

**VOCATIONAL EDUCATION AND TRAINING
IN THE HOSPITALITY AND CATERING
INDUSTRY**

Thesis submitted in accordance with the requirements of
the University of Liverpool for the degree of
Doctor in Philosophy

by

Shyam Sunder Patiar

VOLUME II: APPENDICES

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APPENDIX A Career Questionnaires

APPENDIX A.1 Career Questionnaire 1
School Pupils Career
Choice Options Questionnaire

APPENDIX A.2 Career Questionnaire 2
Parents' Perception of Children's Career Choices
Questionnaire

APPENDIX A.3 Career Questionnaire 3
Career Adviser Questionnaire

APPENDIX A.1

**Career Questionnaire 1
School Pupils Career
Choice Options Questionnaire**



Coleg Llandrillo Cymru

Rhagorlaeth Dysgu yng Nghymru
Learning Excellence In Wales

Contact Name: Mr. Shyam Patiar

Extension Number: 310

Date:

Dear,

As a vital component of PhD course, I am in the process of carrying out research on the perceptions and intentions of young people who are likely to enter the hospitality workforce.

You may be aware that the hospitality industry is expanding at a faster rate than any other industry which would be major source of employment. It would be timely to know more about what potential recruits think about it. This information might provide a basis for attracting the best possible workforce.

I would be grateful for your assistance in collating the related information about career choice decisions made by young pupils.

I am attaching a specimen copy of the questionnaires for your perusal.

Thanking you in anticipation.

Yours sincerely

Shyam Sunder Patiar
Director-Hospitality and Tourism
Coleg Llandrillo
Llandudno Road
Rhos-on-Sea
Colwyn Bay
Conwy
LL28 4HZ

Coleg Llandrillo Cymru, Ffordd Llandudno, Llandrillo-yn-Rhos, Bae Colwyn, Conwy, Gogledd Cymru LL28 4HZ
Ffôn: 01492 54666 (mini-com ar gael) Ffacs: 01492 543 052 Cyfeiriad E-bost: admissions@llandrillo.ac.uk www.llandrillo.ac.uk

Coleg Llandrillo Cymru, Llandudno Road, Rhos-on-Sea, Colwyn Bay, Conwy, North Wales LL28 4HZ
Telephone 01492 546666 (mini-com available) Fax: 01492 543 052 Email: admissions@llandrillo.ac.uk www.llandrillo.ac.uk



WSH Evans BSc, MPhil, PGCE, FIMgt
Prifathro/Principal

CAREER CHOICE OPTIONS QUESTIONNAIRE

(Please tick appropriate box for question 2-6)

1. Name:
(Optional)

2. Gender:

Male

Female

3. School Year:

Year 10

Year 11

Year 12

4. What do you hope to do at the end of year 11:

Year 12

Local Further Education College

Training

Employment

Other

5. Have you considered any particular careers or jobs?

Yes

No

6. Which of the following career areas would you consider:

CAREER AREA	YES	MAYBE	NO
Agriculture			
Armed Services			
Banking and Finance			
Beauty and Hairdressing			
Construction			
Engineering			
Fashion			
Hospitality			
Information Technology			
Journalism			
Law			
Medicine & Dentistry			
Music			
Nursing			
Performing Arts			
Police/Emergency Services			
Social Work			
Sport & Fitness			
Teaching			
Tourism			
Veterinary Medicine			
Other (Please specify)			

(Adapted from COIC "Working In Series" 1999)

7. How would you define the hospitality industry?

8. List all the possible jobs in hospitality industry which you can think of:

9. What are the positive aspects of the hospitality industry?

10. Are there any negative aspects of this industry?

Thank you for completing this questionnaire.

I would be grateful if you could return the completed questionnaire to your Head Teacher for forwarding to me at the address below.

Shyam Sunder Patiar
Director - Hospitality and Tourism
Coleg Llandrillo
Llandudno Road
Rhos-on-Sea
Colwyn Bay
Conwy
LL28 4HZ.

APPENDIX A.2

Career Questionnaire 2
Parents' Perception of Children's Career Choices
Questionnaire

Contact Name: Mr. Shyam Patiar

Extension Number: 310

Date:

Dear Parent/Guardian,

As a vital component of PhD course, I am in the process of carrying out research on the perceptions and intentions of young people who are likely to enter the hospitality workforce.

You may be aware that the hospitality industry is expanding at a faster rate than any other industry which would be major source of employment. It would be timely to know more about what potential recruits think about it. This information might provide a basis for attracting the best possible workforce.

I am sure you will agree that the choices of career your children make are vital in order for them to fulfill their potential and achieve their ambition.

The enclosed questionnaire seeks to obtain your views on the career choices of children and to identify the importance of various factors in relation to career choices.

I would be extremely grateful if you can please complete the questionnaire and return in the envelope provided. All responses are completely anonymous and confidential.

If you have any questions related to the research or questionnaire please contact me at the address below.

I thank you in anticipation.

Yours sincerely

**Shyam Sunder Patiar
Director-Hospitality and Tourism
Coleg Llandrillo
Llandudno Road
Rhos-on-Sea
Colwyn Bay
Conwy
LL28 4HZ**

Career Questionnaire 2

Your Children's Career Choices

1. What is the year group of the child that this questionnaire relates to?
(Please tick one box).

Year 10

Year 11

Year 12

2. What gender is the child that this questionnaire relates to? (Please tick one box)

Male

Female

3. Are you aware of any careers education and guidance that your child has received at school?
(Please tick one box)

Yes

No

4. In your opinion how do you rate each of the following as being influential to your child's careers choices? (Please tick one box)

	Highly Influential	Influential	No Opinion	Slightly Influential	No Influence
Yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bother/Sister	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Based - Career Co-ordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Adviser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers/Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careers Literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. If you rate yourself as influential or highly influential, in what career areas might you try to direct your child? (Please state)

6. Have you noticed that your child's career choices have changed as they have got older?

(Please tick one box)

Yes

No

7. If yes in your opinion please rate the degree to which you agree or disagree with each of the following statements: (Please tick one box)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
They have found out more information about different career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have become more realistic about the career opportunities available to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have higher aspirations and have become more ambitious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They want to incorporate particular interests and hobbies into their career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have been influenced by the career choices of family members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have been influenced by experiences gained through their work experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They want to obtain formal qualifications to improve their career prospects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have been influenced by the career choices of their friends,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please rate the degree to which you agree or disagree with Each of the following statements
(Please tick one box)

A career is:

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A route with direction and purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A frequent change of career areas with variation being the main motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A job for life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A pattern of work-related experiences that span the course of a persons life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A lifetimes commitment to an occupation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social mobility/Moving up the 'social ladder'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A series of promotions in one particular occupation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A series of different occupations that build upon past skills and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A vocation - matching personality with an occupation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How many times do you think your child might change career areas in their working life?
(Please tick one box)

- None
- 1-3 Times
- 4-6 Times
- 6+ Times
- Don't Know

10. In your opinion, how important do you think each of the following are when choosing a career:
 (Please tick one box)

	Extremely Important	Important	No Opinion	Not Very Important	Not Important At All
International Travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition as a profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in an outdoor environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest and enjoyment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotional opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glamorous image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in an office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working 9-5 weekday hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in a challenging and dynamic environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. From the following list, please tick ONE box to indicate the career area in which you have spent the majority of your working life, and THREE career areas, which you would be happy with your child entering.

Career Area	Your Career Area	1 st Choice	2 nd Choice	3 rd Choice
Agriculture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Armed Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Banking and Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beauty and Hairdressing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Journalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicine & Dentistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performing Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police/Emergency Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport & Fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tourism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veterinary Medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. For ALL of the following statements, please indicate to what extent you think a career in the hospitality industry would provide:

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
International travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in recognized profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working unsociable hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest and enjoyment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good promotional opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A demand for formal qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility at a fairly young age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seasonal employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ability to use language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A glamorous image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing and using initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hard work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working long hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skilled employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in a challenging and dynamic environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Do you have any personal experience in the hospitality sector?

No experience

Seasonal/Casual employment

Part-time employment

Full-time employment

Full-time supervisory

Full-time managerial

Self-employed

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

Shyam Sunder Patiar
Director - Hospitality and Tourism
Coleg Llandrillo
Llandudno Road
Rhos-on-Sea
Colwyn Bay
Conwy
LL28 4HZ.

APPENDIX A.3

Career Questionnaire 3
Career Adviser Questionnaire

Career Questionnaire 3

Career Adviser Questionnaire

1. How would you define your role in relation to the schools, as regards to careers?

2. How is career guidance provided to school pupils?

a) Individual basis

- Organised
- On demand

b) Group Basis

3. What is your source of different career information?

4. a) Do you use any computer software packages?

Yes

No

If yes, please answer Question 4b.

4.b) Does the software package have any in-built bias towards careers in hospitality.

Yes

No

5. Which type of questions are normally asked by school pupils regarding careers?

6. In your opinion, what sort of information school pupil wish to listen?

7. Do you think the career choices are cyclical?

8. How popular are careers in hospitality industry?

9. What are the reasons for above?

10. How might people define the hospitality industry?

11. List all the possible jobs in hospitality industry which you can think of:

12. What are the positive aspects of the hospitality industry?

13. Are there any negative aspects of this industry?

14. In the event of you were to promote careers in hospitality industry how do you think the industry should be promoted?

15 . Briefly describe the aspects you would suggest to be improved which will attract more school pupils to make careers choices for this industry.

Thank you for completing this questionnaire.

**Shyam Sunder Patiar
Director - Hospitality and Tourism
Coleg Llandrillo
Llandudno Road
Rhos-on-Sea Colwyn Bay
Conwy LL28 4HZ**

APPENDIX B Work Based Provision Questionnaires

**APPENDIX B.1 Quality Review – Visit Record
Interview Questionnaire**

- Trainees and
- Work-based Supervisors

APPENDIX B.2 Quality Review – Postal Survey Questionnaire

- Trainee Survey

APPENDIX B.3 Quality Review – Postal Questionnaire

- Employer Survey

**APPENDIX B.4 Description of Range of Employers who
responded to the Postal Questionnaires
during the Sessions 2001/2002 and 2002/2003**

APPENDIX B.1

Quality Review – Visit Record

Interview Questionnaire

- **Trainees and**
- **Work-based Supervisors**

**TEXT BOUND INTO
THE SPINE**

Name of Trainee	Name of Workplace
Framework	Qualification Title & Level
Start Date	Proposed End Date
Units Achieved to Date	Name of Assessor
Date of Last Meeting	Date of Next Meeting
Name of Supervisor / Manager	Contact Number
Date	Name of AI
Time of Meeting	Time Departed

General Details

What were you doing before?	
<ul style="list-style-type: none">• Job• Training• Studying	comments
What qualifications do you have?	
<ul style="list-style-type: none">• Grade of qualification• Have these been taken into account?• Key skills	comments
Is the content of the training as you expected?	
<ul style="list-style-type: none">• Where you involved in general discussions• Was your supervisor involved• Which options have been made available to you• Was the route explained	comments
What was your induction like?	
<ul style="list-style-type: none">• Route, NVQ, Organisation• Was it useful• Did you cover• Health & Safety• Equal Opportunities• Have you a checklist?	comments
Can you speak Welsh? Have you been offered the opportunity for Welsh assessment? Have you taken this up?	
<ul style="list-style-type: none">• If they can speak Welsh but have chosen to be assessed in English ask why	comments
Have you raised any issues with your assessor/employer? What happened? Was It resolved?	
<ul style="list-style-type: none">• Any worries• Infrequent meetings• Uncertain expectations• Poor training• etc	comments

Basic Skills Assessment

Did you have a test to see whether or not you might need help with Welsh, English or Maths?	
	comments
What happened as a result?	
	comments

Are you receiving any help with literacy and/or numeracy?

- From whom
- Where
- How often
- Do you get feedback

comments

Key Skills**Which key skills are part of your framework?**

- IT
- COMMS
- AON
- IOLP
- WWO
- PS

comments

Have you started them yet? Are they useful? Are your skills improving?

- How are they delivered
- What support/training are you given
- Where does this take place

comments

Have you done them before? If so, was this taken into account?

- Where
- Which KS
- What level

comments

What progress are you making?

- Any idea?
- At a glance guide available? (simple matrix eg)
- Units achieved
- Expected end date

comments

Training and Assessment**How often are you visited by your work-based assessor? How long on average do they stay?**

- Are you informed of the visit before
- Do they keep to their appointments
- Do you have enough visits for your needs

Comments (include information here if at all possible)

What happens during the visit? Are they useful to you?

- Is your supervisor involved
- Are issues identified and actioned
- NVQ standards used to provide structure

comments

Have there been any periods when you have not received a visit? What happened?

comments

Do you have the full or an outline of the NVQ and key skill standards?

- Framework
- Materials provided

comments

What kind of training do you get?

- On the job
- Off the job
- Both
- Key Skills
- Delivered by whom?

comments

Are you given time and resources to complete your training?

- Do you ever come in to college or other centres?
- Do you have access to the internet
- What other resources are available to you
- How much time off are you given

comments

How are you progressing?

- Do you receive clear feedback
- Are you given an action plan
- Where are you up to
- What have you completed to date – elements/units/qual
- Does your assessor press/help you to progress fast
- Do you have a progress sheet
- Does the assessor discuss with you what evidence can be used

comments

When is your folder verified?

comments

What do you think of your assessor?

- What is their manner like
- Do you understand what they say
- Do they listen to you
- Are you given clear feedback

comments

Reviews

Who does your review? How often do they take place?

How useful are they

comments

What happens during your review?

- Do you
- Summarise your progress?
- Identify problems?
- Plan for next 3 months
- Set definite targets

comments

Portfolio

Is there evidence of IV?

- Is there a variety of evidence
- Has it been assessed rigorously
- Is evidence cross referenced
- Are key skills occurring naturally
- Is the IV formative

comments

Can trainees follow their progress clearly?

- Evidence of action plans
- Can trainees see their progress easily

comments

Is the feedback constructive?

- Evidence of feedback
- Is UPK covered adequately
- Evidence of grammar and spelling corrections
- Are question sheets used
- Does it show pride and high standards

comments

Questions for Work-based Supervisors

How are you involved in the progress of the trainees?

- Evidence of involvement
- Do they receive regular feedback

comments

Is the training appropriate for the work being done by your employee?

Are you provided with progress reports?

<ul style="list-style-type: none">• How often• Are you able to discuss any issues with the assessor• Are you asked to be involved	comments
---	----------

What materials, additional support do you provide the trainees?

<ul style="list-style-type: none">• Time at work or to visit college• Materials• Equipment• Support• In-house Assessors	comments
---	----------

Have you been offered the opportunity of Assessor training? Would you consider assessor training?

	comments
--	----------

What do you think of the assessor?

<ul style="list-style-type: none">• Do you receive feedback• Are you involved with the training plan• Do they ask for your assistance / opinion• Are appointments kept• Are meetings regular and fit for purpose	comments
--	----------

Do you have any general issues you wish to discuss?

	comments
--	----------

Do you have any positive observations or comments you would like to make?

	comments
--	----------

APPENDIX B.2

Quality Review – Postal Survey Questionnaire
- Trainee Survey



**Your views are important and we value your opinion.
 Please help the College to improve its services to
 trainees by answering these questions.**

The survey does not ask for your name and is completely confidential.

Please return the completed questionnaire in the enclosed pre-paid envelope.

Please start by providing some information about yourself:

1 What is your age group?

16 - 18

19 - 25

26 - 35

36 - 45

46 - 55

Over 56

2 What gender are you?

Male

Female

3 Where do you live – please insert your Post Code

--	--	--	--	--	--	--	--

4 Do you speak Welsh?

Yes

No

5 Have you been offered assessment through the medium of Welsh?

Yes

No

6 Are you being assessed through the medium of Welsh?

Yes

No

7 How many staff are employed where you work?

Less than 5

6 - 10

11 - 50

51 - 100

101 - 250

251 +

Please mark a response for each question:

8 How did you find out about your programme at Coleg Llandrillo?

- | | | |
|--|-----------------------------------|---|
| <input type="checkbox"/> Newspaper Advertisement | <input type="checkbox"/> Employer | <input type="checkbox"/> Careers Advisor / Job Centre |
| <input type="checkbox"/> Prospectus | <input type="checkbox"/> Open day | Other (Please specify)
..... |

9 What is your main reason for choosing the course?

- | | | |
|--|--|--|
| <input type="checkbox"/> To get a qualification | <input type="checkbox"/> To gain promotion | <input type="checkbox"/> Employer suggestion |
| <input type="checkbox"/> To train for a particular job | <input type="checkbox"/> To update relevant skills | Other (Please specify)
..... |

10 Which programme are you on?

- | | | | |
|--|---|---|--------------------------------------|
| <input type="checkbox"/> Modern Apprenticeships (MA) | <input type="checkbox"/> National Trainees (NT) | <input type="checkbox"/> Work Based Learning for Adults (WBLfA) | <input type="checkbox"/> Skill Build |
|--|---|---|--------------------------------------|

11 Which qualification are you working towards?
Please state the name and level of the NVQ.

Name: Level:.....

12 When did you enrol on the programme? ____ / ____ / ____

13 Have you completed any units or qualifications (please specify below):

14 Did you complete a test to see whether you need help in Welsh, English or Maths?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

15 If you did, are you now receiving help with Welsh, English or Maths?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

16 Have you been given an outline of the programme?

Yes

No

17 Which Key Skills are part of your training programme?

IT

Working With Others

Application of Number

Communications

Improving Own Learning and Performance

Problem Solving

18 If Key Skills are part of your programme:

Are these useful?

Yes

No

N/A

Are your skills improving?

Yes

No

N/A

Do you know how you are progressing?

Yes

No

N/A

Have you achieved any Key Skills awards yet?

Yes

No

N/A

Do you know what levels you are working on?

Yes

No

N/A

Do you have an expected end date?

Yes

No

N/A

19 I am satisfied with the provision available for Key Skills

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

20 Do you receive regular NVQ assessment?

Yes

No

21 How many times have you seen your NVQ assessor since the start of the programme?

22 On average, how long does the NVQ assessor spend with you?

0-15 mins

15-30 mins

30-45 mins

45 mins - 1 hour

1 hour +

23 I am given regular help from my assessors

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

24 I am satisfied with the quality of support and help that I receive from my assessors

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

25 Is your work supervisor involved in the review?

Yes No

26 What type of training do you get (apart from assessment)?

None On the Job Training Off the Job Training Both

27 My employer gives me time to complete my training

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

28 My employer provides me with the resources to enable me to complete my training

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

29 When are you due to complete your programme?

___ / ___ / ___

30 Would you recommend your programme to others?

Yes No

31 Would you recommend the College to others?

Yes No

A Please identify what you like most about your chosen programme:

B Please identify aspects of the programme which you think could be improved:

C If you have problems at work who would you turn to:

D Have you ever raised concerns and had/not had them dealt with? If so, what were they and to whom did you speak:

E If you have any positive observations or comments, recommendations or suggestions for improvements, please share them with us:

**Thank you for taking the time to complete this questionnaire.
Your comments will be used to improve the quality of our service.**

**Trainee Survey
Term 1 2002**

This survey does not require your name and is completely confidential.

However,
if you would like to discuss any aspect of your training with us,
please complete and return separately this cut-off slip
to provide us with your name and daytime contact number.

Name: _____

Tel No.: _____

APPENDIX B.3

Quality Review – Postal Questionnaire

- **Employer Survey**



**Your views are important and we value your opinion.
 Please help the College to improve its services to
 trainees and local companies by answering these questions.**

Please return the completed questionnaire in the enclosed pre-paid envelope.

