



**TRANSFORMING QUALITY
SKILL STANDARDS
FRAMEWORKS FOR
TOURISM AND
HOSPITALITY CURRICULA:
APPENDIX**

1 How information was collected on Skills Standards Systems

Methodology (SAM), the skills matrix and toolkit can be integrated into national statutory training and skills standards and quality mechanisms. The Framework will also demonstrate how new skills derived in other formats by other organisations could feed into national skills development mechanisms.

2 The QAA Subject Benchmark for Tourism Courses in the UK

In the UK universities that have awarding powers are able to develop curricula following the guidance of the Quality Assurance Agency (QAA).

The Process

The QAA Benchmark Statement identifies that an honours graduate in Tourism must be able to demonstrate an understanding of:

- The concepts and characteristics of tourism as an area of academic and applied study.
- The nature and characteristics of tourists.
- The products, structures of and interactions in the tourism industry.
- The relationships between tourism and the communities and environments in which it takes place.

Who is involved?

QAA is an independent body funded by subscriptions from universities and colleges of Higher Education across the UK. The Benchmark Statements issued by QAA are supported by professional occupational standards developed by the industry-led sector skills expert, People 1st International. The primary industry input is via the Institute of Hospitality (IoH)

Value of this approach

QAA is not a regulator but the Frameworks it develops provide the principal national reference points for academic standards in Higher Education in the UK and are formal components of the UK Higher Education Quality Code.

How the process supports the quality of skills development

The revised QAA (2018) follows the UK Quality Code for Higher Education and the Higher Education Qualification Frameworks for England, Wales, Northern Ireland and Scotland, mechanisms that provide evaluation of Higher Education programmes to ensure quality and standards. Although UK Higher Education institutions are not compelled to follow the guidance of QAA it is a body that is supported by the HE across England, Wales and Northern Ireland, demonstrating that they perceive a value in having independent standards against which they can benchmark their provision. As the Benchmark Statements are supported by the professional occupational standards developed by People 1st International, HE providers can have confidence that the benchmarks reflect the employer view as well as that of the academic community.

For more information please [visit the qaa website](#).

3 National Educational Profile for Tourism Management in the Netherlands

Landelijk Opleidingsprofiel Tourism Management (LOTM) is a key benchmark tool is applied in the Netherlands which has the authority to influence decisions about which skills and competencies are delivered in Higher Education qualifications in Tourism and Hospitality.

The Process

In 2018 a new national profile for the future tourism management professional identified four core tasks:

- Initiating and creating
- Realising and implementing
- Marketing
- Organizing and managing

Which are related to social responsibility, technological development and inter-cultural communication. This has resulted in the LOTM (2018) and new model for the study programme Tourism Management in higher education. The LOTM determines which aspects should be included in the Higher Education Tourism curricula, identifying learning outcomes and learning results for each of the four core tasks, leaving it up to educational institutions to develop the actual curricula.

Who is involved?

The advisory councils of seven tourism education institutes, which include representatives of the most important sector organisations and characteristic industry companies have provided feedback that has been included in the final version of the LOTM

Value of this approach

The main focus of the LOTM is on training new professionals who are able to translate societal issues into tourism and hospitality concepts, making optimal use of new technological and digital possibilities and are prepared to work in an industry that is becoming increasingly international.

How the process supports the quality of skills development

The focus on developing students for the future is key to the LOTM and the skills it identifies show a significant overlap with the NTG skills set. The learning outcomes and learning results it describes are in line with the level descriptions of the final level of a higher education Bachelor as detailed in the Dutch Qualifications Framework (NLFQ). The NLFQ level descriptions are linked to the level descriptions of the European Qualification Framework (EQF). However there is flexibility as educational institutes remain free to tailor their provision as they feel appropriate.

For further information please [visit the vereniging hogescholen website](#).

4 Tourism/Hospitality Degree Programme Criteria in Germany

Most Federal States grant universities self-administration within the legal framework which allows universities to be flexible. Passing the necessary accreditation, the equivalence of corresponding academic and examination achievements and degrees and the possibility of transferring between universities is guaranteed. Tourism/Hospitality is often integrated into a degree programme in business administration, economics, geography or cultural studies, setting the framework. Regarding content all regulations for higher education are general – there is no specific regulation for tourism. However, some universities have come together to agree the key criteria for degree courses in tourism and hospitality.

