



## **Apprenticeship Strategy**

**November 2008**

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# 1. Introduction

The arrival of the Ryder Cup in Newport, Wales in 2010 and Gleneagles, Scotland in 2014, along with the Olympic Games being held in London in 2012 and the Commonwealth Games in Glasgow in 2014 requires the sector to have a fully skilled workforce to deal with the number of visitors expected and the opportunities that this brings. The apprenticeship has always been a recognised way of achieving a skilled workforce. However, we must ensure that the apprenticeships available within the sector are robust and meet employer needs. The development of this apprenticeship strategy is the first step towards achieving this, and will recommend any actions that need to be taken to ensure this happens. It is aimed at employers, learning providers, apprentices, awarding bodies, regulatory authorities, funding agencies and other key stakeholders including People1st and requires a joint approach to ensure that the final recommendations are taken forward. The strategy applies across England, Northern Ireland, Scotland and Wales. It will be regularly updated in light of feedback received from industry and other key stakeholders.

The strategy underlies the following vision, goals and objectives for apprenticeships in the sector:

- **Vision:** The apprenticeship should be a prestigious programme offering high quality learning and development enabling employers and the sector to benefit from a skilled, motivated and flexible workforce.
- **Goals:** People1st goal is to raise the reputation of the apprenticeships offered within its sector so that they are high quality programmes which are valued by both employers and learners. People1st would like the apprenticeship to be a programme of learning which is not just a recognition of what an apprentice is currently doing, but which offers the opportunity for development and progression. We must take a more long-term view, as well as meeting the immediate needs of employers. In addition, the apprenticeship should be the industry standard which determines whether someone is able to do that particular job.
- **Objectives:** The main objectives of this piece of work is to:
  1. raise the quality of apprenticeships within the sector so that apprentices leave better skilled and competent
  2. ensure that more people taking up the apprenticeship complete the programme. We envisage a 10% increase in those completing the programme by 2013.
  3. increase the number of people taking up apprenticeships within the sector by approximately 10% each year between 2010-2013
  4. increase the number of employers taking on apprentices within the sector. By 2013 People1st envisage that 20% of total starts will be from new places with new employers across the sector

People1st wish to ensure that apprenticeship frameworks in the sector meet employer needs, provide them with the skills they need and deliver the benefits to their organisation that are required to justify their investment in the apprentice.

## People1st's role

Once the strategy has been finalised, People1st will work with industry to ensure that robust apprenticeship frameworks are in place that reflect the outcomes of this piece of work. People1st intend to work with the appropriate organisations to ensure that any supporting work highlighted by the final strategy is able to be completed, and that the required funding is available to do this.

## **2. What is an apprenticeship?**

### **What is an apprenticeship?**

Apprenticeships are nationally designed work-based programmes. They offer an important route at entry level for the sector and provide the apprentice with the relevant skills and knowledge whilst gaining experience in their job. They provide the first step towards a long-term career, encouraging apprentices to stay and progress in the industry.

There are currently two sectors covered by apprenticeship frameworks within the People1<sup>st</sup> footprint - Hospitality and Catering and Travel and Tourism Services: Leisure and Business (Travel Services in Scotland).

### **Purpose of apprenticeships**

The Blueprint for Apprenticeships (approved by the Apprenticeship Ministerial Steering Group in February 2005) highlights the distinctive characteristics of apprenticeships. It states that apprenticeships are:

- A key plank of the Government's skills policy which has gained markedly in profile over recent years
- Completely demand led, with primary demand coming from the employer
- Learning which takes place in context

### **What makes it different to other qualifications?**

The apprenticeship is not a qualification in its own right, but is a programme encompassing a number of different aspects and which is tailored to job routes. It will consist of a competency element, knowledge element and transferable skills, and is normally a combination of a number of different qualifications. It provides the opportunity to be able to learn while on the job and offers an alternative route to more traditional forms of education and the opportunity to gain more practical experience which is often valued by employers.

People1<sup>st</sup> wish to see the apprenticeship as a long-term investment requiring commitment from all involved and supported by an employer's own internal training where appropriate. The apprenticeship should provide an opportunity to learn about the industry from the bottom up and give the apprentice the chance to progress through a particular career pathway. The focus should be on training, practising and developing skills rather than quickly turning apprentices into productive workers without that focus.

### **What are the benefits of an apprenticeship?**

The Blueprint for Apprenticeships (approved by the Apprenticeship Ministerial Steering Group in February 2005) describes the benefits of the apprenticeship which include:

- Combining on-the-job and off-the-job, formal and non-formal learning opportunities
- Training that is truly based in a working environment, is tailored to the needs of a specific job role but also provides transferable skills that will be needed throughout a working life
- Success measured by the ability to carry out a job in its entirety, assessed by those already skilled in the role

Previous research conducted by People1<sup>st</sup> has highlighted the main benefits of the apprenticeship as being:

- Increased recruitment, retention and motivation of staff
- A demonstration of an organisation's commitment to training
- Supporting performance and career development
- Providing cost effective training
- A programme that is consistent and structured
- A programme which complements in-house training
- Supporting the development of skills
- Increased loyalty to the business

People1st wish to ensure that any apprenticeship offered within the sector provide these benefits.

### **3. Who should an apprenticeship be aimed at?**

#### **Who should apprenticeships be aimed at?**

This strategy recognises that there are four types of employers and four types of learners at which apprenticeships should be aimed, but which each have very different requirements:

##### *Employers:*

- Micro Employer: 1 to 9 employees
- Small Employer: 10 to 49 employees
- Medium Employer: 50 to 249 employees
- Large Employer: over 250 employees

##### *Learners:*

- Learner 1: The learner who is looking to move into a junior management or supervisory role.
- Learner 2: The learner who wishes to develop their current skills to a higher level e.g. a craft chef
- Learner 3: The learner who wants to enter a role, become competent in their current role and secure a permanent position
- Learner 4: The learner who wishes to move into higher level learning

In addition, People1st believe that the apprenticeship should also be aimed at part-time employees. 46% of the hospitality, leisure, travel and tourism sector workforce is made up of part-time employees.

