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Evaluation of Good Food Training for London

Final Report
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Good Food Training for London



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Foreword

Practising what you teach: Training for healthy and sustainable food in the public sector

This report marks the completion of the initial two-year phase of a project to provide food skills training to public sector caterers, aiming to improve the healthiness and sustainability of the food served in London's schools, hospitals, prisons and other social care settings. The project was commissioned as part of the implementation of the London Food Strategy published in 2006¹ and overseen by the London Food Board. The project has been carried out by Greenwich Cooperative Development Agency, working closely with Sustain: The alliance for better food and farming and other local partners.

The Good Food Training project provided training, but it also sought to influence policy and training standards, both in London and in the wider public sector, and to help others learn from the innovative training approach we have developed. Evaluation has therefore been central to our work. Good Food Training's evaluation team is based at the Centre for Food Policy at City University in London and their action research has been an important part of our programme, integrated throughout to inform the quality and direction of our work and to ensure that our training courses are relevant and effective.

Good Food Training welcomes this evaluation report and recognises the role evaluation has played in helping us identify the strengths of our approach, and overcoming the difficulties we have faced. We are delighted that this evaluation report demonstrates that we have met and exceeded our original targets, as well as having developed a wide range of innovative courses and relationships that have sown the seed for progress in the future. We therefore wish to take the opportunity of this evaluation report, and this foreword, to reflect on what we have learned. Based on the conclusions of the evaluation team, our practical experiences with public sector catering over several years, and on dialogue with several representatives of policy organisations, we have also developed recommendations for future training policy and for practical activities in London and the wider public sector.

We believe the time has come to raise the status and skills of public sector catering, to support the transition to a healthier and more sustainable food system. Well-trained public sector catering staff have a crucial role to play in using their food purchases and catering practices to improve local economies and communities, the natural environment, animal welfare and public health, and to reduce the very substantial climate change emissions associated with our food system². In addition, the public sector is a significant employer and

¹ 'Healthy and Sustainable Food for London' The Mayor's Food Strategy, May 2006. Available at: www.londonfoodstrategy.org.uk/upload/pdf/LDA_Food_strategy.pdf

² London's greenhouse gas emissions from food amount to 19 million tonnes per annum – greater than either London's commercial and public sector; London's domestic sector or all London's transport (excluding aircraft), see: *London's Food Sector Greenhouse Gas Emissions: A report for the Greater*

increasing the vocational skills available to its employees would provide a significant boost to the sector. The London Food Strategy recognised that to secure benefits to health, the environment and the London economy, catering staff needed the skills and knowledge to plan, prepare and serve healthy, seasonal and locally-produced menus. In 2007, the Good Food Training for London project was therefore set up to provide free-of-charge food skills training to around 1,000 catering, procurement and other staff in education, health and social care settings in the capital.

The public sector has requirements and responsibilities that differ from those of private sector catering. There is a clear imperative – for environmental, social and economic reasons – to improve the healthiness and sustainability of all food. Local and national authorities also have the responsibility to use the power of the public purse to show leadership on these important issues. Wherever money is spent on food in the public sector, it should be supporting sustainability, not contributing to further damage to public health or the environment. National and European policy of the European Commission, Defra and the Office of Government Commerce supports this³ but unfortunately, this is rarely born out in practice. Our experience of working with the public sector over several years – both as part of the Good Food Training project and other activities – leads us to conclude that current mainstream training provision in the public sector shows very little sign of providing the necessary skills or impetus to bring about this change. A huge gulf remains between policy and practice.

Good Food Training has developed courses and a model of a ‘whole institution approach’ to training that could help to bring about the necessary changes in public sector policy and practice, to achieve a healthier and more sustainable food system. It has the potential to contribute to transforming individual institutions, but also to be adopted at regional and national level to influence public sector food provision.

The need for action at policy, procurement and practical level has been underlined at every stage of our work. Individual trainees can act as champions to implement what they have learnt after training courses, but without the support of colleagues, management and departmental policy, their success is likely to be limited and potentially short-lived. A supportive environment where everyone understands the need for change, and has the relevant skills to contribute, is necessary to ensure a healthy and sustainable food service is implemented, promoted and maintained, with enthusiastic support by staff and customers. A ‘whole institution’ approach is key.

We also conclude that institutions must build training into everything that they do, as a core requirement for staff working on food procurement, catering, and customer service. We judge that appointing one person in an organisation to be responsible for managing training, organising people, time and equipment, and valuing the training themselves, is crucial to ensure that the trainer’s time

London Authority, Brooke Lyndhurst, November 2008

<http://www.london.gov.uk/mayor/publications/2009/docs/food-emissions.rtf>

³ Sustain (2009) European food law is on our side! How the EU Public Procurement Directive supports sustainable food in the public sector, see: http://www.sustainweb.org/pdf2/GFFOM_aug09.pdf

and the opportunity is used most efficiently. When no-one has ownership of the training programme, and no duty to arrange and pursue training goals, it is likely that trainees will be unmotivated to arrive on time or stay till the end; and they may be unconvinced of the importance of the training, unsupported by institutional policy and changes; and hence less likely to implement their new knowledge and skills.

Further, we observe that resources and training provision must work in tandem. When resources (budget, equipment and staff time) are not in place to support putting the training into practice, little difference can be made by skills training alone, so wasting the time and money spent on training. Conversely, if appropriate training is not provided then the skills and knowledge needed to operate sustainably will be lacking, leading to, for instance, food waste in the kitchen or on the plate.

However, we are also keenly aware that within the vast majority of public sector care facilities, the sole factor governing food procurement remains cost – especially in light of the Government’s 2004-2008 Gershon Review period whose ‘best value’ message is routinely misinterpreted as ‘lowest cost’. Key sustainability issues such as environmental impact, nutritional value, provenance, quality, preparation, presentation, taste, carbon footprint or animal welfare – or even efficient management of waste, energy and water in a kitchen, which would have economic benefits to the sector as well as significant benefits to the environment – are still widely viewed with scepticism, or at best as low priority.

Currently the Government’s funding for work-based training is not spent in a way that encourages the development of skills for healthy and sustainable catering. The qualifications primarily funded by ‘Train to Gain’ (the £1 billion for, in particular, National Vocational Qualifications at Level 2 and above) are poorly suited to the needs of a catering sector aiming to achieve health and sustainability. The NVQ qualification currently focuses on observation of existing practices by the assessor and are not designed to develop new skills or knowledge, meaning that they are unsuited to promoting knowledge and skills for healthy and sustainable catering practices. We welcome the fact that vocational qualifications are in the process of being reviewed, to a more flexible format than the current NVQs, namely the Qualifications and Credit Framework⁴. This should enable learners to choose from a variety of modules to build their practical skills and theoretical knowledge. The qualifications are thus potentially better suited to teaching health and sustainability, and Good Food Training’s approach should sit well with this new system. However, given the central role of public sector catering in playing a leadership role for sustainable procurement, and in providing nutrition to vulnerable groups, we believe that certain modules should be mandatory for caterers training for the public sector. Such issues can no longer be left to chance.

Training does not exist in isolation; the wider social and environmental context in which an institution operates will affect the trainees’ ability to make lasting changes. For instance, parents may prefer to give unhealthy packed lunches

⁴ See the Qualifications and Curriculum Development Agency website at: <http://www.qcda.gov.uk/8150.aspx>

than trust the school to provide good food that their child will eat. Likewise, if the child has access to fried chicken outlets around the school, and their friends eat there, they will be less likely to attend school dinners no matter how skilfully prepared. Whole institution food policies, supported by local and national policy, will therefore have a significant influence on whether or not health and sustainability training will have a lasting effect on health and the environment.

A final important point is that existing training providers and colleges are not always able or appropriate to implement change on the scale required. This is particularly worrying, given our national priorities to reduce greenhouse gas emissions and the contribution to obesity and other diet-related diseases by our food system. This is especially important in public sector catering, which has responsibility for the well-being of a number of vulnerable groups, such as children, the elderly or those who are ill – and also large numbers of public-sector staff, many of whom may be on a low income. We judge that existing accredited training is insufficient to provide healthy and sustainable food skills at the speed and on the scale required to achieve the change set out in government and regional strategy documents. Other, non-accredited training, where it exists, fails to consider the skills and knowledge needed to provide healthy *and* sustainable food. Overall, very little training is public-sector specific (though some accredited sector-specific nutrition training now exists to help the schools sector meet national legislative requirements for nutrition standards for school meals). All of this can mean that the training that does exist, and the mainstream catering trainers who provide it, are not always relevant to public sector caterers. The status of health and sustainability needs to be raised with these institutions, possibly by new legislation, so that the trainers themselves will become well equipped to teaching health and sustainability themes in relation to food.

We conclude that current mainstream training provision for public sector catering, procurement, management and front-of-house staff is ineffective in providing the skills and knowledge needed for the transition to healthier and more sustainable food in the public sector. Action is needed by government, regional health authorities and sector skills councils to integrate health *and* sustainability into all food skills training, for the lasting benefit of the nation's health and wellbeing. We look forward to playing a part in this transformational process in the years to come, building on the innovative work instigated by Good Food Training.



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Sustain, the alliance for better food and farming
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Executive Summary

Introduction

This is the final report from the evaluation of the Good Food Training for London (GFTL) Project, which was funded by the London Development Agency (LDA) and delivered by a partnership of organisations including Sustain and NHS Greenwich, managed by the Greenwich Cooperative Development Agency (GCDA). The evaluation was conducted by the Centre for Food Policy at City University London between May 2008 and August 2009 and sets out the implementation of the two-year GFTL pilot, documenting the Project's progress in achieving its stated objectives, the challenges it has encountered, and the learning that has resulted.

The evaluation comes at a time when review of the standards informing hospitality and catering qualifications is underway and the Government prepares to introduce its voluntary 'Healthier Food Mark' scheme to encourage public sector to lead by example in the delivery of healthier, more sustainable food.

The Project

As one of four main projects supporting the implementation of the London Food Strategy, GFTL's primary driver was to increase training and skills levels in the public sector in order to achieve healthier and more sustainable food and procurement. The Project has delivered training, both accredited and bespoke, in the form of National Vocational Qualifications (NVQs), short and long courses, training days, and specialist events. It has delivered across a wide range of organisations and settings, to participants in diverse roles including catering, procurement, education and social care.

The objectives of the GFTL Project were to:

1. Develop the skills level of public sector caterers in London to help ensure that good quality, healthy food is served consistently.
2. Provide considerable health benefits to Londoners, including school children and hospital patients, by improving the nutritional quality of public food and implementing the whole-school approach in schools.
3. Increase use of healthy and sustainable food within the public sector to meet the London Food Strategy's objectives regarding healthy and sustainable food procurement.
4. Help to reduce the environmental impact of London's food system by promoting the purchasing of more sustainable food.
5. Provide benefits to the London economy by promoting more local and regional procurement.

Methods

Four main activities were conducted to inform the evaluation:

Summary of evaluation activities

Activity	Notes
Desk research	<ul style="list-style-type: none">• Analysis and review of the literature evaluating similar training initiatives (or training components in multi-component interventions)• Review of documented good practice in public sector catering within the UK, including some site visits
Participant questionnaires	<ul style="list-style-type: none">• Post-course feedback captured for 1265 learners on their perceived change in knowledge and skills and supports/barriers to changing practice in the workplace• Additional 10 children completed pre/post questionnaires evaluating the impact of summer school programme on eating and cooking habits, attitudes and food preferences
In depth interviews	<ul style="list-style-type: none">• Face-to-face interviews with 20 training participants in their workplace• Interviews with 3 Project tutors, conducted face-to-face and via telephone• Synthesis of interviews with questionnaire findings
Stakeholder research	<ul style="list-style-type: none">• Visits to participating provider organisations and learner workplaces; stakeholders interviewed informally during fieldwork or via telephone• Observation of training and events

Key Findings

Implementation

Due to various factors, the direction of the Project changed throughout its implementation. As a result, it did not carry out some of the activities originally anticipated but took a delivery approach that best facilitated achieving its output targets while remaining responsive to participants, organisations and local circumstances. Key factors affecting implementation included: the type and definition of output targets required by the funding body; a gap in nutrition and sustainability expertise in mainstream catering training providers; and limited engagement with head teachers and contract caterers.

Impact of training activities

Developing skills in public sector caterers (and related roles)

- Where there was *interest* in nutrition there was often greater awareness and reported change in personal food purchasing and/or preparation behaviours after training. However, for most catering staff changing practice in the workplace was not possible due to lack of control over menus and purchasing decisions.
- Food safety, food presentation and customer care were areas in which catering staff felt most able to apply what was learned from the training to their jobs.
- Learners with a higher degree of autonomy in their jobs were most often in a position to change both their own practice and influence organisational changes (e.g., change in supplier). These interviewees were usually able to talk about ideas they had and how the new knowledge would be applied, even if the opportunity to do so had not yet occurred.

Raising awareness and knowledge of healthy eating and nutrition in parents, and school teaching and support staff

- Parents are able and usually willing to try to make changes in how they shop and prepare food in the home.
- Depending on available opportunities, funding, and personal motivation, some parents were able to influence decisions around school food as governors or as volunteers contributing to cookery clubs or other initiatives promoting healthy eating and healthy weight. In general, parents did not have easy access to funding for such programmes and those interviewed welcomed the training provided by the Project.
- Low participation by teachers in healthy eating & nutrition training.
- The OCN course has been particularly useful for those working in the community who would otherwise not have access to training in nutrition or food preparation. Many of these learners work with families or vulnerable groups in the community and took part in the course as it would provide the skills and knowledge needed to run cookery clubs in these populations.

Increasing the use of sustainable food within the public sector and increasing awareness and understanding of sustainable catering practices

- Actual take up of purchasing practices to increase the use of sustainable food has been limited.
- Where there has been progress or efforts to increase the use of sustainable food, there has been leadership, practical support and commitment of time and resources. A previous or ongoing relationship with Sustain, or other purchasing support, has also helped.
- The specialist sustainable food events were well attended, with high levels of interest in all the subjects presented.
- The specialist events were an effective platform from which to educate and engage with those who are able to advocate and advance the sustainable food agenda within their organisations.

Other Project activities

- Good Food Summer School.
- Delivery of National Vocational Qualifications (NVQs) and short courses to catering staff and inmates at HMP Holloway.
- Food growing training delivered in schools and prisons, with development of an accredited Food Growing tutor course underway.
- Advocacy and building relationships with key organisations and initiatives that are well-placed to improve the nutrition and sustainability of food in the public sector in the longer term.

Main Challenges and Lessons Learned

In many ways, the lessons learned are as valuable to the evaluation and indeed to the Project as the impacts achieved. Key challenges included the gap in nutrition and sustainability expertise within mainstream catering training providers; varying levels of commitment to the values and objectives of GFTL in beneficiary organisations; difficulty engaging key stakeholder groups; reliance on a 'champion' within organisations for effective training promotion and participant recruitment; and a lack of understanding by the funding body of the sectors targeted, reflected in the type of output targets required. Overall engagement by the LDA was limited during the Project implementation period.

Looking at the wider context, a key barrier to achieving healthier and more sustainable food and procurement is that there is no requirement for public sector catering services to have appropriately informed sustainability standards or training to that effect. Other key barriers were that sustainable food was widely perceived to cost more and require additional effort to purchase (e.g., identifying suppliers, conducting audits, etc.) Without the resources and internal systems to support these changes, it was a challenge even for participants whose values were aligned with the Project as they often had little extra time to devote.

Recommendations

The experience of GFTL suggests that traditional hospitality and catering training (e.g., NVQs) may not fully address the needs specific to public sector food provision. Furthermore, current NVQs in catering do not incorporate health and sustainability considerations.

While we believe that NVQs should remain within the further education (FE) sector, GFTL is uniquely placed to provide an alternative to traditional catering training and to inform the development of future provision. Specifically, GFTL may be able to 'fill the gap' in four important and under resourced areas:

1. Training provision, with an emphasis on bespoke training, for opted out schools and other independent, small-scale catering services in the public sector.
2. Training provision, with an emphasis on bespoke training, for parents and community based workers without access to nutrition training.

3. Advisor to the FE sector and Sector Skills Councils on the development of accredited sustainable catering training and resources.
4. Advocacy for sustainability in the hospitality and catering training sector and for change at the contractual level through the London Food Board, LDA, and Government Office for London.

1 Introduction

This report presents the findings of the evaluation of the Good Food Training for London (GFTL) Project. It sets out, within an evaluation framework, how GFTL was designed and implemented and assesses the Project's progress in achieving its objectives. The Project commenced in September 2007 for a two-year period, with the evaluation carried out by the Centre for Food Policy at City University London between May 2008 and August 2009. The evaluation was commissioned by the Greenwich Cooperative Development Agency (GCDA).

1.1 Background

1.1.1 Food policy context

The public sector in England spends an estimated £2 billion annually on food and catering services.⁵ This expenditure represents a significant opportunity to target spending in ways that will support Government policy and bring together commitments to sustainable development and health.

Catering services within the public sector include those found in schools, higher and further education institutions, the National Health Service, prisons, police and local government offices. These are provided both directly, (e.g., in house), and through the use of contract caterers.⁶ A recent Cabinet Office report found that while the food service in education, healthcare and other public services accounted for 6% of sales outside the home, this constituted 29% of all meals served, illustrating how economically food is provided, or perhaps the mismatch between public sector spending and provision.⁷ In some sectors of the workforce, meal provision may also represent a significant social contribution, termed the 'health dividend' by a King's Fund report.⁸

The Public Sector Food Procurement Initiative (PSFPI)

In August 2003, the PSFPI was launched by the Department for Environment, Food and Rural Affairs (Defra) to support the Government's Strategy for Sustainable Farming and Food. Its primary aim was to encourage public sector organisations to purchase food in a manner that promoted sustainable development. A recent evaluation of the PSFPI concluded that while there has been some success in driving the principles of sustainability into public sector food procurement, overall take up of the initiative has been limited. Among the key issues to emerge was a need for training and support for buyers and suppliers.⁹ In addition to hands-on support, the evaluation recommended that training be provided to 'ensure a base level of understanding of sustainable food procurement across the public sector.' It was further recommended that although training would initially focus on those involved in procurement, it

⁵ Public Sector Food Procurement Initiative, Defra, London, 2002

⁶ Contract catering has been defined as the part of the food service industry that is handed over to a third party organisation to provide, Mintel, 2002

⁷ Food Matters: Towards a Strategy for the 21st Century, Cabinet Office, 2008

⁸ Coote A. Claiming the Health Dividend, King's Fund, London, 2002

⁹ Deloitte MCS Limited. Public Sector Food Procurement Initiative: An Evaluation, 2009

should be available across the supply chain and include caterers, processors and primary producers. With the end of the PSFPI, the future of work to support public sector caterers is now not clear. A cross government group comprising of the Department of Health (DH), Defra, and the Food Standards Agency, are currently working with the food industry, public sector organisations and other stakeholders to develop a voluntary award scheme to promote healthier and more sustainable food in the public sector. The scheme is called the Healthier Food Mark and is in its pre-consultation pilot phase.

The London Food Strategy

'Healthy and Sustainable Food for London', the Mayor's London Food Strategy was launched in May 2006. It consisted of five broad objectives, which were to:

1. Improve Londoners' health and reduce health inequalities via the food they eat
2. Reduce the negative environmental impacts of London's food system
3. Support a vibrant food economy
4. Celebrate and promote London's food culture
5. Develop London's food security

Further to the above, the Strategy identified the following *priority action areas*:

- Ensuring commercial vibrancy
- Securing consumer engagement
- Levering the power of procurement
- Developing regional links
- Delivering healthy schools
- Reducing food-related waste and litter

[See appendices 1a & b for The Mayor's Food Strategy Summary, 2006; and Implementation Plan, 2007](#)

Public sector catering was identified as an important policy lever for bringing about change towards a healthier and more sustainable London food system, and to encourage a market shift towards more sustainable food procurement and provision. Implementation of the London Food Strategy has been supported by four main projects, one of which was Good Food Training for London, a project primarily targeting the public sector catering workforce but also including others involved in the provision of food in public services. The GFTL Project has been managed by the London Development Agency (LDA) and administered by the GCDA. It should be noted that this report was commissioned by GCDA and the contract for the evaluation is between GCDA and the Centre for Food Policy at City University, London. During the period of the evaluation, both LDA and London Food Board involvement have been limited.

1.1.2 Delivery models for catering services in the public sector

Broadly, there are two models of delivery for institutional catering: in-house or contracted-out services. Below is a summary of the common types of delivery in the school and healthcare sectors, which were the focus of the Good Food – Training for London Project's activities targeting the catering workforce.

Schools

Catering services in schools are provided either through in-house catering services or contracted out to food service companies. Within in-house provision, there are local authority (LA) run catering services as well as schools that have opted out of catering contracts and provide their own in-school services. Within contracted delivery, again there are LA contracted services and schools that contract directly with private caterers. The British Hospitality Association (BHA) Food and Service Management Survey (2008) identified over 5,000 contract catering outlets in state schools serving 144 million meals annually.¹⁰ The large majority (85%) of primary schools in England have their catering services organised or provided for by their LA, with 5% engaging a private caterer and 6% operating an in-house service.¹¹ In secondary schools, less than half (47%) have LA organised provision, with the other half of schools divided between private contractors and an in-house service.

Healthcare

In hospitals and other care settings (e.g., residential homes), catering services range from traditional, where food is prepared on-site; to cook freeze or cook chill operations where meals are either brought in frozen / chilled or prepared on-site in a central production unit (CPU) and regenerated before they are served. These types of service can be provided in-house or contracted out. One previous study reported that patient meals supplied by catering contractors are predominantly provided via regeneration of frozen or chilled meals and that it was likely that the use of contractors and pre-prepared meal systems would increase as further private finance initiatives (PFI) are introduced in hospitals.¹²

1.1.3 Current food procurement practices in the public sector

A number of Government departments have published reports and guidance on healthy and sustainable menus and food procurement in recent years, but at present there is no requirement for guidance to be implemented except in schools, where there are now mandatory nutrition standards but no equivalent mandate for sustainability. In most cases, additional budget has not been made available to support more sustainable food purchasing and catering operations. Research and analysis by Cardiff University has found that barriers to sustainable food procurement exist only in countries (like the UK and the US) where cost-based contracting tends to be promoted over all other values.¹³ Below is an overview of current food procurement practices in the school and hospital sectors. In this document, the term 'healthy and sustainable' includes the nutritional, environmental and ethical aspects of food procurement and provision.

¹⁰ British Hospitality Association. Food and Service Management Survey, 2008

¹¹ Nicholas et al., Third annual survey of take up of school meals in England, 2007-08. School Food Trust

¹² Rimmington M and Carlton Smith J, Smarter Food Procurement in the Public Sector – Does it Cater for Sustainability? Department of Hospitality, Leisure and Tourism Management, Oxford Brookes University Business School

¹³ Morgan K and Sonnino R. The School Food Revolution, Earthscan, London, 2008

Schools

At the National level, the Department for Children, Schools and Families (DSCF) have lead policy responsibility for school food and works jointly with the Department of Health (DH) to oversee the Healthy Schools Initiative. At the local level, local authorities are responsible for providing or procuring school meals for all children entitled to a free school meal. All food served in schools, both primary and secondary, must now meet mandatory nutritional requirements. On environmental issues, the DCSF is currently working with both The School Food Trust (SFT) and the Sustainable Schools Initiative to deliver advice and guidance to schools and local authorities on sustainable practices in school kitchens and the procurement of school food. The SFT have developed a standard for schools on reviewing how food purchasing and catering addresses environmental, economic and social issues, which at present is not required in order to achieve National Healthy Schools status. This optional criterion requires that a school can demonstrate where their food comes from, is working to source food more sustainably, and is working to reduce the environmental impacts of its catering operations.¹⁴

The National Audit Office (NAO)¹⁵ estimated that wider adoption of good practice in the priority areas identified (i.e., purchasing; contracting with private catering firms; procedures for food use, storage and preparation; and increasing meal take up) would lead to a gain of £66 million in the school sector but identified the following key issues for schools:

1. The school meals market is fragmented and there are few examples of aggregated purchasing resulting in uncompetitive prices for ingredients and catering services. This is further aggravated by the lack of competition within the school meals market since three companies operate 70% of contracted provision.
2. Take-up of school meals varies greatly across the country, affecting the viability of the service in some areas. Action to improve the nutritional quality of meals, reduce long queues, improve dining environments and extend opening hours has, in many cases, led to considerable increases in uptake. However, average uptake is still less than 50% overall; 39% in primary schools and 35% in secondary schools across England. At the current rates of take up, many school meal services are vulnerable even to small shifts away to other food provision, whether this be lunch boxes or eating outside of the school.

Hospitals

Prior to 2006, four main bodies held significant responsibilities for hospital food at the national level, these were: the NHS Purchasing and Supply Agency (PASA), NHS Logistics Authority, the DH, and the National Patient Safety Agency (NPSA). PASA were responsible for negotiating national framework contracts with suppliers and for auditing food safety. NHS Logistics bought certain items in bulk, which Trusts would in turn buy from; Logistics delivered orders from their network of regional warehouses. From October 2006, the contract to manage the supply chain services, including the auditing of food suppliers, was awarded to DHL and the service became known as NHS Supply Chain. At the time of writing, further changes are underway with the

¹⁴ <http://audittool.schoolfoodtrust.org.uk>

¹⁵ National Audit Office. Smarter Food Procurement in the Public Sector, London, 2006

transfer of PASA business to Buying Solutions in October 2009. Buying Solutions is the only Professional Buying Organisation with a legal remit to trade across the whole of UK public services with a customer base now spanning central government departments, NHS Trusts, and local authorities. Within the DH, the Chief Nursing Officer has overall responsibility for patient experience, including the hospital food experience. Lastly, the NPSA has responsibility for some of the operational aspects of hospital food delivery. The focus of this work so far has been almost exclusively on improving nutrition and food quality, with both the Better Hospital Food initiative and Essence of Care, a clinical governance initiative, introduced in 2001. The Better Hospital Food Initiative ended in 2006 after limited success and poor take-up. At the local level, NHS Trusts are free to purchase from suppliers through the framework contracts negotiated by PASA / Supply Chain or to negotiate their own deals with suppliers. In practice, it is often difficult for individual Trusts to change to independent suppliers as it may require significant resource to ensure that new suppliers comply with food safety standards.

As with schools, the NAO estimated that significant savings (£43 million)¹⁶ could be achieved across the NHS with wider adoption of good practice but concluded that food purchasing is still fragmented, with Trusts opting in and out of national frameworks and few engaging in joint purchasing with other Trusts. One of the practical difficulties is that Trusts are unlikely to increase their take-up of PASA / Supply Chain negotiated frameworks unless this directly lowers their costs, but framework prices are unlikely to be reduced unless the volume of uptake increases.

Within Essence of Care, the nutrition benchmark provided guidance for nurses, midwives and other healthcare team members in partnership with patients and their carers, to score against 'best practice' standards identified as essential to the delivery of high quality nutritional care. This has resulted in the launch of initiatives like Protected Mealtimes and the Malnutrition Universal Screening Tool (MUST), as well as the establishment of Nutrition Steering Groups. Practically however, many Trusts have struggled with implementation of the food and nutrition benchmark for various reasons, not the least of which are patient dependency and a lack of leadership.¹⁷ Within hospitals the main driver for change is usually to ensure adequate nutrition as opposed to improving the sustainability of the food supply. This is perhaps unsurprising, as malnutrition continues to be a significant problem, particularly in older patients, with a recent estimate of cost to the UK NHS at £7.3 billion a year.^{18 19} It should also be noted that the bodies above report to the Department of Health, while Defra were responsible for the PSFPI.

¹⁶ National Audit Office. Smarter Food Procurement in the Public Sector, London, 2006

¹⁷ Royal College of Nursing. Report on a Scoping Exercise to Identify Priority Topics for National Audit on The Essence of Care: A Report for the Healthcare Commission, London, 2008

¹⁸ Elia M et al. The cost of disease-related malnutrition in the UK and economic considerations for the use of oral nutritional supplements (ONS) in adults, BAPEN, 2005

¹⁹ Department of Health. Improving nutritional care: A joint action plan from the Department of Health and Nutrition Summit Stakeholders, The Stationery Office, London, 2007b

1.1.4 Training provision in hospitality and catering

Qualifications

*The Health of the Nation White Paper*²⁰ identified caterers as having an important role in the provision of a healthy diet. This is especially true for caterers who provide meals for regular clients (e.g., school children, hospital patients, prisoners, etc). However, the subject of nutrition is not taught on all catering courses because there is no requirement, notably for National Vocational Qualification (NVQ) courses where nutrition is an optional unit. NVQs are work-related and assess a candidate's competence in the areas covered in their chosen units. Assessment of competency is usually through on the job observation and at present, neither nutrition nor sustainability is mandatory for the NVQ Level 2 in Food Processing and Cooking, which is recognised by the industry as a standard competence level for a chef and is the qualification most likely to be undertaken by chefs in the public sector (rather than Professional Cookery).

