

REPORT TO: Council Committee for Education
MEETING DATE: 19 June 2012
BY: Executive Director of Services for People
SUBJECT: Hospitality and Tourism Academy

1

1 PURPOSE

- 1.1 To update the Committee regarding the development of the Hospitality and Tourism Academy developed in partnership with Queen Margaret University and Jewel and Esk College and to seek approval to explore the potential for expansion into other industry areas.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. Note the contents of this report
 - ii. Authorise the Executive Director to explore additional employability schemes to fit with the evolving economic strategy.

3 BACKGROUND

- 3.1 The Scottish Government and the Scottish Funding Council have prioritised the need for links to be established between schools and the Further Education and Higher Education sectors. Curriculum for Excellence guidelines require all schools to make positive changes to their curriculum at all levels, with a particular focus upon making the Senior Phase more related to employability and lifelong learning.
- 3.2 Hospitality and Tourism is a growth industry in East Lothian and is the second most popular employment destination for school leavers (Appendix 1). However, analysis of first choice destinations shows that though hospitality is a common destination, it is not always chosen. The Academy aims to make Hospitality and Tourism an attractive industry for young people to pursue a career (Appendix 2).
- 3.3 The Academy will be industry-led meaning that a number of key industry employers will feed in to curriculum developments and will offer mentoring, extended work experience and opportunities to do various projects based in their hotels and restaurants. Employers who have signed up to the

Academy include: Marriott; Novotel; Prestonfield; Macdonalds; Mercure/Jupiter; Jurys and Best Western Edinburgh Capital Hotel.

- 3.4 In the first year, the young people will follow a curriculum which will include vocational, enterprise and academic strands. In the second year young people can specialise. Qualifications will be delivered in a number of locations and by each of the three learning providers (Appendix 3).
- 3.5 In the first year forty five young people will be recruited from the three schools in East Lothian with the highest levels of deprivation: Musselburgh Grammar School, Preston Lodge High School and Ross High School.

4 POLICY IMPLICATIONS

- 4.1 None

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

- 6.1 Financial - The first year of the Hospitality and Tourism Academy is being funded through savings made in the creation of the joint Executive Director for East Lothian and Midlothian Council.
- 6.2 Personnel - A co-ordinator is currently being recruited on a temporary basis at grade 8.
- 6.3 Other – None

7. BACKGROUND PAPERS

- 7.1 Observations on Hospitality/Tourism; HE and the SIMD (Appendix 1), a leaflet entitled East Lothian Hospitality and Tourism Academy (Appendix 2) and East Lothian Hospitality and Tourism Academy (Appendix 3).

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DATE	31 May 2012

Observations on Hospitality / Tourism; HE and the SIMD¹

Employment includes those who are employed and who are in receipt of payment from their employers. It includes young people undertaking training in employment through Skillseekers and Modern Apprenticeships. 219 young people entered Employment and analysis can be provided on 99% (216) of those entering employment for whom we hold information about the occupational area entered.

Occupational Area	Male		Female	
	Total	%	Total	%
Sales & Marketing	28	25%	21	21%
Hospitality, Catering & Tourism	24	21%	17	17%
Hairdressing & Beauty	*	*	24	24%
Social, Caring & Advisory Services	*	*	21	21%
Construction	16	14%	*	*
Animals, Land & Environment	8	7%	5	5%
Engineering	10	9%	*	*
Sport, Leisure & Sport Science	7	6%	*	*
Administration & Management	*	*	5	5%
Manufacturing	*	*	*	*
Security & Protective Services	*	*	*	*
Transport & Distribution	*	*	*	*
Garage Services	*	*	*	*
Computing & ICT	*	*	*	*
Finance	*	*	*	*
Health & Medicine	*	*	*	*
Laboratory technician	*	*	*	*

*Occupational areas with less than 5 leavers have been suppressed.

Table 14: Higher Education Course Information

Course Area	Total	%	Course Area	Total	%
Arts & Social Sciences	80	21%	Art and Design	12	3%
Science & Mathematics	47	12%	Communications & Media	11	3%
Administration & Management	42	11%	Languages	11	3%
Health & Medicine	35	9%	Law	11	3%
Computing & ICT	30	8%	Teaching	10	3%
Engineering	22	6%	Performing Arts	9	2%
Sport, Leisure & Sport Science	20	5%	Finance	7	2%
Construction	17	4%	Animals, Land & Environment	6	2%
Hospitality, Catering & Tourism	14	4%	Other	5	1%

Table 15: Further Education Course Information

Course Area	Total	%	Course Area	Total	%
General Education (Highers, etc)	29	12%	Administration & Management	15	6%
Social, Caring & Advisory Services	29	12%	Personal Dev. & Prep Courses	15	6%
Performing Arts	23	9%	Engineering	15	6%
Hairdressing & Beauty	22	9%	Art and Design	13	5%
Hospitality, Catering & Tourism	19	8%	Construction	13	5%
Computing & ICT	17	7%	Animals, Land & Environment	9	4%
Sport, Leisure & Sport Science	17	7%	Other	11	4%

¹ Information from SDS SLDR Report East Lothian Council 2009/2010

SIMD Decileii	Most Deprived → Least Deprived									
	1	2	3	4	5	6	7	8	9	10
Higher Education		21%	14%	23%	35%	31%	43%	40%	59%	53%
Further Education		21%	32%	27%	25%	30%	25%	22%	14%	14%
Training		11%	6%	5%	7%	5%	5%	*	*	*
Employment		23%	23%	26%	15%	23%	17%	23%	18%	22%
Voluntary Work		*	*	*	*	*	*	*	*	*
Unemployed Seeking		21%	16%	17%	16%	8%	8%	8%	7%	6%
U/E Not Seeking		*	7%	*	*	*	*	*	*	*
Unknown		*	*	*	*	*	*	*	*	*
Positive Destinations	0	77%	75%	81%	81%	88%	90%	88%	93%	92%
Total		47	96	100	138	111	195	162	100	103
% of Total Leavers		4%	9%	9%	13%	11%	19%	15%	9%	10%

Percentages based on 5 or less have been suppressed due to disclosure reasons.

