Leonardo da Vinci

# ECVET TC NET

# HANDBOOK

for the development of the ECVET model for tourism and catering

May 2010

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# Abbreviations

| Abbreviation | Description |
|---|---|
| ALP | Association of Learning Providers |
| AOC | Association of Colleges (AOC) |
| BiBB | (Bundesinstitut für Berufsbildung |
| CCEA | Citrix Certified Enterprise Administration |
| CCEA | Council for the Curriculum, Examinations and Assessment |
| CQFW | Credit and Qualification Framework for Wales |
| CRM | Customer Relationship Management |
| DCELLS | Department for Children, Education, Lifelong Learning and Skills |
| DECVET | Development of a credit system for vocational education and training in Germany |
| ECDG | Export Credits Guarantee Department |
| ECTS | European credit transfer and accumulation system |
| ECVET | European credit system for vocational education training |
| ECVET TC NET | European credit system for vocational education training tourism and catering network |
| EDGE | Entwicklung von Modellen der Anrechnung von Lernergebnissen zwischen Ausbildungsberufen im Dualen System auf der Grundlage von ECVET" |
| EEA | European Environment Agency |
| ENI | England & Northern Ireland |
| EQCM | European quality charter for mobility |
| EQF | European qualification framework for lifelong learning |
| FAB | The Federation of Awarding Bodies |
| f-bb | Forschungsinstitut Berufliche Bildung |
| HACCP | Hazard Analysis and Critical Control Points |
| HORECA | Hotel restaurant catering |
| IHK | Industrie- und Handelskammer |
| JCQ | Joint Council for Qualifications |
| JCQ | Joint Council for Qualifications |
| LSC | Learning and Skills Council |
| LSIS | Learning and Skills Improvement Service |
| MoU | Memorandum of Understanding |
| NQF | National qualification framework |
| OFFT | Office fédéral de la formation professionnelle et la technologie |
| QCA | Qualifications and Curriculum Authority |
| QCF | Qualification and Credit Framework |
| SQA | Scottish Qualifications Authority |
| SVQ | Scottish Vocational Qualifications |
| ULN | Unique Learner Number |
| VET | Vocational education training |

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# Summary

In times of intensified global competition, high number of low skilled workers and ageing population, Europe's future has to be distinguished by competitiveness and innovation. Tourism and Hospitality is one of the most important economic sectors in Europe and provides in excess of 7 million jobs. However, this sector is particularly reliant on a flexible and mobile workforce. This applies for older and new as well as future member states of the European Community. Tourism is one of the most important sectors of the European economy; GDP generated by tourism represents already 5 % in the core industry with another 7 % in the related economy. With two million enterprises in Europe, the tourism sector is responsible for seven million jobs in the core industry (or 5 % of the total workforce) and 20 million jobs in total with the related economy (or an additional 8 % workforce). This means that the tourism sector is also capable of creating 100.000 new jobs per year. The European industry is besides other trends facing more and more the demand for high quality tourism which closely related to high quality employees with excellent competencies and skills. Furthermore if the real potential of the tourism and catering sector related to the employment possibilities should be exploited to full extension mobility of workers is one of the core issues. There is nearly no other economic sector where flexibility and mobility of workforce has such an importance. At this stage mobility is still heavily hindered by the lack of transparency and recognisable qualifications and competences and there is Europe wide a huge need for models to allow mutual recognition of competences and skills. Already in June 2001 the Final Report Working Group B, improving training in order to upgrade skills in the tourism industry came to the conclusion that transparency and validation of qualifications/mobility/career-paths must be a priority subject in the tourism sector in Europe.

Together with the developed European Credit Transfer System for Vocational Education and Training we now have the possibility to establish a model and system to allow mutual recognition of competences. The ECVET based model would for the first time provide a system for transparency of learning outcomes together with an approach for the concrete implementation in the sector, however the tourism sector and industry has some further peculiarities, which must be taken into account: vocational education and training in the tourism sector is like in no other sector to a large extent also provided by tourism companies, hotels, spas, clubs etc. When developing an ECVET based model for recognition and transparency of competences and learning outcomes the development must reflect this in a proper way. Therefore ECVET TC NET will be a multi-stakeholder ECVET network for tourism and catering involving high class tourism schools, vocational training centres, universities, hotels, cruise ship companies, holiday clubs, spas and other relevant institutions to achieve a well thought and well accepted result.

# 1. Introduction

In chapter 1 you can find all general information about Leonardo da Vinci, ECVET and ECVET TC NET.

## 1.1. Terms

Within this chapter you can find some general information about the Leonardo da Vinci programme, ECVET and ECVET TC NET.

### 1.1.1. Leonardo da Vinci

The Leonardo da Vinci programme of the European Union aims to projects in the field of vocational education and training (VET) Europe-wide. Within such projects, co-operations between different companies and training institutions take place, which are very essential for exchanging best practices, experience, know-how, increasing the expertise of staff and understanding different points of view. Generally it tends to diverse reforms in the education area.

The main objective of Leonardo da Vinci projects is that individuals should get the chance to improve and enlarge their knowledge, competences and skills internationally. The beneficiaries are wide spread – from trainees to people, who are already acting in the labour market. Furthermore the improvement of (training) systems, institutions and procedures in the sector of education and advanced training, as well as the increase of attraction of different educations and the facilitation of mobility of participants. Stays abroad within the education and advanced training, projects for transfers of innovations and developments of innovations, partnerships, networks, as well as attendance of training courses are the funded activities of Leonardo da Vinci projects. In times of globalization, we have to draw our attention to the competitiveness of the European labour market.

The target groups of Leonardo da Vinci programmes are primarily:

- Trainees
- participants of labour markets
- training organisations (teachers, trainers and other staff)
- best-practice companies
- social partners and
- Chambers of Commerce.

The chart below shows the organisation of educational and training projects of the European Commission. In comparison to the other three categories, the Leonardo da Vinci programme is the only one, which aims to all age groups.

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                    LEONARDO DA VINCI

             ECVET TC NET
        European Credit System for Vocational Education and Training
                   TOURISM & CATERING NETWORK
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                          ┌─────────────────┐
                          │    European     │
                          │    Comission    │
                          │                 │
                          │ educational and │
                          │ training        │
                          │ initiatives     │
                          └─────────────────┘
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| Comenius | Erasmus | Leonardo da Vinci | Grundtvig |
|---|---|---|---|
| pupils of pre-schools and primary and secondary schools | students to work abroad | Vocational education training | adults in education or alternative education streams |

table 1: Organigram of the European commission in respect of education and training

## 1.1.2. ECVET

The European credit system for vocational education and training (ECVET), which aims to allow trainees to build upon their achievements when moving within national systems or from one national VET system to another, was adopted by the Council and the European Parliament in June 2009 and it is in its first phase of implementation and development. It will facilitate the accumulation, exchange and transfer of learning outcomes in any context, thus enabling citizens to pursue lifelong learning and to achieve qualifications by taking all learning contexts into account.

VET is crucial for Europe's aim to re-position itself in the global economy through well-qualified human capital equipped with the skills needed in the future. In March 2000 in Lisbon European Council set strategic goal to become the most competitive and dynamic knowledge-based economy in the world and be capable of sustainable economic growth with more and better job opportunities and greater social cohesion by 2010. Since 2002, European VET policy has been reviewed every two years, most recently in Bordeaux in November 2008. Following the adoption of the Conclusions of the Council, the ministers from the EU Member States, candidate and EEA countries, the European Social partners, and the Commission adopted a Communiqué which sets out the VET priorities for 2008-2010. The development of high quality vocational education and training is crucial to achieve the strategic goal, in particular to improve social cohesion, mobility, employability and competitiveness and lifelong learning has an important role as well.

In the Copenhagen Declaration dated November 2002 developing a voluntary and bottom-up cooperation between EU and its partner countries and/or institutions in vocational education and training at all levels was adopted as an objective. Vocational education and training will play an active role in developing lifelong learning policies and achieving Lisbon goals by 2010. The progress made in the scope of Lisbon and Copenhagen strategies were assessed and new priorities and strategies related to "An Enhanced Cooperation in VET" taking place in the Copenhagen Process were determined by Maastricht Communiqué.

Lifelong learning has become a necessity in Europe characterized by rapid social, technologic and economic changes. In Europe, many people undertake learning activities outside their own country. The appeal of this kind of mobility is nonetheless limited by various factors, in particular the absence of provisions for the transfer, validation and recognition of learning outcomes acquired abroad. The same applies to the transition from one system of vocational education and training to another, or from an informal learning situation to a formal training context. Barriers between institutions as well as countries not only prevent access to education and training but also prevent an efficient use of knowledge, skills and competences already acquired.

What is therefore needed is a system whereby people can follow through the process of qualification while moving from one learning context to another. ECVET thus aspires to be an information exchange tool to help individuals take full advantage of learning acquired, in particular as a result of transnational mobility, whether the context was formal, non-formal or informal.

ECVET is foreseen, as European Qualifications Framework (EQF) do, to be a tool supporting mutual trust in the field of qualifications and increasing transparency. It would thereby enable knowledge, skills and competences acquired through formal, non-formal and informal learning to be accumulated, transferred and recognised.

ECVET belongs to the following European initiatives:

- European credit transfer and accumulation system (ECTS)
  ECTS makes teaching and learning more transparent and facilitates the recognition of studies (formal, non-formal and informal). The system is used across Europe for credit transfer (student mobility) and credit accumulation (learning paths towards a degree). It also forms curriculum design and quality assurance.

- Europass
  Europass is a free service of the European Commission, which should provide a clear picture of your qualifications, skills and competences in a comprehensive form, understandable across borders. It opens doors to learning and working in Europe - no matter if a student/learner, in training, seeking work, employed, self-employed or a freelancer.

- European quality charter for mobility (EQCM)
  The EQCM constitutes the quality reference document for education and training stays abroad. It complements, from the quality point of view, the 2001 Recommendation on mobility for students, persons undergoing training, volunteers, teachers and trainers and has the same scope.

- European qualification framework for lifelong learning (EQF)
  The EQF acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

## 1.2.  ECVET TC NET

European Credit System for Vocational Education and Training Tourism and Catering Network is a 3-year-project for the development of an ECVET system for the tourism and hospitality industry in Europe. It aims to reflect the characteristics of vocational education and training, where a significant proportion of training programmes are undertaken at the workplace, through corporate training and apprenticeship systems. This is the rationale for the development of an ECVET model in order to establish the basis for the mutual recognition and transparency of competences in measuring learning outcomes. One of the main activities of the project is to undertake an investigation of the competences and associated learning outcomes needed in the hospitality and tourism industry. This is used as the basis for the development of a competence grid, which forms the cornerstone of the ECVET model.

The network pursues actively an enlargement strategy throughout the project duration and develops a detailed and realistic sustainability strategy to ensure the continuation of the ECVET TC NET project well beyond the European funding period.

The greatest impact will be on training providers, in the hospitality and tourism schools, companies and staff agencies. The end result will be the production of a working model for the mutual recognition and accreditation.

### 1.2.1.  Targets

The following targets are necessary for the ECVET TC NET project:

- European survey "competences and skills in the tourism and catering sector in Europe": The aim of the survey is to get a detailed perspectives of the different competences and job profiles needed in the European tourism and catering sector as a basis for the development of the ECVET model.

- Development of a competence description grid: The competence description grid should provide a description basis for all deducted competences in the tourism and catering sector.

- Elaboration of the ECVET model for the tourism and catering sector in Europe: out of a multi-stakeholder perspective with a strong focus on the companies and service providers included in the partnership the ECVET model for the sector will be developed and documented in a comprehensive way.

- Development of guidelines how to work with ECVET in the tourism and catering sector in practice: Additionally to the model description there will be some concrete guidelines and a step by step approach how to work with ECVET in practice, this also refers to the fact that large parts of vocational training in the tourism and catering sector takes place within companies and service providers and these organisations are not classical training organisations and therefore have not enough experiences with credit transfer systems.

- Development of guidelines how to develop ECVET compliant training programmes: For the training organisations in the tourism and catering field. It is also important to have proper guidelines on how to develop ECVET compliant training programmes in the future.

- Test implementation of the ECVET model: Training organisations and companies, involved in the ECVET TC NET, will also test the developed approaches and instruments to receive feedback on practical implementation and feasibility for the sector needs

- Policy development: the ECVET TC NET will also develop the VET policy for the tourism and catering sector out of a high quality multi-stakeholder perspective by developing a policy recommendation paper for VET in the tourism and catering industry in Europe.


### 1.2.2. Partners

The team of the ECVET TC NET project includes hospitality and tourism schools, VET providers, colleges, universities, hotels and staffing agencies. Due to that fact, lots of aspects of tourism and catering representatives could get highlighted within this project. In the below chart you can see all participating institutions from 11 European countries:

|  | Country | Institution | Homepage |
|---|---|---|---|
| 1. | Austria | Tourismusschulen Bad Gleichenberg | www.tourismusschule.com |
| 2. |  | BFI Steiermark | www.bfi-stmk.at |
| 3. | Czech Republic | Tempo Training Consulting | www.tempo.cz |
| 4. | Finland | Winnova | www.winnova.fi |
| 5. | Germany | Baltic College | www.baltic-college.de |
| 6. |  | Mikropartner | www.mikropartner.de |
| 7. | Great Britain | Coleg Llandrillo | www.llandrillo.ac.uk |
| 8. | Hungary | Spa Lothus Therme Heviz | www.rogner.hu |
| 9. | Romania | University of Stefan cel Mare Suceava | www.usv.ro |
| 10. |  | Bucovina tourism association | www.bucovinaturism.ro |
| 11. | Slovenia | College for catering and tourism Maribor | www.vsgt-mb.si |
| 12. | Spain | Escuela de Hosteleria de Sevilla | www.esh.es |
| 13. | The Switzerland | SOL Swiss Occidental Leonardo | www.s-o-l.ch |
| 14. | Turkey | Selcuk Universitesi | www.silifke.selcuk.edu.tr |

table 2: ECVET TC NET partners

The ECVET TC NET project was developed for the:
- European hospitality and tourism schools

- VET providers
- Hospitality and tourism companies providing corporate training in tourism and catering
- Chambers of commerce, tourism and catering branches and
- Labour market authorities

# 2. European survey and competence grids

In chapter two you can find all details of the European survey: general information, methodology, competence levels, taxonomy and last but not least the competence grids of the nine chosen touristic professions.

## 2.1. Background

Planning and implementation of the European survey investigating competences and skills in the tourism and catering sector in Europe are the thematic starting phases of the network. During the survey, done in cooperation with training organisations, schools, companies and service providers in the tourism and catering sector in Europe, the relevant and needed competences got identified. The competences are presented in a special competence grid to allow comparability and transparency.

The European survey gives an overview about the requested and available competences in the tourism and catering sector in Europe. It is based on a questionnaire survey done in all partner countries, where tourism schools, VET training centres, tourism and catering service providers (hotels, restaurants, cruise ships, spas etc.) about the demanded and offered competences in the sector were asked. This is the basis of the development and finalisation of the competence grids as the core instrument for the presentation of the whole set of competences and learning outcomes available respectively needed in the tourism and catering field.

The survey contains the results of the questionnaire study implemented in all partner countries. It shows a detailed presentation of the single competences and the competence grids.

## 2.2. Methodology

The European survey includes 17 partner institutions in 11 different countries and 9 different professions:

- Cook
- Cook assistant
- Waitress/waiter
- Waitress/waiter assistant
- Sales and marketing assistant
- Bartender
- Receptionist

- Room maid
- Guest relations assistant

At the kick-off-meeting in Bad Gleichenberg in November 2008, partners agreed to implement a questionnaire survey, which should be distributed to all partner countries. The survey was conducted in a 5-month-period and includes tourism schools, VET training centres, tourism and catering service providers-hotels, restaurants, cruise ships, spas etc. Surveyants were asked about requested and offered competences in the tourism sector. Questionnaires were distributed (by snail mail) in each country after working meetings with representatives of the catering sector. A group of experts from the Slovenian national office for vocational qualifications, teachers from ECVET NET member VSGT Maribor and some professionals of the field formatted the final grid model. Finally a grid of eight different areas or fields of work was implemented:

- Personal appearance and working place hygiene
- Work planning, organization and analysis
- Preparation of work/workplace
- Operational work
- Commercial work
- Administrative work
- Communication
- Health and environment protection

After receiving competence reports, done by professionals and teachers at vocational schools, the competence grids were assembled. The final comparative competence grids are based on most frequent competences among received reports. The rule of majority was implemented thus excluding competences being reported only by some or maybe only one country.

## 2.3.  Rational on competence levels

Apparently there are different levels on A1/A2/B1/B2 in our competence grids of each country. Project partners agreed to implement the EQF to develop competence grids on different levels of education. The core of the EQF are eight reference levels describing what an alumni should know, understand and is able to do (learning outcomes). The EQF applies to all types of education, training and qualifications, from school to academic, professional and vocational education. The system shifts the focus of the traditional approach, which emphasises on learning inputs such as the length of a learning experience, or type of institution. It also encourages lifelong learning by promoting the validation of non-formal and informal learning. With implementing that project also follows European lifelong learning strategy.
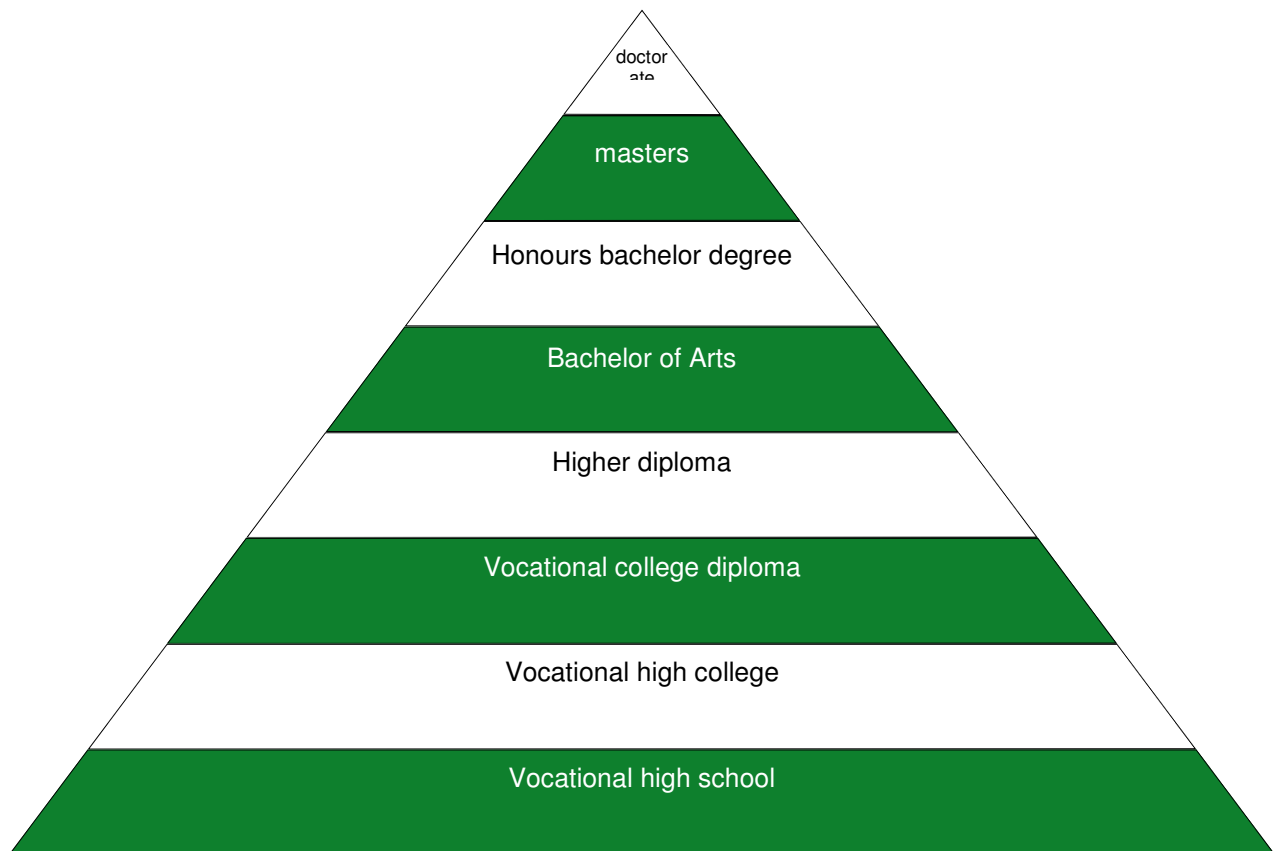
figure 1: Education levels

**Bachelor of Arts**
The descriptor of the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes of EQF level 5

**Honours bachelor degree**
The descriptor of the first cycle in the EQF of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes of EQF level 6.

