

Training for Sustainable Employability in Hospitality

A business/schools/university collaboration

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The full evaluation report can be downloaded at: www.tvu.ac.uk/wpevaluation/Welcome.jsp

Background

The context

- Heathrow Airport
 - largest employment site in the UK
- Skills gap in/around the local area
 - employment opportunities within hospitality exist, but lack of skilled/motivated workforce
 - growing hospitality and catering sector
- Hillingdon's Strategy for a Sustainable Economy
 - local authority's objectives relating to employment and progression

The purpose

- Curriculum development
 - via links between employer / HEI / local authority / school
- Raise aspirations of 14-16 year olds
 - target schools by consideration of:
 - deprivation: Indices of Multiple Deprivation (IMD)¹
 - higher education participation rates: HEFCE POLAR²
 - GSCE scores: DCSF performance tables³
- Address a local issue
 - skills gap
 - low rates of participation in education, employment and training

1. www.communities.gov.uk/communities/neighbourhoodrenewal/deprivation/deprivation07/

2. www.hefce.ac.uk/widen/polar/

3. www.dcsf.gov.uk/cgi-bin/performancetables/

The project

Project overview

Project lead visits schools

- Promotion to school students

Selection of students

University-based sessions

- 4 days of theory and practice, over 4 weeks
- based in professional-standard kitchens

Employer-based session

- 1 day
- 4/5 star hotel
- front/back of house tour
- history/background of hotel
- learn about different departments/jobs

Celebration event

- senior management of university, local authority, teachers, parents/carers, celebrities invited
- presentation of Basic Food Hygiene certificate (Level 2)

University-based sessions

Session	Practical content	Theory content
1	Preparation of: <ul style="list-style-type: none">• chicken supreme• mushroom sauce• braised rice	<ul style="list-style-type: none">• health and safety• personal hygiene• uniform standards• food storage/temperature/type• setting up and sanitising surfaces
2	Preparation of: <ul style="list-style-type: none">• fresh chicken goujons• pasta napolitain• tomato, cucumber & onion relish	<ul style="list-style-type: none">• organising your work• teamwork• cross contamination
3	Preparation of: <ul style="list-style-type: none">• homemade beef burgers• spicy jacket wedges	<ul style="list-style-type: none">• communication• food labelling and wrapping and storing foods• keeping records• temperatures – storage, holding, serving• cleaning chemicals
4	Preparation of: <ul style="list-style-type: none">• traffic light• virgin colada• sunrise• fruit punch	<ul style="list-style-type: none">• food safety exam• making of non alcoholic cocktails• blending/mixing beverages

Key findings / outcomes

HEIs and employers

- Behaviour of participants better than typical behaviour during taster days
 - due to professional environment, uniform, HE student role models and being addressed as 'chef'
 - being valued as an individual
- Participants learn what to expect in the work place
 - team working
 - communication
 - time management
 - Usefulness of numerical skills
- Recruitment opportunities
 - students become aware of the possibility for university study
 - university has the opportunity to reach potential local students
 - employers to link with schools and the university for their human resources

School teachers

- Participants were more mature at end
 - greater contribution during lessons
 - greater value attributed to maths

“Low self-esteem can be improved”

“Gives students value”

“More inspired and enthusiastic with exams”

Participants

- Appreciated the skills learned
 - industry-specific and transferable skills
 - teamwork: greater willingness to share
- Motivation
 - increased interest in studies and out-of-school opportunities
- Career aspirations
 - aware of new career options not previously considered
 - some participants enrolled on out-of-school hospitality courses
 - realised that graduates have enhanced career prospects
- Lifestyle
 - healthy eating habits, home cooking and shared mealtimes

“(The experience) made us feel older and more responsible”

“At university they allow you to do more and to make your own decisions”

“Allows you to experiment a bit more, while you are learning”

“It change my mind – I can go to university”

Other outcomes

- Catalyst for other local initiatives:
 - Young Apprenticeship programme in Catering
 - 14-19 Diploma (Hospitality) bid
 - Hillingdon Junior Hardhats (construction programme)
- Networking
 - schools direct to hotels (employers)
 - facebook page enable students to catch up with old friends from the programme
- Mapping to COPE programme
 - Students were able to achieve the units through the project activities

Challenges

- University and hotel staff awareness of participants' abilities and unfamiliarity with terminology
 - resolve by careful planning of curriculum between school, university and employer
- Dealing with the amount of theory
- Set in place effectively co-ordinated systems that supported the schools in bringing the students off-site

Considerations for future projects

Considerations for future projects

- Serve local needs
 - e.g. skills gap
- Targeting and preparation of participants
 - clear guidance and support given to schools
 - Induction session at school explaining differences at university (teaching, learning, setting)
- What is the ideal timing?
 - can project impact on education or career choice?
 - Year 10 or Year 12
- Level of programme content
 - determined in collaboration between schools and HE institution
 - focus on the experience rather than stretching of abilities
- Communication with participants
 - social networking sites

Considerations for future projects

- Teaching environment
 - industry standard
 - same as what HE students use
 - exposure to HE lecturers and students
 - participants treated like adults
- Provide information on progression and careers
 - specific to locality (e.g. availability of work placements, part time jobs)
 - progression route linked closely to project (e.g. Level 3 hospitality courses at TVU)
- Accreditation
 - can project lead to qualification for participants?
- Enhancing the profile
 - awards ceremony (attendance by senior management at school/HEI and parents/carers leads to greater support from these groups)
- Tracking of 'graduates'

Tool kit

TOOLKIT DEVELOPMENT : AN EXAMPLE IN THE HOSPITALITY CONTEXT

Recipe for success

Module study guide (ie outline curriculum)

Generic Project information sent to schools (ie: letters, info sheets, TVU marketing)

Generic Project information sent to hotels (ie: letters, info sheets, TVU marketing)

Generic Project information sent to stakeholders/local authority (ie: letters, info sheets, TVU marketing)

Proformas for data collected - forms, entry criteria, GCSE results data, attendance, outcomes, reports and feedback to schools

Application and entry criteria process and/or procedures

Information given to students; health and safety; uniform; professional code of conduct; indicating when (ie: before, during and follow-up)

Lesson materials indicating when (ie: before, during and follow-up)

Assessment processes - with proformas (formative and summative)

Guidance notes on use of records, books, portfolios, diary, gathering photographic evidence

Menus used, various examples

Mentor/student helper guidelines including roles and responsibilities

Policy for CRB checks for all staff - including student helpers

Professional responsibilities - students - behaviour, attitude, checklist (induction information)

Guidance notes for celebration events - copies of invitations, examples of presentations

Policy for the inclusion of families

Policy for the profile of the speakers at events





Q & A