Implementation of national vocational qualifications in the UK utilizing Birmingham College of Food, Tourism, and Creative Studies as a systems model

Edward Forrester McIntyre
IMPLEMENTATION OF
NATIONAL VOCATIONAL QUALIFICATIONS IN THE UK
UTILIZING BIRMINGHAM COLLEGE OF FOOD, TOURISM
AND CREATIVE STUDIES
AS A SYSTEMS MODEL

by

Edward Forrester McIntyre

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The students of BCFTCS, particularly the Craft Diploma second years, for their help in assessing curriculum changes and assessment materials.
CHAPTER I

INTRODUCTION AND BACKGROUND

Government figures indicate that there will be a decrease in the available labor market. A study conducted in 1988 showed that there will be a projected fall of 1.2 million persons in the labor force under the age of 25 by 1995 (Hotel and Catering Training Board, 1988). This mandates that industry will have to enquire into new sources for recruitment. The catering industry in the United Kingdom (UK) is particularly sensitive to this situation because a large labor pool is necessary for its continued sustainment and growth.

There will be an increase in competition from third world countries as well as projected competition from the European Common Market (ECC) in 1992. The state of technology is very high and easily transported from one area to another. Availability of labor is abundant in third world countries. These nations, especially the Pacific rim countries, are making rapid advances in hospitality operations.

By 1995, the service sector will account for 70% of employment in the UK (Department of Employment, 1986). One of the main growth areas will be in catering and hotels. Demand for part-time workers will increase.
Inflation, a shrinking labor source and increased demand and competition, make it imperative that proactive measures be introduced (Her Majesty's Stationery Office (HMSO), 1988).

Training and education in Great Britain lag behind competition. Studies have found that with the same technology, German productivity was significantly higher than comparable firms in Great Britain (Institute of Manpower Studies, 1984). The craft system and qualification procedures are more sophisticated in Germany. Skill shortages are prevalent in the UK and updating and improving the quality and quantity of training are top priorities.

The National Council for Vocational Qualifications (NCVQ) was set up in 1986 to secure standards of occupational competence and ensure that vocational qualifications are based upon them. The Council is also responsible to approve bodies making accreditation awards, and assure that there is quality assurance in training. The aim is to make training available to the total population. This system will be in place by October 1992.

City and Guilds and the Hotel Catering and Training Company (HCTC) will be the awarding bodies for catering in
the UK. National Vocational Qualifications (NVQ's) will be awarded on four levels, based upon demonstrated skills. Requisite competence can be achieved through industry or formal education or a combination of the two. Two new concepts, Realistic Work Environment (RWE) and Accreditation of Prior Learning (APL), add another dimension to the NVQ system.

RWE in an educational setting can provide the framework within which a student (learner) can obtain craft skill training and theoretical information to progress quickly and competently up the NVQ level ladder.

APL will provide a tool for individuals who have documented industry skills to get credit for those achievements. They will be able to enter the pipeline and become qualified in shorter time than if they had to complete a training sequence or formal course of study. The key is to be able to accurately assess these individuals so that they can mainstream into industry as rapidly as their talents will allow.

This study will utilize Birmingham College of Food, Tourism and Creative Studies (BCFTCS) as a model for application of the NVQ scheme to train and educate persons for entrance into the
catering field. RWE and APL will be components of the system. The program will be descriptively studied and general systems theory will be used to examine the NVQ framework.

The study will encompass enquiry into system objectives, environments, resources, components of the system, measurement of performance and management of the system.

The Problem Statement

The problem of the catering industry in the UK is not just competition but supply of a well trained work force. There is a tendency in higher education in the UK to stress general academic theory over practical development of skills. The Department of Education and Science (DES) has prioritized expanded intakes of colleges and polytechnics over the quality and substance of the curriculum. There is an academic bias of theory over the practical applications involved in the industry.

Anti-practical, pro-theory approaches to catering education are related to government mandates like the Education Reform Act (ERA) which gives colleges responsibility over their budgets. The outcome was cost efficient curriculums. Obviously, practical applications require more logistical support than “talk and chalk” courses like business studies.
The result has been an outcry that colleges are not supporting industry, not offering the right courses and not training the right people.

A program that encompasses practical application, combined with theoretical education, can produce the best of both worlds. RWE, plus a comprehensive backup of theory delivered within a systems approach, could be the key to effectively unite education and industry.

This study will combine social impact research, which addresses the seeming dichotomy between catering education and the industry. The study will also illustrate evaluation research. The implementation of NVQ's, based on standards that are industry led, is a unique concept in catering education. The addition of the elements of RWE and APL need to be evaluated within the context of the total system.

The Employment Gazette for August 1987 showed that there were vacancies at job centers approaching 234,000. This was an increase of 22% in one year. The White Paper, Training for Employment, revealed that there were over 700,000 job vacancies in any one month in Britain (Department of Employment, 1988).
A survey conducted in 1987 showed that the labor supply had taken over cash flow as industry’s greatest problem (Institute of Directors, 1987).

The catering industry is one of the largest in the UK. It has 2.4 million employees, which represents 10.2% of the total UK work force (Luke and Ingold, 1990). Providing training and education within a framework of government regulations and programs is a monumentous undertaking.

The Government White Paper, Employment for the 1990’s, (HMSO, 1988), outlined the government’s belief that local employer led training programs were the best model for the future. Training and Enterprise Councils (TECs) were set up to implement the programs. These councils would develop policies that would be run by industry and/or educational centers.

As a result of the White Paper, the NCVQ was set up to establish a comprehensive framework to qualify individuals for occupations. The HCTC and City and Guilds were established as the awarding bodies for qualifications. The system of awarding vocational qualifications is to be operational by September 1992.

Two other important factors are involved in this program, RWE and APL.
RWE has assumed importance because the catering industry has indicated that academia is not meeting the needs of the industry by neglecting actual working conditions. Some generalists in education foresee a global and interdependent society, requiring education on a general level that has universal applications (Caterer and Hotelkeeper, 1991). Both views have merit.

APL is a method of granting credit to an individual who has industry experience and can document and demonstrate competence. That person can receive credit towards vocational qualifications without completing formal courses. This will hopefully stimulate the individual to achieve higher qualifications by further training and education.

BCFTCS is in a unique position. It offers programs for craft skill, higher national degree, bachelor degree and post graduate qualification.

Designing a curriculum to address these programs within a NVQ framework and assessing and evaluating the systems relating to learning requirements and environmental influences is the scope of this project. The study will also utilize general systems theory to illustrate how the NVQ system works in relation to RWE and APL.
The Purpose

This project will be directed towards designing a curriculum for students utilizing a holistic theory approach to integrate theory and practical applications within a systems framework. Consideration will be given to RWE and APL as components of the system.

The purpose is to provide the students with a program that will equip them with the requisite skills to enter industry. This necessarily encompasses aspects of NVQ's and assessment of the program.

A purpose of perhaps greater significance is the study of the organisation, BCFTCS. If we look at the college as an open system and its relationship to the environment (governmental educational guidelines), then we can study the relevant components of the system in an input--output transformational context.

The total relationship between boundaries, hierarchies and interface of systems will be examined within the framework of educational objectives and whether they are being adequately achieved.
Significance of the Study

The world is not restricted by national boundaries. The catering industry is global in scope, and educational programs must address the international implications in the 1990's and beyond. A shrinking labor market, new technology and increased competition, make it mandatory that educational curricula reflect changes and needs of its customers (the students).

A program addressing the requirements of industry, the population (students) and government regulations, could provide general guidelines for universal application.

The factors of RWE and APL are meaningful. Many nations have problems similar to the UK. A national qualification system responsive to the needs of industry can provide a format for other countries, and catering operations worldwide to follow. The significance of organisational system thinking provides a logical and progressive educational system that keeps on growing and improving by its open structure. Designing a curriculum with industry led standards (NVQ) may be one way of answering the complaint of industry that colleges are not meeting their demands (Hawkes, 1991).
CHAPTER 2

REVIEW OF THE LITERATURE

The review of the literature for the project consists of four sections. The first identifies the concept of National Vocational Qualifications (NVQ's), the second highlights the question of Accreditation of Prior Learning (APL), the third examines the use of Realistic Work Environments (RWEs), and the fourth investigates a systems approach to implementing National Vocational Qualifications into the curriculum.

National Vocational Qualifications

History of National Vocational Qualifications

In 1984, the labor force survey showed that 40% of the work force did not have a recognized qualification. A report for the National Economic Development Council (NEDC) and the then Manpower Services Commission (MSC), indicated that the proportion of the working population with no recognized qualification was considerably higher than the USA, Japan, West Germany and France.

The overall trend in the catering industry in the UK is one of growth despite the current recession (NVQ News, January 1992).
The Hotel and Catering Training Company (HCTC) report dated 1992 forecasts that approximately 70,000 new jobs will be required in industry by 1995 and, taking into account loss rates of 30% per year, the industry will need to recruit nearly 13,000 people every week until 1995. Despite the impressive growth of the catering industry and service sector as a whole, the downside of the report is that people who work in the industry are underqualified as compared to the rest of British industry. Thirty per cent of managers have no formal qualifications, and individuals with qualifications are not qualified on a level of their position. For example, managers may have craft level qualifications rather than training for managerial tasks required in their positions (HCTC, 1992).

Employers are not satisfied with the quality of staff, especially at skilled and supervisory levels. Satisfaction increases as the levels of formal qualifications increase, clearly indicating that employers value qualified staff. The output from colleges cannot meet current demands and the dichotomy of goals of industry and education has to be amended to deal with the shortage of skilled persons necessary for future growth. Training is a means of addressing the staffing problems of industry.
The huge gap between employment requirements and the availability of trained persons may be filled by introduction of the NVQ system.

The White Paper, Education and Training for Young People. (Cmd 9482, HMSO, April 1985), suggested a review of all national qualifications. The government acknowledged the report and accepted the validity of the findings and set up the NCVQ. The objective of the council was to establish a coherent framework and make qualifications related to standards required for competent performance by industry.

NCVQ Framework

The aim of the NVQ system is to bring all qualifications into a national system in order to make them more comprehensible, and to aid progression by clearly showing all the avenues available to those wishing to become qualified.

The NVQ framework initially specified four levels of achievement, with Level 1 being the simplest and Level 4 being the most complex, as illustrated in Figure 1. NCVQ has extended the framework to include higher professional qualifications at Level 5. By September 1992, the program will be in place and operational.
### NVQ/SVQ Qualification Framework

#### Catering and Hospitality Management

<table>
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<th>Reception</th>
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<th>Housekeeping</th>
<th>Food Preparation &amp; Cooking</th>
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#### Catering and Hospitality Supervisory Management

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<td>(portering)</td>
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#### Catering and Hospitality

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<th>(Food Preparation &amp; Cooking)</th>
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<td>(Guest Service)</td>
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<td>(General)</td>
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#### Catering and Hospitality

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<th>Serving Food &amp; Drink - Bar</th>
<th>Serving Food &amp; Drink - Table/tray</th>
<th>Serving Food &amp; Drink - Counter</th>
<th>Serving Food &amp; Drink - Take-away</th>
<th>Housekeeping</th>
<th>Food Preparation &amp; Cooking - General</th>
<th>Food Preparation &amp; Cooking - Quick Service</th>
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**LEVEL**  | **RECEPTION**  | **FOOD & DRINK SERVICE**  | **HOUSEKEEPING**  | **FOOD PREPARATION & COOKING**  |
The qualifications are based upon competence at work, which is outcome related rather than based upon a particular course of study or an examination. Each NVQ is made up of a number of units, which set out standards that must be reached. A unit is like a mini qualification, and a record of achievement can be awarded for every unit completed. People can choose which units they take, which add to those necessary for qualification at a particular level.

The process is very flexible and is designed to suit individual circumstances. Some people will become qualified by attending college full-time and others will become qualified entirely on-the-job. There will still be others who will combine on-the-job training plus part-time college courses as a path to achieve the qualifications. By being flexible, more persons will have access to qualifications and be encouraged to enter into some form of training scheme and add to a more qualified and skilled work force in the UK.

Standards for NVQ's

Industry lead bodies were established by the Training Agency to develop the standards for the new NVQ's. The lead body for hospitality and catering is the HCTC. The standards are expressed in units of competence, which clearly state the
objectives, requirements and the means of achieving a qualification at various levels.

The HCTC represents industry and, therefore, makes the framework relevant to work based actual performance requirements. Including industry in the program strengthens the links between government, industry and education.

Provisions are also included for quality assurance, constant review and updating to reflect changes in industry requirements.

The new national standards will require college based education programs to be geared towards providing the education and training necessary for people to subsequently achieve the award of NVQ's in the workplace. Future government funding for education will make the link to the workplace a necessary component for allocation of monies for training. It is possible for NVQ's to be obtained during courses if the assessments are conducted within an RWE. Obviously, industrial placements assume increased significance and the result is closer liaison between industry and education.

Advantages of the NVQ System

Credits are given for achievement of proficiency of skills, which are recorded for inspection of future employers.
This will ensure that those employers know the abilities of existing and potential staff. Credits are only given to those who perform to the required standards under normal working conditions. Candidates can follow a clear path at their own flexibly arranged schedule through the four levels. Improved training will provide a more reliable and motivated work force. The flexibility of the system is particularly attractive to persons re-entering the work force and to those persons who wish to change vocations while engaged in other occupations.

Candidates will be gaining their qualifications with a better understanding of what is expected of them in the workplace and having greater confidence in their abilities with a nationally recognised qualification.

The necessity of having industry, education and government work together in providing the services necessary for the system makes each aware of the problems and needs of one another. They all stand to gain from this unique partnership.

There are no entry requirements for candidates, no time limits for achievement of qualifications and no age limit as to candidates.

The pathways to attain NVQ's are not rigid, which means that training can be adapted to the individual requirements of each candidate.
The credits are transferable, both within and between similar industries, thus creating a more flexible work force and generating positive motivation for acquisition of qualifications.

Levels of Achievement of NVQ's

The qualifications are based upon demonstrated competence of skills necessary for industry. Those skills encompass performance of activities or tasks on various levels relating to complexity. Each level is composed of a number of units, which set out the standards that must be reached. A unit is a qualification of a specified task or skill achieved. Records of achievement are kept for each unit and persons can choose which units they wish to qualify for towards a particular level of NVQ.

The general structure of the levels is as follows:

**Level 1.** Indicates competence in the performance of a wide range of varied activities, most of which may be routine and predictable.

**Level 2.** Indicates competence in a significant range of varied work activities, performed in a variety of contexts. Some of the activities are complex or non-routine, and there is some individual responsibility or autonomy. Collaboration with others, perhaps through the membership of a work group or team, may be a requirement.
Level 3. Indicates competence in a broad range of varied work activities, performed in a wide variety of contexts and most of which are complex and non-routine. There is considerable responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.