The Process

A common set of key criteria for tourism/hospitality degree programmes have been agreed and adopted by universities in Germany. In summary these focus on:

- An international orientation
- Foreign language skills
- Mathematics and economic knowledge (general and specialist)
- Personal skills and social commitment
- Digitalisation with reference to tourism
- Sustainability
- Critical analysis of business processes and the corporate environment
- Developing and implementing concepts sustainably and responsibly
- Active engagement in shaping changes in society e.g. as a result of digitalization
- Work experience in the tourism/hospitality sector either in Germany or abroad.

Who is involved?

University collaboration with industry is an important criterion, including travel and tourism as well as the hotel and catering industry. Guest lecturers from industry are an integral element of the courses

Value of this approach

Graduates from these programmes should be able to work effectively in businesses and implement projects both in Germany and abroad. Graduates of Bachelor programmes should be able to operate at middle management level, and graduates of the Masters programmes as professional managers or as tourism consultants. In addition to economic and core occupational skills the courses focus on students' personal development and developing social and multicultural skills

How the process supports the quality of skills development

The practical and international experience elements of the courses give students the opportunity to apply theory to practice. The universities guarantee that the educational objectives of the courses meet the changing needs of the tourism market, so regular interaction with industry professionals e.g. through the 'Master Forum Tourism Events' is a route to ensuring the industry view and experience is understood

and reflected in the course provision.

5 University Mercatorum- The University of the Italian Chambers of Commerce

University Mercatorum offers learning that is directly connected to the labour market. It is an online, distance learning university which is of particular interest at this time when learning methods are undergoing significant change.

The Process

The decision to opening a new Study Programme (CdS) Research to identify professional needs plus sector studies. This includes a survey to investigate the demands of the labour market which aims to identify the most requested competencies and the expected learning outcomes, the professional profile of graduates, and future employability of graduates. Submission of an SUA sheets which summarises all the characteristics of the Proposing Committee (CP) by the Dean Quality policies are defined by the governing body, monitored by the Quality Control (which reports to the Dean) and are assessed by the Evaluation Team CdS and indicates the framework of the skills and competencies it provides as a formal activation request to the National University Council (CUN). University Mercatorum offers learning that is directly connected to the labour market. It is an online, distance learning university which is of particular interest at this time when learning methods are undergoing significant change.

Who is involved?

In addition to complying with the formal bodies responsible for approving Higher Education qualifications the University's consultation with companies, scientific organisations and a range of other stakeholders including institutions, families, and students is an essential component of its programming activity.

Value of this approach

Whilst complying with the requirements of the main public institutions involved in the design, verification and updating processes of study programmes in tourism and hospitality (as well as other vocational areas) University Mercatorum's direction by the Chambers of Commerce has resulted in exceptionally close relationships with the relevant business sector which ensure the skills and competencies developed during a specific Study Programme meet the current and future sector needs, and ensure the employability of its graduates.

How the process supports the quality of skills development

Equal care is taken to assure the quality of the learning provided which covers flexibility to meet changing needs of the business world, teaching staff and research, the combination of theoretical and practical learning. A culture of continuous review and continuous improvement is central to the model.

For more information please [visit the unimercatorum website](#).

6 Hungary Benchmark: The Training Goal and Professional Competencies of the Undergraduate Programme

Methodology (SAM), the skills matrix and toolkit can be integrated into national statutory training and skills standards and quality mechanisms. The Framework will also demonstrate how new skills derived in other formats by other organisations could feed into national skills development mechanisms. The programme's aim is to produce foreign language-speaking economists who have the skills to apply a knowledge of economics, social theory, applied methodology and other specialisms to the particular context of the tourism and hospitality sector.

