

## Visitor Economy Skills to Support Apprenticeship Growth

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Craven College | 2015

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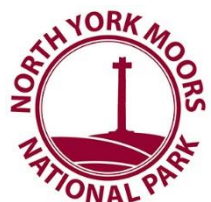
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**Working in partnership with:**



**YORKSHIRE DALES**  
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# Skills to Support Apprenticeship Growth

## Executive Summary

Craven College has worked in partnership with Yorkshire Dales National Park Authority and North York Moors National Park Authority to conduct research into the training needs of the Visitor Economy sector throughout the Local Enterprise Partnership (LEP) area of York, North Yorkshire and East Riding (YNYER). This has been invested in by the LEPs Local Response Fund (LRF) funded by the European Social Fund (ESF). Step-Up Training and RedKite have provided information to support the research in the form of Training Needs Analyses, and the project has been overseen by Grimsby Institute for Further and Higher Education (GIFHE).

## The significance of the sector

Background research shows that the Visitor Economy across Yorkshire is a growing one, increasing from £5.9 to £7bn in the last three years alone.<sup>1</sup> Skills in the sector, however, fall behind with the Hospitality sector having the highest percentage of skills gaps nationally.<sup>2</sup>

The YNYER LEP area has two National Parks and two Areas of Outstanding Natural Beauty (AONBs) within its geographical boundaries:

- Yorkshire Dales National Park (YDNP)
- North York Moors National Parks (NYMNP)
- Nidderdale AONB
- Howardian Hills AONB

These areas of high landscape beauty are an important part of the tourism offer, together with historic market towns and cities, ancient monasteries, castles and traditional rural villages.

## Aims and Objectives

This research was commissioned by the YNYER LEP to establish the sector's capacity to deliver apprenticeships looking specifically at:

- Training needed to develop and support apprentices
- Barriers to training and taking on apprentices
- The suitability of current training packages and apprenticeship frameworks
- Identification of good practice models in the area

The College also conducted research into training needs in the sector in order to support economic growth, which is dealt with in a separate paper.

100 training places were commissioned, in order to meet some of the identified needs, with additional targets for progression into apprenticeships and/or further training.

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<sup>1</sup> 5 Year Strategy 2012-2017, Welcome to Yorkshire (2012), p2

<sup>2</sup> National Employment Skills Survey 2009, UKCES (2009), p27

## Methodology

The research was undertaken by Tyro Training, the commercial training arm of Craven College, in partnership with the Yorkshire Dales National Park Authority (YDNPA) and North York Moors National Park Authority (NYMNPA).

The partners brought unique knowledge and experience to the research:

- Tyro Training has a business development team working across North Yorkshire and has established relationships with businesses having delivered training to the sector for over 15 years
- The YDNPA brought a fully functioning network of businesses to the partnership – the Dales Tourism Business Network. This allowed Tyro Training to access otherwise hard to reach, small businesses in the area through the network
- The NYMNPA also has strong connections with the businesses within their influence, but their real strength within the partnership was the 13 years' experience of training apprentices. The second paper in this series analyses this in more detail.

The partnership was contracted to conduct Training Needs Analyses (TNAs) with 40 businesses across North Yorkshire. Owing to the nature of the partnership and the timescale involved these would be concentrated around the Skipton area of the YDNPA and wider influence, NYMNPA and wider influence and Scarborough. An additional 80 TNAs were commissioned through another organisation, Step Up, to centre on the Vale of York, Harrogate and East Yorkshire, to widen the research base.

Following this initial research, the partnership designed training interventions which are discussed further in this research project's partner paper.

In addition to information gathered by the TNAs, research was conducted specifically into the sector's apprenticeship capacity through a number of different methods, interviewing a number of stakeholders and hosting focus groups.

## Findings:

After collating the data from the Training Needs Analyses, it was found that currently 18% of surveyed businesses had apprentices working with them, and 51% were happy to consider taking on an apprentice in the future. A significant number reported having advertised a vacancy with very little or no take-up. It was clear that the barrier to taking on apprentices was more related to recruiting young people, rather than encouraging employer take-up. Through discussion with YNYER LEP the scope of the initial research was reviewed and focussed more on the barriers to recruitment.

Further research indicated a number of factors in the shortage of candidates, such as:

- Perception of entry level roles in the sector and perceived lack of progression opportunities
- Shift patterns and working hours
- Rurality of placements and transport issues



- Poor signposting in schools - staff tend to have a limited understanding of apprenticeship opportunities, compounded by the desire to retain pupils (and the funding attached) into the sixth form

Analysis of the NYMNPA apprenticeship scheme found several young ambassadors for apprenticeships; and a strong, passionate supportive team around them. Internal analysis of the Craven College apprentice team (number 1 apprenticeship further education provider nationally in terms of success rates for 13/14), found that key elements to success were:

- pastoral care for the young people to help them through the first steps of getting 'work ready'
- support for SMEs in deciphering funding and paperwork to simplify the process
- 'end-to-end' support from the training provider, performing a 'recruitment' service for potential employees, mentoring apprentices and supporting businesses.

## Recommendations

Within the designated geographical areas, the key barrier to apprenticeship growth within the sector is lack of applicants to vacancies. Recommendations have been outlined for employers and providers to increase uptake, and the YNYLEP are asked to consider the following areas of development:

- Raising the profile of the sector and emphasising career opportunities
- Looking at innovative packages to attract apprentices including possible shared apprentice employment across more than one SMEs
- Careers guidance support for young people

Once vacancies are more readily taken up, further research can be conducted into support needs for micro/small businesses to better nurture apprentices. Early suggestions include distance support packs and buddying systems.



## Background

### The strategic picture

Since 2010 the structure of economic development and tourism has changed dramatically, particularly in response to Government policy on local economic growth. Thirty-nine Local Enterprise Partnerships (LEPs) have now been established across England and are responsible for driving economic growth in their areas, working in partnership with key sectors and stakeholders. In a number of LEP areas tourism is recognised as a tool for driving wider economic growth and work is underway on specific projects and initiatives in partnership with Destination Organisations who manage tourism locally.

The Government published its Tourism Policy in 2011, with the following aims:

- Fund the most ambitious marketing campaign ever to attract visitors to the UK in the years following 2012. The £100m campaign, co-funded by the government and the private sector, aims to attract four million extra visitors to Britain over the next four years. That equates to £2bn more spend in our economy, and 50,000 new jobs.
- Increase the proportion of UK residents who holiday in the UK to match those who holiday abroad each year. For longer stays (four nights or more) this would mean 29% of travellers holidaying in Britain rather than just 20% today (creating 4.5m extra domestic trips each year, £1.3bn more spend and 26,000 new jobs). And if we can replicate this scale of improvement for shorter stays as well, we will create a further £750m of spend and 11,000 new jobs.
- Improve the sector's productivity to become one of the top five most efficient and competitive visitor economies in the world.<sup>3</sup>

Five years ago Visit England launched the Strategic Framework for Tourism 2010-2020, a ten year strategy for industry to grow 5% in value, year on year, to 2020. This strategy is currently being refreshed to take account of the changes in the tourism landscape in England - political, economic, structural, technological and social shifts have all had an impact.

### The importance of the tourism sector nationally

Tourism in England contributes £106 billion to the British economy (GDP) when direct and indirect impacts are taken into account, supporting 2.6 million jobs.<sup>4</sup> When only direct impacts are taken into account (i.e. excluding aspects such as the supply chain), the contribution is £48 billion, with 1.4 million jobs directly supported.

There has been a fluctuating pattern of growth in tourism in England in the past five years, initially driven by the domestic market but more recently by inbound tourism, with domestic holidays recovering more positively than business tourism from the global economic downturn. There has, however, been a loss of market share on the global tourism arena.

Growth of tourism spending in London has been significantly faster compared to the rest of England, largely owing to its expanding share of inbound tourism spending (over 60% in 2013). There has also been a relatively stronger growth in tourism in cities and the countryside, with seaside tourism losing market share.

