

16. HOSPITALITY AND CATERING

Performance Level: Good

Areas Inspected:

- Full-time and part-time further education programmes in hospitality and catering up to and including level 3, Programme-Led Apprenticeship strand of Training for Success and the ApprenticeshipsNI programme at levels 2 and 3.

CONTEXT

16.1 The College offers an extensive range of full and part-time courses in hospitality and catering, from foundation to advanced level. Currently, 1,143 learners are enrolled on work-based- learning and further education programmes. In further education, 766 learners are studying on either full or part-time programmes. In work-based learning, 19 learners are on the Programme-Led Apprenticeship strand of Training for Success and 358 apprentices are on the ApprenticeshipsNI programme at levels 2 and 3; all of the apprentices are placed with one of four sub-contractors. Most (84%) of the Programme-Led Apprenticeship trainees, are in appropriate work placements.

The quality of the leadership and management is good.

16.2 The quality of the leadership and management of the further education provision is good. The head of school and curriculum area manager have worked hard to develop an appropriate curriculum offer and strategic direction for the provision. The use of management information to plan, review and inform judgements, however, is under-developed. The quality of the accommodation is very good, although the range and quality of equipment and resources is too variable. The staff are well-qualified and experienced. They work hard to ensure that the provision is of a high standard, and that all of the learners progress in line with their abilities.

16.3 Due to a lack of adequate management and co-ordination of the work-based learning programmes, there is insufficient planning, at both strategic and operational levels of the curriculum, to ensure sufficient standardisation and consistency in the quality of training and assessment across the provision, in particular those aspects provided by the sub-contractors. The timetabling for the Programme-Led Apprentices should be reviewed to ensure that there is less movement of the learners across the campuses.

The quality of the provision for learning is good.

16.4 In further education, the quality of the teaching, training and learning ranges from good to outstanding. The majority (67%) is very good or better and a minority (17%) is outstanding. The learners are highly motivated and participate fully in sessions. The planning of sessions takes account of individual learners' needs and careful thought is given to setting challenging targets for them to achieve. Theory is well-linked to practice. Lecturers use an extensive range of training strategies to motivate and engage the learners, including well-organised demonstrations, enhancement activities and participation in local and national competitions. Overall, however, there is too little use of ILT by most lecturers in further education to support and enhance teaching and learning. Most learners do not access regularly the technology and software associated with many contemporary hospitality and catering businesses.

16.5 It is a concern that the quality of a majority (55%) of the teaching, training and learning observed in the work-based learning programmes is satisfactory or less. While the learning assessors use their vocational expertise to engage the learners, overall they receive less stimulating and challenging training and learning experiences; too much of the training and learning is assessment driven, over-directed by the learning assessor and makes insufficient use of ILT.

The achievements and standards are good.

16.6 The occupational skills demonstrated by most learners in further education are good or better and often exceed that required for the level of their targeted qualification. The skills they develop significantly enhance their employability prospects. Learners work with confidence and demonstrate very good creative practical skills that reflect adequately modern industry standards. They have excellent opportunities to create fine dining menus using top-class local produce and commodities. Over the past two years, the outcomes on level 2 and level 3 courses in further education are high. Overall, the retention and achievement rates are outstanding and very good at 91% and 88% respectively.

16.7 In work-based learning, most of the learners are in job roles that match well the requirements of their targeted qualifications. They are up-skilling mostly in current legislation, health and safety and customer service to contribute to the skill needs of the industry and are achieving mostly good standards of work. Outcomes for learners on work-based learning programmes, however, are too variable. Over the past three years, the average retention rate on the Programme-Led Apprenticeship strand and the level 2 ApprenticeshipsNI programme is unsatisfactory at 43%; it is, however, good on the level 3 ApprenticeshipsNI programme at 74%. Although the achievement rate is unsatisfactory on the Programme-Led Apprenticeship strand at just 31%, it is very good and outstanding on the level 2 and level 3 ApprenticeshipsNI programme at 94% and 100% respectively.

Further Education: Table of Achievements (over the last two years)

Course Type	Completion Year 2011			Completion Year 2012			Two Year Average		
	Ret (%)	Ach (%)	Succ (%)	Ret (%)	Ach (%)	Succ (%)	Ret (%)	Ach (%)	Succ (%)
Part-time Courses at Level 2	93	84	79	89	88	78	92	86	78
Full-time Courses at Level 2	92	93	85	91	95	87	91	94	86
Full-time Courses at Level 3	80	100	80	69	92	64	73	96	71
Part-time Courses at Level 3	96	78	75	98	92	90	97	86	84
Overall	92	86	79	89	91	81	91	88	80

Work-Based Learning: Table of Achievements (over the last three years)

Programme/Strand	Numbers registered who completed 4 weeks training	Retention Rate %	Achievement Rate %	Progression rate for those who achieved full award %
Programme-Led Apprenticeships	30	43	31	100
ApprenticeshipsNI Level 2	40	43	94	100
ApprenticeshipsNI Level 3	43	74	100	100