

## Middlesex University Research Repository:

an open access repository of  
Middlesex University research

<http://eprints.mdx.ac.uk>

Finch, Clive F, 1987.  
The craft training requirements of the hotel and restaurant sectors of the  
hotel and catering industry.  
Available from Middlesex University's Research Repository.

---

### Copyright:

Middlesex University Research Repository makes the University's research available electronically.

Copyright and moral rights to this thesis/research project are retained by the author and/or other copyright owners. The work is supplied on the understanding that any use for commercial gain is strictly forbidden. A copy may be downloaded for personal, non-commercial, research or study without prior permission and without charge. Any use of the thesis/research project for private study or research must be properly acknowledged with reference to the work's full bibliographic details.

This thesis/research project may not be reproduced in any format or medium, or extensive quotations taken from it, or its content changed in any way, without first obtaining permission in writing from the copyright holder(s).

If you believe that any material held in the repository infringes copyright law, please contact the Repository Team at Middlesex University via the following email address:  
[eprints@mdx.ac.uk](mailto:eprints@mdx.ac.uk)

The item will be removed from the repository while any claim is being investigated.

MIDDLESEX POLYTECHNIC  
MIDDLESEX BUSINESS SCHOOL

This Thesis is submitted for the CNAA Degree  
of Master of Philosophy

The Craft Training Requirements of  
the Hotel and Restaurant Sectors of  
the Hotel and Catering Industry

Presented by  
Clive F Finch

1987

## ACKNOWLEDGEMENTS

This thesis was made possible by the co-operation of many craftspeople, and managers employed in the hotel and catering industry. I would like to thank my two supervisors for their encouragement and guidance, Professor Harper, Dean of Middlesex Business School and Tom Reeves, Business Education Manager of the Hotel and Catering Training Board. To my colleagues and students in Catering Departments of Colleges of Further and Higher Education, I am indebted for their eager involvement. For their advice and help I thank, Lyn Roseaman, Research Assistant attached to the School of Hotel Catering and Tourism Middlesex Polytechnic, Paul Ellis, Caterbase Projects Manager, Hotel and Catering Training Board, and William Blacklock, Divisional Manager City and Guilds of London Institute.

## ABSTRACT

The subject of this thesis is an evaluation of college-based and industry-based craft training courses designed for those wishing to become professional chefs and waiters. The main issues addressed are the effectiveness of college-based craft training courses in meeting the future requirements of the hotel and catering industry, the needs of the employer and the future career horizons of craft students once they leave college.

Having identified the main issues for research, the ways of evaluating college-based craft courses are considered.

The thesis is presented in seven parts. Each section or chapter is concerned with a particular facet of the environment in which craft courses operate and their purpose. Research methods included surveys, field research, desk research, interviews and participative observation. At the outset, the reasons are outlined why the thesis is of importance to the writer as a craft lecturer and the likely benefits that may accrue to those who design and teach craft courses are discussed. This is followed by a description of how the data were gathered. An overview of recent research into craft training and education then follows as a basis for further development and application.

An audit is made of the commercial, economic and manpower predictions for the industry; and this is followed by a discussion on technological developments, eating fashions and eating trends that will inevitably have an effect upon craft training. A profile of craftspeople in the industry is presented and predictions made of numbers required within the different industrial sectors. An analysis is made of the tasks and skills needed, and areas of knowledge considered by craftspeople as essential in the performance of their work. This leads into a consideration of the college environment, craft courses, their design, structure and content. Teaching approaches are discussed, together with the personal development of those who teach craft subjects. The findings are then brought into the context of the different views held by those involved in catering training and education; this sets the scene for the drawing together of the key findings and conclusions.

## CONTENTS

	<u>PAGE</u>
Foreward -	1
Chapter 1 - Introduction	6
Chapter 2 - An Evaluation of Craft Courses	18
Chapter 3 - Profile of the Hotel and Catering Industry	28
Chapter 4 - Craft Training and Education Research	47
Chapter 5 - Profile of Craft Employees in the Industry	79
Chapter 6 - The Role of Colleges of Further and Higher Education	107
Conclusions -	158
Appendices	
Appendix 1 - Views of People Involved in Craft Courses	166
Bibliography -	187

## LIST OF TABLES

<u>TABLE NO.</u>		<u>PAGE</u>
1.	Analysis of Catering Establishments in Great Britain by Sector, 1984	30
2.	Estimated Number of Employees in the Hotel and Catering Industry in Great Britain, September 1985.	34
3.	Age Structure Craftspeople Employed within the Hotel, Guest House and Restaurant Sectors 1979-1987	80
4.	Respondents in the Main ETAC Report by Sector, who had Received Training Externally (EX) or Internally (INT)	82
5.	Numbers of Cooks and Chefs Involved in Different Types of Cuisine	85
6.	Areas of Knowledge Perceived as Important	87
7.	Percentage of Craft Employees, who Prepared and Cooked Fish, Poultry and Vegetables who Rated Specific Areas of Knowledge as 'Very Necessary' or 'Absolutely Essential'.	88
8.	Number of Craftspeople Engaged in Various Tasks	89
9.	Food Service Craft Employees Perceived Areas of Importance	91
10.	Tasks Performed 'Frequently/All The Time' by Food Service Craft Employees	92
11.	Percentage of Craft Food Service Employees, who Rated Specific Areas of Knowledge as 'Very Necessary', or 'Absolutely Essential'.	93
12.	Percentage of Craft Employees who Served Non-Alcoholic and Alcoholic Drinks at Table. Who Rated Specific Areas of Knowledge as 'Very Necessary' or 'Absolutely Essential'.	94
13.	Numbers of Colleges Operating CGLI Craft Courses	117

<u>TABLE NO.</u>		<u>PAGE</u>
14.	CGLI Certificates Awarded in Hotel and Catering Craft Subjects in 1980 to 1985.	123
15.	Numbers of Craft Students Entering and Qualifying May/June Series 1982/86	125
16.	Core Subjects in Craft Courses with Average Number of Practical (P) and Theoretical (T) Hours Spent on Each.	126
17.	Core Subjects in Craft Courses in Food and Beverage Service, with Average Number of Practical (P) and Theoretical (T) Hours Spent on Each.	129
18.	Components of CGLI Examinations and Time Duration	135
19.	Full-Time Craft Lecturers According to Specialisation, Age and Sex.	137
20.	Formal Qualifications Held by Craft Lecturers	138
21.	Formal Qualifications Held by Food Service Lecturers	138
22.	Frequency of Craft Students Ages	143
23.	Sex of Craft Students	144
24.	Marital Status of Craft Students	144
25.	Qualifications Gained by Craft Students	145
26.	Proportions of Practical Experience in the Hotel and Catering Industry Gained by Craft Students	147



## LIST OF FIGURES

	<u>PAGE</u>
FIG: 1. An Evaluation Model of Training Provision and Industrial Alignment	26
FIG: 2. Craftspeople Sampling Frame	27
FIG: 3. The Principle Routes from School to Work	75
FIG: 4. Food Production (The ETAC Report 1983) Areas of Knowledge Perceived as Important	84
FIG: 5. An Example of the Suggested Teaching Approach for Craft Subjects	133

## FOREWORD

The writer is approaching this research from the point of view of someone who has personally experienced the process of craft training leading to professional status as a chef. During the immediate post war years, after 1945, Westminster Technical Institute (WTI) was the only college in Great Britain specialising in training young people wishing to become chefs. Established in 1910, WTI retained its exclusive position in chef training until after the second world war.

The writer enrolled upon a three year full-time professional chefs course at WTI. Course design and objectives were aimed to prepare students for work within the commercial sectors, mainly in hotels and restaurants offering traditional dishes based upon French cuisine, namely 'the internationally famous dishes that are found in good hotels and restaurants all over the world, based on the bourgeois or regional dishes that were brought to Paris at the end of the eighteenth century' (Good Housekeeping World Cookery, 1962).

On leaving college many students gained employment in large Central London restaurants and hotels such as the Savoy, Ritz and Dorchester.

Transition from college to work was not difficult for most craft students at that period. Upon entering industry, craft students were to experience similar working methods, a similar culture and working norm to that of college where chefs perceived their work as central to all other activities going on in an organisation.

The following sixteen years were spent by the writer gaining further experience as a chef in a range of catering outlets which included Italian speciality restaurants, banqueting, exclusive London clubs, airport and aircraft catering, race course, out-door and industrial catering.

Around 1964 he became aware that his industrial background had not adequately prepared him for the management position then held. Aware of progress that was being made in developing catering training courses and the establishment of the Hotel and Catering Industry Training Board (HCITB) (now re-named Hotel and Catering Training Board (HCTB), he turned towards further education with the distinct aim of improving work performance in his capacity as manager of some 50 craft employees in the area of food production and cookery.

Enrolling at Slough College of Further Education on the CGLI 152 course, he pursued a two year part-time advanced course designed for chefs employed in hotels and restaurants. It soon became apparent that the work closely reflected the ethos and content of the college and craft course experienced some 17 years previously at Westminster

College. At this period, the pattern of craft courses operated by the City and Guilds was very similar to the 706 series currently in operation and discussed further in Chapter 6. At this time there were three levels of study available: the 147 CGLI, a preliminary craft course, followed by the 151 CGLI, an intermediate programme, followed by the 152 CGLI, Advanced Cookery for Hotels and Restaurants.

Once again, one was required to learn and recall French terms for materials, equipment, French historical events and names of famous characters after whom dishes had been named. Dishes and garnishes selected for teaching and examination purposes, skills and techniques used were firmly biased towards French classical cuisine established in this country by Escoffier at the turn of the century.

In 1964 the writer was appointed to a full-time position of Craft Lecturer Grade 1. at Slough College. Transition from industry to a college environment was not too difficult, even though each had a rather different set of priorities.

For example, in industry the general working ethos is based on weekly gross profit, staffing problems, production throughput and sales. For the newly appointed craft lecturer the craft student became the central figure with concern and debate about teaching approach and examinations, Escoffier and French classical cookery. Perhaps the greatest hurdle that the writer had to overcome was to lecture to groups of students for several hours on a series of diverse topics, in many of which

he was completely untrained, for example: the theory of refrigeration and services, kitchen design and layout, costing and control, food technology.

In many respects, the working culture of the craft lecturer was similar to that experienced in industry and graphically described in 'Social Stigma of Occupations' by Conrad Saunders (1983). The role of a head chef was similar to that of head of a catering college, age and experience were rated very highly. The head chef and head of department were seen as supreme and acted out their respective roles in an expected and traditional manner.

Over the next 20 years the writer's career slowly 'progressed'. A programme of self development was followed, initially through a correspondence course to study and successfully complete the Hotel and Catering Institutional Management Association (HCIMA) professional examinations. This was followed by the London University Teachers Certificate and the Diploma in Management Studies (DMS), a post graduate management course. These latter two courses differed from those previously experienced in that they were primarily concerned with theoretical concepts associated with teaching methods, the psychology of learning, manpower and business management rather than practical skills and kitchen management. This programme of development coupled with work experience in three different colleges, Slough College of Further Education, Westminster College and Middlesex Polytechnic, colleges

specialising in craft training, supervisory and management studies, explains the writer's interest in current training issues in the hotel and catering industry, and gives an indication of the perspective from which his study of these areas will be viewed.

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background

The fact that this report is written by a craft lecturer is in itself important. It is important because he has been able to bring together many facets of information that would have been difficult for an outsider to gather. This has been because he has had personal access to internationally and nationally recognised exponents of his craft employed in industry and education. Like many of his colleagues, his aim has been to indicate certain shortfalls that will, it is hoped, encourage debate and action and improve job horizons of those for whom the craft lecturer is accountable, the catering student.

One criticism often directed towards craft education in general and craft lecturers in particular, is that there is a mismatch, a gap between what is taught in colleges on the one hand and the needs of industry on the other. What this thesis sets out to achieve is to identify the right balance between training and education, theory and practice.

For a number of years, research projects have identified a need for craft training and education, yet until very recently no effective changes seem to have been introduced. Research reports such as, 'Craft Skills' 1975, 'The Craft Career' 1975-77, 'Vital Skills' 1975, 'The Corpus of Knowledge' 1975, 'Vital Skills' 1978, 'THE ETAC REPORT' 1983, have identified

needs of industry, gaps between industry's requirements and catering courses. In 1980 the Education and Training Advisory Council (ETAC) was established by bringing together the HCTB, MSC, DES and professional agencies. An ETAC research programme was set up to make a national overview of education, training and future manpower needs of the hotel and catering industry. The writer had the opportunity to participate in the proposal and to contribute towards the work at all stages. Within the Middlesex Polytechnic group he was specifically responsible for the craft elements of the programme which was produced as a supplement to the ETAC Report, entitled 'Craft Work and Craft Education'. This thesis develops this work and brings it together with other current research concerned with craft work, craft education and the evaluation of craft courses.

The research programme appealed to the writer for two main reasons:

First, for its likely benefits to catering as an industry, and secondly, its likely contribution to subject development in further and higher education. This thesis is the culmination of three pieces of academic work concerned with craft training and education by the writer, in which he has been involved over the past five years, namely the ETAC Report completed in 1983, Food Preparation published in 1984, Craft Work and Craft Education published in 1985.



## 1.2 Objectives of this Research

i. The first objective was to identify and to evaluate course content and teaching approaches in colleges and to assess their effectiveness in preparing young people for a future career within the different sectors of the industry. It has always been the writer's impression that craft courses, by design and methods of teaching, are somewhat outdated. Far too much emphasis is placed upon traditional French cuisine. Craft teaching is steeped in tradition that may have a place in some catering units, e.g. restaurants specialising in French classical and French provincial foods, but has long since disappeared in most catering outlets.

ii. The second objective was to evaluate the structure of craft courses, their content and relevance to the job profiles of those employed within the industry. It is hoped that as an outcome of this research, information collected will be of help to those involved in the overall design and teaching of craft subjects, re-designing course syllabuses, and where appropriate, re-orientating their teaching approach. The lack of research-based information in this area became apparent in the very early stages of this project; that there is a need for such information did not take long to establish as desk research and on-line computer searches revealed very little relevant information.

### 1.3 The Structure of the Report

Chapter 1 sets the scene and places the work into the context of recent and current research dealing with craft training and education.

Chapter 2 is concerned with the three main approaches used to obtain information for this thesis. The first is a review of existing literature on craft training in the hotel and catering industry and course evaluation. The second is based on research data, in particular the ETAC Report published in 1983 and Craft Work and Craft Education published in 1985. The third is the research carried out by the writer as part of the ETAC project, which involved semi-structured interviews\* of craft employees and those involved in craft courses in Colleges of Further and Higher Education. The information given from these sources is discussed in the main body of the text.

Chapter 3 deals with the commercial and economic aspects of the hotel and catering industry. A survey is made of the numbers of establishments registered, numbers of employees, the diversity of the industry, plans in hand for expansion by some large catering companies, catering technology and its influences on craft skill and knowledge, social and economic trends in eating and patterns of customer demand.

\* i.e. using semi-structured questionnaires so that interviews covered the same broad areas, but were sufficiently flexible to accommodate organisational differences.

Chapter 4 reviews current research on craft training within the hotel and catering industry. Recent developments in industrial training and education with the introduction of some important HCTB and CGLI initiatives over the past four years is discussed, setting the scene for the main part of this report.

Chapter 5 presents a profile of craft employees, their qualifications, skills tasks performed, areas of knowledge and personal attributes considered necessary to perform their work efficiently.

Chapter 6 deals with objectives of educational establishments and objectives of industry. A profile of colleges has been developed according to size, mode of operation, administration and the facilities provided for teaching practical elements of craft courses. A brief profile of the craft lecturer, his qualifications and spread of subjects he is expected to teach is discussed in some detail. This chapter also reviews characteristics of the craft student. It draws a personal profile by age, sex, marital status, academic attainments gained before entering and on completion of their courses. It also reviews the match between the craft courses upon which they are enrolled and their career aspirations. It deals with the craft students' industrial experiences before entry and as a component part of their full-time college course, and also links this experience with that of their perception of the industry.

The conclusions identify key findings that have appeared in each of the preceding chapters. Discussion is centred around a number of key issues that emerge, namely, craft course design, content, structure and administration for the future the role of colleges and the part they will need to play in future craft training provision, and the personal development of craft lecturers in order that colleges may fulfil their plans.

## Appendices

### Appendix 1

This section attempts to bring together the many different facets of this thesis by drawing upon the views expressed by people involved in the industry and craft education.

#### 1.4 DEFINITION OF TERMS

Central to this report are the terms 'craftspeople and craftsmen' and 'evaluation'. It might be useful to define the two terms at this point.

#### 1.5 Craftspeople

Many attempts have been made to define the term craft, craftsmen and craftspeople in the hotel and catering industry, yet none seem satisfactory for the purpose of this thesis. For example, HCTB research report 'Manpower Flows in the Hotel and Catering Industry' (1984), defined the craft level as:

'all those jobs for which a City and Guilds craft qualification is considered to be appropriate preparation:

all chefs whose work involves gourmet fare or specialised knowledge, silver service and wine waiters and waitresses, receptionists'.

The HCTB research report Craft Work and Craft Education 1985 refers to 'craft level' work in the hotel and catering industry to those jobs, below the managerial and supervisory level, for which a substantial degree of skill and knowledge (and hence experience or training) is required.

These definitions do not really encapsulate what is involved in craft work. An important part of a craftsman's work is his knowledge of the materials handled and available.

Today's craftsmen require knowledge of safe, hygienic and economical practices, an awareness of current technological applications, aspects of modern catering systems relevant to their job, including quality, portion and cost control of the products they use to prepare dishes. For the purpose of this thesis craftsmen are defined by the writer as:

'those who have been trained or are undergoing training to develop manual, perceptual and judgemental skills, a knowledge of materials and current industrial practices in order to function in specialist positions in food production and cookery'.

## 1.6 Evaluation

Evaluation is a process that generates information about craft training and education programmes, and ensures techniques to measure their appropriateness for the purpose for which they are designed.

Evaluation attempts to measure the achievement of learning objectives and the overall cost-benefit of the course or programme. The term evaluation is also used here in the general sense of continuous monitoring of a programme or of the training function as a whole. Scriven (1967) subdivides evaluation into summative and formative:

- i. Summative evaluation methods that measure the results or outcomes of training, and have the objective of furnishing information as a basis for making a decision about whether to continue, change or to terminate a training programme.
- ii. Formative evaluation techniques that are used to monitor the training process whilst it is going on and involve observation, interviews and surveys. The technique strives to evaluate the contribution of any or all of a programme's components to its effectiveness.

The essential difference between summative and formative evaluation has been explained by B. Faber (1986).

Summative techniques are applied after a training programme is completed, and employ standardised procedures, designs, and instruments of determined reliability and validity.

Such an approach produces specific information on the trainees' progress. Formative evaluation is a feedback process designed to highlight any inconsistencies between an organisation's training goals and the existing training programme. (Cornell Hotel and Restaurant Quarterly, Training and Education, pp 49-51 1986).

### 1.7 Training

A definition that reflects the use of the term training within this dissertation was put forward by Hesselning, (1966).

Hesselning defined training as, 'a sequence of experiences or opportunities designed to modify behaviour in order to attain a stated objective'. It is important to note the terms behaviour and experience, implying that training is concerned with how people learn, their attitudes towards their work, job content within a working group, experience implying that training continues through life. He recognises that learning takes place outside of the training programme and work situation. Factors that may also be operative are often beyond the scope of those responsible for designing and implementing training schemes; these are factors that may affect the learning processes of an individual.

### 1.8 Hotel and Restaurant Sector of the Industry

The hotel and catering industry is a diverse industry as is illustrated in chapter 3. This thesis concentrates upon the hotel and restaurant sectors of the industry. The writer's decision to research these two sectors stems from his interest and working background. Also, by concentrating research into

two main industrial sectors issues could be researched, analysed and discussed to greater depth than otherwise would have been the case. It is necessary to make clear what is actually implied by the term hotel and restaurant sectors before proceeding. According to Standard Industrial Classification (SIC), revised (1980) the hotel and catering industry is defined as comprising:

The main commercial sectors, in which catering is the main activity of business. These are defined by the Standard Industrial Classification namely:

1. Restaurants, snackbars and cafés and other eating places (SIC 6611)
2. Public houses and bars (SIC 6620)
3. Night clubs and licensed clubs (SIC 6630)
4. Canteens and messes (SIC 6640)
5. Hotel trade (SIC 6650)

Clearly, hotels and restaurants are categorised under different sector headings and this makes sense because the former are concerned with 'providing furnished accommodation with food and service'. The main feature of the latter is the 'supply of food for consumption on the premises to the general public, to which the supply of alcoholic liquor, if any, is ancillary', (S. Medlik, 1981). Bearing in mind the above classifications and that this thesis is concerned with craftspeople who process and serve food for consumption on the premises, the hotel and restaurant sector is defined as



follows:

Those hotels and restaurants which supply food and beverage service for reward to which the supply of alcoholic liquor, if any, is ancillary.

Reference is made in the text of this thesis to three specialised types of catering outlets, Fast Food operations, Haute Cuisine and Popular Catering. Each type of outlet may require craft employees with varying degrees of skills and knowledge. It is therefore necessary to define each type of operation.

#### 1.9 Fast Food

Fast Food operations are generally highly standardised in terms of product formulation and levels of service. The range of craft skills necessary is generally rather limited and reasonably identifiable. Chris Ryan defined the term as follows:

'A catering outlet offering a limited range of menus based on a few foods that are precooked, quick to prepare, and often served on disposable trays. The operations are capital-intensive and labour saving and profitability rests on high turnover'. (C. Ryan; p.105 1980)

#### 1.10 Popular Catering Operations

The term has not been satisfactorily defined, the writer therefore defines the term as:

Popular Catering is very broad in scope and is generally synonymous with limited de-skilled menus and high volume

business. One characteristic of such operations, is that of standardisation in which craftsmen have limited flexibility.

#### 1.11 Haute Cuisine

Once again the term has not been satisfactorily defined, therefore the writer defines Haute Cuisine as follows:

The provision of the highest possible standards of food, beverage and service for consumption on the premises. Each product served is unique requiring craftsmen with highly developed skills and an in-depth knowledge of the materials handled. An important personal attribute for those craftsmen employed in this style of operation is that they are innovative, creative and have artistic flair. Such operations are highly labour and capital intensive, material costs are a secondary factor to that of consumer satisfaction.

## CHAPTER 2

### AN EVALUATION OF CRAFT COURSES

#### 2.1 Introduction

The main thrust of this thesis is to determine how well college-based craft training courses are meeting the needs of the hotel and catering industry. The methodology used for evaluating craft training courses has been based on Scrivens' (1967) 'Summative and Formative' model of evaluation as was described earlier in the introduction. In very simple terms, summative evaluation methods means methodical, in-depth measurement of outcomes of training programmes or training courses. Formative evaluation the applications of specially designed research techniques to measure training programmes or training courses whilst in progress.

A modified model of evaluation was designed for this thesis and is presented in Fig:1. and discussed further later in this chapter.

#### 2.2 Research Method

Information used as a basis for this thesis has been drawn from the ETAC research surveys in which three linked studies were carried out. The first was a survey of employees working in the hotel and catering industry. The second was a survey of vocational courses in hotel and catering subjects, which included structured interviews with college staff and students. The third survey, a review of factors with a bearing on future manpower and skill requirements for the industry, included

econometric forecasts of likely trends.

The major part of the questionnaires used was devoted to listing most of the tasks and areas of knowledge needed to perform these tasks. In addition employees' questions were asked about career history, training received and catering qualifications held. A supplementary written questionnaire was sent to managers of catering establishments giving details of their workforce, which sought their views on future developments in the industry that could affect job profiles and manpower.

During the process of data collection for Craft Work and Craft Education (1985) and this thesis the writer visited some 12 colleges and interviewed well over 60 craft lecturers and 60 craft students. These visits enabled the writer to discuss with craft students and craft lecturers topics ranging from industrial release, craft course development, course design, structure and content. In addition a number of case studies were compiled of both craft students and craft lecturers, and these were concerned with more personal characteristics such as age, qualifications and work experiences. Over 15 catering outlets were visited, in which the writer discussed craft training with managers, supervisory and craft level staff and which included 10 head chefs, two of them of international repute.

Having been involved in the design of the ETAC Report research methods (1983), and subsequently completed data collection for the ETAC Report and 'Craft Work and Craft

Education' (1985), the writer began on a second series of field work to supplement this study. A sampling frame illustrating the extent of this research is presented in Fig:2.

The main aims of the supplementary study were to gather further data on many facets of craft courses including, current developments, views of craft students and craft employees, views of heads of catering departments in colleges, and details pertaining to personal profiles of craft lecturers. These are clearly indicated within the aims delineated in this study and they were as follows:

- i. To identify and to evaluate craft course content and teaching approaches in colleges of Further and Higher Education.
- ii. To measure the effectiveness of craft courses in preparing young people for a future career within different sectors of the industry.
- iii. To establish whether college-based craft courses place too much emphasis upon French classical cuisine at the expense of reflecting changes in food and catering trends.

To achieve these aims, it was necessary to obtain information from the various people employed in education and industry. Thus a number of semi-structured face to face interviews were carried out in industry and colleges. By virtue of the small sample size, the findings of these interviews are not considered

to be representative of all colleges and industry nationwide, but rather to be indicative of their views.

