



OFFICE FOR STANDARDS
IN EDUCATION

Inspecting post-16

hospitality and catering

with guidance on self-evaluation

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The post-16 subject guidance published in 2001 comprised: art and design; business education; classics; design and technology; drama and theatre studies; engineering and manufacturing; English; geography; government and politics; health and social care; history; information and communication technology; law; mathematics; media education; modern foreign languages; music; physical education; religious studies; science; sociology.

Further booklets published in 2002: agriculture; basic skills in literacy and numeracy; construction; dance; English as a second or other language; hairdressing and beauty therapy; hospitality and catering; leisure and tourism; psychology.

Contents

Introduction	1
Common requirements	3
1 Standards and achievement	5
1.1 Evaluating standards and achievement	5
1.2 Analysis of students' work	6
1.3 Talking with students	9
1.4 Lesson observation	10
2 Teaching and learning	13
2.1 Evaluating teaching and learning	13
2.2 Lesson observation	14
2.3 Other evidence on teaching and learning	17
3 Other factors affecting quality	19
3.1 Staffing	19
3.2 Curriculum	19
3.3 Accommodation and resources	19
4 Writing the report	21

Introduction

This booklet aims to help inspectors and staff in schools and colleges to evaluate standards and quality in hospitality and catering for students post-16. It complements the *Handbook for Inspecting Secondary Schools* (1999), the supplement *Inspecting School Sixth Forms* (2001) and the *Handbook for Inspecting Colleges* (2002).

This guidance concentrates on issues specific to hospitality and catering. General guidance is in the *Handbooks*. Use both to get a complete picture of the inspection or evaluation process.

This booklet is concerned with evaluating standards and achievement, teaching and learning, and other factors that affect what is achieved. It outlines how to use students' work and question them, the subject-specific points to look for in lessons, and how to draw evaluations together to form a coherent view of the subject.

Examples are provided of evidence and evaluations mainly from college inspections, with commentaries to give further explanation. These examples are included without any reference to context, and will not necessarily illustrate all of the features that inspectors will need to consider. The booklets in the series show different ways of recording and reporting evidence and findings; they do not prescribe or endorse any particular method or approach.

Inspectors and senior staff in schools and colleges may need to evaluate several subjects and refer to more than one booklet. You can download any of the subject guidance booklets from OFSTED's web site (www.ofsted.gov.uk).

Our Inspection Helpline team, on 020 7421 6680 for schools and 020 7421 6703 for colleges, will respond to your questions. Alternatively, you can e-mail collegeinspection@ofsted.gov.uk or schoolinspection@ofsted.gov.uk.

OFSTED's remit for this sector is the inspection of education for students aged 16–19, other than work-based education. In schools, this is the sixth-form provision. In colleges, the 16–19 age-group will not be so clearly identifiable; classes are likely to include older students and, in some cases, they will have a majority of older students. In practice, inspectors and college staff will evaluate the standards and quality in these classes regardless of the age of the students.

This booklet concentrates on the most commonly found courses in hospitality and catering for students 16–19: Advanced Vocational Certificate of Education (AVCE) and intermediate and foundation level General National Vocational Qualification (GNVQ) hospitality and catering. However, the principles illustrated in this guidance can be applied more widely, for example, in the provision of vocational qualifications in food preparation and service, accommodation and housekeeping operations, and reception and front-office operations, some of which most college hospitality and catering departments offer.

Common requirements

All inspectors share the responsibility for determining whether a school or college is effective for all its students, whatever their educational needs or personal circumstances. As an inspector, ensure that you have a good understanding of the key characteristics of the institution and its students. Evaluate the achievement of different groups of students and judge how effectively their needs and aspirations are met by any initiatives or courses aimed specifically at these groups of students. Take account of recruitment patterns, retention rates and attendance patterns, for programmes and courses for different groups of students. Consider the individual goals and targets set for students within different groups and the progress they make towards achieving them.

You should be aware of the responsibilities and duties of schools and colleges regarding equal opportunities, in particular those defined in the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000, and the Special Educational Needs and Disability Act 2001. These Acts and related codes of practice underpin national policies on inclusion, on raising achievement and on the important role schools and colleges have in fostering better personal, community and race relations, and in addressing and preventing racism.

As well as being thoroughly familiar with subject-specific requirements, be alert to the unique contribution that each subject makes to the wider educational development of students. Assess how well the curriculum and teaching in hospitality and catering enable all students to develop key skills, and how successfully the subject contributes to the students' personal, social, health and citizenship education, and to their spiritual, moral, social and cultural development. Judge how effectively the subject helps prepare students aged 16–19 for adult life in a culturally and ethnically diverse society.

1 Standards and achievement

1.1 Evaluating standards and achievement

From the previous inspection report, find out what you can about standards and achievement at that time. This will give you a point of comparison with the latest position, but do not forget that there is a trail of performance data, year by year. Analyse and interpret the performance data available for students who have recently completed the course(s). Draw on the school's *Performance and Assessment (PANDA)* report or, in the case of a college, the *College Performance Report*. Also analyse the most recent results provided by the school or college and any value-added information available. When numbers are small, exercise caution in making comparisons with national data or, for example, evaluating trends. For further guidance on interpreting performance data and analysing value added, refer to *Inspecting School Sixth Forms*, the *Handbook for Inspecting Colleges* and the *National Summary Data Report for Secondary Schools*.

Where you can, form a view about the standards achieved by different groups of students. For example, there may be data which enable you to compare how male and female students or different ethnic groups are doing, or how well 16–19-year-old students achieve in relation to older students.

Make full use of other information which has a bearing on standards and achievement, including success in completing courses, targets and their achievement, and other measures of success. You should interpret, in particular:

- | trends in results;
- | comparisons with other subjects and courses;
- | distributions of grades, particularly the occurrence of high grades;
- | value-added information;
- | the relative performance of male and female students;
- | the performance of minorities and different ethnic groups;
- | trends in the popularity of courses;
- | drop-out or retention rates;
- | students' destinations, where data are available.

On the basis of the performance data and other pre-inspection evidence, form hypotheses about the standards achieved, whether they are as high as they should be, and possible explanations. Follow up your hypotheses through observation and analysis of students' work and talking with them. Direct inspection evidence tells you about the standards at which the current students are working, and whether they are being sufficiently stretched. If the current standards are at odds with what the performance data suggest, you must find out why and explain the differences carefully.

