SPE.C.H.A.L.E.

SPEcialists in Cultural Heritage and Attractive Living Environment

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Specific guidelines for validation of the SPECHALE course

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SPE.C.H.A.L.E. GUIDELINES for validation of the SPECHALE course

TABLE OF CONTENTS

The SPECHALE course program was created in line with the SPECHALE Project and implemented with the Pilot course.

Analyses of the Pilot course results have allowed the project partners to adjust the method and the learning outcomes of each module.

This document covers all aspects of the course and is directly addressed to institutions or training centres that would like to launch this course again (being members of the SPECHALE network).

It provides guidelines with all technical information on:

● how to join the SPECHALE network, a virtual platform that represents a very useful tool to promote the results and to keep the project alive.

● how to conduct a new course: a step-by-step procedure for any organisation to follow, build on the same model as the Pilot course

● how to move the course forward and ask for a validation at European level

Introduction

The SPECHALE course program aims to develop and improve skills and knowledge in the transmission of cultural and natural heritage for adult people.

It is made of 4 independent modules that have specific objectives and learning outcomes which are clearly identified in the European Qualification Framework (EQF).

These additional skills are a homogeneous and coherent set of competencies, independent from a particular professional situation but still compulsory to exercise a work in cultural heritage and tourism.

Indeed, SPECHALE course is not linked to a job but related to competencies required in the field of cultural heritage and tourism. These competencies are transversal and can be used in different professional situations: tourist guide, event planner, touristic services, educational farm, civil society and a lot more, represent activities accessible to adults with low level of education who are totally eligible for the SPECHALE course.

Companies or other organisations looking for qualified people to guide heritage interpretation routes may find in those qualified through the SPECHALE process the necessary skills for the good development of these tasks.

A certificate issued by the project partnership will contribute to this.

The same certificate can be useful as proof of the skills developed by adults in the RVCC - Recognition and Validation of Knowledge and Competences process.

This document gathers a set of recommendations for the validation and recognition of competences associated with the SPECHALE learning roadmap, based on the results of the experience with the creation and implementation of the pilot course carried out during the Erasmus+ SPECHALE project.

It is a document addressed both to the SPECHALE partnership, on how it can capitalise on the process previously developed for future actions, and to other organisations and adult education professionals who, intend to carry out similar processes in these or other themes.

It is complemented by the SPECHALE Platform and Toolkit. Are annexes of the document: the brochure and the curriculum.

*Throughout this document the term "training centre" refers to any institution, entities or professional training centre entitled to conduct a training course.

A. The SPECHALE platform and network

During the ERASMUS+ project SPECHALE - Specialists in Cultural Heritage and Attractive Living Environment, a learning guide for the transmission and valorisation of the local natural and cultural heritage for adults was created and implemented by an international partnership.

This process is fully described in the SPECHALE Toolkit document, available on the TOOLBOX page, and may be useful for those who wish to implement processes of a similar nature. Methodologies of working in transnational partnerships and how to overcome the challenges of differences of language, culture and functions in the educational and scientific processes associated with the themes of the project are shared.

Many of the documents used/built are available on the platform, through which one can also access - openly - the curriculum and contents built.

Anyone can develop his/her skills in heritage and tourism through the documents made available on the SPECHALE platform, at www.spechale.eu, more specifically by following the SPECHALE roadbook. This platform is an integral part of the intellectual products of the project, having been specially built to meet all the objectives of dissemination of objectives, methodologies and contents, to different target audiences around the world.

The knowledge, skills and attitudes developed in this process may be validated, through a certificate issued by the partnership, according to the instructions presented below. They may also be presented in formal processes of recognition and validation of competences.

Other organisations may participate in this process in the future, by joining the SPECHALE network and following all the defined steps. The SPECHALE network is the result of the project and will be developed as a result of it. It is open to people and organisations who want to share their knowledge and experience and to actively participate in the development of the "SPECHALIST profile" in adults with different levels of academic qualification.

