



A subject-based aspect report on provision in Scotland's colleges by HM Inspectors on behalf of the Scottish Funding Council



Hospitality and tourism
1 October 2010



Scottish Funding Council
Promoting further and higher education

HMIe
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leasachadh foghlam na h-Alba

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Introduction

The HM Inspectorate of Education publication, *External quality arrangements for Scotland's colleges, September 2008*¹, specifies that HMIE will produce a number of subject aspect reports over the four years 2008-12. These reports complement in a subject specific context the generic evaluations of learning and teaching in HMIE's reports of colleges. Colleges should act on the recommendations contained in these reports. College inspectors will monitor action towards implementation of these recommendations as part of their normal dialogue with colleges, and will wish to discuss issues arising from subject aspect reports during annual engagement visits.

In preparing this report, inspectors visited a sample of eight colleges, drew on the findings of published reviews of colleges, and examined other relevant publications and reports. They have consulted with key stakeholders, including the Scottish Qualifications Authority (SQA), employers and other professional bodies.

This report evaluates college programmes delivered in the Hospitality and Travel and Tourism departments in Scotland's colleges. For the purposes of this report, this covers programmes in food preparation and food service, hospitality management and travel and tourism. The report does not cover programmes in bakery, food science or part-time leisure programmes in cookery. Programmes covered by this report are offered at levels 4 to 8 of the Scottish Credit and Qualifications Framework (SCQF), but the report does not evaluate degree provision.

Methodology

Each college in the sample of eight was visited twice during the fieldwork. During the visits, interviews were held with college managers, staff and learners. Telephone discussions were held with a number of employers, meetings were held with the *Federation of Chefs Scotland* and the industry Sector Skills Council (SSC), *People 1st*². The reviewers completed 60 observations of learning and teaching in classrooms, kitchens and in food service areas including colleges' own restaurants which are open to the public. Most observations were on hospitality programmes as two out of the eight colleges visited do not offer travel and tourism programmes. All colleges visited deliver hospitality programmes. After the visits, HMIE convened a focus group of staff involved in the fieldwork for the report to share their experiences and to discuss the findings.

¹ [External quality arrangements for Scotland's colleges, September 2008](#)

² www.people1st.co.uk

In addition to the evidence obtained from the eight colleges that participated in the fieldwork stage, HMIE also drew on the evaluations contained in the published review reports of 17 colleges between 2004-08³. Evidence from these reviews has helped to identify areas of progress as well as highlight issues that continue to require attention. Additionally, reports generated by the Scottish Government's Education and Tourism Task Group, *Tourism Framework for Change*⁴ (TFFC) and sector skills council reports were also included as part of the wider reading for this report.

This report includes recommendations and provides case studies of excellent practice. Photographs of learner activities have been included in the report.



MLOne Restaurant, Motherwell College

³ www.hmie.gov.uk

⁴ www.scotland.gov.uk/Publications/2006/03/03145848/0

Hospitality and travel and tourism provision in Scotland's colleges is characterised by many strengths:

- Retention and attainment rates for learners on full-time further education (FE) programmes are improving.
- Many hospitality learners attain relevant work-related qualifications which support them to gain employment.
- Most programmes are popular and recruit successfully large number of learners.
- Almost all colleges offer a range of programmes which provide good progression opportunities with appropriate entry and exit points. Programmes are well designed and provide increasing levels of challenge to learners as they progress.
- Most programmes deliver high quality learning experiences and prepare learners effectively for progression onto further study or for employment.
- Learners effectively develop skills on hospitality programmes.
- Almost all learners value and enjoy their learning experiences. They speak well of teaching staff and they would recommend programmes and their college to others.
- Both hospitality and travel and tourism programmes support effectively the principles of *Curriculum for Excellence*.
- Almost all learners work well with each other and develop team working skills through joint project work, discussions, presenting their findings and a range of practical activities.
- Almost all learners benefit from helpful pre-entry guidance and support which helps them to settle into early life at college. They feel well supported by staff during their studies.
- There are good enhancement and enrichment activities across hospitality and travel and tourism programmes through visits to a wide range of attractions and travel destinations, hotels and through participation by learners in external competitions.
- In almost all colleges, hospitality programmes are well resourced, use industry standard equipment and have established good relations with local employers.
- Most colleges work well with employers and deliver programmes which take account of their requirements.

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- Colleges have well-developed links with schools whose learners benefit from college-based hospitality *Skills for Work* programmes.
 - Almost all teaching staff are well qualified and have an up-to-date understanding of industry practices.

However, we noted a number of areas for development to improve the experiences of learners:

- Attainment rates for learners on full-time higher education (HE) programmes are declining.
- A significant proportion of full-time learners who embark on hospitality and travel and tourism programmes do not obtain a qualification. More needs to be done to ensure learners succeed on their programmes.
- The wide range of hospitality qualifications is confusing for prospective learners and employers.
- Written feedback provided by staff to learners on hospitality programmes does not readily help learners to understand what they need to do to improve. More detailed feedback is also required on the standards of learners' literacy.
- Core skill delivery is effective where it is contextualised. However, where it is taught in isolation, learners fail to see the relevance and they do not engage sufficiently.
- Few learners benefit from well resourced and widely used virtual learning environments (VLEs).
- Arrangements in some colleges for tracking learner progression destinations are ineffective.
- Few colleges have developed links with employers which facilitate and support work experience opportunities for learners.
- Enhancement through self-evaluation is underdeveloped and is not yet producing year-on-year improvements.
- Although some colleges share good practice, there is scope to develop this further and to increase the availability of relevant high quality work experience opportunities for learners with employers.
- Few staff benefit from planned industrial updating experiences to ensure that their teaching practice is in line with industry standards.

The hospitality and tourism industry is a major contributor to Scotland's economy. The sector is large and complex and employs over 200,000 people. It includes thousands of small guest houses, cafes, restaurants and public houses. There are very large hotels often located in the major towns and cities which have hundreds of bedrooms and attract significant revenue from conference activities. Scotland has a very diverse range of free and paid for visitor attractions including castles, art galleries, museums and many other historic buildings and venues. This sector also includes nightclubs, gambling establishments, holiday centres and self-catering accommodation. The SSC has responsibility for overseeing businesses with employees working in the hospitality and tourism industry. In its sector profile report it noted:⁵

'There are approximately 16,900 hospitality, leisure, travel and tourism establishments in Scotland of which the majority are restaurants and a quarter are pubs, bars and nightclubs. Small and micro-businesses are predominate in the sector with over 80% employing fewer than 10 people. The industry is highly polarised. For example in hospitality 45% of employees work for 280 employers whilst another 45% are employed in small and micro businesses.'

