

Developing a professional sommelier course at the Institute of Tourism Studies (ITS) in Malta.

Aaron Rizzo

30 October 2019

Masters in Hospitality Management



Abstract



Haaga-Helia

Date 30 October 2019

Author(s) Aaron Rizzo	
Degree programme Masters in Hospitality Management	
Report/thesis title Developing a professional sommelier course at the Institute of Tourism Studies (ITS) in Malta.	Number of pages and appendix pages 109 + 30
<p>This is a product-based thesis aimed to create a professional sommelier curriculum that is beneficial for catering and hospitality operators who want to deliver the knowledge and service of wines and other beverages to their target market. This thesis is fully commissioned by the Institute of Tourism Studies (ITS) in Malta who are keen to start running this programme in September 2020. The information gathered from this thesis will help to make both full time and part time programmes better, professional and doable. This higher national diploma (HND) level course is aimed at young adult students who want to pursue a career in the wine on trade and off trade sectors, and at current employees who are working in the wine industry to gain the knowledge and skills required to improve their work experience background.</p> <p>The literature review is composed of two main parts. The first part identifies the skills required to form a good sommelier course curriculum matched with the needs of the Maltese hospitality industry both for the on trade and off trade markets. This section also reflects on how fundamental it is to have a sommelier employed within any company selling wine and other beverages as a qualified sommelier is similar to a wine educator who will make an impact on the behaviour of the consumer. The second part of the literature review focuses on pedagogical issues. In other words, understanding different theoretical concepts of setting up a curriculum with vocational education training, and identifying various teaching methods that are suitable to teach technical wine related subjects to help students grasp the knowledge and skills efficiently.</p> <p>Three methods of data collection were used to gather the information required to answer all objectives. The first method was a qualitative benchmarking exercise comparing different wine courses and programmes with different local and foreign institutions. The second method was a quantitative survey with 175 responses targeted to WSET graduates, sommeliers working in the Maltese hospitality industry. The third method was qualitative by proposing a full time and part time HND sommelier curriculum structure in an internal focus group at ITS with all key participants present to share their ideas and opinions of how the proposed curriculum can improve.</p> <p>The recommendations and results of all data collection methods proved to be a success as the final programme curriculum was set both at full time and part time. All the modules chosen were meticulously analysed from all methods of data collection reflected in the literature review and the needs of the Maltese hospitality industry. This thesis is beneficial for ITS and the local hospitality industry as it is a starting point for creating a proper and professional sommelier with the correct skills and knowledge.</p>	
Keywords Sommelier Course Curriculum Programme HND Maltese Hospitality Industry Skills Knowledge Needs wine educator internal focus group	

Table of contents

1	Introduction	1
2	The Institute of Tourism Studies (ITS), Malta	3
3	The role of a sommelier in Malta	5
3.1	The required skills of a sommelier.....	5
3.2	The sommelier's influence on consumer behaviour.....	8
3.2.1	The sommelier as a communicator of knowledge.....	11
3.3	The needs of the hospitality industry	13
3.3.1	Knowledge of food and wines.....	13
3.3.2	Promotion of local wines with expert service skills.....	14
3.3.3	Skills in stock control and pricing.....	15
3.3.4	Compiling a wine list with menu engineering.....	17
3.3.5	Other needs for the hospitality industry	18
3.3.6	The content marketing sommelier	19
3.4	The sommelier as a wine educator.....	20
4	Curriculum and pedagogical issues.....	25
4.1	The set-up of a sommelier's course curriculum	25
4.1.1	Knowledge is fundamental for curriculum set up	27
4.1.2	Types of curriculum mapping	29
4.2	Teaching methods for higher vocational schools.....	39
4.2.1	The scaffolding technique	40
4.2.2	Inquiry based teaching and competence based education	42
5	Benchmarking other Institutions offering wine courses	45
5.1	The local market in Malta offering wine courses.....	45
5.2	The international market offering sommelier courses.	47
5.3	A simple way of comparing different institutions offering wine courses.....	49
6	Data collection methods: Survey ITS Sommelier Course	52
6.1	Pilot study - Survey	55
6.2	Results of the survey.....	56
6.3	Recommendations and conclusions of the survey.....	72
7	The proposed curriculum structure- HND sommelier course	78
8	The internal focus group at ITS	80
8.1	Analysis and recommendations of the internal focus group.....	83
8.1.1	The total number of credits for the HND sommelier course	83
8.1.2	The modules of the curriculum	84
8.1.3	The cost of the course.....	86
8.1.4	The target audience of the course.....	86
8.1.5	Qualifications required to apply for the course.....	87

8.1.6	Modules of customer care, field trips and languages	88
8.1.7	The practical internship	89
8.2	Module template and module writing	90
9	Discussion and conclusions	94
9.1	An analysis of own learning.....	96
9.2	Ethical considerations	98
10	References	99
11	Appendices	110
	Appendix 1. Survey questions - HND sommelier course	110
	Appendix 2. The proposed full-time curriculum.....	115
	Appendix 3. The proposed part time curriculum structure.....	117
	Appendix 4. Questions asked in the internal focus group.	120
	Appendix 5. The final full-time HND programme.....	122
	Appendix 6. The final part time HND programme	124
	Appendix 7. Module descriptor for advanced wine regions of the world.....	127
	Appendix 8. Module descriptor for wine and food pairing	131
	Appendix 9. Module descriptor for practical wine sensorial analysis.....	135
	Appendix 10. Breakdown of costs	139

1 Introduction

In Malta and Gozo there is a good presence of local wineries, small boutique wineries, retail wine shops, hotels, restaurants and wine bars (for premium wines) and also supermarkets (for high volume brands wines). However, the hospitality industry has a problem as regards to finding a suitable, knowledgeable person in wines and spirits. Malta does not have enough qualified sommeliers who can sell wine in the whole Hospitality Maltese sector. Wine is a beverage product that is in demand by many people from all walks of life who appreciate the culture of wine. The hospitality sector in Malta and Gozo is in great need of such knowledgeable and experienced workers. It is time to have a recognised qualification for the local Maltese beverage industry and all companies involved in the selling of wines, and in this way they would have a person qualified with knowledge and experience to sell or serve wine. Such a course is not only useful for full time students but can also be commercialised to the on-trade and off-trade markets. A sommelier will be so knowledgeable that can train other inexperienced colleagues to become future sommeliers. Sommeliers can ensure that the beverage sales of the company can increase as they would possess a high level of upselling skills combined with the expert knowledge achieved. It is extremely important to have a qualified sommelier in any catering operation selling wine and other alcoholic beverages.

Therefore, the aim of this master thesis is to create a professional sommelier course to be offered at the Institute of Tourism Studies (ITS) in Malta, who will act as the commissioning company and the go ahead was given to design and implement a professional sommelier course at ITS. The research in this master thesis will study the needs of the Maltese hospitality industry as regards to wine knowledge and skills to create a course that is customised to the needs of the Maltese industry. The aim and research questions can be summarised as follows:

The main aim and central research question is to create a professional sommelier course to be offered at the Institute of Tourism Studies (ITS) in Malta.

The research questions are as follows:

1. What are the needs of the Maltese Hospitality Industry as regards to wine knowledge and skills?

2. What are the requirements needed to set up a professional curriculum for a sommelier's course?
3. What is the price, duration and the education level of this sommelier course at ITS?

Such a course is not available in the Maltese islands. The only wine courses available are courses which are very short as a duration, and only focused on the wine regions of the world and the tasting of the wines. But there is no course available to create a full and complete knowledgeable sommelier, who not only has knowledge in wine, but has other forms of related knowledge. For example, the practical service of wines and other beverages, the knowledge of cigars, cheese, beer, spirits, sake, marketing, cellar management, inventory control, basic knowledge of different foreign languages and many more.

The course of a sommelier will not only lead to different career paths within the on-trade market (HORECHA sector – Hotels, restaurants and catering establishments) such as sommeliers, wine servers, and food and beverage servers, but also for the off-trade market (supermarkets, retail shops and wine importers) as wine advisors and wine consultants.

Consumers visiting food and beverage establishments will benefit on the Maltese Islands as there will be more knowledgeable people around who will be able to relate on wine and provide adequate knowledge on the service, provenance, and the selling of the wine. Local wine wholesalers and suppliers will also benefit as they will be able to sell more wine to the on trade and off trade markets. But they also require a person who can consult in wine and provide adequate basic wine training to their members of staff and consumers.

The Harvard system will be the system of referencing throughout this thesis.

2 The Institute of Tourism Studies (ITS), Malta

The Institute of Tourism Studies (ITS) in Malta is the commissioning company for this master thesis. It is a higher education institution which is run by the Maltese government forming part of the Ministry of Tourism in Malta. The mission statement for the Institute is quality learning to achieve excellence in Tourism. The main objective of the Institute is to supply the Maltese hospitality industry with qualified people who are professional in their job by rendering high quality standards and services, both in the local Maltese market and also internationally. (Institute of Tourism Studies, 2018). ITS has a total of 421 full time students and 518 part time students. ITS offers both full time and part time courses ranging from MQF (Malta Qualifications Framework) Level 2 to Level 6.

ITS also offers part time courses as follows:

Any full time programme can be followed on a part time basis (against fee and longer duration, such as Certificate level: Full time normal duration 1 academic year, Full time under part time basis normal duration 2 academic years).

Wine related international part time courses: Intermediate & Advanced Levels, Wines and Spirits Education Trust (WSET) of London at level 2 Intermediate and level 3 Advanced Levels. WSET wine courses are not enough to form a professional sommelier. These international courses are surely useful for a sommelier to possess as the course content delivers extensive theoretical wine knowledge from different countries combined with the tasting of wines. But a complete sommelier needs to have other skills like serving the wine and alcoholic beverages in the correct manner, skills in customer care, skills in languages to pronounce well the wine technical information written on the wine label, skills in stock control to manage the purchases and stock inventory, the skills of compiling a wine list, upselling skills for better sales figures and many more which will be substantiated in this thesis.

Partners and Alliances: Besides the international WSET wine courses, ITS partners with different international schools namely, Haaga-Helia University of Applied Sciences in Finland, Institut Paul Bocuse in France, Divers Alert Network (DAN) Europe, Institute for Education, Malta, Malta College of Arts, Science and Technology (MCAST), Malta Footballers Players Association (MFPA), Online Live Casino Academy (OLCA), Rina Mediterranean Institute, and the University of Malta. However, none of these international schools manage wine programs with ITS.

The practical local and international internships are a compulsory module for all full time ITS students in all levels. The duration of the local internship is 14 weeks. Students conduct their fully paid placement in relation to their course of studies within restaurants, hotels, travel agencies, Heritage Malta and Malta International Airport. During the local internship the student's mentor needs to fill in a training programme and an appraisal.

The duration of the international internship for Diploma students is 12 months and for Degree students is 3 months. Students conduct their internship in relation to their course of studies within restaurants, hotels and international Malta Tourism Offices. Students conduct their international internship in various countries, namely United Kingdom, Jersey, Ireland, Italy, France, Czech Republic, Finland, Holland, Belgium and Hungary. At the end of the international internship the student needs to submit a portfolio and a journal in relation to his/her experience. (Institute of Tourism Studies, 2018).

ITS will be the only catering and hotel school in Malta who will be at the forefront to have a full time professional sommelier course and recognised by the National Commission for Further and Higher Education (NCFHE). All full time courses at ITS are accredited to teach courses following the EU structure and framework of qualifications, all accredited by the NCFHE.

ITS will benefit as an educational establishment, forming part of the Ministry of Tourism in Malta, and will serve as a catalyst in providing such a professional course so necessary for the on-trade and off-trade markets within the Maltese hospitality industry. The course will benefit the local Maltese education system for having such a course in wine, combining other professional, foreign, recognised wine institutions such as WSET (The wines and spirits education trust).

3 The role of a sommelier in Malta

The on line database search engine of HH Finna was used to link to different publishing companies such as Emerald Insight, Proquest, Sage, Elsevier Science Direct, magazines and newspapers which have valid content on the subject of sommeliers. The key words used to search the literature were: sommelier course, curriculum set up, role of sommeliers, hospitality industry, learning theories, wine related topics, scaffolding, and inquiry based teaching, Full text and peer-reviewed articles were selected as criteria.

As for the secondary data, a critical review and analysis will be given of different authors of journals to analyse their views and theories of the feasibility and importance of having a sommelier course at ITS and its relevance within the Maltese hospitality wine industry. This critical review will help to create the modules that need to be taught in the curriculum and to examine which are the best feasible learning theories to adopt to create positive learning experiences for future sommeliers. The critical review will also help to construct relevant questions in the survey and internal focus group that will be used as primary data collection methods for this thesis.

3.1 The required skills of a sommelier

A sommelier can be defined as a person who has a high level of training and knowledge in all aspects of wine who works in fine dining restaurants in possession of good wine service skills and wine and food pairing knowledge. (Wikipedia, 2019). In fact, an article that has been recently issued on the 3rd January 2019 in the Drinks Business, which is a principal trade magazine in the world's beverage industry states that inspiration, enthusiasm, a hard-working attitude and an open mind are vital for a sommelier to start out as a professional career. Two important wine gurus crop up in the beverage industry when a sommelier is asked for their greatest inspiration, mainly Mr. Gerard Basset and Mr. Ronan Sayburn. (Eads, 2019.) Without any doubt these two professional wine gurus are highly respected within the wine industry worldwide and their consultations are in demand by most sommeliers and all wine related companies within the hospitality industry. Moreover, Gerard Basset (2009, 38) himself and Lettie Teague (2014) state that reading the necessary and appropriate books is fundamental for selecting a career in wines and achieve wine expertise, whilst Will Lyons (2015) states that wine is like learning to play classical music that involves continuous studying to become an expert on the subject, even for those ordinary consumers who want to buy a bottle of wine require some sort of acquired knowledge to know what to buy. Furthermore, learning about wine knowledge is similar to learning a new language, which is quite tough to learn. (Teague, 2014). On

another note, motivation, a hard-working mentality and a mind open to learning are key attributes to become a sommelier. (Sayburn, 2005). The enthusiasm of the sommelier has to be a viral one that transmits the passion to customers and guests. (Basset, 2009) A sommelier is to possess a very high level of passion and to be able to transmit this passion and enthusiasm to the listening audience. A sommelier's passion will help to attract the audience and gain their attention but which involves a significant amount of pressure through hard work.

Therefore, receiving valuable wine knowledge is fundamental to relate with customers and wine importers, which requires a thorough understanding of the subject. (Basset, 2009) Ronan Sayburn (2005) also substantiates Basset's theory where science subjects like geology, chemistry and physics are embedded in the knowledge of a sommelier. Both Basset (2009) and Sayburn (2005) agree to the fact that the terroir and soil aspects affecting the viticulture process (the art of growing grapes) and different chemical reactions in the vinification process (the art of making wine) are fundamental to transmit the passion and enthusiasm to the audience. Therefore, a person who would like to start as a sommelier does not require an enormous amount of knowledge if a career for the long term is pursued. Acquiring knowledge, a lot of study, self-motivation, passion and determined hard work are vital to commence a career as a sommelier. (Sayburn, 2005)

The ability and skill to taste different wines is also necessary to determine the quality of the wines being selected to be placed on the wine menu. (Basset, 2009) This statement is further substantiated by Will Lyons (2015) that tasting wine is a never ending story and a good sommelier is to be well prepared by tasting, tasting and continuous tasting of different styles of wine. Different ways of doing this is by forming learning groups or wine groups of people who are passionate about wine and creating a theme on a particular grape variety or wine region. (Basset, 2009) In Malta, there are some wine groups where sommeliers can subscribe and join on line through social media. Moreover, different masterclasses of wine tastings are offered by various wine importers and wine retail shops to educate the wine consumer. Another way of tasting is travelling to different wine producing regions and tasting the wines of the region and at the same time gaining knowledge of the terroir aspect of the soil, viticultural and vinification methods used to make the wine. (Sims, 2009).

However, both Basset (2009) and Sayburn (2005) give similarities and differences in the role of a starting sommelier who is also known as a commis. A commis is a person starting to pursue a career which involves a lot of study and determination but also hard work, both physically and mentally. The sommelier starts as a trainee who should have an enormous amount of enthusiasm and a passionate love for wine. (Sayburn, 2005) but

is not up to the level of knowledge to be a top sommelier. A beginner sommelier will have to provide assistance to other sommeliers and head sommeliers taking the form of the following duties: (Sayburn, 2005).

- Professional and hygienic appearance with a clean, ironed uniform.
- Impeccable behaviour is vital by always being polite to customers and demonstrating honesty to customers by saying the truth about any information required by customers in wine.
- Preparation before service duties which is termed as mise-en-place cleaning duties.
- Cellar work – organising the wine cellar accordingly placing the bottles in the correct location and carrying the wine bottle to the customer's table.
- Washing, polishing and appropriate storage of wine glasses.
- When serving customers, basic duties are performed like serving water, serving glasses to the customer's table, removing dirty glasses from the customer's table, serving pre-dinner drinks, serving after dinner drinks and assists to keep work stations clean and organised together with the back of house pantry section.
- Assists other restaurant staff by seating customers appropriately to the table, placing the napkin fold on the customer's lap, and clears tables from plates and glasses when guests leave the table.
- Presenting, opening and serving different styles of wine to the customer using the necessary tools and equipment and served at the correct temperature. (Sayburn, 2005.)

On the other hand, a starting sommelier not only requires knowing the above duties, but also requires other related skills that are necessary to become a complete and full professional sommelier, besides learning all about wine, as follows: (Basset, 2009).

- Know how to recommend a wine to combine and complement different food dishes by learning the different methods of cooking and different tastes of different food ingredients.
- A basic knowledge of accounts and bookkeeping checking costs of wine bottles, the mark up required and the stocktaking of wines.
- Computer skills for word and spreadsheets for creating a wine menu and sending and receiving emails to suppliers and customers.
- Physical challenging work in handling the wine deliveries and boxes and storing the wine bottles accordingly in the cellar.

- Being a salesperson by adopting good upselling techniques to know what you are selling to the customer in relation to the marketing aspect and achieving trust from customers.
- To attend wine tasting, trade tastings and masterclasses on days which are free.
- Monitoring the job of the head sommelier by job shadowing as it will become beneficial in the long term and achieve good clerical and administrative skills.
- A high level of customer care and social skills by understanding the desires and wishes of a customer acting like a psychologist for every table present in the restaurant with different needs and desires, for example, adventurous customers, getting to know the likes and dislikes of customers, traditional customers, and spending power of customers. (Basset, 2009.)

Being a good public speaker and avoiding shyness when interacting with customers. It is not only important to know what you are saying about wine, but also how you are saying it to bring out the attention of the audience in larger groups with the right tone of voice, body language and the correct words and phrases to use. Knowledge should be communicated to customers without patronizing the customer but rather communicating the knowledge of wine in a positive way. (Eads, 2019) A sommelier should possess four key elements: a performer, good personality, professional and good pronunciation of the words spoken. (Sims, 2009). This means that knowing the basics of different languages is crucial to communicate with people when selling wine and therefore, different foreign languages should be incorporated in a sommelier's course, namely, French, Italian, Spanish and German. The most popular wines come from France, Italy, Spain, and Germany; the first three being the top three world wine producers. Therefore, it is important that a sommelier has knowledge of these four languages. It will help to translate the information into English to people and also more important, in the pronunciation of the words spoken. The message will be easily communicated to people when the wine vocabulary is known for these four languages. (Sims, 2009).

3.2 The sommelier's influence on consumer behaviour.

A sommelier can improve the sales of a restaurant, a retail shop, a supermarket, a wine importer, a hotel and any company associated with selling wines. A sommelier is the link between the brand being sold and the consumer he/she is selling to. (Heller, 2006). Wine is about the territory of the region and where the vine was grown. The sommelier is present to pass on the information and message to the consumer, with all its details and connections. Jay McInerney (2012), a famous journalist for the New York Times and Wall Street Journal states that sommeliers are similar to a famous celebrity person who are continuously influencing the manner in which a consumer thinks or behaves. These new

super sommeliers are able to speak on the different aromas and flavours of wines in its totality. Their influence will be crucial as the career of a sommelier is increasing positively at a very high rate, and most well-established sommeliers make a career move into wine production, wine reviews in newspapers and magazines and educating people in wine. (McInerney, 2012.) The most popular wine reviews that affect consumer behaviour worldwide across the globe are Decanter magazine, Wine Spectator, and Robert Parker wine expert. (Spielmann, et al., 2014). Moreover, wine is considered to be a complicated beverage from a customer's point of view, so an expert opinion from a sommelier or someone knowledgeable in wine is a necessity. (Aqueveque, 2015).

An opinion or advice of a sommelier expert has a strong influence on a person with a very low knowledge of wine. (Chocarro & Cortinas, 2013). The opinion of a sommelier is crucial to the consumer especially when a consumer has to make a choice for experience goods like wine. (Chocarro & Cortinas, 2013). Search goods are more easy to look for on line and extract information whereas an experience good like wine is very difficult to evaluate and make a choice and consumers would need the recommendations of a qualified sommelier. James Hilger et al. (2011) also refers to wine as experience goods where consumers have to be informed about the quality of the product to encourage purchasing. Wine revenue sold by a sommelier's recommendation made a considerable increase of more than 24%. (Hilger, et al., 2011). A sommelier expert opinion is theoretically considered to be a 'weak-tie' source of information who are mainly the experts making the recommendation opposed to the 'strong-ties' sources who give information from friends, family and relatives. (Chocarro & Cortinas, 2013). A sommelier is able to describe a wine in a more professional manner than a strong, close friend whose opinion is based only on personal experiences with the wine being tasted. It is important for consumers to have 'ties' or connections with a friend's opinion, but the opinion of an expert is far more beneficial. The influence of the 'weak-tie' sommelier expert is fundamental like comparing the quality of a wine to its success in the hospitality industry. (Chocarro & Cortinas, 2013.)

Wine quality is important to a consumer especially in today's world where competition in the wine industry is fierce and highly competitive on a global scale. (Aqueveque, 2015). On the other hand, quality is very difficult to assess if not chemically analysed. (Schiefer & Fischer, 2008). An expert is required to make a judgment of the wine. However, wine quality is concerned with three different cues or indications: intrinsic, extrinsic and credence cues. (Chocarro & Cortinas, 2013). The extrinsic cues are concerned with the wine itself and what the consumer can look for from different online sources which take the form of the name of the brand, the image, the reputation and the style of the bottle with the information written on the label. The intrinsic cues are concerned with the

physical attributes of the wine like appearance of the wine, the colour of the wine, the aroma and flavour characteristics and also texture, style and body of the wine. The credence cues are concerned with the wine making methods linked with the wine together with the health benefits that can be achieved and its association with the environment or ambience. (Chocarro & Cortinas, 2013.) Sommeliers are professional persons who are able to affect consumers in a positive way by providing all the above-mentioned three cues of a type of wine. A sommelier forms an integral part of the consumer's decision based on these three cues. (Chocarro & Cortinas, 2013).

In addition, a sommelier can persuade a consumer to buy a wine and affect consumer decisions based on perceptual and conceptual training. (LaTour, et al., 2011). The objective of any wine producer is to sell the wine to a consumer. But most consumers are beginners or novices in their style of drinking wine and therefore, it is important to persuade consumers to buy wine, especially wine of expensive value with a good top quality rating. La Tour et al. (2011) uses the perceptual and conceptual methods. The perceptual style considers the sensorial analysis of the wine in appearance, nose and palate of the wine whilst the conceptual style of learning is concerned on the viticulture (the art of growing grapes), soil and vinification (the art of winemaking) techniques used to make the wine. The conceptual style is more demanding and requires an amount of study and knowledge by the consumer which is very difficult to achieve. Even scientific evidence states that the two parts of the brain with its neurones sensors can change positively with the help of years of training and practical experiences, that is conceptual knowledge. (Goode, 2007). Not underestimating the perceptual knowledge that a sommelier achieves through years of experience and hundreds, if not thousands of bottles of wine being tasted. Therefore, most consumers would rely on the recommendation of the conceptual knowledge of the sommelier, as perceptual knowledge can be achieved through the consumer's own past tasting experiences. (LaTour, et al., 2011.)

Consumers can rely on advertising or on line wine reviews or word of mouth to gain information about the quality of a wine. Such a consumer is considered to be a novice drinker who tends to use a heuristic style of research (stimulating own interest as a means to further investigation) which can cause a 'halo-effect' with the abundance of advertising, marketing information and information provided by different sources. (LaTour, et al., 2011). On the other hand, an expert consumer can describe a wine and use own personal conceptual and perceptual experiences with extrinsic, intrinsic and credence cues. To add to the novice and expert types of wine consumers, there is another category of wine consumers termed as 'aficionados' or intermediate level of consumers who can relate both the conceptual style of learning integrated with the personal level of tasting wine in perceptual learning. (LaTour, et al., 2011).

La Tour, et al. (2011) continues to substantiate that there is a relation between the conceptual and perceptual styles of knowledge with the consumer's memory to access the information given by the sommelier. When a novice consumer is given a tasting session by a sommelier, the consumer will form a perceptual knowledge in the brain but as one episode, termed as episodic memory. An episodic memory is not secure as the consumer was subjected to the wine tasting only one time. This is why there should be a combination of both an episodic memory and a semantic memory. A semantic memory develops over time and experience and can be gained through a conceptual style of learning. Using this combined strategy of episodic and semantic memory, a consumer will have a greater learning experience, and therefore, are highly affected by recommendations from a knowledgeable sommelier. (LaTour, et al., 2011.)

3.2.1 The sommelier as a communicator of knowledge

It is interesting to note that not only perceptual and conceptual learning, and the three cues are required to affect consumer behaviour. Linguistic learning is also necessary if the sommelier is to convey the message to the consumer, and has an impact on the memory of the consumer and the perception of the wine. (Crojimans & Majid, 2016). Communicating the message to the consumer is a skill and an ability that not every sommelier can achieve. An influential sommelier can have a big increase in sales to the company and an increase in recommendations to consumers. When sommeliers transmit perceptual knowledge of tasting aromas and flavours, such sentences contain figurative and metaphorical phrases. (Crojimans & Majid, 2016). Figurative words are descriptive in their nature whilst metaphors are the body, the texture, the quality level, and the progression or ageing potential of the wine. These words can be vague to the consumer, but expert sommeliers have to use more straight forward verbal descriptors which are concrete, precise and fully understanding by the consumer, for example, a red fruit character instead of fruit, flowers of roses instead of floral, a black fruit character of blackcurrants instead of fruit, a petrol nose character instead of mineral. Even technical terms associated with the winemaking style should be used in verbal sommelier language such as aldehydes (or the volatility of the wine), lees stirring (to increase texture in white wine), malo lactic fermentation (referring to the buttery character of the wine) and oak maturation (referring to the vanilla and coconut sweet spices). Sommeliers should not use hedonic language, for example, referring to an unpleasant aroma or flavour as this would place the wine in a bad image. (Crojimans & Majid, 2016.)

The use of language is also substantiated by LaTour et al. (2011). Proper use of language is key to a consumer to interpret and remember a wine experience. A typical

example of language is verbal overshadowing. (LaTour, et al., 2011). It is the link between the consumer's wine experience and the language used by the sommelier to deliver the message. In fact, perceptual and conceptual knowledge are not similar to each other and are two different styles of learning and can be compared to verbal overshadowing. La Tour et al. (2011) suggests that those consumers with an intermediate level of knowledge are affected because their practical perceptual experiences overcome their conceptual level of theoretical knowledge. A novice consumer would surely require the verbal overshadowing language of a qualified sommelier to help consumers remember about the wine being tasted. Scientific experiments conclude that a sommelier with a low level of verbalisation skills would not be able to affect the decision and behaviour of a wine consumer. (LaTour, et al., 2011.)

To help consumers decide in buying a wine, most wine producers use award medal stickers placed on the wine bottle, used as quality indicators or quality 'cues'. (Schiefer & Fischer, 2008). Such award labels can guide a consumer to make their right choice of wine. But such awards will be judged by professional sommeliers who have years of experience and possess a high level of both conceptual and perceptual knowledge with all the three extrinsic, intrinsic and credence cues. (Chocarro & Cortinas, 2013). Awards will affect mostly those novice consumers who do not possess any form of wine knowledge. Chocarro & Cortinas (2013) further states that sommeliers possess a vast knowledge of experience and have completed a rigorous form of training regime, namely a sensory training for wine sensorial analysis skills and secondly, the theoretical background about the wine. Therefore, a sommelier can easily affect a consumer both in a positive manner, if the message was correctly conveyed using easily understood key words or in a negative manner if the message was incorrectly conveyed. Moreover, expert ratings from different wine reviews like wine spectator magazine, it is proven that such ratings will help to affect the decision and behaviour of a wine consumer. (Schiefer & Fischer, 2008.) On the other hand, Claudio Aqueveque (2015) states that positive word of mouth from a sommelier with an extensive knowledge has an effect in the quality and the perception of wine on the consumer. Word of mouth is very similar to a source of information to consumer buying which is very effective to the consumer and comes at a very low cost. (Aqueveque, 2015). When the word of mouth is positive, it will surely increase the perceived quality of a wine by the consumer, for example, information on the characteristics of the wine, the brand of the wine, and the performance of the wine with existing customers. However, the level of expertise of the consumer and the cost of the wine have a correlation with word of mouth. (Aqueveque, 2015.)

3.3 The needs of the hospitality industry

The Maltese wine hospitality industry is a large industry which forms part of the local tourism industry. It consists of the on-trade and the off-trade market. The on-trade market consists of HORECHA – Hotels, restaurants, wine bars and catering establishments sector. The off-trade market is composed of supermarkets, retail shops, local wineries and wine importers (suppliers). Alonso et al. (2011) states that all above stakeholders within the hospitality industry must achieve a high level of cooperation and collaboration of the regions of a country, to include also local wineries and the local hotels and restaurants. Therefore, the needs of one establishment within the on-trade sector can affect the business of another establishment within the off-trade market. One establishment needs the services of the other establishment. In other words, all establishments need to be involved in tourism planning of the country together with the local Ministry of tourism, especially when it comes to culinary tourism and wine tourism. (Alonso & Liu, 2011). Culinary tourism gives the facility to incorporate the tourism of the country with local food and wine, which gives opportunities for improving rural areas and also helps to give a heritage of culture and regional identity. (Alonso & Liu, 2011). In fact, according to Deborah Che (2006), local food produced in specific regions play a fundamental role in the brand of a product and also developing rural tourism areas. It is a method to preserve the cultural heritage of the country and the traditional foods and wines produced in the country which in the future, if not taken care of, can become extinct. (Che, 2006).

3.3.1 Knowledge of food and wines

The Maltese wine hospitality industry faces many challenges as regards to wine. Members of staff in food and beverage sections do not have the acquired wine knowledge, both for international wines and for the local wine and Maltese gastronomy. (Alonso & Liu, 2011). The case of the Canary Islands is similar to Malta as the same challenges are faced, being a small island. It is a fact that the food and beverage servers lack knowledge in Malta and cannot pass information to customers regarding the provenance of the wine, the producer, the grape varieties, the taste of the wine, and the winemaking methods involved. (Alonso & Liu, 2011). Furthermore, Kathleen Green (2003) states that a sommelier needs to have courses in different grape varieties, wine production methods, and sensory analysis. She further states that customer care, marketing and a sound knowledge of education form part of a sommelier's main duties. (Green, 2003). The more you know the more you can sell to customers. (Sims, 2004). To meet the needs of the hospitality industry, a wine course should be offered covering the factors affecting the taste and quality of wine, food and wine combination, sensory evaluation, customer care, upselling tech-

niques, the wine list, and the service itself in the equipment to be used, pouring wine, knowing how to decant wine, and dealing with customer complaints. (Sims, 2004). The same applies to the local gastronomy and culinary experiences to create memorable dining experiences. If the hospitality industry has trained staff in wine and local gastronomy, it would have a fundamental role within the education sector, and even more, would help in promoting the local Maltese wines to customers. (Alonso & Liu, 2011). It is so important to create a cultural mentality in food and wine around the educational aspects of learning wine. This is where the sommelier comes into the scene as a dedicated promoter in wine and can suggest different styles of wines to customers. Therefore, staff within the hospitality sector requires training and education, and a sommelier course could be very useful in this regard but must integrate the local wine and food gastronomy. Education in wine does not apply only to consumers, but also to winemakers and wine retailers like wine retail shops and supermarkets. (Alonso & Liu, 2011). This statement is also stated by Green & Dougherty (2008).

3.3.2 Promotion of local wines with expert service skills

Another challenge faced by the hospitality industry is the lack of interest shown amongst the staff within the hospitality industry to promote local wines. (Alonso & Liu, 2011). Foreign wines are more preferred by the general public therefore, there has to be some form of promotion and education to sell the local wines as foreigners and the local Maltese people are not accustomed to the local wine scene. The staff have to go around the Maltese wineries and vineyards and see how the vine is grown and how the wine is made. The staff must be made aware of the smells and flavours of the wines so that they would be able to relate this information to their customers. All stakeholders involved in the hospitality industry like the local wineries must be involved and establish close ties with hotels and restaurants. (Alonso & Liu, 2011). Moreover, when people go to dine in restaurants, they see a lack of local wines on the wine menus. (Alonso & Liu, 2011). Local wines and local foods are effective marketing tools to improve different regions within Malta as a destination for people who travel for food and wine tourism. It is a form of market penetration that gives opportunities to create business hubs especially for hotels, restaurants, and local wineries and is fundamental to develop rural viticultural areas within the Maltese Islands and helps to generate local Maltese people to act as a farmer and provide the grapes required to make the wine. (Alonso & Liu, 2011) Therefore, a sommelier course needs to incorporate visits to local wineries, local vineyards, cellar control, and the winemaking processes together with a sample of the wines being tasted. And this should be done for the five main local wineries found in Malta.

Knowing how to combine the right wine with the right type of food is necessary to provide to customers a memorable experience. (Alonso & Liu, 2011). This is also enforced by Kathleen Green (2003) who says that a sommelier is highly skilled in combining the right wine to improve the flavour and texture of the food. A restaurant would like the chef to be in communication with the sommelier to compile a menu to satisfy the needs of the customer and provide a memorable wine and food dining experience. (Green, 2003). Wine and food knowledge is necessary for a sommelier to achieve to provide this service in all restaurants together with proper wine training in sensory evaluation. (Basset, 2009; Dewald, 2008; Sims, 2015; Teague, 2017; Aqueveque, 2015; Crojimans & Majid, 2016; Chocarro & Cortinas, 2013; Ewing-Mulligan & McCarthy, 2001; Eads, 2019)

Restaurants and hotels are faced with a lack of professional service standards in wine and it prevents hotels and restaurants to have a gastronomic or culinary culture mentality. (Alonso & Liu, 2011). It is a fact that good standards of service skills are beneficial towards the ultimate goal of any catering establishment, that is customer satisfaction. (Alonso & Liu, 2011). On the other hand, Nield et al. (2000) substantiates that good service will lead to good word of mouth and is a form of free advertising and will persuade the customer to return to the establishment and therefore offers repeat business. Moreover, wine is ready to sell like in wine retail shops so the cost of wine service (labour cost) is less than the cost of making and serving the food with all of its accompaniments and necessary equipment. (Barth, 2011). Therefore, it is imperative that a sommelier course incorporates all practical service skills necessary to learn how to serve different wines to consumers and in relation to the food being served.