An underlying problem, and one acknowledged by both public and private sector employers, is the skills shortage in the hospitality and catering services industries. Research conducted by People 1st, the Sector Skills Council for hospitality and catering,²¹ identified craft skills as a main skills gap in the healthcare setting. In schools, key skills that were lacking included health and safety, nutritional understanding, and customer care in addition to craft skills. Some employers commented that craft skills are poor because of the wide use of pre-prepared ingredients across the industry. This has also been highlighted in the recent drive to improve school meals, as school cooks are now required, where possible, to prepare more meals from scratch instead of heating pre-prepared products, which had become common.

Overall, the hospitality workforce is relatively poorly qualified with qualifications seen as an ideal rather than a prerequisite, particularly in the public sector. According to recent Labour Force Survey data (2007/08), while the majority (70%) of cooks working in the healthcare sector were qualified to at least NVQ Level 2, over one quarter of catering assistants had no qualifications and less than half (47%) had a minimum Level 2 qualification.²² In the education sector, the proportion of the workforce with a minimum Level 2 qualification was below average compared to other sectors, with more staff holding entry level (Level 1) qualifications only.²³ Perhaps the more pertinent question is whether existing training provision is meeting the needs of catering in the public sector? Research from People 1st found that employers' views on existing provision was varied, with some regarding the NVQ Level 2 in Food Processing and Cooking as too basic while others felt the content was too broad and covered more than was needed. This perhaps reflects the diversity of public sector catering and the challenges of creating a qualification that is relevant to the diverse models of provision and populations served.

²⁰ Department of Health. *The Health of the Nation*, London, 1992

²¹ People 1st is the Sector Skills Council for hospitality, leisure, travel and tourism industries. It is an employer-led organisation licensed by Government to represent employers in the sector on skills issues

²² People 1st. *Skills and labour market needs in the hospitality services and food and service management industries. Sub-industry – healthcare*, 2008

²³ People 1st. *Skills and labour market needs in the hospitality services and food and service management industries. Sub-industry – education*, 2008

An overview of some of the key policy developments relating to the wider provision of training in the UK and to the school meals service in particular, are briefly highlighted below.

Leitch Review of Skills

In 2006 an independent review of current levels of skills training found that relative to comparator economies, the UK lagged behind in intermediate skills and productivity.²⁴ An important recommendation of the Leitch Review was that the provision of vocational education and training should be demand-led, adaptable and responsive. The review did not specifically address issues of nutrition, health or the environment, and was written before recent Government initiatives to increase investment in climate-friendly goods and services.

Train to Gain

Implementation of The Leitch Review included the recommendation that public funding for vocational skills training be routed through a 'skills brokerage' service.²⁵ Subsequently, the Train to Gain service was introduced in April 2006. Train to Gain brought together employers and training providers with the aim of supporting employers in improving the skills of their employees and contributing to improved business performance. It comprises:

- A skills brokerage service to advise employers on identifying training needs and training providers
- Flexible training, e.g., in the workplace
- Full public funding of training for eligible employees taking specified courses and qualifications, and contributions to some other training paid for by employers

Further education (FE) colleges and private providers delivered the majority of the training with the sector skills councils assessing which qualifications were eligible for public funding. While Train to Gain has resulted in a significant increase in employer-responsive training, recent survey evidence suggests that half the employers whose employees received training would have arranged similar training without public subsidy.²⁶ From April 2009, responsibility for skills brokerage moved from the Learning and Skills Council to the Business Link Services which are contracted by Regional Development Agencies.

National Skills Academies

A further recommendation in the implementation report was to establish National Skills Academies (NSAs), allowing employers an opportunity to directly influence the content and delivery of skills training for their sector. The NSA for Hospitality was launched in 2008 but it remains unclear as to what extent it will impact the public sector workforce as it appears to be geared towards the restaurant industry. In addition, it is not clear how health and sustainability will be incorporated into courses promoted through the NSA

²⁴ HM Treasury. *Leitch Review of Skills: Prosperity for all in the global economy*, 2006

²⁵ Department for Innovation, Universities and Skills. *World Class Skills: implementing the Leitch Review of Skills in England*, 2007

²⁶ National Audit Office. *Train to Gain: Developing the skills of the workforce*, 2009

network, which currently focus on food hygiene, catering skills and operational management.

National Occupational Standards (NOS) Review: Food Processing & Cooking

All vocational qualifications are based on NOS, which describe what an individual needs to do, know, and understand in order to carry out a particular job or function. People 1st carried out the review of NOS for the hospitality industry and the standards for Food Processing and Cooking are currently being updated. Consultation highlighted that the current standards lack relevance for public sector and large scale catering and are not meeting the requirements of casual and branded dining, such as that offered by large scale employers and chains.

School FEAST Network

In September 2008, Government nutritional standards were implemented in primary schools across England and effective September 2009 they will become mandatory in secondary schools. As a result of this legislation the use of processed foods has decreased and a higher level of skill is now required for food preparation. School FEAST (Food Excellence and Skills Training) is a national network of training centres, commissioned by the School Food Trust (SFT), with the aim of increasing the number of school food workforce who achieve recognised qualifications. There are currently 29 School FEAST centres and partnerships across England, three of which are targeted in London and will be fully operational by September 2009. They are designed to provide skills and knowledge to the school food workforce to meet the SFT healthy eating guidelines. Currently, the School FEAST network provides the following core courses:

- Level 1 VRQ Award in Providing a Healthier School Meals Service
- Level 2 Support Work in Schools
- Level 3 Support Work in Schools
- Level 2 NVQ in Professional Cookery
- Level 2 NVQ in Food Processing & Cooking

Currently, there is emerging interest in incorporating sustainability into FEAST training, prompted by organisations such as GCDA (Good Food Training for London became a School FEAST partnership for the London area in May 2009). However, FEAST training activities remain focussed on nutrition, and this is likely to remain the case for the foreseeable future.

School FEAST centres or partnerships may also offer additional qualifications, courses or specialisms to serve local needs, or respond to developments in relation to the school food agenda. Examples of other courses run by members of the FEAST network include menu planning skills (including seasonality), sustainable development agenda, and quality control in purchasing and supply. Potential learners can be any member of the school workforce engaging with the school food agenda, including cooks, lunchtime supervisors, teachers, bursars, etc.²⁷ Funding for NVQ courses was available via Train to Gain, while other courses typically required investment from employers. *See appendix 9, illustrating the relationship between the various national bodies influencing training provision.*

²⁷ School FEAST website: <http://www.schoolfeast.co.uk/AboutSchoolFEAST/Definition>

2 Good Food Training for London

Here, we summarise the Project's aims and objectives and provide detail on the local context.

2.1 Project aims and objectives

The primary driver for GFTL was to increase training and skills levels in the public sector in order to achieve healthier and more sustainable food and procurement. The overall aim of the project was to promote organisational improvements which would contribute to an increase in healthy and sustainable food served in the public sector. Specifically, the Project's objectives were to:

1. Develop the skills level of public sector caterers in London to help ensure that good quality, healthy food is served consistently.
2. Provide considerable health benefits to Londoners, including school children and hospital patients, by improving the nutritional quality of public food and implementing the whole-school approach in school.
3. Increase use of healthy and sustainable food within the public sector to meet the London Food Strategy's objectives regarding healthy and sustainable food procurement.
4. Help to reduce the environmental impact of London's food system by promoting the purchasing of more sustainable food.
5. Provide benefits to the London economy by promoting more local and regional procurement.

2.2 Local context and inputs

Greenwich Cooperative Development Agency (GCDA), a social enterprise organisation with a reputation for establishing businesses, organisations and training that enhance social objectives and programmes were a partner in the original London Food Strategy implementation programme and was the lead partner in delivering GFTL. Sustain, the alliance for better food and farming, was the project's primary partner. NHS Greenwich (then Teaching Primary Care Trust) and Lewisham College were the two other partners in the original Project Delivery Group. Lewisham College, originally selected to be a delivery partner by the interim project manager, later left the Delivery Group but have continued as a key NVQ training provider along with Hackney Community College.

The GFTL Project received £970,000 of London Development Agency (LDA) investment to develop and deliver fully funded catering and food skills training to London's public sector catering workforce. [See appendices 1a-1d](#). GCDA were awarded the contract because of their recent work with school meals in Greenwich and Islington, their local and commercial knowledge, and their links

with NHS Greenwich. GCDA also have a long track record in delivering successful food projects.

Sustain was a natural partner for the Project through an extension of their work in healthy and sustainable food procurement with hospitals (Hospital Food Project), schools and care homes across London and the South East (Good Food on the Public Plate). Sustain had also previously been commissioned by the LDA to run the consultation process for the draft London Food Strategy, which facilitated widespread support for the final report. For GFTL, Sustain was responsible for the recruitment of learners from hospitals, care homes and other non-school settings. They have also had a key role in providing expertise in the development of sustainability content.

Lewisham College were selected to be part of the Project Delivery Group based on their substantial experience working with public sector employers and appointed a Trainer to coordinate and deliver the catering short courses. The nutrition and healthy eating training was coordinated by the GCDA.

Five London boroughs were originally selected to support the Project in gaining access to public sector caterers. These were: Southwark, Tower Hamlets, Bexley, Greenwich and Lewisham.

The Project was originally contracted to deliver 980 NVQs and 230 'units of learning' in short courses. As defined by the LDA, one unit of learning is equivalent to a minimum of six hours training. Individuals receiving three hours of training (i.e., half a unit), while certainly a beneficiary of the Project, would not be counted in the final outputs. An initial scoping exercise found that in the five boroughs, most had centrally contracted school meals providers with the exception of a few that had opted out. Many people also felt that the NVQ courses required too much commitment. Based on these findings the agreement with the LDA was renegotiated to (a) provide training to all London boroughs and (b) to deliver 980 units of learning in short courses and 230 NVQs at level 2, or equivalent level 2 qualifications.

Sustain, Lewisham College and GCDA delivered training across London while Hackney Community College delivered in HMP Holloway, Islington, and Greenwich TPCT delivered within Greenwich borough. Additionally, independent training providers were contracted to deliver some of the NVQs and short courses across London.

2.3 Implementation of activities

The following reports on the extent to which the GFTL Project has implemented its activities, as proposed in the Project Brief. [See appendix 1c.](#)

- *Equip at least one training centre, which provides a direct output of skills and training to public sector caterers*

GFTL has partly funded two training kitchens, one at Lewisham College and a second satellite kitchen at the London City Hospitality Centre at Hackney Community College. This investment has helped facilitate the participation of

Lewisham and Hackney Colleges in the Project, and the provision of a large proportion of the NVQ outputs.

For practical reasons (e.g., accessibility of the venue) and also due to low demand for the cooking skills courses, the kitchens have been used infrequently for delivering short courses to public sector catering staff. After an early review of participant needs, the majority of short courses have instead been delivered on site at the organisations receiving training, or at venues in the local area. This has made training more convenient for catering staff, many of which are on part-time contracts, where participation in training is voluntary, and would therefore not consider traveling long distances to attend training.

However, the training kitchens have proved useful for hosting the larger events, among others, the 'More than Mince' training event was hosted at Lewisham College and two vegetarian cooking events took place in the kitchens at Hackney Community College in October 2009.

- *Design and accreditation of courses*

A number of bespoke short courses, including Menu Planning, Customer Care in Schools, Healthy Eating and Food Safety for child minders, were developed during the Project's implementation period. In addition, starting in September 2008 a series of specialist events on subjects promoting 'sustainable food' were launched, covering issues such as sustainable fish, efficient use of forequarter meat, reducing food waste, planning seasonal menus, writing contracts and vegetarian cooking.

During the first quarter of 2008, the GCDA became an accredited Chartered Institute of Environmental Health (CIEH) centre and by mid-2008, they had obtained accreditation as an Open College Network (OCN), London Region centre (see Box 1). This enabled the Project to administer the OCN Cookery Club Tutor course internally. The GCDA are now in the process of developing an OCN accredited Food Growing Club Tutor course, which they will also administer. Apart from delivering the CIEH Level 2 award in Healthier Foods and Special Diets and the CIEH Food Safety award, the Cookery Club Tutor training is currently the only course designed by the Project to have been accredited. [See appendix 2a for a full list of courses offered](#)

Box 1

What is the Open College Network (OCN) and how are courses accredited?

The National Open College Network (NOCN) is the leading credit-based Awarding Body in the UK. There are more than 2500 centres nationally offering NOCN qualifications and/or OCN accredited provision, with nearly 100 qualifications on both the National Qualification Framework (NQF) and the Qualifications and Credit Framework (QCF).

The NOCN provides guidance on the minimum requirements for assessment, the nature of tasks that could be set at different levels and the type of evidence to collect. In order to become a OCN centre, the GCDA had to ensure that the courses developed were standardised to ensure consistency in the application of levels and credits across OCN provision. Standardisation is done through internal assessment and participation in regional and national sampling exercises.

Within each centre, an Internal Verifier is appointed who samples and evaluates assessment practices and decisions, and acts on the findings to ensure consistency and fairness. Quality Reviewers and External Verifiers will also scrutinise the evidence for all units offered by the centre. [See Appendix 2a for an outline of the OCN Cookery Club Tutor course](#)

- *Appointment of a Project Officer for hospitals and non-school settings*
A Project Officer was appointed at Sustain in October 2007. In addition to providing expertise in the development of sustainability content for training resources, a specific remit of this role was to lead on the promotion and recruitment of learners from hospitals, care homes, prisons and other non-school settings. In spring 2008, the Project Officer also completed a Professional Trainer's Certificate, which has allowed her to take on a more active role in training delivery and quality control.

A Nutrition Trainer was also appointed by the GCDA to lead recruitment in schools and adapt, as well as develop new courses to meet the needs of learners. Initially, it was thought that Lewisham College and Greenwich Teaching primary care trust (PCT) would deliver all the nutrition training but it became apparent that more capacity was needed, particularly in specialist topics that neither organisation had the expertise to provide. [See appendix 3 for a list of the Project's NVQ training providers, freelance tutors and others](#)

In June 2009, a Development and Promotions Manager was appointed by the GCDA to pursue and strengthen links with related initiatives (e.g., Sustainable Schools) and explore how resources could be further developed and marketed.

- *Communications strategy and supporting activities, e.g., marketing and branding of project*
Initial marketing and promotion of the training was achieved through various means, including emails to key networks (e.g., Healthy Schools network, Sustainable Schools, Hospital Caterers Association, etc.) presentations and networking at meetings (e.g., Sector Skills Council conferences, PSFPI meetings, etc.), publicity via established contacts and through Good Food on the Public Plate, and not least, cold calling potential organisations. Updated

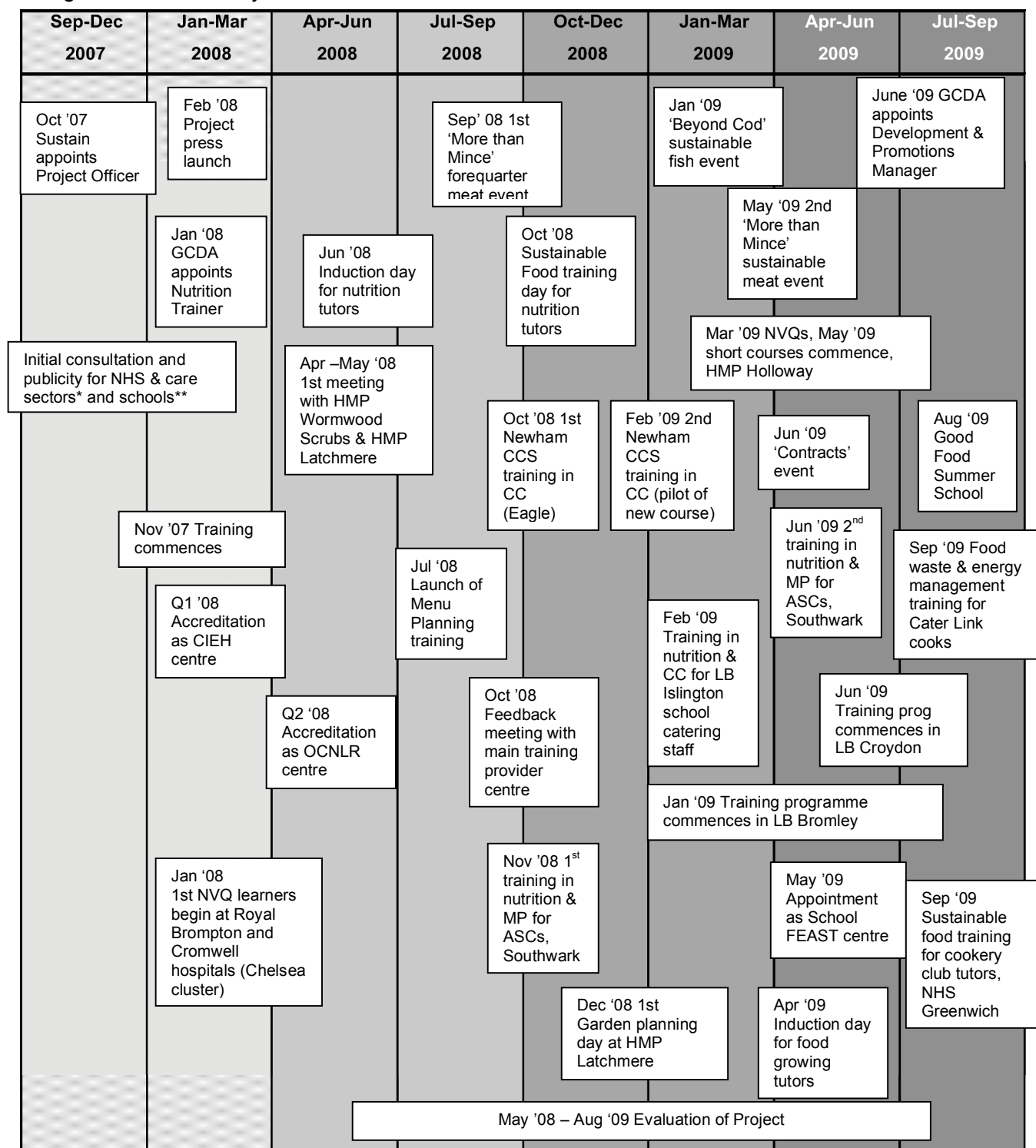
information on courses offered and access to registration forms are also available on the Sustain and GCDA websites.

Participant questionnaires and follow up interviews included questions about how learners found out about the training, which also provided insights into their overall impression of the Project. This showed that recruitment varied depending on a participant's job (or family) role and responsibilities. Parents reported finding out about the training through other parents, the Children's Centre or a Head Teacher, while the majority of food service staff were told by their line manager or sent a formal letter from their employer. In contrast, learners in management level positions most often responded to emails either from Sustain or from a third party advertising training events, and some had previous contact or were currently working with Sustain. This latter group expressed a personal interest in food and sustainability issues and often acted as champions both within and outside their organisations.

Beyond the promotion of individual courses, there were some efforts to promote the 'Good Food Training' brand in its own right. Although this was not a priority for the Project, it may have been beneficial for raising the profile of healthy and sustainable catering training in the public sector. An attempt to re-launch GFTL in early 2009 with a press conference and training event for school heads and governors did not take place due to Project staffing changes and inability to secure a suitable venue.

The effort taken to promote GFTL courses within organisations was variable and although the 'sustainable food' events were effectively publicised and targeted, overall, the 'Good Food Training' Project was not well known. Follow up interviews with learners in management roles found them more likely to refer to the 'Sustain' training and few food service staff were able to recall who had provided the training. Outside of those who had direct contact with the Project, there was limited awareness of the 'Good Food Training' brand.

Figure 2A. GFTL Project Timeline



* Through the Good Food on the Public Plate Project, Hospital Caterers Association, National Association of Care Caterers, Skills for Care (SSC for social care)

** Through the Healthy Schools Network, London Schools Nutrition Network, Food in Schools

Future events:

October 2009 – Vegetarian cookery events: 'Raising your Pulses' and 'Greens with Envy'

November 2009 – Traditional British Dishes event

2.4 Factors affecting implementation

The GFTL Project set out to develop and deliver training for the catering workforce that would increase knowledge and skills levels in healthy eating and nutrition, and sustainable food and procurement, with the aim of improving the nutritional quality and sustainability of meals in the public sector. It was envisaged that this would occur by engaging whole institutions and working with clusters of institutions. However, because of the circumstances described below, the direction of the Project changed throughout its implementation. As a result, it did not carry out some of the activities originally anticipated but took a delivery approach that best facilitated achieving its output targets while remaining responsive to participants, organisations and local circumstances.

1. There was a conflict between the type of quantitative targets set by the funders and the aims of the project. Initially, a cluster approach was pursued with the first group of NVQs and short courses delivered to hospital catering staff in the geographic cluster of Kensington & Chelsea. Although successful in encouraging cooperation between hospitals, and in sharing times and venues to enable access to the training, this approach was not efficient for achieving the output targets by the required dates (as agreed with the LDA) and was abandoned by the Project in early 2008.
2. An unexpected challenge to implementation was the finding that mainstream providers of catering training (e.g., FE Colleges) often had little expertise in nutrition and sustainability, and knowledge of public sector catering operations was surprisingly limited. As a result, supplementary research and learning was advised for the provider and the Project Officer became increasingly involved in the tailoring of course content to public sector settings and the delivery of training. This required a commitment of time that would otherwise have been used by the Project for specialist course development, recruitment and promotion, and additional advocacy activities.
3. Engagement with head teachers and contract caterers was limited and as a result, a 'whole school' approach to training was not possible. It should be noted that pursuing greater involvement with these groups would have required additional time and resources that were not available given the requirement to meet recruitment targets. Even where support from the contract caterer was agreed at management level, actual assistance with the coordination of training (e.g., facilitating staff participation) was absent. Because training is often additional to catering staff's contracted hours, it is unlikely that staff will participate without being paid to do so. Although training days had been organised for staff employed by a contract caterer with a local authority contract, take up was low as the training had not been promoted and staff would not be paid for their time.

4. Finally, a significant factor affecting implementation was the funder's criteria for outputs:

- Current LDA guidance defines one output as '*a minimum of 6 hours of training, either contiguous or as a number of sessions for the same individual*'. This was difficult for employers to accommodate as public sector catering staff are usually on part-time contracts that do not include paid time for training and if training occurs during contracted hours, temporary staff must then be employed at a cost to the employer. Furthermore, many school catering staff work shifts that allow them to fulfil their family commitments and attending multiple sessions was not practicable.
- Current LDA guidance also states that individuals already in possession of any Level 2 or equivalent qualification (including those in unrelated subjects) cannot be counted as an output. The Project did not strictly adhere to this criteria as it would have affected the size of cohort groups and thus the feasibility of delivery by colleges as well as requiring employers to exclude some employees from training.

See appendix 10 for LDA output criteria.

3 Methods

This section presents the questions addressed by the evaluation and describes how the evaluation was carried out. It has comprised four main activities:

- 1) Desk research – review of the formal literature and to identify similar training initiatives (or components in multi-component interventions)
- 2) Participant questionnaires (post-course feedback forms)
- 3) Face-to-face interviews with
 - a. Training participants
 - b. Project tutors
- 4) Stakeholder visits / informal interviews / observation of training (to inform case studies)

The evaluation focused on the experience and impact of training for learners (and their organisations) who received short courses and other (non-NVQ) Level 2 equivalent qualifications, as this comprised the majority of the Project's outputs. Unless otherwise stated, 'participant' or 'learner' in this report refers to those who received the above types of training.

Additionally, pre / post questionnaires were administered to children attending two of the three week-long Good Food Summer Schools in August 2009. Details of this are reported in section 4.2.5.

3.1 Questions addressed

- To what extent has the Project implemented its proposed activities?
- What impact are these activities having with respect to the Project's objectives? e.g., developing skills levels, increasing awareness of healthy eating in parents and teachers, increasing the use of sustainable food
- What has worked and for whom?
- What were the main challenges and what can we learn?

3.2 Review of the literature and similar initiatives (training in healthy and / or sustainable food for caterers, food procurement)

Desk research was conducted to identify and review catering training and/or food procurement initiatives evaluated in the research literature. Current projects were also identified by searching news articles, industry and other relevant websites (e.g., Defra - PSFPI, School Food Trust, Food Standards Agency, People 1st, etc.).

3.3 Sample selection & data collection methods

3.3.1 Participant questionnaires

Participants had an opportunity to give feedback at the end of each course by completing a short questionnaire. The total number of participants receiving short courses or other non-NVQ level 2 training for the period October 2007 to June 2009 was 1312, and counted by courses received, the number of learner

contacts was 1719.²⁸ Using the latter number as the denominator, the sample included in the evaluation was therefore 73.6% (1265/1719) of total learner contacts, as questionnaire feedback for the period June 2008 to July 2009 was received from 1265 learners.

The 1265 learner contacts included 91 learners who completed bespoke questionnaires but excluded 15 children who attended the Good Food Summer Schools as their experience was assessed differently. The breakdown of training received by the 91 learners is as follows:

- 52 adults with learning disability at the Camden Society²⁹ who received training in healthy eating and nutrition
- 27 lunch time supervisors (LTS) in the London Borough of Bromley who received training aimed at developing participants' understanding of the role of a LTS, promoting positive behaviour, and encouraging healthier eating
- 12 participants who completed an Open College Network (OCN) course in Healthy Eating and Running a Cookery Club delivered by Greenwich Teaching primary care trust

The evaluation team developed a standardised questionnaire, based on revisions of earlier versions (designed by the Project team), which sought to collect participants' views on:

- Perceived change in knowledge and skills
- Usefulness of the training received
- Promoters and barriers to changing practice in the workplace

[See appendix 4a for participant questionnaire](#)

3.3.2 Participant interviews

A purposive sample of learners were contacted from those who indicated they were willing to be interviewed on their questionnaires. A purposive sample is one that is selected by the researcher subjectively. It is important to note that it is not possible to draw statistical inferences from this kind of non-random sample since the number of people interviewed is less important than the criteria used to select them. Characteristics that the researcher was looking for in selecting interviewees:

- Representation from a mix of participant types (e.g., catering staff, managers, those working in procurement, parents, etc.), settings, and courses taken
- Quality of written feedback on questionnaire (ideas, not grammar/spelling)

Learners were contacted by telephone or email and interviews were typically scheduled between 4-8 weeks post training. All of those contacted agreed to be interviewed and were sent information sheets. A total of twenty semi-structured, recorded interviews were conducted with participants in person. All interviews were conducted on the basis of anonymity. Table 3A shows the distribution of interviews by participant type, setting and training received.

[See appendix 4b for interview topic schedule.](#)

²⁸ Learner contacts: 1312 received one course + 329 received a 2nd course + 78 received a 3rd course

²⁹ The Camden Society is a voluntary organisation providing a range of services to vulnerable people living in London, including an employment and vocational training service

Table 3A. Participant interviewee sample (n=20)

Participant type	Setting	Training Received		
		1	2	3
Manager	Care Home	Customer Care	Food Presentation	
Catering assistant	Hospital	Customer Care	Food Presentation	HE & nutrition
Catering assistant	School	Menu Planning		
Chef	Hospital	More than Mince		
Parent	School/community	HE & nutrition		
Catering assistant	School	Customer Care		
Cook-supervisor	School	Customer Care		
Parent	School/community	OCN HE & cookery club		
Ward hostess	Hospital	Food Presentation		
School related	School/community	HE & nutrition	Menu Planning	
Purchasing manager	University	Beyond Cod	Contracts	
School related	School/community	HE & nutrition	Menu Planning	
Manager	School	Beyond Cod		
Parent	School/community	OCN HE & cookery club		
Community worker (health)	Community	OCN HE & cookery club		
Lunch Time Supervisor	School	HE & nutrition	Customer care	
Assistant Cook	School	Customer Care		
Cook-supervisor	School	Customer Care		
Manager	Hospital	Sustainable Food (HCA)	More than Mince	Contracts
Manager	School	Contracts		

3.3.3 Tutor interviews

Three semi-structured, recorded interviews were conducted with project tutors, in person and on the telephone: one from an FE provider, one from a training consultancy, and one employed by the GCDA. All interviews were conducted on the basis of anonymity. [See appendix 4b for interview topic schedule](#)

3.3.4 Stakeholder research (to inform case studies)

An additional 38 stakeholders were informally interviewed during fieldwork (e.g., visits to participating provider organisations and learner workplaces, observation of training and events); or by telephone or face-to-face meetings. Data collected was in the form of written notes both during and after meetings and observations by the researcher. This sample consisted mostly of non-participants and included:

- Those involved in the delivery and coordination of training
- Members of senior leadership within beneficiary organisations
- Others involved in the catering service in beneficiary organisations
- Other training providers (nutrition and / or catering)
- A small number of participants who were involved in projects utilising their learning

Table 3B shows the stakeholder organisations included.

