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Present Stakeholders for Future  
Wellness Tourism Skills' Development



# WellTo PROJECT

## ACCREDITATION STRATEGY

### WP4, Deliverable 4.9.

**Prepared by: VISC, NAVET, CPI, ITPIO**

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The Accreditation Strategy aims at ensuring acknowledgement of AWC qualification and the joint curricula in the partners' countries and this way contribute to project products' exploitation and sustainability.

Within the WellTo project, "qualification" is used as a collective term and covers the following elements:

- Joint Occupational Profile
- Joint Qualification Profile
- Joint Curriculum
- National Curriculum
- Assessment Standard

The Strategy will define how to achieve official decision on providing training for acquisition of AWC qualification in upper secondary VET in accordance with the joint curricula and supporting documents developed, considering country specific procedures that should be followed. The document will be used as a basis for starting the actions before the project end which will no doubt support its results' sustainability.

The Accreditation Strategy is developed as follows:

- *Prerequisites / Conditions for Accreditation of Qualification Administrator of Wellness Centre with specified stages at national level - this includes the specifics of national legislation, specific documents and procedures relevant to the process of accreditation of qualification;*
- *Action Plan for Recognition / Accreditation of Qualification Administrator of the Wellness Centre - describes the specific activities, responsible institutions, deadline and expected results for the process of accreditation of qualification;*
- *Expected impact of the accreditation of the qualification on a national level.*

The Accreditation Strategy is developed on a national level, taking into account national specificities. This stems from the requirement that the individual actions in the action plan be tied to specific stakeholders and deadlines.

In the WellTo partner countries - Bulgaria, Slovenia, Slovakia and Latvia, the VET system (except private vocational education establishments in Latvia) does not provide training for qualification in the profession "Administrator of Wellness Centre ". Formalizing this process involves specific country-specific steps.

The following objectives are required to complete these steps:

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- *Creating conditions for the recognition and development of the profession "Administrator of Wellness Centre";*
- *Raising awareness and engagement among experts in the field and training providers on the provision of quality training in the profession of Administrator of Wellness Centre.*

Each country specifies activities, responsible institutions, deadline and expected results to achieve the objectives.

## Annex 1

### Bulgaria

#### **Prerequisites / Conditions for Accreditation of Qualification Administrator of Wellness Centre with specified stages at national level**

In Bulgaria, VET is carried out in accordance with the provisions of the VET Law. VET is provided only by professions in the List of Professions for Vocational Education and Training (LPVET). The LPVET and updated by the National Agency for Vocational Education and Training, which is the competent institution for maintaining it in accordance with the needs of the labor market. A State Educational Standard is developed for each profession by LPVET, in which one of the main elements is the Unit of Learning Outcome. Curricula are prepared on the basis of the State Educational Standards.

At the time of the WellTo project, the Administrator of Wellness Centre profession was not included in LPVET and there were no standards for the profession. The accreditation of the Administrator of Wellness Centre qualification includes the following steps:

- **Application** for inclusion of the profession of Administrator of Wellness Centre in LPVET. The application for this inclusion under VET Law can only be submitted by a sector ministry and / or employers' organisation. The motives and justification for the need to add to the list of profession "Administrator of Wellness Centre" may include project results, Transnational and National Occupational AWC Profiles reports, Joint Occupational Profile, Joint Qualification Profile. The proposal must provide information on the competences inherent in the new qualification and justification that it does not overlap the competences of the existing qualifications;
- Addition to the List of new profession is made on the basis of a **procedure** that regulates the main stages involved in the process of discussion by the competent authorities of the proposal submitted. After receiving the proposal from the National Agency for Vocational Education and Training, it is considered by the specialized Expert Committee. With the approval of the Expert Committee, the proposal is submitted for discussion and approval by the Management Board of NAVET, which is a tripartite body comprising representatives of state institutions, employers' organizations and trade unions;
- Upon completion of the conciliation procedure, the Minister of Education and Science issues an **Order** to include the new profession in LPVET. In addition to the name of the profession, the order must also indicate the degree of professional qualification of the new profession. The degree of professional qualification depends on the degree of complexity of the work activities and competences and the level of

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responsibility in exercising it. A Joint Qualification Profile developed within the framework of the project describing the main learning outcomes, taking into account the main learning outcomes, the requirements of the National Qualifications Framework and the European Qualifications Framework (EQF) for Level 4, will be used as a guideline.

- The next step is the development of the vocational standard - the **State Educational Standard (SES)**, which is the basis for the development of curricula and programs that provide training leading to the acquisition of vocational qualifications. SES are developed and updated by the National Agency for Vocational Education and Training (NAVET) and approved by the Minister of the Ministry of Education and Science (MES). The development, evaluation, coordination and updating of the SES is carried out with the active involvement of the social partners. The development of the SES for the Administrator of Wellness Centre will use the developed Joint Qualification Profile, whose Units of Learning Outcomes will be adapted according to the “Methodological Guidelines for the Development of a SES for Professional Qualification” and “Internal Rules for the Terms and Conditions for Development of State Educational Standards for Qualification for Professions”.
- After the development of the SES, it is necessary to develop **training documentation** for training. The Joint Curriculum and National Curriculum developed within the project can be used as a reference.
- National examination programs need to be developed for the conduct of vocational qualification exams. According to the Bulgarian legislation, the comet institution which develops and approves the exam programs is MES. The developed Assessment Standards will be applied in the development of exam materials in the certification of trained persons in the profession "Administrator of Wellness Centre".
- An important step in the process of providing training in the profession of Administrator of Wellness Centre is the preparation of individuals who will serve as **mediators at WBL**. The WBL Mediators Handbook project, as well as the order of the Minister of Education and Science Mentor Training Program for in-service training, approved in 2019, will serve as a reference. The program is intended for individuals who wish to be mentors in companies in conducting on-the-job training and includes: the objectives of the training, the distribution of study time, the teaching content and the expected learning outcomes. The program explains the legal framework for on-the-job training (dual training system), as well as the planning, implementation and evaluation of on-the-job training.



## Action Plan

The implementation of the steps described above requires the fulfillment of the following objectives, for which specific activities, responsible institutions, deadline for implementation and expected results are indicated:

- Creating conditions for the recognition and development of the profession "Administrator of Wellness Centre";
- Raising awareness and engagement among experts in the field and training providers on the provision of quality training in the profession of Administrator of Wellness Centre.