Primary data were drawn from the two main sectors of interest, education and industry.

a) Education

Nine Colleges of Further and Higher Education were visited within a 60 mile radius of Central London. During these college visits, the writer was able to interview two Heads of Department, four Senior grade craft lecturers, ten craft lecturers, grade 1. A number of craft lecturer case studies were written; of these three have been selected as representative and are included in Chapter 6 which deals with the various characteristics of craft lecturers.

Twenty craft students studying at six different catering colleges were interviewed and as explained earlier their views about craft courses were discussed and recorded. In addition twelve craft students who had successfully completed their craft courses were interviewed.

In order to gain an understanding of what was being taught in colleges a review was made of a number of student lecture notes of those who had recently successfully completed their college craft course. This part of the information gathering exercise was problematic. Students who had completed their craft courses were employed in industry. When visiting employees in an industrial setting, they did not have their college lecture notes to hand. Colleges were reluctant to

give access to students' personal notes, this reluctance was largely based upon the suspicion that the content of student notes may be mis-interpreted and that the notes of a poor student may badly reflect upon the lecturing staff and department. However, some college heads did agree to permit a review of their current student notes on the understanding that the name of the college would not be linked to any conclusions that may be drawn as an outcome of this investigative approach. In addition a number of students who had recently successfully completed full-time college craft courses, and enrolled on supervisory and management courses at Middlesex Polytechnic were asked to participate. From a student population of 15 who had undergone such training, ten volunteered to participate, representing ten different colleges geographically spread across England, Scotland and Wales. Perhaps one of the main benefits to be derived from this approach was that it was possible to review student notes in a face to face interview situation with the student whose work was being examined.

b) Industry

Twelve large international five star hotels and six mid-market 3 star hotels, in addition to four restaurants which included two "Steak Bars" and two carveries were visited.

One period of work participation was carried out within a large hotel in Central London. From this experience a report was written, covering the social setting in which

craft employees worked, the skills, and areas of knowledge relevant to their work.

Some twenty-two hotels and two restaurants were visited. The job content and opinions of twelve staff were recorded. Nine case studies were obtained, highlighting areas of knowledge, skills and attitudes of the job holders; of this sample four have been selected as representative and included in Chapter 5. The opportunity was also taken to find out what these craft employees in industry thought of their craft courses and how well they considered they were prepared for an industrial setting.

A telephone survey was made of three London colleges for information required for the craft lecturer profile.

Fig:2. illustrates the craft sampling frame and includes the data pertaining to the ETAC research sample and the craft sample for this thesis.

### 2.3 A Model of Evaluation

As mentioned earlier the subject of this thesis is an evaluation of college-based and industry-based craft training courses. For the purpose of this thesis the writer has adapted and applied Scriven's conceptual model of summative and formative methods of evaluation. Scriven's model was selected because it was considered to be the most appropriate way of evaluating courses from amongst a number of alternative methods available. A model of evaluation is presented in Fig:1. and is now explained.



- i. Entering the model at Box 1. the identification is made of organisational and/or industry needs in relation to anticipated business activity, technological developments and food trends.
- ii. Box 2. There are a number of perceived needs or requirements of the individual be they employers, managers, supervisors, craftspeople or operatives. These needs may be identified and evaluated, they are concerned with the actual job efficiency, skills, knowledge and attitudes. Just as important to an individual are career potential and opportunities for self-development throughout his working life.
- iii. Box 3. Once job requirements have been identified, this is followed by an evaluation of training provision either in colleges or in industry. This is carried out through the application of research of data and information such as the number being currently trained, an analysis of craft training programmes, their structure, design, content and duration. This part of the evaluation process is also concerned with measuring how effective is the feedback to those undergoing training. It is at this point that an evaluation is also made of those who carry out the training programmes and the facilities under which training is carried out.
- iv. Box 4. Having evaluated industry's needs, identifying job content of craft employees and having measured these against training provision, a process of re-alignment is then possible.

This then should lead to providers of training programmes to re-align their courses to meet future industrial needs.

FIG.1: AN EVALUATIVE MODEL OF TRAINING PROVISION AND INDUSTRIAL ALIGNMENT

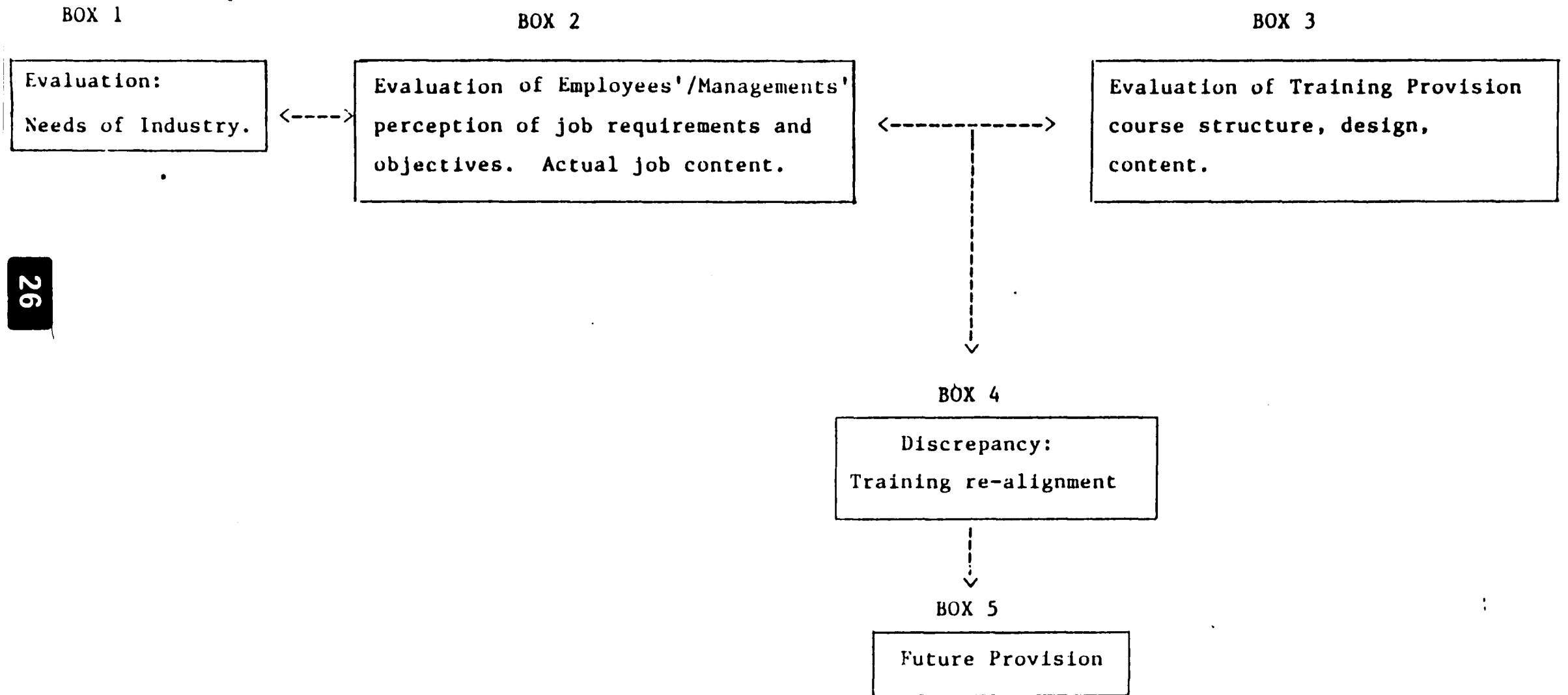


FIG. 1: A MODEL OF THE ANTECEDENTS AND CONSEQUENCES OF A MISMATCH BETWEEN PERCEIVED JOB REQUIREMENTS AND ACTUAL JOB CHARACTERISTICS

FIG: 2 - CRAFTSPEOPLE SAMPLING FRAME (THE ETAC REPORT 1983)

	HOTELS AND GUEST HOUSES	RESTAURANTS AND CAFES	INDUSTRIAL CATERING	PUBS/ CLUBS	HOSPITALS	COLLEGES	OTHER	TOTAL
CRAFTSPEOPLE	78	28	33	26	21	(9)	16	209
COLLEGE HEADS	-	-	-	-	-	159 (2)	-	161
COLLEGE LECTURERS	-	-	-	-	-	190 (14)	-	204
CRAFT STUDENTS	-	-	-	-	-	482 (17)	-	499
TOTAL:	78	28	33	26	21	871	16	1073

NOTE: Those figures in brackets indicates additional second series field work for this thesis.

## CHAPTER 3

### PROFILE OF THE HOTEL AND CATERING INDUSTRY

#### 3.1 Introduction

This chapter deals with the commercial and economic aspects of the industry, and in particular with craftspeople employed in the hotel and catering industry. As such, two main aims may be specified:

- i. To identify predicted political, commercial, economic, technological and market trends over the next five years.
- ii. To identify any shortfalls that may occur in numbers of craftspeople required in the hotel and restaurant sectors of the industry over the next five years.

The text considers commercial and economic aspects of the industry. The diversity of the industry is discussed in terms of types and numbers of catering outlets from hotels, guest houses, bed and breakfast outlets to transport catering. Industry forecast trends, trends in tourism and business activity by some large catering organisations are featured as a basis for future manpower planning. A further dimension of importance, trends in eating patterns and demand form a dominant feature of the discussion. The likely impact of technological developments upon food production is considered in relation to its impact upon the caterer's efficiency, creating new products, costs and the price at which they are

sold. Trends in food fashion and healthy eating are highlighted and discussed in relation to the government's current policy on improving people's diet.

### 3.2 Commercial and Economic Aspects of the Hotel and Catering Industry

Hotels and catering are a diverse industry. It includes hotels, guesthouses, bed and breakfast accommodation, holiday camps, restaurants, cafes, self-service cafeterias, take-aways, pubs, clubs, function catering, school meals, hospitals, retail and transport.

The estimated number of catering establishments in Great Britain by sector are shown in table 1.

According to HCTB estimates some 190,000 establishments operate within the main commercial sectors of the industry. Of this number by far the largest number of establishments are public houses and bars 60,800, half are estimated to serve food.

The number of hotels and guesthouses operating is estimated to be 27,700, the number of restaurants, cafes and snack bars 17,500. In addition catering transport, catering for the traveller in transit, industrial and public sector catering, combine to make up a considerable part of the hospitality market. (Hotel and Catering Trends and Forecasts, Issue No.2. 1985).

Table 1 Analysis of Catering Establishments in Great Britain by Sector 1984\*

<u>Main Commercial Sectors</u>	No. of Establishments (000s)	%
Hotels and guesthouses	27.7	10.8
Holiday camps and other tourist accommodation	3.4	1.3
Restaurants, cafes and snack bars	17.5	6.8
Take-away food shops	39.0	15.3
Public houses and bars	60.0	23.8
Clubs	34.0	13.3
Contract catering	7.8	3.1
	-----	-----
Sub Total:	190.2	63.6
	-----	-----
 <u>Other Sectors</u>		
Industrial canteens (in-house)	14.2	5.6
Department store catering	4.0**	1.5
Schools, colleges and universities	35.7**	14.0
Hospitals and residential homes	11.5**	4.5
	-----	-----
Total:	255.6	100.0
	-----	-----

Sources:

\* Hotel and Catering Trends and Forecasts, Issue No 2 (published 1985).

\*\* These estimates are taken from the Statistical Review of the Hotel and Catering Industry (HCTB 1984).

In addition catering is provided at railway stations, motorway service areas and airports as well as on trains, aeroplanes, ferries and cruise ships.

The hotel and catering industry is one of the largest in the country. The latest Department of Trade and Industry (DTI) figures based on VAT returns 1984, show 117,715 businesses whose principle activity is catering. Figures published by Euromonitor 1984 are compatible with those published by DTI. Euromonitor indicated that over the periods 1982 - 1984 the total number of businesses increased by some 5,352. However Euromonitor stress that their predicted figures are based upon 1982 estimates and that there has not been a full enquiry into the catering industry by the Business Statistics Office since 1982.

HCTB forecasts a continuation of the upward trend in the number of businesses that started in 1980. By 1988 it is expected there will be over 118,000 businesses, an increase of about 3,700 over 1983. The report also forecast that there will be some 5,000 more hotel and catering units, bringing the total from 188,000 to about 192,000 in 1988.

In 1985 the HCTB published its report 'Hotel and Catering Manpower in Britain 1984'. This report estimated the size of the workforce within the hotel and catering industry to be 2.3 million in that year.

HCTB forecasts published in September 1985 dealt with changes in the size of the industry's workforce within each of the main commercial sectors of the industry hotels and guesthouses, restaurants, cafés and snack bars, public houses and bars, nightclubs and licensed clubs, contract catering and



self employed as illustrated in table 2. The report showed that the numbers of employees within the main commercial sectors of the industry exceed 1.3 million. The report estimated that by the year 1990 the main commercial sectors of the industry will experience a growth rate of 2.7 per cent. As an outcome of this predicted increase in the workforce within these sectors a further: 27,000 managers, 14,000 chefs and cooks, 23,000 bar staff, 13,000 kitchen hands and 11,000 domestic staff. (Hotel and Catering Trends and Forecasts Issue No.4 HCTB 1985).

### 3.3 Industry Trends

Economic forecasts suggest an expanding industry needing more skilled and qualified personnel. A report by Euromonitor 'The Catering Report 1984' predicted that pubs, accounting for 24.5 per cent of all food catering sales in 1984, would grow by 20 per cent per annum to 28.5 per cent by 1990. This growth in the public house sector will, it is suggested, be at the expense of other sectors, especially the restaurants and cafes. Although the report points out that prospects for expenditure on accommodation were seen as not good, with a decline in occupancy rates, overall Euromonitor's predictions for the total United Kingdom food catering industry were a growth rate on expenditure on catering of 3.5 per cent, in 1985/86.

The report forecast a growth rate to the early 1990s, by around 2.5 per cent per annum in the restaurant and cafe' sector of the market, with demand for steak houses and pub

restaurant chain services 'to run at a healthy rate', especially in the medium priced sector restaurants. It would appear that it is the fast-food industry which is to experience the most substantial rates of growth of around 15 per cent per annum in real terms until the 1990s. The report also suggests that hotel restaurants should also expand at a modest rate through to the 1990s in particular those with good local reputations.

#### 3.4 Changes in Market Trends

A short historical overview of changes within the industry over the past two decades, needs to take into account the growth of the fast food sector. Combined with the growth in steak bars and restaurants, speciality outlets, such as pizza pancake houses and ethnic restaurants, led to a very different profile of catering outlets. The industry in general has moved from one offering rather limited consumer choice that required high levels of craft skill, to that of an industry where many outlets offer de-skilled menus that do not require highly skilled craftspeople in order to operate successfully.

It is appreciated that it is difficult to make accurate forecasts for the industry. For example during 1986 there were worries over the year in terms of catering business activity as an outcome of the Chernobyl disaster and international terrorism. There are however, some clear indicators of expansion trends by the large UK hotel chains and breweries.

Table 2 Estimated Number of Employees in the Hotel and Catering Industry in Great Britain, September 1985

	No. of Employees (000s)	%
<u>Main Commercial Sector</u>		
Hotels, guesthouses and other tourist accommodation	388	16.4
Restaurants, cafés and snack bars	305	12.8
Public houses and bars	386	16.3
Nightclubs and licensed clubs	162	6.8
Contract catering	122	5.1
Other self-employed	11	0.5
	-----	-----
	1,374	57.9
	-----	-----
<u>Catering Services Sector</u>		
Recreational and cultural services	216	9.1
Travel	23	1.0
Retail distribution	33	1.4
Education	293	12.3
Medical and other health services	190	8.0
Public administration and national defence	48	2.0
Personal and domestic services	73	3.1
Industrial and office catering (in-house)	124	5.2
	-----	-----
	1,000	42.1
	-----	-----
Total:	2,374	100.0
	-----	-----

Source:

Hotel and Catering Training Board estimate, 1985.

A recent report, 'Hotel Companies in the UK. Spring 1987' has indicated that the prospects for the industry are 'looking more buoyant than for some time'. On further analysis it becomes apparent that for many large hotel and brewery companies plans for expansion are in two to three star hotels and popular catering outlets such as steak bars and motorway service units. Food provision in the two to three star hotels generally comprises restaurants offering limited menu choice. These restaurants are generally steak and grill bars, salad bars linked to healthy eating and carveries.

For example, during 1987 Trusthouse Forte (THF) acquired:

30 Anchor Hotels from Hanson Trust

74 Imperial Inns.

71 Happy Eaters

4 Welcome Break motorway service stations

2 Welcome Break off motorway service stations.

Trusthouse Forte also announced a £100m development for the Post House chain.

Little Chef was referred to in the report as 'their star performer'. During 1986 THF opened 50 new units and a further 40 new units are planned for this year.

A second group Grand Metropolitan have plans to further develop Berni and Chef and Brewer Hotels and these will operate around the 2-3 star market level.

Whitbread who operate Beefeater Steak Houses, Roast Inns and Pizza Hut have begun a refurbishment and extension programme with the aim of improving the general image and environment of their steak houses.

Some main factors identified in MINTEL 'The Catering Market For Foods' 1985 report suggest the following main trends within the commercial sectors of the industry. A decline in cafes and snack bars is very much connected with the decline in industry particularly in the North and the Midlands. On the other hand an increase is forecast in hotel outlets, in particular those hotels in the two and three star 'tourist circuit' in anticipation of an increase in overseas visitors. An increase in ethnic and roadside restaurants and fast food outlets is forecast and this is mainly due to 'geographic infilling', which means filling market gaps in local provision for catering services.

Consumer trends in The MINTEL Report show further support for forecast expansion in the popular catering sector of the market. On the basis of their research 37 per cent of catering outlets visited by consumers were pubs and English style restaurants. Turning to the wider spectrum of the population including those who only rarely eat out, 17 per cent of respondents visited steak houses, 13 per cent English restaurants. Of those who eat out more regularly, those who had eaten out for pleasure over a four week period a similar pattern emerges. Most respondents, 27 per cent, visited a pub for a meal and 24 per cent visited an English restaurant.

A further indicator in support of a buoyant 'catering market' is linked to tourist development. According to 'Strategy For Tourism Development In England' (1987), forecast trends in tourism give every indication of growth well into the 1990's. It is estimated that economic circumstances permitting, more than 17 million visitors will come to Britain and they will spend approximately £9 billion, representing a growth rate from now (February 1987) until 1992 of 25 per cent in numbers and 70 per cent in spending at current prices.

### 3.5 Trends in Eating and Patterns of Demand

Having established that the trend of the industry is one of expansion in the two and three star hotel sector of the market and popular catering such as steak bars and carveries, we are now going to examine those series of factors influencing 'food fashions'.

Eating patterns are influenced by social, economic and political changes on the one hand, and by changes in personal values and by fashion on the other.

- i. Eating habits are changing. Consumers' awareness of the food they are eating and the effects of diet upon health, will place an increasing pressure on caterers to meet that change.
- ii. With respect to demographic changes, the size of customer groups and their disposable income is important because of its effects upon the amount they have to spend on eating out, and the type and frequency of catering establishment they visit.

iii. Because the public is becoming increasingly nutritionally conscious, this must be reflected in the menu choice, cooking methods used and food availability and training programmes of craftspeople. For even the casual observer is aware of food trends, the relationship between diet and the importance of nutritionally balanced meals, the importance of slimming diets, lowering fat content and health. In 1987 a working party of people from the Department of Health and Social Security, from the Health Education Council and from the British Nutrition Foundation, recommended an urgent need for a point of reference that would provide simple and accurate information on nutrition. Accordingly the National Advisory Committee on Nutrition Education was formed in 1979. It became known as NACNE. Findings of the NACNE report were made public in 1983. Its outcome was to have a profound effect upon some peoples' attitudes to the food they eat. The basic message of NACNE was, that consumption of all fats should be cut from 30 to 40 per cent of total calories, and consumption of saturated fats should be cut by nearly one half to 10 per cent of total calorie intake from the present level of 18 per cent. Other important recommendations were that consumption of salt should be cut by about one half and that of animal protein should be decreased.

In 1984 the Committee on Medical Aspects of Food Policy (COMA) report Diet and Cardiovascular Disease, and Diet and Coronary Heart Disease 1984, reinforced many of the recommendations of NACNE, and in addition to this report a

deadline was set for all food manufacturers to present details of all additives in their products (with exceptions), using the European 'E' number system. A Gallup Poll conducted by TESCO in September 1984 revealed that the biggest health concern amongst housewives of all social classes, was additives and cancer. Health had become a selling message.

In January 1985 Sutcliffe Caterers launched their Eat Fit campaign aimed to educate customers. It is based around a 16 page booklet directed towards their catering managers with advice and guidance of the company's consultant nutritionist. The booklet offers guidance to healthy eating, it examines the cutting down of fatty foods and increases in dietary fibre.

Anton Mossiman, Executive Chef of the Dorchester regarded as a leader in his field, has reflected the 'healthy eating fashion' with the introduction of a new style of cookery called Cuisine Naturelle, a technique which cuts out oil, butter, cream and alcohol, and only sparingly allows salt and sugar. Methods of cookery used for this style of cookery are steaming, poaching, dry sauteeing and grilling exclusively. Cuisine Naturelle 'The Way to Better Health, Longer Life and Happiness' is a trend that is fast gaining in popularity due to the general public interest in healthy eating.

The Vegetarian Society of the United Kingdom Ltd., are actively involved in promoting 'healthy eating' offering the general public, teachers, students, caterers and housewives



a large number of information sheets, literature, recipes and display materials. As one could expect, some of this material is concerned with the ethics of eating meat, most is promoting health through diet. A Gallup Poll commissioned by The Realeat Company, February 1986 sampling 3,881 adults across sampling points in mainland Britain, shows the following trends:

i. Vegetarians represent 2.7 per cent of the population = 1.5 million.

ii. Non-meat eaters represent 3.1 per cent of the population = 1.75 million.

The combined group represents 3.25 million, 1 in 17 of the population who eat meat rarely, or not at all. Growth in the combined group over a twelve month period was 11 per cent. However a rather different, perhaps less enthusiastic message is highlighted in the 1986 Consumer Catering report which states:

'Although much has been made in recent months in the media of the importance of healthy eating, as far as a majority of consumers were concerned, this applies primarily at home. Restaurants are still able to serve greasy and stodgy food with abandon, with under 30 per cent of women, and with only 20 per cent of men claiming to be at all concerned about the healthiness of food consumed whilst eating out'.

### 3.6 Government Action

The government has recently, April 1986, launched a £2.5 million campaign to reduce heart disease through a healthier diet. The campaign led by the new Health Education Authority are to distribute six million leaflets nationwide. The Authority has the support of some twenty large companies who have agreed to provide healthier food in canteens. The government, according to the Times Newspaper, April 23 1987, had decided to spend a further £1 million but it may have a problem in getting its message across in spite of its massive financial investment.

### 3.7 Technology

A further factor to be taken into account is development in food technology. Technology has an impact in a number of ways. Firstly, it may influence customer demand by creating new tastes/and new products. Secondly, it may influence price through a systematised approach and improved efficiency, and thereby have a direct effect upon the capacity for the market to expand. Thirdly, technological developments are likely to affect the employer in that they change skill requirements. Technology opens up possibilities that were not previously available; e.g. cook-chill systems.

In the cook-chill system food is produced in a central kitchen unit, stored under strictly controlled temperature conditions and subsequently transported to satellite end service units, reheated and served. Food produced under this system has a shelf life of between four to five days. A second system

currently gaining favour is 'Cuisine en Papilote Sous-Vide'. This system involves the pre-packaging of prepared raw or pre-cooked foods in specialised plastic bags or pouches. Sealing the prepared foods in the bags (or pouches) under vacuum and cooking the vacuum sealed foods to controlled, pasturation temperatures. The food is rapidly chilled under controlled conditions until required (recommended 5 days maximum under present Department of Health (DHSS) Cook-Chill Guidelines). The products are reheated (regenerated) and then served. (Dorset Institute of Higher Education 1987).

The ETAC Report addressed itself to the question of technological developments, and its impact on craftspeople working in the industry. The report argued that whilst industry recognised that technological developments have their place, it remained traditional.

In view of the trends highlighted in this thesis namely, expansion by large catering companies in the two and three star hotels, expansion by those companies in the number of popular catering outlets, steak bars, carveries and the like, changes in food diet and technological developments, the writer believes there is ample evidence to support the view that industry is changing, that it is perhaps no longer an industry of tradition. This trend will continue and is likely to have effects upon the job profiles of craftspeople employed in this sector of the industry, for as we have seen the trend is towards limited, de-skilled menus that are synonymous with

popular catering. Training programmes and craft course design will need to be tailored to meet that need for it is doubtful that present, traditional methods of craft training are appropriate. This aspect will be further discussed in following chapters.

## Summary

Here the writer has concentrated upon identifying the size of the catering industry and discussions have concentrated upon catering industry trends in business activity, consumer eating patterns and expectations. It also highlights a number of technological developments that will inevitably have a direct effect upon the job profile of craftspeople employed in food production.

The following predictions therefore are those that have direct relevance upon numbers of craftspeople required by industry and in addition seek to give an indication of eating trends and technological developments that if realised, will influence craft training arrangements in the future.

1. Economic predictions paint a picture of increased business activity in the main commercial sectors of the industry. It is estimated that increased business activity will result in a growth rate of 2.5 per cent per annum by 1990 and this increase will require an additional 14,000 chefs and cooks. (HCTB Trends and Forecasts 1984). This upward trend is further supported by Euromonitor 1984 that predicted a growth rate in expenditure on catering of 3.5 per cent per annum. However, according to the latter report the predicted growth will be in the public house sector and will, it is suggested, be at the expense of other sectors.

