REPORT OF THE TOURISM EDUCATION AND TRAINING TASK GROUP

JUNE 2009

INTRODUCTION

The Economy, Energy and Tourism Committee's report, *Growing Pains – can we achieve a 50% growth in tourist revenue by 2015?* Published on 10 July 2008, the report raised concerns about the quantity and quality of education, training and skills for the hospitality and tourism sector.

Relevant Recommendations

The Committee recommended that -

> "the Tourism Minister works alongside his Government colleagues and key agencies to de-clutter and rationalise the provision of education, skills and training in the sector and reprioritise the resources towards a system that is demand-led, enjoys the support of the industry and which offers a smaller number of industry-approved and government-certified courses delivered by a limited number of centres with a geographic spread."

The Scottish Government responded that this required further investigation and responded that -

> "While it is not the role of the Scottish Government to decide which qualifications or courses should be provided by colleges, universities and private training providers, we do believe there is a need for further consideration of the Committee's concerns about the volume and relevance of provision. The Scottish Government will convene a meeting of People 1st, the Scottish Tourism Forum, the Scottish Funding Council, Skills Development Scotland, the Scottish Qualifications Authority and Scottish Enterprise to take this discussion forward."

The Committee further recommended -

> "that part of this rationalisation should include a move towards the establishment of a small number of hotel schools along the lines of the high-quality models used in Austria and Switzerland. Emphasis on craft and technical skills is critical. Some degree of public support and funding will be necessary to establish these but they must be led by the private sector."

The Scottish Government agreed with this in principle and responded that -

> "The Government is pleased that the tourism industry is taking the lead in discussions around proposals for an industry led and funded hotel school. Officials are engaged with those in the industry who are developing this proposal to explore how hotel schools could add value to existing provision for the industry."

The Committee also recommended -

> "that the Scottish Government reconsiders the provision of adult modern apprenticeships in tourism and agrees to revisit the issue of funding if indications of a greater demand are apparent."

Task Group

As part of its response to the Committee's report, and in line with the Committee's recommendations, the Scottish Government formed a short-life Tourism Education and Training Task Group to investigate the Committee's concerns, establish the extent of the problem and recommend a way forward. The group was led by the Government and membership was drawn from industry, training providers, public sector bodies and the Scottish Government (see Annex A for Task Group members).

The remit set by Scottish Ministers for the group was to -

- Identify what hospitality and tourism qualifications are available in Scotland, and advise Scottish Ministers on how relevant, responsive and flexible they are.

- Establish how many and what type of hotel school developments are currently in development or under consideration in Scotland and advise on how these can support the needs of the industry.

- Summarise, for the industry, the roles of the respective public bodies in relation to qualifications development, validation and funding.

Findings

The Task Group found that this remit stimulated broader discussion of the issues around skills development for the sector and the conclusions in this report reflect that breadth. It concluded that the key players are in place and that significant public funding exists for skills development. There is now a need to work together, with industry firmly in the driving seat, to develop and deliver the skills the industry needs to grow and prosper.

To achieve the 50% growth in revenue targeted for 2015 visitor expectations need to be surpassed if Scotland is to make the real step change required to reach this goal. An inspired, motivated and skilled workforce is essential to this and there is evidence that the potential is there, ready to be nurtured, grown and retained by the industry. The Task Group concentrated its efforts on considering post-school education and skills provision. However, it acknowledged that the aims of Curriculum for Excellence to develop young people who are successful learners, confident individuals, effective contributors and responsible citizens would be critical in developing the skills of the future workforce.

While the industry recognises that people are its key asset, this is not always translated into the provision of suitably trained and motivated people to deliver the quality and service that visitors expect. The Task Group believes that business leadership and management skills are fundamental to the success of any industry strategy to grow market-driven investment and for developing and managing the quality of the visitor experience. The specific skills of business leaders and managers need to reflect the nature of the industry as it is today and is likely to develop in the coming years.

Alongside a volatile world economy, the industry is challenged with rising customer expectations, increasing international competition, changing demographics and technology impacting on how business is won. A high premium is placed on the ability of businesses to read and respond quickly to changes in this marketplace and on the ability to work cooperatively to deliver the joined up and consistent quality experience that visitors are seeking.

The Task Group agrees that addressing the skills needs of the industry should not be regarded as a standalone issue but as an integral part of an industry strategy. A coherent industry lead must clearly articulate demands and provide a framework of engagement at national and local level that will cultivate and endorse good practice in workforce planning and development. The supply side, both public and private, needs to respond to these demands in as coherent a way as possible.