Table 3B. Stakeholder sample (n=38)

Organisations represented	No. of stakeholders
Anchor Homes	1
Bromley PCT	3
Cater Link	2
Golden Lane Campus	2
Guys and St Thomas Hospital	1
Haringey Sixth Form	1
HMP Holloway	2
HMP Latchmere House	1
ISS Mediclean	1
Kent School FEAST	1
LB Bromley	1
LB Islington	1
Lewisham College	4
Hackney College	1
Newham Council Catering Services	2
NW Food Taskforce	1
Nutrition Advisory Services	1
Queen Elizabeth Hospital	2
Royal Brompton and the Harefield Hospital	2
Royal Marsden Hospital	1
South East Food Group Partnership	1
Southwark Council	4
Thames Valley University	1
The Learning Trust (LB Hackney)	1
Total	38

3.4 Amendment

After review of the original Project objectives, it was decided by the evaluation team to reduce the number of objectives assessed from five to four. In view of the project's activities as of December 2008, it was unlikely that the training outputs would achieve a '*measurable* benefit to the London economy' (Objective 5) with the resources and time available, and in a way in which claims could reliably be made. However, a Local Multiplier 3 (LM3) assessment was undertaken at a London hospital, as a case study, to provide data on the economic impact of local procurement in a public sector catering department in London.

4 Evaluation Findings

4.1 Descriptive statistics, participant level

Here we first report on the demographic characteristics for all GFTL participants receiving short courses and other non-NVQ Level 2 training (N=1312), as this group comprised the majority of the Project's outputs and was the focus of the evaluation. The remainder of section 4.1 will present data on participant and organisation type, training delivered, and learner reported change in skills and knowledge in a sample of participants completing standardised feedback questionnaires (N=1174).³⁰

Demographic characteristics

A summary of overall participant characteristics (for the total number of learners receiving short courses or other non-NVQ Level 2 courses at the time of reporting, including those who did not complete questionnaires) is presented in Table 4A.

Table 4A. Summary of GFTL participant characteristics (N=1312)³¹

Characteristic	N ³²	Percent
Age	n=820	
< 20 years	31	3.8
20-29 years	94	11.5
30-39 years	186	22.7
40-49 years	280	34.1
50-59 years	197	24.0
≥ 60 years	32	3.9
Gender	n=1311	
Female	1150	87.7
Male	161	12.3
Ethnicity	n=1231	
White British or Irish	568	46.1
White other (e.g., other European)	73	5.9
Black & minority ethnic background	590	48.0
Highest Previous Qualification	n=577	
None	106	18.4
Food Hygiene	36	6.2
NVQ Level 1 / GCSE	132	22.9
NVQ Level 2 / 3	147	25.5
NVQ Level 4 / degree	95	16.5
Other	33	5.7
Not applicable	28	4.9

The mean age of GFTL participants was 42 years with over 80% between 30-59 years of age; this is consistent with the age profile of the wider catering

³⁰ Sample sizes varied depending on the completeness of information available. The 91 learners who completed bespoke feedback forms could not always be included.

³¹ For the period October 2007 to June 2009; all participants receiving short courses or other non-NVQ Level 2 courses.

³² Data 'not stated' or missing: age (n=492); gender (n=1); ethnicity (n=81); highest previous qualification (n=735)

sector.³³ Only 12% of learners were male, which is much lower than in the hospitality industry overall, where males account for 41% of the workforce³⁴ and 56% of chefs.³⁵ Learners from black and minority ethnic backgrounds accounted for nearly half (48%) of all participants. Less than half (44%) of all participants provided information on their previous qualifications and of these, 18% reported having no previous qualification, 23% had a NVQ level 1 or equivalent and 26% a level 2 /3 or equivalent qualification. Sixteen percent of those who responded had a NVQ level 4 or degree level qualification and 6% each reported having food hygiene or 'other' qualifications.

LDA outputs

At the time of reporting, GFTL had delivered 211 Level 2 or equivalent outputs and 938 short course outputs. [See appendix 10 for LDA output criteria](#). The Project is expected to deliver an additional 30 Level 2 completions by March 2010.

Questionnaire data - participants

Of participants surveyed, cooks and catering assistants were the largest category of learners to receive training in the form of short courses or other (non-NVQ) Level 2 equivalents (38%); followed by non-teacher, school or related staff (e.g., lunchtime supervisors (LTS), after school club (ASC) staff) (10%), carers / care assistants (10%); and 'other' (12%), which included dieticians, volunteers, service users, children, and prisoners, to name a few. Looking at the distribution of learners by organisation, schools had the largest number of learners (43%), followed by care homes (16%), then local authority³⁶ (15%) and hospitals (9%). For a breakdown of participant type and organisations represented, see Tables 4B and 4C, respectively.

Table 4B

Participant type	N	Percent
Catering/kitchen assistant	313	28.3
LTS, ASC staff & other school related	138	10.0
Cook/chef	110	9.9
Carer/care assistants	104	9.4
Teacher/teaching assistant	61	5.5
Catering manager/consultant	57	5.1
Parent/relative of child	53	4.8
Community workers	42	3.8
Domestic/ward hostess	40	3.6
Nurses	28	2.5
Procurement/contracts officer or manager	27	2.4
Other manager level	21	1.9
Other ³⁷	140	12.6
Total ³⁸	1134	100.0

³³ Labour Force Survey, 2007

³⁴ People 1st. State of the Nation Report, 2009

³⁵ People 1st. Cutting it Fine, Research Brief, 2006

³⁶ The category 'Local Authority' was defined as those working for Healthy Schools, ASC, Children and Family Centres and other office based Council staff)

³⁷ E.g., volunteers, childminders, service users, dieticians, prisoners, others not specified

³⁸ Includes LTS. Missing data, n= 67. At the time of analysis, not all questionnaires had been returned to the evaluator; figures are based on complete questionnaire feedback as of 3rd August 2009.

Table 4C

Organisation	N	Percent
Schools	507	43.9
Care homes	185	16.0
Local authority	163	14.1
Hospitals	100	8.7
PCT	47	4.1
Prisons	28	2.4
Contract caterers	11	1.0
Other ³⁹	114	9.9
Total ⁴⁰	1155	100.0

Questionnaire data - training delivered

As shown in Table 4D, of learners surveyed the greatest take up was for customer care training, which represents nearly one-third (31%) of the training requested and received by participants. This was followed by the accredited CIEH course in Healthier Foods and Special Diets and the Introduction to Healthy Eating, which together accounted for 25% of the training received. Rounding out the top five courses in terms of numbers trained were: Food Safety (9%) and the day events focussing on topics such as use of forequarter meat, sustainable fish, and how to get more from contracts (9%).

Table 4D also shows, in the sample of participants surveyed, the distribution of training by employer type. In the school setting, 56% of learners received customer care training and 19% received some form of nutrition training. Hospital staff were most likely to receive training in food presentation (50%) and customer care (29%), while the greatest demand in care settings was for the CIEH course in nutrition (34%) and customer care (23%). The lack of demand for nutrition training in hospitals may be explained by the different nutritional requirements that patients have compared to the general population (e.g., higher energy or special diets) and also that patient menus are developed with dietetic input.

Among local authority and PCT learners, the introductory course in healthy eating was most popular, followed by menu planning in local authorities (26%) and the OCN course for cookery club tutors in PCTs (21%). Participants from local authorities and PCTs worked in a variety of settings, some of which were community based (e.g., children's centres, schools) and others were office based (e.g., facilities management, social services, health improvement).

The type of training received varied considerably by participant category with most catering assistants (79%) receiving customer care training, the majority of teaching staff being trained in food safety (61%), while learners in management-level positions and those involved in procurement or contracts were most likely to have attended events on a specialist subject (60% and 100%, respectively). Parents and other relatives of children participated in nutrition and cookery courses almost exclusively (92%). [See appendix 5 for a table of training received by participant type.](#)

³⁹ E.g., parents, voluntary / community, other educational organisations

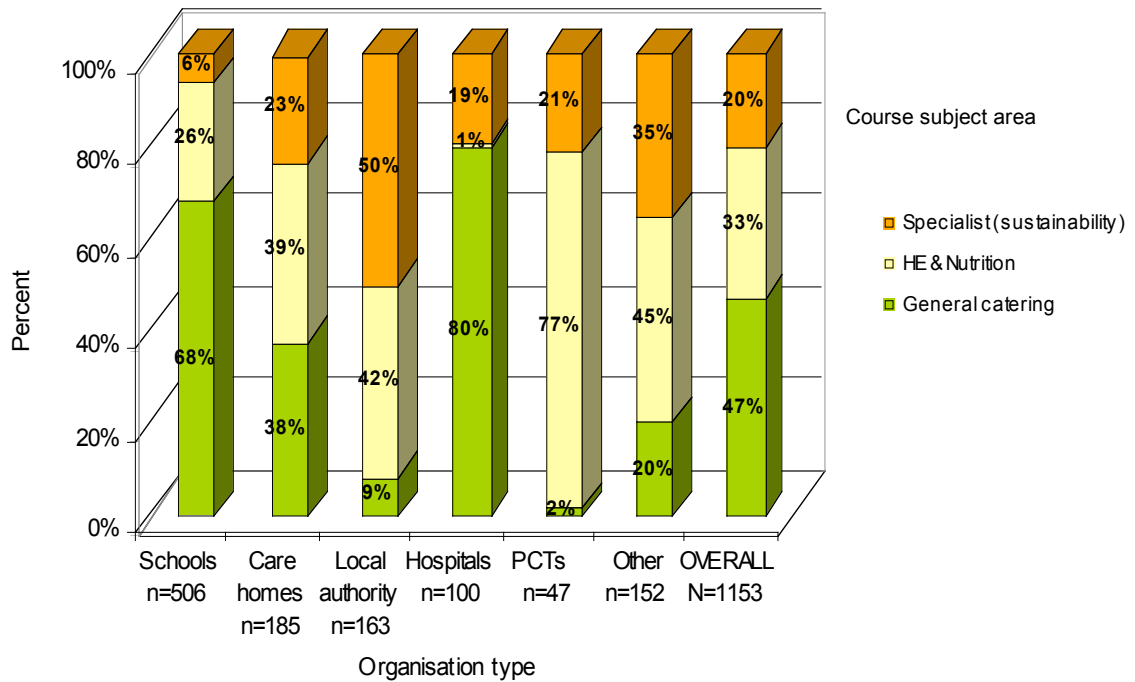
⁴⁰ Includes LTS. Missing data, n=46

Table 4D. Training courses received by participants, by organisation

Course	Participants trained by organisation						Total n (%)
	Schools n (%)	Hospitals n (%)	Care homes n (%)	Local authority n (%)	PCTs n (%)	Other n (%)	
Customer care	281 55.5%	29 29.0%	43 23.2%	0 0.0%	0 0.0%	4 2.6%	357 30.9%
Introduction to healthy eating	67 13.2%	0 0.0%	0 0.0%	49 30.1%	23 48.9%	11 7.2%	150 13.0%
CIEH healthier foods and special diets L2	29 5.7%	0 0.0%	62 33.5%	7 4.3%	2 4.3%	42 27.6%	142 12.3%
CIEH Food Safety L2	64 12.6%	1 1.0%	1 0.5%	14 8.6%	1 2.1%	25 16.4%	106 9.2%
Meat/fish/contracts events	6 1.3%	19 19.0%	8 4.3%	24 14.7%	1 2.1%	43 28.3%	101 8.8%
Menu planning	18 3.6%	0 0.0%	23 12.4%	43 26.4%	0 0.0%	5 3.3%	89 7.7%
Food presentation	0 0.0%	50 50.0%	26 14.1%	0 0.0%	0 0.0%	2 1.3%	78 6.8%
OCN cookery club tutor	0 0.0%	1 1.0%	1 0.5%	7 4.3%	10 21.3%	11 7.2%	30 2.6%
Lunchtime supervisor training	27 5.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	27 2.3%
Sustainable cooking on a budget	1 0.2%	0 0.0%	1 0.5%	13 8.0%	9 19.1%	1 0.7%	25 2.2%
6-wk healthy eating & nutrition	9 1.8%	0 0.0%	0 0.0%	5 3.1%	0 0.0%	0 0.0%	14 1.2%
Cookery course	0 0.0%	0 0.0%	9 4.9%	0 0.0%	1 2.1%	4 2.6%	14 1.2%
Waste management	0 0.0%	0 0.0%	11 5.9%	0 0.0%	0 0.0%	0 0.0%	11 1.0%
Food growing	4 0.8%	0 0.0%	0 0.0%	1 0.6%	0 0.0%	0 0.0%	5 0.4%
Food and mood	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	4 2.6%	4 0.3%
Total (N)	506	100	185	163	47	152	1153

Figure 4.1 shows the percentage trained by broad subject area and organisation. Overall, just under half of participants (47%) received training in general catering subjects such as customer care, food presentation and food safety. Healthy eating (HE) and nutrition courses (including lunchtime supervisor training) accounted for a further 33% of training and 20% of participants attended courses with significant sustainability content such as menu planning, sustainable meat / fish, contracts, and sustainable cooking. It should be noted that the majority of courses had to be adapted for specific settings and many evolved significantly over the duration of the project. The general direction of travel has been from more 'traditional' content (mainly using existing resources) to developing bespoke courses, which would be considered new or 'non traditional' in content compared with existing training provision in hospitality and catering. Arguably, it is this 'non traditional' content that is of special interest to the Project, as it uses training to improve the knowledge and capacity of caterers to provide healthier and more sustainable food in the public sector.

Figure 4.1. Percentage of learners receiving training in subject area by organisation



In some cases, courses were developed in subject areas for which there were few existing resources and in others, it was a new approach to a 'traditional' subject (see Box 2). New courses included Menu Planning, Use of Forequarter Meat / Sustainable Fish, Contract Specifications, and a bespoke Customer Care module for school catering staff. The project has also delivered the lunchtime supervisor training developed at the University of Hull as well as bespoke nutrition and food safety courses for parents and childminders.

Box 2: Illustrative example

Making school meals matter

The process of assessing different training providers and the relevance and quality of existing materials and methods led GFTL to develop their own bespoke customer care module. It was evident that a gap existed in training that was both practical, and importantly, interesting, for the target audience of school cooks and catering assistants.

Why is customer care important?

- The attitude of servers and other dining room staff impacts on children's social experience of eating and potentially the take up of school meals. (affecting the economic viability of the catering service).
- Catering staff have a role in promoting food choices.
- Catering staff have a role in managing behaviour.

What was done differently?

Observation of training and review of participant feedback indicated that the course being delivered by commissioned providers was not meeting the aims of the project or the needs of learners and the decision was made to develop a bespoke customer care module, which was piloted in February 2009.

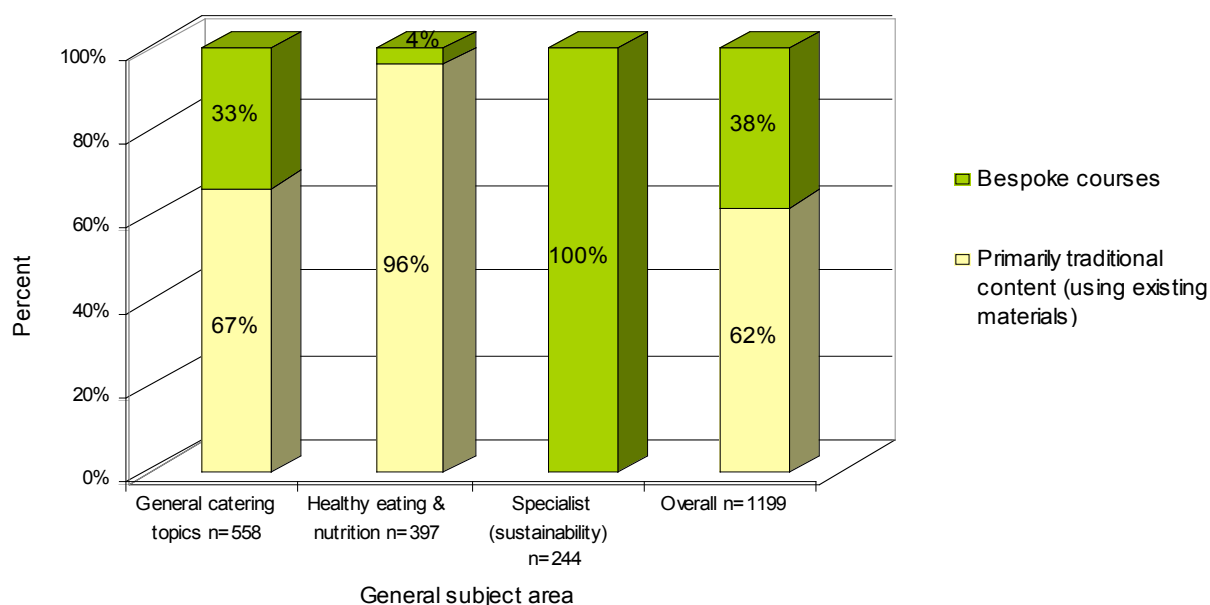
The course developed was much more participatory, with group discussion and role-playing. The key messages focussed on:

- Personal responsibility: how individual response to events impacts the outcome.
- Roles and skills: raising awareness of the various roles (e.g., teaching, managing behaviour, etc.) of catering staff and the skills required to be effective in those roles.
- The importance of the school meals service and value of staff themselves.

"School has a major role in showing what is normal and expected of meals and lunchtime" (Tutor, Good Food Training, 2009)

As shown in Figure 4.2, one-third of those trained in general hospitality and catering subjects received bespoke courses, while training in healthy eating and nutrition used largely existing materials. Not surprisingly, all the courses that addressed sustainability topics were bespoke or 'non-traditional' in content. Overall, 38% of learners received newly developed training.

Figure 4.2 Percentage of learners receiving 'traditional' or bespoke content by course subject area



Change in skills and knowledge

Overall, learners reported a 23% (2.3 on a 10-point scale) average increase in their knowledge and skills, compared to before they received training (N=1080). Usefulness was rated 8.6 out of 10, and structure and presentation of courses were rated 9.0 and 8.9, respectively, out of a possible 10-points.

Table 4E. Average change in skills and knowledge, by participant type⁴¹

Participant type	N	Median change score (out of 10)
Catering/kitchen assistant	293	2.0
Carer/care assistants	101	3.0
MDS/ASC staff and other school food related	111	2.0
Cook/chef	108	2.0
Teacher/teaching assistant	60	3.0
Catering manager/independent consultant	56	2.0
Parent or relative	53	3.0
Community workers	42	2.0
Domestic/ward hostess	40	2.0
Nurses	28	2.0
Procurement/contracts officer or manager	27	2.0
Other manager level	21	3.0
Other	140	2.0
Overall	1080	2.0

Table 4E shows the average change in knowledge and skills, as reported by learners. Parents, other managerial staff, carers, and teaching staff reported

⁴¹ Does not include the 91 participants who completed bespoke questionnaires, as rating of skills and knowledge before and after training was not asked.

the greatest increase in knowledge and skills. For comparison purposes, the median is used to represent the average change in score, as the data were ordinal and it is not influenced by extreme values.

Table 4F. Average change in skills and knowledge, by course subject area

Course subject area	N	Median change score (out of 10)
General catering topics	535	2
Healthy eating & nutrition	367	3
Specialist (sustainability) topics	241	2
Total	1143	2

Those receiving training in healthy eating and nutrition reported the largest gain in skills and knowledge compared to the other subject areas. Comparing courses that had primarily traditional versus bespoke content, there was no difference in self-reported change in skills and knowledge.

4.2 Impact of Project activities with respect to the objectives

Evaluation is rightly concerned with outcomes and how the new resources invested in a project and its subsequent activities facilitate change. In the case of the GFTL Project, resources were invested primarily in education activities targeting the catering workforce and others involved in food provision in the public sector. The findings of the evaluation are presented and discussed below, with respect to the Project's objectives, which were set out in section 3 of this report.

4.2.1 Developing the skills level in public sector caterers

Skills Shortage

Among managers and those from FE Colleges, there was near universal agreement on the skills shortage in catering and hospitality. Some felt this was simply a reflection of the wider loss of cooking skills in society while others, particularly those involved in FE, commented on what they perceived to be lower ability and less motivated students currently entering the catering industry compared to students in previous generations. A number of factors emerged, including the high use of ready prepared foods in cost sector catering, the lack of value of a hospitality career, and the lack of investment in developing institutional catering staff. Overall, the opinion expressed was that a cultural shift is needed in how food is valued and this extends to valuing those who provide it. One suggestion was to raise the status of the profession by establishing a clear career pathway for the public sector catering workforce.

Customer Care & Food Presentation

Of learners surveyed, the majority of school catering staff received customer care training, which was delivered in half-day sessions running primarily over the two half term breaks in October 2008 and February 2009. The October sessions were delivered by an independent training consultancy service and in February, a bespoke customer care course developed by GFTL Project staff was piloted. In terms of content, the new customer care course emphasised

the skills needed to be part of a school catering team and how an individual's response could change the outcome of events. In terms of approach, the bespoke sessions were more interactive than the original sessions, with role-playing exercises and games introduced to increase learner participation. [See appendix 2b for a list of resources developed.](#)

During the customer care training, catering staff frequently reported poor relationships with other school staff. Relating to what staff would be able to put into practice, the main comments from survey respondents were to listen and smile more, to encourage / help children (choose to eat more vegetables) and for the bespoke course in particular, many learners said they would put into practice the recommendations for better 'teamwork' and 'communication skills', with some referring to body language and tone of voice specifically. While feedback from post-course questionnaires indicated that the training was beneficial, follow up interviews found many participants struggling or unable to recall specific things they had learned and a number of staff remarked that they have always provided good service, that "everything we actually spoke about that day is what we do anyway". One interviewee (a cook-supervisor) explained that all her staff are "hand picked" and "know what's expected of them" in terms of customer care.

Figures for course take up indicate that food presentation and customer care training were in greatest demand by hospitals and as such, these two courses were often delivered together. Catering provision in participating hospitals varied but many were cook-chill services and provided by a contract caterer. On the subject of hospital food, catering staff were aware that the food they served was not always well presented (see feedback from ward hostess, below) and when asked about what they would put into practice, participants mentioned things like being more aware of food colours, portion sizes, and the use of garnishes when laying out food.

"The standard of the food, to me, is not very... say if I was in a hospital and a patient I wouldn't really want to eat their food because it's not the standard that... it's like being in a restaurant, when you're in a restaurant - I know it's not a restaurant but you should, at least, make the food look nice... Some of the food is in packets and you just add water and then mix it. It shouldn't be like that."

Ward Hostess, hospital (Greenwich)

Feedback from participant questionnaires indicated that those in catering and related roles found the food hygiene, food presentation and customer care courses the most practical as these provided information they felt able to use in their workplace.

Healthy Eating & Nutrition

While learners in catering and related roles found the nutrition and menu planning courses interesting and many said they would try to apply to their purchasing and cooking decisions in the home, they also expressed doubt in their ability to change or influence practice in their workplace, citing lack of control over finances and decision making.

“I’m now checking what we can eat. I find myself checking more calories, more what’s in there, if it’s got fat in it what sort of fat it’s got in it, things like sugar as well. I mean I don’t know saccharine anyway but I check if it’s got loads of sugar in then I’ll avoid it and as I said more now we eat more fruit and salad anyway, which is better for us and I find myself looking at the chart, the plate chart and I look and think well, is that really good or is it not and I think oh no, it’s not so I’ll leave it. So it is helping even if I can’t put as much into work it’s helping what I’m ... but then again it’s making me think as well...”

Lunchtime Supervisor, school (Islington)

In schools, the Government food and nutrient-based standards were cited by many of those interviewed as responsible for the great shift in school food. Most school catering staff believed that the healthier menus were for the better, though some suggested, “they could have broken the children in a little more gently”. When asked to describe the changes, school catering staff referred to chips being banned or changing from “a lot of freezer stuff”. One interviewee commented that children “are trained from the primary school as they come over (to secondary school)” and whereas they “would not eat any vegetables (apart from) sweet corn before, they do try (vegetables) now.”

When asked how important they felt it was for schools to serve healthy food and why, school catering staff mentioned improved (less disruptive) behaviour, weight control, and protection from chronic diseases as benefits of healthy eating. Many also thought that for some children, the school meal was their only meal for the day and so it was important for children to receive a “good home cooked meal”.

Healthy food was most commonly described by catering staff as “low fat”, “balanced diet” and “fresh fruit and vegetables”. Other notions of healthy eating included variety, salads, “5-a-day”, omega-3s, and steaming or grilling as cooking methods rather than frying. While there was significant individual variation in understanding, overall, school catering staff were more aware of, and able to articulate, the importance of healthy eating compared to hospital catering staff. This finding may be the result of introducing mandatory nutritional standards in schools as well as the high profile of school meals in the Government and in the media in recent years.

“I think that when (staff) were recruited they were recruited to produce a very old-fashioned menu and they don’t seem to have much idea about healthy eating concepts and when I speak to them about reducing, maybe, the fat, the sugar, the salt and the additives they seem to think that I’ve gone crazy. They don’t seem ... they’re finding it difficult to comprehend what it is that I’m trying to do and they don’t seem to be able to, for whatever reason, there seems to be a barrier to them accepting that we need to supply sustainable food from a healthy point of view, or within a healthy menu. They’re finding that very difficult.”

Hospital Catering Manager (Southwark)

Sustainable Food

As discussed earlier, the courses with significant sustainability content were those newly developed by the Project, for those in catering and related roles. These included training in menu planning and specialist events covering topics such as using forequarter meat (demonstrating how the use of these cost-

efficient cuts could enable investment in meat from higher-welfare animals), sustainable fish, meat-free cooking, seasonality, and contract specifications.

Menu planning was largely delivered to participants in school related roles (e.g., after school clubs) and those working as care providers / support workers. Individual after school clubs (ASCs) are responsible for planning their 'tuck' menus, which is the snack / small meal that children receive while in the care of the ASC. Managers have some control over purchasing decisions. The project partnered with a local authority after school service to train a group of their ASC staff in menu planning and healthy eating. Survey feedback from participants indicated that ASC staff would share the knowledge with their managers and clubs, and managers who received training said they would use more fruit and vegetables and try to buy locally and seasonally. In some clubs menus have changed to include more fruit and efforts are being made to reduce processed foods. In one exemplary club, the ASC manager has incorporated learning about different fruits and vegetables into the children's arts and crafts and said that she now tries to use organic chicken when possible. While the ASC service has a 'healthy tuck' initiative, the main constraint is the very small budget they have to provide healthy food for the children. The tuck budget ranges from 20-30p per child/day. [See case study 5.2.](#)

'More than Mince', 'Beyond Cod' and 'Contracts: a fresh look' (the latter run jointly by GFTL and the Good Food on the Public Plate (GFPP) project), attracted a very different audience to the Project's other training courses. The early impacts of these events will be discussed in section 4.2.3.

Summary: Impact on developing skills in caterers (and related roles)

- Catering staff have some degree of control over food safety, food presentation and customer care, so it was in these areas that participants felt more able to apply the learning to their jobs
- Where there was *interest* in nutrition there was often greater awareness and reported change in personal food purchasing and/or preparation behaviours after training. However, for most catering staff changing practice in the workplace was not possible due to lack of control over menus and purchasing decisions
- Learners with a higher degree of autonomy in their jobs were most often in a position to change both their own practice and influence organisational changes (e.g., change in supplier). These interviewees were usually able to talk about ideas they had and how the new knowledge would be applied, even if the opportunity to do so had not yet occurred.

4.2.2 Increasing awareness and knowledge of healthy eating and nutrition in parents, and school teaching and support staff

The Department for Children, Schools and Families (DCSF) have stated that the "whole school approach" is central to the National Healthy Schools Programme. Based on the available evidence, whole school strategies are promising and appropriate for targeting children's eating and other health behaviours. This involves addressing the needs of pupils, the staff and the

wider community not only within the curriculum, but across the whole-school and learning environment.

Parents have participated in various healthy eating and nutrition courses through GFTL's links with schools, children's centres and PCTs. Courses ranged from a half-day introduction to healthy eating to a 10-week OCN course for cookery club tutors. Teachers and teaching assistants have also received training, primarily in food safety but also in nutrition. Lunchtime supervisor training has been delivered in Bromley and Croydon boroughs.

