



INCREASE QUALITY AND CONSISTENCY IN A SMALL CAFÉ

TEACHER NOTES

ABOUT THIS ACTIVITY

This challenge helps students explore how a commitment to quality might shape how a café sources and produces a product, and how management of quality can extend to the customer service and the café environment.

Students will play the role of the owners of a café. They must first identify examples of how McDonald's commitment to quality extends through its supply chain using a key menu ingredient as an example. Students must then identify where McDonald's invests in quality, and the savings and benefits this investment achieves by ensuring consistent good quality and value for customers.

They will then develop their own approach for quality management for the menu item using their own ideas and observations.

TIME REQUIRED

A double lesson (90 minutes minimum), or longer if you choose to deliver as a mini-project over several lessons.

LEARNING OUTCOMES

- ✓ To understand what quality is and identify good quality products
- ✓ To identify how McDonald's applies quality management from farm to work
- ✓ To understand how customer service can contribute to good quality in the cafe
- ✓ Practice and improving presentation skills
- ✓ To work effectively in a team to gather ideas

THE GATSBY BENCHMARKS GOOD CAREER GUIDANCE

By delivering this lesson with your students you will be addressing the Gatsby Benchmarks through linking curriculum learning to careers (benchmark 4) and encounters with employers and employees (benchmark 5).





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CURRICULUM LINKS

GCSE Business Studies topics:

- ✓ Quality (including quality control (QC), quality assurance (QA) and total quality management (TQM))
- ✓ Consequences of quality issues
- ✓ Costs and benefits of maintaining quality
- ✓ Customer service
- ✓ Recruiting, training and motivating employees

BTEC in Business:

- ✓ Pearson BTEC Level 1/Level 2 Tech Award in Enterprise
- ✓ Pearson BTEC Level 1/Level 2 First Award in Business
- ✓ Pearson BTEC Level 1/Level 2 First Certificate, First Extended Certificate and First Diploma in Business

National 4 in Business:

- ✓ Business in action: Outcomes 2 and 3
- ✓ Influences on business: Outcome 2

National 5 in Business Management:

- ✓ Management of people and finance: Outcome 1
- ✓ Management of marketing and operations: Outcome 2
- ✓ Understanding business: Outcome 1

RESOURCES NEEDED

From McDonald's website

From the Quality Challenge resources:

- ✓ Intro video
- ✓ Case study video
- ✓ Student activity pack (includes sheets 1-5 and McDonald's case studies)
- ✓ Vox Pops videos

From your school

You may also want to provide:

- ✓ Examples of local food producers, retailers or restaurants that emphasise quality, sourcing and provenance in their customer information and marketing materials
- ✓ A3 card/paper for students to write down their key ideas

PREPARATION

- ✓ Review the videos, case studies and student activity sheets

KEY WORDS

Quality, Quality assurance, Quality control, Quality commitment, Training, Consistency, Value, Sourcing, Procurement, Assembly, Production, Customer care, Customer service, Total Quality Management





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STARTER

🕒 30 MINUTES

DEFINE WHAT QUALITY MEANS AND EXPLORE DIFFERENT APPROACHES TO QUALITY

- Write the word 'quality' on your board. Ask students to discuss in pairs or small groups what 'quality' means in a business context. You may wish to gather some key words or phrases students use in a list or word cloud on your board
- Invite students to explain in more detail what 'quality' means using a familiar or favourite product. Ask students how they observe or otherwise experience 'quality' in this product?
- Examples of good quality products might include:
 - Apps: easy and intuitive to use, fun, do what users need or want
 - Computer game: good character and story design, controls are easy to use, rewarding to play
 - Mobile phone: sleek, good battery life, clear screen, responsive to touch, reliable
 - Car: reliable, safe, exterior and interior design and materials, performance (note that quality might apply as much to a cheap city car as to an expensive luxury sports car)
 - Hair care or cosmetics: nice fragrance and 'feel', good results, long-lasting
- Footwear: good design, comfortable, good sole, resistant to wear and tear
- Hiking waterproof: breathable, lasting waterproofness, good fit for active use
- Ask students to explain to you some different approaches to quality: quality control, quality assurance and total quality management (TQM). For each approach (e.g. a basic use of final 'quality control'), ask what might the manufacturer do to create or deliver 'quality' in this product?
- Help students identify differences in each approach (more able students could capture their ideas in a table with columns for each approach and rows for people, time, stages etc.). Explain that quality management extends a commitment to quality across all stages of design, sourcing and production





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▶ WATCH THE INTRO AND VOX POPS VIDEOS