The organisations represented on the Task Group stressed their commitment to a continuing collaboration between the public and private sectors and agreed that this was necessary to achieve the conclusions they reached.

CONCLUSIONS

- Clear and coherent leadership for skills development in the sector can only come from the industry. The Tourism Framework for Change, with delivery led by the Scottish Tourism Forum, is the place for this leadership to develop. It will specifically address skills, through the creation of an industry-led skills group which will develop a Tourism Skills Plan.

- The public sector, including publicly-funded learning providers, must listen and respond to the needs and demands articulated by the work of the Tourism Framework for Change. Public sector agencies must do more to share and understand each others' work so they can provide a coherent response to the private sector lead. In particular, they need to consult each other more effectively before creating new qualifications and skills interventions for the sector.

- Flexibility in delivery methods is critical to industry and needs to improve. There is scope for colleges and universities to be more innovative in when, where and how they provide learning to support the sector. Industry should continue to articulate its needs – which will be varied and require varying responses – in this area to local and national providers. Partnerships between colleges, universities and private training providers should be encouraged to meet this flexibility in demand.

- The current range of qualifications is not generally perceived as a problem by industry leaders or by the sector skills council, People 1st. Signposting, on the other hand, is. There are currently a large number of interventions by many different organisations leading to confusion and uncertainty. Skills Development Scotland should be responsible for a single repository of information which is clearly signposted from relevant industry sites. The industry, through the skills group of the Tourism Framework for Change, should determine which website should signpost the industry to that resource.

- A lack of management and leadership skills is the single biggest threat to the industry and its growth ambitions, and must be addressed across all education and training provision. Getting this right will drive improvements in all the other skills required for the sector to flourish and industry should articulate its needs in this area as a priority. The vision developed for and through the feasibility study for an International Tourism and Hospitality Leadership School will be a focus for this articulation.

- Local hotel school developments will form part of the response to management/supervisory and craft issues at a local level.

QUALIFICATIONS

The Economy, Energy & Tourism (EET) Committee commented on what it perceived as the 'confused state of affairs in terms of what is provided' in learning opportunities for the tourism industry in Scotland. The outcome of this investigation confirms that the picture is indeed complex. Annex B shows the number of qualifications and courses available and the overall uptake of these.

What has not clearly emerged is strong evidence that there are too many qualifications or that those that are available are not relevant to industry. The Task Group's conclusion from this data and from its own experience is that, while the volume of courses may look at national level to be confusing, it is likely to reflect the variety of demand from employers at a local level and the responsiveness of education and training providers to that demand. It also reflects the requirements of a sector which has many sub-sectors, each of which require different skills.

Therefore, the Task Group does not agree with the EET Committee's recommendation that there should be "a smaller number of industry-approved and government-certified courses delivered by a limited number of centres with a geographic spread".

However, it is the view of the Task Group that providers of qualifications should make every effort to ensure that new provision is only created when clear industry need is evident and that they should collaborate effectively to ensure that this is the case. In addition, public and private learning providers should do more to help the industry make sense and best use of existing qualifications. Skills Development Scotland has a pivotal role to play in signposting employers to relevant and appropriate provision and the information web resource being developed by People 1st to make employers aware of the courses and qualifications available through Scotland's colleges will be a useful resource.

In terms of relevance, the Task Group is not convinced that the content of qualifications is a key concern for industry – a view backed up by the Task Group's industry members. Mechanisms are already in place to ensure that vocational qualifications support industry needs.

For example, the sector skills council for the hospitality and tourism, People 1st, is responsible for developing and maintaining national occupational standards on which Scottish Vocational Qualifications (SVQs) are based. SVQs typically are the core components of Modern Apprenticeship Frameworks and People 1st is responsible for developing and updating Modern Apprenticeships for the sector.

The Scottish Qualifications Authority now includes sector skills councils at each stage of development of all its qualifications, ensuring that employer needs are to the fore. The Task Group believes that all those developing qualifications for the sector should base these, where appropriate, on national occupational standards.

What is important for the Hospitality and Tourism sector is method of delivery and particularly the flexibility to meet industry need. The Task Group heard some conflicting evidence about the best time for courses to complete, for instance to deliver potential tourism workers at the right time for industry. There is a need for industry to provide a clear steer through People 1st to education and training providers about what would best meet their needs.

This leads to a more general question over whether industry demand is being articulated clearly enough to providers. There are strong existing regional networks which could be used to deliver better on this, and the Task Group believes that the Tourism Framework for Change and People 1st should take the lead in helping these local networks to engage more effectively with the skills agenda.