Level 4. Indicates competence in a broad range of complex, technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.

A total of 24 qualifications are available at the present time in catering and hospitality covering all levels, and producing the chance for progression in any of the following areas: (a) reception, (b) housekeeping, (c) food and drinks service, and (d) food preparation and cooking.

Units and Elements of NVQ's

NVQ's are composed of a specified number of units of competence which are outcomes to be attained. A unit is the smallest item for which a credit can be achieved. Each unit is composed of one or more elements to be assessed. Units are accredited separately but in combination can make up vocational qualifications. The amount of units vary according to the complexity and level of the qualification.
Elements are observable activities, behaviours or outcomes which the person being assessed demonstrates to prove that he or she is competent in performance of that element. It is a description of an action. Each element is evaluated on the basis of performance criteria, range statements and underpinning knowledge.

**Performance Criteria**

Evidence against which the assessor determines that the candidate can perform the required tasks for that specific element. It is a description of what a competent performance looks like.

**Range Statement**

Describes all the situations and contexts to which the performance criteria apply. It is a description of the range of situations where the element and its performance criteria apply. Range statements are prescriptive and are what is to be assessed, the scope of the elements and performance criteria.

**Underpinning Knowledge**

Specifies the areas of knowledge which are essential to possess in order to perform the task well but may not, in all cases, be determined by direct observation of performance.
Example of NVQ Qualification at Level 2 Catering and Hospitality (Food Preparation and Cooking)

In order to receive a qualification at Level 2 in catering and hospitality in food preparation and cooking, satisfactory completion of units in Groups A and B is necessary.

Units in Group A (all of the following are compulsory)

1. Maintain a safe and secure working environment.
2. Maintain a professional and hygienic appearance.
3. Handle and maintain knives.
4. Accept and store food deliveries.

Units in Group B (candidate may select any 8 to be qualified)

1. Prepare and cook meat and poultry dishes.
2. Prepare and cook fish dishes.
3. Prepare and cook egg custard based desserts.
4. Prepare and cook stocks, sauces and soups.
5. Prepare and cook pulse dishes.
6. Prepare and cook fresh pasta.
7. Prepare and cook dough products.
8. Prepare and cook pastry dishes.
9. Prepare, cook and decorate cakes and biscuits.
10. Prepare foods for cold presentation.
11. Prepare and cook shellfish.
13. Cook-freeze foods.
14. Clean cutting equipment.
15. Prepare and cook vegetable and rice dishes.

Each of the units is composed of elements. The unit, food preparation and cooking (Number 1 under Group B), is "Prepare and cook meat and poultry dishes". This unit has a number of elements as follows:

Elements of Unit on Prepare and Cook Meat and Poultry Dishes

1. Prepare meat for cooking.
2. Prepare poultry for cooking.
3. Cook meat and poultry dishes.

Each element in turn has a list of performance criteria which are statements, against which the assessor judges evidence that the individual can perform the required tasks.

Performance Criteria for Element [Cook Meat and Poultry Dishes]

1. Cooking areas are ready for use and satisfy health, safety and hygiene regulations.
2. Work is planned and time is appropriately allocated to meet daily schedules.
3. Meat or poultry dish is cooked according to customer and dish requirements.

4. Meat or poultry dish is finished and presented according to customer and dish requirements.

5. Preparation and cooking areas and equipment are correctly cleaned after use.

6. Appropriate action is taken to deal with unexpected situations within an individual's responsibility.

7. All work is carried out in an organized and efficient manner, taking account of priorities and laid down procedures.

Range Statements

Range statements describe all the contexts to which the element and performance criteria apply. The following are range statements applicable to the performance criteria on the elements of cook meat and poultry dishes:

Range

Meat and Poultry

1. Beef.

2. Lamb.

3. Pork or Veal.

4. Bacon or Gammon.

5. Offal.

6. Chicken or Turkey.
Cooking Methods

1. Roasting.
2. Grilling or barbecuing or tandoori cooking.
3. Shallow frying or griddling or stir-frying.
4. Braising or stewing.
5. Boiling.

Procedures to be followed

1. All relevant health and safety legislation.
2. All food hygiene legislation.
3. All relevant establishment procedures.

Underpinning Knowledge

 Specifies the areas of knowledge which are essential to possess in order to be able to perform the task well, but that might not be assessable by direct observation of performance.

The following questions could be asked the candidates by the assessor, relating to the element on cook meat and poultry dishes:

1. What are the main contamination threats when preparing, cooking and storing meat and poultry dishes?
2. Why is it important to keep preparation, cooking and storage areas and equipment hygienic?
3. What are the temperature and time factors necessary to consider when cooking meat and poultry dishes?
**Assessment on Element of Cook Meat and Poultry Dishes**

Evidence of competence to cover all of the performance criteria across the range must be assessed using one of the following methods:

1. Total observation in the workplace or in a realistic work environment.

2. Observation for a minimum of: (a) three from the range of meat and poultry, (b) three from the range of cooking methods, and (c) plus supplementary evidence in the form of questioning which can be oral, using visual aids or other methods to validate the presence of knowledge.

**Assessment Guidelines**

Indicate the sources of evidence recommended for each element of competence. There are four main categories of evidence.

1. **Performance at Work.** Ongoing observation of performance in the workplace either as candidates carry out their day to day duties or observation at specified times for assessment purposes.

2. **Evidence from Prior Achievements.** Evidence from prior achievements in documented form to authenticate and validate the ability to perform the required task. This could be in the form of letters, pictures, awards granted or portfolios.
3. **Simulations.** Could be in the form of case studies, role playing, assignments and work based projects. Simulations should be as realistic as possible and recreate the workplace as far as working conditions.

4. **Questioning.** Questions, either oral or written, can be used to support the evidence gained from performance and to further test the candidate's underpinning knowledge.

**Assessment and Verification**

It is important to note that the quality and training of the assessors is a prime factor in making the system a success. The higher the level of competence of the assessors and verifiers, the more credible and valid the qualifications. Training for the verifiers and assessors is extremely important.

In order for the candidate to be accredited with a particular unit he or she must be assessed in every element, satisfying all the performance criteria across the range, and demonstrate a sound understanding of the underpinning knowledge. Competence must be demonstrated repeatedly and over a period of time.

**Assessment and Verification Process**

The candidate for a particular level of qualification has to undergo assessment at an approved center. The center could be
a workplace, college or suitable facility with equipment and an environment adapted for judging the candidate's skills for qualification. Centers have to be approved by the awarding body. A copy of the Center Approval Form appears at Appendix B.

The first step in the process is internal assessment by a trained internal assessor. The next step is internal (center) verification by a verifier at the center. The next step is verification by an external source. The final step is the granting of the qualification by the awarding body, which is under the aegis of the NCVQ.

**Staffing Requirements**

**Center Contact**

Assumes overall responsibility for coordination and running of the programs at the center. This person must be qualified to train the internal assessors for evaluating the candidates.

The center contact has responsibility for all of the following:

1. Maintenance of up to date records of staff.
2. Keeping the staff informed about the programs and new developments of the NVQ system.
3. Record all candidates achievements and forward assessments as necessary.
4. Process registrations and applications.
5. Ensure payment of invoices.
7. Ensure that equal opportunities policies are adhered to.
8. Provides feedback to the external verifier on the standards of the system.

**Internal Verifier**

Supports and monitors the assessors and maintains quality control of assessment within the center. The verifier is concerned with standards relating to assessment, while the center contact is responsible for primarily administrative functions. The internal verifier will:

1. Ensure that all assessors are trained in appropriate unit evaluation.
2. Validate each unit achieved by each candidate.
3. Check on records of each assessment.
4. Provide feedback to assessors and center contact.

**Assessor**

The assessor is responsible for judging whether the candidate has achieved the required level of competence in the units chosen to be evaluated. Judgment of evidence, and therefore ability, must only be made against the performance
criteria and range specified in each element. This is a key component of the assessor's job. The assessor must be technically competent in the units he or she is assessing, and demonstrate competence as an assessor to the lead body standards.

**External Verifier**

The external verifier is appointed by the awarding body and that person ensures that standards of assessment are being adhered to at each center. The external verifier represents the awarding body and is the link between the awarding body and each center. The verifiers monitor the assessment process.

**Awarding Body**

The standards for awarding NVQ's are set by the Training and Development Lead Body (TDLB). For catering, the lead body is the HCTC. The standards are then packaged into qualifications by awarding bodies. The awarding bodies in catering are:

1. Hotel and Catering Company (Awarding Body).
2. City and Guilds of London Institute.

The qualifications, as brought out by each awarding body, are submitted to the NCVQ.
In order to be approved, each awarding body must:

1. Be able to demonstrate that it has a recognized standing as shown by the acceptability of its vocational qualifications.

2. Agree to work with the National Council to fulfil the objectives.

3. Seek accreditation for each qualification it wishes to offer in the framework.

4. Agree to carry the National Council insignia on its certificates.

Summary

The NCVQ was established in 1986 as a result of a series of studies of vocational education and training in the UK, France, Germany, USA and Japan (Messenger and Makinson, 1991). The report indicated that there was a link between investments in training and education and success in industry. The situation in the UK was not reflective of that view. Industry was not supportive of education and training and the work force was neither adequate in quality or quantity.

The NCVQ, working through industry lead bodies, established standards on four levels for qualifications.
Those qualifications are composed of units and elements for progressively more complex tasks within occupations.

The HCTC was designated lead body for catering and hospitality. The standards are in place at this time and awarding bodies are submitting their programs for implementation to the National Council for approval. Awarding bodies will receive payments from centers for the program and from certification of candidates at various levels. The programs are to start in September 1992 and the results will be closely monitored by the National Council.

The desired outcome will be a well trained and better motivated work force that is equipped to meet the increased demand for the catering industry. By making the qualifications work related, greater cooperation between government, industry and education will result.
Accreditation of Prior Learning

The adoption of NVQ's will bring many new changes to the educational system in the UK. People who have never formally been enrolled on a course of study, but have achieved competence and skills 'on the job' or in actual performance of activities, may be assessed in order to obtain credits for NVQ's.

The assessment of prior learning will require special procedures, which will enable candidates to prepare and present evidence of prior achievements. Records of various types to authenticate the evidence of competency will be necessary.

A key component of the assessment process is a staff that is specially trained to provide guidance as to the most suitable methods of assembling evidence of competence.

Recognition for prior learning is particularly important for individuals seeking to become qualified after absence from the work force for some time, such as women returners or persons made redundant from their jobs. There may be units of competency which are common to more than one qualification, which can be transferred to other related areas of employment without the necessity of starting from scratch in obtaining a valid qualification.
Training and retraining is necessary to respond to economic and social conditions. The work force is declining in total numbers available each year and the advent of the European Community Act will have an impact on the UK.

There is not time for initial training, which is lengthy, to replace those workers who will be retiring. The demands of the hospitality industry require immediate measures to meet the necessary requirements of industry.

The number of young people entering the work force during the next few years will decrease due to demographic trends and programs providing impetus for older workers to re-enter the work force. Better access to qualifications is necessary to meet increasing demands.

Increasing technology and improved work practices and global competition require continuous retraining of the work force to maintain a standard adequate to meet competition (Jessup, 1990).

Adult training has implications for APL. Everyone can benefit from recognition of their competence from prior experiences but those persons who are older and have more work experience and have acquired more skills, have the most to gain from access to national qualifications through APL.
Women returners are predicted to provide up to 90% of the increase in the labor force in the next decade (Confederation of British Industry, 1989). Older workers will grow significantly in numbers and the long term unemployed are the persons who will obtain great benefits from the new NVQ system and its unique APL.

This section on APL will illustrate how the NVQ system will be tied into APL, the National Record of Vocational Achievement and the National Database.

Definition

APL is a process which enables the identification, assessment and certification of a person's vocationally relevant past achievements. It is giving people recognition for what they already know and can do.

It is difficult to place a value on what a person has accomplished in the past. The work based competence approach requires the assessor to make a judgment about how likely the candidate would be able to perform against the standards today.

It is important to emphasise that it is the achievement gained from those experiences and not the learning experience by itself that needs to be assessed.
It is part of a national program to improve access to vocational training. An important feature of APL is that it recognizes that learning is a continuous process whether at work, in a structured class or in any activity where skills are developed. A recognition of those skills can provide a basis for achievement and can, in turn, lead to credit towards nationally recognized qualifications. This is particularly useful to persons without formal qualifications who are desirous of seeking employment. It enables them to gain all or part of a qualification on the strength of their past record of achievements, without having to attend conventional programs of study from the beginning. The person’s record of past achievement is taken into account. It is important to note that it is the achievements and skills gained which may be creditable, not the experience in and by itself.

Credible evidence from past achievements must satisfy the requirements of the units of the qualification in the same way that assessment is made for the qualification, not by APL. The evidence must be documented and submitted and there must be a definite process of assessment undertaken. The process of assessment will be described in detail. Awarding bodies have developed guidelines for accurate assessment for credit towards qualification.
The ultimate responsibility is upon the candidate to collect all necessary documentation to corroborate the achievements to be credited towards qualification.

The desired result of the APL process is to open access to vocational qualifications. It is hoped to be a motivator for persons to re-enter the work force without the necessity to enrol in formal courses of study, although refresher or top-up programs may be needed to augment the APL process for credit accumulation. APL is part of a broad approach to initial assessment through which candidates will be counseled on how to gain qualifications most appropriate to their career goals. The prospect of meeting part of the requirements for a qualification will attract persons who desire to progress rapidly and learn new skills relevant to a vocation of their choice.

The success of the APL process will be directly related to how effective the program is marketed by centers and awarding bodies, the validity of the qualification as far as industry acceptance and the ability of the centers to assess the candidates achievements to give credibility to the whole process. Because NVQ's are work based, industry standards have to be adhered to in the assessment procedure.
The performance specifications provided to guide work based assessment are suited to APL because the primary source of evidence is derived from work based experience.

The APL System

There are several stages in the APL process. The procedures are listed and explained below and include five primary persons in the process: The Candidate, The Counselor/Guide, The Assessor, The Internal Verifier and The External Verifier.

The Candidate

The philosophy of the NVQ system is to permit candidates to choose the particular training and assessment systems that are geared to their own needs and goals. Centers have to provide advice on programs and how each candidate should prepare their action plans.

The candidate will be required to prepare a portfolio to relate to the competence standards for the particular unit desired to be credited. The portfolio may be an actual folder or document case, with sections identified for the different pieces of evidence.

After the candidate has collected all relevant evidence, it is submitted to the assessor. It must include a cross reference to
the elements of competence and performance criteria being targeted, so that the assessor can locate the appropriate supporting material.

