

# PARTNERS FOR CHANGE

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**Developing and Implementing  
Curriculum**

**Hospitality Sector Example**

# Think Global!

**“World-class quality education systems are vital to governments in securing long-term economic growth.”**

OECD (Organisation for Economic Co-operation and Development) *Education at a Glance 2010* report.

# Think Global! Act Global!

- **Increased profits**
- **Increase competitiveness**
- **Increased adaptability**

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- **Increased income**
  - **Increased job security**

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- **Return on investment**
  - **Increased Gross Domestic Product**

# The Hospitality Sector UK

**Pubs, bars, nightclubs**

**Hospitality services**

**Gambling**

**Hotels**

**Visitor attractions**

**Tourism services**

**Youth hostels**

**Restaurants**

**Travel services**

**Holiday parks**

**Membership clubs**

**Contract food service providers**

**Events and conferences**

**Self-catering accommodation**



# UK Hospitality Sector

- a wide range of functions,
  - the provision of food, drink,
  - accommodation and leisure activities
  - range from catering staff, tourist guides to croupiers.
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- The sector employs around 1.9 million people in more than 180,000 establishments in the UK and is estimated to contribute £135 billion to the economy.



# UK Hospitality Sector Statistics

- **2 million people**
- **78% under 10 employees**
- **7% growth in last 5 years**
- **62% female**
- **48% part-time**
- **33% under 25, 20% 16-19**

So... a large, successful and young sector



# Hospitality Challenges

- **Insufficient support from Agencies**
- **Employer Engagement**
- **Developing standards and qualifications for **all** employers**
- **Pay and conditions in the industry**



# Hospitality Training Challenges

- **Funding- private sector only**
- **Employer interest – fast moving; low profit margins**
- **Long term employment opportunities – high staff turnover**
- **Provider interest – on the job training**
- **Provider support – low completion of long qualifications**
- **Learner experience – short and narrow**

# Sector Skills Councils

## The Aim

- **The right number of people with the right skills and qualifications at the right time.**
- **Thereby improving the profitability, retention and appeal of this dynamic sector.**

# **The Method**

## **Research and Labour Market Intelligence**

**Research that underpins both the strategic and operational work of Sector Skills Councils and ensures that decisions are industry-led.**

- **Recruitment**
- **Labour force**
- **Productivity**
- **Employment relationships**
- **Training**
- **Trends**