**Masters**
The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes of EQF level 7.

**Doctorate**

The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes of EQF level 8

| Level | Knowledge | Example |
|---|---|---|
| 1 | Basic general knowledge | Vocational high school |
| 2 | Basic factual knowledge of a field of work or study | Vocational high school |
| 3 | Knowledge of facts, principles, processes and general concepts, in a field of work or study | Vocational college diploma |
| 4 | Factual and theoretical knowledge in broad contexts within a field of work or study | Higher diploma |
| 5 | Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and awareness of the boundaries of that knowledge | Bachelor of Arts |
| 6 | Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles | Honours Bachelor Degree |
| 7 | Highly specialised knowledge at the forefront of knowledge in a field of work or study, as the basis of original thinking and/or research , critical awareness of knowledge issues in a field and at the interface between different fields | Masters |
| 8 | Knowledge at the most advanced frontier of a field of work or study and at the interface between fields | Doctorate |

table 3: Descriptorrs defining levels in the EQF

The comparabitliy of the traditional A-D level system and the EQF shos the following results:

| A-D level system | EQF System |
|---|---|
| A1 | EQF 1 |
| A2 | EQF 1/2 |
| B1 | EQF 2 |
| B2 | EQF 2/3 |
| C1 | EQF 3 |
| C2 | EQF 3/4 |

table 4: Comparabiliy of EQF and A-D level system

| Professiong | A level | B level |
|---|---|---|
| Cook | | B1/B2 |
| Cook assistant | A1/A2 | |
| Waitress/waiter | | B1/B2 |
| Waitress/ waiter assistant | A1/A2 | |
| Bartender | A1/A2 | B1/B2 |
| Receptionist | | B1/B2 |
| Room maid | A1/A2 | |
| Sales and marketing assistant | | B1/B2 |
| Guest relations assistant | | B1/B2 |

table 5: applications of the traditional qualifications systems

## 2.4. Taxonomy

For the translation of the traditional qualifications system to the EQF system, Andersons and Krathwohl's Taxonomy, was implemented:

| Bloom's Taxonomy 1956 | Anderson and Krathwohl's Taxonomy 2000 |
|---|---|
| **1. Knowledge**<br><br>Remembering or retrieving previously learned material.<br><br>Examples of verbs that relate to this function are:<br><br>know     define     record<br>identify     recall     name<br>relate     memorize     recognize<br>list     repeat     acquire | **Remembering**<br><br>Retrieving, recalling, or recognizing knowledge of memory. Remembering is used to produce definitions, facts, or lists, recite or retrieve material. |
| **2. Comprehension**<br><br>The ability to grasp or construct meaning from material.<br><br>Examples of verbs that relate to this function are:<br><br>restate     identify     illustrate<br>locate     discuss     interpret<br>report     describe     draw<br>recognize     review     represent<br>explain     infer     differentiate<br>express     conclude | **Understanding**<br><br>Constructing meaning from different types of functions by the written or graphic message activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. |

| Bloom's Taxonomy 1956 | Anderson and Krathwohl's Taxonomy 2000 |
|---|---|
| **3. Application**<br><br>The ability to use learned material, or to implement material in new and concrete situations.<br><br>Examples of verbs that relate to this function are:<br><br>apply    organize    practice<br>relate    employ    calculate<br>develop    restructure    show<br>translate    interpret    exhibit<br>use    demonstrate    dramatize<br>operate    illustrate | **Applying**<br><br>Carrying out or using a procedure through executing, or implementing. Applying related and refers to situations, where learned material is used through products like models, presentations, interviews or simulations. |
| **4. Analysis**<br><br>The ability to break down or distinguish the parts of material into its components so the organizational structure can be better understood.<br><br>Examples of verbs that relate to this function are:<br><br>analyze    differentiate    experiment<br>compare    investigate    scrutinize<br>probe    detect    discover<br>inquire    survey    inspect<br>examine    classify    dissect<br>contrast    deduce    discriminate<br>categorize    separate | **Analyzing**<br><br>Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations. |
| **5. Synthesis**<br><br>The ability to put parts together to form a coherent or unique new whole.<br>Examples of verbs that relate to this function are:<br><br>compose    plan    propose<br>produce    invent    develop<br>design    formulate    arrange<br>assemble    collect    construct<br>create    set up    organize<br>prepare    generalize    originate<br>predict    document    derive<br>modify    combine    write<br>tell    relate    propose | **Evaluating**<br><br>Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation.  In the newer taxonomy evaluation comes before creating as it is often a necessary part of the precursory behaviour before creating something. |
| **6. Evaluation**<br><br>The ability to judge, check, and even critique the | **Creating**<br><br>Putting elements together to form |

| Bloom's Taxonomy 1956 | Anderson and Krathwohl's Taxonomy 2000 |
|---|---|
| value of material for a given purpose.<br><br>Examples of verbs that relate to this function are:<br><br>judge      argue      validate<br>assess      decide      consider<br>compare    choose     appraise<br>evaluate    rate       value<br>conclude    select      criticize<br>measure    estimate    infer<br>deduce | a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy. |

table 6: taxonomy of Bloom and Anderson & Krathwohl

Below there are the intersections as the processes impact the levels of knowledge. Using a simple cross impact grid or table like the one below, one can match easily activities and objectives to the types of knowledge and to the cognitive processes. It is a very useful tool for assessing how instruction is actually impacting levels of learning. Teachers can also use it to track, which levels of cognition they are requiring from students, as well as which dimensions of knowledge:

- Factual knowledge
  is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminologies, details or elements that students must know or be familiar with, in order to understand a discipline or solve a problem in it.

- Conceptual knowledge
  is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.

- Procedural knowledge
  refers to information or knowledge that helps students to do something specific to a discipline, subject and area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques and particular methodologies.

- Metacognitive knowledge
  is the awareness of ones own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.

| Knowledge | 1. Remember | 2. Understand | 3. Apply | 4. Analyze | 5. Evaluate | 6. Create |
|---|---|---|---|---|---|---|
| Factual | X | | | | | |
| Conceptual | | X | | | | |
| Procedural | | | X | X | | |
| Metacognitive | | | | | X | X |

table 7: Cognitive processes

### 2.4.1. Implementation of taxonomy

| Level | Description |
|-------|-------------|
| A1 | **1. Remembering:** Retrieving, recalling, or recognizing knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, recite or retrieve material. |
| A2 | **2. Understanding:** Constructing meaning from different types of functions by the written or graphic messages activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. |
| A2, B1 | **3. Applying:** Carrying out or using a procedure through executing or implementing. Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations. |
| B1 | **4. Analyzing:** Breaking material or concepts into parts, determining how the parts relate/interrelate to one/another or to an overall structure/purpose. Mental actions included in this function are differentiating, organizing and attributing, as well as being able to distinguish between the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, diagrams or graphic representations. |
| B2 | **5. Evaluating:** Making judgements based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the factors that can be created to demonstrate the evaluation process. In the newer taxonomy evaluation comes before creating, as it is often a necessary part of the precursory behaviour before creating something. |
| B2 | **6. Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy. |

table 8: Implementation of taxonomy

## 2.5. Units for mobility

To group learning outcomes into units is made by referring to broader areas of competence. In the ECVET TC NET project, a number of competence areas for a certain occupational field are defined. One competence area comprises various forms of knowledge, skills and competence necessary for completing core work tasks in a certain occupational field. These core work tasks derived from the working world (work practice/work place). Only holistic competences that actually exist in the world of work are to be described and differentiated. Just as core work tasks have a complex relationship to the work process; competence areas also represent a certain complexity.

In the ECVET TC NET project, learning outcomes are first grouped into the fields of work of the job profile to which they contribute.

These fields of works can be further subdivided into competency levels. For example for the field of work of "Operational work" for the cook assistant, the competency levels of "Food preparation and decoration" and "Kitchen appliances and tools" are determined. Later, the competency indicators for each competency are determined based on learning outcomes.

For instance, "Attractive food presentation and service" is determined as an indicator of the competence of food preparation and decoration. Attractive food presentation and service covers the core activity of "Recognizing the importance of food and meal decoration".

Based on these occupational activities and tasks, the project described the qualification units (and sub-units). The units are clearly related to the key activities. The sub-units refer to distinct working methods, activities or products that form the activity. Each unit describes the learning outcomes in terms of knowledge, skills and competence necessary to carry out the activities at the level of A1 which represents EQF Level 1which is not an experienced professional.

The ECVET TC NET project defines units that are common to the qualifications of Cook assistant across the participating countries. These units and their learning outcomes are defined at a rather general level so as to enable for variations at national level. Furthermore the list of units defined by the project represents the current status quo of the cook assistant qualification. In order to take into account future developments of this qualification profile and to remain open to other countries, the learning outcome matrix can be extended by adding new units. The existing units must be regularly reviewed and, if necessary, amended or removed altogether.

| Competences | Indicators | Sub-Units for A1 (which represents EQF Level 1) |
|---|---|---|
| Food preparation and decoration. | Nutrition science | Recognizing different food forms and minimum nutrition requirements of average consumer. |
| | Food | Recognizing different kinds of food. |
| | | Preparing food for cooking (cleaning, cutting, designing). |
| | | Preparing basic meals and perform assistance with demanding deals. |
| | Regeneration, transportation | Selecting and using proper tools and equipment to regenerate different food. |
| | Attractive food presentation and service | Recognizing the importance of food and meal decoration. |
| | Cut techniques | Recognizing cut techniques |

| Competences | Indicators | Sub-Units for A1 (which represents EQF Level 1) |
|---|---|---|
| | Kitchen appliances | Recognizing different kitchen appliances and their use. |

table 9: Unit and Sub-units: Sample of Kitchen Asisstant

The ECVET TC NET project observed that the job specification of cook assistant is quite similar in all the partner countries: an entrepreneurial qualification for SMEs, combining commercial and personnel management skills as well as technical and vocationally-specific know-how.

Correspondingly, despite all differences across the countries, several overlaps were identified with regard to the structure and contents of cook assistant training and qualifications. In addition to a vocationally-specific area (identical for all the cook assistant training programmes of a country) in which particular emphasis is placed on imparting business administration as well as teaching and training skills, the training involves a technical area in which the trade-specific competences of a vocation or a sector are imparted.

Consequently the learning outcome matrix represents those learning outcomes featured in the cook assistant qualification of all ECVET TC NET partner countries. Specific competences of individual qualification profiles (e.g. foreign language skills in Spain) remain unconsidered. The result is thus a learning outcome oriented representation of the "smallest common denominator", i.e. of a "core qualification profile" of the ECVET TC NET.

## 2.6. Competence grids

Following are the nine competence grids per individual profession. These grids are the results of a qualitative study of competence grids provided by partner institutions. Each grid comprises of:

- Field of work at particular level of profession
- Competences required to perform satisfactory outcomes
- Indicators of competences
- Descriptors of individual's behaviour with specified skills and competences

### 2.6.1. Cook

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| Personal appearance and work place hygiene | Personal appearance | Working clothes and equipment | Understanding and using professional working clothes and equipment | Be perfectly informed about personal hygiene, cleanliness of equipment |
| | Working environment hygiene | Working area and equipment hygiene | Applying measures of appropriate storaging | Developing measures of appropriate storaging |
| | | | Maintaining a safe, hygienic and secure working environment | Planning process of maintaining clean working place. |
| Work planning, organisation and analysis | Purchase | Arranging food and beverages | Calculating food and beverages correctly | Planning, selecting and arranging food and beverages |
| | Working with menus and recipes | Prescription card index | Organizing prescription card index | Developing and arranging prescription card index |
| | | International principles | Using international food trends | Arranging and planning culinary profiles of foreign guests to adapt the offer; ability to work in multicultural environment |
| | | Menu composition | Applying different aspects of menu composition | Arranging food correctly and composing menus for special meals |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | Food and meal decoration, ingredients management | Meal and course composition | Exercising receipts for different meals and practise ingredients management | Planning receipts and designs standards for meal decorations |
| | Organization of time and phase of the work | Working time | Organizing your own process | Organizing working process of others (subordinates) |
| | Regional information | Use of domestic products | Understanding and using local products and ingredients | Planning menus and meals based on regional supply |
| Preparation of work/workplace | Preparatory work | All kinds of preparation | Organizing preparatory work for the cook procedure | Planning and arranging independently all kinds of preparation |
| Operational work | Food handling | Handling variety of cooking methods | Using all kinds cooking methods | Developing food preparation method |
| | Meal preparation | Nutrition science | Understanding nutrition science. Analyze the origin of the food and the different food forms | Applying and develop nutrition science |
| | | Food | Controlling freshness and quality of the different kinds of food | Controlling of the quality of food and planning the process of control |
| | | Prepare, cook and finish health dishes | Understanding and executing current social trends considering health standards and needs | Planning meals according to current health trends and social needs |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | | | Using basic cooking techniques (boiling, steaming, blanching, poaching, stewing and braising, frying, grilling, roasting and baking, combination cooking, microwaving, etc.) | Mastering cooking techniques and developing new techniques for healthier and efficient food preparation |
| | | | Developing and prepare simple health dishes | Planning and constructing new trendy dishes |
| | | Making all types of courses (soups, fish/meat, bakery products, vegetables, fruits, desserts, sauces and dips) | Preparing basic meals based on individual ingredients | Independently preparing finished meals ready for consumption |
| | Usage of kitchen appliances | Handle the tools correctly | Using the tools correctly, in a safe and hygiene manner | Using different appliances and developing techniques for food preparatory process using different appliances |
| | | Cutting techniques | Using different kinds of cutting techniques | Applying all cutting techniques (also international). Correct and safe use of all cutting and basic carving techniques |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | Cleaning and hygiene maintenance | Performance of hygiene standards and hazard analysis and critical control points (HACCP) | Implementing hygiene standards and executing them | Implementing, executing and developing standards of hygiene and sanitation |
| Commercial work | Calculations | Economically effective kitchen operation | Calculating quantities and perform basic economical reports. Understanding and using kitchen report documents (e.g. invoices, orders) | Executing and planning food/materials purchase; understanding and performing kitchen calculations |
| | Instructions, reports, tools of sale | Prescription cards indexes; attractive and useful menu card | Understanding menu card composition based on supply, customer needs and infrastructure | Planning menu card with respect to capability, service department and infrastructure |
| | Promotion and sales | Successful operations and sales | Understanding the art of marketing | Planning and executing applied promotion and sales techniques |
| Administrative work | Records, planning, inventories, scheduling | Analyse, plan and organise the work. Manage archives and records | Organising records of food, work, inventory and meals | Planning and maintaining data storage, controlling products in means of weight, amount and disadvantages, inventory controlling, controlling the bill of delivery, contract of purchase / sales agreements |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | Computing skills | Using computer | Understanding basic computer programmes needed in nutrition and kitchen business | Using software for effective and productive kitchen work |
| Communication | Team work | Effective team work | Using basic organisation techniques and respecting the leader-follower relations | Planning and supporting work of team; coordinating work of a small team |
| | | Behaving correctly and show good manners | Contributing to creative working environment | Organizing and developing rules of behaviour and code of manners |
| Health and environment protection | Food and environmental laws | Implementing environmental, customer and employee protection measures | Applying environmental, customer and employee protection measures | Developing protection measures and following security procedures: planning emergency situation behaviour |

table 10: Competence grid of the cook

### 2.6.2. Cook assistant

| Field of work | Competences | Indicators | A1 | A2 |
|---|---|---|---|---|
| Personal appearance and workplace hygiene | Personal and workplace appearance | Working clothes and equipment | Recognizing professional working clothes, standards of maintaining hygiene and professional look | Understanding and using standards of professional working clothes and execution of standards of maintaining working place and personal appearance |

| Field of work | Competences | Indicators | A1 | A2 |
|---|---|---|---|---|
| | Working environment hygiene | Working area and equipment hygiene | Recognizing importance of food, equipment and personal hygiene (working clothes, headdress, etc.) | Understanding the importance of food, equipment and personal hygiene; executing required standards |
| Preparation of work/workplace | Preparatory work | Overall preparation | Recognizing the preparatory work for the kitchen working processes | Executing preparatory work for the kitchen working processes; using all kinds of preparation |
| Operational work | Food preparation and decoration | Nutrition science | Recognizing different food forms and minimum nutrition requirements of average consumer | Understanding the meaning and importance of food elements (nutrition elements) |
| | | Food | Recognizing different kinds of food | Understanding and exhibiting knowledge of different kinds of food and characteristics |
| | | | Preparing food for cooking (cleaning, cutting, decorating) | Understanding and exhibiting all kinds of food (fruit, vegetables, bread, soups, meat, and desserts) |
| | | | Preparing basic meals and perform assistance with demanding deals | Understanding and exhibiting knowledge about food preparatory techniques and styles |
| | | Regeneration and transportation | Selecting and using proper tools and equipment to regenerate | Understanding and exhibiting correct methods of food |

| Field of work | Competences | Indicators | A1 | A2 |
|---|---|---|---|---|
| | | | different food | regeneration; preparing or regenerating foods to meet dish quality |
| | | Attractive food presentation and service | Recognizing the importance of food and meal decoration | Understanding and exhibiting different styles of decoration |
| | | Cutting techniques | Recognizing cutting techniques | Understanding and exhibiting different kinds of cutting techniques |
| | Kitchen appliances and tools | Kitchen appliances | Recognizing different kitchen appliances and their use | Understanding and executing safe and effective use of appliances and tools |
| Commercial work | Calculation | Calculations and measures | Recognizing the importance of calculations of meals, stocks, inventories, etc. | Understanding and executing basic calculations of menu composition, stock control, inventory management, etc. |
| | Promotion and sale | Selling process and image | Recognizing the art of marketing | Understanding and executing basic marketing methods |
| Administrative work | Purchase | Supplying order and delivery | Recognizing steps and documents in purchasing materials | Understanding and executing simple ordering-delivering processes, controlling of the quality and quantity of delivered goods |

| Field of work | Competences | Indicators | A1 | A2 |
|---|---|---|---|---|
| Communication | Team work | Team work and culture | Recognizing importance of team work and its contribution the department's performance | Understanding and executing daily self working plans, acting supportively to the team; following schedules |
| | | Behaving correctly and showing good manners | Recognizing ethical standards in different cultural environments and different lifestyles | Understanding and following standards of ethical behaviour in different cultural environment |
| Health and environment protection | Food handling and environmental standards | The most important safety regulations for accident prevention | Recognizing the most important safety regulations for accident prevention | Understanding and executing important safety regulations for accident prevention; following security procedures |
| | | Environmental protection standards | Recognizing environmental protection standards and basic waste management activities | Understanding and executing correct waste management activities |

table 11: Competence grid of the cook assistant

### 2.6.3. Waitress/waiter

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| Personal appearance and workplace hygiene | Personal appearance | Working clothes | Understanding and using professional working clothes, being well informed about personal hygiene and standards (e.g. HACCP) | Using professional working clothes and equipment; applying hygiene and sanitation standards |
| | Working environment hygiene | Working area and equipment hygiene | Be informed about sanitation and hygiene standards, cleanliness of equipment and workplace | Setting and applying hygiene standards of the working environment and planning execution |
| | Working environment order | Productive working process | Mastering order at workplace | Planning and executing system of workplace order and its distribution to other employees |
| Work planning, organisation and analysis | Purchasing | Stocks and inventory | Understanding and executing process of ordering, delivery and storage of goods and materials | Planning inventory order, delivery and control. Planning services and products offered by the business |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | Auditing | Economic of the working unit | Understanding the importance of auditing purchasing and sales process in working unit; performing stock and inventory management | Applying appropriate control (audit) procedures; developing useful and applied techniques for stock control |
| Preparation of work/workplace | Preparations and planning | Effective working environment | Understanding the importance of work preparations and execution of process | Scheduling of staff, deliveries, opening hours, etc. |
| | | Effective work process and place | Understanding and executing preparatory work for effective service; understanding and using different techniques for preparing dining and other areas | Analyzing effectiveness and planning improvements for preparatory works in all operational areas |
| | | Appropriate storage/warehouse display | Understanding and executing storage for effective work | Analyzing effectiveness and planning improvements for effective storage management |
| | | Effective working process | Understanding the importance of effective cooperation with other departments; executing effective cooperation with other departments | Analyzing effectiveness and planning improvements for effective cooperation with different departments (e.g. kitchen) |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| Operational work | Service performance | Quality of service | Understanding and using different service techniques at the bar, dining area, outside and in other facilities and locations for food and drinks at the presence of the quest or without it (e.g. flambé, cutting, filleting); using different service styles (e.g. French, English, platter) | Reorganizing and planning special service techniques according to customer's demands, expectations and resources; basic knowledge of protocol |
| | | Tables and area decoration | Understanding table cloth lore and table armchair standards in the restaurant and banquet area; understanding most important napkin forms; using simple forms of table restaurant decoration | Planning and executing special covers (e.g. caviar, snails, crabs); creating special decorations within a given budget framework for events |
| | | Customer satisfaction | Understanding service techniques and process of guest care | Planning and executing training of special service techniques |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | | Sales process | Understanding basic selling techniques; taking orders and advising guests on meal selection; understanding and handling the sales tools (e.g. menus) | Confidently performing selling techniques for individual and groups. Handling group orders, advising on event and venue menus for large groups. Preparing and designing different sales tools (e.g. menus). |
| | | Culture of serving | Understanding different culinary cultures and quests with different eating habits (e.g. culturally or physically conditioned) | Planning services for quests of different cultures and with different eating habits |
| | | Language and communication | Sufficient knowledge of mother and the most important foreign language of the area; good communication skills | Excellent knowledge of mother language and sufficient knowledge of two foreign languages of the area; excellent communication skills |
| | | Equipment | Professional handling with common bar utensils and executing easy bar-flairing-movements | Evaluating brands of bar equipment (cost-effectiveness-principle); knowledge of trends in the sector of brand equipment |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | | Glassware | Understanding national and international standards of the glass culture and using it in catering business | Knowing, developing and implementing trends in the wine glass culture for degustation; selecting and using decoratively special glasses for different events |
| | | Events | Knowledge of small indoor events organization and execution from the catering point of view | Planning catering for events and service delivery for indoor and outdoor small events |
| Commercial work | Calculation | Economical purchase of goods and kitchen calculation | Calculating necessary quantities make a kitchen calculation; controlling and executing purchase of goods | Planning, executing and controlling purchase of good and materials |
| | Menu planning | Menu | Understanding menu composition | Planning comprehensive bills of fare for different types of catering businesses |
| | Promotion and marketing | Business success | Understanding basics of catering business, promotion and marketing | Planning promotion budget and actions for different types of catering businesses |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| Administrative work | Administration | Office work | Organizing office work according to special specifications, archiving documents, collecting, analyzing and storing data | Planning, organizing and performing office work independently; archiving documents; collecting and analyzing data, storing data independently |
| | Computer skills | Effective and productive work process | Being able to use software for restaurant and bar operations | Understanding pros and cons of different programs for catering industry |
| Communication | Team work | Team performance | Being able to organize own work; organizing and working in a small team | Planning, organizing and executing self and team work – team leadership |
| | Guest relations | Operational performance | Being able to communicate with guests in one foreign language | Planning, organizing and executing guest's relations (e.g. consulting and sales talks with guests in domestic and foreign language) |
| | Complaints | Guests satisfaction | Being able to take complaints in a proper manner and transfer complaints to responsible departments; solving small problems | Planning complaint management process (e.g. criteria, evaluation process, solutions) and executing complaints |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | IT | Communication efficiency | Being able to use basic IT tools for successful communication with different departments; basic knowledge of computer based technology | Planning, organizing and executing IT communication tools for successful operations of related departments |
| Health and environment protection | Environmental and health standards | Stakeholder satisfaction and environment protection | Implementing the most important safety regulations for accident prevention; understanding and executing basic first aid and emergency procedures | Planning safety regulations and procedures as well as process of following eco and personal protection standards |

table 12: Competence grid of the waitress/waiter

### 2.6.4. Waitress/waiter assistant

| Field of work | Competences | Indicators | A1 | A2 |
|---|---|---|---|---|
| Personal appearance and workplace hygiene | Personal appearance | Working clothes hygiene | Recognizing professional working clothes and standards of personal hygiene | Understanding and applying standards of personal and working place hygiene |
| | Working environment hygiene | Work area and equipment hygiene | Recognizing professional working clothes and standards workplace and equipment hygiene | Understanding and applying standards of workplace and equipment hygiene |

| Field of work | Competences | Indicators | A1 | A2 |
|---|---|---|---|---|
| | Working environment order | Productive working process | Understanding the meaning of order and implications of disorder | Applying and maintaining working environment order and system |
| Preparation of work/workplace | Preparations | Dining area | Recognizing basic standards of dining area settings | Understanding and applying basic standards of dining area settings |
| | | Back office | Recognizing basic standards of back office settings | Understanding and applying basic standards of back office settings |
| | | Storage room | Recognizing basic standards of storage room settings | Understanding and applying basic standards of storage room settings |
| Operational work | Service | Drinks | Recognizing basic drinks and simple service techniques | Understanding and applying most common drinks and simple service techniques |
| | | Food | Recognizing most common food/meals and simple service techniques | Understanding and applying most common food and meals and simple service techniques |
| | Culinary culture | Service | Recognizing basics of regional culinary culture | Understanding and applying basic knowledge of regional culinary culture |
| | Use of appliances | Appliances and tools | Recognizing basic tools and appliance in service process | Understanding and applying the knowledge of using basic appliances and tools in service |

