

VocMat Research Report And Training Needs Analysis



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VocMat Initial Research Report – March 2006

1.0 Introduction

1.1 The Vocational Management Training for the European Tourism Industry project is intended to deliver a pilot programme of training for middle and senior managers in both public and private sector tourism organisations across Europe, with particular emphasis on flexibility of delivery to overcome perceived and actual barriers which have inhibited the take up of training to date. As part of the first phase of the project, therefore, a research exercise was carried out to establish existing good practice, latest developments in these areas, and the training needs and requirements of the intended end users.

2.0 Aims, Objectives and Approach

2.1 The aim of the initial research phase was to provide a sound basis on which to develop the VocMat curriculum, including modules and topics, levels and means of delivery. The objectives were as follows:

- To review existing programmes and training provision at senior and middle management level in the tourism industry
- To investigate perceived existing skills levels and training needs across a range of competence areas
- To identify perceived and actual barriers to the take-up of training

2.2 It was considered important to review academic research in these areas as well as current provision, and obtain the views of the intended end users of the project materials in order to ensure that VocMat will not duplicate, but complement and build on any existing initiatives. The research therefore included a review of the academic literature on tourism training, competences, and training and learning issues in relation to owner/managers in tourism small to medium size enterprises (SMEs) and micro businesses, existing initiatives in the partner countries and previous research carried out by various of the partner organisations. The next sections summarise the research actions to date.

3.0 Academic Literature Review

3.1 This was carried out by searching the main academic journal databases and retrieving the abstracts of all papers returned as search results. The databases used were: Business Source Premier, Ebscohost, Emerald and Science Direct. The search terms used were: tourism, training, competences, SMEs and published since 1994. This returned 130 articles across a variety of journals ranging from tourism to management, entrepreneurship to education. The articles were classified by topic and by sector addressed. Table 1 sets out the breakdown by sector, whilst

Table 2 gives a more detailed analysis by sector and topic. A bibliography of the articles is attached at Appendix A.

- 3.2 The academic research focuses on theoretical and conceptual approaches to competences, management development and training issues. Some papers propose models for learning, others use case studies or surveys to understand, clarify or describe the current situation and suggest means of improvement. They are also drawn from both the developed and the developing world, so any drawing down of lessons or models will need to have due regard to the differences and similarities between the reported case and the situation in tourism SMEs and destination management in Europe and more specifically in the partner countries (Rose, 1993).

4.0 Existing Programmes and Strategies

- 4.1 It is important that VocMat is aware of existing skills development programmes and strategies relating to the tourism industry within in each of the partner countries, both to avoid duplication and to incorporate and build on examples of existing best practice. This section of the report briefly reviews the situation in each partner country, then draws together the implications for VocMat.
- 4.2 Table 3 gives a summary showing the main tourism indicators for each of the partner countries. Although the income received from tourism varies, employment in tourism accounts for between 3-5% of all employment across all four countries, with the exception being Scotland, where it accounts for 9.9%. Tourism receipts in Iceland and Estonia are growing, with a positive balance of payments, whereas although there is growth in tourism receipts to the UK, there is a balance of payments deficit, caused largely by the growth in outbound tourism. Employment in tourism is predicted to continue growing in all partner countries. This section of the report outlines the agencies involved in promoting and providing tourism training in each country.

Estonia

- 4.3 Responsibility at national level for tourism development rests with the Ministry for Industry and Communications. Business support is carried out largely by Enterprise Estonia, and tourism education is delivered by universities and colleges. There is little vocational training provision at present in any sector, although there are moves to develop professional and vocational training in addition to the traditional education routes through school, college and university. The recently launched Estonian Tourism Quality Programme, which includes an element of identifying training needs, is summarised later in the report.