Please start by providing some information about your company:

1 How many staff do you employ?

<input type="checkbox"/> Less than 5	<input type="checkbox"/> 6 - 10	<input type="checkbox"/> 11 - 50
<input type="checkbox"/> 51 - 100	<input type="checkbox"/> 101 - 250	<input type="checkbox"/> 251 +

2 How many of your staff can converse through the medium of Welsh

<input type="checkbox"/> 0	<input type="checkbox"/> Less than 5	<input type="checkbox"/> 6 - 10
<input type="checkbox"/> 11 - 20	<input type="checkbox"/> 21 - 50	<input type="checkbox"/> 51 +

Please mark a response for each question

3 Have you previously used Coleg Llandrillo for other training needs?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

4 How did you find out about the training programmes at Coleg Llandrillo?

<input type="checkbox"/> Newspaper Advertisement	<input type="checkbox"/> Employee	<input type="checkbox"/> Careers Advisor / Job Centre
<input type="checkbox"/> Prospectus	<input type="checkbox"/> Open day	Other (Please specify)

5 Did you attend a detailed negotiation of the programme at the beginning?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

6 Have you received an outline of the training programme?

Yes

No

7 Does the programme fit in with the training you provide?

Yes

No

8 Have your responsibilities been made clear?

Yes

No

9 What is the main reason your staff have chosen to undertake training?

To get a qualification

To gain promotion

Employer suggestion

To train for a particular job

To update relevant skills

Other (Please specify)

.....

10 How many of your staff have received training facilitated by Coleg Llandrillo since September 2001?

0

1 - 5

6 - 10

10 - 20

21 +

11 Please list the name and the level of NVQ training that your staff have received from Coleg Llandrillo since September 2001.

TITLE:	LEVEL:	NO OF STAFF:

12 Is the training improving employees' performance?

Yes

No

13 Have the assessors introduced themselves to you?

Yes

No

14 Are you given an estimated completion date for the training?

Yes

No

15 Where required, have your staff received support from their assessor with their literacy and numeracy needs?

Yes

No

Don't Know

16 Staff are satisfied with the support they receive from their assessor

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

17 The assessors provide the company with regular feedback on candidate progress

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

18 I am satisfied with the quality of feedback that I receive from the assessor(s)

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

19 I am satisfied with the provision available for Key Skills

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

20 How much time is given to staff to complete their training?

None

1 hour a week

1 hour a day

½ day a week

1 day a week

21 How often do the assessor(s) meet with your staff?

every 2 weeks

every month

every 2 months

every 3 months

every 6 months

22

On average, how long does the assessor spend with your staff member?

0 – 15 mins

16 – 30 mins

31 – 45 mins

45 mins – 1 hour

1 hour +

23

Would you recommend work based training to other companies?

Yes

No

24

Would you recommend the College to others?

Yes

No

A.

Please identify what you like most about the training programme?

B.

Please identify aspects of the programme which you think could be improved?

C. If you have any general comments, recommendations or suggestions for improvements, please share them with us.

D. Do you have any positive observations or comments you would like to make?

**Thank you for taking the time to complete this questionnaire.
Your comments will be used to improve the quality of our service.**

.....

If you would like to discuss any aspect of the training,
please provide us with your name and daytime contact number.

Name: _____

Title: _____

Company Name: _____

Tel. No.: _____

APPENDIX B.4

**Description of Range of Employers who
responded to the Postal
Questionnaires during the
Sessions 2001/2002 and 2002/2003**

DESCRIPTION OF RANGE OF EMPLOYERS

Geographical Distribution of Employers (n=68)

COUNTY - CONWY (n=52) 76%			COUNTY - DENBIGHSHIRE (n=16) 24%		
<u>Towns</u>	<u>Numbers</u>	<u>Percentage</u>	<u>Towns</u>	<u>Numbers</u>	<u>Percentage</u>
Abergele	6	12%	St Asaph	4	25%
Rhos on Sea and Colwyn Bay	12	23%	Rhyl	4	25%
Llandudno	20	38%	Prestatyn	2	13%
Conwy	14	27%	Ruthin	6	37%
	52	100%		16	100%

Type of Establishments

<u>Establishments</u>	<u>Numbers</u>	<u>Percentage</u>
Hotels	32	47%
Restaurants	12	18%
Gestro-Pubs	16	23%
Cafés	8	12%
	68	100%

APPENDIX C **'Competence with Excellence' Project**

APPENDIX C.1 **Enhanced Curriculum Model**

APPENDIX C.2 **Experimental Project Action Plan**

APPENDIX C.3 **Schemes of Work**

Kitchen

Restaurant

APPENDIX C.4 **Time Schedules**

APPENDIX C.5 **Residential Weekend Programme**

APPENDIX C.6 **Self Appraisal Questionnaire 1**

- Start of the Project

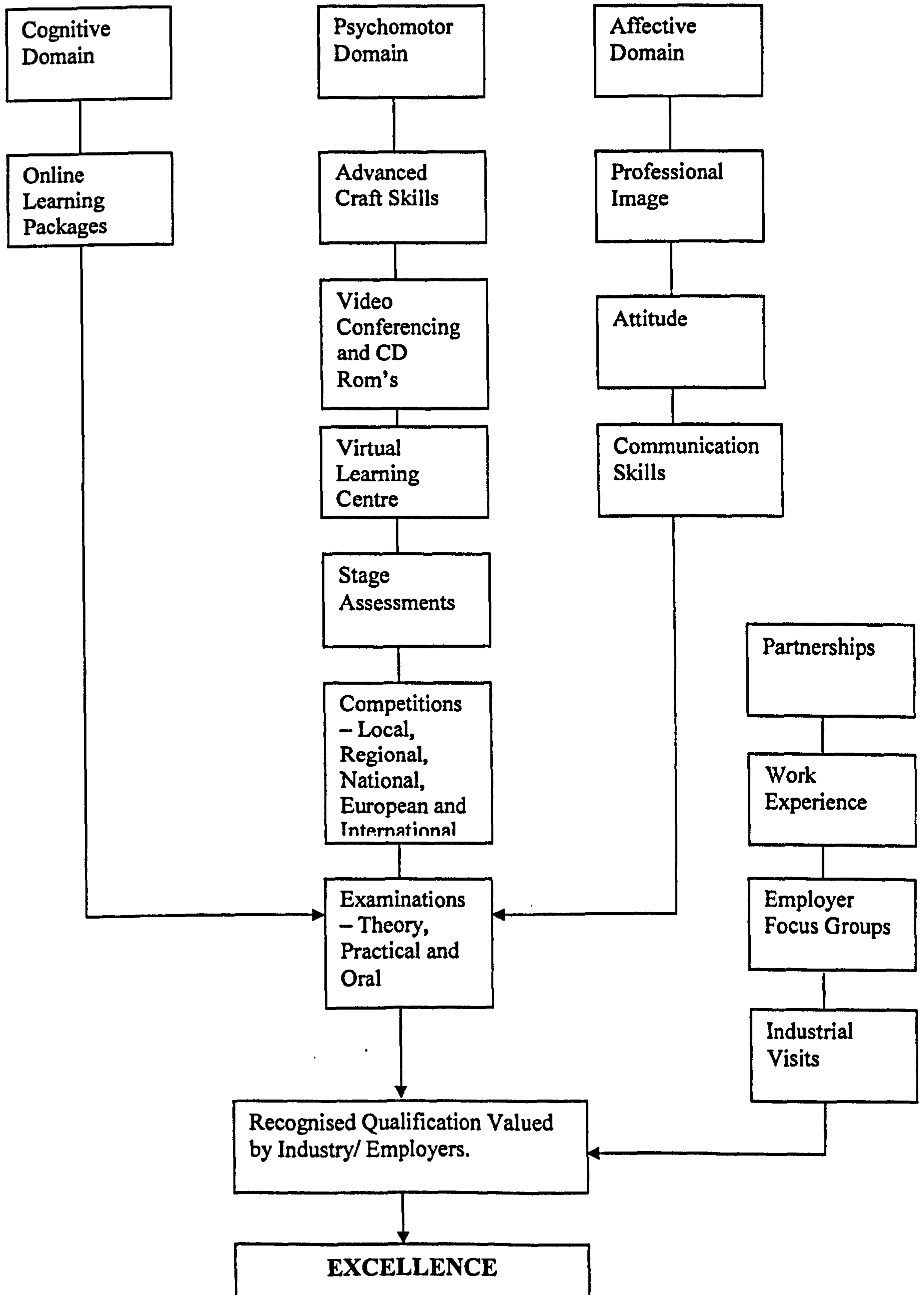
APPENDIX C.7 **Self Appraisal Questionnaire 2**

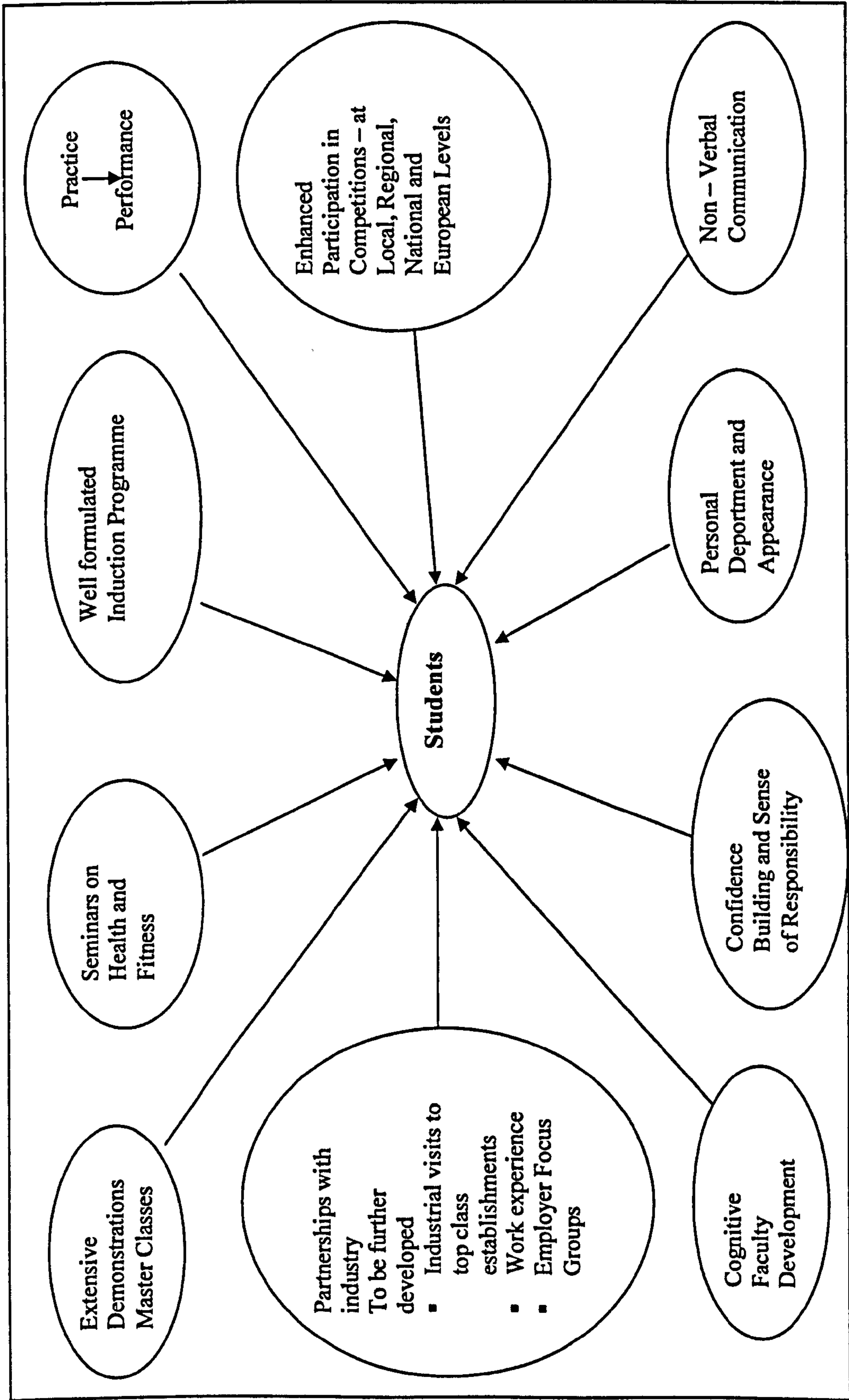
- Conclusion of the Project

APPENDIX C.1

Enhanced Curriculum Model

RECOMMENDED MODEL FOR THE DELIVERY OF ENHANCED CURRICULUM





Enhanced Curriculum Model

APPENDIX C.2

Experimental Project Action Plan

LEARNING SKILLS DEVELOPMENT AGENCY PROJECT

COLEG LLANDRILLO
SCHOOL OF HOSPITALITY AND TOURISM

ISSUES SEEKING ATTENTION	ACTION TO BE TAKEN	OUTCOME REQUIRED	BY WHOM	PRIORITY LEVEL	KEY DEPENDANCIES	TIME SPAN
Recruitment & Selection of students	Marketing Perception of industry Rigorous selection process Motivation of cohort group & plan curriculum	Committed students (10-12) (maybe form existing NVQ cohorts)	Marketing Manager Advice & Guidance Team / Curriculum Leader	High	Good students Applications & quota	Now until Sept 01
Programme Design	Identify & plan content in terms of: <ul style="list-style-type: none"> ➤ Programme Aims ➤ How to achieve aims ➤ Teaching & Learning methods ➤ Generic skill building ➤ Knowledge & understanding ➤ Personal characteristic skills building Identification of teaching team Any added value courses: <ul style="list-style-type: none"> ➤ Wine appreciation ➤ Food hygiene ➤ Health & Safety Discrete course – Integrated course?	Decision on curriculum to be adopted – C&G Diploma in Professional Cookery Skills?	Curriculum teach of team	High	Meeting schedule Good Action Plan	June/July 01

LEARNING SKILLS DEVELOPMENT AGENCY PROJECT

COLEG LLANDRILLO
SCHOOL OF HOSPITALITY AND TOURISM

ISSUES SEEKING ATTENTION	ACTION TO BE TAKEN	OUTCOME REQUIRED	BY WHOM	PRIORITY LEVEL	KEY DEPENDANCIES	TIME SPAN
Which Key Skills to offer with the programme?	Emphasis on Communication – verbal/non-verbal, written, sign language, A.O.N, I.T, W.W.O & solo, Team Building, Problem Solving	Students need to be: Numerate, literate, able to be a team player, independent thinker, and good attitude to skill/industry needs. Excellent customer care skills. Key skills to be embedded in the subjects/programme.	Curriculum / Teaching Team	High	Students will need to be motivated by the content of this curriculum. Time reasonable for team to plan with Key Skills co-coordinator	June/July 01
Development of Psycho Motor Skills	Development of scheme of work that will reflect the required food service/food prep skills necessary for this project.	High concentration of vocational skills. Students need to be able to prepare/cook/and sense food to the level required with professionalism without any further assistance.	C.T.T., Visiting specialist lecturers.	High	Colleagues available – planning schedule within time span.	June/July 01
Planning of work experience with curriculum delivery	Build relevant experience into Programme in terms of: Work experience, how to plan into the programme, how to achieve aims, which establishment to use, and costs of travel/payment subsistence.	Up to date skills Work under pressure Industry approval Modern skills, skills based upon development of basis skills, consolidation of student motivation, development of students, and skills to competition standards.	C.C.T.	High	Industry able to accommodate students for this.	June/July 01

LEARNING SKILLS DEVELOPMENT AGENCY PROJECT

COLEG LLANDRILLO
SCHOOL OF HOSPITALITY AND TOURISM

ISSUES SEEKING ATTENTION	ACTION TO BE TAKEN	OUTCOME REQUIRED	BY WHOM	PRIORITY LEVEL	KEY DEPENDANCIES	TIME SPAN
Feedback Review	Discussion with group. Self-analysis/Evaluation, video, Customer feedback, Examination Results, Industrialists views.	Identification of best teaching & learning experiences, Enhanced psycho motor skills, Well motivated students, Reflection of the student & customers experience, Student attainment, Industries approval, Competition standard.	Student group, Team, Representatives from industry.	Medium	Initiative – notion of further skills development rather than work experience.	June/July 01
Development of Resource material in terms of: time span of curriculum resources – Teaching staff, outside staff, physical resources, equipment, small & large, learning packages.	Production of work packages Resource booklets, Handouts, development of timetables – identify specialist staff from inside and outside, developing of quality teaching resources: work packages, Handouts, textbooks.	Well-Structured, Clear learning aids.	C.C.T.	High	Students able to work independently, with motivation and enthusiasm, able to reach competition standards.	