| Field of work | Competences | Indicators | A1 | A2 |
|---|---|---|---|---|
| | | | | process |
| | Decoration | Tables and dining area | Recognizing basic kinds of table ware, decoration materials and napkin folding | Applying knowledge of basic kinds of tableware, decoration materials and napkin folding |
| | Glass culture | Glass | Recognizing national standards of glass culture, glass cleaning and storing | Understanding and practice national standards of glass culture and using it in the simple restaurant business; understanding differences in quality of glasses (industrial or hand made) |
| | Eating culture | China and table ware | Recognizing and using basic china and table ware (e.g. cutlery or porcelain) | Understanding and practicing use of different China and table ware |
| | Sales | Sales process | Recognizing basic selling techniques in bar area | Understanding and performing basic selling techniques in the bar area |
| Administrative work | Administration | Office work | Understanding basics of administrations | Being able to assist with simple administration tasks |
| Commercial work | Calculations | Profitable operations | Recognizing simple calculation methods | Understanding basics of accounting for sales and monitoring |

| Field of work | Competences | Indicators | A1 | A2 |
|---|---|---|---|---|
| | Promotion and sales | Successful operations and sales | Recognizing the art of marketing | Understanding basics of marketing protocol within catering business |
| Communication | Professional communication | Terminology | Recognizing and using basic catering terminology | Understanding and using catering terminology |
| | Guest relations | Operational performance | Recognizing different guest behaviour, basic communication models and presentations | Understanding and exercising basic communication skills (e.g. sales process, complaints and appraisals taking) |
| | Social attitudes | Manners | Recognizing the importance and techniques of professional etiquette towards co-workers and guests | Understanding and exercising professional etiquette (e.g. politeness, hospitality) towards co-workers and guests |
| | IT | Communication efficiency | Recognizing different communication channels | Understanding the use of different communication channels for effective communication |
| Health and environment protection | Environmental and health standards | Stakeholder satisfaction and environment protection | Recognizing the importance of regulations for safe working process and standards for environment protection | Understanding and executing safety regulations and environment protection standards |

table 13: Competence grid of the waitress/waiter assistant

## 2.6.5. Bartender

| Field of work | Competences | Indicators | A1 | A2 | B1 | B2 |
|---|---|---|---|---|---|---|
| Personal appearance and work place hygiene | Personal appearance | Working clothes hygiene | Recognizing professional working clothes and standards of personal hygiene | Understanding the need of using professional working clothes and standards of personal hygiene | Using professional working clothes and executing personal hygiene and standards (e.g. HACCP) | Confident knowledge of personal hygiene and standards and being able to advice on the use to others and developing standards and protocol of hygiene maintenance |
| | Working environment hygiene | Working area and equipment hygiene | Recognizing standards of working place and equipment hygiene | Understanding and applying standards of workplace and equipment hygiene | Executing sanitation and hygiene standards, cleanliness of equipment and workplace | Setting standards of hygiene of the working environment and planning execution |

| Field of work | Competences | Indicators | A1 | A2 | B1 | B2 |
|---|---|---|---|---|---|---|
| Work planning, organisation and analysis | Sales tools | Wine and beverage menu | Recognizing wine and beverage card composition | Organizing correct order of wine and beverage card | Composing wine and beverage card | Composing sophisticated wine and beverage card with domestic and international wines and beverages |
| | | Sales promotion tools | Recognizing sales promotion tools and their use in daily processes | Understanding and using promotion tools (e.g. posters, special offer flyers) in daily processes | Composing special promotion tools to boost the sale | Planning and organizing sales boosting process and tools |
| | Purchase | Stocks | Recognizing elements of purchasing and ordering process | Understanding purchasing and ordering process; executing simple orders and purchases | Executing orders and purchase process; controlling quality of deliveries | Planning, organizing, analyzing and controlling order/delivery process |
| Preparation of work/workplace | Preparations | Effective working area and process | Recognizing basic standards of bar area settings | Understanding and applying basic standards of bar area settings | Executing full bar preparations, including drinks, decorations, tools, materials, etc. | Analyzing effectiveness and planning improvements for preparatory works, scheduling, etc. |

| Field of work | Competences | Indicators | A1 | A2 | B1 | B2 |
|---|---|---|---|---|---|---|
| Operational work | Materials, goods and techniques | Beverages and wines | Recognizing the most important kinds of domestic and foreign beverages and wines | Understanding the use of most important kinds of domestic and foreign beverages and wines | Describing characteristics, compatibility of beverages and wines | Generating receipts for different mixed drinks and advises on food and drinks combinations |
| | | Bar equipment | Recognizing and handling general bar utensils | Understanding and using general bar utensils and executing the mise-en-place for basic bar machines (e.g. blender, mixer) | Professional in handling with common bar utensils and executing easy bar-flairing-movements | Evaluating different brands of bar equipment (cost-effectiveness-principle); following and developing trends in the sector of brand equipment |
| | | Cocktails service | Recognizing spirits and initiation to series of cocktails | Mixing basic cocktails | Making cocktails and understanding their ingredients | Evaluating existing and developing new cocktails |
| | | Ice, bar fruit and vegetables | Recognizing different kinds of bar ice and domestic bar fruit and vegetables | Preparing domestic and exotic bar fruit and vegetables | Applying different kinds of ice for special cocktail creations and bar-flairing-show-elements | Developing and applying of receipts of bar fruit and vegetables with other ingredients |

| Field of work | Competences | Indicators | A1 | A2 | B1 | B2 |
|---|---|---|---|---|---|---|
| | | Bar – glass – lore | Recognizing typical bar glasses and their correct use and service | Using correct bar glasses for different beverages and wines | Distinguish pros and cons of using different forms of glasses and packaging's for mixed drinks | Creating one's own bar glasses |
| Commercial work | Sale | Bar turnover | Recognizing and using simple orders at the bar and by table | Recognizing different sales techniques and executing sales conversation with guests at the bar or table | Implementing complex sales techniques and understanding the meaning of correct advising | Planning different selling techniques for customer satisfaction and satisfactory turnover in domestic and foreign languages |
| | | Customer satisfaction | Recognizing importance of consumer behaviour | Understanding the importance of consumer behaviour and executing simple techniques | Independently executing techniques for customer satisfaction | Planning actions for customer satisfaction, being sufficient in sales psychology |
| | Calculations | Prices | Understanding basic calculations | Executing basic calculations | Arranging and controlling price tags; being able to do simple groups calculations | Independently calculating and planning long-term price policy |

| Field of work | Competences | Indicators | A1 | A2 | B1 | B2 |
|---|---|---|---|---|---|---|
| | Beverage card planning | Beverage card | | | Knowledge of bill's of fare and creating simple bills of fare | Creating comprehensive bills of fare for different types of bars |
| | Promotion and marketing | Business success | | | Basic knowledge of bar business promotion and marketing | Planning promotion budget and actions for different types of bars |
| Administrative work | Administration | Office work | Understanding basics of administrations | Being able to assist with simple administration tasks | Executing office work (e.g. archiving, analyzing and storing data); executing delegated tasks | Planning, organizing and performing office work independently; archiving documents, collecting and analyzing data, storing data, delegating office work |
| | Labour law | Personnel satisfaction | Recognizing different labour rights | Understanding and executing different labour acts | Implementing labour rights within the team | Developing code of rights and obligations according to labour legislation |
| | Computing skills | Effective usage of software | Recognizing advantages of | Using basic computer | Proficient use of catering software | Understanding benefits of |

| Field of work | Competences | Indicators | A1 | A2 | B1 | B2 |
|---|---|---|---|---|---|---|
| | | | using software in daily operations | software | programs | business computerization and implementing changes for efficient process |
| Communication | Professional communication | Terminology | Recognizing and using of basic bar terminology | Understanding and using bar terminology | Proficient use of bar terminology | Developing bar terminology; using domestic and foreign examples and needs |
| | Guest relations | Operational performance | Recognizing guest behaviour and basic communication models and presentations | Understanding and exercising basic communication skills (e.g. sales process, complaints taking, appraisals taking) | Being able to communicate with guests about different social topics in domestic and foreign language | Planning, organizing and executing guest's relations (e.g. consulting and sales talks with guests in domestic and foreign languages) |
| | Social attitudes | Manners | Recognizing the techniques of professional etiquette towards co-workers and guests | Understanding and exercising professional etiquette (e.g. politeness or hospitality) towards co-workers and | Executing professional etiquette in different situations | Planning process of professional etiquette according to different situations |

| Field of work | Competences | Indicators | A1 | A2 | B1 | B2 |
|---|---|---|---|---|---|---|
| | | | | guests | | |
| | IT | Communication efficiency | Recognizing different communication channels | Understanding the use of different communication channels for effective communication | Using basic IT tools for successful communication; basic knowledge of computer based communication technology | Planning, organizing and executing IT communication tools for successful operations of related departments |
| | Language | Knowledge of foreign language | Being able to communicate basically in one foreign language | Being able to communicate professionally in one foreign language | Being able to communicate basically in two foreign languages | Being able to communicate professionally in two foreign languages |
| | Complaints | Guest and client satisfaction | Recognizing complaint processes | Understanding and executing simple complaints | Independently executing complaint management process | Developing and controlling complaint processes and rules |
| Health and environment protection | Environmental and health standards | Stakeholder satisfaction and environment protection | Recognizing the importance of regulations for safe working process and | Understanding and following safety regulations and environment protection | Implementing the most important safety regulations for accident prevention; | Planning safety procedures as well as process of following eco and personal |

| Field of work | Competences | Indicators | A1 | A2 | B1 | B2 |
|---|---|---|---|---|---|---|
| | | | standards of environment protection | standards | understanding and executing basic first aid and emergency procedures | protection standards |

table 14: Competence grid of the bartender

### 2.6.6. Receptionist

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| Personal appearance and work place hygiene | Professional attitude | High quality services | Executing calm, stress resistant behaviour in complex, stressful situations | Applying extroverted, sales oriented appearance also with foreign-language guests |
| Work planning, organisation and analysis | Filling and archiving | Knowing the meaning of guest files, deal withing and analysing them | Changing, analysing and improving structures of guest files | Creating work routine with guest files, serial letters, birthday mails, direct mailing, etc. |
| Preparation of work / workplace | | | | |
| Operational work | Front office and concierge | Knowing the front office and concierge operations | Knowing the planning, organization and controlling of front office managers and concierge | Developing complex tasks within the front office area |
| | Reservation management | Finding and realising long term reservation strategies | Making complex group reservations, also in series with tour operators | Developing a long term reservation strategies |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | | Checking in-out | Organizing and executing complex group-check-in/out, especially travel groups booking by travel operators; distributing the luggage independently and correctly | Planning new media intense strategies of check in/out |
| | Selling | Knowing the sales strategies and techniques | Understanding principles of up- and down selling and active responding to guests regarding typical service | Applying independently process of selling complex services also in a foreign language |
| | | Handling with different payment methods | Collecting payments in different methods and currencies | Analysing and organizing collected payments; making and planning reports |
| | Advising | Providing visitors with tourist information on local environment | Delivering fundamental advisor functions and informing the guest on the national level | Planning process of intensive national and international advisor functions, also in a foreign language |
| | | Comparable service and infrastructure quality | Executing the attention of guests to the cost/benefit of the respective bedding or room category | Target-group-specific offer of the different bedding and room categories |
| | Customers care | Demarcation of customer layers and correct regular customer care | Collecting the regular customers by electronic data processing (EDP) monthly | Planning and developing protocols of customer loyalty programs |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| Commercial work | Revenue and yield management | Effective yield management | Executing correct methods of negotiating to reach the medium-term department-specific defaults | Improving strategies and daily self control measures regarding the revenue and yield management |
| | Proficient use of information technology | Serving usual branch specific software packages for individual enterprises and hotel chains in German and English version | Working and using guest histories by EDP, knowing the basic EDP programs of the enterprise | Learning main features of the yield management by means of EDP programs, simple sales management programs and guest relation programs |
| | Offer planning | Attractive and competitive offer | Planning general and customized programs for guests | Planning offers according to latest trends in customer leisure behaviour |
| | Financial and payment operations | Effective and proper financial performance | Accepting and registering payments | Accepting and registering payments by different methods and means |
| Administrative work | Role and hierarchy understanding | Knowing the family tree in the front office department, finding your own role and making a personal career plan | Being aware of all tasks and obligations within the department and reflecting yourself over the fulfilment | Being aware of professional development and developing a personal career plan |
| | Calculations and monitoring | Operations control. | Understanding and executing basic controlling methods and calculations | Planning and executing front office calculations and monitoring |
| Communication | Foreign languages | Very good knowledge in | Complex consulting | Experienced |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | | the native language and knowing at least two foreign languages | function in the first foreign language and basic consulting function in the second foreign language | communication technologies in the native language, making more complex consulting discussions also in the first and second foreign language |
| | Social and communication techniques | Active guest communication | Understanding and using communication technologies and techniques in everyday's life situations | Applying complex social and communication technologies and techniques in new situations, also in foreign languages |
| | Customer orientated behaviour | Clear customer orientation in the daily work routines | Understanding knowledge of business and orders of rank; being proficient in etiquette | Developing and improving a personal style in the guest support |
| | Interdepartmental communication | Effective internal communication process | Understanding and executing interaction of networks without time delay, with reading and authentications | Developing protocol of smooth information exchange between housekeeping and other hotel departments and front office |
| | Complaint management | Smooth and ethical complaint solutions | Dealing with all complaints, which are department-spreading; using methods of passive and active listening | Making decisions according to internal complaint framework; treating also complex complaints and foreign-language complaints |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| Health and environment protection | Value protection in the accommodation sector | Being aware of assets and maintain them | Knowing the cleaning measures; assigning and controlling these measures | Seeking out saving potentials and closing security holes |

table 15: Competence grid of the receptionist

### 2.6.7. Room maid

| Field of work | Competences | Indicators | A1 | A2 |
|---|---|---|---|---|
| Personal appearance and workplace hygiene | Order and maintenance | Organized and clean working area | Recognizing the importance and effecting of organized and clean working area | Applying rules and techniques for clean and organized working area |
| | Appearance and hygiene | Professional appearance and hygiene | Recognizing the importance and effect of personal hygiene and professional appearance | Applying rules and techniques for maintaining personal hygiene and professional appearance (e.g. HACCP) |
| | Personality traits and competences | Satisfactory and self fulfilling work | Recognize standards of cleanliness, details and order | Develop and apply standards of cleanliness and quality working process |
| Preparation of work/workplace | Space and material management | Productive work | Recognizing the importance and effect of proper work preparations | Applying techniques for effective work preparations |

| Field of work | Competences | Indicators | A1 | A2 |
|---|---|---|---|---|
| Operational work | Cleaning techniques | Effective working process | Recognizing different cleaning techniques and its effect on working outcome | Applying properly different cleaning techniques for high quality performance |
| | | | Identify risks for damaging materials with using inappropriate cleaning techniques | Applying proper techniques for different materials (e.g. furniture, linens, etc.) |
| | Cleaning materials | Effective working process | Recognizing different cleaning materials and its effect on working outcome | Using proper different cleaning materials for high quality performance |
| | | | Identify risks for damaging materials with using inappropriate cleaning materials | Using proper cleaning materials (e.g. clothes or detergents) |
| | Quality guests and employee environment | Guests and employee satisfaction | Recognizing the effect of smell, temperature and indoor/outdoor appearance on guests and employee satisfaction | Applying standards for high quality effect of smell, temperature and indoor/outdoor appearance on guests and employee satisfaction |
| | | | Identifying and recognizing different indoor/outdoor decorations | Applying different indoor/outdoor decorations |

| Field of work | Competences | Indicators | A1 | A2 |
|---|---|---|---|---|
| | Maintenance and quality inspection | Quality duration | Understanding the importance of appliances and materials quality on overall success of the hotel operations | Applying techniques for inspection and basic maintenance of materials and appliances |
| | Cleaning tools and equipment handling | Outstanding and efficient performance | To handle simple cleaning tools and appliances | Planning purchases and implementation of most effective and appropriate cleaning tools and appliances |
| | Handling electrical and technical equipment | Satisfactory and sustainable performance | Recognizing in room electrical and technical equipment | Understanding operational characteristics and potential malfunctions of electrical and technical equipment |
| Administrative work | Order and delivery execution | Economical and sustainable use of cleaning materials | Understanding sustainable materials, energy, waste and water supply saving techniques | Applying sustainable techniques to costs and environmental impacts |
| Communication | Ability to communicate | Communication skills | Delivering basic conversation with guests | Delivering conversation with guests to identify and fulfil their needs |
| | | Foreign language speaking | Delivering basic conversations in at least one foreign language | Being able to conversant in at least one foreign language |

| Field of work | Competences | Indicators | A1 | A2 |
|---|---|---|---|---|
| Health and environment protection | Environmental responsibility and eco awareness | Level of water and air pollution | Recognizing basic eco standards and cleaning material's effect on environment | Applying measurements for eco friendly and environmentally sensitive use of detergents |
| | | Energy savings | Recognizing needs and standards of energy saving with hotel infrastructure and techniques | Applying measurements for eco friendly and environmentally sensitive use of electricity |
| | Detergent and appliances recognition | Personal health and safety | Recognizing and realizing threats and negative effects of appliances and detergent misuse | Handling all appliances and detergents with care and according to manual for safe usage and handling |
| | Waste management | Eco and health friendly waste management area | Recognizing threats of inappropriate waste management and techniques for effective waste management | Applying techniques for effective and appropriate waste management |

table 16: Competence grid of the room maid

### 2.6.8. Guest relations assistant

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| Personal appearance and work place hygiene | Personal appearance | Discrete and hygiene appearance | Implementing professional and appearance and working place hygiene | Planning and evaluating personal appearance and working environment hygiene |
| | Personality traits | Confident and professional performance | Performing self control, goal orientation and accuracy | Being able to adapt performance to difficult situations |
| Work planning, organisation and analysis | Applied research methods | Customer behaviour research and trends | Executing simple methods of the behaviour research; following trends | Executing and analysing different methods of behaviour research |
| | Quality management | High quality services | Understanding and executing processes and services according to basic quality standards | Planning, controlling and adjusting quality indicators and their results |
| | Communication tools | Effective and attractive information communication materials | Preparing and distributing information material | Planning and creating information communication tools and materials |
| | Customer segmentation | Effective market segmentation | Executing segmentation concerning specific costumers attributes and characteristics | Managing customer contact information and planning recovery and customer loyalty program |
| Preparation of work / workplace | | | | |
| Operational work | Event organization | Customer satisfaction and sales success | Executing simple events | Planning events from organizational to execution part |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | Event execution | Successful event management and operations | Applying event organization and operation techniques (e.g. handling with technical elements) | Planning organization and execution of events (e.g. from staff to infrastructure) |
| | Animation skills | Attractive animation program | Distinguishing different types of animation and executing simple animation skills | Planning animation programs for different users (e.g. kids, youngsters, adults, sports, etc.) |
| | Complaints management | Satisfied and loyal guests | Taking and handling simple complaints and organizing complaint placements to responsible persons | Planning customer complaint solution processes and distributing through different departments |
| | Hospitality services | Attractive activity program | Arranging travels and extra services for hotel guests; communicating with suppliers | Planning and organizing relations with local suppliers of different travel related services |
| | | Successful sales program | Implementing planed sales program for additional hotel and destination services | Organizing relationship of a hotel with destination and plan mutual benefit programs |
| | | Supplement services | Organizing transfers, pick-ups and drop-off, luggage handling, special events coordination, etc. | Planning and developing service program according to its effects on overall success of the company |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | | Guest in the house programmes | Executing guest in the house programmes activities to meet guest's needs and expectations | Planning and coordinating guest in the house activities programmes |
| | | After-sale-service | Understanding and analyzing the effectiveness of service after sales instruments | Planning service after sales activities |
| Commercial work | Sales techniques | Successful hotel sales | Applying basic selling techniques to boosts hotel's indoor sale | Planning indoor supply programmes and activates (e.g. boutiques, lounge supply) |
| | Office work | Efficient office work | Being efficient in handling with regular office equipment (e.g. fax, computer, basic software, phone) | Planning and organizing office work and equipment for efficient administrative operations |
| | Archiving and database managing | Efficient database and archives | Applying database and file management techniques and analyzing methods | Planning and organizing work routine with guest files including regular guests, VIP guests and others |
| Administrative work | Customer communication | Effective and loyal customer network | Managing and updating customer databases | Communicating competitive advantages to specific customers |
| | Rhetoric skills | Effective speaking and communication performance | Applying theoretical basics of consulting and selling communication | Organizing and evaluating consulting, selling, negotiations independently |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| Communication | Communication | Efficient communication process | Expressing and presenting yourself according to the purpose and situation | Elaborating ordinary administrative and working documents |
| | Claim management | Effective claim-support process | Execute registration and claim coordination | Deal with different claims |
| | Tools and channels | Effective communication | Being able to communicate by using different communication tools | Expressing and distributing messages via variety of communication tools |
| Health and environment protection | Environmental awareness | Environmental protection | Understanding means and ways of sustainable operations and environmental protection | Planning and communicating sustainable behaviour among co-workers and guests |

table 17: Competence grid of the guest relations assistant

### 2.6.9. Sales and marketing assistant

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| Personal appearance and workplace ordinance | Personal appearance | Professional look | Identifying and distinguishing appropriate attire for different situations | Creating and implementing professional etiquette with specific needs of particular company |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | Personal skills | Professional performance | Performing professional, outgoing and friendly personality for effective team or group work | Performing creative ideas and contributing innovatively to the company business portfolio in a leadership manner |
| Work planning, organisation and analysis | Analysis and reporting | Effective work process | Identifying simple business analysis and time management techniques | Planning analytical and reporting process (e.g. scheduling, delegating) |
| | Planning | Effective planning | Understanding simple planning techniques for financials and business portfolio | Applying comprehensive business planning |
| Preparation of work / workplace | | | | |
| Operational work | Research | Effective data background for decision-making | Applying basic market research methodology | Planning market research process, evaluating reports and creating strategies |
| | Positioning | Good market position | Using market segmentation, target market agreement and market positioning | Planning and implementing ideas for the unique selling position of specific products/topics.; executing general marketing activities |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | Planning | Strategic marketing | Applying and implementing general marketing activities | Planning and organizing marketing activities and strategies |
| | Marketing mix | Successful marketing | Understanding importance of efficient 4Ps (product, price, place, promotion) and 7Ps (+people, process, physical evidence) | Independently applying strategies for 4 or 7 Ps implementation |
| Commercial work | Selling | Successful sales records | Understanding importance and techniques of selling (e.g. hard, soft) | Planning and applying selling techniques according to product and customer situation |
| Administrative work | Accounting and financials | Productive operations | Understanding and applying simple accounting and financial analysis techniques | Analyzing accounting and financial reports for strategic planning |
| | Reporting | Transparent operations | Understanding meaning and simple reporting techniques | |
| Communication | Customer relations | Good customer feedback and return | Executing simple customer relationship management (CRM) activities using simple CRM software | Planning and analyzing CRM activities and developing strategic plan |

| Field of work | Competences | Indicators | B1 | B2 |
|---|---|---|---|---|
| | Correspondence | Proper and successful correspondence | Using contemporary correspondence tools (e.g. computer, fax, phone, and typewriter) and software | Plan and create correspondence strategies for different situations (e.g. crisis correspondence, appraisal correspondence, complain correspondence, etc.) |
| | Public speaking and performance | Effective presentations | Distinguishing different public presentation techniques and tools and applying basic techniques | Applying different presentation techniques to different situations, objectives and publicity |
| Health and environment protection | | | | |

table 18: Competence grid of the sales and marketing assistant

## 2.7. The Swiss position on ECVET

The OFFT (Office fédéral de la formation professionnelle et la technologie - Federal Office for Professional Education and Technology) follows the recommendation establishing ECVET. It welcomes the objectives of ECVET. However it does not see this instrument as a priority in the Copenhagen process. It considers its practical implementation as problematic because of the different training systems in Europe. In Switzerland, practical experience/internships are predominant in the training, whereas in other countries, school-based learning predominates. The OFFT believes that it is difficult bringing together these two parts in a single credit system and award the same points for different learning outcomes. It will continue to follow the development of ECVET with interest.