Many visitors to Scotland benefit from the services provided by the travel industry which include the provision of trains, airlines and passenger ships. Expenditure on tourism-related activities is worth around £4.2 billion per year to the Scottish economy (2007)⁶. In addition, there are other associated sectors of the hospitality industry which are not part of the wider tourist economy including, institutional catering for schools and hospitals and catering and accommodation for Scotland's universities.

The Scottish Government report *TFFC*, identified the need for Scotland's tourism industry to develop and change in order to compete effectively for national and international tourist markets. It identified that the tourism industry should adopt an ambition of increasing gross tourism revenues by 50% (in real terms) by 2015.

In January 2009, the Scottish Tourism Forum, through its *Making a Step Change*⁷ report, identified that there exists a *'cluttered and confusing landscape of qualifications'*. It also identified the *'high value given to attitudinal skills by the industry when recruiting rather than focussing on pure qualifications'*.

⁵ Establishment and industry profile People 1st 2008

⁶ www.scotland.gov.uk/topics/statistics

⁷ Scottish Tourism Forum, January 2009 Tourism Framework for Change, Making a Step Change

Consequently in 2010, the TFFC Skills Group produced a refreshed and collaborative skills strategy *Scottish Tourism Skills Strategy – 2010-2015*⁸. It identifies four key priorities for skills development:

- Improving the appeal of the sector/attracting new talent;
- Improving skills;
- Customer service; and
- Management and leadership.

It states the need for strong partnership working between key private and public sector organisations at both a national and a local level. It acknowledges that colleges have an important role in delivering on these four key priority areas.

The Skills Group also acknowledges the challenges facing the sector:

‘Given the current economic climate and the challenges a reduction in public funding will bring to the sector, there has never been a more vital time for industry to clearly articulate its skills needs and ensure that those initiatives and qualifications best placed to support the requirements of industry are delivered’.

Recently, industry has benefited from the inward migration to Scotland of workers from the Eastern European accession countries. However, recent trends show that many of these workers are only staying in Scotland for one or two years and then return to their home countries. Additionally, changes in visa regulations impact on the ability of employers to recruit from non-EU countries. The challenge as identified in the TFFC is to ensure that sufficient numbers of individuals are attracted to come to work in the sector, that they receive high quality training and in turn deliver excellent customer service which enables the sector to continue to flourish.

A second report produced in 2009 by the SSC: *Demand and Supply Reports for the Hospitality, Leisure, Travel and Tourism Sector*⁹ identified more challenges facing the industry:

‘One of the many challenges is maintaining and growing the workforce. The lack of technically skilled chefs is frequently mentioned by employers as a barrier to filling vacancies and to effective business performance. Fine dining establishments could be said to be suffering most but the move away from pre-prepared foods and towards freshly prepared ingredients and cooking from scratch, driven by demand from consumers has resulted in more restaurants and pub kitchens aiming to provide such food. The diversity of the restaurant industry has resulted in new skills needs such as knowledge of different international cuisines and an awareness of new and emerging cuisines. Both these trends are increasing the demands for appropriately skilled and qualified chefs. In addition, the wider sector has increasing concerns

⁸ www.stforum.co.uk/tourism_in_scotland/strategy_refresh_2006.aspx

⁹ People 1st Demand and Supply Reports for the Hospitality, Leisure, Travel and Tourism Sector January 2009

about nutrition and health and the need for chefs to understand allergies or specific dietary concerns. There is also an increasing emphasis on using local sustainable food sources and concerns about the environment'.

The report also notes that:

'The latest Visitor Survey from VisitScotland highlighted a gap between visitors' expectations of local food and the reality in Scotland'.

Given the uncertain financial outlook for the wider economy, the skills and attributes of a well qualified workforce are seen to be one of the key attributes which will enable the industry to survive and to flourish over the next few years.



Easter fare: Glasgow Metropolitan College

Hospitality and travel and tourism programmes are offered at 35 of Scotland's 43 colleges. A significantly high proportion of this provision is for hospitality with 31 colleges offering these programmes. Travel and tourism programmes are offered by 19 colleges. Recruitment on these programme areas has remained stable over the last three years with approximately 4,300 full-time FE and HE learners across Scotland's colleges currently studying programmes in hospitality or travel and tourism. Most learners on travel and tourism programmes are female. In some colleges, female learners constitute as much as 85% of the learner group. Overall, on most hospitality programmes there is a more even distribution of males to females, which is reflected in the current workforce.

Almost all colleges which deliver hospitality and travel and tourism programmes offer a range that provides appropriate entry and exit points for learners with different backgrounds and experiences. Most offer programmes at introductory national certificate (SCQF level 4/5) and/or national qualification (SCQF levels 5/6). Some offer programmes at Higher National Certificate (SCQF level 7) or Higher National Diploma (SCQF level 8). Basic cookery skills are taught in some colleges to learners as part of their special programmes provision. Smaller colleges often offer provision at one or two levels only. A few larger colleges deliver degree level programmes in partnership with a higher education institution (HEI).

For learners pursuing a travel and tourism programme, colleges offer full-time further education (FE) programmes in either NC or NQ in Travel and Tourism. These lead on to HNC then HND programmes with progression to degree programmes with an HEI or into full-time employment in industry.

The wide choice of programmes facing many school leavers can be confusing for them. Many employers also report that the proliferation of qualifications which learners attain can be confusing. This makes it much more challenging for them to comprehend the knowledge levels and skills attained by potential applicants. The most common route offered by colleges is that of either a Scottish Vocational Qualification (SVQ) or a Certificate in Professional Cookery. Whilst the SVQ is awarded by the Scottish Qualifications Authority (SQA), some of the other programmes are awarded by City & Guilds (C&G) as the awarding body. Learners who succeed on these programmes normally progress to a second year of studies at a higher level within the college.

SVQs are qualifications which were devised for delivery and assessment in industry by employers and to be delivered in a realistic work environment (RWE).

A number of colleges offer these as full-time programmes which they deliver in their own kitchens and restaurants. As they are very practical, they meet the needs of learners who have traditionally made limited academic progress at school. All full-time FE programmes also include core skills. Colleges recognise that being literate and numerate and possessing good information and communications technology (ICT) skills is essential for learners in order for them to succeed on their selected programme and when they progress into employment. The curriculum in schools and colleges is being reshaped through the introduction of *Curriculum for Excellence*. The attributes of confident individuals, effective contributors, responsible citizens and successful learners, link well with the skills profile required by employers in the hospitality and tourism sector.

A few colleges have apprenticeship learners who work with an employer for most of the week and come into college to undertake theory lessons. Through their initial assessment arrangements, colleges determine the needs of learners and ensure that appropriate provision is made on their timetables for core skills development, delivery and assessment.