The network intends to count also with the agents of formal recognition and validation of adult skills, in order to build up a portfolio of potential heritage guides, particularly in economically less favoured territories. In the future, a process of accreditation of the profile will be tried.

B. The SPECHALE course: organisation and useful tools

As members of the SPECHALE network, training centres will be able to organise a SPECHALE course and can use all documents available in the TOOLBOX:

- the step-by-step procedure described in the TOOLKIT

- the SPECHALE material, public and freely available online on www.spechale.eu

Indeed, the TOOLKIT is a presentation of the method and validation of the course. It includes a detailed description of the entire organisation of the course; from the registration of a learner to the completion of the course. It will allow any training centre to be aware of the administrative procedure set up for the SPECHALE course and help them to launch a new one.

Learners are completely autonomous and will be able to go through the learning process alone via the learning platform.

However, in some cases, they will have to follow the indications of the training centre, in particular for the registration and evaluation process. While the material is fully accessible online, evaluations and self-assessments may require a registration at the training centre or at one of the Project's partners.

Whether or not they are available on line, assessments will evaluate the competencies acquired in each module of the course and shall be communicated to the learners in advance. These specific Learning outcomes are listed at the end of this document (ANNEX 1) and can be found on the TOOLBOX of the SPECHALE platform.

The difficulty of the evaluations and of the learning outcomes set the level of the SPECHALE course within the European Qualification Framework (EQF).

Considering the objectives, the duration, the beneficiaries, and the learning outcomes, the SPECHALE course has been ranked level 4. It matches the expected knowledge, skills and responsibility that a learner should achieve at the end of a training course.

- Knowledge: a good knowledge of the different types of heritages, understand the different types of tourism and the tourism market, understand the definition of various communication types and the importance of soft skills, understand the importance of market research and of networking.

- Skills: be able to identify a cultural heritage, a heritage that needs protection. Be able to create a tourism offer and to realise a marketing mix. Be able to create storytelling and to communicate on social media. Be able to create an appropriate business plan.

- Responsibility: be able to carry out a preliminary study on the opportunity of a new activity in the field of cultural heritage and tourism.

Learners who go through the entire learning process and complete the evaluations will get a certificate issued by the project's partners or by any training centre that would have organised a similar course.

At this stage, it is possible to consider the way to an official recognition of the course at European level.

C. Development of the course: European validation

The procedure of an official European recognition is a complex process that requires to set not only the material and learning outcomes but also the evaluation process.

This process of recognition could start with the following steps.

1. Organisation of the evaluation at the training centre

    a. Registration of candidates

Only candidates duly registered for the SPECHALE course can take the exam.

Registration is done by email using the registration form duly completed, dated and signed. The registration form must be sent by email to a training centre.

Upon receipt of the registration form, and after a positioning interview by telephone, the candidate receives a professional training contract or a registration proposal for another session if the training should be complete.

Prerequisites: Applicants must have a level 3 diploma or equivalent.

    b. Jury of validation

The jury is made of two people internal of the training centre, or one person of the training centre and one professional in the field of cultural tourism.

Its role is to note the scores of the candidate, and to award full or partial validation.

Authorization procedure for professionals of the validation jury

To be eligible and become a member of the jury, professionals must:

- Justify an experience of at least two years in the field of cultural tourism

- Not having left the function for more than five years

    c. Information method and notification of the candidate

An individual invitation is sent by email to each registered candidate, 1 month before the date of the exam.

Candidates receive information related to the tests by email at least 15 days before the start date of the tests. It is specified:

- Address of the training centre

- Dates of the tests

- Duration of the tests

- Evaluation criteria

- Authorised documents and / or materials. In the absence of indication, no material document is authorised

The notebook and the brochure describe the assessment activities for each module.

d. Description of the evaluations

The evaluation must be organised at the training centre facilities.

A room is made available for the realisation of the exam.

All subjects are given by the exam manager, in sealed envelopes. The person in charge of the exam must open the envelopes systematically in the presence of the candidates.