Healthy Eating & Nutrition

Similar to catering staff, the majority of parents who received nutrition training reported having a greater awareness of different kinds of fats, and eating less salt and sugar. One parent said that although she was "fairly aware" of healthy eating already, she felt challenged to "as far as possible cook something fresh rather than bunging something in the oven." Other parents reported switching to healthier fats and reading food labels as changes they have made since the training. While acknowledging that some opposition from their families was likely, parents (mainly mothers) were receptive to the information, and willing to try to make changes in their homes.

Cost, time pressures, and availability were commonly cited as constraints to healthier and more sustainable eating. One busy parent felt that to eat healthily she needed to buy pre-packaged salad, which, she explained, was expensive as it went bad quickly and had to be wasted. In contrast, others commented on how inexpensive and easy it was to use frozen vegetables. There was a range of opinion on the merits of frozen versus fresh, with some people equating quality and nutrition with fresh produce and others endorsing frozen produce for the same reasons.

"This talk of healthy eating should be honest. Healthy food I find expensive and you want to eat salad, you want to eat fruits. When you look at these and other things they are perishables, they're not things you can keep... When you talk of vegetables as well... because I'm busy and I try to buy these packets of salad and put them in the fridge and the next day, when you open the fridge, they've all gone watered down, and then you have to chuck them in the bin so there are things you have to buy on a daily basis but mostly they are quite expensive."

Parent, school (Southwark)

"I think one of the messages that hasn't yet got home to a lot of people is that going into the shop and buying frozen veg and keeping them in your freezer is actually better than buying all of your veg at the start of the month and hoping that by week three it's still in a good, edible condition... I think a lot of people think buying fresh veg is the be all and the end all, only if it's actually fresh veg at the time you buy it."

Parent, school (Islington)

Overall, the nutrition courses were well received in the various settings it was delivered. This may be explained by the adaptability of general healthy eating and nutrition concepts to both home and work situations. Even where learners had limited ability to change practice in their workplace, many felt that the knowledge was useful for their personal lives.

Feedback from the first lunchtime supervisor (LTS) training in Bromley indicated that learners found the course beneficial and practical, with “a lot of useful tricks” and “tips on rewards... how to promote and encourage (healthy eating)” and “strategies for behaviour”. Many also said they enjoyed hearing about other schools’ experiences as it gave them new ideas to take back to the workplace. The 3-day course was coordinated through the Council Contracts Manager and was very popular, with uptake exceeding the places available.

Teachers

Teaching staff, and Head Teachers in particular, were a difficult group to engage in training. Of those surveyed, school teaching staff accounted for less than 6% of learners; half of these were teaching assistants and two were Head Teachers. The majority of teaching staff received food safety training with just under a third participating in nutrition training.

OCN Accredited Healthy Eating & Running a Cookery Club

The teaching of the OCN course was divided into its two components: (1) healthy eating and (2) how to facilitate learning in a cookery club. While post-course feedback was positive overall, some participants suggested a more practical emphasis for the cookery club aspect (e.g., cooking sessions or a demonstration video). This was often not possible, as most venues did not have cooking facilities.

Interviews with parents on the OCN course found that neither opportunities nor funding for cookery clubs or other initiatives were readily available to this group of learners, as they were not formally employed by schools.

“Our first barrier was we approached (funding agency) and asked if we could have funding and they said, no you’re too small. You don’t have a committee, you don’t have this, and we were saying, no no, we’re just a bunch of parents and initially we just want you to buy fifty quid’s worth of stuff. We could use our own money and get ourselves paid back but the point is we want this to be a community group... well, we approached them and they said no, it’s not a big enough amount, and we said, you want us to ask for more? Why would you want us to ask for more if we don’t need it? And they said, well, you have to... to justify it we would have to be able to pin targets on you and things, and we said oh forget that, we don’t want somebody coming along and saying you have to have X amount of results, that’s just putting pressure on the parents running it.” *Parent, school (Islington)*

This parent eventually received a loan from the head teacher to start up a weekly weight management programme for parents and community members, meeting at the school. Despite the challenges, some parents have been successful in securing funding for a cookery club while others are pursuing opportunities at their respective schools.

In addition to parents, the OCN course attracted many learners in community-based roles, including social work and health visiting. Those in formal employment often had more concrete plans for how the training was going to be used, as it was likely to support ongoing or future work. Nutrition training is not routine for those working in social care or community development and as

one Project tutor commented, without funding through GFTL, these participants would not have access to this type of training. Table 4G identifies some of these learners and the initiatives they have been (or will be) involved in following the OCN course.

Table 4G. Selected OCN learners and how they are using the training

Learner	OCN course	Setting	Target group	Initiative
Parent	Islington	School	Families	Family cookery workshop with maths/budgeting
		Children's centre		Under 5s cook and eat sessions
Family health advisor	Southwark	Community	Families with young children	Cook and eat sessions for parents and children
Social worker, Leaving Care Service	Bromley	Community	Young adults 16+ in foster care or unaccompanied minors	Cookery group for young adults (16-21, needing skills to live independently)
Community development worker	Bromley	Children's centre	Families	Healthy eating & cookery clubs - children's centre is having a training kitchen fitted

Summary: Impact on raising awareness and knowledge of healthy eating and nutrition in parents, and school teaching and support staff

- Parents were able and usually willing to try to make changes in how they shop and prepare food in the home
- Depending on available opportunities, funding, and personal motivation, some parents were able to influence decisions around school food as governors or as volunteers contributing to cookery clubs or other initiatives promoting healthy eating and healthy weight. In general, parents did not have easy access to funding for such programmes
- Low participation by teachers in healthy eating & nutrition training
- The OCN course has been particularly useful for those working in the community who would otherwise not have access to training in nutrition or food preparation. Many of these learners work with families or vulnerable groups in the community and took part in the course as it would provide the skills and knowledge needed to run cookery clubs for these populations

4.2.3 Increasing the use of sustainable food within the public sector

4.2.4 Increasing awareness and understanding of sustainable catering practices including menu planning, waste management and use of forequarter meat and sustainable fish

Through the provision of short courses and specialist events, the Project has been able to increase awareness of sustainable food and understanding of

what that involves for an institutional catering service. However, take up of more sustainable purchasing in participating institutions has been limited - and even where there has been a champion - change has been slow. As discussed earlier in the report, this is similar to the experience of other national and regional programmes that have targeted the public sector, including Defra's Public Sector Food Procurement Initiative and the Better Hospital Food Initiative.

The specialist events focusing on particular aspects of sustainable food were aimed at cooks as well as those in catering management and other management level roles. These were attended by a diverse range of public sector organisations and attracted the largest number of learners in decision-making roles. The events were successful in disseminating knowledge and provided the project with a platform from which to engage with those responsible for catering operations and purchasing decisions. To August 2009, GFTL has run four specialist events, two on the use of forequarter meat, a sustainable fish event at Billingsgate Market and a contracts training day (the last in partnership with GFPP). It should be noted that the emphasis of the meat and fish events was cost reduction (e.g., using forequarter meat reduces costs which can then be invested in sourcing higher welfare animals). Two additional events on modern vegetarian cookery were held in October 2009. Together with Sustain's Greener Food project, GFTL has also delivered an introduction to sustainable food training day for public and private sector caterers as part of the Camden Food Strategy and in May 2009, ran a session for Hospital Caterers Association members on sustainable food. [See appendix 6a for programme outlines of the specialist events and 6b for a list of the organisations represented](#)

Participant feedback

Without exception, participants enjoyed the specialist training events and welcomed the information and opportunity to learn from the experiences of like-minded colleagues. When asked what would be possible to put into practice, common responses included sharing the information on certification schemes, using or suggesting the use of cheaper cuts of meat or more sustainable types of fish (talking to suppliers). The most frequently mentioned barrier to using more sustainable food was cost. Other difficulties reported included availability, identifying suppliers, EU law, and changing customer preferences.

Examples of changing practice

- Contract specifications

"I think on the contract side of it where you can start, we're just going out for new contracts in January, so that information was good because you do tend to be driven on price, unfortunately, on cost, to actually put into it where you can say I want 10% organic and 10% locally sourced and then you can actually put that, that type of thing was very beneficial and so when we go out for the final PQQ4, the tender, that will be part of it and until I went on that course I probably wouldn't have put that in."
Assistant Operations Manager, LA School Catering (Greenwich)

“We are still pursuing the meat side. Whilst we have altered the specifications to enable use of more sustainable local cuts, Sustain are still working on finding the producers who can handle the volumes required to provide into a consortia. However we have managed more progress on the quick win side and we are working on introducing free range eggs, moving to MSC fish products, reviewing the menu to reflect greater use of pulses and legumes and reducing the meat content. These will be introduced onto the menus for the start of the new academic year at the end of September.”

Purchasing Manager, University (Greater London)

- Menu changes, sourcing alternative cuts of meat or sustainable fish, e.g.,
 - Lambeth Hospital - reducing meat and increasing plant foods on the menus, use of alternative cuts of meat and sustainable fish
 - Guys & St Thomas’ Hospital – using alternative cuts of meat
 - Royal Brompton Hospital - using alternative cuts of meat
 - Anchor Care Homes – using sustainable fish

Characteristics of organisations where practice is changing

- Leadership / champion – this was usually someone in a decision-making role who was personally motivated to advocate for greater sustainability and, in many cases, to go beyond the remit of their job and seek out ways to make that happen
- Follow up and practical support (e.g., from GFPP) – even where there was a champion, support and guidance was appreciated and beneficial for practically implementing learning
- Previous relationship with Sustain
- Commitment of time and resources

“I needed (project officer at Sustain) to idiot-proof the information because... when people say sustainability it embraces so many things and for me, I needed some help in bringing it down to a base level where I could incorporate it into our menu. I was at that time putting a menu together for (the Hospital) and I said to him I wanted practical... really practical, implementable ideas that I could include on my menu”

Hospital Catering Manager (Southwark)

Other impacts of the specialist sustainable food events

There has been replication of a number of the Project’s specialist events, by the South East Food Group Partnership (SEFGP), including a series of four training days focusing on ‘Alternative, Sustainable Cuts of Meat’ held at various rural locations in the South East. This training course was largely modelled, both in content and format, after the meat event delivered by GFTL and have been attended by participants in similar roles (e.g., chefs, catering managers in NHS and schools, contract caterers, etc.), from organisations primarily in the South East region. SEFGP are also planning to run a workshop on contract writing for public sector, and one on sustainable fish at Billingsgate, in autumn 2009.

Summary: Impact on increasing the use of sustainable food within the public sector and increasing awareness and understanding of sustainable catering practices including menu planning, waste management and the use of forequarter meat and sustainable fish

- Actual take up of purchasing practices to increase the use of sustainable food has been limited
- Where there has been progress or efforts to increase the use of sustainable food, there has been leadership, practical support and commitment of time and resources. A previous or ongoing relationship with Sustain, or other purchasing support, has also helped.
- The specialist sustainable food events were well attended, with high levels of interest in all the subjects presented
- In particular, the specialist events were an effective platform from which to educate and engage with those who are able to advocate and advance the sustainable food agenda within their organisations

4.2.5 Other training activities

In addition to more conventional training delivered in institutional or community settings, the Project also piloted unique programmes for populations such as children and prisoners. These experiences are reported below.

Summer School

In partnership with Southwark Council's ASC summer holiday scheme, a one-week 'Good Food Summer School' ran for three consecutive weeks in August 2009. Southwark's summer holiday schemes are offered free of charge to families in the community. Summer school activities included cooking, food growing, exercise sessions, and a visit to Surrey Docks City Farm. Cooking and visiting the farm were children's favourite activities.

There was opportunity for the evaluation to gather information on how short-term interventions like this influence children's eating and cooking habits in the home, and whether any changes in attitudes and food preferences would be observed.

Despite nearly full advance registration for the first two weeks of the school, actual attendance was much fewer than expected. Regarding the low take up, the Council summer holiday scheme coordinator commented that perhaps the summer school sounded "too much like learning".

A total of 15 children participated in the two week-long courses included in the evaluation, with 10 children present for both baseline and post-summer school questionnaires. With such small numbers, it is not possible to make any conclusions on outcomes but accepting the limitations, the following were observed:

Table 4H

Question about	Change post-summer school	Direction of change
<i>Behaviour</i>		
Vegetable consumption in the home	No	--
Fruit consumption in the home	Yes	↑
Cooking in the home	No	--
<i>Attitudes</i>		
I think fruit tastes good	No	--
I think vegetables taste good	Yes	↓
I like to know how food is grown	Yes	↑
I like to know where food is grown	Yes	↑
I must eat meat to be healthy & strong	Yes	↓
<i>Food preferences</i>		
Strawberries	Yes	↑
Bananas	Yes	↓
Beans	Yes	↓
Tomatoes	Yes	↑
Broccoli	No	--
Beetroot	No	--
Chips	Yes	↑
Water	Yes	↑
Fizzy drinks	No	--

The largest shift in responses from pre- to post- questionnaire was for a question asking children whether they thought they “must eat meat to be healthy and strong”. Post-summer school, the balance of responses shifted from “yes” to “sometimes”. [See appendix 7a for an outline of the summer school programme and 7b for questionnaires.](#)

HMP Holloway

Funding for prison education is provided through the Offenders’ Learning and Skills Service (OLASS). This relatively new arrangement saw the establishment of new contracts with the Learning and Skills Council (LSC) and a series of lead providers based mainly on geographic area. Food procurement and catering for the Prison Service is run centrally and the Project was initially in contact with the Head of Prison Catering Services, who forwarded emails advertising access to fully funded NVQs in Hospitality and Catering to the regional prison networks. HMP Holloway, an inner London category B and C women’s prison, were the only prison where delivery of NVQs was feasible within Project timescales; this was due partly to changes in funding structure and the need for further assessment by the LSC in the other prisons.

A main priority of Learning and Skills at HMP Holloway is to enable the women to gain qualifications that are recognised in industry, and NVQs in catering, as the Head of Learning and Skills at the prison commented, ‘have real world value’. However, providing education in a prison setting has many practical challenges as not only are there security considerations but all planning is

subject to sudden changes. Delivering NVQs are especially difficult, as they require a longer period of commitment from learners and inmates often do not stay long enough to complete the qualification, for which provider colleges are penalised in addition to the consequences on future funding.

Despite these challenges and the need to find an alternative provider, GFTL in partnership with the London City Hospitality Centre at Hackney Community College (a college associated with local OLASS provider City and Islington College), has provided training for the catering manager as an NVQ verifier, seven of the catering staff as NVQ assessors, and six inmates are currently candidates for the Level 2 NVQ in Food Processing. A further seven staff and inmates have completed short courses in Menu Planning, Food and Mood, and the CIEH Award in Healthier Food and Special Diets.

As the average length of stay for an inmate at HMP Holloway is 41 days, a significant challenge to the viability of NVQ delivery is the financial penalty incurred by provider colleges, from the LSC, for learners who do not complete a full qualification (in this instance, HMP Holloway has offered to underwrite any financial penalties incurred by Hackney Community College). In a prison setting, it would be more appropriate to count the completion of NVQ units as opposed to full qualifications. Hackney Community College have agreed to provide modular certificates to inmates who are unable to complete the full NVQ and in future, the Qualifications and Credit Framework (QCF) is expected to prove a more flexible structure for the provision of accredited learning within the prison service.

Food Growing

Food growing was a newer stream of training with initial interest from HMP Latchmere House, a category D men's prison where GFTL had first delivered a course in healthy eating and nutrition. Leadership at the prison described three main aims of the Project: (1) to provide horticultural training to inmates, (2) to provide horticultural training to staff, and (3) to create a vegetable-producing garden that supports both goals for healthy eating and skills for resettlement.

In winter 2008, food growing activities in the prison started with a 'Garden design training day' attended by 16 prisoners and was followed by a visit from the GFTL Project Officer to talk to inmates about horticulture qualifications. In March 2009, Latchmere House was also awarded a Capital Growth grant to fund its growing space. Due to a number of factors ranging from changes in funding structure to difficulty securing equipment, to procedural and personnel issues, a number of sessions were delayed but a regular pattern of training resumed from June 2009. At the time of reporting (September 2009), 14 training sessions have been delivered to around 30 learners and the prison now have an attractive and functional training garden.

Some of the challenges experienced at Latchmere House are common to the delivery of training in prison settings. However, feedback from the course tutor and prison leadership identified considerable issues with engagement, namely

staff sickness, lack of a key member of staff with interest or experience in gardening, and limited interest from the majority of learners.

The Project has recruited a pool of potential food growing tutors (through related networks such as London Food Link, Capital Growth, and others) and an induction day was held in spring 2009. The induction included an overview of 'healthy and sustainable food' and a visit to local children's centres to assess tutors' growing skills and training confidence. In summer 2009, GFTL began delivering food growing training in schools with a short course in Croydon and have recently piloted a six-week course for gardening club tutors. To date, learners from schools have included teaching staff, parent volunteers and support workers.

4.2.6 Advocacy and partnerships

Beyond the core activities of the GFTL Project, the Project team have built strategic relationships with a number of organisations and programmes that are well-placed to improve the nutrition and sustainability of food in the public sector, over the longer term. This is in recognition that a training project can be influential, but alone cannot bring about the necessary changes in public sector food. The developments reported below were outlined in the original Project Plan, and add considerable value to the work.

NHS Core Learning Unit E-learning Programme: Food, Nutrition and Hydration
GFTL's Project Officer sat on this steering group for the first in-house training for the NHS around food and nutrition. The 'technical management group' provided expert input to the development of the online 'Food, Nutrition and Hydration in Health and Social Care e-learning programme', launched August 2008.

'People 1st' Consultation on National Occupational Standards (NOS)
GFTL's Project Officer continues to consult with the sector skills council for hospitality and leisure industries, People 1st, as they review the NOS for the hospitality industry. The project hopes to influence mainstream skills training for the catering sector by incorporating sustainable food and kitchen management standards. Sustain also met with David Tournay, conducting the review for People 1st, who has advised the project on possible 'next steps' towards developing NOS and a qualification for public sector catering.

Greener Food at Lewisham College

As a result of the Project Officer's continuing relationship with Lewisham College, Sustain's Greener Food project (also funded by the LDA, and coordinated by London Sustainability Exchange) met with the head of catering at Lewisham College. They advised him on improving the sustainability of the college's in-house catering operations, and conducted food and waste audits with the students.

Food for Life and a new Catering Mark

GFTL's Project Officer, with colleagues at Sustain, participated in a consultation from the Soil Association about proposed standards for a new

sustainable Catering Mark. Sustain's consultation response emphasised the need for training and highlighted the Project as an example of good practice, elements of which could be adopted in the Catering Mark criteria.

Greener Food Training for the Olympics 2012

The work of Good Food Training has influenced discussions at the Food Advisory Group, which is advising the London Organising Committee of the 2012 Olympic and Paralympic Games. The Sustain Project Manager for GFTL sits on the Food Advisory Group and participated in discussions about the role of training in achieving the aim of London 2012 to be “the Greenest Games yet”. It is hoped that the training providers for the Olympics will adopt courses developed by GFTL to support policies on, for example, healthy eating, sustainable fish, and food waste and energy management.

Westminster Kingsway

GFTL's Project Officer is currently working with Westminster Kingsway College to improve the sustainability of their level 3 Advanced Professional Cookery diploma and training restaurant. The new (planned) curriculum will include topics such as food waste, sustainable fish, seasonality, vegetarian food and eating less meat. The College have committed to 'practice what it teaches' by showcasing seasonal vegetable dishes, recycling food waste, and sourcing higher welfare meat and MSC fish (possibly pursuing MSC 'Chain of Custody' certification). The GFPP project will support the College in identifying suppliers.

5 Case studies

In the following section we present case studies (with the exception of the LM3 example) to illustrate the diversity of settings and contexts in which training was delivered. Because of this diversity, the Project had to be flexible in both its approach to delivery and its expectation of what could be achieved given financial and other constraints.

5.1 London Borough of Bromley – Good Food Training in the community

Community-based workers, ranging from social workers to health advisors to childminders, have been unexpected beneficiaries of GFTL. Many of these participants work directly with families or vulnerable groups in the community, and some are involved in meal preparation or leading cooking activities. There is little funding for these public sector workers to access training in healthy eating and nutrition.

In the London Borough (LB) of Bromley, promotion and coordination of the training was led by the Community Dietetics Service, working closely with the Health Improvement Service, both within Bromley PCT. Community Dietetics has a service level agreement with the local authority to deliver nutrition education borough-wide. The current model is based on training previously delivered through the Bromley Children's Project, which worked with primary schools and their surrounding geographic localities to develop activities for schools and encourage parents to work with children in the schools. Not only were parents participating in cooking activities with their children, but a number of parents were also trained as nutrition assistants and employed by the Project to deliver activities and programmes in schools. The training programme for nutrition assistants included a CIEH Award in Healthy Food and Special Diets, Food Hygiene, Behaviour Management and a module on Cooking with Children. In this context, GFTL has been able to support and enhance the delivery of this service, meeting identified needs for education in children's centres, extended services, and healthy schools. To date, over 50% of adult contacts made by the service have been through training delivered by the project.

A bespoke module in Sustainable Cooking on a Budget was developed by GFTL for parents and community workers in Bromley, and this, along with the Introduction to Healthy Eating and Customer Care courses, comprised the introductory level of training. At intermediate level, courses included Basic Cookery Skills, Food Hygiene and the CIEH Award in Nutrition. In addition, bespoke Healthy Eating and Food Hygiene (in the home) modules were developed for childminders and promoted through the Early Years service and the Bromley childminder's agency. The OCN course in Healthy Eating and Running a Cookery Club is being delivered in response to increasing demand for cookery activities but with few programmes sufficiently addressing healthy lifestyle. The OCN course has attracted a diverse range of participants with roles in community development, education, health and social care. Promotion of training via established networks has been essential to Bromley achieving both high participation rates and engagement with the relevant learner groups.

Training delivered in Bromley:

- Introduction to healthy eating
- Sustainable cooking on a budget
- CIEH Award in healthier food and special diets (Level 2)
- Healthy eating and food hygiene in the home
- OCN healthy eating and running cookery clubs
- Lunchtime supervisor training

Community-based agencies / initiatives represented:

- Children and Family Centres
- Leaving Care Team
- Bromley Schools (including special schools)
- Connexions
- After School Clubs
- Bromley Homestart
- School nursing, childminders (through Bromley PCT)
- The Acorn Project (community service for parents and children in need)

Summary Box 5.1

What worked in Bromley

A community-based 'programme' approach led by Nutrition and Public Health within the PCT

Why it worked

- Training supported ongoing obesity prevention and healthy lifestyles initiatives being delivered by the Community Dietetics and Health Improvement services
- A framework, aims and objectives were developed for what GFTL was going to do in Bromley:

e.g., Aims,

- To build capacity to deliver sustainable community based nutrition and healthy eating education
- To improve knowledge and skills about nutrition, healthy eating and dental health
- To further a whole school approach to healthy eating so that people in different roles understand and value each others contribution and work towards common aims

e.g., Objectives,

- To support trained school and community based workers, parents and carers to help deliver local programmes aimed at children and families
- To support trained school and community based workers, parents and carers to identify need, plan, deliver and evaluate nutrition and healthy eating sessions in various settings
- Effective promotion of training and engagement of the relevant groups.
As the lead services were community-based, this enabled access to community agencies via networks of key contacts, e.g., voluntary sector forum, Healthy Schools coordinators, social services, extended schools, children's centres, Council training and development department (for schools and support staff), etc. This approach was successful in reaching a diverse group of participants from community-based services and community members themselves.

5.2 After school clubs: healthy & sustainable on 25p a day?

In one South East London borough, the Council runs 32 after school clubs (ASCs) that employ over 300 staff. ASC fees are £21/week not including food costs and preference is given to working parents (fees are waived for parents on income support). Currently, there is no guidance on food provision in ASCs, although the 'healthy tuck' is an initiative within the service.

In November 2008, 19 ASC staff received a two-part training in Healthy Eating and Menu Planning. In June 2009, a second group of 24 ASC staff attended the two courses. Following an initial meeting with Learning & Development at the Council (children's services), five ASCs were identified and surveyed between February and May 2009: three ASCs had a manager/deputy manager who had received training (ASC-T) and two ASCs did not have any staff trained (ASC-NT) at the time but were registered for the training in June.

Survey findings

Table 5A presents a summary of the data collected from the five ASCs. Food (tuck) costs for ASCs ranged from 25p to 30p per child/day. The ASCs surveyed had between 24-48 children, ages 4 to 11 years. The number of children attending is often limited by available space. The majority of food for tucks was purchased from supermarkets, e.g., Asda, Tesco, Morrisons and Aldi, with only one ASC reporting that they purchased fruit from the local market and occasionally bread from a local Caribbean bakery. One ASC had the option of an extra meal on Friday, which consisted of dishes like green curry, macaroni and cheese, and corn beef, for which they charged 80p. Cookery activities with the children were organised weekly. The dishes most often prepared were: cakes, pizza, spring rolls or a savoury pastry.

Tuck menus varied and four of the five ASCs served fruit or vegetables every day (all three ASC-Ts and one ASC-NT). A comparison of menus found that two of the ASC-Ts were serving processed items like hot dogs, instant noodles and spaghetti hoops, while the other ASC-T and both ASC-NTs avoided processed foods entirely.

Impact of training on staff's understanding of 'sustainable food'

There was some understanding but limited

- Unhealthy food was described by one ASC manager as "chemical foods" and contrasted with "organic foods"
- Another manager said that she does "look at the labels - where was it (food) produced" and tries to buy food that is "Britain produced". She also mentioned that children "should know to buy from local produce to keep all the farmers in this country going"

Table 5A. Summary of data collected from after school clubs

Questions	ASC-NT-01	ASC-NT-02	ASC-T-01	ASC-T-02	ASC-T-03
N (children)	28	27	24	28	48
Age (years)	4/5-11	4/5-11	4-11	4-6	4-11
Food cost per child/day	25p (tuck) 80p (extra snack-Friday/optional) 80p (cookery activities)	30p	30p	25p	30p (tuck) 55p (cookery activities)
Where is food purchased	Sainsburys, Tesco, market (fruit), Caribbean bakery (bread, bun) Vary with the day	ASDA Morrisons Aldi	Tesco Sainsburys	ASDA Tesco	ASDA Tesco
Ingredients bought daily	Yes	Yes	No	Yes	No
If not, how often?			Twice a week		Once a week. If something runs out they buy from a nearby shop
Cooking activities with the children?	No (before yes)	Yes	Yes	Yes, stopped for a while but starting again	Yes
If yes, how often?	Once a week – Friday	Once a week	Once a week		Once a week – Friday
Cooking, examples of dishes	Pizza Spring rolls (vegetarian) Fairy cakes Chinese food Spaghetti Bolognese Cottage pie Shepherds pie Caribbean food	Biscuits Cakes (fruit cake) Pizza Hot chocolate Pastries (cheese and ham) Couscous Chocolate rice Crispy cake	Fairy cakes Spring rolls Chicken and rice	Fairy cakes (children love icing cakes) Pizza Fudge Chocolate nests	Pizza Cakes Desserts Chicken Rice
Other	Cooking activities -groups of 10 children Explain about the food Explain health/safety Explain equipment Take children to buy ingredients	Group of 27 children Two different groups in two days The price is included in the 30p (tuck)	Children involved in the menu planning, made a dictionary of fruit, dietician came in to talk to children	Survey children to find out what they would like to eat for tuck	
Menus (see appendix 8)	All tuck is served with a biscuit and a drink (water or squash); Menu is reviewed each term after consulting with children	See menu	See menu Uses organic chicken when possible	See menu Fruit + veg available everyday	See menu

Summary Box 5.2

What worked in this borough

- Training was coordinated by the Council's Learning & Development department and targeted specifically to ASC staff
- Two groups of ASC staff received a 'package' of training consisting of introduction to healthy eating, and a bespoke menu planning course

Why it worked

- Research in the borough had identified obesity in primary schools as an issue
- Effective promotion and targeting of the training to ASC staff
- Food had already improved in response to government policy: "Every Child Matters... made us have to change our tuck...before we had that it was crisps, a chocolate bar or a cake for tuck, so it's made us drastically change" *ASC club manager*

Why results are inconsistent

The contents of the tuck and the extent to which training has changed practice is largely dependent on individual ASC managers. In one particular ASC, all crisps and sweets and "things in packets" were removed from the tuck and "organic chicken" is used when possible. Encouraging as this is, cost remains a major barrier to raising the standard of food provided and inexpensive processed foods (e.g., tinned hot dogs and spaghetti hoops) still feature on the menus of some who had received training. Managers are aware they "have to do healthier...means it's all fresher" but have to "be within the budget". The cost of the tuck is set by the ASC service and the perception is that parents will protest if prices increase. However, when individual managers were asked, one said that she has increased the price after consultation with parents and another reported that parents have even offered to pay more for food but her manager has not allowed her to put up the price.