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<sup>3</sup> Government Tourism Policy; Department of Culture, Media and Sport (2011) p7

<sup>4</sup> Skills for Jobs: National Strategic Skills Audit (Volume 2, the Evidence); UKCES (2010) p146

## Outlook

Forecasts for tourism growth for the period 2013 to 2025 have been produced by Deloitte and Oxford Economics.<sup>5</sup> The model for the UK makes predictions of growth in spending for different types of tourism, over different periods.

Between 2013 and 2020 it predicts compound annual growth rates in nominal spending of 7.9% for inbound tourism, 7.1% for domestic tourism and 5.3% for day visits. In real terms this amounts to an annual growth rate of 4.3% in total tourism spending.

The model also envisages a faster real growth per annum in London than in the rest of England.

The overall economic forecast for England is for the contribution of the tourism economy to rise to £216.5 billion by 2025, supporting 3.1 million jobs (compared with 2.6 million in 2013). It will deliver 9.6% of GDP, compared with 8.8% in 2013.

## The national skills gap

Nationally the catering industry alone predicts the need for 211,000 more employees between 2007-17 (over 10%) mainly in managerial (where skill needs in particular focus on people and financial management) and elementary positions.<sup>6</sup> With agencies such as Welcome to Yorkshire and Visit Britain driving an agenda to 'improve the sector's productivity to become one of the top 5 most efficient and competitive visitor economies in the world'; the sector is predicted continued growth.<sup>7</sup>

Yet the sector suffers from massive skills gaps. Hospitality alone is ranked first for skills deficit with 26% of hotels and catering businesses reporting skills gaps within their staff, despite being 11th most economically significant sector in the UK.<sup>8</sup>

The most serious gaps are in customer service roles including communication skills, literacy/numeracy, team working and customer engagement.<sup>9</sup> This is perhaps not too surprising, as the sector is the largest employer of 16-24 year olds (28%) nationally, with these skills commonly reported as gap areas for school and college leavers.<sup>10</sup> Workforce skills gaps are explored in more detail in the partner paper Visitor Economy Research: Skills to Support Business Growth.

## Apprenticeship funding and development

The skills deficit identified in the sector highlights the need to invest in new workers, and to ensure thorough training programmes are accessed for new entrants into the industry. Apprenticeship programmes are seen as the main avenue with which

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<sup>5</sup> Tourism: Jobs and Growth – The economic contribution of the tourism economy in the UK, Deloitte / Oxford Economics, 2013, p39

<sup>6</sup> National Employer Skills Survey 2009; UKCES, p75

<sup>7</sup> Government Tourism Policy; Department of Culture, Media and Sport (2011) p7

<sup>8</sup> National Strategic Skills Audit 2010 (Volume 2, the Evidence); UKCES, p66 and p128

<sup>9</sup> National Employer Skills Survey 2009; UKCES, p103

<sup>10</sup> National Employer Skills Survey 2009; UKCES, p42



to provide training while working, and increasing importance is placed upon them by the Government.

Several reviews have taken place and informed current apprenticeship provision, examining the curriculum structure of apprenticeships, employer contributions and who is best placed to deliver and accredit skills. The Richard and Holt reviews have called for more employer ownership, and for funding to go directly to employers rather than education providers. This has resulted in the Government plans and current consultation regarding apprenticeship funding being derived from a Levy.

Amidst these funding changes, the proposal that employers should set and define the standards an apprentice must reach, rather than Awarding Organisations, has led to the introduction of apprenticeship 'Standards'. In these employer devised apprenticeship 'Standards', each role within a sector has its expectations specifically defined by employers. This will replace the 'Frameworks' approach, where core qualifications for underpinning knowledge and competency are devised by Awarding Organisations with employer input, and a range of units can be selected appropriate to the role. A number of 'trailblazer' projects are currently underway, developing these new Standards specific to industry.

Standards in development for the Visitor Economy sector are outlined below:

Finalised and ready to use	Aviation Ground Operator	Level 2
	Aviation Ground Specialist	Level 3
	Aviation Operations Manager	Level 4
Created and submitted in June 15 - awaiting approval	Bus and Coach Engineering Technician	Level 3
	Heavy Vehicle Service and Maintenance Technician	Level 3
	Bus and Coach Engineer Manager	Level 4
Due to be developed in the coming months, although draft documents are available to consult on at: <a href="http://www.gov.uk/government/collections/apprenticeship-standards">www.gov.uk/government/collections/apprenticeship-standards</a>	Commis Chef	Level 2
	Chef de Partie - (work started in April 15)	Level 3
	Hospitality Team Member	Level 2
	Hospitality Supervisor	Level 3
	Hospitality Manager	Level 4
	Retailer	Level 2
	Travel consultant	Level 3

While the aspiration to ensure apprenticeships are specific and tailored to jobs is sound, there is a growing concern regarding the number of standards available (likely to be in the 1000s) in comparison to frameworks (currently 343), and how this can be effectively translated and communicated to young people looking for career entry points.

There is also growing concern about the expectation of employer involvement in assessment and administration, the burden that this places on SMEs in comparison to the larger companies (most commonly involved with trailblazers), and whether this will have a negative effect on apprenticeship uptake.

## The regional and local picture

The Great Britain Tourism Survey (GBTS) provides estimates for the value of tourism within the different LEP areas using three year averages. On average, the YNYER LEP area received 5.7 million overnight trips (holiday, business and visiting friends and relatives) each year between 2011 and 2013, 17.2 million bed nights and a total spend of just over £1 billion per year. Only London and the South-West region LEPs see a higher level on spend. GBTS only includes holidays taken by Great Britain residents within the country and is derived from face to face interviewing.

Apprenticeships in the region have increased from 7,170 in 2002/2003 to 21,180 in 2010/2011 in the Visitor Economy sector.<sup>11</sup> It is clear from employer discussions and from sector growth ambitions that there is potential capacity for this to grow further.

Plans for sector growth are reinforced by recent trends. In the National Parks, trends in the economic impact of tourism and visitor numbers are measured using the Scarborough Tourism Economic Activity Monitor (STEAM) model which uses inputs such as number of visitors to attractions, car park data, accommodation occupancy data etc. The STEAM figures reflect both domestic and overseas visits and both day and staying visits – as such it provides a more complete picture of the Visitor Economy. The Yorkshire Dales (the National Park plus area of influence) has seen an increase in visitor days between 2012 and 2014 of 8.8%. This reversed a pattern of a slight decline in numbers which had taken place between 2009 and 2012. The North York Moors National Park has witnessed a similar trend with visitor days increasing by 2.4% and economic impact (unindexed) rising 3.4% between 2012 and 2013.

The importance of tourism within the YNYER LEP area generally, and the national parks in particular, is not surprising with the LEP area including not only the two National Parks and dramatic coastline, but significant historic cities and market towns which attract shorter stay visitors: Visit York reporting 6.7 million visitors, spending £573 million, sustaining 19,000 jobs last year; Harrogate District – reporting 9 million trips, £448 million in visitor spend supporting over 14,500 jobs and Scarborough Borough Council reported tourism to be worth £488m with 6.2m day trippers and 1.4m overnight stays, supporting 15,205 jobs in 2013 the tourism sector.

Valuing England's 'National Parks Report' noted that 1,770 businesses were located in the Yorkshire Dales and 1,825 in the North York Moors as of 2012. The report

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<sup>11</sup> *Sector Skills Insights: Tourism Evidence report*; UKCES (2012), p33

concluded that in both Park areas the average business employs fewer than four people and that more than half of employment in the areas (58% and 59.3% respectively) is within businesses with fewer than ten employees - significantly higher than the other English National Parks and the UK average. These figures represented a return to 2009 levels, having fallen in 2010 before recovering in 2011 and 2012.