#### **Characteristics of people most suitable for the apprenticeship**

Apprentices should have drive, passion, motivation and a willingness to learn and make a real contribution to the organisation they are working for. They should also possess the ability to complete the apprenticeship, demonstrate a commitment to the sector and the desire to remain in the business following completion of their apprenticeship and work in the industry for the long term.

#### **Roles the apprentice should work in**

Previous research conducted by People1st has shown that those who may be undertaking an apprenticeship at level 2 would be the 'team member' level in most cases e.g. Travel Agent (Travel Services) Room Attendant (Housekeeping) Receptionist (front office) Waiter/Waitress/Bar person (food and drink service) and a trainee / Commis Chef (Food Preparation). In relation to the level 3 apprenticeship, the supervisory nature of the role was seen as essential, so it was agreed that the person undertaking a level 3 should be involved in managing others, such as a team leader in a given area and a Chef de Partie, possibly a Sous Chef in the kitchen. Therefore, they would be working towards developing supervisory competencies and/or the technical craft skills.

#### **The age of an apprentice**

Apprenticeship funding is normally only available for a limited age group. However, previous research conducted by People1st has shown that employers and providers in both industries believed that the apprenticeship should be extended to be more readily available for 19 plus and over 25's. The reasons given included:

- employers needing to offer training equally across the business

- older people are more likely to have decided on their career
- many staff need to be over 18 to carry out certain jobs
- over 25's have more 'life skills'
- having a good age range in the establishment.

There was also mention of widening the recruitment pool in the hospitality industry.

People1st believe that the apprenticeship should be available to all, regardless of age, and will therefore work with the funding agencies to try and establish a funding mechanism for older apprentices.

In England employers and providers in both industries recognised the importance of young apprentices in that it gave a 'taste' of the industry and provided information.

### **Stage of someone's career at which an apprenticeship should be taken**

People1st feel that the apprenticeships should be able to be taken at any time, so long as the apprentice can demonstrate those characteristics outlined above. However, as the intention is that apprenticeship will provide a 'bottom up' approach to the industry, then the earlier the learner embarks on an apprenticeship, the more value it is likely to offer.

Although People1st recognises that there should be different structures dependant upon the apprentice's career aspirations, the end result of each learner in terms of competence, knowledge and ability to do the job should be the same. This should be understood and agreed across industry for all candidates

### **Career aspirations of an apprentice**

As stated above, this strategy identifies four types of learners each with differing aims and aspirations. Progression opportunities will be explored further below.

## 4. Why and how would an employer take on an apprentice?

### Reasons

In previous research, the reasons employers have given for being involved in apprenticeships are to:

- aid recruitment and retention
- increase skills levels
- counter an ageing workforce
- capture new skills (developed by the apprentice)
- drive people forward
- recruit a more diverse range of people.

Employers tend to value the loyalty and opportunity to grow their own that apprenticeships provide. They also become involved in apprenticeships to address both current and future needs. Employers taking on food preparation apprentices are more likely to be looking to fulfil future skill needs whilst those taking on housekeeping apprentices are more likely to be meeting current skill development needs<sup>1</sup>.

### Recruitment Process

The method of recruiting candidates onto the apprenticeship varies depending on the organisation and on the apprenticeship route. In hospitality some apprentices are employees before being put onto the apprenticeship programme, while others are suggested to the employer by the provider. Travel employers tend to use the apprenticeship as a recruitment tool targeting mainly 16 –18 year olds. The recruitment of apprentices is less of an issue in the travel industry, whilst the hospitality industry struggles and sometimes requires the provider to assist in finding people to fill their apprenticeship positions<sup>2</sup>. This reinforces the importance of the initial assessment from the provider side and ensuring that the candidate is suitable.

The situation differs in Scotland where the apprentice will already be in employment.

### Funding

The apprenticeship also attracts a certain amount of funding, which is more consistent than the funding available for doing the NVQ only although this would not be the only reason for doing the apprenticeship<sup>3</sup>.

### Employed Status

People1st recommends that all apprentices should be 'employed' in order to complete the programme, with as much learning and assessment as possible taking place in the workplace. The content and delivery of the apprenticeship should be directed by the needs of employers. The proposed apprenticeship model will state that the competence element must be work-based with assessment being geared towards workplace practice (see below).

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<sup>1</sup> Hospitality Apprenticeship Review Research Phase: How should the framework and wider delivery issues be addressed to improve the retention rate of apprentices in hospitality? – People1st (2005)

<sup>2</sup> An investigation into how the apprenticeship system is working for the sector - People1st (2005)

<sup>3</sup> Hospitality Apprenticeship Review Research Phase: How should the framework and wider delivery issues be addressed to improve the retention rate of apprentices in hospitality? – People1st (2005)

## **5. In which sub-sectors should there be an apprenticeship?**

### **Would an apprenticeship be an appropriate means of giving learners the skills and knowledge the sector needs?**

Through the research completed so far for the Sector Qualifications Strategy (SQS), we have identified a need for an apprenticeship within the Hospitality and Catering, Travel and Tourism Services and Travel Services (in Scotland) sector.

In previous research conducted by People1st, employers within hospitality in England have cited a mixture of routes for apprenticeships at Level 2, with food preparation and reception being the most popular and housekeeping being the least. In addition there are sometimes difficulties putting apprentices onto the multi-skilled apprenticeship in hospitality, as candidates tend to want to specialise<sup>4</sup>. This does not appear to be the case in Scotland, where this route has proved popular. In addition, this route would need to be kept for those working in a smaller organisation where the apprentices may be required to work across a number of different areas. It would be equally important for apprentices who wish to move to a management position (i.e. learner 1 above). At level 3, Hospitality Supervision tends to be the most popular.