As you observe lessons, look at students' work and talk with them, you should concentrate on the extent to which hospitality and catering students:

- | demonstrate their knowledge and understanding of hospitality and catering services and operations;
- | are familiar with the main sectors of the hospitality and catering industry;
- | are aware of the main job roles in hospitality and catering;
- | apply their knowledge, understanding and skills to practical hospitality and catering operations;
- | understand production principles, materials and resources as they affect products and services;
- | use and correctly interpret hygiene, health and safety requirements affecting hospitality and catering operations;
- | select and use a range of approaches when designing, planning and operating hospitality and catering systems and evaluating quality issues as they affect products and services;
- | develop production plans and specifications which demonstrate knowledge and understanding of production principles, materials, resources and cost implications;
- | select appropriate materials, ingredients, resources and equipment to practise and evaluate hospitality and catering operations;

- | manipulate equipment, materials and resources and carry out processes safely and proficiently, working precisely and accurately to achieve good quality products and services;
- | generate and communicate plans effectively, in the context of hospitality and catering methodologies;
- | evaluate systems and products in a range of hospitality and catering operations and improve products and services;
- | show their awareness of client and customer needs in a wide range of hospitality and catering operations;
- | use information and communication technology (ICT) in the control and operation of hospitality and catering systems, and to present information to enhance and improve the quality of their work.

1.2 Analysis of students' work

At the beginning of the inspection, it is important to make it clear to the school or college what work you need to see. Students' portfolios are an essential source of evidence for the standards they are achieving, and students and teachers will need time to gather them together. Ask to see work from the full range of attainment of the students following the course(s). Students' assessment records will confirm whether the portfolios selected are a representative sample.

In the time available to you, the scrutiny of two units from each of six candidates should be feasible and provide you with an adequate basis for making judgements on standards.

Looking through the portfolios of individual students and observing practical work will give evidence of the progress they have made and the demands of the teaching. It will inform your evaluation of achievement. Look for evidence of the level of the subject content and the depth of analysis of concepts, understanding of hospitality and catering operations, and production systems. Expect to see improvements over time, as the students extend their experience of hospitality and catering and mature in their abilities.

Example 1: evidence from analysing work of second year AVCE hospitality and catering students in an FE college. All students have a minimum of 4 GCSEs at grade C or above

Unit about food preparation involving work on planning and costing a menu for a multicultural event in the college restaurant

Higher-attaining students

Work is well planned and shows originality. All work is word-processed. Students have a thorough understanding of meeting the needs of different types of customers. They have researched the type of customer attending the event and different dietary requirements, taking into account religious, ethical, health and other factors. The menu incorporates choice to meet individual needs while maintaining a balance for colour, flavour, texture and interest. Careful consideration is given to cooking and service methods, taking into account the capabilities of kitchen and restaurant staff and the equipment available. Portion sizes are calculated accurately, with due consideration to waste in preparation and loss in cooking. Stores requisitions are completed correctly. Students have worked to budget allocations with reference to profit margins, sales mix and VAT. Each dish is costed accurately. Individual dishes are tested and photographed as presentational guides for production and service staff. There is an imaginatively designed menu using graphics. Students complete a thorough evaluation of the problems encountered when planning for the event. Taking account of these students' previous GCSE results, they have made good progress and achieved well throughout this course. The work meets the criteria for higher grades.

Average-attaining students

There is evidence of sound planning for completion of the assignment. There is good use of the Internet for research, but insufficient analysis and interpretation of the information gathered. Students have designed an imaginative menu but not enough consideration has been given to the types of customers attending the event and their dietary requirements. The menu, too, is ambitious for the capabilities of the kitchen staff and equipment available. The students do not show a thorough understanding of gross profit calculations and there are some errors in dish costings and inaccuracies in the stores requisition. Students demonstrate good understanding of health and safety, hygiene and licensing requirements in planning and running events. The students include a good evaluation of the work and how to improve it. The work meets the success criteria for a pass grade, representing satisfactory achievement, given the students' previous GCSE results.

Lower-attaining students

The students have not presented the work well. There is little evidence of research and original work. Much of the information has been copied from textbooks. No attempt has been made to interpret information taken from the Internet. The food selected shows no understanding of the requirement to meet the needs of customers. The students show little understanding of how to calculate portion sizes and have either ordered too much or else too few ingredients for dishes. The work is at too low a level and does not meet the success criteria for a pass grade. The students have made too little progress since starting this course and their achievement is unsatisfactory.

[Overall attainment average (4)]**Commentary**

The students show significant differences in their level of understanding and commitment. The quality of research, analysis and interpretation also varies considerably. The weakest students' work indicates lack of effort, commitment and achievement. The other students have made good and satisfactory progress respectively. It will be necessary to look at other students' work to see how typical that carried out by these three groups is.

Example 2: evidence from GNVQ foundation portfolios in a school sixth form; the students have all achieved two F grades in GCSE**Unit about planning diets****Higher-attaining student**

The student has produced a diet plan showing a good balance of nutrients, using community-available foods drawn from five food groups. The plan meets dietary requirements for a person on a low-fat diet. The functions of the main nutrients are outlined. The student prepared two courses from the main meal in the plan – hygienically and safely (photographic evidence and written reports confirm this). Work was carried out within a specified budget. Good presentation and timing to deadlines are discussed. An evaluative report completes the assignment, justifying the plan's content and explaining how it meets the individual's need.

Middle-attaining student

The student's work shows many similar characteristics. The plan shows good balance and draws food from all five food groups. The student provides an account of the dietary needs for a calorie-controlled diet, but the level of control is not clearly specified and some functions of nutrients are not discussed. There is not enough evidence of the practical work completed for the two courses of the meal, but key ideas and production methods are discussed. Hygienic practices are discussed, as are deadlines. This work meets most of the criteria for a merit grade. Added evidence of production could confirm a merit.

Lower-attaining student

The student has prepared a diet plan but chosen from only four of the five food groups. He describes how the diet plan relates to the specified needs of the individual. The functions of nutrients are discussed with examples from the plan. Hygiene and safety are referred to. The work will meet the criteria for a pass grade if additional foods from the fifth food group are included in the plan.

