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Editorial note

This is the fourth edition of the 'Journal of Academic Reviews'. In this edition we have included four articles written by our teaching staff from the department of Business and Hospitality.

The first article is written about the significance of achieving good grades in getting better job opportunities and to succeed professionally. The author used Pearson qualification of Higher National Diploma as an example. Some vital points are mentioned to the students if they are interested in achieving better grades.

The second article is about the issue of ageism in UK workplaces. It gives detailed information about the contributions of the aging workforce under the age of 60 in the UK Hospitality Industry and the associated challenges in the workplace. The research findings revealed the existence of strong negative stereotypes against ageing workforce in the hospitality sector irrespective of the legislations regarding equality and diversity.

The third article is about the way Ryanair is transforming the business process into a profit maximisation machine. Businesses are reducing costs, which used to be a necessary element of operating a business and is dumping it onto customers. This process of further profit maximisation is destructive of the social fabric.

The fourth and the last article identifies the difference between traditional and experimental teaching methods. Although the methods are different, but there is a link between both of them. The lecturer must choose a method that is fit for purpose depending on the topic being lectured and intended learning outcomes.

I would like to thank all the writers for their valuable contribution in this edition and hope you will enjoy reading these articles. .

Sincerely

Mrs. Sayeda Zain

Editor in Chief

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What brings the better grades?

By Desh Sharma

Abstract

This year, around 100,000 students will enrol in Pearson's HNC/HND to better their career prospective. They will study 8 modules for their HNC courses or 16 modules for HND courses. Many of these students will be looking for better grades. Getting a Pass is not a small achievement in itself, but a Merit or a Distinction has its own value in the corporate world. In the present age of cut throat competition, it is not only the skills and the knowledge the employers are looking for. Proof of academic excellence in the shape of Merits or Distinctions plays a major role at least to get an entry to that coveted job in a successful business organisation. Also, it gives a sense of achievement to the student. But how easy it is to get better grades? Is it really so hard? What is the difference between those who achieve or those who cannot?

As per Pearson (n.d.) at least 5 Merits are required in the **qualifying** modules to get an overall Merit or 5 Distinctions are needed to get an overall Distinction in the HND (both Business Marketing and Hospitality Management). The student should be aware of these qualifying modules. If the merits / distinctions are obtained in non- qualifying modules only, the student will not get the overall merit / distinction.

There are some basic steps which are a necessity to achieve the desired results. It is better to understand these just at the beginning of the course. The purpose of this article is not only to briefly discuss some of those steps, but also to bring an awareness about the importance of the better grades.

Key Words: *core units, feedback, coursework, plagiarism, modules*, *grades*

The case for better Grades:

It is only a lucky few who do not need higher education to be successful. One can look around and see some great examples of university dropouts becoming successful CEOs or even owners of FTSE 500 businesses. Except for those few who dropped out of the education and still did better, the majority of the successful people in today's world has been through higher education. One of the main purposes of entering into the higher education is to improve the chances of one’s success, the suitability of oneself for a better job or to achieve more in the existing job. It is a known fact that better grades combined with good interview skills do open the doors to future opportunities. Not only that, better grades also lead to a high self-esteem, a sense of achievement and a desire to achieve more in the future. If one takes the route of higher education to be successful, it is but natural to aspire for the better grades. If it is worth doing, why to do it half-heartedly? Apart from this, better grades can also help in getting admission to a university with good ranking for a Bachelor Top Up course.

The steps needed for better grades:

There is no foolproof system which guarantees the success, but there are steps or a combination of steps which, if followed properly, can lead one there. As Thomas Edison famously quoted ‘The three great essentials to achieve anything worthwhile are, first, hard work; second, stick to- itiveness; and third, common sense’. (Edison, n.d.). So, in the very beginning, it can be said safely that to achieve these better HND grades, which are worthwhile, one needs to be ready to work hard and use common sense. If the reader is not ready to work hard and looking for a quick fix solution, one can spare the efforts of reading this article as one of the essentials of the recipe written here is hard work. The student is expected to understand and follow the points discussed below:

1. Attend the classes: All the HND providers (the Colleges) have minimum attendance criteria. It has a purpose. The students learn more in the classes as there is an atmosphere to learn. The interactions and discussions in the classes lead to better understanding of the issues and the concepts. The student gets to understand the requirements of the module being taught. Moreover, the distraction level in the classroom is minimum.
2. Getting organised: This is another essential for the success. The US University of Sussex (2016) recommends these simple steps to the students in this regard: a) use a study diary, b) keep yourself informed about academic activities, c) keep a simple filing system for important documents, d) back up your work on a USB stick (i cloud nowadays) and e) have a time table. Being organised saves a lot of time. Many hours are unnecessarily wasted in finding things. For example, if documents are filed well, one manages to find the notes for a specific task in no time. All the important dates /

deadlines should be noted in the planner or dairy. A quick glance on this planner / dairy will keep the student aware of forthcoming deadlines / events.

3. Manage own life and focus: The student should keep the schedule of activities in such a way that study and academic excellence remain the main focus. It should not be a side activity. It should be one of the main activities, if not ‘the main’. Henry David Thoreau has stressed the importance of focus, ‘it is not enough to be busy, so are the ants. The question is: What are we busy about’. (Thoreau, n.d.). So, progress in the studies should remain the main focus throughout the course.
4. Motivation and positive attitude: It plays a great role in any pursuit. The student must find the answer to the question: why are good grades so important to him/her, are these really needed? Once satisfied about the necessity of these, the sincere efforts must start in this direction. The positive attitude works wonders. In the mind, the student should link the good grades with a better future and more opportunities. It has the potential of making the task easy. The student must always believe that good grades are achievable. Any negative self-image should be got rid of.
5. Making it ‘your’ responsibility to learn: With the positive attitude, comes the sense of responsibility. The better grades are the requirement of the student, though the teachers have their role to play. So, the student should take personal responsibility to learn and should make sure that all the required steps are taken to achieve the desired results. No room should be left for any excuses later on. Action is required at the right time i.e. at the time of writing the answers to the tasks. Let the teacher review the work before the final submission. Complaining later on is not the best option in any field of life. As Stephan R Covey has rightly said ‘act or be acted upon’. (Covey, 2013)
6. Understanding the task: This is the basic one, but there are examples of long answers which are not relevant to the given task. The student should avoid this situation by understanding the task. If in doubt, there is no harm in asking the teacher. Asking for further clarifications should never be seen as a taboo. It is relevant here to mention the verbs used in the beginning of the task like to identify, list, discuss, analyse, critically analyse, prepare etc. These are the instructions to the students and must be followed. If the students ‘discuss’ something which they were asked to ‘critically analyse’, they are not answering the questions properly. So getting these verbs right in the beginning will help a lot.