3.3.3 Skills in stock control and pricing

Inventory management is another need for the hospitality industry if an establishment wants to achieve a good return on capital investment, that is wine. (Barth, 2011). Under inventory management several other factors are integrated. A proper wine list is required and a good pricing policy strategy to achieve a decent financial contribution. (Barth, 2011). Also, Berenger et al. (2009) says that a wine list is the main factor in inventory that will make a restaurant different to another. Style, length, food pairing, categorisation, and regions are all necessary factors that affect a proper, informative wine list to a consumer. There are local awards in Malta, the definitive(ly) good guide to Maltese restaurants that offer recognition of local restaurants in the best wine list, the best choice of local wines, and the best user-friendly wine list. Such awards give image and good reputation to the restaurant. (Berenguer, et al., 2009). The sommelier is the key to the selling of these wines as the sales of wines can increase with the presence of knowledge together with suggestions and recommendations which in itself are persuasive, upselling techniques.

(Manske & Cordua, 2005). Kathleen Green (2003) states that selling wine at the customer's table represents 35% of all sommelier's duties. There are other duties that are required to perform like cellar control and taking care of the inventory which amount to another 35% of all duties. The remaining 30% account for marketing, customer care duties, and teaching other staff. (Green, 2003).

Setting a pricing policy or strategy is also required for a restaurant to make a decent profit. This is achieved by setting a mark up that is convenient both for the establishment and the consumer. (Barth, 2011). Chung (2008) also states that the most common method to use is to have a 'times two' or 'times three' policy to the value of the cost of the wine. This is a form of a 'progressive' mark up where higher mark ups are mainly used for wines that have a low cost. However, if the cost of the wine is of a high value, then a lower mark up can be used. (Chung, 2008). On the other hand, restaurants can have a 'bring your own' (BYO) pricing policy like charging a fixed rate corkage fee if the consumer brings a bottle of wine with him to the restaurant. (Elan, 2009). Another pricing policy is illustrated by Arias-Bolzmann et al. (2003) where the price of a wine must take into consideration the reputation of the region, the vintage year, and wine critic reviews and scores from various popular wine magazines and reviews like wine spectator, decanter and Robert Parker. How to enact a pricing policy is necessary to have as a module within a sommelier's course.

Stock (or inventory) control is imperative to control a wine list. It is a form of investment that must be considered when having wine in stock, be a restaurant, a hotel, a wine importer, a supermarket, a retail shop and even wine bought at personal homes. (Barth, 2011). Inventory control will have a controlled level of stock in hand which helps to minimise losses with pilferage and stock deterioration. (Barth, 2011). Every restaurant requires a cellar offering the right optimum levels of temperature and humidity to store the wines, as wine is a stable product that does not have an expiry date compared with most food products. (Barth, 2011). Hotels and restaurants need to have this level of knowledge not to cause any stock deterioration. A sommelier is the person in charge to control the wines in stock but a knowledgeable sommelier is required who can recognise the different regions, technical terms, villages and foreign language written on the labels. If not, there will be confusion and a lack of inventory control in the cellar leading to stock deterioration and dead stock. (Barth, 2011). The sommelier needs to recognise the different faults that are present in wine as many wines lack bad storage control and some wines may be already faulty when bought by the establishment. Ronan Sayburn (2006) states that poor storage conditions will lead to a wine fault. Therefore, it is crucial for the hospitality industry in general that when storing wine, the establishment needs to be aware of the proper storage conditions needed to store wine, the necessary serving

temperature to serve wine and to be able to recognise different forms of wine faults present in the wine. The sommelier will help to facilitate these needs. A good sommelier will be able to make the customer feel at ease and secure by giving the customer the proper recommendation and consultation. (Sayburn, 2006).

3.3.4 Compiling a wine list with menu engineering

Other important needs for establishments selling wine are seasonality, the selection of a good supplier and menu (wine) engineering. (Barth, 2011). Seasonality is affected by 'business cycle changes' (based on bulk volume wines) and 'seasonal cycle changes' (based on product preference by consumers). In other words, when purchasing wine, business cycle changes are concerned with a 'chase' strategy by ordering wine through a system of par levels according to the forecasted amount of bookings and sales performed. However, other establishments use a 'level' strategy by promoting the wines during off-peak periods and therefore changing the level of inventory and ordering par levels. Seasonal cycle changes are concerned with the type of season affecting the par levels of wines ordered. For example, more white, rose and sparkling wines will be purchased during the summer, hot season whilst more red wines during the winter, cold season. (Barth, 2011.) Selecting good suppliers or wine importers is also necessary to achieve if quality wines are required. The sommelier will be able to taste and select the correct wine required for the establishment and will in turn provide more customer satisfaction. (Barth, 2011). Even wine importers need a good sommelier to be able to select the correct wines to sell to restaurants and hotels; even a supermarket needs a sommelier to sell the correct wines to their consumers selecting wines from a shelf, and the process is still the same for any establishment selling wine within the hospitality industry. Hussain (2008) also states that staff working in restaurants need to visit their suppliers (wine importers) as it is interesting for the staff to learn about the production and provenance of the wines. This approach encourages an educational institution to have a module in 'visits to suppliers' as students will get to know about the product.

Another need required by the hospitality industry is to compile a menu engineering exercise for their wine list. Whenever a wine list needs to be changed, a menu engineering exercise is necessary to perform. It shows the slow moving items and the fast moving items so it gives an indication of the level of popularity with consumers. Moreover, it will give a clear indication which wines are more profitable than others. It will help the sommelier to determine which wines should be retained and kept in stock and which wines should be completely changed. Not to mention that it will help the sommelier to determine which wines should be immediately sold to avoid stock deterioration by selling the wines to large events, or using a bin end wine list at discounted prices or

selling the wines by the glass. (Barth, 2011.) Menu engineering should be present on the agenda of any sommelier course.

3.3.5 Other needs for the hospitality industry

Sommeliers are surely in demand within the whole spectrum of the hospitality industry. (Sherman, 2016). Sommeliers not only act as a wine server but also they act as front of house managers. (Sherman, 2016). Kathleen Green (2003) further states that a sommelier without credentials or the necessary form of certification is never going to find the job and is a highly paid job especially when gaining top qualifications like a Master Sommelier in high-end, upmarket, fine dining restaurants and hotels. A sommelier can also act as a supervisor and help to lead the team within the restaurant and therefore, can have dual roles, both as the server of the wine and also help in the supervision of the team when serving the food.

A sommelier has different interpretations within the hospitality industry especially in hotels and restaurants. The coffee sommelier is required in hotels and restaurants by combining the right coffee with the right type of food. (Jennings, 2015). The sommelier must have knowledge in the methods of coffee production and matching the right coffee with food, spirits and even water. (Jennings, 2015). The tea sommelier is also a rising position who achieved a high level of expertise and knowledge who today is being rewarded with management positions. (Boughton, 2010). A member of staff within the team can be nominated and have 'ownership' of the beverages being served. This person must have a passion for tea and coffee and must care about the product and is able to serve the drink in a professional manner. (Boughton, 2010). The person must have knowledge in the cultivation of tea, presentation of the tea, tasting the tea, consult in the selection of teas, and training the staff in tea through seminars. Such knowledge will give an impulse to food and beverage sections within hotels and will increase profits. (Boughton, 2010). The nature of afternoon tea is in demand in most hotels and restaurants. Therefore, a course in tea and coffee is required to have when teaching a sommelier.

A sommelier is one who is also qualified in cheese. A cheese sommelier is one who not only can combine a wine with a cheese, but also will be able to sample the cheese giving its flavour and texture which is beneficial for guests in restaurants offering a cheese trolley or a cheese menu. (Anonymous, 2008). To learn on cheese involves a short course comprising the history of cheese, production methods, differences between countries and regions, the animal's diet, whether it is a cow, goat or buffalo and the service part, that is, cutting and slicing techniques, creating a cheese menu and cooking with cheese. (Anonymous, 2008) In Italy, precisely in the region of Brescia, Lombardia, Maltese

students were selected to participate in a cook and serve competition. Five students were selected guided by two teachers, one in charge of service, wine and cheese using Brescian wine and Brescia cheeses, and the other in charge of the cooking of a four course meal using Brescian food products. The students sitting for the wine and cheese competition were judged by Italian sommeliers and Masters of cheese. Therefore, cheese is a subject that should be incorporated for a sommelier course.

Water is a necessary beverage in any catering establishment, but it depends on the quality of the water being served as water is an art as is the art of wine tasting. (Cooper, 2002). There is another type of sommelier termed as a water sommelier. There is a tasting technique involved in tasting different styles of water which is felt only on the palate. It is the flavour or taste, the texture or mouthfeel, the aftertaste and the type of sparkle and bubble size that are important to recognise besides the different brands that are available from different spas. (Cooper, 2002). Water is another profitable beverage in hotels and restaurants and with a knowledgeable water sommelier, the sales of water can only increase and in return improve customer satisfaction. A short course in water should be present in any sommelier course.

Another topic related to a sommelier is tobacco. Precisely, the knowledge of cigars, a cigar sommelier. It is exactly like being a wine sommelier. (Manson, 2005) Cigars can be combined with spirits and certain specific wines which is also another topic that should be dealt with when being a sommelier. (Manson, 2005). Cigars are also considered to be an experience good, just like wine. (Vaillant & Wolff, 2013). The quality of a cigar is not known when you see it on a shelf until it is consumed. Europe and the United States represent more than 95% of the market share of cigars worldwide. (Vaillant & Wolff, 2013). Consumers would need the expertise and knowledge of a person who is into cigars, that is, production methods, regions of origin, styles, types, and the service of a cigar, cutting and lighting. (Vaillant & Wolff, 2013). There is evidence that says that customers do believe in ratings and critical reviews when it comes to talk on cigars. (Vaillant & Wolff, 2013). Therefore, it is fundamental for a restaurant to have a knowledgeable person in cigars as it is one of the needs of the hospitality industry, and should be incorporated in a sommelier course.

3.3.6 The content marketing sommelier

A sommelier needs to keep in contact with customers when working in restaurants, wine importers, a supermarket, both for on-trade and off-trade as the sommelier will have the knowledge to attract their customers by recognizing their needs. Therefore, the sommelier is known as a content marketing sommelier. (Newstex Trade and Industry

Blogs, 2015.) Newstex trade and industry blogs (2015) continues to state that there are six strategies to convert to a content marketing sommelier.

Balance, blend, legs, table wine, yield and pruning are necessary requirements when working in the hospitality industry which are all technical words when talking about wine. 'Balance' is concerned for engaging a relationship with the consumer by nurturing as good knowledge content and balance between all sensory perceptions in wine. This can persuade a customer to make a decision which wine to order. 'Blend' refers to the knowledge content of different grape varieties and the different soils in relation to digital marketing. The use of social media and SEO (search engine optimization) are all tools that can be used to help the hospitality industry give awareness of the product and therefore increase sales. (Newstex Trade and Industry Blogs, 2015.) 'Legs' refers to the legs and tears of the wine when analysing the wine on appearance. It is the thick viscosity liquid that is seen in the glass after swirling. This will give an indication of the alcohol and body of the wine. In relation to content marketing, 'legs' is about giving the right advice to customers but consistently and efficiently. This will help to create repeat business. 'Table wine' is concerned with the cheaper style of wines that gives freedom to wine producers to make wine without any laws, restrictions or regulations. In content marketing, it is advantageous to give priority to your duties and examine which are the priorities to perform at work so that duties can be easily handled and with efficiency. (Newstex Trade and Industry Blogs, 2015.) 'Yield' is concerned with the total weight of grapes per vine. The higher the yield, the lower the quality of the wine but the lower the yield, the higher the quality. It is critical to monitor the sales performance within the hospitality industry and measured according to the aims and objectives of the company, and sales and cost budget forecasts. Lastly, it is about 'pruning', which means controlling the yield on the vine by cutting extra wood of last year and obtain your reasonable yield. In content marketing, it is important to monitor what has been done and what has been achieved and make a decision to 'prune' or adjust the content of your work. This can be achieved through customer feedback and can help change the wines in the wine list according to the tastes of the consumer. It may also change the way in the recommendations and suggestions given to the customers as customer's needs change. Prune out the weak actions and problems encountered with the job and customers and devise new strategies and actions to give the best possible effective performance. (Newstex Trade and Industry Blogs, 2015.)

3.4 The sommelier as a wine educator

David Flaherty (2016) clearly states that the hospitality industry requires to recruit a lexicon or a wine educator in the world of wines so that the audience (customers, staff,

and management) are able to learn about the quality in the wine. If sommeliers talk in a scientific language, the audience will not be able to grasp the basics and the message will never be transmitted. The sommelier acts as a wine educator to speak easy words that the audience is able to learn easily and in an efficient manner. (Flaherty, 2016.) The sommelier is able to teach their customers and staff about the complex experience good of wine and is able to give a memorable experience. For this to happen, this will take a very long time to achieve and master. It will take years of dedication, motivation and passion to be able to communicate the quality of the wine in the customer's language, and to experienced bartenders, sales people, servers, food and beverage managers who have no experience in wines. Experience is a crucial requirement for a sommelier to act as a wine educator to ensure that customers return to the business and to help upselling and good sales. (Flaherty, 2016.) Sims (2009) states that an organisation will not recruit or accept someone without any experience or knowledge in wine. Using this approach, Hussain (2008) states that a sommelier can help to train all servers, sales persons and managers associated with food and beverage. This approach will assist in maximising sales by knowing what you are selling from the menus. At least, all staff within any company in the hospitality industry needs to have the basics to sell wine. Hussain (2008) continues to add that if a sommelier is not available within the company, at least have the suppliers (wine importers) assist in the training of staff in wines. Even suppliers struggle to find a knowledgeable sommelier who is able to perform this task by being in contact with the on-trade and off-trade markets at an educational level. (Hussain, 2008.)

As a wine educator, a sommelier has to learn about the culture of the wine being produced in a specific country, the soils or 'terroir' of the region, and the detailed geography of all wine countries, regions, sub regions and single vineyards. (Flaherty, 2016). Any wine produced from a specific soil (terroir) has a story behind its production. Such stories can affect the consumer in a positive way and create an exciting wine experience to the audience present. On the other hand, Dewald (2008) also states that a recommendation in wine by a sommelier will have a crucial part when selling a bottle of wine. A sommelier will recommend a wine to a consumer taking into consideration factors such as value for money, image of a wine producer, and the type of food purchased by consumers. (Dewald, 2008). Flaherty (2016) continues to state that most customers may not need a wine list when selecting a wine. The wine list is the sommelier, a wine educator who can be trusted and offer the perfect suggestions and combinations with food. Moreover, knowledge should not be used in the form of power but rather to encourage people (staff or customers) to understand in a lay man's vocabulary without making them feel feared or shy. A wine educator is to have a 'let go' attitude. Let go of the serious, scientific knowledge learned in wine. Have fun by focusing on the passion and enthusiasm in talking about the quality of the wine. And the audience will be captured.

(Flaherty, 2016.) Hussain (2008) substantiates the fact that enthusiasm and passion are the key elements to evoke complexity, enjoyment, terroir and fun. (Spielmann, et al., 2014) on the contrary states that when 'terroir' is used to talk about a wine to an audience it will increase not only the price of the experience good but also the quality in the wine. A consumer with a low level of wine knowledge will be more involved in its 'terroir' knowledge rather than a knowledgeable consumer. Low level of knowledge consumers look for these cues or simple information to help understanding the quality of a wine. 'Terroir' has marketing value, in that the price paid for a bottle of wine is related to its quality when produced in the vineyard and the winery. (Spielmann, et al., 2014.) Sims (2009) states that it is important to teach the audience about wine but it is also important for the audience to have a good level of enthusiasm to learn. Therefore, it takes a good passionate, wine educator to train people about wine.

A sommelier is compared to an accountant. (Anonymous, 2003). Any organisation within the hospitality industry will need both an accountant and a sommelier to invest in a wine inventory of expensive and rare wines which can be a wasting asset if not properly marketed. It takes more than a sommelier to achieve this goal, a person who spent years of study trying to master the complex scientific subject of wine. (Anonymous, 2003). A sommelier alone cannot sell all the wines. The sommelier as a wine educator needs to train continuously all the staff present selling both food and wine as the sommelier is entitled to days off and a vacation. If the sommelier is not present during the day, someone else has to sell the wine, and it needs to be sold in similar standards. Manske et. Al. (2005) states that a sommelier should be recruited within a company to educate staff in wine. It is an investment which will have many financial gains in the long term. Sims (2009) however, states that working as a sommelier involves long hours of work and a vacation can be related to work as it involves visiting vineyards and wineries travelling to different wine regions. Therefore, even when taking a vacation, a sommelier can increase the level of education by travelling to the wine region and get to know about its 'terroir' characteristics.

A sommelier needs to be qualified with some form of qualification. Most hotel catering schools and establishments teach wine as part of a module of a course. In fact, Sims (2009) states that hospitality courses around the globe concerned with food and beverage services has the subject of wine taught to students, but only a small section is focused on wine. This is the main drawback for selling wine within the whole spectrum of the hospitality industry. Not only the on-trade (restaurants and hotels) is selling wine. Even wine importers, wine retailers, wine producers, supermarkets and super yachts sell wine. So the question is, how can these off-trade organisations sell wine if there is no qualification or recognised course of a sommelier in the Maltese Islands? The wine sales

and profits of most restaurants worldwide increased because of proper and intensive training of all the staff present. (Crecca, 2004). Crecca (2004) further states that knowledge is key to sell wine. It is fascinating for your food waiters to be trained as an amateur sommelier. This approach can be marketed in social media to send the message to customers that the establishment cares about wine and is able to communicate with guest's needs and desires. (Crecca, 2004). Dewald (2008) states that a good sommelier is like a wine educator as the person is to be updated and stay current in a business which is rapidly changing within the hospitality industry. A wine educator becomes updated through formal tastings and seminars by cooking schools, restaurants, wineries, or different wine fairs offering tastings like Prowein, Vinitaly, London Wine Fair, and Vinexpo. (Dewald, 2008). Education in any organisation selling wine should form part of the training of the staff. Even chefs are trained as a sommelier where they are able to go out of the kitchen and stop by the customer's table to inform customers what to eat and what to drink. (Crecca, 2004) Therefore, any member of staff can become a sommelier or wine educator, even a chef. Dewald (2008) statistically proves that 60% of sommeliers receive on the job training from other sommeliers who have more experience in the wine world.

Crecca (2004) clearly states that not only finances increased thanks to a curriculum set up in wines. Other intrinsic factors were affected, mainly the development of the staff and intrinsic job satisfaction. Being satisfied with your own good performance and having the will to learn new things are fundamental to achieve intrinsic job satisfaction. (Men Rita & Stacks, 2013) It is a transformational way of empowering employees by improving their skills through training. The employee is like a spokesperson for the company as seen in various social media networks. (Men Rita & Stacks, 2013). The extrinsic side will benefit automatically as it will lead to a promotion and increase the salary of the employee. This is not concerned with a transactional style where a person is rewarded financially or negatively through good or bad performance. (Men Rita & Stacks, 2013). Moreover, the level of loyalty will increase as if a person has the determination to learn, the person will become very supportive and loyal to the company. (Crecca, 2004). All of these factors affected by training will increase the reputation of any organisation within the hospitality industry. (Men Rita & Stacks, 2013). A sommelier has to act as a wine educator.

A wine educator uses different sales techniques or upselling skills to sell a wine to a consumer and will use this skill to train staff. (Manske & Cordua, 2005). Both direct and indirect influences should be adopted when selling wine to others. Training staff or consumers is a type of indirect influence on wine sales. (Manske & Cordua, 2005.) Wine education plays an important role in sales performance and the orientation of the customer. Any inexperienced employee who is properly trained will help to increase

product awareness and increase wine sales. On the other hand, credibility or being trusted has a direct influence on the audience as the receiver will be motivated to know about the product and increase product knowledge. (Manske & Cordua, 2005). Statistics show that the more credible a sommelier is, the more awareness of the product to the receiver, that is both the customer and staff. Other styles of selling are adaptive selling and persuasive selling which have both direct and indirect influences on the customer and staff. A wine educator has to manage to adapt in any situation with both customers and staff. (Manske & Cordua, 2005.) This person is like a psychologist. It is about being aware of different situations and different reactions by different people. Customers and staff have different needs. It is about adapting to these needs by using good adaptive selling techniques. Moreover, using good persuasive selling skills by encouraging the customer and staff of the best possible product for them. (Manske & Cordua, 2005.) There are six factors that affect persuasive selling behaviour. The looking good factor by using good grooming skills by creating a strong impression to others. Reciprocating by recommending a wine to a customer through wine and food pairing skills. Being consistent when serving wine to others. Using scarcity to the advantage of a sommelier as wine can be easily out of stock by a supplier. Using social validation by informing others how society perceives a wine bottle. And finally, authority can be preceived as a credible source of information to others as a sommelier can be considered to be as a wine specialist. (Manske & Cordua, 2005.) Therefore, a sommelier will require the fundamental art of educating others, that is both customers and staff.

4 Curriculum and pedagogical issues

After analyzing what it takes to become a sommelier to meet the demands of the Maltese hospitality industry, the second part of the theoretical framework deals with the requirements to set up a curriculum together with pedagogical teaching strategies to teach the course. ITS adopts the Malta Qualifications framework (MQF) for the recognition and certification of the qualifications offered which is according to the European Qualifications Framework (EQF). (NCFHE, 2016). There are 8 levels of qualifications simplified in the list below:

Level 8 – Doctorate degree level

Level 7 – Masters degree level

Level 6 – Bachelor's degree level

Level 5 – Higher National Diploma level (HND)

Level 4 – Advanced level certifications and matriculation certificates

Level 3 – General education ordinary levels at grades 1 - 5

Level 2 – General education ordinary levels at grades 6 – 7

Level 1 – School leaving certificate (NCFHE, 2016)

The sommelier course is envisaged to be at level 5 Higher National Diploma for three reasons. Firstly, a complete, professional sommelier course is very demanding requiring previous academic knowledge at level 4 for young and inexperienced future sommeliers. Secondly, present mature and over 23 years old workers in the hotel and catering industry will have the opportunity to commence the course at level 5 as recognition of their previous years of work experience with a hotel, restaurant or wine importer. Thirdly, the HND level course will have more value at level 5 and will entice present workers to apply for this course.

4.1 The set-up of a sommelier's course curriculum

The ITS in Malta forms part of the Maltese education system of higher education in vocational studies. Hill & Wang (2018) state that higher education is extremely fundamental to the Maltese society as it will help local society in a positive way in moving forward especially when the world is passing through various challenges; for example, rapid population growth, high influx of foreigners, political problems, natural weather disasters, new forms of digital technology, widespread epidemics and pandemics. Moreover, higher education can help spread knowledge in the Maltese hospitality wine industry considered as an industrialised society. (Valimaa & Hoffman, 2008). Furthermore, higher education has three key responsibilities: the force for creativity and innovation through research, creating effective and skilled workers to have a positive

impact on the economy and to influence society in a protective and sustainable way. (Whitelaw & Wrathall, 2015). Therefore, higher education institutions need to educate people in a sustainable way. (Hill & Wang, 2018). Sustainability is changing the way students are being educated and is emerging at a very high rate. (Association of American Colleges and Universities, 2017). A sustainable curriculum can be set up under two models: a liberal education model against a general education model. Weissman (2012). Using a liberal model, students would need knowledge content and a skill in solving practical problems which will help to improve the service in the local Maltese wine industry. On the other hand, using a general education model involves the practical side of wine service but it prepares students to integrate in a place of work for a career. A balance has to be struck between these two models so that higher education institutions like ITS can deliver a common cultural heritage to Maltese society. (Weissman, 2012). To encourage sustainability, a learning outcomes approach must be used within a general or liberal education model using different 'factors' or 'values' affecting sustainability, namely: (Hill & Wang, 2018)

1. Being patient and open to new ideas
2. Staff and management to show passion and personal commitment
3. Strategically creating healthy relationships among all stakeholders
4. Communication and transparency between academics and non-academics (administration) and all stakeholders
5. Team work, collaboration and giving and receiving constructive feedback
6. Learning outcomes must show flexibility to assist students in their studies.
7. All stakeholders (Board of governors, faculty, administrative, local wine hospitality industry) must be involved at any stage to create positive learning outcomes for students to be assessed

With the above values in place, a higher education school can offer sustainability in three ways:

1. The requirements of the curriculum including all modules must change over time according to the needs of the students.
2. Balance of teaching hours workload of all teaching and administrative staff.
3. A flexible and balanced workload for students between assignments, tests and examinations. (Hill & Wang, 2018.)

The American Association System for Higher Education - AASHE (2017) utilises this model and incorporates sustainability in their curriculum through a STARS system called the Sustainability Tracking, Assessment and Rating system. To achieve this system, a sustainable curriculum needs to be established with the help of both the academic staff (the faculty) and non-academic staff (administration). A 'bottom'up' approach is to be used starting from the student council up to the faculty. In this way, the student will achieve positive learning experiences through effective teaching the modules in the

curriculum, and the non-academic administrative departments provide the assistance required to service the curriculum. (Hill & Wang, 2018). The curriculum design includes the modular structure according to the needs of the industry, the assessment methods, the timing of lessons and assessments, and feedback from academic staff, all of which are necessary to set up a curriculum. (Hill & Wang, 2018). On the other hand, sustainability is about giving the solution to a problem which do not endanger the environment by extracting information from political, social, viticultural, ecological and economic factors. (Lee & Kolodner, 2011)

4.1.1 Knowledge is fundamental for curriculum set up

On another perspective, Ashwin (2014) states that knowledge must be the key attribute for a student to achieve in higher education institutions. Knowledge can be integrated in three ways: research, curriculum and student understanding or learning. A curriculum has to be designed in line with the proper teaching methods and the proper methods of assessment. This will assist a student complete the all learning outcomes of all modules. (Ashwin, 2014). However, Valimaa & Hoffman (2008) state that knowledge is fundamental to be integrated with research and innovation methods in knowledge societies. The methods of assessment in higher education institutions integrate the knowledge achieved during the teaching of the modules, and the learning achieved by the student. (Ashwin, 2014). A student has to learn various 'gazes' and 'lenses' as some students may be perfectly confident in one module but not proficient in another module. Therefore, teachers need to know the different ways that must be delivered to students to give them the skill in researching and searching for knowledge to get to know about these 'gazes' and 'lenses' especially for unfamiliar modules. (Ashwin, 2014.) On the other hand, the 'triple helix' model (academics, government ministry of tourism and Maltese hospitality industry) is fundamental to deliver knowledge through innovative curricula (Valimaa & Hoffman, 2008). The Finnish model is a clear innovative curriculum that can be adapted by integrating both the government entities (public sector) and also the private Maltese hospitality sector, both on-trade and off-trade markets. (Valimaa & Hoffman, 2008). The Maltese government is fundamental in the decisions that are taken at ITS which integrates both the Maltese society, that is, the students, and the Maltese hospitality wine industry. However, a successful curriculum is one that has a strong sense of networking, as with the Finnish model. (Valimaa & Hoffman, 2008). In fact, ITS started to embark in developing local and foreign alliances and partners like the University of Applied Sciences of Haaga-Helia from Finland, Institut Paul Bocuse from France and also higher education schools in China. The Finnish model is integrated in four types of legitimacy similar to the Maltese scenario: political (Maltese democratic way), social (Maltese social policy in student stipends), cultural (Malta as an independent country) and economic (supporting

on-trade and off-trade markets and the local infrastructure). (Valimaa & Hoffman, 2008). If the Maltese government supports the local Maltese hospitality industry and networks with ITS, then a proper, professional sommelier curriculum can be developed.

Information communication technology or ICT is changing the way the students are learning having a positive impact on the learning of the student. (Valimaa & Hoffman, 2008). A curriculum must incorporate some form of ICT module that combines the skills that the sommelier needs to learn. Even teachers have to be exposed to ICT methods by using virtual learning environments (VLE) to support the students in giving them knowledge and improved methods of assessments. (Valimaa & Hoffman, 2008). ICT is influencing the way a curriculum is planned as both teachers and students have to be trained to use this technology.

A curriculum can be set up integrating two types of training methods: formal training (a higher education school) and informal training (the local Maltese hospitality industry). (Valimaa & Hoffman, 2008). Knowledge and skills can be taught to student in formal institutions but it also can be taught at the place of work through practical internships. This type of networking (bringing together higher education schools, foreign alliances and the local industry) can be used to set up a curriculum together with all teaching and learning strategies. (Valimaa & Hoffman, 2008). On the other hand, Harreveld & Singh (2009) states that integrating a vocational institute to reality education is vital to the success of a curriculum in higher education. Furthermore, a higher education curriculum should focus to meet the demands of the Maltese hospitality industry. (Whitelaw & Wrathall, 2015). Both the local Maltese wine industry and academics must work hand in hand to have a sommelier graduate ready to work in the industry and achieve a career. (Harreveld & Singh, 2009). This means that the practical work experiences of a sommelier are necessary to achieve within a teaching institutuion and must be integrated within the curriculum of a sommelier course. This can be taught both internally at ITS within 'real' life teaching restaurants and wine demonstration laboratories, and within the practical summer internship at the workplace. Therefore, both the educational school and the workplace are 'contextualising' the learning outcomes of the student, giving real life situations to be prepared to achieve a career. (Harreveld & Singh, 2009.) The curriculum is focused on this contextualisation; adapting to the needs of the wine hospitality industry and all modules and learning outcomes can be devised around this context. For example, linking the theory of pruning and training of vines to a vineyard working in a winery; linking the theories of white, rose and red wine making by working in the winery with a winemaker; and linking inventory control and pricing of wine lists to the job of a head sommelier working in a fine dining restaurant. Contextualising this type of learning in a curriculum needs good networking with the local wine industry and all stakeholders,

including young adults inspired to become a sommelier and also lecturers and industry sommeliers. (Harreveld & Singh, 2009.) However, there are challenges that are involved. It is not easy to create the right infrastructure for the real life work experiences to happen at school as all resources and wine equipment must be available. Secondly, although young adults would apply for a sommelier course, academic and non-academic staff must hold some responsibility in caring for the student in delivering all courses and assessment methods on time together with correct feedback. Thirdly, The learning outcomes must be valued by the students wanting to attend the course by offering real life work experiences and relevant modules to the sommelier's career. Fourthly, both teaching and learning strategies must be in line with all learning outcomes and delivered by professional lecturers who know the subject of wines in all its details. (Harreveld & Singh, 2009.)

4.1.2 Types of curriculum mapping

Setting up a curriculum is all about curriculum mapping. (Jacobsen, 2018). There are three ways in setting up a curriculum: firstly, using a standard template, secondly, using online surveys, and thirdly, using curriculum set up software. (Dyjur & Lock, 2016). There has to be evidence that module is required to be taught for a curriculum to be set up, which means that it is evidence based according to the needs of the Maltese hospitality industry. (Dyjur & Lock, 2016). A curriculum must integrate the aims and objectives of every module taught, the learning outcomes, methods of assessment and always controlling and checking the mission statement of the institution. (Jacobsen, 2018). In other words, an action plan must be developed using action research to set up a curriculum. In this way, student learning experiences will be increased and knowledge will increase. A scaffolding approach can be utilised focused around three educational research processes: learning about research, writing up research and doing research. The curriculum must incorporate a researching skills module to help the student know how to research which is necessary for a sommelier to possess. There are always new wines evolving and sommeliers must be kept continuously updated with new styles and new methods of winemaking. (Jacobsen, 2018.) A typical scaffolding approach can be used to set up the sommelier's curriculum, taking into consideration the scholastic schedule of higher education schools in Malta. The scholastic year starts at the end of September and finishing in Autumn of the other year, as seen in table 1 below. (Jacobsen, 2018). First the student must learn about the research in the first weeks, then write up the research in the middle of the semester and complete the research at the end of the semester through exams and the practical internship. This scaffolding approach is repeated for semester 2 starting in February till May.

Table 1. Scaffolding approach curriculum set up focused on action research (Jacobsen, 2018).

Season/Month	Modules	Type of research
September (Autumn)	Semester 1 modules are drawn Research methods All other basic modules related to wine	<i>Learning about research</i>
December (winter)	Submission of assignments Continuation of all previous modules	<i>Writing up research</i>
January (winter)	Exams for semester 1	<i>Doing the research</i>
Feb/March (spring)	New semester 2 modules	<i>Learning about research</i>
May	Submission of assignments Continuation of all previous modules	<i>Writing up research</i>
June (summer)	Exams for semester 2 Practical internship in industry	<i>Doing the research</i>

Jacobsen (2018) created a system how to set up a curriculum. Five themes are created to facilitate a curriculum, namely:

1. understanding of the course by giving a clear picture of all course objectives and all learning outcomes.
2. commitment to the course by having all students and teachers committed to completing all modules.
3. problems that students face, which could arise from work problems, time management problems, writing skills, and academic performance.
4. the problems in drawing research-oriented courses by a curriculum team.
5. ways of improving teaching strategies towards society through pedagogical aspects and formative assessments (assessments are given gradually from the start to the end of the module to give a student the opportunity to learn from mistakes).

Using these five themes, a curriculum can be set up or improved using five concepts:

1. The **logical lay out** of all modules showing the planned modules of study.
2. Formulating the course outlines for each module to assist the student in knowing what to achieve by the end of the module and knowing how each module is **connected**. For example, learning four basic foreign languages are related to wine labelling and the geographical aspect of wines.
3. All **aims and objectives** are compiled for every module especially for new lecturers.

4. Teach students on **action research** in the early stages of the course using a scaffolding approach as seen in table 1.
5. To **apply ethics** and achieve approval for action research and by giving students continuous support in ethics. (Jacobsen, 2018.)