APPENDIX C.3

Schemes of Work

Kitchen

Restaurant

SCHOOL OF HOSPITALITY & TOURISM

LEARNING SKILLS DEVELOPMENT AGENCY - SCHEME OF WORK

Session No	Topic	General Objectives : At the end of this unit the students will:	Specific Objectives: At the end of this unit the student will be able to :	Aids
1 21.09.01	Induction Demonstration	<ul style="list-style-type: none"> Have an overview of the scheme Have the timetable /dates Uniform lists Watch demonstration - Canard Savage a la Presse (Mr S.S.Patiar) 	<ul style="list-style-type: none"> Identify reasons for the project List dates when they will be working / tutors taking part/ Residential & Hotelolympia dates Recognise the procedure to be followed to produce Canard Savage a la Presse 	Timetables Hand out – Canard Savage a la Presse
2 28.09.01	History Menu 1	<ul style="list-style-type: none"> Review the development of gueridon service Identify advantages & disadvantages of gueridon service Recognise equipment required Watch demonstration – 1. Cocktail de Floride 2. Steak Diane Prepare & serve food at the gueridon-in practical RWE session 	<ul style="list-style-type: none"> Discuss the history and development of gueridon service Consider current trends Group to list on flip chart reasons why gueridon service can enhance customer experience Identify equipment /cost/staff/space required Complete hand-out Prepare & serve Cocktail de floride Prepare, cook & serve Steak Diane 	Flip chart Pens O.H.P./T Screen Flip chart Pens Hand outs
3 05.10.01	Attributes Organisation	<ul style="list-style-type: none"> Display correct personal image – personal hygiene – behaviour – hygienic & safe working practices Importance of efficient organised service Prepare & serve food at the gueridon-in practical RWE session 	<ul style="list-style-type: none"> List attributes essential to food service personnel Discuss desired personal image / behaviour List hygienic working practices Identify hazards work safely to avoid accidents – list dos & don'ts Prepare and serve Darne de cabillaud (skin/bone) Prepare and serve Zabaglione aux fraises 	Video /presenter Hand outs

(1)

Session No	Topic	General Objectives: At the end of this unit the student will:	Specific Objectives: At the end of this unit the student will be able to :	Aids
4 12.10.01	Legislation DEMO/ PRACTICE	<ul style="list-style-type: none"> Be aware of the legal aspects involved in gueridon service Prepare & serve food from a gueridon - practice sessions Present, open and serve bottled wine according to standard procedures 	<ul style="list-style-type: none"> Students to give presentation on 3 Acts (10 mins) Serve Hors d'oeuvres from a trolley Prepare & serve Truite belle meuniere (pan fried Trout) Prepare & serve Caneton roti (roast duckling) work hygienically & safely to avoid accidents 	Hors d'oeuvre Trolley Wine/water bottles cork screws Hand outs
5 19.10.01	Personnel Menu 2	<ul style="list-style-type: none"> Recognise restaurant personnel Recognise small specialist equipment Prepare & serve food from a gueridon in practical RWE session 	<ul style="list-style-type: none"> List names of restaurant brigade in traditional restaurant Draw up an organisational chart showing the classic restaurant brigade Prepare accompaniments (melba toast/ oil/vinega Serve Hors d'oeuvres from a trolley Prepare & serve Truite meuniere (pan fried Trout) work hygienically & safely to avoid accidents Present, open & serve bottled wine 	Work package (7 Handouts Menu translation sheet 2
6 02.11.01	Residential weekend	<ul style="list-style-type: none"> Create & enhance team spirit Recognise every persons contribution to the team as a whole 	<ul style="list-style-type: none"> Take part in team building exercises to recognise the importance of team work Enhance leadership /Problem solving skills 	
7 09.11.01	Equipment Menu 2	<ul style="list-style-type: none"> Recognise specialist equipment Prepare & serve food from a gueridon 	<ul style="list-style-type: none"> Explanation of various small equipment Completion of work pack Prepare & serve Hors d'oeuvres from a trolley Prepare & serve Caneton roti (roast duckling) work hygienically & safely to avoid accidents Serve a selection of desserts from a trolley 	Menu translation sheet 2
8 16.11.01	Menu 3	<ul style="list-style-type: none"> Watched demonstration --carving of smoked salmon Prepare & serve food from a gueridon 	<ul style="list-style-type: none"> Prepare & serve Saumon fume Prepare & serve Escalope de porc sauté work hygienically & safely to avoid accidents 	Menu translation sheet 3

Session No	Topic	General Objectives: At the end of this unit the student will :	Specific Objectives: At the end of this unit the student will be able to :	Aids
9 23.11.01	Demo / practice	<ul style="list-style-type: none"> • Prepare & serve food from a gueridon • Watch demonstration – carving of Saumon Fume • Skin/fillet/serve Dover Sole • Café Gaelic • Escalope de Porc Sauté Marsala 	<ul style="list-style-type: none"> • Complete question / answer sheet Practice the following • Prepare & serve Saumon fume • Skin/fillet/serve Dover sole • Cook and serve Escalope de porc sauté marsala • Prepare & serve Café Gaelic • work hygienically & safely to avoid accidents 	Video E carver
10 30.11.01	Menu 3	<ul style="list-style-type: none"> • Identify accompaniments for specialist dishes • Decant port • Prepare & serve food from a gueridon 	<ul style="list-style-type: none"> • Decant Port • Prepare and serve Sole de douvre grillée beurre maître d'hôte • Prepare and serve Café Gaelic • Recognise appropriate accompaniments 	Hand outs Menu translation sheet 3
11 7.12.01	Menu 4	<ul style="list-style-type: none"> • Recognise various food allergens • Watch demonstration - Chateau briand grillée- sauce colbert • Banane flambé 	<ul style="list-style-type: none"> • Recognise foods which may cause allergies/ symptoms action to be taken • Serve dinner in R.W.E • Prepare & serve Chateau briand grillée- sauce Colbert • Prepare & serve Banane Flambé from a gueridon 	Hand outs Menu translation sheet 4
12 14.12.01	Gastronomic Meal Experience	<ul style="list-style-type: none"> • Take part in a meal experience 	Home work –research - 4 liqueurs	

13 11.1.02	Menu 4	<ul style="list-style-type: none"> • Recognise various types of liqueur and there service • Watch demonstration of food Prepared & serve from a gueridon 	<ul style="list-style-type: none"> • Give a 10min presentation on chosen liqueur • Prepare and serve dinner in RWE • Prepare and serve Cocktail des crevettes marie rose at the gueridon • Skin and remove bone from Darne de saumon / Serve with Hollandaise sauce at the gueridon 	Work package Menu translation sheet (6)
14 18.1.02	Demo/practice Menu 6	<p>Recognise</p> <p>Watch demonstration –</p> <ul style="list-style-type: none"> • Bisque d homard ?? • Osso Bucco • Café calypso 	<ul style="list-style-type: none"> • Take part in group competition – accompaniments/ covers for specialist dishes <p>Practice session</p> <ul style="list-style-type: none"> • Bisque d homard • Osso Bucco • Café calypso 	
15 25.1.02	Menu 6	<ul style="list-style-type: none"> • Watch demonstration - Cocktails • Prepare & serve food from a gueridon 	<ul style="list-style-type: none"> • Prepare and serve cocktail – sidecar • Serve dinner and wines /liqueurs in RWE • Prepare and serve food from a gueridon • Bisque d homard • Osso Bucco milanaise • Café calypso 	Drinks sheet Handout Menu translation sheet 6
16 1.2.02	Menu 6	<ul style="list-style-type: none"> • Prepare & serve Aperitif – Martini • Prepare and serve food from a gueridon 	<ul style="list-style-type: none"> • Prepare and serve cocktail – Martini • Serve dinner and wines /liqueurs in RWE • Prepare and serve food from a gueridon • Bisque d homard • Osso Bucco • Café calypso 	Drinks spec Handout Menu translation sheet 6

Session No	Topic	General Objectives: At the end of this unit the students will:	Specific Objectives: At the end of this unit the students will be able to:	Aids
17 8.2.02	Demo /Practice Menu 7 Cheese	Identify the process of cheese making Watch demonstration of the following Prepare & serve food from a gueridon <ul style="list-style-type: none"> • Pointes de asperges chaud, beurre fondue • Bortsch polonaise • Carre d' anneau roti en double • Cerises Jubilee • Café Strega 	Recognise various cheeses /types / characteristics taste/ age Recognise and practice the procedures for preparing and serving from a gueridon :- <ul style="list-style-type: none"> • Pointes d asperges chaud, beurre fondue • Bortsch polonaise • Carre d' anneau roti en double • Cerises Jubilee • Café Strega 	Hand outs Assorted cheeses
18 22.2.02	Menu 7	<ul style="list-style-type: none"> • Prepare & serve food from a gueridon 	<ul style="list-style-type: none"> • Prepare and serve Dinner/wines in RWE • Prepare and serve Pointes Asperges Chaud, Beurre Fondue • Prepare and serve Homard Froid • Prepare and serve Cerises Jubilee 	Menu translation sheet (7)
19 1.3.02	Menu 7	<ul style="list-style-type: none"> • Prepare & serve food from a gueridon 	<ul style="list-style-type: none"> • Prepare and serve Bortsch Polonaise • Carre d' anneau roti en double, sauce poloise • Café strega 	Coffee spec
20 8.3.02	Demo /practice Menu 8 Cheese	Watch demonstration <ul style="list-style-type: none"> • steak au Poivre • Presentation /service of welsh /English cheese • Cigars 	Serve cheese /cover and accompaniments Practice - Prepare and serve <ul style="list-style-type: none"> • Pate maison • Consomme colbert • Steak au poivre • Soufflé Arlequin 	Hand outs
21/22 15.3.02 22.3.02	Menu 8	Prepare & serve food from a gueridon	Prepare and serve dinner/wine in RWE Menu 8	Menu translation sheet (8)

School of Hospitality and Tourism Learning and Skills Development Agency – Scheme of Work (Kitchen)

Session No	Topic	General objectives At the end of this unit, Students will be able to	Specific Objectives At the end of this unit students will be able to	Aids
1 21/09/01	Induction to Project Demonstration	<ul style="list-style-type: none"> • Have an overview of the scheme of work, timetable. Rotas dates • Demonstration: Canard Savage a la press – (Mr. S. S. Patiar) 	<ul style="list-style-type: none"> • Identify reasons for this project • List dates when students will be working/tutors taking part • Residential weekend / Hotel Olympia local competition dates • Recognise procedure of Demonstration 	<ul style="list-style-type: none"> • Timetable s/Rotas • Handout on Canard Savage a la Press
2 28/09/01	History Menu 1	<ul style="list-style-type: none"> • Review menus/dishes for the project • List ingredients/recipes for menu • Recognise equipment required • Watch Demonstration • Darne de Cabillaud grille – Vegetarian lasagne • Zabaglione aux fraises 	<ul style="list-style-type: none"> • Discuss entomology of dishes • Consider current trends • Group to list of current celebrity chefs they know • Identify equipment & utensils • Prepare & cook Zabaglione aux Fraises 	<ul style="list-style-type: none"> • Flip Chart • OHP • Pens • Hand Outs • Recipe Sheets
3 05/10/01	Attributes Kitchen organisation. Menu planning.	<ul style="list-style-type: none"> • Display personal & kitchen hygiene • Hygiene safe working practice • Professional attitude • Handling of knives • Importance of kitchen organisation • Preparation & cooking of food in RWE Session 	<ul style="list-style-type: none"> • List attributes for kitchen personnel/kitchen practices. • Identify hazards. • Discuss the dangers of careless handling of knives and equipment. • Prepare mise-en-place for menu. 	<ul style="list-style-type: none"> • Menu booklet • Handouts on health and safety.

School of Hospitality and Tourism Learning and Skills Development Agency – Scheme of Work (Kitchen)

Session No	Topic	General objectives At the end of this unit, Students will be able to	Specific Objectives At the end of this unit students will be able to	Aids
4 12/10/01	Legislation Demonstration/practice	<ul style="list-style-type: none"> • Be aware of legal aspects involved in the kitchen (Mechanised equipment, cutting machines, grater's, food slicer's). • Prepare and cook food linked to the menu. • Develop technical skills in the RWE session. 	<ul style="list-style-type: none"> • Student to give demonstration of set dishes. • Prepare Hors d'oeuvres for trolley. • Prepare trout belle memuiere for restaurant. • Prepare duck and cook for restaurant 	<ul style="list-style-type: none"> • Menu translation • Menu booklets • Recipe Handouts • Repertoire de la Cuisine
5 19/10/01	Personnel Menu 2	<ul style="list-style-type: none"> • Recognise of kitchen personnel. • Recognise specialist equipment (cook, chill, blast freezer, vacuum packing machine). • Prepare and cook certain food for restaurant RWE. 	<ul style="list-style-type: none"> • List names of kitchen brigade in a traditional kitchen. • Draw up an organisational chart for a classic kitchen. • Prepare mise-en-place for menu. • Plus restaurant dishes i.e. Hors d'ourves trolley, trout for Gueridon service. 	<ul style="list-style-type: none"> • Work Package • Hand outs • Menu translation • Competition information for Hotelympia 2002
6 02/11/01	Residential Weekend	<ul style="list-style-type: none"> • Create and enhance team spirit with peer group. • Recognise each group member's contribution to the team as a whole. 	<ul style="list-style-type: none"> • Take part in team building exercises to recognise the importance of team work. • Enhance leadership/problem solving skills. 	<ul style="list-style-type: none"> • Itinerary sheet for the weekend.

School of Hospitality and Tourism
Learning and Skills Development Agency – Scheme of Work (Kitchen)

Session No	Topic	General objectives At the end of this unit, Students will be able to	Specific Objectives At the end of this unit students will be able to	Aids
7 09/11/01	Commodities Cost Factors Menu 2	<ul style="list-style-type: none"> Recognise a selection of commodities. Be aware of cost factors. Prepare and cook food for the RWE system menu. 	<ul style="list-style-type: none"> Explain the various types of commodities. Complete a costing sheet. Prepare mise en place for menu. Prepare and cook dishes for the menu. Worked professionally and hygienically Understand the usefulness of recipe and menu translations. 	<ul style="list-style-type: none"> Costing sheet Price list Menu translation sheets.
8 16/11/01	Menu 3	<ul style="list-style-type: none"> Observe demonstration of Salmon. Prepare mise en place for menu. Cook and present menu for service by the restaurant personnel. 	<ul style="list-style-type: none"> Prepare a side if smoked salmon for carving by the restaurant personnel. Prepare mise-en-place (Escalopes for restaurant Gueridon work. Work professionally and hygienically in the kitchen/larder/pastry. 	<ul style="list-style-type: none"> Menu book Recipe handouts
9 23/11/01	Demonstration/practice Competition work practice	<ul style="list-style-type: none"> Prepare mise en place for kitchen and restaurant. Identify terms, Veloute, Artichauts, Demonstration of soufflé grand marnier A selection of cold sweets for the sweet trolley. 	<ul style="list-style-type: none"> Complete questionnaire of French culinary terms. Prepare mise en place for menu. Prepare –Blanc for Artichokes Cook and present Soufflé for restaurant personnel. Work professionally and hygienically 	<ul style="list-style-type: none"> Video on competitions Handout on cookery competitions Hotelympia 2002

School of Hospitality and Tourism
Learning and Skills Development Agency – Scheme of Work (Kitchen)

Session No	Topic	General objectives At the end of this unit, Students will be able to	Specific Objectives At the end of this unit students will be able to	Aids
10 30/11/01	Menu 3	<ul style="list-style-type: none"> Identify type of commodities being used on menu 3. Be aware of cooking processes. List ingredients for vegetarian strudel. Compile ingredients for salade fraicaise. 	<ul style="list-style-type: none"> Prepare and cook commodities for the menu. Prepare mise en place for restaurant dishes. Make vegetarian strudel. Work professionally and safely during the RWE session. 	<ul style="list-style-type: none"> Handouts Menus Handout on simple and compound salads.
11 07/12/01	Menu 4	<ul style="list-style-type: none"> Recognise various food allergies i.e. Prawns –seafood. Watch demonstration. Consomme royal (plus royal garnish). Sauce Colbert. Sauce hollandaise. Discuss competition work. 	<ul style="list-style-type: none"> Recognise foods which may cause allergies/symptoms action to be taken. Prepare mise en place for restaurant and kitchen dishes. Cook and present dishes/sauces for Chateau Briande and salmon dishes. Work professionally in the RWE kitchen area. 	<ul style="list-style-type: none"> Menu handout. Recipes. Handouts on complex sauces. Consomme garnishes.
12 14/12/01	Gastronomic meal experience	<ul style="list-style-type: none"> Take part in meal experience. 	<ul style="list-style-type: none"> Home work – 4 starters 4 main course 4 sweets from the meal experience menu. 	<ul style="list-style-type: none"> Briefing on competitions Local Regional National

School of Hospitality and Tourism Learning and Skills Development Agency – Scheme of Work (Kitchen)

Session No	Topic	General objectives At the end of this unit, Students will be able to	Specific Objectives At the end of this unit students will be able to	Aids
13 11/01/02	Menu 4	<ul style="list-style-type: none"> • Recognise various main courses from meal experience. • Watch cold sweet trolley items Mandarin Torten. • Soufflé Milanaise. 	<ul style="list-style-type: none"> • Give 10 minute presentation on chosen dishes. • Prepare mise en place for restaurant and kitchen menu. • Cook and present menu dishes. • Work professionally and hygienically in the RWE kitchen areas. 	<ul style="list-style-type: none"> • Menu sheets. • Recipes for dishes for Hotelympia competition
14 18/01/02	Demonstration/ practice menu 6	<ul style="list-style-type: none"> • Recognise/ watch demonstration • Car Paccio –fruits de mer • Bisque de homard et viande. • Osso Bucco • Soufflé au Parmesan • Discuss competition work dishes. 	<ul style="list-style-type: none"> • Take part in competition dishes for Hotelympia with restaurant personnel. • Prepare mise en place for menu. • Cook and present Osso Bucco. • Bisque de Homard. • Competition dishes. 	<ul style="list-style-type: none"> • Competition work • Recipe costing's. • Dishes for checking/ adaptation? If necessary.
15 25/01/02	Menu 6	<ul style="list-style-type: none"> • Watch demonstration of competition dishes for Hotelympia. • Prepare, cook and serve 3 course menu for Hotelympia 	<ul style="list-style-type: none"> • Practice dishes for Hotelympia competition. • Mise en place for evening menu. • Evaluate outcome of competition dishes prepared and served for Hotelympia. 	<ul style="list-style-type: none"> • Questionnaire

School of Hospitality and Tourism
Learning and Skills Development Agency – Scheme of Work (Kitchen)

Session No	Topic	General objectives At the end of this unit, Students will be able to	Specific Objectives At the end of this unit students will be able to	Aids
16 01/02/02	Menu 6	<ul style="list-style-type: none"> • Prepare, cook 3 course competition menu. • Recognise any changes necessary to dishes. • Discuss with colleagues competition dishes. • Watch demonstration of presentation factors. 	<ul style="list-style-type: none"> • Practice dishes for Hotelympia competition. • Prepare mise en place for restaurant and kitchen menu. • Cook and serve food/dishes for menu. • Evaluate outcome of competition dishes. 	<ul style="list-style-type: none"> • Menu sheets • Recipes for dishes for Hotelympia competition. • And local Llandudno Salon culinaire.
17 08/02/02	Demonstration/practice Menu 7	<ul style="list-style-type: none"> • Identify types of commodities being used on menu 7. • Be aware of cooking processes. • List ingredients for menu dishes. • Watch demonstration of Homard Froid. • Borch Polonaise. • Demonstration of Salsifis. 	<ul style="list-style-type: none"> • Recognise various types of shell fish (Crustaceans) • Understand storage use of coral, presentation factors. • Prepare duck patties for soup. • Cook ready for service (sauce paleoise) • Work professionally in the RWE kitchen. 	<ul style="list-style-type: none"> • Repertoire de la cuisine. • Menus • Handouts on complex soups.
18 22/02/02	Menu 7	<ul style="list-style-type: none"> • Practice competition dishes. • Prepare mise en place for kitchen and restaurant. • Identify equipment/utensils for lobster and asparagus. • Watch demonstration of cerises jubilee. • Galettes de mais. 	<ul style="list-style-type: none"> • Cook and present dishes for menu. • Asparagus, beurre fondu. • Borch Polonaise. • Salade Panaches. • Work professionally in the RWE Kitchen, larder, pastry. 	<ul style="list-style-type: none"> • List for competition dishes. • Repertoire de la cuisine. • Prudent processed recipe sheets.

School of Hospitality and Tourism Learning and Skills Development Agency – Scheme of Work (Kitchen)

Session No	Topic	General objectives At the end of this unit, Students will be able to	Specific Objectives At the end of this unit students will be able to	Aids
19 01/03/02	Menu 7	<ul style="list-style-type: none"> • Prepare mise en place for kitchen and restaurant. • Practice competition dishes. • Understand; watch techniques for presenting competition dishes. 	<ul style="list-style-type: none"> • Prepare recipes, menu dishes for competition work. • Prepare and cook dishes for local cookery competition. • Work professionally in competition work. 	<ul style="list-style-type: none"> • North Wales Salon Culinaire booklet. • Students own work sheets for competition.
20 08/03/02	Demonstration and Practice Menu 8	<ul style="list-style-type: none"> • Watch demonstration: • Steak au poivre/garnishes. • Consomme Colbert. • Identify French culinary dishes/terminology. • Compile ingredients for pate maison. 	<ul style="list-style-type: none"> • Recognise different cuts of beef suitable for Gueridon cooking. • Cook and present pate maison. • Use correct service dishes consommé cups, soufflé dishes. • Work professionally and with colleagues. 	<ul style="list-style-type: none"> • Menu booklets • Handouts soufflés • Pates and Terrine handout • Meat cuts
21 15/03/02	Menu 8	<ul style="list-style-type: none"> • Prepare and cook food for restaurant. • Identify specialised dishes used in menu (Pate terrine). • Muslin for consommé. • Identify terminology (French from menu). • Set up the hotplate for service. 	<ul style="list-style-type: none"> • Prepare mise en place for menu. • Cook and serve soufflé in conjunction with restaurant. • Cost out recipes linked key skill –AON. • Work professionally with peer group in RWE areas. 	<ul style="list-style-type: none"> • Menu booklet • Costing sheet. • Feed back from local cookery competition.
22 22/03/02	End of Project Summary	<ul style="list-style-type: none"> • Evaluate project. • Identify if general objectives of the course have been met. • Identify if needs/key skills have been achieved. 	<ul style="list-style-type: none"> • Achieved set aims and specific objectives of the programme. 	<ul style="list-style-type: none"> • Course evaluation sheet. • Student's questionnaire. • Overall Grade from Project.