7. Writing complete replies: Many a times, tasks are subdivided into parts. It is essential, even to meet the pass criteria, to answer all parts of the task. So, understanding the task, as mentioned above, is of vital importance. In the replies, the student should make an effort to use technical terms, relevant theories (with references) and examples specific to the task.
8. Keep it simple and to the point: Writing long and complex sentences, using very difficult words (unless it is a requirement in itself) will make the work cumbersome to go through. The key is to keep it simple, straightforward and to the point. The reply should be tactfully woven around the task and should be interesting reading.
9. Understanding the requirements/ ingredients for good grades: There are some basic requirements for better grades and these may depend on the requirements of the module. However, the common requirements may include: complete and relevant replies with examples- covering all the requirements of the module (Ps, Ms and Ds), showing critical analysis and lot of research; correct referencing of multiple sources; right usage of grammar and spellings (apply spellcheck); impressive presentations- attractive slides with right substance and narrations with good eye contact and engaging voice / tone etc. The structure, font type, font size, use of bold and underline in the relevant areas should also be looked at. If in doubt, the teacher can be approached to get an idea of these requirements. Knowing and meeting these requirements can take the student in the right direction. Some students are better in coursework but not so good in the presentations. It is a requirement to be good at both. There are examples of students meeting the merit criteria in coursework and not in the presentation (or vice versa) in a particular module.
10. Taking notes in class: These can be helpful while preparing the final replies. A short revision of these notes before the start of the next class will bring the focus of the student back to the topic.
11. Timely submissions: If the student manages the time well, there should not be any reasons for the delayed submissions. In case of emergencies like sickness, etc., the College should be informed as soon as possible. Submissions delayed without any valid reasons may not be considered for better grades even if they have the potential to get the one.
12. Feedback from the teacher: It plays a great role, especially the formative one. Whether oral or written, it gives an insight into what the teacher thinks about the student's work. The suggestions made for the improvement should be understood and

acted upon in letter and spirit. It is better to discuss the potential grades and scope for improvement at this stage to avoid any disappointment later on.

13. In the class: ask questions / give answers, get engaged: The teacher understands the student well by way of interaction. It gives the student a chance to get clarity about the topic being taught. So, asking questions during the teaching is a good way of learning. By answering the questions asked by the teacher, the student has the opportunity of getting the concepts clearer as the teacher has the duty to fine tune the reply, if needed.
14. Use the tutorial time: The providers normally have the special tutorial times inbuilt in their timetable for the course. This is the opportunity for the students to approach their tutors / teachers and have one to one sessions. Anyone looking for better grades should make good use of this time. Anything not clear in the class discussions can be asked during this time. Any issues on the feedback can also be clarified with the teacher. If special help is needed in any area, this time should be made use of. For example, a student struggling with referencing, can request the teacher to teach the same at the pace preferred by the student.
15. Understand the Qualifying Modules: Under the old specifications, in HND Business Marketing, there are 4 Core Units (Business Environment, Managing Financial Resources and Decisions, Organisations and Behaviour and Marketing Principles). The remaining 11 Units are selected by the Colleges. Different units are selected as per the requirements of the students. To obtain an overall Merit, the student must obtain 5 Merits in level 5 Modules. Some of these Modules are: Business Decision Making, Business Strategy, Research Project, Personal and Professional Development and Employability Skills. Or, if there is a distinction achieved in any of these, it will be counted as 2 Merits (So, a combination of either 1 Distinction 3 Merits or 2 Distinctions 1 Merit, 3 Distinctions only or 5 Merits only in these qualifying Modules will bring the overall Merit. To get an overall Distinction, it has to be Distinctions in 5 qualifying Modules.

    Similarly, for the HND in Hospitality Management, there are 3 Core Units and remaining 12 units are selected by the Colleges as per demand and suitability. To attain a better grade, again the learners need to focus on the qualifying Modules. Presently, some of these level 5 qualifying Modules are: The Contemporary Hospitality Industry, Research Project, The Developing Manager and Human Resources Development for Service Industries, Conference and Banqueting

Management, Sales Development and Merchandising, Quality Management in Business, External Business Environment, Law for Licenced Premises, Menu Planning and Development, Food Safety Management, Personal and Professional Development.

16. Writing the coursework while the course is going on: Many students just leave it for the eleventh hour. The coursework should be written when the classes are going on, even if it is not one of the requirements from the Colleges. This coursework should also be discussed with the teacher to make sure the replies are relevant and are in the right direction. This will save any last minute stress.
17. Avoiding plagiarism: The entire coursework should be planned, structured and prepared by the student without any copying from any source. The ideas or quotes can be taken from credible and reliable sources only and should be properly referred both in the text as well as in the referencing list. While evaluating the credibility of the source, University of California (2017) strongly recommends to verify the authority, currency (year of publication) and purpose of the source. Irrelevant and outdated material can have a negative impact on the quality of the reply.
18. Eat healthy, rest well and just do it: The learners should not forget the importance of the healthy food and good rest. They should remain healthy and work really hard to achieve better grades.

Conclusion: In summing up, the secret of achieving higher grades lies in planning, commitment and perseverance. The student must have a drive for self-improvement and then should put the required hard work in a planned manner to achieve the goal. The student has to strive for quality in the work. The quality here means fitness for purpose and it comes in three stages. It does the job (a Pass), It is interesting a thoughtful (a Merit), it shows all you need to know on the subject (a Distinction). The field is wide open and it is for the learner to make the most out of the opportunity given.

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Examining the Contributions of the Older Workforce in the UK Hospitality Industry

By Grace Tay and Kwabena Frimpong

Abstract:

Ageism is increasingly becoming a problem in the UK workplace, despite the growing emphasis on diversity management practices and workforce modernisation. While existing research had examined the contributions of the people in their 60s in the workplace, there seemed to be limited research on the under 60s. This article, therefore, attempted to fill the knowledge gap by examining the contributions of the ageing workforce under the age of 60 in the UK hospitality industry and associated challenges in the workplace. Using a survey questionnaire to gather data, the study found that while they made some positive contribution to organisational productivity they still experienced stigma and negatively stereotyped in many ways, irrespective of various government policies, legislative measures and trends towards diversity management practices and equality in the workplace. The study had many implications in terms of the relevance of workplace diversity and equality management practices and legislations as well as the need for attitudinal change.

Key Words: *Ageing workforce, Workforce modernisation, ageism, workplace diversity management, Over 50s' contribution.*

Introduction:

This article looked at the contributions of the ageing workforce with a special focus on employees under the age of 60 in the UK hospitality Industry and associated challenges in the workplace. The report begun with a brief background information for the study, followed by the literature review and methodology. Next was the preliminary results, discussions and findings as well as possible recommendations, limitations and areas for future research followed by a conclusion.