The Process

The key professional competencies of an economist with a Bachelor's Degree in Tourism and Hospitality are defined and are identified as

- Knowledge relating to economic theory, data collection and analysis, project management and teamwork, the operation of tourism and related sectors, the types of tourism businesses and their modes of operation, basic facts about related fields (such as environmental protection, geography, food science, cultural history. Ability to speak at least two foreign languages.
- Ability to plan, organise and manage, to apply theories, to analyse data and draw conclusions, to communicate effectively, to apply IT knowledge, to find solutions, to prepare proposals.
- Attitude: proactive, constructive, seeking and receptive to new information, environmentally sensitive, a quality approach, prepared to co-operate with others and share information.
- Autonomy and Responsibility: taking responsibility for actions, organizing, managing and leading a team, maintaining ethical standards, follow relevant policies and raw conclusions responsibly.

Who is involved?

Decisions regarding the structure of HE is taken by the Ministry for Innovation and Technology. The Hungarian Accreditation Committee (HAC), a national body of experts, promote the control, assurance and evaluation of Training, scientific research and artistic activities in HE. Overall responsibility for developing and implementing the HQF (Hungarian Qualifications Framework) and for initiating related legislation, is shared between the Ministry of Human Capacities and the Ministry for Innovation and Technology. The Ministry of Human Capacities is responsible for the development of school education, the protection of our cultural heritage, and promotion of the interests of children and the young. The Ministry for Innovation and Technology is responsible for qualifications standards in the NVQR and, together with the Ministry of Human Capacities, for VET framework curricula. The National Office of VET and Adult Learning supervised by the Ministry for innovation and Technology, ensures coordination and implementation of national VET and adult learning policies. The Hungarian Chamber of Commerce and Industry invites external experts from the

official list of experts to participate at the final exams and supervises the apprenticeship system. IKK Innovative Training Support Centre Private Limited Company was established with the aim of participating as a methodological centre in the renewal of vocational training, assisting in the development of digital competencies, and supporting the acquisition of usable and modern skills that are valuable in the domestic labor market.

Value of this approach

This approach is particularly interesting in so far as the degree programmes focus on the application of generic knowledge and skills to a particular industry context in this case developing economists who have the knowledge and skills to apply economic concepts specifically to the tourism and hospitality sector. The expectation is that graduates from this programme will continue to develop their knowledge and expertise by participating in a Master's programme. The requirement for fluency in two foreign languages means that students will be able access the results of research carried out in other countries that has relevance for the tourism and hospitality sector in Hungary.

How the process supports the quality of skills development

There has been a detailed analysis of how the skills of an economist could be applied effectively in the field of tourism and hospitality. Graduates will have the advantage of experiencing the application of theoretical knowledge to contribute to the management and development of a specific sector.

7a People 1st Employer Led Accreditation System - England

People 1st International operates an employer-led accreditation system for Further Education provision which recognises and celebrates excellence in the delivery of training and qualifications in hospitality.

The Process

An accreditation panel oversees the review of FE college applications to be recognised as an accredited college and has the additional remit to devise and deliver a strategy to promote and raise the profile of hospitality vocational excellence within their own professional networks. The accreditation system looks specifically at the hospitality department rather than the college as a whole to assess the quality of the training delivery, resources etc. with an employer focus. The panel also takes part in related activities such as the College Restaurant of the Year, operated in partnership with AA Hotel Service. Fundamentally the review looks for evidence that the learner is gaining the right skills and knowledge and behaviours to prepare them for industry, and ensuring they understand the industry they are entering with a view to forging a career there.

Who is involved?

The accreditation panel is made up of sector employers and is part of the structure of the UK Sector Skills and Quality Board for Hospitality.

Value of this approach

The accreditation system operates at two levels: Gold: - providers that achieve the best in class and demonstrate a progressive and sustainable commitment to matching the development of learners' skills with employers' needs. They take an above average and proactive approach to the continuous professional development of their staff and build effective industry working partnerships.

Silver – providers that demonstrate they are following a planned course of action to match the development of learners' skills with employers' needs, taking steps to expand the professional development of their staff and build effective industry working relationships.

It also identifies Centres of Excellence that excel in the delivery of specific skills. Colleges must be Gold accredited to be awarded Centre of Excellence status.

How the process supports the quality of skills development. The accredited network of colleges is used to share best practice and feed into relevant skills consultations.

For more information please [visit the People 1st website](#).