In the travel industry there may be difficulties with apprentices undertaking the advanced levels because of a lack of opportunities to gain the relevant experience in their place of work. However, this level should remain in order to provide a progression path for apprentices in this sector.

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<sup>4</sup> An investigation into how the apprenticeship system is working for the sector - People1st (2005)

## 6. How do we ensure that an apprenticeship framework is suitable for all employers?

### Differences in the content/delivery of apprenticeships across the UK

There are differences in various aspects of the apprenticeship across the UK in relation to content, design, registration requirements and funding. However, one of the aims of this strategy is to try and ensure that in the future, these differences are removed as much as possible so that all apprentices obtain similar experiences as part of the programme.

### Differences in the content/delivery of apprenticeships for small, medium and large employers

Previous research has highlighted the need for recognition within the framework that some employers' needs are different to others in the same sector. For example, a smaller hotel's requirements may differ from that of a national chain.

Any future framework will need to reflect these differences and has been touched upon above. There are two different approaches we have identified

- **Create a more 'rounded' multi-skilled form of apprenticeship** allowing learners to gain experience and knowledge within different areas of the industry/organisation and providing them with the skills and knowledge to move to supervisory/junior management roles (aimed at learner 1 above and/or a micro/small/medium employer). This route would also prepare candidates for a wide range of career routes.
- **Create more occupational specific apprenticeships** that provide the specific skills and knowledge to be able to have the capability and competence to undertake a specific job role e.g. chef or travel agent (aimed at learner 2 and learner 3 above and/or a medium/large employer).

Across the two types of apprenticeships there will be a core set of units which will be agreed by industry which all learners will need to complete, for example health and safety.

More use should also be made of VLE's enabling learners working for smaller employers who may not be able to release staff for the off-the-job training to be able to access learning resources and support.

Furthermore, there are differences between those doing the same job, but within different organisations and these also need to be reflected. For example a receptionist in large hotel chain is unlikely to make reservations as this would be carried out at a central call centre, whereas the receptionist at an independent hotel may be required to do this. Incorporating these differences within a framework will also help portability of the apprenticeship. In this example, a unit-based apprenticeship framework may be more appropriate with a core set of units applicable across the sector and additional units completed as per the employers need (see below for further information).

**Meeting Objective 1: Raising the quality of apprenticeships within the sector so that apprentices leave better skilled and competent**

## 7. What an apprenticeship should look like and contain

### The People1st Apprenticeship Model

People1st believes apprenticeships are programmes of learning that give an individual the competence, knowledge and transferable skills for work and progression. To gain this full range of employment and development needs, an individual will train and learn in the classroom and in the workplace.

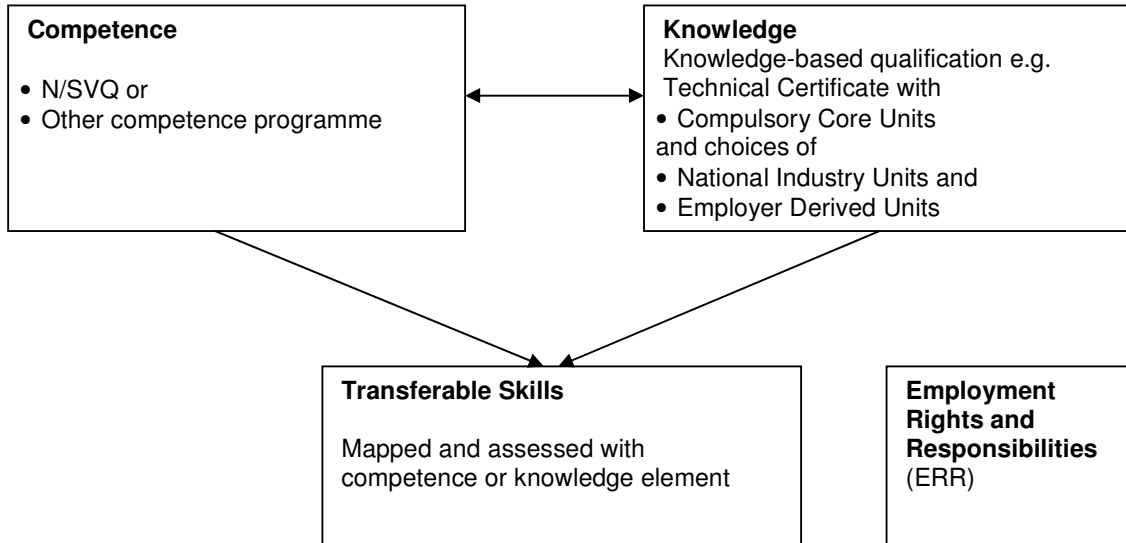
As previously mentioned, an apprentice should be in employment whilst completing the programme so that they can practice what they have learnt. Therefore the apprenticeship should be a programme which enables the apprentice to develop their knowledge and competence, in such a way that it can be applied in the workplace.

There are aspects of training and learning that can take place within a college or simulated environment. Also there are aspects of training and learning that should take place in the workplace but it is important that the assessment of an apprentice's ability to "do the job" takes place in the workplace. It is this and the full development of an individual that makes the apprenticeship distinct from other qualifications and programmes of learning.

### The Elements of the People1st Apprenticeship Model

The proposed People1st apprenticeship model is derived from secondary research and preliminary consultation with national employers and providers.

The model comprises competence, knowledge and transferable skills elements.



**The Competence Element** will develop the aptitude, capability and ability required to be proficient within a given industry or job role. This competence is prescribed within national occupational standards (NOS) and has in the past been completed within an N/SVQ.

People1st propose to allow this competence to be trained, learned and developed within an N/SVQ, or another competence programme that is equivalent to the N/SVQ in content and quality assurance.

## **The Knowledge Element**

The knowledge element will be developed using a flexible knowledge-based qualification e.g. a **technical certificate**, the content of which will be mapped to job roles and their corresponding NOS. The qualification will be a **Vocationally Related Qualification (VRQ)**.

