

**REPORT
FROM THE
INSPECTORATE**

**Curriculum Area
Survey Report**

March 1998

Hotel and Catering
***(including Leisure,
Tourism and Travel)***


**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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FUNDING COUNCIL***

The Further Education Funding Council has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education every four years. It also assesses and reports nationally on the curriculum, disseminates good practice and gives advice to the FEFC's quality assessment committee.

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SUMMARY

The tourism and hospitality industry is one of the United Kingdom's key industries, accounting for around 4 per cent of the gross domestic product. It is estimated that in 1996 1.7 million jobs were in tourism-related industries. The industry has shown a 30 per cent growth in jobs over the past decade. Staff turnover is high, at 27 per cent a year. For the past five years, hotels and restaurants have reported the highest proportion of hard-to-fill vacancies of any businesses.

In 1996-97, some 5 per cent of all enrolments in the further education sector were in this programme area. This was 2 per cent fewer than in 1995-96. Full-time and part-time enrolments funded by the Further Education Funding Council (FEFC) still continued to grow in 1996-97, while enrolments funded from other sources declined.

Most general further education and tertiary colleges offer a wide range of full-time and part-time courses. Provision in sixth form colleges consists almost exclusively of full-time general national vocational qualification (GNVQ) programmes in leisure and tourism. A growing number of agriculture colleges also offer leisure and tourism courses. Many students have the opportunity to study for additional qualifications alongside their main course.

The quality of most teaching and learning is good. Programmes of learning are well planned. Teachers are effective in meeting the different needs of their students. The vocational skills of students are not always sufficiently developed. GNVQ programmes do not give prominence to practical skills, unlike previous programmes and national vocational qualifications (NVQs). The vocational skills that students acquire through following NVQ programmes in hospitality and catering are generally those that industry needs. However, the way in which skills are used in lessons and in realistic work environments does not always reflect current trade practice.

The key skills of communication, application of number and information technology are an integral part of GNVQ courses but often do not feature as part of NVQ provision. Some assignment work shows weaknesses in writing and the use of information technology. The use of information technology in specialist vocational applications is underdeveloped.

Most employers are willing to provide work placement opportunities, and all but a few further education and tertiary colleges take advantage of this. Some sixth form colleges do not offer work experience to students on the grounds that it is difficult to find sufficient placements. A number of colleges have developed strong links with European countries through annual visits, student exchanges and work placements.

The majority of students are well motivated, hard working and interested in their studies, though some fail to organise their work as effectively as they might. The retention and achievement rates for students on hospitality and tourism courses are similar to those in other programme areas. However, the retention and achievement rates for advanced GNVQ programmes in leisure and tourism and hospitality and catering are lower than those for national diplomas. The advanced level GNVQ in leisure and tourism has a better achievement rate than the advanced GNVQ in hospitality and catering.

Most teachers in general further education and tertiary colleges are suitably qualified. However, few have recent experience of the industry and opportunities for them to update their experience have been limited. Few teachers of leisure and tourism in agriculture colleges and sixth form colleges have relevant qualifications or have worked in the industry.

Most of the specialist equipment used to support courses is adequate, although in a number of colleges it is old or becoming outdated. The quality of accommodation varies, but in general it meets the needs of the curriculum.

At present, there is little reliable information on students' progression into employment or further studies. The available data show a significant majority of craft catering students joining the industry. Advanced level GNVQs are providing an increasing number of students with an effective route into higher education.

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INTRODUCTION

1 The report draws on a number of sources. Inspectors carried out 258 inspections of the programme area in further education colleges between September 1993 and July 1997 as part of the quadrennial cycle of inspections. The quality of hotel and catering provision and leisure and tourism provision in each college was assessed and graded and the lesson and curriculum area grades were published in college inspection reports (annex A). During 1996-97, there were surveys of provision in 59 selected colleges, using a detailed questionnaire. The colleges surveyed provided a balanced sample of types of colleges and provision, and included some provision which had not been inspected. Discussions were held with representatives from organisations with an interest in education and training in industries associated with the programme area (annex F). The report also draws on information from a number of relevant publications (annex G).

SKILLS REQUIRED BY THE INDUSTRY

2 Tourism and hospitality accounted for around 4 per cent of the gross domestic product in 1996. It is estimated that 1.7 million jobs in the United Kingdom were in tourism-related industries in 1996. Restaurants, hotels, and sport and recreation activities, each provided over 300,000 jobs, and public houses, and clubs over 400,000 jobs. Travel agencies and tour operators provided almost 90,000 jobs, and over 70,000 jobs were in libraries, museums and other cultural activities.

3 The tourism and hospitality industry has expanded rapidly during the last 20 years. Employment levels have fluctuated, but there has been an overall growth of 30 per cent over the past decade and figures provided by the Hospitality Training Foundation suggest that employment will continue to grow. Between 1989 and 1996 the most

marked growth has been in travel and tour agencies, restaurants, cafes and hotels. The Department of National Heritage (now the Department for Culture, Media and Sport) in its publication, *Tourism: Competing with the best* (1996), identifies a number of difficulties associated with staffing within the industry. These are: recruitment; shortages of staff with the right skills and qualifications; relatively low pay; a high staff turnover of 27 per cent a year, 14 per cent of workers leaving the industry each year; and a relatively unattractive image as an employing sector. In most areas of work there is a heavy reliance on part-time employees. For the past five years, hotels and restaurants have reported the highest proportion of hard-to-fill vacancies of any industry.

4 Whilst the vital role of colleges in providing education and training in tourism and hospitality is acknowledged, there is concern across the industry that education is failing to give trainees an appropriate range of skills and knowledge. The Confederation of British Industry (CBI), in *Filling the Gaps* (1995) makes the point that tourism businesses have concerns about the basic educational standards of school-leavers, particularly their communication skills, both in English and other languages. A number of professional organisations also consider there is a need for many college students to develop better language skills, for instance in terms of report writing and oral presentation, and vocational applications of key skills, particularly information technology and application of number. Representatives of most industrial and professional bodies feel that students' customer care skills, and, to a lesser degree, their teamworking and selling skills should be better developed. Businesses and professional organisations are united in wanting more trainees with well-developed craft and practical skills. The Hotel and Catering International Management Association, in particular, sees insufficient emphasis on the development of such skills for hotel, restaurants, leisure and licensed trades work. The Hospitality Training Foundation is of the view that there are insufficient programmes for ethnic catering and the restaurant and licensed trade.

The British Institute of Innkeeping, while commending the high quality of training for the British Institute of Innkeeping awards, is concerned that the curriculum for hospitality and catering courses gives inadequate attention to the licensed trade. The Department for Culture, Media and Sport and the National Association of Heads of Catering find the lack of provision for housekeeping and reception duties a particular issue, and programmes that are available do not attract students. For the Institute of Leisure and Amenity Management, the issue is that colleges do not teach a range of skills covering all aspects of the leisure industry.

