

Delivering education and training assignment

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The effectiveness of my teaching and learning approaches used in hospitality in relation to meeting the individual needs of the learners I am currently a Hospitality Regional Trainer and a Management Tutor, and although work with Learners who are completing a variety of different qualifications and at different levels the most important thing ensure is that I treating them all equally and asking them if there is anything that I can do to help them with their qualifications, or anything that I can do differently.

For example I have a number of learners who English is not their first language and who are doing a Management level 4 qualification – so as not to disadvantage them, I spend time in each session explaining the meaning of the assignment questions, so that they can make notes. I do this because it was brought to my attention that one of my learners put the questions into a translator and it did not translate the questions correctly. I also give them a document that defines the Verbs used in the assignment questions, as that can be tricky to understand what exactly is being asked of them. Live that I need to value and promote equality and diversity among my learners by doing things like the above example I have mentioned ND to encourage the learners to interact with me. I also always make sure that the approach I take for a particular learner is fit for purpose. I feel that I develop a rapport with the learner at the sign up and first visit and therefore I know what the learner likes, how the learner likes to learn and what their currently ability level is. I have to adapt my approach depending on the learners ability and prior knowledge.

For example I have two Learner on the management course, Jamie and David. Jamie has been to university and understands the direction the qualification

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is taking the learners, he understands the procedures that need to be followed when completing assignments and he also understands the need to research work and to reference correctly. David on the other hand has completed GEESE and then started working in a Pub and has successfully worked his way up the pub ladder and is now a very successful and passionate general manager who is achieving excellent results in his business.

However he has never been exposed to academic learning and therefore finds the structure of the course confusing and finds it hard to understand exactly what the question in the assignments and workbooks are asking. The approach that I have with Jamie is one of online research, classroom sessions, and practical tasks demonstrating what he has learnt in the classroom. With David need to be a bit more active with him outside the classroom session - so we do a lot of work together around the topics that he needs to complete via a professional discussion and looking at evidence that he has in his workplace.

We are also completing the workbooks by answering the questions and recording David's Answers so that he does not have to write them down on his own accord. I am enjoying teaching in both methods and both gentlemen are working very well - and their individual needs allows me to differentiate my approaches to the same topic. Another example of how I adapt my approach to meet the needs of my learners is my Learner Vera - she is doing a Level 2 Team leader and is currently an assistant manager at Costa Coffee. She is very eager to work on her education however she works 37 hours a week and is a Mom to 3 children under the age of arrears.

As part of her qualification she was required to fill in 3 workbooks, she did not have the time at home to sit and fill these in, and she did not have access to a computer, therefore in response to this I printed the workbooks off for her to take home ND make notes in rough on as many questions as possible and then at our next visit we discussed the questions and I scribed Veer's answers for her, including a statement from the learner that I was doing this so as not to disadvantage her. This method worked very well and the knowledge that Vera showed in her answers was excellent.

This took the pressure of Vera having to fit in filling in workbooks around her work and family life. B) The benefits and limitations of communication methods and media used in my area of specialist. The Communication methods that I use are verbal and non-verbal as well as written. The methods that I use with each learner depend on their individual needs. It is important that in all my communication I am not ambiguous or biased and that I communicate in a professional manner. " Good Communicators succeed in choosing the best medium of communication for the particular purpose in mind. (Times 100 Business Case Studies; Date Accessed 10th May 2015) Examples of my communication methods are listed below: Verbal – face to face professional discussions as well as Q&A, Telephone Non-verbal – body language and eye contact, mimicking the body language of the learner to all into rapport with them, as well as effective listening. Written – Emails and text messages, feedback forms on assignments as well as presentations. In order to discuss the benefits and limitation I would like to use a table to highlight my examples.

Method Type Benefit Limitation Verbal Face to face Professional discussion
 Telephone conversations – remote visits Instant ability to question and
 clarify. Validity of answers and can seen Can make the learner more
 comfortable taking on the phone, less intrusive. For both there is no record
 of conversation unless it is recorded and therefore usually requires
 preparation and planning Non-verbal Body language and eye contact
 Provides reassurance to the learner and also assists the Trainer to get into
 rapport with the learner.