- Watch the **Intro video**, which introduces the topic and the challenge for students
- Briefly review the challenge again using **Student Activity Sheet 1**
- Now watch the **Vox Pops video**, which shares what 'quality' means to McDonald's employees, and the importance of putting customers first when thinking about quality

🏆 ESTABLISH WHAT 'QUALITY' MIGHT MEAN FOR FOOD

- Introduce the idea of 'quality' in food. Ask students to discuss in pairs what 'quality' might mean in a food context, and share ideas. Students should consider:
 - How would they distinguish a high quality food from one which is low quality? Where does 'quality' come from in a manufactured or prepared food?
 - What different factors combine to create quality?
 - What's the difference between 'quality' and 'value', and how are these two ideas related?
- Ask students to note their ideas or definitions – they will need to remember these as they generate ideas to increase the quality for a café and a key menu item

▶ WATCH THE CASE STUDY VIDEO AND IDENTIFY EXAMPLES OF QUALITY MANAGEMENT AT MCDONALD'S

- Review **Student Activity Sheet 2**. This lists steps in the journey from farm or producer to customers, as a McDonald's product is produced, cooked, assembled and served
- Watch the **Case study video**. This follows a product on its food journey, highlights the key steps McDonald's takes to ensure quality and shows the key roles employees play in managing quality
- Ask students to note examples of quality at each stage using **Student Activity Sheet 2**. You may wish to ask students to focus on a certain stage of the journey, pause the video to allow time for notetaking, or repeat it
- Review the **Case studies** on **Student Activity Sheets 6 and 7**. **Student Activity Sheet 7** provides examples of quality management during a product's journey from farm to customer, while **Student Activity Sheet 7** looks at how quality extends to customer service and employee qualities and soft skills (like communication, initiative and responsibility) contribute to quality. (Students can use these ideas when thinking about customer service and the café environment.)
- Use **Student Activity Sheet 6** to add to students' quality notes on **Student Activity Sheet 2**





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MAIN ACTIVITIES

🕒 50 MINUTES

REVIEW THE MENU ITEM

- Ask students to form pairs or small groups and read **Student Activity Sheet 3** together. Discuss the menu item and ensure students understand and can visualise it
- Thinking about each ingredient individually (you might want to assign one ingredient to each group), ask students to discuss and share their ideas about what 'quality' might mean for each one. They should consider:
 - What would customers look for in this ingredient?
 - What characteristics would a good quality version of this ingredient have?
 - What might a low quality version of this ingredient be like?
- Now discuss the item as a whole, when the ingredients are assembled and presented:
 - What would quality presentation be like for this menu item?
 - What would customers want, if they order this item?
 - What might a low quality version of this item be like?
- Finally, consider consistency:
 - How might the café make and present this item in exactly the same way for each customer?
 - How might customers be disappointed when this isn't the case? (Students should consider quantities, arrangement and presentation)





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IDENTIFY QUALITY MANAGEMENT STEPS FOR THIS MENU ITEM

- Remind students that any comprehensive approach to quality management begins with how ingredients are sourced and includes actions at every stage until the item reaches the customer
- Explain that groups are going to help the café deliver quality consistently, by applying quality management to how it's sourced, prepared, assembled and served. Groups should use their understanding of quality management and the ideas from the **Case study video** and **Case studies** to help them
- Give groups time to discuss and make notes on their ideas. Remind groups that not every ingredient's source or preparation may need to be changed, but they should think of how they can raise quality and consistency wherever possible – especially with options that might be free or low cost
- Ask groups to write down their ideas on **Student Activity Sheet 4A**. To help groups, **Student Activity Sheet 4B** includes some suggestions, with qualitative indications of cost
- Use these questions to help stimulate groups' thinking:
 - Which ingredients might you need to improve? Which could stay as they are?
 - What are the most important areas to address?
 - How can you change the methods or provide instructions, to ensure the prepared and assembled ingredients are really consistent and look the same when served?
 - Which different people in a café might be involved (**Student Activity Sheet 4B** lists some key roles)
 - How can you help staff raise quality and consistency?
- If students are not going to present their ideas later on (see below), invite each group to share a few ideas





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EXPLORE HOW CUSTOMER SERVICE AND THE CAFÉ ENVIRONMENT CONTRIBUTE TO QUALITY

- Ask students to recall **Student Activity Sheet 7**. Remind them that quality management involves everyone, all the time. Can they name some examples of how customer service can increase quality and provide a great customer experience?
- Ask students to imagine they are visiting the café and consider:
 - How you want each part of their visit to be like, to make this a great experience for you?
 - How would you like staff to treat you and communicate with you?
 - What if something isn't right: how would you want staff to respond?
- Students can use **Student Activity Sheet 5** to capture their ideas
- Using **Student Activity Sheet 5**, ask students to list some key areas a customer might see or visit: e.g. the entrance, the table and chairs, the counter, and perhaps the toilet. Ask:
 - What would you like each area to be like?
 - What steps or actions can staff take to ensure each environment is good quality?
 - How could the owner extend a comprehensive approach to quality management to each of these environments?