5.3 Sustainable food in the NHS: leadership and practical support

Lambeth Hospital is a mental health hospital and part of South London and Maudsley NHS Foundation Trust. While Lambeth Hospital produce their meals in house, the other two main hospital sites, Bethlem and Maudsley, have their hospitality and catering services contracted to an external provider. The catering department at Lambeth Hospital are currently exploring different ways of providing meals that are suitable for their ethnically diverse patient population.

The Catering Services Manager attended a number of GFTL's specialist events on topics such as: using more sustainable and cheaper cuts of meat and how to get the most out of supplier contracts. Two Assistant Head Chefs also participated in the vegetarian cookery event. The Catering Manager has been working with Sustain to develop more sustainable patient menus and to identify and audit a new supplier of ethnic ingredients (e.g., vegetables, spices, fish and herbs). Other changes set in motion include identifying a lower cost supplier of disposable food packaging so that they are now able to specify that disposables are biodegradable; a greater willingness by the Hospital's butcher, who attended a sustainable meat event, to supply meat to the specifications requested; and notably, since the vegetarian cookery training the Assistant Head Chefs have shown increased motivation and confidence in using fresh ingredients and preparing vegetarian dishes, an outcome described by their manager as a "minor miracle". This has led to the implementation of a trial menu at the Hospital.

The new patient menu features:

- Fewer meat dishes
- Dishes using less expensive cuts of meat (e.g., lamb neck stew)
- Fish from sustainable sources
- More plant foods and significantly more dishes using pulses
- More ethnic dishes (e.g., 'Callaloo', a Caribbean spinach and fish stew; black eye bean stew with rice and plantain)

Summary Box 5.3

What worked at Lambeth Hospital

- Participation in GFTL sustainable food events by Catering Services Manager
- Chefs attended vegetarian cookery event

Why it worked

- Motivation and time commitment from the Manager
- Buy-in from staff
- Savings in some areas (e.g., using less animal foods and less expensive cuts of meat, lower cost packaging) offset higher cost in others
- Advice and practical support from Sustain, through Good Food on the Public Plate

5.4 Customer care training for a local authority caterer

Since 1990, the Council has provided an in house catering service for schools in this East London borough, with the exception of privately financed (PFI) schools, for which catering and cleaning services are contracted externally. The Council catering service currently employs around 450 staff and GFTL was able to deliver customer care training to over 60% of these staff during the autumn and spring half terms. This was the first large-scale customer care training for the service and was commissioned by the management team as it had been identified that staff were lacking in customer skills. Prior to this, a FE college had been brought in to work with individual schools as required.

At present, apart from Food Safety, there is no other requirement for specific training or number of days spent on skills development in catering staff contracts. Participation in any type of training is therefore not compulsory. One area manager commented that the 60% attendance rate for the Project's customer care training was a demonstration of "staff commitment and good local management".

Anecdotally, feedback from managers suggests that staff attitude has improved in some schools: there is "better awareness of why they're doing the job"; in certain schools managers have also noted that staff are "working more as a team." School meal take up data were not available to the evaluation team for the months before and after the customer care training.⁴²

⁴² The uptake rate for primary school meals in this borough ((paid plus free/number of pupils on roll) x 100) decreased slightly from 52.5% in 2006/07 to 49.6% in 2008/09. Data from *Final Evaluation Report, NRF Food in Schools Project 2006-2008 and National Indicator 52 statistical release, 2008/09*, respectively

Between April 2006 and March 2008, the Food in Schools (FiS) project was delivered to 36 primary, junior and infant schools in the borough. The project was funded through the Neighbourhood Renewal Fund (NRF), School Meals Grant (SMG) and the Healthy Schools Programme and included training for lunchtime supervisors and catering staff, in addition to teacher training and parent workshops. Therefore it is not possible to exclude the impact of FiS activities in these schools.

Summary Box 5.4

What worked in this borough

- Customer Care training coordinated through the local authority catering service, take up by 60% of staff

Why it worked

- Employer paid staff to attend training as it was on their own time

Why no further engagement

- Time pressures and managers did not see a need for further training, apart from food hygiene which is delivered in-house
- Commented on the 'hidden costs' of providing training, i.e., staff pay, venue costs
- Training / development is not a requirement in catering staff contracts

5.5 Economic impact of local procurement

The Local Multiplier 3 (LM3) was undertaken for the catering service at the Royal Brompton Hospital (RBH) to estimate the economic impact of local food purchasing. The LM3 is so-called because it traces the first three 'rounds' of spending. Although a simple concept, the LM3 was a complex exercise in practice, with uncertainty around the validity of figures given by suppliers and employees and a lack of recent reference data. A third methodological challenge was the definition of 'local' for London. As defined by Sustain, 'local' for major cities and metropolitan areas is 'produced at a distance of no greater than 70 miles from the point of sale' or in a county or joint character area within 50 miles of the metropolitan area boundary.⁴³ The London Farmers' Markets recommend that goods be raised, grown, produced, etc., a maximum distance of 100 miles of the M25.⁴⁴ It was decided that practically, local for London would be most clearly understood to mean the group of counties surrounding London ("home counties").

Method

Survey tools developed by the New Economics Foundation (NEF) were used to collect the information required and the methodology described in the LM3 manual, 'The Money Trail' was followed. After initial meetings with the catering manager to determine business spending and identify suppliers, four food suppliers were contacted and three agreed to provide data. The three suppliers who responded constitute an estimated 55% of the RBH's local food expenditure (the manual recommends 60%). An additional 20 hospital catering

⁴³ Ethical Hijack. A report from Sustain, January 2008

⁴⁴ Policy from LFM accessed at <http://www.lfm.org.uk/policy.aspx> 15.06.2009

staff were surveyed (out of 54 full time staff) to determine staff spending patterns.

Results

Taking into account the limitations noted above, procurement (i.e., spending on food and non-food supplies, and staff) by the catering service at the Royal Brompton Hospital had a LM3 score of 1.95. This means that an additional 95p was generated for every £1 spent locally. In terms of food procurement, direct spending of £269,821 on local food suppliers (approximately 38% of the total food expenditure) generated an estimated £218,452 of additional spending in the local economy. Summary data are presented in Tables 5B-5D.

It is important to bear in mind that the LM3 is an indicator of local money flow, which is not necessarily attributable to local food. In some cases, it was evident that more than three rounds of spending were required to reach the producer.

This is the first time that LM3 data has been collected and analysed for a London Hospital and despite its limitations, there is indication that more sustainable purchasing has a positive impact on the local economy.

Table 5B. Summary of staff local spending (N=20)

Item	Percent of total spend
Income tax	0.0%
Food	17.7%
Entertainment	21.4%
Clothes	17.9%
DIY	20.6%
Transportation	2.3%
Services	50.0%
Rent/Mortgage	90.1%
Council Tax	100.0%
Home costs	13.1%
Loan repayments	0.3%
Savings	0.8%
Other	6.9%
Overall	39.2%

Table 5C. Summary of RBH supplier local re-spend (N=3 suppliers surveyed)

Supplier	Percent local spending	Total spend in local area generated from RBH
1	74.9%	£41,003
2	80.4%	£32,642
3	87.5%	£47,460
Overall	81.0%	£121,105

Table 5D. LM3 score for the Royal Brompton Hospital

Round One	
Total catering turnover	£3,110,003
Round Two	
Local spending	
Non food	£546,600
Food	£269,821
Staff	£1,129,266
Total local spend	£1,945,687
Round Three	
Suppliers' & staff total local spending	£1,011,709
LM3 1.95	

See appendix 8a & 8b for staff and business spending survey forms

6 Discussion

6.1 Main challenges and lessons learned

The following section highlights the main challenges encountered by the project and the key learning that has emerged. Some of these challenges are (and were) within the scope of the Project to address while there is limited capacity to directly influence other areas.

Gaps in provision and expertise

There is little scope for integrating sustainability widely into traditional hospitality and catering training (e.g., NVQs) without first addressing the National Occupational Standards (NOS) on which accredited qualifications are based. Currently, any teaching on sustainability as it relates to food will depend on individual tutors' values and interest in the issues. For work-based training like NVQs, tutors are often catering managers and colleagues. While there are examples of managers adapting NVQs to include sustainable food concepts (e.g., Cornwall Food Programme⁴⁵), the experience of GFTL has been that many of the assessors with whom the Project was working did not encourage employers to promote health and sustainability within the work-based training by which NVQ learners are assessed. It is likely that NVQs may not be a suitable format to do so. Outside of including sustainability standards in catering contract specifications, it is unlikely that educational providers will be responsive to incorporating sustainability into existing training. The LDA and local authorities in London are therefore ideally placed to use the contracting system to ensure that training in sustainable and healthy food is a requirement for the catering and procurement workforce.

A key role for the Mayor and the London Food Strategy, as well as the LDA, is to enable access to training for those groups who may not have the resources to go through the formal education sector, or for whom an NVQ is not appropriate. This gap in the provision of training, for nutrition and food safety in particular, emerged as GFTL delivered in the community setting and highlights an important function of the project. Training programmes like GFTL could fill this gap by providing bespoke services to opted-out schools and small-scale caterers, as well as to the wider community through engagement with community-based agencies. In terms of using limited public monies, it is felt that commercial contract caterers are not a priority group to receive funding for training as many have well resourced in-house training programmes. Again, a requirement for public sector contracts to include training in sustainable and healthy food provision would be expected to influence the content of commercial in-house training courses.

Challenges were also encountered in the delivery of short courses. The Project found that individual tutors were at times lacking in knowledge or interest, particularly in the newly developed sustainable food topics, and notably even among established providers of formal catering qualifications. 'Training for

⁴⁵ <http://www.cornwallfoodprogramme.co.uk/Training%20/>

trainers' and significant additional input from Project staff in the content and quality of short courses, was therefore necessary.

Box 3: Illustrative example

As one main training provider initially delivered the training in 'general' hospitality and catering subjects, it became evident that setting-specific knowledge and understanding of training needs was limited. For example, understanding that patients in a care setting did not have the same choices as a 'customer' in a restaurant, or practical knowledge about how a large-scale cook chill service operates. These concerns were addressed through a formal feedback meeting with the tutor and training provider and resulted in:

- Development of a training needs assessment (TNA) form to be completed by all potential beneficiary organisations ([see appendix 2c](#))
- More time being allocated for supplementary learning, research and adapting of course materials
- Content of introduction (and slides) has been formalised to ensure clear communication of project aims
- Quarterly management meetings agreed with the training provider

Subsequently, and in response to feedback from the catering manager of a large-scale hospital cook-chill service, the tutor spent a day with staff in the kitchen to improve his understanding of catering provision in that setting.

Key learning to have emerged from this experience:

- Training needs vary between and within settings
- Meeting the catering manager or visiting the organisation as part of a TNA may be useful for learning how the catering is provided in specific settings
- Regular communication and meetings with the training provider is necessary for effective management of the contract
- Hospitality and catering training in FE Colleges is largely private sector focussed and may not always be appropriate for the public sector

Contract caterers

Participation by the contract caterers in the short courses (i.e., nutrition and sustainability training) was limited. In one of the boroughs where GFTL has been working, the school catering contracts manager was also unable to facilitate successful engagement with their contract caterer. The training took place over February half term and uptake was poor. One possible reason is that contractually, staff would need to be paid overtime to 'work' over half term and neither the contract caterer nor the Council were prepared to cover the costs. In addition, many catering staff are women and therefore a proportion of these are likely to be looking after children during half term and therefore unable to participate due to other commitments.

Contract caterers work to satisfy their contractual obligations and as one contract caterer-employed dietician emphasised, "the contract is our bible". This stakeholder suggested writing penalties into contracts to ensure compliance and explained that a well-written (strict) contract is cost effective and can ensure that meals are produced to a high standard, whereas poor contracts are a "money pit". One other drawback of contract catering is that suppliers cannot easily be changed. This stakeholder added that none of the NHS Trusts they service have specified seasonal food or sustainability training in their contracts. A key lesson learned has been that contract specifications drive everything from food procurement to nutritional quality, and this is no

different for training. If workforce training in nutrition and sustainability are not specified in public sector catering contracts they will not be prioritised.

Lack of commitment from organisations

Imperative to the targeting of resources is the need to develop assessment criteria and systems to ensure that organisations in receipt of investment are committed to the values and objectives of the project. Such an approach, through the contracting process, would mean that conditional to the receipt of publicly funded training, organisations would be required to demonstrate commitment by agreeing resources appropriate to the investment (e.g., for training this could be time, staff support, facilitating parent involvement, finances).

Commitment to the values and objectives of GFTL varied considerably and where these were shared and resources allocated (e.g., Bromley PCT), the project was able to engage in more of a 'programmatic' approach. Where commitment was lacking, this was often (but not always) evident by poor uptake of courses. A key learning has been that the focus on meeting output targets as set by the funding body has resulted in limited capacity to engage more strategically with institutions. This has resulted in varying levels of commitment, which, when coupled with staff who do not have the autonomy in their work to make changes, has been a major barrier to the project's ability to impact whole institutions.

Community engagement

Community engagement, as evidenced in Bromley, is maximised when there is leadership from within the community. In most cases, GFTL designated responsibility for recruitment and publicity of training to the organisations it worked with, providing materials and information where appropriate. Where there has been strong internal promotion and administrative capacity, the training has had the highest take up and most targeted participant groups. This applied equally to engagement with the school and hospital workforce as to the community setting.

As an example of engagement in a hospital setting, a senior nurse who was also the lead for the Nutrition steering group, facilitated engagement with both nursing staff and the contract caterer, which resulted in a rare opportunity for these groups to interact in a learning environment and with high take up by staff. However, when this individual moved on to another post, the Project was left without a link to the contract caterer and without representation on the Nutrition steering group. Despite numerous attempts to engage following this, no further training was organised. It is also worth noting, as it has been the Project's experience, that even when there is someone in post whose job description is to 'engage with the community'; successful engagement often relies on individual motivation and personality.

The key learning from these experiences is that where the Project has had a 'champion' with strong links within their organisation / community, and where existing networks were used for promotion and recruitment of learners, the training has had the highest take up and most targeted participation.

Quality Assurance

The evaluation has highlighted the need to ensure that messages about sustainable food were consistent between courses and tutors, as the majority of tutors came from either catering or nutrition backgrounds with varying degrees of knowledge about sustainability and how it applies to food. A training day for project tutors on sustainable food principles was subsequently held in autumn 2008. To monitor the quality of training delivered, a trainer observation form was also developed and used to provide formal feedback for all new and existing trainers. Tutor reflection forms were also completed occasionally. [See appendix 2d & 2e for tutor observation and feedback forms](#)

As the nutrition training primarily utilised existing resources, the content and standard were generally consistent. However, some inaccuracies were noted, such as for the bespoke 'Food and Mood' course, which may have been the result of knowledge issues in a particular trainer or an instance where inappropriate personal advice was given. This was noted on trainer observation forms on two separate occasions and formally fed back to the Project manager, the training provider and the trainer.

Sustainability seen as an 'extra'

The perception and often times, experience, of learners in decision-making roles (reflected in participant questionnaires and interviews) is that changing to more sustainable suppliers requires more effort, time, and cost. Even individuals who are both willing and able to make changes within an organisation may find that internal systems and support are lacking. Where sustainability is not embedded in the culture of an organisation, changing practice is viewed as an 'extra' requiring additional resource (i.e., time, effort and finances) from a service that is already very resource constrained. Despite a large and growing library of official guidance on sustainable food and sustainable development policies in most Government departments, it is far from being embedded in the culture and practice of the majority of public sector organisations.

Selected comments from interviewees, below, provide some insight on the challenges within organisations.

"It's difficult enough when you're catering for a small family, and if we had to go that way on this level with – it comes back into finances, it goes back into politics. And what – 90% - but 99.8% of our residents are funded by the local authority - who are cash strapped and to actually increase fees because I want to get organic stuff is not going to make much sense."

Care Home Manager (Southwark)

"We are looking at having foods from more sustainable sources so that's another reason we're looking at different suppliers but our barriers here are that when we purchase, or should we purchase from organisations that aren't PASA approved or NHS supplies approved then if anything goes wrong from the food safety point of view we have been told that we will be on our own, and that's quite frightening for some members of the Board"

"I know when I first came into the health service, so that was about eight years ago, I was talking about organic products and I was laughed at. Now I'm talking about more raw plant food on the menu, like more salad-y things and things that are as close to nature as possible, and they think I'm crazy again, and people seem to have an idea that everything should be meat."

Hospital Catering Manager (Southwark)

"Sustainable and healthy, yes. But, again, anything that talks in terms of high price is not going to be very well received because they would go always for the cheapest solution. I mean, not all of them, some schools can afford to have many things higher because the parents are willing to pay a bit more money but on the whole they do struggle with that because, basically ... it's basically because of what the cost of putting a school meal together, in terms of having it cooked in school and having the facilities and all that, which the Council helps a lot, we have grants, we help them with equipment and all sorts of things but still it's quite an expensive business..."

School Contracts and Menu Advisor (Hillingdon)

Limited ability by kitchen staff to change practice

Few cooks and kitchen staff were in a position to make decisions about suppliers or menus – particularly if working for contract caterer or local authority caterer (i.e., large organisations). However in areas where catering staff had some control, e.g., customer service, food presentation, and nutrition, changes were reported. In the case of nutrition, learning was mainly applied to the home environment as opposed to the workplace.

A key lesson learned was that while individuals might be committed at an individual level, they may not have the power to change practice in their workplace, which for the majority of Project participants, was in the kitchen setting. While individual learners benefited from the training in terms of their personal knowledge and attitudes, most felt it was not possible to influence work practices.

Head teachers

Interest from head teachers was limited and as such, was a significant challenge to pursuing a 'whole school approach' to training. Feedback from Project staff indicated that it was very difficult to engage with head teachers, some of whom though concerned, felt powerless to influence local authority contracts and did not want to take on the responsibility and associated risks of an in-house catering service. While GFTL supports the Healthy Schools agenda, it was not seen as central to its attainment. Hence, although the specialist events were well attended by decision-makers from a wide range of public sector organisations, these did not include head teachers. In early 2009, GFTL attempted to run a training event targeting head teachers and governors but for various reasons, this did not take place. The Project team has commented further that it had not sought to create materials directly relevant to head teachers, with training focusing on catering management, cooks and front-of-house staff. Adding to this, the Project has not had the high level political support needed to engage effectively with local authorities.

Community-based training

Training that was delivered via community based agencies (e.g., a PCT or school) attracted learners in social care or community development roles, in addition to community members themselves. In this setting, the greatest demand was for nutrition and food safety training as neither are routine for those working in social care or community development, nor easily accessible to those working informally (e.g., childminders), though roles often included food purchasing and preparation or the promotion of healthy eating.

Another challenge was that for parents who had received training on running cookery clubs, opportunities and / or funding for clubs or other initiatives were not always available. One approach would be to offer training only where there are existing or planned initiatives that learners who are not in formal employment can feed into.

Prisons

Delivery of training within the prison system was subject to great uncertainty and very resource intensive. This is not to say that providing training to prison catering staff and inmates was not valuable, but only to consider where best to focus future efforts and limited resources. Through its advocacy role and education programme targeting decision makers (e.g., sustainable food events), GFTL may be able to influence catering training and food procurement in the prison service with greatest effect.

With regards to food growing specifically, the prison service has a long history of providing accredited horticulture training for prisoners and nationally, there are a number of prisons with established programmes.⁴⁶ New food growing initiatives in prisons, which often require extensive resourcing and leadership, should therefore link with existing programmes within the service and access the learning that is available through them.

Balancing 'outputs' with quality

'Output' driven training delivery has not been able to deliver change at organisational level, and alone, should not have been expected to. The need to meet output targets as defined by the funding body conflicted, or was perceived to conflict, with the ability to invest time and resources in organisations. As a result, training was primarily reactive rather than driven by project objectives. The quality of the Project's outputs would improve considerably with a more targeted approach to delivery (e.g., greater investment in fewer organisations). However, it should also be noted that the follow up and practical support provided by GFPP (project officers, starting early 2009) has improved the impact of the training to some extent.

By targeting a smaller group of opted-out schools or small-scale catering services, training and other support could be tailored to the needs of these institutions, allowing the Project to act on behalf of the leadership (e.g., head teachers, governors, service managers, etc.) as part of a whole institution approach to creating a more sustainable and healthy food service. It is

⁴⁶ HMP Wymott (Preston), HMP Sudbury (Derbyshire), HMP Everthorpe (Yorkshire), HMP Camp Hill (Isle of Wight), HMP Whatton (Nottinghamshire), HMP Cardiff, HMP Liverpool.

essential that all institutions receiving this investment have demonstrated commitment to the project's values and objectives.

6.2 The wider context – analysis using a realistic evaluation approach

A realist approach, developed by Pawson and Tilley,⁴⁷ can be used to understand the impact of the wider policy environment on the overall effectiveness of the Project. The figures below focus on the contextual factors sustaining some of the key issues the Project was addressing and what mechanisms for change were used (e.g., training and advocacy).

Figure 5A. Nutrition in schools

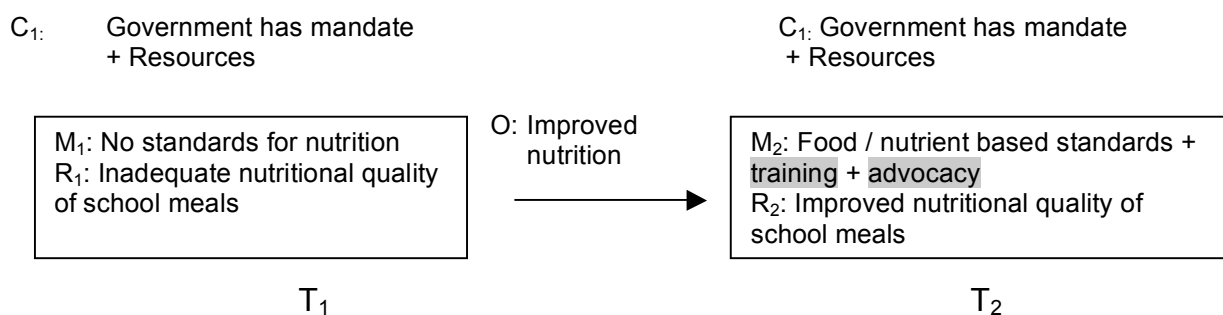
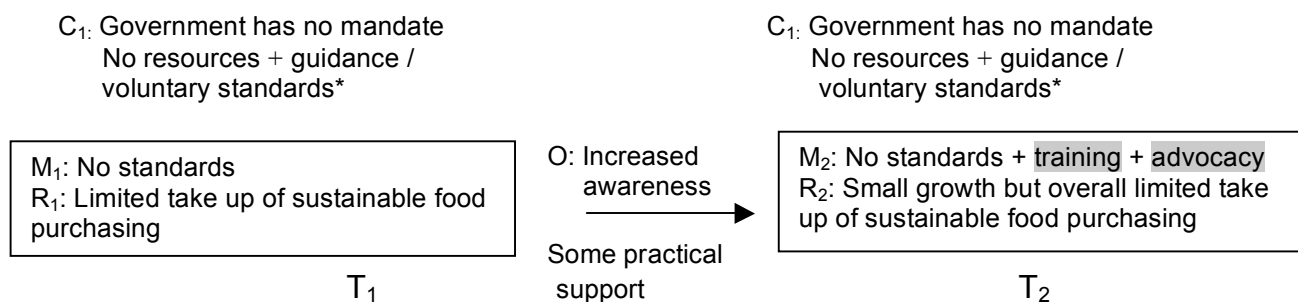


Figure 5B. Sustainable food procurement in schools / hospitals / other public sector



Key:

M₁ Mechanism(s) One – contextual factors or mechanism(s) sustaining the problem
M₂ Mechanism(s) Two – mechanism(s) used in the project
R₁ Regularity One – initial situation or problem
R₂ Regularity Two – improved situation
T₁ Time One – before the project
T₂ Time Two – after the project
C₁ Context
O Outcome

***Examples:**

- London Food Strategy, Mayor of London, GLA
- Top tips for school food and catering services (Sustainable Schools strategy), DCSF
- Sustainable food guide for hospitals, DH
- A Fresh Look at School Food Procurement, SFT
- Food for Life Catering Mark

⁴⁷ Pawson R, Tilley T. *Realistic Evaluation*. London: SAGE Publications, 1997.

The issue of concern that GFTL set out to address was that nutrition and sustainability are not embedded in traditional hospitality and catering training. To this end the Project focussed on delivering supplementary education activities in addition to traditional qualifications (e.g., NVQs), aimed at improving the knowledge and skills of the public sector catering workforce. However, one of the mechanisms sustaining this situation was that there is no requirement for public sector catering services to have appropriately informed sustainability standards or training to that effect. Other key sustaining mechanisms were that sustainable food was widely perceived to cost more and require additional effort to purchase (e.g., identifying suppliers, conducting audits, etc.) Without the resources and internal systems to support these changes, it was a challenge even for participants whose values were aligned with the Project as they often had little extra time to devote.

This analysis suggests that the ideal context for a training project like GFTL would see the Government allocating the budget necessary to support procurement changes in the public sector (with the understanding that additional value would return to the economy from enhanced money-flows) and a regulatory framework in place with monitoring and reporting systems. In addition, penalties for non-compliance and financial rewards for organisations demonstrating progress towards the sustainability standards (e.g., catering training, food procurement) could provide additional incentive.

7 Recommendations for the future of Good Food Training

The experience of GFTL suggests that traditional hospitality and catering training (e.g., NVQs) may not fully address the needs specific to public sector food provision and there is a training gap, particularly in community settings and organisations like opted-out schools. Furthermore, current NVQs in catering do not incorporate health and sustainability considerations.

While we believe that NVQs should remain within the further education (FE) sector, GFTL is uniquely placed to provide an alternative to traditional catering training and to inform the development of future provision. Specifically, GFTL may be able to 'fill the gap' in four important and under resourced areas:

1. Training provision, with an emphasis on bespoke training, for opted out schools and other independent, small-scale catering services in the public sector
2. Training provision, with an emphasis on bespoke training, for parents and community based workers without access to nutrition training
3. Advisor to the FE sector and Sector Skills Councils on the development of accredited sustainable catering training and resources
4. Advocacy for sustainability in the hospitality and catering training sector and for change at the contractual level through the London Food Board, LDA, and Government Office for London.

7.1 Training delivery

Targeted training based on geographical or common interest clusters

For example, this could include a small number of public sector organisations within a single local authority or a cluster of opted out schools across inner London. Priority groups for training include:

- Opted out schools
- Independent, small-scale caterers in hospitals and the care sector
- Parents and community-based workers without access to nutrition or other food skills training

Beneficiaries selected based on needs assessment and demonstration of commitment to the project's values and objectives

There is a need to formalise, through the contracting process, commitments of time, budget and organisational support. Output targets and delivery dates should be adapted in line with this approach.

A whole institution approach

Focusing on a smaller number of committed organisations and working closely with the leadership (e.g., head teachers, governors, service managers) will allow for GFTL to offer both training and practical support that is tailored to the needs of individual organisations.

Partnerships – training as part of a wider strategy

These should include:

- Healthy Schools
- Sustainable Schools

- Local Authorities Catering Association
- National Association of Care Caterers
- Royal Institute of Public Health

GFTL would benefit from building its presence within the Healthy Schools and Sustainable Schools programmes in particular, as they provide access to a network of schools that may already be working towards a more sustainable and healthy food service. The evaluation found that training that was promoted via established networks was most successful both in terms of take up and engaging priority groups with the relevant information.

Quality assurance systems

Ensure the consistency of nutrition and sustainability messages across courses and tutors through standardised recruitment processes (e.g., recruiting only registered public health nutritionists / dieticians as nutrition trainers), regular auditing of training and monitoring of learner feedback, and utilising assessment tools developed from the Project.

Sustainable food events

These events should continue to target learners in catering management, procurement and advocacy roles. Feedback from these events indicated that they had an important information and signposting function and future events could also include more 'hands on' workshops, where specific competencies are developed (e.g., contract writing, tendering procedures).

7.2 Hospitality and catering qualifications development

While work has been underway on NVQ qualification reform, sustainability has not yet been integrated into catering NVQs. The Council of Food Policy Advisors has noted that if this opportunity is missed, it will be two years before another opportunity arises.⁴⁸ Exploratory work on qualifications development is needed. Possible options include:

- Review of updated standards for the NVQ in Food Processing and continue to work with People 1st in the development of new National Occupational Standards to address current knowledge deficits, including nutrition and sustainable food and catering.
- Public sector specific 'rules of combination'⁴⁹ for the new Qualifications and Credit Framework (QCF) shortly to replace NVQs in the hospitality sector, which would ensure that education or care sector catering qualifications include nutrition and sustainability units.
- Work with awarding bodies and training colleges to develop units for the QCF to include key skills for health and sustainability which are:
 - Available at Level 2 (kitchen staff), Level 3 (supervisory) and Level 4 (management).