2. Some of the larger companies are expanding, furthermore they are expanding in the medium priced sector of the market, popular catering restaurants, steak bars, carveries, motorway service restaurants and two to three star hotels, catering operations offering limited, de-skilled menus with high degrees of standardisation of what is produced, how foods are to be prepared, cooked and served. This approach has direct relevance to the design, content and duration of craft training programmes.

3. Most predictions about technological developments and their effects upon the catering industry in general, indicate a trend towards centralised food production. This type of development does not necessarily imply that some, if any, of the traditional craft skills will become redundant for skills requirements in this type of operation are dependent upon the range and complexity of products produced, degree of centralisation, scope and size of operation. From this writer's experience as a catering consultant within such centralised operations, where such systems differ from the more traditional small unit production approach, management need to be production orientated, that is they need to understand and to apply production principles, work flow and the like. Craftspeople need to adapt to large batch cookery techniques with its inherent problems of boredom offering fewer opportunities for creative and innovative self expression in their work. Craftspeople will need to understand problems associated with this style of food production, namely causes

and prevention of food contamination caused by poor handling of materials and storage techniques.

4. Predicted changes in eating habits of the population towards a more healthy diet will invariably have implications for the content of craft courses. Training courses by design and content will need to be able to react to changes in consumer eating trends far quicker than has hitherto been the case.

5. The catering industry is undoubtedly changing from one of tradition to that of high technology. There are clear signs this change will escalate as the pace of research and development into food production increases.

## CHAPTER 4

### CRAFT TRAINING AND EDUCATION RESEARCH

#### 4.1 Introduction

As stated at the outset one of the main objectives of this thesis is to evaluate the structure and content of craft courses, and to assess their relevance to the job profiles of craft employees in industry.

The aim of this chapter is twofold. Firstly, to examine and to analyse key findings of current research in the field of craft training and craft education. The purpose here is to identify a common theme that may emerge as an outcome of that research. Secondly, to examine what has happened in the area of craft training and education since the ETAC Report was published in 1983.



#### 4.2. Background

It is only in recent years that attention of academic institutions has focused upon the industry. However this has been more than rectified and is now perhaps one of the most well researched industries. Lack of statistical research for example was recognised in the mid 1960's, and indeed commented upon in the various National Economic Development Office (NEDO) reports of the time:

'The hotel and catering industry has shown little interest in its manpower statistics in the past' (NEDO, 1967 p.40). Indeed the need for detailed and sound information to fulfil the aims of ETAC at the beginning of 1980 led the Council to commission what has become known as 'The ETAC Report'.

The ETAC Report was concerned with education, training and future manpower needs of the hotel and catering industry. The report gave a national view of educational and training requirements and will be discussed in more depth in the latter part of this chapter. This research was funded by the Manpower Services Commission (MSC), the Department of Education and Science (DES), the Business and Technician Education Council (BTEC), the Hotel Catering Training Board (HCTB), City and Guilds of London Institute (CGLI), the Department of Health and Social Security (DHSS), and the Hotel, Catering and Institutional Management Association (HCIMA).

Having set the scene as it were, we shall now discuss other relevant research publications in order of their year of publication.

#### 4.3 Employment Patterns of Graduates from OND and HND Courses in Hotel, Catering and Institutional Management

This study by T.K. Kelly published in 1974 followed up careers of some 250 students who had completed an Ordinary National Diploma (OND) and Higher National Diploma (HND) over a period of time. Its aim was to check on the movement within and between sectors and through the management hierarchy. This study concluded:

- i. OND and HND courses offered inadequate preparation in areas of practical skills, supervisory skills and conditions of work.
- ii. There did not appear to be any clear relationship between the level of college courses taken, whether craft, OND or HND and subsequent career pattern.
- iii. Within a few years of gaining craft qualifications many craft workers were shown to move into supervisory and management positions.

This report underpins those findings in previous and subsequent studies, namely that skills training needs to be job related.

#### 4.4 Craft Skills

From 1975-1977 the HCTB carried out three inter-related studies of the training for craft skills.

Craft 1 (1979) a study of craft students at college. This study reviewed the education and work experience of students and the courses they were undertaking.

Craft 11 entitled 'The Craft Career' (1975-1977), a report on the first two years of careers of qualified City and Guilds craftworkers.

A third report followed entitled 'A Statement on the Review of Craft Training in the Hotel and Catering Industry', (1978) which concluded that Industry's and Education's arrangements need to be changed, so that the status of craftworkers and corresponding rewards should be linked to the achievement of defined standards. The statement concluded that the Board believed that the following features were required in a new craft training system:

- i. A system of learning which will enable people young or old, in employment or not, to master rapidly and efficiently the skills so greatly needed.
- ii. The attainment of agreed standards in appropriate knowledge and attendance on a compulsory scheme of further education, based on objectives, leading to an award by CGLI.
- iii. Agreement and recognition by industry on the attainment of appropriate skills after a period of industrial experience to be measured through a practical assessment which would indicate skills competence.

These conclusions identify some changes that needed to be made in training provision. For example the report suggests formal recognition of craftworkers' job performance against clearly defined standards to suit a particular work situation. Also that craft training skills be industry - rather than college - based and that levels of craft competency be measured against actual job performance.

#### 4.5 The Craft Career

A second important report concerned with craft training was a report on the first two years of careers of qualified City and Guilds craftworkers 1975-77 by T. Lobstein entitled 'The Craft Career'. The main conclusions of this report were as follows:

- i. The structure of craft courses is not suiting the needs of the industry as adequately as an alternative structure might.
- ii. Operative skills are best learned on site, or in simulated industrial conditions.
- iii. Where background theory that links in with operative skills needs to be taught, this could be done in the industry, recruiting tutors from local educational institutes.
- iv. Far greater emphasis might be put on taking students on an industrial-release basis, minimising the number taken direct from school on a full-time craft course.
- v. Refresher courses could be devised, to suit the needs of those who have remained in one sector for a long period, but

who may be encouraged to change to another sector or to progress within their field.

However these last two reports, 'Craft Skills' and 'The Craft Career' had very little, if any influence upon the development of craft courses, in fact nothing seems to have happened as an outcome of their publication.

#### 4.6 The Corpus of Knowledge

A further report, commissioned by the HCIMA in the 1970's, was concerned with identifying the job content of managers employed in the industry. This research was entitled, 'The Corpus of Knowledge' by Paul Johnson. The report was in fact the first major study of managerial activities in the industry, and although not directly concerned with the job content of craftspeople employed in the industry, the research gives an insight into the skills and knowledge associated with those working in food production and food service areas. The report recommends that in training in food preparation and cooking, presentation and service, learning should include on-the-job experience, a theme reflected in each of the reports reviewed so far. From the survey employers and members agreed that industrial experience aspects of professional education had been neglected. The need for industrial experience and practice as an integrated part of professional education was clearly recognised as a major outcome of the research. (p.9)

#### 4.7 Vital Skills

In 1978 a report 'Vital Skills' was published that studied broader issues, population, economic trends, technological changes, changes in social climate and staff utilisation and its likely effects on demands for particular skills within the hotel and catering industry. This study by T.K. Kelly forecast an increase in demand for skilled and operative staff, one of the key findings of the later ETAC study. The report also predicted an oversupply of Higher National Diploma students to the industry. This has subsequently been shown to be incorrect, for ETAC clearly showed there to be a significant shortfall in the numbers of qualified managers required to meet the future needs of industry. (Part 1V p.25).

#### 4.8 Continental Training

As part of the HCTB work on craft training the Board commissioned two studies of continental training practices, one based in France and the other in Germany.

A brief outline of the two reports is now discussed together with some of the main findings.

#### 4.9 French Report

In the French Report, 'Continental Craft Training Study' (1979), a number of points were highlighted. As probably could have been expected, the Report indicated a different structure and approach to craft training compared with that in Great Britain.

The Certificat d'Aptitude Professionnelle (CAP) is a craft qualification which is gained through vocational training and education. It may be awarded after three years' full-time study at a technical college from the age of 13. The qualification may also be studied at a private college over a period of two or three years and is open to mature employees already working within the industry. Or the qualification may also be gained by a two year apprenticeship coupled with part-time attendance at an apprentice training centre - Centre de Formation d'Apprentissage (CFA).

Conclusions drawn from this report by the researchers were as follows:

- i. The amount of practical training all craft students get not only in college but also in industry itself prepares students progressively and thoroughly for the realities of hotel and catering work.
- ii. The centralised control of education in operation by the Minister of Education appeared to intrude excessively into teaching organisation and methods and this 'irritated' most catering teachers. However, on balance government control had its benefits as it offered some safeguard against imbalance in the skill structure or overproduction of catering students.
- iii. Students at all levels learn about food preparation and food service; food service has equal status as an occupation.

iv. That employers were much more committed to catering education than in Britain is probably due to industry's involvement.

v. Appointment of catering teachers was controlled through the Ministry of Education. To advise the Ministry in this work there is a Professional Committee comprising one-third employers, one-third employees and one-third educationalists. In order to teach craft subjects a practising caterer has to hold the qualifications of those subjects he is to teach. Immediately following recruitment, teachers receive between one and three years' training depending on the level of course they are going to teach. (p.25)

#### 4.10 German Report

The German Report 'Continental Craft Training Study' (1979), in contrast to France, which provides mainly full-time craft training, the German approach is industry-based. The normal practice is for trainees to develop their skills in industry with further education establishments concentrating on complementary theoretical subjects and general education. Two additional factors relating to German craft training that may be seen to have direct relevance to this thesis are:

##### i. Control and Co-ordination of Training:

Industry controls the whole of the apprenticeship programme, they select trainees, help them develop their skills and seem to be actively involved in the complementary theoretical subjects taught in colleges.



ii. Catering Teachers:

Whilst both academic and practical teachers enjoy similar terms and conditions of employment, the practical teacher works in support of the academic teacher and seems to take on a similar role to that of technician in this country.

4.11 Report on the National Kitchen Research Survey

This research was commissioned by the National Craft Curricula and Certification Board (NCCCB); the report was published in 1984. The aim of the commission was to investigate trends and developments in professional kitchen practices within all sectors of the hotel industry in Ireland.

This report is interesting for two main reasons.

Firstly, it is the most current piece of investigative research concerned with craft employees working in food production. Secondly, as with this thesis, the report sets out to investigate the required skills, areas of knowledge and attitudes of those engaged in professional cookery.

The report identified trends of skills and tasks performed by chefs in all types of catering establishments. In what the research team termed the 'upmarket' sector of the industry, meaning those that offer haute cuisine, the range of skills and knowledge required by chefs employed was described as comprehensive and for those working in 'most other establishments', as rather limited.

#### 4.12 Non-Advanced Further Education In Practice - Hotel, Catering and Bakery

An HMI (Her Majesty's Inspectorate) report published in 1987, presents the findings of an inspection of non-advanced education (NAFE) courses in hotel, catering and bakery subjects which was carried out during 1985/86. This report makes a major contribution towards this thesis in its attempt to evaluate craft courses. The report gives an insight into areas of craft education from the point of view of the DES. The report highlights and discusses and evaluates facets of vocational education in action such as course provision, resources, accommodation, equipment, materials and library facilities available.

A sample of eighteen colleges were inspected between the autumn term 1985 and summer term 1986. Some 406 classes in hotel, catering and bakery were visited, 349 different lectures and 4,237 students observed. In addition, 25 visits were made to employers to obtain their views on the quality of NAFE provision, and of the links which had been established between them and local colleges. Points of the report that are of specific relevance are now summarised:

i. Few colleges have any specific policy on in-service training; first priority was for all teaching staff to have teacher training qualifications. Limits on number of teachers permitted to attend teacher training courses at any one time sometimes resulted in considerable delay before staff could start on such a course.

ii. Those teachers on hotel and catering courses are generally well qualified and have appropriate industrial experience, although in some cases not recent.

iii. Technician support in most departments was found to be adequate. Some technicians had basic craft qualifications, yet few were equipped to operate up-to-date systems.

Technician development programmes were 'rarely available' to this category of staff. Secretarial and administrative assistance was considered 'generally inadequate', which meant that teaching staff had to carry out clerical work at the expense of more appropriate activities, such as assessment or curricula development.

iv. The quality of specialist accommodation for hotel and catering courses varied. In half the college sample there was a mix of purpose built and adapted accommodation, 'some of it unsuitable'. Just 15 per cent of the facilities was considered good, one-third was described as 'poor'.

Facilities in just one college inspected provided opportunities for the operation of a traditional restaurant and a variety of popular catering approaches. In many colleges the practical rooms and changing facilities were too small. The design of kitchen and food service areas often restricted effective industrial simulation. Newly built and refurbished accommodation was not always well planned. In only half of the colleges visited, was the range of equipment for food preparation described as satisfactory. There were signs of lack of planned

equipment maintenance. In one Local Education Authority (LEA), the only modern catering equipment provided in the college consisted of small microwave ovens. In most practical industrial simulations students were expected to take on a supervisory role such as head chef, second chef or head waiter.

v. A wide range of materials provided for teaching practical work were provided by most colleges. In a small number of colleges a compulsory charge for materials used was paid for by full-time students. In one instance, this was £99 annually for those under 18 years of age, and £198 for older students. At a second college, all students were required to pay £54 annually. The charge made to part-time students was more widespread. Some Local Education Authorities require a return on material costs of between one-half and two-thirds. In a few cases, the return required was considered to be 'unrealistically high'. One college was expected to show a full cost return on all food materials.

vi. Most college libraries were not well stocked with relevant specialist textbooks and journals. Learning aids were not always available, 'mainly because teaching staff did not often encourage their use', p.12.

vii. Practical work undertaken by students was not always appropriate, and often repetitive with an emphasis given to haute cuisine and silver service to the exclusion of other types of catering systems. Food production and food service

teaching programmes appeared to be planned and operated independently to the detriment of students. For example, 'the involvement of first year craft students in the production of meals to be served in the restaurant before they had acquired basic skills of cooking'.

viii. Evaluation and revision of courses operated by colleges was considered to be satisfactory in just one-third of the sample.

ix. Teaching schemes of work were described as 'of variable quality'. Most inspected were described as 'little more than lists of topics to be covered through the teaching year', (pp 20). At one college in the sample where common schemes of work had been developed, the team approach had encouraged a great deal of informal staff development. Lectures were considered to be well prepared, occasionally illustrated with visual aids, and often encouraging student participation through question and answer techniques.

#### 4.13 After the ETAC Report (1983)

A number of factors pertaining to predicted manpower requirements were highlighted in the ETAC Report and a review of vocational qualifications by the MSC has stimulated a change in emphasis from traditional college based training towards job-related training in industry.

#### 4.14 Manpower Needs

To meet anticipated industrial growth, ETAC estimated that 124,000 managers and supervisors, and 83,000 craftspeople would be needed by industry over the following five years, 1982-87. The report identified a significant gap between college provision of trained students equal to 39 per cent of industry's needs of the predicted 207,000. It became clear that educational institutions, industry's traditional source of supply of trained graduates would fall far short of numbers required.

As will be seen, in recent years a number of reports and publications, concerned with training have stimulated changes in the way training is to be carried out, e.g. improved access to qualifications for those in industry at all levels of their career, recognition of learning gained outside formal education training and opportunity for progression and flexibility in the system. These recommendations would bring into the 'training orbit' many more employees who would otherwise have been denied opportunities to improve their work performance and career potential through an ongoing programme of development. These publications, three of which are discussed in detail below, include the New Training Initiative, A Review of Vocational Qualifications in England and Wales, and the ETAC Report.

#### 4.15 New Vocational Training Qualifications and New Training Initiatives

As an outcome of an MSC publication in 1981, 'New Training Initiative', the government set out to achieve a number of educational and training objectives. These were:

- i. Better preparation in schools and colleges for working life.
- ii. Modernisation of training in occupational skills, particularly to replace outdated age limits and time serving, with training to agreed standards of skill related to the job available.
- iii. To create opportunities for adults to acquire and improve their skills. (MSC 1981)

#### 4.16 A Review of Vocational Qualifications in England and Wales

In April 1986 a report entitled 'A Review of Vocational Qualifications in England and Wales' was submitted to government ministers. This report was the outcome of a working group set up in September 1985, 'The Working Group To Review Vocational Qualifications'. This group included representatives from industry, trades unions, professional bodies, training and educational agencies. The report outlined weaknesses in present training arrangements, highlighting the following main areas of concern:

- No clear, really understandable pattern of provision.
- Considerable overlap and duplication.

- Gaps in provision.
- Barriers of access to qualifications and inadequate arrangements for progression and transfer credit, e.g. recognition of industry based qualifications by colleges offering courses of a higher level.
- Assessment methods which are biased towards the testing of theoretical knowledge rather than skill or competence.
- Insufficient recognition of learning gained outside formal education and training.
- Limited take-up of vocational qualifications.

#### 4.17 Conclusions of the Review

The review of the working group concluded that the design of training programmes should meet the basic requirement for: 'A clear, coherent and comprehensive system of vocational qualifications based on the assessment of competence directly relevant to the needs of employment and the individual' (DES/MSc 1987).

By 'vocational qualification' the report meant:

'A statement of competence clearly relevant to work and intend to facilitate entry into, or progression in, employment, further education and training' (DES/MSc 1987).

This statement of competence should incorporate an assessment of these principal criteria:

One, pre-specified standards of skills.

Two, relevant knowledge and understanding, in terms of employment and of education.



Three, the ability to use skills and apply knowledge and understanding to the performance of pre-defined relevant tasks.

#### 4.18 Action and Changes

Present arrangements were seen as falling short of these objectives for vocational qualifications. Action to implement change was strongly recommended, through a National Council for Vocational Qualifications (NCVQ).

The government has accepted these proposals in the White Paper, 'Working Together', published in July 1986, and has set up the NCVQ.

#### 4.19 Vocational Education and Training in the Hotel and Catering Industry

Within the hotel and catering industry there have been parallel concerns featured in reports and trade journals. These have been related to five significant aspects of existing training. First, the limited practical competence of individuals with college based awards. Secondly, the inability of existing arrangements to meet the industry's demand for skilled qualified staff. Thirdly, restricted access to existing qualifications, especially for adults. Fourthly, the lack of progression and flexibility in the system. The fifth and final concern relates to a lack of recognition for the outcome of the substantial training carried out by industry itself.

It would appear that these concerns by industry were taken into account by 'The Working Group To Review Vocational Qualifications' as they are reflected in the course design of some training initiatives set out and discussed below.

As a direct outcome of the ETAC Report (1983) a number of important craft, supervisory and management training initiatives have been implemented by the HCTB and the CGLI. These training programmes are entitled Specific Skills Scheme, Open Learning, Mastercraft and Caterbase. The programmes are designed to meet the needs of those employed in industry giving them an opportunity to gain formal job related qualifications outside of the educational system. Recent MSC publications and the White Paper relating to the New Training Initiative emphasise the need for reform in arrangements for training in craft skills both for young people and adults. They seek flexibility and mobility in the national work force.

Improvements in competence and a standards-based rather than a time-based system for recognising achievements. 'Standards' and 'Competence' are the key words. The writer believes that the need is now for action which will bring vocational further education and training more closely together and a system which will emphasise achievement and certification relating to specified standards of competency.

The changing role of the CGLI is seen in the development of a number of vocational training schemes.

Pre-vocational Certificates, including Foundation Courses and Vocational Preparation schemes, providing a sound basis for the attainment of competence over a number of core areas, communication skills, numeracy and computer literacy.

Profiling.- The Institute's Profiling System, developed in collaboration with the MSC and local education authorities, provides a mechanism for supporting trainee learning programmes. It records trainee achievement in communication skills, practical and numerical skills, social skills and decision making.

Certificates of Occupational Education, designed to meet the needs of people within specific occupations.

Further evidence of change is to be seen with the introduction of Specific Skills Schemes, a combination of On-Job Training and Off-Job Training. College-based education has been supplemented with on-the-job training through which a growing number of employees in the industry have been able to obtain formal recognition from the HCTB for their practical experience linked to CGLI craft qualifications.

#### 4.20 Specific Skills Schemes

In 1984 CGLI introduced a number of Specific Skills Schemes as follows:

700 series of courses

700-1 Call Order Cooks

700-2 Room Attendants

700-3 Food Service Assistants

700-4 Counter Service Assistants

700-5 Bar Service Staff

700-8 Cellar Staff

These schemes are available to any employer, irrespective of size, who may apply for approval as a centre to run Specific Skills Schemes.

The Institute appoints a Scheme Advisor who will visit the centre to check that it has the facilities and equipment needed to carry out the training assessments, and that the staff who will carry out the training are able to use the syllabus and assessments properly.

Candidates are selected within the centre and are expected to be new employees, but approved centres may re-train and assess existing employees to allow them the opportunity of gaining a certificate.

It is estimated that the training programme lasts not less than six, and not more than twelve weeks.

For assessment of each scheme there is course work assessment, a theory and practical test. The CGLI supplies centres with the theory test, practical test and coursework assessment. The CGLI publishes notes for guidance to enable centres to assess their employees on a day-to-day basis.

Candidates do not have to attend college. However, companies may wish to contact a college to offer the training

programmes based on the Schemes on behalf of the company.  
(CGLI, 1986).

Youth Training Schemes, YTS. These training programmes developed by CGLI, MSC and the HCTB provide opportunities for vocational training of young people. A number of colleges are operating CGLI craft courses for people on Youth Training Schemes, for example the 706-1, over an 18 week full-time period. On successful completion, students may find themselves in a better position to obtain full employment in industry than had previously been the case. In 1986 YTS schemes of two year's duration were introduced. (CGLI,1986).

In recent years the HCTB has complemented training provision with a series of on-the-job training schemes, through which employees in the industry may obtain formal recognition for their professional experience.

#### 4.21 HCTB Open Learning Management Programme

This programme is designed to help managers in the hospitality industry develop management skills at their place of work. Nine self learning packages are provided covering a wide range of management skills for those craftspeople wishing to further develop their careers and these are as follows:

- i. Food and Beverage Management
- ii. Accommodation Management
- iii. A Practical Approach to Marketing
- iv. Managing Standards of Service
- v. Improving Profitability Through Financial Control

- vi. Using Technology to Aid Management Decision Making
- vii. Using Management Software
- viii. Getting the Job Done
- ix. Personnel Management in Practice

Students learn by carrying out exercises and activities at the workplace and by answering self assessment questions. Students' assignments are marked by external assessors appointed by the Training Board, and get feed back on their performance. The programme's Course Manager is on record as stating that some 2,000 people have enrolled onto these courses since their launch in 1985. It is perhaps important that Business Technician Education Council (BTEC) Certificate in Business Administration may now be attained through this route as since its launch an Open Learning qualification has become a nationally recognised business qualification having parity with courses traditionally gained through full and part-time college based training.

#### 4.22 Mastercraft Programme

Having considered the background of relevant reports and recommendations we now turn our attention towards a 'new group' of industry-based craft courses. As illustrated in Fig:3 'The Principle Routes From School To Work', opportunities now exist for craftspeople to gain recognised industry-based qualifications from the age of 16+ when they first leave school, to qualifications that best meet their requirements at most stages of their career.

The Mastercraft Programme will give the hotel and catering industry the opportunity to create a new generation of employees trained in practical skills it needs, and with proven ability to apply those skills at work. These skills and abilities will be recognised through the new Caterbase awards, and by CGLI certification. (HCTB 1987).

i. The Mastercraft Programme breaks down a number of operating activities involved in the industry that can be taught on-the job. These include:

- a) Food Craft
- b) Service Craft
- c) Bar Craft
- d) Guest Craft
- e) House Craft
- f) Quality Craft

ii. Mastercraft Trainer Programme is designed and offered to those personnel involved in on-the job training and has three levels of awards:

- a) Craft Trainer
- b) Trainer Manager
- c) Training Development Manager

iii. Business Management Programme is designed to deal with management functions, there are four main areas of study or modules to this programme and they are headed as follows:

- a) Financial Management
- b) Marketing

- c) General Management
- d) Personnel

#### 4.23 Caterbase

Caterbase is a craft qualification designed to enable staff and trainees in industry with an opportunity to obtain a nationally recognised qualification based on their normal activities in the workplace. The programme is to be introduced in September 1987 allowing a trainee to gain recognition in the following seven training areas or modules in a one year period.

- i. Introductory
  - a) Personal presentation and personal hygiene
  - b) Working in industry
- ii. Food preparation
- iii. Food and beverage service
- iv. Bar and alcoholic beverage service
- v. Front of house
- vi. Accommodation operations
- vii. Supervising

This new craft award is recognised by CGLI, but awarded on the strength of the operators' abilities to apply skills in the workplace. The scheme means that the employer can identify an immediate function in the workplace which a module holder can perform. Caterbase is a modular scheme, comprising seven training modules, allowing flexibility to represent the job which any individual is doing. Any number



of modules may be held, each module being free standing. The assessment approach requires a trained 'direct supervisor' and senior member of staff in the workplace to check that levels of performance have been attained.

Caterbase will, in effect, complement existing Further Education awards by completing the assessment requirements for a vocational qualification. Joint certification, based on holding Caterbase and having satisfied the knowledge requirements specified by the appropriate Further Education award making body will be available to recognise full vocational qualification for employment in industry. (HCTB 1987).

