



PASSPORT TO HOSPITALITY

UNIT 4: FOOD & BEVERAGE

ELEMENT 4:

WORKPLACE VISIT



Worcestershire
Local Enterprise Partnership

THE CAREERS &
ENTERPRISE
COMPANY



worcestershire
county council



FOOD & BEVERAGE

ELEMENT 4: WORKPLACE VISIT

DURATION: 1 VISIT MINIMUM

YEAR GROUP: KS5 (YEAR 12/13)

STUDENTS WILL:

- > Understand the workings of the Hospitality industry
- > Have a real-life visit to see in action the skills and subjects covered over the unit
- > Meet employers and employees within the hospitality setting
- > Hold 2-way conversations and ask questions around hospitality and employment
- > Possibly have a go at the skills learnt over the unit in a real-life setting
- > Learn life skills
- > Develop employability skills for future employment
- > Acquire and develop an appropriate vocabulary in written and spoken English
- > Listen to and understand spoken language and use spoken English

ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem solving
- > Staying positive
- > Teamwork
- > Creativity
- > Aiming High

KEY WORDS:

- > Career/job
- > Employment
- > Hotel
- > Hospitality
- > Customer/guest
- > Visit
- > Real-life

RESOURCES FOR ALL LESSONS:

- > Transport
- > Location to visit
- > Pre prepared pupil questions



SESSION 1: INDUSTRY VISIT



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>1. The visit to a hospitality setting for this unit must include somewhere that covers the subjects within the unit.</p> <p>We would suggest a hotel.</p> <p>The session plan for this visit is not structured and will be determined by the following, time at location, access to the location, who and how much you can see at the setting, or if you can just look or have a hands on activity.</p> <p>Therefore, the following are simply suggestions to follow.</p> <p>Ensure students prepare some questions to ask about hospitality and the roles covered in the Unit.</p> <p>Ensure all areas, if possible, can be explored not just what the customer sees but a behind the scenes view gives a reality to the role.</p> <p>Ensure you have done a pre site visit or conversation on what and where the students can visit, this will allow you to plan your visit with intent and impact.</p> <p>Find out from the students what they expect to see and learn. At the end of the visit reflect back to see if the students found anything out that didn't meet their expectations and thoughts.</p> <p>Complete the end of unit questionnaire, ensure it is on the same questionnaire that was completed at the start of the unit, so that a comparison in learning can be seen.</p>	<ul style="list-style-type: none"> ➤ Understanding of the role in a real-life setting ➤ Understanding of the difference between soft and hard skills used in each role ➤ The ability to have a meaningful encounter with an employer ➤ The ability to hold a conversation with an adult within industry ➤ To investigate the hospitality industry ➤ To reflect upon their experience. 	<ul style="list-style-type: none"> ➤ Transport ➤ Questionnaire