Iceland

- 4.4 Tourism sits within the Icelandic Ministry of Transport, Tourism and Telecommunications. The Icelandic Tourist Board is charged with developing and promoting Iceland as a destination, including the

organisation of courses for tour guides and other parties involved in tourism. Agencies engaged in training also include the Icelandic Travel Industry Association and other trade bodies, and the universities. Again, there is little structured vocational education and training (VET) leading to vocational qualifications in tourism, although VET does exist for other, more craft based, industries.

United Kingdom

- 4.5 In the UK, employment in hospitality, leisure, travel and tourism grew by 7% between 2000 -2005, with growth predicted to continue. Nevertheless, the sector continues to consist largely of small to medium size enterprises (SMEs), as nearly three quarters of businesses employ fewer than ten people (People 1st, 2005).
- 4.6 Numerous agencies are involved in the learning and skills agenda at national, regional and local level. People 1st, the UK Sector Skills Council for Hospitality, Leisure, Travel and Tourism, is charged with assessing and addressing training and skills needs across the UK. They report that the majority of employers within the industry concentrate on training and development which is job specific, short term, and in many instances focussed on meeting legislative requirements such as health and hygiene (People 1st, 2005). The situation varies slightly across the four constituent countries of the UK (England, Scotland, Wales, Northern Ireland), with different agencies in each country involved at the regional level in developing programmes and strategies to address skills gaps and training and development requirements under the overall umbrella of People 1st. However, the majority of existing courses are delivered through the traditional routes of colleges of further education and universities.
- 4.7 Skills gaps within the tourism industry have an economic impact: "the ongoing sector skills challenges are having a detrimental effect on performance of individual businesses, which in turn is hampering the competitiveness of the sector." (People 1st, 2005, p.4). Within England, the Regional Development Agencies (RDAs) have responsibility for economic strategy. Recognising the importance of developing a skilled workforce in the hospitality, leisure, travel and tourism sector, some RDAs have developed or are in the process of developing regional tourism skills networks to address the needs of the tourism industry in their region. In the South West, for example, the Tourism Skills Network has established teams in each county to provide advice, guidance and access to training for the tourism industry (www.tourismskillsnetwork.org.uk), while the North West Tourism Skills Network has been in place since 2000 (www.nwtourism.net). All regions have carried out training needs surveys since 2000 to inform skills or workforce development strategies, and in many areas training programmes are already in place. However, whilst the majority of skills strategies identify management skills and training as a priority area, most of the investment in training programmes and courses concentrates

on basic skills levels, either to raise standards within the industry or to increase access to employment.

- 4.8 Some English regions are offering options to address the need for management skills. The South West Tourism Skills Network subsidises training courses leading to Institute of Leadership and Management Qualifications, for example, and in Greater London, there is specific support for the SHINE mentoring programme for women managers in tourism. However, there is overall concern that the need for more flexible provision of training, incorporating multimedia delivery through videos, internet, CD-ROMs as well as more traditional courses, workshops and seminars has not been addressed. People 1st's "Mind the Gap" report specifically questions whether the training provided meets the needs of managers in the tourism industry (Haven-Tang and Jones, 2005). Although this report related specifically to Wales, it is a reasonable assumption that this concern is also applicable to the skills gap within the rest of the UK.
- 4.9 The main organisations in Scotland involved in driving the vocational training and skills agenda are Scottish Enterprise, Highlands & Islands Enterprise, People 1st, Careers Scotland, LearnDirect Scotland, the Scottish Tourism Forum and VisitScotland. In addition, a small number of universities and colleges have become more involved in the delivery of vocational as well as academic education for the tourism industry with the Robert Gordon University/Aberdeen Business School being in the forefront of this approach. A Tourism Framework for Change, the Scottish Executive's vision for Scottish Tourism over the next decade, identifies three areas as being crucial to the growth and competitiveness of Scottish tourism. These are: Management & Leadership; Workforce skills especially customer service and chef skills; and Retention of staff within businesses and within the industry as a whole. People 1st will lead the Skills Strategy, in partnership with public & private sector, on behalf of the Scottish Executive. Within the Management & Leadership section, research has shown that there is a need for M&L development support to be available in formats that appeal to SME/Micro businesses.