Activities	Responsible institution	Expected period of implementation	Expected outcomes
<b>1. Creating conditions for the recognition and development of the profession "Administrator of Wellness Centre"</b>			
Submitting a reasoned proposal to the NAVET	Institute for Training of Personal in International Organizations (ITPIO), Bulgaria, Ministry of tourism, Employers' organization	July 2021	Drafted and submitted proposal to NAVET
Study and discuss the proposal	NAVET, Expert Committee to "Hospitality, catering and catering, travel, tourism and leisure"	July 2021	A proposal to supplement the list of professions approved by the NAVET Expert Committee
Submission of the proposal to the MB	NAVET	September 2021	Proposal accepted by the Management Board (MB) of NAVET
Presentation of the proposal of the	NAVET	November 2021	Issued an Order for

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Minister of Education and Science for the issuance of an Order			Supplementing the VET
Developing a SE for the profession by adapting the developed AWC qualification profile	Expert Team, coordinated by the NAVET Professional Qualification and Licensing Directorate	February 2022	SES developed
Submission to the MES of a draft DOS	NAVET	March 2022	SES approved
Publication of SES in the State Gazette	MES	June 2022	Regulation published in the State Gazette
Development by the competent institutions of a curriculum	MES, Centres for Vocational Training for adults	July 2022	Curriculum developed
Licensing of CVTs to train adults in the new profession	NAVET	September 2022	Vocational training courses starting
<b>2. Raising awareness and engagement among experts in the field and training providers on the provision of quality training in the profession of Administrator of Wellness Centre</b>			
NAVET Information Day geared to CVTs and CIVGs	NAVET	June 2022	Information on the possibilities for acquiring the new qualification
Expert Committees meetings on Hospitality, Catering and Catering, Travel, Tourism and Leisure	NAVET, Expert Committees	June 2022	Creating engagement and promoting new qualifications
Round tables	NAVET	July 2022	Introducing the new qualification
Public discussions	Institutions and other VET stakeholders	July 2022	Promotion of the new qualification
Working meetings of the Interdepartmental	Institutions and other VET stakeholders	September 2022	Creating engagement and

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Council on Tourism at the Ministry of Tourism			promoting new qualifications
E-mail newsletter to all CVTs licensed for training in the Tourism sector		August 2022	Encouraging CVT to expand the license with the new profession

## Expected impact of the accreditation of the qualification on a national level

### Stakeholder identification:

- National Agency for Vocational Education and Training - maintains the LPVET, prepares suggestion for adding of new professions and develops State Educational Standards;
- Applicants for licensing (on average between 80 and 120 applications for licensing or license modification are submitted annually to NAVET)
- Licensed CVTs and CIVGs (1045 licensed institutions operate as of end-March 2019);
- Citizens using vocational training services in CVTs (the trend in recent years has been CVT training for around 80,000-90,000 persons annually);
- Business - expects the VET system to prepare skilled workforce.

### Options for action:

#### **Option 1 "Qualification does not receive accreditation"**

This option will result in:

- The LPVET will not be modified, the CVT will not be licensed in this profession.
- Some of the knowledge or skills or modules of the qualification developed under the project may be integrated into existing curricula and related professions in the professional field 812 Travel, Tourism and Leisure or 813 Sport

*Negative impacts:*

*In the case of rejection of qualification for several positions in the field of wellness services there will be no possibility for acquiring a qualification regulated by the law.*

#### **Option 2 "Qualification gets accreditation"**

This is the main and recommended option.

*Negative impacts:*

*Obtaining accreditation of the qualification will have no negative consequences*

#### **Positive effects:**

Obtaining qualification accreditation will lead to for each stakeholder:

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- National Agency for Vocational Education and Training - will meet the requirements of the business to maintain the LPVET, and the State Educational Standards in line with the changing labor market;
- Applicants for licensing - will be able to apply for licensing in the new profession and offer training;
- Licensed CVTs and CIVGs - will have the opportunity to supplement their licenses with the new qualification, as well as to incorporate some of the "learning outcomes" into curricula and programs in other professions;
- Vocational high schools - an opportunity to receive admission to a new and attractive profession, to attract more young people to acquire a qualification.
- Citizens using vocational training services in CVT and CIVG services - will have another opportunity to acquire a new qualification or if they are working in the field of services or hospitality to improve their qualification. The acquisition of the profession is also suitable for starting a business activity by graduates;
- Business - will receive skilled workforce trained according to the already stated needs in terms of knowledge and skills;
- Project partners (and not only) - an opportunity for mobility of trainees and their trainers.

#### **Potential risks:**

There is a risk that not enough competent teachers are available - it can be overcome by hiring people who are already working in wellness centers and subsequently hiring persons who have acquired a new qualification.

There is a risk associated with the training facilities - training institutions may not have equipped training rooms for practical training - it can be overcome by providing practical training in a real working environment in wellness centers.

#### **Effect on the administrative burden for individuals and legal entities:**

Accreditation of the qualification will not lead to changes in the administrative burden for citizens or businesses. It will expand opportunities for licensing in one more profession and offering training services in one more qualification.

#### **How does the act affect micro, small and medium-sized enterprises (SMEs)?**

Having a skilled workforce is one of the basic prerequisites for starting and successfully developing any business.

Having the ability to absorb knowledge and skills to take up any position in health and beauty businesses will naturally contribute to the success of this business.

## Annex 2

### Latvia

## Prerequisites / Conditions for Accreditation of Qualification Administrator of Wellness Centre with specified stages at national level

### The process of accreditation in the Latvian context

Based on the Latvian legislation (Section 27 of the Education Law), accreditation is the evaluation of the quality of performance of the relevant educational institution and/or the quality of implementation of the educational programme.

**The accreditation** of the educational institution and educational programme grants the rights to issue a recognised educational certificate of education relevant to a particular educational programme.

**A licensed educational programme should undergo accreditation within two years** after the commencement of its implementation.

**Licensing of an educational programme** is the granting of rights to an educational institution to implement a particular educational programme.

An educational institution is entitled to commence the implementation of an educational programme in accordance with the procedures specified in regulatory enactments from its registration day in the Educational Institutions Register. The day of notification of an administrative deed is also considered as the registration day of the educational institution. An educational institution is entitled to implement one or more educational programmes.