GREAT THINGS CAN HAPPEN

Ian Matson, Restaurant Manager eh15 bar & restaurant

Ian studied HND Hospitality Management at Jewel & Esk, gaining experience across many functions of a 5 star resort in Malta where he spent his work placement. On completing his course, he moved into employment in the hotel industry in Edinburgh. While at the Caledonian Hotel, his manager stirred his interest in a career on the cruise liners, and he subsequently spent 5 years running restaurants for Cunard liners on the Queen Mary 2 and the QE2. He was then poached to run a restaurant in New York for a year, before returning to Edinburgh to help set up Tigerlily, the fashionable restaurant on George Street.

He is now restaurant manager at eh15 (Jewel & Esk College's restaurant) where he is involved in student training.

Mark Docherty - from night porter to luxury apartments' manager

Mark Docherty, a graduate of QMU's International Hospitality Management degree, went from being a night porter to manager of luxury apartments in just 18 months.

Whilst still studying at QMU, Mark gained as much practical experience of the industry as possible. He worked as night porter at the Macdonald Hotel Holyrood, and, through a joint partnership between QMU and Jewel & Esk College, he gained vital knowledge of the kitchen operation with JEC chefs in their training kitchens. In his final year at QMU, Mark was approached by Fraser Suites, located off Edinburgh's Royal Mile. He spent five months there as Trainee Sales Executive, which gave him the confidence to go for his current job. He's now Sales and Revenue Manager with Oakhill Apartments, a group of 5 star luxury serviced apartments in Edinburgh. There, he manages the sales and revenue department and the overall running of the property.

Susan Reid, Proprietor, Susan Reid Collection

While studying Hospitality Management at Queen Margaret University Susan took part in a student exchange programme which took her to Canada. She worked in the Banff Springs Hotel in the Canadian Rockies. With 1000 bedrooms and nine restaurants it was an experience she'll never forget.

Following graduation, Susan gained valuable experience working front of house in the Scandic Crown in Edinburgh's Royal Mile and the Balmoral Hotel. After two years she moved into her first sales role with Stakis Hotels before working her way up the career ladder to become Sales Director at the Crowne Plaza. When she eventually moved back to the Balmoral as Sales and Marketing Director and finally Regional Sales Director, Susan was managing a team of 17 staff.

Having gained lots of experience, Susan launched her own company, the 'Susan Reid Collection'. She now manages the promotion and sales for a group of privately owned 4 and 5 star properties throughout Scotland. Susan loves her job working directly with the owners of these luxury hotels she promotes and is delighted to be personally involved in the growth of their businesses.
www.susanreid.co.uk

EAST LoTHIAN HOSPITALITY & TOURISM ACADEMY

where service excellence is the only standard



For further details about the East Lothian Hospitality & Tourism Academy visit:
www.hospitalityandtourismacademy.org

We are delighted that the following hotel organisations have agreed to be partners in the Academy:



A joint initiative between Queen Margaret University, Jewel & Esk College and East Lothian Council

Scotland's hospitality and tourism industry is growing. If you have never considered this as a career choice, you might be surprised by what's on offer!

Hospitality and tourism provides a wide variety of jobs in areas such as food preparation, hotel and restaurant management, customer services, marketing and public relations, and events organisation and management. A global as well as a local industry, a career in hospitality and tourism could take you across the world!

The East Lothian Hospitality & Tourism Academy aims to provide young people aged 14 to 18 with the educational building blocks and work experience needed to prepare them for the range of employment opportunities on offer in this exciting industry.

A joint initiative between Queen Margaret University, Jewel & Esk College and East Lothian Council, the Academy is also working in partnership with a number of prestigious companies involved in the hospitality and tourism industry. These include Marriott; Macdonald Hotels & Resorts; Novotel Hotels; Prestonfield; Portland Hotels, Capital Hotel Edinburgh; Mercure Edinburgh City (part of Jupiter Hotels) and Jurys Inn. Work experience is a fundamental part of the programme, with the hope that some students will eventually graduate into full-time employment with some of these employers.

The East Lothian Hospitality & Tourism Academy provides you with a unique opportunity to build your

academic knowledge and practical skills in ways which will give you the best chance of securing the best jobs. It can also provide you with key skills which can be transferred to other jobs, regardless of what career choices you finally make.

Although entry to the Academy is competitive, it's not just focused on high academic achievers. It also opens up a range of opportunities to a much wider group of talented young people.

Three local high schools are involved as part of East Lothian Council's Skills for Jobs programme: Musselburgh Grammar School, Preston Lodge High School and Ross High School. If selected for the Academy, you will visit leading employers to gain valuable work experience, see demonstrations from industry experts and get the opportunity to study both at college and at university while still being able to stay at school.