According to Mulder et al. (2009) a curriculum should be set up in higher education based on competencies. It includes the knowledge to learn, the skills to achieve, and the attitude required to learn a module. (Mulder, et al., 2009). Another author states that understanding knowledge within a curriculum will not make you the best scholar but is necessary to have especially for a sommelier. (Muller & Young, 2013). A sommelier should have the key competences and skills to serve wine and approach people besides having the knowledge. (Muller & Young, 2013). Competences are linked to soft skills that sommeliers must achieve within a curriculum. Muller & Young (2013) state that transversal skills (referring to soft skills) are necessary to teach in a curriculum. Sommeliers need to analyse and criticise wines during tasting sessions, be creative, and have good communication skills in delivering the right message about the wine being tasted with the right amount of enthusiasm and passion. It is important for a sommelier course as the job requires knowledge, skills and attitude to complete the different tasks in wine service. It is both task and behaviour oriented which requires the student to solve problems within real life situations and experiences. The skills of the sommelier have to be identified for a curriculum to have a competence based approach. However, more importantly, other skills should be identified that contribute towards a social ethical culture. For example, the sommelier must develop soft skills like team work, positive attitude, grooming skills, determination, hard work attitude, passion, enthusiasm, communication, self-criticism, working in group work and the will to learn. (Mulder, et al., 2009.) This type of competence based approach involves developing the learning outcomes of the modules, the topics that are taught for every module week by week, an organised schedule of lessons and events, and different assessment methods which all should be in line with the needs of the Maltese hospitality industry. (Mulder, et al., 2009). Using this approach has its disadvantages. Academically students can suffer as the level of knowledge skills may not be fully acknowledged and assessed. It is focused more on the practical side of the job for example, the decanting of wine, the service of the wine, customer care skills, complaint handling, and the set up of the table in a restaurant with wine glasses. However, knowledge can still be assessed in the practical side, for example, asking questions to the sommelier about the wines present on the wine list. The sommelier needs to know the wines on the wine list as a wine cannot be sold without the theoretical knowledge. Therefore, the knowledge, skills and attitude competencies that the student need to achieve in the hospitality industry have to be incorporated in the list of assessed competencies called summative assessment. (Mulder, et al., 2009). Formative

assessments are preferred as students will learn from their previous mistakes and are given the opportunity to make up for their mistakes and achieve better marks. Muller & Young (2013) clearly states that a vocational educational curriculum must possess two important building blocks. Firstly, the theoretical knowledge of wine regions and winemaking methods referred to as conceptual theoretical knowledge. Secondly, the practical knowledge which relates to the actual service of wines in real life practical restaurants, and relating the theoretical knowledge to the practical side. (Muller & Young, 2013).

According to Lee, et al. (2011) a curriculum can be structured using an instructional design model which has three parts: Pre-instructional, during instruction and post-instructional which are integrated in the ADDIE model which refers to: analysis, design, develop, implement, and evaluate. See table 2 for an ADDIE model used to create a sommelier course.

Table 2 above is a form of scaffolding approach to design a curriculum using ADDIE's five stages. (Lee & Kolodner, 2011). The design stage is concerned with two phases: critical thinking and creative thinking. It will help in the critical thinking design phase by focusing on the student and see what the student really needs to know as regards to knowledge, skills and attitude or behaviour. The creative thinking phase helps to create and generate ideas to make the curriculum more interesting and appealing to the student which can help to entice people to join the sommelier course. For example, using different forms of assessment to assess students in blind wine tastings opposed to the traditional style of examinations with short answers and essay style questions. Creating a practical wine and food pairing module with the actual wine and actual food item. Students are able to use the three senses to evaluate the reasons for pairing certain food ingredients with certain wines. Inviting a guest lecturer like a stores manager to deliver the lesson on cellar control, a food and beverage hotel manager to deliver a lecturer on pricing strategies, a marketing manager to deliver one lesson in marketing wine in restaurants, a viticulturist invited to deliver a lesson in pruning of vines, a cigar expert to deliver a lesson in wine and cigar pairing, a master of cheese to deliver a lesson in cheeses and cheese cutting, teaching foreign languages to students using a language lab with all necessary equipment to learn the pronunciation of the language; French, Italian, Spanish and German. Creative thinking is a useful tool to use in instructional design as it will make the whole course interesting and appealing to the sommelier, which at the same time will meet the needs of the Maltese hospitality industry.

Table 2. A sommelier's curriculum set up using the ADDIE instructional design model.

ADDIE model	Phase 1: Pre	Phase 2: During	Phase 3: Post
Analyse	The modules to learn according to the needs of the hospitality industry; Learning environment: wine lab; classrooms; language lab; restaurants Student's age		
Design – Critical thinking	Stakeholders Design learning outcomes Semester 1 modules: knowledge, skill, and attitude based Semester 2 modules: knowledge, skill, and attitude based Number of examinations Assessment types The practical internship Number of credits per module		
Design – creative thinking	Food and wine pairing; guest lecturer module, wine sensorial analysis, blind wine tasting exams Design different methods of assessments in wine Different teaching methods Design a research module		
ADDIE model	Phase 1: Pre	Phase 2: During	Phase 3: Post
Develop	All learning tools: slide projectors, wine equipment, wine ISO glasses, interactive boards, white boards, spittoons, the wines for tasting		
Implement		Modules taught in wine lab, restaurants, classrooms Teaching strategies Assessment methods	
Evaluate			Set student's learning to objectives / learning outcomes What can be changed in all modules? Questionnaire/survey: feedback from students What students learned?

According to Koch, et al. (2018) creativity is not to choose from but rather fundamental to use when planning an organisation or a curriculum. Giving creativity to a curriculum has two factors

1. 'being creative' by generating ideas and creating appeal and something different

2. 'being considered creative', which means that the creative part is judged by all stakeholders (Koch, et al., 2018.)

Figure 1 below relates to a model to help evoke creativity in a curriculum or any organisation. Using creative entrepreneurship skills, and understanding the difference between being creative and being considered creative, and using aesthetic responses will give creative outcomes and creative ideas to the curriculum. Aesthetic responses refer to the four entrepreneurship activities:

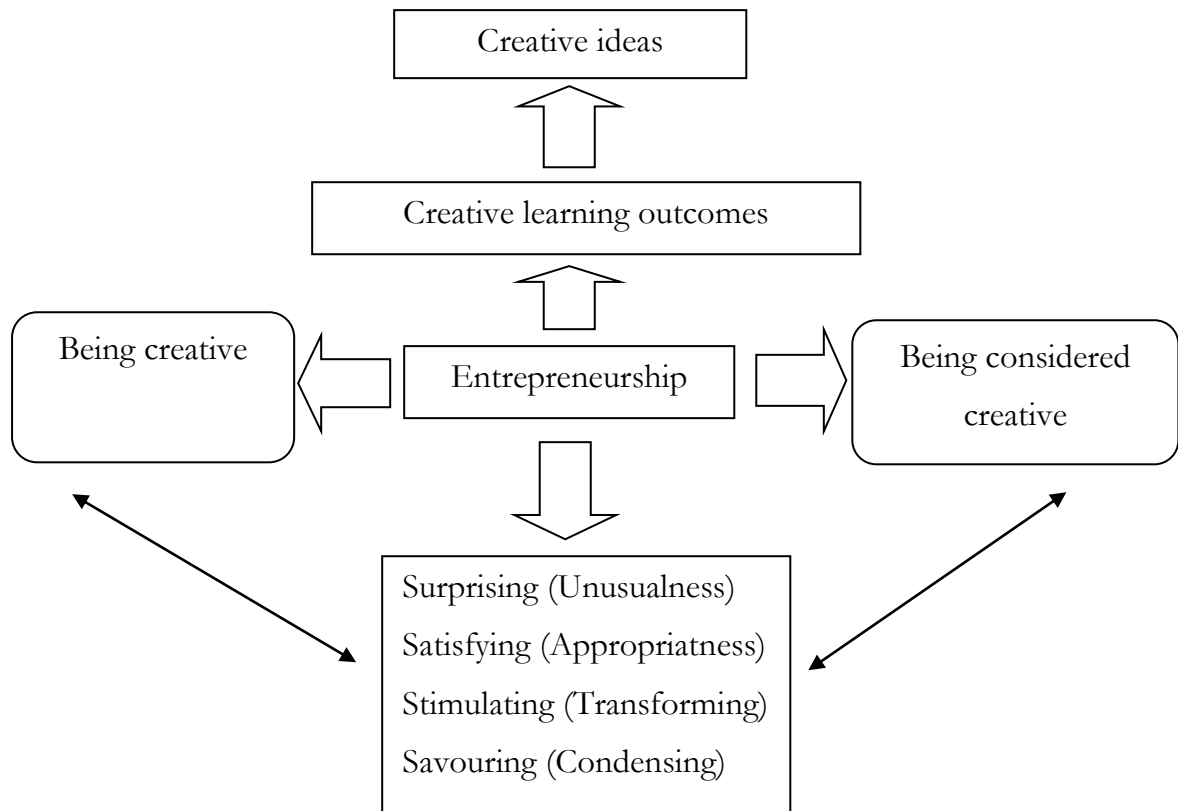


Figure 1. A model to show organisational creativity (Koch, et al., 2018)

1. The element of surprise given to the student, like for example, pairing the actual food with the wine and assessments on blind tasting sessions, visits to vineyards and wineries or giving the student unusual learning experiences by being original and different.
2. A satisfying experience to the student giving an intrinsic level of job satisfaction, for example, evaluating the exact reasons for combining the food ingredients with a certain wine, and compiling a wine and food pairing menu with passion.
3. Changing the conventional or traditional way of teaching in a classroom and transforming to different teaching strategies and methods of assessments like for example, teaching geographical wine regions by making the student perform action research by asking them written questions on the locations of certain wine villages, vineyards and wine regions. Performing experiments by pairing different

wines with different ingredients and see how they match. This will make the learning process more stimulating for the student.

4. Mastering the topic being taught by savouring or condensing the information given and gives the student total control of the information received like for example, inviting a viticulturist to deliver a lesson in pruning in a vineyard showing the student the different techniques involved. The student will be able to savour the experience and gives ownership of the knowledge or skills given and become one of a kind. (Koch, et al., 2018.)

A study on Malta's entrepreneurship clearly states that both creativity and innovation are necessary for Malta to survive as a nation and important for a company to compete and grow. (Baldacchino, et al., 2008). Being creative and offering new ideas is vital to survive especially in a small island like Malta. (Baldacchino, et al., 2008). ITS has to create a curriculum that offeres creative courses and subjects that appeal to local and international people to create a uniqueness. Creating something different that other schools do not offer. (Baldacchino, et al., 2008). For example, the creation of food and wine pairing courses involving physically the food and the wine; the sensorial analysis module of the actual wines; language courses adapted to the language of a sommelier and actual visits to vineyards, wineries and wine importers as learning modules.

An organised curriculum is necessary to have in any higher education school as it is instrumental in forming people and the society in general. (Walker, 2012). Knowledge is also fundamental in higher education as it gives competitive advantage in the hospitality sector. (Walker, 2012). On the other hand, Li & Huang (2012) states that higher education is essentially required to educate and develop people and at the same time it enhances the economic and social factors affecting the country. Both authors have the same view that the country will benefit both socially and economically but knowledge is the key to success when developing sommeliers. (Walker, 2012). When forming a curriculum Walker (2012) states that human development and human ethics together with human capabilities are required to set up a curriculum. In other words, the curriculum must contain modules which contribute to the local economy of the country through consumers and entrepreneurs. This is the human element. The curriculum must be socially inclusive to the student with a high level of ethics and objectives of a human nature related to the practical side of achieving practical skills in wine knoweldge and wine service. Therefore, higher education has a positive effect on the lives of both sommeliers learning about the course and the consumer being served. (Walker, 2012.) On the other hand, strategic planning is crucial to set up a curriculum in higher education and at the same time having a sustainable environment. (Li & Huang, 2012). It is important to focus on the student to promote the skills, knowledge, quality and core competencies in a sustainable way. Higher education schools like ITS have to adapt and meet the the needs

of the hospitality industry. Strategic planning will help formulate these needs which are the skills necessary to become a sommelier. (Li & Huang, 2012.) Figure 2 below is an example of a strategic planning model.

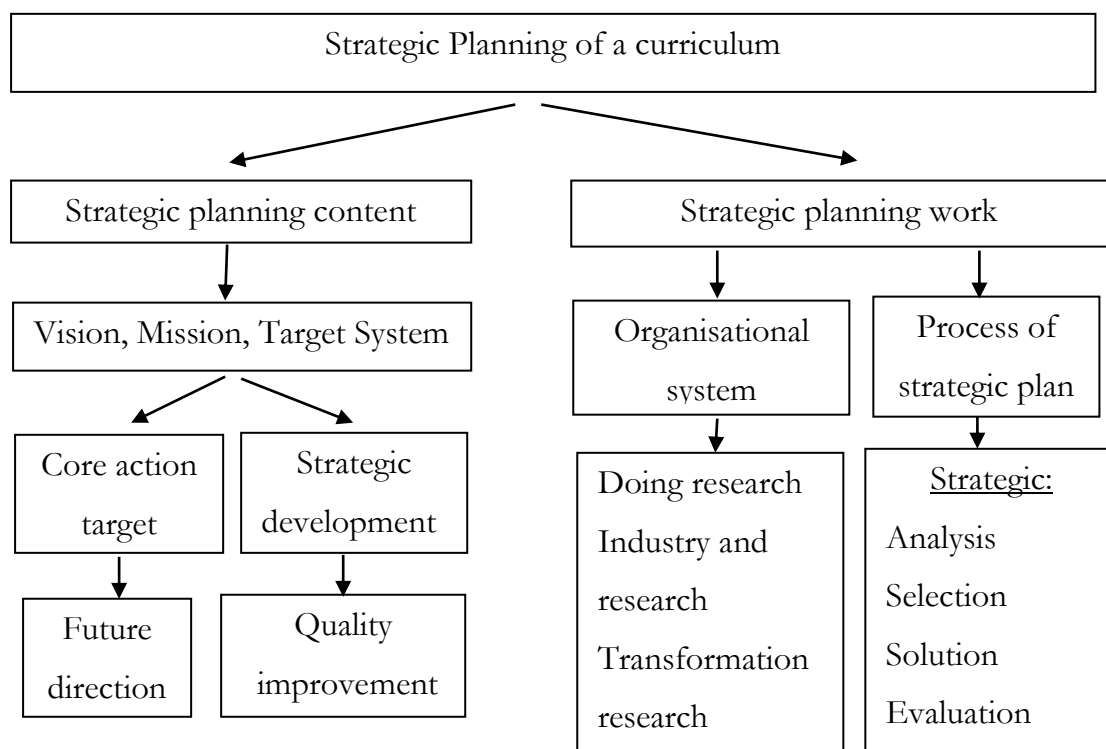


Figure 2. Example of a strategic planning model. (Li & Huang, 2012)

Strategic planning content is about planning the curriculum of a sommelier using a vision and a mission statement that is valuable to the student. (Li & Huang, 2012). It is important to develop highly skilled quality individuals who are competent in every aspect of a sommelier. The core action target is foreseeing the future composed of three resources: the human resource focusing on academic and non-academic staff's roles and responsibilities together with the equipment necessary to become a sommelier, culture resource focusing on the school's and industry's mentality of serving wine, and thirdly, capacity resource focusing on the social aspect of the student, the talents of the student and the training needs. There has to be a strategic development by combining studying at school and working in industry (core competence) that connects ITS with a system of lifelong learning. (Li & Huang, 2012.) The curriculum can develop a scaffolding approach where the level of difficulty can increase from semester to semester as regards to knowledge of the wine and the practical tasks in serving wine. (Whitelaw & Wrathall, 2015). The context of blind wine tastings will become ambiguous during the second semester, and the autonomy of the student will increase as the student would not need to be supervised when an examination takes place. (Whitelaw & Wrathall, 2015). Moreover, there has to be an organisational system of quality research with quality academic and non-academic staff showing mutual learning skills and a good academic

background. Different units or boards must be set up to have control over academics, the practical local and foreign internship unit, a student and staff disciplinary board, a board of studies to make academic decisions for students, the board of governors to enact the policy of ITS, an examination board to ensure all examinations are fairly given to students, and a quality assurance unit to ensure that quality is given to the student and to staff. Standard operating procedures should be enacted to ensure that every member of staff and student know what it takes to complete a task. The process of strategic planning involves analysing and selecting the modules required to form a sommelier according to the skills and needs of the hospitality industry. Offering a solution and evaluating the solution will help to improve the quality of the curriculum given to the student. (Li & Huang, 2012.)

According to Walker (2012) and Nussbaum (2011), a higher education school should give both personal powers and achievements to students. Achievements are like 'functionings' referring to the necessary knowledge that must be given to the student to become a sommelier without giving unnecessary modules that are not related to wines. This will give a meaningful experience and feeling of satisfaction to the student in a humanist way. Also, giving personal powers (or capabilities) to students is fundamental for a curriculum set up by enhancing knowledge through different modules related to viticulture, vinification, geography, wine regions, wine tastings of different wines and make the student aware of the culture aspect of a sommelier. (Walker, 2012.) It is important to include arts and science subjects in a curriculum to expand the artistic and scientific culture of the student. (Nussbaum, 2011). Giving a human approach to a curriculum can form a sommelier of high quality by delving into personal powers (capabilities) and achievements. (Nussbaum, 2011).

An internationalised institution should possess 11 key attributes and are analysed how a higher education school can meet these 13 attributes to be able to have an international curriculum: (Elkin, et al., 2005)

1. Exchange programs for staff – Erasmus EU programmes facilitate this exchange between institutions of different countries.
2. Exchange programs for students – Leonardo da Vinci EU programmes facilitate this exchange between institutions of different countries.
3. A modular curriculum in two semesters which has an international image – introducing modules which are international, for example, different wine regions of the world both from the Old World and the New World, world wine region maps, cheese, cigars, spirits, and other wine related subjects, and the four main foreign languages related to wine, (Italian, French, Spanish and German).

4. Communication and liaison between staff with international students – English is the language spoken and taught in classrooms and can facilitate the level of communication with international students.
5. Offering different international research methods – this can be met by registering with various on line articles and journals like Proquest and other leading publishing material.
6. Alliances and partners with international institutions – higher education schools linked with foreign institutions and is a registered and certified educator in short international wine courses. Further links can be affiliated with wine partners abroad.
7. Foreign students who already have a diploma or a degree (postgraduate) – will have a sound academic background to learn on the modules to become a sommelier.
8. Foreign students who do not possess a diploma or a degree (undergraduate) – will be able to get qualified by applying for a course who have previous years of work experience.
9. Organising conferences and seminars for students related to wine activity – this can be done in conjunction with wine importers, local winemakers and business enterprises.
10. Academic staff are trained abroad – Erasmus EU programme can help to have academic teaching staff travel to different wine regions and grasp the culture of winemaking in the vineyard and in the winery.
11. An international unit is available to provide support to foreign students – this office can liaise with the practical internship unit to select the right place of work when working in the Maltese hospitality industry.

A sommelier can create a curriculum to enhance the knowledge of wine. But a curriculum is not only about the terroir knowledge about wine. It is also about the service techniques, sales techniques, language pronunciation and the selling techniques. (Crecca, 2004.) These aspects should form part of a sommelier's course. At Disneyland's Napa Rose in USA, the sales of wine have increased because of adequate training in a drastic and positive style. The sales now represent about more than 30% of their total food and beverage sales. (Crecca, 2004.) This is an impressive result as wine training and all other related subjects to wine was fruitful and results were achieved.

Good study habits are necessary to learn about wine so a good amount of self study is necessary to master the subject, in addition to working in a full time or part time job in the hospitality industry. (Crecca, 2004). A curriculum should offer the terroir aspect of wine, that is wine regions, sub regions, and all the geography and maps involved for all wine

regions in the world. But it also involves the grape varieties produced, production methods in the vineyard (viticulture) and in the winery (vinification), flavour profiles through tasting sensorial analysis skills, food and wine pairing skills, upselling sales techniques, practical wine service involving presenting, opening and serving different styles of wine and decanting, and other modules related to spirits, beer, water, cheese and cigars. (Crecca, 2004.) On the other hand, a wine program should contain topics such as the wine list, training staff and customers through communication skills, ordering and purchasing wine, cellar management, stock control, consumer trends, wine promotion and merchandising, wine and food pairing, marketing, and selling techniques. (Manske & Cordua, 2005).

No particular certificate or diploma is required to be a sommelier in the wine industry. (Dewald, 2008). The same theory applies to the Maltese hospitality industry. But if a company wants to sell wine, a sommelier is required to be employed to sell to others. Therefore, a sort of curriculum or wine program is needed to customise the needs of the Maltese hospitality industry. The knowledge in wine is important to achieve but achieving skills in selling the wine is fundamental to have to increase the sales of wine. (Dewald, 2008). Educational programs are not only affect an increase in wine sales but also affects the customer's experience when for example dining in a restaurant or when taking a decision in purchasing a wine bottle in a wine retail shop or supermarket. (Dewald, 2008). Any educational program should have some form of wine knowledge modules, the practical service of wine, a powerful wine list, and sales techniques.

4.2 Teaching methods for higher vocational schools.

Using the correct teaching strategies is crucial to give knowledge and skills to a sommelier. The teaching strategy has one ultimate aim: around the subject of wine and ways of enhancing and facilitating learning. Three teaching methods were adopted, namely, scaffolding, inquiry based education and competence based education. These methods were chosen as they are practical teaching strategies suitable for a sommelier course at HND level 5. A sommelier's job is about practical wine tasting, practical service skills and excellent customer care. Therefore, these three teaching strategies will help to enhance knowledge and skills for both inexperienced, young students at level 4 and experienced, mature workers with previous years of work experience.

Other teaching strategies could be used like differentiated instruction for taking action to different learning abilities of students. (Watts-Taff, et. al., 2013). But the tasks of a sommelier are straightforward. There are specific standards and procedures involved when serving wine and when tasting wine. Therefore, all students have to learn about

these standards and procedures in the same way as the other students. Gamification could also be used as a teaching strategy but more suitable for younger students at lower levels of education. (Yildirim, 2017). Although assessments of wine knowledge and wine maps can use the strategy of gamification, the subject of wine is so complex that wine maps and knowledge are straightforward and learned with in-depth study. Peer teaching is a teaching strategy that can be used to help students to think critically. (Teoh et. al., 2016). This strategy is not easy to deliver to prospective sommeliers as students will have different learning abilities. Some students will have more knowledge in wine than other students, especially the experienced, mature student working in the hotel and catering industry. Therefore, experienced students will feel uncomfortable to teach their own fellow students (peers) and can make the weaker student portray an image that he or she is struggling to achieve results, resulting in problems of confidentiality. Cultural responsive teaching could be adopted as a teaching strategy (Ozudogru, 2018) but is not feasible as wine relies on standards and procedures irrelevant of the cultural background of the student.

4.2.1 The scaffolding technique

Scaffolding is one technique that can be used. Scaffolding is a way of enhancing the learning skills of a student in a gradual sequence to advance progressively and to achieve more understanding by helping the student feel more independent. (The glossary of education reform, 2015). On the other hand, scaffolding is seen as support given to the student to carry out service procedures or practical tasks that students are not able to do themselves or in an independent way. (Belland, et al., 2008). The support provided by the teacher is divided into four factors: (Belland, et al., 2008)

1. Knowledge: by giving students different concepts and theories of the region of production from a viticultural and vinification perspective.
2. Metacognitive: the analysis and control of the student's own judgment of the wine being tasted blind. It involves the teacher asking the student to reconsider what they have thought to understand better how to taste a wine blindly.
3. Procedural: the sequence used to perform a blind tasting wine session with the correct equipment.
4. Strategic: helping the student to use different ways or strategies to decide where the wine comes from when tasted blind. For example, adopting a Socratic style by questioning the student to analyse the wine in a different way. (Belland, et al., 2008)

For example, when teaching wine sensorial analysis, students need to be taught and guided on the systematic procedure of tasting wine informing them of the level of acidity,

tannin, flavours and all other components to analyse the wine. Prospective sommeliers are not able to do this by themselves. Such students would need a scaffolding approach by first teaching them the basics of tasting wine by tasting different wines of different wine regions and countries during the first semester. Then, progressing to the second semester, the wines can be analysed blindly for the student to analyse the wine independently and guess the provenance of the wine, the grape variety, the vintage year and possibly the quality category in relation to the price of the wine.

There are two types of scaffolds. Soft scaffolds and hard scaffolds. (Saye & Brush, 2002). Both scaffolds are necessary for learning to take place. Soft scaffolding refers to a teacher who sustains students at the right time and the right place for effective learning to take place. (Saye & Brush, 2002). The student requires the support that is needed to know how to taste wine so equipment, glasses, spittoons, and wines have to be provided to the student to be able to analyse the wine and in the correct temperature environment. Hard scaffolding can be adopted when teaching prospective sommeliers as it refers to an expert's opinion being delivered in the form of video recording and on line videos and by questioning the student if learning has taken place without the teacher's help. (Belland, et al., 2008). This means that hard scaffolds refer to independent learning and being able to solve problems without any form of help from the teacher, as the above four types of support were given to the student in the first place. Therefore, the hard scaffolds have faded and effective learning has taken place. (Saye & Brush, 2002; Belland, et al., 2008).

There are three types of hard scaffolds: (Belland, et al., 2008)

1. Quick questions: that require a quick response from the student. It investigates the what, the how and the why in the style of wine being tasted. For example, asking students questions on the winemaking methods used in the vineyard and winery when tasting a blind wine, and asking the student how did the aroma and flavour evolve. It investigates the 'terroir' concept by asking students what are the natural environmental conditions used to produce this style of wine. This encourages the student to think in a metacognitive way in relation to the theoretical concepts. (Saye & Brush, 2002).
2. Specialist's opinion: gathering information from an expert in the subject of wine by viewing an on line video in how a Master of Wine describes a wine on the appearance, nose and palate. The student is able to see how the expert relates to the aromas and flavours tasted to the winemaking methods to the different wine faults that may arise. Expert's opinions can help a prospective sommelier think in how to approach a tasting technique in a different manner. (Belland, et al., 2008).
3. Concept mapping: creating a portfolio of tasting notes of different wines tasted to represent them on a database or in a graphical way. This is evidence that

learning has taken place. The student can then compare and evaluate the same grape variety planted in different countries and regions but offering different aromas and flavours. (Belland, et al., 2008).

Belland, et al. (2008) states that there are six guidelines to create a scaffolding approach which are evidence-based within a higher education institution.

1. Integrate hard and soft scaffolds within the whole curriculum: informing all lecturers teaching all modules to adopt a scaffolding approach when teaching their subject to the students, step by step. When teaching blind tastings students are informed to record a portfolio of all wines being tasted as evidence gathered. (Saye & Brush, 2002).
2. Use metacognitive processes: by having students judge their own perceptions both verbally or in a graphic way (concept mapping).
3. Limit the problem: When judging a blind wine or a problem, the student must relate the problem only to the learning outcomes and not to other distractions.
4. Instill motivation into the scaffolds: (Saye & Brush, 2002) both lecturers and students must have motivation. Therefore, teachers must teach students to adopt scaffolds in their learning process as a form of formative assessment. This can be done when ground rules are set and given to the student and are clearly understood. For example, asking student to answer questions on wine regions by looking through various books and research methods which will help the student to learn independently on the factors that affect wine quality. The teacher can provide support by showing them where to look for this information. It is important the student knows how this exercise would help and why it is important to understand. (Saye & Brush, 2002).
5. Encourage scaffolds for students who lack knowledge and work experience: this is beneficial for prospective sommeliers who need to be guided step by step in the learning process, semester by semester. (Belland, et al., 2008).
6. Develop hard scaffolds to students: the soft scaffolds have to be in place by providing the right amount of support to the student. This will lead to the development of knowledge in a strategic and procedural way. (Belland, et al., 2008).

4.2.2 Inquiry based teaching and competence based education

Inquiry based teaching is another teaching strategy to adopt in higher education schools like ITS. It incorporates a curriculum which is project based involving a high level of research skills by the student. (Shih, et al., 2016). The student practically owns up to his/her own learning. It helps them to think independently through team work from

colleagues and teachers. The student is able to perform different tasks by adopting the concepts, knowledge and abilities that were understood and already learned. Inquiry based teaching helps students to think in different ways such as: (Shih, et al., 2016)

1. Observing: a master sommelier or master of wine tasting a wine and identifying the language and technical words used to analyse the wine or serving a bottle of wine or looking at different ways of decanting a bottle of wine or looking at different wine lists of different restaurants to observe the different ways can be adopted to compile a wine list.
2. Exploring: investigating different ways of dealing with the project study which can be a problem or a product or a service procedure. It is a form of problem solving method.
3. Adapting: the student will learn how to adapt to change as different situations require different approaches.
4. Discussing: judging a wine on their own without the teacher's help
5. Creating: the student must adopt some form of creative thinking for developing oneself, to help create a sense of imagination and therefore help to innovate.

To carry out the above tasks, teachers have to plan their work and integrate the project study into the curriculum. The teacher can inform the students about the project titles and motivate the students by giving them a set of guidelines that need to be performed to complete the project study. This can be done individually or in groups. (Shih, et al., 2016). It is important to activate their imagination and creativity through their past work experiences. However, resources have to be given to the student through libraries, books, journals, on line search engines, scholar journals and anything related to wine. There are wine journals available on line such as Decanter Wine magazine, Wine Spectator magazine, Harpers, Wine Enthusiast, Food and Wine magazine, Winemaker magazine, Wine and Spirits magazine, Saveur magazine, and The World of Fine Wine magazine. Moreover, teachers have to be qualified in inquiry based teaching competence by having a masters degree or PhD, (Shih, et al., 2016) as students have to be guided. Shih, et al. (2016) states that full time lecturers at higher education schools must be developed in this skill of teaching through continuous professional development. Lecturers teaching other subjects not related to wine such as languages, book keeping, and stock control can be shown around local wineries and vineyards in Malta to be aware of local specialities. (Shih, et al., 2016) Finally, ITS can use the 'dual-teacher' style by having experienced lecturers cooperate and work with inexperienced lecturers. This style of teaching is suitable for a sommelier course as it is proven that it delivers professional teaching and guidance to project study students and also beneficial to inexperienced lecturers as continuous professional development. (Shih, et al., 2016).

Competence based education is one teaching strategy that can be adopted at ITS. It is one way of triggering the learning of the student. (Mulder, et al., 2009). It is focused on the student rather than the teacher. Competence based teaching is related to problem based education. It teaches students by identifying a practical problem and students team up to develop solutions to the problem. (Mulder, et al., 2009). In fact, students would appreciate the presence of experts from the hospitality industry to deliver a lesson. For example, when teaching about viticultural techniques, introducing a guest lecturer from the viticultural world would help the student's learning. (Mulder, et al., 2009). Using different guest lecturers is a teaching strategy that should be adopted at ITS. It can be adopted for modules which are wine related such as viticulture, vinification, sensorial analysis, wine and food pairing, inventory control, wine cellar management, cigars, cheese, tea and coffee, spirits, and waters.

5 Benchmarking other Institutions offering wine courses

Other schools are offering wine courses or wine related courses both in the local market and in the international market. However, ITS will be the only institution in the local market to offer a full, specialized course to form a complete sommelier. This person will not only be knowledgeable in wine but also in other wine related matters that affect the needs of the Maltese hospitality industry. Therefore, it is feasible to analyze what courses are available in both markets in different teaching institutions. It is a form of market research or observational role to evaluate, compare and contrast which courses and subjects they are offering and to also assist in the development of a feasible curriculum at ITS.

5.1 The local market in Malta offering wine courses

Besides ITS, there are two other major educational institutions that offer wine related courses, that is, the University of Malta (UOM) and the Malta College of Arts, Science and Technology (MCAST). This chapter is like a market research to analyze what is available in the local and international markets as to wine courses, sommelier courses and wine related courses.

When typing the key word 'sommelier' in the search facility of the University's website, no sommelier courses show up. However, when the keyword 'wine courses' is typed in, different courses show up which are related to wine provided by the Institute of tourism, travel and culture within the University of Malta. (University of Malta, 2017). These courses take the form of modules such as:

The art of wine making related to wine production in the vineyard and the winery for the making of wine. (University of Malta, 2018).

Food and tourism: wine issues related to food and tourism. (University of Malta, 2018)

The semiotics of food – how wine can be analyzed. (University of Malta, 2018)

There is a diploma in gastronomy offered at the University of Malta. Wine is listed like a food product that is related to gastronomy and the Maltese Islands. (University of Malta, 2012). However, there is nothing offered for a complete sommelier and nothing offered on different wine making regions and the tasting and evaluation of the wines. There is no information on the costs of these courses on their website.

MCAST is another key learning institution in Malta which offer vocational qualifications. When the keyword 'sommelier' is typed in the search facility, no course related to wine appears. When the keyword 'wine' is typed in, two courses appear, one in viticulture in the art of growing grapes in the vineyard (MCAST, 2018) and another module in vinification, the art of making wine in the winery. (MCAST, 2018). Both of these courses are very

short lasting 16 hours in length with some basic wine tastings incorporated. Nothing is related to a sommelier course or a wine service course. The courses cost about EUR 100 and EUR 125 per 16 / 20 hours of teaching.

When typing the key words 'wine courses in Malta' in google, the Maltese Italian Chamber of Commerce appears who organize these courses in conjunction with the Association of Italian Sommeliers (AIS). (Maltese Italian Chamber of Commerce, 2015). It says that there are three levels to become a sommelier and till this present day, only the first level has been offered with only a few participants. The course fee is of EUR450 for the first level spread over four sessions covering topics such as: viticulture, vinification, analysing wine on appearance, nose and palate, the production of sweet wines, spirits, beers, with a visit to a winery. (Maltese Italian Chamber of Commerce, 2015) This course did not have any success as it is focused only on Italian wines and the Italian market. Wine is about different regions of the world and not only of Italy. There is no indication on the course fees for the second and third level. It appears evident that these higher-level courses will cost more than EUR450.

ITS provides part time international wine courses offered by the Wines and Spirits Education Trust (WSET), London. (WSET, 2018). These are internationally recognised wine courses in various levels: foundation level, intermediate level and advanced level. There is also to sit for a diploma course in wines and spirits by WSET through correspondence and long-distance learning with examinations being taken in London. ITS is an approved program provider to offer WSET courses at the first three levels. These courses cost EUR275 (Institute of Tourism Studies, 2017) for the intermediate course and EUR450 (Institute of Tourism Studies, 2018) for the advanced course. These international courses can still be utilised and integrated for the proposed full-time sommelier course. The scaffolding method can be used as the intermediate level can be taught in the first semester and the advanced level can be taught in the second semester. In this way, the student will receive further certification at an international level. The courses focus on different wine making regions of the world learning different viticultural and vinification techniques adopted together with the terroir aspect. Each lesson is based on two hours of theory and two hours of practical sensorial wine analysis.

At ITS there is a high influx of foreign students from EU and non-EU countries coming to study courses related to hospitality. EU foreigners will benefit from the Maltese laws of offering free education to full-time students whilst non-EU foreigners are obliged to pay a fee per semester. Within five years, ITS will move towards another premises which will be newly constructed offering the latest technology to teach kitchen, restaurant and wines.

5.2 The international market offering sommelier courses.

On an international level, when you type in the keyword 'sommelier', the website of the court of master sommeliers appears in Google. (Court of Master Sommeliers, 2018). It is the ultimate qualification for any individual who would like to become a professional sommelier. It is a UK based professional qualification and to become a Master Sommelier (MS) passes through four different levels:

Level 1 – Introductory: This course is over 3 days and costs EUR655

Level 2 – Certified: It is a one-day examination and costs EUR272

Level 3 – Advanced: This course is over 5 days and costs EUR864

Level 4 - Master Sommelier Diploma: The final examination and costs EUR887

To pass the above courses a 75% pass mark is to be achieved and each student is examined by an examination panel of master sommeliers. There are at present only 256 Master Sommeliers worldwide. It is extremely difficult to pass the final examination which requires dedication, commitment, passion, enthusiasm and all necessary transversal skills. A master sommelier assists to convert a normal food and beverage waiter into a knowledgeable person in wines. (Ewing-Mulligan & McCarthy, 2001; LaTour, et al., 2011; Paulsen, et al., 2015).