Existing qualification frameworks

- 4.10 One of the stated aims of the VocMat project is to deliver a Europe wide qualification for tourism managers. This poses the question as to what level the qualification should be, given that the intended end users are senior and middle tourism managers. Some, particularly in the public sector, may already have a Bachelor level degree, albeit not necessarily in tourism management. Others may have been out of education for some time and may find the idea of working towards a post graduate level qualification somewhat daunting. Work remains to be done in this area, but this initial research phase has also carried out a mapping exercise to identify equivalences between the various levels of higher, vocational and professional education, as a guide to the level at which the VocMat material should be set. At present this exercise has included the English and Scottish national qualifications frameworks, and has

incorporated the qualifications operated by four relevant professional bodies, the Chartered Institute of Marketing (CIM), the Institute of Leadership and Management (ILM), and the Institution of Economic Development (IED), and the Hotel & Catering Institute of Management Association (HCIMA). This is shown at Table 4.

- 4.11 It was envisaged that the VocMat curriculum should be modular, as existing research carried out by the Tourism Management Institute and comments from focus groups indicated that this would appear less daunting, and enable potential end users to pick those elements which they considered a priority. The ILM offer Certificates and Diplomas at the same level, where the Certificate covers a limited number of topics, and the Diploma is a full syllabus. The IED offers core modules, completion of which leads to a postgraduate certificate, which can then be upgraded to a postgraduate diploma on completion of further modules, and a Masters degree on completion of a research project. This accumulative approach is one on which VocMat could usefully build to try to overcome some of the concerns about overly academic qualifications.
- 4.12 VocMat aims to provide training for senior and middle managers. The correspondence between the professional bodies' qualifications, vocational and higher education qualifications indicates that the material should be pitched at English National Qualification Framework Level 7/8, or NVQ/SVQ Level 4/5, or postgraduate certificate, diploma and Masters degree.

5.0 Existing work carried out by VocMat partners

- 5.1 A number of surveys/initiatives in the partner countries will also inform the development of the VocMat curriculum and delivery model. The main points from these are summarised in Table 5, and a brief outline of each is given below.

Estonian Tourism Quality Programme

- 5.2 The Ministry of Economic Affairs and Communications, recognising the importance of tourism to Estonia, sets out a number of targets in relation to increasing length of stay and amount of spend, diversifying into a wider range of markets and widening the product on offer. In order to achieve this, improvement in the quality of the tourism product is seen as a priority, whilst the lack of the necessary professional knowledge and skills is seen as a barrier. The Estonian Tourism Quality Programme (ETQP) has therefore been introduced to encourage tourism operators to invest in quality.

Iceland Needs Analysis for Education and Information in the Tourism Industry

- 5.3 This piece of research was undertaken on behalf of the Icelandic Travel Industry Association in 2005. It analysed the education and information needs across all levels of the tourism industry. The views of top and middle managers were obtained through a series of interviews and focus

groups, whilst those of staff were obtained through a questionnaire survey. The main findings listed in Table 5 are those from the senior and middle managers, although the concerns of staff fall into many of the same categories.

UK – Tourism Management Institute Continuing Professional Development (CPD) Surveys, 2002 and 2004

- 5.4 The Tourism Management Institute is the professional body for destination managers, with the majority of its members working in the UK, largely in England and Wales, with a small number in Scotland. In 2002, Sheffield Hallam University undertook a baseline questionnaire survey of the membership to establish current levels of qualification, perceived areas of need for training and development, and actual and potential barriers to CPD. This was followed in 2004 by a qualitative telephone survey to probe behind the key findings and ascertain what was understood by the term CPD. This in turn informed the development of the draft TMI Continuing Professional Development Framework, which sets out a number of destination management competences, or skill sets, summarised in Table 6.

