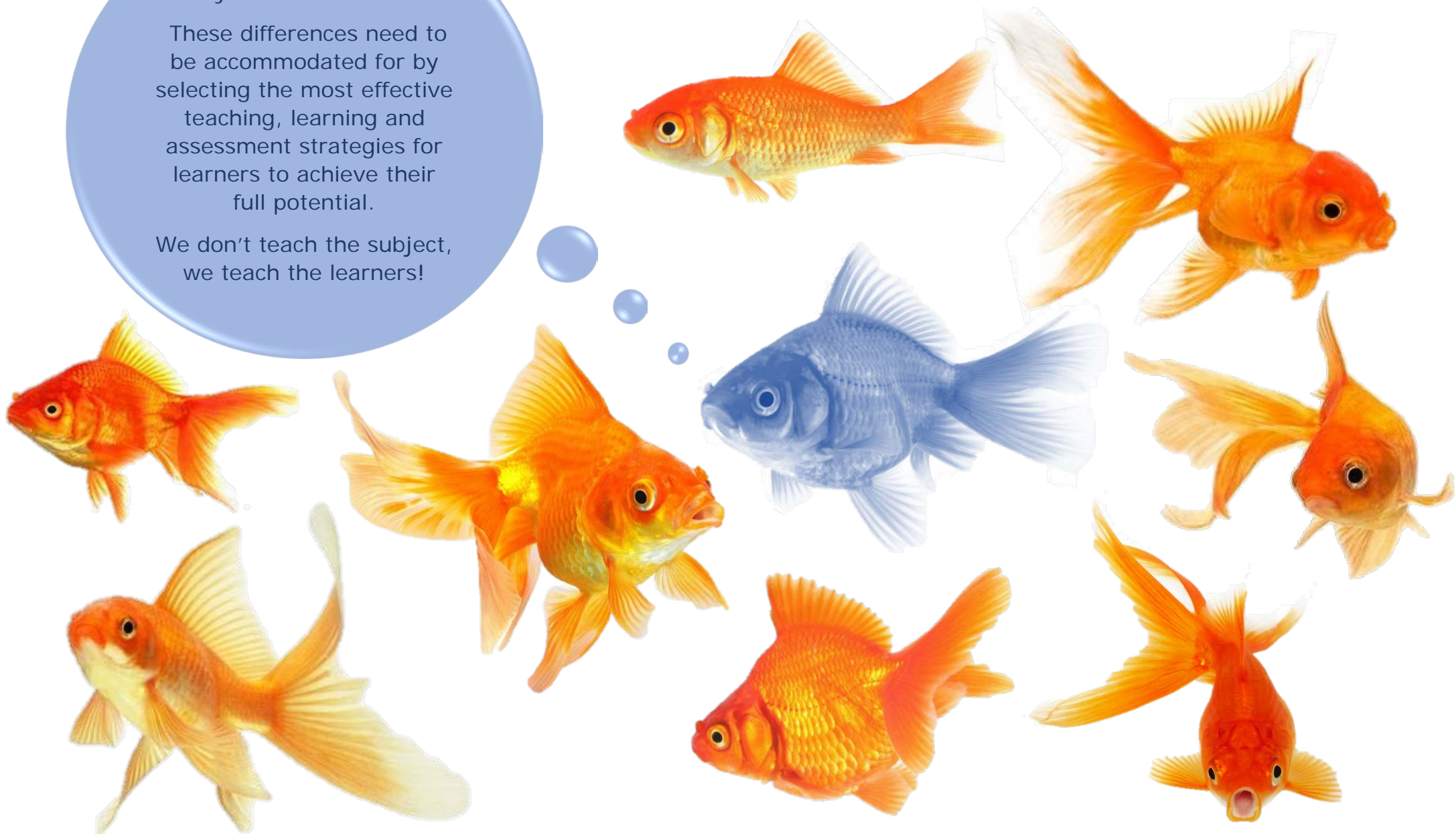


Differentiation

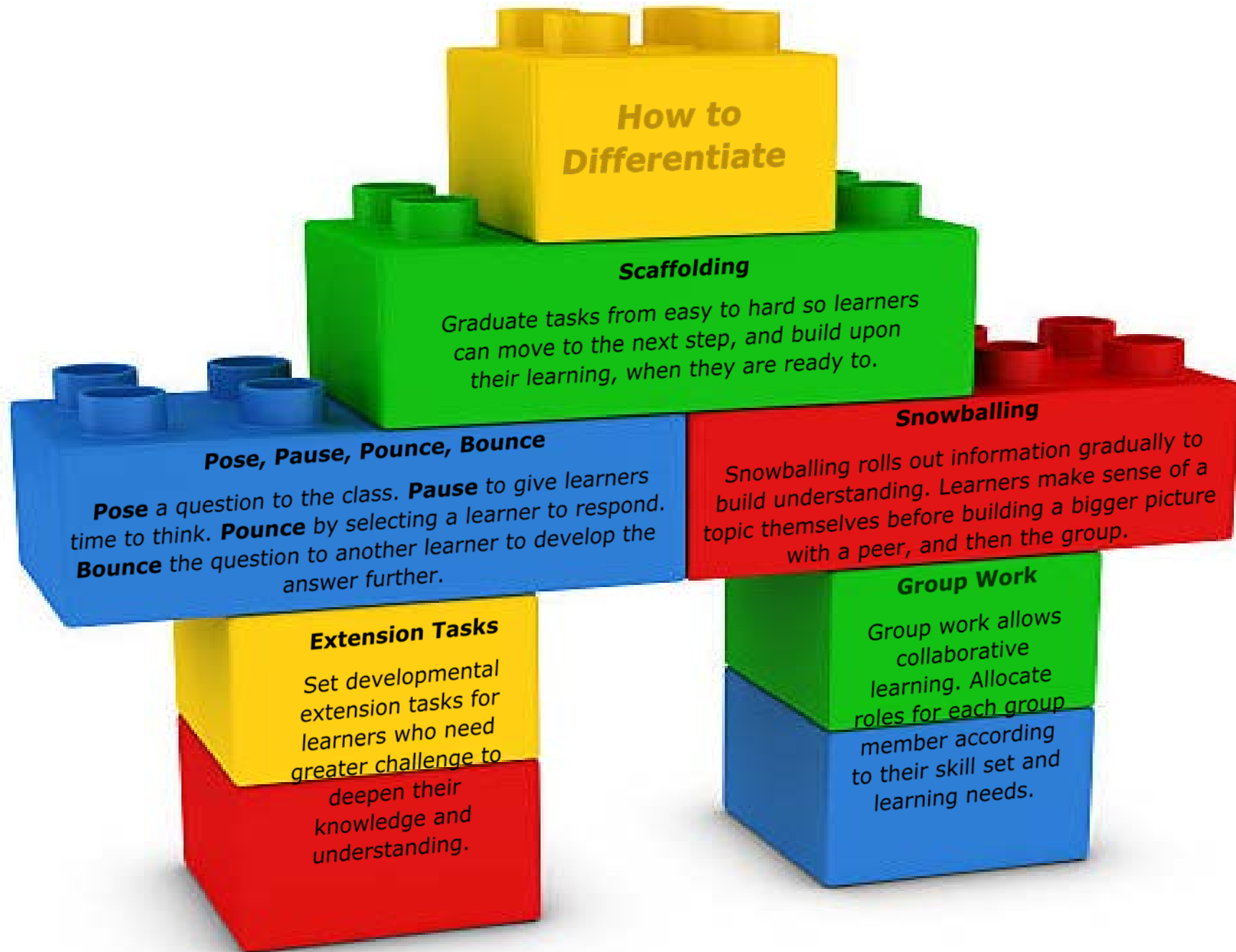
Every learner is different.

These differences need to be accommodated for by selecting the most effective teaching, learning and assessment strategies for learners to achieve their full potential.

We don't teach the subject, we teach the learners!