5 General national vocational qualifications (GNVQs) were introduced in 1993 for leisure and tourism and in 1994 for hospitality and catering. GNVQs are not designed to provide training for a specific job, but rather to provide people with experience, knowledge and skills which are relevant to working life in a broad vocational area. Besides further education, higher education and work, the GNVQ can lead to further more occupationally specific training such as national vocational qualifications (NVQs). GNVQs have had a mixed reception from the industry. Many representatives of the travel and tourism and leisure trades see the GNVQ, despite recent revisions, as insufficiently specific for the requirements of each of these sectors. The first and national diplomas for hospitality and catering, travel and tourism, and sports and recreation, are considered to have been more successful in providing the vocational competences that industry needs. There is a continuing trend of increasing numbers of students studying for GNVQs, and a reducing number of students studying for national diplomas. Representatives of the catering industry argue that the GNVQ gives insufficient prominence to technical skills and most industrial and professional bodies across the industry regret that work experience is not a compulsory part of GNVQ programmes.

6 NVQs have found greater acceptance with industrial and professional bodies than GNVQs. NVQs provide occupationally specific training. They are generally seen as providing a relevant range of

competences, although the Department for Culture, Media and Sport found from consultations with industry that employers still had difficulty understanding them. The National Association of Master Bakers considers that NVQs provide a more cohesive range of qualifications than those that went before. The Institute of Leisure and Amenity Management feels that there needs to be further streamlining of leisure NVQs to give them greater focus. A positive feature for some organisations is the realistic work environments required for the NVQ because these give the curriculum greater commercial relevance. The Hospitality Training Foundation, however, is concerned that not all teachers follow current industrial practices in realistic work environments. The CBI survey, *Filling the Gaps*, reports that 'businesses believe that college staff do not always have significant current practical or technical knowledge of the tourism industry, especially for craft skills'.

PROVISION IN FURTHER EDUCATION COLLEGES

7 Hotel and catering is the fourth smallest of the 10 programme areas of the Further Education Funding Council (FEFC). It has five subprogramme areas. They are: food (which is mainly bakery); home economics; hospitality and catering; leisure and tourism; and travel. The largest of these is hospitality and catering, which in 1995-96 accounted for 56 per cent of enrolments in the programme area, followed by leisure and tourism (32 per cent) and travel (7 per cent). Food and home economics make up 4 per cent and 1 per cent of the programme area, respectively (annex D).

8 In 1996-97, 387 sector colleges had courses in one or more of these subprogramme areas. There were some 211,000 enrolments in the programme area. This represented 5 per cent of all enrolments in the further education sector, 2 per cent fewer than in 1995-96.

Additional information on enrolments is given in the statistical summary at annex C. Full-time and part-time enrolments funded by the FEFC still continued to grow in 1996-97 while enrolments funded from other sources declined.

9 There is a concern that the present level of recruitment to colleges can only meet part of the increasing demand for trained workers in some parts of the industry. Some regional committees of the FEFC have requested an analysis of employment trends and of the level of provision that their colleges provide. In the South West region, the FEFC's regional committee noted a concern that planned growth in the programme area is lower than it is nationally.

10 Provision in general further education and tertiary colleges is generally broad. Most of these colleges offer a range of full-time and part-time qualifications at two or more levels in hospitality and catering, and/or leisure, tourism and travel. Modern apprenticeships are developing in hospitality and catering and in travel services. Individual vocational areas often have a number of subspecialisms. For example, provision in tourism and leisure may include courses in sports science and leisure management. Hospitality and catering may include courses in licensed retailing and reception. In a few colleges, courses on vegetarian cookery are available. Considering the multi-cultural nature of catering, there is very little training to prepare students for work in specific sectors of the industry, such as Indian or Chinese restaurants.

11 Provision in sixth form colleges consists almost exclusively of full-time GNVQ courses in leisure and tourism. Most sixth form colleges offer these courses at both intermediate and advanced levels. A few have introduced the foundation level qualification. Several colleges offer specialist sports qualifications, such as the Community Sports Leaders Award, alongside their GCE A level and GNVQ provision.

12 A growing number of agriculture colleges offer leisure and tourism courses associated with the land-based industries. Programmes include

GNVQ leisure and tourism courses and the national diploma course in outdoor leisure and recreation. GNVQ programmes in agriculture colleges generally have a bias towards sports and outdoor activities.

13 Students may choose from an extensive range of awards, including NVQs from levels 1 to 4, and GNVQs at foundation, intermediate and advanced levels. There is some duplication or overlap in the qualifications offered by different awarding bodies. The Edexcel Foundation, the City and Guilds of London Institute (C&G) and the RSA Examinations Board (RSA) all offer NVQs and GNVQs. The Hospitality Training Foundation also offers NVQs. Other qualifications include: national and higher national diplomas in sports science, travel and tourism, leisure, and hospitality and catering; awards in music and exercise; certificates in sports coaching and recreation management; and certificates for cooks. Qualifications offered by organisations such as the Association of British Travel Agents and the International Air Transport Association include travel agency operations, fares and ticketing. Open College qualifications are available; for instance, in outdoor pursuits and cake decoration. The English Tourist Board's 'Welcome Host' customer care short programme is offered by some colleges, typically through franchise arrangements.

14 Many students study for additional qualifications alongside their main course. Food hygiene and first-aid courses figure strongly at all levels across the programme area. Full NVQs at level 2 in food preparation are often studied in addition to hospitality and catering GNVQs to provide the necessary vocational skills and to improve a student's chances of employment. One college provides its craft catering students with the opportunity to gain an NVQ in housekeeping. Sports and coaching awards are very popular additions to leisure and tourism courses. A few colleges provide their leisure and tourism students with the opportunity to take NVQs in the service of food and drink and in reception duties. Students occasionally combine a GCE A level with a GNVQ, but this is not a popular option. Students usually have the

opportunity to re-take general certificate of secondary education (GCSE) English and mathematics. Few students take the opportunity to build on their knowledge of other languages.

15 Some colleges offer courses for which employers bear the full cost. However, short courses designed to meet employers' particular needs are not a strong feature of provision within the programme area. Full-cost provision mainly consists of courses in food hygiene and to a lesser extent, in travel agency operations, fares and ticketing. Some colleges offer courses for specific industries and employers; for example, courses that are adapted to the needs and attendance patterns of apprentice footballers. A London college offers customer care programmes for hotels in the locality. A college in Yorkshire and Humberside has developed a programme in sugar and chocolate technology for a well-known manufacturer of confectionery.

16 A small number of colleges have significant collaborative provision, mainly in hospitality and catering and the licensed trade. At its best, such provision provides study opportunities for students who would not otherwise pursue further education. It also provides the chance for them to gain a nationally recognised qualification whilst remaining in employment. In a number of cases, however, students on training courses organised through collaborative provision do not achieve their learning goals within the normal timescale.

One hotel has entered into a collaborative arrangement with a further education college to provide NVQ training for its employees. An employee with no formal qualifications who had worked at the hotel for four years registered for an NVQ level 2 programme in food and drink service and gained it in 12 months. She found the arrangement much more appropriate to her needs than attending a college. She was able to progress at a pace suited to her ability, to learn in an environment she was happy in, and to be supported by people in whom she had confidence. Importantly, she was able to maintain her income whilst obtaining a qualification.