The VRQ will contain core units of the appropriate, employment driven safe and legal knowledge as well as the agreed core knowledge for transferable employment within each industry. The VRQ will also contain a choice of industry related units that can be developed and combined in appropriate ways to represent job roles. These units can also be developed to represent specified employment roles specific to employer, regional, or local need.

The knowledge element should provide the theoretical knowledge that underpins the competence element.

Through the SQS, People1st will develop specific units and qualifications which will form part of the apprenticeship. Any new qualifications or units will be developed in conjunction with employers and then accredited as part of the credit frameworks.

Employer equivalent units can be used where they are mapped to the NOS and the units within the agreed knowledge qualification.

## **Transferable Skills**

Transferable skills are the range of essential skills that underpin the competence and knowledge required to be proficient in employment, lifelong learning and personal development. They are the skills that are commonly needed for success in education and training, work and life in general.

We are obliged to test for numeracy and communication skills within an apprenticeship. People1st also believes that the other transferable skills should be developed and tested in line with the tasks required for each job or industry. Their inclusion will provide apprentices with opportunities that will enable them to follow a range of career pathways within the sector.

Within the People1st Apprenticeship transferable skills will be developed and assessed within each of the units of competence and knowledge, ensuring that they are relevant to the apprentices' role. Therefore each unit or qualification will identify opportunities for developing the appropriate nationally-specified transferable skills at the appropriate level(s). In the case of information technology it will be expected that development and assessment will be within context, using specific industry techniques, where appropriate.

The transferable skills which People1st propose to use within the apprenticeship include:

- Application of Number/Numeracy
- Communication
- Information and Communication Technology
- Working with Others
- Problem Solving

## **Employment Rights and Responsibilities (ERR)**

The ERR will provide the apprentice with an induction to both the apprenticeship and the employer organisation. It should be delivered jointly by the employer and provider. The minimum content will be determined by People1st and will cover areas such as customer care,

statutory responsibilities, the apprentice's role in the organisation, career pathways and career development and equality and diversity. The induction should be standardised across all employers but still enable them to provide their own in-house inductions if mapped to the standard format.

### **Length of an apprenticeship**

Apprenticeships are about achieving standards rather than timeserving. However, due to the increased robustness of the programme, we would expect an increase in the length of time it takes to complete the apprenticeship compared to the current timescales. We would envisage an average completion period of 18 months to 2 years for each programme. However, it is recognised that this may not be the case in all situations, for example, adult apprentices may complete the programme in a shorter period.

### **Apprenticeship Group**

People1st will form an Apprenticeship Group consisting of employers and providers. The purpose of the group will be to oversee and advise on any issues around apprenticeships and to make recommendations as appropriate. This will include advising on matters such as the frameworks, funding, completion rates and marketing. The group will meet at regular intervals throughout the year and may be supported by sub-groups representing each of the routes within the apprenticeship frameworks.

## 8. How should an apprenticeship be delivered?

Research has shown a positive response where all components of the framework are delivered as an integrated package in the workplace<sup>5</sup>. In addition, the quality of the programme will be increased where any off-the-job learning matches the on-the-job components<sup>6</sup>. Therefore, the employer and provider should work together to design and deliver the apprenticeship and the associated learning. In the workplace, apprentices should be able to work alongside more experienced colleagues in order to learn from them<sup>7</sup>.

### Programme-led apprenticeships

Programme-led apprenticeships will provide the learner with the job skills, transferable skills and competence training and practice in an off-the-job setting e.g. a college or other similar environment before they move into employment. This means that the apprentice is better prepared before they enter the workplace. As People1st require apprentices to be employed, we only support the use of programme-led apprenticeships in certain circumstances, for example, for small employers. However, there needs to be detailed guidance and advice regarding the workplace element and the experience this should provide to ensure that the apprentice is able to adequately develop and apply the skills and knowledge in this setting.

### Unit-based apprenticeship models

As previously mentioned, People1st also believes that we should be moving towards a **unit-based apprenticeship model** with rules of combinations to define the units an apprentice must take according to their role or whether they want a more 'rounded' experience. Through previous research it has been identified that this is a model which is looked upon favourably by the sector. These units may consist of in-house training (if mapped to NOS and includes strict quality assurance and assessment criteria – see above), N/SVQ units, units from other occupational qualifications and knowledge-based units. This would allow more flexibility enabling employers to access an apprenticeship that is part-tailored to their organisation and would also help with progression. This is a structure that would challenge the boundaries of traditional apprenticeship frameworks and which would work with credit frameworks.

The following table gives an example of what a unitised framework could look like within the hospitality sector.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24
<b>Hospitality Apprenticeship</b>																								
Route 1	C	C	C				M	M	M	M	O								O					
Route 2	C	C	C				M	M			M	M							O	O				
Route 3	C	C	C						M	M	M	M							O		O			
Route 4	C	C	C					M		M	M	M								O	O			

<sup>5</sup> Improving employer engagement in the delivery of Apprenticeships – Hughes and Monteiro (2005) Learning and Skills Development Agency

<sup>6</sup> Improving employer engagement in the delivery of Apprenticeships – Hughes and Monteiro (2005) Learning and Skills Development Agency

<sup>7</sup> Career paths of former apprentices – Perez-del-Aguila, Monteiro and Hughes (2006) Learning and Skills Development Agency



be done to ensure there is an understanding of what the transferable skills are for. Furthermore, they should be delivered in an environment that is as relaxed and 'un-school like' as possible.

Support and learning materials for transferable skills to help the providers in their delivery are available which are contextualised to the sector. These should be actively encouraged and used.

## **9. How do we ensure the apprenticeship has appropriate progression opportunities?**

The issue of progression also needs to be considered. However this feeds into the wider issue of career pathways and entry points within the industry. What is available to the recently qualified apprentice should fit into a wider structure of progression pathways within the industry. However in the short term, employers and providers should provide opportunities for apprentices to discuss career development and potential progression onto the advanced apprenticeship.

All progression routes need be identified and made clear to all those involved with the programme. Any barriers to progressing should be removed.