[Attainment well above average (2)]**Commentary**

These students show good understanding of the unit. Even the weakest student has made progress in understanding aspects of diet and nutrition and relating these to a dietary plan. Students have demonstrated very good achievement since GCSE, particularly in effective dietary planning, well grounded in an understanding of the nutritional characteristics of low-calorie foods. Some are likely to achieve a merit grade or above.

Example 3: evidence from NVQ students' presentations and portfolios in an FE college; from level 1 and 2 catering and hospitality NVQs in food and drink service and food preparation and cooking; the students attained at least 2 F grades in GCSE

Work exploring restaurants from different countries to extend students' general background knowledge of the sector

Higher-achieving student

The student gives a presentation and has written some notes and a short report on her investigations into two restaurants serving meals from different countries – an Italian restaurant and a Chinese restaurant. She has recorded some data about the growth in the numbers of people eating out in the local area over the past 40 years. She outlines several different features of each restaurant, including dishes, menus and service styles. She describes a typical meal for a diner in each restaurant. She uses the overhead projector and hands out a good set of summary notes.

Middle-attaining student

The student gives a presentation and has prepared summary notes on his investigation into two hamburger cafes offering a similar range of products. He shows some answers to a questionnaire survey about the growth of eating out over the last 20 years. He describes the dishes and service operations of one of the cafés. He uses no visual aids, provides no handout, and his expression lacks fluency.

Lower-attaining student

The student gives a presentation of his visit to one Middle-Eastern restaurant and hands round a single copy of the menu for the group to examine. He talks in a slow and somewhat confused way, concentrating on the prices and a description of his own choice from the menu and what he liked about the food. There is no reference to the growth of eating out. There is little evidence of investigation, no discussion of the ingredients making up the dishes, and only a few brief, poorly written notes.

[Attainment well below average (6)]

Commentary

The attainment of post-16 students should be judged in relation to the expectations in the specification for the course. Here we have level 1 and level 2 work in food and drink and also in food preparation and cooking. The students are best regarded as a group on work spanning the level 1-2 range (as would be the case with GCSE). The higher-attaining student has made good progress towards a merit grade at level 2, with carefully prepared work to meet the requirements of the unit. There is, however, a wide range of patchy work in this group and students fail to follow the NVQ specifications and leave gaps in their work, which could prevent them from passing at either level. The middle and lower-attaining students have not met the criteria for a pass and have produced work which is narrow in scope or incomplete, and shows insufficient understanding of the tasks in hand. The weak performance of the middle and lower attaining students means that the group as a whole has made poor progress in developing general background understanding of restaurants from different countries. This has been influenced by the poorly developed oral skills shown by two of the students. Essentially, the work is well below average for both level 1 and level 2 students because many have not complied with specification requirements for a pass.

Example 4: evidence from GNVQ intermediate portfolios in a sixth-form college; the students have achieved 3 or 4 grade Cs at GCSE

Unit about preparing for employment in hospitality and catering

Higher-attaining student

The student has produced results of a wide-ranging investigation into job opportunities in the industry. He has identified six job advertisements, outlined terms of employment, and described why they meet his knowledge, skills and ability. He has completed application forms and drawn up a CV. He includes a video of his performance in a mock interview and describes the strengths and weaknesses of his performance. He outlines the changes he made to the

investigation over time and explains how he would improve the survey if he were to repeat it. An account of the budget is included. The work shows many of the features required for a distinction grade, indicating very good progress and achievement since the start of the course.

Middle-attaining student

The student includes evidence of three job advertisements in the portfolios and sets out a plan for investigating job sources. She discusses how the three jobs suit her aptitudes and abilities. She has drawn up a CV and written an account of a mock interview with her tutor. The tutor has signed an evidence form to say that the performance was satisfactory. There is a description of the budget and some good discussion of the relevant reasons for selecting and applying for the three chosen jobs. The work meets the criteria for a merit grade. Given the student's GCSE result of three grade C passes, this represents good achievement.

Lower-attaining student

The student has drawn up a CV, analysed and presented three advertisements for suitable jobs in hospitality and catering, and provided written records of a mock interview completed earlier in the term, with an evaluation indicating satisfactory performance. Terms and conditions of employment are considered and an accurate budget for the survey is described. There is a plan for the work, indicating good use of time and effective compliance with deadlines. The work meets the criteria for a pass grade.

[Attainment above average (3)]

Commentary

Students have compiled effective surveys and investigations of local and national employment opportunities in the industry. The two likely to achieve at merit grade or above show very good understanding of the chosen jobs and sector of employment and good analysis of their capabilities to meet the demands of these jobs. The least able of the three has completed the tasks successfully and accurately and shows sound understanding. She has made satisfactory progress towards a pass in this unit.

1.3 Talking with students

You may well find that there are lessons or parts of lessons devoted to independent working on assignments. This gives you the opportunity to talk with students to see their attitudes, knowledge and understanding of work in progress. Ask them about previous work to determine how effective learning has been on vocational issues relating to hospitality and catering operations and work they have carried out themselves. Talking to students is a very good way of testing out your developing hypotheses about their attainment and achievement.

Example 5: evidence from a discussion with eight AVCE hospitality and catering students in an FE college

The students are all in their second year and are studying full-time. They have just completed two weeks of work experience in local hospitality and catering establishments. The students are questioned on units covered so far and how well prepared they were for their work placement.

Students show sound knowledge of the various sectors of the hospitality and catering industry, career opportunities and skills required. They consider that teachers place too much emphasis on the hotel industry and that some are out of date and have not kept pace with more recent industry trends. Although the dishes that students prepare in the college's kitchens are contemporary, the restaurants are dated and only a narrow range of service styles is used. Generally, students' analytical and evaluative skills are well developed. Students display a good understanding of the economic, political, social and cultural aspects which influence the industry. All students express concern about the teaching of costing and finance and most do not have a thorough understanding of different types of costs or basic methods of dish costing. Students tell how they compiled CVs and were coached for their work placement interview. They were confident in dealing with customers but felt insecure when faced with using technology in kitchens and restaurants. Students make good use of the Internet for research on assignments but they do not have access to any specialist software. Those who want to progress to higher education do not get enough support in completing their applications.