A college in the South West region has a collaborative project arrangement with a large outdoor activities company to provide an Open College Network accredited award for its staff. The qualification includes customer care, teamwork, health and safety and outdoor environment instructor skills.

17 Many employers provide valuable work placements, and all but a few further education and tertiary colleges take advantage of this. Some sixth form colleges do not offer work placements on the grounds that it is difficult to find sufficient placements. Some employers have sponsored specialist facilities, such as bakeries, bars and travel offices. In many colleges, however, curricular links with employers are insufficiently developed. Few colleges now have advisory or consultative committees; some committees have been abandoned because of poor attendance and a lack of interest from the industry. In several colleges, other links have also been discontinued. Little use is made of labour market intelligence as a basis for the development of new courses and in course planning. External links with employers are least well developed in sixth form colleges.

18 In general, curricular links between colleges and other educational institutions or private training providers are not well developed. Links with schools are stronger, but are normally limited to 'taster days' at which pupils can sample courses. There are a few examples of more extensive links which have proved beneficial to the development of the curriculum.

There are strong links between the bakery section of a college in the North West region and local schools. The section provides a successful range of bakery link programmes for the schools' year 11 pupils. This has stimulated an interest in the subject leading to a number of pupils starting careers in the baking industry. In September 1996, it enabled the section to re-establish the full-time bakery provision at the college, after a period of some years when only part-time courses were available.

STUDENT RECRUITMENT, GUIDANCE AND SUPPORT

19 A profile of students studying qualifications in the hotel and catering programme area in 1995-96 is shown in annex E. Of the students studying full time in colleges, there is a higher proportion of 16 to 18 year olds studying hotel and catering (74 per cent) compared with 64 per cent of all students. Of the students studying part time there is a lower proportion of adults aged 25 and over (64 per cent) compared with 74 per cent of all students. A total of 53 per cent of students are studying part time, compared with 76 per cent of all students. The proportions of males and females on full-time courses are similar, whereas 60 per cent of students on part-time courses are female.

20 Most colleges carry out surveys of students' reasons for following courses in tourism and hospitality. Many students are attracted because

the industry can provide employment in areas they find enjoyable, such as cooking or sport. Others see the courses as leading to good opportunities for employment or entry to higher education. Some are attracted by the opportunities for travel.

21 The formal accreditation of prior learning still requires considerable development. However, many colleges are prepared to offer 'fast-track' studies, mainly in hospitality and catering. 'Fast-track' study is an accelerated programme for students who have relevant experience and knowledge. For example, one college provides a shortened day-release course that enables chefs with significant trade experience to achieve NVQ level 2 in food preparation and cooking in six months.

22 The majority of colleges have clear entry requirements for advanced GNVQ programmes. Most ask for grade C or above in at least four GCSE subjects, or the successful completion of a related vocational course at intermediate level. For intermediate GNVQ courses in leisure and tourism, colleges generally require students to have achieved two GCSE passes at grade C or above, but this requirement is not always rigorously applied. Colleges which waive the requirement recognise the dangers of doing so. For intermediate hospitality and catering students the requirements vary. Colleges use interviews and diagnostic assessment to determine entry to NVQ courses and, in some colleges, students' records of achievement play a key part in interviews. At interview, most colleges give students clear information on the extra costs that they will have to meet on hospitality and catering courses and leisure and tourism courses. These include the cost of uniforms, equipment, and educational visits, amounting to an average per student of approximately £140. Where students have difficulty in meeting these costs, most colleges attempt to find additional sources of finance or arrange the loan of equipment and/or uniforms. In some colleges, the high cost of educational visits means that some leisure and tourism students cannot take part in them.

23 Most students receive a formal induction to their course. Induction is generally well organised, well structured and informative. It enables tutors to make students aware of course and college requirements, to inform them of their rights and responsibilities and to assess their learning needs. Induction is often supported by the use of comprehensive induction packs and course handbooks. Students' reactions to induction programmes are mixed. The most frequent criticism is that induction is too long and involves too much repetitive activity.

24 Most colleges use diagnostic screening to determine the levels of literacy and numeracy of all new entrants to full-time courses. Very few colleges make initial assessments of students' skills in information technology. In examples of the best practice, tutors negotiate individual programmes of support with students, based on sound assessment and subsequently recorded in the student's learning agreement. Attendance at additional support sessions for developing students' key skills is usually voluntary. In some colleges, few students take advantage of the additional support which is provided.

25 Students with learning difficulties and/or disabilities are generally well catered for. Most colleges provide several forms of additional support. These include the use of qualified specialist staff, some of whom provide individual support in classroom and practical sessions, workshop provision, and equipment such as laptop computers, 'speaking' calculators and hearing amplification equipment.

An adult student with a visual impairment was able to enrol on and play a full part in an outdoor studies course because of the support she received. She had just returned from a successful rock-climbing expedition, something she had believed to be beyond her.

26 In a number of colleges, students with learning difficulties and/or disabilities study effectively with other students on mainstream courses. Assessment methods which accommodate all students, such as verbal questioning and the use of audio tapes, ensure that students with learning difficulties and/or disabilities can participate on equal terms with other students. In several colleges, students with learning difficulties make good progress from the NVQ level 1 in food production and food and drink service. The number of NVQs at level 1 in catering and hospitality means that students with learning difficulties and/or disabilities have a broader choice than in some other programme areas.

27 The quality of tutorial support is generally good. The majority of students have regular access to personal tutors and find them helpful and supportive. Most full-time students have a timetabled weekly tutorial. Tutorial arrangements for part-time students are more variable. Tutorials are used to monitor performance and attendance, to construct action plans, to support assignment work, to provide careers guidance and to review work experience. They are organised on a group and individual basis. Group tutorials vary in quality. The best are well planned and clearly structured and attendance is high. Not all tutorial work is effectively documented and this reduces the potential for work to be followed up.

A Lancashire college has a well-established tutorial programme. There is a set scheme of work for the tutor groups that incorporates relevant topics such as Universities and Colleges Admissions Service (UCAS) applications, preparation for and debriefing after work experience and action planning. In one tutorial, advanced GNVQ leisure and tourism students were being debriefed after their work experience. They filled in an evaluation form and then gave a short presentation summarising their experiences. The tutor reinforced points by asking useful and pertinent questions and there were good questions from other students.

28 Most colleges provide effective advice and guidance on careers, both for students wishing to enter employment and for those going into higher education. Advice is provided by college careers advisers and by officers from local careers companies. Many full-time students receive careers advice as a part of their tutorial programme. Some colleges invite speakers from industry to provide additional guidance on particular careers and to help students prepare for interviews.