HOTEL SCHOOL AND SKILLS ACADEMY DEVELOPMENTS

The Task Group found that there were many 'hotel school' initiatives across Scotland, often serving very different purposes. It was understandable, therefore, that confusion exists on what hotel school developments were underway in Scotland and what indeed constituted a 'hotel school'. Even during the 6 months of the Task Group's existence, existing developments adapted to changing circumstances in the sector.

What follows is a snapshot of initiatives in the private and public sector. It is important that the Skills Group which will be established through the Tourism Framework for Change Strategy engages in new developments that will benefit the industry and communicates these resources to the industry.

Industry-led Proposal for a Tourism and Hospitality Leadership Business School for Scotland

A proposal for a Tourism and Hospitality Leadership Business School for Scotland is currently being developed and led by a private sector Steering Group. The proposed School is aimed at individuals with ambitions to be leaders in the industry. The School may also aimed at international students.

The Task Group identified a lack of strategic leadership skills as one of the main limiters in achieving the growth aspiration for the industry and considers that the Tourism and Hospitality Leadership Business School for Scotland could be an important mechanism to help address this. The proposal evolved from work undertaken in 2008 to consider a centre of excellence in leadership in Hospitality and Tourism, which was often referred to as a private sector led hotel school development.

A feasibility study, supported by the Scottish Government and Scottish Enterprise, and led by an industry Steering Group is underway. The Steering Group include the Gleneagles Hotel, Dakota Hotels, Cameron House, the Edinburgh International Conference Centre and Crerar Hotels. The study is due report in late summer 2009.

The Task Group believes that the public and private sectors in Scotland should work together through the Tourism Framework for Change to address the conclusions of the feasibility study when it emerges. The broader issue of skills gaps in business management and leadership across Scotland is the critical skills issue facing the sector and the Tourism Framework for Change Skills Group must address at an early stage.

North Highland Centre for Hospitality and Tourism

The North Highland Centre for Hospitality and Tourism is being taken forward by North Highland College in collaboration with the UHI Millennium Institute

and aims to equip individuals in the North Highland area with the skills that will help provide good careers in one of the most important industries in the Highlands. North Highland College plans to launch the centre in September 2009.

The training facility, which will be run as a fully operational hotel letting out rooms to the public, will be located in the refurbished Burghfield House Hotel in Dornoch. Qualifications will be offered at all levels including -

- Skills for Work Hospitality and Tourism
- SVQ 1-3 Chefs Training
- SVQ 1-3 Front of House
- HNC/D Hospitality and Tourism
- BA Hospitality and Tourism

The college has raised the necessary finance to purchase and refurbish the Burghfield House Hotel and aims to source the additional funding required to complete the project for launch in September 2009.

Centre of Applied Tourism & Hospitality Management

The Centre of Applied Tourism and Hospitality Management (CATHM), based at the Macdonald Aviemore Highland Resort, was launched in April 2007 by Macdonald Hotels. The Centre provides internal training to Macdonald's employees and is funded by Macdonald Hotels.

The Centre offered Higher National Certificates in conjunction with Motherwell College (which won a National Training Award for this provision on 30 October 2008) and is an accredited Institute of Leadership and Management centre delivering management development programmes. Currently only internal training is provided in the Centre.

The proposal for the Centre of Excellence in Hospitality and Tourism was born out of the work at CATHM and the recognition that in order to attract individuals any centre needed to open up opportunities across the sector, rather than with just one employer.

Lanarkshire Catering School

Lanarkshire Catering School was established in 1995 in Hamilton and in 1998 it took over The Bentley Hotel in Motherwell. It operates as a training centre as well as a commercial hotel and has contracts with Skills Development Scotland to offer Modern Apprenticeships in Catering and Hospitality in Lanarkshire and Glasgow.

The School is also involved with various initiatives through both North and South Lanarkshire Councils, delivering Catering and Hospitality courses to school pupils.   The school involves employers from industry to ensure that its

courses are relevant and are aimed at employment. It attracts students from a variety of backgrounds and operates a selection of flexible entry requirements for most courses. All courses contain practical and knowledge based units which are delivered within the schools training and commercial kitchens.

St Andrews Skills Academy

The St Andrews Skills Academy is an offshoot of St Andrews World Class Initiative which aims to make St Andrews an even better place to work, live and visit. The proposed Skills Academy aims to bring training provision in the tourism industry to St Andrews and its surrounding area under a single umbrella involving colleges and private sector providers working together with employers in the development and coordination of a programme of training to identify and meet industry needs.