This economic base has ramifications for the Parks, and is both a strength and a weakness. It provides for a more entrepreneurial employment profile within the areas, and evidence from the Organisation for Economic Co-operation and Development (OECD) and Government continually shows that small businesses account for a disproportionately larger share of new employment generated than bigger businesses. However, it also places the Parks in a more vulnerable position economically due to smaller businesses being less resilient to changes in economic circumstance, with smaller businesses having a higher ratio of business failure. An additional implication being that many can only realistically support extra staff during the busier seasons, which brings challenges in terms of establishing apprenticeships which must by definition run for one consecutive year as a minimum. This, in addition to the rurality of many of these businesses, makes both the recruiting and supporting of apprentices particularly challenging.



## Study aims, objectives and methodology

### Aims:

The core aim of the research is to analyse the sector's capacity to grow apprenticeship delivery, with specific reference to:

- Assessing current and potential engagement of Visitor Economy employers in supporting apprenticeship and identifying barriers
- Discovering what leadership, management and other skills/resources are needed in order increase capacity to deliver apprenticeships
- Identifying good practice models and instances of best practice
- Exploration of innovative delivery models (public and private sector), including research into the NYMNP apprenticeship model
- Encouraging apprenticeship growth by stimulating employer demand
- Suggesting framework components
- Exploring the barriers which prevent young people accessing these opportunities
- Providing recommendations based on the above findings

### Objectives:

- To produce useful recommendations/action plan for LEP future funding
- Focus FE and training providers on solutions needed for now and future
- Develop new provision which meets specific needs identified

### Methodology

The research was undertaken as a joint venture between Tyro Training, (Craven College's commercial training arm which has bases in Skipton and Scarborough), North York Moors National Park Authority (NYMNP), Yorkshire Dales National Park Authority (YDNPA) and input from the College's apprenticeship department. The National Parks have tightly drawn boundaries, but from a tourism point of view define a wider area of influence. Visitors are coming to the Yorkshire Dales and for most tourists this encompasses a larger area than the National Park alone.

Monthly project meetings were scheduled in order to monitor progress within the partnership, and seek expertise of both the National Park Authorities and apprenticeship team. Step Up Training were also contracted by Grimsby Institute of Further and Higher Education to undertake further research with the sector to widen the potential geographical survey within the time available.

All organisations had established relationships with businesses and these organisations were contacted to be made aware of the project. A coordinated approach and offer was made within both National Park Areas of Influence. Wider promotion and engagement was achieved through a variety of methods: eshots; attending key sector networking sessions such as Welcome to Yorkshire's 'Y15' event; attending and presenting at local businesses networking events, e.g. Scarborough Tourism Partnership; promoting via partner networks and contact lists where possible.

Throughout the project, the profile of engaged businesses was monitored in terms of business type, size and geographical location, in order to ensure that a representative sample was canvassed.

For the businesses that engaged, an interview was held with a member of Tyro Training's Business Development Team, who completed a Training Needs Analysis with the business to establish needs. In National Park Areas of Influence, National Park staff were also present wherever possible to communicate the Park's offer.

In addition to TNA discussions, a variety of qualitative methods was undertaken with stakeholders:

- Interviews with the Employer and Delivery Service Team from the National Apprenticeship Service
- A sample trawl of vacancies was performed in early April to find out what was actually on offer throughout the region, whilst also collating information on providers in the area
- Three focus groups were held with businesses local to Scarborough to collate thoughts on engaging with apprentices
- Research into NYMNPA's apprenticeship programme included discussions with the Assistant Director of Corporate Services, the Apprentice Supervisor for the southern team, based at Helmsley; a focus group with the countryside management apprentices and individual discussions with the office based apprentices. These aimed to uncover what made the scheme so successful
- Craven College Apprenticeship Coordinators were interviewed regarding apprenticeship recruitment, support and successful schemes
- Discussions were held with Harrogate, Selby and Craven Apprenticeship Hub

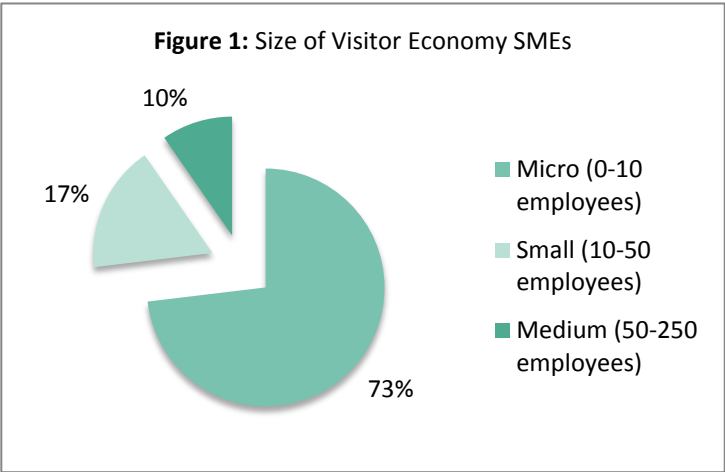
In researching business training needs for supporting apprentices in the region it was found that a significant number of SMEs were reporting readiness to engage with apprentices, but a lack of quality applicants for the posts.

Research was therefore shifted to attempt to establish why young people are not applying for apprenticeships in any significant numbers. This research was initially undertaken with existing NYMNPA apprentices through one to one discussions and a focus group to find out what help/support had led them to choose such a pathway. Interviews were held with apprenticeship providers in order to establish trends.



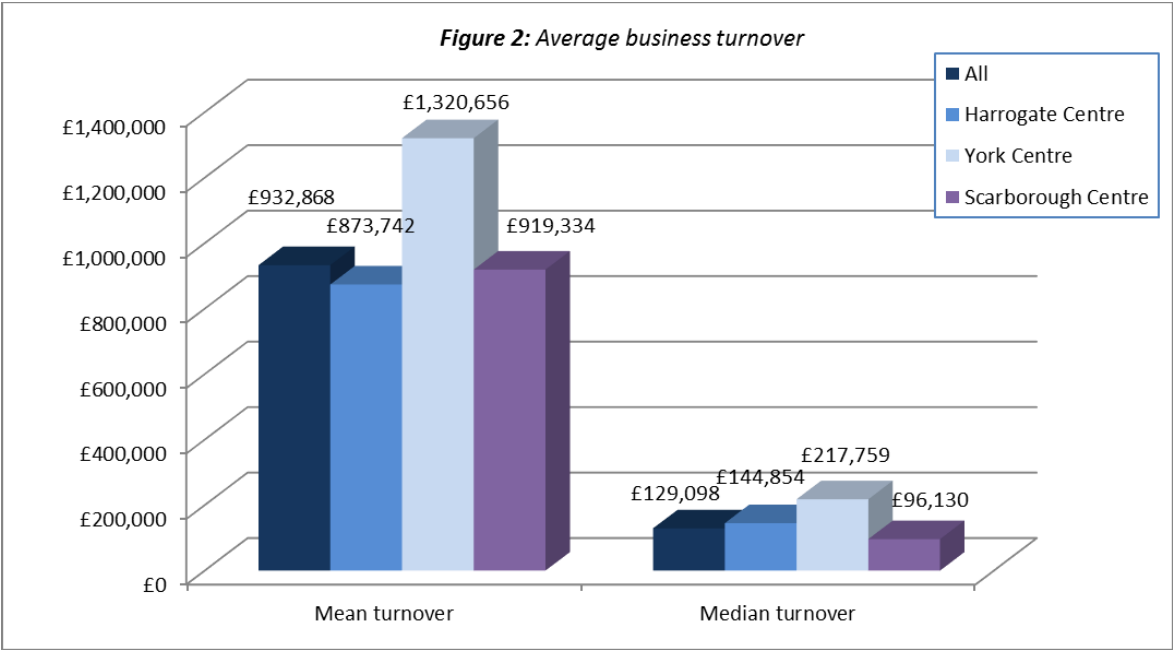
# LMI Findings

## Profile of the sector as a whole



The YNYER LEP contains in the region of 8500 businesses working within the Visitor Economy. Assuming the businesses who have not specified their size reflect the pattern of those whose number of employees was known, 90% of the businesses have fewer than 50 employees, with 73% being micro (under 10 employees).<sup>12</sup>