⁴⁸ Notes from Council of Food Policy Advisors meeting, September 2009

⁴⁹ All rules of combination within the QCF set out the requirements for achievement of a qualification under one or more of the following headings: credits from mandatory units; credits from optional units; credits from other units; equivalent credits ; exemptions

- A combination of work-based skills assessment and classroom, internet, or home-based learning and knowledge assessment.
- Given the absence of assurance bodies for healthy and sustainable catering, there is scope for a benchmarking / accreditation service for such training in London's public sector (e.g., accreditation of short courses in healthy and sustainable catering to give 'real world' value to supplementary training)
- Options for other relevant bodies:
 - The Learning and Skills Improvement Service (LSIS) should commission the development of Qualifications and Curriculum Authority (QCA)-approved continuous professional development for existing hospitality and catering training providers, to update them on sustainable food knowledge and skills.
 - National Occupational Standards for the hospitality and catering industry should include standards for healthy and sustainable catering and skills training, for the public sector catering workforce in particular, should integrate health and sustainability into learning outcomes. People 1st should take a lead role in this, following the example of Lantra (Land-based SSC) and Improve Ltd (Food and Drink SSC).
 - The School Food Trust should continue to provide, through the School FEAST network, supplementary training in healthy and sustainable catering (e.g., menu planning, food procurement, etc.) and this should be compulsory for all FEAST learners. When health and sustainability are integrated into public sector specific qualifications, these should form part of the School FEAST 'core offer'.

See appendix 9, illustrating the relationship between the various national bodies influencing training provision.

7.3 Public sector contracts

The ability of training activities alone to increase the use of sustainable food in the public sector will be limited by the current lack of supporting regulatory framework and resources. The LDA and local authorities in London are ideally placed to use the contracting system to ensure that both workforce training incorporates health and sustainability, and that standards for nutritional quality and environmental impact are mandatory in public sector catering contracts. As has previously been recommended,⁵⁰ templates for contract specifications that include health and sustainability criteria should be developed to provide guidance to public sector organisations. Similarly, the NHS has a responsibility, and a large capacity, to deliver more sustainable and healthy food through its procurement practices. Currently, a small number of Trusts are

⁵⁰ Defra. First report from the Council of Food Policy Advisors, September 2009

demonstrating that hospitals can achieve a sustainable and healthy food service, but without leadership and resources, this will continue to be the exception rather than the norm.

7.4 Project outputs

Our evaluation and analyses leads us to conclude that the output targets required by the LDA were not appropriate to the targeted sectors (i.e., education, health, social care, etc.) nor to the objectives of the GFTL Project and resulted in missed opportunities for learning in a number of key areas. Adherence to targets resulted in the Project moving from a more focused approach, which engaged fewer organisations but at greater depth; to chasing training outputs. As a result, GFTL did not have the capacity to pursue a 'whole institution' approach or pilot new methods to a greater extent.

Engagement with the public and third sectors introduces different challenges and requires different ways of working than dealing with the commercial food service sector. In light of this, we recommend that the LDA review their current monitoring / output requirements with a view to developing criteria that takes into consideration the need for more customised, participatory approaches in these sectors, which may mean fewer but higher quality 'outputs' (i.e., longer term, organisational level changes).

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Appendix 1a: The Mayor's Food Strategy Summary, May 2006

01 The Vision

Why does London need a food strategy?

Food and drink are vital to every Londoner, yet it is easy to take them for granted. An extraordinary network of farmers, factories, restaurants and retailers ensures that, every single day, millions of people in London are able to choose from an unprecedented variety of food and drink. But this complex system has its failings, from negative impacts upon health to environmental damage caused by CO2 emissions. The London Food Strategy has been developed by the Mayor of London and London Food to tackle these problems in a joined-up way while protecting the vitality, vibrancy and diversity of London's food culture.

Food and drink: a vision for London

Every part of the Strategy aims to embrace the London Mayor's three key priorities: health, equality and sustainable development. The Mayor's vision is that:

"In 2016, London's people, residents, employees, visitors and public, private and voluntary organisations will be:

- taking **responsibility** for the impacts of their food choices and their role in ensuring that food and farming are an integrated part of modern life
- demonstrating **respect** for all the elements involved in the provision of their food, and treating fairly the environment, the people, the animals, the businesses and others involved in providing their food
- conscious of the **resources** being used in growing, processing, distributing, selling, preparing and disposing of their food, and continuously engaged in minimising any negative impacts arising from this resource use
- benefiting from the **results** of this effort, so that all Londoners have ready access to a healthy, affordable and culturally appropriate diet."

The Strategy therefore aims to:

- improve Londoners' **health** and reduce health inequalities via the food they eat
- reduce the negative **environmental** impacts of London's food system
- support a vibrant food **economy**
- celebrate and promote London's food **culture**
- develop London's **food security**

In order to achieve this, the Strategy identifies six areas for action.

1. Ensuring commercial vibrancy
2. Securing consumer engagement
3. Levering the power of procurement
4. Developing regional links
5. Delivering healthy schools
6. Reducing food-related waste and litter

02 The Context

Extensive facts and figures about the current state of London's food system are presented in great detail in the full Strategy document. The full Strategy details eight stages of the food system.

1. Primary production

Growing or harvesting produce, either for sale or for use in processed food and drink

2. Processing and manufacturing

Processing and packing food and drink and manufacturing packaging and machinery

3. Transport, storage and distribution

The storage and movement of food between producers, processors and retailers

4. Food retail

The sale of food, either directly or through wholesale markets and retailers

5. Purchasing food

The purchasing of food or drink for consumption

6. Food preparation

The storage and cooking of food ready for consumption

7. Consumption

Eating and drinking

8. Disposal

The removal and processing of all unconsumed food and drink

Each of these stages is affected by a wide range of factors.

At **international** level, London's food is grown and processed all over the world and is consumed by people from a huge number of countries and cultures. London's food supply is also affected by, and subject to, international agreements, from the European Union's Common Agricultural Policy (CAP) to the Kyoto Protocol on climate change.

At **national level**, food and farming are mainly the responsibility of the Department for Environment, Food and Rural Affairs (Defra) and the Food Standards Agency (FSA). In 2002, Defra published a national strategy for sustainable farming and food called **Facing the Future**, and has recently published the **Food Industry Sustainability Strategy**. These initiatives aim to "reconnect" consumers with other parts of the food chain, particularly the farmer, and to strengthen regional food economies.

Other schemes, such as the **Public Sector Food Procurement Initiative**, and broader policies such as the **Choosing Health: Making Healthy Choices Easier White Paper**, are also shaping approaches to food at a national level.

The work on **regional** farming and food that came out of **Facing the Future** emphasised the fact that London and its food system function very differently to other parts of the United Kingdom. As a result, the Mayor of London set up the London Food Board to develop this Strategy. The Strategy sits alongside a number of other key London policies and initiatives, including the **London Spatial Development Strategy** (also known as the London Plan). The London Plan affects a whole host of food-related activities, from allotments to local convenience stores. Other London policies with links to food include the **London Cultural Strategy**, the **Economic Development Strategy**, the **Transport Strategy** and the **Municipal Waste Management Strategy**.

The Mayor's Food Strategy also recognises the importance of the regions around London – and in particular the South East and East of England – in supplying the city with food and drink.

At local and community level, partnership with the London Boroughs is essential and it is hoped that the Mayor's Food Strategy will feed into the actions of local councils and other public bodies, such as Primary Care Trusts and Local Education Authorities.

03 The Delivery

In order to maintain the positive aspects of London's food system and to address its failings, the Mayor's Food Strategy identifies six key areas for action. These are outlined below, together with a brief description of the sort of specific actions that could fall under each. These actions are not for the Mayor and Greater London Authority (GLA) alone to consider, but for all those who are engaged in the food system in London. A full action plan will need to be drawn up as described under the 'Next Steps' section.

1: Ensuring commercial vibrancy

Ensuring the commercial vibrancy of the food sector offers benefits across every aspect of London life. A food sector that is robust and diverse will provide a rich range of employment opportunities, generate income and guard against vulnerability. It will also contribute to some of the other health, cultural and social goals of the Strategy. The long-list of areas for action is as follows.

- Consideration will be given to the role that the public sector can play in helping to facilitate more **producer collaborations and logistics and distribution partnerships, to help smaller producers to compete in the market, and to encourage new entrants**
- Consideration will be given to the role that the public sector can play to support market and product **innovation**, and the promotion of 'direct selling' initiatives
- Directing better the existing resources available for business **support for specialist food manufacturers and processors**, particularly on consumer market trends and collaborative working, and particularly for small and medium sized enterprises (SMEs) that reflect London's diverse communities
- Planning and development support for identifiable and beneficial economic **food clusters** in London, such as restaurant clusters in Brick Lane and China Town, or manufacturing clusters at Park Royal, as well as continued support to London's many town centres
- Balanced use of the **spatial planning system** to support the differing needs of retailers of all sizes, including markets, so as to support the overall objectives of the Food Strategy
- **Better provision of training**, particularly in nutrition and health issues, for food retail and manufacturing employees, particularly across smaller enterprises, where this is possible

- **Better promotion of food tourism and food culture**, domestically and internationally – in particular by strengthening this aspect of London’s brand through Visit London’s marketing and promotional activity.

2: Securing consumer engagement

Without the engagement, enthusiasm and awareness of Londoners, the benefits of an improved food system will not be felt and their considerable influence as consumers will go untapped. Enabling positive behaviour change and promoting consumer choice are a fundamental part of this strategy. Awareness alone does not necessarily lead to sustained behaviour change. Londoners need to be enabled to put their intentions into practice. The long-list of areas for action is as follows.

- Explore the feasibility of a **London ‘Reward Card’ scheme** that encourages healthy and sustainable food choices
- In partnerships across the public and private sector, conduct a **high profile campaign** aimed at Londoners, based on research into the most effective communication methods. This should be public health-led, aimed specifically at promoting healthy foods, safe drinking and preparation methods and possibly linked to the 5-A-Day programme. The campaign should also incorporate food quality, tourism, enjoyment and the promotion of existing London success and will need carefully to take account of the needs of London’s diverse communities
- Engage the **large London retailers to promote healthy eating choices** that offer them market opportunities
- Promote and **expand opportunities for small-scale food production** for individuals and communities through gardens, orchards, schools, allotments and parks and open spaces
- Promote and **support London food events and festivals** that celebrate the quality and diversity of food in London and ensure that food plays a stronger role in the wide range of other events and festivals held across London every year
- Provide **support for pregnant mothers and those with infants** as part of a wider health advice package by engaging GPs, Sure Start schemes and piloting personal health advisors

3: Levering the power of procurement

The public sector in England spends £1.8 billion on food and catering services. Providing appropriate services to increase the opportunities for domestic producers to compete for this business has the potential to support London’s food economy, to reduce the environmental impact of London’s food system and to contribute to the improved health of Londoners. Although the needs of the private and public sectors are very different, the scale of the potential positive impact is such that both must be involved. The long-list of areas for action is as follows:

- **Develop public procurement support services and tools** for both procurement officials specifying food-related contracts and those organisations seeking to access the contracts
- **Encourage exemplar procurement practices within the GLA family** on food issues

- Continue to **increase the amount of organic and local food provided through public sector services** in London in response to growing consumer demand
- **Improve smaller producers' access to public and private sector contracts**. The ability of producers to engage in greater collaboration and co-operation is important and networking events between producers and procurement officials in London should also be developed.

4: Developing regional links

London has a strong regional, and indeed national, presence and role. There is a need to recognise and improve the ability of producers and manufacturers from all over the UK to access the London market. Reconnecting producers with consumers in London will not only provide environmental benefits but will also provide regional and national economic benefits. This will require **demand** for products from outside of London, the ability to **distribute** those products and the **retail opportunities** to facilitate their sale to Londoners. The long-list of areas for action is as follows.

- **Encourage innovation among producers** to meet the demand from London's consumers through, for example, product diversification (such as ethnic foods), organic food production, ensuring high standards of production and quality and promoting biodiversity
- Encourage **producer collaboration and cooperation** in order to share ideas, marketing costs, fund product innovation and enable access to public and private sector procurement contracts
- Research the feasibility of developing a **secondary food hub** that operates in parallel to the mainstream distribution network and enables smaller farms to share resources in order to access the London market. This research should take account of London's existing wholesale markets at New Covent Garden Market, Billingsgate, Smithfield, Spitalfields and Western International
- Encourage, co-ordinate and broker – as appropriate – **local and sub-regional logistics partnerships**
- **Promote opportunities for producers to sell into the London market**, through a mix of direct selling; selling to London's restaurants and independent stores; and, crucially, sales to the major retailers.

5: Delivering healthy schools

Schools have a fundamental role in the food system in London: they have the opportunity to provide pupils with healthy meals at least once a day; they can educate children about food, nutrition, healthy eating and the environment; they can equip children with the skills they need to make informed choices and prepare their own food and they can enable children to educate and pass on knowledge to their parents and peers. The long-list of areas of action is as follows.

- Support the education system in **increasing the time spent on cooking and food education** in schools, which may include work to revise the National Curriculum as well as specific support for individual schools and teachers

- **Research and promote the positive benefits of nutritious food for children**
- Improve the nutritional quality of school meals and the number of pupils eating them, targeting barriers such as training for catering staff, catering facilities, political will and overall budget allocations
- **Improve children's access to healthy, quality food outside of school meals** by improving the provision of fresh fruit and access to fresh water in schools; support and piloting the introduction of green/healthy vending machines; and establishing/expanding school breakfast clubs
- **Increase the number of schools taking part in farm/city farm visits**

6: Reducing food-related waste and litter

Food-related waste, which consists of both packaging and organic waste, has significant environmental, economic and health impacts. Two areas of intervention are called for – waste reduction/re-use and secondly, recycling.

Within these two broad categories, the long-list of areas for action is as follows:

- Continue to **expand and improve recycling services** in London. The Mayor has already committed to promoting home and community composting and exceeding Government household waste targets through the Municipal Waste Management Strategy
- **Establish kitchen waste collection schemes**. This will require further work by the London Boroughs to engage households, expanding collection services and, crucially, installing the infrastructure required to support the processing of such waste
- **Research the attitudes, awareness and behaviours of Londoners** towards food waste and explore the effectiveness of incentives to reduce food waste
- **Encourage composting and/or recycling by London's major food markets**
- **Pilot initiatives with major retailers in London to reduce packaging** and, in particular, trial charging for plastic bags

04 Next Steps

The Food Strategy sets out the long-term objectives for London's food system but it will not achieve those objectives unless its ideals are acted upon.

Developing and costing a detailed action plan and securing the resources and stakeholder buy-in for effective implementation will be crucial if the Strategy is to be a success.

A programme of projects to address the Strategy's key objectives is being developed.

The Strategy commits implementation partners to developing:

- a full action plan to address the Strategy's action areas;
- realistic and appropriate targets;
- full engagement with major partners and funders.

Appendix 1b: The Mayor's Food Strategy Implementation Plan, September 2007 (Section 03)

“London deserves a world-class food system with a vibrant, healthy and sustainable economy. I am confident that these projects will contribute to the food sector’s continued sustainable development.”

Mary Reilly

The strategy highlights the importance of prioritising actions to ensure that effort is targeted where it is most needed in order to achieve the vision of **Sustainable and Healthy Food for London**. Six priority action areas have been identified, these are:

- ensuring commercial vibrancy;
- securing consumer engagement;
- leveraging the power of procurement;
- developing regional links; and
- delivering healthy school meals.

Actions for each of these action areas – all of which are considered to be of equal importance and need to be pursued in parallel – are set out below. As this is a Greater London Authority-group document, there is more detailed information provided for London Development Agency-led projects. Further information on the projects led by other organisations can be obtained from the partner agencies.

Ensuring commercial vibrancy

Priority action

London Food Events (London Development Agency)

Anticipated budget £220,000

A series of London food events and festivals that celebrate the quality and diversity of food in London will be supported, alongside parallel work to ensure that food plays a stronger role in the wide range of events and activities held across London every year. These will help to showcase healthy food and provide information about healthy diets and sustainable food production, distribution and waste. In particular the project will target areas in which diet related illness is high through a series of small grants to fund activities and events in deprived areas.

Why are we intervening?

A food sector that is diverse, robust and vibrant will provide a rich range of employment opportunities, and generate income in a variety of ways. It will also help increase London’s food security – a system that is too rigid, or too dependent on a narrow base will not be sufficiently resilient in the event of an emergency.

Food events are one of the most tangible and accessible ways to engage people around healthy and sustainable food issues. These events will support communities to increase their enjoyment of healthy, sustainable food and will help to improve the economic vibrancy of local businesses. This project will contribute to providing information and education that will improve the diet and health of Londoners as well as reducing the environmental impact of London food system.

Targets

At least one high profile, large event in London to promote the objectives of the London Food Strategy

Key milestones

Milestone	Date
Contract an organisation to supply small grants to people and organisations in order to take part in or hold events and activities	2007/08
One large event or series of high profile events held (in partnership with Events for London)	2007–2009
Workshops for businesses that serve food to tourists and support for a network of these businesses	2007/08

Further actions by London Food partner organisations

Sustainable food into restaurants (London Food Link)

Aims to increase the proportion of local, organic, and fair trade food procured and offered by London's restaurants

London-wide social enterprise support programme (Greenwich Co-operative Development Agency)

Consultancy service for social enterprises

Growing exotic foods (Sustain)

To trial commercial growing of exotic foods in/around

London Flavours of London (London Food Link)

A consortium of caterers offering sustainable and culturally diverse cuisines that will work collaboratively, build capacity to take advantage of event catering opportunities and do business outside their core communities

Sustainable food into multicultural businesses (London Food Link)

Aims to increase the proportion of local, organic and fair trade food produced and consumed by London's diverse ethnic communities

Securing consumer engagement

Priority action

Consumer Engagement / Social Marketing Programme (Regional Public Health Group)

A high profile communications campaign will promote healthy food, safe drinking and preparation methods. This will be aimed at Londoners and be based on research into the most effective communication methods.

Why are we intervening?

Engagement and heightened awareness will mean that Londoners will be more likely to choose, prepare and consume foods that will benefit their health and will be more likely to exert their influence as consumers – upon producers, manufacturers and retailers – to engender sustainability across the food system in London and beyond.

Awareness raising and education, particularly around health issues can enable Londoners to understand food issues. This project also has the objective of increasing consumption of fruit and vegetables amongst population target groups and contributing to halting childhood obesity.

It is important to acknowledge that awareness alone does not necessarily lead to sustained behaviour change. Londoners' ability to put their intentions into practice can be limited by their inability to prepare or cook food, and in some cases to grow food. Further activities will address this aspect.

Further actions by London Food partner organisations

Local engagement through Local Area Agreements (Regional Public Health Group)

Work through Local Strategic Partnerships to ensure priorities for food and obesity feature in Local Area Agreement process

Understanding the barriers to accessing a healthy diet for older people (Greenwich Co-operative Development Agency)

Pilot project to tackle community diet and malnutrition in older people

Food growing project (GCDA)

Focus on older people being engaged with allotments and community food growing projects

Levering the power of procurement

Priority action

Public Sector Food Procurement Initiative (Government Office for London)

Sustainability issues will be embedded into local authority and Primary Care Trust contracts alongside work to increase the capacity of local suppliers to meet demand. Working initially with two local authorities, public sector organisations will be supported to produce new catering contracts that incorporate sustainable procurement criteria.

Why are we intervening?

The public sector in England spends £1.8 billion per year on food and catering services. Providing appropriate services to increase the opportunities for domestic producers to compete for business has the potential to support London's food economy, to reduce the environmental impact of London's food system and – both directly and indirectly – contribute to the improved health of Londoners.

The procurement requirements, incentives and the legal framework within which the private sector operate are very different to the public sector. Nonetheless, the scale and scope of the potential impact is such that private sector procurement practices will also be targeted through further projects.

Further actions by London Food partner organisations

Good Food on the Public Plate (Sustain)

Working primarily with hospitals across London to increase levels of sustainable procurement

Events and catering best practice (Greenwich Co-operative Development Agency)

Produce public sector procurement guidelines for healthy and sustainable food in partnership with Greenwich Primary Care Trust

2012 Olympic and Paralympic Games (London Development Agency)

Working group to assess the scope for increasing the supply of healthy, sustainable food at the 2012 Olympics

Local procurement projects (Greenwich Co-operative Development Agency)

GCDA and Community Food Enterprise are working to procure produce from local and regional farmers and supply it to locally based community projects and shops

Food and health in 2012 delivery plans (Regional Public Health Group)

Ensure that healthy food is a core part of the London Health 2012 Delivery Plan

Developing regional links

Priority action

Local Food Infrastructure Project (London Development Agency)

Anticipated budget £1,500,000

Work will be undertaken with one or more of London's wholesale markets along with producers and customers at different stages of the supply chain in order to build the capacity for local, regional and sustainable food to be supplied into London. This will involve activities to help wholesale markets to modify their practices in order to meet the demand for and supply of sustainable food. This project will be supported by a range of complementary measures including working to establish a sustainable Local London food brand; increasing sustainable procurement by food access projects in London and making food transport more sustainable.

Why are we intervening?

A key area of market failure for local and sustainable food is imperfect information. Firstly, this prevents suppliers establishing cost-effective networks in order to respond to consumer demand, and secondly prevents consumers from making informed decisions about the environmental, social and economic costs and benefits of the food they buy.

This is an interconnected issue and therefore requires a series of complementary interventions – to improve the access producers have to the London market, there must be demand for their produce; they must be able physically to distribute their produce to London; and there must be retail opportunities for selling the produce once it gets here.

Reconnecting producers with consumers in London will not only provide environmental benefits from reduced transport, but will also provide regional and national economic benefits; benefits locally to the farming community and improved access to fresh produce for Londoners.

Targets

15% increase over project lifetime compared to baseline figures in the volumes of locally- and regionally-sourced sustainable food sourced by partner wholesale markets

Key milestones

Milestone	Date
Begin work to support wholesale markets	2007/08
Support to existing Public Sector Food Procurement work	2007/08
Development of “local-to-London” brand	2007/08

Further actions by London Food partner organisations

Regional food group (London Food Link)

To promote and raise the profile of food produced in and around London to public and private sector purchasers in London

London food access forum (Sustain)

Communication between members of the forum’s networks in order to promote joint working

London Food Link network – (London Food Link)

The network facilitates London’s food organisations and interested parties to communicate on sustainable food in London

Greenwich community food co-ops (Greenwich Co-operative Development Agency)

Improve existing and open more street-based stalls to revive local community and provide access to healthy food

Delivering healthy schools

Priority action

Good Food Training for London (London Development Agency and Greenwich Co-operative Development Agency)

Anticipated budget £970,000

Training and skills programmes in procuring, preparing and cooking healthy and seasonal food will be delivered to public sector catering staff and procurement managers in schools and hospitals, through dedicated training centres across London. The pilot project can then be rolled out across other London training centres. A key driver is to develop the skills of public sector caterers to ensure that quality, healthy food is served consistently.

Why are we intervening?

Schools have a fundamental role in the food system in London: they have the opportunity to provide pupils with healthy meals at least once a day; they can educate children about food, nutrition, healthy eating and the environment; they can equip children with the skills they need to make informed choices and prepare their own food; and they can equip children to educate and pass on knowledge to their parents and peers.

For many people in schools and hospitals, the food provided by these public sector organisations is their only hot, nutritious meal of the day. This is especially true for young children living in poverty and the elderly who tend to be the main recipients of hospital food after the staff. The programmes will also deliver a step change in the purchasing of food within the public sector.

Targets

Over 1,000 people will be trained in the pilot boroughs

Key milestones

Milestone	Date
Recruitment to sustainable food procurement post to begin engagement of hospitals	2006/07 – 2008/09
Design and Equip training centre (including co-ordination)	2006/07 – 2007/08
Securing relevant training courses, including designing the package of training to suit the particular user groups – NVQ level	2006/07
Supporting measures (implementing management staff to oversee the centre, marketing, brand image, publicity)	2006/07 – 2008/09
Research report to evaluate and make recommendations	2007/08 – 2008/09

Further actions by London Food partner organisations

Delivering healthy eating strand of healthy schools standard (Regional Public Health Group)

Working with Healthy Schools Partnerships to assist and accelerate progress by schools towards the Healthy Eating Theme of Healthy Schools Status, including support on whole school food policies and meeting the new school food standards

Children's Food Campaign (Sustain)

Policy issues relating to children and healthy food

Reducing food-related waste and litter

Priority action

Strengthening London's Commercial Food Waste Supply Chain (London Development Agency)

Anticipated budget £150,000

The project will facilitate the development of markets for London's food-related waste through supporting at least one pilot food waste collection scheme. Areas targeted for assistance include supply chain management and customer recruitment. The project will, in defined geographical areas, engage

commercial outlets from small food businesses to supermarkets that generate food waste through selling, preparing and serving foodstuffs. The project will be based on current national and international best practice for food waste collection processes.

The project will link to other waste initiatives in London and in particular the generation of biofuels. For example, the London Development Agency, the London Climate Change Agency and London Remade are working with the private sector on a project identifying sites for non-combustion commercial and industrial waste for energy projects in London.

Why are we intervening?

The production of food-related waste has significant environmental, economic and health impacts. Food-related waste includes two key elements: packaging waste and organic food waste. These elements require different approaches to tackle them. There is a need to consider both household and commercial waste streams and to adopt two key waste interventions: waste reductions/re-use and recycling/composting.

Consultation showed that investors have begun to finance the processing infrastructure needed in order to divert commercial waste from landfill, however, the supply side (types and quantities of food waste available, collection systems, support and training, contract development) is poorly developed. Intervention is therefore needed to bring the material to market, providing a catalyst for further investment in processing infrastructure. Without the processing infrastructure in place to separate and collect food waste from the commercial sector, it is unlikely that new waste processing technologies will be realised in London. This will have the overall effect of reducing the quantities of commercial food waste being disposed of to landfill and incineration.

Targets

To be informed by the business case. It will include business support, jobs created, landfill diversion – CO2 savings (include methane)

Key milestones

Milestone	Date
Tender for research and business case design	2007/08
Expression of interest for grant funding to develop food waste collection business	2007/08
Identify interim recipient(s) for reprocessing of the food waste whilst the pilot is carried out	2007/08
Delivery of business support	2008/09
Evaluation of pilot	2008/09

Further actions by London Food partner organisations

London boroughs food waste collaboration (London Councils)

Working with London boroughs to facilitate joint action on tackling food waste issues, especially kitchen waste composting

Towards a greener food and drink sector (London Food Link)

Working with London Sustainability Exchange to help food and drink businesses to reduce resource use through upskilling in better waste management and more efficient use of resources, procurement of food from sustainable sources and promoting healthy eating

Appendix 1c: Good Food Training for London Project Brief

GOOD FOOD - TRAINING FOR LONDON

Project Brief: Better food in the public sector – Improving school food and hospital food through training and skills

Purpose of Document: This document sets out a proposal to influence public sector food procurement in London in order to help deliver the objectives and actions of the London Food Strategy.

1. Context

The Mayor's London Food Strategy, *Healthy and Sustainable Food for London*, was launched in May 2006. The Strategy identifies food preparation and cooking for public consumption as a high priority and recommends that it be conducted to the highest possible standards for school children, hospital patients, prisoners, the homeless and the elderly.

Public sector procurement offers enormous potential for transforming markets and driving innovation and behaviour for sustainability. The public sector in England spends £1.8 billion a year on food and catering services.

London Food Strategy actions include recommendations that the following be done:

- *Provide training, information and guidance for cooks and catering staff*
- *Improve quality of ingredients*
- *Use facilities and opportunities available to provide meals for consumption by the general public*

Furthermore the Food Strategy recommends the following **priority actions:**

- *Enhance and extend public procurement support services and tools, with both local authorities and central government departments*
- *Mainstream and improve cooking & food education in schools*
- *Provide training and skills programmes; and*
- *Increase the percentage of children eating healthy school meals*

2. Concept

The primary driver for this project is to increase training and skills levels in the public sector in order to achieve health and sustainable food and procurement in the public sector. This is done by addressing the quality, provenance and affordability of the food supplied and the level of food skills and training in schools and hospitals. By part funding a proposal for one or more integrated training centres in pilot London boroughs facing multiple indices of deprivation, this project will increase the levels of healthy and sustainable food through training catering staff in schools and hospitals, through courses designed and accredited to suit the needs of school dinner staff and hospital caterers in procuring, preparing and cooking healthy and seasonal (where possible) food.