It is intended that agreement with a qualifications awarding body will be reached, so that any training provision provided through the St Andrews Skills Academy will have a recognised degree of quality. The Skills Academy is likely to be launched in 2009.

The St Andrews Skills Academy has the following key strategic objectives -

- A 'one-stop shop' facility for employers and employees giving help, advice and information on relevant training provision.
- Access to outstanding learning opportunities which are client focussed.
- An outstanding brand in partnership with training providers.
- Exploit the St Andrews Skills Academy as a sector leader.
- Cultivate a financially sustainable model beyond initial funding.

When the Academy launches in 2009 its focus will be on providing training to meet legislative requirements. Over time the range of training provided will expand to encompass formal qualifications such as HNC/Ds and SVQs through to more tailored training courses. Scottish Enterprise and Fife Tourism Alliance have provided £285,713 over three years (2008–11) to take this project forward.

National Skills Academy

At its last meeting the Task Group discussed the work People 1st has done establishing a National Skills Academy in England. It agreed that the Skills Group which will be established through the Tourism Framework for Change Strategy should consider whether this model would support its overarching skills ambitions for the sector.

ROLES OF THE PUBLIC BODIES

Development and validation of qualifications

People 1st

People 1st is the Sector Skills Council which supports the development of skills and training within the hospitality, leisure, travel and tourism sector. It provides labour market research and skills foresight information for use in workforce development. It is also responsible for working with industry to set national occupational standards, develop apprenticeship frameworks and determine which qualifications need to be developed to meet industry needs. Employers can use People 1st to communicate to learning providers what skills they need learners to have.

Scottish Qualifications Authority

The Scottish Qualifications Authority (SQA) is the national body in Scotland responsible for the development, accreditation, assessment and certification of qualifications other than degrees. Most of the qualifications delivered in Scottish schools such as Highers are developed by the SQA, as are the majority of courses on offer in Scotland's colleges, for example Higher National Certificates. The SQA also awards the majority of all Scottish Vocational Qualifications.

The SQA does not provide funding to employers or to learners.

Universities

Universities have the power to develop and validate their own courses. They often offer industry-relevant Continuing Professional Development for people in employment and employers can also buy bespoke training from them.

Funding of, and for, qualifications

Scottish Funding Council

The Scottish Funding Council funds colleges and universities. It does not provide funding for learners or employers, although both can and do use the courses that they fund.

Skills Development Scotland

Skills Development Scotland funds Modern Apprenticeships and a range of other national training programmes. They manage a National Learning Opportunities database containing details about courses and qualifications on offer across Scotland. Through learndirect Scotland for Business, they

provide a complete range of advice on training for businesses including help with finding out what funding might be available.

Quality Assurance

Her Majesty's Inspectorate of Education

Her Majesty's Inspectorate of Education (HMIE) evaluates the quality of pre-school education, all schools, teacher education, community learning, further education and local authorities. HMIE will review the delivery of hospitality and tourism provision in Scotland's colleges from Autumn 2009 to Summer 2010. This work will provide an overview of the quality of teaching and resources in the subject across the country.

SQA Accreditation

SQA Accreditation operates independently of the SQA as an awarding body and is responsible for ensuring that Scottish Vocational Qualifications (SVQs) are developed and delivered to a consistently high standard. Amongst other things, they ensure that all SVQs are developed in conjunction with employers to reflect industry needs. They also approve and monitor all training providers that deliver Scottish Vocational Qualifications.

Quality Assurance Agency Scotland

The Quality Assurance Agency Scotland (QAA) Scotland reviews how Scottish universities maintain their academic standards and quality. QAA Scotland reviews and reports on how universities meet their responsibilities, identifies good practice and makes recommendation for improvement. It also publishes guidelines to help institutions develop effective systems to ensure students have the best learning experience.

THE WAY FORWARD

Tourism Framework for Change

The Tourism Framework for Change strategy - led by the Scottish Tourism Forum - presents an opportunity to provide the industry lead on skills matters. The reviewed strategy identifies three key drivers impacting on growth - Customer Experience, Marketing and Investment.

The Scottish Tourism Forum will have an initial discussion on establishing the key elements under each of the main headings at an industry workshop on 18 June 2009. The reviewed strategy prioritises skills as a key element under Customer Experience, emphasising the importance of the provision of a skilled, motivated and well-utilised workforce in a service driven industry.

However, the Task Group is clear that a strategy alone cannot bring about the step change required - grass roots buy-in and commitment to implementation is essential for success. The industry recognises its role in demonstrating the long term career prospects to the current and future workforce. The most important factor will be a demand-driven approach to skills.