[Attainment average (4)]

Commentary

The students' attainment is no more than average. They are articulate and their knowledge and understanding of the industry is good. However, some teaching and resources have not kept pace with changes in the industry and this is hampering students' development. They have little understanding of industry-specific software and the developments in ICT in the industry. Students' analytical and evaluative skills have developed well as has their critical thinking. Assignments are vocationally relevant and students research their work well. However, they have too little understanding of budgets and finance for profit- and non-profit-making organisations.

Example 6: evidence from a discussion with three intermediate GNVQ hospitality and catering students in a school sixth form; they started the course with 3 to 4 grade C passes in GCSE

Unit about investigating customer services

Three from a group of 12 students whose portfolios have been analysed attend a 30-minute interview. Students are questioned on the range of work completed for the unit, which will be assessed by external examination. In essays and case study assignments assessed by the teacher, one student has been achieving distinction grades, and the other two have been achieving merits. All students are asked why customer service is so important in the hospitality and catering industry. They give good explanations of the different needs of customers and how they are met. They describe how to deal with complaints, with practical examples. They give relevant examples of customer records and how to evaluate the level of service provided by an organisation. They have visited local industry establishments, listened to talks by visiting speakers, viewed training videos on customer service, used appropriate texts, and drawn materials from trade journals and from their relevant part-time work. They can distinguish between internal and external customers for an organisation.

All students can discuss the contents of their case studies and identify which customer services would be essential to the success of each business. They give clear accounts of how the main principles of customer service relate to particular circumstances. One student gives lucid examples of how to solve customer complaints, based on her practical experience of hotel work. They can all describe how they would investigate and evaluate customer services in an organisation and two can suggest how to improve aspects of customer service in the case study under discussion.

[Attainment well above average (2)]

Commentary

Each student speaks convincingly about the range of work completed for this unit and demonstrates good understanding and the acquisition of some practical experience and skills in dealing with customers. They have a good grasp of technical terms and of the research methods commonly adopted by hospitality and catering organisations for evaluating customer service. Their written work is fluent. The highest-attaining student has very good understanding and skills, and the others attain well above average.

1.4 Lesson observation

Lesson observation is a major source of information about standards and achievement. Lessons may consist of theory classes, practical tasks in a variety of work-related activities and simulations, and individual work on research or the production of a particular piece of coursework. Observing and talking to students who are engaged in practical work will give evidence of their levels of capability.

Example 7: evidence from a first year AVCE hospitality and catering lesson in a sixth-form college**Unit involving a comparative study of food preparation and cooking in different types of outlets**

Students all have at least 4 grade C GCSEs; many have several grade B GCSEs. Two of the highest-attaining students are producing work that is above what would be expected at this stage of the course. They have a good understanding of the different food preparation and cooking methods and the relative benefits and constraints. For example, dietary requirements, equipment and staff implications and cost-effectiveness are all taken into account. For all of the other students, levels of understanding are average. Only half of the students have drawn sufficiently upon theoretical knowledge – whilst evaluating the range of food preparation and cooking systems – to complete the comparative study to an above average standard. For the remainder, there are deficiencies in the depth of analysis. All students display a good awareness of health, safety and hygiene but have sketchy knowledge of legislation and regulations. Students have not considered sufficiently the product quality, consumer expectations and acceptability to customers. The students use specialist vocabulary and technical culinary terms accurately and with confidence. They are well motivated and show interest and concentration throughout the lesson.

[Attainment average (4)]

Commentary

The students' attainment overall is no more than average. They have a sound understanding of the practical aspects of food preparation and cooking systems. However, half have not yet sufficiently developed the higher order analytical and evaluative skills to relate theoretical knowledge to practical applications. All students have successfully applied immediately relevant knowledge of health, safety and hygiene learnt in other units of study. They have less insight into the more abstract legal framework in which outlets operate and also into the standards of catering which customers require. This, together with the higher order analytical skills, will need to be developed for the students' attainment on this course to rise above the average. Since their entry qualifications were average for this course this level of achievement at this time is satisfactory.

Example 8: evidence from an intermediate GNVQ hospitality and catering class in an FE college, near the end of the course**Students role-play the check-in and check-out of guests in the college's hotel reception area, using both manual and computerised systems**

Students' knowledge of the computerised system is good. They use it confidently for room allocation, check-in and settlement of accounts by different means. They are competent with credit card, debit card, cheque, traveller's cheque and foreign currency. Students have a sound understanding of front-office administrative procedures. They have little understanding of the importance of safety and security and cannot explain the precautions to take to ensure the safety of lone female guests. When working manually, most students are unable to use a calculator correctly to make up guests' bills. Students' numeracy skills are poor and nearly all are unable to calculate percentages. They have too little awareness of the framework of law within which the industry operates and do not know where to find out about current legislation if necessary.

[Attainment below average (5)]

Commentary

The standard of work when using ICT is good. Students have a sound understanding of the importance of good administrative procedures in reception operations. They have a poor grasp of the importance of guests' health, safety and security. Students' numeracy skills are poor and this limits their ability to complete the vocational work satisfactorily. Since their entry qualifications were average for the course, this indicates that progress and achievement are below what would normally be expected at this stage of a course. Given the requirements of this course, attainment overall is below average. You could check this by analysing a sample of their work and talking to them.

