

in tour

Inclusive Tourism Frontline staff Curriculum

First release



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1 EXECUTIVE SUMMARY

This document reports the work carried out by the Alliance in order to deliver the first release of the *Inclusive Tourism Frontline Staff (ITFS) Curriculum*.

In particular, this report presents the interactions within the other project activities (Section 3) that supported the achievement of the current definition of the Curriculum and the future release.

Section 5 presents the definition of the Professional Profile in terms of Key Activities and Core Competences. The methodology applied to identify the Curriculum is reported in Section 6 as well as its main characteristics.

Section 7 provides the detailed description of the Curriculum in terms of Learning Outcomes.



2 DEFINITIONS AND ACRONYMS

AoL	Area of Learning Outcomes
CC	Core Competence
ECVET	European Credit system for Vocational Education and Training (a European instrument designed to support lifelong learning, the mobility of learners and the flexibility of learning pathways to achieve qualifications).
EQAVET	European Quality Assurance in Vocational Education and Training – EQAVET- is the European framework to support quality assurance in vocational education and training (VET)
EQF	European Qualification Framework
ESCO	ESCO is the multilingual classification of European Skills, Competences, Qualifications and Occupations
ITFS	Inclusive Tourism Frontline Staff
KA	Key Activity
LO(s)	Learning Outcomes are ' <i>statements of what a learner knows, understands and is able to do on completion of a learning process</i> ' (European Union Council, 2017)
PTC	Personal and Transversal Competence
UoL	Unit of Learning Outcomes
VET	Vocational and Educational Training
WP	Work Package



3 INTRODUCTION

The IN-TOUR project aims to cover the skill gaps related to Accessible Tourism.

The tourism sector has been much more affected by the pandemic than other economic sectors and, even if new activities, policies, and actions have been trying for years to rebuild the sector, there is still a lack of “[...] *the awareness of the needs of elderly people, families with children and people with heavy luggage*” (Berthold, 2005).

As introduced by Marina Diotallevi during the workshop presenting the new standard on Accessible tourism for all (ISO 21902:2021):

“Accessibility concerns the whole tourism value chain [...] Nevertheless many destinations and companies are still unaware of basic measures to proceed with the necessary improvements. They require common concepts and guidance. The tourism service providers need to speak the same language, when assessing and upgrading the accessibility features, or when offering new accessible products and experiences” (Diotallevi, 2021).

The new standard provides guidance, recommendations, examples, and a checklist to evaluate the accessibility and inclusiveness of the tourism services, but the required competencies of the involved staff and professionals are an open issue that requires a reference at the European level.

In this context, the Curriculum for the Inclusive Tourism Frontline staff (ITFS), task 3.2, and the Curriculum for the Inclusive Tourism Manager (task 3.1) have been formalized.

This document focuses on the ITFS, i.e. on the activities performed by the alliance in task 3.2.

Starting from the recommendation and needed skills identified in the WP2, a specific professional profile for the Tourism frontline staff has been defined. According to this profile, partners designed the first release of the ITFS Curriculum in terms of Learning Outcomes (LOs). The ITFS Curriculum will be customized by pilot coordinators to support the design and implementation of 2 pilot courses for ITFS in Germany and Greece (WP5). The evaluation of the pilots, in terms of their effectiveness, and a parallel process of Curriculum evaluation, carried out in the framework of WP6, will allow to collect data and information supporting a possible refinement of the first release and the delivery at the end of the project of the Curriculum final release.

This cascade process of development, assessment and refinement, with feedback loop is applied also for the development of the Inclusive Tourism Manager Curriculum and the interaction between WPs is outlined in Figure 1.

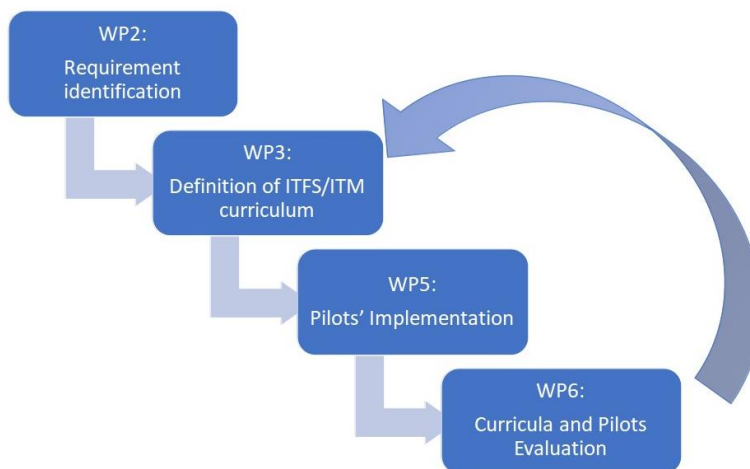


Figure 1 The cascade process adopted by the IN-TOUR project to develop the Curricula



4 METHODOLOGY

To develop the ITFS Curriculum, the work has been structured in subsequent activities and each activity in steps with specific results. This approach simplifies collaboration and achievement of results. Figure 2 provides the workflow overview.