Perth College: a partnership approach to designing and delivering *Skills for Work Hospitality Intermediate 1*

The college has formed a strong partnership with Blairgowrie High School and a local hotel. School pupils were interviewed by the college as part of their application to attend the college's Skills for Work programme in hospitality. Twelve successful learners were transported to the college for enrolment, matriculation and induction. The programme is delivered jointly between the college and the school which both have high quality kitchen and restaurant facilities. Learners benefit from effective teaching delivered by staff at each venue, and they quickly improve their food preparation and service skills. Learners also visit a range of local, national and international employers based in Perthshire and see for themselves the facilities provided for a wide range of customers. Staff from the school and the college follow pre-determined quality assurance procedures including approaches to self-evaluation. They discuss and share their approaches which helps to ensure that learners receive a consistent re-enforcement of industry standards during their attendance at the school and the college. The programme provides an excellent vehicle for curriculum delivery using the practices outlined in Assessment is for Learning. Learners develop an enthusiasm for learning, improve their self-confidence and develop other skills outlined in the principles of Curriculum for Excellence. Learners attend a local hotel where one of the programme units, 'Working in the Hospitality Industry' is delivered. Through a rota agreed with the hotel, learners take it in turns to work in a variety of hotel departments including housekeeping, kitchen and reception. The first cohort proved to be very successful with all twelve learners succeeding on their programme. Several learners have now progressed to the college and attend full-time programmes. The programme has expanded and there is a first and second year group and from August 2010 Skills for Work Intermediate 2 will be provided.

A number of colleges offer part-time programmes with many learners undertaking food hygiene qualifications such as the Royal Environmental Health Institute of Scotland Elementary Food Hygiene Certificate (REHIS Elementary). This food handling certificate is mandatory for individuals who wish to work in the food industry. One college has a significant contract to deliver butchery and fishmongery programmes to staff who work for a national supermarket chain. Larger colleges have developed a number of cookery programmes which cater for the growing cooking for leisure market. These are delivered on a cost recovery basis and they are often held in the evening. Programmes offered include cake decoration, Indian/Asian cookery, wine appreciation and other programmes. These are popular and they reflect the growing awareness of cookery in the wider media and the interest by the public in improving their own understanding and ability to cook a wider range of freshly prepared meals.

Motherwell College: partnership approach

Motherwell College has worked successfully with an external partner for 11 years in order to provide high quality hospitality work experience for learners with additional needs. The Coalyard Tearoom is located near the college and is run by South Lanarkshire Council staff. It consists of a 60 cover tearoom, a commercial laundry service and it provides an outside catering service. Learners undertake a one day trial placement over ten weeks. This extended trial period is used to determine whether the placement is suitable for the learner and meets their learning needs. Placements are increased to a maximum of four days each week where the learner is enjoying and benefitting from their placement. Learners are supported well by college and Coalyard staff during their activities in the kitchen, providing food service or working in the laundry. Each learner completes a range of SVQ units such as baking, handling money, reception, laundry and working relationships. College staff ensure that appropriate support arrangements are put in place which ensure that learners can engage effectively in their activities. Learning materials are adapted to suit individual needs and staff support learners to acquire skills and to improve their confidence at their own pace through sequencing of activities over an extended period of time. To date, 96 learners have benefited from their experiences at the Coalyard Tearoom.

All hospitality and travel and tourism programmes are designed to enable successful learners to acquire the knowledge and skills required for progression onto more advanced studies at HEIs. All colleges welcome learners to their programmes with few or no prior qualifications. In order to ensure that learners are placed on the appropriate programme, colleges have developed effective initial advice and guidance procedures. Some of the larger colleges have many hundreds of school pupils attending their *Skills for Work* programmes. Many learners who progress on to full-time college provision have benefited from attending a cookery programme at their local college whilst they were at school. Cookery programmes are very popular with local school pupils as this experience often informs and supports their decision to become a chef. Learners are interested in learning in a new subject area, enjoy using the high-level cooking facilities and they value the adult working environment. Many of them literally 'enjoy the fruits of their labours' by taking their cooked dishes home.

Several colleges have established links with overseas partner colleges and have developed international routes which they use to successfully recruit learners onto their HE programmes. Recently, colleges have experienced significant growth in the recruitment of international learners, particularly from the Indian sub-continent and the Far East to their HND hospitality programmes. These learners are often academically well qualified and are re-training in order to meet the expansion of international tourism within their own countries.

Glasgow Metropolitan College: Prince's Trust – *Get into Cooking* programme

This six week programme is aimed at young people in need of more choices and more chances. It is designed to develop learners' confidence, team building skills, practical cookery skills and to provide them with a potential career in the hospitality industry. Learners enrol and attend two taster days during which staff introduce a number of activities in order to determine that learners have the desire and aptitude for the programme. During the first two weeks, learners develop their understanding of the industry and improve their cooking and food preparation skills. Learners are interviewed for their work experience placement by chefs from industry who participate in the programme. During their placement, learners work in large, modern hotels across the city of Glasgow where they gain practical work experience. During the sixth and final week of the programme, learners celebrate their success by preparing and cooking lunch for 60 people which includes their parents/carers.

Through their programme, learners attain industry recognised qualifications including REHIS food hygiene certificate, first aid and health and safety qualifications. Upon completion, learners evaluate the progress that they have made and are supported by college staff over the next twelve weeks to gain employment locally. The college has successfully delivered this programme for several years to over 150 learners with most learners progressing onto employment or further training.

Many colleges have very good links with partners and stakeholders. They recognise the added value that employers can bring to their learners, particularly in terms of the provision of relevant, high quality work experience. Where hospitality employers have college learners working for them as apprentices or on a part-time basis as part of their programme, they are very positive about the communication and support they receive from the college. However, there are very few colleges where full-time FE or HE learners benefit from working in industry as part of their programme. A number of hospitality learners work in part-time vocationally related employment whilst attending their programmes. Some could clearly demonstrate how their own skills have developed and improved through this process. This is not the case for full-time travel and tourism learners. Few examples were seen from the colleges visited where travel and tourism learners had opportunities to work for a travel or tourism related employer. The security implications of arranging a placement at a local airport have increased significantly in recent years. The travel trade in Scotland is quite small, combined with the growth of on-line reservations and with the decline in the number of travel shops on the high street, this has reduced the opportunities for work-experience for travel and tourism learners. Where work-experience is provided, often at a tourism venue, it has a very positive impact on the knowledge, confidence and employability of learners.

North Highland College: work experience

Hospitality learners on full-time SVQ Levels 2 & 3 programmes undertake work experience placements every Friday. A member of college staff prepares learners for their work placement and supports employers so that they are well prepared for the arrival of their learner. Learners are asked to identify three potential work placements, with almost all learners being allocated to either their first or second choice of employer. SVQ Level 3 learners are allocated to their first choice placements, as there are fewer suitable work opportunities for them to choose from. Workplace providers are given an outline of the skills learners are acquiring on their programme, at both levels, and they then determine what role will be allocated to each learner.