### **What happens to the apprentice once they have completed the programme?**

In the hospitality industry there appears to be an emphasis on the apprentice and being encouraged to reach the next level with the support of the employer. In Travel it tends to be a move to a full time job along with an awareness that those who have completed their apprenticeship tend to be very good at sales and progress to high levels.

### **Links with other qualifications**

Apprentices should have the opportunity to develop higher level skills (levels 4 and 5) following completion of the level 3 apprenticeship (learner 4 identified above). A route should be available for those who have completed this to be able to progress onto the level 4 Modern Apprenticeship in Scotland or Higher Education, for example, Foundation Degrees if they wish to which will therefore provide the sector with the skills that are needed at those levels, for example management skills. It will also provide non-traditional learners within the sector with the opportunity to enter higher education and make it easier for HEIs to recruit learners onto work-based programmes. The apprenticeship itself will increase its status as a valuable and important programme. Because of these reasons, there will also be a positive impact on completion rates. If these progression routes are not available it may ultimately lead to motivated learners leaving the sector to seek opportunities elsewhere.

In putting in place appropriate HE progression opportunities for advanced apprenticeships in our sector, People1st will utilise the work that is currently taking place to develop a foundation degree template for travel operations management, hospitality management, contract catering and culinary arts sectors in England, Wales and Northern Ireland. This piece of work will enable us to identify the learning outcomes of employer-led foundation degrees for those sectors and entry requirements for those programmes.

We will also use the work that is in progress to put in place an SQS for the sector. This will identify the various job roles at each level and the qualifications and NOS applicable to those roles. It will help us identify in which job roles there is a need for higher levels skills.

In England, People1st will also liaise with LSC and/or UCAS to identify whether UCAS points can be applied to the apprenticeship and will actively encourage this.

### **Career development and higher salaries**

By implementing the above frameworks aimed at the different types of learners identified, future frameworks will ensure that apprentices can progress to a range of different occupations and will support career pathways.

There should also be an opportunity for apprentices to obtain higher salaries upon completion of the programme in line with other employees, and where apprentices stay on the lower wage then this should be compensated by the provision of a good career path and progression routes.

**Meeting Objective 2: Ensure that more people taking up the apprenticeship complete the programme**

## 10. How can we improve completion rates?

### How success is defined

Success should be defined by achievement rates for young people and adults who gain the apprenticeship. It should also take into account the value-added and therefore information should be collated on where the apprentice progresses to following completion of the programme, for example, whether the apprentice remains in their existing role or progresses to a higher role upon completion of the programme.

Currently, People1st do not have access to information regarding the destination of successful apprentices. Therefore, People1st will collate information via a short questionnaire which will need to be completed when completion certificates are claimed. This will identify what the learner is doing following completion of their apprenticeship. This data will then be shared with the sector via the People1st website. Where apprentices do not complete the programme, information on the point at which they leave can be provided by the UKSP with any further information obtained via an electronic questionnaire made available on the People1st website. In Northern Ireland, where People1st do not issue the completion certificates, the learning providers will be asked to collate this information. The data gathered will be continuously monitored to ensure that the framework is effective.

### Improving success

The sector needs to increase the number of apprentices completing our apprenticeship frameworks, so that it benefits from employees with the skills and knowledge it needs. The activities and initiatives outlined in this section are those that People1st recommend and believe are required in order to increase completion rates.

In order to improve the completion rates we need to:

1. Develop robust, employer-led apprenticeship frameworks
2. Provide support to employers, apprentices and learning providers
3. Track apprentices' progress throughout the apprenticeship programme
4. Ensure the right people start the apprenticeship programme

The forthcoming National Skills Academy for the Hospitality industry will provide the opportunity to test some of the initiatives outlined below.

### Barriers to achieving an apprenticeship

People1st research has shown that the main reasons for the low completion rates are:

- Insufficient support for the apprentice from the employer – there is often buy-in at head office, but not at the unit level
- The apprentice having a bad employment experience or becoming disillusioned with the industry
- Poor or inappropriate support from a learning provider including inconsistency of assessors and assessors not understanding the business
- Difficulty with one or more specific aspects of the of the apprenticeship, such as achievement of transferable skills
- Unsuitable career choice
- Incorrect expectations of the industry
- Lack of partnership between employer and provider
- Lack of understanding of what the apprenticeship aims to achieve
- Difficulty in combining learning and work
- Pay and conditions

## Monitoring starts and completions: Implementing a registration system

People1st need to work with learning providers, learning provider representatives and employers to engage them in this work and identify a way to register apprentices with them at the beginning of the programme in England, Northern Ireland and Wales, as is the case in Scotland.

This purpose of this registration system is to:

- help improve retention of apprentices by enabling intervention if a problem is identified
- to ensure that apprentices are aware of the career opportunities that are available to them
- welcome apprentices onto the programme and introduce People1st
- have access to up-to-date data on starts and completers

## Removing those barriers:

- ***Development of support materials for employers, learners and providers***
  - *Support materials for the employer*  
This should include:
    - An explanation of the overall purpose of the apprenticeship and the employer's role in this
    - What the learner can expect from the employer
    - What the employer can expect from the learner and provider
    - Criteria for success
    - Advice on implementing a mentoring system
    - Guidance on selection criteria
    - Case studies
    - FAQs
    - Career progression information
    - Sample learning agreements
    - Promotional materials
  - *Support materials for the learner*  
This should include:
    - Interview tips
    - What the apprentice can expect from the apprenticeship, the employer and the provider
    - Tips on making the most of the programme
    - Career progression information
    - Case studies
    - FAQs
    - Sample learning agreements
    - Learning materials
    - On-line mentors
  - *Support materials for the provider*  
This should include:
    - Criteria for success
    - Advice on supporting the apprentice
    - Sample training agreement
    - Sample training and partnership agreement or Code of Practice
    - Case studies
    - FAQs

Any information, advice and guidance should be equivalent to that of other programmes and qualifications

- ***Provide support through the UKSP***

The UKSP should be issued as part of the registration process and used to track apprentices throughout the apprenticeship programme and beyond. It should be used as upfront certification to enable the apprentice to undertake a thorough skills assessment and then allow People1st to track the Apprentice's progress throughout their programme. This may result in intervention to ensure the provider, employer or apprentice is given access to support. This would also make the apprenticeship more transportable and encourage the learner to complete as it will enable them to credit achievement as they go along.

