



**Erasmus+ project “Language skills and intercultural issues  
in the hospitality industry: Unity in diversity in the EU labour  
market”**

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**COURSE CERTIFICATION AND COURSE INTEGRATION IN  
CURRICULA**

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## Introduction

The European Council and the Council of the European Union have adopted a revised recommendation on Key competences for lifelong learning (23 May, 2018), wherein it is stated that “everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market”<sup>i</sup>. Further on it is stressed that “the key competences are all considered equally important; each of them contributes to a successful life in society. Competences can be applied in many different contexts and in a variety of combinations. They overlap and interlock; aspects essential to one domain will support competence in another. Skills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences”<sup>ii</sup>.

Multilingual competence is mentioned as the second key competence among the eight key competences. “This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs. Languages competences integrate a historical dimension and intercultural competences. It relies on the ability to mediate between different languages and media, as outlined in the Common European Framework of Reference. As appropriate, it can include maintaining and further developing mother tongue competences, as well as the acquisition of a country's official language(s)”<sup>iii</sup>.

Language competence, namely communication and understanding, collaboration, networking and cultural awareness are essential in ensuring both professional and personal satisfaction. These are the spheres to which the outputs of the current project may contribute, therefore the following document has been created to show the possible use of the project outputs created.

The feedback received at Multiplier Events held in the Partnership countries and various dissemination seminars and workshops conducted in the project countries and beyond, pointed to the course significance for VET learners and employees of tourism and hospitality industry in particular. Moreover, the participants of the Multiplier Events – language teachers, teacher educators, and industry stakeholders – indicated that the courses created will be useful for formal and non-formal education institutions, both for all adult learners and VET learners at

universities, colleges, vocational schools, industry specific courses and even at secondary education institutions. The course will help improving language competence in any of the 16 languages selected as well as increase cultural knowledge on cultural and linguistic peculiarities of the partner countries and the European countries in general and on the world cultures our tourists and customers come from.

The current report comprises course certification requirements and practical measures to be done to integrate the course in regular curricula of partner institutions on different levels, also how the course may be provided to wider audiences.

### **Course Certification Requirements and Practical Measures for Course Integration in Regular Curricula**

According to the research of documents conducted, as our education institutions are recognised by the country (licensed/accredited where applicable) and have Lifelong Learning departments and/or Adult Education Centres, in most countries there is no need in specific course certification if incorporated as a part of the institution's regular curricula. The main requirement is that the content has to be in line with the study/learning programmes offered at the education institution. However, specific requirements are applied if we want to register the course and issue certificates. Below information on the measures to be taken in our countries is summarised.

#### **Croatia**

##### ***Course Certification***

Regarding the course certification, if TUSDU give classes at their school every teacher is free to change 20% of his/her operative program for the whole academic year. They do not need any permission for that.

For giving the course for adult learners they need permission of Ministry of Education. In such a case it is necessary to get the permission – the school has to negotiate to Ministry of Education and receive it.

##### ***Course Integration in Institution's Regular Curricula and Other Institutions***

TUSDU will use the project outputs both with the industry and VET institutions:

- Hotel and catering industry;
  - TUSDU will offer the course to all hotels in Dubrovnik and beyond of it. There will be an e-mail sent to them with a brief explanation on how to use the e-Learning platform and mobile app, in case they need any help, they might get it at TUSDU. It can be offered both to tourist employees and young guests as well.
  - TUSDU will also offer the course to Labour exchange; they might be very interested in it. TUSDU got a very positive feedback from stakeholders working in the hotel. They can provide it to the unemployed season workers and future tourism employees who are willing to improve their language skills before/for a peak season and that would be a great opportunity to have it free of charge.
- Vocational schools and secondary schools
  - Teachers of foreign languages at TUSDU – secondary school have decided to integrate parts of the course in their regular curricula.
  - The modules of A2/B1 level are excellent for learning and improving new vocabulary as they offer so many different topics and texts intended for the students of hotel and tourist technicians, hospitality commercials, cooks, waiters and pastry cooks as well.
  - The modules of B2/C1 are also excellent, especially for gaining information on different topics and new vocabulary. The module Financial Management is perfect for accountants, offered by TUSDU economic programmes, which proves that the course can also be used for other programmes not only tourism.
  - That would be a great opportunity to offer it to Economic and Trade School in Dubrovnik and beyond of it as well.
  - Since there is the third language taught at TUSDU usually at A1 level (German, Spanish, Italian and French) and what language is taught in certain year it depends on students interested in the program so this material can be also used for them as well.
  - The course will also be offered to all secondary schools for catering and tourism and to all higher vocational schools for tourism in Croatia as well as to faculties of tourism and faculties that offer tourism modules. TUSDU will present them the course and the e-Learning platform with a short description how to use the platform and where to find all instructions and information on the platform by e-mail and will also offer to give presentations at school if they are interested in.
- The Ministry of Education, Science and Sport.

