Learning experiences and sample resources

Learning experiences are student-based activities that:

- Support the educational goals of the subject
- provide opportunities to achieve the objectives described in the dimensions of the syllabus
- develop assessment literacy
- occur in authentic, relevant and worthwhile contexts
- vary in scope and depth, duration and degree of challenge
- reflect current practice in the wider community
- suit particular student needs, abilities and interests
- allow students to work independently and with others
- encourage students to think and act for themselves.

Learning experiences should provide a balance and variety of activities across the whole course and cater for the school’s context, resources and the unique characteristics of each cohort of students.

Guidelines for sample resources

The following sample resources incorporate the objectives described in the dimensions of the syllabus, include suggestions that schools could choose to follow, and offer flexibility to cater for a wide variety of students and school contexts. They are neither prescriptive nor exhaustive.

These sample resources demonstrate:

- organisation and development of course content
- teaching and learning supporting the syllabus
- learning experiences that support achievement of the objectives described in the dimensions
- alignment between content, learning experiences and assessment.

Learning experiences

Learning experiences are designed to provide ideas and suggestions that teachers may adapt, expand or modify to suit their own situations. In some cases they also provide a foundation from which assessment may be developed. Learning experiences are likely to occur in both the classroom and hospitality contexts.
The following are examples only and are not listed in any particular order:

<table>
<thead>
<tr>
<th>In hospitality contexts</th>
<th>In the classroom</th>
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</thead>
<tbody>
<tr>
<td>• attending hotel educational programs                                                   • conducting research — ranging from in-class activities to major research activities</td>
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<tr>
<td>• excursions to hospitality venues                                                       • using information and communication technologies to communicate data and information</td>
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<td>• planning and implementing events                                                      • participating in debates and discussions about hospitality issues</td>
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<td>• participating in industry placement, work experience, work shadowing                   • observing demonstrations</td>
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<tr>
<td>• participating in mock interviews with employers                                        • conducting surveys and interviews to gather primary data in relation to hospitality issues</td>
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<tr>
<td>• working independently and collaboratively in teams engaging in relevant hospitality competition and award activities</td>
<td>• estimating, costing and practising quality-control measures</td>
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<tr>
<td>• using hospitality industrial equipment                                                 • ascertaining client needs for hospitality events</td>
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<tr>
<td>• using information and communication technologies to implement hospitality events       • trialling products</td>
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<tr>
<td>• responding to client needs during hospitality events                                   • filming practical tasks to provide feedback for students on performance (this could be done by the teacher or by peers)</td>
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<tr>
<td>• practising practical skills and service ethos                                          • problem solving in hospitality contexts</td>
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<tr>
<td>• planning and implementing simulated and authentic hospitality events.                   • evaluating own and peer performance.</td>
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**Sample resource — Unit of work**

**Using this unit of work**

Advice on ways to use the unit of work

- This unit of work provides learning and teaching ideas to help students develop and demonstrate understandings related to the dimensions for Hospitality Studies.

- It demonstrates one way of planning and teaching in a given context.

- The activities are neither exhaustive nor definitive but are intended as a guide for planning units suited to the needs of students.

- Teachers are encouraged to modify the activities in this unit to meet the specific needs of particular individuals and student groups, and the learning environment. Activities may be arranged in any sequence and may be combined with activities from other topics and units.

- As this is a developmental course of study, units of work should offer an increasing level of challenge in breadth and depth of subject matter over the course of study. The increasing complexity will be evident in the variety and difficulty of teaching and learning experiences and the assessment program developed by the school.
Unit of work

Unit title: The Formal Restaurant

Topic 3: Food and Beverage Service integrating core hospitality management practices.

Overview: This unit of work aims to provide students with knowledge and skills to serve food and beverages responsibly, safely and hygienically, and to operate as part of an effective team by implementing a formal restaurant. Study of this topic develops skills in students to think creatively and critically about issues that impact on the food and beverage departments and the hospitality industry in general. Students develop knowledge and skills related to core hospitality management practices and how they relate to food and beverage service. Students will create and implement a formal restaurant. To do this they will create a planning document that supports the working processes required to implement the hospitality event and includes analysis of contextual factors, principles and procedures, justified decisions, plans for implementation, evaluation of the planning and implementation and recommendations for improvement for future events.