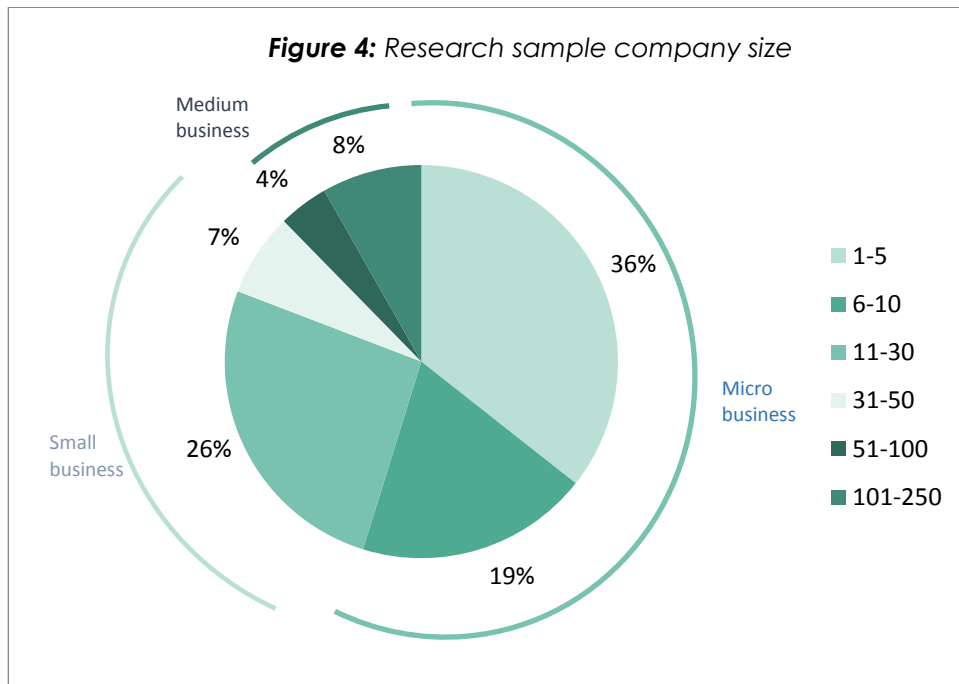
Average turnover for the sector, illustrated in figure 2, is just under £1 million. This figure masks the true nature of the sector, however, with a few businesses making a much larger profit than others, which skews data, particularly around York. The median average (middle value) shows a more realistic range, but still shows York and Harrogate businesses having a higher turnover.<sup>13</sup>



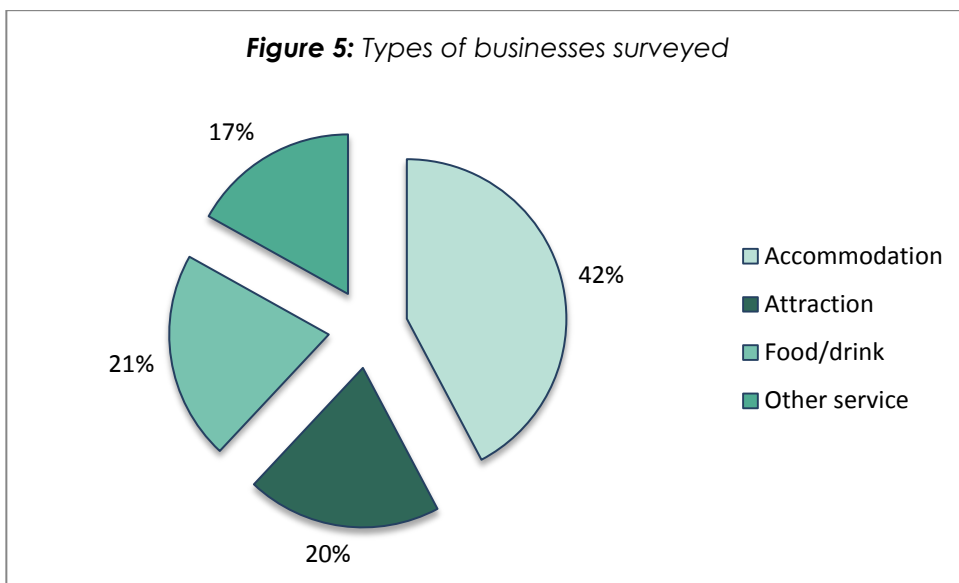
<sup>12</sup> Data from the MINT Hospitality, Catering and tourism figures - Mint UK is a comprehensive database of company information. (Data captured Feb 2015)

<sup>13</sup> As above





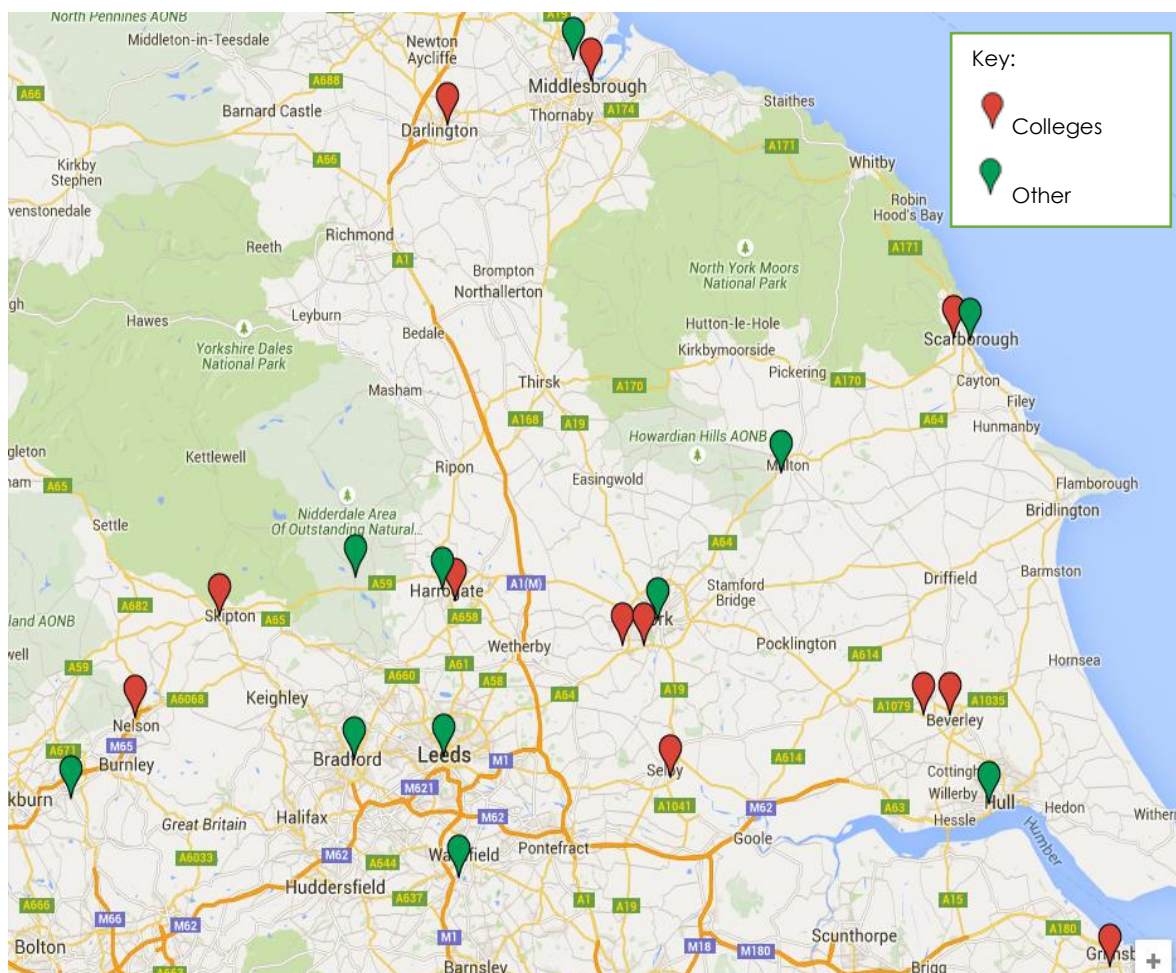
The types of businesses canvassed were fairly typical of the sector, with just under half being accommodation providers. The rest of the sector was more or less equally split between attractions, food and drink establishments and other services.