The counselor has a key role to assist the candidate in the mechanics of submission. It needs to be submitted when it is complete enough for the assessor to infer competence. The portfolio should contain any evidence which contributes towards the accreditation of units of competence. The assessor has the responsibility to guide the candidate to ensure that the material does not become unmanageable and that only relevant material is included.

The portfolio may contain work based projects, reports, samples from the workplace, certificates of achievement and letters substantiating the competence of the candidate.

The candidate may have to provide additional evidence of competency. This may be by the normal path of assessment or by written or oral examination as required by the assessor. Top-up training or additional course work could be necessary if only partial credit can be given for APL.

The APL process and the development of a portfolio will require the candidate to present written documented evidence of competences. This will necessarily involve a degree of
literacy and written articulation. Candidates should be counseled on the structure of the portfolio and given guidance on preparation.

Advice should be given to candidates who may be unable to prepare documentation necessary for satisfactory assessment. They should be advised against APL if their chance of successful application is minimal. Individuals who are experienced but are unable to obtain evidence of competency should also be counseled against APL and may be successfully assessed by other methods.

Because the NVQ process is based on credit accumulation and emphasis on performance the system is particularly suited for flexible learning, which gives the candidate a degree of latitude on how to achieve the qualification desired.

Partial credits can be given through short courses and non-traditional learning such as skills achieved outside of the work environment but still giving degrees of competency.

There are no time factors involved in acquiring a qualification. The individual candidate progresses at their own pace through the process.

Sources of prior achievement leading to accreditations could be learning experiences that could include:
1. Work place or job experience.
2. Independent study and uncertified courses such as distance learning, correspondence courses and informal classes.
3. Life experiences other than a job in pursuit of interests and hobbies that have developed assessable competences.

**Counselor/Guide**

The counselor is the first person in the APL process. The responsibilities include the following:

1. Thorough communication to the candidate on the APL process and NVQ system.
2. Realistic advice on whether the candidate is going to benefit from the APL process and if their learning experiences are adequate to gain credit towards qualifications.
3. Guidance to the candidate on gathering evidence and assembling a portfolio.
4. Schedule of necessary appointments with internal verifier and registration of the candidate for an award if appropriate.
5. Assistance in providing advice on NVQ systems in relation to the National Record, NVQ Database and personal record of the candidate.
The counselor/guide is the first person that the candidate has contact with in the process, so it is imperative for the success of the NVQ system and APL that the counselor be thoroughly trained to communicate the benefits to all applicants. This position is a combination marketing and guidance function.

The responsibilities are primarily administrative and counselors, additionally, must be familiar with government regulations regarding equal opportunities. Applicants will rely on the judgment of the counselor to assist them through the process. Training for the counselor is extremely important due to the fact that it is totally new and persons will be unfamiliar with the terminology and the mechanics of how NVQ and the APL process operates.

Marketing of the system is important for each center offering qualification training. The aspect of APL as being integrated within the structure of the NVQ system has to be communicated effectively to persons wishing to become enroled in the process. Success of the whole process is dependent on a well organised plan of implementation in conjunction with a well trained and motivated staff.
The Assessor

The responsibilities of the assessor are to evaluate the evidence submitted by the candidate in the portfolio against the performance criteria of the target qualification. This is accomplished on a unit by unit basis.

The assessor must be competently trained and have to exercise judgment relating to the adequacy of the submitted materials. The following expertise and training are necessary:

1. Adequate training in APL.
2. Knowledge of unit standards, which state the type of evidence necessary to validate qualifications.
3. Familiarity with current assessments, which provide a tool to measure the amount of evidence required.
4. Liaison with the awarding body on evaluation of various forms of evidence.
5. Accumulation of example materials for comparison.
6. Meetings and communication with other assessors to provide uniform and equitable assessments.

When the assessor meets with the candidate, a format of the meeting should be adhered to. The status of the candidate’s portfolio should be reviewed as to its authenticity. A documented record of the interview should be kept.
If the assessor is not certain as to the sufficiency of the evidence presented or if the documentation is inconclusive to establish competency, the assessor may recommend that the candidate takes appropriate current assessment either by demonstration or by written or oral examination.

After the assessment is completed, the assessor will have to complete and validate a summary of evidence record for units claimed.

Guidance on the assessment of NVQ by APL is given by the awarding bodies in the manual for assessors and internal verifiers.

The Internal Verifier

The internal verifier's primary responsibility is to provide assistance to the assessors and to maintain the standards in the assessment system. They are in charge of training for assessors and coordination of the assessment process between candidates, the center and the assessors.

The internal verifier countersigns the units completed and approved by the assessor. The internal verifier is employed by the center and is also the representative of the awarding body to confirm that there is adherence to all guidelines and procedures. All internal verifiers are required to abide by the standards set down by the TDLB, which is the HCTC.
The verifier can approve or reject a center's application for approval if the awarding bodies' criteria is not satisfactory.

Criteria for selection as an external verifier includes a comprehensive knowledge of the NVQ framework. Information on methods of assessment and good interpersonal and communication skills are important attributes for the position.

**Advantages of APL**

1. APL provides the opportunity for a person to gain credit towards a qualification without having to enrol on courses for subject matter that they already know.

2. The APL process reduces the time necessary to attain a qualification.

3. APL points out gaps in competence, giving insight on development needs to each person.

4. Because the system is based on work based competence, it provides an industry led structure that is relevant for employers and prospective employees.

5. It provides motivation to the candidate by building on possessed competence to achieve further credits towards advanced units and levels.
6. The APL process links the candidate, the assessor, the center and industry together by national standards and the requirement of the candidate to produce a portfolio in a standard format.

7. The standards and the performance criteria for accreditation are the same as for assessment for conventional acquisition of NVQ qualifications.

Disadvantages of APL

1. The initial meeting with the candidate may require a long period of time to identify the validity and relevance of evidence to be submitted.

2. There may be a necessity to assess the candidate by observation, written or oral questioning to substantiate the claim for competence.

3. There is a significant amount of work that has to be done by the candidate in assembling the evidence to support their past experiences and competence. The success of the process depends on the commitment to be able to gather the necessary documentation.

APL is not an easy option towards qualification. It can be faster than some routes and, in some instances, is much more reflective of the candidate's true competences.
Overview of the APL Process

Stage 1. The candidate applies to the center for counseling and guidance on APL/NVQ qualifications.

Stage 2. Meetings between the center counselor and the candidate match prior achievements and target qualifications, relevant units and elements which may be accredited. Counseling is given on how to prepare a portfolio.

Stage 3. The candidate submits a portfolio, documenting evidence of competency. The assessor evaluates the material against the performance criteria and the range statements. The candidate may be required to demonstrate skills or be tested through oral or written examination.

Stage 4. The assessor passes on recommendations to the internal verifier for approval. This is reviewed by the external verifier and then the awarding body designates the qualification. If the candidate is unsuccessful further training is suggested, and means are provided to make the candidate continue the process to eventual qualification.

Summary

APL is one method of collecting evidence to prove competence for credit towards qualification at various levels. Approved centers have to provide trained assessors to carry out
the process of evaluation of submitted evidence to award credit
towards a qualification. The HCTC lead body has developed
criteria for assessment of APL. An internal verifier examines the
evidence and approves or rejects the candidate’s portfolio of
evidence. The external verifier, directly representing the
awarding body, checks the internal verifier and the award is
then given or rejected.

The primary purpose of APL is to encourage persons who
wish to re-enter the work force, change occupations or utilize
acquired skills to rapidly progress in their chosen field. It is a
system, properly implemented, that can significantly alleviate
the labor shortage in the hospitality industry.

Success in APL is related to several factors:

1. Proper marketing and communication to the public on
the benefits to be accrued by enrolling on the program.

2. Guidance from counselors at each approved APL
center on how to become a candidate and the process involved.

3. A well trained and motivated staff of assessors and
verifiers who can give integrity to the APL system.

A diagram of the process is shown in Figure 2.
Realistic Work Environment

Definition

RWE is a physical area where the candidate for an NVQ can receive training and assessment to develop or demonstrate competency. The area has to reflect a work situation as closely as possible. This is necessary due to the structure and the philosophy of the NVQ system, which is based on skills and ability to perform tasks in an environment which will closely approximate actual working conditions. The importance of RWE is that the skills developed and evaluated in a realistic setting can then be maintained in actual employment.

Rationale

NVQ Levels 1-4 will be available to at least 80% of the work force by the end of 1992. The system of being qualified at various levels is related to actual competency on the job which inextricably links education, government policies and industry into a partnership.

An important part of the NVQ framework is the assessment of occupational standards relating to performance criteria, which set out the standards to which a candidate needs to perform when carrying out the activity being assessed.
Occupational standards are actual descriptions of work activities which define the skills and knowledge required for competent work set out by industry according to their needs.

The whole NVQ process is industry led due to the philosophy that the shortage of trained personnel with skills is not going to decrease and, in fact, will substantially increase unless proactive measures are implemented.

The process is competency based, which are outcomes and actual skills produced and demonstrated by the candidates for the NVQ process.

NVQ’s reflect occupational competence and, therefore, require that assessment of those competences are made under conditions which are as close to the actual work environment as possible.

The NVQ system utilizes the term “range statements”, which describe the situations where assessment of competences will occur.

It is necessary to have competences assessed in a facility that meets the requirements of NVQ for both training and assessment. Candidates in the program need to develop the skills necessary for assessment. This can only be accomplished in an atmosphere that has a work situation that mirrors actual employment.
Hospitality and catering occupational standards were developed by the industry lead body, the HCTC. A center using RWE must adhere to the occupational standards set up by the lead body. The centers must also have to fulfil the awarding body criteria in procedures and assessment.

The end result will be an encouragement of partnership between industry and educational centers to allow candidates for the NVQ's access to RWEs for obtaining and assessment of competences.

Criteria for Operation of RWE for Assessment of NVQ

Any center that desires to utilize RWE for assessment of NVQ's must submit a form which provides evidence that the facility can satisfactorily fulfil all RWE requirements of the awarding body. A sample of the form appears in Appendix C. The following criteria are used for evaluation by the awarding body.

Clearly state the type of work situation being represented in the RWE

The facility or center applying for RWE approval from the awarding body must clearly delineate the food service operation by type of operation and method of service. Examples would be as follows:
1. Restaurant--full menu--lunch and dinner--silver service.
2. Cafeteria--limited menu--lunch only--counter service.
3. Licensed bar--public house--limited food available at lunch only--counter service for food.
4. Hotel--125 rooms--independently owned--guest reservation computer network--bar and restaurant facilities--breakfast--lunch--dinner--silver service and plated service--counter service at cafe operated by hotel.
5. College feeding--1500 students--250 staff--75 residents in dormitory run by college--refectory seating 300 with counter service--staff dining room seating 100 with plate service--dormitory serving breakfast and dinner.
6. Take away--limited menu--2000 square feet--lunch--dinner--late night hours.

The situation has to be clearly stated, and the information given depends upon the particular operation. Menus may be included in the application form. Photographs and blueprints may be necessary to show equipment available for candidates to train with.
The work activities at the center are typical of the work in the situation being represented.

Facilities desirous of operating RWE have to provide organisation charts indicating the proposed "jobs" in the RWE program and showing linear staffing to indicate supervisory requirements for various levels. Job descriptions for all positions have to be submitted to show that all persons will be employed in a situation that mirrors industry conditions and task requirements. The job descriptions should closely parallel the description that would be found in the comparable position in an industry situation. This would correspond to the occupational standards as set up by the lead body. Unit based competences are the desired outcomes and the system should be designed accordingly. Therefore, the job description should list duties and responsibilities and working conditions relative to performance criteria and range statements as specified in the occupational standards.

Hours worked by persons in RWE approximate as much as possible the hours found in the situation being represented.

The hours worked by both staff and candidates in the RWE situation should be reflective of actual working hours in industry.
This can be illustrated by schedules showing times on the work shift whether the position is full or part-time, and the provisions made for days off or split shifts.

The times worked should approximate shift times in industry with regard to breaks and rest provisions. Information to candidates should include how many hours will be worked in the actual situation in industry. For example, banquet staff may be required to work until early morning on catered functions, and food preparation personnel may have to work split shifts to cover more than one meal period. The same could apply to food service employees. Holiday demands may require persons to work time periods that other industries do not have to work due to the nature of the industry. Candidates should be advised of the hourly demands that may be placed upon them. The RWE situation may not be able to replicate those conditions, but mention should be noted in the job descriptions under working conditions and special requirements.

The hours of work in relation to positions defined in the organisation chart should be enumerated. The hours of operation, which will include times of opening and estimated number of covers served at each serving period, are part of the criteria for RWE.
Customer Perception is that found in the situation being represented

Every effort should be made to duplicate the expectations of the customer to the same extent as a commercial encounter. The aim is to have a "typical" cover. This means that all references to the facility as a training center should be with explicit and tacit representations that the quality of the foods and the attendant services are closely monitored by a well trained professional cadre of instructors.

The results, if the procedures and systems are in place, will be a situation that will produce first rate foods and service due to adherence to quality control. Customer perception and expectations will then possibly and most probably exceed the highest quality of operations in industry.

Included in the application for RWE approval are sections which require the center to provide information on room layout, equipment listings, type of decor, uniforms of staff and customer facilities.

It is also necessary to include sample menus and wine lists, if applicable, conference and banquet menus and facilities and pricing schedules.
Facility will be managed as a real work situation

This requires submission of budgetary schedules and other pertinent financial information which could include inventory controls, cost of goods sold figures, purchasing specifications and long range fiscal policy statements.

Marketing plans and promotional and advertising strategies should be included, evidence that the operation is marketed in a similar fashion as usually found in the work situation being represented.

Fiscal controls and documentation substantiates the operation's similarities to real industry. The problems encountered in cost control, waste reduction, cost of utilities and overheads gives the candidates exposure to the problems faced in daily industrial operations. Failure to address these factors results in an artificial situation which is unrealistic and cannot enhance the concept of occupational standards as set forth by the industry lead body, the HCTC.

Colleges and training centers will have to reassess their programs in line with the criteria of RWE in order to become accredited as NVQ centres approved for RWE. Reference can no longer be made or allowances given for the quality of the service or food being for training purposes.
This will defeat the concept of customer perceptions being similar to the actual conditions in industry.

**Center being Proactive in RWE/Industry Alliance**

Another criterion for RWE is an active integration of RWEs with area industry operations. This can be accomplished by the center offering industry access to the facilities for assessment and cross utilization of local industry for assessment to fill in gaps where each may be deficient.

Industry should be encouraged to become active in the process with local centers for RWE, thereby increasing awareness of NVQ's and RWEs. A harmonious partnership is important in making the whole concept of NVQ's viable.