Recognition of the Caterbase award programme in opening-up educational and training opportunities is graphically illustrated in Fig:3 'The Principle Routes from School to Work'. What the flow chart does show is that it is now feasible for a person, no matter what his age or career level, and that opportunities are now available to gain qualifications to degree and post-graduate level.

New opportunities will enable individuals to develop within the educational system, within industry or a combination of the two. In fact this very principle was commented upon in a journal editorial in the HCIMA Hospitality journal concerning new careers initiatives in the industry, (June 1987 p 1).

'We have a wide range of education and training programmes - from YTS - linked to Caterbase and City and Guilds qualifications, right up to degree and post-graduate levels of ability and ambition'.

A new series of study books\* are to be jointly published by HCTB and Macmillan Education covering the full range of operating activities involved in the Caterbase Programme.

#### 4.24 The Local Collaborative Project (LCP)

A further programme development that encourages employers and education/training providers to work together on a local basis, to define and meet the training or re-training needs of adults employed in the industry is The Local Collaborative Project. The scheme encourages groups of representatives from local organisations interested in developing training solutions to work together. Generally representatives include local employers, training providers, including colleges of further and higher education, organisations such as Chambers of Commerce, trade or professional associations.

The LCP programme is funded by the government through the partnership of the MSC and the DES. The Scottish Office and the Welsh Office Education Department also contribute in their area of authority.

(HCTB, 1986).

\* The writer is actively involved as an advisor in the design and content of the text concerned with Food Preparation.

#### 4.25 The Principle Routes of Career Development

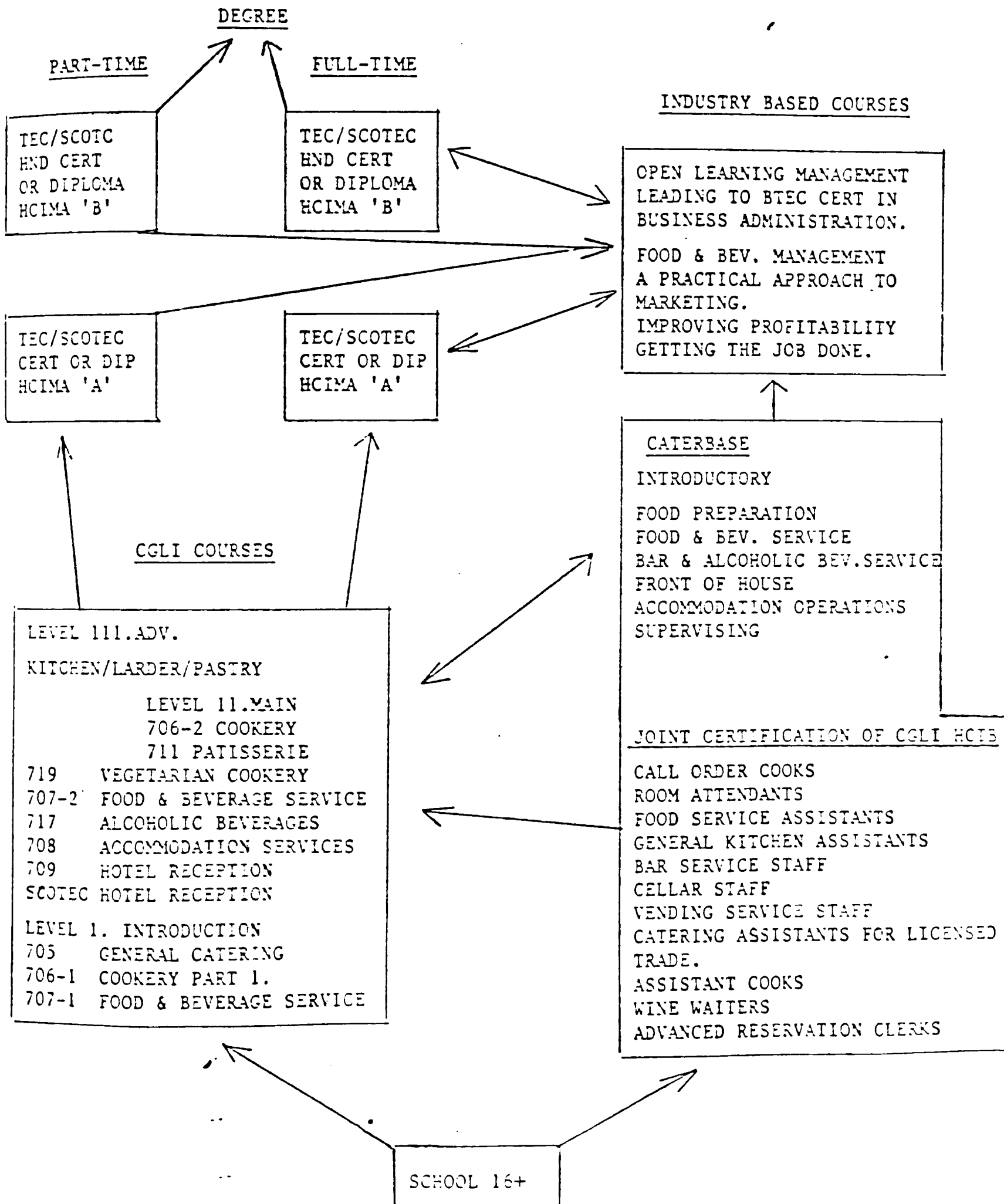
The chart featured in Fig:3 graphically illustrates career development routes for operatives and craftspeople.

As may be seen, it is possible for an individual to train and develop within an industry or college based environment at all stages of his career, irrespective of age and level. Indeed, it is also feasible for an individual to take a combination of the two routes, e.g. industry and college based.

FIG: 3 THE PRINCIPLE ROUTES FROM SCHOOL TO WORK

COLLEGE - BASED COURSES

INDUSTRY BASED COURSES



## Summary

This chapter was presented in two sections. The first examined a number of published research projects each directly related to craft training and to craft education. The second, 'After the ETAC Report 1983', examined what has actually happened in the field of craft training and craft education since the report was published. The writer believes that the three most significant pieces of research undertaken since the 'ETAC Report 1983' have been firstly, the HMI survey published in 1987, secondly, the MSC publication 'New Training Initiatives 1981' and thirdly, 'A Review of Vocational Qualifications in England and Wales 1986'. They are of importance because they give the most recent information on a number of key issues concerning craft education and craft training. The reports discuss in some detail shortfalls in current training provision and the environment in which training and education takes place. Collectively they give clear indications of what needs to be done to meet future vocational training requirements.

Main findings of this chapter are the following:

1. There is a need for nationally recognised qualification based upon skills competency taught and assessed in an industrial setting.
2. Skills training, theory and practice needs to be job related, and the most efficient and economical way of teaching these skills and related knowledge is in industry.

3. For those students enrolled on full-time craft courses, colleges need to place far greater emphasis upon planned periods of industrial release and industrial simulations.
4. There is a need for the development of a number of short training programmes to meet the career aspirations of craftspeople at different stages of their career.
5. There is a need for improved communication between industry, colleges and training agencies in the design and operation of craft courses.
6. Colleges need a clear policy on staff development. Departments need to encourage craft lecturers to undertake ongoing personal development beyond that of a teacher training qualification.
7. Additional money needs to be made available for the upgrading of craft training facilities in colleges.
8. Colleges in general place an over-emphasis on haute cuisine at the expense of other catering systems.
9. Those professional chefs working in 'up market' hotels and restaurants require a full range of skills and related knowledge, described in the Irish Report as 'comprehensive' and those in most other establishments as 'rather limited'.
10. Introduction of CGLI Specific Skills Schemes, Open Learning, packages, Mastercraft Programmes and Caterbase has meant that methods of gaining vocational qualifications has opened up new

career paths for those employed in all industry sectors, at all stages of their career.

## CHAPTER 5

### PROFILE OF CRAFT EMPLOYEES IN THE INDUSTRY

#### 5.1 Introduction

It is at this point that we turn our attention to the dominant feature of this thesis, the craft employee working in food production and food service.

This chapter concentrates upon a profile of the craft employee currently employed in the industry in general and on particular employment requirements of the hotel, guest house and restaurant sectors; a profile of craftspeople by age, qualifications held and the type of work they are engaged in. This is further developed as a basis for identifying any gaps that may exist between what craftspeople actually do in an industrial setting, the type of skills and knowledge required to perform efficiently and the design and content of craft courses.

The aim of this chapter is therefore:

To establish those skills, areas of knowledge and other personal characteristics of successful craftsman working in kitchens and restaurants.

We need to do this in order to develop training and educational programmes for craftspeople. We need to identify such factors as manual dexterity, areas of knowledge and personal characteristics of an 'effective' employee. For the benefit of the reader some tables that may be found in 'Craft



Work and Craft Education' have been repeated in this chapter.

## 5.2 Employee Craftspeople Age Structure

The following table shows age structure of all categories of craftspeople employed in hotels, guest houses and restaurants. What has been identified is a projected change in age structure of the 16-35 year olds of those employed in the restaurant sector from 47 per cent in 1978 to 73 per cent in 1987.

Table 3:  
Age Structure Craftspeople Employed Within the Hotel, Guest House and Restaurant Sectors 1979-1987

AGE	HOTELS & GUEST HOUSES		RESTAURANTS	
	1979 %	1987 %	1978 %	1987 %
16-20	18	17	5	13
20-25	36	37	17	26
25-30	11	10	17	22
30-35	6	3	8	12
35-40	6	6	10	7
40-45	4	7	10	8
45-50	5	7	15	3
50-55	4	5	5	2
55-60	3	3	6	5
60-65	2	2	4	1
65+	3	2	3	-
	100	100	100	100

(Source Manpower Flows 1984)

The ETAC Report showed that craft employees tended to be young, 28 per cent in the 21-25 years age group. The report also showed that just 12 per cent held '0' levels or CSE's

as their highest qualification. Many entered the industry, either directly they left school at 16 or at 18 once they had completed a two year full-time college craft course.

60 per cent of chefs held a catering qualification. Of this group, 49 per cent of the craft sub-sample employed in hotels, guest houses, restaurants and cafes, gained main and intermediate craft cookery qualifications before entering the industry, whilst 89 per cent of the respondents gained craft qualifications after entering the industry. This number compares with 20 per cent of craft employees working in food service operations and food and drink service staff. Of this group, 14 per cent gained craft qualifications before entering the industry, whilst 25 per cent gained their qualifications once working in industry.

Proportions of craft respondents who gained qualifications after entering the industry are set out in table 4 below: The sector with those gaining the highest number of qualifications in industry are those employed in hospitals, followed by those employed in restaurants and thirdly, hotels and guest houses. The figures also show that industry relies to a great extent upon colleges for its training.

Table 4:  
Respondents in the Main ETAC Report by Sector, who had  
Received Training Externally (EX) or Internally (INT)

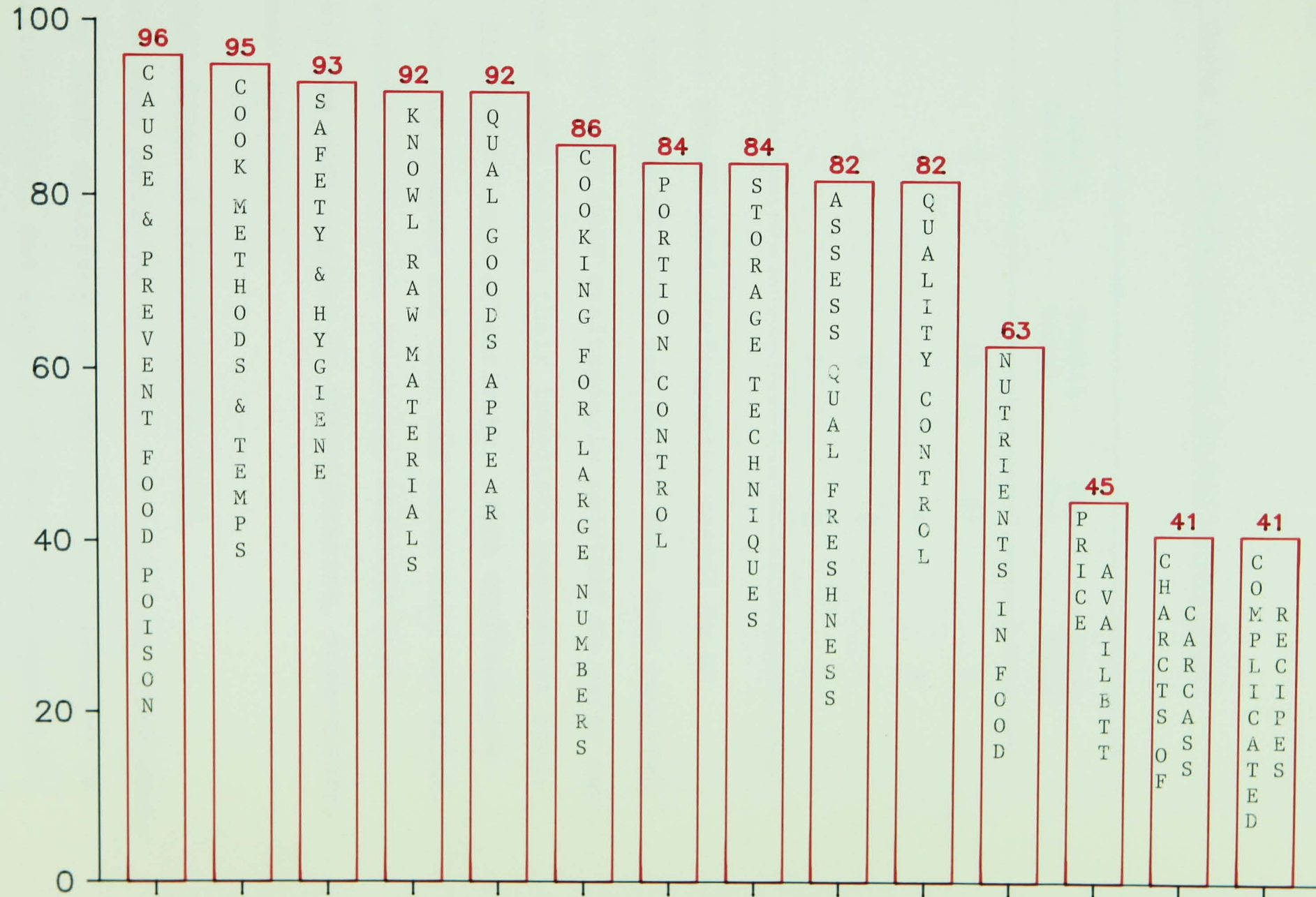
	HOTELS AND GUEST HOUSES		RESTAURANTS AND CAFES		HOSPITALS		PUBS/ CLUBS	
	EX %	INT %	EX %	INT %	EX %	INT %	EX %	INT %
Management	8	6	6	11	12	11	5	2
Health & Safety	8	25	7	19	6	41	3	9
Fire	6	29	5	19	5	39	3	9
Craft Training	5	5	4	5	6	7	1	3
On-Job Trainer	11	6	7	4	4	3	2	2
Supervisory	5	4	3	7	8	14	3	3
Induction	2	18	1	23	1	24	1	21
On-Job Training	2	25	4	27	1	20	2	27
Training Officer	1	1	2	2	1	2	-	-
Social Skills	2	5	2	6	1	4	1	1
Food Hygiene	7	9	3	15	4	14	1	5
Other	6	4	4	4	10	8	1	1
Base of Percentage:	356		167		110		145	

### 5.3 An Overview of Job Characteristics of Craftspeople

The following statistical data and information have been taken from two main sources. The first the ETAC Report 'Part 111 Jobs & Skills' and 'Craft Work and Craft Education'. Secondly, from the writer's experiences whilst gathering data for this thesis. Numbers interviewed in the ETAC Report craft sample may be referred to in Fig:2.

The ETAC study gave considerable insight into the profile of craft employees employed in different sectors of the industry, their age, marital status, qualifications and training. It compared and contrasted areas of knowledge and skills of those craft employees working in different sectors of the industry. The ETAC research also showed that job profiles of craft employees engaged in different sectors of the industry are consistent; craftspeople across all sector boundaries require the same type and degree of skill, knowledge and expertise. However, this probably partially stems from the questionnaire technique. From the writer's experience and observation, the personal profiles and job content of craft employees working within the various sectors do in fact differ. For example, as table 5 below clearly shows crafts employees are involved in different types of cuisine. Respondents were asked what types of catering operation they worked in. As the figures show 39 were involved in English traditional cuisine and 8 in traditional Continental cuisine. Each type of catering operation will in all probability require different emphasis

FIG:4 FOOD PRODUCTION(THE ETAC REPORT 1983)  
 AREAS OF KNOWLEDGE PERCEIVED AS IMPORTANT



being placed upon certain skills and areas of knowledge, less upon others.

Table 5:  
Numbers of Cooks and Chefs Involved in Different Types of Cuisine

	Haute Cuisine	Traditional	Pop Cat.	Fast Food
English	2	39	21	3
American	-	1	1	3
Continental	2	8	2	1
Other	-	1	2	-

The ETAC Report showed that craftspeople needed to be flexible in the range of tasks and skills they were required to perform. Not only were craftspeople required to carry out a full range of jobs within their immediate specialist area, but across different areas of activity. Most craftspeople need to be able to prepare and cook and serve food and drink, they are involved in storage, cleaning, clerical work. However, very few were engaged in administrative, supervisory, and management activities.

#### 5.4 Important Areas of Knowledge and Skill

Areas of knowledge perceived as 'very important' or 'absolutely essential' by craft employees are graphically illustrated in Fig:4. Portion control and quality of goods from appearance featured highly on craft employees list of essential areas of

knowledge, most, 84 per cent and 92 per cent respectively, emphasised these as an area of priority.

As mentioned in Chapter 2, Research Methodology, student notes were examined, reference was made to quality but it was noted, that in many instances, there was little if any, theoretical progression, once the topic of quality had been introduced at Level 1. However, it is necessary to take into account that some further attention is given to these important subject areas during practical sessions, but to what degree would be difficult to measure. Comments made by CGLI examiners with regard to control in their 1981 report (706-2 1981) would support the view that perhaps quality control is an area of low priority.

'This is probably an area of the syllabus that needs more concentrated coverage' (CGLI, 1981).

The craft sample in the ETAC Report highlighted causes and prevention of food poisoning, safety and hygiene which were perceived as 'very important' or 'absolutely essential' by 96 per cent respectively. Student notes revealed very good coverage of this area of study as reflected by comments made in the City and Guilds examiners reports as follows:

706-1 (May/June 1983) Health Safety and Hygiene, 'A very well answered section'. In the 707-2 series of examinations (May/June 1983), examiners observed: 'The section is now well understood and the responses were good', (CGLI, 1983).

In the ETAC Report craftspeople were also asked whether they prepared 'complicated dishes'. Those who rated it necessary to prepare complicated dishes were very low as may be seen in table 6 below. Most do not prepare complex dishes, they are expected to be able to work in all sections of the kitchen, and to be flexible outside of their area of specialisation.

Table 6:  
Areas of Knowledge Perceived as Important

Complicated Dishes	%	Base of %
Fish Dishes	30	80
Poultry/game	32	71
Dairy Dishes	32	71
Meat Dishes	42	85

As illustrated in the following table, craftspeople emphasised a knowledge of judging quality and freshness of fish, poultry and vegetables as 'very necessary' or 'absolutely essential'. They also gave a very high priority to a knowledge of cutting chicken for sauteeing and filleting. However, very few perceived as important plucking, trussing, hanging poultry, shell fish and complicated dishes using fish or poultry items.



Table 7:  
Percentage of Craft Employees, who Prepared and Cooked  
Fish, Poultry and Vegetables who Rated Specific Areas of  
Knowledge as 'Very Necessary' or 'Absolutely Essential'.

	%	Base of Percentage
Skimming Fish	58	80
Filleting Fish	55	80
Shell Fish	35	80
Complicated Fish Dishes	30	80
Judging Quality/ Freshness of Fish	83	80
Freshness in Season	48	80
Plucking Poultry	17	71
Hanging Poultry	20	71
Trussing Poultry	20	71
Boning Poultry	44	71
Singeing Poultry	20	71
Jointing Raw Poultry	59	71
Cutting Chicken for Sauteeing	63	71
Complicated Poultry Dishes	32	71
Assessing Quality from Appearance	80	71
Mashing/pureeing Vegetables	55	71
Recipes for Main Vegetable Dishes	62	71
Vegetables in Season	75	71
Characteristics/ Appearance & use of Fresh & Processed Veg.	76	71
Prevention of Nutritional Loss	70	71

### 5.5 Number of Craftspeople Engaged in Various Tasks

The proportion of respondents engaged in a number of tasks who prepared or who used convenience or fresh products is shown in table 8 below.

Note: the sample refers to the base percentage number within each product grouping.

Table 8:  
Number of Craftspeople Engaged in Various Tasks

	Prepare or Cook Food %	Prepare or Cook Convenience Food %	Prepare or Cook Fresh Food %	Sample
Veg.	69	33	57	210
Eggs	83	2	84	226
Fruit	54	24	63	151
Poultry/ Game	66	39	44	191
Fish	71	43	48	212
Dairy Prods.	67	8	67	185
Sandwich/ Snacks/Grills	63	13	73	195
Cereals/Rice/ Pasta	58	43	45	168
Salads/Dress.	69	7	81	220
Meat Carcass	25	9	70	73
Stocks	58	7	72	141
Dessert/Sweet	75	27	57	200
Meat	83	22	81	216
Sauces	82	14	73	207
Dough/Pastry/ Meat/Offal	61	14	72	177
Soups/Broths	20	21	61	226
	75	47	43	203
Sample:	288			

As shown in the above table most craft employees prepared or cooked meat, eggs, sauces, soups or broths, only 25 per cent reported handling meat carcasses.

72 per cent of respondents reported making fresh stocks, a higher proportion, 81 per cent said they prepared or cooked fresh meat products. 57 per cent prepared or cooked fresh vegetables. Of the sample most used fresh as compared to convenience products, illustrated in table 8.

Methods of cookery such as shallow and deep frying, grilling, braising, boiling were performed by most of the craftspeople employed in kitchens. Tasks such as tenderising, barding, stir frying, larding and griddling, blanching and glazing were performed by only a few. Respondents also indicated that they needed to be able to slice, shred and dice materials. Most performed tasks using knives and traditional items of equipment such as ovens, steamers and stoves in the course of their work.

#### 5.6 Food Production Employee Profile

This section has shown that craft employees working in food production are generally involved in preparing traditional English fare and are most likely to be employed in popular catering. They need to be able to cook a whole range of fresh and convenience foods. Craft employees use and apply most basic principles of cookery, boiling, braising, roasting, frying, grilling, baking, but it is unlikely that they will be required to tenderize food or be involved in larding or barding. Regarding items of equipment used, most frequently used were kitchen knives, hand whisks, can openers, chopping boards, sieves/strainers, baking and roasting trays, ovens, grills, deep fat fryers, weighing machines and refrigerators.

### 5.7 Food Service Craft Employees Perceived Areas of Importance

Food service craft employees were asked if they needed to know about thirteen general areas of knowledge directly related to their work. The table below shows the percentage of the sample who replied yes to the question. A high priority was given to knowledge of the menu and drinks available, presentation of food on a plate, the composition of dishes on the menu, and portion control. However, a knowledge of VAT and service charges, care and service of cigars and operation of a cash till was not considered to be all that important.

Table 9:  
Food Service Craft Employees Perceived Areas of Importance

	%
Writing out food/beverage orders	65
Operation of cash till	39
Making up bills	46
VAT & service charges	26
Portion control	72
Knowledge of menu/drinks available	91
Knowledge of composition dishes on menu	81
Presentation of food on display counter	55
Presentation of food on a plate	85
Care and service of cigars	34
Making sure dining room is prepared before guests arrive	73
Knowledge of correct cutlery and glasses	84
Carry trays/salvers	68
Craft sub-sample:	74

### 5.8 Tasks Performed by Food Service Craft Employees

The number of tasks in which Food Service craft employees were engaged and the frequency with which they performed those tasks are shown in the table below. They were hardly ever involved in administrative work or cleaning activities, almost a quarter of the respondents reported that they were involved in food preparation and cookery and 29 per cent of the sample reported handling and storage of food and drink.

Table 10:  
Tasks Performed 'frequently/all the time' by Food Service Craft Employees

Number of Tasks	Freq.	%
1) Handling and storage food and drink.	21	29
2) Food pre. & cookery	18	25
3) Service food & drink	13	18
4) Cleaning activities	10	14
5) Administrative work	5	7
6) Supervisory/management activities.	5	7
Base of Percentage:	72	

### 5.9 Important Areas of Knowledge

Food service employees were asked to rate specific areas of knowledge related to their immediate job profile. As shown in table 11, setting out tables according to plan, lay covers and appropriate accompaniment to dishes, silver service and ways to carry several dishes at once rated very highly. They gave particularly low ratings to flambe' work and gueridon service.

Table 11:  
Percentage of Craft Food Service Employees, Who Rated  
Specific Areas of Knowledge as 'Very Necessary', or  
'Absolutely Essential'.

Areas of Knowledge	%
Setting out tables according to plan	80
Lay covers	78
Appropriate accompaniments to dishes	73
Silver service	69
Ways to carry several dishes at once	69
Serving of desserts from trolley	61
Special serving procedure	55
Arrangements for buffet service	53
Serving from hot plate	47
Family service	45
Gueridon service	24
Flambe work	18
Base of percentage:	49

Craft employees who served non-alcoholic and alcoholic drinks at table were asked to rate specific areas of knowledge as 'very necessary' or 'absolutely essential'. As shown below most respondents, 73 per cent, rated knowledge of appropriate glasses as absolutely essential, 66 per cent rated serving tea or coffee and 54 per cent opening bottles. Knowledge of techniques for wine production was only rated as 'absolutely essential' by 11 per cent of respondents and knowledge of vintage wines by 17 per cent.