- ***Ensure that there are robust, fit-for-purpose frameworks which provide industry with the skills that are needed***

This will be done through the development of this strategy and through the subsequent review and development of apprenticeship frameworks.

- ***Ensure that there is sufficient support for the transferable skills element of the framework***

Research has shown that transferable skills are an issue in terms of completion of the apprenticeship frameworks within our sector and many learners drop out because of this part of the framework. We need to investigate existing support materials and work to promote and implement these where appropriate amongst learning providers.

- ***CPD***

We recommend a CPD programme for providers and employers to help enable them to effectively support apprentices within their organisation. This enables best practice to be shared, practitioners to be kept up to date with all new methods and research, and advice to be provided on how the employer can support the apprentice in their organisation in order to increase retention on the programme. These programmes should be mandatory and supported through a code of practice. This system currently runs in Scotland for providers and has contributed to an improvement in achievement rates.

- ***Development of innovative, industry-led enhanced learning activities for apprentices to support the delivery of the programme***

This should involve representatives from industry delivering 'master classes' based on their areas of speciality to groups of apprentices on the framework. These classes may cover areas such as:

- an introduction to the industry
- nutrition and healthier catering practices
- presenting yourself/customer service
- cooking techniques

Certificates of attendance should be issued to learners at the end of the programme listing the classes attended. Where apprentices are not able to attend, these classes should be made available via a podcast. The activities may also include educational visits, for example to different types of organisations within the sector or exhibitions.

The project will develop and test industry-led enhanced learning activities for apprenticeship delivery which will:

- Be driven by the employer voice
- Support the development of additional skills

- Be delivered by industry to groups of apprentices

- ***Ensure that all apprentices understand what the apprenticeship programme entails, are suitable, and have an understanding of the sector they are joining***

The purpose of this will be to ensure that the right candidates are starting the programme. This may include diagnostic testing, assessment centres or providing advice on recruiting apprentices. We will need to work with training providers to understand what tools are currently being used and to identify which are the most effective. We would endeavour to use tools that are currently available and have proved effective and work with employers to develop a profile of the characteristics and skills they require in potential apprentices. From this, we would look to produce recruitment and assessment centre advice. This advice will provide a realistic view of the industry. People1st will also encourage the use of 'taster' days and/or work experience to ensure that apprentices have a full understanding of the sector and the type of work it involves. In Scotland, candidates have to be in their place of employment for a minimum of twelve weeks prior to commencing the modern apprenticeship programme and so this aspect will not be as relevant.

- ***Ensure that apprentices are placed with employers who invest in their staff***

Apprentices need to receive greater support from their employer to ensure they receive the right training and development and the opportunities to progress. We recommend that only those employers who have signed up to the Good Employers Campaign on the UKSP – and demonstrating that they are committed to appraisals, staff development etc, should be permitted to employ apprentices. We would need to investigate the feasibility of this and implement this system if possible.

- ***Ensure that appropriate inductions are provided to the apprentice***

The induction is a vital aspect of the apprenticeship process. If it is effectively delivered then the apprentice is much more likely to stay in the apprenticeship<sup>8</sup>. The employer and provider should apply a joint approach to the induction. An effective induction will ensure that the apprentice understands their role and is valued right from the start. This should also include an induction to the team and the organisation. The induction should be standardised across all employers but still enable them to provide their own in-house inductions if mapped to the standard format.

- ***Delivery of Competence and Knowledge***

The apprentice should be allowed the appropriate time off to be able to complete the training required under the apprenticeship. There is a view that the apprentice is sometimes looked upon as member of staff doing a full time job and not as a trainee which is view that is not held in some other occupations. All apprentices must be viewed and treated as an employee in training. They must be given the necessary time off to complete the training associated that is required under the programme.

- ***Support***

Mentors and coaches should be used to develop and support apprentices and CPD training should be encouraged for those carrying out those roles. This support should be made a performance indicator of those who manage apprentices. Research has shown that the more supportive the manager was the more likely the apprentice was to succeed<sup>9</sup>. The training provider should also give appropriate support with effective communication taking place between the provider and the employer.

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<sup>8</sup> Hospitality Apprenticeship Review Research Phase: How should the framework and wider delivery issues be addressed to improve the retention rate of apprentices in hospitality? – People1st (2005)

<sup>9</sup> Hospitality Apprenticeship Review Research Phase: How should the framework and wider delivery issues be addressed to improve the retention rate of apprentices in hospitality? – People1st (2005)

### **What happens when apprentices leave the programme before completion?**

Where an apprentice leaves their employer before completing their apprenticeship they should have the opportunity to continue the programme with another employer, and they should be encouraged to do so if they remain in the industry.

People1st will work with employers, learning providers and learners to establish which support materials are currently available to ensure that anything developed is appropriate, and to identify and put in place the most suitable initiatives.

## **Meeting Objectives 3 and 4: Increasing the number of people taking up apprentices and the number of employers taking on apprentices**

## **11. How can we best market the apprenticeship and communicate on matters affecting it?**

Apart from the content and delivery of the apprenticeship an important factor in increasing completion rates is marketing the apprenticeship and the industry effectively to young people in schools, and ensuring they have access to clear information regarding the apprenticeship, working in the industry, what they can achieve and details of potential career progression. In addition, careers advisors, schools and parents should be provided with this information. Employers also need to be made aware of the apprenticeship and what it is, who it is aimed at and the outcome of the apprenticeship both in terms of the individual's career development and the business benefits it provides so that there is an increase in the number of employers taking on apprentices. It is important that People1st ensure that accurate and comprehensive information is available to all stakeholders on the apprenticeship programmes offered in our sector and that this information is made available through the appropriate channels. The activities and initiatives outlined in this section are those that People1st recommend and believe are required in order to achieve this.