## Apprenticeship provision

Fig 6 shows illustrates the coverage of apprenticeship providers for Visitor Economy apprenticeships across the region, with a fairly even split between colleges and private training providers. Appendix 1 demonstrates the variety of apprenticeships offered by providers across the region.

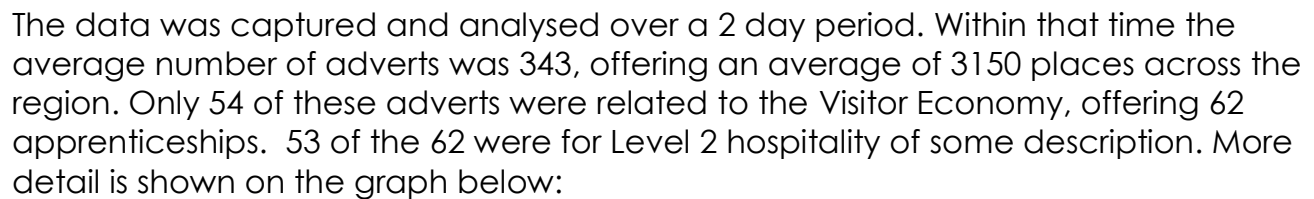
**Figure 6:** Visitor Economy Apprenticeship Providers



The National Apprenticeship Vacancies site was sampled in April, to take a snapshot of vacancies at a relatively buoyant (but not high season) point. Figure 7 demonstrates that there is reasonable geographical spread across the county, with perhaps the deepest rural areas (such as the National Parks) being less represented. This is unsurprising given business density in those areas and the additional transport issues such remoteness brings.



### Apprenticeship vacancies in North Yorkshire by Location and Provider



Occupation	Level 3 Frameworks	Level 2 Frameworks (Hospitality)
Live events and promotion	1	0
Hospitality - professional cookery	1	0
Business administration	3	0
Retail	1	0
Activity leadership	1	0
Team leading and management	1	0
Hospitality management	1	0
Beauty therapy	1	0
Housekeeping	0	2
Hospitality/catering	0	4
Front of house reception	0	5
Food and beverage service	0	6
Hospitality unspecified....	0	11
Professional cookery	0	25



The hourly rate for these posts were calculated as between £2.73 hr and £6.25: the hours advertised were taken into account with the weekly wage range: 30 to 40 hours a week and £81.90 to £300 respectively.

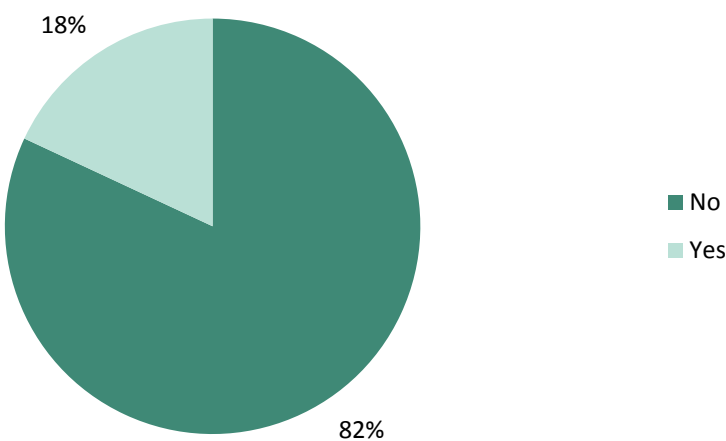
From this data it can be seen that there is a wide range of attitudes amongst businesses in the region in terms of investing in the young people they are training; some simply adopt the apprentice minimum wage of £2.73, and others see the apprenticeship as an investment in their business, with Government grants an aid to affordability. In this sample, the highest rate of £6.25 an hour is in excess of the current minimum wage for an 18-20 year old (£5.13), but under that of 21+ (£6.50).

# Research findings and Commentary

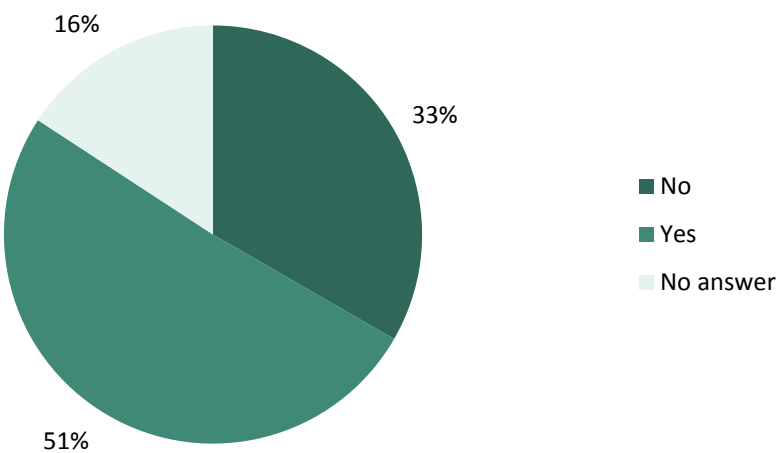
## Current and potential engagement of employers

When interviewed only 18% of the businesses currently employed an apprentice, but encouragingly 51% said they would consider one in the future. 73% of businesses had expansion plans for the next few years (see partner report for more detail), and they saw apprentices as a potential part of that growth.

**Figure 9:** *Currently employ an apprentice*

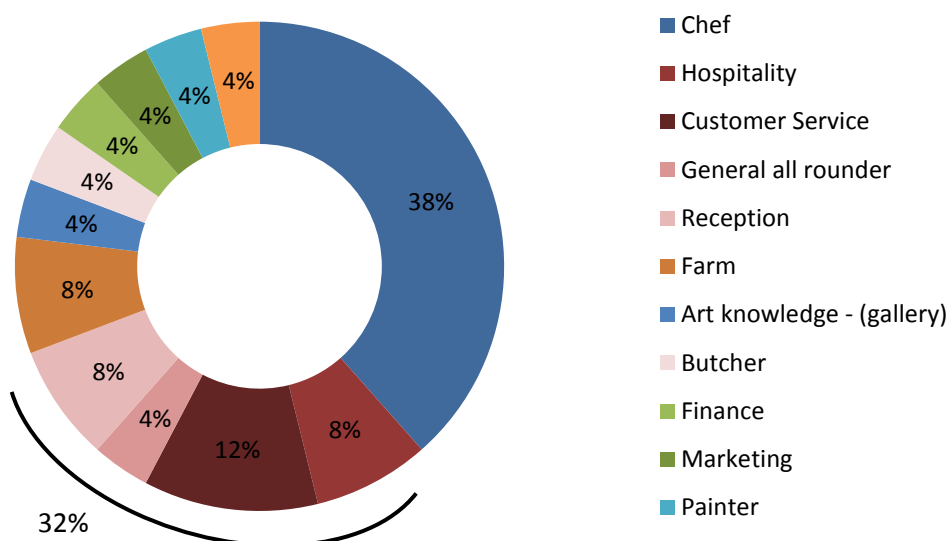


**Figure 10:** *Would consider an apprentice in the future*



Those that were identified as wanting to recruit an apprentice went onto specify in which roles in particular they were interested. The most predominant roles requested were kitchen (38%) and front of house (32%) - see Figure 11.