Table 12:

Percentage of Craft Employees Who Served Non-Alcoholic and Alcoholic Drinks at Table, Who Rated Specific Areas of Knowledge as 'Very Necessary' or 'Absolutely Essential'.

---

Areas of Knowledge	%
Appropriate glasses	73
Serving tea or coffee	66
Opening bottles	54
Measuring/pouring alcoholic drinks	51
Serving wine	47
Appropriate wines for menu items	36
Types and origins of wines	17
Vintage wines	17
Decanting wine/port	13
Techniques of wine production	11

---

Base of percentage: 70

---

#### 5.10 Food Service Employee Profile

Perhaps one of the most important findings about food and drink service is the active involvement of a large number, 44 per cent, of those employed in food production who also, sometimes or frequently served food or drink to customers.

Food service employees need to be able to apply a range of tasks and skills in their work. As would be expected they need to have knowledge directly related to the service of food and drink, yet the sample placed greater emphasis upon the day to day routine aspects of their work such as, preparation of dining area, writing out food orders and presentation of food. They were very seldom required to carry out flambé work, operate a gueridon type of service, neither did they place a high priority upon a knowledge of

types and origins of wines, vintage wines and techniques of wine production. A minority of the sample were involved in supervisory or management activities. None had authority to hire or book casual staff and did not generally organise staff by drawing up staff rosters and staff specifications.

### 5.11 Case Studies

Four case studies of craftspeople employed in different catering situations, which in the opinion of the writer, reflect the relevance or otherwise of CGLI craft courses are now discussed. Although it is realised that the number of cases presented is small, and in a sense are polarised, popular catering versus haute cuisine, in the opinion of the writer they do reflect a national picture.

In most instances those interviewed spoke very highly of their college experience. However, in some instances, it is difficult to see the direct relevance of their current job profile and the content of the craft course they were either following or had successfully completed. For example in Case Study 1 there appeared to be limited opportunities for the respondent to put into practice what was taught in college. One may therefore assume that a gap existed between CGLI course content and job content in industry.

Case Study 2 was of a grill cook in the popular catering sector of the industry. Once again the respondent felt that his college craft course helped him in his job and he was looking forward to the opportunity of continuing his training



by attending college on a part-time basis. His job profile showed a requirement for a rather limited range of skills, mainly applying principles of boiling, deep frying, baking and grilling to a small range of products.

In case study 3 the respondent was employed in the kitchens of a three star hotel in which many products were purchased-in ready prepared, items such as, sauces, sweet and confectionery items, meats and fish. What is interesting is that because there was no requirement for him to butcher carcasses of meat to make certain other dishes learnt at college, the head chef made special arrangements for him to put into practice what he was taught in college. His statements,

'Many of the students on the course are not as fortunate as myself', referring to the special arrangements, and 'We do classical cookery here', show, firstly a mis-match between craft course content and job profile, and secondly how some craftspeople believe they are involved in classical cookery yet in reality this is not the case.

Case Study 4, a section chef employed in the kitchens of a prestige hotel. He was able to put into practice dishes and techniques learnt at college. His job profile required a wide range of skills and knowledge, he needed to be able to apply kitchen French and to use French Menu terminology.

What is clear from the above analysis is that CGLI craft courses in their present form do have direct relevance to the job profiles of craftspeople employed in classical French and haute

cuisine, yet a gap clearly exists between the content of those craft jobs in kitchens in the popular catering sector and content of CGLI courses.

Having looked at the profile of industry and the craft employee, the work he is required to perform and skills necessary in order to do his work effectively, the following chapter brings the college environment, the craft lecturer and student into perspective.

#### 5.12 Observations

During the time it has taken to bring this thesis together, the writer recorded observations of a large number of craftspeople, head chefs, second chefs, commis chefs and trainees in their place of work under normal working conditions. The following is an extract of those notes:

- i. Without exception, college based qualifications were held in very high esteem by craftspeople.
- ii. Most, if not all believed that French classical cuisine was the correct basis for training chefs.
- iii. Most considered their method of work was based upon the French classical model.
- iv. With the exception of those undergoing training or directly involved in on-job training, most were unaware of college-based craft course content or training developments. Most were unable to make constructive criticism of college based craft courses.

v. At the top end of the market, tasks performed, skills required, methods of preparation and cookery have changed very little, if any over the past 40 years.

vi. Most craftspeople were not familiar with technological developments outside of their working environment. In two separate instances, an executive chef and a second chef employed by a hotel chain were unaware of the technology installed in their own kitchens.

vii. In popular catering standards of food preparation and cookery observed were at times questionable, with little understanding shown of adverse affects these would have on materials to be served. Hygiene standards were often of a very low standard.

viii. Many senior staff cited lack of carving skills as an area of concern and this was confirmed by observation.

## CASE STUDIES

### Case Study 1

Job Title: Assistant Chef  
Marital Status: Single  
Age: 17  
Qualifications: 2 subjects at 'O' level, history, maths  
706-1 City & Guilds (just completing)  
Sector: Restaurant  
Size: 10 staff (Restaurant)

### Job History

First job held. Current position held.

#### Present Job:

Respondent worked 9am-3pm five days each week. The restaurant operated a limited speciality (Swiss) menu.

The first thing he did each morning was to prepare fresh vegetables make fresh soups (3 different types) and help prepare main course dishes. He said that he derived most satisfaction from preparing and cooking.

Towards the end of each day he took stock of items in a small freezer.

Although the respondent did not have the opportunity to make many of the dishes he was taught at college, he said that, 'I enjoyed college work, and I hope to benefit in later years when I hope to be a great chef. I think it would be better, if at college we were shown how to cook for larger numbers, we play around with four portions for three or four hours, even this amount of work is divided between two of us. I often find it difficult to link the practical and theory part of the course, they seem to be separate, at least they are taught that way'.

The respondent was not required to butcher meats, fillet or skin fish, make pastry or sweet items, prepare poultry or game. All foods of this kind were purchased ready prepared.

The respondent checked goods against delivery notes and subsequently entered daily deliveries in purchasing day book. He needed to check goods delivered for quality, by number and weight. On occasions he was required to purchase bread, fruit, and any other items necessary in local shops.

Sometimes he went to the bank to deposit takings, but was not required to complete any documents in this respect.

He needed to clean his immediate work area and floor, but was not required to clean any pots.

## CASE STUDY 2

Job Title; Grill Chef  
Marital Status: Single  
Age: 22  
Qualifications: CGLI 706-1  
Sector; Restaurant 'Steak Bar'  
Size: 50 staff

### Job History

1st Position: Shop Assistant (part-time Saturday job).

2nd Position: Grill Cook

Current Position:

### Job Profile

Checks stock of food items in date order with supervisor.  
Cleans refrigerators and immediate work area.

Makes soups from canned range in stock. Occasionally makes fresh soups depending upon fresh foods available.  
Prepares simple green salads, lettuce, cucumber, watercress and tomato.  
Cooks deep fried mushrooms.  
Cooks peas.  
Cooks chips.  
Cooks jacket potatoes.  
Cooks grilled items.  
Cooks deep fried ready prepared and coated fish.  
Makes snack meals, toasted sandwiches and omelettes.  
Dressing-up, plating and finishing of some sweet items.  
Sunday lunch periods only - roast joints of meat - roast potatoes and choice of three vegetables.

The respondent was asked to talk about his college course (706-1) completed two years previous.

'Much of what I learnt on my course has helped me in my present job, although I do not make sauces, sweet items and all the other foreign dishes, I eventually want to be a manager and so I suppose it will eventually come-in handy, who knows. I certainly enjoyed college and wish I had continued for a second year. The manager has promised me that I can go back to college next year to take my 706-2'.

### Notes:

1. All dressings, dips, complex salads, mayonnaise, sweet items such as Black Forest Gateau, Apple Pie and Ice Creams are purchased-in ready prepared and need to be presented to customer on plates.
2. The company operate a 6-12 month in-house training programme and this is linked to CGLI day release college training.

### CASE STUDY 3

Job Title: Trainee Chef  
Marital Status: Single  
Age: 17  
Qualifications; 'O' levels: French, English Lts. Geography,  
Biology. City & Guilds 706-1 (currently  
completing).  
Sector: Hotel  
Size; 50 staff

#### Positions Held

Current position first held.

#### Job Profile

The respondent commenced work at 7.30am, finished work at 3pm 4 days each week, he was released by his company for one day each week to attend college. If he successfully completes present course 706-1 he will be encouraged by the company to continue with his studies (706-2).

Prepares and cooks breakfast each morning from 7.30am until 9.00am subsequently he works in the cold larder area where he prepares salads, hors d'oeuvre items, fruit salad and sandwiches. (All sauces, mayonnaise, cocktail sauces and vinaigrettes are purchased-in).

I asked the respondent to talk about his college course (706-1).  
'At college we do things the proper way but do not have time to do it the same way here. I sometimes get the opportunity here, at work to practice whatever we are going to do the following week at college or put into practice what I have done at college the previous week. For example, the chef (head chef) purchased a carcass of lamb the other week to show me how to do some butchery, all our meats, sweets and many of the sauces we use come in all ready prepared. Many of the students on the course are not as fortunate as myself in this respect. We do classical cookery here, so it is important that I learn the right methods at college'.

The respondent did not wish to see any subjects added to or omitted from the course.

### Case Study 1

Job Title: Section Chef, sauce. (Chef de partie sauce section)  
Marital Status; Single  
Age: 21  
Qualifications: 'O' level Art  
Sector: City & Guilds 706-1, 706-2. Currently completing 706-3  
Size: Hotel (197 rooms)  
50 staff

### Job History

1st position: Assistant Trainee Manager

At 16 years of age the respondent left school to enter the Industry as a Management Trainee within a large catering company. He was an Assistant Trainee Manager for one year but left the job to enter the kitchens because he was disenchanted with his job. 'It was a rip off. There was no training, I was just doing waiting and work that others did not like'.

### 2nd Position

He was engaged as a commis chef, a position he held for 4 years, progressing to second chef (sous chef) with a kitchen staff of four. He realised the need for a wide kitchen background in order to be 'any kind of manager, because a manager needs to understand the problems of the chef'.

### 3rd Position: (Current position held)

In his work the respondent prepares and cooks all basic stocks and sauces each day. 'I prepare them in the traditional manner. I prepare and cook a full range of fresh soups, classical entree dishes and roasts and fresh vegetable dishes. I peel and cut all my own vegetables into various garnish shapes, I think the customers expect and enjoy the emphasis we place on fresh foods cooked in the classical manner'.

The respondent stated that he believes that his traditional skills will always be necessary, people will always be willing to pay something special. When asked what he thought of current trends in cookery, in particular 'nouvelle cuisine' he said, 'I do not welcome change, although it is different, it is not my cup of tea. I suppose I am blinkered in that respect and would sooner stay with classical French cookery, I do not wish to entertain it'.

He identified the shortfall between college trained students entering Industry as only being taught one way of doing things, probably not the best practical way for industry. They need to be flexible in outlook and not blinkered. He thought it necessary to converse in the language.

He thought that the present course he was doing (706-3) was excellent. 'I learn to make a number of dishes at college that we do not get the opportunity to do at work. I bring back ideas to work, experiment and put some of the dishes on the menu. It gives me confidence and broadens my knowledge'. He did not want any subjects added or omitted from the course.

## Summary

Craft training predictions need to be based upon reliable job profiles of craftspeople currently working in food production and food service operations. In earlier chapters we established that craft skills training, theory and practice needed to be job related, that there is a need for a short training programme designed for craftspeople at various stages in their career. It has also been shown that skill requirements in 'up market' hotels and restaurants are most 'comprehensive' and those in most other establishments as 'rather limited' and it is in the latter sectors of the market that business activity is expected to expand. This chapter has continued this thrust by concentrating upon profiles of the craft employees as a basis of information for the design of future craft training programmes. Here an investigation has been made into the type and range of skills required by craftspeople in food production and food service. In addition, an examination has been made of the job content of key areas of the daily work routine of craftspeople, in particular of chefs employed in different types of cuisine.

The following conclusions to this chapter deal with what craftspeople actually do, what skills and what areas of related knowledge they require in order to be efficient in their work.

1. Average age structure of craftspeople employed in hotels, guest houses and restaurants has changed over the past decade. For example, in 1979, 47 per cent of craftspeople employed in



restaurants were between 16-35 years old, and this is expected to change to 73 per cent in 1987. Although these figures are important from a training provision point of view, in themselves they mean very little. For example, skills performed in one restaurant operation specialising in say ethnic foods may be of little value to a craftsperson employed in a steak house, a carvery, a popular food outlet or one offering a comprehensive haute cuisine classical French menu. Although the 'ETAC Report 1983' sample did show that most craftspeople prepared and served traditional English fare, few were involved in continental cuisine.

2. Skill requirements for chefs employed in haute cuisine appear to have changed very little over the past 40 years, although they may need to apply their skills to reflect current trends in eating fashions as with for example Cuisine Naturelle. With regard to associated areas of knowledge there have been some important changes. For instance they need to have an understanding of the relationship and importance of a balanced diet and health.

To date it would appear that technological developments have had little impact upon this sector of the market and yet there are indications that this is about to happen. For example as was mentioned in chapter 3 (3.7) a system of food production gaining favour is 'Cuisine en Papilote Sous Vide'. Some implications of this system of food production is that craftsmen need to understand problems associated large scale cookery the effects of cooking foods in vacuum sealed packs

under strictly controlled conditions. They need to have a thorough knowledge of food production management techniques such as production scheduling, food production flows, food stock control and transportation.

It is these trends in eating fashions and food production techniques that lend themselves to haute cuisine cookery in which craftsmen need additional skills and knowledge in order to operate effectively.

Skills requirements of those chefs employed in the popular catering restaurant are rather limited in scope, and yet at times they may be called upon by management to apply skills for which they have little or no knowledge. In general they are not required to produce complicated dishes, carry out butchery of carcasses, apply principles of pot-roasting, stir frying, larding and glazing.

3. This research has shown that there is a need for training programmes that teach craftspeople to prepare and to cook a whole range of products. For example chefs in up-market hotels and restaurants need to be able to apply most basic principles of cookery such as, boiling, roasting, preparing and cooking fresh and convenience stocks, meats, vegetables, soups and broths. They need a knowledge of prevention of food poisoning, cooking methods and temperatures, safety and hygiene. They needed to be able to use knives for chopping, slicing and carving and to be able to use most conventional pieces of equipment such as ovens and steamers. However, very few were

required to apply principles of pot-roasting, stir frying, larding and glazing, only 19 per cent of the sample handled meat carcasses.

4. Craftspeople aligned to food service highlighted as essential, a knowledge of the menu and drinks available, presentation of food on the plate, composition of menu items and portion control. They did not consider knowledge of VAT, care and service of cigars and operation of a cash till to be important. Most respondents rated knowledge of appropriate glasses, serving tea or coffee and opening bottles as 'absolutely essential' whereas a knowledge of wine production and vintage wines, flambe work and gueridon service was not rated very highly.

## CHAPTER 6

### THE ROLE OF COLLEGES OF FURTHER AND HIGHER EDUCATION

#### 6.1 Introduction

This chapter is concerned with issues pertaining to three interrelated areas of college craft training, namely the college and its environment; the design, composition and operation of craft courses; and a profile of craft lecturers and craft students.

#### Aims:

- i. To identify and to evaluate craft course content and teaching approaches in colleges of Further and Higher Education.
- ii. To measure the effectiveness of craft courses in preparing young people for a future career within different sectors of the industry.
- iii. To establish whether college-based craft courses place too much emphasis upon French classical cuisine at the expense of reflecting changes in food and catering trends.

The chapter is divided into three main sections. The first appraises the college and its educational environment. The second examines the way in which craft courses are taught, and the third section develops a profile of craft lecturers and students.

## 6.2 The College and its Environment

The first part deals with a number of issues of paramount importance to all concerned with craft training. Initially, the philosophy of colleges towards training and education is considered, their consultation with industry and the different perspectives of each. This is then followed by a profile of colleges of further and higher education, their number, structure and size as measured against numbers of lecturers employed.

## 6.3 College Objectives

Traditionally, colleges of further and higher education may be viewed as taking a pragmatic approach being concerned with both education and training. Within this context their educational goals and college objectives are concerned with the whole man concept, the search for knowledge, understanding of oneself, the training of character and mind, the learning of vocational skills that enable an individual to become a worthwhile member of society. It is therefore essentially a social process with which colleges are concerned. One of the main problems facing colleges, is that of training craftspeople for a large and diverse industry. For example, as we have seen the range of skills and knowledge required of a craftsperson working in popular catering is rather limited when compared with a craftsperson employed in French classical cuisine. In designing craft training programmes to cover a whole industry colleges have tended to attempt to be 'all things to all men'.

Colleges have therefore tended to concentrate on training people for broader job horizons in the belief that they are developing people for a life of work. They recognise that once students leave college, most do not return to further develop their industrial skills or education.

#### 6.4. Objectives of Industry

Industry has traditionally been concerned with training people to be effective in their job. Understandably, it is therefore more concerned with job profiles, job content, job evaluation and measurement of work programmes. The private sector of the industry is mainly concerned with organisational effectiveness, the achievement of financial goals, market penetration and market share.

Amongst the key findings of the ETAC Report was industry's concern for getting the job done. Despite the fact that craft training for industry relies so heavily upon college education, the industry is one where traditionally, experience and ability to do the job often counts more than holding a formal qualification.

#### 6.5 Different Perspectives

Colleges and industry, it seems, do have rather different objectives. Yet the gap between the two is perhaps not as wide as it may appear. On the basis of information gathered for this thesis, there does appear to be a merging of 'operational objectives'. College heads clearly expressed their concern for 'fitting people for industry'. Employers

at establishments sampled, showed a considerable gap between desired qualifications and those actually held by members of their staff. This implies that industry requires more qualified people at all levels.

#### 6.6 Consultation Between Industry and Colleges

Historically, college craft courses have been designed by CGLI whereby colleges depended upon the Institute's committee structure with representatives from trades unions, education and employers whose job it is to design, administer and monitor courses on a national level. However, more recent developments within the field of training and education indicate that the situation is rapidly changing.

In the MSC publication the 'New Training Initiative' (1981), emphasis is placed on the need for reform in arrangements for training in craft skills both for young people and adults. The MSC emphasised the need for flexibility and mobility in the national work force, improvements in competence and a standards-based rather than a time-based system for recognising achievements. 'Standards' and 'Competence' are the key words. The need is now for action which will bring vocational education and training more closely together, a system which will emphasise achievement and certification relating to specified standards of competency.

### 6.7 A Profile of Colleges of Further and Higher Education

According to most recent information (CGLI 1987) 287 colleges operate catering craft courses in the United Kingdom. Some offer craft courses at all three levels whilst others offer just one stream at Level 1. During the academic period 1985/6 43,257 applications were entered for the full range of craft courses. Of this number 63 per cent, 27,512 craft qualifications were awarded. (See table 15 for numbers of craft student awards 1980-1985).

The range of craft courses operated in colleges is of course dependent upon departmental size and expertise available to the college. This is a rather broad statement that requires further consideration, for one gains the impression of national standardisation in relation to college size, organisation and facilities provided for those wishing to pursue a career in hotel and catering.

### 6.8 Structure and Size of College Departments

There was a large variation in the size of departments in the ETAC sample, the numbers of full-time staff ranging from 5 - 49. Many colleges in the sample employed part-time staff but did not usually form the major element of the resource of the department. Many also utilised specialists from other departments to teach subjects such as economics, accounting, sociology and science. However some of the large departments had their own specialist staff who were well qualified to teach their specialist subjects.



Structure and size of departments offering City and Guilds catering courses differ from college to college. They range from catering sections within departments where the main thrust of the department is non-catering, for example, hairdressing, general science or home economics. In such colleges the number of catering specialists may be limited to one or two full-time craft catering lecturers. Such departments limit the range of catering craft course to Level 1 work on a part-time or full-time basis. At the other end of the departmental spectrum are specialist catering departments with staffing complements in excess of fifty lecturing staff offering a range of craft courses at Levels 1, 2, and 3, supervisory and management. Larger departments are generally managed by heads of departments who are themselves catering specialists, specialists who are able to inculcate a catering culture into the working and learning environment of their department.

#### 6.9 Staffing

It appears that some of the larger catering departments employ a full range of specialists to cover all facets of the curriculum, generally supported by teachers from other departments. One of the main concerns voiced in relation to servicing from other departments is that such staff have had little if any industrial or catering experience. Problems encountered and voiced by heads of departments in such situations were those of student discipline and students' lack of commitment towards the more academic type of subjects.

These problems appear to stem from the inability of some of the lecturers to relate their subject to catering. Many students enrolled on craft courses, especially those who are industry based, part-time and block release, tend to perform to higher standards in such subjects when the subject is related to what they perceive as their immediate needs.

#### 6.10 College Departmental Development

Development and expansion of departments within colleges is dependent upon the level of work that can be offered. This generally means that it is in the interests of all concerned to expand their course range to higher level courses such as BTEC Diploma and Higher BTEC Diploma courses at the expense of craft courses.

Courses are graded according to level and a lecturer's promotional and salary prospects are dependent upon the level of course or series of courses he is teaching. It therefore follows that this system encourages all concerned, principals, departmental heads and lecturing staff to direct effort towards expansion of higher level work at the expense of lower level catering craft courses.

From a financial point of view, where the main thrust of a department is catering, heads of department are in a position to bid for a larger share of the college budget. Implications of this are benefits that accrue to a department in terms of teaching materials available, staffing resources, their development and general facilities available for teaching

craft subjects. Conversely, within multi disciplinary departments where, for example, catering forms a section within a department also offering hairdressing or home economics, development of the catering section may be adversely affected because heads may have other priorities.

#### 6.11 College Facilities Provided for Craft Training

Minimum standards required for teaching craft subjects are the responsibility of local authorities and the DES. City and Guilds have very little if any leverage in this respect. The writer, in the role as City and Guilds assessor for the 706 series of courses, experienced approaches by heads of departments and by craft lecturers to try to use influence in helping them to upgrade their facilities.

#### 6.12 Food Production Training Facilities

Observations have shown that the standard of facilities provided for practical work varies enormously between colleges. They range from the most modern design concepts, purpose built to meet the needs of those undergoing training, to facilities originally designed for students studying home economics courses. Some do not meet even the basic requirements in terms of equipment, layout and space.

#### 6.13 Facilities for Industrial Simulation

Some colleges utilise existing student refectory facilities in order to provide additional kitchen space and/or as a source of revenue to provide materials and finance for their departments.

Involvement by departments of catering in refectory feeding, ranges from the supply of prepared materials to complete responsibility for the outlet. Many heads of catering vigorously pursue a policy of refectory involvement as a means of expanding their teaching facility and use such outlets in order to give students an opportunity to gain experience in large scale catering. Clearly such outlets offer a means of retrieving some, if not all, of the material costs of a department. Some catering departments rely completely upon the refectory for its finances and any profits are ploughed back into the department for the purchase of equipment. Conversely any financial loss needs to be financed out of any future profits.

#### 6.14 Food Service Training Facilities

Food service training facilities ranged from rooms used for general teaching purposes, transformed into service areas when required, to purpose built training restaurants, designed and operated to reflect food service operations at the middle and top end of the catering market.

#### 6.15 Profile of Craft Courses for those Wishing to Become Chefs and Waiters

Historically professional craft skills training has been provided mainly by the national education system, in the main colleges of further education concentrating on craft level courses, whereas colleges of higher education encompass craft, supervisory and management courses.

In 1952 the National Joint Apprenticeship Council (NJAC) for the hotel and catering industry was established. The first apprenticeship in the industry was introduced for chefs, initially over a five year period and subsequently reduced to four years. This was followed in 1957 by the introduction of a national committee set up for the purpose of planning a three year training scheme for cooks.

In 1959 the NJAC introduced a three year apprenticeship scheme for waiters and waitresses. Training took place in approved catering establishments and apprentices attended technical colleges on a day release basis. The scheme was designed for the minority of waiting personnel and establishments, aimed at a level of the industry with high standards of service. The scheme failed to attract sufficient entrants since waiting was not perceived as a worthwhile career that required training over several years. Less than 100 completed their apprenticeship in its eight years of operation.

Over the years 1950-70, craft training in trade cookery made greater strides forward than other forms of training for the industry.

In 1966 the HCTB was established. The Board reviewed training arrangements in consultation with representatives from industry, catering teachers and CGLI.

In 1970 the Board established the joint certificate with the CGLI. This led to a register of craft trainees providing trainees with industrial experience and training with an

opportunity of studying for a CGLI certificate. The criteria for training in industry led to craft trainers in industry being registered as competent, qualified on-job trainers.

CGLI schemes for the catering industry were developed in the mid 1960's in consultation with the HCIMA and HCTB as well as with other representatives from industry and education. The schemes aimed at providing vocational education for industry based craft trainees.

#### 6.16 A Review of CGLI Craft Courses

Numbers of colleges operating the three levels of CGLI craft courses are listed below. (CGLI, 1987).

Note: No document reference, CGLI do state that whilst every effort has been made to ensure the list is fully comprehensive no guarantee is given.