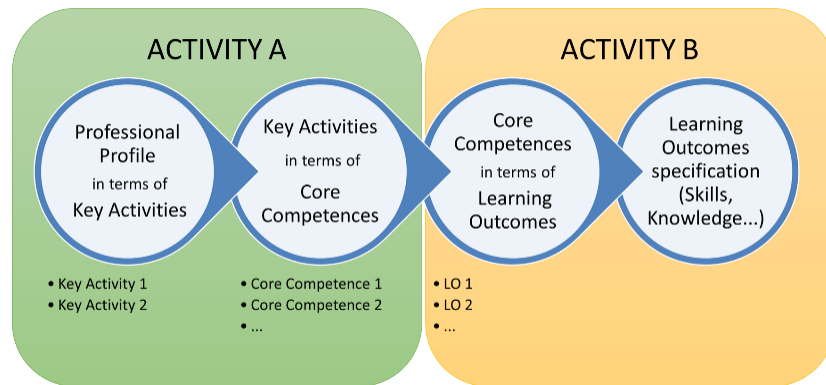


Figure 2 The main activities identified in Task 3.2 and the partial results to be obtained.

SI4Life, in its role of task leader, designed and shared a specific roadmap for each activity. The roadmaps provided timelines, provisional meeting dates, involved partners, and mid-term results.

4.1 ACTIVITY A. The Professional Profile Definition

The purpose of this activity was to describe the ITFS professional profile. The tourism professions identified in WP2 output have been analysed in terms of competencies to be improved to guarantee inclusiveness.

According to the need analysis, a list of **4 Key Activities** and **8 Core Competences** has been identified following the selected professional profile template.

4.2 ACTIVITY B. The Curriculum Definition

The ITFS Curriculum is based on the professional profile and provides a list of **116 Learning Outcomes**, divided into Knowledge, Skills, and Personal and Transversal Learning Outcomes, necessary to achieve the Core Competencies of the profile. The Learning Outcomes are grouped into **4 Units of Learning Outcomes**, which match with the Key Activities of the profile.



5 THE ITFS PROFESSIONAL PROFILE DEVELOPMENT

By “ITFS Professional Profile” we mean the component of “qualification” that describes the job requirements in terms of core competencies.

This section describes the activities performed to define the professional profile, starting from the customer journeys and the identified skill needs.

5.1 The Professional Profile Template

Many different approaches exist to describe a professional profile. The ITFS professional profile is specifically for the tourism sector and especially for Inclusive Tourism. Since the multilingual classification of European Skills, Competences¹, Qualifications and Occupations (ESCO) does not provide such a profile, the template should support the description in terms of competences to facilitate the integration into the classification, and to support the definition of the European Curriculum in compliance with the VET quality standards.

To guarantee the compliance of our template with the available best practices, as well as with the partners’ experience, we focused on three main examples:

- Erasmus plus project “eFacilitator” (2014)
- Erasmus plus project EMBRANCE (2018)
- Erasmus plus project EnHANCE (2019)

The examples are reported in Appendix 1.

Comparing these templates, partners identified the IN-TOUR professional profile template (see Table 1) as the description of a profession (category/set of jobs) in terms of three components:

- A general textual description,
- A list of Key Activities, and
- The Core Competences for each Key Activity

¹ Competence: the proven ability to use knowledge, personal, social and methodological skills in a work or study environment and also for professional and personal development. [European Council, 2017]



Table 1 the ITFS professional profile template.

DESCRIPTION OF THE PROFESSIONAL PROFILE	
The Inclusive Tourism Front-line Staff professional (ITFS) is a	
KEY ACTIVITIES	
KA1	
KA2	
KA3	
KA4	
...	
CORE COMPETENCES	
KEY ACTIVITY 1:	
CC1	
CC2	
KEY ACTIVITY 2:	
CC3	
CC4	
CC5	
KEY ACTIVITY 3:	
CC6	
CC7	
KEY ACTIVITY 4:	
CC8	
...	



5.1.1 ITFS Professional Profile General Description

The professions identified in WP2, derived from relevant ESCO classifications, are a heterogeneous set of workers that a tourist could interact with during a journey.

To make the ITFS definition more effective for inclusiveness, we focused our attention on the inclusive tourism definition provided by Münch and Ulrich (2011) “accessible tourism is the ongoing attempt to ensure that tourist destinations, products and services around the world are accessible to all people”.

This implies that we have to include all the professions specific to the **tourism sector** that **per nature** interact directly with customers (i.e. tourists), at any stage of the tourism journey.

To have a clear picture of the identified ESCO professions in tourism sector, we grouped them (see Appendix 2) according to the highlighted boundaries. Three main clusters were identified:

1. tourism frontline staff
2. care service providers
3. other

With a comparative analysis of the activities performed by the professions populating these 3 groups, we identified the main role of the ITFS figure:

ITFS Main Role

“The ITFS professional may operate in any of the service encounters of the travel and tourism sector, according to their specific training and practice, including but not limited to, travel sales, accommodation, food & beverage, retail, cultural, leisure, and sports activities. The ITFS professional does not provide medical support or personal care.”

5.1.2 ITFS Key Activities Definition

Key Activity (KA) is defined as “*an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. The key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context*”².

To identify the common Key Activities for a frontline staff member in the tourism sector, we identified the three main activities performed by the selected ESCO profiles (see APPENDIX), i.e.:

1. Provide Information;
2. Organize activities;

² Key Activity definition from Proper Chance project (2013). LdV TOI project, coordinated by AFBB.



3. Provide Services.

An ITFS practitioner should inclusively perform these activities. This principle has been used to design a set of preliminary KAs and trigger questions³, and proceed with a collaborative activity to achieve the final list of **4 Key Activities**. The profile also considers the necessary digital skills.

The collaborative activity has been designed in a sequence of phases, each of them designed as follows:

- Online voting and comments
- Refinement in a common working session

The rounds have been repeated until the achievement of the general approval. All partners have been involved as experts.

5.1.3 ITFS Core Competences Definition

The Core Competences are defined as *“the main competences that an ITFS professional should master in order to perform each Key Activity”*. This means that the Key Activities detail what the professional does, while the list of Core Competences for each KA provides the main competences the professional should master.