- TUSDU will also contact the Ministry of Education, Science and Sport to present them the course and the e-Learning platform and all the advantages that they offer. The idea is to persuade the Ministry of Education, Science and Sport to recommend the course as an additional tool for teachers in secondary schools and higher vocational schools.

## Latvia

### ***Course Certification***

Turība University is a state licensed and accredited tertiary education institution providing EQF Level 5, EQF Level 6, EQF Level 7 and EQF Level 8 education. The University has Lifelong Learning Department as well as an accredited Professional Development Centre providing formal and non-formal education to adults – various courses, seminars, professional development programmes for various branches of national economy, including tourism, hospitality industry, services, etc. It also offers language courses of different language proficiency levels in English, German, Russian, Spanish, French and Latvian.

As Turība University is accredited and has the Lifelong Learning department and the Adult Education Centre, there is no need in specific course certification if incorporated as a part of the institution's regular curricula. The requirement is that the content has to be in line with the study programmes.

### ***Course Integration in Institution's Regular Curricula and Other Institutions***

- VET learners;

The following modules will be used as a part of everyday language teaching/learning at the University Bachelor programmes:

- All A1 modules of German, French, Spanish and Russian will be used either in regular classes or as supplementary material for Tourism and Hospitality Management curriculum (1<sup>st</sup> and 2<sup>nd</sup> semester) as the students study a third language by their choice from 0 level. Students choose one of the languages thus each year one or several of the languages mentioned will be used, depending on students' language preferences.
- All A1 modules of Latvian will be used as supplementary material for teaching international students the Latvian language.

- A2/B1 Spanish, Russian, German and French modules will be included in regular classes for Tourism and Hospitality Management curriculum (2nd, 3rd, 4th semester). All the modules may be used, depending on the teachers' wishes, as all of them are in line with regular curriculum. The language choice depends on the students' language preferences.
  - Some A1 Spanish, Russian, German and French modules will be included in regular classes for Public Relations and International Communication curricula (3rd semester). These students study the third language by choice either.
  - Some A2/B1 Spanish, Russian, German and French modules will be included in regular classes for Public Relations and International Communication curricula (4th semester). These students study the third language by choice either.
  - A2/B1 English modules will be included in regular classes for Tourism and Hospitality Management and Events Management curricula (2nd and 4th semester) for the learners having a lower level language competence, especially evening and part-time students.
  - B2/C1 English modules will be included in regular classes for Tourism and Hospitality Management and Events Management curricula (2nd, 3rd, 4th semester) as regular tasks and independent studies.
  - Some B2/C1 English modules will also be included in regular classes for other students – Business Administration, Public Relations, International Communication, Business Logistics, Financial Management (1st, 2nd, 3rd semester).
  - Intercultural and Country modules will be used as supplementary material for teaching/learning English to students from all curricula, in particular for the students of Tourism and Hospitality Management curriculum for the study course Intercultural Communication.
  - The materials will be incorporated in teaching college level *Hospitality Management* students in the branches of Turība in Cēsis (Vidzeme region), Liepāja and Talsi (Kurzeme region) whose students are mostly industry representatives running their own hospitality enterprise who need to upgrade their knowledge and skills.
- University staff;
- The Learning course will be offered to Turība University non-academic, supportive staff in order to improve their language skills and intercultural

competence when working with international students, communicating with them on a daily basis. They already piloted A1 courses during the piloting period of spring 2018 and they had a workshop and consultancy was provided as well. They will later be introduced to A2/B1 courses as well.

- During dissemination seminars academic staff of Turiba University had a workshop on the Moodle Learning platform and they were introduced with the courses created. The academic staff will be addressed and they will be urged to continue improving their language competences by using the given course.
- Participants of multiplier event;
  - Language teachers – participants of the Multiplier Event held in Riga, will be send information on the project outputs. They will receive passwords and they will be able to use the course or several its parts to teach their VET students or increase their own language competences.
- The Tourism and Hospitality Industry.
  - The industry will be reached via the stakeholders who participated at Dissemination events as well as via University contacts. They will be contacted via e-mails and over telephone and information will be provided to them on the Learning course available for their staff development.
  - The course may be offered via University Adult Education Centre and Lifelong Learning Department. No specific certification required for non-formal education course. All successful course participants will be issued certificates of Turiba University as a proof of non-formal learning done. If the University decides to offer the course as a formal education course, then a licence for the given course has to be obtained from the Ministry of Education and Science.