7b National Occupation Standards (NOS)

The Process

Within the UK vocational education system, the NOS are benchmark statements that underpin vocational qualifications. NOS provide UK-wide, demand-led, evidence-based benchmarks of competent performance which underpin vocational learning and development, apprenticeships and qualifications across the UK. They are used by Awarding Organisations, FE Colleges and HE institutions, professional bodies and private training organizations as benchmarks from which to develop programmes of learning and qualifications. They are also used by organisations to support human resource management and organisational development processes. The repository for all approved National Occupation Standards is held on the [ukstandards website](#).

NOS are developed for employers and by employers through the relevant approved Standards Setting Organization under a Standards and Framework contract managed by Skills Development Scotland on behalf of the three devolved administrations in Wales, Scotland and Northern Ireland following a recent shift in skills policy away from NOS in England. The three devolved administrations are collectively committed to maintaining a four-nation system which is managed on a 3-nation basis by a commissioning board.

Who is involved?

People 1st International is the standard setting body for the hospitality and tourism sector in the UK and the approved delivery partner under the Standards and Framework contract for the revision and development of sectoral NOS and apprenticeship frameworks across the devolved administrations.

Value of this approach

NOS are statements of the standards of performance individuals must achieve to be competent when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding. The primary uses of NOS is to:

- Build qualifications and training programmes.
- Set clear standards of competence for recruitment and job descriptions.
- Support workforce planning and identify skills gaps.
- Monitor performance and appraisal, career development, workplace coaching and reflective practice.

How the process supports the quality of skills development

NOS help both industry and education providers to ensure that their training delivery programmes, and job descriptions support staff development and future students aspiring to enter the industry

For more information please [visit the ukstandards website](#).

8 MBO Curriculum Subject Guidelines on the Netherlands

These comprehensive guidelines encompass Occupational Standards, Assessment and Certification.

The Process

The system aims to ensure Occupational Standards reflect what working in a specific occupation involves, the core activities and work processes, and the competences, knowledge and skills that a junior practitioner must possess to be qualified for the specific occupation. It also covers optional qualifications reflecting additional skills and competences which students may choose to add to their core training course.

Who is involved?

Occupational Standards are developed and kept up-to-date jointly by the business community and the education sector working together in sector units within the Centre for Cooperation between Vocational Education, Training and the Labor Market. Once they have been approved by the Minister of Education, Culture and Science the standards must be used by all schools and VET providers?

Student Assessment is primarily the responsibility of the institutions themselves which must ensure that the assessment encompasses all the requirements set out in the Occupational Standard and optional components. Institutions may outsource assessment to an authorised third party. The Institute of Education supervises assessment processes.

Value of this approach

Every MBO course leads to a specific qualification and must be occupation-orientated. The Occupational Standards are the joint responsibility of the industry and education sectors, ensuring that the two sets of expertise are brought together to design relevant courses and qualifications. As institutions have the primary responsibility for student assessment this results in a greater coherence between teaching and assessment and allows for a flexible and tailored approach.

How the process supports the quality of skills development

Both training institutions and industry sector representatives have responsibility for reviewing and making recommendations for updating Occupational Standards as required. The MBO Assessment Plan created by the Secondary Vocational Education Council (representing publicly funded institutions, the Dutch Council for Education and Training and Education (representing privately funded institutions and the Ministry of Education) sets out assessment instruments and procedures, the role of examination committees and the continuing professional development of staff involved in student assessment.

For more information please [visit the cedefop website](#).

9 Peer Review Process and Categorisation for New Skills in Bulgaria

Potential training organisations submit their applications to the National Agency of Vocational Education and Training (NAVET). This is the organization that elaborates and compiles the State Educational Standards (SES), and their work is regulated by the VET Act. The peer review process evaluates an applicant organisation's ability to carry out training in the professions identified in their application.

The Process

The evaluation process by peers is implemented

- To ensure the curricula and study programmes of the training provider applicant comply with the requirement of the SES for acquiring qualifications in the profession in question.
- To ensure the submitted curricula comply with the requirements of Art 13d and Art 13e, paragraphs 4 and 5 of the Vocational (Professional) Education and Training Act, Bulgaria (VETA).
- To ensure the material and technical base provided by the applicant complies with the SES
- To ensure teaching staff comply with the requirements of the SES.