Classes may be held at any of the partner institutions and organised placements will take place during the day but also in the evenings and at weekends, as these are often the busiest times.



You will be encouraged to arrange your own travel but you will be reimbursed and will not be out of pocket.

The Academy consists of a two-year programme in the senior phase with a Hospitality & Tourism Industry Award or a Hospitality & Tourism Management Award as the certificated outcome. It is possible for you to leave after one year with a Hospitality & Tourism Industry Award. On appropriate completion of S6 you will be eligible to progress to employment or into a programme in further or higher education.

After that, it's up to you just how far you want to go!

Only 45 places across the three schools are available at the Academy in 2012. If you are interested you need to apply now! If you would like to learn more about the Academy and the selection process, arrange a meeting with your guidance teacher.



Appendix 3

EAST LoTHIAN HOSPITALITY & TOURISM ACADEMY



Queen Margaret University
EDINBURGH



East Lothian Hospitality and Tourism Academy Background Document

East Lothian Council's Education and Children's Services Department, Jewel And Esk College, and Queen Margaret University have been jointly exploring the possibility of establishing a Hospitality and Tourism Academy for young people aged 14 - 18.

The concept is based upon the Engineers of the Future, which was a college, university, employer partnership with a view to promoting engineering as a career and engineering qualifications ranging from vocational to higher academic levels.

Hospitality and Tourism are key growth industries within East Lothian and are currently two of the most likely destinations for young people leaving school. Jewel and Esk College and Queen Margaret University specialize in offering Higher National Qualifications and under graduate and post graduate courses in specific and associated fields of study.

The Scottish Government and the Scottish Funding Council have prioritized the need for links to be established between schools and the Further Education and Higher Education sectors. The Scottish Curriculum for Excellence guidelines require all schools to make positive changes to their curriculum at all levels, with a particular focus upon making the senior phase more related to employability and lifelong learning. Those priorities, together with the More Choices More Chances agenda for promoting positive destinations for all school leavers, and the Tourism Framework for Change strategic priorities, combine to provide a unique alignment of circumstances for partners in our respective fields to collaborate in finding new ways of delivering and connecting learning experiences for young people.

Our plan is to combine three elements for the Academy: vocational, business, and academic. These aspects are not hierarchical but are rather inter-related, i.e. a person can be working on a single aspect, work through from one aspect to another, or combine two or three of the aspects at any one time.

The Academy will have 45 students in a single cohort, made up of 15 students from each of the three schools serving the areas of highest levels of multiple deprivation in East Lothian. Within each cohort one third will be focusing upon vocational routes, one third on business, and one third on academic.

The Academy will have three year group cohorts :Year 1 equivalent to S4 (15/16 year olds); Year 2 - S5 (16/17 year olds); and Year 3 (17/18 year olds). Graduation from the Academy can occur at the conclusion of any one year.

Access to the Academy will be open to any student attending any of the three schools within the prototype programme. Students and their parents will be introduced to the Academy at the end of S2 and invited to apply to join the application year programme. This programme will involve students attending three evening sessions over the course of the coming year, one at a hub school; one at the college and one at the university. In addition they will have their commitment to personal study, academic progress and any work experience monitored throughout the year. A final interview at the end of S3 will select the 15 students from each school, with the proportions following the previously explained vocational, business, and academic criteria. The most important selection criterion will be evidence of personal commitment, e.g. attendance, timekeeping, dedication to a personal interest.

The Academy curriculum will be a combination of existing school-based courses which can be related to hospitality and tourism, and some compulsory and elective units which will be delivered in the evening at nominated schools, the college, or university. We have

considered the possibility of offering some courses before the start of the school day, thereby reflecting some of the realities of working in the industry and also maximizing the assets in our schools.

As students progress through the Academy we will seek to enhance their school curriculum with college, or university based courses/modules, with a greater proportion of their time being spent outside school as they progress.

Of course, one of the vital elements missing from this description relates to the role of employers and the world of work. Our intention is to form strategic partnerships with a number of prestige companies involved in the hospitality and tourism industry. Through linking with their training divisions and drawing upon their expertise we would intend to create a very high quality learning experience which will be worthwhile in it's own right, regardless of a student's eventual employment destination, but also one which is eventually seen to be a of high regard by future employers in the industry.

We would see work experience to be a fundamental part of the Academy programme with the hope that some students will eventually graduate into full time employment with some of the placement employers.

Following the project description outlined above a Steering Group and Curriculum Group were formed from which the following was established:

- **A curricular framework**
- **A partnership agreement**
- **Buy in from key business partners to take on a number of key roles**
- **Creation of a Co-ordinator Post**
- **An Action Plan for Year one of the programme**

Each of the above developments are described within the remainder of the document.

Curriculum

Hospitality and Tourism Award Module / Week Breakdown

Each young person will be allocated to a Tuesday Group (1,2 or 3) and a Friday pm group (A or B) and will follow a version of the timetable below:

School			
Academies Co-ordinator			
Jewel and Esk College			
Queen Margaret University			
Major Employer Partner			
Minor Employer Partner			
Example: Group 1A¹			
	Weeks 1 - 13	Weeks 14 - 26	Weeks 27 – 39
Tuesday 5pm – 8pm	SVQ Food Production and Cookery (15 young people)	Hospitality Skills for Work	Hospitality Skills for Work
	Weeks 1 - 19	Weeks 20 - 39	
Friday 1pm – 4pm	Enterprise and Employability (20 young people)		
	Work Experience		
	Visits to Employers / Speakers		
	Business Events		
	Peer Support / Coaching		
As individual			

The Course which will be completed by every young person in every group in the first year of study will consist of:

SVQ Food Production and Cookery² delivered by Jewel and Esk College on a weekday evening over a 13 week period which will include completion of the REHISS certificate.