Time: 55 hours (one semester unit Year 11)

Dimensions to be addressed in learning experiences

<table>
<thead>
<tr>
<th>Dimension 1: Inquiring</th>
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<tbody>
<tr>
<td>The dimension Inquiring focuses on examining issues that impact on the hospitality industry, for example sustainability, workplace health and safety, legislation, client/guest needs, using an inquiry approach.</td>
<td>By the conclusion of the course of study, students should:</td>
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<tr>
<td>Through researching and examining issues, students identify cause and effect, trends and developments or relationships, reflect on and expound viewpoints, synthesise information to support arguments and draw conclusions.</td>
<td>• understand and examine hospitality issues</td>
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<tr>
<td>Students communicate inquiry findings by using accepted genre structures and associated conventions, for example, referencing and quoting in reports; and language conventions, including paragraphing, sentence structure, vocabulary, grammar, spelling and punctuation.</td>
<td>• synthesise information from sources to support arguments and draw conclusions</td>
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<td></td>
<td>• use genre and language conventions.</td>
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Dimensions 2: Planning

| The dimension Planning focuses on planning and evaluating hospitality events. | By the conclusion of the course of study, students should: |
| Through analysing contextual factors, principles and procedures, students create a document that details plans and justifies decisions required to implement events. | • analyse contextual factors, principles and procedures |
| Students reflect on and evaluate implementation of the event by identifying and suggesting areas for improvements. | • develop plans and justify decisions to implement hospitality events |
|   | • evaluate planning and implementation of hospitality events and make recommendations for improvement. |
### Dimensions to be addressed in learning experiences

#### Dimension 3: Performing

The dimension Performing focuses on the implementation of the event planned for in Dimension 2.

Through creating products and/or providing services, following plans and procedures and adhering to workplace health and safety practices, students implement the event.

While implementing the event students manage resources—human and non-human.

By the conclusion of the course of study, students should:

- demonstrate practical skills to create products and/or provide services
- manage resources to implement hospitality events.

### Subject matter including core hospitality management practices

Subject matter is to be selected from relevant sections of the syllabus. Add extra subject matter to reflect context.

#### Service operations
- client/guest needs
- food and beverage service operations and interrelationships with other departments/functions
- food and beverage service knowledge with emphasis on plate service
- knowledge of restaurant set-up, e.g. table positioning, waiter stations, decor, napkin folds, reservations, seating plans
- quality and presentation of venue, e.g. décor, ambiance
- sequence of service, e.g. clean and clear food service areas, prepare and set tables, welcome customers, take and process orders, serve and clear food and drinks, close down restaurant
- equipment knowledge, e.g. selection of glassware, cutlery, chinaware, linen, table décor
- improvement strategies, e.g. self-reflection, reviewing client/guest feedback and evaluating staff performance

#### Human resources
- communication skills including working in a team, listening skills, working effectively to implement the formal restaurant
- staffing positions and duties
- attributes and qualifications of staff in food and beverage services

#### Finance
- analysis and cost control, e.g. working within a budget for items such as flowers, printing of menus
- economic factors influencing food and beverage service, e.g. supply and demand, convergence of service styles

#### Marketing
- creating menus/invitations, e.g. font, size, food order, positioning of high profit menu items

#### Ethics
- code of conduct, service ethos required in beverage production and service
- impact of social diversity on food and beverage service, e.g. cultural and religious beliefs
### Subject matter including core hospitality management practices

**Accountability**
- knowledge, preparation and hygienic handling of chinaware, glassware, cutlery, table linen according to workplace health and safety legislation
- food hygiene regulations
- responsible service of alcohol guidelines
- liquor legislation
- implications of workplace health and safety legislation on food and beverage service focus on safety, hygiene, uniform, personal presentation
- sustainability issues for food and beverage service focusing on waste management
- impact of technology on the hospitality industry
Teaching and learning experiences

Research by visiting a range of establishments in the local community, or access internet sites to gain an understanding of the ways in which food and beverage operations vary and the impact of contextual and environmental factors. Analyse trends in the food and beverage sector (e.g. move from fine dining to cafe society).