If the applicant is seeking to amend their licence by adding new professions or qualifications it must provide 3 categories of documentation:

1. General Documentation, including an application form, the amendment form, curricula and full study programmes for professional training, documentation required for the material and technical base, information about teaching staff.
2. Quality Assurance System for the Vocational Training relating to admission conditions and procedures, organisation of training, examination procedures, curricula, assessment/examination processes.
3. Provision of resources including details of teaching staff, the material resources provided (classrooms, training and production facilities, laboratories, workshops etc).

These documents are all checked to ensure compliance with the legal requirements and national standards.

Who is involved?

A committee of external experts carries out these peer reviews. These committees are profiled according to the relevant industry/field, and it is a mandatory requirement that each committee includes

- Representatives from government (Ministry of Education and Science, Ministry of Labour and Social Policy, and another Ministry professionally related to the field such as the Ministry of Tourism)
- Representatives from trades unions
- Representatives from business or employers' organizations
- Other experts and consultants related to the field

Value of this approach

External experts are well placed to make informed and balanced decisions about an applicant's compliance, and to provide constructive feedback and guidance to them.

How the process supports quality of skills development

The process ensures that licences to deliver vocational and professional training are granted exclusively to training and education providers who can fully demonstrate that they have the systems and resources that will ensure their provision is of high quality and meets national standards.

10 Higher Technical Institutes (ITS) Education and Training in Italy

The process illustrates an innovative approach to delivering training and re-training in medium to high level technical-professional skills to meet industry demands for new intermediate level professionals in specific economic areas. One of six identified areas is 'Innovative technologies for heritage and cultural activities - Tourism' which includes Tourism and Cultural activities and Cultural and artistic heritage.

There are two training alternatives:

1. The ITS programmes (Higher Technical Institutes) last 2/3 years and lead to a qualification at 5th level EQF – Advanced Technician. Access requires a high school diploma.
2. The IFTS programmes (Higher Technical Education and Training) run for 1 year and lead to a qualification in a professional specialism at 4th level EQF.

The Process

The objectives of ITS programmes are:

- To ensure, on a continuous basis, the offer of higher technical education in relation to figures that respond to the demand coming from the public and private sector in strategic areas for the economic development of the country
- To support the integration between education, training and work systems
- To spread the technical and scientific culture.
- To support measures for innovation and technology transfer to small and medium enterprises
- To promote the orientation of young people and their families towards the technical professions
- To establish organic relationships with inter-professional funds for the continuous training of workers. The ITS system is characterized by integration with the job world and are capable of capturing innovation and change and translating it into training actions. Work experience in a company is integral and can be carried out on an apprenticeship basis ensuring greater integration between training and work, and to reduce the misalignment between the demand for and supply of professional skills. Over 70% of the staff come from the job world.

Who is involved?

Established in 2010 the institutes are organised as participant foundations' according to the public-private management model of non-profit activities. This requires as a minimum the involvement of:

- An upper secondary school educational institution of a technical or vocational nature
- A local authority (municipality, province, metropolitan city, mountain community)
- A training structure accredited by the region for higher education
- A company in the economic sector to which the Institute refers
- A university department or other body belonging to the system of scientific and technological research

The multi-level governance system

- National: MUIR (the Ministry of Education, University and Research) established ITS, finances and supports the ITS system and monitors ITS programmes through INDIRE (the National Institute for Documentation, Innovation and Educational Research).
- Regions have exclusive control on ITS programming in their territories and co-finance them
- The ITS
- MISE (the Ministry of Economic Development) which finances ITS 4.0 programmes
Businesses are involved in partnership, planning study programmes, traineeships and in teaching

Value of this approach

The added value of the ITS system is its ability to capture the need for new skills that the productive world needs.

It demonstrates:

- Employment (an 80% employment rate) because the institutes are connected to the real and changing needs of businesses
- Flexibility: this organisational and educational model can respond to changing trends and needs in the technical business world
- A combination of collaboration and competition given by a monitoring system that gives value to the professionalism of ITS thanks to a multi-level governance.