**Figure 11 - Potential future apprentices, where specified**



### Skills and resources needed to increase apprenticeship capacity

When asked about their own employee/business training needs in respect to taking on an apprentice, only one company out of 73 noted that they may need training in how to support and coach an apprentice. This does not discount the need for such training, but illustrates it is not a key barrier or immediate concern for employers wishing to recruit.

Rather than 'official training' needed to increase capacity, NYMNPA, Craven College and Harrogate, Selby and Craven Apprenticeship Hub all observe that good quality apprenticeship support is often about patience, empathy and persistence. Ongoing pastoral support is necessary from the education provider, while employers must recognise their own role in developing young people to become ready for the world of work.

The focus groups identified that employer expectations vary widely; with some expecting young people to leave school and be 'job ready', while others thought that school should deal with academic knowledge and generally leave employers to do the 'job ready' work. Simple examples of positive employer intervention were discussed, such as getting young people to understand timekeeping, use of mobile telephones during work time etc.

Closer working between employers and colleges was also requested at the focus groups, to ensure that apprenticeship programmes courses offered by colleges more closely match employers' needs. Some employers felt that colleges were very good at this, while others reported a 'one size fits all' approach. The move towards Apprenticeship Standards may support this in future.

Another idea presented was that further links could be established between small and larger employers to 'conveyor belt' apprentices, as long as agreement could be reached in advance regarding the skills required. This would support progression to higher level skills as well as provide a wider range of employment experience. This

was in particular reference to NYMNPA and smaller businesses within the Park area, but could also work on a wider scale.

### Employer comments on apprenticeship frameworks

There are numerous existing apprenticeship frameworks suitable for the Visitor Economy. Appendix 1 outlines a number of the frameworks currently on offer in YNYER, whilst the earlier section noted the new Standards under development.

Overall, employers felt that needs were being met, however there were some notable comments:

- In line with general staff training needs, 'Using social media for business promotion' was identified as a desirable additional unit. It was thought that young people should be at the forefront of marketing through these new media, given their familiarity, but they may not understand the protocol behind not using personal accounts, correct use of language/tone, etc.
- A gap in provision was identified for individuals whose role involves promoting tourism, but without being a tour operator. NYMNPA are working on developing a Tourism Apprenticeship, based on a Customer Service framework and adding bespoke tourism detail to it, such as additional 'Sense of Place' content. This will be a similar offering to the 'Discover Yorkshire Coast Champions' training developed through this Local Response Fund project, more details of which are in the partner paper.
- Niche requests were also identified, such as an artist in Nidderdale wanting an apprentice Framer. Although there is no established framework, the employer has worked with their provider to adapt a Customer Service framework, adding a bespoke Framing training unit to it.

## Barriers preventing young people accessing opportunities

The common theme identified from this research is that there are many businesses ready to engage with apprentices, but that vacancies are not filled. To overcome this issue, further research was undertaken with young people and apprenticeship coordinators to explore the common barriers:

- Commonly, vacancies are either not what young people are interested in or they are not promoted correctly.
- Young people report the NAS website as not being user friendly, with complicated navigation and difficulty in finding information.
- Providers tend to advertise on their own and NAS websites only – wider marketing of opportunities could increase engagement.
- The NAS website by its very nature promotes the least wanted/desirable vacancies - as popular vacancies are gone quickly, and often through local contacts/provider promotion. Thus, its service is devalued by the applicants.
- There is an assumption that young people have access to the hardware in order to apply for positions. In reality many young people just have access to their mobile phone and no other computer.
- Provision of transport in rural areas remains a significant barrier to recruitment. Where public transport is limited and more expensive in rural areas, it is difficult for young people to afford transport to work. Apprenticeships can be devalued if young people spend a high proportion of their training allowance on transport. This can also make a minimum wage job with no training more attractive than apprenticeships, or encourage migration to urban areas.
- Lack of information regarding apprenticeships for school leavers was perceived by businesses and apprenticeship providers alike. There was clear perception that schools did not offer a rounded view of post-16 options, and staff responsible for careers advice were not fully aware of apprenticeship opportunities. Concern was voiced that there was financial motivation to keep students in schools until 18, remaining on an academic path.
- Eligibility criteria can form a barrier to employment (e.g. older candidate, high level prior learning). Reductions to funding based on eligibility criteria may involve an increase to employer contributions and/or reduction in fees received by the learning provider, making them a less attractive candidate.
- In some cases, more can be earned on a weekend job than on an apprenticeship, particularly where employers do not pay the minimum wage.
- Working hours: Many small organisations are competing with bigger hotel chains able to offer a more attractive package.



- Colleges (and therefore the employers) sometimes offer courses which don't really match what young people want in terms of their career aspirations.

## Recommendations to Employers and Providers

Employer discussions made it clear that employers are willing to recruit apprentices, and data indicates capacity for apprenticeships within the sector, given the number of live vacancies on the NAS system.

Colleges, agencies and businesses across the region report having Visitor Economy vacancies on the system for months at a time, some without ever finding a successful applicant.

Outlined below are examples uncovered during the research where specific barriers have been overcome.

### Pitching

The focus groups identified that some employers were offering long term and well paid apprenticeships with the prospect of continued work afterwards, but were still not getting many applicants.

Other businesses however, reported no problem at all in recruiting young people to work, based on their presentation of the role. One business reported particular success in recruiting apprentice cleaners: staff were employed as 'Scene Setters' and company values of quality, cleanliness, presentation and customer service were central to the roles with progression available. It was clear that the presentation of the role had made it more attractive to applicants. For one micro-business, it was discussed that an apprenticeship was part of their long term succession plan, with the eventual progression to be the business manager, but this opportunity did not come across in vacancy adverts.

Harrogate, Selby and Craven Apprenticeship Hub and Craven College both recommend providers working more closely with businesses to improve the marketing of an opportunity, encouraging both organisations to use local contacts and channels, not simply to rely on adverts on provider and NAS websites.

### Managing Recruitment Timescales

The NAS Employer and Delivery Services Team suggest managing the recruitment timescale to maximise the number of young people that would engage with the vacancy opportunity. For example: start planning in January for an August start, if the target is a high quality school leaver.

It can help to build connections and opportunities, recognising that the apprenticeship engagement might be sometime in the future, but the relationship can begin beforehand, e.g.; an offer of work experience over preceding holidays can be beneficial to the business in the early peaks of the tourist season, offer potential candidates the chance to finish their qualification and give both partners the chance to 'try each other out' before they start.

## Supporting employers

Harrogate, Selby and Craven Apprenticeship Hub report a high business interest in their advice owing to the initial approach - free, independent, no obligation advice, and a hand holding service to find the right agency to provide appropriate apprenticeships. Similarly Craven College reports great success in providing an 'end to end' service to employers, coordinating recruitment, assessment and qualification and providing pastoral support to the apprentices.

## Marketing directly to young people

Harrogate, Selby and Craven Apprenticeship Hub has used the INDEED website with great success in increasing application numbers for vacancies. INDEED is a search engine which draws information from all other jobs sites, allows application at one touch of a button once the Curriculum Vitae (CV) is loaded onto it. This site is easily navigable on mobile phones once an initial amount of time has been spent writing and uploading a CV, which could be done at school or a library.

## Innovative development models

Agencies in the area outlined their attempts at establishing dual employment for apprentices. The Harrogate, Selby and Craven Apprenticeship Hub have suggested this to smaller GP practices using an Apprenticeship Training Agency (ATA) as a conduit, a model that could be transferred across to the Visitor Economy sector. This ensures a wider experience for apprentices, rather than, e.g.; working for one micro accommodation provider with narrow tasks and opportunities. It also mitigates seasonality to an extent if employers are able to share costs and time relevant to their own needs.