**The State Education Quality Service (SSEQ) is the licensing body for programmes** of general education, professional basic education, vocational education, professional secondary education, professional orientation education, professional excellence and professional further education.

**The State Education Quality Service is the body which grants accreditation** to educational institutions (except pre-school educational institutions, institutions of higher education and colleges) and examination centres, and institutions of general education, professional basic education, vocational education, professional secondary education, professional orientation education, professional excellence and professional further education.

Educational institutions are granted accreditation for six years, whereas the term for granting accreditation for educational programmes may be two or six years.

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Licensing and accreditation ensure appropriate quality of the education (incl. vocational) program. The license is an authorization for a carrying out a certain educational program that meets all the requirements of national educational and occupational standards. The implementers have to provide the appropriate infrastructure and equipment, and, if appropriate, agree with the relevant professional associations. The license is open-ended. In the process of accreditation, the State Service of Education Quality assesses the quality of the implementation of the relevant education program.

Scope and quality criteria of an educational institution to be evaluated in accreditation (Cabinet of Ministers Regulation No. 831, Point No. 22) implementing International Quality of Vocational Education (EQAVET) indicators

Educational institution areas of activity	Quality criteria
Field 1. Content of the study (educational programs implemented by the institution)	Quality of the content of VET programmes determines its correspondance to the National Vocational Education Standard and the Occupational Standards or qualification requirements as well as the sectoral qualifications framework .
Field 2. Teaching and learning	2.1. the quality of teaching 2.2. learning quality 2.3. evaluation as part of the learning process
Field 3. Educational achievements	3.1. learner achievements in daily work 3.2. achievements of students in state tests
Field 4. Support for learners	4.1. psychological support, social pedagogical support 4.2 guaranteeing the safety of learners (safety and labour protection) 4.3. support for personality building 4.4. support for career education 4.5. support for the differentiation of teaching work 4.6. support for learners with special needs 4.7. cooperation with a learner's family
Field 5. The institution's environment	5.1. microclimate 5.2. physical environment and accessibility of the environment
Field 6. Authority's resources	6.1. equipment and material technical resources

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	6.2. human resources
Field 7. Organization of the work of the institution, management and quality assurance	7.1. Self-assessment of the institution's work and planning of development 7.2. institution management work and personnel management 7.3. institution's cooperation with other institutions

In Latvia VET programmes are provided only for professions in the Sectoral Qualifications framework (except private vocational education establishments). Sectoral Qualifications Framework (SQF) for 15 sectors - have been developed in cooperation with sectoral experts and correspond to LQF levels 2 to 7. SQF includes descriptions of sector-specific learning outcomes at each level: knowledge, skills and competences (autonomy and responsibility) and comprises core and linked occupations, specialisations and level(s) of qualifications. The SQF cover only those professions essential for performing professional activities related to the sector and ensuring a complete cycle of production and/or services provided by the sector. It is expected that these professions will be in high demand and VET will be able to provide relevant qualifications for those professions. The SQF serve as guidelines for developing and implementing VET programmes, including autonomous modules leading to specialisations.

At the time of the WellTo project, the Administrator of Wellness Centre profession was not included in the Sectoral Qualifications framework (Tourism and Beauty) and there was no occupational standard for the profession. The accreditation of the Administrator of Wellness Centre qualification includes the following steps:

**Application** for inclusion of the profession of Administrator of Wellness Centre in Sectoral Qualifications framework (Tourism and Beauty). The application for this inclusion under VET Law can only be submitted by the National Tripartite Sub-Council for Cooperation in Vocational Education and Employment (ministries; the Free Trade Union Confederation of Latvia; and the Employers' Confederation of Latvia).

- Sector expert council or professional organization could initiate to include the profession "Administrator of Wellness Centre" in the Sectoral Qualifications framework (Tourism and Beauty) using project results: Transnational and National Occupational AWC Profiles reports, Joint Occupational Profile, Joint Qualification Profile. The proposal must provide information on the competences inherent in the new qualification and justification that it does not overlap the competences of the existing qualifications.

Sector expert council aims at engaging collective representatives from MoES, the Ministry of Economics, Employers' Confederation of Latvia, Free Trade Union

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Confederation of Latvia and, on a voluntary basis, representatives from the Ministry of Welfare (MoF) and the State Employment Agency (SEA). The councils elaborate sectoral qualifications frameworks and demands for occupational standards, attract sectoral experts for quality assurance (qualification exams, accreditation of TVET schools and programs), review students' enrolment plans, and provide support to educational establishments in ensuring students' practical learning in enterprises.

- Adding the new profession in the Sectoral Qualifications framework (Tourism and Beauty) is based on a **procedure** that regulates the main stages involved in the process of discussion by the competent authorities of the proposal submitted. After receiving the proposal from the Sectoral expert council, it is considered, discussed, and approved by the expert working group under the leadership of National Centre for Education (VISC). VISC is responsible for the preparing all necessary documents for National Tripartite Sub-Council for Cooperation in Vocational Education and Employment for decision making and final approval.
- Upon completion of the conciliation procedure, the National Centre for Education includes the new profession in the Sectoral Qualifications framework and publishes at VISC home page the changes are made. In addition to the name of the profession, the order must also indicate the degree of professional qualification of the new profession. The degree of professional qualification depends on the degree of complexity of the work activities and competences and the level of responsibility in exercising it. A Joint Qualification Profile developed within the framework of the project describing the main learning outcomes, taking into account the main learning outcomes, the requirements of the National Qualifications Framework and the European Qualifications Framework (EQF) for Level 4, will be used as a guideline.
- The next step is the development of the **Occupational Standard**, which is the basis for the development of curricula and programs that provide training leading to the acquisition of vocational qualifications. The development or updating of occupational standard is carried out with the active involvement of the social partners. National Centre for Education provides methodological support for the process of Occupational standard development and coordinates experts' working group who are responsible for preparing elaborated project of the Occupational standard for submission to the National Tripartite Sub-Council for Cooperation in Vocational Education and Employment. The development of the occupational standard for the Administrator of Wellness Centre will use the developed Occupational standard, Joint Qualification Profile, whose Units of Learning Outcomes will be adapted according to the "Methodological Guidelines for the Development of Occupational Standard".
- After the development of the Occupational standard, it is necessary to develop **VET programme** and **training documentation** for training. The base for VET programme development are the following documents:

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- National Vocational Education Standard;
- Occupational Standard;
- Methodological guidance for the development of modular vocational education programmes.