The NVQ system is based upon occupational standards as set by industry. It is incumbent upon each RWE center to maintain links with industry to keep the standards current and in line with industry needs. Local industry representatives should play a part in the assessment and verification role to give credibility to the whole process. Evidence must be submitted by each organization wishing to become an RWE center that cooperation exists between local industry and the center.
**RWE and Assessments**

The assessment process is carried out under the format of unit based delivery, which compares the performance criteria of a particular unit of competence against various range statements, which are conditions under which the performance criteria are evaluated. RWE can be considered as the environment under which the assessment takes place.

Outcomes are the desired goal of the NVQ process. The presence of an RWE enhances the mode of delivery and also makes evaluation of the candidate’s skills easier if the environment is similar to actual work conditions. Assessment in a well designed RWE gives more credibility to the whole process because the skills can be demonstrated in the best possible way.

Employers who know that the assessments are carried out in a realistic manner will attach more validity to the qualification knowing that not only is the qualification based upon work based standards, but the assessment of the skills relating to those standards was carried out in an environment that closely approximates actual conditions.

The closer that the RWE mirrors actual conditions the more credible will be the value placed on the process by industry, the potential candidate and the general population regarding the worth of the qualification and the whole system of NVQ’s.
Authenticity and Realism of the Process

The closer that the center comes to mirror a real work situation, the better the quality of the candidates that undergo the training and assessment process at that center. The realism and authenticity effect the following:

1. **The Candidate.** The obvious advantage to the candidate who goes through a realistic and authentic process is that he/she is then well prepared to enter an industry setting. There is confidence in knowing that he/she has received training and has developed competences that will be put to immediate use. This, in turn, will provide motivation to advance to higher levels knowing that the training thus far has provided sound groundwork for future growth.

2. **The Center.** Authenticity and realism make it necessary for staff to be constantly aware of the link with contemporary trends and innovations in industry. Occupational standards delivered in a realistic setting compel the center and its staff to maintain up to date training techniques. Assessment of candidates and verification by lead body representatives ensure that the candidates are evaluated on industry based criteria. Facilities and equipment have to mirror the changes in technology faced on a daily basis by industry. The staff must
undergo continual retraining to keep them current on new procedures, systems and innovations.

3. **Industry.** The use of RWEs in a well equipped center, staffed with competently trained assessors and advisors, gives credibility to the whole NVQ process and, in turn, makes qualifications a valuable asset both to employers and potential employees.

Because the system was structured to give industry an input into the design and implementation of NVQ, there are constant evaluations made by industry representatives and the industry lead body. The effect will be a constant increase in quality of the persons becoming qualified and positive feedback from industry. Employers will aggressively wish to hire and retain persons who have been through the RWE centers because they will find those individuals quickly adapt to work situations due to their prior exposure to similar conditions through RWE.

Industry will become more dependent on RWE/NVQ trained personnel. With the constant input from industry on how to improve the process, the whole procedure will continue to improve over time. The link between industry, industry lead bodies, education and government agencies such as the NCVQ, will have a positive synergistic effect on the training and
employment problems that are currently present in vocational training in the UK relating to hospitality occupations.

Range of Conditions and Situations Utilizing RWE

The range of conditions and types of situations that can be applied to RWE training and assessment are totally dependent upon the individual center and its structure and staffing. The particular facility has to be approved by the awarding body for being an NVQ centre and has to provide further evidence in support of an application for RWE.

The various levels of NVQ and the units and elements will dictate if the center has the capabilities to qualify for RWE.

It is also important to have a staff qualified to assess the unit based competences for the various levels. The awarding bodies are the final arbiters for whether the facility will meet the requirements for specific situations. The training and qualifications of the staff and assessors has to be considered as well. The equipment, layout and design of the operation and consideration of RWE criteria dictate the possibilities for each center.
Cost of RWE

The design of college building facilities has historically been based upon a group structured approach to learning. RWE and NVQ systems are geared for individual flexible access to the programs and the facilities. Implementation of RWE in a facility where there are limited spaces available for creating an environment which conforms to the criteria of RWE would obviously be very costly.

Facilities that wish to become centers for RWE, therefore, must adhere to all the criteria as specified by the lead body. Some operations can meet the criteria without any difficulty due to their existing structure.

The implications of ERA take funding away from local authorities and place it directly with the college and national agencies. This makes it mandatory that all colleges have to realistically assess their total costs to reflect RWE, administrative expenses, marketing expenses for the programs, assessment for RWEs and teaching costs. The old student staff ratios and levels of full-time enrolments will not be applicable for costing procedures because the new flexible system is orientated towards individual and not group based learning.
Salary costs by themselves are only a component of the whole training and NVQ system. Because of the national bargaining framework for teaching salaries, whenever the budget had to be reduced, it was the non-teaching costs that were cut first.

The result of this has been that colleges without additional sources of income derived, for example, from internally run restaurants, functions or refectory operations, are without adequate funds for redesigning or implementing RWE. The ERA will give financial management to the individual colleges, which will give each institution control over purchases of equipment, materials, and development of marketing programs. There will be freedom to develop training schemes responsive to flexible learning and to allocate funds for non-teaching costs.

The additional costs of implementing an RWE system are difficult to quantify and generalize and need to be assessed on a project by project basis depending on existing facilities. The need for the change and emphasis to an individual learning program based upon competences and RWE has been established. Colleges and centers will have to make those investments to reflect the needs of industry and the general population for access to meaningful qualifications.
Successful implementation of RWEs has resulted in income that has exceeded costs, with the result that surplus funds have become available for further development into the RWE system. The income generated by operations at Birmingham College of Food for the fiscal year 1991 was in excess of £500,000. This has enabled the college to fund modernisation of several facilities within the faculty.

Flexible learning with irregular and individually tailored programs will have an effect on costs for students. Flexible fee structures, which are calculated on the number of learning hours a customer (student) buys, will be made available.

Formulae that are being used for funding based on full-time enrolments and staff to student ratios are not applicable to flexible learning. Funding should be based on units of competency attained and levels of achievement reached.

RWEs and Staffing

Staff must look at the education process from a new and different perspective, from a group centered to an individual centered approach with no formal timetable for coursework and regularly set classes.

Flexible learning requires staff to be positive in their approach to the new system. Instead of being lecturers and
instructors, staff will become facilitators, assessors and counselors, with a whole range of tasks and responsibilities that will require different skills and attitudes. Instead of controlling the teaching environment, they must work in an open situation with groups of other lecturers, representatives from industry, various students at different levels and assessors and verifiers from the awarding bodies.

Training must be undertaken by the college to equip staff to handle these unique situations. Flexible access to education requires an investment in changing attitudes of staff to accept the new system in a positive manner.

Job descriptions will have to be prepared to deal with flexible learning provisions. These descriptions should be based upon national standards to guarantee uniformity in the training schemes.

Staff provisions may include a flexible working year where education and training services are available. This will enable RWE income generating activities to be ongoing throughout the calendar year and provide additional staff opportunities and flexible work schedules.

The result is a new definition of teaching and class structure. There are acceptable learning models other than the
traditional one, which has all students on a particular course to meet at a set time and under the control of a teacher throughout the set learning time. Teachers will be facilitators of instruction rather than the source of the knowledge. This will require a new approach to learning and good preparation by groups of facilitators and instructors to ensure unit based delivery within industry led standards.

**RWE and Curriculum**

Traditional course based college curricula are taught by a teacher in a predetermined pattern or sequence with the students in the same program at the same time. RWE and flexible learning feature modular or units curriculum, with the individuals learning at their own pace and being assessed when they are ready. This is termed “active learning” (Further Education Unit, 1991).

All materials and facilities (RWE) are geared to permit individuals to attend at times of their convenience and to undertake the assignments and complete the materials to develop skills at their own pace in order to meet individual goals.

It is important that staff development and curriculum development are in line with occupational standards, which are
the primary determinants of the system. NVQ’s require that competency acquisition and assessments are carried out in RWEs. Some colleges still think of the classroom as the place where learning can take place. The opportunities for work based learning and simultaneous curriculum development, linked together, have not previously taken place. Pilot studies are currently underway in the UK to provide flexible approaches to learning.

East Warwickshire College offers professional courses using home study combined with workplace directed skills training and use of top-up college facilities. The result has been an increased demand, and nearly 400 students participated in 1990 (Further Education Unit, 1991).

In colleges where vocational areas have been modularised, as exemplified in Birmingham College of Food's craft courses, opportunities for learning and assessment in RWE situations will be increased by means of access to other areas of the curriculum. This will provide access to theory courses and rapid mainstreaming into industry.

The terminology of full-time versus part-time will undergo a change. Students in an RWE situation are similar due to the individualization of the system. Time becomes reflective of
each individual’s needs and goals for competency. Work based and college based will replace part versus full-time.

Another aspect of RWE is that students will arrive at the center with varying degrees of experience. These different competences and skills have to be recognized in the new system. The outcome is that teaching programs and curricula must become modularized, accessible, flexible and available through distance learning and other individualized approaches. This will require new attitudinal reference points by staff and reorganization of timetables and college culture.

The college has to look at the individual and the college has to serve the customer, which is the student. The curriculum is driven by individual adaptation to occupational standards, which could and should change the culture of vocational education.

Figure 3 is an NVQ assessment model (Jessup, 1990).

Actual performance in either the workplace or in an RWE is a unique feature of NVQ. The structure of the curriculum which delivers NVQ’s has to be based upon actual performance. Assessment then validates the actual delivery of the skills, which translates into a qualification. The skill itself becomes the outcome and the performance criteria and the range statement,
NVQ ASSESSMENT MODEL

Elements of Competence
with Performance Criteria
and Range Statement

Determine form and amount of **evidence** to be collected

through a combination of the following methods

**Performance Evidence**
from
* natural observation in the workplace
* extracted examples within the workplace
* Simulations (competency tests, skills tests, proficiency tests, projects/assignments, etc)

**Supplementary Evidence**
from
* oral questioning
* open, written answers (short, long, essays, etc)
* multiple choice tests

**Evidence from Prior Achievements**
reports, designs, computer programmes, certificates from other sources, etc
linked with the underpinning knowledge, makes the qualification meaningful and also sets a standard that can relate to other centers or colleges where the same course is taught.

Because the system is industry driven, the results and outcomes relate to skills that will enable the individual to gain employment. The NVQ level with the composite units is then easily understood by all employers. The certification of the levels by trained assessors is the key to validating the entire process. The requirements for credit are exact and readily available to individuals and centers delivering instruction.

The framework is on a computer database, which makes it accessible on a personal computer. This means that candidates will be able to know their status and define their own needs to progress up to qualifications. The database will allow candidates who have gained credits for a range of units through the APL process, to apply those units to qualifications to which those units relate. Information, through the database, can be given on employment opportunities programs available at various levels, and new learning materials.

An illustration of the new model for education appears in Figure 4.
Systems Approach to Implementing NVQ in the Curriculum

Introduction to Systems

A systems approach to any problem is concerned with the relationships, structure and interdependence of parts rather than the constant attributes of individual objects (Katz and Kahn, 1966). The unique aspect of systems thinking is that the individual factors composed in a problem are not isolated but the problem is analysed in a holistic fashion, looking at how each part relates to all the other aspects of the problem and the relationships between the individual parts.

History of General Systems Theory

General systems theory dates back to the 1940's. It has been influenced by many fields of science and mathematics, but the first formalised study of systems is generally attributed to Ludwig Von Bertalanffy (Ruben, 1972). Although the first applications were related to a scientific method, Bertalanffy proposed that problems of organisations relative to the social sciences could use general systems theory as a problem solving tool (Bertalanffy, 1956).
In 1954, the Society for General Systems Research was founded and in 1956 the Society started to publish a journal, General Systems.

Systems theory is an approach to problem solving and is a method of looking at a problem in a holistic manner. It can be used in a wide variety of situations and it is possible to apply general systems theory to implementation of NVQ's and its component parts of RWE and APL.

Definitions of Terms of General Systems Theory

It is important in utilizing a systems approach to define the terms and the context in which they are used. Systems theory has a terminology of its own and it is necessary to understand the framework and vocabulary that applies.

System

In general systems theory, a system is a number of parts which work together in combination for a predetermined purpose or goal or set of goals. The parts are integrated and combined for achievement of the stated objectives.

Churchman, one of the proponents of systems theory, defined a system as “a set of parts coordinated to accomplish a set of goals” (Churchman, 1979). Churchman lists five aspects of a systems concept (Churchman, 1979).
1. **The System's Objectives.** There is a difference between stated and real objectives. Churchman's criteria is a willingness to sacrifice certain goals for the attainment of an objective. Some mention must be given to legitimate versus real objectives. It is important in the context of this paper to relate educational objectives of competency based education to the general population. The legitimacy of the objective relates to its moral base. Competency is related to outcomes and skill acquisition. Some would question the validity of this objective against a generalist type of education, which stresses basic learning with outcomes related to the general upgrading of literacy and the stress on traditional educational goals.

2. **The Environment of the System.** Churchman refers to this as what lies "outside" of the system. The meaning of environment in systems theory is that the system can do little about the environment or its characteristics or its actions. Relating this to the study of NVQ's, the environment could mean the standards as set by the lead body, the HCTC, and the regulations set forth by the NCVQ. The environment is outside the system's control, but it will determine how the system performs.
If we are to use the Birmingham College of Food as our system for implementing the NVQ scheme and the standards are set independently by the industry lead body as regulated by the National Council, then we can state that those standards are the environment. The test for environment is that it is a "given" over which there is no control.

Churchman uses two questions to determine environment: (a) "Can I do anything about it?", and (b) "Does it matter relative to my objectives?". It is the environment if the answer to (a) is "No" and the answer to (b) is "Yes" (Churchman, 1979).

3. **Resources of the System.** Resources are those things inside the system that the system has control over to use to achieve the goals and objectives it wants. Resources go further than staffing, facilities, equipment, students and monies available. A management information system within the system may be the most important resource of the system itself. This will guide management on utilization of its resources to form components to achieve objectives.

One important factor that Churchman mentions in discussing resources is the political social actions of a component of the system which may lead to increased resources.
such as monies for budgets or favourable status for publicity purposes which, in turn, will increase the worth of the system.

4. **Components.** Churchman defines components as parts or sub-systems, coming from resources that are action orientated towards achievement of goals or objectives of the system.

The activities of the components are directly related to “missions, jobs, or activities”. Components are functional and not descriptive. The very nature of systems theory dictates that components are “mission” led. This makes evaluation of the worth of each component a key to how effective it is in attainment of the goals of the system.

Churchman states that the objectives of components are means whereby the system’s effectiveness can be measured. If the components are increasing in their individual performance, then it will follow that the system is operating at an increased level as well (Churchman, 1979).