Describe working conditions, career paths, roles and responsibilities, current issues affecting roles, and legislation in the food and beverage sector. Brainstorm the range of food and beverage outlets and their service styles (e.g. buffet, plate, silver service, self-serve). View DVD. Map the interrelationships of the food and beverage department with other hospitality departments within a large hotel establishment. Visit establishments to identify the staffing positions of food and beverage service staff in a hospitality establishment. Identify the staffing positions of food and beverage service staff in a formal restaurant. List the attributes of a food and beverage attendant (view DVDs). Investigate the roles and responsibilities of management and staff in different departments to ensure client satisfaction.

View a range of menus to identify the characteristics of clear menu layout — font, size, order of menu items, etc. Analyse different menus to establish appropriate menus for varying market sectors. Explain how different menus are appropriate to varying market sectors. Plan a food and beverage menu for an event when you expect a multi-generational clientele and are depending on a multi-generational workforce.

Identify the elements of a hospitality business’s marketing plan. Examine the financials of a business plan. Analyse the costs involved in restaurant preparation, e.g. invitations, menus, table decorations, décor, serviettes. Produce a budget according to client needs. List and describe a beverage list with costings and pricing. Collect the food and beverage lists of three similar hospitality businesses from your local area. Extrapolate a fourth list on the presumption it will be for a direct competitor. Cost and price your food and beverage list. Evaluate the effectiveness of the developed food and beverage list.

Design a social media “page” to promote an event. Analyse the influences and impacts that social media can have on hospitality establishments. Examine a marketing plan for a small “hole-in-the-wall” café. Select a hospitality business in your area and, with a combination of observation, speaking with customers, staff and if possible the owner, conduct an analysis of strengths, weaknesses, opportunities and threats (SWOT analysis) on the business’s marketing strategy. Make recommendations for improvements to the business’s marketing strategy. Produce a report of your findings to present to other class members.

Define the term “service ethos”. Describe a list of customer expectations. Define the term “service ethos” in the context of multi-generational urban Australia. Examine ways in which these can be delivered by the food and beverage attendant.

Visit a range of establishments to examine and describe knowledge of restaurant set-up — table positioning, waiter stations, décor, napkin folds, reservations, seating plans, required equipment such as selection of glassware, china, cutlery, etc.

Identify communication skills, verbal and nonverbal, e.g. body language, colloquialisms, poor grammar. Roleplay customer service situations, responding to allegations of poor service, poor quality, overcharging, etc. Identify appropriate customer service techniques, e.g. importance of knowledge of current menu and ingredients used, silver service, lapping and crumbing down. View DVD to develop knowledge of selling techniques, e.g. upselling, direct selling.

Examine contextual factors to determine the factors that influence a formal restaurant, e.g. client/guest needs, type of menu, resources, skills.

Identify factors that contribute to effective teams. Analyse provided case study to identify positive and negative factors that make teams work effectively. Describe a list of guidelines that can be provided to local businesses, outlining strategies on making effective teams. Brainstorm improvement strategies that can be used by establishments to improve practices, productivity and profit, e.g. client/guest feedback, evaluating staff performance, self-reflection activities.
Teaching and learning experiences

Hospitality event
Create, plan and implement a formal restaurant.

- Explain and analyse contextual factors — client needs, e.g. room décor, theme, room temperature, music, floral and other decorations, lighting, customer expectations, cultural and religious factors, health factors, seasons, workplace health and safety; purpose, style or setting of event; type of menu or service; resources available, such as venue, menu, equipment, budget, time; skills such as technical expertise, cost effectiveness, interpersonal and teamwork required to manage a formal restaurant.

- Explain and analyse procedures involved in food and beverage service, e.g. service operations (styles of service, restaurant set-up, presentation of venue, equipment knowledge, sequence of service, improvement strategies); human resources (staffing position and duties, customer service techniques, communication techniques); finance (cost control, supply and demand); marketing (creating menus/invitations, flyers); ethics (code of conduct, service ethos, social diversity) and compliance (Workplace Health and Safety Act, and The Liquor Act) to manage a formal restaurant.

- Make and justify decisions
  - Decide on management plan for room set-up, table layout, allocation of duties and sequence of service (e.g. clean and clear food service areas, prepare and set tables, welcome customers, take and process orders, serve and clear food and drinks, close down restaurant) for this formal restaurant, e.g. choose chinaware, glassware, cutlery and linen to match service styles, menu courses and items, e.g. serviette fold required for this formal restaurant.