COURSE STRUCTURE

29 Colleges that took part in the survey reported a decrease in the number of taught hours allocated to full-time courses. Some are planning to make further reductions. During the last three years there has been a shift from an average of about 24 hours a week to an average of 21 hours a week across the programme area. The hours allocated varied from 15 to 27.5 hours a week. Some colleges fear that a continued reduction in class contact time will adversely affect the practical elements of courses. The hours allocated to full-time hospitality and catering courses are greater than those allocated to leisure and tourism courses. In addition, there are variations between

these areas in terms of the amount of time spent on different learning activities. More time, for example, is allocated to practical work on hotel and catering courses. Table 1 shows the average weekly hours spent on different learning activities within the colleges that took part in the survey.

Table 1. Average weekly hours spent on different learning activities within the colleges surveyed

<i>Course type</i>	<i>Realistic work environments</i>		<i>Other practical</i>		<i>Lectures</i>		<i>Seminars/discussion</i>		<i>Tutorial</i>		<i>Total</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
	Hospitality and catering and bakery											
NVQ full time	12.9	58.1	3.8	17.1	2.9	13.1	1.6	7.2	1.0	4.5	22.2	100
NVQ part time	3.5	52.2	1.3	19.4	1.3	19.4	0.0	0.0	0.6	0.9	6.7	100
GNVQ full time	5.7	26.4	1.6	7.4	9.2	42.6	3.9	18.1	1.2	5.6	21.6	100
Leisure and tourism												
BTEC/GNVQ full time	2.4	13.1	1.8	9.8	5.8	31.7	6.4	35.0	1.9	10.4	18.3	100

Source: inspectorate survey, 1996-97

30 There has been an increase in the amount of time students spend studying on their own using resources designed for the purpose. Some hospitality and catering and leisure and tourism departments have developed specialist learning centres and introduced learning packs produced commercially or developed in house. Several colleges are planning to expand this type of course delivery.

31 Some modularisation of provision has taken place, particularly for NVQ and GNVQ courses in hospitality and catering. This has enabled students to start their courses at different points during the year and to pace their studies to suit their own circumstances. It also means that

students have greater opportunity to join other college courses. Generally within the sector, however, provision continues to be geared to the traditional college year, starting in September.

A college in a northern seaside resort consults employers over the timetabling and content of courses to ensure that these reflect the needs of seasonal work in tourism and hospitality. Students are able to complete the course in three terms. Employers comment favourably on the attention to their needs and on the thorough preparation of students for the workplace.

TEACHING AND THE PROMOTION OF LEARNING

32 Within the programme area, inspectors observed 4,114 lessons and over 47,000 students between September 1993 and July 1997. In total, 65 per cent of sessions were considered to have strengths which clearly outweighed any weaknesses (grades 1 and 2); 9 per cent had weaknesses which clearly outweighed strengths (grades 4 and 5). These proportions are broadly in line with the distribution of inspection grades for all programme areas. Table 2 summarises the grades awarded to the sessions inspected.

Table 2. Inspection grades for teaching sessions in the hotel and catering programme area, 1993 to 1997

	1	2	3	4	5	Total
No.	917	1,764	1,082	307	44	4,114
%	22	43	26	8	1	100

Source: inspectorate database, July 1997

33 The quality of most teaching and learning is good. Teachers are skilled in meeting the needs of students of different abilities. Most programmes are well planned and there are comprehensive schemes of work. Individual lesson plans are of more variable quality. The best lessons have clear aims and objectives that are shared with students. Teachers use a variety of methods to promote learning, including whole class teaching, formal lectures, group exercises and individual work. In the best practical sessions, skills are well taught, theory and practice are effectively integrated, and teachers make good use of questions to check students' underpinning knowledge and to reinforce learning. Classroom work is often supplemented by a wide range of visits, residential programmes, work placement and, in the case of sport and leisure, outdoor activities (see annex B for 1996-97 lesson observation grades by course type).

In a GNVQ advanced class for customer care, the students had been asked to 'sell that holiday'! They were provided with a case study of a family and their holiday needs. Working in groups, they developed approaches to selling a package to reluctant customers. At all stages, students were provided with new information and challenges by the lecturer. The final hurdle was to convince the client that the ideal package was worth its price while members of the family asked difficult questions. Students had the opportunity to learn and develop a number of skills in an interesting and enjoyable session.

In an outdoor education class, students were planning a residential week. The teacher skilfully drew on their experience and on his own knowledge of best practice to produce a detailed plan for the week, whilst highlighting health and safety and general leadership issues. Theory and practice were well blended.

Students in a GNVQ foundation class in leisure and tourism, who required additional individual support were all well motivated. The teacher used her skills to ensure that they were each learning effectively. Students learned to read rail timetables with some confidence and competence. Their work in planning routes involved some geography and mathematical calculation. They also designed their own ticket as part of an assignment.

Students on a public house management course were able to experience the licensing process through a visit to the local licensing court. They observed a case where the police opposed a licence being renewed but the magistrates granted the licence. After the case, students were able to discuss with both the magistrates and the police why they had come to their different views.

34 An established and successful feature of hospitality and catering provision in some colleges is the running of a local hotel by students. This enables students to experience a full range of real work situations which are not always available at the college itself.

35 In some colleges, there was a marked difference between the quality of practical sessions and theory lessons. Some theory lessons were dull and unimaginative. In the less successful lessons, teachers failed to maintain the interest of students, often because the required tasks were insufficiently challenging. Some sessions were excessively long or activities were conducted at too slow a pace. In other lessons there was excessive use of dictation or of copying notes from the board and students were given little opportunity or encouragement to think for themselves. In some weak lessons, teachers did not give enough attention to the varying needs of students with differing abilities or levels of experience.

36 The use of realistic work environments as a basis for developing practical skills is a long established feature of hospitality and catering provision. Examples include production kitchens, restaurants, bistros and coffee shops. Although this feature is less characteristic of leisure and tourism, a number of colleges have travel offices and some have introduced on-line computer facilities for holiday bookings. Several colleges have developed fitness centres which are open to the local community.

37 Many colleges succeed in achieving the difficult balance between using realistic work environments to develop skills whilst managing to reproduce the commercial demands of kitchens, restaurants or travel offices. The skills that students acquire through following NVQ programmes in hospitality and catering are generally those that industry needs. However, the way in which skills are used in lessons and realistic work environments does not always reflect current trade practice. For instance, menus are still written in French and many of the dishes would not feature on a menu in the kind of establishment the training restaurant is intended to mirror.

In a college production kitchen, level 3 NVQ students were allowed to plan their own work schedule. They were given a good deal of responsibility and expected to produce food for service in the restaurant. In instances where food was not of the required standard, or not produced on time, they were encouraged to analyse the reasons why and to suggest alternative methods to improve performance. Students were allowed to make mistakes and to learn from them in a supportive environment.

In a college in the Northern Region, GNVQ leisure and tourism students can apply their knowledge and skills in a fully operational commercial travel agency. This includes using a modern computerised reservation system to book holidays for customers. Students are effectively supervised by a learning adviser who helps them in completing assignments whilst on placement in the travel centre.