Table 13:  
Numbers of Colleges Operating CGLI Craft Courses

Courses	705	706	706-3 *KL *AP		711	707	717
No. Colleges.	170	259	37	23	33	211	86

705 = CGLI 705 General Catering Course operating in 170 colleges

706 = CGLI 706 Part 1 and Part 11 Cookery for the Hotel and Catering Industry operating in 259 colleges

706-3(KL)\* = CGLI 706-3 Advanced Kitchen and Larder operating in 37 colleges

706-3 (AP)\* = CGLI 706-3 Advanced Pastry operating in 23 colleges

711 = CGLI 711 Part 1 Patisserie operating in 33 colleges

707 = CGLI 707 Food and Beverage Service Part 1 and Part 11 operating in 211 colleges

717 = CGLI Alcoholic Beverages operating in 86 colleges

NOTE: Figures for 719 Vegetarian cookery are not available because they have only recently been introduced into the college training system.

#### 6.17 705 General Catering Course

This course may be operating in some 170 colleges. It is a one year full-time college based course in catering subjects. It is intended for young people who, on leaving school, wish to enter the catering industry. It is designed to give students further education and development by providing them with a broad base of study. Introducing students to the industry and an insight into the skills necessary in a number of key areas such as kitchen, restaurant, front office and housekeeping. Each student may be guided to a further, more appropriate course as career horizons begin to clarify.

#### 6.18 CGLI 706 Certificates in Cookery for the Hotel and Catering Industry

These cookery courses are designed for the catering industry and are intended to provide a sound understanding or knowledge and expertise in professional cookery to those about to enter or working in industry. There are three course levels in this series;

Level 1. 706-1 Part 1

Level 11. 706-2 Part 11

Level 111 706-3 Part 111

6.19 706-1 The Part One Certificate in Cookery for the Catering Industry

This is a Level 1 introductory craft course and is intended to provide a basic knowledge and the skills necessary for a career within food production and cookery.

6.20 706-2 Part Two Certificate in Cookery for the Catering Industry

This is a Level 11 main craft course designed to further develop knowledge and skills, principles and methods learnt at Level 1.

6.21 706-3 Part Three Certificate in Cookery for the Catering Industry

Level 111 courses are of an advanced craft level and designed to develop and extend skills and knowledge to a very high standard. There are three component courses at this level and they are:

1. 706-3 Kitchen and Larder
2. 706-3 Pastry
3. 706-3 Advanced Pastry

6.22 CGLI 707 Food and Beverage Service

This series of CGLI craft courses are designed for those wishing to become waiters and waitresses.

6.23 707-1 Food and Beverage Service Part 1

This course is designed as an introductory course and generally forms part of an integrated core of studies for those students enrolled on the 705 CGLI full-time catering course or a college diploma course. A person who has completed the course



should be able to work effectively as a waiter or waitress.

6.24 707-2 Food and Beverage Service Part 11

This course is intended for those who have successfully completed Level 1. The course aims to provide the knowledge and skills required in a range of advanced serving techniques.

6.25 711-1 Patisserie

This course has recently been introduced by CGLI and has been designed at Level 1. This course generally forms part of an integrated core of studies for those students enrolled on full-time college courses.

6.26 717 Beverage Sales and Service

This course generally forms part of an integrated core of studies for those students enrolled on the 705 full-time catering course, but may be available as a ten week course over two to three terms as a part-time day or block release course. The course is intended for wine waiters/waitresses, head waiters/waitresses or other food service staff responsible for serving wine.

6.27 719 Vegetarian Cookery

This course was designed to meet the needs of students wishing to enter the vegetarian catering trade as kitchen managers, both in existing vegetarian restaurants and traditional catering with a vegetarian section. The general course aims are to provide students with sound basic training in vegetarian culinary skills.

As this course has only recently been introduced very little information is available concerning its operation. However two colleges who operate the course were contacted by telephone and it would appear that the course is operated as an option to full-time craft students thus forming an additional area of study.

#### 6.28 Entry Qualifications of Students Enrolled on CGLI Courses

The selection of students for Level 1 courses is within the discretion of the college and no specific educational qualifications are required by CGLI. An examination of twelve college prospectues shows the following entry requirements into craft courses.

#### 6.29 College Entrance Requirements for Catering Courses

College entrance requirements for Level 1 craft courses are: GCE 'O' level (CSE Grade 1) in English Language, or College Entrance Test. Some colleges ask for 'O' levels or equivalent in two specified subjects, English and Arithmetic.

Most colleges make it clear that for those without 'O' levels a college entrance test is given. Most give personal interviews and ask for a medical report.

College entrance requirements at Level 11.

CGLI state: No specific educational qualifications are required for entry. It is recommended that students should previously have passed a CGLI Level 1 course or a corresponding examination of a regional body. College

prospectuses stipulate successful completion of Level 1 by examination or practical experience considered suitable by the college tutor.

College entrance requirements at the Level 111 stage:

Once again CGLI leave selection at the discretion of colleges. It recommends that students should have passed the Part 11 examination and have had five years' experience in industry if studying for the kitchen and larder specialism or four years if studying for the first stage of the pastry specialism. Students for Advanced Pastry would normally be expected to have passed the first stage examination.

#### 6.30 CGLI Certificates Awarded 1980-1985

Numbers of craft students awarded CGLI certificates in cookery and food service 1980-1985 are shown in table 14. Calculating the precise numbers of craftspeople qualifying each year is difficult as was recognised in the ETAC Report, there is a 'substantial element of double counting in the figures' since many craft students gain more than one qualification in a single year. For example, a student may be awarded the 705 and 706-1 in one year. An estimated number of those craft students qualifying is produced by a 'rule of thumb' method often used by HCTB of dividing the number of CGLI qualifications gained by 2.4. When calculated in this way the picture emerges in table 14 below shows that in the period 1980-1985 there had been an increase of some 31 per cent qualifying. However when comparing figures in 1984 with those in 1985 there was a decrease of some 6 per cent qualifying.

TABLE 14

## CGLI Certificates Awarded in Hotel and Catering Craft Subjects in 1980 to 1985

	ACADEMIC YEAR ENDING JUNE:					
	1985	1984	1983	1982	1981	1980
CGLI 705	5072	5988	5863	5816	4175	3713
706 -1	12780	14026	11736	11928	9977	7708
702 -2	7857	8350	7686	7318	4884	5778
706 -3	326	329	283	265	96	180
707 -1	6613	6483	5900	5748	4485	4182
707 -2	2887	2920	2710	2351	1713	2640
TOTAL	35535	38096	34178	33426	25330	24201
HCTB METHOD OF CALCULATING QUALIFICATIONS GAINED - % 2.4	14806	15873	14240	13927	10554	10083

Source ( CGLI 1985)

### 6.31 Numbers of Craft Students Entering and Qualifying CGLI May/June Series Examinations 1982/1986

Numbers of craft students entering and qualifying during the May/June series of examinations are shown in table 15. There appears to be little consistency between those entering and those qualifying over the five years shown. For example 706-1, in the 1982 series of examinations 84 per cent of the students who entered for examinations were successful compared with only 73 per cent in 1985. Over the same period, the 705 series show a 10 per cent drop in numbers qualifying.

Table 15 shows that numbers completing advanced level courses have remained relatively static over the past five years. When one considers that these figures reflect a potential student market of thousands of craft employees, numbers enrolling and qualifying on these courses represent a small percentage of the total. In the May/June series of examinations in 1986, which were carried out in 8 college centres of the 45 students who enrolled upon the 706 Advanced Pastry course 21, or just 50 per cent were successful.

### 6.32 CGLI Craft Courses Theory and Practice

Having outlined all available CGLI college based craft courses in cookery and food and beverage service, we now turn our attention towards the way in which they are taught. Each course is taken in order of its respective level beginning with 705 General Catering.

Table No: 15

Numbers of Craft Students Entering and Qualifying  
May/June Series 1982/86

	1982		1983		1984		1985		1986	
	N U M B E R		N U M B E R		O F		E N T R I E S		E N T R I E S	
706-1	11970		12359		14059		13557		12780	
706-2	10224		11641		10938		11160		11070	
706-KL	207		224		222		252		263	
706 P	43		30		40		43		45	
705	6764		6825		6361		6001		6856	
707-1	6783		7660		8103		7432		7477	
707-2	3360		4132		4541		4552		4622	
711	-		-		509		782		933	
Nos. Qualifying:	1982	%	1983	%	1984	%	1985	%	1986	%
706-1	9420	84	9286	78	1019	78	9207	73	8582	73
706-2	6709	67	7154	63	7129	67	6845	63	6639	61
706 KL	138	66	130	62	148	69	133	55	151	61
706 P	26	60	24	86	21	57	33	75	21	50
705	5016	77	5221	76	5220	79	4516	75	4533	66
707-1	4849	76	4757	76	5291	69	5293	78	5156	81
707-2	2306	69	2638	65	2259	72	2782	75	2963	73
711	-		-		359	70	480	64	596	66

\* Those figures for 1986 are provisional.  
(CGLI Annual Examiners Reports)

\*\* % Figures have been rounded upwards.

Core Subjects in Craft Courses with Average Number of Practical (P) and Theoretical (T) Hours Spent on Each.

		705	706-1		706-2		706-3		
			F/T	P/T	F/T	P/T	Kitchen % Larder	Pastry	Adv. Pastry
Method of Cooking	(P)	219	241	111	410	233	177	110	124
	(T)	52	67	34	156	105	114	72	111
Food Service	(P)	92	-	-	-	-	-	-	-
	(T)	38	-	-	-	-	-	-	-
Commodities	(P)	29	3	1	-	-	-	-	-
	(T)	32	29	13	-	-	-	-	-
Quality Cont	(T)	-	-	-	-	-	-	-	7
Menu Planning	(P)	2	10	1	2	2	-	-	-
	(T)	17	15	7	28	19	-	-	-
Accounts/ Control	(P)	-	-	-	2	2	1	4	-
	(T)	-	-	-	36	20	20	13	-
Personnel/ Health & Safety etc.	(P)	7	27	4	6	5	3	4	-
	(T)	43	59	15	35	22	15	9	7
Catering Science Tech.	(P)	13	6	2	1	8	-	-	-
	(T)	56	67	20	48	28	31	12	19
Food-Prep & Environment	(P)	26	5	-	2	-	1	4	-
	(T)	37	22	-	17	-	20	16	11
TOTAL:	(P)	388	292	128	423	250	182	122	124
	(T)	275	259	89	320	194	200	122	155

The table above shows core subjects covered in craft courses with average number of practical and related studies hours allocated to each and figures where applicable for those courses available on a part-time and full-time basis.

Data and information for this section of the thesis has been taken from a number of sources, in particular from the ETAC Report 'Review of Vocational Education & Training Part 111'. Other sources from which information has been gathered are as follows:

- i. The ETAC Report College Heads Questionnaires
- ii. The ETAC Report College Teaching Staff Questionnaires
- iii. The ETAC Report College Student Questionnaires
- iv. CGLI Syllabuses 1985-87

#### 6.33 CGLI 705 General Catering

Core subjects of study include cookery, food service, accommodation services, reception, applied science, costings, control and applied business aspects.

As may be observed from table 16 above the ratio of hours, practical to theory for this course is (4-1), e.g. 4 hours practical application to every one hour of related theory. This emphasis on practical application reflects the nature of subjects where there is considerable repetition in materials handling and time required for development of manual skills.

In Food Service the ratio of hours (2-1) practical to theory shows a bias towards practical applications. Overall time allocated to this subject is 14 per cent of total hours for the course.



#### 6.34 CGLI 706-1 Basic Cookery

Table 16 shows the proportion of practical to theory hours allocated. There is, as would be expected a different ratio of hours allocated to practical and theoretical studies for those students studying full and those part-time.

In core areas of study full-time craft students spend 292 hours on practical subjects and 259 hours on related theory. Part-time students spend 128 hours on practical work and 89 hours of related theory.

#### 6.35 CGLI 706-2 Cookery for the Catering Industry

The following analysis is based upon average hour allocation for the core subjects. It should be remembered that some areas of related knowledge for the core subjects is taught under the general heading of Related Studies.

The average number of hours, excluding such subjects as General Studies, First Aid and the like is 745 hours. Of this 566 hours are spent on Food Production, equal to 80 per cent of the total number of hours.

#### 6.36 CGLI 706-3 Advanced Kitchen and Pastry

It is rather difficult to analyse this course in such depth as most of the time, both theory and practice appear to be taught as an integrative subject entitled, 'Theory and Practice'. Just one student registered on the 706-3 together with two craft lecturers who taught advanced courses were interviewed. Neither of the craft lecturers interviewed

Table 17:  
Core Subjects in Craft Courses in Food and Beverage Service,  
with Average Number of Practical (P) and Theoretical (T) Hours  
Spent on Each

		707-1	707-2
Food and Beverage Service	(P)	140	111
	(T)	63	62
Cleaning	(P)	10	-
	(T)	6	-
Accounts/control	(P)	17	5
	(T)	7	14
Personnel/health & safety	(P)	6	22
	(T)	22	47
Food preparation environment	(P)	17	-
	(T)	7	-
The industry	(P)	6	-
	(T)	5	-
Commodities	(P)	-	9
	(T)	-	5
Supervisory studies	(P)	-	5
	(T)	-	8
Social Skills & Studies	(P)	5	18
	(T)	4	13
Legislation	(P)	2	1
	(T)	12	9
Total:	(P)	203	171
	(T)	126	158

The above table shows core subjects covered in craft courses with average number of practical and related studies allocated to each.

envisaged any changes to the structure of the course, though both considered supervision should be added as a subject topic. The one student interviewed did not wish to see additional topics added but requested more time for discussion and exclusion of general studies.

#### 6.37 CGLI 707-1 Food and Beverage Service

As shown in table 17 this course is predominately practical. 62 per cent of the hours spent on the course are of a practical nature. The main areas of study being Basic Serving, Using Equipment, Preparing for Service and Food and Beverage Operations.

#### 6.38 CGLI 707-2 Food and Beverage Service

Table 17 shows that practical and theory hours are almost exactly balanced. 171 hours are allocated to practical work and 158 subjects of a theoretical nature.

#### 6.39 Craft Course Objectives

City and Guilds syllabus statements of objectives are written for each course at each level. Objectives are written in broad terms and are concerned with a student's personal training and development in culinary skills for both national and international requirements. Aims are concerned with professional practices, for example, economic utilisation of materials, hygienic and safe working practices, knowledge of equipment, fuels and labour. Students are to develop a moral responsibility and awareness towards the consumer, employer and fellow employees. For craftspeople to develop

a flexible approach towards their work, to be able to handle change in working practices including technology and changing consumer requirements. As would be expected, rather more detail and guidance is given in Level 1 schemes than subsequent course progression programmes.

All courses within a series are intended as a building and learning process, objectives at Level 1 are built upon and extended at subsequent levels.

Level 1 work is mainly concerned with basic principles and practices. These are built upon at Level 11 to extend and develop the knowledge and skills previously gained.

Level 111 advanced course objectives are concerned with developing previous areas of knowledge and skill. However the term 'Advanced', implies an in-depth study of the subject of food production.

Comparisons made with recent syllabus publications (1986-87) with those published in 1971-1985 show a positive movement away from suggesting dishes as a vehicle for learning towards principles, planning, communication, application and faults analysis and this important change is discussed later in this chapter under the heading of Competency.

#### 6.40 Course Assessment

City and Guilds have recently (1986-7) introduced what is termed 'Competency Base Coursework Assessment'. The term competency has been defined in a CGLI report entitled 'Report on Development of a Process-Competency Base for Hotel

and Catering Schemes' as set out below. (S.Messenger, 1984).

Defining Competency:

i. Communication Skills - Finding out what product or service is required by various kinds of reading, speaking, hearing and interpreting.

ii. Planning Skills - Organising oneself to provide the product or service by identifying various bit of science and calculation.

iii. Doing Things - Using one's technical skills to provide the product service by use of: tools/equipment and materials.

iv. Testing Skills - Checking the product or service against specification.

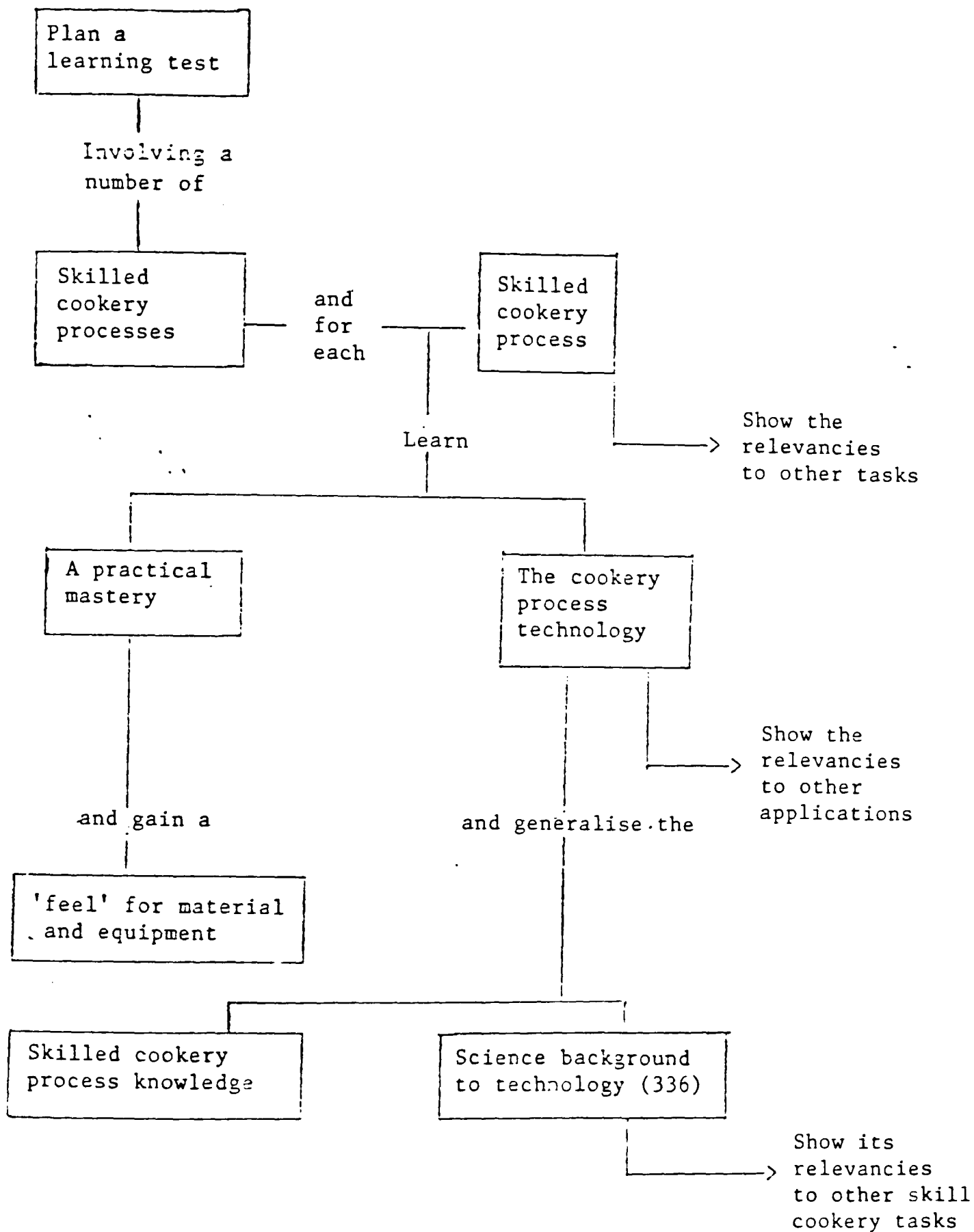
i.e. to be 'competent', an individual must be able to communicate, 'do' and 'test' each process (to the level required) involved in planning a task. Thus the individual needs to be competent in each of the tasks before overall competency is achieved.

Competency is discussed in some detail below and is illustrated in Fig:5.

In an MSC publication 'The New Training Initiative' the need for reform in the arrangement for training in craft, technician and professional skills was emphasised.

FIG: 5

An Example of the Suggested Teaching Approach for Craft Subjects



In this way, students' appreciation of the cookery process knowledge and background science will be enhanced and the opportunities for adaptability and transferability demonstrated. (CGLI 706 Syllabus 1986-7)

#### 6.41 Competency Base Course Work Assessment

Competency is concerned with the competent achievement of given tasks during a training programme or training session. Tasks are grouped under four main headings as follows:

1. Communication Skills
2. Planning Skills
3. Doing Skills
4. Testing Skills

Part of a person's level of competence is an ability to communicate, plan, implement and test outcome of their results. Central to the concept of competence based schemes is the idea that syllabus content, training programmes and training sessions be expressed in terms of the processes involved, not an outline of subject matter. Competence schemes are concerned with clearly defined behavioural objectives - what competencies will the trainee have at the termination of a session or in the longer term training programme.

A competency based programme should satisfy students' needs because they will know exactly what they are required to learn and are rewarded when the training objective has been achieved.

Industry needs should be satisfied because industry requires adaptable and flexible employees. The ETAC Report concluded that there are few major differences in the skills needed or tasks carried out in different catering environments. Such an

approach should provide employees who are adaptable and competent enabling employers to test previously learnt skills and therefore able to determine further training or instructional needs.

A process-competence base should satisfy colleges for it will enable them to provide current and to continuously develop future training skills needs. It will provide them with a national assessment of their students, students whose skills and competencies are sought by industry.

#### 6.42 Craft Examinations

The components of CGLI craft examinations are shown in table 18 below. Some craft courses have multiple choice (M/C) examination papers, others written, those at the advanced level also include a practical element of testing by external examiners appointed by the CGLI.

Table 18:  
Components of CGLI Examinations and Time Duration

Course	Hours Multiple Choice	Hours Written	Hours Practical
705		2 x 1.5	
706-1	1.5		
706-2	1.5		
706-2	1.5		
711		2.5	
706-3 Adv Pastry		2.5	6
706 - Kitchen & Larder		3	6
707-1	2		
707-2	2		
717	2		



#### 6.43 A Profile of Craft Lecturers

The aim of this section is to draw up a personal profile of the craft lecturer.

We shall be discussing average age, formal qualifications, training and general comments on their perception of craft courses of colleges and industry.

In addition to data drawn from the ETAC Report, Review of Vocational Education and Training Part 111, further sources of information were gathered from the following sources as mentioned in Chapter 2:-

- i. 6 college prospectuses.
- ii. a telephone survey in five London based colleges.
- iii. HCIMA
- iv. Garnett College; Definitive Course Document (Full-time 1981 and Part-time 1982).
- v. Statistics of Education: Teachers in Service England and Wales 1985.
- vi. James Report 1972 Teacher Education and Training.

#### 6.44 Full-Time College Craft Lecturers by Age and Sex

The outcome of the telephone survey of five colleges representing a sample of 77 craft lecturers working in Food Production and Food Service is shown in table 19 below.

As was mentioned in Chapter 2 colleges selected for the survey are situated within a 60 mile radius of Central London. Information gathered is not intended to be an accurate reflection of a national pattern, but does give an indication of age groups of craft lecturers.

Table 19:  
Full-Time Craft Lecturers According to Specialisation, Age and Sex

Age	Prod/Service		Prod.		Serv.	
		%	M	FM	M	FM
20-25	4	5	1	1	1	1
25-30	4	5	1	1	1	1
30-35	9	12	5	2	-	2
35-40	17	22	12	2	1	2
40-45	15	19	15	-	-	-
45-50	10	13	10	-	-	-
50-55	11	14	11	-	-	-
55-50	5	6	4	-	1	-
60-65	2	2	2	-	-	-
Base of Percentage:	77	100	61	6	4	6

Of the total sample of 77 craft lecturers 84 per cent were male, 15 per cent female. Of the 67 craft lecturers teaching cookery 91 per cent were male.

Of the 10 craft lecturers teaching waiting in the sample 40 per cent were male.

#### 6.45 Working Background

Craft lecturers working background before entering education. Of the total sample of 77 craft lecturers, two entered education from the Services, six from the Industrial and

Institutional sector of the industry, the large majority, 90 per cent of the sample entered craft education from employment in either hotels or restaurants.

#### 6.46 Craft Lecturer and Qualifications Held

A review of the qualifications held by 120 craft lecturers employed in six Colleges of Further and Higher Education are shown in tables 20 and 21 set out below.

Table 20:  
Formal Qualifications Held by Craft Lecturers

	No. Staff	Total No. Quals	C & G	Cert Ed	Dip Ed	HCIMA	DMS
College 1	11	5	-	6	-	-	-
College 2	33	6	-	26	-	7	-
College 3	13	5	-	4	-	5	-
College 4	16	-	8	6	-	4	-
College 5	20	1	-	18	-	5	-
College 6	26	-	-	18	-	3	1
<b>Total:</b>	<b>120</b>	<b>17</b>	<b>8</b>	<b>78</b>	<b>-</b>	<b>24</b>	<b>1</b>

Table 21:  
Formal Qualifications Held by Food Service Lecturers

No. Staff	Total No. Quals	C & G	Cert Ed	Dip Ed	HCIMA	DMS
11	-	-	5	-	5	1

The survey indicates that 14 per cent held no formal qualifications of any kind. This however may be misleading

because only three of the college prospectuses surveyed gave any credit against those staff members who had gained craft qualifications. Furthermore, of the number of positions advertised in trade journals over a three month period at lecturer grade 1. and 11. formal craft qualifications were required as a pre-requisite for potential job holders.