Any learners who are unsuccessful on their placement return to the college and work in the college refectory and the training kitchen in order to improve their employability skills. During 2009-10, 70% of learners who continued with their work placements to completion secured paid employment on either a full-time or part-time basis with their placement provider. Each year, college staff invite placement providers to a lunch prepared by hospitality learners in order to thank them for their support throughout the year. Through this process, the college engages very effectively with many smaller employers and learners benefit from a wide variety of work experience placements. This also encourages these employers to continue to provide such support and to continue to offer placements for college learners during the next year.

SVQ level 1 learners work in the college refectory and also, on a rota basis, travel 70 miles to Dornoch at weekends for work experience in the supportive environment of the college's Burghfield House hotel. Staff also encourage these learners to accept work placements one day per week.

Some hospitality programmes are delivered from October to April and learners can benefit from seasonal employment opportunities by working for local employers during the summer season.

Forth Valley College: Get Ready for Work at the Raploch Campus

Forth Valley College's Raploch Campus is located in one of Scotland's most deprived areas, the Raploch in Stirling. It provides realistic workplace learning, which assists learners' progress into employment and the hospitality industry. Most learners attending the Raploch campus have left school with few qualifications and were at risk of disengaging from learning. In response to the Scottish Government's 'Hungry for Success' initiative, the college has collaborated with Stirling Council in order to produce and serve school lunches for local school pupils at the Raploch centre. This recently built facility contains purpose built dining facilities which are used for this lunchtime service. The agreement with Stirling Council also requires the college to provide the service for customers of the bistro, to provide internal catering for meetings and conferences and to cater for specific functions held during the day and evening.

The learners recruited by the college have to successfully complete a three week trial in order to determine whether they will benefit from the programme. If successful, they commence a 14 week Get Ready for Work programme during which they prepare and serve lunchtime food for pupils from three local primary schools. Learners then progress onto an 18 month level 2 modern apprenticeship in professional cookery or food and drink service. Through their experiences of working in the centre, learners are exposed to a real-life working environment. They use specialist catering equipment including a blast chiller, vacuum packing machines and specialist baking ovens. This prepares them well to meet the expectations, demands and responsibilities of working in the hospitality industry. They also develop the capacities identified in Curriculum for Excellence by becoming successful learners, confident individuals, responsible citizens and effective contributors. Throughout the last three years, large numbers of learners have benefited from working at the centre. These learners who were at risk of disengaging from education have benefited from working in a modern, purpose built environment and have progressed on to full-time employment within the hospitality industry.



Food preparation kitchen: Raploch Centre Forth Valley College

Learners on hospitality programmes benefit from external visits to a range of employers and exhibitions. In order to broaden their experiences, some learners travel with support from college staff to London, they visit Hotel Olympia and a range of other venues including Billingsgate Fish Market, five-star hotels and specialist restaurants. Travel and tourism learners also visit a range of tourism and travel related destinations including Edinburgh and Stirling Castle, local airports and museums, local tourist destinations and some attend travel related exhibitions. In a number of colleges, travel and tourism learners are supported to investigate and organise a residential event.



Room key: Burghfield House Hotel Dornoch, North Highland College

Almost all learners on hospitality and travel and tourism programmes are highly motivated and enjoy their programmes. They are interested and enthusiastic, they enjoy college and have clearly articulated plans to continue studying or to progress into employment. Learners take responsibility for their own learning and work co-operatively with fellow learners. Learners who were previously disengaged from learning, such as learners in need of *more choices and more chances*, are responsive and participate well in college activities. Through practical activities, learners on hospitality programmes develop teamworking and problem solving skills. Almost all learners develop and improve their confidence and culinary skills which in turn improves their employability skills. During production kitchen activities, the more confident learners often provide peer support to others in order to ensure that the lunchtime meals are produced on time, with minimal wastage and to the required high standard. However, less confident learners are often unsure about their own approaches and would benefit from improved levels of support and encouragement. Hospitality learners admire and benefit from the knowledge, skills and culinary expertise of teaching staff. They develop respectful relations with teaching staff, and this ensures that learning activities are productive and are valued by motivated, committed learners. Employed hospitality learners on part-time programmes recognise that the skills and knowledge they acquire through their studies help them to improve their performance in the workplace. These learners also use effectively college resources in practical kitchens, show confidence when using industry standard equipment and make improvements in their culinary techniques. Hospitality learners are often given responsibility for planning and selecting restaurant menus within an agreed budget. During lunchtime service, learners develop their food and customer service skills effectively.

Travel and tourism learners benefit from planning, devising and presenting costed itineraries for a range of activities. They use specialist software effectively when searching for or making holiday or travel reservations. These activities enable learners to take responsibility for important aspects of their programmes. Almost all learners know how well they are progressing on their programmes, the skills they are acquiring and improving, and are knowledgeable about their next steps. In a few lessons, learners actively influence their learning in terms of subject approach or topic coverage. However, this is not widespread across all colleges. In a few hospitality theory lessons, some learners become distracted and disengage from learning. In a few hospitality theory and core skills classes, learning and teaching approaches are too traditional in approaches and are not sufficiently engaging.

Glasgow Metropolitan College: residential experience

Learners on the HNC Travel programme are given responsibility for planning and organising a residential trip overseas. As part of their programme, learners study a foreign language, normally Spanish or French. In order to develop further their language skills, learners suggest an appropriate overseas tourist destination. They then have to research suitable accommodation and prepare an itinerary for the group based on a limited budget. The trip is scheduled towards the end of the academic year and this acts as an incentive for learners to remain on programme. In order to support the travel costs of the residential, learners are also given responsibility for devising fundraising activities. This enables learners to work collaboratively with each other for a common cause and they act as a further incentive for learners to remain and to experience the trip for themselves. It also supports the development of wider skills such as those identified in Curriculum for Excellence, including being an effective contributor and becoming a more confident individual. For some of these learners, this is their first visit outside Scotland. During their residential trip, learners benefit from practising their language skills, visiting a number of tourism related destinations and experience what it is like to be in another country.

Almost all staff use their subject and industry knowledge well to enhance their teaching. They use a variety of approaches sensitively which engage and enthuse learners and take good account of the skills levels of individual learners and their learning needs. Learners speak highly of staff and are appreciative of their subject knowledge and of the support they provide. Most staff use a student-centred approach which works well and encourages learners to make decisions and to take responsibility for their own learning.

On hospitality programmes, almost all staff observe industry standards relating to hygiene and health and safety procedures and these are applied and adhered to during practical lessons. However, there are a few examples where this is not always the case, such as lack of completion of temperature recording charts on fridges and also recording temperatures when test probing food. In one instance, no protective clothing was worn by a learner when undertaking a hazardous task and a few learners were observed wearing inappropriate jewellery. Almost all teaching staff ensure that learners wear clean and tidy chefs' uniforms with close monitoring of learners' personal cleanliness. Learners working in college restaurants are well presented and wear modern, clean and attractive food service uniforms which enhance their appearance. Through the adherence to, and close monitoring of, appropriate dress standards, staff prepare learners well for future employment in the hospitality industry.