38 The attention paid to the development of safe working practices is good. Practical work is generally carried out competently and safely. On most courses, hygiene and health and safety are an integral part of the curriculum. Particular emphasis is given to these areas during course induction and in course handbooks, and the theme of health and safety is often highlighted in assignment work. The use of additional certification, for instance in food hygiene, also helps to promote the development of safe working practices.

Four small groups of BTEC national diploma students carried out a realistic health and safety exercise designed to help them apply knowledge of the role and responsibilities of a company health and safety representative. It involved them in assessing safety risks in parts of the college. They carried out the exercise with gusto, and used their powers of observation to the full. They reported their findings clearly to the rest of the class.

39 Most full-time students in hotel and catering and some full-time students in leisure and tourism benefit from the inclusion of a period of planned work placement in their course. There is considerable variation in the amount and pattern of time allocated to work experience. On some courses it amounts to one day a week throughout the year; in others it consists of a block of time ranging between one and four weeks. Assignments help to provide an effective link with the college-based

delivery of theory and practical skills. Educational visits and residential study programmes also help to develop students' knowledge and skills. For NVQs in leisure and tourism, especially where students are following a course additional to their main studies, work-based elements are limited and may be restricted to activities in college, for instance sports events and managing visits. Normally, there is no industry-based training and assessment for students following NVQs in leisure and tourism.

In one college in the Northern Region, leisure and tourism students take part in a five-day coast-to-coast bicycle ride from Workington to Sunderland to build their teamworking skills. Other students attend an eight-day residential course in the Yorkshire Dales, during which they plan a night walk, investigate the leisure activities in the area and take part in outdoor activities such as climbing and canoeing.

40 Some colleges have developed strong links with colleges in other European countries in the areas of leisure and tourism and hospitality and catering. Several undertake annual visits and student exchanges. In some cases, students benefit from the opportunity to undertake work placement abroad.

A South Coast college recently won a national competition for its successful student exchange with a college in Normandy. The exchange involved advanced GNVQ hospitality and catering students raising funds to visit Normandy, and then playing host to their overseas colleagues in their homes in the United Kingdom. A key emphasis of the project was the development of cultural links between the two countries. One of the highlights was the occasion on which British students prepared and served a typical British meal for local people in the town in which they were staying in Normandy. The exchange formed part of the GNVQ assessment.

One college in the East Midlands is involved in several initiatives. A hotel in Germany takes four students a year on work experience. There is an annual teacher exchange with a German college and college students make exchange visits to Boulogne and Paris.

Students and staff in a Midlands college worked in restaurants and kitchens in its Italian twin city of Milan for three weeks in 1995 and, in 1996, in the city's French partner city of Lyons.

A college in the South West region has strong links with a private outdoor activities company. This enables national diploma students to obtain two terms of work placement with the company in France. Many students progress to part-time jobs with the company, some of which lead to full-time employment.

41 The key skills of communication, application of number and information technology are an integral part of GNVQ courses but they are a less prominent feature of NVQ provision. The main emphasis in

delivering key skills is to integrate these skills with the vocational content of courses, often using industrial themes as part of assignment work. Typical themes include customer care, health and safety, hygiene and personal presentation. When key skills are taught separately in a weekly timetabled period they are often less effectively combined with other course elements, particularly in the case of numeracy and information technology. Only a few colleges make good use of information technology in realistic work environments; for instance, as part of ordering and storekeeping in kitchens or in computerised restaurant reservation and billing systems. Some travel offices have computerised booking systems linked to commercial operators.

42 Teachers use an appropriate variety of techniques to assess and record student competences. Particular use is made of written assignments but these are supplemented by written and practical tests and, in the case of the NVQ, standard assessments. In general, assessment tasks are set regularly and marked and returned within a reasonable period. Most assignments are well structured and involve students in an appropriate range of activity, some of which is linked directly to work experience. The best are accompanied by a detailed assessment plan which ensures that staff and students know and understand the criteria against which assignments are to be judged, and an assignment schedule which provides details of deadlines for the return of work. The quality of teachers' feedback on assignments varies. Grading is sometimes overgenerous and the amount of written comment is often insufficient. Poor spelling and grammatical errors sometimes go uncorrected.

RESOURCES

Staffing

43 Most teaching staff in general further education and tertiary colleges are suitably qualified and experienced for the courses they teach. Most hold a teaching qualification and a significant number have training and development lead body assessor and verifier qualifications. In agriculture and sixth form colleges, teaching staff are drawn from a variety of vocational and academic backgrounds. Few have a leisure and tourism qualification or experience of the industry.

44 In the majority of colleges in the survey, over half the staff had been at the college for at least five years and in some cases all staff came into this category. This, combined with the fact that few had the opportunity to update their experience of industry meant that many members of staff lacked recent experience of the industry for which they were training students. Where updating does take place, it is often poorly planned and unstructured. In leisure and tourism, some staff lack relevant trade experience but there is also a minority of teachers with strong industrial experience who have not acquired the range of teaching skills they need to be fully effective.

45 Generally, colleges have no problems recruiting staff, except for those to teach financial subjects. Around 30 per cent of teaching is undertaken by part-time staff. Such staff make important contributions to specialist areas of the curriculum. Many are current practitioners in such fields as environmental health and the fire service. The majority of colleges provide effective support for part-time teachers, including induction programmes for new staff. In some colleges part-time teachers attend staff development events and play an active part in team meetings.

46 Technician and administrative support is generally good. Technicians and administrators are well qualified and experienced, and their work is valued. Technicians are playing an increasing role as instructors in realistic work environments.

47 Many colleges have an established system of staff appraisal which is used to identify staff development needs. In others, appraisal is less well developed or the link with staff development less clearly defined. There is little cohesive planning for staff development in sixth form colleges.

Equipment and Learning Resources

48 Specialist equipment for hospitality and catering courses and leisure and tourism courses is generally adequate to support students' learning. Much of it is of industry standard, though in a number of colleges the equipment is old or becoming outdated. Most colleges operate an effective equipment maintenance programme.

49 A few colleges have succeeded in finding industrial sponsorship for equipment. For example: one of the country's main supermarket companies has provided a small-scale production unit for use in a college's bakery; a supplier of oriental food has donated a Chinese duck oven; and a leading manufacturer of combination ovens provides free loan and use of their products in return for demonstrations to potential clients. Until recently, the gas and electric utilities supported hospitality and catering departments across the country with equipment. This no longer happens.

50 A small number of colleges lack basic equipment. In one college, students in a skills workshop were asked to braise vegetables in foil containers because there were no casserole pans; an NVQ level 3 student was asked to make ice cream by freezing the mix in a freezer because there was no ice cream making machine; and there were only two ranges in the kitchen, which meant that a class of 12 students had only

one burner each with which to work. One college had insufficient refrigerators and existing refrigerator shelves were overcrowded and untidy, creating a health hazard.