Other schools appear when searching in Google. Plumpton College in England provides wine courses related to wine business, a bachelor's degree in Wine Business. (Plumpton, 2018). It lasts 2 years full time or 4 years part time and costs EUR10,440 full time or EUR5220 part time. (Plumpton College, 2019). There is also a Masters level degree of Science in Viticulture and Oenology. (Plumpton College, 2019). This lasts 18 months fulltime and 30 months part time costing EUR11,612. Moreover, when the keyword 'wine' is typed in the search facility, there are many wine related courses such as wine sensorial analysis and evaluation, wine masterclasses focusing on cool climate style of wines and many interesting courses. (Plumpton, 2018). When the keyword 'sommelier' is typed in, no course is to be found as most of the courses are focused on winemaking and tasting evaluation.

The academy of food and wine service (AFWS) is found in the UK where the on-line courses are linked with the Institute of Hospitality. (Academy of Food and Wine Service, 2018; Institute of Hospitality, 2018). Besides the theory aspect of wine the Institute focuses on the service in restaurants for a sommelier. The costs involved to join these courses are of EUR11.61 for the basic course in hospitality and EUR29.03 for each other five on-line courses in casual restaurant service, fine dining service, service of functions and events, the service of wines and also the service of hot beverages. (Institute of Hospitality, 2018).

In France, there is 'Le Cordon Bleu' college of culinary arts, hospitality and gastronomy. It is based in 23 countries within the five continents of the world with a very strong presence of wine courses. (Le Cordon Bleu, 2018). There is a short course spread over 4 days to form a basic sommelier as follows:

Back of house duties and responsibilities: involves the planning and getting oneself organised before service starts such as planning a wine list, stock control, organising the back of house areas for mise-en-place (preparation before service), cellar control and organisation. (Le Cordon Bleu, 2018)

Front of house duties and responsibilities: involves the actual contact with the customer such as the full procedure of service of a meal related to wines and all beverages, the presentation, opening and serving of white, red, rosé, sweet and sparkling wines, how to decant a bottle of wine in front of the customer, sales techniques in a restaurant for effective upselling, and customer care skills and personal grooming and self-presentation. (Le Cordon Bleu, 2018).

Wine sensorial analysis: involves the tasting of wines on appearance, nose and palate, how to distinguish between a low-quality with a high-quality wine, and how relevant is the wine to the on-trade and off-trade markets. (Le Cordon Bleu, 2018)

Study of the grape varieties: involves analysing the major features of the international white and black grape varieties, identifying the grapes on maps and wine production regions to know about location of the wines and the pronunciation of the grape varieties as a means of better communication. (Le Cordon Bleu, 2018)

Le Cordon Bleu also provides a diploma in wine and management in Paris. (Le Cordon Bleu, 2019). It is a full-time course over 10 months combining theory and practical classes. There are also three internships to complete including one internship doing the actual winemaking processes. The student must gain experience working in a cellar or a winegrowing company and must be involved in all the tasks of making the wine, from grape reception to pressing, fermentation, clarification, maturation and bottling. The first internship is over 2 weeks participating in the harvesting process of a nearby French vineyard. The second internship is over 6 weeks working in a restaurant or wine producer or wine tourism agency with a wine portfolio. The third internship is over 8 weeks by using what the student has learnt during the course and using the wine skills acquired to give professional insight to a company associated with wine. The cost is of EUR19,800 with all visits to vineyards and wineries and all wines for tasting purposes. (Le Cordon Bleu, 2019.)

Alma Scuola di Cucina (school for chefs) in Emilia Romagna, Italy (Alma, 2018) is a world recognised school offering a master sommelier course by the Alma Wine Academy.

(Alma scuola di cucina, 2019). 60% of the curriculum is based on viticulture, vinification, marketing of wine, cellar management, meeting wine professionals as guest lecturers, and 40% of the curriculum is based on wine sensorial analysis of technical and practical wine tasting sessions. (Alma scuola di cucina, 2019).

The cost of the course is at the school of ALMA is EUR20,000 spread over two semesters at the school and two months practical internship. This course is for wine professionals who already possess a high level of wine knowledge at level 3 of their qualifications provided by the Italian Sommelier Association (AIS). However, there is another course suitable for prospective sommeliers. The advanced course of restaurant, bar and 'sommellerie' management (Alma scuola di cucina, 2019) is available at Alma. The course is over 7 months (two semesters) in two phases. First phase is 15 weeks of theory and practical classes in wine tastings at ALMA and the second phase is an internship of 15 weeks in a wine related restaurant or winery or wine tourism. (Alma scuola di cucina, 2019). 60% of the curriculum is based on the theory of service of wines and bar operations, history and culture of gastronomy, and masterclasses, and the other 40% is based on the practical service of wines and different alcoholic and non-alcoholic beverages. (Alma scuola di cucina, 2019). This course is only suitable for the on-trade market in hotels, restaurants and catering establishments. The cost is of EUR 12,000. (Alma scuola di cucina, 2019).

5.3 A simple way of comparing different institutions offering wine courses

Here is a simple way of comparing and contrasting different wine courses offered locally and internationally. (see table 3 and table 4).

Table 3. Comparing different local institutions offering wine courses

School	Course	Level	Duration	Cost	Internship	Subjects
ITS	WSET wines and spirits	Intermediate and advanced	7 weeks and 14 weeks	EUR275 and EUR450	Not applicable	Wine regions, wine tasting, winemaking
University of Malta	Short modules	Advanced	14 weeks	Not applicable	Not applicable	Food and tourism, Winemaking, Semiotics of food
MCAST	Short modules	Intermediate	16/20hours	EUR100	Not applicable	Viticulture, Vinification
Maltese Italian Chamber of Commerce	AIS course (Italian association)	Level 1: Basic	16 hours	EUR450	Not applicable	Winemaking, wine tasting, Italian regions, spirits, beer, visit to a winery

Table 4. Comparing different foreign institutions offering wine courses.

School	Course	Level	Duration	Cost	Internship	Subjects
Court of master sommeliers	Four sequential levels	Level 1: Introductory	3 days	EUR655	Not applicable	Wine regions of the world, wine tastings, winemaking, practical wine service skills
		Level 2: Certified	1 day	EUR272		
		Level 3: Advanced	5 days	EUR864		
		Level 4: Master Sommelier Diploma	2 years	EUR887		
Plumpton College, England	Bachelor in wine business	Degree level 6	2 years full time	EUR10,440	Working in a vineyard or winery or wine related company	Winemaking, marketing, finance, wine regions, wine tasting, management
			4 years part time	EUR5,220		
Plumpton College, England	Masters in viticulture and oenology	Masters degree level 7	18 months full time 30 months part time	EUR11,612	Working in a vineyard or winery	Masterclasses, viticultural techniques, oenological techniques, maturation
The Academy of Food, Wine and Service	Course in hospitality and wine service	Basic level	3 days	EUR160	Not applicable	Hospitality, customer care, fine dining service, functions and events, service of wine, service of hot beverages

Continued on next page

School	Course	Level	Duration	Cost	Internship	Subjects
Le Cordon Bleu, France	Basic sommelier course	Basic	4 days	EUR1,500	Not applicable	Back of house, front of house duties, wine tasting, study of grapes, service of wines, upselling, customer care
Le Cordon Bleu, France	Diploma in wine and management	Diploma level 5	10 months full time	EUR19,800	3 phases: 1. Two weeks in a cellar 2. Six weeks in a wine company 3. Eight weeks giving learned experience	Viticulture, vinification, conferences, wine seminars, meeting experts, finance, HR, marketing, food and wine pairing, masterclasses, field trips to wineries and vineyards.
Le Cordon Bleu, France	Intensive wine training course	Certificate	55 hours	EUR1800	Not applicable	Wine regions, spirits, masterclasses
Alma, Italy	Master sommelier	Bachelor's Degree	Two semesters full time	EUR20,000	Two months in a wine company	Wine regions, masterclasses, wine tastings
Alma, Italy	Bar and sommellerie management	Advanced diploma	Two semesters full time	EUR12,000	15 weeks in a wine company	Service of wines, bar, gastronomy

6 Data collection methods: Survey ITS Sommelier Course

In order to meet the above indicated central research and sub research questions a mixed methodology approach will be used. More specifically, a mixed methodology research study will be used integrating both quantitative and qualitative research. This will involve two phases:

Phase 1: Survey (Quantitative)

Phase 2: Internal focus group at ITS (Qualitative)

Phase 1: Creating a questionnaire/survey using webropol software to the target population which are hospitality organisations such as restaurant servers, hoteliers, the MHRA (Malta hotels and restaurants association), the MBA (Malta bartending association), local suppliers, supermarkets, wine retail shops and distributors, local wineries and WSET graduates (wines and spirits education trust). Probability sampling was adopted using a systematic random method of selection of the target population. Webropol software was used. The survey was sent via internet questionnaires through the web using a hyperlink and through social media, and electronically through email questionnaires using the above organisation's electronic database. The aim of the survey is to receive feedback from the target population on the feasibility of having a sommelier course at ITS, the modules that should be taught within the curriculum and the duration, price and education level of the course, to meet the demands of the Maltese hospitality industry.

The survey was sent to the target population in the Spring season in March 2019, after the literature review has been compiled. The survey gave a sample that was representative of my target population: the wine and whole hospitality sector, both on trade and off trade. All survey questions were set according to the theoretical framework and research questions through the use of a research matrix. This research matrix was compiled in complete detail with all objectives and theoretical framework. A sample of the research matrix can be seen in table 5 below.

Table 5. Research matrix survey questions.

Research questions and objectives	Theoretical framework	Questions on the survey
Central research question: The aim is to create a professional sommelier course to be offered at the Institute of Tourism Studies (ITS) in Malta.	Sims, 2005 Basset, 2009 Sayburn, 2005 Green, 2003 Bellamy, 1997 Schrager, 2016 Aqueveque, 2015 LaTour, et al., 2011 Paulsen, et al., 2015 Schiefer & Fischer, 2008 Chocarro & Cortinas, McInerney, 2012 Crosariol, 1999 Newstex Trade and Industry Blogs, 2015 Crecca, 2004 Flaherty, 2016 Manske & Cordua, 2005 Sims, 2015 Sims, 2009 Dewald, 2008 Hussain, 2008 Ewing-Mulligan & McCarthy, 2001 Spielmann, et al., 2014 Teague, 2014	Q. 1: In which sector of the hospitality industry are you working? Q. 2: Which position do you occupy within your company? Q.3: Which type of qualification do you have related to wines? Q.4: Which type of wines do you sell within your company? Q.5: Does Malta and Gozo require a complete, professional ITS course for a sommelier or wine advisor? Q.6: If you do not agree to question 8 above, please specify why you do not agree to have a professional sommelier course in Malta at ITS?

First sub-objective: What are the needs of the Maltese Hospitality Industry as regards to wine knowledge and skills?	<p>Barth, 2011</p> <p>Alonso & Liu, 2011</p> <p>Wang, et al., 2011</p> <p>Boughton, 2010</p> <p>Manson, 2005</p> <p>Jennings, 2015</p> <p>Cooper, 2002</p> <p>PR Newswire, 2008</p> <p>Sims, 2009</p> <p>Basset, 2009</p> <p>Sayburn, 2005</p> <p>Sherman, 2016</p> <p>Sims, 200</p> <p>Green, 2003</p> <p>Bellamy, 1997)</p> <p>Sayburn, 2006</p>	<p>Q. 7: What is your involvement within the company regarding your wines?</p> <p>Q. 8: Is there a sommelier employed within your company?</p> <p>Q. 9: Do you agree that your company needs a qualified and knowledgeable person to sell your wines?</p> <p>Q. 10: If you agree to question 9 above, what should be the title of your employee qualified in wine?</p> <p>Q. 11: For what purpose would you require a sommelier or wine advisor within your company?</p> <p>Q. 12: Field trips are important to give practical knowledge to sommeliers. Which of the following are important to have at the ITS sommelier course?</p> <p>Q. 13: Part of the course is a compulsory summer internship. Where would you suggest having the summer 14 weeks practical internship?</p> <p>Q. 15: Which foreign languages (related to wine knowledge, wine labelling and wine regions) should an ITS professional sommelier course have?</p>
Second sub-objective: What are the requirements needed to set up a professional curriculum for a	<p>Jacobsen, 2018</p> <p>Walker, 2012</p> <p>Harreveld & Singh, 2009</p> <p>Hill & Wang, 2018</p> <p>Lee & Kolodner, 2011</p> <p>Koch, et al., 2018</p> <p>Whitelaw & Wrathall, 2015</p>	<p>Q. 14: Which of the following modules are <u>NOT</u> necessary for a sommelier to learn about?</p> <p>Q. 15: Which foreign languages (related to wine knowledge, wine labelling and wine regions) should an ITS professional sommelier</p>

sommelier's course?	Ashwin, 2014 Mulder, et al., 2009 Shih, et al., 2016 Zucco, et al., 2011 Jennings, 2008	course have?
Third sub-objective: What could be the price, duration and the education level of this sommelier course at ITS?	WSET, 2018 Court of master sommeliers, 2018 Ewing-Mulligan & McCarthy, 2001 Plumpton college, 2018 Business Wire, 2015 Alma, 2018 MCAST, 2018 University of Malta, 2018	Q.16: would you offer the sommelier course as full time or part time? Q. 17: What should be the duration of the ITS sommelier course? Q. 18: What should be the necessary qualifications to apply for the ITS sommelier course? Q. 19: What should be the educational level of the ITS sommelier course? Q. 20: The sommelier course involves wines for tasting which comes at a cost. How much should an applicant pay to attend the modules except for international WSET courses?

6.1 Pilot study - Survey

A pilot study was carried out as soon as the survey was compiled. Webropol 3.0 software was used to input all the questions using different types of question formats. The survey was emailed through webropol software to 11 professionals connected to the hospitality industry and ITS who offered to take part in this pilot study. A total of 10 respondents answered giving a 91% response rate. The pilot study helped to modify question formats and the answers to the questions that were unclear. Some specific answers were also missing. A question had to be re-written to make it clear to the reader. And one particular question had to be inserted into the survey as it was an important question to ask to answer one of the sub-objectives. The introduction should be more specific to the aims and objectives of the thesis. Therefore, it is important to insert that the thesis is intended to meet the needs and demands of the Maltese hospitality industry. Other improvements were adjusted accordingly as seen in Appendix 1, the survey questions.

6.2 Results of the survey

A total of 175 respondents participated in the survey out of a total of 700 persons representative of the target population in the on trade and off trade sectors. The total response rate is at 25% and is sufficient to give a detailed analysis of the questions asked. The first three questions were related to demographics of all respondents to know better all respondents ensuring that this survey is representative, authentic and reliable. In fact, the majority of all respondents were working within the on trade and off trade sectors. In fact, the majority at 60% of all respondents are within the on trade sector. The off-trade sector is represented by 40% of all respondents, and a 10% which are mixed between the on trade and off trade sectors and others who are not within such sectors but they do possess a wine qualification like the level 2 intermediate WSET from London. Typical written text responses were hairstylist, pharmaceutical industry, financial services, tourist guide, manufacturing, wine marketing, boat cruises, accounting, teaching English as a foreign language and wine producers. However, all of these persons were strategically targeted as they all possess an international wine qualification and therefore can still give feedback on the ITS sommelier course. The third question proves this correct as the majority at 84% of all respondents possess a wine qualification and the other 16% have a qualification related to the hospitality industry. See figure 3.

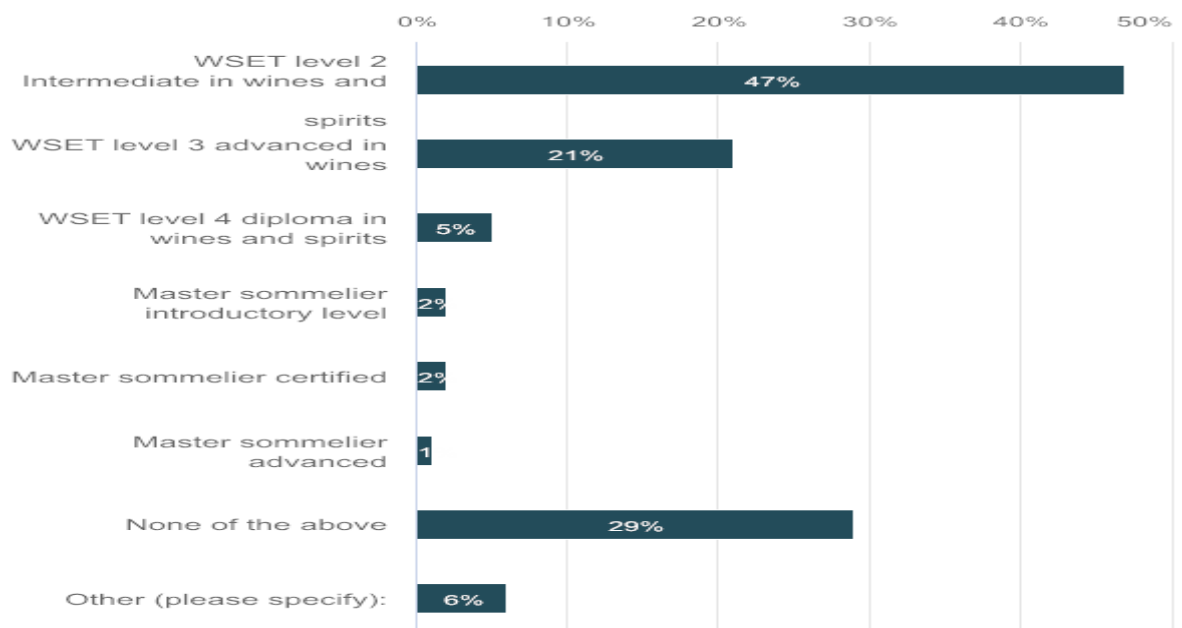


Figure 3. Wine qualifications of all participants. n = 175

Related to question 3, the second question gave an indication of the position and title of the participant within the on trade and off trade. 62% of all participants are in the on trade

and off trade sectors. A text response rate at 38% indicates that such participants are still working in both the on trade and off trade hospitality sectors.

The fourth question was related to the type of wines that participants sell within their company. This question was asked to gather valuable information of the quality of the wines that they sell. Most respondents chose more than one option as a variety of wines can be sold from inexpensive to super premium wines. 52% of respondents sell premium and super premium wines and a staggering 49% of mid-priced wines (which are the most wines bought by consumers due to the price factor).

The fifth question is a crucial one that is related to the central research question. In figure 6 below, it is a fact that the sommelier course at ITS is necessary and required to deliver on the Maltese Islands. In fact, a high majority response rate at 88% agree to have a complete, professional sommelier course at ITS with a 65% rate who totally agree. There was a negative response at 12% of respondents that do not agree to have a sommelier course at ITS. There were various critical text responses given. One person said that most consumers select the price of a wine as the factor of choice so a sommelier course is not necessary to have. One person answered that wine became in fashion again around the world and people are knowing their wines much more than before. Servers need to have a good idea of each product especially if it is a local produce since they will also be promoting Malta. This person continues to say that restaurants are not ready to pay a good wage for a knowledgeable sommelier. A sommelier's wage is costly and restaurants are not ready to pay a high price, hence not so many professional sommeliers are seen around in Malta. Other respondents who agreed to the fifth question still wanted to give their positive comments and stressed the fact that Malta and Gozo need education in the sommelier wine sector as the general public stick to the most common cheap and well marketed brands. Moreover, hotels should pay more for training of staff in wines to obtain certification and deliver higher levels of service. This statement gives ideas for further recommendations. More professional staff is needed into the hospitality industry.

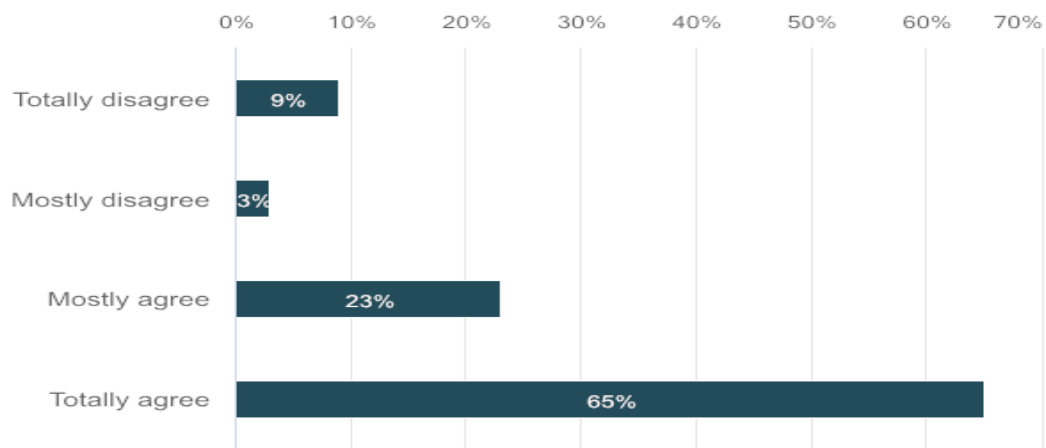


Figure 6. Absolute majority of respondents agree to have a professional ITS sommelier course. n = 175

Two respondents wrote that nowadays most restaurants have at least one employee who has an idea or sufficient knowledge in wine. This statement cannot be agreed upon as it is generalising that all restaurants, hotels and wine bars do have a qualification in wine when the results of the survey are contradicting such a response. One respondent said that the local market is a bit conservative who find it hard to leave their comfort zone and do not want to change their wine that they drink. Another negative comment questioned if there is a market for a sommelier in Malta as this can affect employment opportunities in the hospitality field. Having someone with knowledge like a sommelier will help to recommend other wines. This gives further ideas and recommendations.

One negative comment said that unfortunately the market is shifting away from the finer way of dining. The sommelier would have to do other tasks besides wine service like serving food and can also replace senior members of staff when in need. This statement gives ideas for further recommendations. On a related positive note, one respondent totally agrees to have a sommelier course as the Maltese people lack the finesse and knowledge to enjoy a bottle of wine and makes the job harder to sell and pair wines with food dishes created in the kitchen. Another related positive answer stated that Malta needs people with acumen in the hospitality field to educate importers and the on trade sector. Ultimately, the end consumers will benefit who are tourists and the local Maltese people who enjoy dining out. More positive comments were stated. Malta is known for producing good quality wines so sommeliers need to be available and knowledgeable about wines. Moreover, one respondent stressed that even though Malta has a good local wine market, still a knowledgeable sommelier is lacking when dining out. Such a course is needed to create awareness about local and foreign wines and staff will be able to explain different grapes, regions and wine and food pairing combinations. One respondent

positively commented that a good wine culture with high level knowledge gives more competition within the industry and better results.

The seventh question was regarding the main tasks that most participants do when working in their company. 29% of respondents (47 in all) replied as a text response. 55% of these text responses are not directly involved in the handling or selling of the wines within their company. This gives a total of 26% rate of response for those not involved in wines but who do possess a wine qualification. This is in line with figure 3 above related to those respondents who do not possess a wine qualification. Out of 47, 26 respondents are not involved in any wine activity which is a low response and a positive sign making the survey more authentic and reliable. The other 21 respondents commented that indirectly they are involved in wines like training students in the service of wines, suggesting which wines to offer to customers at table, making the wine suggesting that this person can make wine at home or within a local winery, combining wines with food dishes, and training of staff and clients of wine importers. One person used to be a chef de rang (a station waiter) and the job involved the selling of wine. Others buy and control their own wines at home in their own private cellars and helps to give advice to wine importers in which brands to import. One respondent sells wine through a distribution network. However, the majority of all respondents are directly involved in selling their wines in their companies at a 57% rate of response. There were in total 428 selected answers as respondents were allowed to choose more than one task that they perform within their companies. The other tasks had a rather equal response rate at 30% each of the 428 selected answers which makes this survey authentic and reliable and representative of the target population, as seen in figure 7 below. Therefore, selling the wine to the customer is a major role and responsibility that a sommelier should perform within any company directly or indirectly selling the wine within the whole hospitality industry. Moreover, all the other tasks as listed in figure 7 are also important to perform by a sommelier as they are equally distributed by all respondents such as compiling the wine list, purchasing wine, cellar and inventory control, serving the wine at the customer's table, and pricing the wine to the customer. This gives further ideas and recommendations to the ITS sommelier course.

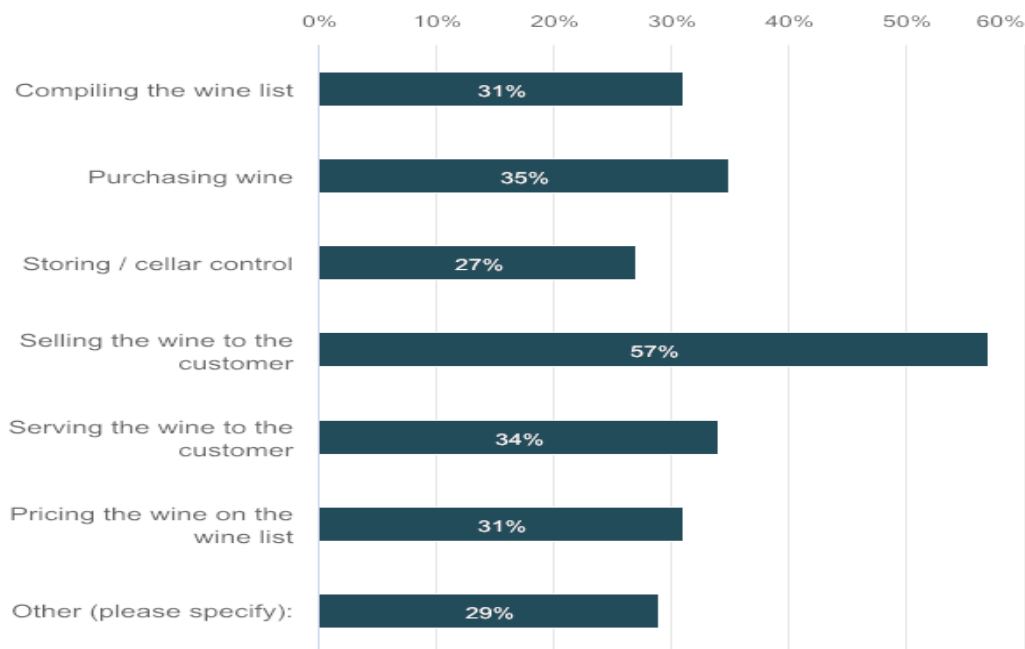


Figure 7. The main respondents' relevant tasks involved at their place of work showing an even distribution response. n = 175.

A direct question was asked in the survey with a direct answer required: yes or no or do not know. The respondents were asked if there is a sommelier employed within their company. As seen in figure 8 below, a big majority of 71% replied a direct no response. This means that there is no person to suggest or sell wines in their company when there is an inventory of wines present. This raises a question: How do these companies manage to sell wine when there is no knowledgeable person available? This gives ideas for further recommendations. There is an encouraging 26% response (46 respondents) that do have a sommelier employed in their company. Therefore, there is potential for improvement and can only improve in the future. A response rate of 3% do not know if there is a sommelier available (5 respondents). This is very minimal making most respondents aware of what is happening in the selling of wines at their place of work.

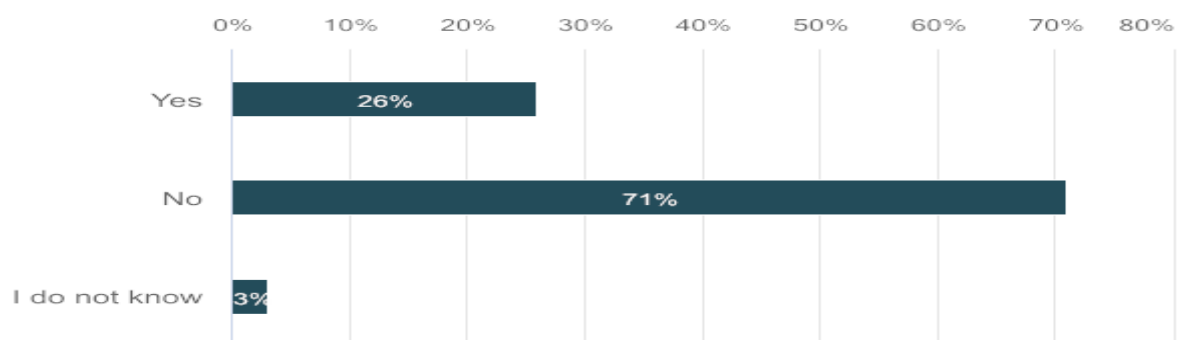


Figure 8. An absolute majority replied that no sommelier is employed to sell wine in their company. n = 175.

Another important direct question asked related to the central research question and the needs of the Maltese hospitality industry was if there should be a qualified person to sell wines in the respondents' place of work. The majority at 88% agreed to this statement with 53% who totally agree. This is an absolute majority which confirms questions 5 and 6 where 88% agree to have a sommelier course at ITS, as seen in figure 9 below and figure 6 above.

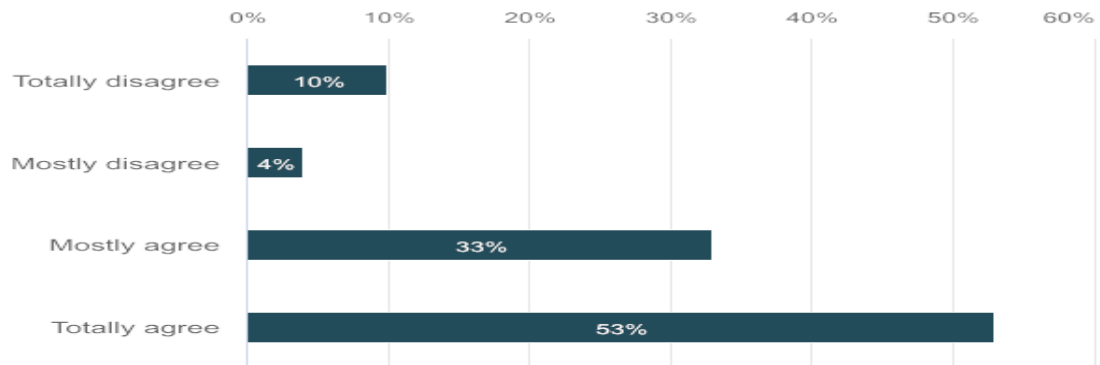


Figure 9. An absolute majority agree to have a qualified person to sell wines in their company. n = 175.

A negative response of 14% in some form do not agree to have a qualified person to sell wine. In fact, question 10 was not mandatory to reply with 166 respondents. The respondents were asked that if they do agree to figure 9 above, what should be the title of the person selling the wine in their company? 46% of respondents (76 responses) replied that the title should be a sommelier and 23% of respondents (38 responses) preferred to be named as a wine advisor. 16% of respondents (27 responses) preferred to name a

qualified person as a wine consultant.

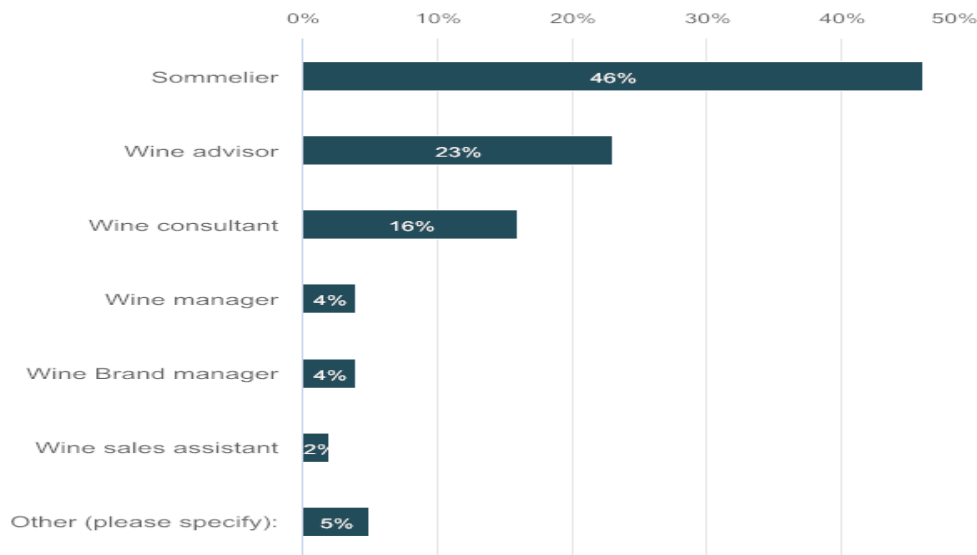


Figure 10. The preferred title of the employee qualified in wines. n = 175.

There was a 5% text response in figure 10 above who gave valuable text feedback. To respect the knowledge of a sommelier, the title should specify the level of the course that the sommelier had achieved. Another person replied that the title can be anything that fits or is suitable to the company. This person is the food and beverage manager of a hotel and is the only knowledgeable person available. Another person stated that the company is not very big so there is no need of a sommelier but still totally agrees that there should be a sommelier employed within bigger companies. Another person replied that the title should reflect someone with a good grasp of wines with a high level of passion. Another person suggested that all the titles mentioned in figure 10 above are suitable as what is in a name. The last person stated that a title is not so important as what is important is the level of knowledge achieved by the sommelier.

The eleventh question asked was for what purpose would the company require a sommelier. This question was intentionally asked to meet the demands of the hospitality industry and thus answering one of the sub-objectives. Respondents were asked to choose not more than 3 options but the 175 participants preferred to choose an average of 4 options as there were a total of 742 selected answers. As seen in figure 11 above, 68% of selected answers would have a sommelier to recommend wines to customers whilst a substantial 50% of selected answers would like a sommelier to give wine and food combinations. An encouraging 45% response of selected answers would like a sommelier to be able to train the staff internally within their company to be able to sell wines in the company at another response rate of 45% of selected answers. There was a respondent who gave a text reply that a qualified person should be available to reply better to visitor's questions from company questionnaires. This gives ideas to further recommendations.