Measurement of performance is sometimes difficult. If, for example, full-time enrolments in a college program are a component of a system (College NVQ curriculum) and funding for the program is changed and not related to numbers of full-time enrolment, then that would cease to become meaningful in achieving the objectives of the system.
5. **Management of the System.** This aspect of system theory sets the goals, determines which resources are allocated to various components, and essentially controls and monitors system performance.

One problem encountered in management of the system is determination of whether the management of the system is, in essence, a component of the system as well. Control of the system includes ensuring that programs are followed, and designing plans to achieve the predetermined goals and objectives. If the edicts and performance measures are not done, then it is management's responsibility to find out why.

One other critical aspect of management of the system is to evaluate when the plans and implementations are incorrect and are not feasible in attaining the objectives of the system. Management must, therefore, be flexible and adaptable in providing for a change in direction. The control function relates to feedback of information which is important in discussing any system.

**Open and Closed Systems**

It is important to give some attention to open and closed systems. An open system is one where the environment has an effect upon the system itself, even though the system cannot
control the environment. A closed system is not affected by the environment and is completely self contained (Katz and Kahn, 1966).

Organisations are open systems: "An energy input-output system in which the energy return from the output reactivates the system" (Katz and Kahn, 1966).

Katz and Kahn outline eight characteristics of open systems which are listed below. The factors will relate to the college as an open system with the objective of delivering competences to the learners.

**Open System Components**

1. **Importation of Energy.** Some form of energy or information from the external environment is necessary. Organisations will receive information, directives, inflows of supplies which direct or influence how the system will operate in some way.

2. **The Through Put.** Once the energy or information is received in the system, it is then transformed or reorganized into a product, a service or an outcome.

3. **The Output.** The service, product or end result of the activity within the system is then released once again in another form into the environment.
4. **Systems as Cycles of Events.** The actions of the system and the interchange of the system and the environment has a cyclical nature. In an organizational context, there will be found a related set of events which complete and renew a cycle of activities, as opposed to a biological system, where there are specific tangible products produced and interchanged like photosynthesis in plants, the social system relates to events that are dynamic.

In a college setting where competences are the objectives, the input would be directives from government or lead bodies which, in turn, would be transformed into a teaching syllabus. This would be activated into a program through the sub-systems and the result would be skills and outcomes for the students who, in turn, go into the environment of industry.

Input elements come in the system via the environment and interact with other elements or components and return to the environment as products, services or outputs of the system. These outputs become inputs for other systems. The change from input to output takes place within the system.

5. **Negative Entropy.** Closed systems have no contact with the environment. One characteristic is that all closed systems move towards a random form in which there is not
further growth or energy activity. The disorder and randomness of a closed system is known as “entropy” (Kast and Rosenzweig, 1981).

An open system, as opposed to a closed system, not only relates to the environment and receives inputs and transforms them to outputs, but the components are related to each other internally and interact to affect the system as a whole. By importing into the system an excess of energy, the entropic tendency of randomness is arrested and by storing an excess of energy from the environment in the form of resources or inputs, negative entropy will occur (Katz and Kahn, 1966).

6. **Information Input, Negative Feedback and Coding Process.** As information is taken into the system, it is altered and transformed into materials to provide a basis for the system to attain its objectives. Negative feedback is information that is transformed by the system to correct for deviations in its goal achievement process. Negative feedback is necessary for the system to survive. Without negative feedback, the system has no means to cope with changes and will eventually weaken and terminate.
7. **The Steady State and Dynamic Homeostasis.**

The system needs energy from the environment to survive. The excess of needed energy, negative entropy, provides the resource for sustaining the viability of the system. This is known as a steady state to maintain the system. The term "dynamic homeostasis" is a process whereby the system is maintained by reducing the external forces that threaten the processes or sub-systems so that the system can cope and maintain balance. The result of the reduction is that a new and more complex balance is established.

The analogy in biology would be that if the organism is threatened and in turn produces anti-bodies to cope with the invaded threat, then the organism is better equipped to handle new and different invasions. In social organizations, this means that as the system is established and there are obstacles faced, the removal of those obstacles results in a new sub-system that is better prepared to cope with new tasks.

8. **Differentiation.** This is the result of "dynamic homeostasis". As the system moves and is faced with problems and barriers to achievement of goals and objectives, new sub-systems are created to deal with the problems. This, in turn, changes the system's characteristics and results in a new and
differentiated system. The end result is a progressively stronger and more viable system.

9. **Equifinality.** This term used by Von Bertalanffy is that open systems have the ability to achieve goals and reach objectives from different means. There is not a single method of achieving and objective.

**Cybernetic Systems**

Cybernetic systems are open systems but have the characteristic of being able to adapt their objectives in response to changing conditions. A cybernetic system is flexible and gains from experience and truly exhibits “dynamic homeostasis”.

**Immediate and General Environment**

Environment surrounds the system and affects the system as it relates to its objectives.

Immediate environment has a direct impact on how the system functions. Factors such as the government, the economy, the trade unions and popular opinions are examples of immediate environment.

General environment has an impact on the system on a long range basis. Cultural forces, ideologies, technology and political considerations cause changes in the immediate environment which, in turn, significantly affect the system.
Boundaries

Boundaries separate the system from its environment. The closed system has rigid non-permeable boundaries, whereas the open system has permeable boundaries between itself and a broader supra system (Kast and Rosenzweig, 1981). This is important to note because there are boundaries between sub-systems within an organisation. They set the limits of each sub-system's responsibilities over the interdependence in accomplishing the overall objectives of the system. In an organisation, it is sometimes difficult to establish boundaries where the sub-systems are mutually interdependent.

One of the most important tasks of the management system is to regulate the boundaries between the sub-systems. Failure to adequately monitor and establish boundaries by management will result in loss of energy of the system, lack of focus on objectives and attention only to individual tasks without cohesion.

Interface of Systems

Boundaries separate systems while interface is the area of contact between one system with another. A college, as a system, has many interfaces with other systems: the local community, prospective students, unions, governmental
agencies, prospective teachers and staff and suppliers of materials. There are many transfers across boundaries at the interface involving people, materials, information, guidelines and directives and money.

**Hierarchy of Systems**

A system is composed of sub-systems which may be defined as the activity of a group of components to perform a specific purpose. The key to identification of what is a system or sub-system is the process or activity that is performed.

Every system is part of a next higher system and thereby in reference to that next higher system, termed supra system, is a sub-system of that higher system. Every system has a supra system except the universe (Ruben, 1972).

According to Ruben, there are supra systems composed of systems, composed of sub-systems, composed of components which are, in turn, composed of sub-components, and so on. It is called hierarchy of encompassing systems (Ruben, 1972).

The definition of whether the process is a system, sub-system or supra system, is wholly dependent on the level of analysis and it depends on the purpose of the investigation or analysis. It is related to the perspective of the person making
the study and is one of the weaknesses of general systems theory. The difficulty lies in where the investigator or researcher is positioned. Is the researcher a part of the system or process or is he separated from the system completely? Is he looking out or looking in?

Illustration of Systems Thinking to Implementation of NVQ Into a Syllabus Utilizing RWE and APL, Utilizing Birmingham College of Food, Tourism and Creative Studies

BCFTCS will be used as a model to illustrate a cybernetic system delivering NVQ's in a RWE.

Cybernetic systems are affected by the environment but can deliver or attain their objectives, in this case delivery of NVQ's through feedback control, and can be adapted to changes in conditions in response to new situations. This is important because the NVQ system itself is new and will have to change as it is implemented from a theoretical concept to practical application. The environment which is related to government regulations, the NCVQ, and the EC's desire to standardize qualifications and are social changes brought about by political factors, will influence and change how the system (BCFTCS) will deliver the qualifications to make them meaningful.
The Environment

The immediate environment is the state of the economy at the present time in the UK in which skills positions are in great demand. There is a shortage of staff in the hospitality industry, which provides an impetus to competency training and education. The decrease in the labor force and the necessity to return workers who have lost their jobs, are other immediate environmental factors. Other immediate environmental influences are the general economic recession in the UK, increased completion from the third world countries and the desire of women to enter the work force.

General Environmental Factors

General environmental forces are ideological and cultural and have long term effects. These cultural, political and technological factors cause changes in the immediate environment. The forces which caused the EC to establish economic policies have affected the immediate environment and the nation's cultural and political policies change over time, but will have an impact on all the resources of the system.

System Input

Students, faculty and resources equipment are the inputs to the education process. The system is designed around outcomes
and competences and the process centered around the NVQ framework as described in the NVQ Section.

The college curriculum is based upon 6 week modules, with the objectives of delivering competences within a practical and theoretical framework and operating around occupational standards set by industry. The modules include RWEs in several areas of the college.

The NVQ system is operational with assessments being given on an individual basis and verified internally and externally. The qualifications are then given and validated by the awarding bodies.

Outputs

The outputs in the NVQ levels awarded and also evaluations by the external assessors and verifiers that the system is operating effectively.

As students progress, the feedback given will be how effectively the students are placed in the industry and the motivation they have to progress to higher levels of qualifications. This will affect delivery of future education and modifications to curriculum.
BCFTCS has a unique delivery system where the RWE is in place at this time. Success of the NVQ system can be accurately measured by the percentage of graduates who are hired by industry and how they progress in an industrial environment. The system is illustrated in Figure 5.
CHAPTER 3
NATURE OF THE STUDY

This study will analyse the problem from various perspectives. It will be necessary to address temporal relationships from the past, the present and the future.

Attention must necessarily be given to the antecedent conditions that caused the situation of lack of trained personnel in the catering industry and the philosophical differences in hospitality education. This will encompass causal--comparative research. Comparison will be made with traditional attitudes towards education, versus the advent of vocational and industry led occupational standards in training and education.

The present perspective will relate to the use of descriptive research to make an analysis of how systems thinking can be applied to learning. Training and development of a curriculum will address the NVQ issue while including the concepts of RWE and APL. Components of the designed system will be studied with respect to boundaries, interfacing, sub and supra systems, and the environment. The study will hopefully bring about changes in hospitality education. Because of the nature of systems thinking, evaluative research is possible. The outputs of the system become new inputs which can be used to evaluate what has been done.
Hopefully, negative entropy will result and the system will constantly improve over time.

Formative evaluation will be the result, and a matrix developed for utilization on an international basis. The results of the study will provide guidelines for universal application in hospitality education. It will provide an effective conduit for new and better trained staff for industry, which will apply the methods and concepts developed in the UK on an internationally operative level (industry).

The curriculum at Birmingham College of Food was revised to reflect an emphasis on skills training and delivery of outcomes. By utilizing an assessment record, each candidate can proceed at his or her own pace to obtain competences. This is accomplished by RWE in any of the practical kitchens or the working restaurants and commissary, operated by the college. The RWE process is illustrated in Figure 6.

Environment

The environment in the study is the National Council, which established the criteria for operation of the NVQ’s. The College of Food, therefore, designs its curriculum around the criteria and the standards as set by the industry lead body, which is the HCTC.
Fig. 6

Environment

Performance Criteria & Range Statement

Corrections
Retraining

Government Regulation
Measurement of Performance
Assessors and Verifiers

Students
Staff
Kitchens
Syllabus
Resources

INPUTS

R.W.E.

FACILITIES

OUTPUTS

R.W.E. PROCESS

Competences
NVQ's
Lesson plans designed around skills and outcomes supplemented by theory in class plus immediate exposure to RWEs under the direction of trained assessors and instructors, will result in outcomes prescribed by the various levels.

A curriculum designed to include skills training and theory in catering in accordance with guidelines issued by the NCVQ and based upon systems concepts will turn out personnel progressively better as the system responds to negative feedback.

Evaluation of the programme will become more sophisticated as the system evolves. This is because the components of the system, students, instructors and staff will interact in a more meaningful way because objectives can clearly be stated and results can be meaningfully evaluated.

The implementation of RWE at BCFTCS lends itself to this type of program, due to its multi-dimensional approach to catering education. There are four separate food facilities plus refectory (student cafeteria), retail outlet, outside catering and central commissary.

Under the direction of qualified instructors armed with well designed programs of instruction directed by a well trained
administrative staff, a student can become qualified in a time period that reflects his/her abilities and rate of learning.

A program of instruction that provides practical instruction with theory in a systems context will have universal application in hospitality education.

General Systems Theory (GST) will be used to identify environments and boundaries, components of the system, objectives, inputs (students, instructors, information), outputs (NVQ levels and skills), evaluations and feedback which will, in turn, provide further inputs to the system relative to the goals and objectives.

Because the program is new, it will take time to generate numbers to provide a basis for evaluating it. The new system will be implemented in September 1992 and after it is operational, the results of the curriculum and the method of delivery can then be accurately assessed.

At this point in time, the research and implementation is descriptive and action research orientated rather than evaluative. The evaluation will occur after sufficient numbers have been generated.
Procedures

1. The study, therefore, encompasses action research. Consideration must be given to examination of the NVQ system as it exists at the present time. Some attention will be towards looking at how NVQ's evolved and the antecedent circumstances and historical perspectives on vocational education in the UK. This will be within the theoretical constructs of the study.

2. The population, therefore, in this study will be persons within the general population in the UK who are desirous of achieving qualifications in catering at various levels. The population will include the program itself in general conceptual terms as well as procedures for evaluation.

3. The sample will be those persons enrolling at BCFTCS for specific programs leading to NVQ ratings. Within the sample will be persons who wish APL as a route to NVQ.

Variables

1. The independent variables in this project are as follows: the students in the program, the instructors, the method of instruction, the environment within which the instruction is given (RWE), and the curriculum.

2. The dependent variables include the attainment of NVQ ratings, the acquisition of skills of participants (students), placement in industry and evaluation of the curriculum.
3. The intervening variables would be related to the qualities of the students. Factors such as age, prior background and work experience would be considered. Another aspect which would be considered as being a test variable would be the qualifications of the faculty and the substance of the curriculum.

Operational Definitions

1. NVQ's, bank or group skills necessary to perform a specific job. Repository of knowledge with those skills that can be demonstrated to be of a predetermined level of proficiency. In the UK, there are four levels of skills and knowledge. Relating to catering, the best examples will be job descriptions for specific positions. Level One for kitchen employment may be a prep cook; Level Two may be a lead cook or shift lead cook; Level Three could be a sous chef or assistant chef; Level Four would be an executive chef, head chef or chef/manager.

2. Operationally, RWE has all the attributes and characteristics of an industrial situation. For catering, RWE in an educational setting would be a working restaurant open to the public under the direction of trained chef instructors, similar to chefs in an restaurant setting in industry. Foods are prepared for consumption and sale to customers by students under
direction of dining room managers/instructors. The setting and attitudes and behaviour will not be simulated but mirror actual working conditions. The conduct, work patterns and output will be held to a standard that is reflective of the highest found in the best operations in the catering industry.