To define the list of Core Competences for each Key Activity, partners provided a list of proposals and comments. Those lists have been compared, merged, and refined with a collaborative approach similar to the one used to identify the Key Activities.

The final refinement has been done to provide a list of Core Competences with similar granularity to also support the definition of the Curriculum.

The final list includes **8 Core Competences**.

³ The trigger questions were designed on a starting set of Key Activities (1. Effectively interact with customers, 2. Identify customers' needs, 3. Tailor his/her activity on customers' needs, 4. Use the proper ICT tools, 5. Work in team) to collect suggestions for modifications and improvements.



5.2 The ITFS Professional Profile

DESCRIPTION OF THE PROFESSIONAL PROFILE

The Inclusive Tourism Front-line Staff professional (ITFS) is a practitioner of the tourism sector who interacts directly with customers (virtually or in presence) by providing suitable services according to their specific access requirements. These services may include communications and information, physical assistance, use of equipment, food and beverage services, accommodation, guiding, transportation and/or other tourist services.

The ITFS professional has knowledge and understanding of how to cater for customers with a wide range of specific access requirements, thus ensuring - as far as possible - safe, equitable and independent conditions for all customers.

KEY ACTIVITIES

KA1	Understand customers' access requirements, priorities, and requests and share them with the stakeholders involved in the service provision
KA2	Interact effectively with customers and their companions
KA3	Customise the service delivery to meet customers' specific access requirements
KA4	Use available technologies or devices (including customers' own devices) to support the delivery of services

CORE COMPETENCES

KA 1	CC1. Collecting information about customers' access requirements, priorities, and specific requests, both directly and indirectly, and identifying relevant accessibility measures in order to provide a personalised service.
	CC2. Identifying other possible stakeholders involved in the service provision, who should be informed about customers' access requirements, priorities, and specific requests and share with them the relevant information in order to ensure a personalised service.
KA 2	CC3. Using appropriate communication methods, styles according to the customers' attitude, culture and the purpose of communication.
	CC4. Enacting customer-oriented behaviours, guided by situational awareness and ability to adapt, in order to provide increased service performance and customer satisfaction.
KA 3	CC5. Delivering the service addressing the identified customer's access requirements, priorities and specific requests, collaborating with other service providers if needed.
	CC6. Analysing the service provision in order to identify new opportunities for improvement and to plan efficient use of resources for managing multiple requests.
KA 4	CC7. Using the available technologies/devices to support the personalised service and guiding the customer and their companions to use them safely and correctly.
	CC8. Responsibly searching, evaluating and managing data, information and digital content to support the delivery of services.



6 THE ITFS CURRICULUM DEVELOPMENT

The ITFS Professional Profile identified **4 main Key Activities** and **2 Core Competences** needed to perform each KA.

Starting from this baseline, we identified a list of learning outcomes that should be achieved to master each Core Competence. These Learning Outcomes have been identified in terms of Knowledge, Skills, and **Personal⁴ and Transversal⁵ Competences** (i.e. “*competences needed for applying a knowledge and/or a skill in the work context with a certain level of responsibility and autonomy*”).

Thanks to this approach we can assert that the ITFS Curriculum is:

- **based on the ITFS Professional Profile** composed of 8 Core Competences, characterizing the Inclusive Tourism Front Line Staff at European level;
- “**learning outcome-oriented**” and compliant with the main EU standard and tools for VET, such as ECVET, EQAVET, ESCO, EQF, etc.;
- **general and “across-the-board”**, since it is supposed to play a reference role for any VET designer targeting ITFS profile in any EU country;
- **modular and flexible**, since it is supposed to be adaptable to different contexts and rules in different EU countries.

6.1 The Approach

Similar to the work done for the definition of the professional profile, the Curriculum has been defined collaboratively.

A first phase was dedicated to create a common understanding of EQAVET and ECVET principles, as well as the Learning Outcome, providing documents and a glossary. In addition, a specific training meeting has been led by AFBB to provide the basis for properly defining the LOs compliant with the main European quality standards.

A second phase was devoted to the LO identification. To this activity, only a subset of partners has been involved according to their role and experience, AISM, UNIGE, FHD, HOU, FRI, and CAMVA.

Partners provided their contribution in a shared document, i.e. defining the LOs for each Core Competence. The first list of Learning Outcomes has been analysed, duplications were deleted, and doubts were discussed.

After the discussion, partners were required to provide an updated list of Learning Outcomes, keeping the focus also on the EQF level targeted by the Curriculum, **EQF5**, and to refer to European frameworks, such as DigComp 2.0, where possible. This list has been fully reviewed

⁴ Personal Competences comprises personal, social and/or methodological abilities which could be put into play in society and at work [ESCOPedia].

⁵ Transversal Competences “are relevant to a broad range of occupations and economic sectors” [ESCOPedia].

(e.g. removing overlaps, rephrasing, reallocation...) by AFBB with the purpose to identify Knowledge, Skills and personal and transversal competences for each Core Competence.

The final list of Learning Outcomes includes **112 items**, all of them identified as **mandatory** to master each Core Competence.

Subsequently, we identified links between Learning Outcomes to support designers in identifying groups of LOs. An example of this relation is provided in Table 2.