People 1<sup>st</sup> recommend the development of an effective marketing and communications strategy that will ensure that school leavers, apprentices, employers, parents and learning providers are able to access the required information on apprenticeship programmes within our sector prior to and throughout the programme. This should include:

- Providing information to make people aware of the programme
- Providing information to make it easier for stakeholders to access the programme
- Providing information to explain the features and value of the programmes within our sector
- Implementing ongoing effective communication channels with those involved in the delivery of the programme

Currently, learning providers involved in the delivery of apprenticeship frameworks within our sector have limited information that can be made available to potential apprentices, current apprentices, parents, schools and employers. This is an area that clearly needs to be addressed and an effective campaign needs to be developed in order to increase both take-up and completion rates. However, prior to this there needs to be an effective and robust apprenticeship programme in place which leads to career progression and highlights links with other qualifications.

### ***1. Database of contacts***

In order to make this a success we need to develop a complete list of contacts on apprenticeships within the sector needs to be developed. This includes learning providers involved in the delivery of apprentices and employers who take on apprentices. For each organisation we will need a named contact and contact details.

### ***2. Website***

The People1st website should be expanded to ensure that information on apprenticeships is easily available.

### ***3. Employer Champions***

People1st recommend working with existing employers who have effectively engaged with the apprenticeship and support it in order to highlight the benefits of the programme.

### ***4. Business case development***

People1st believe it is important to provide employers with information on the benefits that apprentices provide to their business. People1st will ensure that such information is available and promoted appropriately.

### **5. Promotion via existing People1st developments**

Awareness of the programme can be raised through existing developments such as the new 14-19 diploma, where learners on this programme can be informed of the apprenticeship and what it involves. The UKSP will also be a valuable resource in providing information on apprenticeship opportunities in the sector, and the National Skills Academy for the Hospitality industry will have regional members of staff who can promote and inform employers of the programme as part of their regular engagement with them.

### **6. Enabling access to employers, learning providers and potential apprentices**

We also need to provide information to make it easier for potential apprentices, employers and learning providers to access one another e.g. providing a list on our website of all those employers who take on apprentices. This should be made available through the UKSP and the Good Employers Campaign.

### **7. External websites and publications**

We recommend the use of the national 'Apprenticeships' websites to communicate information on our apprenticeships including success stories. We will endeavour to place articles in trade press e.g. En Passant, to highlight the benefits of the apprenticeship and to highlight its successes. We will use employer examples to promote the apprenticeship in such articles and make these employers 'Apprenticeship Ambassadors' for our sector. Similar articles should be placed in educational newsletters, e.g. ALP Magazine. We will also look to write and issue our own quarterly People1st apprenticeship electronic newsletter which should be made available on our website and distributed via email.

### **8. Work with Careers Advisory Groups**

People1st are currently working with Careers Advisory Services on other areas and we will use this opportunity to work with these stakeholders to increase awareness of the apprenticeship where we are able to. In addition we will look to attend and run a stall at careers events that will promote specifically the apprenticeships within our sector.

### **9. Regional teams**

We will use our regional team to promote the apprenticeships across our sector and secure employer engagement throughout the period.

## 12. What are the barriers to accessing an apprenticeship?

### Employers

SMEs may have difficulty releasing apprentices to attend college for the off-the job element of the apprenticeship. This is particularly the case when the timings for this are determined by the college, and therefore may not fit in with the needs of the business. Therefore, the training provider should work closely with these businesses to understand what their particular requirements are and respond to these where appropriate<sup>10</sup>.

Some employers may be put off by the perceived bureaucracy involved with apprenticeships, and more needs to be done to support this aspect and help undertake what is seen as a potentially daunting task particularly for smaller employers. People1st will investigate and identify support that can be provided and put systems in place to assist employers with this.

Other barriers facing employers have already been discussed above, for example:

- Funding being limited to a narrow age group
- Lack of awareness of the apprenticeship on the part of employers
- Lack of clarity of what the apprenticeship is meant to achieve for business and the evidence for it

### Learners

It is also important that any barriers faced by potential apprentices are removed, so that employers can experience the benefits that they provide to the business. As with employers, one of the biggest barriers to accessing an apprenticeship from the point of view of learners is a lack of awareness of what the apprenticeship is and who it is aimed at. This strategy aims to resolve this, mainly through effective marketing and communication.

In addition, People1st recommend the development of an equality and diversity policy encompassing all its apprenticeship programmes in consultation with key stakeholders including learning providers, learning provider representatives, employers, employer representatives, awarding bodies and organisations responsible for promoting equality and diversity.

We will also consider the following activities to help ensure that any barriers to achieving an apprenticeship are removed:

- Development of an employer's guide to the recruitment and retention of apprentices from under-represented groups
- Ongoing monitoring of data to identify any issues and intervene where necessary
- Developing careers materials and making them accessible to all
- Developing marketing materials aimed at under-represented groups
- Identifying a process to make it easier for apprentices to access employers, e.g. providing a list on our website of all those employers who take on apprentices. This will be made available through the UKSP and the Good Employers Campaign
- Identifying ways to make it simpler for micro and SME employers to take on apprentices
- Articles in specific newspapers/magazines aimed at under-represented groups

### Monitoring take up

The implementation of a registration system has already been mentioned above. Through this, take up and starts can be monitored carefully by People1st and appropriate action taken if any

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<sup>10</sup> Improving employer engagement in the delivery of Apprenticeships – Hughes and Monteiro (2005) Learning and Skills Development Agency

issues are highlighted. The data could be monitored by different categories including framework, provider and region. In addition, data collected by external agencies could be used more effectively and interpreted so that maximum benefit can be gained from all parties.