Practical hospitality lessons develop learners' culinary skills effectively and enhance their ability to operate productively in their chosen industry. Well-taught learners produce high quality freshly-prepared meals, which customers enjoy through the meals served in the college restaurants. Travel and tourism staff use ICT well during theory lessons. Often they incorporate a wide range of relevant teaching material, including video-training clips from international travel companies and colourful images of tourist destinations both from Scotland and from more distant

destinations. This approach appeals to learners, motivates them and ensures that they are engaged during their lessons. Travel and tourism learners also often benefit from access to computers located in classrooms during their lessons. Staff also support them effectively to conduct relevant internet searches or to complete other designated tasks.

Travel and tourism staff demonstrate high standards of teaching. They plan almost all of their lessons well, introduce a good variety of individual and group activities and use ICT and carry out computer based tasks effectively. There is particularly good use of questioning techniques, where staff support learners skilfully to identify for themselves their own subject knowledge and they encourage them to share this with other members of the class. Written feedback provided by staff teaching travel and tourism programmes is mostly comprehensive and clearly identifies areas for improvement. These features are not routinely observed on all theory sessions delivered to hospitality learners. Some hospitality staff provide limited levels of feedback and do not routinely include written comments to help learners understand where they have gone wrong and what to do about it. Almost all practical sessions observed on hospitality programmes engage and enthuse learners in their own skills development and demonstrate well the craft skills and expertise of staff.

Few hospitality or travel and tourism learners benefit from using learning material placed on college VLEs. They do not use it either as a regular means of learning or for communicating with their fellow learners or teaching staff. Some colleges have started to populate their VLE with purchased learning material or with in-house developed videos of culinary techniques. However, there are too few examples of this and most VLEs remain underdeveloped and have limited influence on the learning experience of most learners.

North Highland College: online learning

College staff have developed an extensive range of online learning materials for use by hospitality learners. These are accessible through the college VLE and contain learning materials for all of the college's professional cookery programmes. Through timetabled lessons, learners become familiar with the learning and assessment materials. Over time, learners demonstrate increasing levels of maturity and confidence when accessing and using online learning. As a consequence, committed learners are given more choice and responsibility to determine when they will need to access and benefit from using these learning materials. They can access them from home or from other parts of the college campus in order to prepare themselves for formal assessments. However, those learners who are less motivated are required to attend scheduled sessions run by college staff. Learners benefit from having access to the practice tests. College staff support learners when using these materials. When learners feel they are prepared for a formal assessment on a specific topic, for example, fish preparation, they log in to the college system and complete their assessment. Learners can access at any time a personal online progress form in order to monitor their target dates for formal assessments and to see how well they are progressing.

Core skills delivery is effective where learners work on tasks relating to their chosen sector and where the work is contextualised and integrated in an appropriate way. In the few instances where core skills are delivered as a standalone session, learners do not find the subject interesting and do not see the relevance of the unit.

Many of these learners do not develop their core skills sufficiently well. Often hospitality learners on full-time NQ/NC programmes have underdeveloped literacy and numeracy skills. Few colleges have well-developed processes in place to identify individuals' literacy and numeracy core skills levels and plan effectively for their support needs prior to learners commencing their programme. Consequently, support arrangements are put in place several weeks after the programme has already started. The lack of timeous support is one of the reasons why learners leave their programme early. Through their teaching approaches, hospitality and travel and tourism staff develop effectively learners' wider skills such as team-working and problem solving.

Particularly good learner engagement on most HN hospitality programmes is where learners have to work as a group. They plan, cost, promote, cook and serve a themed evening event in the college restaurant. Responsibility for the whole process is given to the learners with staff having a mentoring and advisory role. Almost always, the outcome is very successful with a full restaurant with customers thoroughly enjoying their dining experience. Learners achieve very high levels of satisfaction and engagement with their programmes through this approach.

Clydebank College: engaging learners in the redesign of the hospitality training dining room

The college training dining room is used as a classroom and as a restaurant. Staff and learners felt that it was in need of development and was not a conducive setting for the service of high quality meals. In order to identify potential improvements, hospitality learners gathered feedback from existing customers who regularly use the college restaurant. Rather than using an external design company, the college's HND Interior Design learners submitted eight separate refurbishment proposals. These included suggested improvements to the decoration, lighting and the supply of new furniture which continued to support the use of the room for both dining and teaching purposes. This process ensured that learners have ownership of a live project in accordance with principles outlined in Curriculum for Excellence. The winning design brief is being implemented in time for the start of the new session in August 2010. Plans are in place to include learners in the redesign of other projects across the college.

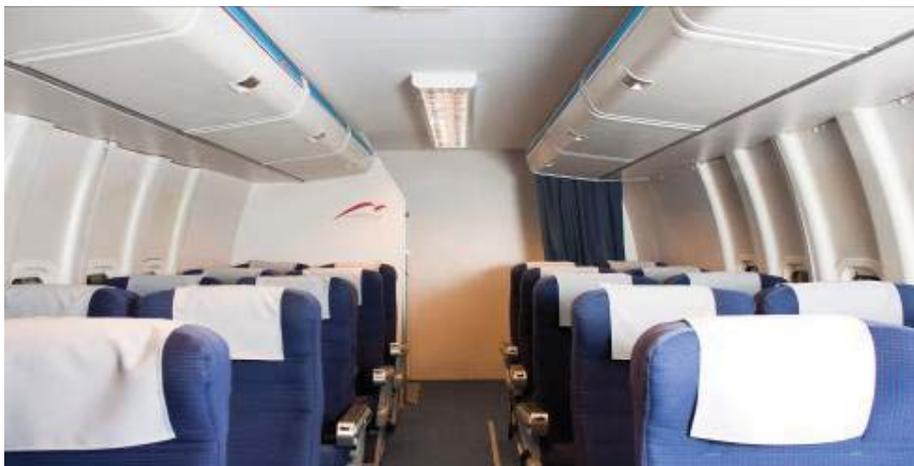
On some HE programmes, a number of learners find the units that they are studying to be challenging and they struggle to complete their entire programme. Staff are aware of this and adapt individual units within programmes in order to bring about improvements. However, this approach continues to have limited impact as the underlying causes, particularly some learners' literacy skills are not appropriately addressed.

Resources

Hospitality programmes are expensive for colleges to deliver. They require significant levels of capital investment in order to provide a range of kitchens with modern equipment, well-furnished restaurants and numerous food storage areas. They also require significant levels of associated running costs to cover the replacement of crockery, glasses and other consumable items including food materials. There have recently been significant levels of investment by the Scottish Funding Council (SFC) across the sector with several of the colleges visited either in the process of developing, or having recently benefitted from, large estate developments on their campuses. The impact of these changes is considerable for learners. They develop their skills in modern classrooms and benefit from using high quality cooking and food service equipment. Staff and learners benefit from using modern cooking equipment, which is more reliable and cooks food more quickly and consistently. Customers of the college restaurants also experience a much improved dining experience through the refurbished college restaurant.