## **Slovenia**

### ***Course Certification***

Including a new study course or school subject in Slovenia will require the approval and certification of the Ministry of Education, Science and Sport. However, Ekonomska šola Murska Sobota will ask the Institute of the Republic of Slovenia for Vocational Education and Training (CPI) to help spread the word about the course and the e-learning platform. As the most important organisation regarding vocational programs besides the Ministry of Education, Science and Sport they have access to all schools and can recommend the course to them. The advantages of the course are that it was created within an EU project and by different European

partners; it was tested by educational institutions as well as by stakeholders in different European countries; there are testing results and analysis and finally it is free available to anyone.

### ***Course Integration in Institution's Regular Curricula and Other Institutions***

- VET institutions;
  - However, it is possible to offer the given language courses to VET learners in Ekonomska šola Murska Sobota or to other institutions if they are interested in. They can also include separate courses or modules in the regular curriculum for secondary school students as well as for students of higher vocational education without any special certification by the Ministry of Education, Science and Sport.
  - Teachers of foreign languages as well as Slovenian teachers at Ekonomska šola Murska Sobota have already decided to integrate parts - modules of A1, A2/B1 and B2/C1 language courses in the new school/study year. As there are Slovenian students who have difficulties with their mother tongue, Slovenian teachers think that the e-platform is a good tool for them to practise and to improve their mother tongue skills. Foreign language teachers see the e-platform as additional value to the classical language courses they do in class and students have already shown their approval during the testing period.
  - The Secondary school for hospitality and tourism Radenci, where the project and e-learning platform was presented, has already shown interest in the courses and asked for a workshop on how to use the modules and materials in autumn.
- Tourism and hospitality industry;
  - The biggest spa in the region, where Ekonomska šola Murska Sobota had a dissemination event and seminar, also asked for a workshop for their employees from former Yugoslavian countries as they especially needed to learn and improve their knowledge of the Slovenian but also other foreign languages.

## **The United Kingdom**

### ***Course Certification***

In the UK it seems that the main way to have a course certified is to become a member of the CPD Certification Service. This stands for Continuing Professional Development. Large numbers of organizations already use it for their courses and development programmes, including universities, colleges, companies and training centres of all types.

### ***Course Integration in Institution's Regular Curricula and Other Institutions***

Primrose is not part of an educational institution and Primrose has not found any university or college that offers courses combining hotel management and languages. A good number offer Hotel Management but Primrose has found none that include a language in the course. Very many offer language courses but unrelated to the Hotel business. Trying to persuade those that run Hotel Management courses to include a language is far from easy as their teaching staff rarely include language teachers.

The one area where Primrose has generated some interest is those that offer language courses as it is not difficult to add some tourism and hotel activities as part of their course.

Thus the main contribution will be constantly informing institutions of the possibility to integrate the project outputs into their curricula. Here is the list of the institutions:

- Education institutions:

London College of Hospitality & Tourism, University of West London, Birmingham University - Hospitality & Tourism, Strathclyde University – Hospitality, Glasgow, Oxford Brooks University – Hotel & Tourism Management, Oxford, Liverpool John Moores University – Hotel management, Sheffield Hallam University – Tourism, London Hotel School, Chiswick, London;

- Accommodation sector of Cambridge:

Royal Cambridge Hotel, Holiday Inn Cambridge, Tamburlaine Hotel, Felix Hotel, Hilton Hotel, Ramada Hotel, Regent Hotel.

## **Italy**

### ***Course Certification***

In Italy schools can issue certificates with legal value only if the school issuing the certificates has been awarded an ISO 9001/2000 quality accreditation. The ISO 9001/ 2000 quality certificate lasts for one year and can be renewed if regular inspections guarantee that the quality protocol is respected. ISO 9001/2000 requires: 1) user friendly standard, 2) demonstration of customer satisfaction, 3) customer – focused aims, 4) quality objectives, 5) quality management system planning, 6) internal communication, and 7) provision of resources to establish and maintain quality. However, schools in Italy can provide certification of attendance for courses organised by the school itself with no legal value outside it. For instance the school may organise courses for its students whose attendance and completion may give

students “credits” which will affect the state exams final grade. These accreditation requirements are similar to those that are required for higher education institutions and VET institutions all over the European Union.