When the duration of the test has elapsed, a supervisor announces to the candidates that they must return their papers immediately.

The candidate signs the attendance sheet and returns a copy, even blank. The copy will then be marked "blank copy". Drafts cannot be corrected. Therefore, there is no need to attach them to their papers.

No copy submitted can be recovered by the candidate regardless of the reasons given.

The training manager is responsible for the exam.

Its role is to:

- Make the rooms available to the validation jury

- Send the procedures for carrying out the tests to all candidates

- Ensure compliance with the exam rules

- Ensure the smooth running of the tests

e. Communication of the results to the candidate

The jury's decision is communicated by email within 15 days after the exam.

The jury's decision may consist of:

• Full validation of all skills of the module

• Partial validation on one or more learning outcomes of the module. The validation is not obtained entirely.

• No validation of any learning outcomes. Validation is not obtained.

Successful candidates receive an official document confirming the validation of the course, by mail to the address indicated on their registration form, no later than 1 month after notification of the jury's decision.

f. Re-take exam

The candidate informs the training centre in writing of his wish to retake the assessment. The training centre will send him an invitation for a remedial session within 6 months.

Updating of skills and working conditions

Several levels of monitoring actions have been put in place:

- Immediately after the training: a detailed satisfaction questionnaire is completed by all participants.

- A few days after the training: an email containing various information (useful links and documents necessary for the creation of an activity) is sent to the trainees

- An annual survey studies placement is organised

The follow-up concerns all former trainees, whether they have validated the entire course or only some modules.

ANNEX 1:
Learning outcomes of the SPECHALE course

MODULE 1: HERITAGE

SUMMARY

We all inherit some things: a local history, a language, a way of life, etc. But are we aware of the legacy that surrounds us? How can we preserve it and pass it to the next generations?

In this module you will learn how to identify cultural and natural heritage, tangible and intangible heritage., and how to preserve and valorise it.

ACTIVITIES
- Identification of natural heritage
- Identification of cultural heritage
- Preservation of heritage

COMPETENCES
- Identify natural and cultural heritage
- Identify protected areas
- Define tangible cultural heritage
- Define intangible cultural heritage
- Identify endangered heritage
- Extend heritage valorisation

LEARNING SECTION	LEARNING CONTENT
HERITAGE	Definitions Natural heritage UNESCO World Heritage List National classification of protected areas Examples of protected natural heritage Cultural heritage Tangible heritage Intangible heritage UNESCO World Heritage List Examples of protected cultural heritage
ENDANGERED HERITAGE	Key threats to heritage protection Europa Nostra organisation Endangered languages List of World Heritage in Danger
HERITAGE AND LOCAL COMMUNITY	Positive aspects of local community inclusion in heritage protection Social cohesion and cultural development Employment creation and economic development Environmental sustainability Heritage and contemporary arts Examples of community heritage protection projects
TOURISM VALORISATION OF HERITAGE	Ecotourism Cultural tourism Creative tourism

MODULE 2: MARKETING

SUMMARY

There are different types of tourists and different types of tourism. Each activity or product has to be promoted in order to reach the targeted audience.

In this module, you will learn how to understand and identify the needs of the tourists in your territory, and how to plan your activity. Marketing tools and techniques such as the analysis of the strength and weakness, will be explained.

ACTIVITIES

- Identification of consumer trend

- Identification of customer expectations in tourism

- Evaluation of the impact of tourism

- Creation of a marketing analysis

- Creation of a network

COMPETENCIES

- Identify the profile of tourist

- Meet expectations of tourists

- Control negative impact of tourism

- Develop a tourism product according to the tourism market

- Identify potential partners and share good practice

- Create a customer journey map

- Create a SWOT analysis

- Develop a Marketing Mix

LEARNING SECTION	LEARNING CONTENT
TOURISM BASICS	Definitions: tourism/tourist/tourism journey Characteristics of tourism journey Tourism destination Tourism organisations Tourism policies and legislations Brief history of tourism Tourism impacts on economy Tourism impacts on environment Tourism impacts on society and culture
TOURISM DEMAND	Travel motivation Push & pull factors in tourism Current consumer trends Market segmentation