GCDA will be the lead partner in this project, with support from a number of London boroughs including Southwark, Tower Hamlets, Bexley, Greenwich and Lewisham to help meet the needs of the other parts of the training programme, including a commitment from one or more Training Colleges to provide Training Kitchen satellites and to cover the costs associated with that.

Sustain: the alliance for better food and farming, will partner this project through an extension of their work on procurement with catering staff in hospitals, schools and care homes across London and the South East.

2.1 Development of a pilot integrated training centre

Greenwich Co-operative Development Agency (GCDA) have developed a project to set up a catering training programme for public sector caterers including school dinner staff, residential carers, hospitals catering staff, private sector caterers from SMEs, local residents and adults with learning disabilities. GCDA are proposing to work with a number of London Boroughs including Tower Hamlets, Southwark, Lewisham, Greenwich and Bexley councils to access these groups. It is proposed that this is used as a pilot project which can be rolled out to the rest of London boroughs.

Public Sector Catering Providers will buy in the package of training as part of their commitment to keep staff up to the legal standards set by the government. Businesses, and other council directorates as well as the hospitals and residential care homes have expressed an interest in buying training for their staff teams. Therefore the main costs are expected to be associated with the initial set-up of the Training Kitchen Satellites, developing the training courses, logistics, marketing and putting management in place.

2.2 LDA investment will add value to this project in order to ensure that:

1. The training kitchen satellites will be fully fitted to deliver training for public sector caterers from schools and hospitals
2. The training course is developed which includes;
 - a. Accredited training courses for hospital and residential care home catering staff which meet the Government's standards (particularly those within the Caroline Walker Trust's guidelines) and for school dinner staff, parents and other school staff including a programme of training for the school staff or relevant Council Officers to provide lessons to school children and parents about food, health and sustainability. Altogether 1,230 people will be trained during the pilot phase and an average of 30% of school children will be engaged in the selective pilot areas.
 - b. Tools to enable the hospital catering staff to put sustainable procurement practices in place, including utilising knowledge of suppliers from Good Food on the Public Plate
 - c. Training for head teachers to help the school implement the Whole School Approach
3. A full-time member of staff is employed to coordinate the project, liaising between the training centre and the public sector staff in order to ensure that the outputs are met.
4. Management and staffing are secured for the satellites and training courses.

Public Sector organisations will engage with the package of training as part of their commitment to keep staff up to the legal standards set by the government. Businesses, and other council directorates as well as the local PCT have expressed an interest in buying training for their staff teams. Therefore the main costs are expected to be associated with the initial set-up of the centre, developing the training courses, logistics, marketing and putting management in place.

It is anticipated that this project will be funded for just over 2 financial years, but that a full evaluation of the pilot project will begin after the training has been running for at least 6 months in order to begin gathering evidence and developing recommendations to roll it out pan-London.

3. Why?

The project will be led by GCDA and will act as a pilot model of best practice which could be replicated more widely across London. Therefore, it is vital that the project gets this initial injection of investment in order to add value to Sustain and to GCDA's work in the public sector, increasing substantially the number and quality of school dinner staff and catering managers being trained in London, and also extending it to hospital cooks. The value added by the LDA will directly improve training and skills levels in the public sector. When the project is evaluated and rolled out it will achieve pan-London benefits.

The intervention will ensure that the training will give the catering staff the tools to put in place the knowledge and awareness needed to bring the public sector in to line with the LDA targets for achieving sustainable development.

4. The initiative will:

- Develop the skills level within public sector caterers to ensure that quality, healthy food is served consistently
- Provide considerable health benefits to Londoners, including school children and hospital patients, by improving the nutritional standards of public food and implementing the Whole School Approach in schools.
- Deliver a step change in the purchasing of food within the public sector to meet the London Food Strategy's objectives regarding sustainable food sourcing
- Increase number of trained public sector caterers who meet the standards required by the government
- Help to reduce the environmental impact of London's food system by promoting the sourcing of more sustainable food;
- Provide benefits to the London economy by promoting more local and regional sourcing;

5. What?

Specifically, the project requires:

- A. **Equip at least one integrated training centre, which provides a direct output** of skills and training to public sector caterers. This involves designing and equipping a large kitchen area with 10 work stations (training for 10 at a time), with hobs, 4 ovens, 3-4 steamers, freezers, fridges, regeneration oven, light equipment and sinks.
- B. **Design and secure accredited courses** building in all the elements required to ensure a sustainable approach to food within the public sector, including better quality and healthy food. Particular to the course will be the nutrient standards appropriate to the audience.
- C. **The establishment of a sustainable food procurement officer in order to** add value to Sustain's *Good Food on the Public Plate* project and ensure that the outputs are achieved and to help with logistics and administration of implementing the training courses.
- D. **Supporting measures** will secure the resources to set up this part of the project including, marketing, branding and retaining suitable management and communications staff to run the training centre.
- E. **Research report** to evaluate the pilot project and make recommendations for rolling out the project across London. Includes funding to protect the innovation, ensuring that the business becomes a model that can be rolled out at the end of the project.

6. Funding

The level of LDA investment required to run this intervention is likely to be of the order of £970 over financial 3 years. A breakdown of estimated costs is given below.

Improving public sector food	06 - 07	07 - 08	08 - 09	Total
Sustainable food procurement post to engage hospitals	34,127	72,308	37,200	143,635
Accessing training satellites (including co-ordination)	49,720	20,280	70,000	140,000
Securing relevant training courses, including designing the package of training to suit the particular user groups – NVQ level	63,707	97,696	42,069	203,499
Supporting measures (Implementing management staff to oversee the centre, marketing, brand image, publicity)	112,446	139,190	95,154	346,790
Research report to evaluate and make recommendations	20,000	62,159	53,917	136,076
Project Total				
VAT				
Project Total (inc. VAT)	280,000	391,633	298,367	970,000

Total Programme Budget – March 2007 to March 2009

Financial year	Capital (£)	Revenue (£)	Total (£)
2006 – 07	49,720	230,280	280,000
2007 – 08	20,280	371,353	391,633
2008 – 09	70,000	228,367	298,367
Total (£)	140,000	830,000	970,000

For what outputs?

Public Sector Food Procurement	
Hospital and school caterers trained	1230
Evidence based report and toolkit and business plan (governance and financial model and needs assessment for each borough) about project and its roll out. Plus assessment of the course.	

Breakdown of Outputs: March 2007 – March 09

Item	2007 – 08	2008 – 09	%	Total
Output 1	Short courses			
LDA Gross target	390	590		980
BMEA Gross	195	295	50%	490
Disability Gross	39	59	10%	98
Women Gross	351	531	90%	882
Output 2	NVQ 2 or Equivalent			
LDA Gross target	100	150		250
BMEA Gross	40	60	40%	100
Disability Gross	10	15	10%	25
Women Gross	50	75	50%	125

Appendix 1d: Summary of GFTL Project Spend

GOOD FOOD TRAINING FOR LONDON 2007 - 2009	
Item	Total (£)
Greenwich CDA	339,176
Promotion	32,697
Evaluation	54,640
Sustain	154,122
Greenwich TPCT	11,944
Other Training Related	
Development Worker/Trainer	78,650
Training - Childcare	461
Training - Expenses	6,573
Training - Resources	28,625
Training - Sessionals	64,962
Training - Lewisham College	12,400
Training - Community Food Enterprise	5,000
Capital	180,750
Total	970,000

Appendix 2a: GFTL Course List

The following **Free** short courses are offered by the Good Food Training for London project and are aimed at those involved in the planning, production or service of public sector catering.

Through training staff and parents to better understand the messages behind healthy, sustainable food and why it is important, we aim to increase the uptake of healthy & sustainable meals in the public sector.

Course & Overview	Duration
<p>1. Introduction to Healthy Eating A solid grounding in the principles of healthy eating – what it is, why it's important, and how to use this information to help people make healthier choices. This course covers the following:</p> <ul style="list-style-type: none"> • An understanding of the Eat Well Plate • How diet impacts on our health – both mental and physical • Practical ways to help people engage in healthy eating 	3 hours
<p>2. Tailor-made Healthy Eating & Nutrition Each institution is different, and there are specific issues that staff face when trying to help their clients make healthier choices. This option gives you the opportunity to consult with a trainer about these issues and from this consultation; we will tailor a course accordingly. This course can be run over 1 or 2 days or over 3 weeks.</p>	6 hours
<p>3. School Taster Cookery Clubs One of the best ways to engage children and adults in making healthier choices is to involve them in cooking and tasting these sorts of foods. In partnership with catering providers, we are offering a taster cookery club for parents and children to give them the opportunity to learn to cook and eat healthy, affordable food. NB: We will only run these courses with the support and commitment of the catering company and the head teacher. We would ideally like to see at least one member of staff attend course 4 below.</p>	Five x 2 ¹ / ₂ hour weekly sessions
<p>4. OCN Accredited Healthy Eating and Running a Cookery Club to learn how to set up and run a cookery club within their sector. The course is split into 2 units:</p> <ol style="list-style-type: none"> 1. Nutrition Skills <ul style="list-style-type: none"> • Gain a full understanding of the Eat Well Plate • Understand the issues around diets high in fat, salt and sugar • Make recommendations for increasing fruit & vegetables, & decreasing fat, salt & sugar • Learn how to read labels and use this information to make healthier choices 2. Running a Cookery Club <ul style="list-style-type: none"> • Understand the basic principles of working with groups • Learn to present healthy eating information in practical, informative & accessible ways • Learn to plan and deliver a healthy cookery club 	10 x 3-hour sessions or 5 x 6-hour sessions
<p>5. CIEH Award in Healthier Foods & Special Diets, Level 2</p> <ul style="list-style-type: none"> •The relationship between nutrition, diet and health •The nutritional requirements of different population groups •Current policy, legislation and voluntary guidelines •The effects of food processing on nutrient content •Nutrition labelling 	6 hours
<p>6. Customer Care- Awareness and Skills</p> <ul style="list-style-type: none"> •An insight into how better 'customer care' can increase uptake of meals and improve the mealtime experience of staff and customers. •Learn about different food cultures and the of food choice. •Understand the importance of effective communication skills and the need for empathy when dealing with a vulnerable group of people 	3 hours

<p>7. Food Presentation</p> <ul style="list-style-type: none"> • Attractive food is more appealing to eat, and to serve. • Learn about the effect of colour, texture, shapes and portion size on a plate of food. • Appreciate the role of expectations in serving culturally or regionally specific dishes. • Learn finishing techniques, like garnishing and piping skills 	3 hours
<p>8. Basic Knife Skills To comply with Health & Safety procedures and to be able to prepare fresh and healthy ingredients, all cooks should learn how to maintain and handle knives safely</p> <ul style="list-style-type: none"> • Sharpen & store knives correctly, and handle them safely • Select appropriate knives for the task at hand • Different cutting techniques for efficient preparation and interesting presentation • Vital for learning how to prepare fresh, healthy ingredients 	3 hours
<p>9. Responsible Food Procurement - simple steps</p> <ul style="list-style-type: none"> • Learn how to carry out a simple audit on your current procurement routine • Learn small steps to make your influence more environmentally and socially beneficial and possibly save money • Learn to find Fairtrade, free range eggs, local & organic milk, seasonal fruit & veg, MSC-certified sustainable fish, cheaper cuts of meat from certified British sources 	3 hours
<p>10. Responsible Food Procurement- one (or two) day course</p> <ul style="list-style-type: none"> • Explore the social, financial and environmental impacts of your procurement decisions. • Learn which foods can reduce the demands on your budget, <i>and</i> on the environment. • Practical advice on what to buy and where to buy it. • Can include a day trip to a market, farm or sustainable fishery to see your procurement in action! 	6 hours
<p>11. Responsible Waste Management Waste of food, and of the energy and packaging needed to deliver it is a drain on the environment and on your budget. This course gives you the knowledge to carry out a simple audit on current waste management & to take easy steps to make small but effective changes</p> <ul style="list-style-type: none"> • Water waste and ways of saving it • Key areas for energy management • Recycling • Re-useable or returnable packaging • Reducing unnecessary food waste • Recycle food waste and turn used fryer oil into biofuel 	3 hours
<p>12. Practical Cooking Skills: one day courses Spend a day in our training kitchen learning or updating your cooking skills. Choose one or more from the following areas:</p> <ul style="list-style-type: none"> • Soups and sauces • Fresh vegetables • Sustainable Fish • Meat: slow cooking for cheaper cuts. • Pulses and beans 	Each option is 6 hours training
<p>13. Menu Planning & Design Good menu planning is essential to provide high quality, interesting food, while staying in budget and minimising food waste.</p> <ul style="list-style-type: none"> • Planning considerations like presentation and portion size. • Learn where to spend and save money on ingredients to maintain quality. • Appreciate the need for <i>real</i> choice on a menu. • Awareness of culturally appropriate foods, like Halal or vegetarian. 	6 hours

Please note: to be eligible for free training, each participant MUST complete a minimum of six training hours (1 day = 6 hours).

If you would like any more information about any of the training, or would like to book someone on, then please contact Mel or Lorraine on 0208 269 4880 or email info@gcda.org.uk, or Pam on 02078371228 or pamela@sustainweb.org

Appendix 2b: List of Resources Developed

Name	Description of resource	Purpose	Used in courses
Lunch time Matters! floor mat	Illustrated floor mat depicting groups of people to whom school lunch matters: pupils, parents, teachers, catering staff and the community. Accompanying statement cards describing the reasons that lunchtime matters	To explore the reasons why lunchtime matters to different groups of people, and help kitchen staff to understand the significance of their role	Customer Care for School Cooks Menu Planning for School Cooks
Seasonal Food Calendar floor mat	Illustrated floor mat depicting each of the 12 months in a food growing landscape. Accompanying cards showing fruit, vegetables, preserved products, meat and fish. Accompanying trainer notes	To guide discussion about seasonality, and help participants learn which foods are available at what times in the year	What is sustainable food? Menu Planning Sustainable food on a budget
Values for Money costing game	Sets of ingredient cards for each of 4 dishes, with portion size, price, assurance, information on accreditation scheme and provenance. Accompanying Powerpoint slide/handouts with dish budget and supplier details	To help participants cost a recipe using sustainable, seasonal, high welfare ingredients	What is Sustainable Food?
School Cook Skill Set cards	Illustrated cards depicting different 'skills sets' that a school worker may use; e.g. nurse, policeman	To explore the different skills a person may use to fulfil their role, helping participants to appreciate their own importance to the school food service	Customer Care for School Cooks
Good Cook, Bad Cook fancy dress	Sets of school cook fancy dress outfits- clean and smiling, dirty and grumpy- with character prompt cards	To demonstrate the impact of good and bad customer service!	Customer Care for School Cooks
Food Policy game	Cards with different statements from an institution's food or menu policy	To help participants write a food or menu policy, from the point of view of different people who might want to have a say	Food Purchasing & Menu Planning Menu Planning for After School Clubs Menu Planning for School Cooks
Cultural Diets Match making game	Cards with religions, dietary restrictions and menu examples	To help staff explore different cultural diets and their significance	Customer Care in Hospitals

Appendix 2c: Training Needs Assessment Form

Training Needs Assessment		
Name:		
Job Title:	Organisation:	
Address:		Postcode:
Email:		
Phone:	Mobile:	
Organisation Information		
Type of organisation:		
Aim of catering service? i.e. Who do you cater for?		How many people per day?
No. participants employed:	No. participants to be trained:	
Participant job titles or roles:		
Previous Related Training Activity		
Type of training (e.g. Marketing):		
Level and length of training:	Who participated?	
Current situation		
Why does your organisation need this training? Specific problems to be addressed:		
1.		
2.		
3.		
Training requirements		
Do your participants have English as second language?	YES	NO
Are there any literacy issues we should be aware of?	YES	NO
Desired changes in participant behaviour as a result of training:		
1.		

Training Needs Assessment

2.

3.

Desired changes in participant understanding or key messages to communicate:

1.

2.

3.

Desired training outcomes: Food and menu

Desired changes in food or menu as a result of training:

1.

2.

3.

Desired training outcomes: Organisation

Desired changes to organisation as a result of training (where applicable):

1.

2.

3.

Signature:

Date:

This information will be treated in the strictest confidence and will comply with the requirements of the Data Protection Act

Greenwich Co-operative Development Agency, The Forum@Greenwich, Trafalgar Road,
London SE10 9EQ

Tel no: 020 8269 4880 – Fax no: 020 8269 4899 – email: admin@gcda.org.uk

Appendix 2d: Trainer Observation Form

The purpose of an observation is to improve the overall effectiveness of trainers and to support them in their skills development. Both the trainer and the observer take an active role in the process. This form is to be used by the observer as a tool for providing feedback. Not all points will be relevant to every session.

Trainer:	Training Topic:
Observer:	Date:

SKILLS	RATING (1-4) 1 – rarely 2 – some of the time 3 – most of the time 4 – all of the time	COMMENTS
Communication Skills		
Demonstrates appropriate body language		
Is approachable and friendly		
Speaks clearly and audibly		
Listens well and asks clarifying questions as needed		
Conveys information clearly and succinctly		
Organisational Skills		
Manages time effectively		
Is organised and well prepared		
Presentation Skills		
Effective use of visual and multimedia aids that are appropriate to the audience		
Presents information in varied and creative ways		
Explains new concepts using relevant examples		
Facilitation Skills		
Manages group dynamics effectively		
Gives appropriate feedback. Builds on group contributions.		
Training objectives and goals are fulfilled.		
Delivers information that is current and relevant		
Demonstrates good knowledge of subject		

TRAINING TECHNIQUES

List the training techniques used during this session. Please comment on the effectiveness of each technique.

What are the trainer's strengths?

What areas require improvement?

Did the training contribute to an understanding of healthy and sustainable food, and eating habits? How?

Did the trainer ensure the aims and objectives of the course were met?

Any other comments:

Observer's Signature: _____ Date: _____

Trainer's Signature: _____ Date: _____

Appendix 2e: Tutor Feedback Report

Good Food Training for London
 Tutor Feedback Report

Please use the space below to feed back from the session you have trained. Specifically regarding training materials, venue, administrative support, participant engagement and achievement

Tutor Name:

Course:

Date of course:

<p>Training materials Were they appropriate to the group, interactive, informative, relevant to the subject matter? Was there anything missing?</p>	
<p>Participant Engagement and Achievement Did the learners contribute to the session, did they participate in group work? If not, could this be – they were intimidated by managers present, disinterested or nervous? How do you know they achieved the aims and objectives of the session? Were there any difficult or challenging participants you feel we should report back to management?</p>	
<p>Venue Did you have all the facilities you needed? Was the room appropriate? Were there adequate refreshments and support from staff there?</p>	
<p>Administrative Support Did you have all the forms, times, dates and venues of training etc you needed?</p>	

Thank you for your comments.

Appendix 3: List of Training Providers

NVQs

Lewisham College	http://www.lewisham.ac.uk/
Hackney Community College	http://www.tcch.ac.uk/
Hospitality Industry Training (HIT)	http://www.hittraining.co.uk/
Education and Youth Services Ltd (EYS)	http://www.eyesuk.org.uk/

Others

NHS Greenwich	http://www.greenwichpct.nhs.uk/
Community Food Enterprise	http://www.c-f-e.org.uk/
Eagle Solutions Services Ltd	http://eaglessl.co.uk/index.php
Povey and Company Ltd	http://www.poveyco.co.uk/
Nutrition Advisory Services (Southwark Council)	http://www.assp.org.uk/Agency.asp?id= SX9452-A77F6BC2

Freelance Tutors recruited through

Nutrition:

Regional School Food Group
Newham Food Access Partnership
NHS Greenwich

Food Growing:

Sustain's London Food Links and Capital Growth networks

Appendix 4b: Interview Topic Guides

1. Catering staff (course participants)

- How did you find out about *Good Food Training for London*?
- What training did you receive?
- Did you choose to attend the course or was attendance mandatory?
- How does this training fit into your job responsibilities?
 - What changes have you made since the training?
- Have there been any barriers to putting things you've learned into practice?
 - If so, what are these barriers? (prompts: manager, costs, lack of cooperation from colleagues, not involved in decision making) How do you deal with them?
- Can you give an example of a time when practice changed in your workplace? (prompts: change in how food is stored or hygiene practices or waste practices)
Can you describe how the change happened? (prompts: meetings, notices, training; how long did it take for people to adopt new practice, etc.)
- What does 'healthy food' mean to you?
 - Can you give some examples of healthy food and unhealthy food?
 - How important do you think it is for your school / hospital to provide healthy food? Why?
- What does 'sustainable food' mean to you? (prompts: grown in an environmentally responsible way, food that is grown closer to where it will be eaten)
 - Can you give some examples of sustainable food and unsustainable food?
 - How important do you think it is for your school / hospital to provide sustainable food? Why?

2. Management level staff (course participants)

- How did you hear about *Good Food Training for London*?
- What training have your (food service) staff have received?
- Was attendance mandatory?
- How does this training fit into their job responsibilities?
- Have there been any changes to the food service since staff received training?
 - If so, how has the food service changed?
- How would you describe the food service in your organisation currently? (if school: in house or provided by a contract caterer? / managed by school or LA?)
- How involved are catering staff in decision making about the food service?
 - What sort of feedback have you received from staff?
- What does 'healthy food' mean to you?
 - Can you give some examples of healthy food and unhealthy food?
 - How important do you think it is for your school / hospital to provide healthy food? Why?
- What does 'sustainable food' mean to you? (prompts: grown in an environmentally responsible way, grown closer to where it will be eaten)
 - Can you give some examples of sustainable food and unsustainable food?
 - How important do you think it is for your school / hospital to provide sustainable food? Why?
- What do you think are the biggest barriers to providing more sustainable food in your school / hospital?
- How do you feel your hospital / school could benefit from providing sustainable food?
- What changes do you think could be easily implemented in your school / hospital to provide more healthy food?
- What changes do you think could be easily implemented in your school / hospital to provide more sustainable food?

3. Project tutors

- o What is your background and previous work (training) experience?

- o How did you get involved with Good Food Training?

- o What courses do you teach?

- o Have you needed to develop or adapt course materials and if so, how do you go about this?
 - o Specific example(s)
 - o Opportunity for review and feedback – is there enough support / access to resources and expertise if needed?
 - o How is content agreed with GCDA / Sustain?

- o Has the course content changed at all since you first started training?
 - o If so, why did it change?

- o What have you found works well in your sessions?

- o What have you found challenging?
Prompt - not enough time to cover material, learners are at different levels, learners not interested or not informed about why they are attending, low commitment resulting in high rate of cancellations, low attendance, some information is new / had little previous knowledge

- o What do you think is the biggest barrier to participants implementing what they have learned in their workplace?

- o Based on your experience so far, is there anything you would suggest to help improve the training (or is there anything else GCDA / Sustain could do to help you do your job?) e.g., change how courses are advertised, better access to resources and technology, etc.

Appendix 4c: Interview Information Sheet

Information Sheet

I am writing to invite you to take part in an interview for the Evaluation of the Public Sector Food Training and Procurement Programme (Good Food Training for London) City University's Centre for Food Policy is carrying out the evaluation for the programme.

Project Title: Evaluation of the Public Sector Food Training and Procurement Programme (Good Food Training for London)

Principal Investigators: Dr Martin Caraher, Ms Michelle Wu

Why are you being asked for an interview?

We are asking to interview you because you have recently received training as part of the Good Food Training for London (GFTL) programme.

Purpose of the interview

As part of the evaluation of GFTL, we would like to find out what you thought of the training and the topics taught, whether and to what extent you have been able to put into practice in your workplace, the things you learned, and what barriers (if any) have you encountered or do you think exist?

Procedure

We have contacted you by telephone and a suitable interview time and venue have been agreed. Your participation is entirely voluntary and you may withdraw at any time should you change your mind. The interview will be recorded and will take no longer than 30 minutes.

Potential Benefits

This will be an opportunity for you to identify training needs and to inform the development of educational packages for caterers in the public sector.

Confidentiality

Every effort will be made to ensure confidentiality. No information that discloses your identity will be used in any project reports and all comments made in the interview will be anonymous.

The recorded data will be stored as an mp3 file and will be transcribed by the researcher. We will hold the audio data until the end of the project (30/9/2009) and the transcribed data will be stored electronically on the system, and hard copies in a locked room, at City University premises until 31/12/2011, when it will be destroyed. Once interviews are transcribed they will be anonymous, as all identifiable information will be removed.

Reward for Participation

You will be offered a £10 voucher for your participation.

University Complaints Procedure

If there is an aspect of the interview that concerns you, you may make a complaint. City University has established a complaints procedure via the Secretary to the Research Ethics Committee. To complain about the study, you need to phone 020 7040 8106. You can then ask to speak to the Secretary of the Ethics Committee and inform them that the name of the project is: Evaluation of the Public Sector Food Training and Procurement Programme (Good Food Training for London)

You could also write to the Secretary at:

Dr Naomi Hammond or Anna Ramberg
Secretary to Senate Ethical Committee
Academic Development and Services
City University, Northampton Square
London, EC1V 0HB

Email: naomi.hammond.1@city.ac.uk

If you have any questions about the interview or the evaluation in general, please contact Michelle Wu at 020 7040 8943 or by email:
michelle.wu.1@city.ac.uk

Appendix 4d: Interview Consent Form

Consent Form

Project Title: Evaluation of the Public Sector Food Training and Procurement Programme (Good Food Training for London)

Principal Investigators: Dr Martin Caraher, Ms Michelle Wu

🍏 I agree to take part in the above City University evaluation project. I have read the Information Sheet and my questions have been answered to my satisfaction.

🍏 I understand that my participation is entirely voluntary, and that I can choose not to participate in part or all of the project and can withdraw at any stage without being penalised or disadvantaged in any way.

I understand that agreeing to take part means that I am willing to:

🍏 Be interviewed by the researcher

🍏 Allow the interview to be audio taped

Data Protection

This information will be held and processed only for the purposes of the evaluation.

I understand that any information I provide is confidential. I agree for the interview to be tape recorded and I agree for verbatim quotations from the interview to be used in presentations, reports and other publications on the understanding that no information that could identify me will be presented or published in any reports on the project, or to any other party.

I have received a copy of this consent form for my own records.

Name of Participant

Signature

Date

Name of Interviewer

Signature

Date

Appendix 5: Training Received by Participant Type (N=1105)*

Course	Participant type												
	Catering/kitchen assistant	Carer/care assistants	MDS/ASC staff & related	Cook/chef	Teacher/TA	Parent or relative	Domestic/ward hostess	Catering manager consultant	Other manager	Community worker	Nurses	Other	Procurement/Contracts
Customer care	246	21	0	42	0	0	15	2	0	1	10	7	0
	78.6%	20.2%	0.0%	38.2%	0.0%	0.0%	37.5%	3.6%	0.0%	2.4%	35.7%	5.0%	0.0%
Food presentation	7	19	0	10	0	0	20	1	0	2	10	8	0
	2.2%	18.3%	0.0%	9.1%	0.0%	0.0%	50.0%	1.8%	0.0%	4.9%	35.7%	5.7%	0.0%
CIEH Food Safety L2	4	0	23	2	37	3	0	2	3	6	0	32	0
	1.3%	0.0%	20.7%	1.8%	60.7%	5.7%	0.0%	3.6%	14.3%	14.6%	0.0%	22.9%	0.0%
Intro to health eating	39	0	41	2	12	15	0	4	1	7	3	23	0
	12.5%	0.0%	36.9%	1.8%	19.7%	28.3%	0.0%	7.1%	4.8%	17.1%	10.7%	16.4%	0.0%
CIEH healthier foods & special diets L2	5	40	11	14	8	6	3	11	3	8	5	22	0
	1.6%	38.5%	9.9%	12.7%	13.1%	11.3%	7.5%	19.6%	14.3%	19.5%	17.9%	15.7%	0.0%
Menu planning	4	19	36	12	0	0	0	9	2	1	0	7	0
	1.3%	18.3%	32.4%	10.9%	0.0%	0.0%	0.0%	16.1%	9.5%	2.4%	0.0%	5.0%	0.0%
Specialist sustainable food events	2	0	0	18	0	0	0	26	11	2	0	17	27
	0.6%	0.0%	0.0%	16.4%	0.0%	0.0%	0.0%	46.4%	52.4%	4.9%	0.0%	12.1%	100.0%
Waste management	4	0	0	7	0	0	0	0	0	0	0	0	0
	1.3%	0	0	6.4%	0	0	0	0	0	0	0	0	0
6-week healthy eating and nutrition	0	0	0	1	0	5	0	0	0	0	0	3	0
	0	0	0	0.9%	0	9.4%	0	0	0	0	0	2.1%	0
OCN cookery club tutor	2	2	0	2	0	3	2	1	0	9	0	9	0
	0.6%	1.9%	0	1.8%	0	5.7%	5.0%	1.8%	0	22.0%	0	6.4%	0
Cookery course	0	1	0	0	0	4	0	0	1	0	0	7	0
	0	1.0%	0	0	0	7.5%	0	0	4.8%	0	0	5.0%	0
Sustainable cooking on a budget	0	1	0	0	1	16	0	0	0	5	0	1	0
	0	1.0%	0	0	1.6%	30.2%	0	0	0	12.2%	0	0.7%	0
Food and mood**	0	0	0	0	0	0	0	0	0	0	0	4	0
	0	0	0	0	0	0	0	0	0	0	0	2.9%	0
Food growing**	0	1	0	0	3	1	0	0	0	0	0	0	0
	0	1.0%	0	0	4.9%	1.9%	0	0	0	0	0	0	0
Total	313	104	111	110	61	53	40	56	21	41	28	140	27
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*missing data: n=69, training to July 2009

**less than 5 participants trained

Appendix 6a: Specialist Sustainable Food Events

Forequarter Meat



More than Mince
quality cuts for a public
sector budget

Q

- Are you looking for tasty cuts of meat that will add interest to your menus?
- Would you like more cost efficient cuts of meat to get better value for money?
- Is your organisation concerned about its carbon footprint, animal welfare and food miles?
- Do you want to reduce food waste and all the associated costs?
- Or maybe you buy meat ready-prepared, but you're not sure what to ask for to get all these benefits?