Background:

Ageism is increasingly becoming a problem in the UK workplace despite the increasing emphasis on diversity management in the workplace. The UK Hospitality Industry puts up with the older workforce because of the predictable decline in number of 40-49 age groups who are likely to be in management and senior management positions of future employments as a result employers are beginning to consider retaining their older workforce against the likely shortage. The Office of National Statistic (2008) report shows changing demography with older workers becoming more established in the labour market while there are fewer new workers joining. The ONS (2008) report highlighted that the UK workforce aged 55-59 will increase by almost a quarter by 2021. This is justified by the removal of the Default Retirement Age (DRA) in 2011 and implementation of the Equality Act 2010 which has allowed older workers the right to remain in employment if they chose to do so. These changes to the labour force could lead to labour and skills shortages in the future and have implications on the economy in terms of the age dependency ratio (Khan, 2009). A report from CIPD (2012), for instance revealed that the UK is currently facing a period of workforce shortage with around 13.5million vacancies expected in the next ten years but will have only 7 million young people completing college to fill those vacancies. The remaining gap will therefore have to be filled by older workers and migrant labour. This creates the opportunity for older workers and ageing workforce to contribute, but existing research shows that employers can have stereotyped views of the abilities and attitudes of older workers, which can both positively or negatively, influence the retention and recruitment of the older workforce (See Ilmarinen, 2006; McNair et al, 2007; Benjamin and Wilson, 2005). In addition, research conducted by the Office of National Statistic (2008) also revealed by 2020 there will be a demographic change in the UK with a third of the UK workforce aged over 50s. Despite this, the extent to which the ageing workforce contributes to the hospitality industry has for a long time remained under researched. The main rationale for focussing on the under 60s is that, existing research in the area had focussed on the over 60s as opposed to the under 60s (See Lancaster University Study, 2009), and this has created a gap in research on ageing workforce and contribute to productivity. To this end, they aimed to find out how ageing workforce contributed to productivity in the fast food industry from the perspectives of employees in the same industry. Amongst the key objectives of the study were to:

- Assess the extent to which older employees working in the chosen restaurant had impacted on the business productivity and to contribute to knowledge and research in the area as well as policy change.
- Undertake a literature review in the area by using secondary sources of data. This would help to gain insights into the past research and studies existing area.

As in any research of this nature, there should be underpinned research question driving the study. Therefore, the study posed the main research question as: What are the contribution and the impacts of ageing workforce under the age of 60 make to the fast food restaurant sector?

Brief Literature Review:

Ageing workforce and modernisation present a major challenge to 21st century public and private sector organisations and this has caused organisations to reconsider their recruitment and retention strategies (Alexander et al, 2004), more so at a time of growing emphasis on diversity management in the workplace and adoption of inclusive strategies. This ageing workforce and changes in demography present a number of challenges, including places where employees desire to work, the nature of work, the lifestyle they wanted to enjoy, the type of employees they would like to work with, the training requirements and adaptation (Alexander et al 2004). A similar challenge is also seen in terms of the recent recession from 2008 and growing austerity measures had caused a number of organisations to change their human resource policies towards downsizing, cost-cutting and redundancy strategies had created avenues for organisations to see "staff as a cost rather than asset" (Bossaert, 2014, p. 10) has had impact on the over 50s.

The over 50's workforce in the UK hospitality industry is increasing because of their wealth of experience which they bring to the workplace which is highly valuable and as a result, their knowledge and skills to find employment is sought after, as more companies are now recognizing the value of mature workers and they are starting to hire them, it makes things finally look up for the aging workforce. Many employers now retain and recruit the over 50's for the business benefits because they value their existing older employees because they know them and appreciate what they bring to the organisation however, this positive attitude is often not reflected in their recruiting practices. A study by the US Bureau of Labour Statistics cited in the Hcareers (2009) found that many employers in the hospitality industry had recruited older workers over the younger ones because the former had stamina and determination, punctual, took pride in their work, had analytical and problem solving skills, different priorities in relation to the younger ones. The CIPD (2012) report also found similar results and concluded that employers still depend on older workers because of their reliability, loyalty, motivation, dedication and flexibility as well as a host of transferable skills (CIPD, 2012). Despite this, research evidence in the UK revealed that ageing workforce, including over 50s' are negatively stereotyped and stigmatised for rigidity, reluctance to learn and embrace new technology and retirement oriented (see for instance Becker et al, 2012, Benjamin and Wilson, 2005, Health and Safety Executive,2009). Lazazzara and Bombelli (2012) study in Italy also found similar results while OECD (2006) report examining the same issue from an economic perspective concluded that, the value of human capital reduces as people age and this impact on their cognitive and co-ordinating skills thereby affecting productivity negatively. Furthermore, media presentation of associating ageing people with diseases and illnesses has obscured the real value and productivity of ageing people (see Kossen and Pederson, 2008). Findings from the studies provide credence to the challenges faced in their job prospects. By contrast, Studies by McNair and Flynn (2006), Shute (2014) and Conen et al, 2012 found otherwise by revealing that older workers made significant savings in recruitment and training costs and that more over 50s were taking apprenticeship programme. Additionally, there was the tendency for some larger organisations to recruit and retain older workforce as exemplified in the financial sector such as Nationwide. Similarly, evidence from B and Q demonstrated general absenteeism was 39 per cent lower in older workers compared to the younger employees.

Methodology:

The methodology for this study involved using a survey questionnaire designed with open-ended and closed ended questions distributed by hand to 50 employees working at a fast food restaurant in one of the busiest shopping centres in London's prime locations in May 2015. Before distributing questionnaires, permission was sought from managers in line with ethical research procedures. The questionnaire was piloted for feedback before distribution. Responses were collected and recorded onto Microsoft office data recording and analysis software.

Preliminary Results:

The survey had 100% response rate and more biased towards female (58%) compared to men (42%), with most respondents aged between 30-50 plus. Regarding the impact of the over 50s and contribution to the workplace productivity, the study identified three main areas as an enhancement in customer services as they seemed friendlier, had empathy and problem solving and communication skills (46%), followed by the possession of transferable skills (20%) while a quarter felt they contributed towards coaching and mentoring of new staff of younger employees. There were also a minority of respondents who felt that they saw the employment of the over 50s in their organisation as a form of empowerment to help them support them financially in their ageing lifestyle. As well as indicating positive aspects of their contribution, most respondents (50%) strongly felt that employing the over 50's could negatively affect workplace output because they lacked the modern technological skills, followed by confusion about customer orders (30%) and inability to cope with long shifts (20%).

Discussion OF Key Findings:

The key findings from the study were that the under 60s contribute positively to productivity in McDonalds with the main area involving customer service, followed by transferable skills and mentoring younger employees. This is a key contribution because it is consistent with previous research by Lancaster University Study (2009). Similarly, it lends support to previous studies such as the US Bureau of Labour Statistics cited in the Hcareers (2009) and CIPD (2012) report. Despite this, the study also provided some evidence of negative perceptions, in areas involved with the older workforce getting confused about customer's orders and lacked technological skills as evidenced in the preliminary results. Given that the fast food industry had a culture of quick and efficient service delivery within the shortest possible delivery time frame, the inability of the under 60s to use technological skills and cognitive abilities during customer service creates a cost for the business and had an impact on future employment prospects them.

This raises questions about the economic value of the under 60s as a business asset and essentially confirms the existing research on the negative attitude (see Lazazzara & Bombelli, 2012,; Kossen and Pedersen, 2008), which continues to essentially mixed feeling and attitudes towards the under 60s in the workplace. The study also shows that all is not lost for the under 60s because employing them gives them a feeling of empowerment.