TOURISM OFFER	Tourism market Characteristics of tourism product Key elements of tourism product Destination's attractions & surroundings Accommodation & services Destination accessibility Destination image Price Tourism experience Examples of best practice
MARKETING TECHNIQUES AND TOOLS	Definition of marketing mix Elements of marketing mix Product Price Place Promotion Other aspects of marketing mix Step by step guidelines Sales techniques for small businesses Definition of SWOT analysis Motivation for SWOT implementation Elements of SWOT Strengths Weaknesses Opportunities Threats Internal factors in SWOT application External factors in SWOT application SWOT challenges Principles of design of visual materials

PARTNERSHIPS AND SERVICE DESIGN	Partnership Role of the partnership Partnership types Partnership creation Partnership maintenance Service design Local and global products Trends in service development Global service Personalised service Local as value Challenges for individualised service providers Process and tools of service design

MODULE 3: COMMUNICATION

SUMMARY

Good communication skills are necessary in order to let people know about your touristic activity. Verbal, non verbal, different types of communication can be used according to your audience.

In this module you will learn how to create your story and how to tell it. The importance of social media will also be described.

ACTIVITIES

- Creation of a personal story
- Development of oral communication skills
- Promotion of activities
- Development of communication tools depending on the public
- Development of an animation/workshop
- Development of soft skills

COMPETENCIES

- Define the appropriate type of communication (verbal/non-verbal)
- Build a storytelling
- Develop oral communication skills
- Manage social network

- Plan your animation/workshop
- Develop soft skills for the tourism sector

LEARNING SECTION	LEARNING THEMES
COMMUNICATION TYPES	Definition of communication Verbal communication Non-verbal communication Written communication Visual communication Guidelines for effective communication
STORYTELLING	Storytelling techniques Rules for good storytelling
ORAL COMMUNICATION	Advantages and drawbacks of oral communication Speech organisation Guidelines for successful oral communication
SOCIAL MEDIA	Definition Business opportunities Facebook
SERVICE CULTURE	Offering a good welcome Knowing the audience Guidelines for quality service culture
SOFT SKILLS	Definitions Difference between soft and hard skills

	Important soft skills in tourism
	      Personality development
	      Problem solving
	      Leadership
	      Time management

MODULE 4: BUSINESS

SUMMARY

When you run a business, even a small one, it is necessary to better understand and apply financial management principles.

Moreover, some skills are required in order to either develop your own activity or get a job in the tourism sector.

In this module, you will learn why market research is important, the different steps of a business plan, and how to improve your skills in a business field.

ACTIVITIES

- Evaluation of the market needs

- Development of a communication plan

- Development of a business plan

COMPETENCIES

- Plan the different steps of your project

- Be able to understand the basic knowledge of a balance sheet

- Be able to understand the basic knowledge of a cash flow projection

- Develop your soft skills

LEARNING SECTION	LEARNING THEMES

MARKET RESEARCH	Factors of importance of market research
	Marketing research process
	    Problem definition
	    Research design
	    Data collection
	    Data analysis
	    Report presentation
	Adapting the offer according to market research
	    Clients
	    Competition
	    Partners
	    Product
	    Distribution
	    Location

ENTREPRENEURIAL COMPETENCES	Autonomy Adaptability Stress resistance Being initiative Workplace etiquette Self-assessment of entrepreneurial competences
NETWORKING	Importance of networking Networking techniques Guidelines for successful networking

FINDING A NEW EMPLOYMENT	Steps in searching a new employment Preparing a curriculum vitae Preparing a cover letter
BUSINESS PLAN	Definitions Step by step procedure Income statement Cash flow projection Balance sheet Ways to cut business costs

For more information:

https://www.spechaleerasmus.eu/