# Infrastructural Action

This must be agreed by all stakeholders

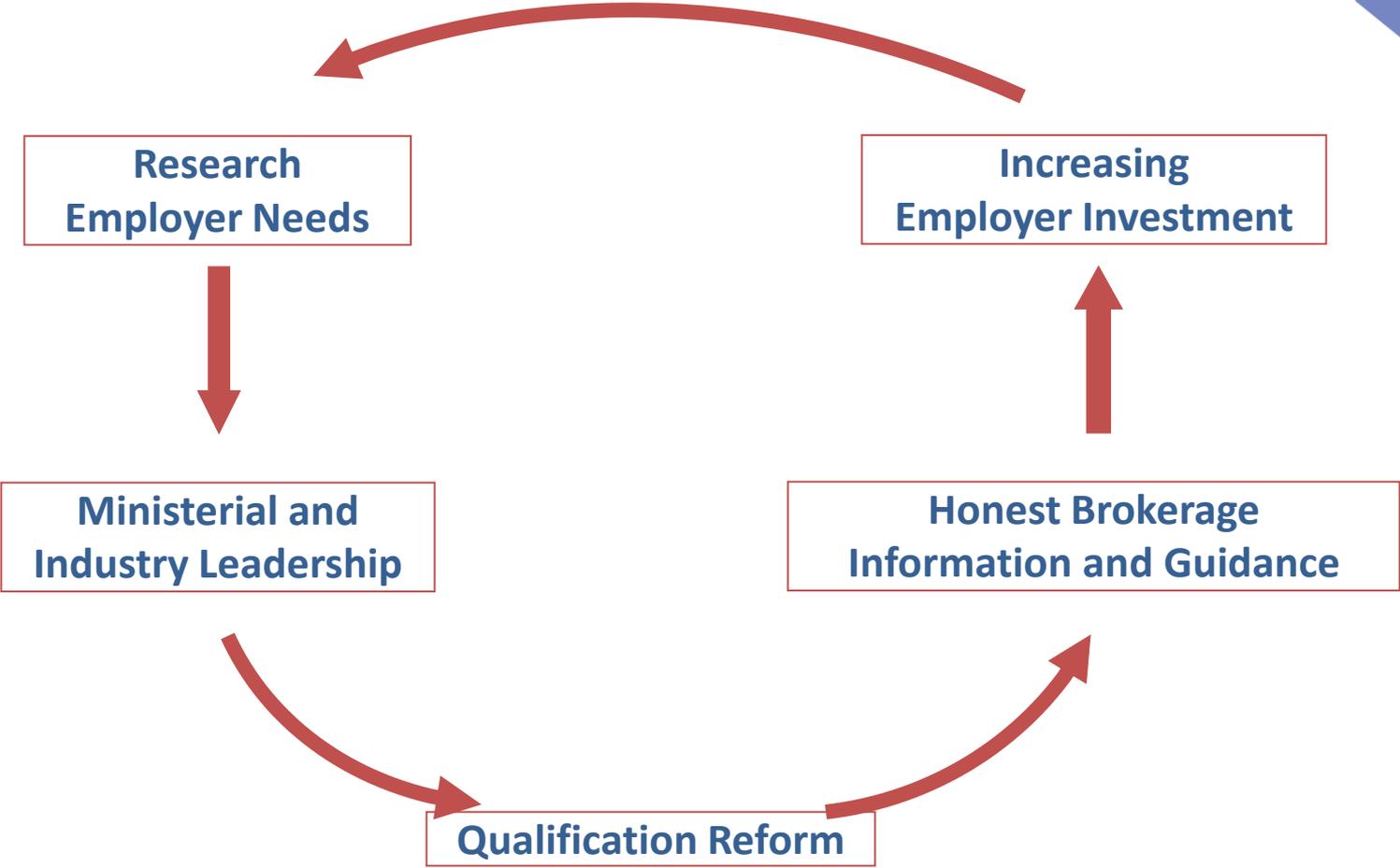
- Quality of students graduating
- Quantity of students being taught
- Funding for each student
- National occupational standards development
- Qualification development
- Trainers development



## **Sector Qualification Strategy**

- **use the research to identify skills and training issues for employers**
- **use the SQS to set out a clear statement of:**
  - **what skills and qualifications are required**
  - **which qualifications currently meet those needs**
  - **intent to put in place those qualifications required to meet the needs of the sector**