Recommendations, Limitations and Future Research:

From the research findings about how the under 60's workforce contributes and impact on fast food restaurant business, the area of need is more to do with the use of modern technology, which is one of the key contributors to time management and generating income using speed in a fast food restaurant. Arguably, it is an area that management need to pay attention to re-skilling the under 60s to align them with the business process but need to break barriers for them to embrace technology. In addition to training of older workers, emphasis must be placed on training of line managers to support the aging workforce by having empathy towards them, sharing skills/knowledge transfer and mentorship opportunities. This study is justified because it provided insight into the perception of the ageing workforce under the age of 60s in the workplace and training opportunities for management to change perceptions and attitude towards the employment of older workforce

Limitations and Areas for Future Research:

Although the research provides insight of the ageing workforce under the age of 60 in the fast food sector, the results from the study could not be said to be generalised as it examined only one fast food restaurant in the Westminster area of London using as small sample size. Other limitations included a time limit for the study, the sampling technique and method of distributing questionnaire as well as reliance on secondary sources of data which could be biased. Identified possible areas for future research included the need to replicate the study in other areas in London outside the area examined in the study or perhaps in other industries.

Conclusion:

The hospitality industry has major challenges in recruitment and retention of employees. While many employers are now realizing the existence of alternative pool of labour force capable of delivering services to achieve competitive advantage, the findings from this study revealed the existence of strong negative stereotypes against ageing workforce in the Hospitality sector irrespective of the growing development in legislations on equality and workplace diversity management policies. The study provided recommendations on addressing the issues identified and avenues for future research.

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RYANISATION, THE 'GIG-ECONOMY' AND UNIVERSAL BASIC INCOME

More money for the rich and worsening job prospects. What can be done about it?

By Leslie L. Doyle

Abstract

Businesses are reducing costs, which used to be considered necessary elements of operating a business, such as administration, delivery, bookings, tax deductions, pensions, etc. by dumping them directly onto customers as additional costs or workers as their personal responsibility. This process of further profit maximisation is destructive of the social fabric. A significant change is needed for people to survive in a future where there will be less work available even at the lowest wage.

Keywords: *Ryanisation. out-sourcing, customer service, unticking the box, ancillary revenue, profit maximisation, the Gig Economy, contractors, self-employed, the 'trickle-down effect', tax avoidance, tax havens, tax revenue, Corporation Tax, inequality, Quantitative Easing, automation, Universal Basic Income, the 'welfare trap', the indigent poor, the sense of entitlement, the Welfare State, gender-equality, 'wealth means power', wealth tax, 'Mansion Tax', social values.*

1. Ryanisation

Ryanisation sums up a business practice that is gaining ground in a variety of commercial contexts. Essentially, it is the redefinition of costs as income streams. Once, in order to broaden their customer base and facilitate financial transfers, companies accepted payment by credit card. This method saved the delay in processing cheques and the need to deal with cash, which is both time-consuming and onerous for all businesses. In return, the credit card companies charged the business a small fee for every transaction proportional to the size of the credit transfer, and this charge would be considered as a cost to the business. Ryanair, which does not sell tickets over the counter for cash anywhere and depends on direct financial transfers for its retail income for air fares now charges a fee for use of a credit or debit card to buy tickets. This runs counter to the traditional practice that paying by cash was an essential feature of a purchase unless the parties agreed to an alternative method of settlement. Therefore, how does Ryanair get away with not accepting cash and charging to pay by credit as a condition of sale? There is apparently one obscure credit card that not many people have or know about which provides a loophole in that it alone is accepted without surcharge. It used to be Visa Electron but is now a MasterCard prepaid credit card which you have to buy separately, pay a monthly charge for and a fee every time it is topped up or a withdrawal taken out. Consequently, Ryanair claims that you don't have to pay a fee as a condition of sale. Whereas you can go into a shop and buy goods and pay by cash or card at no extra cost, with Ryanair you pay a fee to pay for your goods.

Such a good wheeze for companies has caught on big time. If you order theatre or cinema tickets online or by phone you have to pay a fee for the privilege. How is it that buying a theatre or cinema ticket doesn't include all the costs of putting on a performance? Without tickets having been sold there can be no profitable show. There is an implication in this situation that selling tickets is a favour to the customer and having to provide credit payment facilities is a burden the theatre/ cinema can only take on at an extra charge and they are doing the customer a big favour. In fact, the opposite is true. If a theatre or cinema had to rely on every patron buying their tickets for cash at the box office in advance or just before every performance, there would be a lot of mostly empty theatre and cinemas. Instead of the fee covering the cost of ticket sellers at the box office, it goes straight into the income pot and economies of scale make it a good earner. Even the Government charges a fee to use a credit card to pay for renewing a passport online. Insurance companies demand a fee to pay by credit card which will, nevertheless, be cheaper than their offer of payments by instalments with an additional interest charge 'for the loan'. Now when you go to a supermarket you are encouraged to self check-out to save time as they have reduced the number of staffed checkout tills. And supermarket chains worry about online shopping which generally delivers goods to your door free of charge.

Ryanair has boasted that it will soon be able to offer free flights (Topham, 2016). They can do this because the basic cost of aircraft, pilots, cabin crew and maintenance staff will all be covered by the income derived from charging for the separated out individual costs of each contributory operation involved in providing an airline service. Once identified and charged for they provide a surplus to cover the basic operating costs and still generate a surplus profit. Customers used not to be troubled by these necessary factors in the delivery of the service – they paid a lump-sum and got what they paid for. Now reserving a seat, taking a suitcase, having cabin baggage, priority boarding, refreshments, snacks or a meal, and reasonable leg room are extras that have to be paid for specifically. Imagine catching a bus and having to pay a fee to wait at a bus stop, and another to get on the bus, and another to get a seat, and another to go upstairs, and another to stop the bus to get off. All of these activities are involved in making a journey but they are part and parcel of the process of travel, for which you buy a ticket to cover the cost of providing the service (See Cheap Flights video by Fascinating Aida (2010)). However, even if Ryanair could boast that its flights are free this is disingenuous. You still have to pay for airport services which are charged to the airline by the airport operator to cover the use of runways, refuelling services, air traffic control, and terminal services like baggage handling. Ryanair implies that these things are not part of the costs of flying, or at least nothing to do with Ryanair, but you can't use your Ryanair ticket without paying for the airport facilities.

The Ryanair model is catching on with other airlines. Obviously, other budget airlines, like EasyJet, were the first to copy the 'buy every item of the package' separately, but the rot has set in when BA now charges extra for meals on short haul flights. There is also a twist in the tail of this model as it brings additional rewards to the supplier by two devices in the online booking process. Firstly, there are lots of option boxes that are automatically filled in positively offering each service as you go down the menu and you have consciously to 'untick' each box to avoid paying more than you want to. Secondly, if you have made a mistake and arrive at the airport having omitted to do something, then there is a huge penalty fee for correcting the error. Examples are misspelling a passenger name or not having printed your own boarding cards, or having hand baggage that is just slightly too large and so having to pay a huge fee to put it in the baggage hold on the plane, not in the cabin. This is a parallel to the other commonly met problem of parking fines which are imposed not for failing to park in a parking space, or for not having paid the right fee, but for having not followed the procedures for displaying the ticket, e.g. that it is on the wrong side of the car or that it is upside-down. (Cockcroft, 2009)

In 2014 Ryanair made 24.6% or £1.2 billion of its income from "ancillary revenue" (Coles, 2015). Furthermore, Ryanair is looking for a share of the profits from the shops in airport terminals claiming that it is their customers who are the patrons of these shops and wouldn't be there if it were not for the airline using the airport. So this is a customer introduction fee to be charged to these other businesses.