Overall only 20 per cent of all craft lecturers in the survey held a professional management qualification HCIMA, a management course designed, monitored and examined by the professional management body, of the hotel and catering industry.

That no advanced craft qualification exists for those employed within the craft area of food service, means that their level of craft qualifications is at level 11.

It is perhaps important that 65 per cent of all craft lecturers in the prospectus sample had successfully completed a teacher training course Certificate of Education. (Cert Ed.).

This compares favourably with the national picture of just 24.6 per cent of the total number of full-time teachers in Maintained, Assisted and Grant Aided Establishments of Further Education. (Statistics of Education: Teachers in Service England and Wales 1985 p.35).

Teacher training may be seen as a priority by the educational sector to up-grade teaching approach. The relevance of such a qualification as the Cert.Ed. to those teaching craft subjects

is important for a number of reasons. Firstly, the course introduces the craft lecturer to a number of disciplines he may never have encountered as outlined below.

Course content of the Certificate in Education includes a study of the following core subjects;

Teaching Method

Learning Theory

Supervised Teaching Experience 4 weeks

Professional Development Area

Historical and Contemporary Studies

Philosophical Studies

Sociological Studies

Psychological Studies

Secondly, the number and range of subjects encourage the participant, the craft lecturer, to develop and enable him to widen his perspective in his role both as teacher and trainer. The course introduces the craft lecturer to modern teaching technology and teaching approaches.

Many craft lecturers keep themselves abreast of industrial developments by visiting students on placements, thus affording them the opportunity to observe and discuss trends. Secondly, many further their knowledge and experience by working in the industry on a part-time basis.

#### 6.47 Craft Teachers and Staff Development

A report by HM Inspectors (1980) acknowledged that industrial experience by college staff is beneficial to teaching programmes. The report suggested the release of teachers to industry should be built into In-service training for purposes of effectiveness in teaching. 'Furthermore, teachers should have the opportunity to extend subject qualifications in order to implement the curriculum more effectively'.

A Consultative Document published in October 1985 by NAB comments on the number of HMI reports that have emphasised the importance of short secondments of teaching staff to industry and poses the question:

'Are the opportunities for staff development for teachers adequate, and if not what are the needs? Are there changes in the industry which would require existing expertise and qualifications of teaching staff to be significantly improved, and if so, what are the needs?'

The HCIMA endorsed comments on teacher staff development in the HMI report in its response to NAB's Consultative Document (Doc. 85/230). The professional body made its views quite clear as may be seen in the following short extract emphasising the importance for teaching staff to extend and to update their industrial knowledge and experience:

'This is vital if students are to be adequately prepared for careers in the 1990's and if hotel and catering National Further Education (NAFE) and Public Sector Higher Education

(PSHE) are to maintain their credibility with present and future employers'.

#### 6.48 Industrial Experience for Teachers

In 1978, the HCIMA launched its own 'Teachers Industrial Experience Scheme' for teachers to organise working placements of from 3-6 weeks. Upwards of 60 companies in the public and private sectors of industry have co-operated with the HCIMA in providing placements for 20-30 teachers per year since the scheme started. To date the scheme has helped nearly 150 teachers to extend their awareness of today's industry. The scheme is open to all teachers of food and accommodation, not just members of the Association, (HCIMA Doc. 85/230).

#### 6.49 Teaching Programme of the Craft Lecturer

Many craft lecturers appear to be called upon to teach a wide range of subjects in addition to their personal area of specialisation. Of the case study sample many taught costing and control, maintenance, catering technology, supervision and kitchen French, portion control.

Apart from the newly introduced Open Learning programmes there has been little alternative open to craft lecturers to 'TOP-UP' shortfalls in specific aspects of their work. The only alternative has been to commit themselves to courses that stretch over a number of years, studying for example the HCIMA professional examinations which may take from three to four years to successfully complete.

### 6.50 Craft Student Profile

A majority, 90 per cent of craft students tend to be in the 16-19 age range, (see table 22 below). Age frequency distribution between those following courses aligned to Food Production are similar to those on Food Service courses. This is mainly because most full-time college students follow a combined course gaining qualifications in both the kitchen and food service areas.

What the ETAC Report sample did show was that very few craft students return to college once they have completed their course. Most craftspeople tend to enter supervisory and management positions after the age of 24.

Table 22:  
Frequency of Craft Students Ages

	<u>Food Prod</u>		<u>Food Serv</u>		<u>Total</u>	
	Freq	%	Freq	%	Freq	%
16-19	303	90	159	92	462	91
20-24	12	4	10	6	22	4
25-34	8	2	2	1	10	2
34-53	13	4	2	1	15	3
Base of Percentage:	336	100	173	100	509	100



Table 23:  
Sex of Craft Students

	<u>Food Prod</u>		<u>Food Serv</u>		<u>Total</u>	
	Freq	%	Freq	%	Freq	%
Male	134	40	77	44	211	41
Female	202	60	97	56	299	59
Base of Percentage:	336	100	174	100	510	100

Since craft students tended to enrol on more than one course, the proportions of male to female students may be slightly distorted. There tend to be more women than men on craft courses.

Regarding marital status of college craft students, as would be expected with a sample of students whose age ranges from 16-19, the vast majority, 96 per cent are single.

Table 24:  
Marital Status of Craft Students

	<u>Food Prod</u>		<u>Food Serv</u>		<u>Total</u>	
	Freq	%	Freq	%	Freq	%
Single	317	94	169	97	486	95
Married	17	5	5	3	22	4
Separated/ Divorced	2	1	0	0	2	0
Base of Percentage:	336	100	174	100	510	99

### 6.51 Academic Levels of Attainment

A high proportion of the craft respondents had attained CSE qualifications. Of those craft students enrolled on cookery courses, 72 per cent had gained CSE qualifications compared with 76 per cent of those in Food Service.

Approximately half of them had successfully completed 'O' level courses, 47 per cent and 55 per cent respectively. Hardly any students in the sample had attained 'A' level qualifications prior to entering college.

Table 25  
Qualifications Gained by Craft Students

	<u>Food Prod.</u>		<u>Food Service</u>	
	Freq	%	Freq	%
O Level	152	45	95	55
A Level	3	1	6	3
CSE	243	72	113	65
OND	1	0	1	0
C & G 705	92	27	67	39
706-1	107	32	74	43
706-2	8	2	2	1
(152) 706-3	2	1	2	1
707-1	61	18	56	32
707-2	0	0	0	0
717	5	1	6	3
NEBBS	1	0	1	0
First Aid	16	5	11	6
College Dip.	1	0	0	0
Other Catering Quals.	8	2	7	4
Base of Percentage:	336		174	

## 6.52 Career Choice

A major research report by Chivers 'The Study of Chefs and Cooks (1971), identified some of the principle reasons influencing students in their career choice. Four main factors were highlighted:

- i. To have variety of work.
- ii. To be of service to others.
- iii. To work with hands.

Paul Ellis in his research in 1979 'Craft 1.' approached the subject in a different way. A comparison was made between students enrolled on General Catering courses with students on Basic Cookery courses. It appeared that the Cookery students were giving responses which indicated a rational 'thinking' approach to career choice, mentioning;

- i. Clear career direction.
- ii. To gain qualifications and knowledge.
- iii. Seeking knowledge and betterment.

Those students taking General Catering courses suggested a more emotional, less 'thinking' approach to career choice:

- i. Interest/enjoyment.
- ii. Have always wanted to travel.

The ETAC Report offers a rather different set of reasons for choosing a craft career in catering. The choice was linked to enjoyment of cooking prior to the course which sparked the

students' interest. Ambition and interest rated quite highly in their list of reasons for choice, whereas service to others or meeting people tended to have a lower priority. Today's craft student appears to have a better idea of what the job actually entails than his predecessor and is rather more concerned about the future. Students indicated ambition and interest quite highly. This may be due to current economic factors, in which most young people are concerned about short and long term career prospects.

With reference to practical experience gained by students prior to their course and during their course the following profile emerges.

#### 6.53 Industrial Experience

86 per cent of craft students have had some industrial experience. Although the percentage is higher for those in Food Service, the difference is marginal. In all probability students find it easier to gain part-time employment in food service than kitchens.

Table 26:  
Proportions of Practical Experience in the Hotel and Catering Industry Gained by Craft Students

	<u>Food Prod</u>		<u>Food Serv</u>		<u>Total</u>	
	Freq	%	Freq	%	Freq	%
Those with Experience	283	84	154	89	437	86

Most craft students, 68 per cent, gain their industrial experience within the hotel and guesthouse sector and 48 per cent in restaurant sectors of the industry. These are the two major sectors within which students have gained experience, whereas just 15 per cent indicated that they had worked within the welfare, industrial and hospital sectors. The high proportion of craft students who indicated that they had gained employment within the hotel, guest house and restaurant sectors may have done so due to the availability of part-time and seasonal employment rather than those factors associated with long term career aspirations.

Duration of work experience by craft students:

A large percentage of craft students, 59 per cent have worked 53 weeks in the industry. It would be reasonable to assume that these figures refer to those enrolled on their course on a part-time basis because most are aged 16-18 and would not have had time to spend a year in industry before taking up a further course of study.

#### 6.54 Industrial Release

The ETAC Report showed that 94 per cent of all craft students have experienced industrial release as part of their course. The report showed that between 2-12 weeks' industrial release was a formal part of their college training programme. This shows that most colleges operate industrial release schemes.

It is perhaps interesting to note that some colleges are changing from a 2-4 week industrial placement period to that of one full day each week throughout the course. Some colleges schedule their students into industry during the latter part of their course, but are considering changing this approach. They found their students had difficulty in relating what is taught to an industrial setting.

Opinions of craft lecturers towards programmed periods of industrial release appeared to be favourable. Their recorded comments are discussed in Appendix 1.

#### 6.55 Career Ambitions of Craft Students

Craft students were asked about their career ambitions immediately they leave college and in five years' time. Student responses indicated that the match between craft students enrolled on cookery courses and their immediate and long term career goals were very close. Most, 79 per cent, see themselves working in a range of jobs directly related to cookery immediately they leave college. 33 per cent see themselves in similar jobs in five years time. Many have management aspirations, mostly working in kitchens or work of a more general nature.

Only 14 per cent of those craft students following food service saw themselves working within food service areas immediately after leaving college. 70 per cent intended to gain positions related to food production and cookery. This may suggest poor student selection or that students enrolled

on full-time college courses have no option as to the range of subjects to be studied.

Just under half have longer term plans of aspiring into supervisory or management positions, some as restaurant managers, others in positions of supervisors or managers of a more general nature.

#### 6.56 Career Patterns of Craft Students

What happens to craft students and the career patterns they take on completion of their courses has recently been researched by the HCTB.

About 80 per cent of the sample found a job immediately on leaving college; only about 5 per cent had not found a job after one year. One third of the sample gained employment in the hotel sector and 16 per cent took jobs outside the industry. The type of job that was most selected was employment in food preparation. A relationship was shown between the types and levels of jobs they attained and those who had studied for one year and those who had studied for two years. Those who studied for two years full-time were more likely to enter at supervisory or management level, and those who studied over one year are likely to enter at operative level.

After three years working in the hotel and catering industry most of the sample had made 'substantial' career progress. Over one third had reached supervisory and management

position. However, men rather than women were more likely to have achieved such positions.

40 per cent of those who entered industry at craft or craft trainee level, were still at this level three years later. Half of those who entered hotels in their first job were still in this type of job three years later.

Three quarters of those who had entered the industry in food preparation were still in food preparation three years later.

After entering industry very few of the sample had received any further training. Only 4 per cent had received any formal training in supervision and management.

Most, some 60 per cent, were satisfied with their current job in industry, though more men than women expressed satisfaction.

Most of the sample, about three quarters, felt the need for further training to help them in their career. (HCTB 1985).

#### 6.57 CASE STUDIES

To help us relate the discussions concerning craft lecturers, their background, qualifications and comments, three case studies have been included. Those case studies have been taken from a total of 14 originally compiled for this thesis. They have been selected and are collectively presented as giving a representative profile of a craft lecturer engaged in the training of craft students.



CASE STUDY 5 - CRAFT LECTURER

Job Title:	Principal Lecturer
Marital Status:	Married
Age:	47
Qualifications:	1952 Dip. Westminster 1963 CGLI 152
Sector:	Further Education
College Size:	18 staff
Responsibilities:	Planning and operation of all craft courses
Other:	CGLI Assessor for 706 series.

The respondent spent the first six years of his career working in a large international hotel in Central London and was subsequently appointed Lecturer Grade 1 at a college of further education having currently been working for 22 years in his present job progressing to his current position.

The respondent suggested that management theory should be added to the CGLI 706-3 Advanced courses. He said that he felt that there had been enough changes to craft courses over the past three years 'that things should be allowed to settle'.

Second year craft students worked in the refectory kitchens one morning each week. The respondent said that he considered the experience was 'good for the students as it helps them to improve the quality of their work'.

CASE STUDY 6 - CRAFT LECTURER

Job Title;: Senior Lecturer  
Marital Status: Married  
Age: 47  
Qualifications: 1957 HCIMA Intermediate Waiting Cert.  
1958 CGLI 152  
Sector: Further Education  
College Size: 25 staff  
Responsibilities: Senior Course Director Food Service

Job History

The respondent spent 9 years working in the industry, employed in hotels, restaurants and clubs.

Eighteen years ago he was appointed Lecturer Grade 1. at the present college.

Subjects taught; CGLI 707-1, 707-2.

Asked to talk about his present job, structure and content of craft courses and their development he stated:

'My biggest problem is discipline, teaching craft students waiting they simply do not want to know'.

The respondent emphasised the importance of food service and suggested that 'all craft courses should start with food service because I believe it is important that students understand what goes on in a restaurant'.

Concerning industrial placement of his students the respondent made the following statement: 'It's not easy to place all of our full-time students in industry but I believe it highly desirable that students do undergo industrial placement as part of their course, provided it is a good class unit'.

CASE STUDY 7 - CRAFT LECTURER

Job Title: Lecturer Grade 11  
Marital Status: Married  
Age: 39  
Qualifications: 1962 - CGLI 150 - 151  
1967 HCIMA Intermediate Waiting Cert  
1967 CGLI 152  
1969 Teachers Cert.  
Sector: Further Education.  
Size: 25 staff  
Responsibilities: Course Tutor 706-2

Job History

The respondent spent 9 years working in the industry, employed in the hotel and industrial sectors. Fifteen years ago he was appointed Lecturer Grade 1. at the present college.

Asked to talk about his present job, structure and content of craft courses and their development he stated;  
'We have very little to do with the CGLI, we get syllabus, notes for guidance and thats it. I think the assessment system is too closely defined, I would like more say in how I assess my students. One of the problems we have is the refectory, we run it with second year students. Very little training or teaching takes place, there just is not the time, it does I suppose give students an insight into large scale catering'.

Asked what changes he would like to see to the courses the respondent replied;  
'None, perhaps more time spent on theory of cookery, less time spent on science. There are no problems with the course structure'.  
Asked about future course developments he responded 'I do not know, YTS is political thats all'.

## Summary

This chapter is concerned with the role of colleges in further and higher education, the design, content and teaching approach of their craft courses. Profiles are presented of craft lecturers, craft students, their career aspirations and the jobs they do once they leave college.

Many key findings set out below are related to those in previous chapters.

1. There is a large variation in the size of college departments offering craft courses. There is also a wide variation of standards with regard to specialist facilities provided for craft training. Some colleges operate craft courses in kitchens designed for domestic science courses, whilst others reflect modern design concepts. This variation of standards is perhaps reflected in what appears to be a fluctuating standard of craft students qualifying annually. For example as highlighted in table 15, CGLI 706-1, in 1982, 84 per cent of entries qualified as compared with 73 per cent in 1986. CGLI 706 Advanced Pastry figures for May/June series 1986, show just 50 per cent qualifying compared with 76 per cent qualifying three years previously.

2. Craft lecturer development beyond that of teaching qualifications needs to be made a priority.

The craft lecturer appears to be required to teach subjects he is unqualified to teach. As an example, most craft lecturers in the ETAC Report 1983 stated that they taught quality control and kitchen French. The subject of quality control features only in the syllabus of the 706-3 Advanced Pastry course, to which an average of only 7 hours are allocated. French Language as an academic area of study does not appear in any of the CGLI catering syllabuses. Most Food Service lecturers in the sample did not hold a qualification above Level 2, and therefore they would not have had an opportunity to study any subjects they teach above intermediate level.

3. Actual numbers qualifying from CGLI courses have increased in the period 1980-1985 by 31 per cent. With regard to those studying cookery and food service, the numbers qualifying increased by 28 per cent since 1982. Between 1984 and 1985 there has been a decrease of some 6 per cent qualifying.

However when one looks at numbers enrolled on advanced cookery courses they are very low when placed in context of the size of the industry's workforce. For example, figures published for those qualifying for advanced pastry have, over the past five years fluctuated between a high of 33 in 1985 and 21 in 1984 and 1986 respectively. Such courses cannot be economical to operate. According to CGLI the 45 students entered for advanced pastry examinations in 1986 were given practical examinations in 8 colleges. Advanced Kitchen and Larder

courses have shown a slight increase in numbers qualifying over the past five years but only marginally so.

4. From the point of view of craft courses, hours allocated to practical and to theory subjects are very difficult to evaluate because such data do not reflect the effectiveness of the teaching approach within a given time allocation. Some aspects of theory are taught as an integrative part of the practical sessions: commodities is an example. Some of the data available therefore, may give the reader a distorted impression of time allocated to each area of the syllabus. However, as would be expected, most craft courses show a higher proportion of hours allocated to practical work than to theory.

5. A review of student notes, craft lecturers' schemes of work and training restaurant menus, show an overwhelming bias towards French classical cookery as a vehicle for training. This theme has appeared in each of the chapter summaries to this point.

It is important to note that most summary findings in this chapter are supported in the HMI Survey 1987, Non-Advanced Further Education in Practice, to which detailed reference is made in Chapter 4.

## CONCLUSIONS

A number of key findings have appeared at the end of certain chapters. This section presents a synthesis of these categorised as follows:

1. Review of Thesis
2. Craft Course Content
3. Craft Course Re-Design
4. Implications of Relevant Developments in Craft Training and Education
5. Craft Lecturers

### 1. Review of Thesis

The main thrust of this thesis has been to present, analyse and discuss a number of key issues of particular interest to those involved in craft training within the hotel and catering industry. The central issues of this thesis have been to evaluate college-based craft course structure and content, and to assess the effectiveness of present craft course provision in preparing young people for a career within the different sectors of the industry. A second aim has been to consider the question whether or not the teaching approach to craft training in colleges is biased towards traditional cuisine rather than fulfilling the needs of other areas of industry.

In recent years a number of research programmes have been undertaken into the effectiveness of craft training. The writer believes that on the basis of this information what is now required is action. It is hoped that conclusions drawn from this thesis will go some way in stimulating changes in approach to craft training.

This thesis investigates the social and economic environment of the hotel and catering industry. It has also reviewed, analysed and discussed some of the main issues in relation to college craft courses, their structure and design and the approach of craft lecturers to their job of training and educating. The views of industrialists and teachers have been placed into the context of the main theme of this thesis, which has primarily been concerned with the subject of college-based and industry-based craft training courses.

## 2. Craft Course Content

It has been argued that college-based craft courses are over concerned with traditional French cuisine rather than teaching craft skills relevant to present and future industry needs. This view was expressed in the HMI Survey, (Non-Advanced Further Education in Practice 1987), by college heads of catering departments, and by craft lecturers, some of whom made their views rather forcefully. However, it should be remembered that colleges are teaching to CGLI centrally devised craft training programmes and preparing students to sit externally set examination scripts, in which some considerable emphasis is placed upon the traditional model.



With respect to course content, it is rather difficult to evaluate the relationship between hours allocated to specific areas of study and effective training. However, whilst it appears that the core areas of study, such as cooking, practical and theory, are effectively covered, the effectiveness of the use of time allocated to skills training can be questioned.

Views expressed by college heads of department, by craft lecturers, craft students and craft employees suggest that time allocated to the acquisition of manual skills and related knowledge is far too protracted. This has resulted in some considerable overlap of course material and lack of training progression from one stage of learning to the next.

### 3. Craft Course Re-Design

Perhaps what is needed is a change in course administration and course design from that of a highly centralised system of courses operated over a two to three year duration to that of a modular designed series of courses. Such courses could be planned at a more local level by colleges in co-ordination with established training agencies such as the HCTB, CGLI and with local industry. By design courses could include a substantial period of industrial placement in which craft students would practice their skills. Where appropriate, competency skills testing could then take place within a working environment rather than in the environment of colleges.

College lecturers could in fact become involved in both on-the job-training within industry and college-based education and training. Colleges could then concentrate upon developing related theory and practice to suit different industrial requirements.

Courses designed in this way may for example contain a number of separate training programmes, each dealing with a different level, dimension or principle. For example, roasting, grilling, costing, food hygiene, quality control, principles and characteristics of food production and food service and so on, might be incorporated in separate modules. Such courses need to be made available not only on a full and part-time basis but where appropriate linked to HCTB and CGLI Caterbase, Specific Skills Schemes and Open Learning Programmes.

It has been shown that those craftspeople employed in haute cuisine require a comprehensive knowledge of their trade. They need to be able to perform a wide range of manual skills, they need a wide range of knowledge of the materials they handle and they need to be flexible in their job.

In contrast those craftspeople employed in popular catering need a rather limited number of skills to be effective in their jobs. They do not perhaps require to undergo the same training programme as those engaged in the more traditional spheres of haute cuisine. We have seen how this sector of the market has and will undoubtedly continue to expand, on the otherhand little evidence has been highlighted to show expansion

at the more expensive end of the market where haute cuisine is probably more in evidence.

How then should college-based courses best react to the different requirements of the industry? One possibility is that some colleges might concentrate their efforts on traditional haute cuisine. On the other hand some colleges may see themselves as training craftspeople for popular catering; if so then there is no reason why they should not operate courses especially designed to this end. In either instance colleges need to work very closely with industry and training agencies in the fulfilment of their aims. They need to consider benefits that accrue from a modular based course, in which training objectives are identified and pursued in a college and an industrial setting with limited overlap and duplication. As we have seen, in general, college-based courses are far from economical to operate, there is evidence of much duplication of effort by all concerned, and this cannot be the most cost effective way of training.

To date most colleges have tended to concentrate upon training craftspeople at the initial stages of their career in the knowledge that they are unlikely to receive any formal training once they leave. They have attempted to give young people skills and knowledge that will be of use to them throughout their career, no matter to which level they are likely to aspire, as a craftsperson, a supervisor or manager. What perhaps is needed is a system of basic craft training that prepares young people for their immediate job profile

when leaving college and thereafter a series of short courses to meet their specific job requirements as they progress in their career. In effect what is required is a linked programme of continuing education.

Colleges need to become actively involved in ongoing research programmes as a basis for designing craft courses of the future. On the basis of such information they should be in a position to forecast, to design and operate craft courses to meet the needs of industry and in particular the needs of craftspeople at all stages in their career.

#### 4. Implications of Relevant Developments in Craft Training and Education

Since the 'ETAC Report 1983', and the introduction of modular designed, industry-based qualifications, Open Learning, Caterbase, Specific Skills Schemes methods of gaining vocational qualifications, have changed. Changes in college-based craft course design towards a modular scheme would complement these changes. This in the opinion of the writer is for the better for a number of reasons. Those who will undoubtedly benefit from these changes will be industry, employers, employees and the tax payer who will be helping to finance a well planned, well co-ordinated, cost effective, flexible industry-based training system. The national economy should benefit through improved standards of professionalism and service.

a) Industry will have access to a highly trained, highly professional, cost effective and mobile pool of labour, a workforce capable of meeting changing consumer, technological and economic demands in an expanding market. An improvement of national standards of product and service should result in increased demand and further expansion of the industry.

b) Employers will benefit because outcomes of training programmes will have direct relevance to their particular needs as those needs arise. Employers will have the opportunity and benefits that accrue from fully trained personnel at all stages in their career, whether at management, supervisory, craft or operative levels. These training initiatives should help improve staff morale, motivation, job satisfaction and commitment to their work. The training schemes should provide employers with improved standards of applicants, facilitate recruitment, improved training and career planning. Training schemes should help to avoid expensive training duplication and overlap that has been the case under existing college arrangements.

c) For employees the main advantages will include an opportunity to gain relevant on-the-job skills, knowledge, competence, confidence in themselves. Training programmes will provide them with a framework of work-based qualifications thereby facilitating these individuals with career potential to become upwardly mobile.

In general terms catering management has not been training orientated, and there is no guarantee that managements' attitude towards training will change because of the introduction of Caterbase or any other training programmes. Changes in attitude towards training and education will not come about without a concerted effort and a concerted commitment by all interested groups, central government and its agencies, local authorities, industrial national and local, the private and the public sectors of industry, professional bodies, trades unions and colleges.

#### 5. Craft Lecturers

In conclusion I would emphasise the need for the personal development of craft lecturers. Many colleagues fully appreciate the need and welcome the opportunity to continuously update their knowledge to keep abreast of industrial, technological and craft training developments. If the emphasis of craft course design changes towards industry-based skills training the role of the craft lecturer will also need to alter. They may find themselves working and training both within an industrial and college setting and they will therefore need to be prepared for such change in approach. This seems to be the way in which craft training developments are moving.