3. APL is operationally giving recognition for skills and knowledge acquired in an environment (workplace) and applying that recognition towards a vocational qualification. The problem is to be able to assess not experience but actual skills. This requires an evaluator that can accurately determine how proficient an individual is. The experience has to be documented and the skills and knowledge have to be demonstrated.

4. GST. Operationally, the terms of GST are that inputs will be the independent variables in this study. The independent variables are students, instructors, curriculum and methods of instruction. The outputs will be the dependent variables of NVQ levels of attainment by the students. The intervening variables such as characteristics of the students and quality of the instructors are also parts of the system which may be included under sub-systems. The environment may be the criteria as determined by the awarding bodies (HCTC and City and Guilds) or the criteria may be a supra system.
The variables of individuals enrolling in a curriculum of catering at BCFTCS and the instructors, plus the program of instructions within a general systems framework (all independent variables), will have a positive impact on those individuals obtaining certification for NVQ's. Other independent variables will be RWE and APL. Certification for NVQ's will be the dependent variable.

Data Gathering

1. The curriculum utilizing skills training, coupled with theory, will be implemented and documented. Job descriptions will be prepared for all programs relating to the NVQ qualifications, Levels One through Four. Job descriptions will also be made, based upon job analysis and job specifications for the instructors. The objectives of the students are to achieve the proficiencies necessary to be qualified and the objectives of the faculty are to give those students the theoretical and practical skills to pass the examinations for qualification.

2. Training will be given to persons designated as assessors for prior learning. The information and instruction they will receive will equip them with the tools to properly determine what experience and abilities the persons applying for APL actually possess. Evaluation of these persons, applicants and assessors, is important.
Data Analysis

1. The evaluation of how successful the program was in achieving objectives is directly related to what percentage of students enroled in the program, passed the vocational qualification examinations.

2. Evaluation of the program is by systems thinking relating to the outputs of the system (students, skills and percentage of passing students), becoming inputs to make the system more efficient and better over time.

Proposal Task

1. Identify the learning requirements. This is the first step in the task. At the inception of the study, this is to educate and train persons to pass the NVQ examinations.

2. Set objectives. This is differentiated from No. 1 in that the objectives are to bring about the education and development of the persons, and also to develop the curriculum within the GST framework. Another objective is to also incorporate RWE and APL.

3. Determine the strategy. The strategy will be to train and utilize systems theory and evaluate the program with interviews and data obtained from examinations for NVQ's.
4. Design and plan the program. Starting with criteria from the awarding bodies, design a curriculum by first writing comprehensive job descriptions for both students and instructors. This will provide initial inputs. The program of instruction will follow. The program curriculum has been designed for NVQ Levels 1 and 2, allocating 62% of the students time to practical work in college, 18% of the students time to practical work in the industry and 20% of the students time to theory. The Craft Diploma Course delivers basic skills and competences through theory, practicums and RWEs. The subject matter is listed with aims, objectives, theory and practical applications. Additional assignments via homework and assessment are included in the curriculum.

5. Implement the training. This step incorporates the RWE component and development of skills and knowledge.

6. Evaluate the learning. Assessment of how well the program met the objectives in step No. 2. Hard data such as percentage of students passing examinations, combined with profile analysis of individuals in the program with APL, will indicate strengths and weaknesses in the program. These outputs will then become inputs in the cybernetic loop.
CHAPTER 4

FINDINGS AND ANALYSIS

The aim of the study was to analyse and research the role of NVQ's in developing curriculum and delivery systems suitable for craft students undertaking a two year craft program at BCFTCS.

The study aimed to redevelop the two year program by:
(a) modularising the course.  (b) utilizing the college's training restaurants by developing RWEs.  (c) providing a comprehensive skills assessment program as a means of developing competency, and (d) delivering a range of NVQ's.

The first students to enter the newly designed program have now been recruited and the new course commences in September 1992. The curriculum team has been restructured and course management prepared for what will be a totally new course, delivered in a totally new way.

By modularising the program, it is hoped that it will become more flexible and attractive to both students and employers and this would seem to be the case, based on enrolments for September 1992, which are 27% up on the previous year as shown in Figure 7.

101
## STUDENT ENROLMENTS

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<tr>
<td><strong>Catering and Hospitality</strong></td>
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<td>Diploma Year 1</td>
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<td><strong>Total Full-time Enrolments</strong></td>
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<td>329</td>
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The curriculums are ready, and the new modular program is shown in Figure 8.

In Year One the students work through five modules, with each having a duration of six weeks. The modules are as follows: (a) Practical cookery, (b) Refectory production, (c) Basement stores, (d) Food service, and (e) Industrial placement.

At the end of the 30 week program, students are offered a choice of programmes: (a) Food Production, and (b) Food Service.

Food Production students will now work through five modules, each having five weeks duration: (a) Brasserie production, (b) A la Carte production, (c) Patisserie, (d) Industrial placement, and (e) Ethnic cuisine.

The number of qualifications and units they achieve depend on their ability and commitment to the programs.

As the students progress through the modules their achievements of competence can be documented and evaluated. The results can then be utilized to redesign the curriculum and delivery systems to improve them still further.
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<th>STARTS 16th SEPTEMBER</th>
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It may become necessary to undertake certain modules again if attendance is poor or weakness is demonstrated.
The new course management structure is shown in Figure 9 and this has been designed specifically to meet the needs of NVQ's, identifying internal verifiers for the two main program areas.

The curriculum itself has been developed into units, which will deliver NVQ's at Levels 1 and 2. These have been based on the occupational standards produced by the industry lead body.

Having identified the competences from the occupational standards, it then became necessary to develop each of these competences in the form of units. These have now been prepared and examples are shown in Appendix D.

Assessment materials have also been written for each of the units, once again to NVQ's, and these will form the basis of evidence as to the achieving of competence in each of the diagnosed skill areas. Examples of assessment materials are shown in Appendix E.

The delivery of the new course structure and implementation of NVQ's will require close liaison between teaching faculty and students. Links with industry relating to RWE will also have to be strengthened still further to reflect the emphasis on industry led standards.
Birmingham College of Food, Tourism & Creative Studies

NVQ'S IN CATERING AND HOSPITALITY

Fig. 9

INTERNAL VERIFIER
Food Production
Clive Tolley

CURRICULUM
NVQ LEVEL
1 2 3 4

RECRUITMENT
Paul Shepherd

ADMINISTRATION

LEAD ASSESSOR
Philip Dobson

INDUSTRIAL PLACEMENT
Robert Smith

CANDIDATE MANAGER
Ian Mouger

ASSESSORS

CANDIDATE PERSONAL MENTORS

CANDIDATES

CURRICULUM
NVQ LEVEL
1 2 3 4

ROTAS

U.K. STANDARDS OF PERFORMANCE

© 1995

CENTRE CONTACT
Darryl Thomas

NVQ'S IN CATERING AND HOSPITALITY

© 1995

INTERNAL VERIFIER
Food and Beverage Service, Reception
Gary Wood

CURRICULUM

ROTAS
Coordination of curriculum development and delivery of theory instruction, plus practical application, remains an important function of the curriculum team. Utilization of systems thinking to develop outcomes that can be assessed and then provide inputs for new curriculum design, will remain the responsibility of that team. Once the full cycle for each of the new courses has been completed, it will then be possible to analyse actual results.

Future research should then be possible to compare actual performance of students undertaking the new programs with those completing the more traditional qualifications.

Inevitably, the success or otherwise of a system of NVQ's will probably be determined by the acceptance it receives from employers throughout the industry. They have, for many years, criticised the quality of the product produced by colleges of further and higher education. Time will tell as to whether they feel the new competency based system will produce a well qualified and more able work force.
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The prevailing view of educators in the 80’s was that human and conceptual skills needed to be developed. Technical skills had a place within the catering curricula but courses that were broad brushstrokes concerning long range objectives should be emphasised (Powers, 1980).

The economic volatility and rapid expansion of technology, coupled with a documented labor shortage, makes it imperative that new techniques in catering education be implemented. The European Community 1992 is here and increased demand for a well trained work force versed in technical skills is apparent. A comprehensive program, which is dynamic in responding to new situations, would seem to have universal application. The problem centered approach was in vogue in the 60’s but resulted in several problems (Kenney and Reid, 1990). One difficulty using a model method of training is that it can become outdated very quickly in areas where rapid expansion and change exist. It is essential to continually evaluate, modify and analyse programs that provide training for the future (Donnelly, 1987).
The current trend is towards an open system of approach, where assessment of needs becomes an integral part of the learning experience and part of the process of the curriculum presented.

Global implications are patently obvious. Techniques in catering education have to provide for future growth as well as respond to immediate employment needs. A systems approach, coupled with RWE, may provide some solutions to resolving the problems currently faced by catering education and the catering industry.

The purpose of this study was to describe the NVQ system in the UK within the context of GST and design a curriculum to be used at Birmingham College of Food, Tourism and Creative Studies in Birmingham, UK.

Data on the NVQ system was obtained and reviewed with the purpose of developing a method of delivering the outcomes and competences within the framework of NVQ’s and utilizing the concepts of RWE and APL.

NVQ’s were the result of studies initiated by the Government in the UK, which indicated a shortage of skilled persons and a need to address problems such as reduced available labor, women returning to the workforce and the increase if school leavers.
The formation of the NCVQ in 1986 resulted in the NVQ system as described in the study. The curriculum is in place and is scheduled to be implemented in September 1992. The design of the curriculum and operation around the actual operations at Birmingham College of Food, should provide a good model for evaluation of the NVQ system.

GST provides an excellent reference base for describing the NVQ program. The various aspects of NVQ fit within the framework of systems thinking and the outputs of the program at Birmingham can be evaluated and assessed to reflect any deficiencies which can then be addressed to change the procedure.

The whole process which has taken over 6 years to develop is a necessary and innovative solution to problems that are universally present. Recessionary conditions worldwide dictate a need to find answers to foster cooperation between industry, government and education. NVQ's may be a way to address the problem.

The United States of America (USA) has started to investigate competency based education and its implementation through its SCANS (Secretaries Council to Assess Necessary Skills) program. The results of the study have to be acted upon.
The European Community (EC) has recognized the need to address the problem of skilled labor shortage and studies are being carried out at this time to accurately assess the situation. The model developed in this study can provide guidelines for use in similar situations. The EC actions and policies of opening opportunities in Europe and lifting sanctions regarding qualifications will make transition easier and give universal validity to occupational certifications.

**Recommendations**

This study can provide a format for anyone wishing to design a curriculum based upon competences. When the modules are completed, an evaluation can be made to determine whether the goals or outcomes were attained. Data can be generated to validate the process and recommend modifications. The wealth of information on competency based education can be applied to practical applications. Birmingham College of Food can provide a working model for competency education. Future research can be collected, based upon delivery of NVQ's. This can provide input on implementing a competency based curriculum in other areas.
The USA could use the model constructed in the UK to design a competency based curriculum. Indeed, other nations would be well advised to watch the progress in the UK of the system.

Competency based education is a necessity given the economic needs of the hospitality industry. Continued growth is dependent on a well trained workforce built on cooperation between industry, government and education.

A system that can deliver skills and outcomes can be universally applied to any hospitality setting.
References and Bibliography


Caterer and Hotelkeeper. (January 16, 1992). Will NVQ’s Save The Industry?


Hospitality. (February, 1992). *HCIMA Welcomes New Workplace Qualifications*.


APPENDIX A

Definition of Terms

1. **Systems Theory.** Basically concerned with problems of relationships, structure and of interdependence rather than with the constant attributes of objects.

2. **Systems Environment.** Defined as the set of all elements, a change in whose attributes affects the system as well as those objects whose attributes are changed by the system. Environment can be constraints on the system, and factors to which the system must adapt and adjust.

3. **Resources.** Things in the environment that we bring into the system to aid in its functioning and over which we exercise control.

4. **Cybernetic Loop.** Process of designing objectives, measure performance and implement systems that provide the necessary feedback to tell us where we are in relation to our goals.

5. **Interface.** The point at which the system touches the environment is the point of interface. It is the contact between two sub-systems.
6. **Open System.** A system open to the effects of the environment. There is an exchange with the environment which results in applying energy to keep the system open. If the system output is influenced by changes in the environment, then the system is open.

7. **Closed System.** A system that is independent of the environment. It is isolated from the environment and does not respond to it. A closed system has well defined boundaries and has no external links.

8. **Equifinality.** Objectives which can be achieved by different means. In a systems approach, the same output can be reached by utilising dissimilar inputs. Same objective by different routes.

9. **Education.** Activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than a knowledge and skill relating to only a limited field of activity.

10. **Training.** Planned process to modify attitude, knowledge or skill behaviour through learning experience to effective performance in a specific activity of activities.

11. **Development.** Growth of a person's ability through conscious or unconscious learning.
12. **Training and Enterprise Councils** (TECs). Set up under the White Paper, "Employment for the 90's", and based on American private industry councils. Their purpose is to encourage economic growth.

13. **National Council for Vocational Qualifications** (NCVQ). An independent organisation set up to secure standards of competence and design and implement a national framework for vocational qualifications. They will approve bodies for making the awards of the qualifications. There will be four levels of NVQ's ranging from the most basic skills to those skills involving management and technical knowledge of an advanced degree.

14. **Realistic Work Environment** (RWE). A method of education and training whereby the learning environment is typical of actual working conditions in industry. Included in the criteria are factors such as hours worked approximating the situation being represented; customer perceptions mirroring actual industry products and services; management and supervision similar to industry and work activities typical of actual industry environments.

15. **Accreditation of Prior Learning** (APL). A process which will be used to identify, assess and certify individual achievements which are relevant to individual programs of study.
It will recognise that relevant experiences are of significant learning value and if properly validated, can contribute towards certification without the necessity of completing formal courses of study.
1. CENTRE DETAILS

NAME OF ORGANISATION: .................................................................

ADDRESS: ...........................................................................................

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POSTCODE:................................................. TEL NO:.............................................

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<th>TYPE OF ESTABLISHMENT</th>
<th>NVQ / SVQ ENVIRONMENT</th>
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<td>*Realistic Working Environment</td>
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<tr>
<td>Licensed Trade</td>
<td>Umbrella</td>
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<tr>
<td>Club</td>
<td>Consortium</td>
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<td>Restaurant</td>
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<td>Leisure/Amenity</td>
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<td>Contract Catering</td>
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<td>Industrial Catering</td>
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<td>Fast Food</td>
<td>(* if offering RWE, please complete centre proposal form and provide further evidence in support of application for RWE)</td>
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<td>Hospital</td>
<td>Number of establishments where assessment will be carried out ................................</td>
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<td>College</td>
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Are you currently operating Caterbase? Yes ☐ No ☐

If YES, please provide approval number..................................................