2 Teaching and learning

2.1 Evaluating teaching and learning

Interpret the Handbook criteria with specific reference to good teaching in hospitality and catering courses in which:

- | high quality demonstrations of skills and techniques ensure that students learn how to undertake hospitality and catering operations, make products and supply services; (*subject knowledge, methodology*);
- | high expectations for attention to detail result in good quality products and services which are rigorously evaluated against specifications (*planning, expectations, subject knowledge, assessment*);
- | high expectations in relation to hygienic and safe working practices ensure that students learn to maintain a safe working environment (*expectations, methodology, management*);
- | links to industrial and commercial practice in hospitality and catering are frequently made (*methodology, use of resources, expectations*);
- | the teacher's own careful use of language develops in students the correct use of technical language which is specific to the subject (*subject knowledge, expectations*);
- | students are given sufficient time to consider production and operational problems, and as a result they are able to sustain work on events and operations which they identify themselves (*methodology, expectations, management*);
- | students develop their understanding and expertise through being shown examples of ingenuity and innovation (*methodology, expectations, subject knowledge*);
- | teachers stimulate students into choosing relevant and challenging contexts; they do not present solutions but draw their attention to potential problems (*challenge, expectations, methodology*);
- | teachers time their interventions to advance learning without inhibiting creativity and students' problem solving ability (*methodology management*);
- | teachers are judicious in their use of advice, support and evaluative comment (*methodology, assessment*);
- | the use of challenging questions develops in students the ability to think and act in a technological way (*challenge, expectations, methodology*);
- | students are taught to appreciate client and customer needs, other people's values, environmental issues and moral questions when learning hospitality and catering, and as a result they reflect these attitudes in their work (*subject knowledge, expectations*);
- | students are encouraged to take responsibility for working accurately and precisely with equipment and materials and have pride in producing high quality products and creative solutions to operational problems (*expectations, students' ability to think and learn for themselves*);
- | teachers' enthusiasm and encouragement lead students to try innovative ideas and persevere when faced with difficulties (*expectations, subject knowledge, methodology*);
- | lessons are carefully planned for students to work at a good pace and make the best use of time (*planning, methodology, management, pace of learning*).

Be alert to teaching which may have superficially positive features but which lacks the rigour, depth, insight and the command of good subject teaching. Examples might be teaching in which:

- | students produce portfolios which look impressive, but they spend excessive time on the presentation of their folders, and are working on assignments which are too prescriptive (*methodology, subject knowledge, expectations*);
- | techniques are demonstrated, but demonstrations and explanations are too complex and detailed or are pitched at the wrong level for the students' present understanding (*expectations*);
- | students use complex equipment but for no clear purpose, for example, they use food technology equipment to manufacture a product which could be made more quickly and cheaply by other means (*use of resources, methodology*).

2.2 Lesson observation

The full range of teaching methods used should be taken into account. You should not encourage teachers to put on special events for your benefit. Take whatever opportunities you have to evaluate the teaching and learning. Observe the students while they are working and question them on what they are doing and how they are going about it. Their use of resources and evidence of study skills will inform judgements about learning. You will make your judgements on the teaching from the appropriateness of the task(s) set and the way in which the teacher manages the classroom activity, monitors the students, engages with them as necessary, and oversees practical sessions.

Example 9: evidence from a GNVQ foundation lesson in a school sixth form; the students have all achieved at least 2 F grades in GCSE

Unit about planning diets

The teacher explains that the students are to learn how to plan balanced diets. She describes the aim of the lesson as being to develop an initial understanding of dietary components. She states that later on the students will produce a diet plan for an individual with particular needs and prepare and present some of the food for the main meal. She focuses attention by asking them to note down what they ate for their main meal yesterday. She then asks each student to read out the foods, and she lists them on the whiteboard into five main food groups, such as fruit and vegetables, meat and fish. Students take notes. She moves on to discuss and define the nature of a healthy, balanced diet, using all five main food groups. She then introduces some simple case studies of daily diets of students, sports people and the aged, with good handout material and some food tables to allow students to identify the nutrients in each meal. Students set to work in groups of three, each analysing the nutrition associated with one meal. The teacher supervises to check progress and understanding. Students work very purposefully in the groups and share the results with the class in a feedback session led by the teacher.

From the clear and detailed results, the teacher fully develops a definition of the eight guidelines for a healthy, balanced diet with very good attention to variety, volume, vitamins and minerals and care to define technical terms. She asks questions of students to confirm understanding and progress. She concludes with a review of what has been learnt, consolidating very effectively the ground covered, and sets a homework task for students to explore and list the health risks associated with an unbalanced diet.

[Teaching and learning very good (2)]

Commentary

This well-planned lesson runs at a good pace with a variety of activities, well resourced and well conceived to allow students to draw on their own experiences. The teacher leads the students very effectively and goes to some lengths to check their understanding. Even the weakest students are able to list foods under group headings and analyse their nutrient value. This introduction is well placed to promote progress towards the more complex practical tasks which are to follow later in this unit.

Example 10: evidence from a Year 13 AVCE lesson in an FE college; a group of students recruited to the course with 5 or more A-C grades in GCSE

Unit about personnel and training for hospitality and catering

This lesson provides a stimulating introduction to the work for this unit. The class deals with aspects of recruitment, selection and employment for a hospitality and catering outlet. The teacher briskly introduces a case study of a plan for staffing a new hotel to be opened in the locality. The teacher explains clearly that the students will have to develop an effective plan for their chosen outlet. They will need to implement recruitment and selection procedures, including conducting role-play interviews with interviewees from outside the college, meeting identified employees' rights when recruiting and appointing staff, and developing a scheme for staff development and training.

Key aspects of the main legislation affecting the personnel and training function are covered in depth, including

minimum wages and equal pay, race, sex and disability discrimination. A review of previous learning on equal opportunities and discrimination is highly effective in focusing the students on the topic, and the teacher carefully checks their understanding of technical terms relating to the work in hand. For example, class discussion of discrimination and confidentiality in the workplace is very skilfully used by the teacher to develop a definition of an ideal equal opportunities employer for the restaurant trade. Students take detailed and accurate notes of the essential criteria. The teacher makes very good use of questions and answers to extend the discussion and to encourage students to draw on their own practical experiences of the industry. They are organised into small groups to develop additional criteria relating to disability discrimination, and they respond with lively examples in a very well-managed report-back session. All make very distinctive and thoughtful contributions, reflecting high levels of motivation to carry out this task successfully.

The teacher summarises carefully at the end of the session and sets the initial work on the assignment for homework. This requires students to investigate work-force planning for hospitality and catering in the locality and to develop a recruitment and selection plan for their chosen new business, following the equal opportunities ideal type. The activity is well conceived to advance learning to encourage a suitable range of evidence for higher grade work, and students take time to discuss what is expected.

[Teaching and learning very good (2)]

Commentary

The teacher's knowledge and experience of the subject are very good. Case studies are topical and accurate, encouraging students to draw on their own work experience. There is good evidence that the teacher has linked with local hotel and restaurant employers, who will participate in the role-play interviews and their assessment. Students are highly enthusiastic and involved from the outset, and several have decided to use their part-time employment for developing their selection and recruitment plans. They use a wide range of sources to check and develop aspects of legislative requirements, linked to equal opportunities in employment.