Hospitality Skills for Work³ delivered by school staff on a weekday evening over a 26 week period

Enterprise and Employability Group Award⁴ delivered primarily by the Academies Co-ordinator but in partnership with QMU. It is likely there will be monthly sessions

¹ The other grouping plan for the whole group is attached as Appendix 1

² SVQ Food Production and Cookery Outcomes attached as Appendix 2

³ Hospitality Skills for Work Overview attached as Appendix 3

held at QMU marking the end of sections of the course. There will be two classes of 23 / 22 and it will be delivered on a Friday afternoon.

Work Experience will be run by the Academies Co-ordinator as the main contact for businesses and can be anything from one day per week to extended periods over the holidays (which may include residential stays). The Co-ordinator will endeavour to make sure that the young people get their SQA Work Experience Certificate (if it is not already delivered in school) as part of the Enterprise and Employability Group Award.

The Co-ordinator will arrange a number of **visits** ranging from large employers talking about management structures and progression in the industry; to LEAPS talking about life at University; to demonstrations in working kitchens. It is hoped that the visits will be held in a variety of interesting venues.

The Co-ordinator will work with industry partners to arrange a number of **events** such as serving a meal to a professional group and a Masterchef challenge day. It is hoped that Industry partners will contribute to this.

The three strands – academic; vocational and business - are still the focus of the framework and exit and progression points remain as before.⁵

Certification for Young People

Each young person who takes part in the programme will be working toward a certificate at the end of each year which will outline the specific outcomes they achieved at the Academy. This will mean that all individuals will be recognised for exactly what they have completed ranging from excellence in certificated awards to outstanding contribution in work experience. This allows young people recognition in areas in which they excel but crucially to also demonstrate understanding of all key areas of the industry – academic, vocational and business

A **draft** of the certificate is attached as appendix 6.⁶

The Academy will be developed such that there is continual focus on transition for young people. Planning for a career in the industry will be integral in each part of the learning ensuring that young people both see the relevance to the work they are doing as well as beginning to think about where they would like to be in the industry. As young people evolve and go through the three strands of Academic, Vocational and Business they will begin to think about progression routes which will be clear. No progression route will be given any more status than others. Young people who go into employment will not necessarily have to leave the Academy.

⁴ Enterprise and Employability Outcomes attached as Appendix 4. Note: this award may be subject to change depending on what is already being delivered in schools

⁵ Overall Framework for two years attached as Appendix 5

⁶ The final certificate will change subject to definitive list of employer partners.

Young Person's Time Commitment

Each young person will have to attend one evening per week for the whole academic year to complete the Hospitality Skills for Work and SVQ in food production. They will also have to attend on a Friday afternoon for half of the academic year to do Enterprise and Employability modules. On an individual basis they will also complete work experience and projects with the employers and meet a mentor once a month.

The Partnership

The Partnership agreement will be agreed by representatives on the Steering Group which will outline the key responsibilities for each partner establishment. That said, however, a key principle of the Academy is genuine and effective partnership working leading to shared understanding, CPD opportunities for all, more coherent learning for the young people and consequently better outcomes for the young people in the programme.

In the first year, a significant amount of time will be spent in cross partner working and development underpinned by a Project Team. The Project Team will have representation from QMU, J&E, the local authority and each school. There will also be business represented on the team.

Other Staffing Commitments

Schools will have to provide a member of staff to deliver one evening per week for 26 weeks of the year to deliver the Skills for Work Hospitality Course. The member of staff will also be expected to attend the course delivered by the college one evening a week for the other 13 weeks of the year.

The college will provide a staff member one evening per week to deliver the SVQ in Food Production and Cookery. This will be for the full academic year but with three separate groups each attending for 13 weeks.

The University will provide a member of staff to support the delivery of the enterprise and employability modules on a Friday afternoon. This will be the full academic year.

The Local Authority will provide a co-ordinator who will ensure the quality assurance of all modules. The co-ordinator will deliver the enterprise and employability modules on a Friday afternoon and arrange all work experience and mentoring sessions. The co-ordinator will also attend many of the other classes and run the project team.

Employer Contribution

Employers will be a key partner in the process. Whilst the learning establishments will prepare young people for working in the industry by offering a number of different

qualifications and certificates as outlined above, major employer partners will also be able to make their contribution ensuring that the skills built are relevant to young people and required by the Industry. As detailed in the timetable the Employer contribution will be varied dependent on their needs and the development needs of the young people. Below is an outline of how the major employer partners will contribute to the programme.