# 3. From competences to learning outcomes to ECVET credits (recognize and accept credits)

## 3.1. The European Qualification Framework

The European Qualification Framework is a common European reference framework which enables European countries to link their qualifications systems to one another.

All countries have qualifications systems, but a qualifications framework is a more systematic way of classifying qualifications, usually by a hierarchy of levels. The EQF will relate different countries' national qualifications systems and frameworks together around a common European reference. In practice, it will work as a translation device making qualifications more readable. This will help learners and workers wishing to move between countries or changing jobs or moving educational institutions at home.

The key aim of the EQF is the contribution of truly European workforces that are adjustable, mobile and flexible.

The EQF uses 8 reference levels based on learning outcomes (defined in terms of knowledge, skills and competences). The EQF shifts the focus from input (lengths of a learning experience, types of institution) to what a person holding a particular qualification actually knows and is able to do. Shifting the focus to learning outcomes:

- Supports a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provision
- Facilitates and validation of non-formal and informal learning
- Facilitates the transfer and use of qualifications across different countries and education and training systems

It also recognises that Europe's education systems are so diverse that comparisons based on inputs, say length off study, are impracticable.

The use of learning outcomes is part of a wider shift in this direction already underway in many European education and training systems.

Regarding the EQF it is important to note the following:

- It does not replace existing national qualifications systems or require them to be adjusted in any way
- It does not include qualifications or describe specific qualifications or an individual competence
- Implementation of the EQF is a completely voluntary process
- The EQF has no regulatory function
- It is not the intention that individual qualifications be referenced to the levels of the EQF.

**EQF key benefits**

The EQF can add value by broadening the appreciation of the learning that takes place and enables recognition across European countries. This common understanding helps to increase the status of both the learning itself and the qualifications completed.

The primary users of the EQF will be bodies in charge of national and/or sectoral qualification systems and frameworks. Once they have related their respective systems to the EQF, the EQF will help individuals, employers and education and training providers to compare individual qualifications from different countries and education and training systems.

For Individuals the EQF will:

- Make it easier to describe their broad level of competence to recruiters in other countries;
- Make it more simple to read across from one qualification system to another, e.g. when looking for further education and training opportunities.

For employers the EQF will:

- Make it easier to interpret the qualifications of foreign applicants. It will also support labour market mobility in Europe by simplifying comparisons between qualification and enabling a better match between supply, demand, knowledge, skills and competences.

For member states the EQF will:

- Provide a driver and rationale for reform of the qualifications system, for example, encourage the development of an overarching NQF
- Encourage links between general or academic qualifications levels and VET qualifications levels
- Enable citizens to judge the relative value of qualifications internationally

- Create the basic architecture for credit transfer and allowing the combination of qualifications acquired in different settings, systems and countries
- Improve employers' ability to judge the profile and content of their programmes to those of other international providers
- Provide a basis for quality assurance procedures
- Enhance the internal market for qualifications by using the defined levels of learning
- Drive up national standards in relation to achievement of the EQF levels

# 4. Excursus: credits system in the United Kingdom, Finland and Germany

## 4.1. The European Qualification Framework for vocational education training in the United Kingdom

### 4.1.1. National Coordination Point

The European commission has proposed that each Member State sets up a National Coordination Point (NCP) as the means of relating their national qualifications systems to the EQF. The NCP will be the commission's first point of contact with Member States on issues related to referencing to the EQF.

NCPs are expected to carry out the following tasks:

- Reference levels of qualifications within the national qualifications system to the European Qualifications Framework levels
- Promote and apply the European principles for quality assurance in education and training when relating the national qualifications system to the European Qualifications Framework
- Ensure that the methodology used to refer national qualifications levels to the European Qualifications Framework is transparent and that the resulting decisions are published
- Provide guidance to stakeholders on how national qualifications relate to the European Qualifications Framework  through the national qualifications system Ensure the participation of all relevant national stakeholders including, according to national legislation and practice, higher education and vocational education and training institutions, social partners, sectors and experts on the comparison and use of qualifications at the European level

Implementation of the EQF in the UK has been organised to correspond to the existence of the range of credits and qualifications frameworks in the UK. Three National Coordination Points have been established across the UK including:

| Points | Country | frameworks |
|--------|---------|------------|
| QCDA/CCEA | England & Northern Ireland (ENI) | Qualification and Credit Framework (QCF) |

| Points | Country | frameworks |
|---|---|---|
| SCQF | Scotland | Scottish Credit and Qualification Framework (SCQF) |
| The Welsh Assembly Government | Wales | Credit and Qualification Framework for Wales (CQFW) |

table 19: national coordination of the UK

A UK EQF Coordination Group was established in November 2007 to provide a forum for the NCPs to work together to provide a coherent approach to implementation of the EQF across the UK.

### 4.1.2. Timeline

- Relate their national qualifications systems to the EQF by 2010, in particular by referencing, in a transparent manner, their qualification levels to the levels of the EQF.
- Adopt measures as appropriate, so that by 2012, all new qualification certificates, diplomas and 'Europass' documents issued by the competent authorities contain a clear reference, by way of national qualifications systems, to the appropriate EQF level.

International evidence on credit frameworks

A summary of evidence on national and international credit frameworks

There is a lot of work going on in the world on qualifications frameworks, especially in Europe. Four in five countries will soon have a national framework. Yet there is little work on developing credit frameworks.

In the UK we have had frameworks for many years. Developing these into credit frameworks seems a natural step.

A new approach to credit

The QCF has some innovative features and the combination of these features makes the model unique. Its proposal is one of bottom-up development of national qualifications through the combination of units according to standardised rules.

The sharing of units across different qualifications is not common practice. The traditional approach is one of specifications of modules of learning and units of assessment based on existing whole qualifications. Credits, credit values and the use of learning outcomes are therefore unfamiliar too much of the world. However, integration of these tools into general education, VET and higher education (HE) is increasing. This is partly due to the ECTS for HE. A VET equivalent (ECVET) is now at the proposal stage and is therefore less well known.

Recognising achievement

The QCF architecture has built-in flexibility to accommodate all learning, from the main education sectors to informal learning from experience. Another feature is the process of setting 'system rules' for others to use. This can include, for example, unit-writing templates that allow levels, learning outcomes and credit values to be defined.

A world-leading web-based accreditation and learner database is an integral part of the credit framework. Its use is also now being considered in Flanders and exchanges have taken place between Belgium in relation to this.

The potential scale of implementation across England, Wales and Northern Ireland is large and, as is often the case, implementation of reforms becomes more difficult as the population increases. This distinguishes the QCF from other local, regional and national credit framework developments.

Learning from international experience

As part of the interim evaluation of the QCF a review of the international evidence on other countries' experiences of developing and implementing credit framework was carried out. A summary of the evidence can be downloaded from the right-hand side of this page.

The summary highlights many characteristics that the QCF shares with other national frameworks that aim to improve recognition of qualifications, and to ease mobility within education and the labour market and between countries and communities.

Qualifications and Credit Framework

What is the QCF?

The QCF is a new way of recognising achievement through the award of credit for units and qualifications.

At present, it is hard to understand all the different types of qualification that learners hold – what level they are, how long they take to complete, what content they cover, and how they compare to other qualifications. The new framework will help present qualifications in a way that is easy to understand and measure.

Credit and Level

Every unit and qualification in the framework will have a credit value (one credit represents 10 hours, showing how much time it takes to complete) and a level between Entry level and level 8 (showing how difficult it is).

## The building blocks
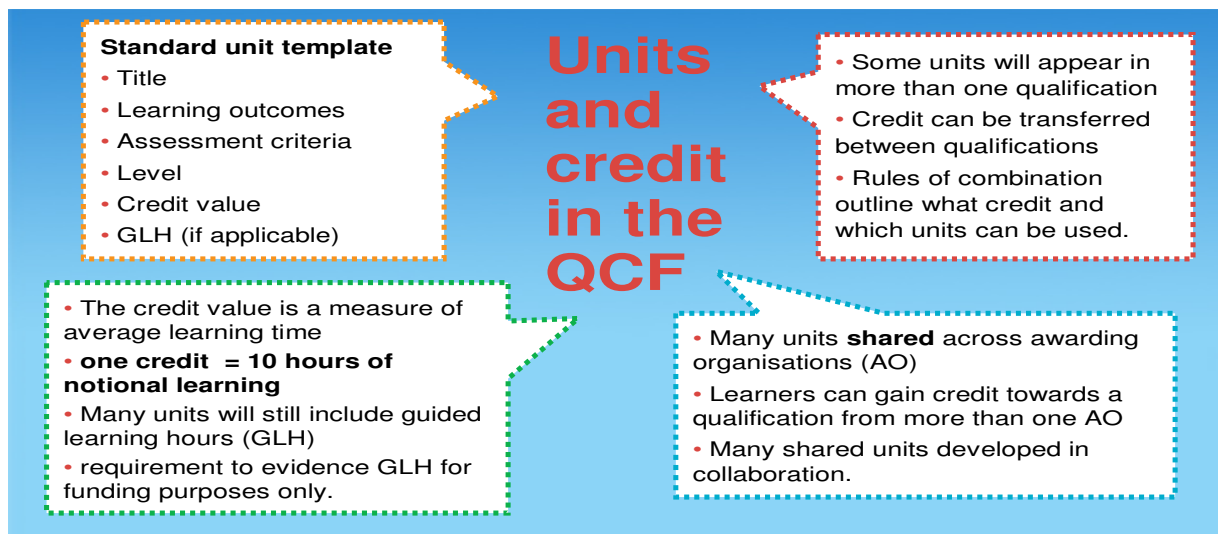


figure 2: Unit and credit in the QCF



**Credit transfer** - Progression supported by credit being used across levels, sizes (Award, Certificate and Diploma) and sometimes sector areas. Reduces repetition of learning.
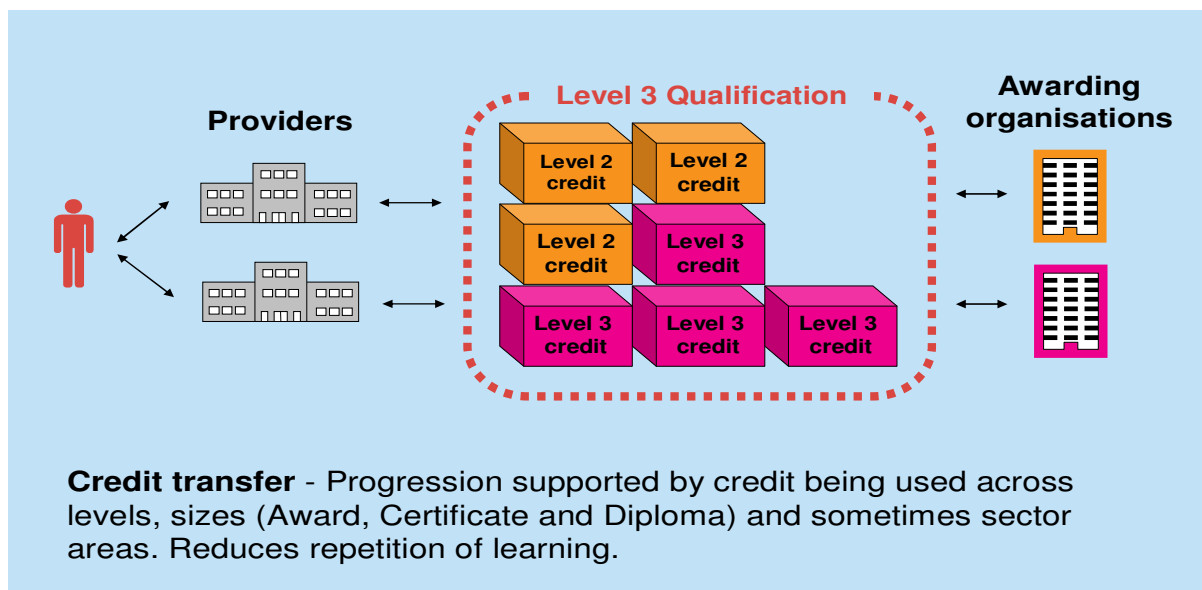
figure 3: Credit transfer and progression

There are three sizes of qualifications in the QCF:

- Awards (1 to 2 credits)
- Certificates (13 to 3 credits)
- Diplomas (37 credits or more)

So in the new framework you can have an award at level 1 or an award at level 8. This is because the qualification type 'award, certificate, diploma' represents the size of a qualification, not how difficult it is.

What makes up a qualification?



**1**

**Rules of combination** set out the combination of credit that must be achieved

**2**

Designed by AOs with *SSCs/SSBs and only go on QCF when approved by the relevant SSC/SSB

**3**

States credit required from mandatory and optional units

**4**

Credit can come from more than one level

**5**

Exemptions and equivalents can also be identified

**6**

Opportunities for Recognition of Prior Learning (RPL)

* Sector Skills Council (SSC) / Standard Setting Bodies (SSB)

figure 4: Qualification criteria

Each qualification title contains the following:

- The level of the qualification (from Entry level at the bottom to level 8 at the top)
- The size of qualification (award/certificate/diploma)
- Details indicating the content of the qualification.

Simply by looking at the title of a qualification you will be able to see how difficult it is, how long it will take the average learner to complete, and its general content. To understand the level of difficulty of the units and qualifications in the new framework it might be helpful to know that GCSEs (grade A – C) are level 2, GCE A levels are level 3 and a PhD is a level 8. This can help to position the difficulty and challenge of each level in the framework.

## QCF qualifications



**1 credit = 10 hours of learning**. The learning time is notional and is taken as the estimated number of hours it takes the average learner to complete all the learning outcomes of that unit.

figure 5: QCF qualifications

**Benefits**

For learners the QCF will:

- Offer more freedom, choice and flexibility
- Give easy access to information about the commitment needed for different routes to achievement, letting learners balance that commitment with family, work and other responsibilities
- Allow them to build up credits at their own pace and combine them in a way that will help them get where they want to be
- Enable them to transfer credits between qualifications to avoid having to repeat their learning
- Record all their achievements on an electronic learner record, encouraging them and others to value their past achievements

For learning providers (schools, colleges, workplaces) the QCF will:

- Enable them to design more flexible programmes, suitable to the individual needs of learners
- Help them improve retention and progressing rates by recognising smaller steps of achievement more frequently
- Track all learners' achievements through the use of a unique learner number (ULN) and an individual's electronic learner record, giving providers standard information about each learner's past achievements
- Help them describe achievements to employers and learners in a language that is easy to understand

For employers the QCF will:

- Help them to measure quickly the level and size of achievements of prospective employees
- Enable them to get in-house training recognised within a national framework
- Describe levels of achievement in terms everyone can understand
- Make training options and pathways clear, helping employees and employers find the right training for their learning and business needs.

## QCF implementation

| | | | |
|---|---|---|---|
| Recognises achievement, through the award of credit for units and qualifications. | It provides more flexible routes to full qualifications, achievable in smaller steps. | New standardised titles will make it easier to understand and compare. | Greater commonality through shared units and a standard unit template. |
| A new centralised database, due in late 2010, will help to track credit and provide learners with an online record of their achievements. | The implementation of the QCF is already well underway in some sectors. | Qualification purposes will replace 'types' for categorising qualifications. | Still some uncertainty on funding and development timelines in some sectors. |

figure 6: The role of SSCs/SSBs

## Meeting the needs of the industry - the role of the SSCs/SSBs

There are 25 SSCs that are led by the UK Commission for Employment and Skills (UKCES).

**The SSC's roles includes:**

• Identifying skills needs
• Proposing/developing standards, units and qualifications
• Approving all qualifications in their sector alongside Ofqual
• Prioritising qualifications for public funding.

The *Sector Qualification Strategy* (SQS) sets the direction and the *Action Plan* sets out what they would like to be publicly funded.

Find your SSC at **www.sscalliance.org/SSCs/LinksoSSCs.aspx**

figure 7: QCF implementation


QCF approved for implementation

The former Department for Innovation, Universities and Skills (now the Department for Business, Innovation and Skills or BIS) tasked the Qualifications and Curriculum Authority (QCA), Ofqual and the Learning and Skills Council (LSC) to implement the QCF.

QCA is responsible for getting the education sector ready for implementing the QCF and has commissioned key delivery partners to reach the main stakeholder groups:

- The Federation of Awarding Bodies (FAB) and the Joint Council for Qualifications (JCQ) are working with awarding organisations
- The Learning and Skills Improvement Service (LSIS), the Association of Learning Providers (ALP) and the Association of Colleges (AOC) are working with learning providers
- The UK Commission for Employment and Skills (UKCES) / The Alliance for Sector Skills Councils (ASSC) are working with sector skills councils and sector skills bodies.

QCA continues to play a critical role in coordinating this and will develop materials to enable the education sector to fully operate in the QCF.

The qualifications regulators Ofqual, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales and the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland are responsible for ensuring the QCF is an effectively regulated framework. The overall purpose of regulating the QCF is to safeguard the interests of learners by securing the robust operation of the QCF and maintaining public confidence in its value and benefits.

The LSC have been remitted by ministers to develop the QCF service layer, which captures learners' achievement data from awarding organisations. LSC is also responsible for planning, funding and performance systems to support the QCF.

Principles for a credit framework

## More flexibility under the QCF
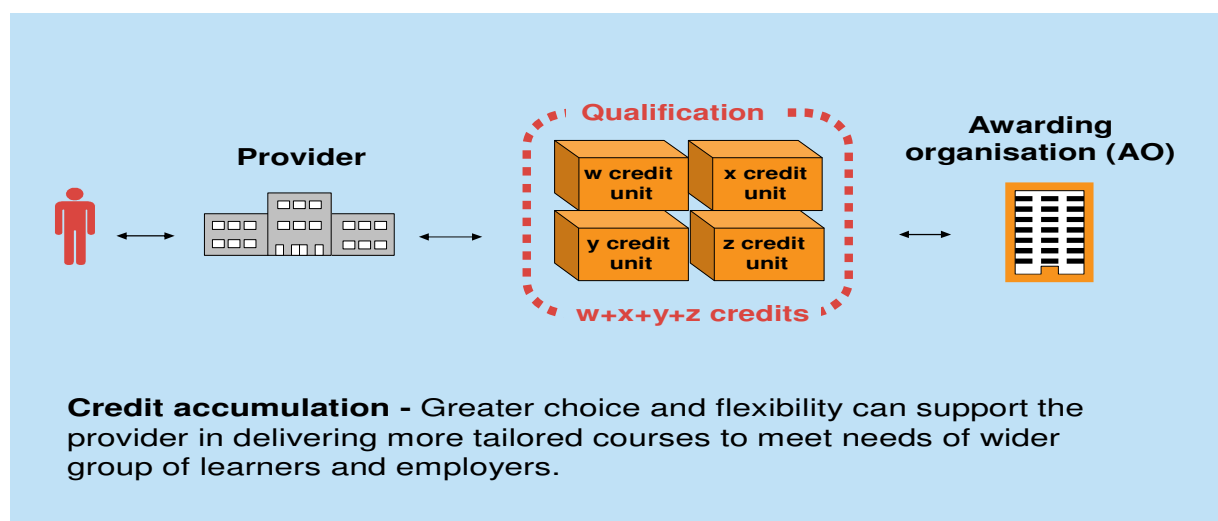


figure 8: Credit accumulation

The Qualifications and Curriculum Authority and the Learning and Skills Council have published Principles for a credit framework for England.

Developing a credit framework is a key element to reforming vocational qualifications and learning. Such reforms envisage that learning within a new framework for achievement will be nit based. The volume of each unit will be measured using a system of credit framework will ensure that achievement can be measured in smaller steps and learners will be able to keep their credits and transfer them, if appropriate.

The document sets out 'key features' of the credit framework which describe the main concepts such as, value, level and unit so there is a common understanding of the principles.

The five principles are:

- The credit framework will be based on the assignment of credit value and level to units
- The credit framework will provide a valid and reliable measure of achievement based on a shared approach to credit
- The credit framework for England will align with other frameworks
- Credit value and level will be assigned consistently and reliably to units across all National Qualifications Framework levels and key features will be applied consistently
- Credit will be awarded consistently and reliably as the basis for the mutual recognition of achievement to support progression.

The government made a commitment to a national credit framework for adults in England in its strategy '21st Century skills: realising our potential', published in July 2003, and the Department for Education and Skills subsequently asked QCA and the LSC to take forward further work. QCA has set out the wider agenda for change in 'New thinking for reform', published in July 2004.

**Referencing the QCF to the EQF**

The National Coordination Point for England and Northern Ireland have completed an exercise to reference the QCF to the EQF and are pleased to present the findings.

The results from the referencing of the QCF to the EQF are comparable with the outcomes from the referencing exercises undertaken in Scotland, Wales and Ireland.

## Moving from the NQF to the QCF

**PAST**

**National Qualifications Framework (NQF)**

Vocational qualifications (VRQs and NVQs) accredited by QCA onto the NQF.

**PRESENT**

**'Mixed Economy'**

QCF introduced with a transitional period for new registrations until the end of 2010 whilst qualifications are developed and accredited on the QCF.
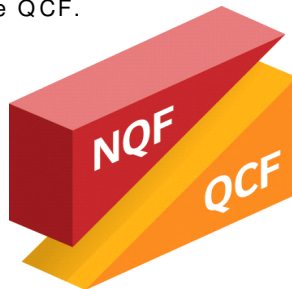
**JAN 2011***

**Qualifications and Credit Framework (QCF)**

Accredited vocational qualifications now on the QCF. NQF closed for new registrations. *Expected

figure 9: NQF to QCF

## 4.2. The EQF in Finland

European countries are in the process of creating an ECVET, which can be used to support recognition of learning outcomes achieved or competences acquired in another country. The Finnish National Board of Education has been meeting the challenge by piloting the ECVET system since 2004 in the national FINECVET project, which aimed to prepared implementation of the ECVET system in Finland. The two-stage project developed and tested the ECVET system within a total of nine different upper secondary level vocational qualifications.