Skills Group

To develop this, the Tourism Framework for Change will include a skills group, led and driven by industry. The skills group will appoint a recognised industry leader to provide the focal point of the program, delivering and driving key messages, engaging and raising the profile of the sector to drive the Tourism Framework for Change objectives. The initial aim of the skills group is to scope clear and positive actions to support the growth ambitions. This would include deriving a program of actions and priorities and scoping a communications plan that endorses the governing principles of the Tourism Framework for Change review. These would then be brought together into a Tourism Skills Plan.

Tourism Skills Plan

The Tourism Skills Plan will set out, in the context of the industry strategy and over the timescale of the growth ambition, the skills needs of the industry and how these will be met. The Plan should be used as the key conduit for communication to and from industry allowing a cohesive approach reducing duplication and confusion.

The Tourism Skills Plan will guide short life working groups which will provide a business-like approach to delivery resulting in direct outputs linked to the growth agenda building the key service sector resource - the workforce across all levels.

As set out in this report, the Task Group believes that key priorities for consideration must include –

- the development of management and leadership skills,
- the applicability or otherwise of the National Skills Academy approach in Scotland,
- the best places to signpost industry to training opportunities, and
- a co-ordinated public and private sector response to the leadership and management hotel school feasibility study.

The Skills Plan will provide a focus for all public sector bodies in engaging with industry on skills development to support and grow the industry. The Task Group encourages all public sector bodies and private and public education and training providers to engage with the skills group in order to fulfil the skills needs of the sector.

ANNEX A - MEMBERSHIP OF TASK GROUP

Industry

Peter Lederer	VisitScotland
Iain Herbert	Scottish Tourism Forum
David Allen	People 1st
Kate Tetley	People 1st
Norman Springford	British Hospitality Association Scotland

National Agencies

Joe Wilson	Scottish Qualifications Authority
John Kemp	Scottish Funding Council
Chris Taylor	Highlands & Islands Enterprise
Eddie Brogan	Scottish Enterprise
Eric Milligan	Skills Development Scotland
Darah Zahran	Skills Development Scotland

Providers

Mandy Exley	Scotland's Colleges
Professor David Kirk	Universities Scotland
Mary Nasmyth	Scottish Training Federation

Scottish Government

Jackie Galbraith (Chair)	Lifelong Learning Directorate
Lynn Tully (Co-ordinator)	Lifelong Learning Directorate
Gillian Dolan (Secretariat)	Lifelong Learning Directorate
Richard Arnott	Tourism Unit

Alternate and Additional Members

Judith Henderson	Scottish Funding Council
Andrew Douglas	Scottish Training Federation
Denise Clark	Scottish Training Federation
David Adams McGilp	VisitScotland

Other Contributions

Dr Craig Thompson	McDonald Hotels
Neil Thomson	Federation of Chefs Scotland
Joe Queen	Federation of Chefs Scotland
Mike Sinclair	Frontline Consultants

ANNEX B – QUALIFICATIONS DATA

Higher education qualifications by type and title of UCAS course code for the Hospitality and Tourism Sector

Type of Qualification	Number of Course Titles	Number of Students on Courses
		2006/2007
Higher National Diploma Diploma of Education	7	295
First Degree	19	1650
Higher Degree	51	295
Postgraduate	-	105
Total	**77**	

Source: Scottish Funding Council

Scottish Qualifications Authority national and accredited qualifications for the Hospitality and Tourism Sector

Type of Qualification	Number of Course Titles	Number of Entries		
		2006	**2007**	**2008**
Higher National Diploma	6			
Higher National Certificates	6	879	984	1423
Professional Development Award	1	13	4	0
National Certificates	2	1	0	0
National Courses and Highers	14	9,145	9,847	12,051
Skills for Work	3	-	94	94
Scottish Progression Award	1	123	194	74
Scottish Group Award	3	111	201	130
Scottish Vocational Qualifications	20	1,875	2,187	2,804
Total	**55**			

Source: Scottish Qualifications Authority

Modern Apprenticeship Framework in Hospitality and Tourism

Mandatory Element of the Framework	Number of Pathways	Registrations 2008
Hospitality SVQ level 3	5	981
Travel Services NVQ level 3	6	108
Aviation NVQ level 3	?	2
Museum, Gallery and Heritage SVQ level 3	?	0

Source: People 1st

Summary of college provision funded by the Scottish Funding Council (2006-07)