51 Library and learning resources in the programme area are generally adequate and in some colleges these have improved steadily, partly because of the introduction of higher level courses and the additional resources required to resource them. In general, there are enough books and periodicals and they cover an appropriate range of interests. In some colleges, however, a significant proportion of the material is out of date. For example, the leisure, travel and tourism section in one college contained guide books over 30 years old; one book was a guide to a country that no longer exists. A number of colleges have introduced specialist resource centres where students can work on their own or with guidance from teachers. There is increasing use of CD-ROM, the Internet and other computer facilities in these centres. However, many colleges still lack appropriate information technology equipment and specialist software to support the subject area. Some colleges have not been able to meet the growing demand from students for open access to information technology facilities.

Accommodation

52 Courses in this programme area require an extensive range of specialist accommodation in the form of realistic work environments and practical areas. The quality of this specialist accommodation varies but in general it meets the needs of the curriculum. Colleges do not always make the best use of available space, particularly specialist accommodation such as kitchens, bakeries and restaurants. Theory classes are often held in unsuitable areas. General purpose classrooms rarely provide a stimulating working environments for students; they are often drab and there is little or no display of material related to the subject.

53 Many colleges have redecorated and refurbished their training restaurants to reflect current industry standards and to provide customers with a more attractive environment. The best are of a high standard, appropriately furnished, clean and well maintained. Industry has provided some sponsorship for these improvements but this is not widespread. One leading food manufacturer has helped to establish small coffee shops in a number of colleges to help train students in food and beverage service. In the West Midlands, a well-known brewer has completely refurbished one college restaurant and bar area. Another brewer has built a pub restaurant on college premises.

In one college in the Northern Region, the restaurant and bar have recently been redecorated to a very high standard. In addition to the dining area, there is room for customers to have pre-meal drinks and after-dinner coffee. All of this space can be used for dining if needed. There is direct access from the street and this helps to encourage passing trade.

54 Most college training kitchens are clean and tidy. In a few, the standards of hygiene are low and present health hazards. For example, one college's restaurant kitchen had open, porous wooden surfaces where harmful bacteria can lurk. It is not an appropriate environment for teaching and learning and might encourage students to believe that such arrangements are acceptable when preparing food for the public. Most kitchens are well laid out and suitable for the number of students using them. In a few where this is not the case, congestion can create safety risks; for example, restaurant kitchens are sometimes used for skills teaching when there are insufficient workstations.

55 The level of facilities to support those aspects of leisure courses related to sport varies considerably between colleges. In some cases, they are comprehensive and of high quality. In others, there is limited access to specialist facilities such as swimming pools, gymnasias or

fitness centres. Many colleges supplement their own facilities by using local community resources.

One college has arranged a partnership agreement with an organisation that has built a specialist gymnastics centre adjacent to the sports hall. It allows college students to use a specialist facility that is equipped to international standards.

56 There is also wide variation in the quality of facilities and resources for students on travel and tourism courses. A few colleges have well-equipped travel offices linked to tour companies. Students wear appropriate uniforms, book holidays and provide other travel services for customers. Some colleges have created realistic travel offices which are well equipped with current industry software, up-to-date videos, travel guides and holiday brochures. A number of offices are linked to the Internet. In many colleges, however, the provision is inadequate: some have no travel office facilities; in others, a classroom serves as the travel office; and in others, the office created is too small, poorly located or inadequately equipped.

RETENTION, ATTENDANCE AND ACHIEVEMENT

Retention and Attendance

57 The individualised student record data for 1995-96 show that the proportion of tourism and hospitality students funded by the FEFC who left before they completed their programme of study was similar to the proportion in other programme areas. There were differences, however, between areas of work within the programme area. Retention rates in travel and home economics were better than in the rest of the programme area, with the lowest retention rates in leisure and tourism and travel. The retention rates for advanced GNVQ programmes in

leisure and tourism and in hospitality and catering were lower than for the national diplomas which the GNVQ replaced. These are shown in tables 3 and 4.

Table 3. In-year retention rates in subprogramme areas for FEFC-funded courses, 1995-96

<i>Subprogramme area</i>	<i>Retention rate</i> %
Food	86
Home economics	89
Hospitality and catering	86
Leisure and tourism (leisure and recreation)	83
Travel	84
All qualifications in the programme area	86

Source: individualised student record, 1995-96

Table 4. In-year retention rates on FEFC-funded courses for advanced qualifications in hotel and catering, 1995-96

Qualification	Retention rate %	Students enrolled No.
National diploma in hotel, catering and institution operations	89	800
Advanced GNVQ hospitality and catering	86	3,400
National diploma in leisure studies	90	1,400
National diploma in travel and tourism	86	1,500
Advanced GNVQ in leisure and and tourism	85	18,000

Source: individualised student record, 1995-96

58 The attendance of hotel and catering students in lessons observed by inspectors in 1996-97 was 77 per cent, similar to the figure for other programme areas. The average class size during the same year was 11.2 compared with an average for all programme areas of 10.8.

Achievement

59 In 1995-96, the achievement rate for FEFC-funded courses in the hotel and catering programme area (that is, the proportion of students completing their course who fully or partially achieved the qualification for which they were aiming) was similar to the average for all programme areas (see table 5).

Table 5. Achievement rates on FEFC-funded courses in the hotel and catering programme area, 1995-96

<i>Programme area</i>	<i>Achievement rate</i> %
Hotel and catering	67
All programme areas	66

Source: individualised student record, 1995-96

60 The achievement rates for leisure and tourism and home economics courses were the highest within the programme area. The lowest achievement rate was in travel. Table 6 shows the achievement rates for FEFC-funded courses in the five subprogramme areas.

Table 6. Achievement rates for FEFC-funded courses in the five subprogramme areas, 1995-96

<i>Subprogramme area</i>	<i>Achievement rate</i> %
Food	69
Home economics	77
Hospitality and catering	65
Leisure and tourism	71
Travel	55

Source: individualised student record, 1995-96

61 The achievement rates for the advanced GNVQs in hospitality and catering and in leisure and tourism were higher than the average GNVQ achievement rates for the programme area and for all programme areas. However, they were below the achievement rates for the national diplomas in hotel, catering and institution operations, for leisure studies and for travel and tourism. The differences were significant. For example, the achievement rate for the national diploma in hotel,

catering and institution operations was nearly 20 per cent higher than for the advanced GNVQ in hospitality and catering. In leisure studies and in travel and tourism, the achievement rates for the national diplomas were 11 and 15 per cent respectively, above the rate for the advanced GNVQ in leisure and tourism. However, there are now small numbers on the national diploma courses. There was also a big improvement between 1994-95 and 1995-96 in the GNVQ advanced hotel and catering achievement rate, from 65 per cent to 71 per cent. The achievement rates on FEFC-funded courses leading to advanced qualifications in the programme area are shown in table 7.

Table 7. Achievement rates on FEFC-funded courses leading to advanced qualifications in hotel and catering, 1995-96

<i>Qualification</i>	<i>Achievement rate</i> %
National diploma in hotel, catering and institution operations	90
Advanced GNVQ in hospitality and catering	71
National diploma in leisure studies	88
National diploma in travel and tourism	92
Advanced GNVQ in leisure and tourism	77

Source: individualised student record, 1995-96

62 In 1995-96, the achievement rates for the intermediate GNVQs in leisure and tourism and hospitality and catering were below the achievement rate for advanced GNVQs in the programme area, but were similar to that for intermediate GNVQs in other programme areas (see table 8).