APPENDIX C.4

Time Schedules

LEARNING AND SKILLS DEVELOPMENT AGENCY PROJECT

RESTAURANT

	21/9/01	28/9/01	05/10/01	12/10/01	19/10/01
3.00PM TO 4.00PM (1 HOUR)	INDUCTION	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN
4.00PM TO 5.00PM (1 HOUR)	INDUCTION	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE
5.00PM TO 6.00PM (1 HOUR)	INDUCTION	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE B35	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE B35	PROFESSIONAL IMAGE B35	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE B35
6.00PM TO 6.30PM	INDUCTION	TEA BREAK	TEA BREAK	TEA BREAK	TEA BREAK
6.30PM TO 10.30PM (4 HOURS)	INDUCTION	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE	DEMONSTRATION AND PRACTICE SESSION	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE

LEARNING AND SKILLS DEVELOPMENT AGENCY PROJECT

RESTAURANT

	02/11/01	09/11/01	16/11/01	23/11/01	30/11/01
3.00PM TO 4.00PM (1 HOUR)	RESIDENTIAL WEEKEND	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN
4.00PM TO 5.00PM (1 HOUR)	RESIDENTIAL WEEKEND	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE
5.00PM TO 6.00PM (1 HOUR)	RESIDENTIAL WEEKEND	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE B35	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE B35	PROFESSIONAL IMAGE B35	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE B35
6.00PM TO 6.30PM	RESIDENTIAL WEEKEND	TEA BREAK	TEA BREAK	TEA BREAK	TEA BREAK
6.30PM TO 10.30PM (4 HOURS)	RESIDENTIAL WEEKEND	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE	DEMONSTRATION AND PRACTICE SESSION 9PM FINISH	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE

LEARNING AND SKILLS DEVELOPMENT AGENCY PROJECT

RESTAURANT

	7/12/01	14/12/01	11/01/02	18/01/02	25/01/02	01/02/02
3.00PM TO 4.00PM (1 HOUR)	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	GASTRONOMIC MEAL EXPERIENCE	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN
4.00PM TO 5.00PM (1 HOUR)	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	GASTRONOMIC MEAL EXPERIENCE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE
5.00PM TO 6.00PM (1 HOUR)	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE	GASTRONOMIC MEAL EXPERIENCE	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE	PROFESSIONAL IMAGE	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE
6.00PM TO 6.30PM	TEA BREAK	GASTRONOMIC MEAL EXPERIENCE	TEA BREAK	TEA BREAK	TEA BREAK	TEA BREAK
6.30PM TO 10.30PM (4 HOURS)	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE	GASTRONOMIC MEAL EXPERIENCE	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE	DEMONSTRATION AND PRACTICE SESSION 9PM FINISH	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE

LEARNING AND SKILLS DEVELOPMENT AGENCY PROJECT

RESTAURANT

	08/02/02	22/02/02	01/03/02	08/03/02	15/03/02	22/03/02
3.00PM TO 4.00PM (1 HOUR)	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN
4.00PM TO 5.00PM (1 HOUR)	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE	FOOD & BEVERAGE SERVICE THEORY B35 P.DALE
5.00PM TO 6.00PM (1 HOUR)	PROFESSIONAL IMAGE	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE	PROFESSIONAL IMAGE	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE	RESTAURANT MISE-EN SCENE ET MISE-EN-PLACE
6.00PM TO 6.30PM	TEA BREAK	TEA BREAK	TEA BREAK	TEA BREAK	TEA BREAK	TEA BREAK
6.30PM TO 10.30PM (4 HOURS)	DEMONSTRATION AND PRACTICE SESSION 9PM FINISH	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE	DEMONSTRATION AND PRACTICE SESSION 9PM FINISH	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE	FOOD & BEVERAGE SERVICE PRACTICAL B35 P.DALE

LEARNING AND SKILLS DEVELOPMENT AGENCY PROJECT

KITCHEN

	21/9/01	28/9/01	05/10/01	12/10/01	19/10/01
3.00PM TO 4.00PM (1 HOUR)	INDUCTION	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN
4.00PM TO 6.00PM (2HOURS)	INDUCTION	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE	FOOD PREPERATION THEORY PROFESSIONAL IMAGE	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE
6.00PM TO 6.30PM	INDUCTION	TEA BREAK	TEA BREAK	TEA BREAK	TEA BREAK
6.30PM TO 9.30PM (3HOURS)	INDUCTION	FOOD PRODUCTION AND SERVICE OF MEAL	FOOD PRODUCTION AND SERVICE OF MEAL	DEMONSTRATION AND PRACTICE	FOOD PRODUCTION AND SERVICE OF MEAL

LEARNING AND SKILLS DEVELOPMENT AGENCY PROJECT

KITCHEN

	02/11/01	09/11/01	16/11/01	23/11/01	30/11/01
3.00PM TO 4.00PM (1 HOUR)	RESIDENTIAL WEEKEND	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN
4.00PM TO 6.00PM (2HOURS)	RESIDENTIAL WEEKEND	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE	FOOD PREPERATION THEORY AND PROFESSIONAL IMAGE	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE
6.00PM TO 6.30PM	RESIDENTIAL WEEKEND	TEA BREAK	TEA BREAK	TEA BREAK	TEA BREAK
6.30PM TO 9.30PM (3HOURS)	RESIDENTIAL WEEKEND	FOOD PRODUCTION AND SERVICE OF MEAL	FOOD PRODUCTION AND SERVICE OF MEAL	DEMONSTRATION AND PRACTICE	FOOD PRODUCTION AND SERVICE OF MEAL

LEARNING AND SKILLS DEVELOPMENT AGENCY PROJECT

KITCHEN

	7/12/01	14/12/01	11/01/02	18/01/02	25/01/02	01/02/02
3.00PM TO 4.00PM (1 HOUR)	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	GASTRONOMIC MEAL EXPERIENCE	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN
4.00PM TO 6.00PM (2HOURS)	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE	GASTRONOMIC MEAL EXPERIENCE	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE	FOOD PREPERATION THEORY AND PROFESSIONAL IMAGE	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE
6.00PM TO 6.30PM	TEA BREAK	GASTRONOMIC MEAL EXPERIENCE	TEA BREAK	TEA BREAK	TEA BREAK	TEA BREAK
6.30PM TO 9.30PM (3HOURS)	FOOD PRODUCTION AND SERVICE OF MEAL	GASTRONOMIC MEAL EXPERIENCE	FOOD PRODUCTION AND SERVICE OF MEAL	DEMONSTRATION AND PRACTICE	FOOD PRODUCTION AND SERVICE OF MEAL	FOOD PRODUCTION AND SERVICE OF MEAL

LEARNING AND SKILLS DEVELOPMENT AGENCY PROJECT

KITCHEN

3.00PM TO 4.00PM (1 HOUR)	08/02/02 WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	22/02/02 WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	01/03/02 WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	08/03/02 WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	15/03/02 WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN	22/03/02 WINE AND SPIRITS EDUCATION TRUST CERTIFICATE B35 J.IRWIN
4.00PM TO 6.00PM (2HOURS)	FOOD PREPERATION THEORY PROFESSIONAL IMAGE	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE	FOOD PREPERATION THEORY PROFESSIONAL IMAGE	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE	FOOD PRODUCTION THEORY AND PRACTICAL MISE-EN-PLACE
6.00PM TO 6.30PM	TEA BREAK	TEA BREAK	TEA BREAK	TEA BREAK	TEA BREAK	TEA BREAK
6.30PM TO 9.30PM (3HOURS)	DEMONSTRATION AND PRACTICE	FOOD PRODUCTION AND SERVICE OF MEAL	FOOD PRODUCTION AND SERVICE OF MEAL	DEMONSTRATION AND PRACTICE	FOOD PRODUCTION AND SERVICE OF MEAL	FOOD PRODUCTION AND SERVICE OF MEAL

APPENDIX C.5

Residential Weekend Programme

LEARNING SKILLS DEVELOPMENT AGENCY

PROJECT

'COMPETENCE WITH EXCELLENCE'

RESIDENTIAL WEEKEND



LAKESIDE NATIONAL CENTRE

November 2 – 4th 2001

Findings of The Residential Weekend

Aims of the Residential Weekend

To develop participants awareness and value of individuals strengths and delivery of positive individual roles within a team for accelerated performance, in the work place.

Objectives

To build confidence and self-esteem
 To highlight individual strengths and their roles within a team
 To explore group dynamics and team building
 To enhance effective work and leadership skills

The Programme

	Morning	Afternoon	Evening
Friday 2 nd November	Depart Llandrillo College 12.00	Arrive 16.00 Welcome Induction	Group dynamics Team support a) Ice breakers b) Challenge course
Saturday 3 rd November	Personal Challenge Communications A&B Initiative exercises	Raft Building A&B Projects	Groups Projects A&B Rocket Launch
Sunday 4 th November	Group Management Crate stack/ obstacle course	Depart from lakeside YMCA 14.00 Arrive Colwyn Bay 18.00	

Course Outcomes

The following are realistic learning outcomes for a course using the outdoors.

Individual Learning	Group Learning	Learning to learn
Self confidence Personal effectiveness Problem solving Responsibility Goal setting	Effective teams Communications Planning Understanding others Trust Leadership	Observation Awareness Skill transfer Reviewing Evaluation

Arrival



Here we all are!!

At the start of the Residential Weekend each participant was required to complete an Individual Self Assessment Sheet in the shape of a shield with four compartments under the following questions:

1. What we are looking forward to?	2. What we are not looking forward to?
3. What I can bring to the group?	4. What help I will need from the group?

The participants were then asked to share their 'shields' with a colleague and introduce the colleague and then summarise the shield under the following headings:

<p>1. Rafting Team spirit and team skills Walking Working together To make a raft that floats (throwing Mrs Dale in the lake) Working as a team without killing each other Fresh air Friendship Team building Obstacle course Structure Self discipline and motivation</p>	<p>2. Going for a weekend without a cigarette Getting up early Getting wet in the cold water Lateness Negative attitude Falling out Heights Working with chefs Getting out of the top bunk bed Orienteering Conflict</p>
<p>3. Gavin says I an a strong team leader Thinking, motivation and enthusiasm Dave says I am encouraging but not a leader Kindness Fun Loudness, laughter Do jobs no one else will do T.L.C Teamwork</p>	<p>4. Remembering the door combination Finding the way back to the hut in the dark Understanding Trust Good communications Honesty Getting out of bed Heights Leadership and order To keep calm and not be hyper Help me to listen better Help me to be more talkative</p>

This was an excellent activity as it acted as Ice-Breaking Exercise, a way of getting the student and staff to share some of the strengths weaknesses, some fears and also to focus on the aims and objectives of the Residential Weekend.

At the end of the course a feedback questionnaire was given to the students. The students responses to each question is summarised below:

Q1. Which daytime activity did you enjoy the most?

Half day rocket launch project x 5
Raft building x 5
Orienteering
Crate stacking

Q2. Which daytime activity did you least enjoy

Crate stacking
Walking in the swamp
Orienteering
Maze
3 students said they enjoyed all the activities

Q3. Which day activity do you feel you could have done better in?

Orienteering
Half day project – rocket launch
Crate building x 4
Rafting x 4

Q4. Are you glad you came on the residential?

Yes 10

Q5. What was the best thing about the residential?

The group x 3
Teamwork
Attitudes of tutors and team spirit
Coming here and having fun

Q6. Why was it the best thing?

Type of things I like to do
Because it helps with team building
Because we all worked well together
Never done them before – a new experience
We all learnt new things and we had a laugh
Made me believe in my own ability
Competing against each other
It was good and competition is fun

Q7. What was the worst thing about the residential?

Early starts x 3
Sharing a shed with Titch
Wanting the bathroom at night
Needed things to do at night x 3

Q8. Any other comments?

No it was brilliant
Keep up the good work
Instructors were excellent
Good safety at all times

Conclusions

Did we achieve the objectives?

From the student feedback questionnaires there is conclusive evidence that this has been a very successful residential event and one that has given enjoyment to all participating.

Words such as attitude, team building, team spirit, competition, a new experience, made me believe in my own ability, fun, fun and laughter are all from the students and fit in perfectly with the objectives;

To build confidence and self esteem
To highlight individuals strengths and their roles within a team
To develop group dynamics and team building, and,
To develop effective work and leadership skills

The student comments say it all.

Many thanks to our Instructors and all staff at the YMCA Lakeside National Centre for a very successful Residential Weekend.

APPENDIX C.6

Self Appraisal Questionnaire 1

- **Start of the Project**

LEARNING SKILLS DEVELOPMENT AGENCY PROJECT

Questionnaire 1 – to evaluate your original feelings about being selected to take part in this project.

Please give a few minutes in providing some comments to each question. Your comments will be used for evaluation of the project. Thanks

1. What are your first thoughts about being selected for the project?

2. What do you think your personal strengths are?

3. How did you feel about working with other students you did not know and were from different courses?

4. How do you think the project will improve personal weaknesses?

5. How do you think the project will differ from your normal NVQ course?

6. How do you feel about giving your free time to this project?

7. What do your parents think about you being chosen to participate in this project?

8. How do you think the added day to your normal timetable will personally develop your working skills?

APPENDIX C.7

Self Appraisal Questionnaire 2

- Conclusion of the Project

LEARNING SKILLS DEVELOPMENT AGENCY PROJECT

Questionnaire 2 – to evaluate how you feel now after participating in the project.

Please give a few minutes in providing some comments to each question. Your comments will be used for evaluation of the project. Thanks

1. How do you feel now after 2 months on the programme?

2. How do the skills you are learning on the extra day differ from the skills you are learning during 'normal' timetable?

3. Under the two headings write as many skills that you can think of that you have improved since starting the project:

Food Preparation/Food Service Skills

Personal Skills

4. At this stage of the project do you:

- a) Feel more competent than colleagues who are not on the project
- b) Feel about the same as my colleagues not on the project
- c) Feel less competent than colleagues not on the project
- d) Don't Know

5. What do your colleagues (not on the project) think about you participating in this project?

6. Give any recommendation(s) you think need to be made to improve the project:

- (i) _____
- (ii) _____
- (iii) _____

<u>APPENDIX D</u>	Examination Statistics
<u>APPENDIX D.1</u>	Number of Entries Domestic Subjects
<u>APPENDIX D.2</u>	Number of Entries Hospitality & Catering
<u>APPENDIX D.3</u>	General Catering Qualification Titles and Examination Statistics
<u>APPENDIX D.4</u>	Chefs' Qualification Titles and Examination Statistics (Level 1, 2, 3, 4 and total)
<u>APPENDIX D.5</u>	Food and Drink Manufacturing Operations – Examination Statistics (Level 1, 2, 3 and total)
<u>APPENDIX D.6</u>	Bakery and Confectionery Certificates – Examination Statistics (Level 1, 2, 3, 4 and total)
<u>APPENDIX D.7</u>	Food and Beverage Service Certificates – Examination Statistics (Level 1, 2, 3, 4 and total)
<u>APPENDIX D.8</u>	Reception Certificates – Examination Statistics (Level 1, 2, 3, 4 and total)
<u>APPENDIX D.9</u>	Housekeeping Certificates – Examination Statistics (Level 1, 2, 3, 4 and total)

- APPENDIX D.10** Hairdressing Certificates – Examination Statistics
(Level 1, 2, 3, 4 and total)
- APPENDIX D.11** Beauty Therapy Certificates – Examination Statistics
(Level 1, 2, 3 and total)
- APPENDIX D.12** Supervisory or Vocational Qualifications Statistics –
Level 3 (National Diploma)
- APPENDIX D.13** GNVQ – Examination Statistics
- APPENDIX D.14** Advanced Vocational Certificates –
Examination Statistics
- APPENDIX D.15** Professional Management Qualification Students
Statistics (HCIMA)

APPENDIX D.1

Number of Entries Domestic Subjects

Number Of Entries Domestic Subjects

Years	Domestic Subjects	Increases
1968/1969	6,753	
1969/1970	5,859	(-894)
1970/1971	5,167	(-692)
1971/1972	3,821	(-1346)
Home Economics and Creative Studies		
1972/1973	**2991	(-830)
1973/1974	3,178	(+187)
1974/1975	3,282	(+104)
1975/1976	3,258	(-24)
1976/1977	3,397	(+139)
1977/1978	3,180	(-217)
1978/1979	2,934	(-246)
1979/1980	3,463	(+529)
1980/1981	3,641	(+178)
Creative Studies and Home Economics		
1981/1982	***5636	(+1995)
1982/1983	6,362	(+726)
1983/1984	6,315	(-47)
1984/1985	8,110	(+1795)
1985/1986	2,970	(-5140)
1986/1987	3,162	(+192)
1987/1988	3,215	(+53)
1988/1989	3,188	(-27)
1989/1990	3,449	(+261)
1990/1991	10,405	
1991/1992	20,688	
1992/1993	16,192	

* 1971/1972 - Food Technology and Catering was divided into Hospitality & Catering and Food and Drink.

** 1972/1973 - Domestic Subjects were changed to Home Economics and Creative Studies.

*** 1981/1982 - Home Economics and Creative Studies were changed to Creative Studies and Home Economics

Source: City Guilds, Examination Statistics (1969-1993)

APPENDIX D.2

Number of Entries Hospitality & Catering

Number Of Entries Hospitality & Catering

Years	Food Technology and Catering	Increases	Food & Drink	Increases
1968/1969	19,467			
1969/1970	20,726	(+1259)		
1970/1971	20,745	(+19)		
	Hospitality & Catering			
1971/1972	18,818	(+1239)	*3166	
1972/1973	20,489	(+1671)	3,088	(-78)
1973/1974	21,263	(+774)	2,592	(-496)
1974/1975	22,619	(+1356)	2,487	(-105)
1975/1976	27,932	(+5313)	2,793	(+306)
1976/1977	33,048	(+5116)	3,052	(+259)
1977/1978	37,165	(+4117)	3,629	(+577)
1978/1979	41,780	(+4615)	3,742	(+113)
1979/1980	43,407	(+1627)	3,996	(+254)
1980/1981	48,436	(+5029)	4,402	(+406)
1981/1982	51,319	(+2883)	4,611	(+209)
1982/1983	57,334	(+6025)	4,676	(+65)
1983/1984	60,014	(+2670)	4,839	(+163)
1984/1985	58,093	(-1921)	4,743	(-96)
1985/1986	57,847	(-246)	4,517	(-226)
1986/1987	62,851	(+5004)	4,245	(-272)
1987/1988	57,806	(-5045)	4,199	(-46)
1988/1989	52,756	(-5050)	6,176	(+1977)
1989/1990	44,868	(-7888)	11,741	(+5565)
1990/1991	109,610	(+64742)		
1991/1992	102,447	(-7163)		
1992/1993	119,526	(+17079)		

* 1971/1972 - Food Technology and Catering was divided into Hospitality & Catering and Food and Drink.