At Luton and Stansted airports, it now costs to deliver passengers to the airport terminal forecourts. Every passenger has to enter the airport and now they are being charged to use the approach road. This development mirrors the history of station car parks which used to be free and advertised as an incentive for commuters to use the train rather than driving polluting motor cars to work. Now, these car parks are charged for and on a daily basis and create an enormous extra income/profit for the railway operators. Similarly, railway stations used to provide free public toilets for passengers, but now, increasingly, they are charging for them. The need 'to spend a penny' now costs you 50p in London, a mere 120 times more than you might have thought.

Ryanisation is just the latest stage in transforming the business process into a profit-maximisation machine.(See Sayer 2015, Martin 2011), Jensen & Meckling 1976)

Behind this development, there is a changing meaning of the concept of 'customer service'. Consider the tariffs for public utilities like water, gas, electricity, and mobile phones. Nothing is simple, everything is deliberately mixed up at different rates for different times, different volumes, different contract periods and whatever you choose you can be sure that in the end, you will not be on the cheapest rate for what you use. Consider, too, telephone call-centres which are automated and take ages for you to resolve an issue all the while paying premium rate charges to wait in a queue for considerable periods of time. Or even when you get to speak to someone you are passed from pillar to post and eventually return to where you started because the menu of set responses the staff have do not address your particular problem. So the customer service system is designed not to deliver customer service, but to deter you from complaining. If you don't like it you can go to another provider, but they are all in it together to confuse the punter and keep taking the money. It is a far cry from the days when customer service was seen as the key to business success .

2. The Gig Economy (Sunderarajan 2015)

The externalisation of business costs has recently taken a new direction, dumping business costs not only on customers but now onto employees too. Continuing the trend in outsourcing services such as accounts, or warehousing, or office cleaning, some firms are outsourcing their labour providers, once known as 'employees' but now termed either 'workers' or 'contractors' both at more distant levels of relationship with the work provider. The idea is that by outsourcing your workers, you as an employer can save paying 6% National Insurance contributions for your staff to cover sick pay or injury as well as not having to deduct 12% of the salary and pay it directly to the Government to fund the Welfare State. This is a saving of approximately £4000 per person per year. But rather than subcontracting all the work to one supplier who may be able to offer a saving on the cost of what you could or did pay before for the operation, much greater profits can be made by making each contractor an individual. Whereas a large contractor supplying say 50 workers to your organisation would have to factor in the costs of employing each worker (i.e. £4000 per head) and so only offer you a much smaller saving than the potential £200K that you would save by employing 50 individual contractors. Then, when you pay them a wage similar to or less than what you would have paid a direct employee for the supposed privilege of the flexibility of working hours, you get cheap labour and the individual supplier has to bear the cost of paying the obligatory National Insurance payments and probably forego pension contributions and sickness insurance. These new business agents are classed as 'self-employed'. The number of people who are 'self-employed' has trebled in the last 10 years to 3.6 million and this is not because of a growth in new business enterprises. It is a device that has been used for some years in the building industry so building companies can reduce their costs and increase their profits (Insley 2012, Collinson 2017).

The latest manifestation of self-employment concerns delivery persons. An example is as follows. If the delivery arm of a big business used to need 100 drivers for its fleet of 100 delivery lorries it would probably have to have more than 100 drivers and more than 100 lorries in order to ensure that it could send out 100 trucks at a time. Now it contracts only 100 drivers who have their own trucks and makes the drivers liable for any operational problems by holding them to a contract that they must find cover themselves if they are unable to work or pay a fine of £150-£250 as well as losing a day's pay. In this way, risk and remedial costs are externalised and dumped on the workers and the company saves resources in not having a standby crew or trucks, and thus increases its profits. Meanwhile, the drivers' earnings are reduced.

Recently Uber, Deliveroo, and parcel delivery companies such as Parcel Force and Hermes have been in the news headlines because staff are rebelling against the unfair conditions of their contracts (Booth 2017.1; Collinson 2017). The Courts have declared that Uber and Deliveroo are employers because they direct the work of the 'contractor' and therefore the 'contractor' is not a true independent. The Courts backed up their decisions by pointing out that the 'contractors' had to wear a uniform and not work for any other delivery company.

However, there is another more serious result of this new attitude to labour. Some companies are increasing their profits and paying even less tax than before. By not paying National Insurance contributions for their workers there is less money in the communal pot to pay for the NHS and old age pensions, to both of which everyone is entitled. Self-employed people pay a slightly smaller proportion (9%) of their income in National Insurance payments than do regularly employ people (12%). So there is a shortfall from the 3.6 million self-employed into the public purse. The Chancellor of the Exchequer, Philip Hammond, recently tried to introduce legislation that would equalise the rates for all by 2019 and raise £2 billion in lost tax (Jenkins,2017). The proposal was vetoed by the Prime Minister because the Conservatives oppose any tax increases at all. There was an outcry that entrepreneurs, the pioneers of innovation, the lifeblood of society, were being penalised. Self-employment *per se*, and pseudo self-employment even less are not the motors of a new economy. The solution of the problem of the rising cost of the welfare state and insufficient tax revenue to maintain it has yet to be addressed.

The Ryanisation process has related manifestations in how businesses construct their accounting systems. The great trick is to decide what is a cost to your company you are prepared to cover as a necessary expense and to remove anything else in calculating your income and profit. Consequently, companies do not generally budget for the consequences of their actions except in terms of public liability to cover unexpected claims for damages for accidental wrongdoing. Therefore, when a company like Dyson decides to switch production to the Far East because labour costs are cheaper, they have no responsibility to their redundant workers left jobless in the UK (Gow, 2003). They could claim that they pay taxes, which enable the government to provide a social security safety net. However, there is a continuing process of companies paying less Corporation Tax as friendly governments keep reducing the rate, supposedly to keep UK businesses compete with the rest of the world, but mostly because of lobbying by big businesses which sponsor political parties. Furthermore, many companies, like Google, Amazon, Apple and Boots The Chemist pays risible amounts of tax, given their volume of sales, because they are allowed to transfer profits to offshore tax-havens where there is no tax to pay (Zucman, 2017.2). The benefits of doing business in an ordered and peaceful country, where the citizens are docile, there is no political unrest, property is safe, public servants are not corrupt, the legal system is effective and equitably enforced and taken for granted but the cost of ensuring these factors exist and will continue to exist, for the benefit of citizens and businesses alike, is a consideration that the tax-avoiding businesses do not recognise a benefit from, nor a responsibility for (Monbiot, 2016).

Business used not to be solely about making money. There are numerous examples from the nineteenth and twentieth centuries of businesses involved in wider society, providing jobs for communities, considering worker welfare and accommodation, sharing the benefits of a common enterprise.

The biggest criticism of the profit-oriented business system is that it does no real good. Those who have money get more of it and the workers who produce that wealth get less of it (Sayer,2015). As the world is getting richer, inequality has got greater in all countries in direct proportion to the increased prosperity. There is enough money hidden in the bank accounts of the rich in tax havens to solve all the problems of the world – feed everyone, overcome disease, provide pensions and public services, peace and stability; but the money do nothing productive (Zucman, 2015). The rich cannot find enough to buy for themselves with all their money and yet they make their fellow human beings poorer and more wretched and do very little to make the world a better place (Dorling 2014). Ryanisation is another step in the wrong direction.