UK – Owner Manager Skills Gaps in Scottish Tourism

- 5.5 Research carried out by the Scottish Centre of Tourism among owner/managers in Scotland's tourism small and medium sized enterprises (SMEs) identified owner/manager priorities for training and development, summarised in Table 5, and led to the development of the Tourism E-Learning Website, launched in September 2004. The website provides a virtual resource centre consisting of sections to address the priority areas identified in the research. A follow-on project has recently begun to revisit the original research to discover whether owner/manager priorities have changed, improve the virtual resource and investigate accreditation for participants.

European Union of Tourist Offices – Membership Survey 2003

- 5.6 This survey was carried out as part of the development of the funding bid for the VocMat project. Members were asked to rate their need for training in relation to a number of areas of tourism management skills. The highest priorities are summarised in Table 5.

Common findings

- 5.7 It is apparent from Table 5 that the existing research in all four partner countries has identified a number of common priorities. A striking factor is that in many instances, these are what could be described as the more generic management or human resource skills areas. What comes across clearly from the research is that whilst generic training may already be available, what is required by tourism managers is for these generic skill sets to be delivered in a tourism specific context, and in ways which are more easily accessed given the particular time and resource constraints within both the public and private sector tourism industry: issues of staff cover, time away from the "day job", cost.

6.0 VocMat Survey

- 6.1 Given the existing body of research, and the tight timescale for the VocMat project, the project team developed a questionnaire intended to ascertain whether the priority areas already identified were still current (Appendix B). This questionnaire was completed by representatives of tourism SMEs, public sector agencies involved in tourism business support and training and tourism managers in each of the partner countries, and formed the basis of focus group discussions in England and Iceland. Those completing the questionnaire were considered to have a good overview of the tourist industry in their respective countries, and therefore able to give a response reflecting the priorities for training and current barriers and availability of training.
- 6.2 The questionnaire asked respondents to assess firstly current skill levels on a scale of 1-5, (1=low, 5=outstanding) and secondly, on the same scale, their perception of the need for training in five areas:
- Providing quality service
 - Marketing skills
 - Operational management skills
 - Strategic management skills
 - Human resource skills
- 6.3 Assessment of current skill levels in all five areas ranged from low to average, with most scores falling in the fair category, whilst need for training or retraining was generally assessed as advanced or outstanding. Table 7 sets out the lowest scoring subjects for current skill levels in each of the five areas (those where the combined scores of low and fair totalled more than 50%, or in some areas, 60%). Interestingly, although current skill levels in all areas were rated average or below, three areas were not considered as areas of outstanding or advanced needs for training: Working with the Media, Partnership Management and Designing and Interpreting Research.
- 6.4 The questionnaire also asked about access to and availability of different types of training. As might be expected, by far the majority of training was regularly, often or always undertaken during normal working hours, with three quarters of training being paid for by employers. Only 17% of respondents thought that individuals would be willing to pay for their own training regularly or often. Interestingly, there appeared to be a perception that training establishments are not conveniently located for tourism businesses (10% never 50% rarely).
- 6.5 Online training is considered rarely or never easy to access, and there is a view that individuals in tourism businesses rarely or never have the skills to undertake training provided on-line. However, the various forms of e-learning (video conferencing, online training materials and forums, downloadable text files and CD-ROMs, online assessments and online self assessments) are also rated as being rarely or never available. Whether

this reflects the actual situation or a lack of awareness of what is available is not clear, a point raised in the Sheffield Hallam focus group.

- 6.6 The final section of the questionnaire asked respondents to identify the three main benefits they would expect VocMat to deliver. These fell broadly into three categories: training content, training delivery and outcomes/expectations. Table 8 shows the most desired benefits in each category. The European dimension and the opportunity to learn from best practice in partner countries was also highlighted in the focus group held at Sheffield Hallam University, and at the seminar to launch the VocMat project in January 2006.