** 1972/1973 - Domestic Subjects were changed to Home Economics and Creative Studies.

*** 1981/1982 - Home Economics and Creative Studies were changed to Creative Studies and Home Economics

Source: City and Guilds, Examination Statistics (1969 -1993)

APPENDIX D.3

General Catering Qualification Titles and Examination Statistics

Examination Statistics - General Catering Certificates Awarded

Courses	Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
		1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Level 1	CGLI 150	1,692	32														
	CGLI 441	1,487	2,811	3,183													
	CGLI 705				3,775	3,237	4,063	4,821	5,054	3,532	4,155	4,278	4,464	5,816	5,863	5,940	5,075

Courses	Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/
		1986	1987	1988	1989	1990	1991	*1991/	1993	1994	1995	1996	1997	1998	1999	2000	2001
Level 1	CGLI 150																
	CGLI 441																
	CGLI 705	6,011	4,884	3,754	2,393	1,412	842	369									

APPENDIX D.4

Chefs' Qualification Titles and Examination Statistics (Level 1, 2, 3, 4 and total)

Examination Statistics - Chefs' Certificates Awarded 1969 -1984

Courses	1969/ 1970	1970/ 1971	1971/ 1972	1972/ 1973	1973/ 1974	1974/ 1975	1975/ 1976	1976/ 1977	1977/ 1978	1978/ 1979	1979/ 1980	1980/ 1981	1981/ 1982	1982/ 1983	1983/ 1984
Level 1 CGLI 147 CGLI 706/1 CGLI 706 Part 1 NVQ Level 1	5,011	5,214	6,033	5,993	6,071	5,806	8,180	9,876	9,115	9,475	10,359	12,842	12,651	12,122	13,419
Sub Total	5,011	5,214	6,033	5,993	6,071	5,806	8,180	9,876	9,115	9,475	10,359	12,842	12,651	12,122	13,419
Level 2 CGLI 151 CGLI 706/2 CGLI 706 Part 2 NVQ Level 2	5,599	5,839	6,032	5,996	6,458	5,828	6,784	7,706	6,552	7,161	6,922	7,004	7,994	8,112	8,793
CGLI 711 (Patisserie)												4	20	239	363
Sub Total	5,599	5,839	6,032	5,996	6,458	5,828	6,784	7,706	6,552	7,161	6,922	7,008	8,014	8,351	9,156
Level 3 CGLI 152 CGLI 469 (L&P) CGLI 706/3K CGLI 706/3L NVQ Level 3	168	242	359	351	197	218	305	506	231	23	284	167	279	257	192
CGLI 706/3Pastry			69	154	180	96	281								
NVQ Level 3				76	187	176	243	339	327	290	323	158	260	279	181
NVQ Level 3 Kitchen Sup															
CGLI 719 NVQ Level 3 Vegetarian															
CGLI 723 Indian															
Sub Total	168	242	428	581	584	490	829	845	558	313	607	325	539	538	373
Level 4 Master Chef NVQ Level 4															
Adv. Pastry NVQ Level 4															19
CGLI 353 CGLI 720 CGLI 771	406	465	578	471	328						36	34	48	102	102
Sub Total	406	465	578	471	328	0	0	0	0	0	36	34	48	102	121
TOTAL Level 1-4	11,184	11,760	13,071	13,041	13,421	12,124	15,793	18,427	16,225	16,949	17,924	20,209	21,250	21,111	23,069

Examination Statistics - Chefs Certificates Awarded 1984 - 2002

	Year	1984/1985	1985/1986	1986/1987	1987/1988	1988/1989	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	
Level 1	CGLI 147																			
	CGLI 706/1	12,362	11,218	14,232	12,491	12,072	12,273	13,157	12,116	2,518	3,059	3,549	3,435	4,739	5,842	4,924	4,640	4,951	4,740	
	CGLI 706 Part 1						1,080	725	1,059											
	NVQ Level 1						13,353	13,882	13,175	2,518	3,059	3,549	3,435	4,739	5,842	4,924	4,640	4,951	4,740	
	Sub Total	12,362	11,218	14,232	12,491	12,072	13,353	13,882	13,175	2,518	3,059	3,549	3,435	4,739	5,842	4,924	4,640	4,951	4,740	
Level 2	CGLI 151																			
	CGLI 706/2	8,302	8,082	8,451	7,299	7,407	6,906	6,628	6,687											
	CGLI 706 Part 2						2,006	959	1,175	2,454	4,977	7,836	12,602	8,173	8,880	7,148	3,539	7,676	7,415	
	NVQ Level 2						665	491	352	2,454	4,977	7,836	12,602	8,173	8,880	7,148	3,539	7,676	7,415	
	CGLI 711 (Patisserie)	522	624	751	717	729	665	491	352	2,454	4,977	7,836	12,602	8,173	8,880	7,148	3,539	7,676	7,415	
	Sub Total	8,824	8,706	9,202	8,016	8,136	9,577	8,078	8,214	2,454	4,977	7,836	12,602	8,173	8,880	7,148	3,539	7,676	7,415	
Level 3	CGLI 152																			
	CGLI 469 (L&P)	273	332	362	306	180	310	418	273											
	CGLI 706/3K						5	221	347	86	128	485	758	1,154	1,342	1,398	1,559	1,108	1,039	
	CGU 706/3L						310	454	296											
	NVQ Level 3						310	454	296											
	CGLI 706/3Pastry	268	379	356	289	216														
	NVQ Level 3							29	68											
	NVQ Level 3 Kitchen Sup							15	13											
	CGLI 719																			
	NVQ Level 3 Vegetarian																			
	NVQ Level 3 Indian																			
	Sub Total	541	711	730	595	396	625	1,137	997	86	161	703	1,033	1,816	2,087	2,281	2,508	2,033	1,853	
Level 4	Master Chef							22	29											
	NVQ Level 4																			
	Adv. Pastry	33	21	28	32	29	46	40	35											
	NVQ Level 4																			
	CGLI 353																			
	CGLI 720	59		51	39			28	1											
	CGLI 771																			
	Sub Total	92	21	79	71	29	46	91	65	0	4	1	7	12	27	62	155	0	0	0
	TOTAL Level 1-4	21,819	20,656	24,243	21,173	20,633	23,601	23,188	22,451	5,058	8,201	12,089	17,077	14,540	16,636	14,425	10,842	14,660	14,008	

APPENDIX D.5

**Food and Drink Manufacturing Operations –
Examination Statistics (Level 1, 2, 3 and total)**

Examination Statistics - Food & Drink Manufacturing Operations - Level 1

Courses	Year										
	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	2002
NVQ 1 Food and Drink Manufacturing	27	142	1491	2058	1935	1005	1123	1724	1843	2164	
NVQ1 Food and Drink Manufacturing Operations (Distilling)	0	0	0	4	1	0	0	0	0	0	
NVQ 1 Food and Drink Laboratory Operations	0	0	0	0	31	8	18	0	0	0	
Total NVQ Level 1	27	142	1491	2062	1967	1013	1141	1724	1843	2164	

Examination Statistics - Food & Drink Manufacturing Operations - Level 2

Courses	Year										
	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	2002
NVQ 2 Food and Drink Manufacturing	27	111	1203	1347	2329	2756	2424	3187	3054	3158	
NVQ 2 Food and Drink Manufacturing Operations (Distilling)	0	0	0	4	1	0	0	0	0	0	
NVQ 2 Food and Drink Laboratory Operations	0	0	0	0	17	44	30	24	0	0	
Total NVQ Level 2	27	111	1203	1351	2347	2800	2454	3211	3054	3158	

Examination Statistics - Food & Drink Manufacturing Operations - Level 3

Courses	Year										
	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	2002
NVQ 3 Food and Drink Manufacturing	0	0	0	0	2	17	94	145	204	117	
Total Level 3	0	0	0	0	2	17	94	145	204	117	
TOTAL Level 1-3	54	253	2,694	3,413	4,316	3,830	3,689	5,080	5,101	5,439	

APPENDIX D.6

Bakery and Confectionery Certificates – Examination Statistics (Level 1, 2, 3, 4 and total)

Examination Statistics - Bakery and Confectionery Certificates Awarded - Level 1

Courses	Year	1969/1970	1970/1971	1971/1972	1972/1973	1973/1974	1974/1975	1975/1976	1976/1977	1977/1978	1978/1979	1979/1980	1980/1981	1981/1982	1982/1983	1983/1984	1984/1985
C&G 156 Basic	1970	906	933														
C&G 120/1				888	773	659	883	1,104	1,058	1,012	1,136	1,233	1,365				
C&G 120 Part 1													1,365				
Total Level 1	1906	933	930	888	773	659	883	1,104	1,058	1,012	1,136	1,233	1,365	1,424	1,350	1,253	1,253

Courses	Year	1985/1986	1986/1987	1987/1988	1988/1989	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
C&G 156 Basic	1986																	
C&G 120/1																		
C&G 120 Part 1	1,080	992	1,008	613	60													
Total Level 1	1,080	992	1,008	613	60													

Examination Statistics - Bakery and Confectionery Certificates Awarded - Level 2

Year	1969/1970	1970/1971	1971/1972	1972/1973	1973/1974	1974/1975	1975/1976	1976/1977	1977/1978	1978/1979	1979/1980	1980/1981	1981/1982	1982/1983	1983/1984	1984/1985	1985/1986
Courses	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
C&G 156	668	572	597														
C&G 120/2			858	834	755	801	718	536	667	664	710	720	782	779	841	643	
C&G 120 Part 2			280	300	303	330	410	409	379	473	508	540	551	594	617	551	
C&G 121																	
NVQ L2 Baking																	
NVQ L2 Bakery Service																	
NVQ L2 Craft Baking																	
Total Level 2	668	572	597	1,138	1,058	1,131	1,128	945	1,046	1,137	1,218	1,260	1,333	1,373	1,458	1,194	

Year	1986/1987	1987/1988	1988/1989	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
Courses	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
C&G 156																
C&G 120/2	743	618	674	339	81	7										
C&G 120 Part 2	538	560	614	600	428	431										
C&G 121			675	1340	737	1632	2348									
NVQ L2 Baking																
NVQ L2 Bakery Service												24	14	23	13	10
NVQ L2 Craft Baking								42	439	531	507	518	623	474	599	
Total Level 2	1,281	1,178	1,963	2,279	1,246	2,070	2,348	42	439	531	507	542	637	544	475	609

Examination Statistics - Bakery and Confectionery Certificates Awarded - Level 3

Courses	1969/1970	1970/1971	1971/1972	1972/1973	1973/1974	1974/1975	1975/1976	1976/1977	1977/1978	1978/1979	1979/1980	1980/1981	1981/1982	1982/1983	1983/1984	1984/1985
C&G 156 Adv	1,189	1,106	1,887										101	136		
C&G 120 Part 3				337	239	215	174	226	227	240	184		12			
CGLI 132 Tech Cert				182	239	215	174	226	227	240	184					
CGLI 126																123
C&G 157	342	257	251													
C&G 437																
NVQ L3 Craft Baking Tech. Op																
Total Level 3	1,531	1,363	2,138	337	239	215	174	226	227	240	184	113	136	0	0	123

Courses	1985/1986	1986/1987	1987/1988	1988/1989	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
C&G 156 Adv																	
C&G 120 Part 3																	
CGLI 132 Tech Cert																	
CGLI 126	105	99															
C&G 157																	
C&G 437																	
NVQ L3 Craft Baking Tech. Op											62	62	80	95	95	77	52
Total Level 3	105	99	0	0	0	0	0	0	0	0	62	62	80	95	95	77	52

Examination Statistics - Bakery and Confectionery Certificates Awarded - Level 4

Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
Courses	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
CGLI 132 FTC				232	158	158	119	177	142	158	210	191	216	198	196	193
C&G 127																
C&G 127 Patisserie and Confectionery																
Total Level 4	0	0	0	232	158	158	119	177	142	158	210	191	216	198	196	193

Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002/
Courses	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	
CGLI 132 FTC	118	157																
C&G 127	49													18	28	30	25	
C&G 127 Patisserie and Confectionery																		
Total Level 4	167	157	0	0	0	0	0	0	0	0	0	0	0	18	28	30	25	

Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
Courses	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
TOTAL Level 1-4	3,105	2,868	3,665	2,595	2,247	2,114	2,348	2,583	2,371	2,443	2,723	2,826	2,954	3,091	2,919	3,027

Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002/
Courses	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	
TOTAL Level 1-4	2,546	2,529	2,186	2,576	2,339	1,246	2,070	2,348	42	439	531	569	622	750	667	582	686	

APPENDIX D.7

**Food and Beverage Service Certificates – Examination
Statistics (Level 1, 2, 3, 4 and total)**

Examination Statistics Food Service Course - Level 1

Courses	1969/1970	1970/1971	1971/1972	1972/1973	1973/1974	1974/1975	1975/1976	1976/1977	1977/1978	1978/1979	1979/1980	1980/1981	1981/1982	1982/1983	1983/1984	1984/1985
C&G 435	2407	1873	20													
C&G 452	49	463	1603													
C&G 707/1				1794	2120	2095	3160	4388	3761	4733	5113	5188	6275	6356	4613	7127
C&G 707 Part 1																
NVQ Level 1 Serving of Food & Drinks																
Total Level 1	2456	2336	1623	1794	2120	2095	3160	4388	3761	4733	5113	5188	6275	6356	4613	7127

Courses	1985/1986	1986/1987	1987/1988	1988/1989	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
C&G 435																	
C&G 452																	
C&G 707/1																	
C&G 707 Part 1	6997	7052	6720	5132	5603	4988	4857										
NVQ Level 1 Serving of Food & Drinks				328	147	133	1033	1070	1070	1669	2631	4715	4856	3309	3379	3459	3242
Total Level 1	6997	7052	6720	5132	5931	5135	4990	1033	1070	1669	2631	4715	4856	3309	3379	3459	3242

Examination Statistics Food Service Course - Level 2

Courses	Year	1969/1970	1970/1971	1971/1972	1972/1973	1973/1974	1974/1975	1975/1976	1976/1977	1977/1978	1978/1979	1979/1980	1980/1981	1981/1982	1982/1983	1983/1984	1984/1985
C&G 436	248	259	4														
C&G 454		138	695														
C&G707/2				987	1211	1191	1720	2194	1790	2424	2819	2115	2365	2760	1811	3118	
C&G 707 PART 2																	
NVQ Level 2 Food & Beverage Service																	
TOTAL LEVEL 2	248	397	699	987	1211	1191	1720	2194	1790	2424	2819	2115	2365	2760	1811	3118	

Courses	Year	1985/1986	1986/1987	1987/1988	1988/1989	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003
C&G 436																			
C&G 454																			
C&G707/2																			
C&G 707 PART 2	3140	3236	3103	3011	2236	2178	1925	940	1877	3007	5166	6661	6889	6774	8236	7594	7080		
NVQ Level 2 Food & Beverage Service					219	190	220												
TOTAL LEVEL 2	3140	3236	3103	3011	2455	2368	2145	940	1877	3007	5166	6661	6889	6774	8236	7594	7080		

Examination Statistics Beverage Service Courses - Level 3

Courses	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
C&G 453		161	514													
C&G 707/3				840	1011	1095	1439	1926	1408	1531	1893	1672				
C&G 717													1669	1837	1885	1967
Total Level 2	0	161	514	840	1011	1095	1439	1926	1408	1531	1893	1672	1669	1837	1885	1967

Courses	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/
	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
C&G 453																	
C&G 707/3	2019	1861	1765	1398	1139	2225	2201										
C&G 717																	
Total Level 2	2019	1861	1765	1398	1139	2225	2201	0	0	0	0	0	0	0	0	0	0

Examination Statistics Food and Beverage Service Courses Level 3

Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
Courses																
NVQ Level 3 Food & Drink Service																
NVQ Level 3 on Licensed Premises																
Total Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2001/
Courses																		
NVQ Level 3 Food & Drink Service						65	35	64	98	167	265	358	502	678	651	154	154	
NVQ Level 3 on Licensed Premises						5	5	82	186	413	524	585	416	334	352	0	0	
Total Level 2	0	0	0	0	0	65	40	146	284	580	789	943	918	1012	1003	154	154	

Examination Statistics Food Service Course - Level 4

Courses	1969/1970	1970/1971	1971/1972	1972/1973	1973/1974	1974/1975	1975/1976	1976/1977	1977/1978	1978/1979	1979/1980	1980/1981	1981/1982	1982/1983	1983/1984	1984/1985
Master Restaurant Certificate																
NVQ Level 4 On Licensed Premises Mgt																
NVQ Level 4 Restaurant Management																
NVQ Level 4 Multit-Skilled Hospitality Mgt																
NVQ Level 4 Food and Drink Service																
Total Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Courses	1985/1986	1986/1987	1987/1988	1988/1989	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
Master Restaurant Certificate																	
NVQ Level 4 On Licensed Premises Mgt		48	17	7	11	89				3	2	14	37				
NVQ Level 4 Restaurant Management													1	9	7	0	0
NVQ Level 4 Multit-Skilled Hospitality Mgt									5	1	3		1	14	3	0	0
NVQ Level 4 Food and Drink Service													2	2	2	0	0
Total Level 4	0	48	17	7	11	89	0	0	5	4	5	14	41	25	10	0	0

TOTAL Level 1-4	1969/1970	1970/1971	1971/1972	1972/1973	1973/1974	1974/1975	1975/1976	1976/1977	1977/1978	1978/1979	1979/1980	1980/1981	1981/1982	1982/1983	1983/1984	1984/1985
	2704	2894	2836	3621	4342	4381	6319	8508	6959	8688	9825	8975	10309	10953	8309	12212

TOTAL Level 1-4	1985/1986	1986/1987	1987/1988	1988/1989	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
	12156	12197	11605	9548	9536	9882	9376	2119	3236	5260	8591	12333	12704	11120	12628	11207	10476

APPENDIX D.8

**Reception Certificates – Examination Statistics
(Level 1, 2, 3, 4 and total)**

Examination Statistics - Reception Certificates Awarded - Level 1

Courses	Year	1969/1970	1970/1971	1971/1972	1972/1973	1973/1974	1974/1975	1975/1976	1976/1977	1977/1978	1978/1979	1979/1980	1980/1981	1981/1982	1982/1983	1983/1984	1984/1985
NVQ Level 1 - Reception and Portering																	
NVQ Level 1 - Porter Service																	
NVQ Level 1 - Reception																	
Total Level 1		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Courses	Year	1985/1986	1986/1987	1987/1988	1988/1989	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	2001/2002
NVQ Level 1 - Reception and Portering									57	50	58	1			14	47			
NVQ Level 1 - Porter Service											1	27	75	95	11	90	72	129	
NVQ Level 1 - Reception												28	75	95	25	137	72	129	
Total Level 1		0	0	0	0	0	0	0	57	50	59	28	75	95	25	137	72	129	129

Examination Statistics - Reception Certificates Awarded - Level 2

Courses	1969/1970	1970/1971	1971/1972	1972/1973	1973/1974	1974/1975	1975/1976	1976/1977	1977/1978	1978/1979	1979/1980	1980/1981	1981/1982	1982/1983	1983/1984	1984/1985
CGLI 460 Reception		300	891	1131	1340	1549	2005	2151	1226	1296	1416	1297	1323	1301	931	1035
CGLI 709 Reception																
CGLI 720											26	80	132	134	115	167
CGLI 716 General Reception																
NVQ Level 2																
Total Level 2	0	300	891	1131	1340	1549	2005	2151	1226	1296	1442	1377	1455	1435	1046	1202