NOMINATED CENTRE CONTACT: ........................................................................

POSITION: .................................................................................................

ADDRESS (if different from above): ................................................................

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POSTCODE:................................................. TEL NO:.............................................
Please provide evidence of competence to the required T.D.L.B. Standards. This should include any relevant qualifications and/or experience.

Evidence of ability to assess:

Please provide brief details on industry experience relevant to assessing proposed units and qualifications:

Please list the NVQs / SVQs which can be completely or partly assessed by the applicant:

OFFICE USE ONLY

ASSESSOR REGISTRATION NUMBER ALLOCATED:
Please provide evidence of competence to the required T.D.L.B. Standards. This should include any relevant qualifications and/or experience.

Evidence of ability to carry out internal verification:

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Please provide brief details on industry experience relevant to verifying proposed units and qualifications:

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Please list the NVQs / SVQs which can be completely or partly internally verified by the applicant:

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OFFICE USE ONLY

INTERNAL VERIFIER REGISTRATION NUMBER ALLOCATED:
Please list the NVQ 1/SVQ 1 units which the proposed units will lead towards:

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<th>Unit Title</th>
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Unit title: (specific units or categories)
4. CENTRE POLICIES

(a) Please give details of your organisation’s policies relating to the implementation of NVQs / SVQs, e.g. Equal Opportunities, Training, Health and Safety.

(b) Please detail the arrangements you have (or will have) for the development / recognition of assessor and verifier competences.

(c) How will you be organising the administration of the NVQs / SVQs within the company?

(d) How will you be communicating the arrangements for NVQs / SVQs to staff?
Evidence in Support of Application to Offer RWE

If you wish to include areas for consideration as RWE(s), please complete the following sections, in conjunction with the criteria for operating RWEs issued by the Hotel and Catering Training Company. The HCTC is the industry lead body for the hotel and catering industry and licensed trade.

1. Indicate the type of industry setting being represented by your RWE setting(s) (ref criteria 1)

2. Outline an organisational chart for each RWE setting(s) (ref criteria 2)
3 Attach corresponding job description for each position specified on the organisational chart (ref criteria 2)

4 Outline the operational procedures, opening hours and estimated number of customers you are providing for in each RWE setting (ref criteria 3)

(a) Operational Procedures:

(b) Estimated Opening Hours:

(c) Estimated number of Customers per e.g. period (day, week etc)

5 Show the hours of work in relation to posts defined on the organisational chart (ref criteria 3)

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6. Describe the Physical Environment in which the RWE will be situated e.g.
   i) a plan or room layout
   ii) list of equipment
   iii) type of decor
   iv) staff uniform
   v) customer facilities  (ref criteria 4)

7. Provide sample menus, wine lists, conference tariffs as appropriate to each RWE setting (ref criteria 4)

8. Provide realistic plans for:
   a) marketing e.g. examples of advertisements
      marketing mix
   b) finance e.g. budgets, costs
      pricing structures  (ref criteria 5)
Describe how the organisation offering a RWE is encouraging a RWE/Industry partnership e.g. exchange facilities

Please add any other information you wish to support your application

Please note: any organisation wishing to operate a RWE will also need to fulfil the quality assurance requirements for the assessment of NVQs and SVQs. It is envisaged that this will happen at the same time as the approval process for the RWE.

Name (in capitals): ..............................................

Position: ...............................................................

Name of Organisation: ................................................

Address: ....................................................................

Signature: ..................................................................

Date: ........................................................................
APPENDIX D
Birmingham College of Food - Tourism Creative Studies

Catering and Hospitality Diploma

Sponsored By:

British Gas

West Midlands

If found please return to B.C.F.T.C.S., Summer Row, Birmingham B3 1JB.
TITLE: Prepare and Cook Meat and Poultry dishes

NVQ LEVEL: II

REFERENCE JOB DESCRIPTION:

UNIT NO. FOR ASSESSMENT: 2D1

ELEMENT NUMBER: 2D1.1

Performance Criteria

1) Preparation areas and equipment are ready for use and satisfy health, safety and food hygiene regulations.

2) Work is planned and time is appropriately allocated to meet daily schedules.

3) Meat is of the type, quality and quantity required.

4) Meat is correctly prepared according to dish requirements.

5) Prepared meat is combined with other ingredients ready for cooking.

6) Appropriate cooking equipment is prepared ready for use.

7) Preparation areas and equipment are correctly cleaned after use.

8) Appropriate action is taken to deal with unexpected situations within an responsibility.

9) All work is carried out in an organised and efficient manner taking account of priorities and laid down procedures.

Range

Meats:  * beef or veal
         * lamb or mutton
         * pork or bacon
         * offal

Preparation methods:  * trimming
                      * dicing
                      * trussing or tying
                      * rolling
                      * stuffing
                      * batting
                      * barding

Laid down procedures:  * all relevant health and safety legislation
                        * all relevant food hygiene legislation
                        * all relevant establishment procedures

UNDERPINNING KNOWLEDGE

ASSESSMENT METHOD

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Candidate Signature

Assessor Signature

Date
Vegetarians excepted, most people derive the majority of their protein from meat. Protein is essential for growth and repair of body tissue. Most establishments also spend a higher proportion of the food budget on meat than any other single commodity, reinforcing its importance to the caterer.

Meat and poultry covers both farm animals and birds that are specifically reared for human consumption, as well as the game birds and animals that are hunted for the sport and secondly for the table. The larger types of meat are often referred to as “Butchers Meats”, this consists of the four main groups, lamb (including mutton), beef, veal and pork, these are commonly referred to as Red Butchers Meats lamb and beef and white meats pork and veal, this group would include bacon and hams.

Fresh meat is available throughout the year. Traditional seasonal variations that affect quality are less important than they were due to improved care and transportation of both live animals and the carcass meat.

Quality points of meat and poultry are affected by a range of factors, which include breeding, diet, age at slaughter, methods of rearing, and the transport and handling of the animal at the abattoir. Animals are normally “humanely” killed, ie stunned before being bled. We also have to consider religious requirements, especially those of Islam and Judaism, that require Halal and Kosher meats where slaughter of the animal occurs without any form of stunning. Selective breeding to give certain characteristics and the ability to achieve an ideal weight quickly, affect the age of slaughter, diet also influences the colour of the flesh and the eating quality.

The hanging of carcases and poultry after slaughter affect the quality of the meat. The hanging time ranges from 24 hours for poultry for up to 10-14 days for a side of beef and at 2°C. A general rule is the larger the carcass the longer the hanging or conditioning. From a carcass you obtain a number of joints and cuts of varying eating qualities, this has a direct effect on the method of preparation and cookery applied. The chef should be aware of which method is best applied to the various cuts.

Meat can be bought as a whole carcass (of lamb), sides (of pork) or either fore or hind quarters (of beef). Meat is also available as joints of smaller cuts such as steaks or chops. The size would be specified by the caterer to the supplier, and can be fresh, chilled or frozen or vacuum packed.

Offals are the edible parts and organs that are not part of the main carcase. These include offal such as feet, tails and heads and organs such as livers, hearts and pancreas, the offal available from various types of meat is not always the same ie sweetbreads are not available from beef for instance. Veal offal is considered to be superior to all other and its cost reflects this.

The term “poultry” is applied to all domesticated birds and fowl that are bred to be eaten from quail of 4-6ozs to turkeys of 10-40lbs or more. Chicken are graded according to size and weight. This affects the portions obtained from the varying grades.

Larger breeds have the distinction drawn between young and older birds such as ducklings and ducks this can affect the methods of cookery chosen.

“Game” refers to certain species of animal or birds that are hunted as sport, and also used as food. Today its value is to provide interest and variety to the menu. Game has specific seasons, mainly the autumn and winter months, and is considered healthy as it is rather low in fat. The farming of game in the case of venison and wild boar is beginning to help stabilise both supply and demand as well as standardizing quality and price. Pheasant and grouse have been hatched and protected to provide sport which has resulted in ready supplies for the table. The hanging of game is an essential part of its preparation, allowing the meat to both tenderise and develop the characteristic gamey flavour. The methods of cookery applicable to the cooking of game are varied. Many cuts of game are marinated prior to cooking to impart flavour and enhance tenderness. It is customary to introduce fat to the surface of game (barding) when using a “dry” method of cookery. This provides both protection to the surface of the meat and aids the basting of dry flesh.

**LEARNING ACTIVITY** ELEMENT 2D1.1

1. What are the main contamination threats when preparing and storing uncooked meat?
2. Why is it important to keep preparation and storage areas and equipment hygienic?
3. Why is time and temperature important when cooking meat and poultry?
4. Briefly explain the difference between the following types of meat: Beef, Veal, Lamb, Mutton, Pork, Bacon.
5. a) Why do we lard or bard joints or cuts of meat? b) State the difference between larding and barding.
6. Give an example of each method.
7. State an example of a meat dish which involves the following techniques:
   a) Dicing b) Trussing or tying c) Rolling d) Stuffing e) Batting (out) f) Barding.
8. What is the advantage of vacuum packing meat?
9. Why is meat hung or matured before use?
TITLE: Prepare and Cook Meat and Poultry dishes

NVQ LEVEL: II

REFERENCE JOB DESCRIPTION:

UNIT NO. FOR ASSESSMENT: 2D1

ELEMENT NUMBER: 2D1.2

Performance Criteria

1) Preparation areas and equipment are ready for use and satisfy health, safety and food hygiene regulations.

2) Work is planned and time is appropriately allocated to meet daily schedules.

3) Poultry is of the type, quality and quantity required.

4) Poultry is correctly prepared according to dish requirements.

5) Prepared poultry is combined with other ingredients ready for cooking.

6) Appropriate cooking equipment is prepared ready for use.

7) Preparation areas and equipment are correctly cleaned after use.

8) Appropriate action is taken to deal with unexpected situations within an responsibility.

9) All work is carried out in an organised and efficient manner taking account of priorities and laid down procedures.

Range
Meats: * chicken or turkey

Preparation methods: * washing
* skinning
* trimming
* jointing
* trussing or tying
* batting
* barding
* dicing
* marinating

Laid down procedures:
* all relevant health and safety legislation
* all relevant food hygiene legislation
* all relevant establishment procedures

UNDERPINNING KNOWLEDGE

ASSESSMENT METHOD

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Candidate Signature

Assessor Signature

Date
"Poultry" is the name given to domestic birds especially bred to be eaten. Examples are: chicken (fowls), turkeys, geese ducks and pigeon. Also guinea fowl. Poultry is available all year round. After killing - plucked and hung in a well-ventilated room for 24 hours.

Quality points
Smell: Fresh and pleasant
Skin: Unbroken, white with a faint bluish tinge
Breast bone: Pliable (at the VENT END)
Breast meat: Plump and firm
Legs: Smooth with small scales and spurs
Use of fresh poultry: Draw inards - dry with clean cloth. Wash inside only prior to cooking

Terms
Capon: De-sexed Male, plump (now not applicable)
De-sexed Female - AVAINTOMISED
Enviscatage: To withdraw the inards
Rough plucked: Body feathers only (removed)
Dressed: Feathered and drawn
Long leg: Feathered not drawn

Frozen Poultry
About 50 people die every year in England and Wales from Salmonella poisoning. In addition, as many as 10,000 people suffer from food poisoning every year with more than 50% of these cases being ones suffered by Salmonella. Frozen poultry are responsible for some of these illnesses as they are natural carriers of Salmonella organisms. Unless poultry is allowed to thaw properly and then cooked effectively the chances of contracting food poisoning are enhanced.

1. Do not let uncooked poultry come into contact with other foods.
2. Wash hands and work surfaces after you deal with poultry.
3. Remove wrapping from frozen poultry, place on a dish and cover with a clean towel.
4. Allow adequate thawing time (in a refrigerator if possible): a 5lb bird will need to thaw for 12 hours, a 10lb bird will need to thaw for 24 hours.
5. Cook as soon as possible after thawing.
6. Do not stuff the main carcass cavity - it prevents heat penetration. Stuff the neck cavity if necessary.
7. Cook at gas mark 4 (350 F). Allow 20 minutes per pound plus a further 20 minutes.
8. Aluminium foil slows cooking so this method needs even longer in the oven.
9. Serve as soon as possible after cooking.
10. If the cooked chicken etc is to be eaten at a later date, or if there are leftovers, cool rapidly and store in a cool place such as a refrigerator. Eat within the next 24 hours. Leaving cooked poultry in a hot kitchen is hazardous.
11. Handle the meat as little as possible and do not let it come into contact with other foods.
12. Do not reheat cooked poultry. You can safely thoroughly re-cook it in another dish, but do not just warm up.
13. Do not re-use the surplus gravy. Throw it away.
14. Remember, food poisoning is always very unpleasant and sometimes fatal.

LEARNING ACTIVITY ELEMENT 2D1.2

1. List four types of poultry.
2. Briefly describe the methods of preparation for:
   a) Boning a chicken leg
   b) Stuffing and sewing
3. State three quality points for poultry and list three types apart from chicken.
4. State why it is more efficient to remove the wishbone from the chicken.
5. Name three cuts of chicken.
6. List the traditional accompaniments for roast turkey and state which will come from the larder area.
7. Name the largest chicken suitable for roasting.
8. State the reasons why cooked meat and raw chicken should not be placed on the same board.
9. List two methods of trussing a chicken for:
   a) Roasting
   b) Pot roasting
10. List the cuts of chicken for sauté.
Birmingham College of Food, Tourism & Creative Studies
FACULTY OF HOSPITALITY OPERATIONS
ASSESSMENT CARD

TITLE: Prepare and Cook Meat and Poultry dishes

NVQ LEVEL: II

REFERENCE JOB DESCRIPTION:

UNIT NO. FOR ASSESSMENT: 2D1

ELEMENT NUMBER: 2D1.3

Performance Criteria

1) Cooking areas and equipment are ready for use and satisfy health, safety and food hygiene regulations.

2) Work is planned and time is appropriately allocated to meet daily schedules.

3) Meat or poultry dish is cooked according to customer and dish requirements.

4) Meat or poultry dish is finished and presented according to customer and dish requirements.

5) Preparation and cooking areas and equipment are correctly cleaned after use.

6) Appropriate action is taken to deal with unexpected situations within an responsibility.

7) All work is carried out in an organised and efficient manner taking account of priorities and laid down procedures.