Example 11: evidence from a GNVQ intermediate lesson in a sixth-form college; the students started the course with 3 to 4 grade C passes at GCSE

Unit about preparing for employment in hospitality and catering

The teacher introduces this unit by describing its aims and objectives and showing how it links with other units already completed. Students gradually see the relevance of this work, because they are going to learn how to find a job, prepare for a job interview, consider terms and conditions in a contract of employment and manage a budget. The teacher develops a question and answer session on where to find information about jobs. He lists replies to questions on the whiteboard to build up a satisfactory summary of sources of information to be used, but finishes this stage too quickly, before all of the students have fully expressed their ideas. He then moves on to investigate with the class how to find out about different types of work in the industry, including job titles, type of work and desirable skills and qualifications. The class is divided into groups, each supplied with an adequate range of leaflets, journals and newspapers with job advertisements. Students are set the task of analysing particular jobs in each sector of the industry under suitable headings and of identifying three jobs suited to their needs and experience.

The group work proceeds effectively, with some lively discussions, which are enriched as students draw on their own work-experience and part-time employment. The teacher then leads a review session by nominating a raconteur from each group. A satisfactory range of evidence and examples is compiled. The teacher concludes by summarising what has been learnt about finding out about jobs and matching job opportunities to your own interests, knowledge and abilities. Homework is set requiring students to analyse and review current advertisements for suitable jobs, but not all students make a note of the task.

[Teaching and learning satisfactory (4)]

Commentary

This well-planned lesson includes a sound variety of activities and relevant, up-to-date resources. It is seen as immediately relevant to students' interests in progressing to employment, because it is suitably timed at a brisk pace and provides a good basis for lessons that will follow on this unit. Students demonstrate a sound knowledge of sectors of the industry, job titles and features of the work they are interested in.

Example 12: evidence from a practical lesson in the production kitchen of an FE college; with a mixed group of foundation and advanced modern apprentices (FMA and AMA), working towards an NVQ level 2 or 3 catering and hospitality award; as part of their agreed training programme with their employers, all FMA and AMA students attend college one day each week

The aim of the lesson is to prepare and cook the lunch for the college's 60-seat public restaurant. Students are to be assessed for their NVQ and key skills. The teacher does not introduce the lesson well. The aims and objectives are not shared clearly with students. Students do not have individual assessment plans and are confused about what is to be assessed. The teacher carefully explains the menu, but does not identify clearly the dishes that each student would prepare and cook. In spite of this, students organise themselves satisfactorily and plan the tasks to ensure that all food will be ready for service. Students' practical kitchen skills are good. Most of the level 2 students demonstrate skills above the level required for the award, but the skills of the level 3 students are not extended sufficiently. The teacher questions a few students to check their understanding of theory but this is not done frequently enough. The teacher provides good support to a deaf student in the group. Students work well as a team to plan the work to produce food on time. All students work safely, display good hygiene practices and carefully check and record the temperature of foods. The food produced is of a satisfactory standard, well presented and ready by the time required.

[Teaching and learning unsatisfactory (5)]

Commentary

This is a poorly planned and managed lesson. No consideration has been given to the needs of individual students and the stage of their course they have reached. Individual assessment plans are not prepared. Students' practical skills are not extended. Few checks are made on learning and students are not challenged. There is good support for a deaf student. Despite the weaknesses in the teaching, students work well as a team and their planning and organisational skills are well developed. They work competently, with careful consideration to health and safety. The practical skills displayed are of a sound standard as is the food produced. This reflects the good past learning of the students and their high levels of motivation. However, since their practical skills are not extended, learning in this lesson cannot be satisfactory.

Example 13: evidence from observation and discussion with three foundation modern apprentices in a workplace restaurant

A session on student review and portfolio building

Students are on an NVQ level 2 catering and hospitality programme. All had an initial assessment during induction to assess their skill level in ICT, numeracy and literacy. Two of the students are working towards ICT level 3 and two students whose first language is not English are receiving additional help with their literacy. There are excellent lines of communication between the students, the FE college and the employer. A college tutor maintains regular contact with the students by e-mail. Students have ready access to a computer at work. The session is very well planned to enable the tutor to have a review with each student.

Well designed question sheets are used effectively to engage students and check their learning. Students have a very good understanding of the NVQ system and talk knowledgeably about what they need to complete to be successful. All students have excellent individual learning plans. Actions to be taken and target dates are explicitly stated and these are monitored and updated by the tutor at each visit. This is supplemented between visits by an employer review. There is a schedule of assessment visits that students are very clear about. Internal verification systems are highly effective. The college has provided a very good range of study packs that students are using effectively to build their theoretical knowledge.

Portfolios are very well organised and contain a full range of evidence including photographs. Much of the evidence in the portfolios is competently word-processed. Students have made excellent progress and often complete tasks well before the target date on their action plans. The tutor provides encouraging verbal and written feedback to students on their performance. Students have been led to consider equal opportunities and do not feel that they have been discriminated against in any way. Students raise an issue about the changing room facilities and the length of the break-time when working an evening shift in the restaurant. The employer gives a clear explanation for this, which the students and teacher readily accept.

[Teaching and learning excellent (1)]

Commentary

An outstandingly well-planned and effective review session. Relationships between the tutor, the students and the employer are excellent. Discussions are focused and professional. The college and the employer provide a very high level of support for students. Students make very good progress taking into consideration their previous attainment. Students' individual learning plans are monitored regularly. The tutor provides encouraging and constructive feedback to students on their performance. Action plans with new targets and deadlines are negotiated with individuals. The employer is very receptive to feedback from students and this is helping to inform improvements to working practices. The management of work-based learning is very good indeed.

2.3 Other evidence on teaching and learning

Lesson observation is usually the most important source of evidence on the quality of teaching and learning, but the analysis of work and discussions with students can also yield valuable information. This is particularly important when the work includes a coursework component undertaken over time. Under these circumstances, the observation of individual lessons may give a very partial picture of the students' learning experience and of the support provided by teachers.