This depressing picture of business development is set to get worse. The fact of inevitable increasing automation such as driverless vehicles taking over goods deliveries within the next ten years and so making one million lorry drivers redundant will mean more unemployment and greater poverty. After that, up to 33% of current jobs in the UK could be replaced by automation. In the USA 47 % of jobs are considered at risk. (Frey & Osborne 2013). With unaffordable housing, rising prices and the enormous economic upheaval of Brexit, the economy will worsen and everyone's life will be harder. The current political philosophies – reduction of state expenditure on the Right and job-creation on the Left – will not address this problem. Meanwhile, automation will mean that factories continue producing and, with no workers to pay, profits will grow and the haves will have more. Unlike the previous great technological revolution of the 1980s, when we were told that the increased productivity would mean everyone worked less and would still earn the same money so life would be better all round. The actual outcome was that there was an unequal distribution of the free time so that some people got it all and were unemployed and those still in work had to work even harder to make ends meet as there was a halt in pay-rises in the 1980s for all except the lucky ones working in the City. In the teaching profession, the third great technological revolution (1 = Agriculture, 2= the Industrial Revolution 3= Computerisation) meant that secretarial support was replaced by a personal laptop to do your own admin work at home after hours for free. This time round there is no talk of any extra money or leisure, resulting as a benefit from this automation. Perhaps because the masses will not see it as it is hidden away by the owners of the machines.

3. **Universal Basic Income:**

There is, however, a remedy for this pending Apocalypse, which because of the upsurge in popular support for a non-austere socialist society as demonstrated in the recent General Election result, that could well be adopted. This idea is the Universal Basic Income (UBI). It is not a new idea – it was proposed by Thomas More in his 'Utopia' in 1516 and given a more modern revival by Thomas Paine in 1787. It is a policy adopted by both the Right and the Left, for different reasons. For the likes of Hayek and Milton Friedman, the ideologues of Neo-Liberalism, who promoted the deregulation of the financial services industry (Martin, 2011), the giving to everyone of a weekly wage with no strings attached could solve the problem of unemployment and the practice of the state having to supplement low income through a welfare system which the rich don't want to subsidise. Having enough to live on everyone would have the resources to buy what they wanted and UBI would signal the end of the Welfare State. If someone does not have enough for what they want (e.g. a pension, health care, holidays, a new car) they can always work to get more money with no prejudice to their UBI. No-one would starve and no-one would need state handouts (Reed & Lansley, 2016).

For proponents on the Left UBI presents an opportunity to enable an escape from the welfare trap. The trap is the fact that if you have no work or low pay, you get a state handout, but if you then get a job the state handout ceases. But given the uncertainty of the job market today any job is impermanent and as soon as this income stream dries up or delivers too low a return for the commitment required the worker has to return to the benefits system but usually with a delay of 6 weeks or so before it begins. Therefore, taking a job could mean that all income earned is used in surviving the period without pay between job and benefits. In reality, the money has already been spent and so the ex-worker has to borrow money to survive till benefits are restored. So the net result of coming off benefits and getting a job ends up with greater hardship and increased debt. The majority of benefits claimants have a debt which, through repayment obligations, substantially eats into benefits received and what is handed out - calculated at the minimum possible- does not, in fact, provide enough to address this issue. The UBI, by providing one single payment which is not means-tested and the same for everyone, will simplify the process of the state addressing the material needs of its population, and reduce the vast bureaucracy involved in administering the current over-complicated and unfair system.

The big question for UBI is: would it work? The answer is: it does. There have been a number of projects around the world in recent years where trials have been made and encouraging results achieved (Henley, 2017). One project in India gave a group of women heads of households a weekly wage with no strings attached. Immediately family welfare improved, without unremitting labour just to afford to feed everybody. The women directed themselves to business enterprises and made successful starts in a number of areas. The project did not lead to people putting their feet up and doing nothing, which is a common criticism of the idea. Rather, the UBI project encouraged them to find worthwhile and productive things to do with their time and energy which would improve their quality of life both materially and emotionally whilst also contributing to the resolution of wider public needs, in providing new services and products. Furthermore, wherever UBI has been implemented it has made a significant improvement to gender equality.

Recently there was a vote in Switzerland as to whether the nation wanted UBI but it was rejected by 77%-23% (Atkins & Tetlow, 2016). There is inevitably a feeling among many that work is an enabling enterprise and moral duty and that UBI is an immoral encouragement to laziness and dependence. This has been a social attitude throughout history with the poor categorised as ‘indigent’ and poor because they deserved it, just as the rich were morally superior because they were successful and affluent.

There are ongoing trials already running or about to be started in Finland, Canada, Brazil, the Netherlands, Namibia, Italy and Scotland and perhaps soon in an area near where you live. A survey last year by Dalia Research found that 68% of people across all 28 EU member states would “definitely or probably” vote in favour of some form of universal basic income, also known as a citizen’s wage, granted to everyone with no means test or requirement to work. (Henley, 2017)

Cost is the big question confronting any challenge to the established order. Who is going to pay for it? The poor and unemployed don’t have the money. Those without savings or property cannot afford to pay more tax. So who has got the money to foot the bill? One answer is that the government could always print more money, in a process known as ‘quantitative easing’ which helped bail out the banks after the financial crash of 2007. However, this merely passes the problem on to future generations, because government bonds are issued to underpin the new money and the annual interest is paid to those who can afford to buy these ‘gilt-edged’ bonds, where the returns are guaranteed because governments do not default on their debts (often). Also, this process only serves to enrich the already rich who have the surplus to invest over the next 20 years with further income from interest underwritten. (Skidelsky, 2016)

A fundamental issue that is never addressed in political debate is that those who have great wealth control the political system to their advantage; wealth means power. They ensure that their interests and wealth are preserved and increased through lobbying of politicians and control of the press with its hostile attitude to any social change. After the Second World War, the Welfare State was created in the UK and the top rate of Income Tax was 90%. The rich were prepared to pay that because they had faced the apocalypse and realised that the old order had to change to avoid a social revolution on the Russian model of 1917 when a large army returned from war and demanded a change in return for the sacrifice of millions of their comrades. A generation later complacency had set in and the rich counterattacked. Under the guise of helping business, ‘de-regulation’ of financial services was the watchword of Margaret Thatcher and Ronald Reagan. This would stimulate the economy and a ‘trickle-down effect’ would ensure that everyone benefited from a new prosperity. A generation later the deceit has been revealed (Denning, 2017). There was no trickle-down effect and the only people who got rich were traders in the City of London and their already super-rich investors. So the rich got richer by securing for themselves the greater wealth generated by the economic system. Here is the crux of the matter – technology continuously increases efficiency and human ingenuity continues to make advances in all areas with the result that the wealth of any industrialised country increases year on year such that it at least doubles in every generation.