### 4.2.1. Project schedule

In December 2004, the Finnish National Board of Education set up a national project aiming to apply the ECVET system to Finnish upper secondary vocational education and training and to test the effectiveness of the system. The project was one of the first national ECVET projects in Europe. Since the ECVET system was only just being developed and since no decision had as yet been taken, the national project had the opportunity to influence development of the system at a European level through the ECVET Technical Working Group. The project was named FINECVET 1 and it lasted one year (from December 2004 to December 2005).

At the end of the FINECVET 1 project, development of the ECVET system was still ongoing. This was why there were calls for the project to continue. A new project,

named FINECVET 2, was subsequently launched in August 2006 and ended in December 2007.

### 4.2.2. Objectives

The objectives of both the FINECVET 1 and FINECVET 2 projects were to:

1. define the concepts of the ECVET system and how they apply to the Finnish education system;

2. test the effectiveness of the ECVET in different upper secondary vocational qualifications;

3. prepare a national information and guidance plan for education providers and representatives of the working life for the purpose of implementing the ECVET model

Since the ECVET system was still being developed and was fairly incomplete during the first stage of the project, the FINECVET 1 project mainly focused on the first objective, i.e. defining the concepts and applying them to the Finnish education system. In addition the project carried out preliminary tests of the applicability of the credit transfer system in five upper secondary vocational qualifications. The FINECVET 2 project was able to make use of these outputs and develop them further.

The FINECVET 2 project mainly concentrated on the second objective. In order to achieve the objective, the project agreed to produce concrete tools and models for the ECVET system.

Work on objective 3, preparing a national information and guidance plan for education providers and representatives of the world of work, is still to be tackled after this project. This work will make use of the results of the FINECVET projects.

### 4.2.3. Results

The project produced concrete models and tools for implementation of the ECVET system. The most important results are as follows:

1. The project developed models to describe entire qualifications or their studies of different scopes in terms of knowledge, skills and competence. Descriptions of entire qualifications were used to compare equivalent qualifications in three countries, whereas other descriptions were used to outline studies to be completed in another country.

2. The project put forward a proposal to determine credit points and the level of studies within the EQF. The proposal suggests that one year of study and a three-year qualification would equate to 60 and 180 credit points respectively. This is also the solution which the European level is favouring. The project

suggested that credit points for specific studies would be determined according to the relative proportion of the three years of study that their completion requires. At EU level, it is likely to be decided that credit points would be determined according to the relative weight of the learning outcomes concerned within an entire qualification and in terms of the vocational competence that it provides. In order to determine the EQF level of studies, the project suggested that the EQF level of qualifications and their compulsory modules would be decided nationally, whereas the level of optional qualification modules would be determined by education providers.

3.  In terms of assessment of learning outcomes, the project tested the assessment criteria and documentation forms developed for Finnish vocational skills demonstrations. These work when a Finnish teacher is involved in assessment of skills demonstrations and where the receiving country has an assessment procedure in place equivalent to vocational skills demonstrations. In addition, the project co-operated with an international partner to produce a documentation form for assessment of a skills demonstration/practical test, which differed from the Finnish assessment procedure and was also used. The project developed a template for an assessment documentation form applied to the ECVET system, where learning outcomes are assessed in terms of knowledge, skills and competences. This form was not tested in practice during the project. One of the education providers held a final test at the end of an on-the-job training period that conformed to the host country's practices.

4.  The project prepared a Learning Agreement document template, which is student-specific and filled in before the start of a student exchange. The effectiveness of the document template was tested in a real-life situation. The template is suitable for use as an agreement concluded both with other educational institutions and with enterprises, for purposes such as on-the-job periods.

5.  The project prepared a Memorandum of Understanding document template, which is a mutual general agreement between an education provider and its international partner. The appendix section of the document template was completed by three education providers using their own details. The template was tested with international partners and it turned out to be useful and to increase mutual trust. The template should be supplemented with a possible field-specific appendix.

6.  The Europass Mobility document was used for student exchanges. Europass Mobility is very suitable for use within the ECVET system. Participants would like to see some additions to the document, specifically that it should be completely electronic and that it should always be in English.

7.  A credit transfer process model was produced for one qualification. The tool applied in the model is a description of learning outcomes in terms of knowledge, skills and competences and comparison of these between three countries. In addition, it highlights an education provider's decision-making process; as part of

their curricula, education providers should decide on the procedure of validating and recognising studies completed in another country as credits for students.

8. Other results included proposals for EQF levels of qualifications and their units, comparisons between countries in implementation of the ECVET system, added value to competence brought about by studies completed in another country and partial harmonisation of the learning outcomes of qualifications completed in different countries.

The project produced concrete tools for implementation of the ECVET system.


### 4.2.4. Conclusion

Representatives of education providers who participated in the FINECVET 2 project were very positive and enthusiastic about the opportunities introduced by the ECVET system and they are ready to implement the system as soon as decisions have been made.

The following list is a compilation of the FINECVET 2 project's conclusions and proposals for action.

1. In Finland, it is easy to describe learning outcomes in terms of knowledge, skills and competences on the basis of curricula and national guidelines for vocational studies.  At a national level, it is necessary to agree how to define knowledge, skills and competences in relation to the Finnish division by assessment target, because the Finnish method of describing learning outcomes is much more comprehensive and diverse compared with the requirements of the definition set out in the EQF Recommendation.  The descriptions of learning outcomes produced within the project can be used as models once they have been reviewed and approved.

2. The total credit points awarded for Finnish three-year upper secondary vocational qualifications should be the same in all qualifications.  The credit points for individual units of qualifications should be determined nationally according to the relative weight of their respective learning outcomes within the entire qualification. The amounts of credit points given for sub-units smaller than units would be decided by individual education providers in accordance with national guidelines.

3. The EQF level of three-year upper secondary vocational qualifications may vary between individual qualifications; the project suggests reference level 3 or 4. The European debate appears to be settling on the *average, best fit* assessment level as the point of reference. This being the case, the EQF level would be determined according to the Finnish assessment level for a good grade. The EQF levels of qualification modules should also be determined nationally. The EQF levels and credit points of entire qualifications and their units should be determined within the National Core Curricula and Requirements of Competence-based Qualifications. These should be indicated on the qualification certificate in order to facilitate employment.

4. Assessment of learning outcomes should be based on descriptions of learning outcomes in terms of knowledge, skills and competence. If assessment is carried out according to another country's practices, it is necessary to establish the criteria on which the grades are based and how assessment is to be documented. For this purpose, it would be advisable to create nationally uniform guidelines, such as a form used to collect assessment information. The assessors should be individuals/bodies competent under the statues of the sending or receiving country. The project produced various assessment forms, which need to be reviewed and approved by the Finnish National Board of Education prior to implementation.

5. The Learning Agreement document template produced within the project can be put to use once it has been reviewed, supplemented with instructions for completion and approved.

6. The Memorandum of Understanding document template produced within the project can be introduced once it has been reviewed and approved.

7. The Europass Mobility document is very suitable for use within the ECVET system. The document should be further developed such that it would be completely electronic and that it would always be in English. The content of the Europass Mobility document should be revised such that it would be possible to indicate the EQF level of the qualification or its units and to attach any appendices that the ECVET system may require.

8. The pilot showed that the method of describing learning outcomes within the ECVET system can be used in support of comparing competences provided by different qualifications. Decisions on validation and recognition of studies completed abroad will be taken by individual education providers. In order for a decision-making process to be systematic, official and conforming to the requirement of students' legal protection, the process should be outlined in the provider's curriculum.

## 4.3. EQF in Germany

Nowadays, the German VET system is mainly based on the dual system which combines a three-years apprenticeship in a company with regular vocational school phases. Usually, the relation is two thirds of work in the training company to one third of school visits. The German Vocational Training Act (Berufsbildungsgesetz) was introduced in 1969. The exam is taken at and the certificate is issued by the Chamber of Industry and Commerce (Industrie- und Handelskammer (IHK)).

There are more ways of obtaining a vocational training certificate: training in more than one company (Verbundausbildung) because one company cannot cover all training fields, or a full time vocational school training especially for socially deprived young adults without a qualified school degree.

## Developments towards ECVET and other EU-wide regulations

The recent developments within the EU guided by the European Commission have been followed by the Federal Ministry of Education and Research as well as by the National Agency at the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung (BiBB). Representatives of both institutes welcome the attempt for an EU-wide credit point system (ECVET) in vocational training promoting mobility and transparency throughout the EU, and support the development by national initiatives. They emphasise the importance of the ECVET introduction with regards to cross-border mobility, flexibility and permeability between different parts of education, e. g. between vocational training and higher education linking ECVET with ECTS. The Federal Minister, Annette Schavan, supports the initiative herself: "A reasonable credit point system makes vocational training more attractive.

But at the same time, representatives of both, the BiBB and the Ministry, are concerned about standardized criteria assessing the competences and outcomes, and allocating credits. They see the need for a testing phase which is long enough to detect eventual weaknesses in the system. They regard the proposed time frame by the European Commission for the introduction in 2011 as too ambitious due to the effort which must be taken. In Germany, a national qualification framework (according to the EQF) has just been introduced as recommended by the European Commission. It considers the future integration into ECVET. Nevertheless, a big pilot initiative has started in 2007, called DECVET (Development of a credit system for vocational education and training in Germany). Furthermore, they point out that the German dual system must not be changed considerably. ECVET must rather be introduced system-compatibly.

## DECVET pilot initiative

The DECVET pilot initiative, started in 2007 and assigned by the Federal Ministry of Education and Research, aims at the systematic development and testing of transferable procedures for the accreditation of competences and learning outcomes. It consists of ten pilot projects in seven different sectors. Participants are vocational training institutes, companies and the Federal Institute for Vocational Education and Training. Scientific support is covered by the Otto-von-Guericke-University in Magdeburg and the Friedrich-Schiller-University in Jena.

They describe their task as follows: "The initiative is aligned towards the main characteristics of the German VET system (including dual system of vocational education and training, the concept of the regulated occupation and the German Vocational Training Act) and is linked to existing programmes and projects focussing on the accreditation and assessment of competences within the German educational system. DECVET also accords consideration to benchmarks and general prevailing conditions which have been established at a European level (such as the European Qualifications Framework and the European Credit System for Vocational Education and Training). Improvements in permeability and in the accreditation of competences have the potential to increase the attractiveness of vocational learning pathways and will especially assist in the avoidance of waiting loops, redundant qualifications and educational "dead ends"."

The Research Institute for Vocational Education and Training (Forschungsinstitut Berufliche Bildung (f-bb)) also expects impulses for the German VET system, e. g. a shift from a content oriented to a competency oriented vocational education and a step towards flexibility.

EDGE, a sub-project of DECVET, stands for the development of accreditation models for learning outcomes between vocational trainings in the dual system based on ECVET and concentrates on the development and testing of transferable procedures for the accreditation of competences and learning outcomes in a national context in order to perspectively open up different ways of education and design them in a more continuous way. The project executing organisation is the Research Institute for Vocational Education and Training. The project runs from 1.11.2007 until 30.4.2010. The participants develop competence grids and learning outcomes for eight different job profiles in the metal and electrical industry.

The document "10 guidelines for a modernization of vocational education" (10 Leitlinien zur Modernisierung der beruflichen Bildung) proves the open-mindedness of the Federal Ministry of Education and Research towards European initiatives and the willingness to support the efforts made by the European Commission concerning comparable VET systems and the exchange of trainees between European countries. An innovation committee for vocational education (Innovationskreis berufliche Bildung) has been installed in 2007. One of its main topics is the approach towards the European Union (Europäische Öffnung) such as participating in the Leonardo da Vinci Lifelong Learning Programme, and extending vocational exchange phases or encouraging international co-operations with vocational institutes abroad.

**Involvement of the National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training (NA beim BiBB)**

In 2009, ECVET was appointed first priority by the National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training. This, once again, emphasises the perceived importance of the initiative for the German VET system and its relevance for national movements towards a modernised and state-of-the-art vocational education which is internationally competitive.

Until 2012, all requirements will be installed. A feasibility study of several ECVET elements will be conducted in pilot projects. Focus lies on formal learning. From 2012 until 2014 the ECVET system will be applied on vocational qualifications. In 2014, the results will be evaluated and then permit improvements to be made in terms of mobility and permeability within the educational system as a whole and between different parts of the system.


# 5.  ECVET PROCESS IN TOURISM AND HOSPITALITY SECTOR

## 5.1. Motivation for using ECVET in tourism and hospitality industry

The sector of tourism and catering is without no doubt European-wide one of the strongest driving forces for the economic development and this applies for older and new as well as future member states of the European Community.

According to data from the EC DG Enterprise and Industry, tourism generates about 4% GDP of the EU; with about two million companies, it provides employment for about 4% of the total workforce (meaning 8 million jobs). When other sectors are included in the calculation, it is estimated that tourism contributes to the EU GDP with about 11% and provides employment for more that 12% of all employed persons (24 million jobs).

Tourism vigorously helps towards achieving the goals of the Lisbon strategy that refer to boosting employment. Tourism is a powerful engine for creating jobs in other sectors of the EU's economy: the number of people employed in the Hotel, Restaurant and Cafe (HORECA) sector is growing at a rate faster than the rate of employment of the entire workforce in EU countries. Employment in HORECA contributes to an increase in the employment of young people, in particular. The 15-24 age group in HORECA is twice as large (22.4%) than in all other sectors of the economy (10.3%). The share of temporary employment is significantly higher in the HORECA sector in comparison with both the overall EU economy and the entire service sector. Some of the factors influencing this higher portion of temporary employment are the seasonal character of employment in tourism, as well as a high turnover of workers – in particular, those belonging to younger age groups – because of low wages, unsatisfactory working conditions and limitations to career development.

This industry relies very much on the flexibility and mobility of its workforces. In the tourism and hospitality sectors, people work for people – everything starts with the customer´s needs. Trained professionals are required to fulfil each customer´s expectations and to meet with the challenges in the field. Throughout the centuries, good food and attentive service have held an essential role both in everyday life and on special occasions. The key concepts for tourism and hospitality field are internationalism, the ability to follow new trends, independent initiative and flexibility. In the fields of hotel, restaurant and catering services tourism employers are looking for the fresh faces entering the field for service spirit, broad-mindedness, the ability to adapt to the work community and proper interaction skills; jacks-of-all-trades as well as specialists are wanted. The shift to a service field-oriented society places new demands on workers and, consequently, on educators. The basic training should provide the essentials for completing the various aspects of different work tasks in the field.

The European hospitality industry is besides other trends facing more and more the demand for high quality tourism which closely related to high quality employees with excellent competencies and skills. Furthermore if the real potential of the tourism and catering sector related to the employment possibilities should be exploited to full extension mobility of workers is one of the core issues. There is nearly no other economic sector where flexibility and mobility of workforce has such an importance.

At this stage mobility is still heavily hindered by the lack of transparent and recognisable qualifications and competences and there is Europe wide a huge need for models to allow mutual recognition of competences and skills.

In order to address this issue, the ECVET TC NET model is developed for the mutual recognition and transparency of competences, as well as learning outcomes for the hospitality and tourism industry.

## 5.2.  ECVET TC NET Model

ECVET TC NET model is a tool for the credit transfer process: validation and recognition of learning outcomes. It is a concrete model and tool for implementation of the ECVET system; a model to describe entire qualifications or their studies of different scopes in terms of field of work, competences and indicators. The project put forward a proposal to determine credit points and the level of studies within the EQF. The proposal suggests that one year of study and a three-year qualification would equate to 60 and 180 credit points respectively. This is also the solution which the European level is favouring.

Assessment of learning outcomes should be based on descriptions of learning outcomes in terms of competences and indicators. If assessment is carried out according to another country's practices, it is necessary to establish the criteria on which the grades are based and how assessment is to be documented. The assessors should be individuals/bodies competent under the statutes of the sending or receiving country. Decisions on validation and recognition of studies completed abroad will be taken by individual education providers. In order for a decision-making process to be systematic, official and conforming to the requirement of students' legal protection, the process should be outlined in the provider's curriculum.

The ECVET TC NET model can be used for different purposes where the transparency of competence profiles is highly important e.g. for transferring and recognising competences acquired within the official VET system as well as competences achieved through non-formal or informal learning, developing qualifications or training programmes and curricula and enhancing the visibility of differences in qualifications. It is characteristical for the tourism and hospitality industry that a significant proportion of training programmes are undertaken at the workplace, through corporate training and apprenticeship systems.

The ECVET TC NET model can be used for:

- the transfer of vocational competences acquired abroad (mobility in VET)
- the transfer and recognition of competences acquired within the official VET system as well as competences achieved through non-formal or informal learning
- the development of qualifications
- composing job profiles as well as personnel (human resources) planning
- enhancing the visibility of differences in qualifications, therefore for use in the development of the EQF.
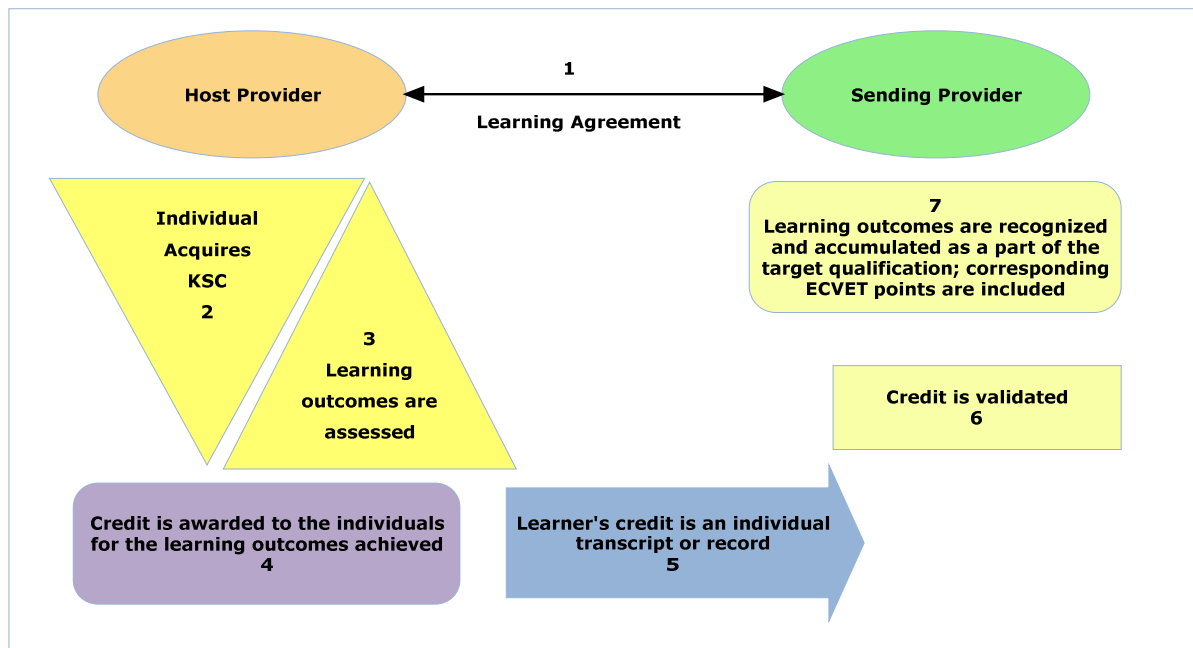
figure 10: The ECVET TC NET model

The credit transfer process in the ECVET system consists of validation and recognition. Validation refers to the evaluation of equivalent learning outcomes, i.e. ensuring that the assessed learning outcomes achieved by a specific student are equivalent with the learning outcomes required in specific individual units of qualifications. Recognition of learning outcomes refers to a process in which the validated learning outcomes are given the official status of a credit for the individual unit. Principally, the student applies for the recognition of his/her competences before studies begin and acquires all necessary documents. ECVET rises up the question of what these documents should include.

Certifications signed by teachers can be approved as documents, for example. Mutual recognition and formalization of qualifications are usually done according to the practices of each country. In each country, credits are determined according to the rules and regulations in force, and they should be validated by the respective education provider, drafted according to the documents guiding the student assessment and documented to a sufficient degree. For simplifying the credit transfer process, the official documents of each education provider should be modified. For this reason, the education provider should oversee that the curriculum includes decisions on the principles of the credit transfer. In order for a decision-making process to be systematic, official and conforming to the requirement of students' legal protection, the process should be outlined in the provider's curriculum. For decision-making purposes, national guidelines and a process flowchart should be drawn up for different education providers. Education providers, as part of their curricula, should decide on the procedure of approving studies completed in another country as credits (validation and recognition).

## 5.3. Allocation of ECVET points to qualifications

To allocate ECVET points to a qualification, a reference learning pathway is chosen. This can be, for example, the most typical pathway (in terms of number of learners). Using the convention concerning ECVET points, the number of ECVET points for the qualification is defined (one year = 60 ECVET points). For example 120 points for a qualification that has a reference pathway which lasts two years. In consequence the qualification is allocated 120 ECVET points even though it can be prepared through a shorter or a longer pathway .

For example in Turkey, qualification of cook assistant can be achieved through:

- Initial school-based VET – normal duration of the programme is three years;
- Through apprenticeship training – the normal duration is also three years;
- Continuing VET – the duration varies: for example the cook assistant in a restaurant may be prepared in two years through an apprenticeship mode by people having 3 years experience in cook assistant; it can also be prepared in one year or less depending on the prior knowledge and experience of the person through school-based mode of VET
- The full qualification can also be achieved through validation of non-formal and informal learning or by combining continuing training and validation.

If the initial VET programme is taken as the reference pathway (this is actually the most commonly pursued route) the vocational qualification would have 180 ECVET points. This number of ECVET points would apply independently of the route followed to achieve the qualification.

ECVET TC NET partnership has taking into account none of the countries involved in the project were using a credit point system. All main actors with roles in the certification process in the countries involved (employers in the hospitality sector, institutions responsible for certification process, training centres) actively participated in each phase of the project. This working method was also used for the development of the methodology for credit points' allocation.

In the UK England Wales and Northern Ireland QCF, all units must identify a credit value (described in terms of points). This must be based on an estimation of the learning time. The learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The function of learning time is to provide an indication of the volume of learning related to the achievement of specified outcomes. Learning time is not an exact, scientific measure but a judgement made and agreed by those who are informed and experienced in the relevant area of achievement and who understand the contexts in which the learning can take place.

The concept of learning time is applicable to learning in diverse contexts. This measure of learning time does not determine the time actually taken by any individual learner; the real time varies and is influenced by factors such as the individual's

learning style and prior learning. It is important to emphasise that learning time is not the amount of time served, for example the number of hours a learner rehearses for a performance or the number of hours a learner spends training in the workplace. Nor is learning time the number of hours that a learner attends a course or the sum of hours of actual participation in learning activities.

The process of determining credit value focuses on the learning outcomes and assessment criteria in a unit. It focuses neither the mode of delivery used to support the learners in achieving those learning outcomes nor the context of delivery.


## 5.4. Units

An unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated.