Table 8. Achievement rates on FEFC-funded courses leading to intermediate qualifications in hotel and catering, 1995-96

Qualification	Achievement rate %
Intermediate GNVQ in hospitality and catering	65 (1,400 enrolments)
Intermediate GNVQ in leisure and tourism	67 (8,600 enrolments)
All intermediate GNVQs (all programme areas)	66

Source: individualised student record, 1995-96

63 The achievement rate for NVQs in hotel and catering on courses funded by the FEFC is 8 per cent higher than the average achievement rate for all NVQs. This is shown in table 9. The most popular NVQ in hospitality and catering, with 11,900 students enrolled in 1995-96, is the NVQ level 1 qualification in the service of food and drink which had an achievement rate of 11 per cent above the average for NVQs in the programme area. Food preparation and cooking at NVQ level 2 also had over 11,000 enrolments in 1995-96. The achievement rate was 3 per cent above the average for NVQs within the programme area. In travel, the most widely taken NVQ was travel services at level 2 with 1,500 enrolments. Disappointingly, this had an achievement rate of only 43 per cent. At level 1, with 500 enrolments, the rate was better, at 56 per cent. The achievement rate for bakery NVQs, with over 800 enrolments, is higher than the average for NVQs within the programme area.

Table 9. Achievement rates on FEFC-funded courses leading to NVQs in hotel and catering, 1995-96

<i>NVQ</i>	<i>Achievement rate</i> %
Hotel and catering	62
All	54

Source: individualised student record, 1995-96

64 Students are well motivated, hard working and interested in their practical studies. Most are developing understanding and knowledge of their subject and can apply their understanding effectively in classroom tasks and realistic work environments. A notable feature of students' achievements in hospitality and catering is the high level of teamwork displayed in practical sessions. Some students have poor organisational and time management skills. They are unable to work on their own and do not pay attention during theory classes. Some assignment work shows weaknesses in the key skills of literacy and information technology.

65 Bakery, hospitality and catering students have an established and successful history of involvement in local and national competitions. In these events they face stiff competition from industry and the armed forces. The performance of college students is usually of a high standard and many win medals. A number of students who are successful in these competitions go on to represent the United Kingdom in the international skills olympics. Many are successful in achieving gold and silver awards and diplomas of excellence.

66 All colleges attempt to monitor the progress of leavers, but with variable degrees of success. At present, there is little reliable information on students' progression into work. On the data that are available, 83 per cent of craft catering students move to employment in the

industry, 7 per cent to employment in other sectors and 2 per cent progress to higher education; the remaining 8 per cent go to unknown destinations, or are unemployed.

67 Increasing numbers of students are following the GNVQ route to higher education. UCAS has been gathering data on the numbers of GNVQ students accepted for entry to higher education institutions since 1994. Table 10 shows the numbers receiving offers in 1995 and 1996.

Table 10. GNVQ advanced students receiving higher education offers, 1995 and 1996

	<i>1995</i>		<i>1996</i>	
	<i>Applicants</i> <i>No.</i>	<i>With offers</i> <i>%</i>	<i>Applicants</i> <i>No.</i>	<i>With offers</i> <i>%</i>
Hospitality and catering	109	96	365	99
Leisure and tourism	1,346	90	3,010	93

Source: UCAS

68 In 1995, 65 per cent of hospitality and catering applicants and 55 per cent of leisure and tourism applicants were accepted on higher education courses. Hospitality and catering students in the main chose higher national diploma courses in subjects closely related to their GNVQ studies.

Annexes

INSPECTION GRADES FOR THE HOTEL AND CATERING PROGRAMME AREA, 1993 TO 1997

Table 1. Lesson observation grades, 1993 to 1997

Year	1	2	3	4	5
1993-94	39	125	65	26	11
1994-95	275	579	368	114	14
1995-96	316	519	301	81	2
1996-97	287	523	348	86	17
Total	917	1,746	1,082	307	44

Source: inspectorate database, July 1997

Table 2. Curriculum area grades, 1993 to 1997

	1	2	3	4	5	Total
Number	37	151	62	8	0	258
Percentage	14	59	24	3	0	100

Source: inspectorate database, July 1997

Grade Descriptors

Grade 1 Provision which has many strengths and very few weaknesses

Grade 2 Provision in which the strengths clearly outweigh the weaknesses

Grade 3 Provision with a balance of strengths and weaknesses

Grade 4 Provision in which the weaknesses clearly outweigh the strengths

Grade 5 Provision which has many weaknesses and very few strengths.

LESSON OBSERVATION GRADES BY COURSE TYPE, 1996-97

<i>Course type</i>	<i>Total</i>	<i>1</i> %	<i>2</i> %	<i>3</i> %	<i>4</i> %	<i>5</i> %
Access to higher education	5	60	20	20	0	0
GCE A/AS level	39	31	44	26	0	0
Basic education	2	50	50	0	0	0
GCSE	5	0	60	40	0	0
GNVQ foundation	35	26	40	14	17	3
GNVQ intermediate	149	23	44	24	9	1
GNVQ advanced	325	17	38	37	8	0
NVQ level 1	56	23	46	27	2	2
NVQ level 2	324	20	41	27	7	4
NVQ level 3	43	33	42	19	7	0
Other foundation	35	40	40	20	0	0
Other intermediate	41	37	39	20	5	0
Other advanced	112	25	44	23	8	0
Higher education	3	0	33	33	33	0
Non-schedule 2	2	50	50	0	0	0
Other	85	25	48	24	4	0
Total	1,261	23	41	28	7	1

Source: inspectorate database, July 1997

Note: figures may not add up to 100 per cent due to rounding

STATISTICAL SUMMARY

Table 1. Number of students on FEFC-funded hotel and catering courses in colleges, 1996-97

<i>College type</i>	<i>Full-time students</i>	<i>Full-time hotel and catering students as % of all full-time students</i>	<i>Part-time students</i>	<i>Part-time hotel and catering students as % of all part-time students</i>
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
GFEC and tertiary	47,300	8	91,000	4
Sixth form	3,700	3	1,100	1
Agriculture and horticulture	500	4	1,100	3
Total	51,500	7	93,200	4

Source: college strategic plans, July 1997

Note: includes students on outward collaborative provision; excludes specialist designated colleges

Table 2. Number of students on all hotel and catering courses in colleges, 1996-97

<i>College type</i>	<i>Full-time students</i>	<i>Full-time hotel and catering students as % of all full-time students</i>	<i>Part-time students</i>	<i>Part-time hotel and catering students as % of all part-time students</i>
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
GFEC and tertiary	55,000	8	147,300	5
Sixth form	3,700	3	1,700	2
Agriculture and horticulture	600	3	3,000	5
Total	59,300	7	152,000	5