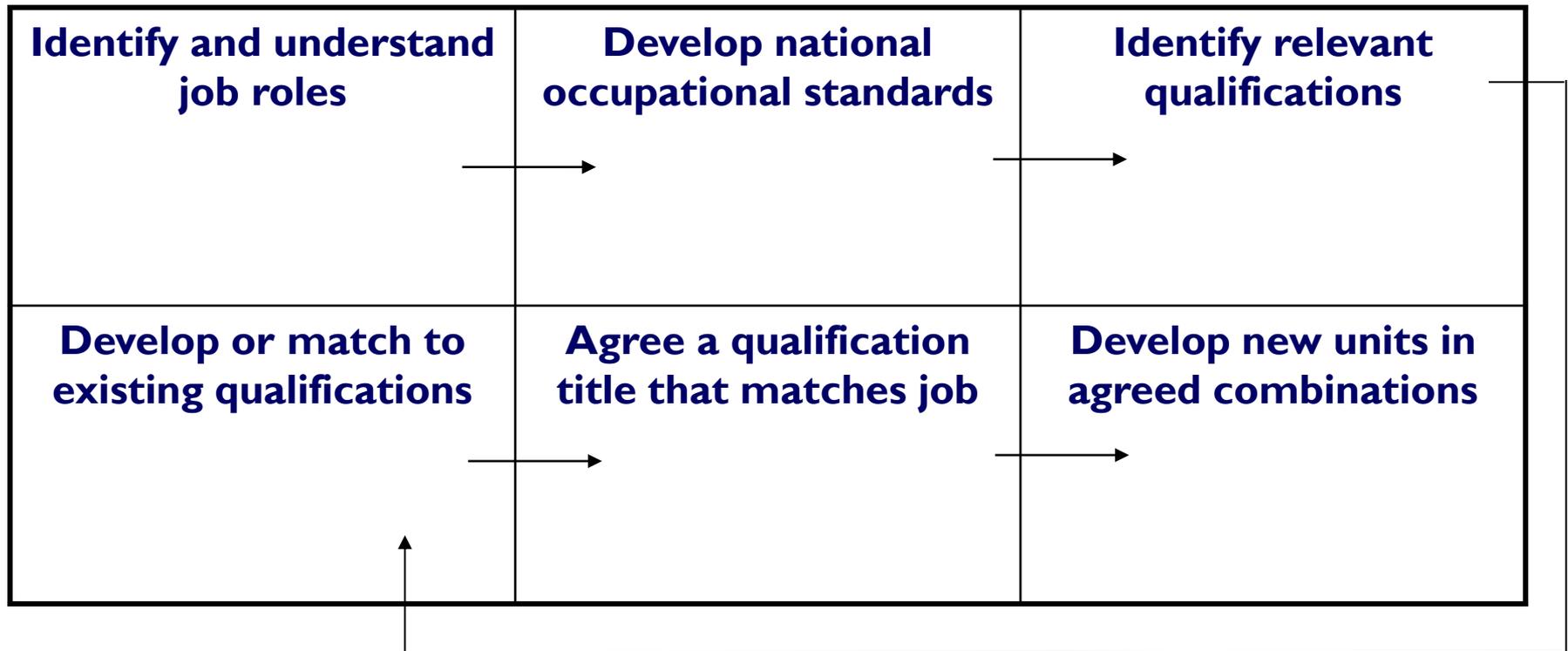
# National Skills Strategy



# The skills development cycle



# Sector Qualification Strategy





# Qualification pathways

**Provide a route for entry through to progression**

- **Industry specific**
- **Aligned to vocational aspects of school-based provision**
- **Work based learning review**

**Match to job opportunities and roles**

**Career ladders**

**Clarity for employers and learners**

**Transferable skills and knowledge**



# Curriculum

- **Experiential Learning**
- **Work based Learning**
- **Virtual Learning**
- **Entrepreneurial Learning**
- **Technology based Learning**