There was some appetite from the focus group businesses for exploring this further. It has been trialled at Craven College a few times, but has not yet been successfully implemented for a number of reasons (in one instance, enough hours were established with one of the employers, leaving no need for a dual approach).

Practical suggestions from the agencies involved include:

- Where a lead organisation, such as an ATA is involved, engagement from employers may be increased if the ATA directly approach Chambers of Commerce or local business networks, particularly in the deep rural areas.
- Where dual apprenticeships are directly managed by the apprenticeship provider, both businesses need to complete all contracts and ensure they understand the process. Hours worked at each place of employment should be agreed at the outset, although apprentices could negotiate shift patterns with each employer, and need to ensure that one job does not conflict with another in any way.
- The AGE grant would only be eligible for companies who offered 30 or more hours a week, so business need to be aware of the implications.

## Recommendations for future support

The following recommendations have been developed in response to the barriers identified through discussion with employers and apprenticeship providers.

### Raising sector expectations

The perception of the sector appears to be a key barrier to apprenticeship recruitment. An awareness raising campaign promoting the positive aspects of working in the sector and identifying opportunities for career progression would support an increase in applicants.

### Travel

Rurality remains a key issue in young people accessing apprenticeships. Future funding rounds could consider a small grants scheme administered across YNYER for rural SMEs (particularly micro and small) to assist young apprentices in travelling to work.

Appendix 2 illustrates a scheme operating in West Yorkshire combined authority and provides information on the 'Wheels to Work' scheme.

### Employer and Provider 'Best Practice' Advice

The section above outlines good practice and innovative ideas that employers and providers have successfully used to increase apprenticeship provision. It is recommended that a toolkit or workshop sessions are developed to support the sector in overcoming barriers to recruitment.

While employers did not voice a need for training in how they can support an apprentice, it is unclear whether this is still a latent need within the sector. Further research could be conducted, once the more pressing issue of lack of applicants has been addressed, with guides, resources and/or training programmes developed where needed.

### Innovative models

Given the micro-SME nature of businesses, and therefore limited experience and work-hours some can provide, exploration of dual employment could further increase sector capacity to take on shared apprentices, and improve apprentices' breadth of experience. A pilot could test models and develop a number of 'shared apprentice' opportunities through liaison with business networks and/or Chambers of Commerce. While supporting employers and apprenticeship providers through the process, a 'toolkit' could be developed to support wider roll-out – including common service level agreements, employment terms and a best practice guide.

## Raising awareness at school level

Concern regarding careers advice for those aged 14-18 was commonly voiced. This is already an identified area in the YNYER LEP strategy, however possible short projects and interventions have been suggested below:

- Apprenticeship Coordinators and Apprentice Ambassadors to deliver teacher training sessions to improve knowledge of the apprenticeship offer.
- Establish open days for successful apprenticeship schemes that students, teachers and parents can attend to experience day-to-day apprenticeship life. NYMNPA has been identified as a possible pilot.
- Identify Apprentice Ambassadors and develop a package of promotional activity aimed at young people: delivering talks; case studies; buddying systems; advice sessions.
- Ensure that impartial advice is given through freelance or 'shared' staff. Models of school and college collaboration already exist in Harrogate and Craven, however further work could still be done.

## Apprenticeship Frameworks and Standards

Feedback would demonstrate that, where necessary, frameworks are being adapted to suit employer needs and Standards are being developed nationally which could be adopted.

Projects to establish the following are recommended:

- Development and delivery of a social media unit
- Development of a Tourism Apprentice Standard through the trailblazer pilots

It is also recommended that close scrutiny is applied to the apprentice numbers in Visitor Economy SMEs across YNYER as the Apprenticeship Levy is introduced and Standards mainstreamed. There is growing concern that the changes will have a negative impact on employer ability to engage with apprenticeships, particularly for micro businesses, and thus reduce opportunities.



## Appendix 1: Visitor Economy Apprenticeship availability across YNYLEP, by provider (July 2015)

	Housekeeping	Customer Service	Customer Service	Hospitality Services	Hospitality Food & Beverage	Hospitality & Catering	Food Production & Cooking	Kitchen Service	Professional Cookery	Professional Cookery	Kitchen Manager	Licensed Hospitality	Hospitality Front of House Reception	Hospitality Supervision & Leadership
	L2	L2	L3	L2	L2	L3	L2	L2	L2	L3	L3	L2	L2	L3
Craven College		●	●	●	●		●		●	●				●
Harrogate College		●	●											
Selby College		●												
Yorkshire Coast College				●			●		●	●			●	●
East Riding College		●	●			●			●					
York College									●	●		●		
Darlington College		●	●						●	●				
Askham Bryan														
Bishop Burton College		●	●											
Grimsby Institute of F & H E		●	●		●		●					●		
FW Solutions			●	●	●								●	●
City Training (most vacancies in Bradford))			●	●	●								?	?
Masterplan									●				●	
Lifetime Training (HQ Bristol- but national)	●	●	●	●	●		●	●	●			●	●	●
Spirit Pub Company Services (HQ Burton on Trent- but national)		●						●			●	●		
Janard Training & Assessment Centre.		●	?											
Key Training Ltd		●	●											
Aspire Achieve Advance Limited														
INGEUS TRAINING LIMITED.		●	?											
Interserve Learning & Employment														
VSS Vocational Solutions		●	?			●								
VQ Solutions			●											

The matrix has been compiled using websites and marketing materials which are readily accessible to businesses.

Where '?' is used, the marketing materials are unclear as to the level of provision available.

	Team Leading	Travel & Tourism	Travel & Tourism	Business Administration	Business Administration	Management	Social Media	Marketing	Environmental Conservation	Environmental Conservation	Aviation Operations	Facilities Management
	L2	L2	L3	L2	L3	L3	L3	L3	L2	L3	?	?
Craven College				●	●				●	●		
Harrogate College												
Selby College												
Yorkshire Coast College				●	●							
East Riding College		●	●	●		●						
York College	●			●	●							
Darlington College				●	●			●				
Askham Bryan									●	●		
Bishop Burton College				●	●							
Grimsby Institute of F & H E				●								
FW Solutions	●			●	●	●						
City Training (most vacancies in Bradford))				●	●							
Masterplan												
Lifetime Training (HQ Bristol- but national)	●			●	●							
Spirit Pub Company Services (HQ Burton on Trent- but national)	●					●						
Janard Training & Assessment Centre.				●	?							
Key Training Ltd	●			●	●	●						
Aspire Achieve Advance Limited					●		●					
INGEUS TRAINING LIMITED.	●			●	?							
Interserve Learning & Employment												●
VSS Vocational Solutions				●	?						●	
VQ Solutions					●		●					

## Appendix 2: Wheels 2 Work

April 2015

**Monthly Tickets**

### Travel2Train: supporting apprentices with the cost of travel

Information for training providers

**Free monthly tickets for work**

Travel2Train offers apprentices a free StudentBus Monthly MetroCard for travel to their apprenticeship. The ticket is valid on buses and trains in West Yorkshire. Travel2Train is funded by the Local Sustainable Transport Fund and is supported by the Leeds City Region Apprenticeship Hub programme.



#### Eligibility criteria

- Must be an apprentice and aged under 26.
- Must either live or work in West Yorkshire and travel to their apprenticeship workplace by public transport (journeys to workplaces outside the West Yorkshire boundary will require additional ticketing, with costs to be met by the apprentice).
- A ticket can be issued to an apprentice for their first month of work (before first salary payment) or during the apprenticeship if travel support is needed.
- Apprentices are only entitled to one ticket; no repeat requests will be processed.
- Apprentices must attach a passport type photograph to validate the ticket.