Units enable progressive achievement of qualifications through transfer and accumulation of learning outcomes. They are subject to assessment and validation which verify and record that the learner has achieved the learning outcomes expected. Depending on the existing regulations, units may be common to several qualifications or specific to one particular qualification. Units are accumulated based on the requirements to achieve qualifications. These requirements may be more or less restrictive depending on the tradition and practice of the qualifications system and the way qualification standards are designed. Units can also be used to structure the formal education and training programme.

The objective of ECVET is to facilitate the transfer, recognition and accumulation of assessed learning outcomes of individuals who are aiming to achieve a qualification. This is possible because each unit is documented and the learning outcomes it contains can be assessed, and validated. Hence learners can:

- Progressively accumulate learning outcomes in view of achieving a qualification
- Obtain recognition for their learning outcomes achieved in other contexts without new assessment (i.e. units can be transferred).

In countries where qualifications are not designed in terms of units or where they do not allow for accumulation of units, it is possible to use ECVET for mobility purposes by creating units used only for mobility. These units can be transferred. The learning outcomes will be validated by exempting the learner from the corresponding part of the education and training pathway in the home institution (meaning she or he will not have to undergo the learning process again). However, these learning outcomes will only be recognised when the final assessment, leading to the award of the qualification, is successfully completed by the learner. Units are constructed and organised in a coherent way with regard to the overall qualification.

Learning outcomes are grouped into units' outcomes that relate to each other. Because they relate to the same set of occupational activities (e.g. nutrition science, food regeneration, transportation, attractive food presentation and service, cut

techniques) or the same field of knowledge, skills or competence (e.g. food preparation and decoration, kitchen appliances and tools; etc.).

The same learning outcomes are not assessed twice. Therefore they do not normally form part of different units. However, in some cases it may be necessary to define some knowledge, skills and competence that are related to all or a group of units. For example those concerning health and safety; environmental protection;  hygiene; or key competences. Even if these learning outcomes are common or transversal they are clearly identified in the unit description.

Units are described in legible and understandable terms by referring to the knowledge, skills and competence contained in them. Unit descriptions are crucial for the success of ECVET processes because they are the basis for transparency of qualifications. The unit description enables competent institutions and VET providers from different qualifications systems to understand the characteristics of units and of the assessment which has taken place in another context. Unit specifications included:

- the generic title of the unit
- the generic title of the qualification (or qualifications) to which the unit relates, where applicable
- the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework level, with the ECVET credit points associated with the qualification
- the learning outcomes contained in the unit
- the procedures and criteria for assessment of these learning outcomes
- the ECVET points associated with the unit
- the validity in time of the unit, where relevant. When using ECVET for mobility, as experimented in the current ECVET pilot projects, units (reference units, common units, etc.) are often defined in the framework of networks (national or transnational) by the partners involved. This cooperative approach ensures that units are suitable for the purpose of transfer from one system to another.

As defined above, units are components of qualifications. Therefore units determine the content and possibly the structure of the programme. However, for the same qualification, different education and training programmes may exist.

An education or training programme is composed of different learning activities such as modules, placements, courses etc to which a curriculum is related (e.g. learning objectives, content, assessment methods and material etc). The programme structures the way the learning activities are organised. The relationships between units and these sets of learning activities depend on the qualifications system. For example a set of learning activities could correspond to one unit, a number of units or even part of an unit.

In some systems, programmes are designed so they lead to the progressive acquisition of units. In others the units are only achieved after the whole learning programme has been completed and it is only then that the learner is assessed.

Intermediary situations also exist, where continuing assessment is combined with a final assessment.

There is no ideal size for a unit. Some systems use units that are relatively small in size. This means that they combine a small number of learning outcomes. Units can be obtained in a rather short time of learning and therefore are particularly suitable for geographical mobility. They can also be suitable for adult learners who combine learning and employment or learners who are at risk of dropping out from longer programmes. However, because of the greater number of units in a qualification, this approach implies putting in place a large number of assessments. In addition, fragmentation of qualifications and of assessment may make it more difficult to identify whether the learner can combine all the knowledge, skills and competence in a more complex manner.

Other systems conceive units as large sets of learning outcomes and typically qualifications would only contain a relatively small number of units. Assessment of a larger unit enables learners to demonstrate their capacity to combine knowledge, skills and competence in view of delivering a more complex service or a product, and the number of summative assessments is small. On the other hand, more substantial amount of learning activities is required to prepare for a unit. Hence it may be difficult to achieve a full unit in the context of short transnational mobility period. In addition, the duration of learning activities preparing for the unit may be too substantial for learners outside initial VET to be able to benefit from accumulation.

Therefore the size of units will depend on the practice in the qualifications system and also on the purpose of the unit. For example units that are designed to be meaningful on the labour market (for example as partial qualifications) are likely to be large. On the other hand if units are designed specifically for mobility purposes or if they are designed for specific target groups such as adults they may be smaller.

## 5.5.  ECVET points

ECVET points are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification. Together with units, descriptions of learning outcomes, information about the level of qualifications, ECVET points can support the understanding of a qualification. The number of ECVET points allocated to a qualification, together with other specifications, can indicate for example, that the scope of the qualification is narrow or broad. The number of ECVET points allocated to a unit provides the learner with information concerning the relative weight of what she or he has accumulated already. It also provides the learner with information concerning what remains to be achieved.

Allocation of ECVET points to a qualification is based on using a convention according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.

For a given qualification, one formal learning context is taken as a reference and, on the basis of 60 points per year of formal full time VET, the total number of points is assigned to that qualification. In a number of European countries qualifications' descriptions are independent of the education and training programme preparing for these qualifications. Furthermore it is also possible that the same qualification can be prepared through various programmes. Therefore ECVET allocates points to qualifications and not to education and training programmes. However, to decide on the number of ECVET points' allocated to a qualification, one formal learning programme is chosen as a point of reference. It is up to the competent institutions in charge of designing qualifications to decide which specific programme will be chosen as a point of reference (for example the initial VET or the most common programme). The duration of the selected reference programme together with the ECVET convention on ECVET points will give the number of ECVET points allocated to the qualification.

From the total number of points allocated to a qualification each unit is allocated a number of points based on its relative weight within the qualification. The relative weight of a unit is combination of these approaches:

- the relative importance of the learning outcomes which constitute the unit for labour market participation, for progression to other qualification levels or for social integration

- This method of allocating ECVET points is based on how different actors "value" the different units which are part of the qualification. For example some units may be core to the professional profile that the qualification leads to. It can be decided that such core units would have a higher number of ECVET points than the others. It is also possible that some units would enable progression to other qualifications levels (e.g. general knowledge, skills and competence to enable progression to higher education)

- the complexity, scope and volume of learning outcomes in the unit

- This approach is based on evaluating the complexity, scope and volume of knowledge, skills and competence in a unit with regard to those in the qualification. It can be based on indicators such as the level of performance for assessment of learning outcomes. For example: the body of technical, technological, scientific and general knowledge that have to be mobilized in order to execute the skills and competences expected; the number of procedures or methods to follow, the complexity of combinations of these procedures or methods; the variety and complexity of material and documentation resources to use

- The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit

- This method of allocating ECVET points is based on the training programme taken as a point of reference and on the estimation of learners' effort (which can

be also translated as workload or notional learning time) to achieve the expected learning outcomes.

Allocation of ECVET points is normally part of the design of qualifications and units. The allocation of ECVET points to qualifications and/or to units is carried out by the institution competent for the design of qualifications or the institution empowered to allocate ECVET points within a country or a qualifications system. In the context of the current ECVET TC NET project, the range of institutions experimenting ECVET points allocation is wide and ranges from sectoral organisations or social partners to training centres and consultancy firms.

The successful achievement of a qualification or of an unit triggers the award of the associated ECVET points, independently of the actual time required to achieve them. Hence when a learner satisfies the criteria for an unit or a qualification, meaning she/he has achieved the expected learning outcomes and these are assessed and validated, she/he is awarded the corresponding ECVET points. These are recorded, together with the learning outcomes and units, in her/his personal transcript.

In countries where there is already a national system of points, the relevant competent institutions establish arrangements for the conversion of national credit points to ECVET points. ECVET points are not to be confused with credit. While credit designates the learning outcomes the learner has achieved (see section below on Credit Transfer and Accumulation), ECVET points provide information about the qualification and the units. Credit is transferred and accumulated. ECVET points provide information about the credit the learner has transferred and accumulated.

## 5.6. Learning agreement

For applying credit transfer involving two partners and a specific mobile learner, a learning agreement is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of an MoU.

A learning agreement is an individualised document which sets out the conditions for a specific mobility period. It specifies, for a particular learner, which learning outcomes and units should be achieved together with the associated ECVET points. The learning agreement also lays down that, if the learner achieves the expected learning outcomes and these are positively assessed by the "hosting" institution, the "home" institution will validate and recognise them as part of the requirements for a qualification. Therefore the Learning agreement constitutes a commitment to the learner that his/her achievement, if in line with the expectations, will be recognised.
Recognition of credit achieved during organised mobility is facilitated by the use of learning agreements. These ensure that the hosting and the home institutions as well as the learner have information about the objectives and conditions of the mobility period as well as their roles. Compliance with the Learning agreement enables automatic recognition of credit on learner's return. This is done without additional assessment or examination of the mobility period content.

The learning agreement is signed by:

1. the home institution (the institution which will validate and recognise learning outcomes achieved by the learner)
2. the hosting institution (that delivers training for the learning outcomes concerned and assesses the achieved learning outcomes)
3. the learner.

The Learning agreement contains information concerning the identity of the learner, duration of the mobility period, learning outcomes to be achieved by the learner, and the associated ECVET points (as corresponding to the relative weight of the unit in the home system). Additional information, for example in relation to assessment, learning activities may be provided. Example of the learning agreement is developed as part of the work of ECVET TC-NT project.

| Name of the Learner | |
|---|---|
| Contact details | (address, phone number, e-mail) |
| Qualification being prepared by the learner | |
| Period concerned (academic year) | |
| Home institution | (name, address) |
| Main contact person | (name, phone number, e-mail) |
| Hosting institution | (name, address, phone number, e-mail) |
| Main contact person | (name, phone number, e-mail) |

**Learner**

Date .........................................................Signature.................................................

**Home institution**

*We confirm that the Learning Agreement is accepted*

Date .........................................................Signature.................................................

**Hosting institution**

*We confirm that the Learning Agreement is accepted*

Date .........................................................Signature.................................................

table 20: Example of a format for a Learning Agreement

The learning agreement should lay down that, if the learner has achieved the expected learning outcomes and these have been positively assessed by the 'hosting' institution, the 'home' institution should validate and recognise them as part of the requirements for a qualification, according to the rules and procedures established by the competent institution.

Transfer between partners can apply to learning outcomes achieved in formal and, where appropriate, non-formal and informal contexts. Thus, the transfer of credit for achieved learning outcomes has three stages:

- the 'hosting' institution assesses the learning outcomes achieved and awards credit to the learner; the learning outcomes achieved and the corresponding ECVET points are recorded in a learner's 'personal transcript'. A personal transcript is a document which details the learners' assessed learning outcomes, units and ECVET points awarded

- the 'home' institution validates the credit as a suitable record of the learner's achievement

- the 'home' institution then recognises the learning outcomes that have been acquired; this recognition gives rise to the award of the units and their corresponding ECVET points, according to the rules of the 'home' system.

Validation and recognition by the competent 'home' institution depend on the successful assessment of learning outcomes by the competent 'hosting' institution, in accordance with the agreed procedures and quality assurance criteria.

The MoU is a framework document that defines the conditions under which credit achieved in partner systems can be recognised. It can concern a group or even a large number of qualifications. The Learning agreement is a more specific document. It is written for a particular case of mobility and describes the learning outcomes concerned as well as how these will be assessed.

## 5.7. Personal transcript

The personal transcript is a record of learning achievements. It contains information on learners' assessed learning outcomes, units and ECVET points awarded. It also specifies the identity of the learner and the competent institution(s) that assessed validated and recognised learners' credit.

The personal transcript is a document that belongs to the learner. While the learning agreement describes what the learner is expected to achieve, the personal transcript documents what she/he has achieved.

| Learner | | | | |
|---|---|---|---|---|
| First name | | Family name | | |
| Date of birth | | Place of birth | | |
| ID/passport/social security number* | | Address | | |
| Title of the training programme | | | | |
| Qualification being prepared | | | | |

*select the appropriate

| Unit (title) | Assessment result | ECVET points | Other (if required) |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

| Hosting institution – Title | |
|---|---|
| Address | |
| Contact person | |

table 21: Example of a format for a Personal Transcript

## 5.8.  Learning outcomes

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. Usually, qualifications frameworks indicate the overall level of learning outcomes in a qualification. For ECVET purposes the EQF is used as a reference for levels. Learning outcomes can be used for various purposes such as to establish descriptors of qualifications frameworks, define qualifications, design curricula, assessment, etc. Learning outcomes are set out in various levels of detail depending on their purpose and context. Learning outcomes are developed in the process of designing qualifications. Learning outcomes may be acquired through a variety of learning pathways, modes of delivery (school-based, in-company, etc.), in different learning contexts (formal, non-formal and informal) or settings (i.e. country, education and training system).

Learning outcomes are described using the terminology and descriptors existing in the different qualifications systems. The European definition of learning outcomes which uses the terms of knowledge, skills and competence is the common denominator that fits with the diversity of approaches to describing learning outcomes. ECVET does not provide a template or a taxonomy concerning the format of learning outcomes descriptions. Such templates or classifications may exist at national, regional or system level (for example as part of a national qualifications framework). However, it is essential in implementing ECVET to ensure that learning outcomes for qualifications and units are clearly identified and described to enable mutual understanding of qualifications and judgments on whether:

- the qualifications concerned by the mobility partnership lead to the same or similar occupation
- learning outcomes as described in one setting or context are comparable with those in another setting or context.

To implement ECVET it is necessary that qualifications are described using learning outcomes. Learning outcomes are grouped to create units. Assessed learning outcomes constitute credit. Credit is the basis for enabling transfer between learning contexts and for the accumulation of learning outcomes. Learning outcomes are used as a basis to identify whether what the learner has achieved in one learning setting or context is comparable to what she/he is expected to have achieved in another setting or context. This is possible because learning outcomes are not dependent on the learning process or the learning context in which they have been achieved.


## 5.9.  Memorandum of Understanding

A Memorandum of Understanding (MoU) is an agreement between competent institutions, which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved. It also establishes partnership's procedures for cooperation. Credit transfer is supported by mutual trust between the competent institutions involved.

In order to recognise credit, the competent institution in charge needs to be confident that the required learning outcomes have been assessed in a reliable and valid manner. It also needs to trust that learners' credit does concern the learning outcomes expected and that these are at the appropriate level. By setting up a MoU, competent institutions should acknowledge their partners' approaches to designing units, assessment, validation, recognition as well as quality assurance. Through this process, they make informed judgements about the conditions under which they can recognise credit achieved in partner systems.

MoUs are concluded by competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation. It is important to note that one institution can be competent for more than one function in the qualifications system as well as in ECVET, depending on the set up of the particular qualification system. These may be ministries, qualifications authorities, regional authorities, employers' representatives or chambers, etc.

MoUs define the roles of other competent institutions with regard to functions such as signature of learning agreements, assessment, issuing of learners' personal transcript, etc. There is no common template for a MoU. Competent institutions may decide on the format and structure best suited for their needs as long as they respect the guidelines described above. Examples of MoUs will be developed as part of the work of ECVET pilot projects. A MoU contains the following elements:

a. General objectives of the MoU

b. Period of eligibility of the MoU

c. Information about the partners

d. Information about the training programme(s) or qualification(s) concerned (including competence profile certificate(s) of the organisational profile(s)

e. General agreement on the relevant part(s) of competence development during international training periods

f. Agreement on Responsibilities

g. Quality assurance

h. Assessment

i. Updating the competence profile certificate

j. Validation and recognition of results

k. Signatures

l. Annexes


Establishment of MoUs is recommended for cases of organised mobility. However, if the institutions concerned (e.g. VET providers) already have trust in each others' procedures and they are competent to recognise credit without the agreement of another institution (e.g. ministry, employers' representatives or regional authority),

they can put in place exchanges directly using the Learning agreement. Thus, it is possible to transfer credit without establishing a MoU. This may also concern ad-hoc cases of learners who have not participated in an organised mobility but want to have their learning outcomes recognised. In such cases the competent institution should establish procedures and mechanisms for the identification, validation and recognition of learning outcomes concerned.

## 5.10. ECVET and non-formal and informal learning

ECVET facilitates the development of flexible and individualised pathways and also the recognition of those learning outcomes which are acquired through non-formal and informal learning.

For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU, the competent institution which is empowered to award qualifications or units or to give credit should establish procedures and mechanisms for the identification, validation and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points.

The validation process for non-formal and informal learning in view of achieving a qualification typically follows these phases:

- Identification of knowledge, skills and competences developed during personal activities, while living in a community or working, etc.
- Documentation of these learning outcomes through the collection of evidence such as descriptions of previous working activities, etc.
- Assessment of these learning outcomes against standards, referential or list of expected learning outcomes
- Award of a qualification or part of a qualification.

ECVET facilitates this process because it:

- Describes the knowledge, skills and competence required for a qualification and the associated units. This makes it easier for the competent institution to identify what learners' have already achieved as compared to what is required in view of a qualification
- Supports progressive achievement of qualifications by accumulation of units and through transfer and recognition of learning outcomes
- Facilitates the documentation of learning outcomes achieved through the use of tools such as personal transcripts

Therefore ECVET enables learners to achieve qualifications partly by having non-formal and informal learning validated and recognised and by achieving the remaining units through formal learning.

## 5.11. Credit transfer and accumulation

Credit for learning outcomes (i.e. credit) designates individuals' learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications. Credit refers to the fact that the learner has achieved the expected learning outcomes which have been assessed positively and the outcome of the assessment was documented in a personal transcript. Based on this documentation, other institutions can recognise the credit.

Credit transfer is the process through which learning outcomes achieved in one context can be taken into account in another context. Credit transfer is based on the processes of assessment, validation and recognition. In order to be transferred, learning outcomes have to be assessed. The outcome of the assessment is recorded in the learners' personal transcript and constitutes credit. On the basis of the assessed outcomes the credit can be validated and recognised by another competent institution. Two cases of credit transfer exist: -Transfer in the framework of partnerships, and -Transfer outside partnerships.

Credit accumulation is a process through which learners can acquire qualifications progressively by successive assessments and validation of learning outcomes. In ECVET accumulation is enabled by the use of units of learning outcomes that can be progressively assessed, validated and recognised. It is based on qualification systems' rules and requirements on accumulation. These rules define which learning outcomes are accumulated towards which qualification and how they are assessed and validated. When the credit transfer takes place in the framework of organised mobility, underpinned by a Learning agreement, credit should be validated and recognised automatically. Accumulation of credit is decided by the competent institution responsible for the award of the qualification. When the learner has accumulated the credit required and when all the conditions for the award of the qualification are fulfilled, the learner is awarded the qualification.

In the framework of ECVET partnerships, credit transfer is foreseen in the learning agreement. This agreement specifies which learning outcomes are to be achieved during the mobility and how these will be assessed. If the learner has been positively assessed by the hosting institution it implies that the learning outcomes expected for units concerned have been achieved. This is recorded in the learners' personal transcript.

The home institution validates and automatically recognises the learner's credit, as specified in the learning agreement. In the case of learning outcomes achieved in other settings and contexts and that are only corresponding to part of the unit in the home system, it is possible to validate and recognise the assessment results as part of the continuing assessment (if it exists). In any case, the learner should be exempted from part of the programme that corresponds to the learning outcomes concerned.

The "home" institution is the institution which will validate and recognise learning outcomes achieved by the learner. In the context of ECVET partnerships it is the

home institution that sends the learner out and where the learner comes back to. The "hosting" institution is the one that delivers training for the learning outcomes concerned and assesses the achieved learning outcomes. In the context of ECVET partnerships it is the hosting institution that receives the mobile learner and provides learning activities (modules, courses, placements etc), as well as assessment. In practice, the functions of the hosting institution may be shared by more than one organisation: the competence to provide learning activities and that to assess learners' achievement may be executed by different organisations. Similarly the functions of the home institution such as validation and recognition may be shared by more than one organisation. All relevant information on the home and hosting institutions should be presented in a MoU.

The hosting institution organises the assessment of learning outcomes as specified in the learning agreement. The assessment can be done by teachers, trainers, employers, etc. depending on the training and assessment arrangements and procedures that are used in the host context.

Prior to the mobility period the partners discuss and agree the way(s) in which learning outcomes will be assessed during the mobility period. They also agree on who and how the quality of this process is ensured. The requirements on assessment are described in the Learning agreement and may be formalised in a MoU. The home institution validates the learning outcomes assessed by the hosting institution.
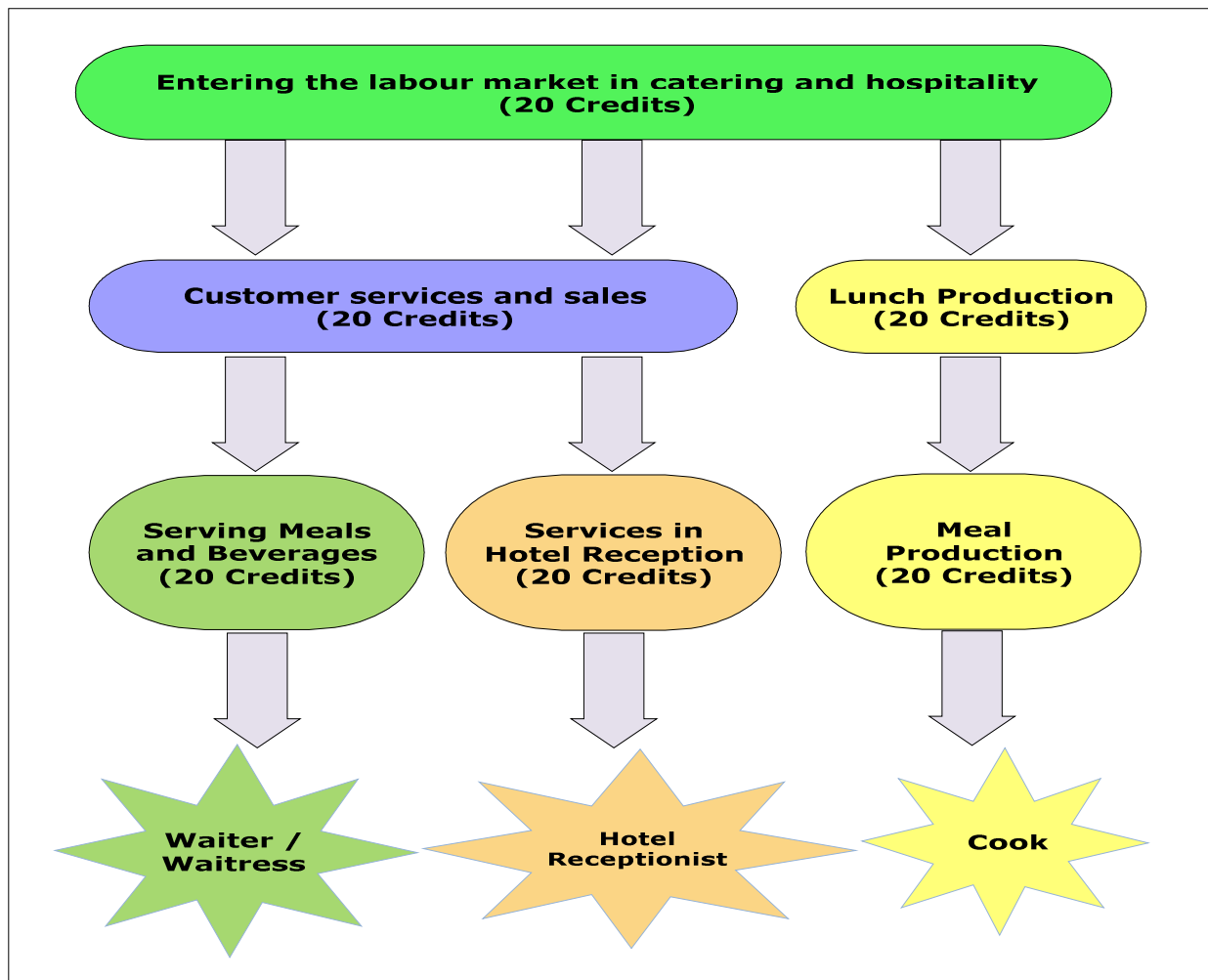
figure 11: Accumulation of Learning Outcomes (example): Vocational Units in Hotel, Restaurant and Catering Services 60 ECVET Credits (common and field-specific units)

Concerning the validation of formal, non-formal or informal learning, outside a partnership, it is the competent institution which is empowered to award qualifications or units or to give credit that validates (possibly after organising an assessment) the learning outcomes of a learner. The partnership should ensure that learners who are assessed in another context and whose credit is transferred are not disadvantaged compared to other learners in the home system. If, for example, the home system uses grades for condoning, the partnership should find a way to ensure that the mobile learner will receive grades that correspond to his/her performance.