Range

Meat and poultry:
* beef
* lamb or mutton
* pork or veal
* bacon or gammon
* offal
* chicken or turkey

Cooking methods:
* roasting
* grilling or barbecuing or tandoori cooking
* shallow-frying or griddling or stir-frying
* braising or stewing
* boiling

Laid down procedures:
* all relevant health and safety legislation
* all relevant food hygiene legislation
* all relevant establishment procedures

UNDERPINNING KNOWLEDGE

ASSESSMENT METHOD

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Candidate Signature

Assessor Signature

Date
WORKSHEET

TITLE: Prepare and Cook Meat and Poultry Dishes   Unit 2D1.3   LEVEL: II

LEARNING ACTIVITY ELEMENT 2D1.3

1. Why is time and temperature important when cooking meat and poultry?
2. State cooking times per lb for the following prime roasting joints: Beef, Lamb, Pork, Veal, Poultry.
3. What are the contamination threats when preparing, cooking and storing meat and poultry dishes?
4. Name four degrees of grilling steaks together with their French equivalent.
5. Give two meat and two poultry suitable for tandoori cooking.
6. For each of the following methods of cookery, give a cut or joint of meat/poultry suitable for each and state your reasons for choice: Stir fry, Stewing, Braising, Boiling.
7. List three types of offal together with quality points and suitable method of cookery.
8. What are the advantages of cooking with combination oven? Give two advantages.
9. Give one dish using "rechauffe" meat.
10. State four dishes and methods of cookery suitable for suprèmes of chicken.
11. State the main difference between boiled silverside (English style) and boiled beef (French style).

NOTES/SUPPLEMENTARY EVIDENCE
APPENDIX E
UNIT RECORD

UNIT G1 : MAINTAIN A SAFE AND SECURE WORKING ENVIRONMENT

Internal Verifier to sign below once the candidate has been assessed as being competent in this unit which is made up of all the following elements:

G1.1 Carry Out Procedures in the Event of a Fire
G1.2 Carry Out Procedures on Discovery of a Suspicious Item or Package
G1.3 Carry Out Procedures in the Event of an Accident
G1.4 Maintain a Safe Environment for Customers, Staff and Visitors
G1.5 Maintain a Secure Environment for Customers, Staff and Visitors

Unit completed:

Internal Verifier’s Signature  .................................................................

Date  .................................................................

Note to the Assessor:

A candidate can only have the element signed off by the assessor when they have completed all the performance criteria against all the range, and demonstrated that they understand the relevant knowledge required to underpin satisfactory performance.
UNIT: G1  Maintain a Safe and Secure Working Environment
ELEMENT: G1.1  Carry Out Procedures in the Event of a Fire

Performance Criteria

1) Alarm is raised immediately
2) Fire fighting equipment is used in accordance with laid down procedures
3) All safety and emergency signs and notices are adhered to
4) Correct evacuation procedures are followed in a calm, orderly manner
5) Nominated assembly point is reached

Assessment Guide

Evidence of competence to cover all of the performance criteria across the range must be assessed using one of the following methods:

A) Totally by simulation in the workplace or realistic work environment
B) Totally by questioning which can be oral, using visual aids or technology based aids
C) A combination of both A) and B)

All range categories must be assessed according to the above specification either by OBSERVATION or via SUPPLEMENTARY EVIDENCE.
UNIT: G1 Maintain a Safe and Secure Working Environment
ELEMENT: G1.1 Carry Out Procedures in the Event of a Fire

Range

Assessor to complete each box by indicating method of assessment used, i.e. O for observation or S for supplementary evidence:

Fires:

☐ all types of fire

Laid down procedures:

☐ all relevant health and safety legislation

☐ all relevant establishment procedures

Underpinning Knowledge

Not required for this element.

Assessor to sign below once the candidate has demonstrated competence in this element covering all performance criteria across all the range.

Element completed: Candidate's Signature................................................................. Date..................
UNIT: G1  Maintain a Safe and Secure Working Environment
ELEMENT: G1.2  Carry Out Procedures on Discovery of a Suspicious Item or Package

Performance Criteria

1) Suspicious items and packages are left untouched
2) Suspicious items and packages are reported in accordance with laid down procedures
3) Correct safety and security procedures are followed in a calm and orderly manner

Assessment Guide

Evidence of competence to cover all of the performance criteria across the range must be assessed using one of the following methods:

A) Totally by simulation in the workplace or realistic work environment
B) Totally by questioning which can be oral, using visual aids or technology based aids
C) A combination of both A1 and B1

All range categories must be assessed according to the above specification either by OBSERVATION or via SUPPLEMENTARY EVIDENCE.

Evidence of underpinning knowledge must be assessed by questioning, which can be oral, using visual aids or technology based aids. The assessor should not use the underpinning knowledge statements as though they were set questions, but as the basis for designing his/her own questions.
UNIT: G1 Maintain a Safe and Secure Working Environment
ELEMENT: G1.2 Carry out Procedures on Discovery of a Suspicious Item or Package

Range

Assessor to complete each box by indicating method of assessment used, i.e. O for observation or S for supplementary evidence:

Suspicious items or packages:
☐ all bags, packages and parcels which have been left unattended for no apparent reason

Laid down procedures:
☐ all relevant health and safety legislation
☐ all relevant establishment procedures

Underpinning Knowledge

Assessor to tick each relevant box once sufficient evidence has been collected to show that the candidate understands the following:

1. Why suspicious items and packages should be reported immediately, i.e.
   • so that appropriate action may be taken promptly
   • to prevent dangerous incidents occurring which involve bombs and explosives

2. Why suspicious items and packages must not be approached or tampered with, i.e.
   • to prevent accidents to customers, staff and visitors

Assessor to sign below once the candidate has demonstrated competence in this element covering all performance criteria across all the range and possesses the relevant underpinning knowledge.

Element completed: Candidate’s Signature..................................................... Date.........................
UNIT: G1 Maintain a Safe and Secure Working Environment
ELEMENT: G1.3 Carry Out Procedures in the Event of an Accident

Performance Criteria

1) Person responsible for first aid is informed immediately or emergency services are contacted in accordance with laid down procedures
2) Appropriate action is taken to ensure safety of injured and non-injured persons in accordance with laid down procedures
3) Comfort and reassurance are given to injured persons
4) Accident is reported or documented in accordance with laid down procedures

Assessment Guide

Evidence of competence to cover all of the performance criteria across the range must be assessed using one of the following methods:

A) Totally by simulation in the workplace or realistic work environment
B) Totally by questioning which can be oral, using visual aids or technology based aids
C) A combination of both A) and B)

All range categories must be assessed according to the above specification either by OBSERVATION or via SUPPLEMENTARY EVIDENCE.
UNIT: G1  Maintain a Safe and Secure Working Environment
ELEMENT: G1.3  Carry Out Procedures in the Event of an Accident

Range

Assessor to complete each box by indicating method of assessment used, i.e. O for observation or S for supplementary evidence:

Accidents:

☐ all accidents involving injury to customers, staff and visitors

Laid down procedures:

☐ all health and safety legislation

☐ all relevant establishment procedures

Underpinning Knowledge

Not required for this element.

Assessor to sign below once the candidate has demonstrated competence in this element covering all performance criteria across all the range.

Element completed: ___________________________ Candidate's Signature: ___________________________ Date: ________________
UNIT: G1  Maintain a Safe and Secure Working Environment
ELEMENT: G1.4  Maintain a Safe Environment for Customers, Staff and Visitors

Performance Criteria

1) Hazards and potential hazards are identified
2) Preventative action is taken immediately where appropriate in accordance with laid down procedures
3) Hazards and potential hazards are reported to the appropriate person
4) All safety and emergency signs and notices are adhered to

Assessment Guide

Evidence of competence to cover all of the performance criteria across the range must be assessed using one of the following methods:

A) Totally by observation in the workplace or realistic work environment
B) Totally by simulation in the workplace or realistic work environment
C) Totally by questioning which can be oral, using visual aids or technology based aids
D) A combination of A), B) and C)

All range categories must be assessed according to the above specification either by OBSERVATION or via SUPPLEMENTARY EVIDENCE.

Evidence of underpinning knowledge must be assessed by questioning, which can be oral, using visual aids or technology based aids. The assessor should not use the underpinning knowledge statements as though they were set questions, but as the basis for designing his/her own questions.
UNIT: G1 Maintain a Safe and Secure Working Environment
ELEMENT: G1.4 Maintain a Safe Environment for Customers, Staff and Visitors

Range

Assessor to complete each box by indicating method of assessment used, i.e. O for observation or S for supplementary evidence:

Hazards and potential hazards:

- Items, areas and incidents which threaten the safety of customers, staff and visitors (not fires, suspicious items or accidents)

Laid down procedures:

- All relevant health and safety legislation
- All relevant establishment procedures

Underpinning Knowledge

Assessor to tick each relevant box once sufficient evidence has been collected to show that the candidate understands the following:

1. Why preventative action should be taken quickly, i.e.
   - To prevent accidents happening to customers, staff and visitors
   - To comply with the law

Assessor to sign below once the candidate has demonstrated competence in this element covering all performance criteria across all the range and possesses the relevant underpinning knowledge.

Element completed: 
Candidate's Signature: 
Date: 

UNIT: G1  Maintain a Safe and Secure Working Environment
ELEMENT: G1.5  Maintain a Secure Environment for Customers, Staff and Visitors

Performance Criteria

1) Establishment property is secured in accordance with laid down procedures
2) Customer, staff and storage areas are secured against unauthorised access
3) Keys are secured from unauthorised access at all times
4) Missing establishment, staff or customer property is reported to the appropriate person
5) Suspicious individuals are politely challenged or reported in accordance with laid down procedures
6) Lost property is dealt with in accordance with laid down procedures

Assessment Guide

Evidence of competence to cover all of the performance criteria across the range must be assessed using one of the following methods:

A) Totally by observation in the workplace or realistic work environment

B) Observation for a minimum of:
   i) 1 from the range of staff areas
   ii) 1 from the range of storage areas
   iii) 1 from the range of customer areas
   
   Plus supplementary evidence in the form of:
   a) Questioning which can be oral, using visual aids or technology based aids
   b) Simulations in the workplace or realistic work environment

All range categories must be assessed according to the above specification either by OBSERVATION or via SUPPLEMENTARY EVIDENCE.

Evidence of underpinning knowledge must be assessed by questioning, which can be oral, using visual aids or technology based aids. The assessor should not use the underpinning knowledge statements as though they were set questions, but as the basis for designing his/her own questions.
UNIT: G1 Maintain a Safe and Secure Working Environment
ELEMENT: G1.5 Maintain a Secure Environment for Customers, Staff and Visitors

Range

Assessor to complete each box by indicating method of assessment used, i.e., O for observation or S for supplementary evidence:

Staff areas:
- [ ] work areas
- [ ] staff facilities

Storage areas:
- [ ] store rooms and cellars
- [ ] store cupboards and cabinets
- [ ] fridges and freezers

Customer areas:
- [ ] private facilities for customers
- [ ] public areas

Lost property:
- [ ] not suspicious items or packages

Laid down procedures:
- [ ] all relevant health and safety legislation
- [ ] all relevant establishment procedures

Underpinning Knowledge

Assessor to tick each relevant box once sufficient evidence has been collected to show that the candidate understands the following:

1. Why keys, property and areas should be secured from unauthorised access at all times, i.e.
   * to prevent accidents happening to customers, staff and visitors
   * to comply with the law

Assessor to sign below once the candidate has demonstrated competence in this element covering all performance criteria across all the range and possesses the relevant underpinning knowledge.

Element completed: Candidate's Signature............................................. Date..........................
COLLECTING YOUR EVIDENCE

The following pages are provided for the assessor and candidate. They can be used to record how the candidate is getting on and to provide evidence to the verifier that the candidate has been working competently in the areas described by this unit.

However the assessor does not have to use these pages if they have other ways of showing to the verifier evidence of the candidate's performance. This may include candidates diaries, training records, detailed work rotes and other relevant materials which may come from in-house systems.

The assessor may wish to combine the use of these sheets with other evidence available.

The assessor and the candidate may use these pages in the best way that suits them in providing evidence of the candidate's competence over a length of time relating to this unit. A column for the date is provided to see how a candidate is performing over a length of time.

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UNIT RECORD

UNIT G2 : MAINTAIN A PROFESSIONAL AND HYGIENIC APPEARANCE

Internal Verifier to sign below once the candidate has been assessed as being competent in this unit which is made up of all the following elements:

G2.1 Maintain a Professional and Hygienic Appearance

Unit completed:

Internal Verifier's Signature

Date

Note to the Assessor:

A candidate can only have the element signed off by the assessor when they have completed all the performance criteria against all the range, and demonstrated that they understand the relevant knowledge required to underpin satisfactory performance.
UNIT: G2 Maintain a Professional and Hygienic Appearance
ELEMENT: G2.1 Maintain a Professional and Hygienic Appearance

Performance Criteria

1) Clean, smart and appropriate clothing, footwear and headgear are worn in accordance with laid down procedures
2) Personal cleanliness and hygiene is maintained in accordance with laid down procedures
3) Hair, moustaches and beards are neat and tidy
4) Jewellery, perfume and cosmetics are worn in accordance with laid down procedures
5) Cuts, grazes and wounds are treated in accordance with laid down procedures
6) Illness and infections are reported in accordance with laid down procedures

Assessment Guide

Evidence of competence to cover all of the performance criteria across the range must be assessed using one of the following methods:

A) Totally by observation in the workplace or realistic work environment
B) A combination of observation and supplementary evidence in the form of questioning which can be oral, using visual aids or technology based aids

All range categories must be assessed according to the above specification either by OBSERVATION or via SUPPLEMENTARY EVIDENCE.

Evidence of underpinning knowledge must be assessed by questioning, which can be oral, using visual aids or technology based aids. The assessor should not use the underpinning knowledge statements as though they were set questions, but as the basis for designing his/her own questions.
UNIT: G2  Maintain a Professional and Hygienic Appearance
ELEMENT: G2.1  Maintain a Professional and Hygienic Appearance

Range

Assessor to complete each box by indicating method of assessment used, i.e. O for observation or S for supplementary evidence:

Laid down procedures:

- all relevant health and safety legislation
- all relevant food hygiene legislation
- all relevant establishment procedures

Underpinning Knowledge

Assessor to tick each relevant box once sufficient evidence has been collected to show that the candidate understands the following:

1. Why correct clothing, footwear and headgear should be worn, i.e.
   - to prevent accidents
   - to prevent cross contamination and infection
   - to maintain a clean and professional appearance
   - to support the company image
   - to ensure the safety of the person
   - to comply with the law

2. Why illness and Infections should be reported, i.e.
   - to prevent cross contamination and infection
   - so that appropriate action can be taken promptly
   - so that reason for illness and infection are identified and action taken to prevent reoccurrence
   - to comply with the law

Assessor to sign below once the candidate has demonstrated competence in this element covering all performance criteria across all the range and possesses the relevant underpinning knowledge.

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