7.0 Conclusions

- 7.1 The various training needs analyses which have been carried out by public sector bodies in the UK, and by VocMat partners over the past four years, confirm VocMat's premise that there is as yet insufficient vocational management training and development for tourism managers which is both flexible in terms of delivery and specifically designed for senior and middle managers in the tourism industry, i.e. setting many of the more generic management skills in a tourism industry context. What training there is at management level is provided by means of postgraduate degrees. Although an increasing number of postgraduate tourism degrees are available part-time, through traditional distance learning or online, it would appear that these are not being taken up in great numbers by owner/managers or indeed by public sector tourism managers.
- 7.2 The previous research and VocMat's survey indicate that the five main areas in the VocMat questionnaire are recognised as areas where tourism managers would welcome improved vocational training. Given that some generic skills such as communication appear in different forms in each area, this would lend support to the proposal to develop four modules, with generic skills such as communication, negotiation, time management and resource management being interwoven into the course material in the context of the particular module topic.
- 7.3 In terms of achieving accreditation, the VocMat qualification should be aiming at postgraduate level. However, it will be important to present this in as user friendly a way as possible, stressing the vocational and practical nature of the material so as to counteract end user perceptions that they may lack the skills or ability to tackle material at this level.

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Table 1: Journal Articles by Sector and Key Issues

Sector	Key Issues
Hospitality	Training; competences; management development, skills
General	Training; competences; qualifications; e-commerce
Education	Competences; constraints; course content; IT assisted learning; learning approaches
Facilities	Competences, customer care, training effectiveness
Tours & Transport	Cultural issues, customer care, training needs and barriers
Non tourism SMEs	Competences; management development; qualifications; training provision; training delivery; managerial competency; training needs; training issues; skills transfer; entrepreneurship; learning approach

Table 2: Journal Articles by Sector and Topic

Academic Articles on Tourism Training and Skills

Sector	Articles	Topic	Articles
<i>Hospitality</i>		16-19 Education	2
Accom	2	action centred learning	1
B&B	2	assessment criteria	1
Catering	2	benchmarking	2
Hospitality Gen	21	business performance	1
Hotels	18	competencies	30
Restaurants	3	constraints	4
small/med hotels	4	course content	9
		cultural issues	2
<i>General</i>		customer care	8
Destination	7	e-commerce	5
Eco-tourism	2	empowerment	1
General	14	entrepreneurship	3
Industry wide	11	HE	2
		HRD	5
<i>Education</i>		in-house training practices	7
HE	11	IT assisted learning	5
FE	1	job analysis	4
Schools	1	learning approach	8
Outdoor mgt training	1	learning tools	7
		management development	12
<i>Facilities</i>		managerial competency	11
Sport centres	1	middle managers	1
Sport tourism	2	qualifications	8
Museums	1	qualifications take-up	4
Visitor attractions	3	service quality	2
		skills	8
<i>Tour operators</i>		skills for selling	1
Tour guides	1	skills transfer	3
Tour operators	1	take up of training	2
Travel agencies	2	training issues overview	14
Transport	2	training delivery/effectiver	23
		training needs	23
<i>Non tourism</i>		training provision	14
SME	11	training standards	6
Non tourism	6	VET	2
		work experience	1
Total	130		

Table 3: Main tourism indicators of partner countries

Partner Country	Tourism Facts
Estonia	1.74 million visitors (2004) 20% increase on 2003 Major source markets: Finland, Latvia, Germany, Sweden, Italy, UK Main products: spa and well being, city breaks, tours of Baltic countries 10% direct contribution to GDP 15% indirect contribution to GDP Employment in tourism = 2.9% of total employment
Iceland	400,000 visitors (2004) 6,814 employed in tourism (2004) 4.4% of total employment (2004) 5.1% of GDP (2003) Tourism receipts: €704 million (2004)
United Kingdom (including England, Wales, Scotland, Northern Ireland)	27.8 million inbound visitors spending £13 billion (2004) Domestic visitor spend £59 billion (2003) 1.4 million jobs, including 0.13 million self employed (2005), representing 5% of total employment 3.5% GDP (2003) Main overseas markets: USA, France, German, Irish Republic, Netherlands, Spain
Scotland	£4.4 billion total visitor spend, £837 million by inbound tourists, £3,596 million by domestic tourists (2003) 9.9% total employment (2002)