The initial evaluation of the draft programme with respect to its quality and compliance with legislation is provided by the National Centre for Education VET Curriculum Department. If National Centre for Education assessment has been positive, the draft programme must be approved by the founder of the VET institution (in most cases it is MoES), and after that it can be submitted to the Licensing and Registers' Department of the State Service of Education Quality (SSEQ) for a license.

An education program ready for licensing includes:

- the title page contains information;
- the name of the educational institution;
- type of program; name of the qualifications to be awarded; professional qualifications and LNQF level (corr. to EQF);
- academic entrance requirements; duration of program; way in which the program is going to be acquired and education certificate proving completion of the vocational education programme;
- descriptive part setting out the purpose of the program, objectives, teaching methods, available continuing education and description of summative assessment.
- Implementation plan consisting of a timetable and a syllabus;
- description of modular content in sequential order;
- list of material resources required for the implementation of the education programme;
- description of the teachers' professional qualifications.

The Joint Curriculum and National Curriculum developed within the project can be used as a reference.

- National examination programs need to be developed for the conduct of vocational qualification exams. According to the Latvian legislation, the comet institution, which develops and approves the qualification exam programs, is National Centre for Education. The developed Assessment Standards will be applied in the development of exam materials in the certification of trained persons in the profession "Administrator of Wellness Centre".

## Action Plan

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The implementation of the steps described above requires the fulfillment of the following objectives, for which specific activities, responsible institutions, deadline for implementation and expected results are indicated:

- Creating conditions for the recognition and development of the profession "Administrator of Wellness Centre".
- Raising awareness and engagement among experts in the field and training providers on the provision of quality training in the profession of Administrator of Wellness Centre.

Activities	Responsible institution	Expected period of implementation	Expected outcomes
<b>1. Creating conditions for the recognition and development of the profession "Administrator of Wellness Centre"</b>			
Submitting a reasoned proposal to the National Tripartite Sub-Council for Cooperation in Vocational Education and Employment	Employers' Confederation of Latvia (LDDK) Sectoral Expert Council (Tourism and Beauty) Employers' organization National Centre for Education	December 2021	Drafted and submitted proposal to National Tripartite Sub-Council for Cooperation in Vocational Education and Employment
Study and discuss the proposal	Employers' Confederation of Latvia (LDDK) Sectoral Expert Council (Tourism and Beauty) National Centre for Education	January 2022	A proposal to supplement the Sectoral Qualification framework of new profession approved by the Sectoral Expert Council
Submission of the proposal	National Centre for Education	February-March 2022	Proposal accepted by the

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			National Tripartite Sub-Council for Cooperation in Vocational Education and Employment
Preparing changes in Sectoral Qualification framework	National Centre for Education	April –May 2022	Publishing in the home page of National Centre for Education
Developing Occupational Standard for the profession by adapting the developed AWC qualification profile	Employers' Confederation of Latvia (LDDK) Expert employers' team, with methodological support from the National Centre for Education	June–September 2022	The project of Occupational standard is developed
Submission to the Sectoral Expert Council and standard assessment expert work group of a draft DOS	National Centre for Education	October 2022	The project of Occupational standard is prepared for approval
Submission to the National Tripartite Sub-Council for Cooperation in Vocational Education and Employment	Employers' Confederation of Latvia (LDDK) National Centre for Education	November 2022	Occupational standard approved
Publication of Occupational Standard in the home page of National Centre for Education	National Centre for Education	December 2022	Occupational standard published in the home page of National Centre for Education

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Development by the competent institutions of a curriculum	VET schools National Centre for Education	January-March 2023	Curriculum developed
Licensing of the programme to train students in the new profession	National Centre for education The State Education Quality Service	April-May 2023	Programme licensed Vocational training courses starting
Accreditation of the programme	The State Education Quality Service	September 2024	Programme accredited
<b>2. Raising awareness and engagement among experts in the field and training providers on the provision of quality training in the profession of Administrator of Wellness Centre</b>			
State Education Development Agency for Education and VET schools Information Day geared to CVTs and CIVGs	State Education Development Agency VET schools	May-August 2023	Information on the possibilities for acquiring the new qualification
Sectoral Expert Council on Tourism and Beauty meetings	Employers' Confederation of Latvia (LDDK) Sectoral Expert Council	May-August 2023	Creating engagement and promoting new qualifications
Round tables	Employers' Confederation of Latvia (LDDK) State Education Development Agency National Centre for education	May-August 2023	Introducing the new qualification
Public discussions	Institutions and other VET stakeholders	May-August 2023	Promotion of the new qualification
Working meetings of all stakeholders	Institutions and other VET stakeholders	May-August 2023	Creating engagement and

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			promoting new qualifications
E-mail newsletter to all programmes licensed for training in the Tourism and Beauty sectors	Employers' Confederation of Latvia (LDDK) State Education Development Agency National Centre for education	May-August 2023	Encouraging VET schools to expand the license with the new profession

## Expected impact of the accreditation of the qualification on a national level

### Stakeholder identification:

- Employers' Confederation of Latvia (LDDK) and Sector Expert Council for adding of new professions in Sectoral Qualification Framework in the Tourism and Beauty sectors and for developing Occupational standards corresponding to the labour market needs.
- VET school with the methodological assistance of the National Centre for education and develops new VET curricula with modular approach.
- The State Education Quality Service in promotion new IVET and CVT programmes corresponding to the labour market needs.
- Applicants for licensing IVETs and CVTs programmes.
- Citizens using vocational training services in IVET and CVT programmes.
- Business - expects the VET system to prepare skilled workforce.

### Options for action:

#### **Option 1 "Qualification does not receive accreditation"**

This option will result in:

- The programme " Administrator of Wellness Centre" will not be modified, the IVET and CVT will not be licensed in this profession.
- Some of the knowledge or skills or modules of the qualification developed under the project may be integrated into existing curricula and related following professions: Hospitality Service Specialist, SPA specialist, Clients' Service Specialist and other professions in the professional field 812 Travel, Tourism and Leisure.

#### *Negative impacts:*

*In the case of rejection of qualification for several positions in the field of wellness services there will be no possibility for acquiring a qualification regulated by the law.*

#### **Option 2 "Qualification gets accreditation"**

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This is the main and recommended option.