Table 2 Extract of the full list of identified LOs with the identified links

LO CODE	LO DESCRIPTION	PRELIMINARY LO	LINKED LO
U1-C1.1	differentiate between varied access requirements of individuals	U1-C1.3; U1-T7	
U1-C1.2	list available resources and assets for service delivery		
U1-C1.3	identify areas that could potentially hinder the access of some customers	U1-C1.6; U1-T3	
U1-C1.6	perform a specialised assessment of customers' access requirements based on an appropriate set of criteria	U1-C1.5	U1-C1.7; U1- C1.9
U1-C1.7	identify access requirements by means of observation of and communication with the customer	U1-T6	U1-C1.6
U1-C1.8	prevent and mitigate the effects of potential hindrances to access	U1-C1.3; U1-T3	U1-T5
U1-C1.9	select data, information and content in order to organise, store and retrieve in a routine way (also in digital environments)		U1-C2.9
U1-C2.1	differentiate between the varied tasks and responsibilities of all stakeholders involved	U1-C2.6	

6.2 The IFTS Curriculum Structure

Course designers considered it difficult to manage 112 Learning Outcomes individually, considering all the dependencies and the specific credits to be assigned. The concept of **Area of Learning Outcomes (AoL)** was introduced. It provides a functional layer that helps group the Learning Outcomes. This supports the usability of the Curriculum, which is a prerequisite for its intended use as a European reference Curriculum. The **Area of Learning Outcomes** functions as a container for Knowledge and Skill Learning Outcomes linked to each other at the core competence level. The final structure of the ITFS Curriculum is provided in Figure 3. In the figure is provided the list of LOs with highlighted those grouped in AoL for the first Core Competence.

According to this new template, the LOs included in a single AoL must be considered as a whole and this simplifies the design of courses. The personal and transversal competences (PTC) are kept separated to support bigger flexibility. The full list of **AoL is 17 plus 33 LOs** referring to **PTC**, which means **50 items** to be managed instead of 112 of the first version.



CORE COMPETENCE	AREA OF LEARNING OURCOMES			PERSONAL AND TRANSVERSAL COMPETENCES
		Knowledge:	Skills:	
UoL1.C1 Collecting information about customers' access requirements, priorities, and specific requests, both directly and indirectly, and identifying relevant accessibility measures in order to provide a personalised service.	C1.A1 Collecting customers' information	<ul style="list-style-type: none"> explain relevant data collection and organisation techniques list the key steps of a needs assessment procedure 	<ul style="list-style-type: none"> perform a specialised assessment of customers' access requirements based on an appropriate set of criteria select data, information and content in order to organise, store and retrieve in a routine way (also in digital environments) 	PROBLEM-SOLVING C1.T1 identify problems related to the provision of access to customers
	C1.A2 Identifying relevance and priority of the customers' requirements	<ul style="list-style-type: none"> differentiate between varied access requirements of individuals identify areas that could potentially hinder the access of some customers 	<ul style="list-style-type: none"> identify access requirements by means of observation of and communication with the customer 	C1.T2 establish causes and consequences of problems related to the provision of access to customers C1.T3 apply flexible approaches to solving problems related to the provision of access to customers
	C1.A3 Infer the unsaid needs in terms of accessibility in order to provide personalised service	<ul style="list-style-type: none"> list available resources and assets for service delivery 	<ul style="list-style-type: none"> prevent and mitigate the effects of potential hindrances to access 	EMPATHY & ABILITY TO BUILD RELATIONSHIPS C1.T4 build positive and trusting relationships with customers C1.T5 demonstrate an understanding of access requirements as a relationship between the person and the environment (not as a disability or deficit of a person)

Figure 3 Curriculum structure for ITFS Core Competence 1.



7 THE ITFS CURRICULUM – DETAILED DESCRIPTION OF LEARNING OUTCOMES

Unit of Learning Outcomes 1: Understand customers' access requirements, priorities, and requests and share them with the stakeholders involved in the service provision	
CORE COMPETENCES	Area of Learning Outcomes
CC1. Collecting information about customers' access requirements, priorities, and specific requests, both directly and indirectly, and identifying relevant accessibility measures in order to provide a personalised service.	C1.A1 Collecting customers' information
	C1.A2 Identifying relevance and priority of the customers' requirements
	C1.A3 Infer the unsaid needs in terms of accessibility in order to provide personalised service
CC2. Identifying other possible stakeholders involved in the service provision, who should be informed about customers' access requirements, priorities, and specific requests and share with them the relevant information in order to ensure a personalised service.	C2.A1 Identifying stakeholders involved in service provision
	C2.A2 Sharing customers' information with other stakeholders



UoL1.CC1		
Collecting information about customers' access requirements, priorities, and specific requests, both directly and indirectly, and identifying relevant accessibility measures in order to provide a personalised service.		
<i>AREA OF LEARNING OUTCOMES</i>		<i>PERSONAL AND TRANSVERSAL COMPETENCES</i>
C1.A1 Collecting customers' information	Knowledge: <ul style="list-style-type: none"> • Explain relevant data collection and organisation techniques. • List the key steps of a needs assessment procedure. Skills: <ul style="list-style-type: none"> • Perform a specialised assessment of customers' access requirements based on an appropriate set of criteria. • Select data, information and content in order to organise, store and retrieve in a routine way (also in digital environments). 	PROBLEM-SOLVING <ul style="list-style-type: none"> • Identify problems related to the provision of access to customers. • Establish causes and consequences of problems related to the provision of access to customers. • Apply flexible approaches to solving problems related to the provision of access to customers. EMPATHY & ABILITY TO BUILD RELATIONSHIPS <ul style="list-style-type: none"> • Build positive and trusting relationships with customers. • Demonstrate an understanding of access requirements as a relationship between the person and the environment (not as a disability or deficit of a person).
C1.A2 Identifying relevance and priority of the customers' requirements	Knowledge: <ul style="list-style-type: none"> • Differentiate between varied access requirements of individuals. • Identify areas that could potentially hinder the access of some customers. Skills: <ul style="list-style-type: none"> • Identify access requirements by means of observation of and communication with the customer. 	
C1.A3 Infer the unsaid needs in terms of accessibility in order to provide personalised service	Knowledge: <ul style="list-style-type: none"> • List available resources and assets for service delivery. Skills: <ul style="list-style-type: none"> • Prevent and mitigate the effects of potential hindrances to access. 	