Source: college strategic plans, July 1997

Note: includes FEFC-funded provision and provision funded by other sources; excludes specialist designated colleges

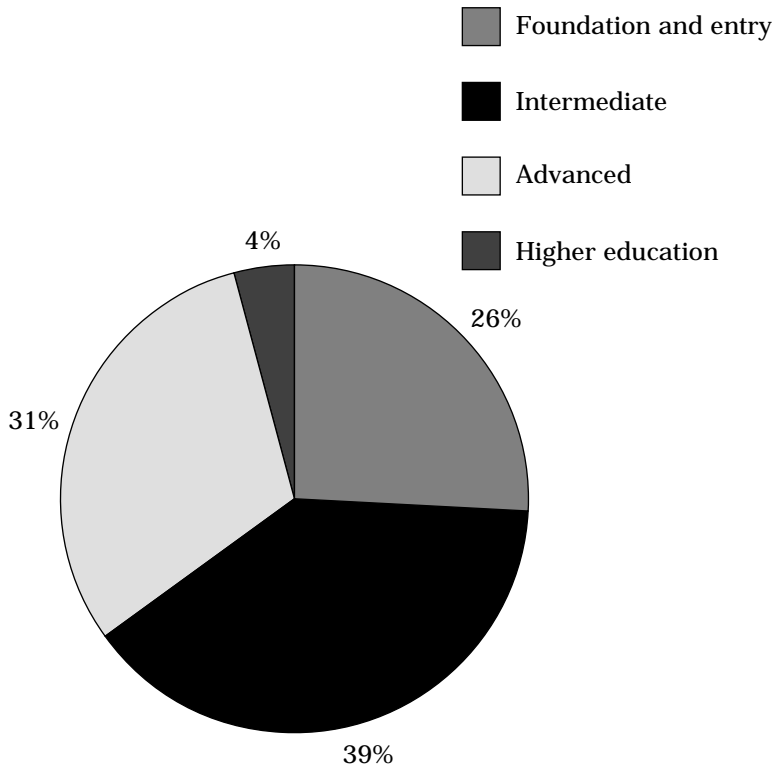
Table 3. Number of hotel and catering students, 1994 to 1997

	<i>Estimated actuals</i>				<i>Projection</i>	
	<i>1994-95</i>	<i>1995-96</i>	<i>1996-97</i>	<i>1997-98</i>	<i>% change 1994-95 to 1995-96</i>	<i>% change 1995-96 to 1996-97</i>
	<i>No.</i>	<i>No.</i>	<i>No.</i>	<i>No.</i>	<i>%</i>	<i>%</i>
FEFC-funded provision	105,000	129,740	144,700	157,000	24	12
All provision	230,300	219,000	211,300	225,100	-5	-4

Source: college strategic plans, July 1997

ENROLMENTS FOR THE HOTEL AND CATERING PROGRAMME AREA, 1995-96

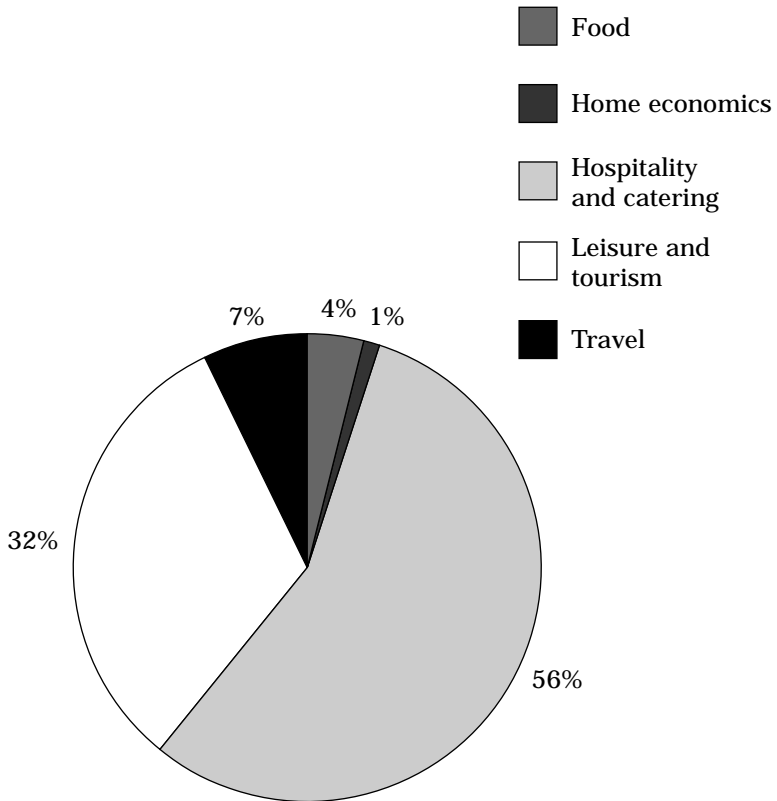
Figure 1. Enrolments in the hotel and catering programme area by level of study, 1995-96



Source: individualised student record

Note: excludes enrolments without known level of study

Figure 2. Enrolments in the hotel and catering programme area by subprogramme area, 1995-96



Source: individualised student record

Note: excludes enrolments without known subject area

DESCRIPTION OF STUDENTS IN COLLEGES, 1995-96

<i>Age</i>	<i>Part-time</i>						<i>Full-time</i>		
	<i>Female</i>		<i>Male</i>		<i>Total</i>		<i>Female</i>		<i>Male</i>
	<i>Hotel</i>	<i>All</i>	<i>Hotel</i>	<i>All</i>	<i>Hotel</i>	<i>All</i>	<i>Hotel</i>	<i>All</i>	<i>Hotel</i>
	<i>and</i>	<i>students</i>	<i>and</i>	<i>students</i>	<i>and</i>	<i>students</i>	<i>and</i>	<i>students</i>	<i>and</i>
	<i>catering</i>		<i>catering</i>		<i>catering</i>		<i>catering</i>		<i>catering</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
11-15	1	1	2	2	1	1	0	0	0
16-18	9	7	17	10	12	8	74	63	74
19-24	19	16	26	17	22	17	15	15	16
25-39	39	41	36	40	38	41	8	16	7
40+	32	35	20	31	28	33	3	6	2

Source: individualised student record, July 1995-96

Note: figures may not add up to 100 per cent due to rounding

Total								
Total			Female		Male		Total	
All students	Hotel and catering	All students	Hotel and catering	All students	Hotel and catering	All students	Hotel and catering	All students
%	%	%	%	%	%	%	%	%
1	0	1	1	1	1	1	1	1
64	74	64	37	20	47	25	42	22
17	16	16	17	16	21	17	19	16
13	8	14	25	35	21	33	23	34
5	2	6	20	28	11	24	16	26

ORGANISATIONS CONSULTED DURING THE SURVEY

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English Tourist Board

Heart of England Tourist Board

Hospitality Training Foundation

Hotel and Catering International Management Association

Institute of Leisure and Amenity Management

National Association of Heads of Catering

National Association of Master Bakers

Travel Training Company

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