Courses	1985/1986	1986/1987	1987/1988	1988/1989	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
CGLI 460 Reception																	
CGLI 709 Reception	795	809	670	605	480	495	518										
CGLI 720																	
CGLI 716 General Reception	139	186	283	299	223	215	231	170	349	518	701	919	995	177	1034	955	828
NVQ Level 2																	
Total Level 2	934	995	953	904	703	710	749	170	349	518	701	919	995	177	1034	955	828

Examination Statistics - Reception Certificates Awarded - Level 3

Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
Courses																
NVQ Level 3																
Total Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002
Courses																		
NVQ Level 3								1	3	31	38	47	19	6	0	0	0	0
Total Level 3	0	0	0	0	0	0	0	1	3	31	38	47	19	6	0	0	0	0

Examination Statistics - Reception Certificates Awarded - Level 4

Courses	Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
Master Reception Certificate	1970																
NVQ Level 4																	
Total Level 4		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Courses	Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002/
Master Reception Certificate	1986						3	3				1							
NVQ Level 4																			
Total Level 4		0	0	0	0	0	3	3	0	0	0	1	0	0	0	0	0	0	0

Courses	Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/	1985/
TOTAL Level 1-4		0	300	891	1131	1340	1549	2005	2151	1226	1296	1442	1377	1455	1435	1046	1202	

Courses	Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002/
TOTAL Level 1-4		934	995	953	904	703	713	752	228	402	608	768	1041	1109	208	1171	1027	957	

APPENDIX D.9

Housekeeping Certificates – Examination Statistics (Level 1, 2, 3, 4 and total)

Examination Statistics - Housekeeping Certificates Awarded Level 1

Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
Courses																
NVQ Level 1																
Total Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002
Courses																		
NVQ Level 1							1	124	372	572	497	905	995	664	558	695	663	
Total Level 1	0	0	0	0	0	0	1	124	372	572	497	905	995	664	558	695	663	

Examination Statistics - Housekeeping Certificates Awarded Level 2

Courses	1969/1970	1970/1971	1971/1972	1972/1973	1973/1974	1974/1975	1975/1976	1976/1977	1977/1978	1978/1979	1979/1980	1980/1981	1981/1982	1982/1983	1983/1984	1984/1985
CGLI 480 Uniformed Staff			10	4	5											
CGLI 710 Hotel Uniformed Staff		10	147	236	347	416	658	913	856	1135	1063	757	678	777	501	803
CGLI 481 Housekeeping																
CGLI 708 Accommodation Services																
NVQ Level 2																
Total Level 2	0	10	157	240	352	416	658	913	856	1135	1063	757	678	777	501	803

Courses	1985/1986	1986/1987	1987/1988	1988/1989	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
CGLI 480 Uniformed Staff																	
CGLI 710 Hotel Uniformed Staff																	
CGLI 481 Housekeeping	874	825	760	665	547	402	419		24	83	140	486	450	523	542	584	446
CGLI 708 Accommodation Services																	
NVQ Level 2																	
Total Level 2	874	825	760	665	547	402	419	0	24	83	140	486	450	523	542	584	446

Examination Statistics - Housekeeping Certificates Awarded Level 3

Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
Courses	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
NVQ Level 3																
Total Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002
Courses	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	
NVQ Level 3									97	26	25	14	3	1	0	0	0	
Total Level 3	0	0	0	0	0	0	0	0	97	26	25	14	3	1	0	0	0	

APPENDIX D.10

Hairdressing Certificates – Examination Statistics (Level 1, 2, 3, 4 and total)

Examination Statistics - Hairdressing Certificates Awarded - Level 1

Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
Courses	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
NVQ Level 1																
Total Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002/
Courses	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	
NVQ Level 1								426	846	942	1513	2518	3477	3859	5084	5656	6389	
Total Level 1	0	0	0	0	0	0	426	846	942	1513	2518	3477	3859	5084	5656	6389		

Examination Statistics - Hairdressing Certificates Awarded - Level 2

Courses	1969/		1970/		1971/		1972/		1973/		1974/		1975/		1976/		1977/		1978/		1979/		1980/		1981/		1982/		1983/		1984/		1985/			
	1970	1971	1971	1972	1972	1973	1973	1974	1974	1975	1975	1976	1976	1977	1977	1978	1978	1979	1979	1980	1980	1981	1981	1982	1982	1983	1983	1984	1984	1985	1985					
CGLI 263 Ladies	4226	4480	4754																																	
CGLI 263 Mens	306	367	487																																	
CGLI 760 Ladies				4948																																
CGLI 760 Mens				1080																																
CGLI 300 Hairdressing																																				
CGLI 301 Wigmaking																																				
NVQ Level 2																																				
NVQ Level 2 (Afro-type Hair)																																				
Total Level 2	4532	4847	5241	6028	6040	6109	6951	10738	8919	10453	10364	11027	11756	12562	13357	14555																				

Courses	1985/		1986/		1987/		1988/		1989/		1990/		1991/		1992/		1993/		1994/		1995/		1996/		1997/		1998/		1999/		2000/		2001/		2002/			
	1986	1987	1987	1988	1988	1989	1989	1990	1990	1991	1991	1992	1992	1993	1993	1994	1994	1995	1995	1996	1996	1997	1997	1998	1998	1999	1999	2000	2000	2001	2001	2002	2002					
CGLI 263 Ladies																																						
CGLI 263 Mens																																						
CGLI 760 Ladies				4084																																		
CGLI 760 Mens				1176																																		
CGLI 300 Hairdressing				6574																																		
CGLI 301 Wigmaking				1435																																		
NVQ Level 2																																						
NVQ Level 2 (Afro-type Hair)																																						
Total Level 2	14249	12969	13269	11984	14072	15058	13733	13182	12745	11671	11429	11257	11754	12006	12337	12182	12321																					

Examination Statistics - Hairdressing Certificates Awarded - Level 3

Courses	1969/ 1970	1970/ 1971	1971/ 1972	1972/ 1973	1973/ 1974	1974/ 1975	1975/ 1976	1976/ 1977	1977/ 1978	1978/ 1979	1979/ 1980	1980/ 1981	1981/ 1982	1982/ 1983	1983/ 1984	1984/ 1985
CGLI 264 Advanced Hairdressing Ladies	170	214	216													
CGLI 264 Advanced Hairdressing Mens	5	12	9	265	321	321	309	173	258	395		590	556	379		
CGLI 760 Ladies (Adv)				14	15	16	25	12						523		
CGLI 760 Mens (Adv)															1053	972
CGLI 300 Advanced Hairdressing																
NVQ Level 3																
Total Level 3	175	226	225	279	336	337	334	185	258	395	0	590	556	902	1053	972

Courses	1985/ 1986	1986/ 1987	1987/ 1988	1988/ 1989	1989/ 1990	1990/ 1991	1991/ 1992	1992/ 1993	1993/ 1994	1994/ 1995	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002
CGLI 264 Advanced Hairdressing Ladies																	
CGLI 264 Advanced Hairdressing Mens																	
CGLI 760 Ladies (Adv)																	
CGLI 760 Mens (Adv)																	
CGLI 300 Advanced Hairdressing	1062	1153		1272	1259	992	560	288	683	1131	1594	2527	2970	2965	3253	3170	3010
NVQ Level 3							74										
Total Level 3	1062	1153	0	1272	1259	992	634	288	683	1131	1594	2527	2970	2965	3253	3170	3010

Examination Statistics - Hairdressing Certificates Awarded - Level 4

Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
Courses	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
CGLI 306 -Salon Management															98	135
Total Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	98	135

Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002
Courses	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	
CGLI 306 -Salon Management	178	221	297	253	271	232	255											
Total Level 4	178	221	297	253	271	232	255	0	0	0	0	0	0	0	0	0	0	0

1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
4707	5073	5466	6307	6376	6446	7285	10923	9177	10848	10364	11617	12312	13464	14508	16662
TOTAL Level 1 -4															

1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002
1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	
15489	14343	13566	13509	15602	16282	14622	13896	14274	13744	14536	16302	18201	18830	20674	21008	21720	
TOTAL Level 1 -4																	

APPENDIX D.11

**Beauty Therapy Certificates – Examination Statistics
(Level 1, 2, 3 and total)**

Examination Statistics - Beauty Therapy Certificates Awarded - Level 1

Courses	Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
NVQ Level 1 Beauty Therapy	1970																
Total Level 1		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Courses	Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002
NVQ Level 1 Beauty Therapy	1986																		
Total Level 1		0	0	0	0	0	0	0	9	84	184	326	455	603	563	22			0

Examination Statistics - Beauty Therapy Certificates Awarded - Level 2

Courses	1969/1970	1970/1971	1971/1972	1972/1973	1973/1974	1974/1975	1975/1976	1976/1977	1977/1978	1978/1979	1979/1980	1980/1981	1981/1982	1982/1983	1983/1984	1984/1985
CGLI 397	48	73	75	92	98	124	137	190	205	252	287	355	351	436	442	578
CGLI 761 - Beauty Therapy																
CGLI 304																
CGLI 761 - Electric Epilation																
CGLI 305																
CGLI 762 - Cosmetic Make-Up																
CGLI 302																
CGLI 762 - Manicure							116	978	1276	1778	2219	2559	3296	4048	4556	4285
CGLI 303																
NVQ Level 2 Beauty Therapy																
Total Level 2	48	73	75	92	98	124	253	1263	1624	2560	3945	4859	6012	7326	8501	8818

Courses	1985/1986	1986/1987	1987/1988	1988/1989	1989/1990	1990/1991	1991/1992	1992/1993	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
CGLI 397	645	713	628	916	887	888	874										
CGLI 761 - Beauty Therapy																	
CGLI 304	565	673	642	694	785	666	810										
CGLI 761 - Electric Epilation																	
CGLI 305	3656	3815	3862	3753	3494	3243	3177										
CGLI 762 - Cosmetic Make-Up																	
CGLI 302	4521	4549	3384	3726	2837	2804	3023										
CGLI 762 - Manicure																	
CGLI 303																	
NVQ Level 2 Beauty Therapy								20	1441	3775	4634	5363	6720	7169	7772	7623	8558
Total Level 2	9387	9750	8516	9089	8003	7601	7884	20	1441	3775	4634	5363	6720	7169	7772	7623	8558

Examination Statistics - Beauty Therapy Certificates Awarded - Level 3

Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
Courses	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
NVQ Level 3 Beauty Therapy																
Total Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002/
Courses	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	
NVQ Level 3 Beauty Therapy										712	1617	2115	2601	2795	2526	2935	3157	
Total Level 3	0	0	0	0	0	0	0	0	0	712	1617	2115	2601	2795	2526	2935	3157	

Year	1969/	1970/	1971/	1972/	1973/	1974/	1975/	1976/	1977/	1978/	1979/	1980/	1981/	1982/	1983/	1984/
Courses	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Total Level 1-3	48	73	75	92	124	253	1263	1624	2560	3945	4859	6012	7326	8501	8818	

Year	1985/	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002/
Courses	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	
Total Level 1-3	9387	9750	8516	9089	8003	7601	7884	29	1525	4671	6577	7933	9924	10527	10320	10558	11715	

APPENDIX D.12

**Supervisory or Vocational Qualifications Statistics –
Level 3 (National Diploma)**

Number of Hotel and Catering Students (Including Tourism) in Further Education

	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/
Courses	1995	1996	1997	1998	1999	2000	2001	2002
Hospitality and Catering	132,000	129,740	144,700	157,000	166,000	66,258	61,365	62,915
Travel and Tourism	98,300	89,260	66,600	68,000	62,000	354,971	383,758	390,800
Total	230,300	219,000	211,300	225,000	228,000	421,229	445,123	453,715

Source: British Hospitality Association Trends and Statistics 2000, 2001 & 2002 - Further Education Council 1998, Learning and Skills Council

National Diploma Programme for Hospitality Sector

	1986/	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/
Courses	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Hospitality Courses	3279	3124	3158	3091	2357	2578	2154	2108	2108	1214	1650	516	412	497	287	311
Total	3279	3124	3158	3091	2357	2578	2154	2108	2108	1214	1650	516	412	497	287	311

APPENDIX D.13

GNVQ – Examination Statistics

GNVQ Recruitment (Active Candidates)

Courses	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/
Hospitality and Catering	0	1208	4363	3968	5250	4514	3717	3020	1654	551
Leisure and Recreation	1470	15616	31161	27749	33755	31887	31462	30569	15020	11389
Total	1470	16824	35524	31717	39005	36401	35179	33589	16674	11940

GNVQ EXAMINATION RESULTS

Hospitality and Catering Attainment (Full Awards)

Courses	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002
Foundation	29	84	258	227	228	196	106	132	
Intermediate	384	697	726	555	524	382	133	310	
Advanced	150	797	1123	1030	1166	953	649	0	
Total	563	1578	2107	1812	1918	1531	888	442	

Hospitality and Catering Recruitment (Active Candidates)

Courses	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002
Foundation	62	448	809	644	473	535	262	173	
Intermediate	664	1783	1872	1296	938	703	187	378	
Advanced	678	1737	2569	2574	2306	1782	1205	0	
Total	1436	3968	5250	4514	3717	3020	1654	551	

Leisure and Tourism Attainment (Full Awards)

	Year 1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/
Courses	1995	1996	1997	1998	1999	2000	2001	2002
Foundation	363	790	948	983	979	1118	404	1250
Intermediate	7250	7845	8186	7546	8224	7710	1658	7132
Advanced	2340	5771	7013	7133	8599	7904	6944	0
Total	9953	14406	16147	15662	17802	16,732	9006	8382

Leisure and Tourism Recruitment (Active Candidates)

	Year 1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/
Courses	1995	1996	1997	1998	1999	2000	2001	2002
Foundation	716	2923	3110	2500	2615	3006	1001	1698
Intermediate	9898	15626	17495	15185	14808	14411	2446	9691
Advanced	6661	9200	13150	13502	14039	13152	11573	0
Total	31,161	27749	33755	31887	31462	30,569	15020	11389

APPENDIX D.14

**Advanced Vocational Certificates –
Examination Statistics**

Advanced Vocational Certificates

	Year	2001/ 2002	2002/ 2003
Courses		2002	2003
Hospitality & Catering		575	512
Leisure & Tourism		2705	2156
Travel & Tourism		5054	4170
Total		8334	6738

APPENDIX D.15

**Professional Management Qualification
Students Statistics (HCIMA)**

HCIMA Qualifications

Year	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002/	2003/
Courses	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	
HCIMA Part A	334	286	307	217	621	537	456	261	384	354	194	176	169	139	109	203*	
HCIMA Professional Certificate																	
HCIMA Advanced Certificate																	
Total Part A	334	286	307	217	621	537	456	261	384	354	194	176	169	139	109	203*	203

* Provisional Examination Entries

HCIMA Qualifications

Year	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002/	2003/
Courses	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	
HCIMA Part B	198	263	293	248	176	376	365	85	87	74	72	56	39	40	27	23*	
HCIMA Professional Diploma																	
HCIMA Advanced Diploma																	
Total Part B	198	263	293	248	176	376	365	85	87	74	72	56	39	40	27	23*	23

* Provisional Examination Entries

HCIMA Qualifications Total

	1987/	1988/	1989/	1990/	1991/	1992/	1993/	1994/	1995/	1996/	1997/	1998/	1999/	2000/	2001/	2002/
Courses	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Total Part A	334	286	307	217	621	537	456	261	384	354	194	176	169	139	109	203
Total Part B	198	263	293	248	176	376	365	85	87	74	72	56	39	40	27	23
Total	532	549	600	465	797	913	821	346	471	428	266	232	208	179	136	226

APPENDIX E **Career Questionnaires Responses**

APPENDIX E.1 **Summary of Students' Responses to Questionnaires**

APPENDIX E.2 **Summary of Parents' Responses to Questionnaires**

APPENDIX E.3 **Summary of Careers Advisers' Responses to
Questionnaires**

APPENDIX E.1

**Summary of Students'
Responses to Questionnaires**

Students' Response to Career Questionnaire - 1

1. A Career choice options questionnaire was distributed to school pupils amongst six secondary schools in North Wales region.

2. The Gender split was as follows:

Male		Female		Total
42	47%	48	53%	90

3. The group chosen ranged from year 10 to year 12 and almost equal mix of gender. There were 300 questionnaires distributed and 90 questionnaires were completed and returned which is 30% return. The distributed amongst respondent as regards to gender and school year is as follows:

Year Group	Male		Female		Total	
Year 10	19	48%	21	52%	40	100%
Year 11	14	42%	19	58%	33	100%
Year 12	9	53%	8	47%	17	100%
Total	42	47%	48	53%	90	100%

4. The analysis of respondent in relation to aspirations at the end of current year indicates the following trends:

Pupil Aspirations	Male		Female		Total	
Continue at the School	18	42%	25	58%	43	100%
Local Further Education College	10	38%	16	62%	26	100%
Training	1	50%	1	50%	2	100%
Employment	3	75%	1	25%	4	100%
Others	10	67%	5	33%	15	100%
Total	42	47%	48	53%	90	100%

5. It was interesting to note that 44 female respondents and 37 male respondents had some career direction to follow. Only 9 of school pupils were not too sure about their career choices.

Have you considered any particular careers or jobs?