### ***Course Integration in Institution’s Regular Curricula and Other Institutions***

Nino Bergese will ensure the spread of the course to various audiences:

- providers of accommodation and catering services;
  - Nino Bergese will ensure a widespread promotion of the contents included in the course and addressed to hospitality employees and managers. The stakeholders who participated in the multiplier event showed great interest in the course so they will be frequently contacted via e-mail invited at our institution for further piloting sessions.
- tourist information offices and other tourism businesses;
  - Nino Bergese will send detailed information about the course to the local tourist office and the various information points scattered around the city of Genoa. Particular emphasis will be put on the digital maps as an extremely useful tool to give directions to tourists who often turn to the tourist offices or information points to make their way around the city. Travel agencies will also be informed about the course and everything related to it.
- adult language courses and language schools;
  - Nino Bergese has been providing courses addressed to adults for a long time. Its evening courses are in fact addressed to adults who already work in the sector of hospitality and wish to obtain an official secondary school certification. The evening course students will therefore be a primary target and they will be encouraged to exploit all the tools provided by the course. Teachers will evaluate their learning progresses through the e-learning platform. Adult education centres and language schools will be invited to participate in presentation and piloting sessions and will receive all the necessary information to use the course material at best.
- vocational schools and secondary schools;
  - As a vocational education provider, Nino Bergese has already promoted the contents of the course to language teachers and students who participated in a number of piloting sessions related to the various sections of the program. Nino Bergese will continue to do so and will aim at integrating the course syllabus in

the regular school curriculum. Furthermore, other local and national institutions providing vocational education as well as those providing general secondary education will be informed about the wide-ranging learning opportunities offered by the course. The school will always be a reference point for those wanting to approach the course and delve deeper in its contents and finalities. The A2/B1 module will provide basic tools to first and second year students, while the more advanced B2/C1 module will serve as a more specific learning enhancement for third, fourth and final year students who have chosen their professional specialisation.

- tertiary education providers.
  - Nino Bergese is not an accredited institution, therefore it will not be able to issue official certification of the course. Nevertheless, the contents included in the course may be used to enhance the educational offer and afternoon optional courses based on the course may be organised so that the students will earn some school credits by attending them.

## Romania

### ***Course Certification***

The procedure of course integration in the educational system in Romania includes the following regulations having a normative function:

- Law for national education 1/2011, covering secondary, technological and tertiary education;
- Government Decision nr.140/2017 regarding the domains and specializations/university study programmes for year 2017/2018;

The course integration is supervised by the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

### ***Course Integration in Institution's Regular Curricula and Other Institutions***

The course or part of the material developed within the project "*Language Skills and Intercultural Issues in the Hospitality Industry: Unity in Diversity in the EU Labour Market*" will be introduced:

- at Sapientia University;

- Faculty of Miercurea Ciuc as part of the general language courses for philology students and other specializations, such as: engineering, economics, tourism management, sociology and public relations students; they expect that all study levels of the course, from A1-C1, will be useful for the respective students and their teachers; it will be especially useful for masters' students in Translation and interpretation as a basic material where they can practice their translation and interpretation skills;
  - The Learning course will be offered to Sapientia University, Faculty of Miercurea Ciuc academic and non-academic, supportive staff in order to improve their language skills and intercultural competence. The course will be introduced to them, consultancy will be provided as well.
- for VET institutions;
- Sapientia University will write a recommendation letter to all vocational schools specializing in vocational education in tourism and will offer the course, if needed, together with the face-to-face guidance of their teachers. At the same time, Sapientia will provide Harghita County School Inspectorate with the link of the e-learning platform and the guidelines necessary to use the project material.
- for adult learning;
- The material will also be available for the adult educational institutions in Miercurea Ciuc and the region (Spektrum Educational Centre, Kalot Association, etc.)
- for tourism and hospitality industry staff;
- The Multiplier Event organized at Sapientia University in June 2018 was an excellent opportunity to make the learning platform and the course material known to some of the industry representatives. As the course will be available on the institutional website, Sapientia will organize an e-mail campaign to publicize the material to other tourism and hospitality providers;
  - Through the Tourism Destination Management Cluster of Harghita County the project outcomes can also be very effectively disseminated and promoted.

## Lithuania

### ***Course Certification***

Activities of the Vilnius Business College are based on the established Quality Management System that complies with ISO9001:2008 standards and the Standards and guidelines for

quality assurance in the European Higher Education Area (ESG). QUALITY MANAGEMENT SYSTEM covers major fields of Vilnius Business College activities:

- registration of applications for study;
- student selection, admission and official registration;
- study planning and organization;
- study implementation;
- internship organization;
- final assessment;
- informing graduates on career opportunities;
- staff and teachers selection, employment, periodical maintenance of competence;
- preparation of methodological studies;
- infrastructure management (including IT).

External evaluation of both institution and study programs is regularly carried out within the college.