Differentiation



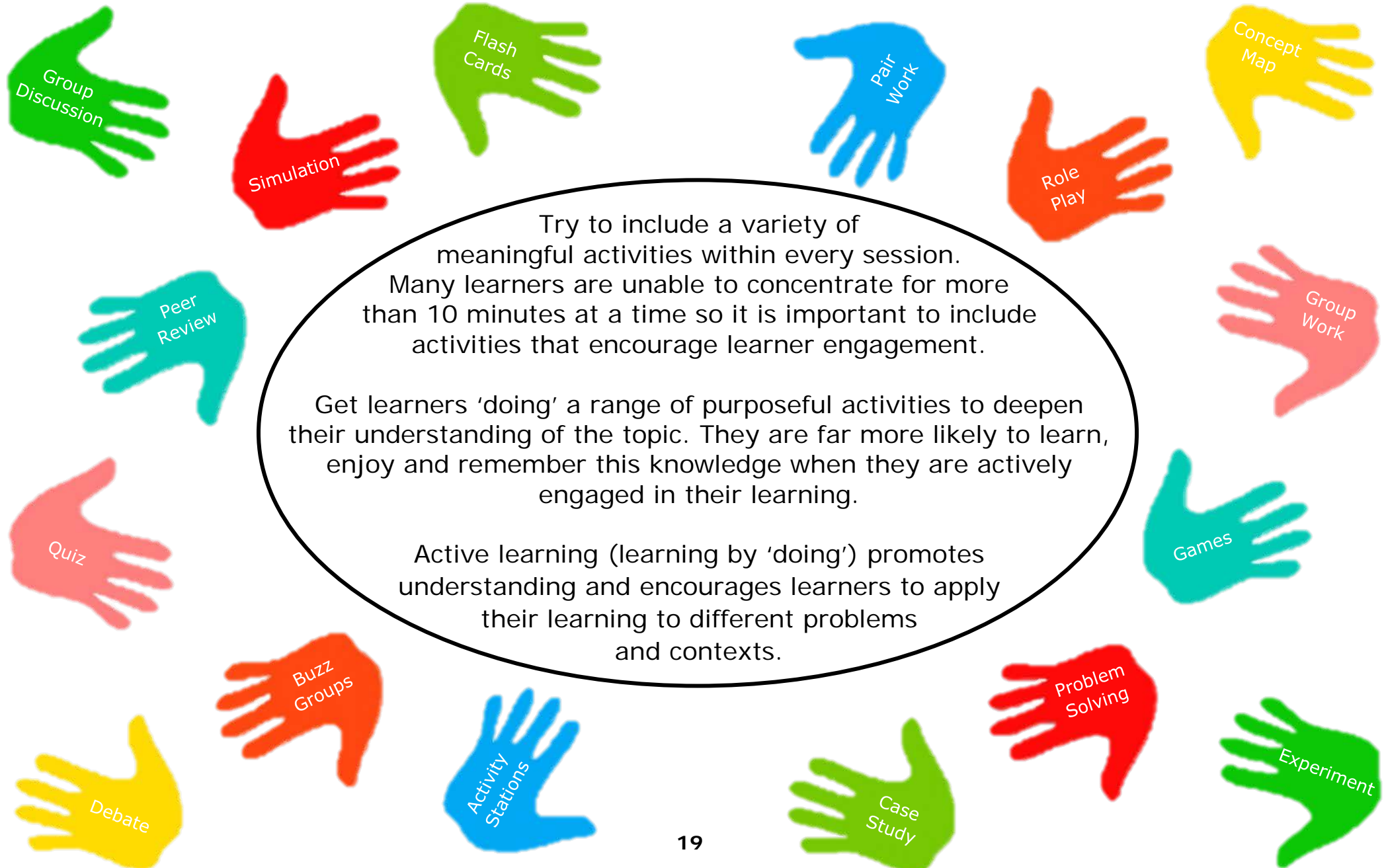
Differentiation

Learning
is a lot like
eating cake.
We all do it
differently, in
different ways, in
different amounts,
at different speeds,
with differing levels
of enthusiasm, at
different times of
the day, in groups or
alone.

So, seat your
diners (learners)
thoughtfully, offer
a variety of choice
(activities), that are
well presented,
with options to
view, taste,
smell, reject,
have more,
or come
back to.



Learning Activity



Learning Activity

Group Discussion

A platform where learners can explore a topic and express their own thoughts with others.

Simulation

Learners act out real-life situations in a safe and secure environment.

Flash Cards

Contain information to help learners memorise a specific topic. E.g. key words and their meanings.

Pair Work

Learners complete a set activity by working together and learning from each other.

Role Play

Learners take on the role of different characters to practice work-related scenarios.

Concept Map

A way of organising ideas in a pictorial way, demonstrating links between the concepts.

Group Work

Learners come together to tackle a particular task and increase productivity.

Games/Quizzes

A series of questions are posed in a fun and engaging way. These are often competitive.

Experiment

A test/procedure performed to discover if something works, or is true.

Problem Solving

Learners follow a series of steps to find a solution to a specific problem.

Case Study

A story that is used to show the application of a theory/concept to a real-life situation.

Activity Stations

Learners rotate around stations containing a variety of activities in small groups.

Buzz Groups

These are small, intense discussion groups formed to discuss ideas or share information.

Debate

A group discussion where opposing arguments/views are put forward for consideration.

Peer Review

Learners evaluate each other's work, giving feedback on their peer's performance.

Plenary

What is a Plenary?

A plenary is an engaging activity that draws together the learning that has taken place. It assesses learners' knowledge and understanding to determine how much progress they have made towards achieving the learning intentions. It enables learners to 'show what they know'.