*Negative impacts:*

*Obtaining accreditation of the qualification will have no negative consequences*

**Positive effects:**

Obtaining qualification accreditation will lead to for each stakeholder:

- Employers' Confederation of Latvia (LDDK) and National Centre for education - will meet the requirements of the business to maintain the Occupational standard and VET programme in line with the changing labor market.
- Applicants for licensing - will be able to apply for licensing in the new profession and offer training.
- Licensed IVET and CVET programmes - will have the opportunity to supplement their licenses with the new qualification, as well as to incorporate some of the "learning outcomes" into curricula and programs in other professions.
- VET schools - an opportunity to receive admission to a new and attractive profession, to attract more young people to acquire a qualification.
- Citizens using vocational training services in IVET and CVET services - will have another opportunity to acquire a new qualification or if they are working in the field of services or hospitality to improve their qualification. The acquisition of the profession is also suitable for starting a business activity by graduates.
- Business - will receive skilled workforce trained according to the already stated needs in terms of knowledge and skills.
- Project partners (and not only) - an opportunity for mobility of trainees and their trainers.

**Potential risks:**

There is a risk that not enough competent teachers are available - it can be overcome by hiring people who are already working in wellness centers and subsequently hiring persons who have acquired a new qualification.

There is a risk associated with the training facilities - training institutions may not have equipped training rooms for practical training - it can be overcome by providing practical training in a real working environment in wellness centers.

**Effect on the administrative burden for individuals and legal entities:**

Accreditation of the qualification will not lead to changes in the administrative burden for citizens or businesses. It will expand opportunities for licensing in one more profession and offering training services in one more qualification.

**How does the act affect micro, small and medium-sized enterprises (SMEs)?**

Having a skilled workforce is one of the basic prerequisites for starting and successfully developing any business.

Having the ability to absorb knowledge and skills to take up any position in health and beauty businesses will naturally contribute to the success of this business.

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## Annex 3

### Slovakia

## Prerequisites / Conditions for Accreditation of Qualification Administrator of Wellness Centre with specified stages at national level

In Slovakia, VET qualifications can be acquired in two ways:

1. in the **formal system of vocational education and training** (regulated by the Act No. (245/2008 Coll. of 22 May 2008 on upbringing and education [School Act]),
2. **outside the formal system of education** (regulated by the Act No. 568/2009 on lifelong learning [LLL Act]).

### 1. Qualifications in the formal system of VET

#### Introduction of the new state curriculum /state education programme

The formal VET system is the largest source of qualifications in Slovakia. Achieving a qualification means to comply with standards set by national authorities. Since 2008, the education system is based on the concept of two-level model of curricula:

#### *a) State curriculum*

State education programs (state curricula) define the compulsory content of education in schools defined by the School Act to acquire knowledge, skills and competences. It defines the national education standards (the minimum target requirements for graduate's achievement). Educational goals are expressed in the form of mandatory performance and content standards described as learning outcomes.

The state curriculum is binding for:

- a) development of a school curriculum,
- b) creation and assessment of textbooks, teaching texts and workbooks,
- c) evaluation of schools and assessment of pupils' achievements.

The main role of state curriculum is to define the compulsory content of education; in VET to ensure the consistency between VET and labour market, to define methods, forms and means of assessment and validation of school attainment and qualifications. It is a base for the development of school curricula. State curricula for vocational education and training,

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(excluding programmes in health) are issued by the Ministry of Education in agreement with the relevant professional organization.

**b) School curriculum**

Since the curriculum development has been decentralised, schools prepare their own curricula based on state curriculum in the respective branch of study. Educational standards are composed of content and performance standards. Performance standards have the form of learning outcomes that students are supposed to achieve and demonstrate during and after their education and training. Assessment standards help to evaluate achieved performance standards and are developed by schools.

School curriculum is developed in line with the state curriculum, profiles and goals of the school and labour market needs. Besides the mandatory performance and content standards, it contains specific educational goals, content, methods and forms of the educational process, strategies and methods of evaluation, organization and management of education.

The school educational program is the basic document, according to which education is carried out in schools. The school educational program is issued by the school head after discussion with the school's Pedagogical Board and in the School Board. The school curriculum for vocational education is discussed by the school head with employers, or with the relevant professional organisation.

In 2019/20, there have been 28 State education programmes which cover all major VET fields under the responsibility of the Ministry of Education, Science, Research and Sport SR and include specific framework requirements for all relevant ISCED levels and educational standards for individual programmes.

A new VET programmes can be initiated by employers organisation in cooperation with a VET provider.

In order to receive an approval for a new training or study field in VET, it is necessary to submit an experimental project to the Ministry of Education, Science, Research and Sport of the Slovak Republic in accordance with the School Act. The proposal must be drawn up in accordance with the legal requirements and the state curriculum for the relevant group (s) of study and training branches.

The experimental project will include:

- a. the consent of the establisher of the school (usually self-governing region),
- b. opinion by employers' representatives,
- c. statement of the School Board,
- d. characteristics of the new field of study,
- e. competences of the graduate of the new field of study (based on the relevant state curriculum),

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- f. curriculum
- g. content of education (syllabus - brief description of the subject, general and specific objectives, thematic units and their time allocation or modules),
- h. preliminary agreement between the school and the employer (s) (in case of providing practical training at the employer's workplace),
- i. financial, personnel and material provision of teaching a new field of study or study,
- j. timetable for implementation of the new field of study.

Experimental projects will be submitted by the founder of the school or school facility for approval to the Ministry of Education, no later than the end of March before the beginning of the school year in which the experimental project begins. For the experimental project, a guarantor must be specified, who assesses the project regularly in the duration and after its completion. The guarantor of the experiment may be a university with an accredited degree program of pedagogical specialization or an organization established under a special regulation. The experimental project should have the same duration as the duration of the study (i.e. 4 years). The experimental programme will be implemented by minimum one and up to three schools.