The College as a registered non-university higher education institution has a right to conduct courses and classes which are in alignment with the College approved study programmes. Therefore course certification requirements are set by the College itself in its inner procedures and regulations. As the given courses are informal education, there are no special government-regulated requirements.

### ***Course Integration in Institution's Regular Curricula and Other Institutions***

The College employs and promotes blended learning, therefore the use of UID platform and its tool will be of utmost importance to the learners. The teachers who will employ this tool work in different sectors and spheres (hospitality, IT, tourism, etc.), they bring their knowledge into the classroom, so the exchange of good practice enhances the use of the learning platform.

- VBC want to include a new study course in the country level, it has to be in compliance with the specification of the College / University and the study fields it offers, and approved and accredited by the SKVC – Centre for Quality Assessment in Higher Education.
- Teachers are free to include the course created into their subjects taught if they like, if it fits their curriculum. If it is clearly related to their subject taught, they don't need any regulations by any authorities.

- If VBC want to introduce a course, they introduce it as a part of the College activities, devised by professionals, developed by 9 countries, funded as an EU project. No specific certification is necessary.

As Vilnius Business College is recognized by SKVC as an official non-university higher education institution, VBC has an authority and certain autonomy to introduce any course or part of it as informal education, regulated only by its internal procedures and documentation.

## **Turkey**

### ***Course Certification***

According to the regulations of Turkey it is not possible to give the course certification officially after finishing this course or use it as a new school subject. The course must be a part of In-service Training Ministry of Education or Public Education Center program. It is possible to give the course but only Participation certificates after the course may be issued.

### ***Course Integration in Institution's Regular Curricula and Other Institutions***

However, Turkey can use moodle learning platforms, e learning platforms and mobile applications as supplementary resources at the VET schools or at language schools in Kütahya. Therefore, they will also use the project outputs at their VET schools.

The industries can apply Kütahya Governorship to take a course about the moodles and the platform which can be given the course and at the end it is allowed to issue participation certificates.

Turkey is also ready to train language teachers of VET schools in Kütahya and then they can use the project outputs as a supplementary resource for their lessons.

## **The Czech Republic**

### ***Course Certification***

In the Czech Republic the course can get a status of formal further education / retraining only by accreditation from the Ministry of Education, Youth and Sports. However, the language programs themselves cannot be accredited or issued with a certificate of accreditation as a retraining course. According to the Ministry retraining courses are aimed at obtaining specific work skills by the National System of Qualifications, not language skills. This means that if VOŠ, SPŠ a OA Čáslav want to use the Platform and its courses for formal education of adult

learners from the labour market, the language courses and the Platform have to be a part of broader professional education focused on skills that are necessary for workers in hospitality industry.

In this case the school can apply the Ministry of Education, Youth and Sports for the accreditation of a retraining course. The organization of the courses is based on the Act No. 435/2004 and the Act No. 176/2009, which sets out the requirements for the accreditation of an educational program, organization of education in retraining centre and the final examinations. The detailed information about the accreditation including the application form can be found on the web of the Ministry of Education, Youth and Sports (<http://www.msmt.cz/vzdelavani/dalsi-vzdelavani/rekvalifikace-1>).

### ***Course Integration in Institution's Regular Curricula and Other Institutions***

The language courses prepared in the e-learning platform can be embedded in the curriculum for secondary and college students of VOŠ, SPŠ a OA Čáslav. Because they are an educational institution and they do not need any special accreditation for this. They will use the e-learning platform and its courses as a tool for professional language education of their students.

VOŠ, SPŠ a OA Čáslav can also offer the language courses of the platform to adult learners through the Lifelong Learning Centre that is a part of their school. It will be a non-formal language education whose participants will get a certificate issued by their school. However, this certificate does not have a status of formal education or a retraining course.

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<sup>i</sup> Proposal for a COUNCIL RECOMMENDATION on Key Competences for Lifelong Learning. (2018). Brussels, 2 May 2018, 8299/18, p.13. Available on: <http://data.consilium.europa.eu/doc/document/ST-8299-2018-INIT/en/pdf>

<sup>ii</sup> Proposal for a COUNCIL RECOMMENDATION on Key Competences for Lifelong Learning. (2018). Brussels, 2 May 2018, 8299/18, p.14. Available on: <http://data.consilium.europa.eu/doc/document/ST-8299-2018-INIT/en/pdf>

<sup>iii</sup> Proposal for a COUNCIL RECOMMENDATION on Key Competences for Lifelong Learning. (2018). Brussels, 2 May 2018, 8299/18, p.17. Available on: <http://data.consilium.europa.eu/doc/document/ST-8299-2018-INIT/en/pdf>