So when the question arises of who going to pay for the increased costs of the NHS, increased pension liabilities as the life expectancy of the population continues to rise, houses for everyone to live in, and incomes that enable everyone to survive without hardship and lead useful and rewarding lives, the answer is: the rich. These are the 10% who own 90% of the wealth of the nation. At the top of the pile are the 1% who own 90% of that (Dorling, 2014). The way they keep their money safe is to ensure that, when taxes are raised, it is Income Tax so that the middle-class voters catch the brunt of the increase. The super-rich have legal, tax-avoidance schemes that protect their wealth and they probably don’t pay Income Tax anyway since they don’t need to work for a living. Hence the importance of a ’wealth tax’ such as a ‘Mansion Tax’, or a land tax or an increased inheritance tax to make them pay their share. But, of course, there is always an outcry at the idea of a little old lady having to sell her house to pay such a tax or using up all her savings in paying for health care and so voters are reluctant to endorse such ideas. This is the way the system works (Cohen, 2013). Those who get most of the money don't pay the most of the tax. Warren Buffet, the US billionaire, confessed that he paid a smaller proportion of his income in tax than his cleaning lady did (Clark, 2007). An individual could argue that there is only one of him so why does he have to pay one hundred times more in tax than his neighbour? Don't mention that he receives a thousand times more than the average person. Such is the sense of entitlement of the rich.

The central issue is: who gets the benefit of the endeavour that maintains our society? Throughout history, there has been the notion that people at the top of the pile deserve to be there and those at the bottom deserve their place too. Divine Authority more than luck or thuggery is suggested as the reason for this. Like the saying that 'leaders are born, not made' the social context of life is ignored. Human beings are undeniably social beings and civilisation is based on community and co-operation. Leaders are sustained as much by the acquiescence of those being led as by the ability of the leader, as shown by the fact that even bad leaders get support. The rich are rich, not by reason of their virtue, but by the circumstances of their birth and inheritance and their control of society. Only the fear of violent revolution and losing everything makes them change.

The world in the 21st century is a smaller place. It is easy to traverse and it is easier for populations to move and intermingle. This is not a new phenomenon; it has been going on throughout history. Today the pace is faster and the modern world is necessarily more interrelated and more integrated. It is a process which cannot be reversed, most importantly, because it is a good thing in itself. At a basic anthropological level, the human gene pool has to be well mixed to give us all the best hope of survival as a species. Societies have known this throughout history and legends of the process are common. Xenophobia is a reaction to change in an uncertain economic world. It suits the powers that be to divert attention away from the real cause of economic turmoil (their own greed and recklessness) onto 'others'.

UBI as proposed in the UK (Reed and Lansley, 2016) would be as an incremental development over 20 years. At first, it would be a small allocation and other social service subsidies, such as disability allowance, would continue to be given for some time before incorporation into the general rate. The cost would be borne by a Sovereign Wealth Fund, which would be backed by receipts from a property/wealth tax and which would itself generate income through investment.

4. Conclusion:

The strategy for implementing UBI could mirror Ryanisation. Big Business should be told that the time has come to add up the cost of all the benefits that they have left out of their balance sheets in calculating their profits and now pay their fair share. To make things simple instead of itemising a host of smaller parts separately and all the ‘red-tape’ that involves which businesses constantly rail at, it will be all added together into one sum called Wealth Tax. It will be based on profits from sales made in the UK. We have a sophisticated and wealthy market and to participate in it should require a substantial fee because it has been built up over centuries and has depth, variety, extent, talent and loyalty. All these things have been paid for by the joint effort of everyone involved in the business process – the workers in the factories and offices, shops, care homes, schools and hospitals. We have safe streets, an uncorrupted police force, dedicated and honest public servants, we live by the rule of law. Our population is well educated and highly trained. We are world leaders in invention and high-tech engineering. We are cultured (not so good at languages), polite, respectable, reasonable people all as a result of our common social values and the investment of centuries in building lasting cultural institutions. It’s about time that a real understanding of these values is accepted and responsibility is undertaken for their continuation and development. The time is at hand for the end of greed, selfishness, personal aggrandisement, materialism and disregard of and vilification of the less well off. In a democracy the mass of people must be the focus of the benefit of social endeavour and wealth, however created, should be shared out to where it is needed. This social charity is a foundation of the world’s major religions so it is understood by everyone.

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Traditional versus Experimental Teaching Methods for Hospitality Learners

By Tsitsi Marima

Abstract:

This article identifies and distinguish the differences between traditional and experimental teaching methods. Both teaching methods can be implemented by an educator who lectures in Higher Education (HE) institutions within hospitality courses. An educator can implement these methods to disseminate knowledge to learners, therefore ensuring that learning process has occurred. Although the methods are different, the evidence indicates that there appears to be a link between the two methods. The paper concluded that an educator can implement both methods combined or separately, provided that they are imparting knowledge to learners and covering the intended learning outcomes.

Keywords: *traditional, experimental, teaching method, educators, learners, HE*

Introduction:

Wallace, 2015 has defined teaching method as the general principles, pedagogy and management strategies used in the classroom to enable students learning. As part of preparing for the lecture an educator must decide on the method to be implemented to deliver the lesson. The method chosen must be fit for purpose, meaning it must enable knowledge to be transferred to learners effectively, and learners must be able to receive, store and use that knowledge accordingly. Also, the method must enable the achievement of learning outcomes. The main two teaching methods to be distinguished are traditional and experimental.

The importance of teaching methods:

There are different factors that determine the selection of teaching method. Some of these factors are subject area being taught, classroom demography. Selection of a teaching method is very crucial for an educator, according to Marilyn (2013). Selection of a teaching method is not always a priority as there is not ample time for the educator to consider that process. Brooke and Beckets (2011) have argued that selecting the appropriate teaching method is important because it will enable absorption of knowledge by learners. When learners have absorbed knowledge, this means that learning has occurred, according to Kolb (1985). Implementation of inappropriate method can result in obstruction of the learning cycle process, meaning the likely hood of learners absorbing knowledge will be limited. Marilyn (2013) has identified that teaching methods must be linked to intended learning objective and available resources.

When selecting a teaching method to implement an educational, must possess significant subject knowledge in-order to teach that subject. Lashley (2015) articulated the importance of pedagogical content knowledge as the basis of effective teaching. There are other authors such as Lashley 2015, 2011; Wood 2015; Alonso et al 2011; Brooke and Beckets 2011; Jin-Zhao Wang 2009 who has written articles on higher education in Hospitality which agrees with the ideology that teaching methods enhances learners' knowledge. Lashley (2011) has concluded that teaching method implemented will affect how learners demonstrates knowledge when they are employed in the hospitality industry. Lashley (2015) also identified that educators face different constraints during the teaching method selection process. These constraints are lack of teaching facilities and resources. Once the academic has pedagogical content knowledge of the curriculum and has overcome the constraints, they can be able to select an appropriate teaching method. There are two main types of teaching methods which can be used for hospitality students. There are the Traditional Teaching method and Experimental teaching method.