Glasgow Metropolitan College: mock airline cabin

This unique resource enables learners on a range of travel and tourism programmes to experience for themselves what it feels like to work as a cabin crew member. The facility was installed in the college in August 2006 and is used by staff when teaching the Air Cabin Crew unit on the NC Travel and Tourism programme. It contains the internal fuselage of an aircraft and it has seating capacity for 24 passengers. It is well equipped and has all of the safety and security features of a commercial airline including, emergency lighting, seat belts, drop down oxygen masks and inflatable lifejackets. Learners wear appropriate uniforms when working within the cabin environment and carry out most tasks associated with the role of an air steward including: welcoming and ensuring the comfort and safety of passengers; making announcements; conducting safety demonstrations; and serving a meal. As a consequence, learners develop and improve their self-confidence and they feel better equipped to apply for employment in the airline industry.

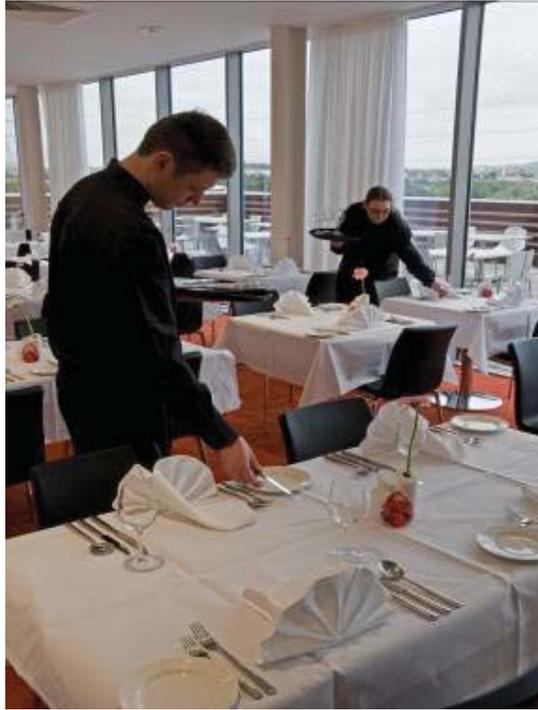


Mock airline cabin: Glasgow Metropolitan College

An important attraction for applicants to hospitality programmes, particularly for learners who attend college as part of their school link provision, is the opportunity to learn in high quality kitchens. Almost all of the kitchens in colleges are well equipped. A few are dated but are still functional. They contain a variety of ovens, stoves and grills which learners are familiar with but may not have seen before on such a scale. They also contain specialist equipment such as steam ovens, mixers, bain maries, walk in fridges and freezers. Simply being in such a productive environment is in itself a powerful motivator for many of these learners. Learners achieve a sense of pride and achievement through the preparation and cooking of high quality meals, assembled from raw ingredients. Learners also value the skills and expertise of staff when they perform demonstrations of culinary techniques such as filleting fish, game preparation and other specialist techniques.

Jewel and Esk College: *The Club*

The college has opened a spa facility, The Club, which contains a swimming pool, health suite, gym, hair and beauty salons, food court café and a rooftop restaurant and bar. The venue includes a 70 seater restaurant (eh15) and two separate kitchens which produce a variety of food including bakery, patisserie and other items to be served to the general public. The venue is open to learners as well as staff and the general public. Learners on hospitality programmes are trained and assessed in The Club kitchens, café and restaurant throughout the week while they are preparing and serving food. All hot soups and main meals for the food court are produced by learners in commercial quantities ranging from twenty to over one hundred portions. During evenings and weekends, the same learners are employed by the college through an agency and they are paid as employees. These paid roles are very popular and a selection system has been introduced by staff based on learner attendance and progression on their programme. The food court café serves hundreds of customers each day. The eh15 restaurant is busy at lunchtimes, evenings and also at weekends. The restaurant also caters for private functions such as weddings, parties and corporate events. It also offers celebratory menus for special occasions such as Mother's Day, Burns' Day and Valentine's Day. Retention and articulation for learners on hospitality programmes has improved significantly as a consequence of learner involvement in this project. Learners' employability skills are enhanced effectively through their working experiences at The Club.



eh15 restaurant: Jewel & Esk College

College restaurants are generally of a high standard. They are often as good as most restaurants found in the high street or those contained within a modern hotel. Some have electronic ordering systems and most are licensed. However, the cost of obtaining a licence can be considerable as the fees required are based on the rateable value of the entire college estate. This became Scottish Government policy in 2005¹⁰. Consequently, some colleges are no longer licensed to sell alcohol resulting in learners being unable to readily develop the skills required to work in the licensed trade. Where restaurants are busy and well used, learners develop effectively their customer service skills through regular contact with diners. However, where they are quiet and underutilised, they cannot be considered as an RWE as they do not support effectively the development of learners' skills.

Some hospitality staff who teach in practical areas benefit from their contacts in industry where they occasionally work informally on a part-time basis. This is not the case for travel and tourism and hospitality staff who teach theory subjects. There are few secondment opportunities to enable these staff to maintain the currency of their subject knowledge. Hospitality staff network with colleagues from other colleges through conferences organised by the Scottish Hospitality Association. They are informed of changes affecting the sector, network with fellow colleagues and share good practice relating to learning and teaching.

¹⁰ <http://www.scotland.gov.uk/Publications/2007/04/13093458/0>

North Highland College: Burghfield House Hotel, Dornoch

Recently, the college acquired a hotel and has opened it as a training venue for hospitality and tourism. Funding for the £7 million project came from a range of providers, including the European Regional Development Fund and the Highlands and Islands Enterprise. Extensive work was required on the hotel. It has now been restored and contains spacious reception and public areas. There are six en-suite bedrooms, public rooms and a restaurant which serves lunches, afternoon teas and evening meals. The hotel is run by SVQ apprentices. As they work in the hotel in the various departments, they are assessed for their SVQ competencies through this RWE. The hotel is open seven days each week. The grounds of the hotel are being developed in order to provide a well-stocked kitchen garden which will provide a range of herbs and vegetables for use in the kitchen. Learners also work on seasonal activities held at the hotel including Christmas lunches and outside catering events for weddings, funerals and other private functions. Through this unique project, learners develop their craft and customer service skills in a high quality RWE. It provides an excellent platform for progression into employment locally or throughout the UK.