Minimum Contribution List

- Provide Mentors for young people including support in work experience and one, one hour meeting per month
- Quality work experience including an induction
- Offer opportunities for work experience in a variety of departments including at least one front-facing
- Attendance at a transition meeting with school mentors and young people on site before starting work experience
- Attendance at one curriculum review meeting once per year
- Guaranteed interviews for all young people who complete the course and meet the minimum requirements for the post

Optional Contribution List

- Offering conference facilities for lectures
- Lectures / seminars from members of staff about industry experiences
- Support 1 project per year (list of examples of projects below)
- Attendance a Award Ceremony
- Visits to schools to present to younger groups of students
- Taking part in interviews for young people to get on to course

Examples of possible projects

Please note that projects can be real as in point 1 or can be an exercise in planning using the hotel's premises and discussing aspects of the project with staff

- Allowing young people to plan for and cater a staff meeting
- Allowing young people to plan and prepare hotel rooms for guests
- Planning and preparing a conference – checking guest list; requirements ordering food etc
- Preparing a station in a restaurant for a party
- Access to complaints to prioritise and address
- Menu planning
- Marketing project

Attached as appendix 7 is an outline of the time commitment the above may involve.

The Pilot Year

The first year of the project will be run slightly differently to how it is planned to run longer term owing to the available lead-in time. The key principles however, will be upheld.

In the first year of the project, the target group will be S5. The briefing given the target group is attached as appendix 8 and will be accompanied by an assembly. Young people will then apply for the programme following an application process. Young people will not be selected on academic merit but on demonstrated commitment to the industry.

A timeline accompanies this document for consideration.

Appendix 1

Group Split for Year 1

	Group	Weeks 1 - 13	Weeks 13 - 26	Weeks 26 - 39
Weekday 5pm – 8pm	1	SVQ Food Production and Cookery (15 young people)	SQA Skills for Work Hospitality (15 young people)	SQA Skills for Work Hospitality (15 young people)
	2	SQA Skills for Work Hospitality (15 young people)	SVQ Food Production and Cookery (15 young people)	SQA Skills for Work Hospitality (15 young people)
	3	SQA Skills for Work Hospitality (15 young people)	SQA Skills for Work Hospitality (15 young people)	SVQ Food Production and Cookery (15 young people)
	Group	Weeks 1 - 19	Weeks 20 - 39	
Friday 1pm – 4pm	A	Enterprise and Employability (20 young people)		
	B		Enterprise and Employability (20 young people)	
As individual	Work Experience			
	Visits to Employers / Speakers			
	Business Events			

School
Academies Co-ordinator
Jewel and Esk College
Queen Margaret University
Major Employer Partner
Minor Employer Partner

Appendix 2

SVQ Level 1: Food Production and Cookery Outcomes

- Maintain a safe, hygienic, and secure working environment
- Maintain food safety when storing, preparing and cooking food
- Work effectively as part of a hospitality team
- Prepare vegetables
- Cook vegetables
- Prepare and finish simple salad and fruit dishes
- Prepare and cook pasta
- Cook and finish simple bread and dough
- Prepare and cook fish

Appendix 3

Hospitality Skills for Work Module Summary

- **Hospitality: Developing Skills for Working in Hospitality**

In this Unit candidates will investigate a range of hospitality provision. They will identify the organisational aims of hospitality establishments, the products and services provided and the job roles of staff. It will also provide the opportunity for candidates to identify the relevant employability skills and attitudes for employees in the hospitality industry, and experience a simulated job interview. On completion of the Unit candidates should be able to demonstrate a positive approach in a range of employability skills.

- **Hospitality: Developing Skills for Working in the Professional Kitchen**

In this Unit candidates will learn about menu planning, food preparation techniques and cookery processes, food hygiene, health and safety procedures, equipment, terminology, safe knife handling and appropriate storage of finished dishes prior to service. Candidates will also prepare, cook, and present a range of commodities and evaluate finished dishes. Candidates will work as a team member and participate in a number of activities which will help them to develop the skills identified within this Unit.

- **Hospitality: Front of House Operations**

In this Unit candidates will learn about the work undertaken by front of house staff, specifically reception and the associated customer care skills. They will also experience the skills needed to undertake food and drink service in a variety of styles and establishments. Candidates will participate in a number of activities which will help them to develop the skills identified within this Unit.

- **Hospitality: Hospitality Events**

In this Unit candidates will be involved in planning, organising, running and evaluating a small scale hospitality event. Candidates will work as part of a team and participate in all the activities involved. Candidates will have the opportunity to use existing skills such as contributing constructively to group discussions, contributing to the provision of food and food service, and following food hygiene and health and safety procedures. They will also develop new skills such as planning and publicising hospitality events

Appendix 4

Enterprise and Employability SQA Group Award Outcomes

The award is made up of the following modules with the outcomes noted. All project work would be centred around the Hospitality Industry.

Personal Development: Self and Work

- Evaluate own task management skills in preparation for a vocational project.
- Produce a plan for the development of own task management skills within a vocational project
- Carry out the plan for the development of own task skills within a vocational project
- Review progress on completion of a vocational project

