

## **Hospitality – Discussion document 13/3/09**

**What literacy/ numeracy skills do we want graduates from each Hospitality programme to have? Some ideas are listed below.**

**How can we collect individual formative assessment information in a manageable way?**

### **Reading skills**

Skim texts for gist

Scan texts for specific information

Use internet to find relevant information

Read and understand questions, ‘unpack’ questions

Read signs, labels, eg on cleaning products etc

Read and understand technical vocabulary

Read abbreviations, docketts

Have strategies for finding meaning of unknown words

Read charts and tables, eg work rosters

Read numbers, eg scales, temperatures, time, dates

Read graphs and tables and understand what is being measured

Follow written instructions

### **Writing**

Understand layout and features of texts so can find information efficiently

Write short notes, eg labels and dates on containers of prepped food; items to be purchased

Write handover instructions

Write work-related email for internal/ external audience

Write short answers to assessment questions – answer the questions concisely and clearly.

Spelling and punctuation do not need to be 100% correct for internal audience. Writing is legible

Write for external audience, eg menu, report, letter

Write longer texts, eg essays, using good structure, paragraphs to group related points

Write (copy) notes in teaching sessions; Write notes to summarise key points in teaching sessions

Write simple correct text to fill in forms, charts etc

Record information about an order, booking etc

Write using accepted abbreviations, eg on docket

Write a short report, eg 2-3 paragraphs – logical sequence, appropriate for audience,

Write a standard operating procedure or checklist

Prepare an induction note about a work area for a new employee

Summarise a text in own words; identify main idea in a text

Write appropriately for different audiences: docket for chef, docket for customer,

Note at end of shift to pass on information to next team, menu

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### **Linked to Learning progressions:**

**Writing: Purpose and audience:** Students understand how specific text types match specific writing purposes in cookery context.

Students choose the appropriate type to meet their writing purpose and audience.

Step 3 Eg Learners will have purpose related goals for writing and use them to help plan, compose and revise; eg students can make mind maps to record ideas as part of planning a piece of writing.

Explore a selection of short texts that have been written for different purposes, eg recipes, orders, notes, mise en place

Or Step 4-5 : Students ask themselves questions as they plan, compose and revise, to check whether their writing is meeting its purpose.

Students take relevant notes, when listening to speaker, for themselves or for colleagues.

Students write for different purposes, eg instructions for a process, eg how to cut up vegetables, how to clarify butter; and go through planning, composing, editing process.

*How you might do this. Give non-examples and good examples. Model – plan, review.*

Awareness of audience and text type – critique and improve poorly filled in incident form,

Writing as a study skill – eg as a pre-reading activity, to revise key points.

*How you might do this. Model*

### **Spelling**

Step 4 : Use strategies to spell more specialised words, including words of many syllables with fluency.

Monitor their writing for accuracy and sense.

How – feedback on spelling – expect accuracy; refer to a dictionary?

### **Vocabulary**

Step 3: Have an extended productive writing vocabulary related to their work

### **Language and text features**

Step 2: Able to use simple, common grammatical constructions to compose simple sentences and compound sentences.

Use simple punctuation, such as fullstops.

Know and use basic features of some common text types and visual text forms (signs?)

### **Planning and composing**

Step 2: Write a short comprehensible text that organise a limited number of ideas around a familiar topic. Able to take notes in list form when listening to a speaker. Listing topics, then generating ideas for sentences.

### **Revising and editing**

Step 3 -4 Writers review and revise their writing, checking for clarity and accuracy and they also seek feedback from others. Make changes based on this. Use editing tools such as models of good writing for comparison, electronic tools.

### **Compared to Learning outcomes such as:**

Cf ...is able to listen and communicate effectively both verbally and in writing in the context of a trainee chef.

**Writing:** Use an extended writing vocab that includes specialised words and terms for the cookery trade, eg in short answer questions; own notes, mise-en-place

Able to use simple, common grammatical constructions to compose simple sentences and compound sentences.

Use simple punctuation, such as fullstops.

Use strategies to spell more specialised words, including words of many syllables with fluency.

Use a range of strategies to select, organise and communicate information in the cookery context. Eg Able to plan, compose and edit short texts (2-3 paragraphs), to produce writing which is clear, accurate, appropriate for purpose.

Use writing to consolidate learning – eg notes on key points, mind mapping, sketches, for reflection

### **Critical thinking**

Predict a recipe (ingredients, approx quantities, cooking time, method)

Predict what a process will involve

Predict key things need to know as chefs/ café worker/ bartender etc about a topic, eg food safety, host responsibility

Predict/analyse faults or problems

Prepare dishes in shortest time (mis en place)

Critique texts, forms, instructions, questions which are not well written

Write menus appropriate for different establishments/ customer needs

Suggest different menu items to meet different customer needs, eg with allergies

Deal with unexpected situations, hazards, accidents etc

### **Speaking and listening**

listen actively (with appropriate body language, paraphrasing, checking for understanding/ asking clarifying questions)

Give clear instructions  
Use terms accurately with correct pronunciation  
Understand commonly used hospitality terms

Deal appropriately with simple customer inquiries  
Deal appropriately with more complex customer inquiries, including outside of own authority

Give a prepared oral (5 mins) presentation

Communicate effectively in a team, eg give feedback to colleagues appropriately

## **Numeracy in word/ problem form**

### **From Learning Progressions**

(mentally, eg using partitioning strategies)

Solve multi-digit addition problems

Solve multi-digit subtraction problems

Solve multi-digit addition problems involving decimals, eg  $39.50 + 6.70$

Solve multi-digit subtraction problems involving decimals, eg  $39.50 + 6.70$

(mentally)

Solve multiplication and division problems with single digit multipliers or divisors eg  $72 \div 4$

Solve simple percentage and fraction problems

Convert between percentages, decimal and fractions, eg  $80\% = 0.8 = 8/10$  or  $1/5$

Order fractions, decimals and percentages eg 3.38, 3.4, 3.418, 3.42; 10%, 0.45,  $\frac{2}{3}$ , 0.79

Select and use sensible units to measure .....

Select and use sensible units and tools to measure...

Make sensible predictions about weights and measures

Have a sense of correct temperature for given items or equipment, eg  $4^{\circ}$  fridge

Record a measurement or time in appropriate format, eg 24 hour clock

Find and interpret numerical data on chart, table, graph etc

Calculate ratios

Follow recipes; double, triple, halve etc