Types of Courses	Number of Enrolments
Any other recognised qualification	4899
Course not leading to recognised qualification	2968
Higher National Diploma (HND) or equivalent	1096
Higher National Certificate (HNC) or equivalent	611
Higher National Units only but not leading to certificate	115
National Certificate Modules alone, not leading to any qualification	1557
Access(course or unit)	121
Higher (course or unit)	56
Intermediate 1 (course or unit)	63
Intermediate 2 (course or unit)	456
National Vocational Qualification (NVQ) Level 1	11
National Vocational Qualification (NVQ) Level 2	131
National Vocational Qualification (NVQ) Level 3	1
Other Non-Advanced Certificate or equivalent	4057
Scottish Vocational Qualification (SVQ) Level 1	247
Scottish Vocational Qualification (SVQ)Level 2	676
Scottish Vocational Qualification (SVQ)Level 3	566
General SVQ / General NVQ Level 3	56

Source: Scottish Funding Council

SCQF level	Current Scottish Qualifications Authority Qualifications	
8		HND Travel & Tourism HND Tourism HND Hospitality Management HND Sport & Hospitality Management HND Events Management HND Professional Cookery
7		HNC Tourism HNC Travel HNC Hospitality HNC Sport & Hospitality Management HNC Events HNC Professional Cookery Professional Development Award Hospitality Supervision
6	SVQ Hospitality Supervision SVQ Professional Cookery SVQ Professional Cookery: Preparation & Cooking SVQ Professional Cookery: Patisserie & Confectionery Scottish Certificate for Personal Licence Holders (On and Off)	National Certificate Travel & Tourism Higher Travel & Tourism Higher Selling Scheduled Air Travel Higher Retail Travel Higher Hospitality: Professional Cookery
5	SVQ Front Office SVQ Housekeeping SVQ Multi-skilled Hospitality Services SVQ Food & Drink Service SVQ Food & Drink Service: Food Service Only SVQ Food & Drink Service: Drink Service Only SVQ Professional Cookery SVQ Professional Cookery: Preparation & Cooking SVQ Food Processing & Cooking SVQ Gambling Operations (Bingo) Scottish Certificate for the Responsible Sale of Alcohol (Off Sales) Scottish Certificate for the Responsible Service of Alcohol (On Sales)	National Certificate Travel & Tourism Intermediate 2 Travel & Tourism Intermediate 2 Selling Overseas Tourist Destinations Intermediate 2 Hospitality (Skills for Work) Intermediate 2 Hospitality: General Operations Intermediate 2 Hospitality: Professional Cookery Intermediate 2 Hospitality: Practical Cookery
4	SVQ Hospitality: Front Office SVQ Hospitality: Housekeeping SVQ Hospitality: Multi-Skilled SVQ Hospitality: Quick Service SVQ Hospitality: Food Preparation & Cooking SVQ Hospitality: Food & Drink Service	Scottish Progression Award Tourism Intermediate 1 Travel & Tourism Intermediate 1 Hospitality (Skills for Work) Intermediate 1 Hospitality: Practical Cookery
3		Access 3 Hospitality: Practical Cookery

University Qualifications

Higher Education Institution	Degree Title
University of Abertay	• Tourism Management
UHI Millennium Institute	• Adventure Tourism & Outdoor Pursuits • Adventure Tourism Management • Tourism
Napier University	• Business Management - (Tourism) • Ecotourism • Festival & Event and Tourism Management • Hospitality Management and Tourism • Language with Tourism Management (options for English as a Foreign Language, French, German, Italian, Spanish) • Tourism and Marketing Management • Tourism Management (options for Entrepreneurship, Human Resource Management)
Queen Margaret University	• Hospitality and Tourism Management • Tourism Management
Robert Gordon University	• International Tourism Management
Scottish Agricultural College	• Activity Tourism • Activity Tourism Management • Equine Tourism Management • Food Tourism Management • Nature Tourism Management
University of Stirling	• Tourism Management (options for Business Studies, Economics, Environmental Geography, History, Marketing, Sports Studies) • International Tourism Management
University of Strathclyde	• Business Enterprise and Tourism • Business Technology and Tourism • Tourism (options for French, Spanish, German, Italian, Management, Marketing, Geography) • Hospitality Management and Tourism • Human Resource Management and Tourism • International Business - (Tourism) • International Business and Modern Languages - (Tourism)
University of the West of Scotland	• Tourism

Student numbers in Tourism, Transport and Travel courses in Scottish Higher Education Institutions 2006-07 by level of study and institution