***After the positive experiment evaluation, the Ministry will include the experimented branch onto the list of training and study fields. The respective State education programme will be adjusted accordingly and the VET schools which decide to offer the programme will have to develop its own school curriculum.***

The project leads to the new qualification of the Wellness Center Administrator and development of the documents at the level of the school educational program school curriculum. The materials created within the project – the Joint Occupational Profile, Joint Qualification, Joint Curriculum and National Curriculum – will serve as reference documents for elaboration of the respective documents. ***In case of approval of the new study programme, it is expected that the Administrator of Wellness Centre will be included under the state curriculum of the Hotel Academy (Hotelová akadémia).***

## **2. Qualifications out of the formal system of education**

### **a) Including a qualification in the National Qualifications Database**

Qualifications out of the formal system are designed according to the Act No. 568/2009 Coll. on lifelong learning (Lifelong Learning Act). This defines the national qualifications system (Národná sústava kvalifikácií) with a public register of qualifications standards and assessment standards for full and partial qualifications required to undertake professional activities.

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The national qualifications register contains about 1000 qualifications aligned to the eight-level national qualifications framework (SKKR). Standards for these qualifications have been developed by 24 sectoral (skills) councils composed of stakeholder representatives and approved by the Ministry of education, Science, Research and Sport SR.

The development of professional qualifications is informed by the national system of occupations governed by the Ministry of Labour, Social Affairs and Family SR in order to map mismatch in supply and demand on the labour market. The system and its occupational standards developed in cooperation with social partners are available in the occupations register. The occupations system portal also contains a competence register with a database of relevant knowledge, skills, and general abilities required by occupational standards. The 24 sectoral (skills) councils currently involved in developing occupational standards are supervised by the Sectoral Council Alliance that finally approves these standards. Recently, occupational standards have only informative, not the legal force.

Recently, to include a new occupational qualification in the national qualifications register, the following steps must be taken:

- A request including an analysis of the positioning of the qualification in the labour market will be submitted to the Alliance of Sectoral Councils,
- The Alliance will evaluate the application and send it to the relevant sectoral council
  - in case of the Wellness Centre Administrator it is the Sectoral council for retail, marketing, gastronomy and tourism.
- the Sectoral Council will elaborate the qualification card (qualification profile and assessment standard, methodology instructions) and propose an adequate level of National Qualifications Framework (SKKR) based on the materials provided, in line with the valid methodology and established practices,
- In parallel, the Sectoral Council will develop an occupational profile, which will be included in the National System of Occupations,
- The new qualification card will be submitted to the Ministry of Education, Youth and Sports of the Slovak Republic for approval,
- After approval, the qualification and will be published in the National Qualifications database as well as in the Further Education Information System.

***In case of designing and approval of the new qualification Administrator of Wellness Centre, it will be included in the National Qualifications database as a partial qualification.***

#### **b) Accredited training programme and verification of a professional competence**

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The Lifelong Learning Act also allows:

- recognition of further education results (outcomes) based on assessment against qualification standards leading to a full or partial qualification;
- verification of a 'professional competence' necessary for running a business regulated by the Trade Licensing Act (455/1991); it is also based on assessing compliance with standards.

Accreditation of the educational programme refers to the state verification of the ability of an educational institution to carry out an accredited educational program on the basis of compliance with the conditions laid down by this Act.

Certificates verifying professional competence are not equivalent to those from formal education. They substitute a certificate of apprenticeship for the purpose of starting a business only: but they do not allow to progress within formal education.

The application for accreditation will include:

1. Title of the training program
2. Organizational form
3. Target group
4. Entry requirements
5. Graduate profile
6. Methods
7. Overall scope
8. Curriculum
9. Final exam
10. Material and technical support
11. Guarantor's profile
13. Lecturer's profile

Participants of the accredited training course can certify the competences of adults through a formal examination that is carried out by an examination board. The examination has theoretical and a practical component, and a successful completion of the examination leads to a certificate.

***Following this procedure, the Association of Hotels and Restaurants will apply for accreditation on the training programme which will allow them to provide training and organise examinations for a obtaining a partial qualification necessary for running a business regulated by the Trade Licensing Act (455/1991).***

## Action Plan

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The implementation of the steps described above requires the fulfilment of the following objectives, for which specific activities, responsible institutions, deadline for implementation and expected results are indicated:

- Creating conditions for the recognition and development of the profession "Administrator of Wellness Centre";
- Raising awareness and engagement among experts in the field and training providers on the provision of quality training in the profession of Administrator of Wellness Centre.

Activities	Responsible institution	Expected period of implementation	Expected outcomes
<b>1. Creating conditions for the recognition and development of the profession "Administrator of Wellness Centre"</b>			
<b>1. Qualifications in the formal system of VET</b>			
<b>a) Introduction of the new state curriculum /state education programme</b>			
Elaboration of the experimental project for testing a new state curriculum	Hotel Academy of Ludovit Winter Association of Hotels and Restaurants ŠIOV	December 2020	Experimental project elaborated
Adoption of the experimental project	MESRS SR	September 2021	Start of the experimentation
Experimentation project implementation	HAĽV ŠIOV MESRS SR	2021- 2025	Experiment completed
Guarantor's evaluation report	Experimental programme guarantor MESRS SR	2025	

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Amendment of the state curricula	ŠIOV	2025	Publishing the state curriculum on <a href="http://www.siov.sk">www.siov.sk</a>
Approval of the experiment	MESRS SR	2025	Inclusion of the programme on the List of study and training branches <a href="https://www.minedu.sk/vysledk-y-vyhľadavania/?search=%C5%A1a">https://www.minedu.sk/vysledk-y-vyhľadavania/?search=%C5%A1a</a>
Elaboration of the school curricula	Schools providing the programme	After updation of the state curriculum by MESRS SR	Providing the qualification by VET schools
<b>2. Qualifications out of the formal system of education</b>			
<b>a) Including an occupational qualification in the National Qualifications Database</b>			
Proposal of a new qualification to the Alliance of Sectoral Councils	ŠIOV/Association of Hotels and Restaurants of Slovakia Alliance of Sectoral Councils	September 2020	Initiation of the new qualification
Development of the new qualification Administrator of Wellness Centre	Sector council for retail, marketing, gastronomy and tourism ŠIOV	December 2021	New qualification designed and levelled to SKKR
Approval of the qualification by the MESRS SR	MESRS SR	May 2021	Decision of the MESRS SR
Publication of the qualification	ŠIOV	June 2021	Publication available in the National Qualifications Database <a href="http://www.kvalifikacie.sk">www.kvalifikacie.sk</a>