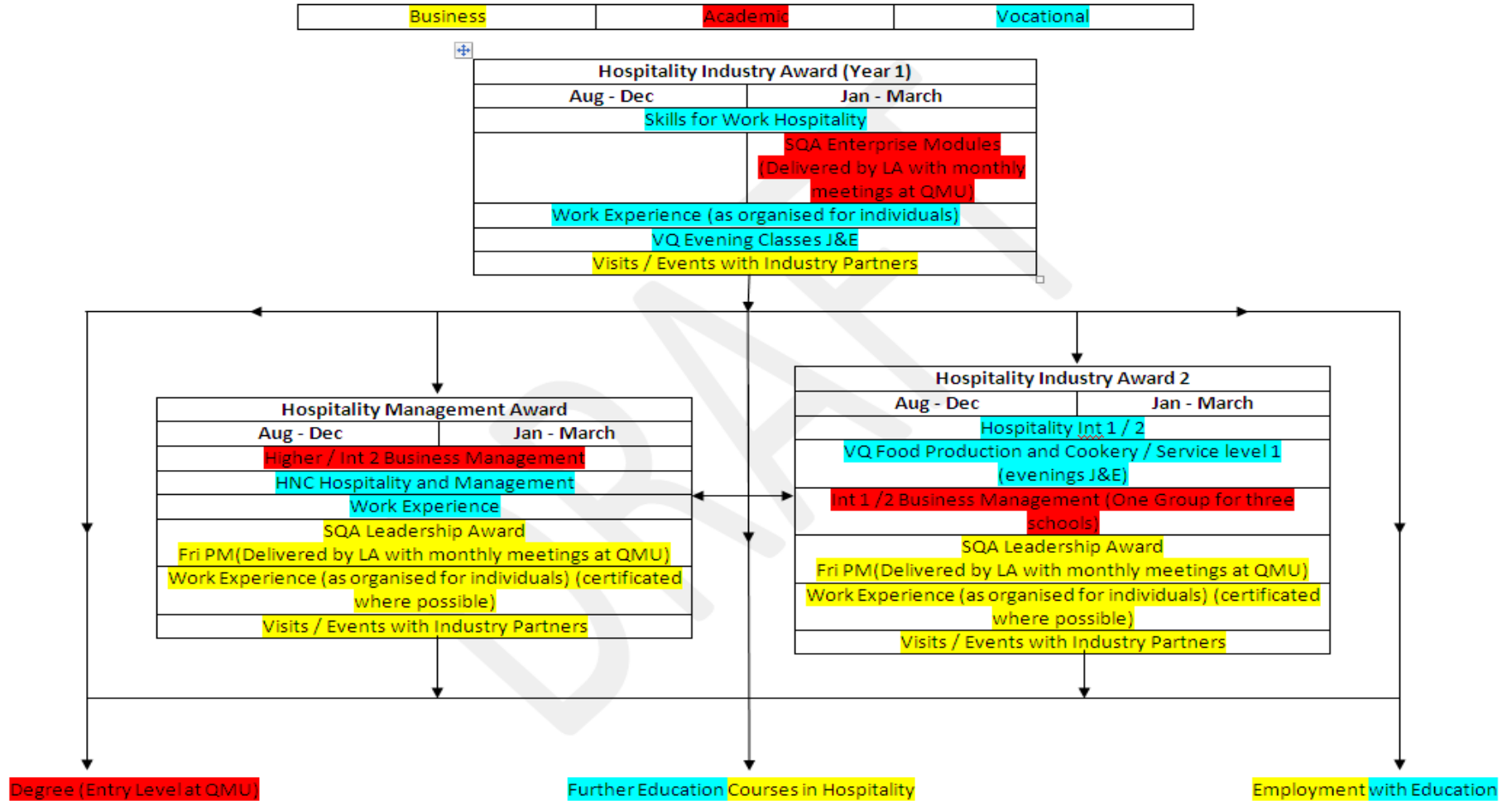
Preparing to Work

- Review and evaluate own employability skills and personal attributes required for employment
- Investigate employment opportunities and complete a job application for a specified employment opportunity
- Demonstrate an understanding of employability skills and personal attributes in relation to job selection methods and performance in an interview
- Demonstrate an understanding of the employability skills and personal attributes required to successfully maintain employment.

Enterprise Activity

- Devise and arrange enterprise activity in relation to personal development goals.
- Take a leading role in the implementation of enterprise activity.
- Initiate and sustain working relationships in the analysis, planning and implementation of an enterprise activity.
- Evaluate the contribution of the knowledge and skills gained through enterprise activity to own personal, social and vocational development.

Hospitality and Tourism Two Year Participation Plan



Appendix 6

EAST LOTHIAN HOSPITALITY & TOURISM ACADEMY

16th June 2013

Awarded to:

John Smith

For completion of:

Hospitality Int 2

Enterprise Int 1

Employability: Self and work Int 1

VQ Food Production and Cookery

REHISS Certificate

50 hours work experience in Marriott Kitchen

10 Industry Visits



Queen Margaret University
EDINBURGH



East Lothian
Council



Appendix 7

Employer Time Commitment

Essential commitment	Time Commitment
Provide Mentors for young people including support in work experience and one, one hour meeting per month	1 hour per month
Quality work experience including an induction	Depending on work experience offered. Can be from one week to an extended placement for young people who show promise
Offer opportunities for work experience in a variety of departments including at least one front-facing	As above. Will also depend on young people's support requirement
Attendance at a transition meeting with school mentors and young people on site before starting work experience	1 hour per young person offered work experience
Attendance at one curriculum review meeting once per year	2 hours per year
Guaranteed interviews for all young people who complete the course and meet the minimum requirements for the post	none
Optional Commitment	Time Commitment
Offering conference facilities for lectures	None
Lectures / seminars from members of staff about industry experiences	1 hour per staff member approx.
Support 1 project per year (list of examples of projects below)	Dependent on project and desired contribution
Visits to schools to present to younger groups of students	30 minutes per session
Taking part in interviews for young people to get on to course	30 minutes per young person

Appendix 8

EAST LOTHIAN

HOSPITALITY AND TOURISM ACADEMY

Scotland needs more Jamie Olivers, Tom Kitchens and Derek Johnsons: could this be you? If you have never considered the Hospitality and Tourism Industry as a career choice, perhaps you should.