Reception lounge: Burghfield House Hotel Dornoch, North Highland College

Guidance and support

All college prospectuses contain clear information on the content of hospitality and travel and tourism programmes. However, as previously noted, the range of qualifications available for applicants for hospitality programmes in the larger colleges is confusing. Through effective guidance and interviewing procedures, almost all learners are placed on the appropriate programme. Most applicants for full-time hospitality and travel and tourism programmes are interviewed before they are enrolled. Through this process, staff identify whether the course which learners have applied for will be the most suitable for their individual needs. Few colleges conduct an initial assessment of learners' core skills as part of their pre-entry guidance arrangements. This represents a missed opportunity, particularly for learners who are embarking on a first-step programme at FE level, as their literacy and numeracy support needs cannot be quickly identified and support arrangements put in place timeously. Once enrolled on a college programme, most full-time FE learners complete an Individual Learning Plan (ILP) with their guidance tutor. This process identifies individual learner targets and goals to measure progress against. However, too often these targets are general and do not allow for close monitoring of progress and identification where early intervention is required for improvement. Learners value the support they receive from their tutors and they feel well supported during their time at college. Learners receive advice and support from their tutors on the most appropriate progression routes for them, either within their own college, to HEIs or into employment. Many hospitality departments have a job vacancy board where local employers, in agreement with the college, place adverts for temporary or part-time job vacancies. Upon completing their programme, some learners progress with these same employers into full-time employee roles. Almost all learners on travel and tourism programmes are female. Few males are recruited to these programmes. Staff do not do enough to redress this balance. Few examples were seen where through a proactive approach by staff, male learners are recruited to correct their under representation.

Assessment

Learners on hospitality programmes receive helpful oral feedback from teaching staff. The cooking techniques used to prepare dishes are discussed. Learners often identify for themselves how their dishes can be further improved. In one college, photographs are taken by teaching staff of the meals produced and these are viewed by all learners at the end of the restaurant service. Learners share their culinary techniques and discuss what worked well and what is required for further improvement. Travel and tourism learners receive helpful feedback from teaching staff. Staff use constructive, well-considered oral feedback and written comments which identify what learners have achieved. Whilst all learners on hospitality programmes receive helpful oral feedback, particularly during practical lessons, fewer learners are provided with detailed written feedback detailing what they need to do to improve. Often, learners on full-time FE programmes have under-developed writing skills and make basic errors in their writing. These are not routinely challenged or corrected by staff. Effective *numeracy* development takes place for learners on hospitality programmes, as learners have to cost out recipes and to calculate appropriate percentage mark ups in line with industry practice. However, not all learners receive pro-active support during their vocational lessons relating to their identified literacy needs.

HE programmes contain graded units which assess learners' ability to integrate and apply knowledge covered in individual HN units. Often learners on HN programmes value the challenge posed by their graded units. They welcome the opportunity to research their chosen subject in depth and to achieve a merit or a distinction grade. They value the additional stretch and challenge posed by these units. However, for the weaker learners the graded units can pose additional difficulties with which they can struggle.



Chocolate puddings: Perth College

Hospitality and travel and tourism staff have made determined efforts in order to improve learner retention and attainment. The information in Table 1 (Appendix 2) reveals some important aspects of the outcomes of college provision.

Retention rates for learners on full-time FE programmes are improving. These have improved from a low base over the last three years and retention rates for 2008-09 are at 75%. However, despite these improvements, an average of one in four learners withdraw from programmes. This is too high and should be improved. Attainment rates for full-time FE learners have also improved over the last three years and are now at 83%. Retention rates for learners on full-time HE programmes have improved recently to 82%. However, there is a declining trend in full-time HE attainment which is now at 79%.

The table below compares the number of learners who enrolled on a hospitality or travel and tourism programmes with those who were successful in achieving their qualification goal:

Enrolled learner analysis 2008-09

	Enrolled	Successful	Not successful
Full-time FE	2951	1552	1399
Full-time HE	1343	768	575

Too many learners do not succeed in obtaining the full award associated with their chosen programme. Full-time FE learners are often very committed individuals who have a genuine interest in pursuing a career in the hospitality industry. However, they often also have underdeveloped literacy and numeracy skills and require support for these and other associated needs. These learners find theory teaching to be a challenge. Teaching theory is not as effective as practical teaching. There are too many missed opportunities by staff to improve learners' literacy skills through effective feedback. Initial advice and guidance arrangements, particularly at some larger colleges, do not always ensure that all learners are placed on to the appropriate programme. Learners do not always benefit from effective early support arrangements which ensure that their individual support needs are identified and support is put in place before they commence their programme.

Some learners leave early to take up full-time employment. As they develop their craft skills and improve their self-confidence, they become more employable. In large cities, there is always a demand for enthusiastic catering staff and significant numbers of employers do not require that they hold a relevant vocational qualification. However, where learners leave their programmes early, there are in some colleges ineffective arrangements to ensure that they can return to complete their programme as a part-time learner. Full-time HE programmes also contain more than a few learners who fail to complete their programmes. A number of these learners also leave their programme early to take up employment. As some of them are more mature learners, they often have additional family responsibilities which can distract them from their studies. Learners who have progressed to HE

programmes through the FE route often have underdeveloped literacy and numeracy skills which require further support if they are going to succeed.

In order to support the work on their programmes and to enable them to gain employment locally, many hospitality learners gain additional industry standard qualifications. These include, manual handling certificates, REHIS food hygiene certificates and alcohol drink service related qualifications. These additional qualifications support effectively the employability of learners in the hospitality industry.

Ayr College: success in award schemes and competitions

Ayr College has developed a strong reputation for success in national cookery competitions. Three of the college's Professional Cookery learners won the UK final of the Brakes Chef Academy Student Team Challenge in successive years. In order to progress, learners had to win their regional heat which was held in Scotland and involved competing against learners from other Scottish colleges. The finals are held in alternate years in London and Glasgow with the winning team succeeding against learners from a number of UK-based colleges. An additional bonus for the successful team was five days work experience with the Head Chef of the County Hall Restaurant at London's five-star Marriott Hotel.

Other hospitality learners have also gained success through national competitions. One learner won a prize in the Great Potato Challenge 2009. This annual contest brought college chefs together from across the UK where they created potato-based dishes.

College learners have also gained success in other competitions including winning the New Zealand Lamb competition held in London for two consecutive years.

Progression

Colleges have effective arrangements in place for hospitality and travel and tourism learners to progress internally, to other colleges, or to HEIs. Most colleges have good articulation arrangements with HEIs. The SQA awards which colleges offer consist of core units plus options which are at the discretion of programme teams. This allows colleges to select units which best meet the needs of their learners. This flexibility is valued by learners and by members of programme teams and allows progression to a number of destinations.