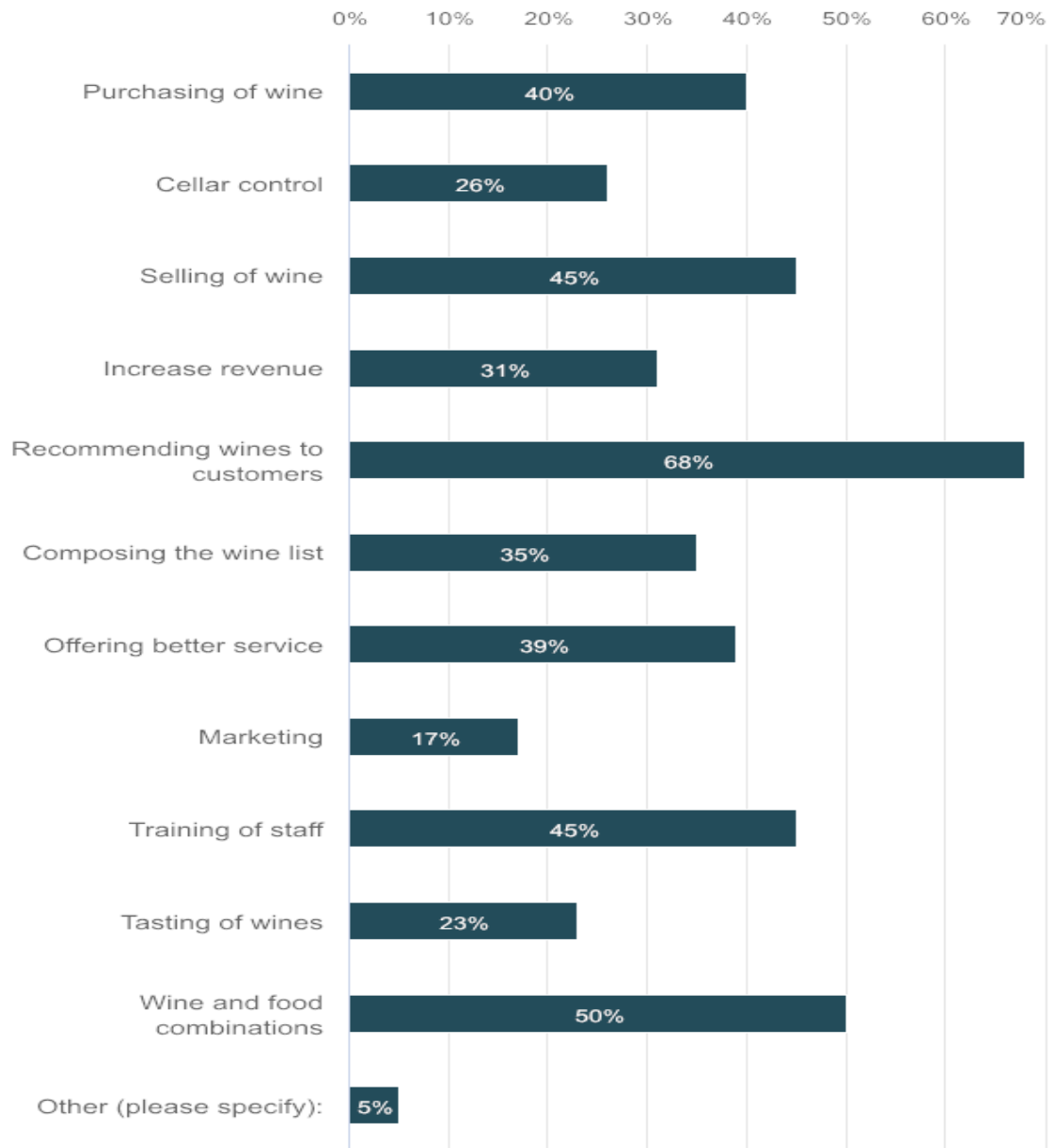


Figure 11. Evenly distributed tasks of a sommelier within the hospitality sector. n = 175.

When asking about field trips within the hospitality industry, this question answers one of the sub-objectives in meeting the needs of the hospitality industry. Respondents were asked to choose not more than 2 options and in fact there were 421 selected answers giving an average of 2.4 responses per respondent. As seen in figure 12 below, 88% of selected answers would like sommeliers to visit local wineries in Malta whilst 69% of selected answers would like sommeliers to visit professional wine tastings and seminars, with an encouraging 49% visits to suppliers and wine importers related to selling wine. This means that this gives ideas for further recommendations. It seems that visits to local breweries and cultural places related to Maltese history are not required to have for a sommelier due to a low response rate at 19% and 12% respectively.

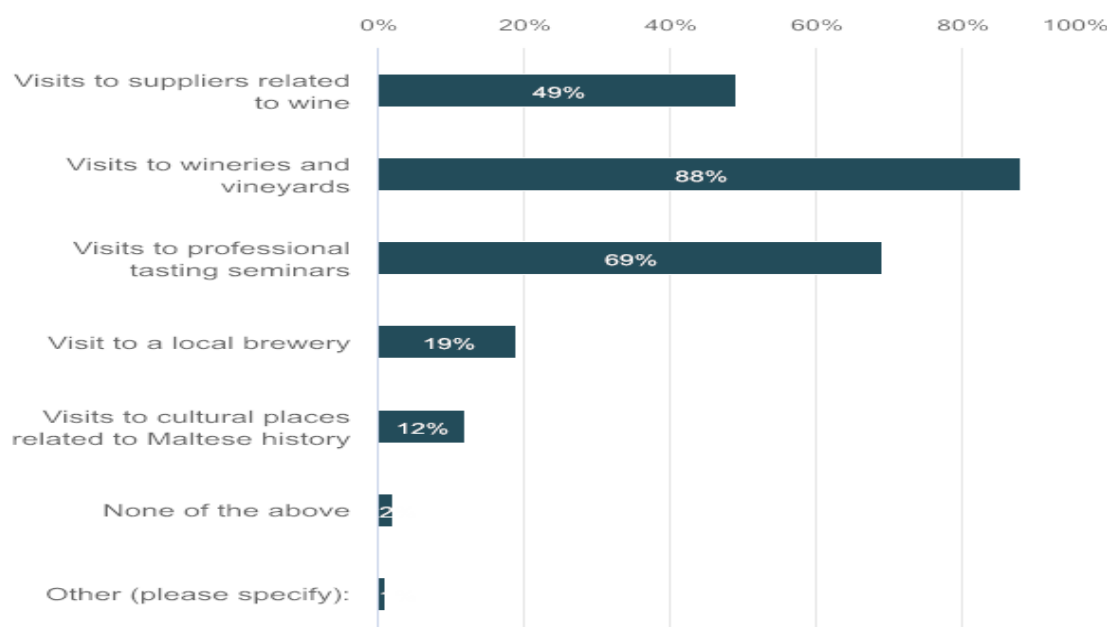


Figure 12. The most recommended and popular field trips for sommeliers. n = 175.

Only 2 responses were given to none of the above meaning that all selected field trips are important for a prospective sommelier. Only one response was given as a text response who stated that a sommelier should visit restaurants and bars in Malta that make use of such services.

The survey asked a specific question about the 14 week compulsory summer internship. Participants were asked to give feedback on the location of the prospective sommelier's internship place of work during the summer. A 42% relative majority was registered in the survey for the student to work at a foreign company abroad related to wine as seen in figure 13. 21% of respondents would like to have the internship at a local winery which is quite minimal whilst a surprising low response rate of 13% would like to have the internship at the sommelier's place of work. It seems that the current place of work of the prospective student is not the preferred choice giving further ideas and recommendations to the prospective sommelier's practical summer internship. A low response rate of 9% would like the location at a local wine importer and another low response rate of 7% at a local hotel or restaurant supplied by the ITS local internship office. A local wine retail shop office should be disregarded at a low response rate of 3% whilst there was a positive 5% response rate feedback under other locations to the summer internship. Four respondents equally stated in a text response that the practical internship should be at a foreign winery abroad. One respondent correctly said that the internship should be both locally and abroad in a winery to give importance to the local grapes and the local Maltese market. One respondent stated that the internship should not be restricted during summer time so

one can go abroad easily.

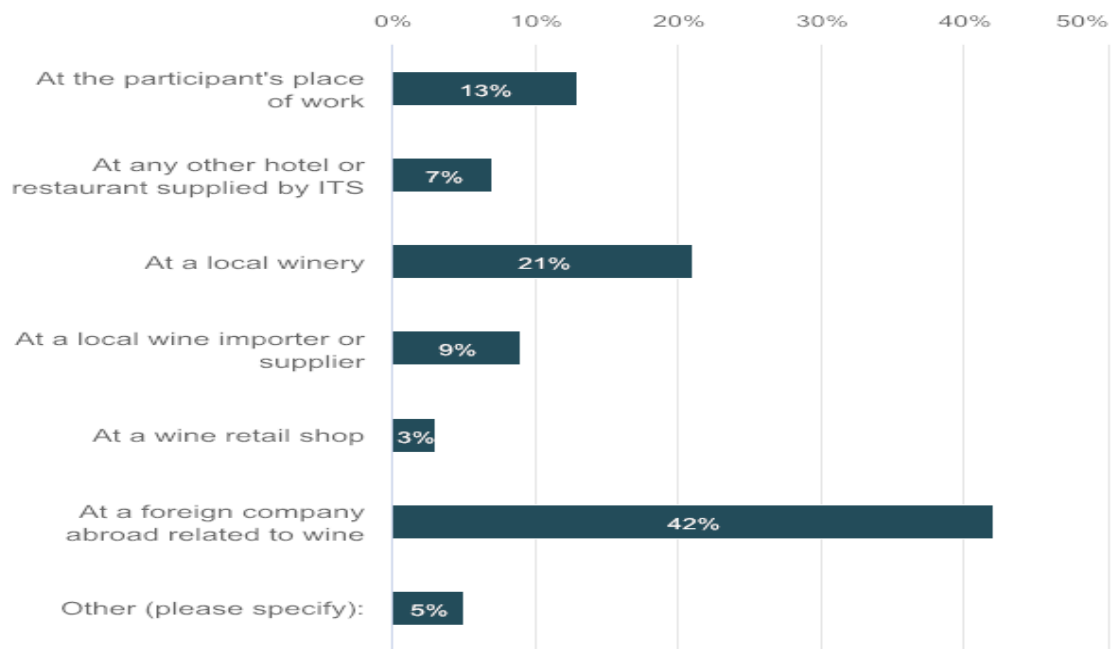


Figure 13. The location of the 14 week compulsory summer internship. n = 175.

One respondent stated that it is up to the candidate to choose where to work. One respondent did not know what to respond to the question asked in figure 13 above.

The next question was related to two of the sub-objectives in the set up of the curriculum to meet the demands of the hospitality industry. The question asked was in a negative format: which subjects are NOT necessary for a sommelier to learn about in the curriculum? The respondents had the liberty of choosing more than one option and there were 492 selected answers. Therefore, an average of 3 options were selected per respondent and therefore, it gives a clear indication that the question was clearly understood by the respondent. (see figure 14 below).

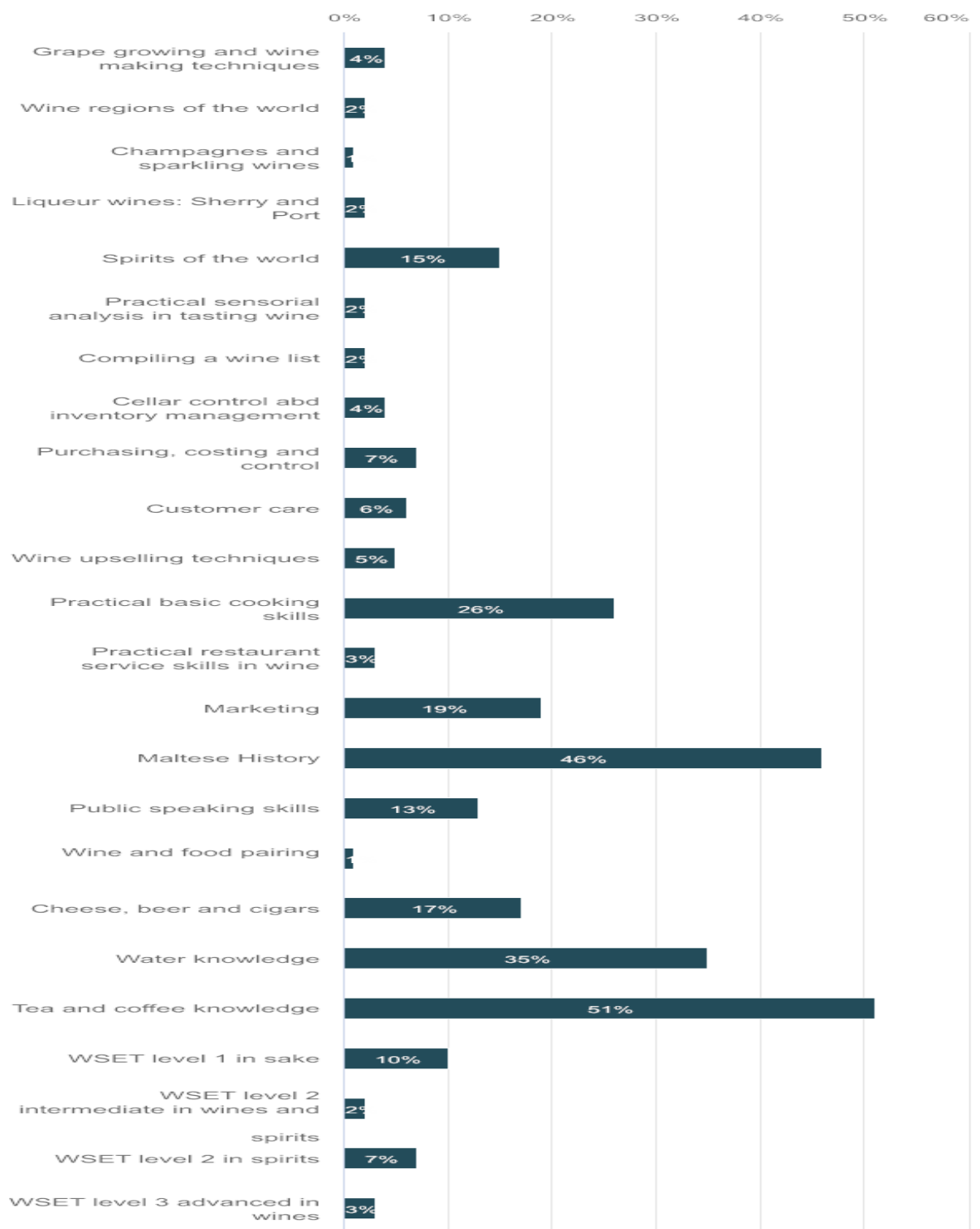


Figure 14. Five subjects NOT necessary for a sommelier to learn. n = 175.

There are 26 subjects listed in figure 14 above. The top 5 subjects which should be avoided in the curriculum are as follows:

Tea and coffee knowledge at 51%, Maltese history at 46%, water knowledge at 35%, practical basic cooking skills at 26%, and marketing at 19%.

These are the five subjects to avoid according to the respondent's three choices. (see figure 14 above). There are another four subjects which need discussion as are chosen options by respondents with the following response rates:

Cheese, beer and cigars at 17%, Spirits of the world at 15%, public speaking skills at 13%, and WSET level 1 in Sake at 10%.

The other subjects are at lower response rates below the 10% margin and should be considered for the ITS sommelier course giving further recommendations.

In figure 15 below, it is clearly seen that an absolute majority of all respondents would like to have all the foreign languages in the list they were given to choose. They could have chosen more than one option with a response of an average of 2 options given per respondent from 289 selected answers. French and Italian seem to be the preferred

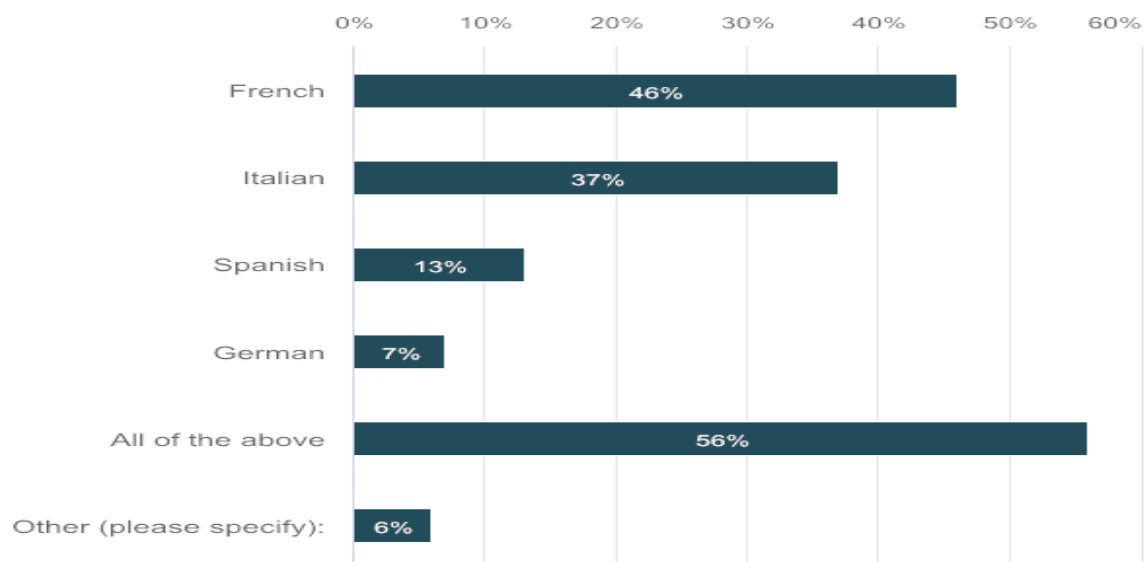


Figure 15. All above foreign languages are important to learn. n = 175.

languages to learn. It can be seen from this question that there is determination from the participants to learn foreign languages related to wine and wine labels especially the main four languages: French, Italian, Spanish and German with a global majority response rate of 56% of all respondents. Spanish and German would be the least foreign languages to learn about but the four are important. In fact, no other language was written in the text responses of 6%. Three respondents wrote that English should be included as a foreign language and also Maltese as written by one respondent. One wrote that the more languages the better and also the more knowledge the better the sommelier will become. One respondent correctly said that there is no need to learn the whole language, as it is important to learn the terminology, the wine regions and the wine in general. This gives

scope for further recommendations. There was one negative response saying that it is not necessary to have a foreign language included in the sommelier course. There were no other negative responses.

Respondents were asked to have the ITS sommelier course as full time or part time or both. In figure 16, an absolute majority at 62% chose both full time and part time should be offered by ITS. There was one text response by one respondent who wished to have the time to attend the course. There is a 30% response who would like to have the course as part time only as such respondents could be working full time within the hospitality industry.

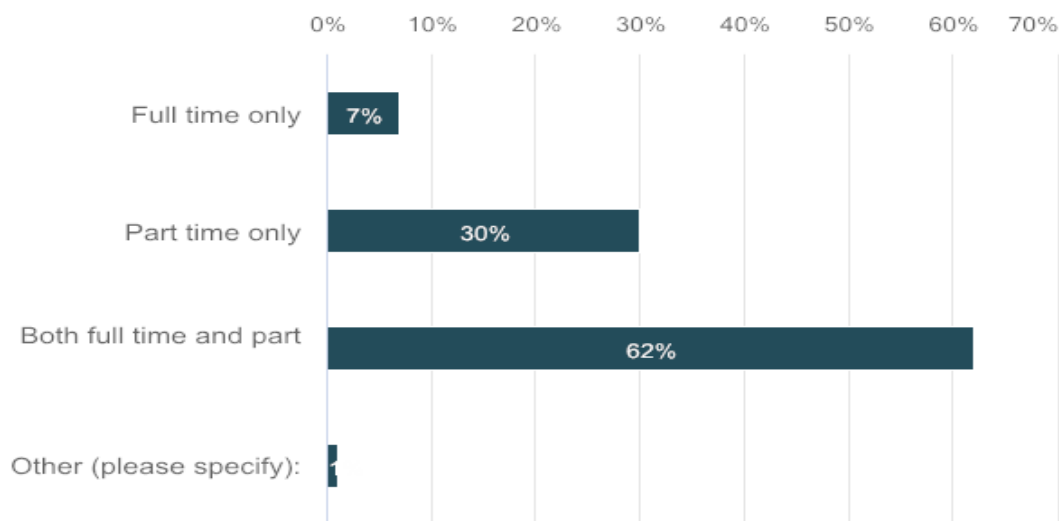


Figure 16. An absolute majority want both full time and part time. n = 175.

Related to the above question, respondents were asked about the duration of the course to meet one of the sub-objectives. The relative majority would like the course to be two years part time, 22% at one and a half years full time and two years part time and the third best is one year full time at 15% as seen in figure 17. Two years full time or three years part time are out of the question as there is a low response at 13% and 5% respectively. One year is equivalent to two semesters at ITS. There was a 4% text response. One person said that the duration is very subjective and should not be less than 12 months. One reply stated that a sommelier needs to learn as much as required to get enough knowledge and not everyone needs the same time. One person wrote three years long duration with an extra year for HND or bachelors degree levels. Another person stated that the shortest possible is best.

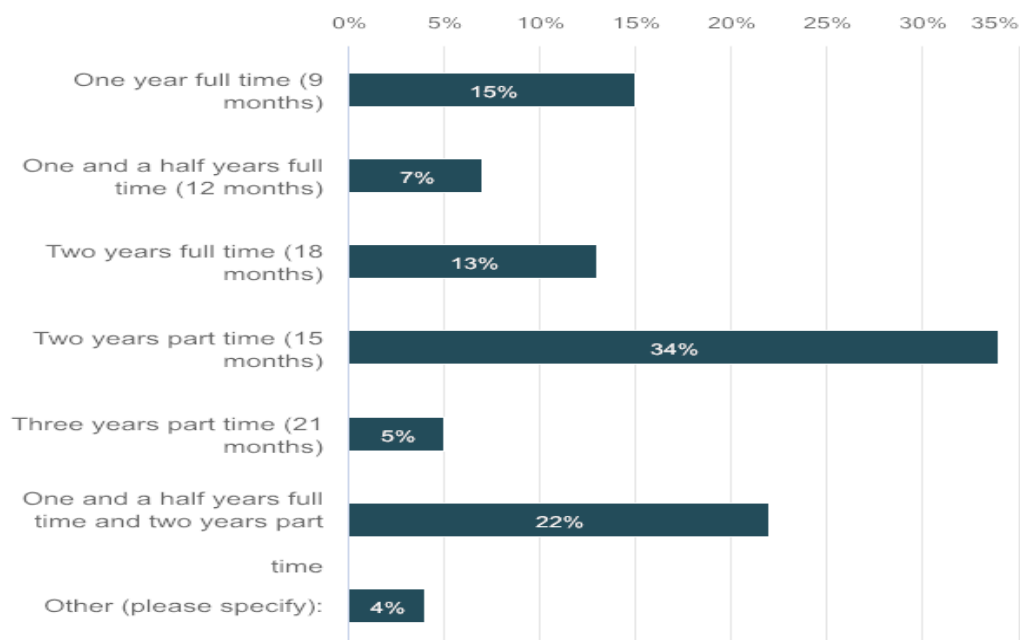


Figure 17. The duration of the sommelier course. n = 175.

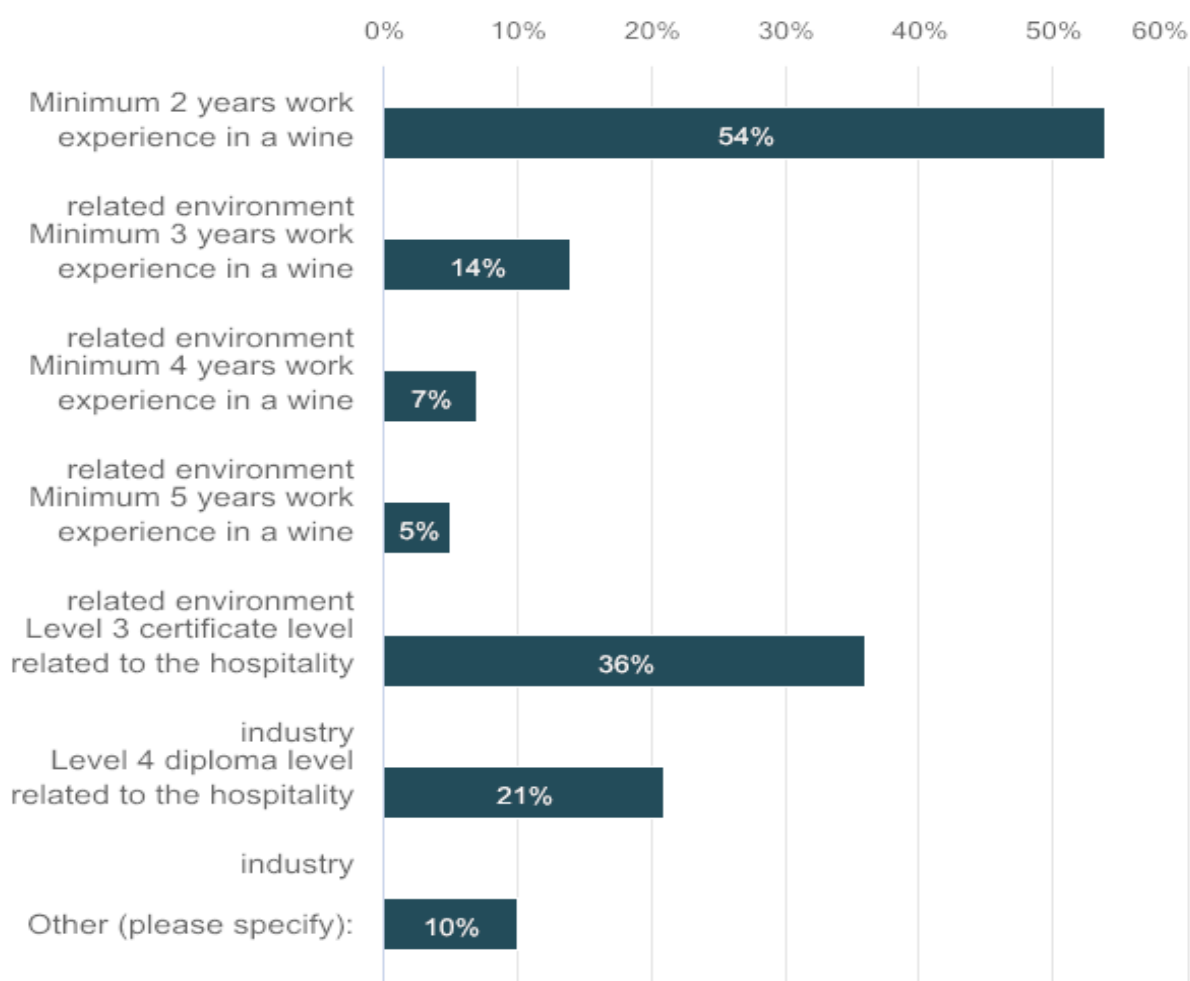


Figure 18. The relevant qualifications required to apply for the course. n = 175.

Respondents were asked to choose the relevant qualifications necessary to apply for the sommelier course with 256 selected answers, an average of 1.4 options chosen per respondent. As seen in figure 18 above, the preferred choice was minimum two years work experience in a wine related environment and related to the hospitality industry at 54%, the second best was a level 3 qualification at certificate level related to the hospitality industry and the third best was a level 4 diploma related to the hospitality industry. The text responses was very interesting feedback at 10% response. One stated that level 2 or level 3 advanced WSET qualifications should be recognised for a candidate to apply for the sommelier course which gives ideas for further recommendations. One also stated that a person who has the love for wine and culinary arts should be given the opportunity. Another said that a person with a special interest in wines can apply. Eight people stated that none of the above qualifications are required. A good command of the English language and a passion for wines are enough. It is something which can be agreed upon. Another said that an urge for education should not require any qualification especially if paying is involved. One also stated that candidates should be individually assessed according to their calibre or work experience. This person continues to say that working in a restaurant in wine for one year is better experience than working in a bistro for three years.

There was a direct question asked to all respondents on the level of the ITS sommelier course as seen in figure 19 below. 45% responded at HND (higher national diploma) level and another equal percentage of 44% at diploma level 4. Only a minor 6% response chose certificate level 3, which should not be considered.

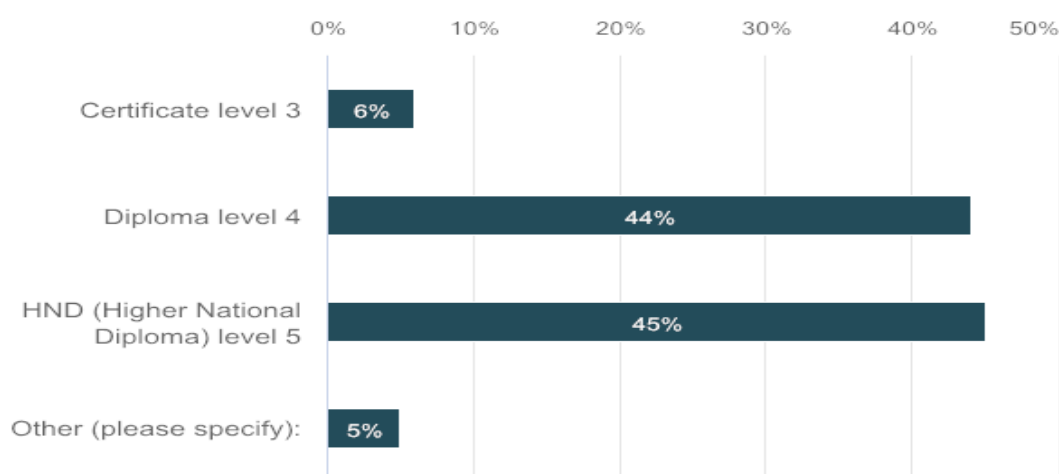


Figure 19. The level of the ITS sommelier course. n = 175.

Most of the 5% text responses opted for a level 4 to be followed by level 5. Two respondents stated that it depends on the experience and knowledge of the candidate.

Another said that one should have the option to go far as he/she deems necessary. This question leaves it open for more data collection and should be decided within the internal focus group at ITS in the second phase of the data collection.

The respondents were asked to write down a number in euros on the cost of the sommelier course as the wines do come at a cost, except for WSET international courses which are charged separately. The respondents' answers were summarised as follows in the following table:

Table 6. The course fee that should be charged according to respondents. n = 175.

Price range in euros	Percentage response
750 – 1500 euros	27%
200 – 300 euros	22%
350 – 500 euros	20%
2000 – 3000 euros	13%
5000 – 8000 euros	1%
Not sure	8%
Other text responses	9%

As seen in table 6 above, 27% of respondents would pay the 750 – 1500 euro range, 22% would pay 200 – 300 euro range and 20% would pay 350 – 500 euro range. Only 13% and 1% respectively would pay 2000 – 3000 euro range and 5000 – 8000 euro ranges. There is an 8% response who gave text responses such as the fee should be covered by EU funds. 7 respondents equally said that the cost of the wines and lecturer's fees should be covered only and another said that each candidate should pay 30 – 50 euro per wine tasting session and another stated 200 euro per module. This leaves room for recommendations.

The last question asked was an open ended question for the respondents to say whatever they want as feedback to the ITS sommelier course. 50% of respondents stated that they have nothing to comment or give as feedback. 25% of respondents stated that this ITS sommelier course is beneficial and required in Malta as it is important to be qualified, knowledgeable and recognised. 5% of respondents stated that the local Maltese industry is not understanding the role of a real professional sommelier as regards to the jobs being performed and the ridiculous salary paid. One person stated that with more sommeliers available in Malta, hotels and restaurants will be able to invest in this position. One person stated that since ITS uses WSET courses, there should be a bigger focus on Italian wines rather than French wines. Another said that only qualified students should attend so there should be some form of qualification to attend this course. One interesting respondent

stated that wine is not only for experts but for everyone to enjoy, whatever the level of understanding. Also, Maltese restaurants have a tendency to overprice wines which push customers away. This course is beneficial for Malta as a sommelier is needed today in middle and high end restaurants. This course can make sommeliers feel proud to sell "unfamous" wines (the middle priced range of wines) as the world is not about Amarone, Brunello and Primitivo only. A respondent substantiated that wine culture is a lifetime occupation full of dedication and pleasure. The other 25% were different responses which contribute to the recommendations that were given to the sommelier course.

6.3 Recommendations and conclusions of the survey

The survey results gave worthy recommendations and valuable feedback from the last question which was open ended and the respondent was able to comment on anything that can improve the quality of the ITS sommelier course. Question 5 in the survey was a crucial one. 88% of respondents agreed that there should be a professional sommelier course at ITS. It is an absolute majority which is further substantiated by a 71% response who stated that there is no sommelier available to sell wine in their company. Therefore, a sommelier course is highly recommended. This course can be planned long term by giving it a trial and see how it works. Having good knowledge about wines will uplift and excel the student to a higher level making the sommelier look good and informative in the industry thus earning respect. A recognised and approved bartending and/or sommelier certification should be a requirement for everyone handling spirits or wine. This is the only way to attract professionals in the industry and take catering business to the next level.

A high tech wine lab will help the teaching of wines both from a theoretical part and from a practical perspective. Therefore, there is an opportunity for ITS to gain revenue and income from a sommelier course. There is a market for international sommeliers worldwide who seek qualifications and courses that are offered at a high level of service. (Elkin, et al., 2005) ITS must have an international image and reputation to be able to entice foreign people to study to become a sommelier in Malta or attract present foreign sommeliers to gain a qualification by studying at ITS. (Elkin, et al., 2005). The curriculum needs an international or foreign image that is easily understood that also meets the needs of the Maltese hospitality industry. Introducing foreign languages to the curriculum will give it an international look as the course will be communicating with different cultures, a local internship in a Maltese restaurant or hotel or other off-trade sector will help the foreigner to learn Maltese business practices and different teaching strategies must be adopted to teach about wine, from the vineyard to the glass. (Elkin, et al., 2005). The

universal language will be English so foreigners will also practice the English language. For the local Maltese sommelier, there will not be a need to travel to gain qualification as the modules and skills required to become a sommelier will be taught at ITS. To give an international image to the curriculum, the sommelier course must meet three criteria:

1. Have a leader who is creative in giving ideas of teaching strategies and different methods of assessing wine by coordinating all activities for all modules.
2. Have a budget available by ITS to develop all equipment and resources necessary to teach the curriculum.
3. Promote continuous professional development and commitment to all academic and non-academic staff. (Elkin, et al., 2005,)

The hospitality industry, both on trade and off trade, should pay for proper training of their employees especially where staff would obtain certification. This would serve as an incentive both for the employee and the company. This means that guests will be given a higher level of service which after all is what they deserve, no matter the classification star rating of the hotel or restaurant. Knowledge should be given to staff on wines as more wine can be sold which helps to upsell on wines and help to sell the wines that are at a premium level with a variety of uncommon grapes not known by consumers. This gain of extra revenue can easily cover a good wage paid to the sommelier. Not so many sommeliers are around in Malta, therefore, a course is necessary to have. One respondent stated that if you pay peanuts you hire monkeys. This means that staff need training and employers need to pay more if they expect educated staff and a satisfactory customer service.

Wine revenue can increase in restaurants through wine and food pairing combinations with the chef. It is important to create a wine culture with knowledge as the central focus. Selling the wine was the major duty of a sommelier in the survey to meet the demands of the local wine industry which is related to having different subjects in selling. These subjects include upselling techniques and customer care which are fundamental to increase wine sales.

The job of a sommelier is a responsible one with a high level of education and knowledge. Therefore, the hospitality industry, especially hotels and restaurants can give various roles, not only the service of beverage and wines. The sommelier can act as a supervisor and replace a head waiter or restaurant manager when off duty. This can give the sommelier future job opportunities to improve in his/her career and be fully satisfied with career development.