Yes				No			
Male		Female		Male		Female	
37	46%	44	54%	5	56%	4	44%
Total		100%		Total		100%	

Male Responses

Yes		No		Total	
Number	37	Number	5	Number	42
	88%		12%		100%

Female Responses

Yes		No		Total	
Number	44	Number	4	Number	48
	92%		8%		100%

6. Which of the following career areas would you consider?

Career Area		Yes	Maybe	No
Agriculture	Male	1	3	33
	Female	1	1	42
	Total	2	4	75
Armed Services	Male	6	12	19
	Female	3	8	33
	Total	9	20	52
Banking and Finance	Male	2	15	20
	Female	2	10	32
	Total	4	25	52
Beauty and Hairdressing	Male	1	0	36
	Female	7	10	27
	Total	8	10	63
Construction	Male	8	10	19
	Female	1	2	41
	Total	9	12	60
Engineering	Male	8	15	14
	Female	2	1	41
	Total	10	16	55
Fashion	Male	1	4	32
	Female	6	17	21
	Total	7	21	53
Hospitality	Male	1	10	26
	Female	7	19	18
	Total	8	29	44
Information Technology	Male	10	12	15
	Female	4	13	27
	Total	14	25	42
Journalism	Male	2	7	28
	Female	4	8	32
	Total	6	15	60
Law	Male	6	17	14
	Female	7	12	25
	Total	13	29	39
Medicine & Dentistry	Male	3	5	29
	Female	5	9	30
	Total	8	14	59
Music	Male	2	10	25
	Female	7	7	30
	Total	9	17	55

Career Area		Yes	Maybe	No
Nursing	Male	0	2	35
	Female	8	15	21
	Total	8	17	56
Performing Arts	Male	3	4	30
	Female	7	2	35
	Total	10	6	65
Police / Emergency Services	Male	13	11	13
	Female	7	7	30
	Total	20	18	43
Social Work	Male	0	8	29
	Female	11	10	23
	Total	11	18	52
Sport & Fitness	Male	10	11	16
	Female	3	7	34
	Total	13	18	50
Teaching	Male	1	9	27
	Female	12	9	23
	Total	13	18	50
Tourism	Male	2	9	26
	Female	7	9	28
	Total	9	18	54
Veterinary Medicine	Male	1	4	32
	Female	5	2	37
	Total	6	6	69
Other (Please specify)	Male	4	4	29
	Female	5	0	39
	Total	9	4	68

Career Area		Yes	Maybe	No
Agriculture	Male	3%	8%	89%
	Female	3%	2%	95%
	Total	3%	5%	92%
Armed Services	Male	16%	32%	51%
	Female	7%	18%	75%
	Total	11%	25%	64%
Banking and Finance	Male	5%	41%	54%
	Female	5%	23%	73%
	Total	5%	31%	64%
Beauty and Hairdressing	Male	3%	0%	97%
	Female	16%	23%	61%
	Total	10%	12%	78%
Construction	Male	22%	27%	51%
	Female	2%	5%	93%
	Total	11%	15%	74%
Engineering	Male	22%	41%	38%
	Female	5%	2%	93%
	Total	12%	20%	68%
Fashion	Male	3%	41%	86%
	Female	14%	2%	48%
	Total	9%	20%	65%
Hospitality	Male	3%	27%	70%
	Female	16%	43%	41%
	Total	10%	36%	54%
Information Technology	Male	27%	32%	41%
	Female	9%	30%	61%
	Total	17%	31%	52%
Journalism	Male	5%	19%	76%
	Female	9%	18%	73%
	Total	7%	19%	74%
Law	Male	16%	46%	38%
	Female	16%	27%	57%
	Total	16%	36%	48%
Medicine & Dentistry	Male	8%	14%	78%
	Female	11%	21%	68%
	Total	10%	17%	73%
Music	Male	5%	27%	68%
	Female	16%	16%	68%
	Total	11%	21%	68%

Career Area		Yes	Maybe	No
Nursing	Male	0%	5%	95%
	Female	18%	34%	48%
	Total	10%	21%	69%
Performing Arts	Male	8%	11%	81%
	Female	16%	5%	80%
	Total	12%	7%	80%
Police / Emergency Services	Male	35%	30%	35%
	Female	16%	16%	68%
	Total	25%	22%	53%
Social Work	Male	0%	22%	78%
	Female	25%	23%	52%
	Total	14%	22%	64%
Sport & Fitness	Male	27%	30%	43%
	Female	7%	16%	77%
	Total	16%	22%	62%
Teaching	Male	3%	24%	73%
	Female	27%	21%	52%
	Total	16%	22%	62%
Tourism	Male	5%	24%	70%
	Female	16%	21%	64%
	Total	11%	22%	67%
Veterinary Medicine	Male	3%	11%	86%
	Female	11%	5%	84%
	Total	7%	7%	85%
Other (Please specify)	Male	11%	11%	78%
	Female	11%	0%	89%
	Total	11%	5%	84%

6. The response to the questionnaire considering the most popular career choices indicated are as follows:

- a) Police Services
- b) Information Technology
- c) Law
- d) Sports and Fitness
- e) Teaching
- f) Social Work

These results have been further analysed according to the gender responses which indicate the inclusion of other careers:

Male

- a. Police Services
- b. Information Technology
- c. Sports and Fitness
- d. Engineering
- e. Construction
- f. Law

Female

- a. Teaching
- b. Social Work
- c. Nursing
- d. Hospitality
- e. Tourism
- f. Performing Arts

It is interesting to note that in the overall response, hospitality does not appear as the primary career choice amongst the six most popular careers. But on analysing the results according to the gender, female respondents have considered hospitality as a first career choice and appears in fourth position followed by tourism.

The overall feedback from respondents considering primary and secondary career choices indicate the most popular career choices as below:

- a) Law
- b) Information Technology
- c) Police Service
- d) Hospitality
- e) Sports and Fitness
- f) Teaching

The most popular career choices according to the gender:

Male

- a. Police Service
- b. Engineering
- c. Law
- d. Information Technology
- e. Sports and Fitness
- f. Construction

Female

- a. Hospitality
- b. Fashion
- c. Nursing
- d. Social Work
- e. Teaching
- f. Law

The least important career choices indicated are as follows:

- a) Journalism
- b) Construction
- c) Beauty Therapy and Hairdressing
- d) Performing Arts
- e) Veterinary Medicine
- f) Agriculture

The least important career choices according to the gender:

Male

- a. Performing Arts**
- b. Fashion**
- c. Veterinary Medicine**
- d. Agriculture**
- e. Nursing**
- f. Beauty Therapy/Hairdressing**

Female

- a. Sports and Fitness**
- b. Performing Arts**
- c. Veterinary Medicine**
- d. Engineering**
- e. Agriculture**
- f. Construction**

However, considering overall responses including primary and secondary career choices hospitality appears in fourth position amongst the most popular career choices.

On further analysis of the results of feedback according to gender, female respondents have rated hospitality in first position. However, the situation is completely different from male respondents as hospitality does not appear as a career option for them in the top six careers.

7. *How would you define the hospitality industry?*

- **Reliable and rewarding**
- **Hotels and restaurants**
- **Provide Services to enable people to enjoy their leisure time.**
- **Arranging food for special events**
- **Tourism**
- **Serving the public**
- **Leisure**
- **Hairdressing**
- **Entertainment**
- **Looking after people**
- **Seasonal**
- **Low pay**
- **Low Morale**
- **Catering businesses**
- **Customer service**
- **Good as a career to start up your own business**

8. *List all the possible jobs in hospitality industry which you can think of?*

- | | |
|----------------------|--------------------|
| Hotel Manager | Waiter/Waitress |
| Catering Manager | Porter |
| Maid | Receptionist |
| Chef | Barman |
| Butler | Cleaner |
| Pilots | Stewards/ess |
| Aroma-therapist | Nurse |
| Doctor | Surgeon |
| Accountants | Travel agent |
| Entertainers | Pool attendant |
| National Park Warden | Holiday Reps |
| Butcher | Baker |
| Beautician | Restaurant manager |
| Bar manager | Coach driver |
| Wine waiter | |

9. *The positive aspects of the hospitality industry are indicated as follows:*

Positive Aspects	Percentage Responses
Social interaction and entertaining people	67%
Opportunities to travel and work abroad	56%
Self employment	40%
Variety of work	33%
Sense of achievement	30%
Career opportunities	26%

10. The negative aspects cited by respondents fell under following categories:

Negative Aspects	Percentage Responses
Low wages	53%
Long unsociable hours	50%
Split shifts	44%
	27%
Loss of traditional way of life	22%
Seasonal Jobs	18%

APPENDIX E.2

**Summary of Parents'
Responses to Questionnaires**

Parents' Response to Career Questionnaire - 2

Overall Summary

1. What is the year group of the child that this questionnaire relates to?

Year 10	40	
Year 11	33	
Year 12	17	
Total		90

2. What gender is the child that this questionnaire relates to? (Please tick one box)

Male	42	47%
Female	48	53%
Total	90	100%

3. Are you aware of any careers education and guidance that your child has received at school?

Yes	69	77%
No	12	13%
Not Completed	9	10%

4. In your opinion how do you rate each of the following as being influential to your child's careers choices? (Please tick one box)

	Highly Influential Value = 3		Influential Value = 2		No Opinion Value = 0		Slightly Influential Value = 1		No Influence Value = 0		Grand Total Score	*Mean Score
	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score		
Yourself	21	63	39	78	4		14	14	3	0	155	2.0
Bother/Sister	7	21	19	38	23		13	13	19	0	72	1.2
Family Members	10	30	36	72	12		16	16	7	0	118	1.7
Family Friends	3	9	24	48	21		20	20	13	0	77	1.3
School Friends	6	18	29	58	16		20	20	10	0	96	1.5
School Based Coordinator	10	30	30	60	13		17	17	11	0	107	1.6
Subject Teachers	6	18	38	76	13		17	17	7	0	111	1.6
Career Adviser	19	57	21	42	10		21	21	10	0	120	1.7
Television	11	33	14	28	25		15	15	16	0	76	1.4
Newspapers/Magazines	4	12	18	36	27		17	17	15	0	65	1.2
Careers Literature	3	9	31	62	17		22	22	8	0	93	1.5
Work Experience	24	72	31	62	10		7	7	9	0	141	2.0

*Mean Score are calculated using an algorithm

5. If you rate yourself as influential or highly influential, in what career areas might you try to direct your child? (Please state)

Influential Parents	Highly Influential Parents
Care Assistant	Medicine
Child Care	Veterinary Science
Nursing	Law
Physiotherapy	Accountancy/Banking
Languages	Civil Service
Construction	Engineering
Teacher	Business Management
Catering	Police
Travel and Sports	Teacher
Hairdressing	Information Technology
Health and Beauty	Art and Design
Aroma-therapy	Pilot

6. Have you noticed that your child's career choices have changed as they have got older?

Yes	61	68%
No	20	22%
Not Completed	9	10%

7. If yes in your opinion please rate the degree to which you agree or disagree with each of the following statements: (Please tick one box)

Strongly Agree Value = 5	Agree Value = 4		No Opinion Value = 3		Disagree Value = 2		Disagree Value = 1		Grand Total Score	*Mean Score
	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score		
14	70	160	5	15	2	4	0	0	249	4.1
17	85	160	2	6	2	4	0	0	255	4.2
16	80	96	15	45	6	12	0	0	233	3.8
13	65	140	8	24	5	10	0	0	239	3.9
3	15	68	9	27	23	46	9	9	165	2.7
8	40	88	21	63	7	14	3	3	208	3.4
27	135	108	4	12	3	6	0	0	261	4.3
4	20	48	20	60	22	44	3	3	175	2.9

*Mean Score are calculated using an algorithm

They have found out more information about different career opportunities.
 They have become more realistic about the career opportunities available to them.
 They have higher aspirations and have become more ambitious.
 They want to incorporate particular interests and hobbies into their career.
 They have been influenced by the career choices of family members.
 They have been influenced by experiences gained through their work experience.
 They want to obtain formal qualifications to improve their career prospects.
 They have been influenced by the career choices of their friends

8. Please rate the degree to which you agree or disagree with the following statements:

A career is:	Strongly Agree Value = 5		Agree = 4		No Opinion Value = 3		Disagree Value = 2		Disagree Value = 1		Grand Total Score	*Mean Score
	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score		
A route with direction and purpose	6	30	57	228	16	48	2	4	0	0	310	3.8
A job for life.	2	10	24	96	20	60	30	60	5	5	231	2.9
A pattern of work-related experiences that span the course of a persons life.	5	25	33	132	38	114	5	10	0	0	281	3.5
A lifetimes commitment to an occupation.	3	15	8	32	21	63	45	90	4	4	204	2.5
Social mobility/Moving up the 'social ladder'	5	25	30	120	24	72	21	42	1	1	260	3.2
A series of promotions in one particular occupation.	2	10	24	96	26	78	27	54	2	2	240	3.0
A series of different occupations that build upon past skills and experiences.	5	25	46	184	22	66	8	16	0	0	291	3.6
A vocation (matching personality with an occupation).	7	35	48	192	21	63	5	10	0	0	300	3.7

*Mean Score are calculated using an algorithm

9. How many times do you think your child might change career areas in their working life?

None	6	7%
1-3 Times	51	57%
4-6 Times	3	3%
6+ Times	3	3%
Don't Know	18	20%
Not Completed	9	10%

10. In your opinion, how important do you think each of the following is when choosing a career:

	Strongly Agree Value = 5		Agree Value = 4		No Opinion Value = 3		Disagree Value = 2		Disagree Value = 1		Grand Total Score	*Mean Score
	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score		
International Travel	5	25	18	72	25	75	31	62	2	2	236	2.9
High income	21	105	38	152	9	27	13	26	0	0	310	3.8
Recognition as a professional	15	75	38	152	19	57	8	16	1	1	301	3.7
Working in an outdoor environment.	6	30	13	52	28	84	31	62	3	3	231	2.9
Interest and enjoyment	52	260	26	104	3	9	0	0	0	0	373	4.6
Promotional opportunities	16	80	42	168	17	51	6	12	0	0	311	3.8
Team work	19	95	48	192	11	33	3	6	0	0	326	4.0
Formal qualifications	26	130	37	148	15	45	3	6	0	0	329	4.1
Responsibility	21	105	44	176	13	39	3	6	0	0	326	4.0
Language skills	7	35	24	96	31	93	18	36	1	1	261	3.2
Glamorous image	6	30	7	28	23	69	28	56	17	17	200	2.5
Career progression	17	85	45	180	14	42	4	8	1	1	316	3.9
Working in an office	4	20	3	12	33	99	28	56	13	13	200	2.5
Initiative	15	75	42	168	22	66	2	4	0	0	313	3.9
Job security	30	150	36	144	15	45	0	0	0	0	339	4.2
Training opportunities	21	105	43	172	14	42	3	6	0	0	325	4.0
Working 9-5 weekday hours	6	30	15	60	25	75	25	50	10	10	225	2.8
Variety	21	105	35	140	21	63	4	8	0	0	316	3.9
Social interaction	17	85	41	164	22	66	1	2	0	0	317	3.9
Working in a challenging and dynamic environment	13	65	35	140	26	78	5	10	2	2	295	3.6

*Mean Score are calculated using an algorithm

11. From the following list, please tick ONE box to indicate the career area in which you have spent the majority of your working life, and THREE career areas, which you would be happy with your child entering.

Your Career	1st Choice Value = 3		2nd Choice Value = 2		3rd Choice Value = 1		Grand Total Score	*Mean Score	
	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score			
Agriculture	3	3%	1	3	1	2	3	8	1.6
Armed Services	3	3%	2	6	0	0	4	10	1.7
Banking and Finance	2	2%	5	15	4	8	2	25	2.3
Beauty and Hairdressing	2	2%	3	9	2	4	2	15	2.1
Construction	4	4%	7	21	2	4	1	26	2.6
Engineering	3	3%	5	15	7	14	2	31	2.2
Fashion	0	0%	2	6	4	8	5	19	1.7
Hospitality	11	12%	7	21	5	10	8	39	2.0
Information Technology	1	1%	4	12	8	16	3	31	2.1
Journalism	1	1%	3	9	4	8	3	20	2.0
Law	5	6%	8	24	9	18	5	47	2.1
Medicine & Dentistry	3	3%	4	12	3	6	4	22	2.0
Music	0	0%	1	3	1	2	1	6	2.0
Nursing	9	10%	4	12	7	14	3	29	2.1
Performing Arts	0	0%	2	6	3	6	5	17	1.7
Police/Emergency Services	3	3%	5	15	5	10	7	32	1.9
Social Work	5	6%	2	6	0	0	3	9	1.8
Sport & Fitness	1	1%	3	9	2	4	2	15	2.1
Teaching	9	10%	4	12	7	14	10	36	1.7
Tourism	2	2%	2	6	4	8	2	16	2.0
Veterinary Medicine	1	1%	4	12	2	4	1	17	2.4
Other (Please specify)	13	14%	3	9	1	2	5	16	1.8
Not Completed	9	10%	9	27	9	18	9	54	2.0

*Mean Score are calculated using an algorithm

12. For ALL of the following statements, please indicate to what extent you think a career in the hospitality industry would provide:

	Strongly Agree Value = 5		Agree Value = 4		No Opinion Value = 3		Disagree Value = 2		Disagree Value = 1		Grand Total Score	*Mean Score
	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score	Actual Replies	Total Score		
International travel	4	20	36	144	31	93	6	12	4	4	273	3.4
High income	4	20	24	96	25	75	24	48	4	4	243	3.0
Work in recognized profession	5	25	32	128	34	102	8	16	2	2	273	3.4
Working unsociable hours	15	75	37	148	24	72	3	6	2	2	303	3.7
Interest and enjoyment	14	70	36	144	22	66	9	18	0	0	298	3.7
Good promotional opportunities	4	20	39	156	28	84	8	16	2	2	278	3.4
Teamwork	15	75	50	200	15	45	1	2	0	0	322	4.0
A demand for formal qualifications	4	20	33	132	25	75	16	32	3	3	262	3.2
Responsibility at a fairly young age	4	20	44	176	26	78	5	10	2	2	286	3.5
Seasonal employment	8	40	42	168	21	63	10	20	0	0	291	3.6
The ability to use language skills	6	30	37	148	26	78	10	20	2	2	278	3.4
A glamorous image	6	30	19	76	27	81	21	42	8	8	237	2.9
Career progression	4	20	41	164	24	72	8	16	4	4	276	3.4
Developing and using initiative.	9	45	47	188	17	51	6	12	2	2	298	3.7
Hard work	26	130	34	136	20	60	1	2	0	0	328	4.0
Job security	8	40	25	100	27	81	17	34	4	4	259	3.2
Training opportunities	6	30	42	168	26	78	6	12	1	1	289	3.6
Working long hours	20	100	31	124	26	78	3	6	1	1	309	3.8
Skilled employment	6	30	33	132	29	87	10	20	3	3	272	3.4
Variety	7	35	44	176	24	72	5	10	1	1	294	3.6
Social interaction	16	80	41	164	23	69	1	2	0	0	315	3.9
Working in a challenging/dynamic environment.	11	55	30	120	31	93	8	16	1	1	285	3.5

*Mean Score are calculated using an algorithm

13. Do you have any personal experience in the hospitality sector?

No experience	41	46%
Seasonal/Casual employment	15	16%
Part-time employment	10	11%
Full-time employment	6	7%
Full-time supervisory	1	1%
Full-time managerial	3	3%
Self-employed	5	6%
Not Completed	9	10%

APPENDIX E.3

Summary of Careers Advisers' Responses to Questionnaires

Careers Advisers' Response to Careers Questionnaire – 3

This questionnaire was distributed amongst 50 career advisers through Careers Wales North West offices.

There were 35 completed questionnaires returned which is 75% response rate. Their responses have been collated and summarized as below:

1. How would you define your role in relation to the schools, as regards careers?

- Employment liaison adviser – Working in close relationship with schools and linking with employers to provide up-to-date labour market information related to their sectors for the presentation to pupils in schools.
- Production of career leaflets on different sectors to provide labour market information.
- Student adviser dealing with 16-19 year olds who are unemployed and need career advice and guidance.
- Acting as advisers to carry out assessment of current skills and future potential.
- Specialist career adviser such as Disability Employment Officer.
- Working with school teachers and employers as Professional Development Co-ordinator.
- Provide unbiased information to pupils and staff regarding career progressions.
- Offer realistic, well informed advice and impartial guidance to pupils making transition from compulsory education to further education or higher education or employment.
- Provide a service that complements and further adds value to the career guidance provided by the school.

2. *How is career guidance provided to school pupils?*

- a) Individual basis – 26 (74%) of the respondents provided career guidance on individual basis.
- Organised: 12 (46%) of these respondents offered careers interview to each pupil leaving school at year 11 mainly by appointment.
 - On demand: 14 (54%) of these respondents offered careers interview to school pupils on request either at school or career centre. These pupils mainly requested this service prior to joining Further Education or Higher Education institution.
- b) Group basis – 9 (26%) of the respondents offered the career service on group basis during events such as careers conventions in schools, job fairs, etc.

All key stage 3 pupils are seen in only groups where as key stage 4 pupils are seen in groups and individually as requested by pupils, tutors, parents or guardians.

3. *What is your source of different career information?*

The responses indicated comprehensive list of sources:

- National, Regional and Local Labour Market Information Reports, magazines and leaflets.
- Presentation from employers and educational institutions – ELWA, WDA, Training Providers, Further Education Colleges, etc.
- Careers Library, Job Centre Plus – providing job centre information packs, job points, etc.
- Occupational literature, professional journals- Occupations 2003.
- Computer based careers guidance software packages.
- Disability services network with career services.