**But you can't exceed your existing budget?
This fully-funded event is for you!**

More than Mince: quality cuts for a public sector budget
Wednesday 20th May 2009, 9.30am - 4pm. Lewisham, south-east London.

A master butcher and chef will show you how to order, prepare and cook traditional cuts of forequarter beef, lamb and pork, that you may not be familiar with or have considered before.

A complementary lunch will demonstrate the delicious results!

This event includes a complementary copy of the 'Good Food on the Public Plate: Manual for sustainability in public sector food and catering', usually retailing at £50!

For more information about this event, and to download a booking form, see:
www.sustainweb.org/goodfoodtraining.

GOOD FOOD
TRAINING FOR LONDON
FOOD SECURITY & SUSTAINABILITY

Sustainable Fish



More than mince
quality cuts for a public
sector budget

Beyond cod
fish for a healthy
future

Q

- Are you looking for tasty cuts of meat that will add interest to your menus?
- Would you like fish that is healthier for your customers, and cheaper for you?
- Is your organisation concerned about its carbon footprint, animal welfare and food miles?
- Do you want to reduce food waste and all the associated costs?
- Or maybe you buy meat or fish ready-prepared, but you're not sure what to ask for to get all these benefits?

**But you can't exceed your existing budget?
These fully-funded events are for you!**

More than Mince
February 4th 2009, 9.30am- 4pm. Lewisham, south-east London.
A master butcher and chef will show you how to order, prepare and cook traditional cuts of forequarter beef, lamb and pork, that you may not be familiar with or have considered before.

Beyond cod
22nd January 2009, in Poplar, East London, 6.45a.m. for the (optional) tour of the historic hub of London's fish trade, Billingsgate Market, 8.a.m Registration and complementary breakfast, for the late-starters!
Billingsgate Fish Market's expert will show you how to prepare and cook different species of sustainable fish. Guest speakers from the Marine Stewardship Council and 'Good Catch' initiative explain how and why to order and prepare fish other than cod and salmon, and you'll be able to taste the results - better for your health, and budget!

For more information about the two events, and to download a booking form, see: www.sustainweb.org/goodfoodtraining.

GOOD FOOD
TRAINING FOR LONDON
Training for the food and drink industry

Public Sector Contracts



Thursday 18th of June. 9:30am till 4:00pm in Central London

If you want to use more healthy, seasonal, local, organic and ethical food, this **fully-funded** training day will help you write and manage your contract in order to get it.

- Confused about what EU legislation allows you to do?
- Want better relationships with your suppliers?
- Not sure how much you can ask of your contracted caterer?
- Concerned about 'due diligence' responsibilities and accreditation schemes?
- Unsure of how to ask for all the food you want in your contract specifications?
- Unhappy with the food your organization provides, but not in charge of the contract?

Public sector catering and procurement professionals who are currently using sustainable produce, fully within EU law, will explain how they use their contracts to:

- increase the amount of quality, sustainable food they use,
- improve their relationships with suppliers, contract caterers and staff,
- increase their customers' satisfaction.

The day will provide practical advice on legislation, specifications and accreditation to make your contract work harder for you, your customers, your community and the environment.

You'll have the opportunity to network and make links with other caterers and purchasing managers who, like you, are working to increase the quality of the food they serve.

A complementary seasonal lunch will illustrate the scope and glory of sustainable food!

More information and booking details can be found at: www.sustainweb.org/goodfoodtraining/



Any queries, please contact: Pamela Brunton
pamela@sustainweb.org or Kena Duignan
kena@sustainweb.org or 0207 837 1228.

Vegetarian Cookery



Raising Your Pulses
better beans for
leaner protein

Greens with Envy
modern meat-less cooking
for less-meat eaters

Q

- Want vegetarian dishes that all your customers will enjoy?
- Looking for inspiring recipes for interesting menus, avoiding more cheese and eggs?
- Need the skills and techniques to make vegetarian food a real success?
- Want international options for a diverse population?
- Keen to serve healthier protein for your staff and customers?
- Determined to reduce your organisation's environmental impact and concerned about animal welfare?

**Fully-funded vegetarian cookery events
for public sector cooks!**

Raising Your Pulses
15th October 2009 9am- 4.30pm

Professional vegetarian chef Lucille Glenn and Indian cookery guru Cyrus Todiwala will demonstrate creative ways with beans, pulses and nuts to give your customers tasty, healthy and environmentally-friendly sources of protein.

Greens with Envy
27th October 2009 9.00am- 4.30pm

Christina Tilbury, head of the Vegetarian Society's Cordon Vert cookery school, will lead a hands-on class of modern vegetarian cookery - with no grated cheddar in sight!

A qualified nutritionist will be on hand at the two events to discuss the nutritional implications of all the dishes.

Both events will take place in Hackney, East London and include a complementary lunch to demonstrate the delicious results! For more information on the events and speakers, plus booking instructions and a downloadable booking form, please see: www.sustainweb.org/goodfoodtraining/events

GOOD FOOD
TRAINING FOR LONDON

www.goodfoodtraining.org.uk

Appendix 6b: Organisations Represented at Sustainable Food Events

Anchor Care Homes	LB Lambeth, Children and Young People's Service
Andrew Etherington Associates	LB Sutton
Baden Powell school	LB Tower Hamlets
BioRegional	LB Waltham Forest
Brakes	LB Enfield
Camden PCT	The Learning Trust (LB Hackney)
City University London	London School of Economics
Compass/Scholarest	Meat Trades Journal
DS Catering, LB Hounslow	Metropolitan Police
Eagle Solutions Services	Nestle UK
English Martyr's school	NHS Sustainable Development Unit
Epsom & St Helior NHS Trust	NJ's Catering
Feast your Eyes	Partners in purchasing
Food for Life Partnership	Princess Frederica Primary school
Government Office for London	RHUL and London Universities Catering Association
Greater Ormond Street Hospital	Royal Brompton Hospital
Guy's and St Thomas' NHS Foundation Trust	Royal Marsden Hospital
Harrison Catering	School Food Matters
House of Lords	SE Coast NHS Collaborative Procurement
Hyperactive children's support group	Sheen Mount Primary school
Imperial College	SLaM NHS Foundation Trust
ISS Caterhouse	South East Food Partnership Group
ISS Mediclean	Southwark Council
Lambeth Hospital	Southwark Park Primary School
LB Bexley	St Andrews Hospital
LB Camden	St Joseph school
LB Greenwich	St Mungo's Charity
LB Haringey	Surrey Commercial services
LB Hillingdon	Sutton Catering
LB Kensington & Chelsea	The Food Chain
LB Kingston	Transport for London

Appendix 7a: Good Food Summer School Programme Outline

Date	Time	Activity
Week One		
Monday 3rd	11.15am -3.30pm	Healthy cooking and eating
Tuesday 4th	11.15am -3.30pm	Healthy cooking and eating
Wednesday 5th	11.15am- 12.30 pm	Fam Animal and Us
	12.30pm -1.30 pm	Packed lunch/ run around
	1.30pm-3.30pm	Food growing
Thursday 6th	10am	Surrey Docks City Farm
	11.am- 12.30am	Tour of farm, animals and plants
	1.30-2.30	Seed sowing in classroom
	2.30pm	Depart for Bredinghurst
Friday 7th	11.15am -3.30pm	Healthy cooking and eating
Week two		
Monday 10th	11.15am -3.30pm	Healthy cooking and eating
Tuesday 11th	11.15am -3.30pm	Healthy cooking and eating
Wednesday 12th	11.15am- 12.30 pm	Fish and Kids
	12.30pm -1.30 pm	Packed lunch/ run around
	1.30pm-3.30pm	Food growing
Thursday 13th	10am	Leave Bredinghurst for Surrey Docks Farm
	11.am- 12.30am	Tour of farm, animals and plants
	1.30-2.30	Seed sowing
	2.30pm	Depart for Bredinghurst
Friday 14th	11.15am -3.30pm	Healthy cooking and eating
Week three		
Monday 17th	11.15am -3.30pm	Healthy cooking and eating
Tuesday 18th	11.15am -3.30pm	Healthy cooking and eating
Wednesday 19th	11.00- 3.30pm	Growing plants for food: compost, parts of the plant, seed sowing.
	12.30pm -1.30pm	Packed lunch/ run around
Thursday 20th	10am	Leave Bredinghurst for Surrey Docks Farm
	11.am- 12.30am	Tour of farm, animals and plants
	1.30-2.30	Seed sowing
	2.30pm	Depart for Bredinghurst
Friday 21st	11.15am -3.30pm	Healthy cooking and eating

Activity: 3 week Sustainable Cooking programme

Group: 14 children (aged 8-11years)

Time: 11.15-3.30pm every Monday, Tuesday, Friday

Week 1: August 3rd, 4th, 7th

Week 2: August 10th, 11th, 14th

Week 3: August 17th, 18th and 21st

Programme tutor contact details:

Irene Maragos Tel: 07534261575; Email: irene.maragos@nasonline.org.uk

Tejal Lovelock Tel: 07876588816; Email: tejallovelock@gmail.com

Theresa Moses Tel: 07946193393; E-mail: theresanutrition05@yahoo.co.uk

Learning objectives

Compatible with Food Standards Agency competencies for 7-11year olds

Understand the Eatwell plate

Children should be aware that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others, e.g. 5 A DAY message

Understand sustainable food sources for each section of eatwell plate

Children will be able to recognise and taste a range of familiar ingredients from sustainable sources e.g. fruit, vegetables, cereals, dairy, meat and eggs
Recognise that all foods come from plants or animals and be able to talk about foods they like or dislike through tasting sessions.

Be aware of nutrition information given on food labelling to help make healthy food choices

Demonstrate knowledge of basic cooking skills to prepare a range of healthy recipes

Recognise the importance of preparing and cooking food safely and hygienically, e.g. getting ready to cook, cleaning up regularly.

Follow a simple recipe e.g. identify ingredients, use a range of basic tools safely, e.g. small knife, chopping board, measuring spoon and demonstrate food preparation skills with supervision, e.g. peeling, slicing, mixing, scooping, grating and spreading

Learn how to cook 6 nutritious dishes that can be replicated at home

Weekly Session Plan

[10.30 Tutor arrives to set up room and materials for activities]

11.15- 11.20 Students register attendance for each session; group introduction to session

All sessions: The first 7 children will form Group A and cook first each session, whilst the remaining 7 children will be Group B and participate in the food and nutrition workshop first. After a 1 hour lunch break, the groups will swap activities.

[Session1: Housekeeping, groundrules and icebreaker: Human Bingo]

Cooking Session in Food Tech room (1.5hrs) – Group A with 7 children

Time	Session 1	Session 2	Session 3
5mins	Tie hair back, aprons on, gather and set up equipment wash hands. Allow 10 minutes for Michelle's evaluation sheet on the Monday morning session.	Tie hair back, aprons on, gather and set up equipment, wash hands,	Tie hair back, aprons on, gather and set up equipment, wash hands,
5mins	Weigh/measure ingredients	Weigh/measure ingredients	Weigh/measure ingredients
50mins	Pasta and bean salad Fairtrade Banana bread muffins	Strawberry Scrunch and breakfast berry smoothies Cheese Twists	Homemade veggie burgers with dips Fruit pancakes
25mins	Disposing food waste in wormery, clean up, swap notes/discuss how to adapt recipe and feedback.	Disposing food waste in wormery, clean up, swap notes/discuss how to adapt recipe and feedback.	Disposing food waste in wormery, clean up, swap notes/discuss how to adapt recipe and feedback. Allow 10 minutes for Michelle's formal feedback sheet on the Friday session.

Suggested dishes and cooking methods and at least 80% of ingredients will be from sustainable sources (seasonal and tinned or frozen if out of season). Ingredients include foods that children should try to eat more of (what is actually cooked is dependent on available cookers, space and equipment)

Food and Nutrition Workshop in Mr McNeil's room (1.5hrs) – Group B with 7 children

Time	Session 1	Session 2	Session 3
15mins	Where can I buy food? Pairs are given food item and they match up with seller. Food journeys: 2 groups given an item. Each describes journey from farm to plate.	Pairs: True/false quiz on diet and lifestyle Sugar game display-how many teaspoons of sugar in common snacks.	Food safety: Group Discussion on importance of good practice. How to buy and store food well: Quiz on different food types and where it should be kept.
20mins	Pairs: Food labelling/packaging: eggs, sugar, milk, cereals, bananas.	Energy balance to look and feel good: Group Discussion-what influences our	Eatwell plate Mat: Name 5 food groups and foods that fit them.

		food choices?	
30mins	Recognising sustainable food sources: seasonal food floor mat (include dishes that have been made in the week)	Design a new cereal with advertising slogan- how to make 'healthy' food more appealing	Complete blank Eatwell plate- look at good mood foods.
10mins	focus on fruit and vegetables: Weekly food diary- try to eat more fruit and vegetables this week and drink more water.	Focus on breakfast: Make a breakfast snapper	Focus on energy use: Waste recycling (packaging, compost).
10mins	Evaluation and Michelle's evaluation sheet.	Evaluation and feedback	Evaluation and Michelle's feedback sheet.

[3.30-4pm Tutor checks room, equipment, sweep/mop room and empty bins etc]

Resources used:

Comic company breakfast snappers www.comiccompany.com

Eatwell plate www.eatwell.gov.uk

School Food Trust seasonal food chart

Food waste <http://www.lovefoodhatewaste>

Seasonal food floor mat www.sustainweb.org

Appendix 7b: Summer School Pre- and Post Questionnaires

Southwark After School Service Summer School

August 3-7 and 10-14, 2009 PRE QUESTIONNAIRE

You can mark your answers by putting a tick in the box at the correct answer.

Your name _____

I am _____ years old

I am a boy I am a girl

The next questions are about what you did **YESTERDAY**

1. Yesterday in your home, did you eat any vegetables?

- No, I didn't eat any vegetables
- Yes, I ate vegetables 1 time
- Yes, I ate vegetables 2 times or more
- I can't remember

2. Yesterday in your home, did you eat any fruit?




- No, I didn't eat any fruit
- Yes, I ate fruit 1 time
- Yes, I ate fruit 2 times or more
- I can't remember

3. Yesterday in your home, did you help with the cooking?

- No, I didn't help with any cooking
- Yes, I helped wash some ingredients
- Yes, I helped measure some ingredients
- Yes, I helped mix some ingredients
- Yes, I helped cut some ingredients
- I can't remember

4. If you helped with the cooking, what did you make? _____

5. The next questions are about what you think (please put a tick under the face that tells us about you)

	 Yes, I think so	 No, I don't think so	 I'm not sure
Fruit tastes good			
Vegetables taste good			
I like to know how my food was grown			
I like to know where my food was grown			
I must eat meat to be healthy and strong			

6. Finally, we want to know how much you like some foods (please put a tick under the face that tells us about you)

How much do you like...

	 I like a lot	 I like a little	 I don't like this	 I don't know
Strawberries				
Bananas				
Beans				
Tomatoes				
Broccoli				
Beetroot				
Chips				
Water				
Fizzy drinks				

You have finished. Thank you for filling out this form!

Southwark After School Service Summer School

August 3-7 and 10-14, 2009 POST QUESTIONNAIRE

You can mark your answers by putting a tick in the box at the correct answer.

Your name _____

I am _____ years old

I am a boy I am a girl

The next questions are about what you did **YESTERDAY**

1. Yesterday in your home, did you eat any vegetables?

- No, I didn't eat any vegetables
- Yes, I ate vegetables 1 time
- Yes, I ate vegetables 2 times or more
- I can't remember

2. Yesterday in your home, did you eat any fruit?




- No, I didn't eat any fruit
- Yes, I ate fruit 1 time
- Yes, I ate fruit 2 times or more
- I can't remember

3. Yesterday in your home, did you help with the cooking?

- No, I didn't help with any cooking
- Yes, I helped wash some ingredients
- Yes, I helped measure some ingredients
- Yes, I helped mix some ingredients
- Yes, I helped cut some ingredients
- I can't remember

6. If you helped with the cooking, what did you make? _____

7. The next questions are about what you think (please put a tick under the face that tells us about you)

	 Yes, I think so	 No, I don't think so	 Sometimes I think this
Fruit tastes good			
Vegetables taste good			
I like to know how my food was grown			
I like to know where my food was grown			
I must eat meat to be healthy and strong			

8. Finally, we want to know how much you like some foods (please put a tick under the face that tells us about you)

How much do you like...

	 I like a lot	 I like a little	 I don't like this	 I don't know
Strawberries				
Bananas				
Beans				
Tomatoes				
Broccoli				
Beetroot				
Chips				
Water				
Fizzy drinks				

7. What activities did you enjoy the most this week? _____

Can you tell us why? _____

You have finished. Thank you for filling out this form!

Appendix 8a: Local Multiplier 3 Staff Spending Survey

A

Measuring local money flows at the Royal Brompton Hospital - Catering Service

Personal Spending Survey

*Thank you for taking the time to complete this form!
Please note your results will be kept in strictest confidence.*

Employer Company _____

Where do you live?
(Please circle)

Local

Non-Local - Please state where

How do you spend your income?

You may use monthly or annual figures, but please be consistent for all items below.
If you do not wish to disclose £ figures, please use this survey to assist you in completing
For each row (e.g., 'Food'), the 'Total £' should be the total of '£ Local' and '£ Non-local'

survey B .

Item	Total £ (Local + Non)	% Local	% Non-local	Please name the main local business/es you use for each category.
Food (excl. restaurants/take-away)				
Entertainment (e.g. restaurants, video rental, betting, sport, pub)				
Clothes				
DIY/Garden/Household appliances and items				
Transportation (e.g. taxis, car tax, bus fares, petrol)				
Services (e.g. babysitting, window cleaners)				
Rent/Mortgage				
Council Tax				
Home costs (fuel and water, phone, TV tax, etc.)				
Loan Repayments				
Savings				
Other (please specify)				

Total Spending = £ _____

If you rent, please circle one of the following:

Private Landlord
(Local)

Private Landlord
(Non-local)

Housing
Association

Council
Tenant

**If you have any questions regarding this survey please do not hesitate
to contact Michelle Wu at michelle.wu.1@city.ac.uk**

Appendix 8b: Local Multiplier 3 Business Spending Survey

B

Measuring local money flows at the Royal Brompton Hospital - Catering Service

Business Spending Survey

*Thank you for taking the time to complete this form!
Please note your results will be kept in strictest confidence.*

How is the organisation's turnover spent?

To submit % figures for local and non-local, we recommend that you first work out the cost figures then calculate the percentages.
You may use monthly or annual figures, but please be consistent for all items below.

Item	Total £ (Local + Non)	% Local	% Non	Please name the main local business/es you use for each category.
Staff costs (excl. NI)				
NI				
Drawings (if sole owner)				
Supplies - non pay				
Supplies - food*				
Subcontractors				
Rent/Mortgage				
Fuel & Utilities				
Repairs & Maintenance				
New Investment				
Insurance				
Taxes (VAT, Corporation Tax and business rates)				
Loan repayments				
Other (please specify)				

Total Turnover = _____
Total Income (estimate based on 6 mo) = _____

If you rent, please circle one of the following:

**If you have any questions regarding this survey please do not hesitate
to contact Michelle Wu at michelle.wu.1@city.ac.uk**

Appendix 9: National Bodies Influencing Training Provision in the UK

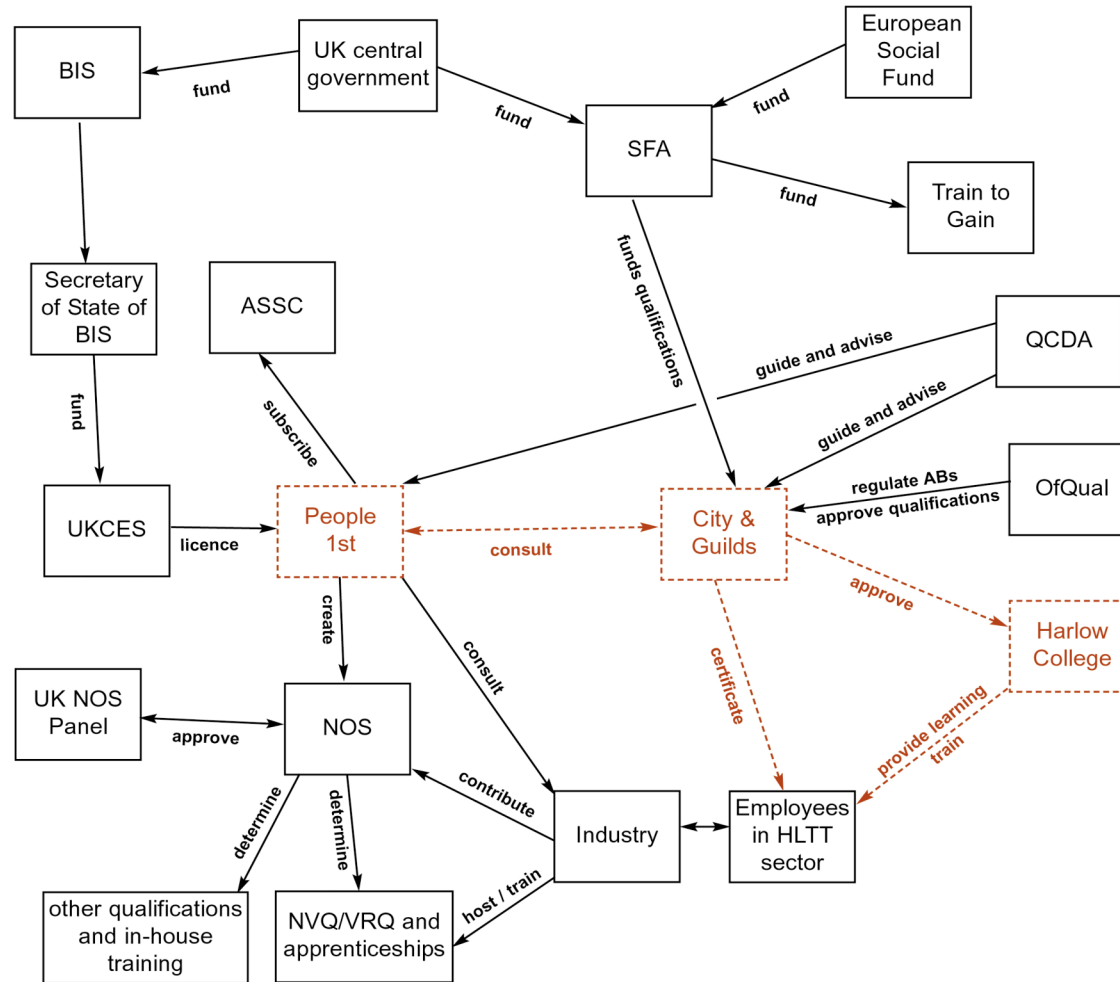
UK Training and Skills bodies diagram

Source: Sustain, in consultation with a Sector Skills Council, November 2009. Organisations cited are going through changes, so this will probably change again with a new government.

Key

- AB** Awarding body
- ASSC** Alliance of Sector Skills Councils
- BIS** Business, Innovation and Skills (the new DIUS)
- HLTT** Hospitality, Leisure, Tourism and Travel industry, in which category catering falls (including catering in the public sector).
- NOS** National Occupational Standards, on which all competency-based (i.e. work-related) training is based.
- NVQ** National Vocational Qualifications
- QCDA** Qualifications and Curriculum Development Agency. The QCDA are one half of the former Qualifications and Curriculum Authority and provide advice and guidance on all qualifications below degree level, including the national curriculum.
- SSC** Sector Skills Council
- SFA** Skills Funding Agency, who will replace the Learning and Skills Council in early 2010 as the single source of funding for 'adult skills'. www.dius.gov.uk/~media/publications/S/sfa_qa_for_employers
- UKCES** UK Commission for Employment and Skills
- UKNOS** United Kingdom National Occupational Standards
- VRQ** Vocationally Related Qualifications

Red dotted lines indicate where organisations are examples of their sector. For example, People 1st is the SSC for HLTT, but there are 25 SSCs covering different sectors (Lantra are for the land-based sector; Improve Ltd for food manufacturing). City & Guilds is an example of an awarding body, of which there are around 400. Harlow College is an example of a training provider, of which there are thousands.



Appendix 10: LDA Output Definition

6(a) Skills (Level 2) – Number of adults in the workforce who lack a full Level 2 or equivalent qualification who are supported in achieving at least a full Level 2 qualification or equivalent	
Definition	<p>This indicator focuses on the number of adults who achieve at least a full Level 2 qualification or equivalent as a direct result of LDA support.</p> <p>Adults in the Workforce are for the purposes of this indicator aged between 18-59 (Female) and 18-64 (Male) who are resident in the region and are economically active (i.e. in employment or unemployed)</p> <p>Economically Active is defined as those in paid work (employee or self-employed and those temporarily away from the job e.g. maternity/paternity leave), out of work, want a job, have actively sought work in the last 4 weeks, and are ready to start in the next two weeks, or out of work and have found a job, which is due to start in the next two weeks.</p> <p>Unemployed is defined as those out of work, want a job, have actively sought work in the last four weeks, and are ready to start in the next fortnight or out of work and have accepted a job that they are waiting to start in the next fortnight.</p> <p>Assistance must be a minimum of six hours training (or as advised by the Agency’s designated project manager), either contiguous or as a number of sessions for the same individual.</p> <p>Qualification required is a main Level 2 qualification which include:</p> <ul style="list-style-type: none"> • NVQ Level 2 • One A Level or equivalent • GNVQ intermediate • RSA diploma • BTEC first or general diploma • 5 or more O level, GCSE grade A-C or equivalent <p>For information and advice on other qualifications that may be counted as Level 2 equivalents consult the Learning Skills Council.</p> <p>Counted: This output is counted when an individual adult (as defined above) who lacked a Level 2 qualification gains a qualification at:</p> <ul style="list-style-type: none"> • Level 2 or equivalent or • A higher qualification e.g. Level 3 or 4 (see notes for Skills Level 3 link) <p>Notes:</p> <ul style="list-style-type: none"> • The output unit of measurement is adults in the workforce (definition is consistent with DfES PSA target) moving from below to a Level 2 or better qualification. • It should be noted that the minimum level of assistance required under this new output definition is lower than was required under the previous equivalent Tier 3 output. Whilst the Agency has adopted the new output definition, it should be emphasised that the level of skills assistance stipulated in funding agreements / contracts should be commensurate with the needs of the project. Consequently, higher levels of assistance may be appropriate. • For the Opportunities Fund, there is a specific Skills Level 3 output,

	<p>projects should refer to this output if delivering Level 3 or above. Further clarification can be sought from the LDA via the Opportunities Fund website</p> <p>Exclusions:</p> <ul style="list-style-type: none"> • Any person who already possesses a Level 2 or equivalent qualification
<p>Data and systems needed for verification</p>	<p>Skills – Level 2</p> <p>The following data should be kept for all projects reporting on this indicator</p> <ul style="list-style-type: none"> • Individual student reference number and reference number of the qualification passed • Address of beneficiary, full name, age, ethnicity, gender, disability status (to be stored confidentially) • For each individual the details of the qualification passed, including grade/level, start date and end date • Evidence of qualification gained • Details of other public funding and private sector funding • Certification that person was economically active or unemployed at the start of studying • Certification that person did not previously hold a Level 2 or equivalent qualification <p>There should be systems in each project to ensure that skills development numbers are reported correctly.</p>
<p>Data protection and freedom of information implications</p>	

Source: LDA Opportunities Fund Outputs Handbook 2007-2010