# Craft Skills

Focus on workplace development and progression in pathways

Working to templates

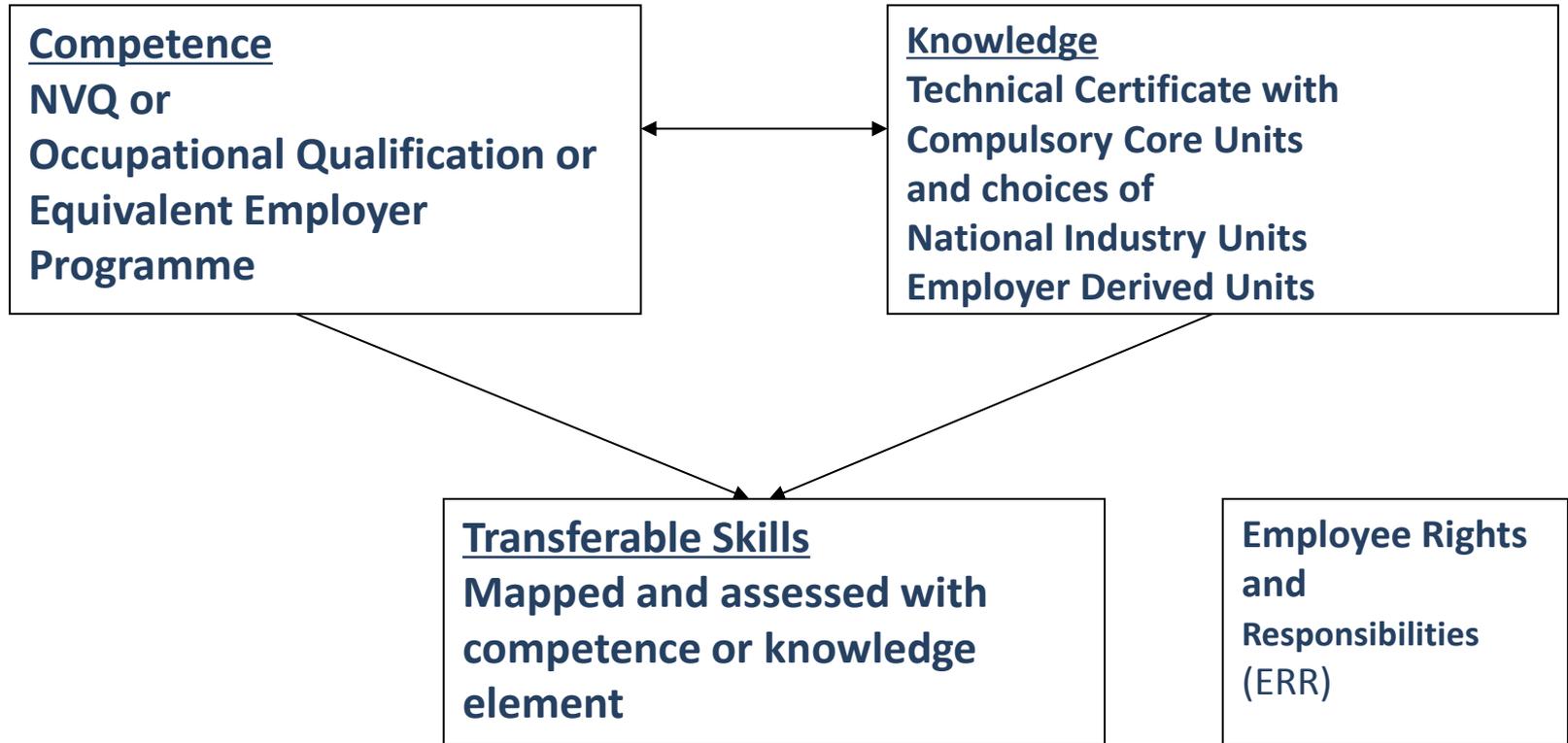


# Management and leadership skills

Generic qualifications

Sector Specific Supervision and Leadership qualifications

# The Apprenticeship



# Apprenticeship development

Apprenticeships are programmes of learning that include  
Competence in the workplace;  
knowledge and  
transferable development for work, in work

*Therefore demand must come from employers.*

# Apprenticeships

**Critical question:** What's the purpose of an apprenticeship?

**People1st believes its key attributes should be:**

- A robust work-based route
- Perceived and believed to be credible alternative to full-time education
- Develops the range of skills and knowledge for a profession not just a job
- Develop the existing workforce to the level of skills and knowledge required
- Bring employers and providers more closely together to support and develop the apprentice

**People1st has developed an Apprenticeship Strategy to move this forward and has started work on new content**



## Types of learner

- **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 does not wish to progress further but wishes to become competent in their current role**
- **Learner 4: The learner who wishes to move into higher level learning**



# The Sector Qualification Strategy

- **The Sector Qualifications Strategy (SQS) is a complete evaluation of all qualifications in the sector.**
- **It is a critical part of the qualification reform programme for our industries, and aims to put qualifications in place that are needed and valued by employers.**
- **The strategy is part of a wider qualifications reform programme and will be continuously updated.**

# How the Sector Qualification Strategy works

- **use the research to identify skills and training issues for employers**
- **use the SQS to set out a clear statement of:**
  - **what skills and qualifications are required**
  - **which qualifications currently meet those needs**
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# The Sector Qualification Strategy Process

It is a three stage process:

1. **Developing the strategy: articulating a vision for what is required**
2. **Developing action plans: agreeing how that vision will be met**
3. **Developing qualifications: awarding body action to develop the right qualifications**

# The Role of Industry

## Employer Panels

- **Help oversee specific Research and Policy work**
- **Ensure that National Occupational Standards reflect the competencies of job roles**
- **Ensure that robust qualification frameworks are developed**
- **Oversee the roll out of the work based learning strategy**