## APPENDIX 1

### VIEWS OF PEOPLE INVOLVED IN CRAFT COURSES

#### 7.1 Introduction

This section offers an evaluation of college-based craft courses from the perspective of people who have expressed their views about them. Listed below are sources from which these views and comments came.

i. Heads of College Departments:

- a) The ETAC Report; College Heads Questionnaire
- b) Semi-structured face to face interviews.

ii. Craft Lecturers:

- a) The ETAC Report' College Teaching Staff Questionnaire.  
(only those comments of teaching staff who indicated that they were craft lecturers, teaching on CGLI courses).
- b) Semi-structured face to face interviews.

iii. Craft students in semi-structured interviews and group discussions.

iv. Craft employees in semi-structured interviews.

v. CGLI examiners' reports.

vi. Craft employees in semi-structured interviews.

viii. Comments and views published in:

- a) 'Caterer and Hotelkeeper'.
- b) Newspapers.

## 7.2 Views of Heads of Department in Colleges of Further and Higher Education

The heads of department questionnaire included areas of interest to this research namely:

- i. The general approach and philosophy of their college.
- ii. Craft courses, their structure and content.
- iii. The question: 'Do you see your college department department having a particular/distinct philosophy in its approach to hotel and catering education? (ETAC 1983).

Some college heads clearly saw their objectives as meeting the training needs of industry whilst others were more concerned with the education and development of the individual as the following statements will show:

'Obviously a need to satisfy the City and Guilds' was one statement made by a departmental head. This response shows an orientation of departmental activity towards training, emphasis being placed upon the development of craft skills areas and knowledge and attitudes relating to industry's needs.

Other heads of departments also appear to support this view, for example:

'Vocational needs of students are a first priority as opposed to making the course an educational experience'. 'We hope to train for local industry'.

'Although we concentrate at the moment on education we are currently researching into the expansion of training'.

'To respond to needs expressed by all members of the locality'.



These comments suggest that the main thrust of college work is towards training, preparing students for local industrial work once they leave college.

However, other college heads view their work in educational terms, the development of the individual, for example:

'We believe education should be 80 per cent of the course. Not all people trained (students) will find gainful employment in the trade, but the skills and education they develop will help them through life'.

One head emphasised that the department;  
'places more store by trying to turn out good quality, craft-able students who can operate efficiently in a practical situation'.

A key finding in the main ETAC Report highlighted the dilemma of college lecturers. They were concerned to strike a balance between theory and practice and between an adequate level of education and meeting the needs of industry.

HCIMA Hospitality Journal November 1984 (NO.55, page 5 Craft Skills). 'I am happy to report that the catering department of South Kent College of Technology, Folkestone, (where I lecture in food and beverage service), concentrates solely on training in basic craft skills'; (City and Guilds 706-1 and 11, 705 plus YTS and TOPS courses).

Colleges have therefore tended to concentrate on training people for broader job horizons in the belief that they are developing people for a life of work. They recognise that once students leave college, most do not return to further develop their industrial skills or education.

### 7.3 Views of Craft Lecturers and Heads of Department on Craft Courses

The college teaching staff questionnaire asked the question: 'What is your opinion of catering courses in general?' (ETAC 1983).

The following responses by craft lecturers were recorded. Most were concerned that courses were rather out of touch with industry's needs. Some commented that craft courses were over concerned with traditional haute cuisine with some resistance to change, for example:

'Courses still working on tradition'.

'Prone to reluctance to change ideas of catering prestige with haute cuisine, which is not applicable anymore'.

'Staffing should be changed, i.e. all chefs (craft teachers) seem to be men'.

'Colleges out dated-no-flexibility-imposed syllabus by City and Guilds'.

One head of department commented:

'What we have is a cocktail of courses'. Referring to the teaching of food service he continued: 'The CGLI 707 Food and Beverage Service series of courses is probably the most

expensive course we teach. Students on Level 11 need to fillet at least three Dover soles each, and then there is the costs involved in flambe' work. It is a course that is out of touch with industry. Where in industry do they do such work? its stupid'. He further explained, 'I very much doubt whether the service lecturers themselves have ever prepared and cooked those items they are showing their students, its stupid'.

In terms of course structure, one head of department made the following comments.

'All craft students should follow the same course. Many parts of the course they are obliged to study are of little or no interest to them, all they want to do is cook. Many of our students have no job aspirations in the direction of food service, yet most study food service. We could teach them (the students) to become proficient in restaurant work within six months, if that's what they want to do. We could teach chefs courses in one year, at the 706-1 Cookery Level 1 in three months'. He commented that he would like to see students enrolled on craft courses attached to industry for two days each week. In this way they would be in a better position to relate what is taught.

When asked what additional subjects they would like to see added to their courses, technology, introduction to industry and gastronomy were mentioned. Conversely when asked what omissions they would like, none gave any indication. This lack of response by craft lecturers to questions pertaining

to the courses they teach is reflected in the main ETAC Report where craft lectures named virtually none. One may therefore assume that most college craft lecturers are satisfied with the structure and content of craft courses.

The following comments were made by craft lecturers to the question: 'Are there any additional topics you feel should be included on your courses? (ETAC 1983)

Five craft lecturers indicated 'Fast Food'.

One suggested international cookery. Two requested butchery as additional topics.

Three suggested legal aspects, geography and economics.

Three suggested additional pastry, more cookery and gastronomy.

Additional culinary French was requested as an additional topic by seven members of college staff.

Six requested microwave cookery and technology.

One respondent requested more emphasis on portion control.

Three respondents referred to PE (Physical Education) and two requested subjects related to improving social skills.

One craft lecturer said that he needs to 'stretch out' the 706-1 (cookery course).

'I can not give them too much to do in their first year because I shall have nothing to teach them during their second year'.

Of the sample of 76 craft lecturers, 48 per cent did not respond to the question.

#### 7.4 Craft Lecturers Views on Industrial Release

Opinions of craft lecturers towards planned industrial experience for their students as part of the course appeared to be favourable. In general, they indicated that industrial release period was 'very essential and valuable experience'.

Overall craft lecturers considered that industrial release gives the student an opportunity to 'see the real thing' - the industry, their choice of career.

However, some craft lecturers questioned the value of industrial release. Among the statements of those craft lecturers who did not give the scheme total support seemed to be concerned with standards, for example:

'Risk of questionable techniques'.

'Pick up bad habits'.

'Questionable, unstructured, doubt its worth because so little under control of supervision'.

'Scheduled at beginning of course-some come back and say catering is not what they are interested in'.

However, most craft lecturers fully supported industrial release periods. 'Most essential', was a typical comment.

#### 7.5 Craft Lecturers Views on Industrial Simulation

Most heads of catering departments in the sample offering a refectory service to the college, voiced the opinion that students benefitted from such involvement because they were being subjected to a realistic working environment. Students

were working under real pressure in order to produce X number of meals within imposed time scales. However, not all craft lecturers agreed with this view, some seriously questioned the true educational and training value of such an approach. Some voiced the opinion that such a system of industrial simulation is unrealistic.

One craft lecturer commented:

'Where in industry can one find twelve to sixteen craft trainees under the supervision of one chef. Pressure to produce the required number of meals at a specified time is clearly upon the shoulders of the lecturer in charge'.

The following statements give an indication that craft lecturers are concerned about the achievement of training and learning objectives:

'There is very little real training due to time pressures and other constraints. Learning objectives become rather vague and almost impossible to measure due to time and pressure'.

From the point of view of safety some pointed out that refectory kitchens were never designed for a class of students undergoing training, the ratio of 'staff' to working area is severely out of all proportion to minimal standards that would never be tolerated in industry.

Training restaurants were the subject of a number of craft lecturers' comments. Most were concerned that training restaurants were not meeting the needs of their students. 'We are locked into a system of providing meals for the

Principal and his visitors, its like an old mens' club'.

'The training restaurant is seen as the window of the department, I am assessed by the standard of meals served and not by my teaching ability'.

'My biggest problem is student discipline, most craft students do not want to become waiters, yet I have them in their first and second year, they are just not interested, it's all a waste of time'.

#### 7.6 Views of Craft Students

Several students took up the point about the duration of the courses they were following and degree of subject overlap.

One student commented: 'I cannot see any difference between what I am learning now and that of the previous year, we are repeating the same things'.

A second made a similar comment: 'We are doing the same things in our second year as we did in our first'.

A student enrolled on the 706-3 Advanced Kitchen and Larder course explained: 'the craft teacher is so old fashioned, we (the students) have to teach him about current cookery developments in the industry'.

In a group discussion situation with eight craft students almost at the end of their 706-1 course, one student commented: 'Our kitchens are the same as we have at home. Here we have one 'proper stove' and we have to fight amongst ourselves to

see who uses it. This comment was recorded by the writer in a small college unit with two domestic science kitchens.

In the ETAC Report students were asked which subjects they would like to be added or omitted from their courses. Students indicated that they would like to see communications, English and General Studies omitted. They indicated that they would like to see French, confectionery and the subject of management added to their courses.

### 7.7 Views of Craft Students and Craft Lecturers on Course Work Assessment

As discussed earlier in this chapter, CGLI have introduced the new 'Competency Base' method of course work assessment into the 706 series (1986-87) and intend to institute a similar programme into the 707 Food and Beverage Service schemes. As it is too early to refer to the reactions of colleges to the new competency approach, it is possible to review comments made by craft lecturers and craft students to the previous assessment method.

Students appeared to be fully supportive of the methods of assessment, although some found the system rather difficult to understand despite the colleges' attention to this aspect of their work. The following are examples of comments made by a number of craft students on the subject of course work assessment.

'When I know I am going to be assessed, I do a lot of homework, it makes me work hard'.



'On my marks so far, I think I stand a chance of getting a credit'.

This response shows that students not only have an idea of their current work standards, but are considering their future performance and what they need to do in order to attain higher grades. On the other hand, some students showed that they had little understanding of either assessment procedures or their implications as far as passing the course. Students knew their grades for some of their past assessments, but were unable to place them into context of either course progression or how their grades affected their certification.

Craft lecturers comments concerning methods of course assessment fall into two categories, those who support the system and those who support but experience difficulty implementing it.

Those supporting the system:

'I find assessment periods motivate the students, they pressure me to keep students informed of their progress'.

'I look forward to visits by the assessor, it's the only way I can keep in touch with what is going on'.

This comment was made by a craft lecturer in a department consisting of one full and one part-time craft lecturer.

'Although it takes a lot of my time, I think it is worthwhile. Students like to know how they are doing'.

Those craft lecturers less supportive:

'They are too time consuming, I seem to spend most of my time assessing students and leaving very little time for teaching'.

'I simply do not have time to assess students, I leave it to other lecturers'. This comment was made by a craft lecturer working in a refectory kitchen, where there was considerable pressure upon him to produce meals on time.

'The marking system is all wrong. We have to mark students on a 1-3 grade for each area of assessment. It's too narrow and almost impossible to work.

#### 7.8 Views of Craft Employees

1. An assistant chef, aged 17, attending college one day a week commented:

'I enjoy college work and I hope to benefit in later years when I hope to be a great chef. If at college we were shown how to cook for larger numbers, instead we play around with four portions for three or four hours, even this amount of work is divided between two of us. I often find it difficult to link the practical and theory part of the course, they seem separate, at least they are taught that way'.

2. Another chef also remarked about lack of rigour in craft courses. 'I was never stretched during the course, we had very little homework and were often bored because the pace was too slow'.

3. Referring to college students entering the industry an Executive Chef commented:

'The main problem I experience is associated with full-time college students. They are very slow, become fed-up very quickly when given a job that takes time. They have no staying power. They seem to be very immature and lack even basic skills. They appear to cover lots of dishes at college without an understanding of what they are doing'.

4. A respondent, a Sauce Chef, 21 years old, identified a gap between college trained students entering industry as: 'Only being taught one way of doing things, probably not the best way for industry'.

The respondent was enrolled on the Advanced CGLI Kitchen and Larder course and thought the course excellent.

'I learn to make a number of dishes at college that we do not get the opportunity to do at work. I bring back ideas to work, experiment and put some of the dishes on the menu. It gives me confidence and broadens my knowledge'.

5. A 17 year old trainee chef made the following comments about the CGLI 706-1 course he was following:

'At college we do things the proper way, but do not have time to do it the same way here'.

6. A head cook commented about the CGLI 706-1 course she had completed:

'I thought the course most helpful, it gave me the tools to do my present job'.

#### 7.9 Views of CGLI Examiners in their Annual Reports

Examiners refer to aspects of the syllabus that need attention. It is worth noting that many of their comments were directed to areas of the syllabus considered as absolutely essential by the craft employee sample in the ETAC Report, namely the 'control' function, 'basic' cooking methods and product knowledge.

Control:

706-3 Advanced Pastry 1983:

'and some presented poor answers for portion control'.

707-2 Food and Beverage Service 1983:

'Portion Control aspect caused a lot of problems'.

706-2 Cookery 1981, Costing and Control:

'This is probably an area of the syllabus that needs more concentrated coverage'.

CGLI 706-2 1984; Costing and Control:

'This section achieved a low mark rate overall'.

'Pure costing and stores documentation procedures are understood by so few'.

CGLI 706-2 1985; Costing and Control:

'The candidates who attempted this item showed greater appreciation of costing with good results'.

Many of the examiners showed concern for understanding of basic methods of cookery for example:

CGLI 706-1 1984:

'The report reveals many weak areas of knowledge within the whole coverage of the syllabus. As the following examiners' statement shows:

'As much of the lack of comprehension occurs within pure cookery areas it should indicate concern, and the need for greater application that is required to 'firm up' the basics and fundamental knowledge of cookery methods'.

CGLI 706-2 1984:

'An analysis of the results of those candidates sitting this paper as reflected in the report indicates a great deal of effort has to be applied in order to secure a greater success rate in this section of the examinations. So much of the syllabus content in its independent sections receives criticism of the lack of understanding of subject areas across the board which is disquieting'.

CGLI 706-2 1985:

'Few candidates appeared to understand the principles of preparing and cooking new potatoes. Many descriptions could have applied to old potatoes'.

With reference to the cooking of vegetables examiners observed:

'In depth knowledge is missing'.

In the area of knowledge of materials problems were highlighted by examiners for example:

CGLI 706 1985:

'Brown rice was unknown to most. Answers such as "leaving in the sun to brown", "browned in the open", "coloured brown" or made from "wholemeal flour".

Although the writer did not have access to CGLI examination questions, a review of a number of examiners' comments shows that papers are in some instances concerned with French classical cuisine, for example:

CGLI 702-2 May-June 1983:

'A quarter of the candidates indicated they would shallow fry Croute Derby'.

CGLI 706-1 May-June 1983:

Lower scoring candidates had great difficulty in describing 'chiffonade'.

How to prepare 'goujons' presented problems to almost half the candidates'.

CGLI 702-2 1985:

'This question of Poêle as a method of cookery was very poorly answered, expressing minimum to zero knowledge'.

CGLI 706-3 May-June 1983:

Candidates displayed a lack of overall depth of knowledge, 'tranchelard and lardoire' gave most problems\*.

\* The writer posed this question to two head chefs and two second chefs in industry, none could give an answer.

CGLI 706-2 1984:

'The making of gnocchi remains a mystery to most candidates'.  
'Few were able to define the gnocchi made with semolina'.

CGLI 706-3 1986:

Only a very few students presented good descriptions of the 'Cassoulet' and 'Matelote'. The majority suggested that each was a small piece of equipment.

The same report concerns itself with the lack of suitable text books: 'Some of the knowledge required for part 11 (advanced pastry) cannot be obtained from books on the English market only, as a more extensive practical and scientific patisserie understanding is needed'.

Some examiners reports show concern for kitchen facilities provided in some colleges.

706-3 1986:

'Two thirds of examination kitchens were well equipped. The rest, mainly centres who have only offered the course for one or two years, were unsatisfactory'.

#### 7.10 Views in Published References

A number of articles and letters published in trade journals refer to how out of date colleges have become as the following examples clearly show.

'The 'hotel schools' of Europe are steeped in the traditions of haute cuisine. They only appear to look backwards with nostalgia to the generation of Escoffier,

Careme and other great chefs and innovators of the last century, instead of looking forward and trying to develop and build on the work of these masters'. (G. Glew, Hospitality September 1983, No.43, p.13).

In an article in 'The Times', 'Eating Out, Cooking from the Old School', Jonathan Meads samples the students' efforts at two of Britain's catering colleges and comments:

'What these places appear to be doing is training cooks in the practice of dismal provincial hotels of 30 years ago'.

(Times, 11 April 1987).



## CONCLUSIONS

This section attempted to bring together the views of the many people involved in craft training and craft education. Views expressed in journal articles and letters to the editor of catering journals. Views from catering students, craft employees, to those actively involved in designing, administrating, teaching and setting examination questions aligned to cookery and food service CGLI syllabus.

1. Most college departments are concerned with training students for a career in catering, whilst some understandably are concerned with education and training more broadly. Heads of department and craft lecturers are aware of certain shortfalls between what is taught and industry's needs. They recognise:

- i. That there may be a reluctance to change, college prestige is linked with French classical cookery and haute cuisine.
- ii. They recognise the need to introduce change in the content, and structure of craft courses.
- iii. They recognise that they are teaching to syllabuses that do not reflect modern industrial practices, yet have little leverage to introduce change.
- iv. Many students are being trained in food service, work that they have no intention of pursuing once they leave college.

v. Comments made by college heads, craft lecturers, craft students, craft employees, CGLI examiners and trade journals show that much needs to be done to raise national standards of what is taught in colleges, how it is taught and the environment in which training takes place.

vi. Catering students appear to perform to a high standard when lecturing staff are catering specialists as opposed to generalists from other departments.

vii. Not all craft lecturers considered industrial simulation an effective form of training.

viii. Opinions of craft lecturers towards industrial experience for their students was not always favourable. Industry and colleges need to co-operate more in designing meaningful programmes for students on release.

ix. Published articles and letters support the notion that colleges are 'steeped in the tradition of haute cuisine', and French classical cookery.

x. Students have expressed their concern regarding overlap of lecture material and there being very little difference between what is taught in year one of a course and the second year. Concern for lack of progression of subject material from the first to the second year of college programme was identified in students notes and a statement made by a craft lecturer interviewee who stated 'I can not give them too much to do in their first year because I shall have

nothing to teach them during their second year'.

xii. CGLI Examiners reports show a bias towards French, for example, one examiner complained, 'candidates displayed a lack of overall depth of knowledge, trachelard and lardoire gave most problems'. The writer asked four experienced chefs in industry the meaning of the above terms; none could give an answer.

xiii. CGLI examination questions refer to dishes that have, in the opinion of the writer, long since disappeared, for example: gnocchi, cassoulet, Croute Derby, the term chiffonade, poele and so on.

## BIBLIOGRAPHY

- Bocock, J., New Directions for Staff Development, NATFHE Journal, London: October 1986
- Boffy, R., Further Education and the YTS Core, NATFHE Journal, London: March 1985
- Boffy, R., YTS Core Skills, NATFHE Journal, November 1985
- CGLI, Report on Examinations 706 Part 1 Certificate in Cookery for the Catering Industry, London: CGLI, 1984
- CGLI, Report on Examinations 707-2 Part 11 Certificate in Cookery for the Catering Industry, London, 1985
- CGLI, Report on Examinations 707-1 Part 1 Certificate in Food and Beverage Service, London: CGLI, 1986
- CGLI, Report on Examinations 706-3 Part 111 Certificate in Cookery for the Catering Industry, London: CGLI, 1986
- CGLI, Report on Examinations 705 General Catering Course, London: CGLI, 1986
- CGLI, 706 Cookery for the Catering Industry, London: CGLI 1987
- CGLI, Patisserie, London: CGLI, 1987
- Chivers, T., Study of Chefs and Cooks, London: HCTB, 1971
- Dawson, C., YTS It May Not Be Perfect, NATFHE Journal, London: April/May 1987
- DES, A Survey of Programmes Leading to Higher National Diploma and National Diploma Awards of BTEC in Hotel, Catering and Institutional Studies, London: HMSO, 1985
- Dickson, T. Kelly T., A Study of Industrial Experiences of OND & HND Students from Scottish Colleges, London: CGLI, 1973
- Driver C., The British at Table 1940-1980, Chattox Windus, 1983

- English Tourist Board., Strategy for Tourism Development in England, London: ETB, 1987
- Ellis, P., The Craft Career, London: HCTB, 1979
- Ellis, P., Pre-course Experience of Craft Students. (The Craft Student), London: HCTB, 1979
- Euromonitor, The Catering Report, London: Euromonitor, 1986
- Euromonitor, The Consumer Catering Report, London: Euromonitor, 1986
- Faber, B., Training and Education, Cornell Hotel and Restaurant Quarterly, 1986
- Garnett College, Certificate in Education, Definitive Course Document, (Full-Time), London: CNAA, 1981
- Garnett College, Certificate in Education, Definitive Course Document (A Part-Time Course) London: CNAA, 1982
- Glew, G., (Ed.), Catering Equipment and Systems Design, Applied Science Publishers, 1977
- Glew, G., The Future, Hospitality Journal, London: HCIMA, 1983
- Hall, N., Cost Benefits in Industrial Training, Department of Adult Education, Manchester University, 1976
- Hessling, P., Strategy of Evaluation Research in the Field of Supervisory Management, Assen Van Gorcum, 1966
- HCIMA , Document 85/230 Response to the National Advisory Body for Public Sector Higher Education on the NAB Consultative Document on Advanced Courses in Public Sector Higher Education, London: HCIMA, 1985
- HCIMA, Industrial Experience for Teachers, London: HCIMA, 1987
- HCIMA, First Year Enrolments, London: HCIMA, 1987
- HCTB, Employment Patterns of Graduates from OND & HND Courses in Hotel Catering & Institutional Management Subjects, London: HCTB, 1974

- HCTB, A Statement on the Review of Craft Training in the Hotel and, London: HCTB, 1978
- HCTB, Craft 1 The Craft Student, London: HCTB, 1979
- HCTB, Continental Craft Training Study, French Report, London: HCTB, 1979
- HCTB, Continental Craft Training Study, German Report, London: HCTB, 1979
- HCTB, The Continuation Study of Manpower in the Hotel and Catering Industry, London: HCTB, 1980
- HCTB, Manpower Flows in the Hotel and Catering Industry, London: HCTB, 1984
- HCTB, Statistical Review of the Hotel and Catering Industry, London: HCTB, 1984
- HCTB, Hotel and Catering Trends and Forecasts Issue No. 1 and 2, London: HCTB, 1985
- HCTB, Hotel and Catering Trends and Forecasts Issue No. 4, London: HCTB, 1985
- HCTB, What is Caterbase and Why is it Being Developed, London: HCTB, (No Date)
- HCTB, A Statement on the Review of Craft Training in the Hotel and Catering Industry, London: HCTB, 1985
- HCTB, Hotel and Catering Training - A Catalogue of Training and Consultancy, London: HCTB, 1985
- HCTB, Caterbase, General Information, London: HCTB, 1986
- HCTB, Hotel and Catering Craft Students - Their First Three Years in the Industry, London: HCTB, 1986
- HCTB, A Programme for Results, London: HCTB, 1987

- HCTB, Mastercraft Training, London: HCTB, 1987
- HCTB, Open Learning Management Programme, London: HCTB, 1987
- HCTB, Submission to the Youth Certification Board, Joint Certificates in the Hotel and Catering Industry, London: HCTB, 1987
- HMI, NAFE in Practice - 2 Hotel, Catering and Bakery, London: HMSO, 1987
- James Report., Teacher Education and Training, London: HMSO, 1972
- Johnson, P., The Corpus of Knowledge in Hotel, Catering and Institutional Services, London: HCIMA, 1971
- Jones, M., The Catering Market Size and Structure, London: CIRA, Kleinwort, 1987
- Kleinwort Crieveston Securities Investment Research, Hotel and Catering Research Centre., Hotel Companies in the UK, a Report Prepared for KGSIR, Huddersfield Polytechnic, 1987
- Lobstein, T., Employment Patterns of Crafts People. (The Craft Career), London: HCTB, 1978
- Macmillan Education; Mastercraft Study Books, London: HCTB, 1987
- Medlik, S., Profile of the Hotel and Catering Industry, Heineman, 1981
- MSC, A New Training Initiative, A Consultative Document, London: MSC, 1981
- MSC, A New Training Initiative, An Agenda for Action, London: MSC, 1981
- MSC, 'LCP's Designed to Help Your Business Grow, London: MSC, 1986
- Messenger, S., Report on Development of a Process - Competency Base for Hotel and Catering Schemes, London: CGLI, 1984
- MINTEL, The Catering Market, London: MINTEL, 1987

Mosiman, A., Cuisine Naturelle, Macmillan, 1986

National Craft Curricula and Certification Board for the Hotel, Catering and Tourism Industry, A Report on the National Kitchen Research Survey, NCCCB, HCTB, 1984

Ryan, C., An Introduction to Hotel and Catering Economics, Thornes, 1988

Saunders, C., Social Stigma of Occupations, Gower, 1983

Statistics of Education, Teachers in Service England and Wales, London: HMSO, 1985

Turner, M. (ED-)., Food and People, J Libby, 1983

Tyler, R., Gagne, R., Scriven, M., Area Monograph Series on Curriculum Evaluation, Rand Mc Nally, 1970

Vegetarian Society of the United Kingdom., Taking the Plunge, London: Vegetarian Society, 1987

Walker, C., Cannon, G., The Food Scandal, Century Arrow, 1985

Whyte, W., Human Relations in the Restaurant Industry, Arno Press, 1977