For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU, the competent institution which is empowered to award qualifications or units or to give credit should establish procedures and mechanisms for the identification, validation and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points. Outside the framework of partnerships, no learning agreement exists. Therefore the decision on recognition lies fully in the hands of the competent institution in the system in which the learner wants his/her credit recognised. This

institution should examine whether the learning outcomes the learner has achieved and which were assessed (as possibly documented in the personal transcript) are comparable to the requirements of their system (for example, are they comparable to the qualification standards?). If so, the competent institution may decide to validate and recognise learners' credit. In cases where learning outcomes have not been previously assessed, the competent institution may ask the learner to undergo a procedure for validation and recognition of formal, non-formal and informal learning.

## 5.12. Sample case of implementing the ECVET process

In the next diagram, these steps have been contextualised for a trainee enrolled on a modern apprenticeship programme in Scotland, undertaking a work placement organised by a Technical College in France. In this example, the learning from the work placement would substitute for some of the learning from the Scottish Vocational Qualification (SVQ) within the Modern Apprenticeship. The key to success here is the preparatory work undertaken both by the training provider/college in Scotland and France, and by SQA as the SVQ Awarding Body in Scotland. Once the training provider/college in Scotland has verified that the French College is a bona fide institution, SQA would then check for a broad match of learning aims and levels to ensure that credit transfer is appropriate.

Whichever recognition option you choose, preparation and organisation are the key. Unless you provide the trainee with an in-house certificate, there are additional steps to be undertaken at the three key stages of the placement (pre-placement, during placement and post placement).
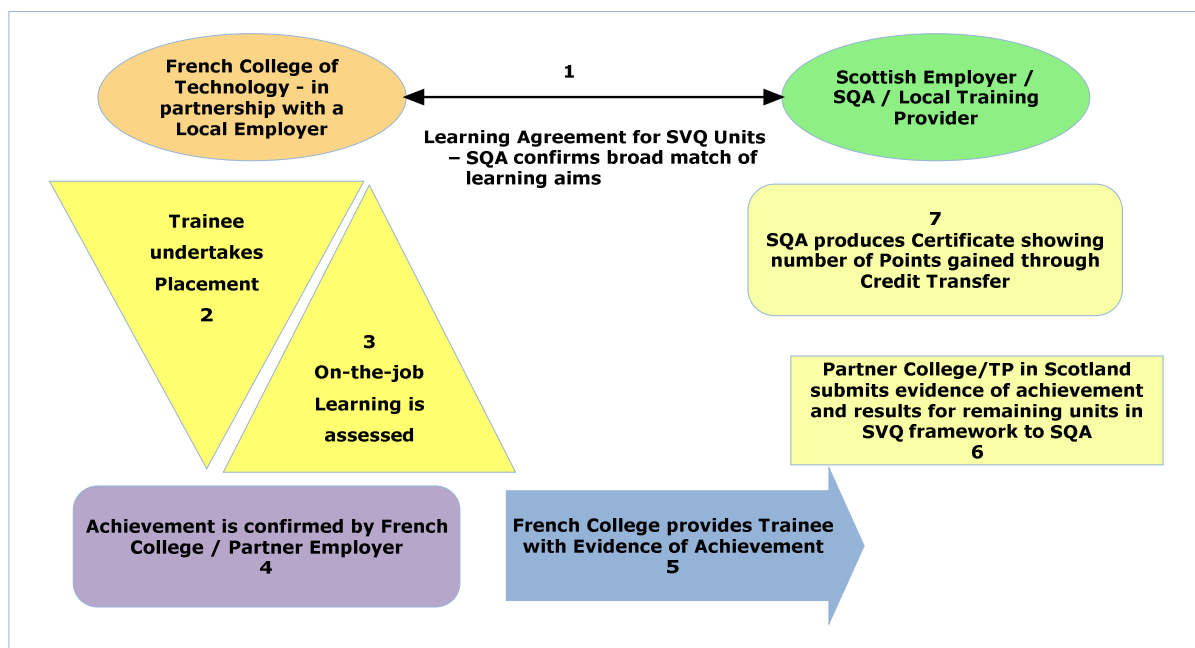


figure 12: ECVET Example – Scotland and France

Pre-placement: additional steps:

- discuss with the host organisation the learning outcomes/unit being undertaken by the trainees and for which evidence is being gathered
- where possible, identify a mentor and/or assessor within the host organisation who will work with the trainee during their visit and who will support and make judgments on the work of the trainee
- preparation for trainees – discuss with trainees the learning outcomes for which evidence will be gathered
- provide trainees with the learning materials and the evidence gathering tools required, for example: logbooks or portfolios

During placement: evidence gathering and recording:

- trainee gathers and records the evidence
- where appropriate, the mentor/assessor ensures that the evidence gathers meets the requirements of the learning outcomes/aims

Post placement: verification, validation and certification:

- the evidence gathered during the placement is presented to the trainee's lecturer/assessor for assessment and verification
- a decision is made on the quality of evidence and how it meets the learning outcomes
- the achievement is recorded and information passed to the Awarding Body at the appropriate time
- certification ensues subject to any external quality assurance procedures

## 5.13. ECVET competent institutions

"Competent institution" means an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries.

The main challenge for the introduction of a common methodological framework like ECVET in the European VET environment is the broad range of bodies involved with the different functions of qualifications systems. Depending on the system, the same function (e.g. design of qualifications and units) may be the responsibility of different types of actors (e.g. national or regional ministries, social partners, VET providers). To overcome this complexity, ECVET refers to the different functions of a qualifications system rather than to the types of institutions involved. Institutions involved in implementing and running ECVET are referred to competent institutions.

Users of ECVET therefore need to first clarify their role(s) with regard to their own qualifications system. They have to reflect on their competences in their qualifications system and how these relate to the main functions of ECVET. It is important to note that one institution can be competent for more than one function in the qualifications

system as well as in ECVET, depending on the set up of the particular qualifications system.

## 5.14. Quality assurance

The introduction of the ECVET system in the different sectors of VET is a core demand for the qualitative development of the training systems in Europe. The ECVET TC NET network has its main aim in developing the ECVET model for the tourism and catering industry in Europe, which is one of the most important economic factors for most of the European countries and has a huge demand in work force and work force mobility which can be fostered through the ECVET system.

An European area for lifelong learning is only possible if there is the possibility for transparency and recognition of learning outputs and competences throughout Europe. Especially for the tourism and catering sector the need for these systems is even clearer as the work force mobility according to tourism flows and seasons is so evident. The ECVET TC NET realises a well substantiated approach for the harmonisation of learning outcomes and the realisation of the European area for lifelong learning

The tourism and catering industry is heavily relying on a good workforce mobility due to a strong demand and supply flow in different European regions. The development and introduction of the ECVET model for this sector significantly supports the possibilities for workers to find work in other European countries in the tourism and catering enterprises as their competences and learning outcomes are recognised in a proper way. The fact that ECVET TC NET partnership consists of a number of tourism service providers shows the big need of these organisations in a better work force mobility and the trust in the result of the network activities to reach these goals.

Transparency and mutual recognition of qualifications and competences is the core aim of the ECVET TC NET project. All activities implemented throughout the whole duration and also after are dedicated to support this aim with a number of outputs (ECVET model, Memorandum of Mutual Trust, ECVET Certificate Document) and activities (conferences, website as main reference point etc.).

The ECVET TC NET is a ECVET network for the tourism and catering industry in Europe. It reflects all the important stakeholders in the sector which has some special factors to be regarded e.g. the fact that large parts of the training programmes and competences are provided by the service providers and tourism enterprises themselves which is the reason that all these stakeholders also need to be taken into account and included in the network activities.

The activities of the ECVET TC NET and especially the outputs lead to the fact that all different forms of VET in the tourism and catering field can be taken into account and can lead to ECVET credits based on the developed competence grids. Because of the fact that especially in the tourism and catering industry a lot of VET activities are directly provided by the enterprises and service providers which until now have not lead into any kind of recognition, the network can support that these activities

now have certain recognition and therefore also the participation rate in education and training will rise.

ECVET TC NET can support the ability of the learners and students to see their own learning process and receive a portfolio of competences which form the basis of the awarding of ECVET credits. With this the students take more responsibility for their own learning process as they can get credits for all different forms and outcomes of their learning process.

The European tourism policy clearly refers to the potentials of the Leonardo da Vinci Programme for mobility and development as the workforce mobility is one of the crucial factors for the development of tourism in Europe. ECVET TC NET with its developments and outputs clearly supports the work force mobility by providing instruments and models for mutual recognition of competences and qualifications and is therefore centrally supporting the European Tourism policy.

The development of a system for ECVET in the tourism and catering sector in Europe must be seen in front of the huge value of the tourism industry for the European economies and the fact that work force mobility and mutual recognition of learning outputs is of crucial importance for a positive development of the sector. Based on these facts the relevance of the network outputs and the network as such for the sector and the involved organisations in Europe is evident.


# Annexes

**Competence grids with recommended points**

**Cook**

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Personal appearance and work place hygiene3 | Personal hygiene and appearance | Professional appearance | Understanding and using professional dress code and hygiene. | Applying standards of professional dress code and hygiene. | 1 |
| | Working environment and premises hygiene | Clean working environment and equipment | Maintaining a safe, hygienic and secure working environment. | Applying standards of safe, hygienic and secure working environment | 2 |
| Work planning and organisation | Purchase | Arrange food and beverages | Understanding procurement of food and beverages correctly | Ordering, receiving and storage of food . | 2 |
| | Working with menus and receipts | Prescription card index | Organizing prescription card index | Developing and arranging prescription card index | 2 |
| | | International cuisine | Handling and exhibiting international food trends | Ability to work in multicultural environment. | 1 |
| | | Menu composition | Applying different aspects of menu composition including healthy, trendy, vegetarian and social meals preparing. | Arranging food correctly and composing menus for special meals. | 1 |
| | Food and meal decoration | Meal and varying course | Exercising receipts for different meals. | Planning and design standards for meal decorations. | 3 |
| | Organization of time and phase of the work | Time management | Organizing your own process. | Organizing and coordinating working process of others (subordinates) | 2 |
| | Regional information | Use of domestic products | Understanding and using local products and ingredients. | Planning menus and meals based on regional supply. | 2 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Operational skills | Food handling | Cooking techniques. | Using all kinds cooking techniques | Developing food preparation techniques. | 5 |
| | Meal preparation | Nutrition science | Understanding nutrition science. Analyze the origin of the food and the different food forms. | Applying nutrition science | 4 |
| | | Food | Controlling freshness and quality of the different kinds of food. | Controlling of the quality of food and planning the process of control. | 1 |
| | | Prepare, cook and finish health dishes. | Using basic cooking techniques (boiling, steaming, blanching, poaching, stewing and braising, frying, grilling, roasting and baking, combination cooking, microwaving, etc.,) | Mastering cooking techniques and developing new techniques for healthier and efficient food preparation | 10 |
| | Usage of kitchen appliances. | Handle the tools correctly | Using the tools correctly, in a safe and hygiene manner | Using different appliances and developing techniques for food preparatory process. | 2 |
| | | Cutting techniques | Using different kinds of cut techniques. | Applying all cutting techniques. Correct and safe use of all cutting and basic carving techniques. | 2 |
| | Cleaning and hygiene maintenance. | Performance of hygiene standards and HACCP. | Implementing hygiene standards and executes them. | Implementing, executing and developing standards of hygiene and sanitation. | 2 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Business skills | Calculations | Economically effective kitchen operation. | Calculating quantities and perform basic economical reports. Understanding and using kitchen report documents (e.g. invoices, orders, etc.) | Planning and executing food/materials purchase. Understanding and performing kitchen calculations. | 5 |
| | Records, planning, inventories, scheduling | Analyse, plan and organise the work. Manage archives and records. | Organising records of food, work, inventory and meals. | Planning and maintaining data storage, controlling products, inventory controlling, controlling the bill of delivery, contract of purchase / sales agreements. | 4 |
| | Computing skills | Using computer programmes. | Understanding basic computer programmes needed in nutrition and kitchen business. | Using software for effective and productive kitchen work. | 2 |
| Communication skills | Effective communication with colleagues | Team | Understanding and executing daily self working plan, whilst supporting the team | Planning, coordinating and supporting work of a team. | 1.5 |
| | Effective communication with management | Management | Using basic organization techniques and respect the leader-follower relations. | Maintain effective communication process with management. | 1 |
| | Effective communication with guests | Client | Recognizing different guest behaviour and basic communication models, tools and different languages. | Understanding and exercising professional etiquettes towards guests (politeness, hospitality, languages, culture, formal language, etc. | 1.5 |
| Health and | Environment | Sustainable and | Recognizing environmental and | Planning and executing health | 1 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| environment protection | and health standards | healthy environment. | health protecting standards. | and safety policy and procedures. | |
| | | Compliance with legislation | Recognizing and follow health and safety regulations for accident prevention, safety and emergency procedures. | Understanding and promoting eco and sustainable operations and policies. | 2 |

**Cook assistant**

| Field of work | Competences | Indicators | A1-Learning outcome | A2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Personal appearance and work place hygiene | Personal hygiene and appearance | Professional appearance | Understanding and using professional dress code and hygiene. | Applying standards of professional dress code and hygiene. | 1 |
| | Working environment and premises hygiene | Clean working environment and equipment | Maintaining a safe, hygienic and secure working environment. | Applying standards of safe, hygienic and secure working environment | 2 |
| Work planning and organisation | Preparatory work | Overall preparation | Recognizing the preparatory work for the kitchen working processes. | Executing preparatory work for the kitchen working processes. Use all kinds of preparation. | 3 |
| Operational skills | Food preparation and decoration. | Nutrition science | Recognizing different food forms and minimum nutrition requirements of average consumer. | Meaning and importance of food elements (nutrition elements). | 6 |

| Field of work | Competences | Indicators | A1-Learning outcome | A2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | | Food | Recognizing different kinds of food. | Exhibiting knowledge of different kinds of food and characteristic. | 5 |
| | | | Preparing food for cooking (cleaning, cutting, designing). | Exhibiting all kinds of food (fruits, vegetables, bread, soups, meat, and desserts). | 10 |
| | | | Preparing basic meals and perform assistance with demanding deals. | Exhibiting knowledge about food preparatory techniques and styles. | 5 |
| | | Regeneration, transportation | Selecting and using proper tools and equipment to regenerate different food. | Exhibiting correct methods of food regeneration. Preparing or regenerating foods to meet dish quality. | 2 |
| | | Food presentation and service | Recognizing the importance of food and meal decoration. | Exhibiting different styles of decoration. | 4 |
| | | Cut techniques | Recognizing cut techniques | Exhibiting different kinds of cut techniques. | **4** |
| | Kitchen appliances and tools | Kitchen appliances | Recognizing different kitchen appliances and their use. | Understanding and executing safe and effective use of appliances and tools. | 4 |
| Business skills | Calculation | Calculations and measures. | Recognizing the importance of calculations of meals, stocks, inventories, etc. | Understanding and executing basic calculations of menu composition, stock control, inventory management, etc. | 4 |
| | Promotion and sale | Selling process and image. | Recognizing the art of marketing | Understanding and helps executing basic marketing methods. | 1 |

| Field of work | Competences | Indicators | A1-Learning outcome | A2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | Purchase | Supply order and delivery. | Recognizing steps and documents in purchasing materials. | Understanding and executing simple ordering-delivering processes. Controls the quality and quantity of delivered goods. | 2 |
| Communication skills | Effective communication with colleagues | Team | Understanding and executing daily self working plan, whilst supporting the team | Planning, coordinating and supporting work of a team. | 1.5 |
| | Effective communication with management | Management | Using basic organization techniques and respect the leader-follower relations. | Maintain effective communication process with management. | 1 |
| | Effective communication with guests | Client and customer | Recognizing different guest behaviour and basic communication models, tools and different languages. | Understanding and exercising professional etiquettes towards guests (politeness, hospitality, languages, culture, , formal language, etc. | 1.5 |
| Health and environment protection | Environment and health standards | Sustainable and healthy environment. | Recognizing environmental and health protecting standards. | Planning and executing health and safety policy and procedures. | 1 |
| | | Compliance with legislation | Recognizing and follow health and safety regulations for accident prevention, safety and emergency procedures. | Understanding and promoting eco and sustainable operations and policies. | 2 |

**Waitress/waiter**

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Personal appearance and work place hygiene | Personal hygiene and appearance | Professional appearance | Understanding and using professional dress code and hygiene. | Applying standards of professional dress code and hygiene. | 1 |
| | Working environment and premises hygiene | Clean working environment and equipment | Maintaining a safe, hygienic and secure working environment. | Applying standards of safe, hygienic and secure working environment | 2 |
| Work planning and organization | Purchasing | Stocks and inventory | Understanding and executing process of ordering, delivery and storage of goods and materials. | Planning inventory order, delivery and control. Planning services and products offered by the business. | 3 |
| | Auditing | Economic of the working unit | Understanding the importance of auditing purchasing and sale process in working unit. Performing stock and inventory management | Applying appropriate control (audit) procedures. Developing useful and applied techniques for stock control. | 2 |
| | Calculations | Economical purchase of goods, kitchen calculation. | Calculating necessary quantities make a kitchen calculation. Controlling and executing purchase of goods. | Planning, executing and controlling purchase of good and materials. | 3 |
| | Preparations | Effective working environment | Understanding the importance of work preparations and execution of process. | Scheduling of staff, deliveries, opening hours, etc. | 1 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | | Effective working process and place. | Understanding and executing preparatory work for effective service. | Analyzing effectiveness and planning improvements for preparatory works in all operational areas. | 1 |
| | | Appropriate storage/warehouse display. | Understanding and executing storage for effective work. | Analyzing effectiveness and planning improvements for effective storage management. | 1 |
| | | Effective working process. | Understanding the importance of effective cooperation with other departments. Executing effective cooperation with other department. | Analyzing effectiveness and planning improvements for effective cooperation with different departments (e.g. kitchen). | 1 |
| Operational skills | Service performance | Quality of service | Understanding and using different service techniques at working area, at presence of the quest or without it (e.g. flambé, cutting, filleting…). Using different service styles (e.g. French, English, platter, etc.) | Reorganizing and planning special service techniques according to customers demand, expectations and resources. Basic knowledge of protocol. | 4 |
| | | Tables and area decoration | Understanding table cloth lore and table armchair standards in the restaurant and banquet area. Using simple forms of table | Planning and executing special covers (caviar, snails, crabs…). Create special decorations within a given budget framework for events. | 2 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | | | restaurant decoration. | | |
| | | Customer satisfaction | Understanding service techniques and process of guest care. | Planning and executing training of special service techniques. | 4 |
| | | Sale process | Taking orders and advising guests on meal selection. Understanding and handling the sales tools (e.g. menus). | Handling group orders, advising on event and venue menus for large groups. Preparing and designing different sales tools (e.g. menus). | 6 |
| | | Culture of serving | Understanding different culinary cultures and quests with different eating habits (e.g. culturally or physically conditioned). | Planning services for quests of different cultures and with different eating habits. | 4 |
| | | Equipment | Professional handling with common bar utensils and executing easy bar-flaring-movements. | Evaluating brands of bar equipment (cost-effectiveness-principle). Knowledge of trends in the sector of brand equipment. | 3 |
| | | Glassware | Understanding national and international standards of the glass culture and use it in catering business. | Implementing trends in the wine glass culture for degustation and select and use decoratively special glasses for different events. | 3 |
| | | Events | Knowledge of small indoor events organization and execution from the catering point of view. | Planning catering for events and service delivery in indoor and outdoor small events. | 4 |
| Business skills | Menu planning | Menu | Understanding menu | Planning comprehensive bills of | 3 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | | | composition. | fare for different types of catering businesses. | |
| | Marketing | Business success | Understanding basics of catering business marketing. | Planning marketing budget and actions for different types of catering services. | 2 |
| | Administration | Office work | Organizing office work according to special specifications, archiving documents, collecting, analyzing and storing data. | Planning, organizing and performing office work independently, archiving documents, collecting and analyzing data, storing data independently. | 2 |
| | Computer skills | Effective and productive working process. | Being able to use software for restaurant and bar operations. | Understanding pros and cons of different programs for catering industry. | 1 |
| Communication skills | Effective communication with colleagues | Team | Understanding and executing daily self working plan, whilst supporting the team | Planning, coordinating and supporting work of a team. | 1.5 |
| | Effective communication with management | Management | Using basic organization techniques and respect the leader-follower relations. | Maintain effective communication process with management. | 1 |
| | Effective communication with guests | Client | Recognizing different guest behaviour and basic communication models, tools and different languages. | Understanding and exercising professional etiquettes towards guests (politeness, hospitality, languages, culture, formal language, etc. | 1.5 |
| Health and | Environment and | Sustainable and | Recognizing environmental | Planning and executing health and | 1 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| environment protection | health standards | healthy environment. | and health protecting standards. | safety policy and procedures. | |
| | | Compliance with legislation | Recognizing and follow health and safety regulations for accident prevention, safety and emergency procedures. | Understanding and promoting eco and sustainable operations and policies. | 2 |