4. a) *Do you use any computer software packages?*

Yes 28 (80%)

No 7 (20%)

b) *Does the software package have any in-built bias towards career in hospitality*

Yes 8 (29%)

No 20 (71%)

5. *Which type of questions are normally asked by school pupils regarding careers?*

Question	Percentage of School Pupils
How much will I earn?	95%
What does the job involve? What are the prospects for progression and promotion? What are the entry requirements? What are the essential qualifications to be achieved? How can I train? How long is the training period?	40%
Where are the jobs? How hard is the training? How secure is the career?	15%

6. *In your opinion, what sort of information school pupils wish to listen?*

Information	Percentage of School Pupils
Pay and scope for promotion.	90%
Hours of work. Conditions of service. Sustainable career. Progression opportunities. Up-to-date information about training programmes.	40%
Success stories of past students and current employees. Presentation by entrepreneurs and ex students. Real examples. Case studies and local examples. Short, sharp and focused practical advice.	20%

7. *Do you think the career choices are cyclical?*

80% of the respondents were in agreement that the career choices are cyclical and some of them made a specific comment that especially in this region. It can be dependent on the historical patterns.

The biggest influence cited is the power of Media, Television Programmes such as 'Fly on the Wall' series. The most popular career choices at the moment are Business, Finance, Construction and Social Services. Surprisingly, once an in theme is built up then young people just follow their peers.

20% of the respondents were in disagreement with the statement. The reasons given are that some young people follow family traditions. Many young people are much more individual these days and do not tend to follow the crowd.

In general, young people have an immature view of the world of work and they are only aware of very general careers. 80% - 90% of young people are interested in one of ten main job types.

8. How popular are careers in hospitality industry?

There were 40% of the Careers Advisers who gave positive responses as follows:

- Chef is probably the most popular job in the hospitality industry.
- Hospitality is a popular career choice in North Wales but the seasonal nature of the industry makes it difficult to attract young people with ambition.

9. *What are the reasons for above?*

Unfortunately, many of the negative comments were reinforced by 80% of the Careers Advisers.

- Poor pay with lack of rewards and incentives.
- Poor working environment.
- Long unsociable hours and split shifts.
- Seasonal, temporary and insecure jobs.
- Attitudes of staff and lack of support from management.

10. *How might people define the hospitality industry?*

Perception	Percentage Agreement
<p>Hotel and catering trade in wider terms.</p> <p>Providing a service to enable other people to enjoy their leisure time.</p> <p>Usually as catering industry.</p> <p>Travel and tourism industry.</p> <p>Working in airports, travel representatives, travel agents and air steward/ess.</p> <p>Hotel, restaurants, catering, customer service, cooking, waiting-on and working in leisure industry.</p>	60%
<p>Stop-gap industry.</p> <p>Job and not career industry.</p> <p>Industry for under-achievers.</p>	30%
<p>Poorly Paid</p> <p>Hard Working Industry</p>	10%

11. List all the possible jobs in hospitality industry which you can think of;

It is interesting to note that even the career advisers have confusion with the true understanding of hospitality industry as some of the jobs listed below fall under the heading of Travel and Tourism Industry and others fall under Sports, Health and Leisure. It appears that career advisers are well informed of various job titles but they need greater awareness of job roles.

Jobs Listed by 80% of Career Advisers
Hotel Manager
Restaurant Manager
Catering Manager
Bar Manager
Publican
Chef
Kitchen Porter
Restaurant Manager
Maitre d'Hotel
Waiter
Room Hostess
Catering Unit Manager
Conference Manager
Entertainment Manager
Event Manager
Front of House Manager
Receptionist
Booking Clerks

Housekeeper

Chambermaid

Laundry Manager

Jobs Listed by 60% of Career Advisers

Resort Representative

Airline/Cruise Staff

Travel Agents

Tourist Information Officer

Museum Curator

Coach Tour Operator/Coach Driver

Pilot/Air Steward/ess

Golf Course Manager

Fitness Instructor

Leisure Instructor

Beauty Therapy

Lifeguard

Leisure Attendants

Jobs Listed by 20% of Career Advisers

Accounting

Marketing Manager

Information Technology Specialists

12. What are the positive aspects of the hospitality industry?

Positive Aspects	Percentage Responses
<p>Good career prospects and plenty of training opportunities for progression.</p> <p>Possibility of living-in.</p>	<p>80%</p>
<p>Very rewarding industry.</p> <p>Scope for flexible working with no age or gender or race discrimination.</p>	<p>60%</p>
<p>Scope for personal development.</p> <p>Ability to earn decent salaries and scope for international travel with job opportunities all over the world.</p> <p>Working with people in various roles and opportunities for creative expression.</p>	<p>20%</p>

13. Are there any negative aspects of this industry?

Negative Aspects	Percentage Responses
<p>It may involve unsociable hours and split shifts.</p> <p>Staff have to work under pressure which can be stressful and some staff feel under valued.</p> <p>Very hard working industry which may involve unduly long working hours.</p> <p>In some cases, low wages and lack of training or promotion opportunities.</p>	80%
<p>In some areas, there is seasonality of jobs.</p>	25%

14. In the event of you were to promote careers in hospitality industry how do you think the industry should be promoted?

Promotion Method	Percentage Responses
<p>Organise job/career fairs/awareness events to promote the hospitality industry as a lively, large, fast, exciting, glamorous, buoyant, dynamic, progressive and professional industry with variety of careers rather than a 'fill in' job or 'dead-end' job with limited prospects.</p>	<p>75%</p>
<p>Promote the industry through parents and school teachers by emphasizing the positive aspects</p> <p>Promote the role models, high achievers through publishing their case studies.</p> <p>Mapping of career pathways and promoting 'Excellence'.</p> <p>Comprehensive training packages linked to specific employers.</p>	<p>50%</p>
<p>Great Opportunities for promotion and international travel.</p> <p>The working hours should be clearly defined and abolish the split shifts.</p> <p>Better wages especially for junior positions.</p> <p>There is a need for employers to attend career events in schools and lot more publicity in local and national press.</p> <p>Produce career videos for hospitality industry which should be shown to school pupils during career lessons.</p>	<p>25%</p>

15. Briefly describe the aspects you would suggest to be improved which will attract more school pupils to career choices for this industry.

Improvements	Percentage Responses
<p>Improve relevant qualifications, increase training opportunities and enhance scope for promotion with long term employment prospects and security of jobs.</p> <p>Provision of taster programmes and work experience for school pupils which will provide a brief insight into the industry. This is to be matched up by employers mentoring and offering support to young people to realise their potential career choices. There has to be more professionalism in dealing with staff.</p> <p>Increase focused marketing of hospitality industry as a cutting edge and glamorous industry. Invite guest speakers from industry to visit local schools and make presentations to raise the profile of hospitality industry and discuss choice of routes available to enter the industry. Increase the awareness of young people of what they can achieve by working in the hospitality industry.</p>	<p>60%</p>
<p>There needs to be aspect of food and cookery curriculum developed in schools which will provide natural progression.</p> <p>Host a hospitality day in schools and organize variety of activities such as master chefs' demonstrations and ready steady cook events.</p> <p>Produce and present actual statistics of job opportunities available in the hospitality industry.</p>	<p>25%</p>

APPENDIX F

**International Comparative Study
Schedule of Visits**

APPENDIX F

International Comparative Study Schedule of Visits

Appendix F

SCHEDULE OF VISITS

Wednesday, 1st January; 1997 to Wednesday, 31st December; 2003

Country	City/Town	Dates and Duration	Duration	Purpose/Institutions Visited
FRANCE	Nantes	Saturday, 14 th November; 1998 to Sunday, 22 nd November; 1998	9 days	Study visit to Lyceé Nicolas Appert, Orvault, Nantes equivalent to Further Education College.
	Nice	Wednesday, 9 th February; 2000 to Monday, 14 th February; 2000	6 days	L'Ecole d'hôtellerie in Nice to compare chefs' programme of study
GERMANY	Paderborn	Sunday, 21 st May; 2000 to Friday, 26 th May; 2000	6 days	Study visit to compare Vocational Education and Training for Young People 16-19 year olds in Europe.
	Mannheim	Thursday, 21 st February; 2002 to Sunday, 24 th February; 2002	4 days	European Junior Gastronomy Competition, Restaurant 1m, Gesellschaftshaus, Ludurishafen. Mannheim, Germany
THE NETHERLANDS	Vento	Saturday, 18 th January; 1997 to Wednesday, 22 nd January; 1997	5 days	Study visit to Interven College – Hotel and Catering Studies equivalent to Further Education College.
	Maastricht	Wednesday, 22 nd May; 2002 to Saturday, 25 th May; 2002	4 days	Hospitality Management in Europe: moving into a new dimension.

Country	City/Town	Dates and Duration	Duration	Purpose/Institutions Visited
SWITZERLAND	Zurich	Friday, 4 th July; 1997 to Tuesday, 8 th July 1997	5 days	International Still Olympics, St. Gallen, Switzerland.
	St. Gallen	Wednesday, 18 th June; 2003 to Monday 23 rd June; 2003	6 days	World Skills Olympics, St. Gallen Switzerland.
UNITED STATES OF AMERICA	New York And Chicago	Wednesday, 4 th April; 2001 to Tuesday, 17 th April 2001	16 days	Study visit to the Culinary Institute of America, New York. Culinary Arts School, The University of Illinois, Chicago; Washbourne Community College, Chicago Hospitality Business Alliance – an organisation to promote careers in Hospitality Industry amongst school leavers, Chicago.

APPENDIX G **The 't' Test for Independent Samples**

APPENDIX G.1 **Overall Marks in the Restaurant for the
Experimental Group and Control Group**

APPENDIX G.2 **Overall Marks in the Kitchen for the
Experimental Group and Control Group**

APPENDIX G.1

**Overall Marks in the Restaurant for the
Experimental Group and Control Group**

THE 't' TEST FOR INDEPENDENT SAMPLES

Overall Marks in the Restaurant for the Experimental Group and the Control Group.

Group A			Group B		
Students	X1	X1 ²	Students	X2	X2 ²
A1	94	8836	A2	62	3844
B1	84	7056	B2	62	3844
C1	89	7921	C2	52	2704
D1	89	7921	D2	60	3600
$\Sigma X1$	356	$\Sigma X1^2$	$\Sigma X2$	236	$\Sigma X2^2$
		31,734			13,994

$$X1 = \frac{356}{4} = 89$$

$$X2 = \frac{236}{4} = 59$$

Now we need the SS:

$$SS1 = \Sigma X1^2 - \frac{(\Sigma X1)^2}{n1}$$

$$SS2 = \Sigma X2^2 - \frac{(\Sigma X2)^2}{n2}$$

$$SS1 = 31,734 - \frac{(356)^2}{4}$$

$$SS2 = 13,994 - \frac{(236)^2}{4}$$

$$SS1 = 31,734 - 31,684$$

$$SS2 = 13,994 - 13,924$$

$$SS1 = 50$$

$$SS2 = 70$$

$$t = \frac{X1 - X2}{\sqrt{\frac{SS1 + SS2}{n1 + n2 - 2} \left(\frac{1}{n1} + \frac{1}{n2} \right)}}$$

$$t = \frac{89 - 59}{\sqrt{\frac{50 + 70}{4 + 4 - 2} \left(\frac{1}{4} + \frac{1}{4} \right)}}$$

$$t = \frac{30}{\sqrt{\frac{120}{6} \times \frac{2}{4}}}$$

$$t = \frac{30}{\sqrt{20 \times \frac{1}{2}}}$$

$$t = \frac{30}{\sqrt{10}} = \frac{30}{3.162} = 9.487$$

APPENDIX G.2

**Overall Marks in the Kitchen for the
Experimental Group and Control Group**

Overall Marks in the Kitchen for the Experimental Group and the Control Group.

Group A			Group B		
Students	X1	X1 ²	Students	X2	X2 ²
A1	89	7921	A2	60	3600
B1	84	7056	B2	60	3600
C1	81	6561	C2	68	4624
D1	78	6084	D2	74	5476
$\Sigma X1$	332	$\Sigma X1^2$	$\Sigma X2$	262	$\Sigma X2^2$
		27,622			17,300

$$X1 = \frac{332}{4} = 83$$

$$X2 = \frac{262}{4} = 65.5$$

Now we need the SS:

$$SS1 = \Sigma X1^2 - \frac{(\Sigma X1)^2}{n1}$$

$$SS2 = \Sigma X2^2 - \frac{(\Sigma X2)^2}{n2}$$

$$SS1 = 27,622 - \frac{(332)^2}{4}$$

$$SS2 = 17,300 - \frac{(262)^2}{4}$$

$$SS1 = 27,622 - 27,556$$

$$SS2 = 17,300 - 17,161$$

$$SS1 = 66$$

$$SS2 = 139$$

$$t = \frac{X1 - X2}{\sqrt{\frac{SS1 + SS2}{n1 + n2 - 2} \left(\frac{1}{n1} + \frac{1}{n2} \right)}}$$

$$t = \frac{83 - 65.5}{\sqrt{\frac{66 + 139}{4 + 4 - 2} \left(\frac{1}{4} + \frac{1}{4} \right)}}$$

$$t = \frac{17.5}{\sqrt{\frac{205}{6} \times \frac{2}{4}}}$$

$$t = \frac{17.5}{\sqrt{34.167 \times \frac{1}{2}}}$$

$$t = \frac{17.500}{\sqrt{17.083}} = \frac{17.5}{4.135} = 4.232$$

APPENDIX H

Comparative Summary of Case Study Participants

APPENDIX H

Comparative Summary of Case Study Participants

COMPARATIVE SUMMARY OF CASE STUDY PARTICIPANTS

Identification of Case Study Participants	Age on Joining the College	Age on Leaving the College	Gender	Academic Background	Experience in Hospitality Industry	Qualifications Achieved
Case Study A	16 Years (Part-time) 18 Years (Full-time)	23 Years	Male	5 GCSEs English x 1 Mathematics x1 Science x 2 Catering x 1	Started working in the kitchen at the age of 14 years and then joined the foundation Apprenticeship Programme and continued working in the hotel industry during the study period in college	NVQ Level 2 in Food Preparation and Cooking (Apprentice Programme 2 years) NVQ Level 1 and level 2 Bakery Programme (FT) one year NVQ 3 in Professional Bakery (FT) one year NVQ Level 3 in Patisserie and Confectionery (FT) one year
Case Study B	17 Years (Part-time) 20 Years (Full-time)	23 Years	Male	6 GCSEs English x 1 Mathematics x1 Information Technology x 1 Craft Design x 1 Technology x 1 Home Economics x 1 Physical Education x 1	Started working in the kitchen at the age of 16 years and then joined the foundation Apprenticeship Programme and continued working in the hotel industry during the study period in college	NVQ Level 2 in Food Preparation and Cooking (Apprentice Programme NVQ Level 3 in Food Preparation and Cooking (PT) B-TEC Higher National Diploma in Hospitality Management (FT) Three Year
Case Study C	16 Years (Full-time)	20 Years	Male	9 GCSEs English x 1 X 2 Mathematics x1 Woodwork x 1 Geography x 1	Started working in the kitchen at the age of 13 years and then continued working in the hotels and restaurants during the study period in college	NVQ Level 2 in Preparation and Cooking of Food (PT) NVQ Level 2 in Food Preparation and Cooking (PT) NVQ Level 3 in Food Preparation and Cooking (FT) B-TEC Higher National Diploma in Hospitality Catering (FT) - Two Year

APPENDIX I

**Human Resource Recruitment, Education and
Training Strategy**

APPENDIX I

Human Resource Recruitment, Education and Training Strategy

Appendix I: Human Resource Recruitment, Education and Training Strategy

	KEY OBJECTIVE	ACTION TO BE TAKEN	OUTCOME EXPECTED
1	Extend the range of quality study programmes which will meet the needs of the industry potential recruits such as students, trainees and also those wishing to re-train within the hospitality and catering sectors.	<ul style="list-style-type: none"> - Explore niche markets. – Adults/Retraining/Other industries. - Undertake research with current and potential students/industry to determine their needs more accurately. - Set appropriate delivery systems that will enable study programmes to make optimum use of all College resources. 	<ul style="list-style-type: none"> -A product range which differentiates the industry from its competitors and meets the widest needs of its customers. -Maintain a dialogue with industry sectors & other departments. -Improved use of all resources contributing to the efficiency & effectiveness of Colleges.
2	Promote a caring and responsible learning environment and promote the hospitality sectors enhancement programme across colleges and the local community.	<ul style="list-style-type: none"> -Further develop the sectors induction, counselling & pastoral practices. -Invest resources in appropriate areas of potential growth, improve access and maximise possible demand-led growth. 	<ul style="list-style-type: none"> -A happy, content and stable learning environment in which students and trainees can succeed. -Provide evidence to the clients that “we say what we do and do what we say”.
3	Provide a quality environment in which teaching & learning can flourish.	<ul style="list-style-type: none"> -Agree with funding councils the long term future and direction of the hospitality sector and plan accordingly. -Look at economies of scale which may benefit the students and contribute to the economic performance of the sector. -Invest in new technology to assist the progress being made in resource based learning. -Continue to invest in staff training and development especially to meet the impact of the technological revolution. 	<ul style="list-style-type: none"> -Provide a sound base for areas of study which will gain recognition and reputation. -Provide a more flexible and responsive learning environment. -A highly motivated teaching and learning team.

<p>4</p> <p>Attract new funding sources to the hospitality sector through improved access and study methods.</p>	<p>-Seek external project funding to support specialist initiatives. Customer Care/Hospitality/Health and Nutrition.</p> <p>-Look towards access and foundation degree programmes for those wishing to progress to Higher Education.</p> <p>-Develop and publicise the sectors Accreditation of Prior Learning and modular approach to delivery.</p>	<p>-Continue to attract external project funding.</p> <p>-Greater participation (from a wider variety of clients) in all sector programmes.</p> <p>-Relevant teaching and learning resources made available for wider markets.</p>
<p>5</p> <p>Develop new areas of curriculum that will differentiate the hospitality industry from internal and external competition.</p>	<p>-Review current position, analyse, research, identify needs and trends and develop curriculum accordingly.</p> <p>-Match staff expertise with developments and plan to cover any shortfall.</p> <p>-Produce a staff development plan to meet needs.</p>	<p>-Relevant study programmes which meet with demand. Such as Events Management</p> <p>-Demonstrate sectors ability to respond or create trends/seek new markets. Gaming and Casino Management.</p> <p>-Improve public perception.</p>
<p>6</p> <p>Further develop industrial links across the sectors.</p>	<p>-Ensure active staff involvement in industrial sector activity.</p> <p>-Question industrial sectors to establish training and other needs.</p> <p>-Develop a plan to maximise the value of advisory panels.</p> <p>-Develop close working relationship with People 1st, the Sector Skills Councils.</p>	<p>-Provide an improved focus for industrial needs.</p> <p>-Staff better informed of local industry needs.</p> <p>-Create opportunities for conference and seminar activity.</p> <p>-Provide a focal point for the hospitality, tourism, leisure and recreation industry to access complementary training opportunities through local college provision and private training companies.</p>

7	<p>Develop facilities to meet the needs of a resource based approach to teaching & learning.</p>	<p>-Seek specialist advice. -Prepare a reasoned and supported plan, based on staff consultation and operational requirements. -Continue to look at ways of improving student learning through appropriate resources, modularisation and unitisation of the programmes.</p>	<p>-Learning Resource facilities plan that will assist in all future developments. -Contribute to the flexibility and efficiency of the hospitality, tourism, leisure and recreation sector. -Improve the possibility of extending into greater use of resource based learning.</p>
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