



Background material for working Group 3 – Travel and Tourism

The PLF on the definition and writing of learning outcomes will focus on three concrete vocational education and training qualifications: for plumbing (heating and cooling), CNC machine operation and for tourism and travel. These qualifications represent the wide scope of knowledge, skills and competences covered by VET qualifications in Europe today. The annex to this paper contains four examples of travel-tourism oriented learning outcomes descriptions:

- Syllabus/learning programme from Malta ‘Tourism’
- Curriculum from Norway ‘Travel Industry’.
- The Certificate supplement of Spain ‘Higher technician in Tourist Guide, Information and Assistance’.
- Catalogue of knowledge from Slovenia ‘Tourist advice and tourism product sales’.

While different in format (and partly) in purpose, these cases provide – in addition to the presentations of country cases in the working group itself - a reference point for discussions.

Annex 1: Travel and tourism, Norway

Annex 2: Travel and tourism, Spain

Annex 3: Travel and tourism, Slovenia

Annex 4: Hospitality, Malta



Travel Tourism
Norway.rtf



Spain Tourist
Guide.pdf



Slovenia Tourism
catalogue of knowled



Malta Hospitality.pdf

Questions for the working group

The following ‘menu’ of questions should be used as a starting point for the working group. The working group should decide on 2-4 questions to focus on, thus signalling what is considered to be key challenges in this area:

1. Learning outcomes descriptions serve many purposes and address several groups of users; to what extent are they able to balance the needs of
 - Learners
 - Employers
 - Teachers
 - Assessors
 - Others?

2. Which are the strengths and weaknesses regarding the way the horizontal dimension of intended learning outcomes (knowledge, skills, competences, attitudes etc.) are described?
3. Which are the arguments for and against a standardised way of describing results of learning/ domains of learning outcomes (for example following the EQF KSC (knowledge, skills, competence) approach)?
4. Which are the strengths and weaknesses of the way levels and the increasing complexity of learning outcomes is described (the vertical dimension)?
5. How do learning outcomes balance occupation specific and transversal knowledge, skills and competences?
6. How can learning outcomes balance the need for specificity (for example for assessment) with the need for flexibility and openness (being responsive to the needs of learners, employers and training providers)?
7. Who has participated in the definition and writing of learning outcomes?
8. How can definition and writing of learning outcomes be supported by research; for example through development of taxonomies and conceptual frameworks?
9. Who has participated in the definition and writing of learning outcomes?