The sommelier can easily give feedback from customers who complain about the service of the wines in questionnaires both on line and within the company. Therefore, the

sommelier will have a very delicate role and it is one which demands a high level of responsibility. Local wines and grape varieties should be involved in the syllabus of the course as it is a way of promoting Malta in general.

Field trips are necessary to have as a module. Prospective sommeliers will have the opportunity to see hands on the practical side of making wine both in the vineyard and the winery. In fact, most respondents opted for local vineyards and wineries in the survey. There should be a three or four hour module on visits to wine establishments. Such a module can be assessed by asking students to write a pre-planned report on the whole visit. There are three local big wineries in Malta and other smaller independent wineries of interest where students can visualise the viticultural part and the winemaking part and therefore combine theory with practice. Moreover, visits to professional wine seminars and tastings was the second chosen option in the survey to get in touch with local wine importers who organise these tasting events. For example, a two hour seminar on glassware by Riedel, to see how the shape and quality of a glass can affect the taste of a grape variety. A professional tasting seminar can also be attended for a particular wine region. For example, different wines produced in Barolo, St. Emilion, Rioja, Sardegna, Tuscany, Malta, etc.. or for different grape varieties like only chardonnay or pinot noir or merlot. These type of seminars can also be called masterclasses events at wine retail shops, local wine importers, wine bars, restaurants and hotels. These tastings come at a cost and students must be ready to pay for these seminars. However, many wine importers will give these seminars free of charge or at a reduced cost as it will be to the importer's advantage that students get to know about the wines they sell. This will help sommeliers to sell to other consumers. Also, wine importers can be contacted by ITS to tell them about this course and to send on line invitations to the students attending the sommelier course by adding them to their database. There is also a supplier in Malta who organises cigar tasting events and students can participate which will help them in their module of cigars. Another field trip that can be beneficial to a sommelier is a visit to a wine importer to visualise stock control, distribution of goods and how wine is imported. It is not recommended to have cultural visits to Maltese history or breweries as seen in the survey.

Students attending the course should be recommended to go abroad due to the relative 42% majority in the survey. It is recommended that the local internship office is available in the internal focus group at ITS to be involved in the set up of the curriculum. Students can be given different options when choosing their 14 week summer internship. This is because students can also be full timers and may not leave the island as they are restricted at their place of work. From the survey, it is highly recommended to give options and let the student decide. One respondent had stated that the internship should not be restricted only to the summer season but also to other seasons. This makes sense as the

14 week internship can be done after the course has terminated at the pace of the student not restricted to the summer season. This can be used as one of the options. For example:

Option 1: The student can choose to be offered a work placement at a foreign company related to wine and must be hands on: winery, or restaurant and ITS offers the work placement.

Option 2: The student can choose to work in a local winery or local wine importer in Malta but this will happen according to the availabilities of the local wine industry. (Like this, importance is also given to the local wine industry).

Option 3: The student can choose to work at his place of work especially if working full time, which is related to wine.

Option 4: The student can choose to do the internship whenever he/she deems necessary after the course has terminated, but has to advise when he/she would like to start.

ITS should build bridges with suppliers and the whole Maltese wine industry and forge synergies with suppliers for the practical internship with local private enterprises.

To meet the demands of the Maltese hospitality industry, the sommelier course is recommended to be offered at both full time (mainly for level 4 diploma holders) and part time (to meet the demands of the mature full timers working in the industry). The duration of the full time course is recommended at one year (two semesters). The duration of the part time course is recommended at two years to help the participants a more flexible schedule having classes offered two or three times a week.

One respondent stated that it would be nice to have this course available for people already working in the industry, not only as a full time course. The compulsory apprenticeship sounds interesting too but has to be in a way that the student doesn't have to completely leave his job for 14 weeks and would create difficulties. Therefore, one of the internship options must be the participant's place of work and this course must also be offered part time offering good flexibility. Another respondent stressed the fact that the sommelier course must be organised in a way that a student can continue with a full time employment and classes must be structured accordingly.

It is highly recommended that the level of the ITS sommelier course is at level 5 higher national diploma level. Therefore, it is recommended that the qualifications required to apply for the ITS sommelier course are as follows:

1. 2 years full time work experience related to wine or the hospitality industry or;
2. Level 4 diploma level qualification related to the hospitality industry or;
3. WSET certification, at least level 2 intermediate level and two years work experience related to the wine or hospitality industry or;
4. An interview for those candidates who do not possess the above qualifications but have a determined passion in wine with a basic academic background and two years work experience in wine or the hospitality industry and/or WSET certification;
5. 23 years old mature student with a basic academic background and two years work experience in wine or the hospitality industry.

As for the cost of the course, more than 80% of responses opted for a course fee as they do recognise that the wines and spirits come at a cost. This needs further data collection from the internal focus group at ITS. Respondents have also stated that the cost of the wines and spirits need to be assessed and can be divided by the number of students attending the course. For example, if 10 students attend the course, one bottle is enough to share with 10 tastings. The total cost can then be divided by 10 persons and charged at cost. ITS may decide to have a 10% profit on the total cost of the wines tasted. Part time courses have to be paid due to evening classes and flexible hours of teaching which demand a higher cost. It is recommended that the part time course should be offered at EUR1000 per year or EUR100 per module.

It can be recommended to have compulsory summer internship at a mixture of work places across the whole spectrum. For example, 5 weeks in a hotel or restaurant, 4 weeks with a wine importer and 4 weeks with a local winery. It is a very good idea but most employers will not be ready to give training just for 4 weeks. The employees would be required for a longer period of time.

From the survey, it can be recommended to focus on service skills of the student, wine and food pairing skills including tasting of the wines, and communication skills as to good customer care. These are modules that will have to be present in the curriculum and necessary to meet the demands of the Maltese hospitality industry. One respondent recommended that the customer care module can include topics such as dealing with different customers (difficult customers, business people, tourists etc) and understanding the relationship between the restaurant owner and the wine importer from a commercial point of view.

ITS can receive recognition from the general public by organising wine tasting session masterclasses. This can be organised for a particular wine region or a particular grape variety produced in different wine regions. The public can be aware of the history and the

winemaking methods used to produce such wines. They can be tasted professionally with an element of food dishes being combined. This can be called masterclasses. It is a way of generating revenue for ITS and helps to get in touch with the general public, thus creating more awareness on the sommelier course.

7 The proposed curriculum structure- HND sommelier course

After collecting the data through quantitative analysis and recommendations given, a proposed curriculum structure can be compiled for a one year full time programme based on two semesters (see appendix 2) and a two year part time programme based on four semesters (see appendix 3). This course is at HND level 5 as explained and justified in the theoretical framework.

The modules were inserted in the curriculum programmes and were selected according to the information gathered from the survey of 175 respondents and also from the theoretical framework conducted. For example, the four languages selected were French, Italian, Spanish and German. The English language was not required to teach. The reason being that most of the wines produced worldwide are mainly coming from the top three countries: France, Italy and Spain. The German language is also important to deliver as there are many technical German wine terms that need to be pronounced in the correct manner.

Customer care, upselling techniques, wine and food pairing, wine sensorial analysis and the wine service practical modules were chosen modules as it is imperative for a sommelier to have excellent social skills with people, being able to upsell to make profits, combining the correct wine with the right food dish, being able to taste the wine correctly in a practical manner and being able to serve the wine correctly. All this information was gathered both from the survey and the theoretical framework and through the benchmarking exercise.

ITS operates a curriculum system based on contact hours which are delivered per semester, that is, 14 weeks. Each lesson has a duration of one hour, so one lesson per week will be equivalent to 14 contact hours. The contact hours per module were decided according to the schemes of work that were created per module and depending upon the work load content of every module. For example, a language course can easily have one hour contact per week to deliver the basics of the language. However, describing the aromas and flavours of a wine and spirit is more demanding and involves more attention with the student, as well as the wine service practical module. The module advanced wine regions of the world has to be taught with two contact hours per week in two semesters as the module is very demanding to teach and also needs to be covered over two semesters due to a vast theory content of all the wine producing countries of the world.

The wine service practical module is to be delivered in 6 hours per week in one semester. This module has longer contact hours as the student has to pass through various stages when serving at the customer's table, namely, the preparation stage before service, the service itself to customers at table, and the cleaning after service. The module wine

sensorial analysis is covered over two semesters with two contact hours per week to give good knowledge and experience to students when tasting different wines of the world, which is very vast. The spirits sensorial analysis is covered over two hours per week in one semester to cover most of the commercial spirits of the world.

The author of this thesis met the curriculum manager of ITS in an unofficial conversation and has stated that an HND module should have a total amount of 60 ECTS credits. Each credit is equivalent to 25 hours which are contact hours (CH) by a professional lecturer, assessment methods of assignments, tests and exams, and the remaining amount will be self study (SS) hours by the student.

All modules at ITS for every level are categorised into three: knowledge competences (KC), sectorial skills (SS) and underpinning knowledge (UK) (Institute of Tourism Studies, 2018). All this is related to the theoretical framework in the set up of different competences (Mulder, et al., 2009). Knowledge competences are modules based on languages and basic knowledge which is important to achieve like customer care and upselling techniques. Sectorial skills are based on modules which involve the practical skills of the student such as wine beverage service and also the practical side of tasting wine and spirits, sensorial analysis. The underpinning knowledge is based on modules which involve substantial technical content necessary to complete the tasks of a sommelier such as wine and food pairing, the theory behind wine regions of the world, the theory of viticulture (grape growing) and vinification (winemaking), cheese making and cigars. A scaffolding approach was used to set up the curriculum as seen in Jacobsen (2018). Learning outcomes were written in a realistic way according to Harreveld & Singh (2009).

Since the course of the sommelier is at HND level 5, there has to be a substantial amount of credits in the underpinning knowledge category combined with some sectorial practical skills. In fact, the total amount of credits is as follows:

Knowledge competences	12 credits
Sectorial skills	20 credits
Underpinning Knowledge	<u>28 credits</u>
Total credits	<u>60 credits</u>

Knowledge competences modules should be kept to a minimum level as HND level students would already have a sound knowledge of education at level 4 (diploma level). There is a good distribution of credits for all modules.

8 The internal focus group at ITS

An internal focus group at ITS with the key management curriculum participants was the last chosen method of qualitative data collection. There could have been another method of qualitative analysis like for example semi structured themed interviews in hotels, restaurants and wine organisations. However, the internal focus group at ITS was surely the preferred choice of data collection as the main title of this thesis was focused in creating a professional sommelier course at ITS. To accomplish this, it demands the presence of people who are both professional within the hospitality industry and the academic side. Interviewing professionals within the industry would have not gained the academic side of setting the curriculum.

The aim of the focus group was based on the objectives of this thesis, to create both a full time and part time curriculum of an HND sommelier course, and to know the duration of the course and the cost to charge to students (as the course contains modules with wines and spirits to taste). The reasons for having an internal focus group was to have an exploration exercise of which modules to teach or not teach from a proposed draft curriculum. Moreover, there were doubts in how the wine practical service module could have been taught as surely the classes of this course will be very small and could join other full time practical classes or the module could be held with delivered practical demonstrations by a lecturer. This module needs answers. And the internal focus group will give the answers in a feasible way due to the key internal top management positions at ITS. If themed interviews were held, interviewees at hotels and restaurants would not be able to answer such a query.

To create a curriculum demands experience from an academic side. The academic modules for correct amount of credits and learning outcomes will be overseen by the director of studies, the curriculum manager, and the academic manager. The head of registrar was present for the enrolment of new students and qualification entry requirements. The scheduling officer will help to see when the field visits can be done and how to fit the students with other practical classes. The internship coordinator was vital to decide which option to choose out of the four recommendations given. Lastly, both the coordinator of the food and beverage department and a lecturer from the same department will assist in overseeing that all skills and knowledge and modules were present in the proposed curriculum to create a professional sommelier.

The first draft of the full time and part time curriculum structure were presented to the participants in the internal focus group. A presentation was given to participants on the objectives, and the reasons why this focus group was conducted. Another module which needs to be discussed were field trips. Does this module need 3 hours per week or 5

hours per week due to transport to and from ITS campus to the professional company visited? When can this module be delivered; in the morning when students arrive at campus or in the afternoon after a few modules have been delivered? Only an internal focus group can help to answer this query. Themed interviews with professional interviewees in hotels and restaurants would not be able to answer such a query.

Another valid reason of having an internal focus group was to see which were the feasible entry level requirements to apply for this course. All key players at ITS were involved in this decision. Themed interviews may help to achieve an answer but from an internal point of view, the focus group would clarify matters faster and efficiently. Moreover, the three month internship can be decided within the focus group rather than themed interviews. The focus group can decide to give various options to the student to complete the internship programme whilst themed interviews would surely decide to have the internship at their own place of work which can be biased to meet their own rosters and schedules. The focus group was composed of 10 participants. The author of the thesis acted as the assistant moderator and a moderator was present to chair the meeting and facilitate all the talking. The director of studies was absent due to personal commitments, however, there was a solid presence from the curriculum, academic and registrar sections. From the academic side, there was the academic manager and the curriculum manager. From the registrar there were the head of registrar, the head of internships and the scheduling officer. There was also the presence of the coordinator of food and beverage service and a lecturer in food and beverage service from the lecturing side to give their views on technical wine theory and practical modules.

All the data collected was transcribed and analysed and the final curriculum structure with all modules was finalised giving recommendations. A confirmation letter was sent by email to all participants who all confirmed their presence except the director of studies. A soft copy of the proposed full time and part time courses was also sent to all participants to get them acquainted with the curriculum structures and modules. This will assist all participants to create ideas in how to administer the course and provide recommendations and suggestions for the modules to be taught, teaching methods, assessment procedures and the internship programme. This was held in a meeting room which was scheduled and programmed with an agenda and audio recorded. It is important to encourage participation between all participants and therefore, a moderator (an ITS academic lecturer) acted as the facilitator, to ask the focus group themed questions to all participants and receive feedback. (see Appendix 4). The author of this thesis will be the assistant moderator who will give all participants the objectives and reasons for having an HND sommelier course.

Before the participants sat down, they were given a hard copy of both the proposed full time and part time curriculum structure as seen in Appendices 2 and 3 respectively which were also sent by email to all participants a week before. The moderator opened the focus group at 10:00am in the wine lab of ITS on-Tuesday 25th June 2019. The meeting lasted two hours and four minutes, and it was recorded.

Main objective: to create a professional sommelier course to be offered at the Institute of Tourism Studies (ITS) in Malta.

Themed questions in the focus group:

1. Looking at the hard copy of the full time and part time programmes; which modules should be removed?
2. Looking at the hard copy of the full time and part time programmes; which modules should be added?

Objective 1: What are the needs of the Maltese Hospitality Industry as regards to wine knowledge and skills?

Themed questions in the focus group:

3. How can we offer the wine service practical module? Participants to join a service group in the evenings or have practical restaurant wine demonstrations in a private class?
4. Does the module customer care need to be re-worded as this module is offered at certificate level?
5. How can the field trips to wine related companies be organised? Should they be of 3 hours duration?

Objective 2: What are the requirements needed to set up a professional curriculum for a sommelier's course?

Themed questions in the focus group:

6. As for the course of cigars, a supplier will be interested to deliver a short course in cigar making and cigar tasting. Can this course be held as field trips?
7. How can the 3 month internship be organised?
8. How should the language courses be taught?

Objective 3: What is the price, duration and the education level of this sommelier course at ITS?

Themed questions in the focus group:

9. What should be the cost of the sommelier course?
10. Which qualifications should be necessary for an applicant to apply for the HND sommelier course?
11. When should the part time courses be held at ITS?
12. What should be the duration of the HND sommelier course?
13. Do we need a full time and part time HND sommelier course?
14. Is there anything you would like to ask regarding the HND sommelier course?

8.1 Analysis and recommendations of the internal focus group

The data was fully analysed through the recording and later transcribed from the beginning to the end of the meeting. A thematic analysis was performed to get the results of the focus group. The questions of the focus group (as seen in Appendix 4) were the themes, and each question was analysed one by one according to the responses given in the meeting. Each theme was further reduced and narrowed down to conclude the data collected.

8.1.1 The total number of credits for the HND sommelier course

Many interesting facts cropped up for organising the final curriculum structure of the HND sommelier course both full time and part time. (as seen in appendices 5 and 6 respectively). The HND course is proposed at 60 credits when it was strongly advised to increase to 90 credits. There was a miscalculation in the number of credits as the full time and the part time credits did not tally, and this must be revised. This means that other modules and subjects can be taught to give a high-level quality sommelier course to all participants offering more in-depth knowledge, and to make it appealing to prospective applicants.

The 60 credits can easily increase as there is also the fact that all students attending HND courses at ITS have to complete a long essay or project. And this must be registered in the curriculum structure with a total of 7 credits (to include a module called research methods, as done for other HND courses at ITS). The group rightly advised that the long essay should be offered across the board for all HND courses. This is a clever idea as the project will form part of research work that the student would have to complete. The curriculum manager of ITS strongly suggests having this course over 90 credits for the

whole course. Moreover, it is important to consider that one credit has 7 hours of contact time (except for practical sectorial skills).

The group identified too many credits allocated for the modules of grape growing and wine making techniques, which are at 3 credits per module. This can be justified by the fact that there is a big amount of self-study hours that students would have to accomplish. However, 61 and 36 self-study hours respectively is on the high side and should be reduced to two credits per module leaving at least 36 hours of self-study per module.

8.1.2 The modules of the curriculum

The module of other wines of the world should be changed to other beverages of the world to include different alcoholic and non-alcoholic beverages like tea, coffee, water, beer and cider. The number of credits also must be adjusted down to two credits with 36 hours of self-study (which did not tally with the amount of three credits in semester 3 for the part time module). It is true that the survey registered many responses not to have these other beverages taught as the target population saw them as irrelevant to wines. However, the internal focus group gave more insight to this matter as the group felt that tea, coffee, waters and beer are important topics to learn as the target population in the survey was mainly wine oriented, and their mindset is on wines only. Therefore, the name of the module must change to other beverages of the world.

A very interesting fact came out of the focus group regarding the module in practical wine and beverage service skills. The group was specifically asked in how this module should be taught and it was decided that the participants are not to join other food and beverage classes with different learning levels. But rather to have the prospective applicants in one class with practical demonstrations given to all participants on wine and beverage service skills in the restaurant at ITS for a period of three to four weeks in one of the restaurants at ITS. Then, the remaining weeks can be held at a five-star restaurant in Malta so that the participant can have a good feel of a vast wine list with a real-life experience. At the restaurant at ITS, prospective sommeliers would not be able to open so many bottles of wine as the number of customers accepted is limited due to the small number of students. Moreover, the sommeliers would have to also serve the food which makes the restaurant at ITS irrelevant to have it as the practical teaching restaurant. It is far much better to have the practical module taught at a five star, fine dining restaurant with a vast itinerary of wines to deal with and a larger number of customers to serve. All this for the benefit of the prospective sommeliers. To accomplish this, there has to be an agreement reached with a five-star fine dining restaurant or hotel. The course must be well synchronised, once a week with the presence of a food and beverage service lecturer to monitor the

student's tasks. The hotel or restaurant can also be used as a potential placement for all food and beverage student internships. The group also analysed the fact that the prospective sommelier would need a proper induction of the hotel or restaurant, and an induction of the duties to be performed at the place of work, before the student starts working. The practical service module should also run in semester 2 as to give more chance to the student to prepare oneself when starting in semester 2 in February, and should run over 6 hours per week from 6pm till 12:00am, as wines are mainly served at dinner time.

The group strongly advised to have a separate module on aperitives and digestive bitters. These topics were originally proposed within the module of the spirits of the world in semester two. However, the spirits module is so vast that these proposed topics can be easily inserted to another module called aperitives and digestive bitters for a half semester duration of 7 weeks with a total of 1 credit.

The group did not agree on the proposed cheese and cigars module. The subject of both cheese and cigars is so vast and complex that 7 contact hours for these two topics are not enough. Both topics must be separated. Therefore, this module will be divided into other two modules, that is, cheeses for sommellerie and cigars for sommellerie. Each module will be a duration of 14 weeks each combined with a field trip for smoking (tasting) the cigar with a spirit or wine. Smoking is strictly forbidden at ITS premises and therefore, the tasting of cigars must be held at another location at a local supplier's professional cigar tasting room.

Another module which was not inserted in the proposed curriculum structure was the module of public speaking skills. The survey suggested that this module was not required. The focus group advised that one cannot rely entirely on the figures from the survey. The group concluded that the author of this thesis, being a professional lecturer in wines, can use his own judgment from his professional point of view. In fact, the author of this thesis did not agree to omit the module of public speaking skills. It is necessary and fundamental for a sommelier to know how to deliver wine masterclasses and presentations to both small and larger groups of audiences, as was discovered in the theoretical framework. The author of this thesis can easily argue on this as his views are also relevant for having a professional and complete sommelier. Therefore, there must be a module in public speaking skills and the prospective sommelier is able to train and practice how to deliver a wine presentation and make it enjoyable to the audience, both for theory and practical purposes. This module would be considered as a knowledge competency module offered at 14 contact hours with a total of 2 credits.

8.1.3 The cost of the course

One of the sub-objectives of this thesis is to know the cost of the course. It was agreed by the group that there must be a payment for this course as it is specialized and demands opening bottles of wines and spirits for tasting. The group wanted to know how much will the wines and spirits cost when delivering the practical tasting modules? The author of this thesis gave the group a breakdown of the costs for two modules, practical wine sensorial analysis and practical spirit sensorial analysis. (as seen in Appendix 10). However, the group was discussing that all full-time courses at ITS are all fully subsidized by government, and therefore, the HND sommelier course must be subsidized too, as done with other full time practical courses in food and beverage modules at ITS. With regards to part time courses, there must be a payment, as like the other part time HND courses like for tour guiding, who pay EUR2600 per semester. The curriculum manager and the head of registrar also pointed out that there is a 'Get Qualified' government scheme where the part timer can apply for this scheme with the Maltese government and will be 70% refunded for the efforts given of working full time in industry and studying on a part time basis at the same time. The refund will be given to the part timer as tax credit. The group concluded that this scheme will help attract more applicants applying for this course.

8.1.4 The target audience of the course

There was a controversy on the target audience for the HND sommelier course. The group actively wanted to know who is the target audience of this course so that the modules can easily be planned. In fact, the entry level requirements for this course was not clear in the survey. This course will start from scratch about wines and spirits, therefore, prior knowledge of wine is not necessary to possess. Having a WSET qualification is a bonus for the applicant and must not form part of the entry level requirements (as originally proposed from the survey). Having the WSET level 2 or level 3 advanced will benefit the applicant to help grasp much more the modules and topics that will be taught for wine regions of the world, grape growing techniques, and winemaking. It was also strongly pointed out that WSET courses should not be used as the model to cover the whole syllabus of the course. The HND sommelier course must be appealing and offer something different to what WSET teaches.

The target audience was finally concluded towards the end of the focus group which gave a clear picture for the entry level requirements of this course, and the modules to teach, as follows:

1. If between 17 - 22 years of age, (the legal drinking limit age in Malta is 17), the applicant must possess a diploma in food and beverage service or kitchen preparation and production at MQF level 4 (and not another diploma which is not related to the hospitality industry as was originally proposed). This target market will narrow down the number of applicants as it is vital to have some knowledge in food and beverage service or kitchen production.
2. If over 23 years of age, the applicant can apply for the maturity clause but must possess at least two years' work experience working in the food and beverage sector within the hospitality industry. (the applicant must not be from any other sector like rooms division or tour guiding). This clause also narrows down the target audience.
3. The applicant can possess two years' work experience working with a local supplier or wine producer. This clause narrows down the target audience and targets applicants interested in wine.
4. The applicant may possess two 'A' levels and one intermediate level at matsec MQF level 4, with a guided interview to help give orientation and guidance to the applicant. (see justification below)

8.1.5 Qualifications required to apply for the course

There was a discussion if the applicant possesses two 'A' levels and an intermediate MQF level subjects at matsec level. This is considered as an MQF level 4 diploma and can make the applicant eligible to apply for the HND sommelier course. There are no 'A' levels in Malta related to wine or food and beverage service. However, what if the applicant has an interest or a passion in wine? It was proposed to have an interview for such an applicant to check whether the applicant is suitable or not to apply. There was a total disagreement on this matter as there are no interviews carried out at ITS for applicants applying for courses. If the interviews must be done, they have to be done across the board for all ITS courses. Why should an applicant be judged in an interview for applying for a course? The group did not see this as fair and justified. If the applicant is in possession of the required qualifications, then the applicant should be eligible to be accepted for the course. However, the curriculum manager rightly pointed out that you can still have the 'A' levels and the intermediate level, and the interview will be carried out not to check if the applicant is eligible or not. On the contrary, the interview will help the applicant to know what the course entails, what modules are to be taught, what is required of the applicant to complete as assignments and long essay, and many more. The interview is rather a form of assistance to guide the applicant to move forward. So, the qualifications of two 'A' levels and one intermediate level can be considered as a target audience de-

pending on an interview with the applicant. Therefore, this interview can be called a guided interview.

8.1.6 Modules of customer care, field trips and languages

The focus group was vital to know if the customer care module should be taught. The reason being that students learn about customer care even at certificate level 3 and diploma level 4. Good customer care skills are fundamental for a good sommelier to possess. So, why should students repeat to do this module if they had already done it in previous levels? The answer was clearly given by the group. It is not about general customer care but rather customer care for a higher level of students specializing in wine and beverage skills who have a high level of wine knowledge. Therefore, the group concluded that this module should be called customer care for sommellerie. It was advised to speak to the lecturer concerned teaching this subject in what topics should be taught.

A question was given to the group regarding the organization of field trips. The group discussed the fact that the author of this thesis needs to check what should be the activities of the field trips. For example, which months are suitable for the students to go to visit a vineyard? It was eventually decided that there will be a theory lesson from 08:30 till 09:30 in the morning followed by the visits to wine related activities (field trips) that can start at 10:00am. Therefore, the presence of the scheduling officer was important to invite in this group. A scheme of work must be drawn up to see which are the various locations to visit to organize field trips, and then decide if this is to be carried out in semester one or semester two. The group preferred this in semester two as there are much more activities in the vineyard taking place in the months of February till May.

As for the languages modules of French, Italian, Spanish and German, the group did not understand why there should be 14 weeks for every language module (as originally proposed) if the topics to be learned are about pronunciation of technical terms, maps, and wine regions. However, the author of this thesis pointed out that there is also customer care conversation for restaurant service which the student should learn to greet the customer, take the order of the customer and serve the wine to the customer by reading out the technical terms written on the wine label. Therefore, 14 weeks per language module may be required and this must be further discussed with the coordinator of languages at ITS to have one common scheme of work and topics for every language module.

8.1.7 The practical internship

Regarding the practical internship it was pointed out if it is necessary to have a practical internship? This is because the only HND course at ITS with an internship is tour guiding and has a total amount of 120 credits. The head of registrar rightly pointed out that ITS must be more imaginative here given the nature of a specialized course of a sommelier. Therefore, the HND sommelier internship course can use the same guidelines as for tour guiding. They will be the only two HND courses with a practical summer internship. The presence of the internship coordinator was fundamental in this regard. Can the internship be organized in another season? The answer was affirmative as other seasons can be performed if all the working hours are completed by the student. However, the internship coordinator strongly advised that the internship must be longer than 3 months as proposed, as the hotels and restaurants abroad will not consider it. To reap the benefits of an internship, it needs to be longer, at least 6 months. The student abroad must carry out specific skills related to sommelier duties. In fact, ITS works with top notch properties such as top hotels in Scotland and top fine dining restaurants in England (where now there are Maltese people working as a sommelier in these properties). If the internship is to increase to 6 months, more credits must be planned for. Therefore, it makes sense to have this course at 90 credits, and not at 60 credits as originally proposed. It was then concluded that two options must be given to the student. The student can choose to work locally for 6 months at a wine related company in Malta or can choose to go abroad on a work placement with the help of the ITS internship office.

The group did not agree upon the question of when part time courses should be held. It was put on the table if the student can decide when to do the courses depending on availability. This idea was totally rejected. On the contrary, the group took into consideration the days restaurants do not operate in Malta, for example, on Mondays. There was another who pointed out to include Saturday mornings. It is important that the students are advised in advance on the days that the modules will be taught for part time courses. The scheduling officer voiced the concern that part time students must attend a semester three times a week due to the practical service module which entails 6 hours a week. For the other semesters, modules will take place mainly in the evenings and Saturday mornings, twice a week. As for the practical internship, part time students are to have their six-month internship divided into two internships of three months, one after semester 3 and one after semester 4. (as seen in Appendix 6). The long essay with the research methods module can start off in semester 3 for part time students to give more ample time for the student to perform research for their long essay (as seen in Appendix 6).

8.2 Module template and module writing

The modules for both the HND sommelier course were all completed using the ITS template module descriptor. In fact, attached to this thesis are three examples of modules using the ITS module descriptor (Appendices 7, 8 and 9). The template had changed this year as ITS is now affiliated with the Emirates Academy of Hospitality. (Institute of Tourism Studies, 2018). Therefore, all colour schemes, design and structure were amended as seen in appendices 7 – 9). Not all module descriptors are attached to this thesis as each module descriptor is of five pages in length and there is a total of 25 modules. This thesis would be too long to include all 25 module descriptors. Therefore, only three modules are included in this thesis in appendices 7, 8 and 9. All modules were chosen in the curriculum to meet the demands of the Maltese hospitality industry as stated in the literature review by Dyjur & Lock (2016).

The 25 modules were designed to give the necessary skills required for a sommelier to learn. All modules were included in the curriculum from the literature review and the data collection of the survey and focus group, together with the benchmarking exercise. If the curriculum was reduced to 10 larger modules with more credits, it would have only complicated matters both for the student and the lecturer teaching the modules. Moreover, lecturers at ITS do not have the skills and knowledge to deliver different topics and subjects in one large module. At ITS, all lecturers have specific skills that can be delivered and communicated easily to the students. For example, viticulture techniques are specific, wine making methods shows the work in the winery, and so on. The modules of compiling a wine list and aperitifs and digestive bitters are of only 7 weeks (half a semester). This will engage more the student to focus only on these skills which are important skills to learn as described in the literature review. (Berenguer, et al., 2009).

The ITS module descriptor is very detailed and must conform to the local rules and regulations of the National Commission for Further Higher Education (NCFHE). Each module needs a module code, a title (see appendix 5), the level taught (level 5 HND) and the main objectives of each module. The learning outcomes for each module is divided into five categories namely, the knowledge and topics to be achieved, applying knowledge and understanding, judgment skills and critical abilities, communication skills, and the responsibility and autonomy to achieve specific competences. This is reflected in the literature review that for a curriculum to be sustainable is to be based on a learning outcomes approach (Weissman, 2012). At the end of the module descriptor there is the total number of credits achieved, how the module is taught, how the module is assessed, a reading list of books, and the minimum qualifications required to teach the module. Finally, there are two sections for approval by the board of studies of ITS and the programme quality valida-

tion board. In fact, in the literature review, it states that a curriculum must be flexible with a balanced workload for students between assignments, tests and examinations. (Hill & Wang, 2018).

All learning outcomes were written using appropriate verbs according to the requirements of the National Commission for Further Higher Education. (see appendices 7, 8 and 9) and according to the literature review. (Hill & Wang, 2018). Moreover, the module of practical wine service skills will be delivered both at ITS premises and at a private catering establishment. This resulted both from the focus group and the literature review which is termed the Finnish model. There must be an innovative curriculum integrating both the government entity, that is, ITS and the private sector, that is, the Maltese restaurant sector (Valimaa & Hoffman, 2008). This gives a profound sense of networking with the local Maltese hospitality industry. Harreveld & Singh (2009) states that integrating a vocational institute like ITS to reality education is vital to the success of a curriculum in higher education. Furthermore, a higher education curriculum should focus to meet the demands of the Maltese hospitality industry. (Whitelaw & Wrathall, 2015).

The module of field trips and visits to wine related activities was important to include in the curriculum. The curriculum is focused on this contextualisation; adapting to the needs of the wine hospitality industry and all modules and learning outcomes can be devised around this context. (Harreveld & Singh, 2009). For example, linking the theory of pruning and training of vines to a vineyard working in a winery; linking the theories of white, rose and red wine making by working in the winery with a winemaker; and linking inventory control and pricing of wine lists to the job of a head sommelier working in a fine dining restaurant. Contextualising this type of learning in a curriculum needs good networking with the local wine industry and all stakeholders, including young adults inspired to become a sommelier (Harreveld & Singh, 2009.) A typical scaffolding approach was used to set up the curriculum, taking into consideration the scholastic schedule of ITS starting at the end of September and finishing in Autumn of the other year, as seen in table 1 of the literature review. (Jacobsen, 2018). First the student must learn about the research in the first weeks, then write up the research in the middle of the semester and complete the research at the end of the semester through exams and the practical internship. This scaffolding approach is repeated for semester 2 starting in February till May. (Jacobsen, 2018).

It is important to have two practical sensorial analysis, one in wines and the other in spirits. As seen in the literature review, sommeliers need to analyse and criticise wines and spirits during tasting sessions, be creative, and have good communication skills in delivering the right message about the wine being tasted with the right amount of

enthusiasm and passion. It is important for a sommelier course as the job requires knowledge, skills and attitude to complete the different tasks in wine service. It is both task and behaviour oriented which requires the student to solve problems within real life situations and experiences. The skills of the sommelier have to be identified for a curriculum to have a competence based approach. (Mulder, et al., 2009.)

In the literature review, Muller & Young (2013) clearly stated that a vocational educational curriculum must possess two important building blocks. Firstly, the theoretical knowledge of wine regions and winemaking methods referred to as conceptual theoretical knowledge. Secondly, the practical knowledge which relates to the actual service of wines in real life practical restaurants, and relating the theoretical knowledge to the practical side. (Muller & Young, 2013). This is the reason for having two important modules separate to each other such as viticulture techniques and winemaking techniques and also two whole semesters of advanced wine regions of the world with 2 contact hours per week giving a total of 56 contact hours.

In the literature review, Lee, et al. (2011) stated that a curriculum can be structured using an instructional design model which has three parts: Pre-instructional, during instruction and post-instructional which are integrated in the ADDIE model which refers to: analysis, design, develop, implement, and evaluate. See table 2 for an ADDIE model used to create a sommelier course. The creative thinking phase helps to create and generate ideas to make the curriculum more interesting and appealing to the student which can help to entice people to join the sommelier course. For example, using different forms of assessment like a blind tasting exam to assess students in blind wine tastings opposed to the traditional style of examinations with short answers and essay style questions. Including the practical wine and food pairing module with the actual wine and actual food item, students are able to use the three senses to evaluate the reasons for pairing certain food ingredients with certain wines. Creative thinking is a useful tool to use in instructional design as it will make the whole course interesting and appealing to the sommelier, which at the same time will meet the needs of the Maltese hospitality industry. According to Koch, et al. (2018) creativity is not to choose from but rather fundamental to use when planning a curriculum.