Learners on hospitality and travel and tourism programmes have clearly defined pathways for progression to more advanced study or into employment. For full-time FE learners there are direct routes to HNC programmes, often delivered in the same college. Many learners who obtain their NC/NQ qualification follow this route as they are satisfied with the teaching at their own college. Most learners when questioned state that they wish to progress to the highest level of their chosen vocational

area in order to improve their employment prospects. Some of the larger colleges offer further progression for learners through their HND and degree level programmes through arrangements with an HEI.

There is insufficient information on the extent to which hospitality and travel and tourism learners progress from colleges to HEIs or employment. Learners do not always keep their colleges informed about their destinations. Staff in the smaller colleges often know the career paths of learners. For some larger colleges this is not the case. Due to the number of programmes being delivered, sometimes to several hundred learners, it is much more of a challenge for staff to have robust procedures which track the progression of learners. More national information would help decision makers to evaluate the effectiveness of college programmes in terms of meeting the needs of employers or other HE providers.



Christmas dinner: Glasgow Metropolitan College

The self-evaluation procedures used by staff on hospitality and travel and tourism programmes have undergone improvements recently. There remains more to be done. Programme teams now regularly evaluate their own programmes in order to determine what works well and what needs to be improved. However, reports are often insufficiently evaluative. Most colleges have developed a standard template which contains relevant Performance Indicator information. This allows staff to analyse trends over time. Staff are generally effective at analysing individual units in terms of interest level and difficulty for the learners. In response to feedback from learners, they often introduce alternative units which are more appealing to learners. Actions implemented by staff also include the resequencing of units within programmes and alterations to assessment arrangements to reduce the issue of assessment overload for learners. Often, these discussions take place informally and actions are agreed outside of recorded meeting arrangements. Where analysis takes place over low PIs for individual programmes, the analysis is often insufficiently rigorous. Targets for improvement are drawn up but these rarely have reference to improvements required in approaches by staff to learning and teaching. Few programme teams acknowledge necessary improvements required in the rigour of pre-course advice information, identification of learner needs and the provision of appropriate timely support arrangements. Actions drawn up by staff do not always lead to improvement. Where PIs are low, most staff draw up targets for improvement. However, where PIs are satisfactory or good, there is often no perceived need for improvement. Few colleges have effective arrangements which support the sharing of good practice in learning and teaching, between hospitality and travel and tourism staff or with staff based in other curriculum areas across the college. There is scope for hospitality and travel and tourism staff to work together to explore learning, teaching and assessment, and to identify good practice for sharing.

Colleges have made determined efforts in recent years to include learner engagement within their quality processes. Almost all colleges appoint class representatives who contribute to programme evaluations and most departments also ask learners to carry out regular evaluations of units. Staff engage in focus group activities with learners to determine their experience of their programme. Learners are often enthusiastic about having the opportunity to contribute to this process. These arrangements ensure that learners are actively involved in enhancing their own learning.

There are very good relations between learners and staff on hospitality and travel and tourism programmes. Adjustments to programmes are often made through informal dialogue which works well. Learners also benefit from informal discussions about resources, planned events and other aspects of their learning. Most learners feel that their comments are listened to and are welcomed by staff. Most college staff and learners can identify changes made in response to feedback received from learners. New staff are enrolled on Teacher Qualification (TQ) (FE) programmes while others study for Professional Development Awards (PDA). Colleges have effective arrangements for the provision of other relevant staff training, including child protection and equalities legislation.

The Scottish Funding Council (SFC) should:

- work with colleges to improve methods of tracking the career progression of college leavers.

Colleges should:

- through promotion and marketing, ensure that employers are fully informed of the wide range of hospitality qualifications and associated progression routes;
- develop links with employers which can facilitate and support work experience opportunities for learners;
- ensure that the support needs of all learners in relation to core skills are identified and support arrangements are provided timeously;
- ensure that written feedback to learners on hospitality programmes is comprehensive, includes a focus on individual's identified literacy needs where appropriate and informs learners about what they need to do to improve;
- ensure that a more pro-active approach to recruitment helps to eliminate gender imbalance on travel and tourism programmes;
- improve attainment rates for learners on hospitality and travel and tourism programmes; and
- ensure that arrangements for self-evaluation are comprehensive and lead to improvements year on year.

HMIE should:

- continue to monitor progress made in terms of the above recommendations through their annual engagements with colleges, and disseminate information on key improvements as they emerge across the sector.

Colleges visited in the fieldwork for this report

- Ayr College
- Clydebank College
- Forth Valley College
- Glasgow Metropolitan College
- Jewel and Esk College
- Motherwell College
- North Highland College
- Perth College

**Table 1: Hospitality and Tourism programmes
Summary of data over three years**

The following information, gathered from data submitted to SFC by colleges and adapted as appropriate, relates to hospitality and tourism retention, completion and attainment over the last three years. The focus is on the number of full-time and part-time learners on FE and HE programmes. Many individual learners will have enrolled for more than one unit.

2006-07

Mode	Level	Enrolled	Funded	Completed	Succeeded	Early retention	Student retention	Outcome
FT	FE	2800	2293	1674	1363	82%	73%	81%
FT	HE	1530	1377	1092	907	90%	79%	83%
PT	FE	24812	24416	23957	23036	98%	98%	96%
PT	HE	229	225	219	196	98%	97%	89%

2007-08

Mode	Level	Enrolled	Funded	Completed	Succeeded	Early retention	Student retention	Outcome
FT	FE	3027	2529	1883	1537	84%	74%	82%
FT	HE	1399	1233	965	773	88%	78%	80%
PT	FE	15903	15680	15337	14208	99%	98%	93%
PT	HE	160	149	134	111	93%	90%	83%

2008-09

Mode	Level	Enrolled inc non-assessed	Funded	Completed inc non-assessed	Completed exc non-assessed	Succeeded	Early retention	Student retention	Outcome
FT	FE	2951	2465	1859	1859	1552	84%	75%	83%
FT	HE	1343	1186	969	969	768	88%	82%	79%
PT	FE	23700	23311	22672	13029	11967	98%	97%	92%
PT	HE	159	149	142	142	122	94%	95%	86%

Glossary of terms

C&G	City & Guilds
FE	Further Education
FT	Full-time
HE	Higher Education
HEI	Higher Education Institution
HMIE	HM Inspectorate of Education
HN	Higher National
HNC	Higher National Certificate
HND	Higher National Diploma
ICT	Information and Communications Technology
ILP	Individual Learning Plan
NC	National Certificate
NQ	National Qualification
PDA	Professional Development Award
PI	Performance Indicator
PT	Part-time
REHIS	Royal Environmental Health Institute Scotland
RWE	Realistic Work Environment
SCQF	Scottish Credit and Qualifications Framework
SFC	Scottish Funding Council
SQA	Scottish Qualifications Authority
SSC	Sector Skills Council
SVQ	Scottish Vocational Qualification
TFFC	Tourism Framework For Change
TQ (FE)	Teacher Qualification (Further Education)
VLE	Virtual Learning Environment

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Further information is available from:

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