The work analysis will give you a good feel for the overall rate of progress, and therefore the pace of the teaching and learning. It will show the range and depth of the work which the students are required to do. For example, it will indicate whether students use an adequate range of operational and vocational contexts and whether they are challenged sufficiently to develop the higher order skills of analysis and evaluation.

Discussions with students will give you a sense of their motivation and the range of their experiences. You can ask questions to show whether they understand clearly how well they are doing and what they must do to improve.

3 Other factors affecting quality

Other factors are only significant if they have a noticeable impact on standards and the quality of teaching and learning. Note and evaluate any significant features of the curriculum, leadership, management, staffing, accommodation or resources. Consider factors such as the following.

3.1 Staffing

- | To what extent are the teachers, as specialists, confident in their understanding of the subject, and how does this impact on students' learning?
- | Where units are taught by different staff, is there sufficient liaison between them to ensure continuity and progression?
- | Do teachers have recent and relevant knowledge of the industry and use this effectively in teaching? Are there routine procedures for them to keep up to date?
- | How is learning affected by the way technicians and learning support staff are deployed?
- | How well are part-time staff managed so that they make effective contributions to the work of the department?

3.2 Curriculum

Students may have widely differing previous experiences, and the curriculum and schemes of work should take this into account. Curriculum plans should include the development of operational and production skills alongside knowledge and understanding. Is sufficient consideration given to current trends in the industry? Is adequate provision made for practical and investigative work?

3.3 Accommodation and resources

- | Is there an adequate range of specialist accommodation for practical work?
- | How is learning affected by storage arrangements for materials, ingredients, equipment and students' work or by the relationship between group sizes and the available workroom space?
- | Do the accommodation and resources comply with health and safety requirements appropriately?
- | Do specialist facilities provide a sufficiently realistic working environment?
- | Are funds maintained to allow for repair, maintenance and replacement of equipment on a rolling programme?

4 Writing the report

The following are examples of post-16 subject sections from inspection reports on colleges of further education. (The examples do not necessarily reflect the judgements in any or all of the examples given elsewhere in this booklet.) The summative judgements in these reports use, for schools, the seven-point scale: *excellent*; *very good*; *good*; *satisfactory*; *unsatisfactory*; *poor*; *very poor*. For colleges, there is the five-point scale: *outstanding*; *good*; *satisfactory*; *weak*; *very weak*. The summative judgements *excellent/very good* used in school reports correspond to *outstanding* in colleges; *poor/very poor* used in schools correspond to *very weak* in colleges.

Hospitality and catering (1)

Overall, the quality of provision is good.

Strengths

- | Attainment is good, as shown in high pass and retention rates, especially for AVCE.
- | Achievement is good, based on significant progress since entry to courses.
- | Learning programmes are challenging and lead to high levels of practical skill.
- | There are good resources for practical teaching and learning.
- | The specialist staff are experienced and particularly well qualified.
- | The content of the learning programmes is well matched to the needs of the local community.
- | There is good teamwork among teachers to support students.

Weaknesses

- | There is poor recording following assessment.
- | There is insufficient evaluation and monitoring in management of the curriculum area.

Scope of provision

The college offers a good range of full-time and part-time provision in hospitality and catering, including AVCE. NVQ courses are available in food preparation and cooking at levels 1, 2 and 3, and preparing and serving food at level 1. Courses are also available in vegetarian wholefood cookery, cake decoration, sugarcraft and world cuisine. There are currently 38 students aged 16–18 and 15 adults on full-time courses; five students aged 16–18 and 83 adults on part-time courses. School-link courses are also offered. The inclusion of ethnic cookery courses has helped to meet the needs of the local community. Induction and tutorial programmes are well planned and include introductions to health and safety, food hygiene, applying for jobs and other employment topics.

Achievement and standards

The students' achievement is good, given their qualifications on entry. Attainment is high and the overall retention and pass rates on courses are above the national average; they are particularly good on AVCEs. Retention rates are satisfactory on the NVQ programmes and cake decoration and sugarcraft courses. Retention rates on vegetarian wholefood cookery and world cuisine courses are good. The pass rates for NVQs in catering and hospitality are well above the national average at levels 1 and 2. The standard of students' work is at least satisfactory and much of it is good or very good. The majority of students gain awards in addition to their main qualification. All students achieve a basic hygiene certificate. Progression within the curriculum area is good. Most students go on to gain relevant employment in the industry or continue into higher education. Students demonstrate high standards of technical skills in the kitchens and restaurant. They achieve good standards in food preparation, cooking and food service. Students work well together as a team and display good social skills when dealing with customers. However, students' portfolios are poorly maintained and lack detail.

Quality of education and training

Much of the teaching both in practical and in theory lessons is good. Practical lessons are well structured, giving students clear opportunities to learn well. Students have well-defined roles in production kitchens and in the restaurant that is open to the public. There are some good learning materials for theory and practical subjects. One teacher uses

computer presentations in lessons that are innovative and popular with students. However, some handouts used for practical lessons were inaccurate and in need of updating. Teachers link theory to practical examples from industry and from work which has taken place (or will take place) in the college. Students' learning is clearly aided by this exemplification. In most lessons, good use is made of questions to check understanding and ensure learning. During lessons in kitchens and restaurants, students learn to work effectively under appropriate commercial pressure. The NVQ programmes have been adapted to match the needs of individuals and the local community.

The food preparation and cooking courses include many ethnic dishes and methods – for example, 'halal'. These courses ensure a challenging programme which recognises the multicultural nature of the student population and community. Teachers are particularly effective in making students aware of the different cuisines internationally. This is especially strong in those teaching groups which contain students of Chinese, Indian and Vietnamese origin. These students' experiences of different food preparation techniques are frequently drawn upon during discussions about practical work.

The assessment of vocational courses, such as cake decoration, is well planned and organised. Teachers give constructive comments and students' work is accurately marked. While the practical assessment of NVQs is thorough, the recording of the assessments and outcomes is poor. All assessments are made by observation and questioning. Dates recorded in AVCE portfolios are sometimes inaccurate and no use is made of alternative methods of assessment, such as witness statements.

Students' learning experiences are enhanced by working on functions which take place in the college. The majority volunteer to work on functions even when they are not supposed to be involved. Students are complimentary about the support they receive from their tutors. Students' absences are systematically followed up. Their progress is rigorously monitored and regularly reported to parents, guardians and employers. Students at risk of failure are set clear targets for improvement and provided with additional support as required.