How the process supports the quality of skills development

- The competencies required for the award of the Diploma of Advanced Technician correspond with the 5th level of the European Qualifications Framework (EQF). To promote circulation in the national and European context the qualification is accompanied by the EUROPASS diploma supplement
- The close collaboration with industry in identifying skills needs, developing and delivering training programmes ensures that course content is relevant and updated whenever necessary to produce skilled technical professions for key sectors of the economy.

For more information please [visit the indire website](#).

11 Qualifications Wales Sector Qualifications Review

Vocational qualifications make up over 90% of regulated qualifications in Wales. This process is illustrating the approach taken to ensuring that these qualifications in Wales are relevant and tailored to meeting the changing needs of various sectors of the economy.

The Process

The aims of each review are to:

- Understand the qualifications landscape
- Hear stakeholders' views on the qualifications and the qualifications systems
- Consider whether the qualifications and the qualification system are technically effective and fit for purpose
- Learn lessons from the qualifications systems of other nations
- Decide on an action needed to improve qualifications or the system.

The Tourism and Hospitality Sector Review started in December 2020 and will report in the Spring of 2022.

Who is involved?

- Interviews are held with a range of stakeholders including employers, sector bodies, work-based learning providers, further education institutions and schools to ascertain their views and learn about their experiences with regard to the qualifications and qualification system for their sector.
- A stakeholder panel of 'critical friends' is established to assist and advise.
- Individuals are invited to share their views via an online survey

These are complemented by a technical review of the qualifications and a desk-based international comparison study.

Value of this approach

Evidence from recent sector reviews demonstrate that this process provides valuable information on which to base changes to qualifications or the system. An example relevant to NTG is the 'Delivering Digital' report which resulted from the Information and Communication review which was published in 2018. Examples of key findings are:

- Many outdated qualifications that do not include digital topics and have not kept up to date with technology
- ICT being taught by non-specialists who do not necessarily have the technical knowledge, skills and experience to teach the subject effectively.
- Teachers concerned they don't have access to the training and continuous professional development they need to keep up to date with developments in technology
- Outdated software and hardware within learning providers compounded by limited available finance to invest in these resources

How the process supports the quality of skills development

The report forms the basis for action to improve the quality of training and the training system. As an example, the recommendations from the 'Delivering Digital' report included:

- Developing new GCSE and A level Digital Technology qualifications
- Ensuring the new qualifications developed for use in the Digital Route T levels in England are available to Welsh learners.
- Reviewing ICT-related qualifications to make sure they are up to date and relevant
- Monitoring the new ICT qualifications used in apprenticeship frameworks.

For further information please [visit the qualificationswales website](#).

12 Validation Process and Procedures for Private Training Organizations in Ireland

Quality Qualifications Ireland (QQI) has significantly changed the approach over recent years to permit the greater level of flexibility required in course design, and greater engagement from industry stakeholders. A proposed course must demonstrate that there is support from employers and/or professional bodies and that there are employment prospects for those completing the course. Its focus is on creating guidelines for quality standards.

The Process

Programme related documentation must include:

- An outline of the programme and identification of the QQI award to which it is designed to lead
- The documented programme including what is taught by whom, where and when it is taught, to whom it is taught, details of assessment procedures, arrangements for course management and quality assurance
- Identification of the ownership of the programme

QQI not only covers requirements for publicly funded training providers; in addition to the Core Quality Assurance Guidelines QQI provides specific guidelines to address the responsibilities of the largely autonomous independent private sector providers which address their more specific requirements.

Who is involved?

The development of programmes and the intended programme outcomes should take into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions and social and community representatives.

Value of this approach

Whilst permitting training providers more autonomy in programme design, QQI benchmark guidelines address the responsibilities of independent, private providers of education and training in the context of their accessing the statutory and regulatory functions of QQI. The guidelines set out additional, statutory quality assurance guidelines specific to voluntary providers for the purpose of:

- Gaining access to programme validation
- Authorisation to use the International Education Mark (IEM)

Voluntary providers must ensure that academic decision-making is independent of commercial considerations or the undue influence of business owners.

Their procedures must also have regard to relevant European standards, guidelines, directives or policies adopted nationally.