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<b>b) Accredited training programme and verification of a professional competence</b>			
Development of the training program of further education	Association of Hotels and Restaurants of Slovakia	June 2020	Curriculum of further education programme developed
Application for accreditation to the Ministry of Education, Science, Research and Sport SR	Association of Hotels and Restaurants of Slovakia	September 2020	Accreditation procedure
Decision of the MESRS SR on Accreditation	Accreditation Committee of MESRS SR	November 2020	Authorization to provide an accredited training programme
Publication of the accredited programme in the Information System of Further Education	Secretariat of the Accreditation Committee of MESRS SR	October 2020	The programme available online <a href="http://isdv.iedu.sk/">http://isdv.iedu.sk/</a>
Recruitment of the participants	Association of Hotels and Restaurants of Slovakia	January 2021	Training programme implemented
<b>2. Raising awareness and engagement among experts in the field and training providers on the provision of quality training in the profession of Administrator of Wellness Centre</b>			
Information of the MESRS SR on accreditation of the training programme	Secretariat of the Accreditation Committee/ LLL Department of MESRS SR		Inclusion of the training course in the Information System of Further Education

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Information to the expert audience through the Sectoral Council for retail, marketing, gastronomy and tourism	Sectoral Council Members and expert groups		Information through the activities of the Sectoral council and the National Qualifications Database
Information of the MESRS SR on the experimental programme and updating the state curriculum	MESRS SR ŠIOV		Update of the State Educational Programme for the Group of Training and Study Branches - 62 Economic Sciences, 63, 64 Economics and Organization, Trade and Services
Marketing of the accredited training programme	Association of Hotels and Restaurants SR		Provision of the training programme and exams for verification of professional competence to interested learners

## Expected impact of the accreditation of the qualification on a national level

### Stakeholder identification:

- Ministry of Education, Science, Research and Sport SR for implementation of the experimental programme to add a new orientation to the State Educational Program for the Group of Vocational and Study Branches 62 Economic Sciences, 63, 64 Economics and Organization, Trade and Services I, II
- Sectorial Council for retail, marketing, gastronomy and tourism for developing the new Qualification standards and Occupational standards corresponding to the labour market needs and including the new qualification in the National Qualifications Database.
- VET school with the methodological assistance of the State Vocational Education Institute for the development of school curricula for practical implementation of the qualification Administrator of Wellness Centre in the formal VET system.
- Ministry of Education, Science, Research and Sport SR for improvement of the accredited training programme and issuing a license for verification of professional competence.
- Adult learners in further education programmes.

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- Business focusing on making the VET system responsive to the labour market needs.

### **Options for action:**

#### **Option 1 "Qualification does not receive accreditation"**

This option will result in:

- The programme “ Administrator of Wellness Centre” will not be modified, the IVET and CVT will not be licensed in this profession.
- Some of the knowledge or skills or modules of the qualification developed under the project may be integrated into existing curricula covered by the ***State Educational Program for the Group of Vocational and Study Branches 62 Economic Sciences, 63, 64 Economics and Organization, Trade and Services I, II*** and related following professions:  
Wellness worker - massage services; Bartender - basics of bartender work; Barista - basics of barista work - general preparation, Therapeutic techniques in helping professions

*Negative impacts:*

*In the case of rejection of qualification for several positions in the field of wellness services there will be no possibility for acquiring a qualification regulated by the law.*

#### **Option 2 "Qualification gets accreditation"**

This is the main and recommended option.

*Negative impacts:*

*Obtaining accreditation of the qualification will have no negative consequences*

#### **Positive effects:**

Obtaining qualification accreditation will lead to for each stakeholder:

- State Vocational Education Institute and the Association of Hotels and Restaurants of Slovakia will transfer and keep u-to-date the requirements of the labour market in the the Occupational standard, Qualifications standards and VET programme (through the Sectoral Council for retail, marketing, gastronomy and tourism).
- Applicants for accreditation - will be able to develop and apply for accreditation of the training programme leading to a partial qualification and offer training and exams.
- VET schools in tourism sector will be able to broaden their portfolio of professional orientation in their school curriculum and attract more students in the study and obtaining a qualification.
- Adult learners will be able to obtain a qualification in the system of non-formal education and start or expand their business.
- Business will be able to receive skilled workforce trained according to the already stated needs in terms of knowledge and skills.

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- Project partners (and not only) - an opportunity for mobility of trainees and their trainers.

**Potential risks:**

There is a risk that not enough competent teachers are available - it can be overcome by hiring people who are already working in wellness centers and subsequently hiring persons who have acquired a new qualification.

There is a risk associated with the training facilities - training institutions may not have equipped training rooms for practical training - it can be overcome by providing practical training in a real working environment in wellness centers.

**Effect on the administrative burden for individuals and legal entities:**

Accreditation of the qualification will not lead to changes in the administrative burden for citizens or businesses. It will expand opportunities for licensing in one more profession and offering training services in one more qualification.

**How does the act affect micro, small and medium-sized enterprises (SMEs)?**

Having a skilled workforce is one of the basic prerequisites for starting and successfully developing any business.

Having the ability to absorb knowledge and skills to take up any position in health and beauty businesses will naturally contribute to the success of this business.

## Annex 4

### Slovenia

#### **Prerequisites / Conditions for Accreditation of Qualification Administrator of Wellness Centre with specified stages at national level**

Officially recognised education programmes for vocational or professional education in Slovenia are formed on the basis of **Organization and Financing of Education Act, Vocational Education Act** and other substantial documents and must be adopted by the **minister** responsible for education (hereinafter: Minister) in cooperation with the **competent council of experts**.

Education programmes for the acquisition of vocational or professional education are designed on the basis of **occupational standards**. An occupational standard is a document that defines the content of a **vocational qualification** at a certain level of difficulty and defines the necessary **knowledge, skills and general and professional competences**. The occupational standard is adopted by the **minister for labor** at the proposal of the **national expert council**.

One education programme can be designed to meet several occupational standards. On the basis of a occupational standard, further education and training programs may be established. The Council of Experts decides which occupational standards are the subject of the educational program.

The **minister for labor** appoints **sectoral occupational standards committees** to coordinate the proposals of the social partners and civil society for a particular area of expertise, for particular sectors or for several sectors.

Further on, education programmes are internally partitioned into **courses and modules** that allow students to be **elective** in their education.

The module is a **program unit of goals** and content, which is determined in accordance with the **framework and methodology** for the preparation of education programmes.