The Hospitality and Tourism Industries provide a wide variety of jobs in areas such as food preparation, hotel & restaurant management, customer services, marketing & public relations and events organisation & management.

The Scottish Government sees these industries as key areas for economic growth. Countries such as India, Turkey and Thailand increasingly recognise how important tourism is for their economies, as they catch up with traditional travel destinations in Europe, the USA and Australia. Your career could therefore take you all over the world.

The East Lothian Hospitality & Tourism Academy provides you with a unique opportunity to build your academic knowledge and practical skills in ways which will give you the best chance of securing the best jobs. A number of leading employers will participate in the Academy and offer opportunities to young people including *Marriott Hotels*, *The Townhouse Group* and *MacDonald Hotels*

The Academy is run through a partnership between the employers, three schools in East Lothian: Musselburgh Grammar School, Preston Lodge High School, Ross High School, East Lothian Council, Jewel & Esk College and Queen Margaret University. If selected for the Academy you will visit these leading employers to gain valuable industry experience, see demonstrations from industry experts and get the opportunity to study both at College and at university while still being able to stay at school

Only 45 places across the three schools are available in the Academy in 2012, so you will need to fill out an application. The form will be ready at the end of February, so keep your eyes open! Classes may be held at any of the partner institutions and organised placements will take place during the day but also in the evenings and at weekends as these are often the busiest times. You will be encouraged to arrange your own travel but you will be reimbursed and therefore you will not be out of pocket.

The Academy consists of a two year programme in S5 and S6 with a Hospitality Industry Award or a Hospitality Management Award as the certificated outcome. It is possible for you to leave after S5 with a Hospitality Industry Award. On appropriate completion you will be ready to start working effectively in the industry and will have a great addition to your CV as well as being able to get into College or University to take your studies even further. After that, it is up to you on just how far you want to go!

Further details of the S5 and S6 curriculum are available from your School Academy Champion:

REPORT TO: Council Committee for Education
MEETING DATE: 19 June 2012
BY: Executive Director of Services for People
SUBJECT: Listen and Learn Sessions 2012

2

1 PURPOSE

- 1.1 To report to Committee on the key themes arising from our series of Listen and Learn sessions held in three secondary schools in March and April this year.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. Note the content of the report
 - ii. Ensure that this feedback from young people is used to shape future Education and Children's Wellbeing and Education policy and strategy making
 - iii. Ensure that this feedback from young people is used to shape Council and Community Planning partners' policy and strategy making
 - iv. Recommend that all executive directors participate in future Listen and Learn sessions
 - v. Recommend that we feed back to young people what impact their contribution had had in the shaping of policy and strategy in East Lothian.

3 BACKGROUND

- 3.1 Listen and Learn sessions have been held in secondary schools for the last two years. They provide an opportunity for students to express their views about a wide range of issues to the Executive Director of Services for People. This in turn feeds into the work of the East Lothian

Community Planning Partnership, which is committed to ensuring that, as stipulated in Article 12 of the United Nations Convention on the Rights of the Child, young people are able to exercise their right to express their views and have them taken into account in all matters affecting them. More information on this can be found in the East Lothian Young People's Participation Strategy.

3.2 The sessions were held at Ross High School (14 March 2012), Musselburgh Grammar School (22 March 2012) and North Berwick High School (26 April 2012). The format for each day was the same. The Executive Director met with a group of harder-to-reach young people in one session and with members of the pupil council and senior pupils in the second session. Pupils had reflected on the topics they wished to raise beforehand, and in some cases, had prepared presentations and short videos to illustrate their concerns. The sessions and preparation were facilitated by the Involvement Officer and the Dialogue Youth Officer. Some of the themes arising from the sessions were shared across the groups, and others were matters of local concern. Just fewer than 200 young people took part across all three events.

3.3 The most prevalent concern was employment. Pupils felt that:

- There were not enough jobs locally – both full-time jobs for school-leavers and part-time jobs for those still at school
- There were not enough apprenticeships, particularly for girls
- There was not enough information about jobs available in schools (i.e., pupils wanted local opportunities to be collated and displayed prominently in schools and online)
- They should be encouraged to prepare for employment sooner (for example, from the time that they start at secondary)
- There should be less focus on getting university entrance qualifications and more on making young people employable
- There should be many more opportunities for work experience during any pupil's secondary school career
- Schools should forge links with local and national employers and take every opportunity to get them into school to talk pupils and set up work experience and other employment opportunities
- Local employers, for example, garages, should be encouraged to come in and hold practical classes in school
- Former pupils should be encouraged to come back and talk to pupils about their experiences in gaining and sustaining employment.

The Hospitality and Tourism Academy and Care Academy projects received whole-hearted approval from pupils, and they also wanted more

projects like the Tots and Teens childcare project at Knox Academy and the Hairdressing Salon at North Berwick High School. They were extremely interested in the prospect of paid work experience. There was a split in opinion about internships. At Ross High School, students were very keen for internships, whether these were paid or not, but elsewhere students felt that interns should be paid. Pupils were keen to make full use of their time and school buildings, and were open to doing vocational courses in the evening, Friday afternoons, and in some cases, at the weekend too.

- 3.4 Leading on from this, pupils in each school had concerns about transport, some of which related to their worries about employment. The current availability of public transport affects young people's ability to access employment, training, further and higher education. These concerns were particularly pronounced amongst pupils at North Berwick and also amongst pupils who live in outlying communities who attend Ross High School and Musselburgh Grammar School.