UoL1.CC2		
Identifying other possible stakeholders involved in the service provision, who should be informed about customers' access requirements, priorities, and specific requests and share with them the relevant information in order to ensure a personalised service.		
<i>AREA OF LEARNING OUTCOMES</i>		<i>PERSONAL AND TRANSVERSAL COMPETENCES</i>
C2.A1 Identifying stakeholders involved in service provision	<p>Knowledge:</p> <ul style="list-style-type: none"> • Differentiate between the varied tasks and responsibilities of all stakeholders involved • Assess other involved stakeholders' capacity to provide personalised services. <p>Skills:</p> <ul style="list-style-type: none"> • Ensure the provision of personalised services taking into account other involved stakeholders' capacity to contribute. 	<p>RESPONSIBILITY & AUTONOMY</p> <ul style="list-style-type: none"> • Proactively and autonomously take necessary actions that ensure customers' access requirements, priorities and requests are understood and communicated to all relevant stakeholders.
C2.A2 Sharing customers' information with other stakeholders.	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify relevant information regarding access requirements to be shared with stakeholders. • Identify the most appropriate communication techniques and behaviours to collaboratively provide services with all stakeholders involved. • Describe access requirements using adequate (i.e. Specific or professional) vocabulary. • Outline the complex situation/context of service provision and stakeholder management. <p>Skills:</p> <ul style="list-style-type: none"> • Select well-defined and routine digital tools and technologies for collaborative processes. • Share relevant information of customers' access requirements with involved stakeholders considering target audience, setting and occasion. • Apply the most appropriate communication techniques and behaviours to collaboratively provide services with all stakeholders involved. 	<p>LEARNING ORIENTATION</p> <ul style="list-style-type: none"> • Reflect on own actions and those of stakeholders involved in the service provision and demonstrate effort to improve professional skillsets for future predictable and unpredictable scenarios. <p>TEAM WORK</p> <ul style="list-style-type: none"> • Maintain intra-professional and inter-professional relationships and a supportive role with colleagues to ensure that professional standards are met. • Work effectively and target-oriented with all involved stakeholders who have different skillsets. • Give feedback to other stakeholders on their ideas accept feedback from other stakeholders and customers.



Unit of Learning Outcomes 2:	
Interact effectively with customers and their companions	
CORE COMPETENCES	Area of Learning Outcomes
CC3. Using appropriate communication methods, styles according to the customers' attitude, culture and the purpose of communication.	C3.A1 Using appropriate communication methods
	C3.A2 Interacting through digital technology
CC4. Enacting customer-oriented behaviours, guided by situational awareness and ability to adapt, in order to provide increased service performance and customer satisfaction.	C4.A1 Enacting customer-oriented behaviours
	C4.A2 Adapting service performance to provide increased customer satisfaction



UoL2.CC3.		
Using appropriate communication methods, styles according to the customers' access requirements, attitude, culture and the purpose of communication		
AREA OF LEARNING OUTCOMES		PERSONAL AND TRANSVERSAL COMPETENCES
C3.A1 Using appropriate communication methods	<p>Knowledge:</p> <ul style="list-style-type: none"> • Differentiate between verbal, non-verbal and para-verbal communication methods. • Differentiate between active and passive listening. • Describe the characteristics of communication methods and techniques used by customers with specific access requirements. • Identify key principles in inclusive communication. • List factors affecting inclusive communication including potential barriers. • List factors affecting intercultural communication (e.g. History, values, politics, communication styles, economy, beliefs, practices, etc.) Including potential barriers. <p>Skills:</p> <ul style="list-style-type: none"> • Apply appropriate communication methods (oral, written, digital and mediated) depending on customers' access requirements and preferences. • Speak publicly, in both formal and informal contexts. • Display respect to the customer's attitude, culture and the purpose of communication. • Apply varied techniques to overcome cultural barriers in communication. • Negotiate with culturally diverse counterparts. 	<p>RESPONSIBILITY & AUTONOMY</p> <ul style="list-style-type: none"> • Proactively and autonomously confront prejudice and discrimination advancing social justice, diversity, equity and inclusion. <p>LEARNING ORIENTATION</p> <ul style="list-style-type: none"> • Engage in perspective-taking to confront potential own prejudice. <p>EMPATHY & ABILITY TO BUILD RELATIONSHIPS</p> <ul style="list-style-type: none"> • Develop respectful relations with customers appreciating their attitude, cultural background preferences.