## **Funding**

Research has pointed toward a number a number of success factors affected by funding rates and rules. These were summarised as:

- Employer interest – employers can be incentivised to take on apprentices or increase activities;
- Long term employment opportunities – employers and employees are more inclined to maintain the employment relationship if the experience and development is well supported;
- Provider interest – providers are businesses and must match outgoings on candidates with income;
- Provider support - providers require sufficient funding to ensure that all candidates are given the right support to get them to completion;
- Learner experience – each learner starts with a unique set of abilities which must be brought up to the required levels. Funding must be correctly assigned to ensure all students reach the industry required level of ability.

Starters have varied abilities on entry. This means that the offer and support can be different for each candidate. Funding rules did not allow for these differences and can therefore be a disadvantage to some apprentices.

People1st will consider the current funding models including the methodology for deciding how funds are to be delivered as well as for deciding funding levels, making recommendations to funding bodies and supporting providers and employers in their work enlightening them.

People1st will inform and lobby the funding agencies at national and regional levels as appropriate, to simplify and widen funding opportunities.

### 13. Summary

<b>Current Issues</b>	<b>How the strategy aims to resolve the issue</b>
<p>The current frameworks lack a clear identity – it is unclear what they are intended to achieve and who they are aimed at</p>	<ul style="list-style-type: none"> <li>• Vision, goal and objectives of apprenticeships within the sector identified</li> <li>• The apprenticeship will require a ‘bottom up’ approach to the industry</li> <li>• Requires a long-term investment focusing on training, practising and developing skills rather than quickly turning apprentices into productive workers</li> <li>• Identifies the different learner ‘types’, their characteristics and the roles they should be working in</li> <li>• Identifies the employer ‘types’, and how future frameworks will meet their needs</li> <li>• Recommends that apprenticeship frameworks should incorporate progression pathways</li> </ul>
<p>The current frameworks suffer from poor achievement rates</p>	<ul style="list-style-type: none"> <li>• People1st aim to increase completion rates by 10% by 2013</li> <li>• Implementation of registration system in England and Wales to monitor starts and completions</li> <li>• Provide support to the apprentice through the UKSP</li> <li>• Develop robust, fit-for-purpose frameworks which enable progression</li> <li>• Ensure there is sufficient support for the transferable skills element of the framework</li> <li>• Provide assistance to employers to enable them to support apprentices within their organisation through regular employer events</li> <li>• Develop industry-led enhanced learning activities for apprentices to support the delivery of the programme</li> <li>• Ensure that all apprentices understand what the apprenticeship programme entails, are suitable, and have an understanding of the sector they are joining</li> <li>• Ensure that all apprentices are placed with employers who invest in their staff using the Good Employer Campaign on UKSP</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure that appropriate inductions are provided to the apprentice</li> <li>• Allowing the apprentice the appropriate time off to be able to complete the training required</li> <li>• Providing mentors and coaches in the workplace to support the apprentice and encouraging CPD for these people.</li> <li>• Encouraging an employee to continue with their apprenticeship programme with another employer if they leave their current employer before completing the programme</li> </ul>
Little formal learning within the apprenticeship frameworks, particularly the hospitality framework.	<ul style="list-style-type: none"> <li>• The requirement for learning to be included in future frameworks</li> <li>• The inclusion of wider transferable skills contextualised to the industry</li> <li>• Use of programme-led apprenticeships in certain situations</li> </ul>
Difficult to ascertain success of apprenticeship framework	<ul style="list-style-type: none"> <li>• Completion of a questionnaire showing the destination of apprenticeships after completion of the programme to ensure the framework remains effective</li> </ul>
Funding for the apprenticeship programme generally limited to young people aged 16 to 24 years	<ul style="list-style-type: none"> <li>• People1st will work with funding agencies to try and establish a funding mechanism for older apprentices</li> </ul>
Transferable skills are not relevant to the sector	<ul style="list-style-type: none"> <li>• Delivery of transferable skills should be contextualised to the role and embedded throughout the framework</li> </ul>
Apprenticeships are inflexible	<ul style="list-style-type: none"> <li>• Use of unit-based apprenticeships with rules of combination to define unit selection</li> </ul>
Lack of understanding and awareness of the apprenticeship	<ul style="list-style-type: none"> <li>• Improved marketing and communication of the apprenticeship: <ul style="list-style-type: none"> <li>- Develop database of contacts</li> <li>- Develop People1st website</li> <li>- Using existing employers to 'champion' the apprenticeship</li> <li>- Developing a business case for apprenticeships</li> <li>- Help apprentices and employers access each other more easily</li> <li>- Use external website and publications to promote the apprenticeship</li> <li>- Work with careers advisory groups</li> <li>- Use regional teams to promote the apprenticeship to employers across the country</li> </ul> </li> </ul>
Difficulty faced by small employers in releasing employees to	<ul style="list-style-type: none"> <li>• Use of VLEs to enable learners working for smaller employers to be able to</li> </ul>

complete the training	<p>access training</p> <ul style="list-style-type: none"> <li>• Use of programme-led apprenticeships</li> </ul>
Perceived bureaucracy involved in apprenticeships	<ul style="list-style-type: none"> <li>• Provide support and advice to employers</li> <li>• Consider the current funding models including the methodology for deciding how funds are to be delivered as well as for deciding funding levels, making recommendations to funding bodies and supporting providers and employers in their work enlightening them. People1st will inform and lobby the funding agencies at national and regional levels to simplify and widen funding opportunities.</li> </ul>

## **14. Conclusion**

By developing robust, high quality apprenticeship frameworks with industry and implementing the wider recommendations outlined above, People1st hope the sector will benefit from employees who are skilled, enthusiastic and committed. Much of the actions recommended in this document will rely on appropriate support and input from external organisations whether this is through the provision of funding, the development of products or through delivery of the frameworks. It is a joint effort that requires all key stakeholders to work together to ensure that the apprentice, the employer and the sector as a whole ultimately receive the benefit of this important piece of work.