All staff have recent industrial experience and most are particularly well qualified and experienced in ethnic cuisine. One member of staff is currently the 'international Indian chef of the year'. All staff work well together as a team and support each other during practical lessons. The catering facilities include a training kitchen, production kitchen and a restaurant. Both kitchens have a variety of specialist equipment to support the work on ethnic cuisine and provide excellent environments that prepare students well for employment. All the equipment is up to date. The dry food storage facilities are very small. Most food is stored in walk-in refrigerators and freezers that are located in the training kitchen. Staff and students using the cold storage facilities in the training kitchen sometimes interrupt demonstrations. The library book stock is adequate. Students have access to computers and the Internet to aid research, and a computer system supports the catering and hospitality students' learning of theory.

Leadership and management

Most aspects of leadership and management are at least satisfactory. A firm direction is set, giving staff and students a clear indication of what needs to be achieved in teaching and learning within the well-structured curriculum. Teachers work well together as a team. Staff appraisals are effective and contribute well to the good continuous professional development which takes place. Staff meetings are held regularly and appropriate action is taken to resolve issues which arise. Course committees, which include students' representatives, meet each term and actions agreed at meetings are regularly followed through. Lesson observations take place regularly and inform staff appraisal. However evaluation and monitoring of the curriculum are weak and quality assurance arrangements are not systematic.

Hospitality and catering (2)

Overall, the quality of provision is satisfactory.

Strengths

- | Pass rates are high on most courses.
- | The teaching is well planned.
- | There is a good range of specialist facilities to support learning.
- | Good support is provided for students.

Weaknesses

- | Pass rates are not sufficiently high for modern apprenticeships.
- | There is insufficient development of key skills.
- | There are too few assessors for work-based learning.
- | There is a lack of occupational focus in students' reviews.

Scope of provision

The college offers a wide range of hospitality and catering courses for full-time and part-time students and for work-based students. There are arrangements for students to attend courses at times to suit their individual needs. Provision includes: NVQs at levels 1 to 3; the AVCE in hospitality and catering; a range of short courses in cake decoration and sugarcraft; and those leading to licensed trade qualifications. A good variety of short courses has been specifically designed to meet the needs of employers. Links with schools are good and school pupils may enrol for hospitality and catering at the college.

Achievement and standards

Students' achievement over the duration of their courses is satisfactory overall and retention rates are generally at or above the national average. For most courses in catering and hospitality, attainment is good, with above average pass rates. The majority of full-time students gain a basic hygiene certificate. However, the pass rates for the foundation and advanced modern apprenticeship frameworks are low.

Students acquire good practical skills in the kitchens and restaurants. They work well together in teams and display good social skills when dealing with customers. However, second year students on the AVCE need to develop further their skills in evaluating and analysing. Students' progression is good. Most go on to gain relevant employment in industry or continue into higher education. Students' portfolios are well maintained and comprehensive but few students use ICT in assignments or to record evidence for their portfolios.

Quality of education and training

Most teaching is good. Schemes of work are detailed and lessons are carefully planned. Teachers make good use of their own industrial knowledge and experience to enhance their teaching. Frequent references are made to the students' experiences on work placement. Theory and practice are effectively linked in a way that motivates students. In the restaurants and kitchens, students frequently work under an acceptable amount of pressure, which prepares them well for employment. Menus are interesting, with a good mix of contemporary and classical dishes that is effective in developing students' understanding of food. In a few practical lessons, teachers did not always correct wrong or inappropriate working methods. In a minority of lessons, teachers made insufficient checks on students' learning. Assignments are well designed, vocationally relevant and contain clear assessment criteria. Students find them interesting. An assignment schedule for the issue, submission and return of marked work is strictly adhered to. The teaching of key skills is not related to the vocational area. Students do not value key skills lessons and attendance is poor. A few marked assignments do not contain sufficient written comments to inform students how to improve their performance, and errors in spelling and grammar are seldom corrected. The practical assessment of NVQs is thorough, although most assessments are by observation and questioning, with little use made of alternative methods such as witness statements.

Work-based learners are employed in a variety of different establishments within the hospitality, catering and bakery industries. Most are trained and assessed in the workplace. Assessors' visits to the workplace are planned well. However, there are too few work-based assessors, which hinders the progress of learners. The teaching of key skills for students on modern apprenticeship programmes is poor. Most work-based learners have little awareness and understanding of key skills. College staff provide good support for work-based learners. They often visit them out of normal office hours and at weekends. Modern apprentices are visited every 12 weeks by college staff to carry out individual reviews with learners. However, most of these reviews lack occupational focus as they are not carried out by vocational specialists.

Students speak highly of the tutorial support they receive. Attendance and achievement are closely monitored by tutors and effective action is taken when students underperform. Students' experiences are improved by the well-established industrial links and the variety of visits organised to exhibitions and hospitality and catering establishments. Employers regularly give presentations to students on career opportunities. There is an annual study tour to France and an exchange visit with a Dutch hotel school. Functions undertaken by the college, both on and off the premises, also help to improve students' skills and knowledge of the industry and provide additional opportunities for assessment.

Teachers are well qualified. Several have recent industrial experience, but a few teachers have not taken advantage of the staff development opportunities to update their skills. There is a wide variety of specialist practical resources. Kitchens and restaurants provide students with good experience and are generally well equipped. However, some of the kitchen equipment is dated and does not fully reflect industrial standards. The design of the restaurant is poor and restricts the type of food service that students can experience. General teaching rooms are of a satisfactory standard, although some are inappropriate for the size of group or for the subject being taught. The learning resource centre and library contain adequate supplies of specialist books and journals and provide good access to computers and the Internet.

Leadership and management

Overall, the management of the hospitality and catering provision is good. Course management files are comprehensive. Staff meetings are held regularly and appropriate action is taken to remedy issues that arise. Course teams, which include student representatives, meet each term and actions agreed at meetings are regularly followed up. Lesson observations are regularly undertaken and inform staff appraisal records. However, target setting within the department lacks rigour and not enough attention has been given to overcoming some of the weaknesses identified to improve the quality of teaching and learning.