# Customer Service Focus

## Background

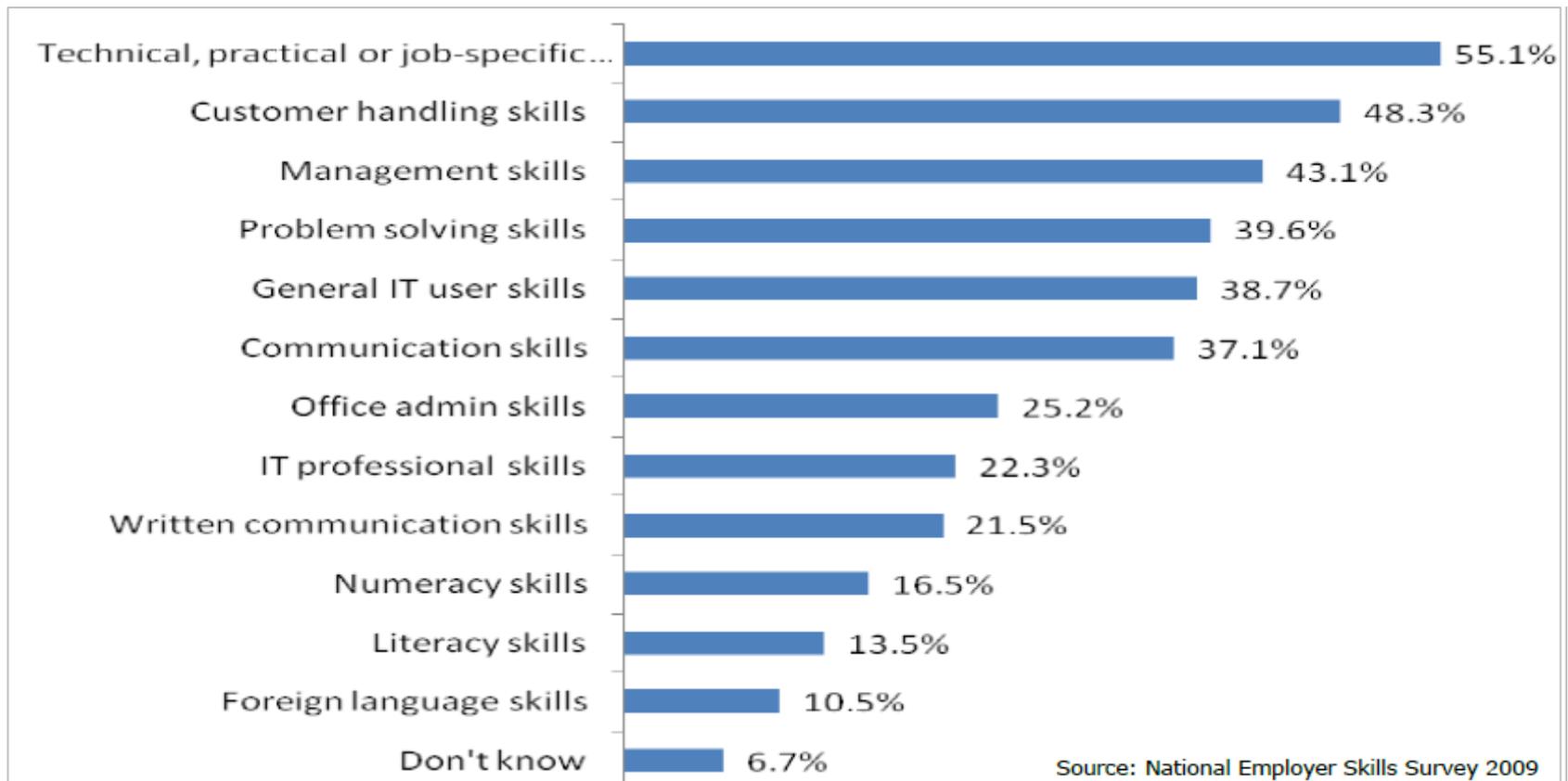
- **Customer Service** appears in National Skills Academy for Retail research as one of the areas that consistently needs improving.
- **Customer Service** training in the UK is disparate and inconsistent.
- **There is no clear national standard** for the retail sector.
- **Skills gaps** identified by employers include customer handling skills and the ability to understand and respond to customer needs.



# What retailers tell us

- **2/3 believe that good customer service is the biggest factor in helping retain customers and ensure customer loyalty**
- **75% identify poor service as the biggest cause for customers to walk away before making a purchase**
- **50% thought having polite and helpful staff was the most important factor in turning a negative customer experience into a positive one.**

# Skills that need improving amongst current staff



# Creating world class customer service excellence

- **WorldHost™ is the solution to raise the standard of customer service in the UK**
- **The WorldHost™ brand will become a visible mark of quality for world class customer service delivery across all nations**



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Questions?  
Thank you!