<p>C3.A2 Interacting through digital technology</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Differentiate between varied target audiences, settings and occasions, including a range of well-defined and routine digital identities. <p>Skills:</p> <ul style="list-style-type: none"> • Apply different behavioural norms and know-how, also while using digital technologies and interacting in digital environments. • Adapt the message to the target audience, setting and occasion, also in the context of well-defined and routine digital identities. • Select well-defined and routine appropriate digital technologies to share data, information and digital content. • Adapt a variety of digital technologies for the most appropriate interaction. 	
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UoL2.CC4		
Enacting customer-oriented behaviours, guided by situational awareness and ability to adapt, in order to provide increased service performance and customer satisfaction.		
<i>AREA OF LEARNING OUTCOMES</i>		<i>PERSONAL AND TRANSVERSAL COMPETENCES</i>
C4.A1 Enacting customer-oriented behaviours	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe the most appropriate strategies to manage conflicts and make decisions. • Describe basic principles of customer-oriented behaviour. • Identify behaviours that could potentially negatively affect the quality of the service performance. <p>Skills:</p> <ul style="list-style-type: none"> • Apply customer-oriented behaviour in workplace situations. 	<p>RESPONSIBILITY & AUTONOMY</p> <ul style="list-style-type: none"> • Take responsibility for customer satisfaction by proactively initiating interactions and autonomously responding to request. <p>LEARNING ORIENTATION</p> <ul style="list-style-type: none"> • Reflect on interactions with customers and engage in continuous improvement of professional communication strategies and self-awareness. <p>PROBLEM-SOLVING</p> <ul style="list-style-type: none"> • Identify problems emerging from interactions with customers. • Establish causes and consequences of problems emerging from interactions with customers. • Generate effective solutions to ensure customer satisfaction.
C4.A2 Adapting service performance to provide increased customer satisfaction	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explain characteristics of varied de-escalation techniques, including non-violent communication. • Identify signs of customer satisfaction. <p>Skills:</p> <ul style="list-style-type: none"> • Apply the most appropriate strategies to manage conflicts and make decisions. • Mitigate situations that could potentially negatively affect the quality of the service performance. • Apply appropriate de-escalation techniques. 	



Unit of Learning Outcomes 3:	
Customise the service delivery to meet customers' specific access requirements	
CORE COMPETENCES	Area of Learning Outcomes
CC5. Delivering the service addressing the identified customer's access requirements, priorities and specific requests, collaborating with other service providers if needed.	C5.A1 Delivering customer-oriented services
	C5.A2 Collaborating with other service providers
CC6. Analysing the service provision in order to identify new opportunities for improvement and to plan efficient use of resources for managing multiple requests.	C6.A1 Identifying improvement opportunities
	C6.A2 Managing multiple requests



UoL3.CC5. Delivering the service addressing the identified customers' access requirements, priorities and specific requests, collaborating with other service providers if needed.		
<i>AREA OF LEARNING OUTCOMES</i>		<i>PERSONAL AND TRANSVERSAL COMPETENCES</i>
C5.A1 Delivering customer-oriented services	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe available resources and assets for service delivery. • Outline characteristics for the provision of a tailor-made customer experience. <p>Skills:</p> <ul style="list-style-type: none"> • Select the most appropriate resources/tools to respond to specific access requirements customers. • Adapt the resources available at the workplace to deliver customer service. • Develop solutions for problems related to the provision of access. • Respond to the individual expectations, wishes and needs of clients. 	<p>RESPONSIBILITY & AUTONOMY</p> <ul style="list-style-type: none"> • Take responsibility to deliver adequate services which meet customers' specific access requirements. • Adapt professional activities to provide personalised and inclusive services.
C5.A2 Collaborating with other service providers	<p>Knowledge:</p> <ul style="list-style-type: none"> • Differentiate between customer service and customer support. • Identify the most appropriate resources/tools for specific access requirements of customers. • Present features of inclusive tourism services such as service marketing, tour operation, transport, hospitality management. <p>Skills:</p> <ul style="list-style-type: none"> • Determine customers' requests and provide guidance in planning processes. • Provide accurate and up-to-date information about products and services. 	<p>PROBLEM-SOLVING</p> <ul style="list-style-type: none"> • Identify problems related to the provision of access to customers. <p>ORGANIZATION & TIME MANAGEMENT</p> <ul style="list-style-type: none"> • Define priorities and (re)distribute tasks and resources to ensure delivery of quality services.



UoL3.CC6.		
Analysing the service provision in order to identify new opportunities for improvement and to plan efficient use of resources for managing multiple requests.		
<i>AREA OF LEARNING OUTCOMES</i>		<i>PERSONAL AND TRANSVERSAL COMPETENCES</i>
C6.A1 Identifying improvement opportunities	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explain the procedures for identifying opportunities for improvement. • Explain the procedures for reporting opportunities for improvement. • List current regulations regarding provision of access. <p>Skills:</p> <ul style="list-style-type: none"> • Adhere to the procedures for identifying and reporting opportunities for improvement, also considering current regulations regarding provision of access. • Report opportunities for improvement to the manager. 	<p>LEARNING ORIENTATION</p> <ul style="list-style-type: none"> • Reflect on service interactions with customers and demonstrate effort to improve professional activities and skillsets for future predictable and unpredictable scenarios. <p>PROBLEM-SOLVING</p> <ul style="list-style-type: none"> • Establish causes and consequences related to the provision of access to customers. • Apply flexible approaches to solving problems related to the provision of access to customers.
C6.A2 Managing multiple requests	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify the resources and stakeholders needed to effectively respond to multiple requests. <p>Skills:</p> <ul style="list-style-type: none"> • Efficiently assess individual service requests. • Allocate resources needed to effectively respond to multiple requests. 	