Institution	Higher degrees (research)	Higher degrees (taught)	Other postgraduate	First degree	Other undergraduate	TOTAL
University of Aberdeen	0	0	0	0	0	0
University of Abertay Dundee	0	0	0	0	0	0
Bell College	**0**	**0**	**0**	**0**	**20**	**20**
University of Dundee	0	0	0	0	0	0
Edinburgh College of Art	0	0	0	0	0	0
University of Edinburgh	0	0	0	0	0	0
Glasgow Caledonian University	**10**	**0**	**0**	**470**	**35**	**515**
Glasgow School of Art	0	0	0	0	0	0
University of Glasgow	**0**	**5**	**0**	**5**	**0**	**10**
Heriot-Watt University	0	0	0	0	0	0
Napier University	**0**	**80**	**0**	**300**	**0**	**380**
Northern College of Education	0	0	0	0	0	0
Queen Margaret University, Edinburgh	**5**	**10**	**65**	**430**	**0**	**510**
Robert Gordon University	**0**	**20**	**30**	**185**	**0**	**235**
RSAMD	0	0	0	0	0	0
University of St Andrews	0	0	0	0	0	0
Scottish Agricultural College	0	0	0	0	0	0
University of Stirling	**0**	**0**	**0**	**40**	**0**	**40**
University of Strathclyde	**15**	**45**	**5**	**115**	**0**	**180**
UHI Millennium Institute	**0**	**55**	**5**	**0**	**240**	**300**
University of the West of Scotland	**0**	**0**	**0**	**110**	**0**	**110**
TOTAL	**30**	**225**	**105**	**1650**	**295**	**2305**

Source: Higher Education Statistics Agency 2006-07

Student Numbers Studying in Tourism, Transport and Travel Courses in Scottish Higher Education Institutions By Domicile (2006-07)

Institution	United Kingdom	Other European Union	Non European Union
University of Aberdeen	0	0	0
University of Abertay Dundee	0	0	0
Bell College	**15**	**0**	**0**
University of Dundee	0	0	0
Edinburgh College of Art	0	0	0
University of Edinburgh	0	0	0
Glasgow Caledonian University	**485**	**10**	**20**
Glasgow School of Art	0	0	0
University of Glasgow	**5**	**0**	**0**
Heriot-Watt University	0	0	0
Napier University	**210**	**55**	**115**
Northern College of Education	0	0	0
Queen Margaret University, Edinburgh	**165**	**10**	**335**
Robert Gordon University	**175**	**15**	**45**
RSAMD	0	0	0
University of St Andrews	0	0	0
Scottish Agricultural College	0	0	0
University of Stirling	**35**	**10**	**5**
University of Strathclyde	**25**	**5**	**150**
UHI Millennium Institute	**295**	**5**	**5**
University of the West of Scotland	**90**	**10**	**10**
TOTAL	**1500**	**120**	**680**

Source: Higher Education Statistics Agency 2006-07

Student numbers in Tourism, Transport and Travel Courses in Scottish Higher Education Institutions by gender (2006-07)

	Female	Male
University of Aberdeen	0	0
University of Abertay Dundee	0	0
Bell College	**15**	**0**
University of Dundee	0	0
Edinburgh College of Art	0	0
University of Edinburgh	0	0
Glasgow Caledonian University	**375**	**140**
Glasgow School of Art	0	0
University of Glasgow	**5**	**5**
Heriot-Watt University	0	0
Napier University	**215**	**165**
Northern College of Education	0	0
Queen Margaret University, Edinburgh	**250**	**260**
Robert Gordon University	**165**	**75**
RSAMD	0	0
University of St Andrews	0	0
Scottish Agricultural College	0	0
University of Stirling	**25**	**15**
University of Strathclyde	**135**	**45**
UHI Millennium Institute	**175**	**125**
University of the West of Scotland	**85**	**25**
TOTAL	**1445**	**855**
As a proportion of total (%)	**62.8**	**37.2**

Source: Higher Education Statistics Agency 2006-07

ANNEX C – MODERN APPRENTICESHIPS

Modern Apprenticeships offer those aged over sixteen paid employment combined with the opportunity to train for jobs at craft, technician and management level. All Modern Apprenticeship (MA) frameworks are developed by the industry or sector in which they will be implemented. Apprentices will be employed from the start of their training.

History

Modern Apprenticeships were originally developed to meet employers' demands for vocationally related qualifications with a job-specific content which could largely be delivered through workplace-based training.