All teaching strategies researched in the literature review are adopted in the writing of the modules. Firstly, the scaffolding approach (Belland, et al., 2008), students would need a scaffolding approach by first teaching them the basics of tasting wine by tasting different wines of different wine regions and countries during the first semester. Then, progressing to the second semester, the wines can be analysed blindly for the student to analyse the wine independently and guess the provenance of the wine, the grape variety, the vintage

year and possibly the quality category in relation to the price of the wine. Secondly, inquiry based teaching (Shih, et al., 2016): It incorporates a curriculum which is project based involving a high level of research skills by the student. (Shih, et al., 2016). The student practically owns up to his/her own learning. It helps them to think independently through team work from colleagues and teachers. The student is able to perform different tasks by adopting the concepts, knowledge and abilities that were understood and already learned. In fact, the curriculum comprises two modules, one on research methods and the other creating a long essay project. And thirdly, competency based education (Mulder, et al., 2009): it is related to problem based education. It teaches students by identifying a practical problem and students team up to develop solutions to the problem. (Mulder, et al., 2009). In fact, students would appreciate the presence of experts from the hospitality industry to deliver a lesson. For example, when teaching about viticultural techniques, introducing a guest lecturer from the viticultural world would help the student's learning. (Mulder, et al., 2009). Using different guest lecturers is a teaching strategy that will be adopted at ITS. It will be adopted for modules which are wine related such as viticulture, vinification, sensorial analysis, wine and food pairing, inventory control, wine cellar management, cigars, cheese, tea and coffee, spirits, and waters.

9 Discussion and conclusions

All four objectives of this thesis have been reached and accomplished. The main aim of this thesis was to create a professional sommelier course to be offered at the Institute of Tourism Studies (ITS) in Malta. This was surely accomplished in detail as seen in appendices 5 and 6, the final full time and part time programmes showing all modules listed in all semesters with all number of credits, contact hours and self study hours. All 25 modules were drawn up showing all learning outcomes and assessment methods as previously discussed in chapter 8.2.

The first sub-objective was to discover the needs of the Maltese Hospitality Industry as regards to wine knowledge and skills. This has been fully accomplished through the literature review from various peer reviewed articles (Alonso & Liu, 2011), (Basset, 2009), (Dewald, 2008), (Teague, 2017). The needs of having practical wine service skills and inventory management and cellar control (Barth, 2011). The need of compiling a wine list (Berenguer, et al., 2009). The need of having upselling techniques (Manske & Cordua, 2005) (Basset, 2009). The need of setting up a pricing policy (Barth, 2011) (Chung, 2008) (Sayburn, 2006). The need for menu engineering incorporated in the module of cellar control and inventory management (Barth, 2011). The need of selling teas and coffees (Boughton, 2010), cheese and cigars. (Manson, 2005) (Vaillant & Wolff, 2013). The survey and the benchmarking exercise were also necessary to collect the data and assess the needs of the Maltese hospitality industry both for on trade and off trade markets.

The second sub-objective was to discover the requirements needed to set up a professional curriculum for a sommelier's course. All of the factors required were identified, assessed and discussed in chapter 8.2 of module template and module writing reflected mainly in the literature review.

The last sub-objective was to know about the price, duration and the education level of this sommelier course at ITS. The price, duration and education level of the course was discussed and analysed in chapter 6.3 the recommendations of the survey and chapter 8.1 the recommendations of the focus group. The price, duration and education level were also known through the benchmarking exercise compared to other local and foreign institutions. There should be no charge to the student for the full time programme (equal to all other full time courses at ITS) but the part time programme requires a fee of EUR2600 per semester for four semesters (equal to other part time courses at ITS) with the opportunity of applying for a 'Get Qualified' government scheme. The part timer can apply for this scheme with the Maltese government and will be 70% refunded for the ef-

forts given of working full time in industry and studying on a part time basis at the same time. The refund will be given to the part timer as tax credit. This scheme will help attract more part time applicants applying for this course. The duration is of two semesters plus an internship for the full time programme and four semesters plus an internship for the part time programme. The results of the survey and the focus group set the sommelier programme at level 5 HND level.

This HND sommelier course is vital to have at ITS as it will benefit the local Maltese hospitality industry both for on trade and off trade markets. This HND level 5 diploma course will help prospective sommeliers gain the skills and abilities necessary to work in a restaurant, a wine bar, a hotel, a wine retail shop and with a local wine importer. The most important skill to achieve for a sommelier is knowledge. Knowledge is a key attribute for a sommelier to achieve in higher education like ITS, integrated in three ways: research, curriculum and student understanding or learning (through various categorised learning outcomes – see Appendice 7, 8 and 9) (Ashwin, 2014). Knowledge is necessary for a sommelier to achieve as stated in the literature review. (Basset, 2009) (Teague, 2014) (Sayburn, 2005). The sommelier will be able to understand the importance of good soft skills like appearance and behaviour, good mise en place duties, cellar work and costings, serving beverages to customers, recommending wine with food, upselling techniques, good customer care and social skills (Basset, 2009) (Teague, 2014) (Sayburn, 2005), and above all a good public speaker (Eads, 2019), which is also backed up by both well known wine gurus Gerard Basset (2009) and Ronan Sayburn (2005). As reflected in the literature review, linguistic learning is important for a sommelier to convey the message to the consumer, and has an impact on the memory of the consumer and the perception of the wine. (Crojimans & Majid, 2016).

A sommelier's influence will be crucial in the Maltese hospitality industry as the career of a sommelier is increasing positively at a very high rate, and most well-established sommeliers make a career move into wine production, wine reviews in newspapers and magazines and educating people in wine. (McInerney, 2012.) Furthermore, wine is considered to be a complicated beverage from a customer's point of view, so an expert opinion from a sommelier or someone knowledgeable in wine is a necessity. (Aqueveque, 2015). An opinion or advice of a sommelier expert has a strong influence on a person with a very low knowledge of wine. (Chocarro & Cortinas, 2013). The opinion of a sommelier is crucial to the consumer especially when a consumer has to make a choice for experience goods like wine. (Chocarro & Cortinas, 2013).

9.1 An analysis of own learning

The author of this thesis developed himself in a professional way during the whole process of this thesis. The author is now able to act as a professional tutor during bachelor degree's thesis of his students at ITS. The author has learnt that the basis of a thesis is the central research question which should be focused on the title of the thesis, supported with two or three objectives which are related to the central research question. When the objectives are clearly set, the theoretical framework and literature review is the next step to answer all research question and objectives. The author learnt how to perform a thorough and deep research using latest peer reviewed theoretical articles with full text using key search terms related to the central research question and also all objectives.

The author learned how to summarise and extract the necessary information required from these peer reviewed articles and perform a literature review that combines two or three or four different authors that support the same information researched. It seems that different authors have the same or different opinions of different theories. Such theories were combined with the objectives and also the questions asked in the survey and focus focus group. The theoretical framework helped the author create the different modules that are required to formulate the curriculum structure together with the learning outcomes to compile for each module.

The author learned how to use both quantitative and qualitative methods of data collection using webropol software and sending the survey on line, achieving an encouraging response from the target population. The survey helped the author gather information of which modules should be inserted in the sommelier curriculum to help create a proposal of both a full time and part time curriculum and use this in an internal focus group. Therefore, the author managed to grasp experience in how to formulate questions both in the survey and the focus group based on themed questions to engage, explore and exit the focus group. The author succeeded in giving a detailed analysis of the results of the survey together with the recommendations necessary to set up the curriculum.

The author also performed some mistakes during the process. It was hard to set up the topics for the theoretical framework and structure them according to the central research question and objectives. The survey and focus group questions were not easy to formulate as they required thought and strategic ways in formulating questions that are related to both the theoretical framework and all objectives. Such questions were re-formulated and re-arranged so that the finalised version was sent to the survey target population. The author is not an IT proficient person and therefore required some help from a person who is proficient in IT. At the end of the day, the author managed to get used to the

webropol software and was successful in both the distribution of the questions on line and the analysis of the results using graphs. The focus group had to be transcribed and it was an extremely lengthy process in transcribing every word and comma of the focus group. The recording had to be re-visited and heard not once, but twice, three and four times for nearly every sentence discussed. Still, it was a valuable learning experience.

The author succeeded in the outcome of this thesis by creating both a full time and part time curriculum that is very detailed. All modules created were achieved thanks to a good literature review from different peer reviewed reports and critically analysed amongst various authors. The literature review created the questions that are required in the survey and the results of the survey refined the questions to be asked within an internal focus group at ITS.

The author managed to develop from a person who had no clue from where to start the thesis, up to the full analysis and completion of the whole master thesis process. During this period of time, the author managed to develop himself by:

- An in-depth research of a master thesis title (September to October 2018)
- The setting of the central research question and sub-objectives (November 2018)
- The gathering of theoretical data through various search terms on line through HH Finna's portal site. (December 2019)
- The refining of the search terms to collect exact theoretical data from various authors of popular journals and articles. (January 2019)
- The printing, highlighting and collection of data from all peer reviewed reports, coding all reports and amalgamating them with all objectives set. (January to March 2019)
- Performing the actual literature review by creating topics in the contents page. (March to April 2019)
- Creating themed questions in a survey using webropol software, and performing an analysis of the results and recommendations combined with the objectives and theoretical framework. (April to May 2019)
- Creating themed focus group questions aligned with the objectives of this thesis, and planning and performing the focus group, transcription, analysis of results, and recommendations. (June to July 2019)
- The final outcome is the final product itself: the full time and part time HND sommelier course. (August 2019)
- References according to Harvard. (August 2019)
- List of appendices to support this master thesis. (September 2019)
- Corrections and adjustments to the master thesis (October 2019)

9.2 Ethical considerations

The author learned to be an ethical person by not mentioning any names in the thesis but by using their professional job title in the whole thesis. No names were mentioned in the survey and not even in the focus group. Only job titles were used. Therefore, the author learned how to transcribe all information by coding the people involved and using the codes to identify all participants. To be ethical, a confirmation letter by email was sent to all participants of the focus group to confirm their presence. Ensuring that their rights were respected and all rules and regulations were set for the focus group. A response from all participants was received by the author to confirm their attendance and rules of the house. As for the survey, an introduction to the survey was inserted to confirm that no names would be mentioned in this thesis and that all information gathered would be used for the sole use of this thesis. During the transcription of the focus group, no names were mentioned to protect their rights and obligations.

The author learned how to use the Harvard system of referencing by giving intext citations to all peer reviewed reports and recording all references in Chapter 10. All text that was interpreted from reports was correctly cited and referenced and therefore no copying of text was performed and all writings in this thesis is the work of the author.

The author of this thesis considers himself to have learned the process of writing a master thesis by respecting the individuals of his target population and all participants of the focus group. The author is able to be a full time, professional tutor for bachelor's degree thesis at ITS. Therefore, the author considers himself to be a better teacher as he is able to explain better the thesis process to his students and ultimately, how to perform the art of research; the basis of the learning process.

10 References

Academy of Food and Wine Service, 2018. *Academy of Food and Wine Service*. [Online] Available at: <http://www.afws.co.uk/training/online-courses/> [Accessed 01 March 2019].

Akrivos, C., Ladkin, A. & Reklitis, P., 2007. Hotel managers' career strategies for success. *Journal of contemporary hospitality management*, 19(2), pp. 107-119.

Alma scuola di cucina, 2019. *Advanced course of restaurant, bar and sommellerie management*. [Online] Available at: <https://www.alma.scuolacucina.it/en/advanced-course-of-restaurant-bar-sommellerie-management> [Accessed 02 March 2019].

Alma scuola di cucina, 2019. *Master sommelier*. [Online] Available at: <https://www.alma.scuolacucina.it/allegati/285/brochure-master-sommelier-alma-ais-h840a92a672957a1427164ebc0a962dccdafbc0f9.pdf> [Accessed 02 March 2019].

Alma, 2018. *Alma Scuola di Cucina*. [Online] Available at: www.alma.scuolacucina.it/en/ [Accessed 17 September 2018].

Alonso, A. & Liu, Y., 2011. The potential for marrying local gastronomy and wine: The case of the 'fortunate islands'.. *International Journal of Hospitality Management*, 30(4), pp. 974-981.

Anonymous, 2003. Sommeliers mean high standards. *Sunday Business Post*, 7 September .

Anonymous, 2008. New crystal cheese sommeliers sate guests' discerning palates: experts guide guests through the finer nuances of cheeses and pairings. *PR Newswire*, 4 August.

Anonymous, 2009. CHI hotels and resorts partners with Taittinger Champagnes to launch 'Corinthia Sommelier'. *Info - Prod Research (Middle East)*, 10 November.

Aqueveque, C., 2015. The influence of experts' positive word-of-mouth on a wine's perceived quality and value: the moderator role of consumers' expertise. *Journal of Wine Research*, 26(3), pp. 181-191.

Arias-Bolzmann, L. et al., 2003. Wine pricing: the influence of country of origin, variety and wine magazine ratings. *International Journal of Wine Marketing*, 15(1), pp. 47-57.

Ashwin, P., 2014. Knowledge, curriculum and student understanding in higher education. *Studies in higher education*, 67(2), pp. 123-126.

Association of American Colleges and Universities, 2017. *Sustainable campus index*. [Online] Available at: www.ashe.org/wpcontent/uploads/2017/11/2017_Sustainable_Campus_Index.pdf [Accessed 10 February 2019].

Baldacchino, L., Cassar, V. & Caruana, A., 2008. Start-up success in a small island state: A study among entrepreneurs in Malta. *Island Studies Journal*, 3(1), pp. 73-96.

Barth, J., 2011. A model for wine list and wine inventory yield management. *International Journal of Hospitality Management*, 30(3), pp. 701-707.

Basset, G., 2009. Starting out as a Sommelier. *Caterer and HotelKeeper*, 199(4587), p. 38.

Bellamy, G., 1997. Sell More Wine. *Restaurant Hospitality*, 81(3), p. 106.

Belland, B., Glazewski, K. & Richardson, J., 2008. A scaffolding framework to support the construction of evidence-based arguments among middle school students. *Education Research Technical Development*, 56(1), pp. 401-422.

Berenguer, G., Gil, I. & Ruiz, M., 2009. Do upscale restaurant owners use wine lists as a differentiation strategy?. *International Journal of Hospitality Management*, 28(1), pp. 86-95.

Boughton, I., 2010. The tea sommelier. *Caterer and Hotelkeeper*, 200(4653), pp. 57-58.

Bozionelos, A., 2008. Intra- organisational network resources: how they relate to career success and organisational commitment. *Personnel review*, 37(3), pp. 249-263.

Che, D., 2006. Select Michigan: local food production, food safety, culinary heritage, and branding in Michigan agritourism,. *Tourism Review International*, 9(4), pp. 349-363.

- Chocarro, R. & Cortinas, M., 2013. The impact of expert opinion in consumer perception of wines. *International Journal of Wine Business Research*, 25(3), pp. 227-248.
- Chung, J., 2008. *Cracking the code of restaurant wine pricing*. [Online] Available at: <https://www.wsj.com/articles/SB121875695594642607> [Accessed 15 January 2019].
- Cooper, C. J., 2002. 'Water Sommelier' plies trade in New York hotel. *Tribune Business News*, 4 June, p. 1.
- Court of Master Sommeliers, 2018. *Court of Master Sommeliers*. [Online] Available at: <http://www.courtofmastersommeliers.org/> [Accessed 01 March 2019].
- Crecca, D. H., 2004. Days of Wine and Roses. *Chain Leader*, 9(6), p. 61.
- Croijmans, I. & Majid, A., 2016. *Not all flavor expertise is equal: the language of wine and coffee experts*. [Online] Available at: <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0155845> [Accessed 10 December 2018].
- Crosariol, B., 1999. A vintage education. *Business Magazine*, 16(3), pp. 133-134.
- Dewald, B., 2008. The role of the sommeliers and their influence on US restaurant wine sales. *International Journal of Wine Business Research*, 20(2), pp. 111-123.
- Dyjur, P. & Lock, J., 2016. Three strategies for moving curriculum mapping online. *Educational Developments*, 17(2), pp. 15-19.
- Eads, L., 2019. Super somms: Gerard Basset and Ronan Sayburn. *the drinks business*, 3 January.
- Elan, E., 2009. Operators uncork 'BYO' wine programs to make sales pop. *Nation's restaurant news*, 43(15), p. 4.
- Elkin, G., Devjee, F. & Farnsworth, J., 2005. Visualising the "internationalisation" of universities. *International Journal of Educational Management*, 19(4), pp. 318-329.

- Ewing-Mulligan, M. & McCarthy, E., 2001. A superb sommelier complements the chef by bringing a fine meal to life. *Nation's Restaurant News*, 35(42), p. 28.
- Ewing-Mulligan, M. & McCarthy, E., 2001. Court of master sommeliers helps turn wine servers into vintage professionals. *Nation's Restaurant News*, 35(18), p. 39.
- Ferrin, B. G., Landeros, R. & Reck, R. F., 2001. Integrated supply matrix management. A TQM approach for curriculum development. *International Journal of Physical Distribution and Logistics Management*, 31(7), pp. 520-536.
- Flaherty, D., 2016. How to bring wine to life. *Nation's restaurant news*, 15 January.
- Gehrels, S., 1999. Teaching Wine Management (Wine management study in higher education in the Netherlands). *International Journal of Wine Marketing*, 11(2), p. 53.
- Goode, J., 2007. *Wine and the brain. In questions of taste: The philosophy of wine.* ed. Barry C. Smith, 79-98 ed. New York: Oxford University Press.
- Green, G. & Dougherty, M., 2008. Localizing linkages for food and tourism: culinary tourism as a community development strategy.. *Community Development*, 39(3), pp. 148-158.
- Green, K., 2003. You're a what? Sommelier. *Occupational Outlook Quarterly*, 47(2), pp. 30-31.
- Harreveld, B. & Singh, M., 2009. Contextualising learning at the education-training-work interface. *Education and Training*, 51(2), pp. 92-107.
- Heller, k., 2006. Sommeliers: A rare vintage: It takes real devotion to work as a wine steward/manager in the Philadelphia restaurant scene, and not many make a living at it. *Tribune Business News, Washington*, 19 October, p. 1.
- Higgins, L. M., Wolf, M. M. & Wolf, M. J., 2014. Technological change in the wine market? The role of QR codes and wine apps in consumer wine purchases. *Wine Economics and Policy*, Volume 3, pp. 19-27.

- Hilger, J., Rafert, G. & Villas-Boas, S., 2011. Expert opinion and the demand for experience goods: an experimental approach in the retail wine market. *The Review of Economics and Statistics*, 93(4), pp. 1289-1296.
- Hill, L. M. & Wang, D., 2018. Integrating sustainability learning outcomes into a university curriculum. *International Journal of Sustainability in Higher Education*, 19(4), pp. 699-720.
- Hussain, H., 2008. The art of persuasion. *Caterer and Hotelkeeper*, 198(4537), p. 50.
- Institute of Hospitality, 2018. *On line courses*. [Online] Available at: <https://www.instituteofhospitality.org/professional-development/online-courses/> [Accessed 01 March 2019].
- Institute of Tourism Studies, 2018. *Institute of Tourism Studies Malta*. [Online] Available at: <https://its.edu.mt/courses-admission/its-prospectus.html> [Accessed 10 February 2019].
- ITS, 2017. *Institute of Tourism Studies*. [Online] Available at: <https://its.edu.mt/component/content/article/47-courses-admission/part-time-courses/337-wset-uk-intermediate-certificate-in-wine-and-spirits.html> [Accessed 01 March 2019].
- ITS, 2018. *Institute of Tourism Studies*. [Online] Available at: <https://its.edu.mt/component/content/article/47-courses-admission/part-time-courses/338-wset-uk-advanced-certificate-in-wine-and-spirits.html> [Accessed 01 March 2019].
- Jacobsen, M. e. a., 2018. Action research for graduate program improvements: A response to curriculum mapping and review. *Canadian Journal of Higher Education*, 48(1), pp. 82-98.
- Jennings, L., 2008. PCI poised for growth with sommelier program, high tech facilities. *Nation's Restaurant News*, 18 February.
- Jennings, L., 2015. Coffee sommelier talks certification, food pairings. *Restaurant Hospitality*, 8 June.
- Koch, J., Wenzel, M., Senf, N. N. & Maibier, C., 2018. Organizational Creativity as an attributional process: The Case of Haute Cuisine. *Organization Studies*, 39(2-3), pp. 251-270.

LaTour, K., LaTour, M. & Feinstein, A., 2011. The Effects of Perceptual and Conceptual Training on Novice Wine Drinkers' Development. *Cornell Hospitality Quarterly*, 52(4), pp. 445-457.

Le Cordon Bleu, 2018. *sommelier workshop*. [Online] Available at: <https://www.cordonbleu.edu/malaysia/sommelier-foundation-workshop/en> [Accessed 01 March 2019].

Le Cordon Bleu, 2019. *How to become a sommelier*. [Online] Available at: <https://www.cordonbleu.edu/paris/how-to-become-sommelier/en> [Accessed 03 March 2019].

Le Cordon Bleu, 2019. *Wine Management Programme*. [Online] Available at: <https://www.cordonbleu.edu/paris/wine-management-programme/en> [Accessed 03 March 2019].

Lee, C.-S. & Kolodner, J. L., 2011. Scaffolding student's development of creative design skills: A curriculum reference model. *Educational Technology and Society*, 14(1), pp. 3-15.

Li, W. & Huang, J., 2012. Planning and development of higher vocational education institutions in China: Problems and new policies. *Springer*, 1(1), pp. 109-115.

Maltese Italian Chamber of Commerce, 2015. *First course for sommeliers in Malta*. [Online] Available at: <https://www.micc.org.mt/news/1814-first-course-for-sommeliers-in-malta.html> [Accessed 01 March 2018].

Manske, M. & Cordua, G., 2005. Understanding the sommelier effect. *International Journal of Contemporary Hospitality*, 17(6-7), pp. 569-576.

Manske, M. & Cordua, G., 2005. Understanding the sommelier effect. *International Journal of Contemporary Hospitality Management*, 17(6-7), pp. 569-676.

Manson, E., 2005. A minute on the clock Julien Foussadier. *Caterer and Hotelkeeper*, 195(4394), p. 12.

MCAST, 2018. *Malta College of Arts, Science and Technology*. [Online] Available at: www.mcast.edu.mt [Accessed 17 September 2018].

MCAST, 2018. *Malta College of Arts, Science and Technology*. [Online] Available at: <https://shortcourses.mcast.edu.mt/course/163> [Accessed 01 March 2019].

MCAST, 2018. *Malta College of Arts, Science and Technology*. [Online] Available at: <https://shortcourses.mcast.edu.mt/course/164> [Accessed 01 March 2019].

NCFHE, 2016. *National Commission for Further and Higher Education*. [Online] Available at: <https://ncfhe.gov.mt/en/Pages/MQF.aspx> [Accessed 29 September 2019]

McInerney, J., 2012. Why sommeliers are the new restaurant stars. *The Wall Street Journal*, 25 February.

Men Rita, L. & Stacks, D., 2013. The impact of leadership style and employee empowerment on perceived organizational reputation. *Journal of Communication Management*, 17(2), pp. 171-192.

Mulder, M., Gulikers, J., Biemans, H. & Wesselink, R., 2009. The new competence concept in higher education: error or enrichment. *Journal of European Industrial Training*, 33(8), pp. 755-770.

Muller, J. & Young, M., 2013. Disciplines, skills and the university. *Springer science and business media Dordrecht*, 67(1), pp. 127-140.

Newstex Trade and Industry Blogs, 2015. *Online Marketing Blog: Engage more customers by becoming a content marketing sommelier*. [Online] Available at: <https://ezproxy.haaga-helia.fi:3401/entrepreneurship/docview/1692718775/fulltext/CB4FEB8E9F554815PQ/1?acountid=27436> [Accessed 9 August 2018].

Nield, K., Kozak, M. & LeGrys, G., 2000. The role of food service in tourist satisfaction. *International Journal of Hospitality Management*, 19(3), pp. 375-384.

Nussbaum, M., 2011. *Creating capabilities*. 2011 ed. Cambridge: The belknap press.

- Ottenbacher, M. & Harrington, R., 2007. The innovation development process of Michelin-starred chefs. *International Journal of Contemporary Hospitality*, 19(6), pp. 444-460.
- Overton, J. & Banks, G., 2015. Conspicuous production: Wine, capital and status. *Capital and Class*, 39(3), pp. 473-491.
- Ozudogru, F., 2018. The readiness of prospective teachers for culturally responsive teaching 1. *Acta Didactica Napocensia*, 11(3/4), pp. 1-12.
- Paulsen, M., Rognsa, G. & Hersleth, M., 2015. Consumer perception of food-beverage pairings: The influence of unity in variety and balance. *International Journal of Gastronomy and Food Science*, 2(2), pp. 83-92.
- Plumpton College, 2019. *Plumpton College*. [Online] Available at: <https://www.plumpton.ac.uk/courses/fda-wine-business-foundation-degree-validated-by-the-royal-agricultural-university-189/> [Accessed 01 March 2019].
- Plumpton College, 2019. *Plumpton College Masters in Viticulture and Oenology*. [Online] Available at: <https://www.plumpton.ac.uk/courses/msc-viticulture-oenology-masters-degree-validated-by-the-royal-agricultural-university-193/> [Accessed 01 March 2019].
- Plumpton, 2018. *plumpton college*. [Online] Available at: <https://www.plumpton.ac.uk> [Accessed 17 September 2018].
- Sayburn, R., 2005. The Commis Sommelier. *Caterer and Hotelkeeper*, 195(4399), pp. 26-29.
- Sayburn, R., 2006. Coping with customers. *Caterer and Hotelkeeper*, 196(4437), p. 26.
- Saye, J. & Brush, T., 2002. Scaffolding critical reasoning about history and social issues in multimedia supported learning environments. *Educational technology research and development*, 50(3), pp. 77-96.
- Schiefer, J. & Fischer, C., 2008. The gap between wine expert ratings and consumer preferences. *International Journal of Wine Business Research*, 20(4), pp. 335-351.

Schrager, L. B., 2016. Southern Glazer's Wine and Spirits establishes industry's first national team of dedicated wine educators. *Business Wire, New York*, 13 October.

Sherman, C., 2016. Popping the cork. *Florida Trend*, 59(5), p. 12.

Shih, C.-L., Liao, C.-W., Lin, C.-F. & Liao, T.-k., 2016. A Study on Hospitality and Tourism Teachers' Teaching Competence to Use Inquiry-Based teaching into "Project Study" Curriculum of Senior High and Vocational Schools. *International Journal of Information and Education Technology*, 6(11), pp. 904-908.

Sims, F., 2004. The new term of endearment. *Caterer and Hotelkeeper*, 193(4339), p. 40.

Sims, F., 2005. Vine inspiration. *Caterer and Hotelkeeper*, 195(4401), p. 34.

Sims, F., 2009. Sommeliers Uncorked. *Caterer and Hotelkeeper*, 199(4587), p. 14.

Sims, F., 2015. I love sharing my passion. *The Caterer*, 205(4879), pp. 38-42,44.

Sommeliers, C. o. M., 2018. *Court of Master Sommeliers*. [Online] Available at: www.courtofmastersommeliers.org [Accessed 17 September 2018].

Spielmann, N., Jolly, S. & Parisot, F., 2014. Terroir in the media: the poetry of people, place and palate. *International Journal of Wine Business Research*, 26(3), pp. 224-240.

Teague, L., 2014. The long and tasty path to wine. *The Wall Street Journal*, 1 February.

Teague, L., 2017. Eating and Drinking On Wine: A closer look at the Making of a Sommelier. *The Wall Street Journal*, Eastern Edition(6).

Teague, L., 2017. On Wine: A closer look at the Making of a Sommelier. *Dow Jones Institutional News*.

Teoh, S., Ming, L., & Khan T., 2016. Faculty perceived barriers and attitudes toward peer review of classroom teaching in higher education settings: a meta-synthesis. *Sage Open*, 6(3), pp 1-8.

The glossary of education reform, 2015. *Scaffolding definition*. [Online] Available at: <https://www.edglossary.org/scaffolding/> [Accessed 22 February 2019].

University of Malta, 2012. *University of Malta*. [Online] Available at: https://www.um.edu.mt/__data/assets/pdf_file/0011/81758/Diploma_Course_Catalogue.pdf [Accessed 01 March 2019].

University of Malta, 2017. *University of Malta*. [Online] Available at: <https://www.um.edu.mt/search?search=wine+courses> [Accessed 01 March 2019].

University of Malta, 2018. *University of Malta*. [Online] Available at: <https://www.um.edu.mt/courses/studyunit/las2003> [Accessed 01 March 2019].

University of Malta, 2018. *University of Malta*. [Online] Available at: <https://www.um.edu.mt/courses/studyunit/TTC2109> [Accessed 01 March 2019].

University of Malta, 2018. *University of Malta*. [Online] Available at: <https://www.um.edu.mt/courses/studyunit/trs1303> [Accessed 01 March 2019].

Vaillant, N. & Wolff, F.-C., 2013. Understanding how experts rate cigars: a 'havanometric' analysis. *Applied Economics*, 45(1), pp. 99-109.

Valimaa, J. & Hoffman, D., 2008. Knowledge society discourse and higher education. *Higher Education*, 56(3), pp. 265-285.

Walker, M., 2012. Universities and a human development ethics: a capabilities approach to curriculum. *European Journal of Education*, 47(3), pp. 448-461.

Wang, Y.-F., Horng, J.-S., Cheng, S. & Killman, L., 2011. Factors influencing food and beverage employees' career success: A contextual perspective. *International Journal of Hospitality Management*, 30(4), pp. 997-1007.

Watts-Taff, S., Laster, B., Broach, L., & Marinak, B., 2013. Differentiated instruction: making informed teacher decisions. *Reading Teacher*, 66(4), pp 303-314

Weissman, N., 2012. Sustainability and liberal education: partners by nature. *Liberal Education*, 98(4).

Whitelaw, P. & Wrathall, J., 2015. Developing practice oriented undergraduate courses in a quality framework, A case study: bachelor of event management. *Quality Assurance in Education*, 23(4), pp. 395-409.

Wikipedia, 2019. *Sommelier*. [Online] Available at: <https://en.wikipedia.org/wiki/Sommelier> [Accessed 10 February 2019].

Wire, B., 2015. Le Cordon Bleu college of culinary arts launches new wine and beverage certificate program. *Business Wire*, 7 September.

WSET, 2018. *wines and spirits education trust*. [Online] Available at: www.wset.co.uk [Accessed 17 September 2018].

Zucco, G. M., Carassai, A. & Baroni, M. R., 2011. Labeling, identification, and recognition of wine-relevant odorants in expert sommeliers, intermediates, and untrained wine drinkers. *Perception*, 40(5), pp. 598-607.

Yildirim, I., 2017. The effects of gamification-based teaching practices on student achievement and students' attitudes towards lessons. *The internet and higher education*. 33, pp 86-92

11 Appendices

Appendix 1. Survey questions - HND sommelier course

Introduction / Foreword

Survey

My name is Aaron Rizzo. I am a lecturer at ITS reading for a master's degree in hospitality management. It will be highly appreciated if you take 8 to 10 minutes of your time to fill in this survey to provide feedback for my thesis. It is my intention to create a full and complete sommelier's course at ITS incorporating all international WSET courses to meet the needs of the hospitality industry. Your feedback will be treated in strictest confidence for the sole purpose of my thesis.

Many thanks.

Aaron Rizzo

1. In which sector of the hospitality industry are you working? (choose one option)

Hotels
Restaurants
Bars
Supermarkets
Wine retail shops
Wine importer/Supplier
Education hospitality
Private dining
Other (please specify) _____

2. Which position do you occupy within your company? (choose one option)

General Manager
Food and beverage manager
Restaurant manager
Human resources manager
Sommelier
Bartender
Bars manager
Food and beverage server
Head waiter
Retail shop manager
Marketing manager
Brand manager
Sales manager
Lecturer hospitality sector
Other (please specify) _____

3. Which type of qualification do you have related to wines? (you can choose more than one option)

WSET level 2 intermediate
WSET level 3 advanced
WSET level 4 diploma
Master sommelier introductory
Master sommelier certified
Master sommelier advanced
None of the above
Other (please specify) _____

4. Which type of wines do you sell within your company? (you can choose more than 1 option)

Super premium wines
Premium wines
Mid-priced wines
Inexpensive wines
All the above
Other (please specify) _____

5. Do you agree with this statement: "Malta and Gozo need a complete, professional course for a sommelier or wine advisor?"

1= Totally disagree 2= Mostly disagree 3= Mostly agree 4= Totally agree

6. If you totally or mostly disagree to question 5 above, please specify why you do not agree?
-

7. What are your main tasks within the company regarding wines? (you can choose more than 1 option)

Compiling the wine list
Purchasing wine
Storing / cellar control
Selling the wine to the customer
Serving the wine at the customer's table
Pricing the wine on the wine list
Other (please specify) _____

8. Is there a sommelier employed in your company? (choose one option)

Yes
No
I do not know

9. Do you agree with this statement: "There should be a qualified person to sell wines in my company?"

1= Totally disagree 2= Mostly disagree 3= Mostly agree 4= Totally agree

10. If you agree to question 9 above, what should be the title of your employee qualified in wine?

Sommelier
Wine advisor
Wine consultant
Wine manager
Wine Brand manager
Wine sales assistant
Other (please specify) _____

11. For what purpose would you require a sommelier or wine advisor within your company? (choose 3 most important options)

Purchasing of wine
Cellar control
Selling of wine
Increase revenue
Recommending wines to customers
Offering better service
Composing the wine list
Marketing
Training of staff
Tasting of wines
Wine and food combinations
Other (please specify) _____

12. Field trips are important to give practical knowledge to sommeliers. Which of the following are important to have at the ITS sommelier course? (choose 3 most important options)

Visits to suppliers related to wine module
Visits to wineries and vineyards module
Visits to professional tastings related to wines and spirits module
Visit to a local brewery
Visits to cultural places related to Maltese history
None of the above
Other (please specify) _____

13. Part of the course is a compulsory summer internship. Where would you suggest having the summer 14 weeks practical internship? (choose one option)

At the participant's place of work
At any other hotel or restaurant supplied by ITS
At a local winery
At a local wine importer or supplier
At a wine retail shop
At a foreign company abroad related to wine
Other (please specify) _____

14. Which of the following subjects are **NOT** necessary for a sommelier to learn about? (choose **more than one** option)

Grape growing and winemaking techniques
Wine regions of the world
Champagnes and sparkling wines
Liqueur wines: Sherry and Port
Spirits of the world

- Practical sensorial analysis in tasting wine
- Compiling a wine list
- Cellar control and inventory management
- Purchasing, costing and control
- Customer care
- Upselling techniques
- Practical basic cooking skills
- Practical restaurant service skills in wine
- Marketing
- Maltese History
- Public speaking skills
- Wine and food pairing skills
- Cheese, Beer, and cigars
- Water knowledge
- Tea and coffee knowledge
- WSET level 1 Sake
- WSET level 2 intermediate in wines and spirits
- WSET level 2 in spirits
- WSET level 3 advanced in wines

15. Which foreign languages (related to wine knowledge, wine labelling and wine regions) should an ITS professional sommelier course have? (you can choose more than one option).