Table 4: Qualifications Frameworks Comparison

Frameworks		Vocational Qualifications		Higher Education	BTEC Awards	Professional Bodies			
SCQF	NQF	NVQ	SVQ			Institution of Economic Development (IED)	Chartered Institute of Marketing (CIM)	Institute of Leadership & Management (ILM)	HCIMA
12	8	Level 5		PhD	Advanced Professional Diploma, Certificate				Senior Management
11	7			Masters degree, PG Diploma, PG Certificate		MSc; PG Diploma; PG Certificate	Professional Postgraduate Diploma	Executive Diploma	Management
10	6	Level 4	Level 5	Honours degree, Graduate Diploma	Professional Diploma, Certificate	Professional Diploma	Diploma	Entry Level Management	
9	5			Ordinary degree, Graduate Certificate					
8			Level 4	Higher National Diploma, Certificate					
7	4								

Table 5: Key areas identified in existing research reports/documents

Partner Country	Survey/Strategy	Industry/Sector	Areas of Need/Concern Identified or Stages of Programme
England	Tourism Management Institute Continuing Professional Development Surveys 2002, 2004	Institute members – public sector destination managers	Destination management best practice E-business for tourism destination management Management, marketing, partnership development skills in specific tourism/destination context Barriers: time, cost, lack of flexible delivery Preference for portfolio approach
Iceland	Needs Analysis for Education and Information in the Tourism Industry	Tourism industry senior and middle managers and staff	Specialised continuing education and retraining Management specific training Job specific training Communication skills Increase knowledge of available training Recruitment, induction and continuous development Cost of training Retention of trained staff Poor perceptions of tourism industry as career
Estonia	Estonia Tourism Quality Programme	Tourism businesses – sets out programme to assess and recognise quality	Self assessment leads to areas for improvement Development and implementation of improvement plan Seek, analyse and act on customer feedback Develop and implement employee training Participation in benchmarking
EUTO	Survey 2003	European Union of Tourist Officers members	Exceeding customer expectations Effective working relationships Standard setting, monitoring, evaluation Human resources management Strategic and operational management Marketing and e-marketing
Scotland	Owner Manager Skills Gaps in Scottish Tourism	Owner managers in tourism SMEs	Achieving work/life balance Time management E-marketing Delegation Knowledge of legal compliance Strategic marketing Managing managers Effective verbal communication Identifying target markets Staff development: fostering learning, proficiency in training Motivation, interpersonal, change management and leadership skills

Table 6: Tourism Management Institute Destination Management Competences

Destination management Specific Competences	Skills
Destination marketing	Promotional campaign development Public relations management Web marketing Customer relationship management Product development Visitor research Product knowledge
Tourism Leadership and Corporate Skills	Strategic development Partnership development Industry awareness, communication skills Network development Tourism advocacy Managing a tourism membership organization Developing/managing a DMP/DMO Using the organizational context Achieving organizational goals/objectives through destination management Monitoring/demonstrating value for money in public sector
TIC/Visitor Services Provision	Contact centre management Developing TIC competitiveness Entrepreneurship Selling through customer service Product knowledge
Information and communication technology	e-marketing e-business DMS at local/regional/national levels DMS project management Understanding content management systems
Personal Effectiveness	Problem solving Analytical skills Verbal communications Written communications Coaching Teamwork
Management and Finance	Planning Budgeting/finance Personnel/staff management Performance review Project funding Commercial trading (merchandising, sales of services) Understanding financial environment Managing finance in private/public partnership sector

