

GUIDANCE NOTES FOR ACTIVITIES

UNIT 6 - HOSPITALITY SERVICE AND CURRENT TRENDS WITHIN THE INDUSTRY



Level 2 Unit 6 Hospitality service and current trends within the industry

Weeks 1, 2 & 3

In pairs, learners should compare and contrast the types of food and drink on offer across two different sub-industries taken from the following group (this could be by visit, collecting information or research):

- Hotels
- Restaurants
- Pubs, bars and nightclubs
- Contract food service providers
- Hospitality services
- Membership clubs
- Events

Collect sample menus from the sub-industries used in the previous exercise, and discuss the types and range of food on offer across these industries. Learners should bring their own likes and dislikes into the discussion.

	1	2	3	4	5	6	7
Indian							
Thai							
Chinese							
Japanese							
Mediterranean							
Caribbean							
Mexican							
Other							

Complete the table above by indicating which type of cuisine is most likely to be found in the sub-industries listed.

Week 4

Practical activity

Learners should lay a table to include an appropriate napkin fold for a range of different services as follows:

- Family
- Plate
- Buffet
- Counter
- Vending

Learners should take a photograph of each type for their portfolio.

Week 5–8

Learners should develop a survey to identify changes and the effect of changes and trends. The survey design could be multiple choice questions, rating scales or open ended text. Select a topic from those listed below:

- How has the hospitality industry coped with change such as the no smoking ban and other legislation?
- How has the hospitality industry changed to ensure that it keeps up with present trends in food?
- How has the hospitality industry changed to ensure that it keeps up with present trends in beverages?
- How has the hospitality industry changed to ensure that it keeps up with present trends in food and beverage service?

Learners should conduct the survey using at least 20 people of differing age groups to provide a realistic sample. Analyse the responses and display the results in a chart or graph format.

Weeks 9–11

Explain what is meant by the following terms:

- Happy hour
- Binge drinking
- Cheap alcohol
- Alcopops
- Underage drinking

Discuss in class what impact the above have on the hospitality industry. Ask learners to take into account any personal experiences or anything reported locally in the media. How can the hospitality industry promote a positive image and encourage responsible sales?

Arrange a visit to a licensed establishment, or arrange a visit from a small business or retailer. Prepare questions around the topics above, eg Do you have a happy hour? Link questions to customer service and branding.

Ask learners to design a poster for use in the school/college canteen giving the meaning and definition of sensible drinking. Also outline the consequences of abusing this advice.

Weeks 12 & 15

Divide learners into small groups, choose one of the topics below and compile a checklist to emphasize the importance of a safe working environment.

- Food safety
- Chemicals
- Storage
- Lifting techniques
- Cleaning routines linked with hazards
- Fire safety
- Cleanliness of the working environment

Include legal requirements that must be considered as well as employer and employee responsibilities.

Ask learners to make some notes on the possible consequences of not adhering to the legal requirements and the effects it might have on future business.

Week 16

Scenario

You are working part time in a local café and have recently changed your shift and are working with someone different. During your shift everything goes to plan. However, you are rather worried that when it is time to close for the evening, you are asked to put all the cakes and confectionary from the counter into the fridge, which holds both raw and cooked meat. The person you are working with is storing everything in the nearest fridge in order to leave on time to catch the last bus home. You suggest that the foods should be better covered and stored in a different manner. In response, you are told to mind your own business and get on with it.

Discuss as a group and then make notes as to what is exactly wrong with this practice. Make suggestions as to how you could deal with this situation.

Weeks 17, 18 & 19

Ask learners to plan a practical event, eg one of the following:

- Prize giving
- A party
- A showcase with displays for an employer event

Allocate tasks to the group members, dividing up the roles and responsibilities equally.

Learners should prepare and carry out a risk assessment for the event prior to the main planning, ensuring that they consider all the potential hazards. Learners could carry out a risk assessment on your learning environment as practice.

Learners should prepare a flow chart of tasks leading up to the delivery of the event, showing the person responsible for each task. The event may take place now or at the end of the year, or perhaps it will only be planned.

If the event actually takes place, an evaluation afterwards should be completed and a group discussion held to consider how successful it was and what improvements could be made.

Weeks 21–22

Learners should agree the way in which customers should be met and greeted. In small groups, learners must compile a check list or suggested prompt sheet (eg Good morning, nice to see you again. Is it just the two of you today?)

Select two or three of the best check lists and role play each one to decide which one is the best for the group to use.

Weeks 23–24

Discuss as a group the importance of time management and menu knowledge/appreciation. It would be useful to gather a collection of menus from industry and let the learners describe the dishes to each other. They could then compile a worksheet allocating time allowed for each function within the practical activity.

Divide learners into small groups. They must suggest ways of taking orders quickly, accurately and efficiently (eg Always work the same way round the table, personal notes to remind them who made which order, etc). Role play with different combinations of customers (all women, all men, mixed, couples with children, etc).

Weeks 25–26, 29–31, 33–34

Practical activity

Each week learners could develop worksheets according to their role and the station they were allocated. The practical activity should be recorded in the log books, and the assessment process can be enhanced by completed witness testimonies from tutors or visiting industry specialists and customer comment sheets.