How the process supports the quality of skills development

Private training providers in Ireland include some major organisations such as

the Irish Hospitality Institute, the Restaurant Association of Ireland and Skillsnet Ireland. The national tourism authority Failte Ireland also offers a suite of enterprise and hospitality courses.

The comprehensive and relevant set of guidelines provided by QQI and focused specifically on this sector permits private training providers such as these to benefit from having a set of guidelines designed to reflect their particular context whilst also having the opportunity to achieve formal validation of their courses.

13 Validation Process and Procedures for Private Training Organizations in Spain

The process illustrates how Spain is addressing the need to develop professional training programmes that focus on industry priorities.

The Process

Sectoral Joint Commissions for each sector of the economy, including the Hospitality sector, have the responsibility for identifying the training needs for its sector, then designing and developing training programmes which meet these needs. The characteristics of the training programme such as the teaching units and the methodology to be employed must be included. Their proposed training programmes must then obtain the approval of State Public Employment Service (Servicio Público de Empleo Estatal—SEPE), the entity that allocates public funds for vocational training. Once they are approved, they are [included in the Catalogue of Training Specialities](#) and the SEPE issues a public call to approved training centres and bodies to apply to deliver these training programmes.

Who is involved?

There is a ‘top down’ dynamic where skills are often suggested and signalled by national and regional bodies, trade associations and institutions and a ‘bottom up’ dynamic where the initiative starts from industry. Business organisations and trade unions representing the sector participate in the Sectoral Joint Commissions so the voices of both employers and employees are represented.

Value of this approach

The training programmes proposed are the result of collaboration between training professional, industry professionals and trade unions so represent the priorities of all these stakeholders. The need for approval by the body responsible for the public funding of training programmes ensures that the proposed courses are assessed against objective criteria, and their eligibility for public funding support depends on this.

How this process supports the quality of skills development

Quality assurance inspections are carried out during delivery of the courses, both via visits to whilst the training course is in progress, and by accessing and evaluating online resources.

The student view of the quality of the course they attended is also felt to be important, and on completion all students are asked to provide detailed feedback on the organisation and content of the course, the trainers, the technical and didactic methods employed, and an overall evaluation. In contrast, unregulated training courses are also available, offered as a ‘free market’ product. Such courses are not subject to established formal control or standards, and receive no public funding support, and run if they can attract enough paying participants. The result is the quality of such courses is not tested.

14 How information was collected on Skills Standards Systems

This report is a summary derived from the eight country reports which provide a significant level of detail on relevant organisations and institutions which manage tourism and hospitality skills delivery in HE, FE and industry training.

Quality education and training curricula delivery

The findings are based on secondary data and highlight key mechanisms that support quality education and training curricula delivery, demonstrating how new skills and training content are incorporated. Eight country partners were asked to identify how quality is assured for new skills development within HE, FE and private training delivery. This was considered important as there is a need for a greater level of awareness to explain how universities, colleges and professional training organisations bring in new skills to their training programmes in tourism and hospitality.

Key issues and barriers to the integration of new skills and competencies into qualifications and training content are identified and recommendations provided to improve integration between industry and education in adopting relevant NTG skills training and education. The report identifies similarities and differences between countries. For example, in some countries the Departments/Ministries of Education play a distinct role in identifying skills and curricula standards, whereas in other jurisdictions educational and training providers have more autonomy. The fourth section of the report describes how different countries utilise European Commission (EC) supported skills-based organisations and tools for skills development.

Visual Quality Standards Frameworks for Tourism

The information provided in this report feeds into the illustrated Visual Quality Standards Frameworks for each country that highlights the relevant legal, institutional and industry frameworks to support skills development in education and industry. This supports a greater level of recognition of which organisations are responsible for updating new skills and how industry and education providers could update and revive content for education and training programmes with new changing and contemporary sustainability skills.

The research identifies similarities and differences between countries. A Visual Quality Standards Framework for each of the national examples demonstrates how new skills derived in other formats by other organisations could feed into national skills development mechanisms. This allows an understanding of how new NTG skills products, such as the Skills Assessment Methodology (SAM), the skills matrix and toolkit can be integrated into national statutory training and skills standards and quality mechanisms. The Framework will also demonstrate how new skills derived in other formats by other organisations could feed into national skills development mechanisms.