Modern Apprenticeships are aimed at those aged 16 and above and capable of achieving a vocational qualification at Level 2 or higher. The programme can be used to train existing employees or new employees. Any company in Scotland - whatever its size - can take part in the programme. Potential trainees need to be employed to take part in the programme. Young people 18 and under without a job can currently consider Skillseekers or Get Ready for Work as a vocational training alternative.

What is a Modern Apprenticeship Framework?

A Modern Apprenticeship is a vocational training award. It is not a qualification in itself - each MA framework contains separately assessed elements around knowledge-based, competence-based, and core skills. Most MA Frameworks are underpinned by Scottish or National Vocational Qualifications (S/NVQs), which are built on National Occupational Standards.

Although each Modern Apprenticeship framework is specific to a particular sector, they are all made up of three parts -

1. Scottish Vocational Qualifications – although some frameworks specify NVQs where there are no equivalent SVQs.

2. Core Skills – these are Communication, Working With Others, Numeracy, Information Technology and Problem Solving

3. Industry Specific Training – this may include additional units from other SVQs, industry-specific qualifications or academic qualifications such as Higher National Certificates and Diplomas.

To complete their MA, candidates must achieve an S/NVQ (or appropriate accredited vocational qualification) at Level 2 or above and all 5 core skills.

Who Does What?

The <u>Scottish Government</u> develops policy in relation to vocational training.

<u>Skills Development Scotland</u> (SDS) delivers of the Modern Apprenticeship Programme and sets levels for and provides funding.

<u>Sector Skills Councils</u> (SSCs) and <u>Sector Skills Bodies</u> –

- develop suitable and appropriate structure and content of frameworks for their sector;
- promote and encourage MA recruitment amongst employers,
- certify the final MA award.

The <u>Modern Apprenticeship Group</u> approves MA frameworks and provides advice and guidance to SSCs developing frameworks

Employers themselves can carry out the training. However, some parts of the training are often provided by private <u>training providers</u>, colleges or voluntary organisations. There are many different models for supplying training to new apprentices to maximise flexibility within the programme.

Framework Development

Modern Apprenticeship frameworks are owned by the respective Sector Skills Council or Sector Skills Body (SSB) which is responsible for ensuring that the content meets employers' needs and is kept relevant and up to date. National Occupational Standards are also owned by SSCs and SSBs, which are also responsible for the design of S/NVQs.

The Modern Apprenticeship Group pays particular attention to the evidence submitted in relation to employer engagement and evidenced demand from employers for any given framework.

Framework Level

Almost all apprentices currently in training in Scotland are working towards Level 3 Frameworks. In *Skills for Scotland: A Lifelong Skills Strategy* the Scottish Government committed to implement the conclusions of the Modern Apprenticeship Consultation and in particular extend MAs to S/NVQ Level 2. The first MA frameworks at Level 2 were approved in October 2008 in Construction and Food & Drink, with Hospitality due soon. This extension of the MA programme provides increased training opportunities for employers.

Employed Status

In Scotland, all individuals pursuing the award of a Modern Apprenticeship must currently be employed. This offers the opportunity for individuals to train

to a supervisory or craft level whilst receiving a wage. There was overwhelming support for the continuation of the employed status requirement in Scotland as part of the Modern Apprenticeship Consultation in 2006 and at the Scottish Government Apprenticeship Summit on 28 April 2009.

Employer Led

Demand for skills ultimately flows from the business strategy being pursued by employers and their decision to provide training for employees. Skills demands are affected by ever-changing market conditions and the key challenge for Modern Apprenticeships is being able to adapt to these market-driven changes.

Public Sector Support

The current focus for public funding for Modern Apprenticeships is to support young people entering the workforce from school. Support is also targeted to reflect the Scottish Government's economic policy and traditional sectors where the value of an MA is recognised by employers.

Funding policy in Scotland is based on making a market-tested contribution towards the costs of achieving an MA award with the balance of funding being provided by the employer.

Contracting Process

To maximise flexibility on the programme there are a number of routes employers can follow to supply training for their apprentices. Skills Development Scotland contract on an annual basis with a range of employers, industry bodies, private training providers and colleges for the delivery of training and assessment services in the workplace. This activity is mainly directed towards the completion of Modern Apprenticeship in key sectors and groups in the Scottish workforce.

The contracted training provider is also responsible for securing the agreement of an employer to providing the required level of support for those working towards the achievement of a Modern Apprenticeship award.

Funding Contributions

Funding contributions made available by SDS vary between £1,500 to £9,000 depending on the level and type of MA award being undertaken and the age of the apprentice.

Completion Rates

Apprenticeship completion rates in Scotland are 70%.