Traditional Teaching method:

Traditional teaching method is classified under the pedagogical theory, such as the lecture lessons. Lectures within this teaching method mainly are conducted in large-lecture hall. Alonso et al (2011) has identified this method as the main teaching method over the past century. However, according to Lashley (2015) the method remains most popular in some Hospitality Higher Education institutions, since implementing this method enables the educator to efficiently disseminate knowledge to a large group of learners at the same time with relatively little or facility overheads. However, if the group is large it reduces the educators` ability to classroom control. There is also minimal health and safety risk for students as there is no use of equipment such as glasses, knives and pots which can cause harm because it is a non-practical lecture, therefore, there would be no need to possess and use equipment that has potential to cause harm. In this method student engagement with the subject is through the educator's enthusiasm. If the educator lacks enthusiasm, there is a high risk that learners can lose concentration and find the lecture boring, therefore affecting the learning process. However, Lashley (2015) agrees with the notion that traditional teaching method enhances understanding for those who learn best by listening. Bonwell (1996) identified learners who learn by listening as auditory learners.

Experimental teaching method:

Over the last decade, management education has seen an increased use of experiential/practical teaching methods as identified by Hayes and Reynolds, 2005; Truscheit and Otte, 2004, Truscheit and Otte 2005. These methods involve activities where students actively engage in an activity or event, examples include simulation games, where individuals or groups are given tasks to complete, often in real-time and in competition with others; roleplays. These examples share a key feature when compared to traditional teaching methods as they are based on students generating knowledge by experiencing things first-hand, rather than by hearing about other's experiences as indicated by Feinstein et al (2002).

Experimental methods develop various employability skills such as presentation which are essential when working in the hospitality industry. However, they are expensive to manage as they require different facilities such as kitchen and various equipment.

Kolb experimental learning cycle:

Kolb (1984) identifies many elements that are necessary for students to gain knowledge from an experiential teaching method, these depend on the nature of the knowledge being imparted and the experience learners have. For example, in the hospitality module such as food production, learners can actually cook during the lesson. Kolb (1984) argues that the effectiveness of an experiential teaching method is maximised when there is a balance between the four elements of the learning cycle. Kolb`s four elements are illustrated in figure 1.3. Figure 1.3 has been adopted into a table that illustrates examples of students who are experimenting by preparing and cooking a dish below in figure 1.4 below. The table illustrates Kolb experimental learning cycle how it can be used in enhancing teaching food production module.

1. Experiencing *Preparing and cooking a dish*	This could be an existing or new experience for learners, however, it will reinforce the processes to produce that dish.
2. Reflection *Tasting the dish*	This stage will enable learners to identify if the dish is exactly as per expected outcome. Students will learn and understand the importance of consistency.
3. Conceptualisation	By tasting the dish students can reflect on the dish

Tasting the dish	according to taste and appearance.
4. Active experimentation *reviewing the ingredients*	Come up with different ideas on how to improve the dish

Figure 1.1 Food production, experimenting learning that can be used to enhance experimental teaching method.

Practical teaching methods are said to enhance the development of higher skills beyond the curriculum, and develop learners to become more employable, as concluded in reports of researchers Lashley 2015; Lashley 2008; Lashley and Barron 2005; Charlesworth 2003; Lashley and Shaw 2002; Brooke and Becket 2011. The authors also recommend that hospitality educators implement this teaching method.

Traditional versus Experimental:

The efficiency of the implementation of traditional method in maximising disseminating knowledge within hospitality education is increasingly being questioned by researchers such as Lashley 2013; Lashley 2015; Brookes and Becket 2011 as it is being said not to enhance the development of knowledge for hospitality learners. Whereas experiential education is deemed to be widely accepted as a way of preparing hospitality professionals because of the assumption that pre-professionals can benefit from learning by doing (Cecil, 2012), however, not all Hospitality Learning Providers realise its importance as found by the researchers Lashley 2015; Brookes and Becket (2011) that some institutions do not implement experimental method as they prefer traditional method due to the financial factor traditional teaching method possess to the management of the institutions, as it is deemed cheaper to run a traditional than an experimental teaching method.

Deale at all 2010; Piercy 2012 concluded that the size of the class had an impact on the teaching method being implemented. Deale at el (2010) found out that the bigger the size the less like experimental method to be implemented, this means that the larger the class the more likely hood of implementing traditional method. Piercy (2012) concluded that experiential teaching methods are mainly used in small classes as it is not easy to facilitate experimental learning to a large group due to issues such as feasibility and classroom management. Therefore, the larger groups will end up having traditional method.

Lashley and Barron (2008) and Piercy and Campbell (2012) have all concluded that traditional methods does not prepare hospitality learners for work environment at the same time the same authors have recommended implementation of experimental methods as it develops learners' necessary employability skills. However, it is being argued that practical or experimental methods prepare the graduates for the work environment and enable them to be employable, as it was also found that most of the employers are stating that hospitality graduate lack work experience (Alonso et al 2011).

The traditional teaching methods assume that all students learn at the same pace and have similar levels of understanding and there is a risk of information loss due to the passive nature of many lectures. When implementing traditional method, educator in hospitality may not actively involve the student in their own learning while experimental methods involves everyone and learners are likely to be more engaged with experimental learning than traditional.

Furthermore, hospitality academics Lashley 20015; Brooke and Becket 2011; Lashley 2008; Lashley and Barron 2005; have argued that teaching should not be restricted to simple dissemination of knowledge, but should be focused on "the passing of knowledge, such as preparation for working life and the internalisation of value systems and culture" (Baruch, 2006, p. 43). However, both traditional and experimental teaching methods do not restrict on the dissemination of knowledge, but its appropriateness depends on the subject being delivered.

Some hospitality learners struggle to understand some concepts they learn during the studying of the programme. The difficulties become more complicated when the educator has implemented traditional method as learners, they can only listen to the instructor. Deale (2010) indicated that in experimental method where learners can be learning using different physical activities such as actual cooking and setting up the table. Cecil (2012) and O'Halloran and Deale (2004) agrees that integration of real projects, examples and real-life environment into the curriculum which is linked to outcomes are beneficial to the student, therefore experimental learning is a critical learning tool in learning Hospitality programmes.

The industry expects that learner to possess relevant industry knowledge according to Lowry & Flohr (2005). This is a challenge for the learners who are taught using the traditional teaching methods, as this method does not enable dissemination of knowledge, such as chopping vegetables as the educator is limited to how much explaining they can do.

Meanwhile, in the experimental method, learner will actually be chopping vegetables, therefore enhancing their relevant industry knowledge. Hospitality learners are required to demonstrate various skills (Edexcel Specification 2016; Lashley 2009; Christou, 2002) at a high level and the ability to work with diverse people an national and international level, therefore a curriculum must identify these and as learning outcomes should incorporate pedagogical approaches that develop students in these areas, therefore, incorporating and standardising practical as mandatory so that all institution can implement experimental learning for their activist learners. This can be difficult to determine using traditional method, however easily achieved by implementing the experimental method.

The teaching methods have clearly been valuable in many instances. However, research Lashley 2015; Brooke and Becket 2011; Deale et all 2010; Lashley 2008; Lashley and Baron 2008, suggests that incorporating traditional and experimental teaching methods in hospitality course modules is beneficial as the educator is in control of the lecture and learners will remain engaged for a while.

Conclusion:

It can be concluded that the selection of a teaching method is a vital important task for educators in the Higher Education in Hospitality Management. Lectures must choose a method that is fit for purpose depending on the topic being lectured. As suggested by Lashley (2015) it can also be concluded that both traditional and experimental teaching methods can be used combined as separate, however the selection of the method must depend on the topic being covered and the intended learning outcomes.

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