- Implement the formal restaurant
  - Prepare restaurant for service addressing contextual factors.
  - Produce menus and invitations and collate RSVP.
  - Lay tables to reflect service styles, room layout, and industry standards for a formal restaurant.
  - Perform mise en place for service, e.g. determine equipment required and calculate quantity for the number of covers, polish cutlery and glassware, prepare linen.
  - Allocate staffing positions and responsibilities for formal restaurant.
  - Participate in service situations in which the interrelationships between the food and beverage sector and other sectors are experienced, e.g. taking orders from clients and liaising with kitchen staff.
  - Demonstrate appropriate personal presentation required for a formal restaurant.
  - Serve food and beverages to clients for a formal restaurant, e.g. greet and seat guests, introduce waiter, take beverage orders, lap serviettes, serve beverages, present and explain menu, take food orders, adjust cutlery for service, silver serve bread rolls, serve and clear entrée, serve and clear main, replenish beverages, crumb down, take dessert orders, adjust dessert cutlery, serve and clear dessert, take orders for tea and coffee, serve tea and coffee, present and finalise account, farewell clients.
  - Practise and demonstrate appropriate service techniques.
  - Perform customer service techniques, e.g. importance of knowledge of current menu and ingredients used, silver service, lapping and crumbing down at a formal restaurant.
  - Demonstrate positive service ethos and communication skills, e.g. menu explanation, making recommendations to guests, in the role of food and beverage attendant. Respond to customer requests and complaints during formal restaurant service.
  - Demonstrate service techniques to cater for customers with special needs and specific cultures observing hygiene and safety requirements.
  - Close down restaurant.

Evaluate planning, performance and implementation and make recommendations, expounding a viewpoint, for improvement, and use a range of strategies such as peer- and self-review, customer feedback.
### Teaching and learning experiences

Describe knowledge of WHS legislation for food and beverage service staff, particularly hygiene regulations, responsible service of alcohol, liquor legislation, patron care and environmental safety. State recommendations regarding preparation, hygienic handling and cleaning of service equipment. Investigate the legal responsibilities of food and beverage staff and, using case histories, examine the potential cost of individual negligence. Examine case studies to assess how restaurant set-ups can lead to problems with food hygiene and safety. Extrapolate from the information gathered to create a workplace, health and safety information guide to be given to new hospitality establishment owners.

Discuss the importance, challenge and relevance of sustainability — techniques, compliance, plans in the hospitality industry. Identify issues related to sustainability that may impact on food and beverage establishments, e.g. use of cleaning products, water-saving options, menu planning such as inclusion of organic food products, tracking product to plate, “slow food” movement, appealing to customers with a conscience towards sustainability issues.

State the major cultural groups that comprise the international tourist sector in Australia and identify generic issues (eye contact, formality, colloquialisms) for these groups. Describe how to deal with cultural misunderstandings and roleplay different situations. Consider the implications of the emergence and promotion of Indigenous tourism. Examine the effective means of implementation within the hospitality industry and propose how this could be further developed.

Examine the range of technology used in the hospitality industry and analyse the impact of technology on the industry. Working in groups, choose one topic from the following list to evaluate the impact of technology, over time and at the present time, and present research to the class.

- Personnel
- Job changes
- Speed, efficiency and effectiveness
- Workflow pressures
- Confidentiality of information

Identify two technologies adopted in service operations in hospitality businesses. Compare and contrast the technologies. Critically evaluate the advantages and disadvantages of these technologies in replacing the previous systems. Evaluate by drawing a conclusion as to whether you would implement these technologies if it were your business and justify conclusions.

List examples of performance-improvement strategies. Explain the importance of these strategies.

### Research investigation

Climate change and environmental sustainability are worldwide issues. The hospitality industry may have an important role to play in reducing the carbon footprint. Investigate ways in which the hospitality industry can tackle this issue. Analyse information to synthesise positive and negative arguments to expound a viewpoint and evaluate by drawing conclusions surrounding the impact of these on the industry.
### Strategies to enhance teaching of Literacy and Numeracy