OPTIONAL: SHARE IDEAS AND JUSTIFY CHOICES

- If you have extra time, students can present and justify their ideas. For example, explain that students are quality management consultants and are presenting their ideas to the café owner
- Invite selected groups to share and justify their ideas. Ask each group:
 - What key areas, ingredients or steps did you identify for improving quality?
 - How did you improve your sourcing, and how does this increase quality?
 - How will staff prepare, assemble and present the ingredients?
 - How will they present the item?
 - How will customer service contribute to the quality of the café?
 - What about the café environment: what's most important for giving customers a quality experience?
 - How will staff respond if something isn't right?





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PLENARY

⌚ 10 MINUTES

- Return to the ideas about quality that you discussed at the start of the lesson, in particular the idea of 'quality control'. Ask students:
 - How might quality control take place in a café?
 - How can quality management help ensure that last-minute quality control actions don't need to happen?
 - How can a more comprehensive approach to quality management be a better choice in the long run, even if it takes more effort to set up at first?
 - How are staff critical for managing quality in the café?
 - How could a business owner help and motivate every member of staff, especially new hires, to fully contribute to managing quality in the café?
- Ask students to recall the personal qualities and soft skills mentioned in the videos
 - What qualities and skills are important, so all staff can contribute to quality management?
 - How might the café look for these skills when recruiting?
 - What might the café owner do to help employees develop these skills?



TRACK YOUR DEVELOPMENT

To help your students reflect on the skills they have used and developed in this challenge, encourage them to fill out the **Reflection Task** and **Skills Worksheet**.





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EXTENSION/HOMEWORK IDEAS

QUALITY MANAGEMENT FOR A FAVOURITE FOOD PRODUCT

- Students can adapt their ideas and understanding to develop a quality management approach for a food product of their choice, thinking about sourcing, production, serving and storage. This might be an existing product or one of their own devising
- They could create a table of actions and if appropriate a visual and written guide on how to prepare, assemble and serve (or pack the product)

QUALITY MANAGEMENT IN YOUR COMMUNITY

- Students can visit a local business with their parents/carers or by themselves to ask about their quality management processes and report back to the class
- Alternatively, you might even like to incorporate this activity as an extra-curricular trip to help your school meet Gatsby Benchmark 5. Your students should look to ask questions that help bring the real-world context to life

QUALITY MANAGEMENT AND FOOD SAFETY

- Students can research some basic food safety and hygiene standards a café should follow, perhaps by visiting (with prior agreement) a local café or restaurant or by inviting the owner or manager to visit your school. How do safety, hygiene and quality work alongside one another?

QUALITY MANAGEMENT IN PRACTICE

- The internet provides details of various models for quality management including its components and key practices or cycles of activity. Students can research, compare, present and discuss different approaches to identify what they have in common and how they differ. How might the café use a selected approach?

BUILDING A QUALITY MANAGEMENT CULTURE

- Students could prepare and present materials the café might use to induct a new employee and introduce to them how quality management is a responsibility of all staff and how it contributes to customer satisfaction





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DELIVER AS A MINI-PROJECT

If you have more time available, why not deliver this challenge as an extended mini-project over a series of lessons, using pages 3-9 to help you deliver each activity?

The guide below outlines how to timetable the activities over five lessons, but you can tailor the project to suit your needs.

Session 1	<ul style="list-style-type: none">• Watch the Intro and Vox Pops videos to explore McDonald's examples• Watch the Case study video and identify examples of quality management at McDonald's
Session 2	<ul style="list-style-type: none">• Establish what 'quality' might mean for food• Review the menu item
Session 3	<ul style="list-style-type: none">• Identify quality management steps for this menu item
Session 4	<ul style="list-style-type: none">• Explore how customer service and the café environment contribute to quality
Session 5	<ul style="list-style-type: none">• Share ideas and justify choices

NEXT STEPS

We hope your students enjoyed the challenge!

Head to our [website](#) to start your students on our next challenge to **interview and recruit the right team for your business**, plus explore our full programme of free resources. If you want to learn more about apprenticeship opportunities available for your students at McDonald's, head over [here](#) to get started.