Why use a Plenary?

A plenary is used to summarise and reflect upon the learning that has taken place. It helps to inform the learners' next steps, and is also a great way to stimulate interest and curiosity about the next phase of learning.

When would you use a Plenary?

A plenary should be used at the end of a learning episode. This could be part way through the session, but it should always feature at the end of the session too.

Example 1: Exit Ticket

Exit Ticket 3, 2, 1	Name: _____
3 >>> Name three things you learnt today:	
2 >>> List two things you want to learn more about:	
1 >>> Ask one question about today's session:	

Example 2: Tweet It

TWEET IT 

Think about what you have learnt in today's session. Write a tweet that summarises the **key message** in 280 characters.

Example 3: High 5



What was the point of the session?

What is the biggest thing you'll take from the session?

How did you demonstrate commitment to learning?

What do you promise to improve?

What went well?

Thumbs up

Biggest

Commitment

Pinky Promise

Resources



Physical Space

When planning a session, it is important to consider where the learning will be taking place, as this has a huge impact on the selection of appropriate teaching and learning strategies.

Different physical spaces may include the classroom, lecture theatre, training room, kitchen, restaurant, workplace, computer suite, virtual environment etc.

Planning a session in a classroom is very different to planning a session in a training kitchen. For example; learning through demonstrations often take place in a training kitchen, collaborative learning may be better suited to a classroom, learning through simulated working environments would be appropriate in a restaurant, whilst learning through modelling behaviours may be more effective in the workplace.

Learning Resources

Ensuring learners have access to all the physical resources they need to participate in the session is an important part of the planning process.

Always check resources prior to use to ensure they work, they are fit for purpose, and there are enough resources available to meet learner volumes (e.g. mini whiteboards, marker pens, handouts, worksheets, catering equipment, food sources etc)

It is essential to have a contingency plan in case anything goes wrong on the day! (e.g. a loss of wifi may mean a planned video or online quiz can no longer take place, so always have a back-up activity in reserve).

Top Tip: Consider using sticky flip chart paper in a session where there isn't a whiteboard/flip chart available, such as in a kitchen environment. Windows are also a great substitute for a whiteboard!

Other Considerations

Developing English and Maths Skills

Whilst learning the technical skills to work in the hospitality industry it is crucial to develop maths and English skills too. Improving maths and English skills will help learners become more employable and develop their confidence and competence to be successful in work.

Opportunities to Develop Maths:

- Restaurant layout
- Time management
- Planning for service
- Costing menu items
- Measuring food quantities
- Restaurant covers
- Staffing
- Taking orders
- Billing
- Discounts

Opportunities to Develop English:

- Spelling key words (e.g. foods)
- Correct pronunciation of terminology (e.g. food preparation techniques and menu listings)
- Communicating with team members
- Reading/writing recipes
- Listening to instruction
- Taking bookings
- Customer service
- Taking orders

Other Considerations

Additional Learning Support

It is essential to actively promote equality of opportunity for all learners at every stage of their learning journey. There can be many barriers to successful learning, and there are a range of strategies that can be implemented to support learners and reduce those barriers. Additional learning support is provided to enable learners with support needs to reach their full potential.

Some adjustments may need to be made to the physical environment to enable equality of access to learning (e.g. kitchen workstations for learners with disabilities). In-class support can be provided for learners with identified needs (e.g. a qualified support worker may assist the learner in the classroom or training kitchens). Training materials may need to be adapted (e.g. re-sized for learners with visual impairments) or specialist equipment may need to be provided.

Other Considerations

Learners come from a diverse range of backgrounds and cultures with varying experiences.

Learners may need support in overcoming social barriers, particularly relating to poverty and class.

Some learners will feel intimidated by walking into a prestigious hotel, or a high-end restaurant.

Make learners feel comfortable in the workplace. Give them time to settle into a new environment. Talk to them, be patient, and show empathy.

Give learners clear instructions (e.g. go on your break now), and encourage them to write things down so they don't have to keep asking questions.

Some learners may have never travelled to London in rush hour before, worked in a high-pressure environment, or been on their feet all day!

Learners are often very nervous, and they are likely to make mistakes. Please don't shout at them when they get it wrong! Support them, show them what to do, and how to do it.

Help learners to build confidence and self-esteem with a 'buddy' (a staff member who can support the learner whilst on placement).

A work placement is an employer's opportunity to 'sell' working in the hospitality industry to the learners. It should be well planned and include a variety of tasks to engage learners and inspire their future career choices.