<table>
<thead>
<tr>
<th><strong>Literacy</strong></th>
<th><strong>Numeracy</strong></th>
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</thead>
<tbody>
<tr>
<td>Communicate using hospitality technical language. Class activities may include:</td>
<td>Tally responses to invitations to calculate ingredient quantities and portions for standardised recipes for guests invited to the formal restaurant. The numeracy skills are incorporated in statistics (tally responses) and ratio (portion). Class activities may include:</td>
</tr>
<tr>
<td>• spelling new terminology such as restaurant terms, cookery terminology or hospitality terms through activities such as word bingo (using resource of Quizlet.com)</td>
<td>• a whole class activity where students tally the number of items such as cars, trucks and taxis and then express the different automobiles in a graphical way such as a pie graph. Students will be able to transfer the numeracy skills revised in this activity to know and cater for the dietary requirements of invited guests</td>
</tr>
<tr>
<td>• reading through texts containing hospitality terms while students create a bank of definitions, with meanings. Also have students practise pronunciation, spelling and defining terms.</td>
<td>• an in-class exercise showing the principles behind ratio. Pose the problem of how many apples do I need? If 6 apples weigh 1 kilogram how much would 18 apples weigh? How many apples for ½ kilogram? By thinking through this exercise students are able to transfer the skills to ingredient quantities for recipes and the number of portions required.</td>
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</table>

#### Use explanatory genre to explore contextual factors.

Explanatory genre describes the stages of the process involved in a sequential, logical order. A suggested note-taking format is the flow chart, used as a visual to illustrate the stages/steps in the process.¹

Class activities may include:
- students choose one contextual feature and create a flow chart to describe the feature and relationship when implementing a formal restaurant
- working in small groups, students share by explaining the developed flow chart of their contextual feature
- students collate flow charts of each of the five contextual factors.

#### Translate information given in numerical forms, to create schedules, rosters and portions.

The numeracy skill is scheduling where students are required to create a flow chart or graphic organiser that is logical, sequenced and will allow the formal restaurant event to be held on time.

Class activities may include:
- Individually, students write down all the times and steps it takes to get to school on time. Students discuss with others the compiled data and this information is transferred in to a flow chart.
- Working in small groups, students use a recipe plan to make and ice a cake. Organise the steps into a logical order and translate into a flow chart/graphic organiser and discuss why the order was chosen.

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¹ Hardy, J & Klarwein, D 1990, Written Genres in Secondary School, Cairns Education Centre, Edge Hill, Qld.
Strategies to enhance teaching of Literacy and Numeracy

**Literacy**

Write a planning document. The planning document will use the features of a technical report.

For this syllabus the features include title page, abstract, table of contents, introduction, main body, conclusion, recommendations, references and appendices.

The purpose of a report is a summary of findings and recommendations about hospitality events. The report will describe, analyse and evaluate the stages of implementing a formal restaurant and provide recommendations for improvement. The vocabulary will be related to the topic. Likely functions associated with grammar and vocabulary are defining, describing, and expressing cause and effect. May be accompanied by pictures and diagrams.

Class activities may include:
- **immersing** — show students a range of examples of technical reports (from periodicals, journals and hospitality magazines) and identify and highlight the features of the report — purpose, subject matter, vocabulary, structure. Students create a checklist to be used for editing final work
- **modelling the report** as a class activity, e.g. report to other class members on a local hospitality business
- **guided practice** — working in small groups, and using a graphic organiser, students develop a report and share writing with other groups, e.g. report on trialling a range of service styles and table seatings to be used in the formal restaurant. Peers evaluate using the developed checklist (freeology.com/graphicorgs/)
- **independent writing** — students create their own report on the formal restaurant, using graphic organisers and checklist.

**Use feedback**

| Ways to monitor learning | Teachers collaboratively plan the teaching, learning and assessment to meet the needs of all learners. Teachers undertake classroom observations and informal discussions with students to provide anecdotal evidence of their progress. As students undertake to trial dishes for the community morning tea, teachers are able to provide feedback on their progress. |
| Feedback to students     | Teachers plan opportunities through the teaching strategies and learning experiences of the unit. Teachers provide ongoing feedback and encouragement to students on their strengths and areas for improvement. Through particular learning experiences students can reflect on and discuss with their teachers and peers what they are able to do well and what they need to do to improve. |
| Reflection on the unit plan | At the conclusion of the unit, teachers who have been involved in planning, teaching, learning and assessment come together to reflect on the successes and challenges of the unit. They come with their personal reflections through answers to the following questions:  
  - What worked well in this unit?  
  - What was a stumbling block?  
  - How would you refine it?  
  - What trends and gaps in learning have you identified? |