The module, designed on the basis of occupational standards, also enables the acquisition of **national vocational qualifications** in accordance with the procedure laid down in the regulations governing national occupational qualifications.

Education programs for the acquisition of vocational or professional education in accordance with starting points of educational programmes, are designed so that 80% is developed on national level and is common, and 20% of the educational programme is defined by the schools together with the social partners (hereinafter referred to as the **open curriculum**), where they can discuss the possibility of introducing additional professional competencies. This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



and specialized knowledge into existing school curricula. Based on the interests expressed and the needs presented, the school prepares new modules to place in the open curriculum.

**Based on analysis of Slovenian programs from Gastronomy and tourism sector and joint reference »Administrator of Wellness Centre« curriculum prepared in WellTo project we decided to introduce new open curriculum module Wellness.**

Open curriculum gives schools together with the social partners opportunity to formulate the goals, competences and content of the **open curriculum modules** in accordance with the needs of the economy and the environment, to follow new developments in professional fields, to develop specialized knowledge and skills and to train staff with competitive knowledge and skills that are sought after and recognized in the job market.

The design of an open curriculum for each educational program begins with an **analysis of the needs of employers and the local environment**, with the school taking into account staff, material and organizational options. From the wide range of ideas that the school can obtain from employers, representatives of local communities and development agencies, students, parents and teachers, **the working group at the school** selects the most appropriate ones. **They set goals and competencies** for the selected ideas that form the basis for the design of the **open curriculum modules**. Module design may involve extending the goals of professional modules or general education courses, design of a brand new module, or use modules or courses from another educational programme. The goals are designed to support and expand student's profession or field of work when they graduate from the program. The open curriculum design process, in addition to designing the modules, includes their placement in the educational program (distribution by year of education program, duration, credit, plan of assessment), compilation of catalogue of knowledge and placement in the school's implementation curriculum. An open curriculum is an integral part of the **annual work plan** and is endorsed by the **school council** which is assembled from **three representatives of Ministry (founder), five representatives of professional school staff, three representatives of parents and two representatives of students**. Since the open curriculum is part of the public education programme, as with other curricula of the educational programme, all elements must be made public. The implementation of these modules also gives schools the opportunity to develop and design different approaches and methods for working with students.

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## Action Plan

The implementation of the steps described above requires the fulfilment of the following objectives, for which specific activities, responsible institutions, deadline for implementation and expected results are indicated:

- Creating conditions for the recognition and development of open curriculum module Wellness
- Raising awareness and engagement among experts in the field and training providers on the provision of quality training in the profession open curriculum module Wellness

Activities	Responsible institution	Expected period of implementation	Expected outcomes
<b>1. Creating conditions for the recognition and development of new open curriculum module Wellness</b>			
<b>b) Introduction of the new open curriculum module Wellness</b>			
Schools regular annual meetings with employers or questionnaires to employers	SC Velenje		review the needs for knowledge of wellness and employers individual initiatives for this area of knowledge
Sending questionnaires to companies	SSGZ	November, December 2018	Analysis of employers' needs and wishes
Round tables with employers and wider debate in the region	SC Velenje	May, November and December 2019	Agreed and well defined content and goals of the new open curriculum module Wellness
Submitting a reasoned proposal at verification meeting of school council	SC Velenje	June 2020	Approved new open curriculum module Wellness and added to Annual work plan
Contracts between school and interested employers	SC Velenje	August 2020	successful implementation of new open curriculum module Wellness
<b>2. Raising awareness and engagement among experts in the field and training providers on the provision of quality training of new open curriculum module Wellness</b>			
School heads expert meetings	SC Velenje	November 2020	Introducing and promotion of the new open curriculum module Wellness

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E-mail newsletter to all schools and educational institutions	SC Velenje	January 2021	Creating engagement and promoting new open curriculum module Wellness
Public discussion	Institutions and other VET stakeholders	November 2020- June 2021	Introducing and promotion of the new open curriculum module Wellness
Round tables	Institutions and other VET stakeholders	November 2020- June 2021	Introducing and promotion of the new open curriculum module Wellness
CPI internal presentation	CPI		Information about new open curriculum module Wellness for area of Gastronomy and Tourism

## Expected impact of the accreditation of the open curriculum module “Wellness”

### Stakeholder identification:

- SC Velenje
- SSGZ and companies in Tourism sector
- Other VET schools in Tourism sector
- CPI
- Citizens participating in VET

### Options for action:

#### **Option 1 "Module Wellness does not receive accreditation"**

This option will result in:

- The new module “Wellness” will not be identified, school will not include it in open curriculum;
- Some knowledge, parts of module Wellness developed under the project may be integrated into existing curriculum in school programme Gastronomy and Tourism or related professional fields

#### *Negative impacts:*

*In the case of rejection of new module Wellness in open curriculum it will be impossible to implement it in the school programme.*

#### **Option 2 "Module Wellness receives accreditation"**

This is the main and recommended option.

#### *Negative impacts:*

*Obtaining accreditation of the module Wellness will have no negative consequences*

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### **Positive effects:**

Obtaining accreditation will lead to for each stakeholder:

- SC Velenje will be able to implement new module Wellness into school programme Gastronomy and Tourism as a part of open curriculum
- CPI and SC Velenje will be able to present new open curriculum module Wellness to other schools and companies as an example of good practice
- VET schools in tourism sector will be able to broaden their portfolio of professional orientation in their school curriculum and attract more students in the study and obtaining new knowledge.
- Companies will be able to receive skilled workforce trained according to the already stated needs in terms of knowledge and skills.
- Project partners (and not only) - an opportunity for mobility of trainees and their trainers.

### **Potential risks:**

There is a risk associated with the training facilities - training institutions may not have equipped training rooms for practical training - it can be overcome by providing practical training in a real working environment in wellness centers.

### **Effect on the administrative burden for individuals and legal entities:**

Accreditation of new open curriculum module "Wellness" will not lead to changes in the administrative burden for citizens or businesses. It will expand pool of knowledge and give employers more specifically trained workers.

### **How does the act affect micro, small and medium-sized enterprises (SMEs)?**

Having a skilled workforce is one of the basic prerequisites for starting and successfully developing any business.

Having the ability to absorb knowledge and skills to take up any position in health and beauty businesses will naturally contribute to the success of this business.