Table 7: VocMat Survey – Lowest Rated Current Skill Levels

Providing Quality Service	>50%
Generating repeat business through raising standards	14% low 48% fair
Standard setting, monitoring and evaluation	18% low 38% fair
Staff retention and recruitment to deliver quality product/service	13% low 44% fair
Marketing Skills	>60%
Working with the media	30% low 34% fair
Effective communications	16% low 50% fair
Marketing techniques	12% low 44% fair
Market segmentation and target marketing	27% low 44% fair
Developing product to address target market	21% low 40% fair
E-marketing	27% low 34% fair
Market research	40% low 36% fair
Customer relationship building	13% low 47% fair
Operational Management Skills	>50%
Leadership and decision making	5% low 47% fair
Management of change	16% low 50% fair
Delegation and managing people	12% low 44% fair
Project management	18% low 40% fair
Partnership management	24% low 36% fair
Identifying staff training needs	16% low 37% fair
Strategic management skills	>50%
Developing a vision for your business	5% low 46% fair
Scenario planning	25% low 58% fair
Designing and interpreting research	50% low 32% fair
Leadership	10% low 56% fair
Initiating change	22% low 32% fair
Partnership development	25% low 32% fair
Identifying sources of funding	22% low 37% fair
Networking	10% low 44% fair
Human Resource skills	>50%
Staff recruitment and retentions	11% low 41% fair
Monitoring/evaluating staff performance/development	21% low 48% fair
Identifying staff development needs	17% low 50% fair
Fostering learning among staff	30% low 37% fair
Addressing staff needs/issues	22% low 50% fair

Table 8: VocMat Survey – Desired Benefits

Training Content	Training Delivery	Outcomes/Expectations
<ul style="list-style-type: none"> • Marketing • Customer service/oriented development • Quality management • HRM/Staff development • Management skills • Partnership management • Resource management • Negotiating skills • Consultancy process management • Project management • Strategic management and development • Research • Entrepreneurial skills 	<ul style="list-style-type: none"> • Flexibility • Various forms of e-learning • Face to face (workshops, seminars, lectures, courses) • Expert support (coaching) 	<ul style="list-style-type: none"> • Improved performance, including profitability, quality and competitiveness • Improved standards in the industry • European dimension and best practice • New materials and methods • Greater awareness of industry needs and skills

Appendix A – Academic Articles

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Appendix B – Strategy and Policy Documents

United Kingdom - Wales

People 1st: - Mind the Gap: Matching Training Provision to Business Need

United Kingdom – Scotland

Employment Challenges facing the Scottish Tourism Industry

United Kingdom – England

People1st Travel and Tourist Industries Report 2005

Various press releases

English Regions: North East

NE Tourism Workforce Issues Paper

NE Tourism Briefing Paper

NE Tourism Skills Alliance Interim Paper

Redcar & Cleveland College Externally Funded Projects

English Regions: North West

NW Tourism Workforce Devt Plan

NW Tourism Skills Prospectus

Learning Tourism Lancashire Briefing Papers Summary

North West Tourism Operators Survey 2003

English Regions: East Midlands

EMDA Workforce Devt Plan 2005

EMDA Skills Network Trends 2004

English Regions: East of England

East of England Key Issues Paper 2004

East of England Framework for Regional Employment and Skills Action 2003

English Regions: Greater London

Hospitality Leisure Tourism and Travel Project List

South London Tourism Training Project Case Study

English Regions: South East England

The Hospitality, Leisure, Travel and Tourism Sector in the South East: The demand for skills

Building a Better Future: Hampshire & IoW Skills and Workforce Devt Strategy

English Regions South West

South West Workforce Development Plan

English Regions: West Midlands

Advantage West Midlands (AWM) Workforce Development Strategy

AWM Tourism and Leisure Skills Survey (Impact Research)

Estonia

Estonian Tourism Quality Programme

Iceland

Needs Analysis for Education and Information in the Tourism Industry

For further information on:

VocMat Project – e-mail – VocMat@euto.org or visit the
VocMat website at www.euto.org/vocmat

Research Report – e-mail - cathy.guthrie@dsl.pipex.com