Pupils also felt that:

- Both rail and bus fares were high and young people needed more subsidy to be able to use them, particularly post-18
- Bus services in North Berwick were too infrequent, meaning that pupils had to leave after-school activities early or (in the winter) stand in the dark and poor weather for 45 minutes, waiting for the next bus to come
- There were poor and infrequent services between Musselburgh and Wallyford and Whitecraig
- Buses were not adhering to their advertised timetable, for example, arriving and departing too early
- The size of bus was often too small for the number of people who want to use the service.

They were also concerned at North Berwick High School about the behaviour of some of their peers on public bus services on the way to and from school, and this leads into the next major concern raised at the Listen and Learn sessions – the way the rest of the community perceives young people.

- 3.5 Young people felt that they did not have a very good image in the community, and while acknowledging that some young people did not always behave well, they were upset about their poor image, which they felt was largely unjustified. A pupil at North Berwick encapsulated the situation when he said:

'There's lots of older people – when it's raining and you've got your hood up – they give you dirty looks. Do something for them, though, and they're over the moon. They're really influenced by a stereotypical view of young people.'

Another young person said that the 'bad stuff' that young people did seemed to get much more attention than the good. They felt that there was fault on both sides. In Musselburgh, one young person said about an adult education class she had attended:

'There was also a real lack of respect from adults at photography classes I went to. They didn't want me there.'

However, the young people had a wide range of ideas of how to tackle this, ranging from working with the community to tackle the litter problem in Tranent, an interest in young people leading IT classes for older people in Musselburgh, and a commitment to visit people in care homes in North Berwick regularly. It was also clear that some young people in the groups actively intervened with other young people who were behaving badly.

This strand of the discussion ties in with one of the Scottish Commissioner for Children and Young People's (SCCYP) strategic priorities for 2012/13, which is to promote respect and challenge prejudice and negative perceptions of children and young people in society.

- 3.6 Pupils in each school raised the issue of what they saw as preferential treatment of people who behaved badly in school. This is summed up in a statement from one young person at Ross High School, who said:

'If you kick off, you get attention. If you get good grades and behave well, you could still be having problems, but no-one notices.'

They found it hard to accept that poor behaviour at school often indicated an unsatisfactory situation at home or poor mental health, but they did agree that a way forward would be for schools to make greater efforts to explain why disruptive pupils were dealt with differently and rewarded for good behaviour.

This led to a discussion of the guidance system in schools by some of the groups, and they were keen to look at other systems of supporting all pupils. Some felt that they too had had significant problems at home but because they had not altered their behaviour at school, they had gone unsupported. One group also complained that the current system, coupled with what they saw as unsatisfactory pastoral support systems in one local primary, had led to young people with dyslexia going unnoticed and unsupported for far too long, with knock-on effects on their attainment at secondary.

They were very interested in systems of guidance used in English schools, where registration groups were not single-year but included pupils from all years in small tutorial-style groups.

The promotion of understanding of the personal challenges that young people face in their home situation, or with their mental health, fits in with another of the SCCYPP priorities this year, which is promoting inclusion.

3.7 Each school felt that they had difficulty accessing information about job, educational and leisure opportunities, and in Musselburgh pupils were also unhappy with the limits placed on the use of information technology in schools. Their comments included:

- The school's wifi is not open to pupils
- It would be good to use our own technology more at school and just using more technology at school anyway, like iPads and things
- Could we look at the positive uses of new technology in schools, like mobiles phones, tablets and apps?

That group agreed to look at how they could create a Musselburgh Grammar School app that will put young people in touch with school information and information about what's happening in the Musselburgh area.

Musselburgh Grammar School pupils wondered if there should be more connections between Musselburgh Grammar School and other East Lothian Schools – they had the idea of a virtual campus that could access resources at other East Lothian schools, Edinburgh colleges and the Open University.

3.8 Other issues young people mentioned included wanting to have a greater input into community planning and the physical environment around them. They also all wanted more social outlets locally in the evenings and at weekends. They were also keen to have a say in what and how they learn at secondary.

4 POLICY IMPLICATIONS

4.1 The information from these sessions should influence all relevant policy formation, and in particular, should have an impact on any revision of the Youth Vision strategy document.

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other – None

7 BACKGROUND PAPERS

7.1 None.

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REPORT TO: Council Committee for Education
MEETING DATE: 19 June 2012
BY: Executive Director of Services for People
SUBJECT: Head Teacher Appointments

3

1 PURPOSE

1.1 To inform the Committee of Head Teacher appointments made by the Appointments Sub-Committee.

2 RECOMMENDATIONS

2.1 The Committee is asked to note the undernoted appointments.

3 BACKGROUND

3.1 The following Head Teacher appointments are intimated: -

School	Appointee	Commencement Date	Previous Post and School
Elphinstone Primary School	Heather Williams	13 August 2012	Depute Head Teacher, Sanderson's Wynd Primary School
Law Primary School	Jill Wareham	13 August 2012	Head Teacher East Linton Primary School
Longniddry Primary School	Sheona Skinner	13 August 2012	Depute Head Teacher Law Primary School
Windygoul Primary School	Avril Wilson	To be confirmed	Balgreen Primary School, Edinburgh

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6. RESOURCE IMPLICATIONS

6.1 Financial – None

6.2 Personnel – None

6.3 Other - None

7. BACKGROUND PAPERS

7.1 None

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