Sometimes the body language and eye contact can be misunderstood by the
 learner Written Emails, text messages, Feedback forms Provides a record of
 communication with the learner, which can be used for assessment in the
 case of the feedback forms for assignments Not always accessible and can
 also be misinterpreted by the learner. Sometimes written communication
 can take a long time to get to the learner e. : if they don't have regular
 access to their email. C) Your communication with other learning
 professionals to meet the needs of individuals needs and encourage
 progression.

My communication with other learning professionals include: Regional
 trainers Internal quality assures and Lead Aqua's Curriculum specialists
 Learning support trainers External inspectors. An example of communicating
 with other learning professionals are as follows. Had a learner called Karl
 who was Dyslexic and did not achieve the required English and Math Initial
 assessment to be able to sit the Functional Skills exam. I provided an
 Additional Learning Needs Plan and was allocated a learning support tutor to
 help my learner progress.

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During the time that Karl was being visited by myself and his ALAN tutor, kept in communication with his ALAN Tutor Paul through telephone calls, emails and through the contact management on E-Portfolio. Having Paul to Assist Karl really benefited him and when he was ready to sit the exams he passed all 3 first time. D) The Benefits and Limitations of technologies used in own area of specialist The technologies that I use in my role as management and hospitality Regional rainier are: Preparation for relevant CIT Functional skills using Microsoft Word, Excel and Presentation.

Online videos Calculators FUSE - on line learning resources and interactive social knowledge media E- assessments Email Internet for research Laptops Tablets (for Greene King) Websites. Below are three examples of technology that I use and their benefits and limitations. Technology Benefits Limitations FUSE - can be used as distance learning which takes place in learners own time, also access to resources to complete assignments and workbooks Work is available for the learner to access at any time. Fuse is also in an APP format and can be used on a tablet or phone.

Learning can occur at any time and place to suite the learner Can be combined with other learning methods like the classroom sessions for the management level 4. There can be a gap between completing work and submitting to the trainer. Fuse does not save the learners work and therefore they need save to their device and then email to the trainer which can cause problems if the leaner is unsure how to complete this process. Self-discipline is required to log in and do work or reading E-assessments such as initial assessments and BBS Interactive and relatively easy to use.

Results are quick and effect, detailing where the learner can improve Able to log into these assessments with the trainer and therefore able to practice at home prior to the exams. IF the leaner finds using a computer difficult then they will struggle not with the subject of the assessment but the use of the computer. An internet connection is required Self-discipline to work at home Learner can become disheartened as they get the results instantly at home. Websites for research purposes Very useful for learners that require research to be done in order to their assignments and workbooks.

Learning can occur when the trainer is not there The learner can move forward with their work Requires internet access which some people do not have at home. No access to websites at home will mean the learner will have to do their assignments at work and risk being interrupted. Some learners may not be confident using the internet. E) The ways in which core elements can be demonstrated when delivering inclusive teaching and learning. It is important that we embed functional skills into all the activities that are included in the NV qualification.

For Example. English This can be easily embedded into your teaching and learning by getting the learner to read aloud tasks or questions. It is important to always check the learners work not just for the content but for grammar, punctuation and spelling. During my sessions I communicate clearly with my learners making sure they understand what I require from them and how. In turn when we have discussion I embed English speaking and listening in my professional discussion with the learner and for example in Team meetings if they are an observation requirement.

I ask the learners questions to check their knowledge and understanding and I listen to their responses. Innumeracy Getting a learner to explain a particular recipe with measurements can get them to talk about and use basic math, also asking a learner to complete a task in a specific time during the session provides them with the experience of knowing the time, delegating time to certain tasks and managing their time to complete the list of tasks - a good example of this would be the English Writing exam level 1 where they have one hour to complete 2 tasks.

Another example we include math into the session is when discussing stock takes, Profit and Loss and Gross Profit margins, although everything is worked out on an excel spread sheet it infinite the learner to understand how the calculations are formed. CIT With the development of FUSE we are now incorporating CIT into every session with the learners - they are required to complete assignments and email them to me.

They have to access FUSE on a computer at home and are therefore using the internet or an APP. In the session we often look at video clips in relation to the topic and I get the learner to search for that video themselves.