**Waitress/waiter assistant**

| Field of work | Competences | Indicators | A1-Learning outcome | A2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Personal appearance and work place hygiene | Personal hygiene and appearance | Professional appearance | Understanding and using professional dress code and hygiene. | Applying standards of professional dress code and hygiene. | 1 |
| | Working environment and premises hygiene | Clean working environment and equipment | Maintaining a safe, hygienic and secure working environment. | Applying standards of safe, hygienic and secure working environment | 2 |
| Work planning and organization | Preparations | Dining area | Recognizing basic standards of dining area settings. | Understanding and applying basic standards of dining area settings. | 3 |
| | | Back office | Recognizing basic standards of back office settings. | Understanding and applying basic standards of back office settings. | 3 |
| | | Storage room | Recognizing basic standards of storage room settings. | Understanding and applying basic standards of storage room settings. | 3 |
| Operational | Service | Drinks | Recognizing basic drinks and | Understanding and applying most | 5 |

| Field of work | Competences | Indicators | A1-Learning outcome | A2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| skills | | | simple service techniques. | common drinks and simple service techniques. | |
| | | Food | Recognizing most common food and meals and simple service techniques. | Understanding and applying most common food and meals and simple service techniques. | 5 |
| | Culinary culture | Service | Recognizing basics of regional culinary culture. | Understanding and applying basic knowledge of regional culinary culture. | 4 |
| | Use of appliances | Appliances and tools | Recognizing basic tools and appliances in service process. | Understanding and applying the knowledge of using basic appliances and tools in service process. | 5 |
| | Decoration | Tables and dining area | Recognizing basic kinds of table ware, decoration materials and napkin folding. | Applying knowledge about basic kinds of tableware, decoration materials and napkin folding. | 5 |
| | Glass culture | Glass | Recognizing national standards of the glass culture, glass cleaning and storing. | Understanding and practice national standards of the glass culture and use it in the simple restaurant business. Understand differences in quality of glasses (industrial or handmade). | 5 |
| | Eating culture | China and table ware | Recognizing and using basic china and table ware (e.g. cutlery, porcelain, etc.) | Understanding and practice use of different china and table ware. | 5 |
| | Sales | Sales process | Recognizing basic selling techniques in bar area. | Understanding and performing basic selling techniques in bar area. | 4 |
| Business skills | Administration | Office work | Understanding basics of administrations | Being able to assist with simple administration tasks. | 1 |

| Field of work | Competences | Indicators | A1-Learning outcome | A2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | Calculations | Profitable operations | Recognizing simple calculation methods. | Understanding basics of accounting for sales and monitoring | 1 |
| | Promotion and sales | Successful operations and sales. | Recognizing the art of marketing. | Understanding basics of marketing protocol within catering business. | 1 |
| Communication skills | Effective communication with colleagues | Team | Understanding and executing daily self working plan, whilst supporting the team | Planning, coordinating and supporting work of a team. | 1.5 |
| | Effective communication with management | Management | Using basic organization techniques and respect the leader-follower relations. | Maintain effective communication process with management. | 1 |
| | Effective communication with guests | Client | Recognizing different guest behaviour and basic communication models, tools and different languages. | Understanding and exercising professional etiquettes towards guests (politeness, hospitality, languages, culture, etc. | 1.5 |
| Health and environment protection | Environment and health standards | Sustainable and healthy environment. | Recognizing environmental and health protecting standards. | Planning and executing health and safety policy and procedures. | 1 |
| | | Compliance with legislation | Recognizing and follow health and safety regulations for accident prevention, safety and emergency procedures. | Understanding and promoting eco and sustainable operations and policies. | 2 |

**Bartender**

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Personal appearance and work place hygiene | Personal hygiene and appearance | Professional appearance | Understanding and using professional dress code and hygiene | Applying standards of professional dress code and hygiene | 1 |
| | Working environment and premises hygiene | Clean working environment and equipment | Maintaining a safe, hygienic and secure working environment | Applying standards of safe, hygienic and secure working environment | 2 |
| Work planning and organization | Purchasing | Stocks and inventory | Understanding and executing process of ordering, delivery and storage of goods and materials | Planning inventory order, delivery and control. Planning services and products offered by the business | 3 |
| | Auditing | Economic of the working unit | Understanding the importance of auditing purchasing and sale process in working unit. Performing stock and inventory management | Applying appropriate control (audit) procedures. Developing useful and applied techniques for stock control | 2 |
| | Calculations | Economical purchase of goods and calculation | Calculating necessary quantities. Make a calculation. Controlling and executing purchase of goods | Planning, executing and controlling purchase of goods | 3 |
| | Preparations | Effective working environment | Understanding the importance of work preparations and execution of process | Scheduling of staff, deliveries, opening hours, etc. | 1 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | | Effective working process and place | Understanding and executing preparatory work for effective service | Analyzing effectiveness and planning improvements for preparatory works in all operational areas | 1 |
| | | Appropriate storage/warehouse display | Understanding and executing storage for effective work | Analyzing effectiveness and planning improvements for effective storage management | 1 |
| | | Effective working process | Understanding the importance of effective cooperation with other departments. Executing effective cooperation with other departments | Analyzing effectiveness and planning improvements for effective cooperation with different departments | 1 |
| Operational skills | Service performance | Quality of service | Understanding and using different service techniques at working area | Reorganizing and planning special service techniques according to customers demand, expectations and resources | 3 |
| | | Bar decoration | Using simple forms of bar decoration | Create topic specific decorations within a given budget framework | 1 |
| | | Glassware | Understanding national and international standards of the glass culture, using it in business and knowing all glass names | Knowing, developing and implementing trends in the cocktail glass culture. Selecting and using decoratively special glasses for different cocktails. | 2 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | | Sale process | Taking orders, advising guests on cocktails and executing sales conversations | Handling group orders, advising on event and special cocktails for large groups. Preparing and designing different sales tools | 6 |
| | | Culture of serving | Understanding different culinary cultures and quests with different habits (e.g. culturally or physically conditioned) | Planning services for quests of different cultures and with different drinking habits | 2 |
| | | Equipment | Professional handling with common bar utensils and machines. Executing easy bar-flaring-movements | Evaluating brands of bar equipment (cost-effectiveness-principle). Knowledge of trends in the sector of brand equipment | 2 |
| | Cocktails | Ingredients | Making and knowing the most famous cocktail recipes (ingredients, glasses, ice, measuring units) | Making fancy cocktails | 8 |
| | | Decoration | Decorating cocktail glasses with fruits or vegetables | Create extraordinary cocktail decorations | 1 |
| | | Terminology | Knowing common bar terms on the international basis | Knowing common bar terms on the international basis in English | 2 |
| | | Aperitif / digestive | Preparing and offering common/classical aperitifs and digestives | | 2 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Business skills | Cocktails | Cocktail card | Understanding cocktail compositions | Planning a comprehensive cocktail card | 3 |
| | Marketing | Business success | Understanding basics of catering/hotel business marketing | Planning simple marketing activities with a given budget | 3 |
| | Administration | Office work | Organizing office work according to special specifications, archiving documents, collecting, analyzing and storing data | Planning, organizing and performing office work independently, archiving documents, collecting and analyzing data, storing data independently | 2 |
| | Computer skills software | Effective and productive working process | Being able to use software for restaurant and bar operations | Understanding pros and cons of different programs for the tourism/catering industry | 1 |
| Communication skills | Effective communication with colleagues | Team | Understanding and executing daily self working plan, whilst supporting the team | Planning, coordinating and supporting work of a team | 1.5 |
| | Effective communication with management | Management | Using basic organization techniques and respect the leader-follower relations | Maintain effective communication process with management | 1 |
| | Effective communication with guests | Client | Recognizing different guest behaviour, basic communication models, tools and different languages | Understanding and exercising professional etiquettes towards guests (politeness, hospitality, languages, culture, etc. | 1.5 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Health and environment protection | Environment and health standards | Sustainable and healthy environment | Recognizing environmental and health protecting standards | Planning and executing health and safety policy and procedures | 1 |
| | | Compliance with legislation | Recognizing and follow health and safety regulations for accident prevention, safety and emergency procedures | Understanding and promoting eco and sustainable operations and policie | 2 |

## Receptionist

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Personal appearance and work place hygiene | Personal hygiene and appearance | Professional appearance | Understanding and using professional dress code and hygiene. | Applying standards of professional dress code and hygiene. | 1 |
| | Working environment and premises hygiene | Clean working environment and equipment | Maintaining a safe, hygienic and secure working environment. | Applying standards of safe, hygienic and secure working environment | 2 |
| Work planning and organization | Filling and archiving | Know the meaning of guest files, deal with and analyse them | Change, analyse and improve structures of guest files. | Create, work, routine with guest files, serial letters, birthday mails, direct mailing, etc.) | 3 |
| Operational skills | Front office and concierge | Know the front office and concierge | Know the planning, organization and controlling of | Developing complex tasks within the front office area. | 3 |

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| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | | operations. | front office managers and concierge. | | |
| | Reservation management. | Find and realise long term reservation strategies. | Make complex group reservations, also in series with tour operators. | Develop a long term reservation strategies. | 3 |
| | | Check in-out. | Organizing and executing complex group-check-in/out, especially travel groups booking by travel operators. | Planning new media intense strategies of check in/out. | 4 |
| | Selling | Know the sales strategies and techniques. | Understand principles of up- and down selling and active responding to guests regarding typical services. | Applying independently process of selling complex services also in foreign language. | 4 |
| | | Handling with different payment methods. | Collect payments in different methods and currencies. | Analysing and organizing collected payments. Make and plan reports. | 2 |
| | Advising | Providing visitors with tourist information on local environment. | Deliver fundamental advisor functions and inform the guest on the national level. | Planning process of intensive national and international advisor functions, also in foreign languages. | 2 |
| | | Comparable service and infrastructure quality. | Executing the attention of guest to the cost/benefit of the respective bedding or room category. | Target-group-specific offer of the different bedding and room categories. | 2 |
| | Customers care | Demarcation of customer layers and | Collect the regular customers by EDP monthly. | Planning and developing protocols of customer loyalty programs. | 3 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | | correct regular customer care. | | | |
| | Foreign languages | Multicultural communication | Understanding and exercising business communication in two foreign languages. | Exercising knowledge of languages by applying grammar, vocabulary and cultural specific of two foreign languages. | 5 |
| | Complaint management | Customer satisfaction and quality services | Understanding and exercising basics of complaint management and quality services protocols. | Handling demanding complaint management processes and quality management skills. | 2 |
| Business skills | Revenue and yield management | Effective yield management. | Executing correct methods of negotiating to reach the medium-term department-specific defaults. | Improving strategies and daily self control measures regarding the revenue and yield management. | 3 |
| | Proficient use of information technology. | To serve usual branch specific software packages for individual enterprises and hotel chains in German and English version. | Work and use guest histories by EDP, know the basic EDP programs of the enterprise. | Learn main features of the yield management by means of EDP programs, simple sales management programs and guest relation programs. | 4 |
| | Offer planning. | Attractive and competitive offer. | Planning general and customized programs for guests. | Planning offer according to latest trends in customer leisure behaviour | 3 |
| | Financial and payment | Effective and proper financial | Accepting and registering payments. | Accepting and registering payments by different methods and | 2 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | operations. | performance. | | means. | |
| | Role and hierarchy understanding | Know the family tree in the front office department, find your own role and make a personal career plan. | Be aware of all tasks and obligations within the department and reflect yourself over the fulfilment. | Be aware of professional development and develop a personal career plan. | 2 |
| | Calculations and monitoring. | Operations control. | Understanding and executing basic controlling methods and calculations. | Plan and execute front office calculations and monitoring. | 3 |
| Communication skills | Effective communication with colleagues | Team | Understanding and executing daily self working plan, whilst supporting the team | Planning, coordinating and supporting work of a team. | 1.5 |
| | Effective communication with management | Management | Using basic organization techniques and respect the leader-follower relations. | Maintain effective communication process with management. | 1 |
| | Effective communication with guests | Client | Recognizing different guest behaviour and basic communication models, tools and different languages. | Understanding and exercising professional etiquettes towards guests (politeness, hospitality, languages, culture, etc. | 1.5 |
| Health and environment protection | Environment and health standards | Sustainable and healthy environment. | Recognizing environmental and health protecting standards. | Planning and executing health and safety policy and procedures. | 1 |
| | | Compliance with | Recognizing and follow health and safety regulations for | Understanding and promoting eco and sustainable operations and | 2 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | | legislation | accident prevention, safety and emergency procedures. | policies. | |

**Room maid**

| Field of work | Competences | Indicators | A1-Learning outcome | A2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Personal appearance and work place hygiene | Personal hygiene and appearance | Professional appearance | Understanding and using professional dress code and hygiene. | Applying standards of professional dress code and hygiene. | 1 |
| | Working environment and premises hygiene | Clean working environment and equipment | Maintaining a safe, hygienic and secure working environment. | Applying standards of safe, hygienic and secure working environment | 2 |
| Work planning and organization | Space and material management | Productive work | Recognizing the importance and effect of proper work preparations. | Applying techniques for effective work preparations. | 3 |
| Operational work | Cleaning techniques | Effective working process | Recognizing different cleaning techniques and its effect on working outcome. | Applying properly different cleaning techniques for high quality performance. | 1.5 |
| | | | Identify risks for damaging materials with using inappropriate cleaning techniques. | Applying proper techniques for different materials (e.g. furniture, linens, etc.). | 1.5 |

| Field of work | Competences | Indicators | A1-Learning outcome | A2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | Cleaning materials | Effective working process | Recognizing different cleaning materials and its effect on working outcome. | Using proper different cleaning materials for high quality performance. | 1 |
| | | | Identify risks for damaging materials with using inappropriate cleaning materials. | Using proper cleaning materials (e.g. cloths, detergents, etc.). | 1 |
| | Quality guests and employee environment | Guests and employee satisfaction. | Recognizing the effect of smell, temperature and indoor/outdoor appearance on guests and employee satisfaction. | Applying standards for high quality effect of smell, temperature and indoor/outdoor appearance on guests and employee satisfaction. | 1.5 |
| | | | Identifying and recognizing different indoor/outdoor decorations. | Applying different indoor/outdoor decorations. | 1.5 |
| | Maintenance and quality inspection. | Quality duration | Understanding the importance of appliances and materials quality on overall success of the hotel operations. | Applying techniques for inspection and basic maintenance of materials and appliances. | 2 |
| | Cleaning tools and equipment handling. | Outstanding and efficient performance. | To handle simple cleaning tools and appliances. | To plan purchase and implementation of most effective and appropriate cleaning tools and appliances. | 3 |
| | Handling electrical and technical equipment. | Satisfactory and sustainable performance. | Recognizing in room electrical and technical equipment. | Understanding operational characteristics and potential malfunctions of electrical and technical equipment. | 2 |
| Business | Order and | Economical and | Understanding sustainable | Applying sustainable techniques to | 2 |

| Field of work | Competences | Indicators | A1-Learning outcome | A2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| skills | delivery execution. | sustainable use of cleaning materials. | materials, energy, waste and water supply saving techniques. | costs and environmental impacts. | |
| Communication skills | Effective communication with colleagues | Team | Understanding and executing daily self working plan, whilst supporting the team | Planning, coordinating and supporting work of a team. | 1.5 |
| | Effective communication with management | Management | Using basic organization techniques and respect the leader-follower relations. | Maintain effective communication process with management. | 1 |
| | Effective communication with guests | Client | Recognizing different guest behaviour and basic communication models, tools and different languages. | Understanding and exercising professional etiquettes towards guests (politeness, hospitality, languages, culture, etc. | 1.5 |
| Health and environment protection | Environment and health standards | Sustainable and healthy environment. | Recognizing environmental and health protecting standards. | Planning and executing health and safety policy and procedures. | 1 |
| | | Compliance with legislation | Recognizing and follow health and safety regulations for accident prevention, safety and emergency procedures. | Understanding and promoting eco and sustainable operations and policies. | 2 |

**Guest relations assistant**

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Personal appearance and work place hygiene | Personal hygiene and appearance | Professional appearance | Understanding and using professional dress code and hygiene. | Applying standards of professional dress code and hygiene. | 1 |
| | Working environment and premises hygiene | Clean working environment and equipment | Maintaining a safe, hygienic and secure working environment. | Applying standards of safe, hygienic and secure working environment | 2 |
| Work planning and organization | Applied research methods | Customer behaviour research and trends. | To execute simple methods of the behaviour research. To follow trends. | To execute and analyse different methods of the behaviour research. | 1 |
| | Quality management | High quality services | Understand and execute process and services according to basic quality standards. | To plan, control and adjust quality indicators and their results. | 2 |
| | Communication tools | Effective and attractive information communication materials. | To prepare and distribute information material. | To plan and create information communication tools and materials. | 3 |
| | Customer segmentation | Effective market segmentation. | To execute segmentation concerning specific costumers attributes and characteristics. | To manage customer contact information and plan recovery and customer loyalty program. | 2 |
| Operational skills | Event organization | Customer satisfaction and sales success. | To execute simple events. | To plan events from organizational to execution part. | 2 |
| | Event execution | Successful event management and | Applying event organization and operation techniques (e.g. | Planning organization and execution of events (e.g. from staff to | 1 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | | operations. | handling with technical elements). | infrastructure). | |
| | Animation skills | Attractive animation program | Distinguishing different types of animation and executing simple animation skills. | Planning animation programs for different users (e.g. kids, youngsters, adults, sports, etc.). | 8 |
| | Complaints management. | Satisfied and loyal guests. | Take and handle simple complaints and organizing complaint placements to responsible person. | To plan customer complaint solution process and distribute through different departments. | 1 |
| | Hospitality services | Attractive activity program | Arrange travel and extra services for hotel guests and to communicate with suppliers. | To plan and organize relations with local suppliers of different travel related services. | 2 |
| | | Successful sale program | Implement planed sales program for additional hotel and destination services. | To organize relationship of a hotel with destination and plan mutual benefit programs. | 2 |
| | | Supplement services | Organizing transfers, pick-ups and drop-off, luggage handling, special events coordination, etc. | Planning and developing service program according to its effects on overall success of the company. | 3 |
| | | Guest in the house program | Execute guest in the house program activities to meet guest's needs and expectations. | To plan and coordinate guest in the house activities program. | 4 |
| | | Service after sales | Understanding and analyze the effectiveness of service after sales instrument | Plan service after sales activities. | 2 |
| Business | Sales | Successful hotel | Applying basic selling | Plan indoor supply program and | 8 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| skills | techniques | sales | techniques to boosts hotel's indoor sale. | activities (e.g. boutiques, lounge supply, etc.). | |
| | Office work | Efficient office work. | To be efficient in handling with regular office equipment (e.g. fax, computer, basic software, phone, etc.). | To plan and organize office work and equipment for efficient administrative operations. | 2 |
| | Archiving and database managing | Efficient database and archives. | Applying database and file management techniques and analyzing methods. | To plan and organize work routine with guest files including regular guests, VIP guests and others. | 2 |
| | Customer communication | Effective and loyal customer network | To manage and update customer database. | To communicate competitive advantages to specific customers. | 1 |
| | Rhetoric skills | Effective speaking and communication performance. | To apply theoretical basics of consulting and selling communication. | To organize and evaluate consulting, selling, negotiations independently | 4 |
| Communication skills | Effective communication with colleagues | Team | Understanding and executing daily self working plan, whilst supporting the team | Planning, coordinating and supporting work of a team. | 1.5 |
| | Effective communication with management | Management | Using basic organization techniques and respect the leader-follower relations. | Maintain effective communication process with management. | 1 |
| | Effective communication with guests | Client | Recognizing different guest behaviour and basic communication models, tools and different languages. | Understanding and exercising professional etiquettes towards guests (politeness, hospitality, languages, culture, etc. | 1.5 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Health and environment protection | Environment and health standards | Sustainable and healthy environment. | Recognizing environmental and health protecting standards. | Planning and executing health and safety policy and procedures. | 1 |
| | | Compliance with legislation | Recognizing and follow health and safety regulations for accident prevention, safety and emergency procedures. | Understanding and promoting eco and sustainable operations and policies. | 2 |

**Sales and Marketing assistant**

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| Personal appearance and work place hygiene | Personal hygiene and appearance | Professional appearance | Understanding and using professional dress code and hygiene. | Applying standards of professional dress code and hygiene. | 1 |
| | Working environment and premises hygiene | Clean working environment and equipment | Maintaining a safe, hygienic and secure working environment. | Applying standards of safe, hygienic and secure working environment | 2 |
| Work planning and organisation | Analysis and reporting. | Effective work process | Identify simple business analysis and time management techniques. | Planning analytical and reporting process (e.g. scheduling, delegating, etc.). | 3 |
| | Planning | Effective planning | Understanding simple planning techniques for financials and business portfolio. | Applying comprehensive business planning. | 6 |
| Operational skills | Research | Effective data background for | Applying basic market research methodology. | Planning market research process, evaluating reports and creating | 4 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | | decision-making. | | strategies. | |
| | Positioning | Good market position | Using market segmentation, target market agreement and market positioning. | Planning and implementing ideas for the unique selling position of specific products/topics. To execute general marketing activities. | 5 |
| | Planning | Strategic marketing | Applying and implement general marketing activities. | Planning and organizing marketing activities and strategies. | 4 |
| | Marketing mix | Successful marketing. | Understanding importance of efficient 4P and 7P. | Independently applying strategies for "P" implementation. | 4 |
| | Foreign languages | Multicultural communication | Understanding and exercising business communication in two foreign languages. | Exercising knowledge of languages by applying grammar, vocabulary and cultural specific of two foreign languages. | 5 |
| | Presentations | Public performance | Understanding public performance skills and techniques. | Executing independently public presentations. | 2 |
| Business skills | Selling | Successful sales records. | Understand importance and techniques of selling (e.g. hard, soft, etc.). | Planning and applying selling techniques according to product and customer situation. | 5 |
| | Accounting and financials | Productive operations | Understanding and applying simple accounting and financial analysis techniques. | Analyzing accounting and financial reports for strategic planning. | 9 |
| | Reporting | Transparent operations | Understanding and executing simple reporting methods. | Planning and applying comprehensive reporting methods. | 3 |
| Communication skills | Effective communication with | Team | Understanding and executing daily self working plan, whilst supporting the team | Planning, coordinating and supporting work of a team. | 1.5 |

| Field of work | Competences | Indicators | B1-Learning outcome | B2- Learning outcome | Credit points |
|---|---|---|---|---|---|
| | colleagues | | | | |
| | Effective communication with management | Management | Using basic organization techniques and respect the leader-follower relations. | Maintaining effective communication process with management. | 1 |
| | Effective communication with guests | Client | Recognizing different guest behaviour and basic communication models, tools and different languages. | Understanding and exercising professional etiquettes towards guests (politeness, hospitality, languages, culture, etc. | 1.5 |
| Health and environment protection | Environment and health standards | Sustainable and healthy environment. | Recognizing environmental and health protecting standards. | Planning and executing health and safety policy and procedures. | 1 |
| | | Compliance with legislation | Recognizing and follow health and safety regulations for accident prevention, safety and emergency procedures. | Understanding and promoting eco and sustainable operations and policies. | 2 |

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