#### How to refer your apprentice to Travel2Train

- Training providers to register their interest in Travel2Train by emailing their contact details to [tpn@westyorks-ca.gov.uk](mailto:tpn@westyorks-ca.gov.uk)
- Metro will then send you a batch of 10 MetroDay tickets and a log-sheet to record when you have issued a ticket to a young person.
- Training providers must be fully accountable for the ticket stock they receive and tickets must be stored in a secure place, ideally a safe.
- Issuing the ticket
  - When you have an eligible young person, select a ticket from the safe and scratch off the young person's interview (day, date and year). Peel off the backing strip to laminate the ticket.
  - Enter the young person's details against the corresponding ticket number on the log-sheet with your name and date. The young person is issued with the ticket and signs the log-sheet to confirm receipt. If you are posting the ticket to them, please write 'posted' in the signature box.
  - Please send a copy of the log-sheet on the 1st of each month to [tpn@westyorks-ca.gov.uk](mailto:tpn@westyorks-ca.gov.uk) or Travel2Train, Metro, Wellington House, 40-50 Wellington Street, Leeds, LS1 2DE.
- Apprentices will receive future fares information before their free ticket expires and a questionnaire for feedback on the scheme.

For more information please contact the Travel2Train team at Metro:  
Sam Lister 0113 348 1775 [sam.lister@westyorks-ca.gov.uk](mailto:sam.lister@westyorks-ca.gov.uk)  
Nicola Whatmuff 0113 251 7357 [nicola.whatmuff@westyorks-ca.gov.uk](mailto:nicola.whatmuff@westyorks-ca.gov.uk)



April 2015

**Day Tickets**

### Travel2Train: supporting apprentices with the cost of travel

Information for training providers

**Free day tickets for interviews**

Travel2Train offers young people a free day ticket to travel to their apprenticeship interview in West Yorkshire. These are 'bus only' MetroDay tickets valid on all buses in West Yorkshire. Travel2Train is funded by the Local Sustainable Transport Fund and is supported by the Leeds City Region Apprenticeship Hub programme.



#### Eligibility criteria

- Must be travelling to an initial employer interview for an apprenticeship, or for subsequent interviews with the same employer or a different employer.
- Must either live in West Yorkshire or be travelling to an interview in West Yorkshire by bus (journeys to workplaces outside the West Yorkshire boundary will require additional ticketing, with costs to be met by the apprentice).

#### How to refer your apprentice to Travel2Train

- Training providers to register their interest in Travel2Train by emailing their contact details to [tpn@westyorks-ca.gov.uk](mailto:tpn@westyorks-ca.gov.uk)
- Metro will then send you a batch of 10 MetroDay tickets and a log-sheet to record when you have issued a ticket to a young person.
- Training providers must be fully accountable for the ticket stock they receive and tickets must be stored in a secure place, ideally a safe.

#### Issuing the ticket

- When you have an eligible young person, select a ticket from the safe and scratch off the young person's interview (day, date and year). Peel off the backing strip to laminate the ticket.
- Enter the young person's details against the corresponding ticket number on the log-sheet with your name and date. The young person is issued with the ticket and signs the log-sheet to confirm receipt. If you are posting the ticket to them, please write 'posted' in the signature box.
- Please send a copy of the log-sheet on the 1st of each month to [tpn@westyorks-ca.gov.uk](mailto:tpn@westyorks-ca.gov.uk) or Travel2Train, Metro, Wellington House, 40-50 Wellington Street, Leeds, LS1 2DE.

#### Please remember:

- Tickets must not be used before the date selected on the ticket or they will be withdrawn by operators and no replacement given.

For more information please contact the Travel2Train team at Metro:  
Sam Lister 0113 348 1775 [sam.lister@westyorks-ca.gov.uk](mailto:sam.lister@westyorks-ca.gov.uk)  
Nicola Whatmuff 0113 251 7357 [nicola.whatmuff@westyorks-ca.gov.uk](mailto:nicola.whatmuff@westyorks-ca.gov.uk)



January 2015

**Travel2Train**


Cycling Project - Bradford District

### Training Provider Information

**Is your apprentice struggling to get to work by public transport?**

We can offer them a free re-conditioned bike, helmet, high-viz, bike lock and lights to help them travel to work.

We can help young people accept jobs in areas of West Yorkshire not served by public transport, those working early/late shifts or where bus/train connection times make cycling a more practical alternative. For more information please contact Nicola Whatmuff 0113 251 7357 or Sam Lister 0113 348 1775 (Metro)



#### Eligibility criteria

- The young person is enrolled on an apprenticeship programme in West Yorkshire.
- There are public transport difficulties i.e. lack of availability, poor connectivity between services, high cost fares or where their job requires them to be mobile.
- The young person is able to ride a bike
- If you feel your apprentice has a strong case for a bike outside of these criteria, please speak to us!

#### How to get a bike

1. The training provider completes the application form (T2TB) and asks the apprentice to sign the declaration. The T2TB is an interactive form, or can be printed off and completed by hand.
2. If the apprentice is under 18 years, a signature from a parent/guardian must be provided on the form.
3. The training provider phones the bike provider for their District (see overleaf) to make an appointment for the apprentice to collect a bike and accessories.
4. The training provider completes the bike provider appointment details at the bottom of the form and tears off this section, giving it to the apprentice to take with them to their appointment at the bike provider.
5. The training provider returns the form to Metro by post or it can be scanned and emailed to [tpn@westyorks-ca.gov.uk](mailto:tpn@westyorks-ca.gov.uk): Travel for Work Team, Metro, 40-50 Wellington Street, Leeds LS1 2DE.
6. This is not a bike hire scheme; each apprentice keeps the bike and accessories. However, if the bike is lost or stolen there is no replacement.

#### Cycling support

Your apprentice is offered free cycle training either on a one-to-one basis or in a small group through the go cycling team at Metro. go cycling can help your customer plan their route to work and to take care of their bike through free basic bike maintenance sessions. Contact Rachel Seymour at [go.cycling@westyorks-ca.gov.uk](mailto:go.cycling@westyorks-ca.gov.uk)



Need a landmark? Cycle Re-Cycle is on Westholme Street, the street behind Culture Fusion, off Thornton Road

	Opening Times
Mon:	1230 - 1730
Tue:	1230 - 1730
Wed:	1230 - 2045
Thu:	1230 - 1730
Fri:	1230 - 1730
Sat:	1030 - 1430

#### Maintenance and Repair Workshops

Customers are also invited to attend Cycle Re-Cycle's free Bike Maintenance and Repair workshops to understand how to maintain their bike. To book a place customers should contact Richard on [info@cycle-re-cycle.org.uk](mailto:info@cycle-re-cycle.org.uk) or phone 07835 840 989.

#### Facebook

Customers can also visit  
 Setting Transport To Work Cycling Project



'Wheels 2 Work' is a term used to describe schemes which provide affordable transport to individuals who are unable to access training, employment or education due to a lack of suitable public or private transport. Mostly this is either mopeds or scooters but some schemes can also offer bicycles. Typically, a W2W scheme will charge around £20 per week for a moped, but charges differ slightly depending on the organisation.

Wheels 2 Work or Wheels to Learning schemes (sometimes shortened to W2W or WTW and W2L) can be particularly important for people living in isolated rural communities where public transport is inadequate or only available during business hours. A lack of available transport can have a negative effect on opportunities for training, education and employment, particularly for young people and those living in rural areas.

Limited access to personal and public transport is a labour market barrier commonly cited by young people. W2W aims to break this cycle by loaning individuals their own transport for a short period until a longer-term transport solution can be found.

<http://www.wheels2workassociation.org/>

A toolkit is also available to support setting up a scheme:

<http://www.wheels2workassociation.org/docs/W2W%20handbook%20Final%20-%202013%20Jan%202014.pdf>

An example of it working in Hampshire:

[http://www.cfnf.org.uk/Content/Wheels\\_to\\_Work.html](http://www.cfnf.org.uk/Content/Wheels_to_Work.html)