- French
- Italian
- Spanish
- German
- All the above
- Other (please specify) _____

16. Would you offer the ITS sommelier course as full time or part time? (choose one option)

- Full time
- Part time
- Both full time and part time
- Other (please specify) _____

17. What should be the duration of the ITS sommelier course? (choose one option)

- One-year full time (9 months)
- One and a half years full time (12 months)
- Two years full time (18 months)
- Two years part time (15 months)
- Three years part time (21 months)
- One and a half years full time and two years part time
- Other (please specify) _____

18. What should be the necessary qualifications to apply for the ITS sommelier course? (you can choose more than one option)

- Minimum 2 years work experience in a wine related environment
- Minimum 3 years work experience in a wine related environment
- Minimum 4 years work experience in a wine related environment
- Minimum 5 years work experience in a wine related environment

Academic qualifications level 4 (diploma level) related to the hospitality industry and/or wine
Academic qualifications level 3 (certificate level) related to the hospitality industry and/or wine
Other (please specify) _____

19. What should be the educational level of the ITS sommelier course?

Certificate level 3
Diploma level 4
HND (Higher National Diploma) level 5
Other (please specify): _____

20. The sommelier course involves wines for tasting which comes at a cost. How much should an applicant pay to attend the modules except for international WSET courses?

Please specify a number in euros _____

21. Is there any feedback you would like to add?

Appendix 2. The proposed full-time curriculum

Higher national diploma Sommelier full time programme

Module code	Semester 1	Type	HRS P/W	CH	SS	Total	Crd
	French	KC	1	14	36	50	2
	Italian	KC	1	14	36	50	2
	Customer care	KC	1	14	36	50	2
	Practical wine and beverage service skills	SS	6	84	66	150	6
	Practical wine sensorial analysis	SS	2	28	47	75	3
	Grapegrowing techniques: viticulture	UK	1	14	61	75	3
	Advanced Wine regions of the world	UK	2	28	72	100	4
	Cellar control and inventory management	UK	1	14	61	75	3
	Compiling a wine list	UK	1	7	43	50	2
	Other wines of the world	UK	1	14	61	75	3

To complete WSET level 2 in wines and spirits evening course.

	Totals		17	231	519	750	30
--	--------	--	----	-----	-----	-----	----

Module code	Semester 2	Type	HRS P/W	CH	SS	Total	Crd
	Spanish	KC	1	14	36	50	2
	German	KC	1	14	36	50	2
	Upselling techniques	KC	1	14	36	50	2
	Visits to wine related activities	SS	5	56	69	125	5
	Practical wine sensorial analysis	SS	2	28	47	75	3
	Practical spirit sensorial analysis	SS	2	28	47	75	3
	Winemaking techniques: vinification	UK	1	14	61	75	3
	Wine and food pairing	UK	1.5	21	29	50	2

	Cheese and cigars	UK	1	7	43	50	2
	Spirits of the world	UK	1	14	36	50	2
	Advanced wine regions of the world	UK	2	28	72	100	4

To complete WSET level 3 advanced in wines and WSET level 2 in spirits evening courses. Full time students can apply only for the exams.

	Totals		18.5	238	512	750	30
--	--------	--	------	-----	-----	-----	----

	Internship		0	0	0	250	10
--	------------	--	---	---	---	-----	----

	Total number of credits		35.5	469	1031	1750	70
--	-------------------------	--	------	-----	------	------	----

KC 12

SS 30

UK 28

TOTAL 70 ECTS

Appendix 3. The proposed part time curriculum structure

Higher national diploma Sommelier part time programme

Module code	Semester 1	Type	HRS P/W	CH	SS	Total	Crd
	French	KC	1	14	36	50	2
	Practical wine and beverage service skills	SS	6	84	66	150	6
	Practical wine sensorial analysis	SS	2	28	47	75	3
	Grapegrowing techniques: viticulture	UK	1	14	61	75	3
	Advanced Wine regions of the world	UK	2	28	72	100	4

	Totals		12	168	282	450	18
--	--------	--	----	-----	-----	-----	----

Module code	Semester 2	Type	HRS P/W	CH	SS	Total	Crd
	Italian	KC	1	14	36	50	2
	Customer care	KC	1	14	36	50	2
	Practical wine sensorial analysis	SS	2	28	47	75	3
	Winemaking techniques: vinification	UK	1	14	61	75	3
	Advanced wine regions of the world	UK	2	28	72	100	4

	Totals		7	98	252	350	14
--	--------	--	---	----	-----	-----	----

To complete WSET level 2 in wines and spirits evening course.

Module code	Semester 3	Type	HRS P/W	CH	SS	Total	Crd
	Spanish	KC	1	14	36	50	2
	Upselling techniques	KC	1	14	36	50	2
	Visits to wine related activities	SS	5	56	69	125	5
	Other wines of the world	UK	1	14	61	75	3
	Wine and food pairing	UK	1.5	21	29	50	2
	Cheese and cigars	UK	1	7	43	50	2

	Totals		10.5	126	274	400	16
--	--------	--	------	-----	-----	-----	----

To complete WSET level 3 advanced in wines evening course at the end of semester three.

Module code	Semester 4	Type	HRS P/W	CH	SS	Total	Crd
	German	KC	1	14	36	50	2
	Cellar control and inventory management	UK	1	14	61	75	3
	Compiling a wine list	UK	1	7	43	50	2
	Spirits of the world	UK	1	14	36	50	2
	Practical spirit sensorial analysis	SS	2	28	47	75	3

	Totals		6	77	223	300	12
--	--------	--	---	----	-----	-----	----

	Internship		0	0	0	250	10
--	------------	--	---	---	---	-----	----

	Total number of credits		35.5	469	1031	1750	70
--	-------------------------	--	------	-----	------	------	----

To complete WSET level 2 in spirits evening course at the end of semester four.

A list of abbreviations for developing the curriculum structure:

KC – Knowledge competency (numeracy and literacy competences)

SS – sectorial skills (the practical skills)

UK – underpinning knowledge (the theory subjects which are technical to wine)

P/W – the hours per week to teach the module

CH – contact hours

SS – self study hours

Crd – ECTS credits

Appendix 4. Questions asked in the internal focus group.

Engagement questions:

- 1.Looking at the hard copy of the full time and part time programmes; which modules should be removed?
- 2.Looking at the hard copy of the full time and part time programmes; which modules should be added?

Exploration questions:

- 3.How can we offer the wine service practical module? Participants to join a service group in the evenings or have practical restaurant wine demonstrations in a private class?
- 4.Does the module customer care need to be re-worded as this module is offered at certificate level?
- 5.How can the field trips to wine related companies be organised? Should they be of 3 hours duration?
- 6.As for the course of cigars, a supplier will be interested to deliver a short course in cigar making and cigar tasting. Can this course be held as field trips?
- 7.How can the 3 month internship be organised? (see list of four options according to the recommendations)
- 8.How should the language courses be taught? (see list of foreign languages and proposed topics to be taught)
- 9.What should be the cost of the sommelier course?
- 10.Which qualifications should be necessary for an applicant to apply for the HND sommelier course? (see level of qualifications and entry requirements)
- 11.When should the part time courses be held at ITS?
- 12.What should be the duration of the HND sommelier course?
- 13.Do we need a full time and part time HND sommelier course?

Exit question:

14.Is there anything you would like to ask regarding the HND sommelier course?

Appendix 5. The final full-time HND programme

Module code	Semester 1	Type	HRS P/W	CH	SS	Total	Crd
	French for sommellerie	KC	1	14	36	50	2
	Italian for sommellerie	KC	1	14	36	50	2
	Customer care for sommellerie	KC	1	14	36	50	2
	Public speaking skills	KC	1	14	36	50	2
	Practical wine and beverage service skills	SS	6	84	66	150	6
	Practical wine sensorial analysis	SS	2	28	22	50	2
	Grapegrowing techniques: viticulture	UK	1	14	36	50	2
	Advanced Wine regions of the world	UK	2	28	72	100	4
	Cellar control and inventory management	UK	1	14	36	50	2
	Compiling a wine list	UK	1	7	18	25	1
	Other wines of the world	UK	1	14	36	50	2
	Cheese for sommellerie	UK	1	14	36	50	2

To complete WSET level 2 in wines and spirits evening course (optional)

	Totals		19	259	466	725	29
--	--------	--	----	-----	-----	-----	----

Module code	Semester 2	Type	HRS P/W	CH	SS	Total	Crd
	Spanish for sommellerie	KC	1	14	36	50	2
	German for sommellerie	KC	1	14	36	50	2
	Upselling techniques for sommellerie	KC	1	14	36	50	2
	Research methods	KC	1	14	36	50	2
	Long essay	KC	1	5	120	125	5
	Visits to wine related activities	SS	5	70	55	125	5
	Practical wine sensorial analysis	SS	2	28	22	50	2
	Practical spirit sensorial analysis	SS	2	28	22	50	2

	Winemaking techniques: vinification	UK	1	14	36	50	2
	Wine and food pairing	UK	1.5	21	54	75	3
	Cigars for sommellerie	UK	1	14	36	50	2
	Spirits of the world	UK	1	14	36	50	2
	Advanced wine regions of the world	UK	2	28	72	100	4
	Aperitifs and digestive bitters	UK	1	7	18	25	1

To complete WSET level 3 advanced in wines and WSET level 2 in spirits evening courses. Full time students can apply only for the exams.

	Totals		21.5	285	615	900	36
--	--------	--	------	-----	-----	-----	----

	Internship (6 months)		0	0	625	625	25
--	-----------------------	--	---	---	-----	-----	----

	Total number of credits		40.5	544	1706	2250	90
--	-------------------------	--	------	-----	------	------	----

KC 21 credits

SS 42 credits

UK 27 credits

TOTAL 90 ECTS

Appendix 6. The final part time HND programme

Module code	Semester 1	Type	HRS P/W	CH	SS	Total	Crd
	French for sommellerie	KC	1	14	36	50	2
	Practical wine and beverage service skills	SS	6	84	66	150	6
	Practical wine sensorial analysis	SS	2	28	22	50	2
	Grapegrowing techniques: viticulture	UK	1	14	36	50	2
	Advanced Wine regions of the world	UK	2	28	72	100	4

	Totals for semester 1		12	168	232	400	16
--	-----------------------	--	----	-----	-----	-----	----

Module code	Semester 2	Type	HRS P/W	CH	SS	Total	Crd
	Italian for sommellerie	KC	1	14	36	50	2
	Customer care for sommellerie	KC	1	14	36	50	2
	Practical wine sensorial analysis	SS	2	28	22	50	2
	Winemaking techniques: vinification	UK	1	14	36	50	2
	Advanced wine regions of the world	UK	2	28	72	100	4
	Cellar control and inventory management	UK	1	14	36	50	2

	Totals for semester 2		8	112	238	350	14
--	-----------------------	--	---	-----	-----	-----	----

To complete WSET level 2 in wines and spirits evening course.

	Internship (3 months)		0	0	300	300	12
--	-----------------------	--	---	---	-----	-----	----

Module code	Semester 3	Type	HRS P/W	CH	SS	Total	Crd
	Spanish for sommellerie	KC	1	14	36	50	2
	Upselling techniques for sommellerie	KC	1	14	36	50	2
	Research methods	KC	1	14	36	50	2
	Long essay	KC	1	5	120	125	5
	Visits to wine related activities	SS	5	70	55	125	5
	Other beverages of the world	UK	1	14	36	50	2
	Wine and food pairing	UK	1.5	21	54	75	3
	Cheese for sommellerie	UK	1	14	36	50	2

	Totals for semester 3		12.5	166	409	575	23
--	-----------------------	--	------	-----	-----	-----	----

To complete WSET level 3 advanced in wines evening course at end of semester 3.

Module code	Semester 4	Type	HRS P/W	CH	SS	Total	Crd
	German for sommellerie	KC	1	14	36	50	2
	Public speaking skills	KC	1	14	36	50	2
	Cigars for sommellerie	UK	1	14	36	50	2
	Compiling a wine list	UK	1	7	18	25	1
	Spirits of the world	UK	1	14	36	50	2
	Aperitives and digestive bitters	UK	1	7	18	25	1
	Practical spirit sensorial analysis	SS	2	28	22	50	2

	Totals for semester 4		8	98	202	300	12
--	-----------------------	--	---	----	-----	-----	----

	Internship (3 months)		0	0	325	325	13
--	-----------------------	--	---	---	-----	-----	----

	Total number of credits		40.5	544	1706	2250	90
--	-------------------------	--	------	-----	------	------	----

To complete WSET level 2 in spirits evening course at the end of semester four.

Appendix 7. Module descriptor for advanced wine regions of the world

1. Title of module
Advanced wine regions of the world
2. Module code
3. Malta Qualifications Framework (MQF) level
Level 5 HND
4. Module objective
<p>At the end of the course the candidate will provide a comprehensive level of product knowledge to complement the skills and competencies to work in a restaurant as a sommelier, and for people focused on wine knowledge in the retail sector.</p> <p>Candidates will be able to give information of the main characteristics of the principal wines of the world as well as their methods of production.</p> <p>Candidates will confidently provide guidance on the various wines of the world and make informed recommendations to customers when selecting wines to meet their taste and price requirements.</p>
5. Learning outcomes
5.1 Knowledge: – at the end of the module/unit the learner will have been exposed to the following:
<ul style="list-style-type: none"> a) French regions: Bordeaux region – for every wine region the student will focus on maps, location, natural factors, human factors, viticultural and vinification production methods, grape varieties, styles of wine, and labelling laws of the region. b) Southwest France and Bordeaux look alike c) Burgundy region d) Alsace region e) Loire valley region f) Northern Rhone region g) Southern Rhone region h) South of France: Languedoc-roussillon and Provence i) Northern Italian wine regions j) Central Italian wine regions k) Southern Italian wine regions l) Northern Spanish wine regions m) Southern Spanish wine regions n) Portugal regions o) Austria wine regions p) Hungarian wine regions q) Greek wine regions r) Germany wine regions s) New world countries and California t) Oregon, Washington, and New York regions and Canadian regions u) South African wine regions v) Chilean wine regions w) Argentinean wine regions x) Australian wine regions y) New Zealand wine regions
5.2 Skills – at the end of the module/unit the learner will have mastered the following skills:

Applying knowledge and understanding

The learner will be able to:

- a) Apply the main production human and natural factors that determine the styles of wines for every wine region.
- b) Demonstrate how the principal types of wines are produced and labelled, and describe their key characteristics.
- c) Apply the viticultural techniques used to make quality wine from a terroir perspective.
- d) Apply the location and topography of the region to produce quality wines.

5.2.1 Judgment Skills and Critical Abilities

The learner will be able to:

- a) Identify the grape varieties of all wine regions and their styles and characteristics.
- b) Assess the different regions of the world and the type of wine produced.
- c) Identify the location of all wine regions from a geographical wine map.
- d) Identify the principal types of entry level, mid-priced, premium and super premium quality wines and describe their key characteristics.
- e) Evaluate the microclimate of the wine region to produce premium quality wines.
- f) Evaluate how entry level wines are produced compared to premium wine.
- g) Evaluate how quality in wine can be achieved through the soil of the region and/or good viticultural and winemaking practices.
- h) Assess the wine regions by identifying the six factors affecting the quality of wine: viticulture, vinification, grape variety, weather, microclimate, and soil.

5.2.2 Additional Module-Specific Communication Skills, if required.

The learner will be able to:

- a) State what grape varieties provide aromas and flavours for the wine maker.
- b) Explain the process involved in making the red, white, sweet or rose wines for every wine region.
- c) Name the options that are available for the winemaker to make quality wine.
- d) State the legal requirements for the production of the principal types of wines.
- e) State the production processes used to make the principal types of wines.
- f) State the meaning of the most important labelling terms that are used with the principal types of wines for every wine region.
- g) Describe the key characteristics of the principal types of wines.
- h) Name and locate the principal regions, districts, villages or communes and single vineyards within the wine regions.

5.3 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

- a) Deal with the purposes of the maturation processes involved in different wine regions.
- b) Comply with the legal requirements in the production of various wines.
- c) Ensure that labelling requirements are known and fully understood for every wine region.
- d) Advise which wines are suitable for different companies within the on trade (HORECA) and off trade markets (retail shops and supermarkets).
- e) Advise which wines are considered entry level and which wines are considered as premium.

6. Hours of total learning for this Module/Unit

Contact hours: __56__

Supervised practice hours: __0__

(Lectures/ seminars/ tutorials/ participation in

online forums/ video lectures and other learning activities under the direction and control of an instructor)		(During these hours the learner is supervised, coached or mentored)		
Self-Study hours: __137__ (Estimated workload of research and study)		Assessment hours: __7__ (Examinations/ presentations/ group work/ projects/ etc..)		
6.1 Total Number of ECTS/ECVETs of the Module/Unit				
__8__ ECTS / ECVETs				
6.2 Please explain how this module/unit will be taught				
	Teaching Method	Choose most appropriate (tick)	Brief Description	
	Lecturer centered	x	Theory of the wine regions	
	Learner centered	x	In class questions and answers	
	Content centered	x	Focused on wine regions	
	Practical / Hands-on			
	Interactive / Participative	x	Very interactive showing maps of every wine region	
6.3. Please explain how this module/unit will be assessed (ex: presentation 40% and assignment 60%)				
	Assignment type	Choose most appropriate (tick)	Number & percentage	Metric
	Exam	x	3 – 40%	Hours
	Presentation			Minutes
	Case Study			Words
	Assignment			Words
	Portfolio			n/a
	Report			Words
	Poster			Minutes
	Journal			Words
	Practical Test	x	2 tests – 4 hours – 60%	Hours
	Group final Project			
7. Reading list				
Core reading list a) Notes in class will be provided. b)				
8. Minimum formal qualifications and experience required to teach this module/unit				
WSET Diploma level 4 in wines and spirits. Bachelor's degree in hospitality management or similar.				
9. Board of Studies - Approval				

Date _____

10. Programme Quality Validation Board - Approval

Date _____

Appendix 8. Module descriptor for wine and food pairing

6. Title of module
Wine and food pairing
7. Module code
8. Malta Qualifications Framework (MQF) level
Level 5 HND
9. Module objective
At the end of the course the candidate will provide the basic rules for pairing different food dishes with different wines and grape varieties. The student will learn the basic wine production methods adopted in the vineyard and the winery. Theoretical knowledge will be provided to the student on the characteristics of different grape varieties together with the rules of tasting, food and wine pairing, and applying this knowledge by creating a food and wine menu concept.
10. Learning outcomes
<i>5.2 Knowledge: – at the end of the module/unit the learner will have been exposed to the following:</i>
<ul style="list-style-type: none"> a) Introduction to wine and wine making: viticulture techniques used in the vineyard. b) Vinification practices: fermentation and maturation processes of white, rose and red wines. c) Main characteristics of white grape varieties. d) Main characteristics of black grape varieties. e) The five tastes: wine appreciation and tasting and evaluating wine. f) The basic rules of food and wine pairing. g) Pairing food by varietal white grapes. h) Pairing food by varietal black grapes. i) The rules for the storage of wine and serving temperatures of different wine styles. j) The production of sparkling wines: suitable foods matched.
<i>5.2 Skills – at the end of the module/unit the learner will have mastered the following skills:</i>
<i>Applying knowledge and understanding</i>
<i>The learner will be able to:</i>
<ul style="list-style-type: none"> a) Plan a menu with food dishes paired with different wines using research methods. b) Design and construct a menu with food dishes using appropriate assessment criteria using a marketing concept. c) Arrange different wines from different grape varieties to pair with the food dishes selected giving reasons for choosing such wines based on the style of wine used. d) Show good knowledge on the main wine producing countries and their latitude zones. e) Demonstrate knowledge on the different basic operations carried out in the vineyard for every season. f) Demonstrate knowledge on the actual winemaking processes of white wines, rose wines and red wines. g) Apply the characteristics of the white and black grape varieties to the basic rules of wine and food pairing. h) Apply the basic factors affecting the production of wine to the various wine styles produced from the grape varieties. i) Demonstrate knowledge on the correct storage procedures of wine. j) Show good knowledge in the serving temperatures of white wines, sweet wines, sparkling wines, rose wines and light to full bodied red wines.

5.2.1 Judgment Skills and Critical Abilities

The learner will be able to:

- e) Compare the different works carried out in a vineyard for every season.
- f) Identify the main characteristics of a grape berry: its basic components.
- g) Compare the different methods of putting oak flavours into wine compared with inert wine vessels as regards to barrels, other simple oak methods and stainless steel, concrete vessels.
- h) Compare the differences between natural and controlled fermentation when making white wines, rose wines and red wines.
- i) Identify the concept of terroir: climate, soil, topography and grape variety.
- j) Identify the climatic hazards and different pests in a vineyard.
- k) Examine the basic different methods of making white wines, rose wines and red wines.
- l) Categorise the four different wine types and the colours of wines.
- m) Analyse the main characteristics of different white grape varieties, namely, Chardonnay, sauvignon blanc, Riesling, gewürztraminer, pinot grigio, moscato, chenin blanc, vermentino, viognier and girello.
- n) Analyse the main characteristics of different black grape varieties, namely: merlot, cabernet sauvignon, cabernet franc, syrah, carmenere, malbec, pinotage, pinot noir, zinfandel, grenache, gamay, tempranillo, sangiovese and gellewza.
- o) Identify the five tastes present on the palate: sweet, sour, bitter, salty and umami.
- p) Analyse the wine tasting process on appearance, nose and palate.
- q) Identify the basic rules of food and wine pairing as regards to sweetness, spiciness, body, richness, texture, saltiness, tannin, fat and acidity.
- r) Choose the correct white or black grape variety for the correct food dish by offering suitable recommendations.
- s) Identify the correct rules of the storage of wines together with the storage temperature and humidity levels.
- t) Identify the correct serving temperatures of light bodied white wines, full bodied white wines, light bodied red wines, full bodied red wines, sweet wines, and sparkling wines.
- u) Compare the differences between acidity and tannin in wine.
- v) Identify the different ways of creating a sparkle in wine.
- w) Propose a suitable menu with food dishes to pair with different wines and grape varieties.
- x) Analyse the full sequence of the traditional method for producing the best sparkle.

5.2.2 Additional Module-Specific Communication Skills, if required.

The learner will be able to:

- i) Describe the five tastes on the palate as regards to wine appreciation and tasting wine.
- j) Name the different components of the grape as regards to skin, pulp, stalks, bloom and pips.
- k) Explain the different methods used of grape processing as regards to reception of grapes, destemming, crushing and pressing of grapes.
- l) Name the basic fermentation temperatures for white, rose and red wines.
- m) Describe the basic processes of fermentation.
- n) State the correct way of making a white wine, rose wine, sweet wine and a red wine.
- o) Explain the basic rules of wine and food combination.
- p) Name the factors that affect the quality of a bottle of wine as regards to the six factors affecting the quality of wine.
- q) Describe the main characteristics of the white and black grape varieties.
- r) Express the different white and black grape varieties that can be used to combine with food dishes.
- s) Explain the different wines chosen to combine with the food dishes by giving tasting notes.
- t) State the reasons for pairing the food dishes with the wines selected using the rules of food and wine pairing.

5.3 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

- a) Deal with the concept of terroir to produce good quality wine in regards to the six factors affecting the quality of wine.
- b) Be responsible for grasping the basic viticultural techniques used in the vineyard to grow good quality grapes.
- c) Be responsible for grasping the main vinification techniques used in the winery to make good quality wine.
- d) Deal with the main components of the grape and represent it on a diagram.
- e) Ensure that most definitions are clearly understood as regards to wine, viticulture, vinification and the fermentation process.
- f) Ensure that the main characteristics of white and black grape varieties are identified to be able to match/combine/pair them with different wines available.
- g) Ensure that the five tastes are clearly monitored in relation to the diagram of the palate and through wine appreciation.
- h) Comply with the basic rules of wine and food pairing to clearly match acidity, tannin, fat, oil, basic methods of cooking, salt, bitterness, weight and richness.
- i) Deal with the characteristics of the white and black grape varieties to comply with the basic rules of wine and food pairing.
- j) Ensure that wine is stored in four optimal conditions as regards to temperature, humidity level, and good cellar conditions.
- k) Ensure that the serving temperatures of different styles of wines are clearly understood.
- l) Comply with the basic rules and regulations of wine labelling.

6. Hours of total learning for this Module/Unit

<p>Contact hours: __11__</p> <p><i>(Lectures/ seminars/ tutorials/ participation in online forums/ video lectures and other learning activities under the direction and control of an instructor)</i></p>	<p>Supervised practice hours: __6__</p> <p><i>(During these hours the learner is supervised, coached or mentored)</i></p>
<p>Self-Study hours: __54__</p> <p><i>(Estimated workload of research and study)</i></p>	<p>Assessment hours: __4__</p> <p><i>(Examinations/ presentations/ group work/ projects/ etc..)</i></p>

6.1 Total Number of ECTS/ECVETs of the Module/Unit

__3__ ECTS / ECVETs

6.2 Please explain how this module/unit will be taught

Teaching Method	Choose most appropriate (tick)	Brief Description
Lecturer centered	x	Theory of food and wine pairing
Learner centered	x	Practical wine and food tasting
Content centered	x	Focused on wine and food
Practical / Hands-on	x	Tasting of 24 wines
Interactive / Participative	x	Very interactive showing three senses: sight, smell and taste.

6.3. Please explain how this module/unit will be assessed (ex: presentation 40% and assignment 60%)

Assignment type	Choose most appropriate (tick)	Number & percentage	Metric
Exam	x	2.5 hrs	Hours
Presentation			Minutes
Case Study			Words
Assignment			Words
Portfolio	x	24 wines	n/a
Report			Words
Poster			Minutes
Journal			Words
Practical Test	x	1.5 hrs wine and food	Hours
Group final Project			

7. Reading list

Core reading list
c) Notes in class will be provided.
d)

9. Minimum formal qualifications and experience required to teach this module/unit

WSET Diploma level 4 in wines and spirits and
Bachelor's degree in hospitality management or similar.

9. Board of Studies - Approval

Date _____

10. Programme Quality Validation Board - Approval

Date _____

Appendix 9. Module descriptor for practical wine sensorial analysis

11.	Title of module
	Practical wine sensorial analysis
12.	Module code
13.	Malta Qualifications Framework (MQF) level
	Level 5 HND
14.	Module objective
	At the end of the course the candidate will be able to taste wine professionally using a systematic approach to tasting wine. The student will taste wines from different quality wine regions and will learn the categories adopted to taste wine on appearance, nose and palate. Moreover, the student will be able to provide a conclusion to the wine's progress, its quality level, the price range, and the provenance of the wine together with its vintage year. The student will have to create a portfolio of different wines and assessed in a blind tasting exam.
15.	Learning outcomes
	5.3 Knowledge: – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> k) Four wines will be tasted for every lesson in 28 weeks for the following wine regions: l) Wines of France m) Wines of Bordeaux and South West France n) Wines of Burgundy and Beaujolais o) Wines of Alsace p) Wines of the Loire valley q) Wines of the Northern Rhone Valley r) Wines of the Southern Rhone Valley s) Wines of the South of France: Languedoc Roussillon and Provence t) Wines of Northern Italy u) Wines of Central Italy v) Wines of Southern Italy w) Wines of Northern Spain x) Wines of Southern Spain y) Wines of Portugal z) Wines of Hungary aa) Wines of Austria bb) Wines of Greece cc) Wines of Germany dd) Wines of USA, Oregon, and Washington ee) Wines of South Africa ff) Wines of Chile gg) Wines of Argentina hh) Wines of Australia ii) Wines of New Zealand jj) Wines of Champagne and sparkling wines Wines of Jerez (Sherry) Wines of the Douro Valley (Port) VDNs – Vin Doux Naturels (Natural sweet wines)
	5.2 Skills – at the end of the module/unit the learner will have mastered the following skills:

Applying knowledge and understanding

The learner will be able to:

- k) Construct a portfolio of tasting notes for 112 wines per lesson.
- l) Apply the natural factors and the human factors in the vineyard with every wine tasted.
- m) Demonstrate knowledge on the location of every wine tasted.
- n) Demonstrate knowledge on the actual winemaking processes of white wines, rose wines, red wines, sweet wines, sparkling wines, Sherry and Port.
- o) Apply the characteristics of the white and black grape varieties to the tasting notes produced.
- p) Apply the six factors affecting the production of wine to the various wines tasted.
- q) Demonstrate knowledge on the correct storage procedures of the wine being tasted.
- r) Show good knowledge in the serving temperatures of white wines, sweet wines, sparkling wines, rose wines and light to full bodied red wines.

5.2.1 Judgment Skills and Critical Abilities

The learner will be able to:

- y) Compare the different wines being tasted giving reasons why the wine is produced in that way.
- z) Identify the main characteristics of the grapes used to make the wine.
- aa) Compare the wines in the usage of different methods of putting oak flavours into wine compared with inert wine vessels as regards to barrels, other simple oak methods and stainless-steel vessels.
- bb) Compare the differences between the aromas and flavours of all styles of wine tasted.
- cc) Identify the concept of terroir: climate, soil, topography and grape variety in relation to the aroma and flavours of the wine.
- dd) Identify the components in the wine on appearance, nose, palate, conclusion and assessment of quality adopting the systematic approach to tasting wine.
- ee) Examine the basic different methods of making white wines, red wines, sparkling wines, sweet wines, Sherry and Port using the tasting procedure.
- ff) Analyse the main characteristics of different white grape varieties, namely, Chardonnay, sauvignon blanc, riesling, gewürztraminer, pinot grigio, moscato, chenin blanc, vermentino, viognier, torrontes, other Italian white varieties, Spanish white varieties and girgentina.
- gg) Analyse the main characteristics of different black grape varieties, namely: merlot, cabernet sauvignon, cabernet franc, syrah, carmenere, malbec, pinotage, pinot noir, zinfandel, grenache, gamay, tempranillo, sangiovese and Italian black varieties, Spanish black varieties, touriga nacional, and gellewza.
- hh) Identify the five tastes present on the palate: sweet, sour, bitter, salty and umami and compare a food dish with every wine.
- ii) Identify the basic rules of food and wine pairing as regards to sweetness, spiciness, body, richness, texture, saltiness, tannin, fat and acidity.
- jj) Choose the correct white or black grape variety for the correct food dish by offering suitable recommendations.
- kk) Identify the correct rules of the storage of wines together with the storage temperature and humidity levels.
- ll) Identify the correct serving temperatures of light bodied white wines, full bodied white wines, light bodied red wines, full bodied red wines, sweet wines, and sparkling wines.
- mm) Compare the differences between acidity and tannin in wine.
- nn) Identify the different ways of creating a sparkle in wine.
- oo) Identify the country, region of production, vintage year, maturation levels, quality level and price for every wine tasted.

5.2.2 Additional Module-Specific Communication Skills, if required.*The learner will be able to:*

- u) Describe the five tastes on the palate as regards to wine appreciation and tasting wine.
- v) State the information written on a wine label from every wine producing country.
- w) State the method used in the making of the white wine, rose wine, sweet wine and red wine.
- x) Explain the basic rules of wine and food combination.
- y) Name the factors that affect the quality of a bottle of wine as regards to the six factors affecting the quality of wine.
- z) Describe the main characteristics of the white and black grape varieties for every wine tasted.
- aa) Express the different white and black grape varieties that can be used to combine with food dishes.
- bb) Explain the different wines chosen to combine with the food dishes by giving tasting notes.
- cc) State the reasons for pairing the food dishes with the wines selected using the rules of food and wine pairing.

5.3 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

- m) Deal with the human factors to produce good quality wine in regards to topography, climate and soil.
- n) Be responsible for grasping the main vinification techniques used in the winery to make good quality wine.
- o) Ensure that the main characteristics of white and black grape varieties are identified to be able to match/combine/pair them with different wine regions and food dishes.
- p) Ensure that the five tastes are clearly monitored in relation to the diagram of the palate and through wine appreciation.
- q) Comply with the basic rules of wine and food pairing to clearly match acidity, tannin, fat, oil, basic methods of cooking, salt, bitterness, weight and richness.
- r) Deal with the characteristics of the white and black grape varieties to comply with the basic rules of wine and food pairing.
- s) Ensure that wine is stored in four optimal conditions as regards to temperature, humidity level, and good cellar conditions.
- t) Ensure that the serving temperatures of different styles of wines are clearly understood.
- u) Comply with the basic rules and regulations of wine labelling.

6. Hours of total learning for this Module/Unit

Contact hours: _____ <i>(Lectures/ seminars/ tutorials/ participation in online forums/ video lectures and other learning activities under the direction and control of an instructor)</i>	Supervised practice hours: __52__ <i>(During these hours the learner is supervised, coached or mentored)</i>
Self-Study hours: __44__ <i>(Estimated workload of research and study)</i>	Assessment hours: __4__ <i>(Examinations/ presentations/ group work/ projects/ etc..)</i>

6.1 Total Number of ECTS/ECVETs of the Module/Unit

__4__ ECTS / ECVETs

6.2 Please explain how this module/unit will be taught

Teaching Method	Choose most appropriate (tick)	Brief Description	
Lecturer centered	x	Supervised contact with student	
Learner centered	x	Feedback from students on wines	
Content centered	x	Student creates a portfolio of wines	
Practical / Hands-on	x	Tasting of 112 different wines	
Interactive / Participative	x	Very interactive showing three senses: sight, smell and taste and giving an assessment of quality for every wine.	

6.3. Please explain how this module/unit will be assessed (ex: presentation 40% and assignment 60%)			
Assignment type	Choose most appropriate (tick)	Number & percentage	Metric
Exam			Hours
Presentation	x	10 mins per wine	Minutes
Case Study			Words
Assignment			Words
Portfolio	x	112 wines – 60%	n/a
Report			Words
Poster			Minutes
Journal			Words
Practical Exam	x	1 hour on 4 wines blind tasting – 40%	Hours
Group final Project			

7. Reading list
Core reading list e) Notes in class will be provided. f) Videos in wine tasting

10. Minimum formal qualifications and experience required to teach this module/unit
WSET Diploma level 4 in wines and spirits and Bachelor's degree in hospitality management or similar.

9. Board of Studies - Approval
Date _____

10. Programme Quality Validation Board - Approval
Date _____

Appendix 10. Breakdown of costs

Price range in euros	Survey percentage response
750 - 1500	27%
200 - 300	22%
350 - 500	20%
2000 - 3000	13%
5000 - 8000	1%
Not sure	8%
Other text responses	9%

Wine total cost for two semesters: EUR 1936.90 (calculated for every lesson)

Spirit total cost for one semester: EUR 1176.67 (calculated for every lesson)

Total cost: EUR 3113.57

3 students	1037.86
5 students	622.71
7 students	444.80
10 students	311.36