Unit of Learning Outcomes 4:

Use available technologies or devices (including customers' own devices) to support the delivery of services

CORE COMPETENCES	Area of Learning Outcomes
CC7. Using the available technologies/devices to support the personalised service and guiding the customer and their companions to use them safely and correctly.	C7.A1 Using technologies and devices supporting personalised services
	C7.A2 Guiding customers in using technologies and devices
CC8. Responsibly searching, evaluating and managing data, information and digital content to support the delivery of services.	C8.A1 Dealing with personal data
	C8.A2 Searching, evaluating and managing data



UoL4.CC7.		
Using the available technologies/devices to support the personalised service and guiding the customer and their companions to use them safely and correctly.		
AREA OF LEARNING OUTCOMES		PERSONAL AND TRANSVERSAL COMPETENCES
C7.A1 Using technologies and devices supporting personalised services	Knowledge: <ul style="list-style-type: none"> • Identify adequate technologies/devices to support personalised services. • Identify simple technical issues when operating technologies/devices. Skills: <ul style="list-style-type: none"> • Apply adequate technologies/devices to support personalised services. 	RESPONSIBILITY & AUTONOMY <ul style="list-style-type: none"> • Proactively and autonomously take necessary actions to ensure the delivery of services by all available means including technologies and devices. LEARNING ORIENTATION <ul style="list-style-type: none"> • Reflect on own capacity to effectively use technology and demonstrate effort to adapt professional skillsets to changing technological demands. PROBLEM-SOLVING <ul style="list-style-type: none"> • Identify technology related problems in the delivery of services. • Report technology related problems to relevant stakeholders participating in the delivery of service. • Establish causes and consequences of technology related problems. • Apply flexible approaches to solving technology related problems.
C7.A2 Guiding customers in using technologies and devices	Knowledge: <ul style="list-style-type: none"> • Identify different strategies and tools that could be used to provide technical support. • Describe technologies/devices facilitating access. Skills: <ul style="list-style-type: none"> • Employ available support tools for technologies/devices (e.g. Guides, help repositories, etc.). 	PROBLEM-SOLVING <ul style="list-style-type: none"> • Identify technology related problems in the delivery of services. • Report technology related problems to relevant stakeholders participating in the delivery of service. • Establish causes and consequences of technology related problems. • Apply flexible approaches to solving technology related problems.



UoL4.CC8.		
Responsibly searching, evaluating and managing data, information and digital content to support the delivery of services		
AREA OF LEARNING OUTCOMES		PERSONAL AND TRANSVERSAL COMPETENCES
C8.A1 Dealing with personal data	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explain privacy policy statements of how personal data is used in digital services. <p>Skills:</p> <ul style="list-style-type: none"> • Apply different ways to protect devices and digital content. • Employ different ways to ensure reliability and privacy. • Protect personal data and privacy in digital environments, also when sharing data. 	<p>RESPONSIBILITY & AUTONOMY</p> <ul style="list-style-type: none"> • Take responsibility to protect self and others from risks and threats in digital environments.
C8.A2 Searching, evaluating and managing data	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explain well-defined and routine personal search strategies. • Describe how to access these data, information and content, and navigate between them. • Evaluate the credibility and reliability of well-defined sources of data, information and digital content. • Differentiate between a variety of risks and threats in digital environments. <p>Skills:</p> <ul style="list-style-type: none"> • Perform well-defined and routine searches to find data, information and content in digital environments. • Organise information, data and content to be easily stored and retrieved. • Respond to information needs. 	



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APPENDIX 1

In this section are reported the projects used as reference for the definition of the professional profile template.

1) Erasmus plus project “eFacilitator”

e-Facilitator: Professional profile

Introduction:

This profile is the result of a compilation of professional/skills profiles by the four partners to the project: AID for French-speaking Belgium, ARCI for Italy, ACDC for Romania, Fundaci3n Esplai for Spain and INFREP for France.

Our objective was to identify the common skills of an e-Facilitator, in order to allow for a recognition of both intra-national and transnational outcomes via the creation of Units of Learning Outcomes. The aim of the latter is to identify experiential learning modules for both e-learning and for presentations, among the project partners. This document is binding only on its creators. It is in the spirit and in the interest of the consortium for this document to be useful to all European countries, and to facilitate the recognition of the professional/skills' profile of an e-Facilitator.

Definition of the profession:

An e-Facilitator is a person who provides users with coordination for digital purposes. These services can range from providing assistance to fostering the digital autonomy of users in the critical use of ICT. The e-Facilitator may be an employee or a volunteer. He/she may provide services in different types of places (libraries, employment centres, associations, youth clubs, etc). The variety of experiences of e-Facilitators within a given country and among European countries was analysed in detail in the course of the VET 4e-inclusion (2009-2001)¹ and Raise 4 e-inclusion (2012-2014)² projects, from which this definition is taken.

Synonyms: Animateur Multimédia (BE), e-Animateur (FR), e-Facilitator (EN and RO), e-Facilitator TIC (RO), Dinamizador socio-digital or Dinamizador para la e-inclusi3n (ES), e-Facilitatore dell'inclusione (IT), etc.

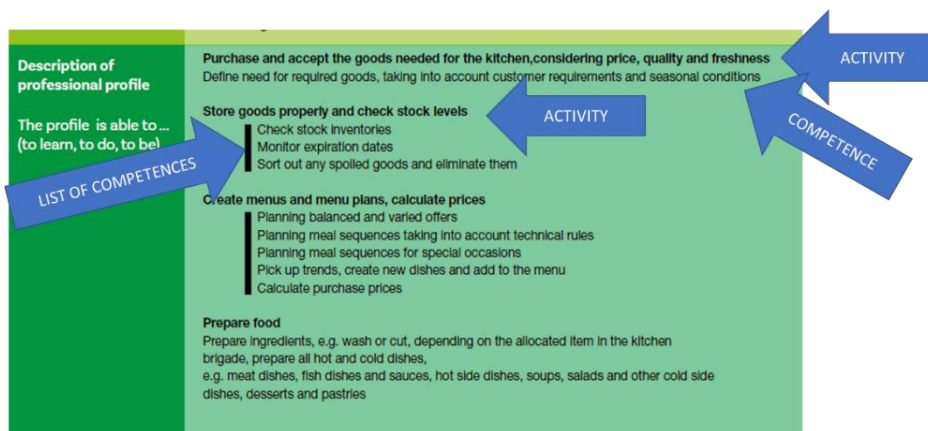
Summary of key activities - Core Tasks:

- Key activity 1: Promoting ICT projects to the public and partners.
- Key activity 2: Welcoming and informing the public (groups, individuals and organisations).
- Key activity 3: Introducing the public to the use of ICT.
- Key activity 4: Leading series of activities relating to projects by organisations and the public.
- Key activity 5: Providing ongoing management of a multimedia centre

The project defined a professional profile in terms of 3 main components, i.e. a general definition, a list of KA and a list of Core Tasks

2) Erasmus plus project “EMBRANCE”

Also in this project it has been defined a professional profile published in 2018. The components of this template are (i) main activities and a detailed list of (ii) competencies. In the image extract from the online documents the arrows represent the components.





3) Erasmus plus project “ENhANCE”

UNIT OF LEARNING A: NEEDS ASSESSMENT
<p>1. Identify and assess the health status and health needs of individuals and families within the context of their cultures and communities.</p> <ul style="list-style-type: none"> a. Identify and assess individuals' health status and health needs b. Identify and assess families' health status and health needs c. Contextualize and apply needs assessment taking into account cultures and communities
<p>3. Plan, implement and assess nursing care to meet the needs of individuals, families, and the community within their scope of competence.</p> <ul style="list-style-type: none"> a. Plan nursing care to meet the needs of individuals, families, and the community within their scope of competence b. Implement nursing care to meet the needs of individuals, families, and the community within their scope of competence c. Assess nursing care to meet the needs of individuals, families, and the community within their scope of competence
<p>19. Multidimensional community health needs assessment to implement appropriate clinical interventions and care management.</p> <ul style="list-style-type: none"> a. Assess community health needs in a multidimensional perspective b. Identify the appropriate clinical interventions and care management strategies for communities
<p>21. Assess the social, cultural, and economical context of patients and their families</p> <ul style="list-style-type: none"> a. Assess the social, cultural, and economical context of patients and their families

In this project the profile has been defined as a list of Core Competences grouped in Unit of Learnings that correspond to the Key Activities.

The image is extracted from the Family and Community Nurses Curriculum.



APPENDIX 2

Existing ESCO profiles for Front Line Staff: The image represents the identification of the profile referring only to the tourism sector with a main front line activity. The highlighted professions should already have knowledge in interacting with people with special needs.

ESCO CODE EXISTING FRONTLINE STAFF	Employees who directly interact with customers in the touristsit sector	CARE GIVERS	OTHER
(ESCO 4222.1), Contact centre information clerks	(ESCO 4222.1), Contact centre information clerks	0	0
(ESCO 3255.3) Massage therapist	0	(ESCO 3255.3) Massage therapist	0
(ESCO 3343.4) Management assistant	0		(ESCO 3343.4) Management assistant
(ESCO 3423.4) Fitness and recreation instructors and programme leaders Mountain - guide	0	(ESCO 3423.4) Fitness and recreation instructors and programme leaders Mountain - guide	0
(ESCO 3434.1) Chefs	0	0	(ESCO 3434.1) Chefs
(ESCO 4221.5) Tour organiser	(ESCO 4221.5) Tour organiser	0	0
(ESCO 4221.6) Travel sales agent	(ESCO 4221.6) Travel sales agent	0	0
(ESCO 4222.1), Contact centre information clerks (Ski resort)	(ESCO 4222.1), Contact centre information clerks (Ski resort)	0	0
(ESCO 4224.1) Hospitality Establishment Receptionist	(ESCO 4224.1) Hospitality Establishment Receptionist	0	0
(ESCO 4226.2) Receptionist (general) (Museum)	(ESCO 4226.2) Receptionist (general) (Museum)	0	0
(ESCO 5111.2) Travel attendants and travel stewards	(ESCO 5111.2) Travel attendants and travel stewards	0	0
(ESCO 5113.1) Travel guides, Tourist guides	(ESCO 5113.1) Travel guides, Tourist guides	0	0
(ESCO 5131.2) Waiters	(ESCO 5131.2) Waiters	0	0
(ESCO 5132.1) Bartenders	(ESCO 5132.1) Bartenders	0	0
(ESCO 5142.10) Spa Attendant	(ESCO 5142.10) Spa Attendant	0	0
(ESCO 5142.7) Masseur/ masseuse	0	(ESCO 5142.7) Masseur/ masseuse	0
(ESCO 5151.1) House Steward - hotel butler	(ESCO 5151.1) House Steward - hotel butler	0	0
(ESCO 5152.1) Domestic housekeepers - bed and breakfast operator	(ESCO 5152.1) Domestic housekeepers - bed and breakfast operator	0	0
(ESCO 5162.1) Companion	(ESCO 5162.1) Companion	0	0
(ESCO 5230) Cashiers and ticket clerks - 5230.3 ticket issuing cashier	(ESCO 5230) Cashiers and ticket clerks - 5230.3 ticket issuing cashier	0	0
(ESCO 5249.3) Employee car rental	(ESCO 5249.3) Employee car rental	0	0
(ESCO 5311.1) Child care workers	0	(ESCO 5311.1) Child care workers	0
(ESCO 5321.1) Health care assistants	0	(ESCO 5321.1) Health care assistants	0
(ESCO 5414.1) Security guards	0	0	(ESCO 5414.1) Security guards
(ESCO 5419.6) Life Guard	0	(ESCO 5419.6) Life Guard	0
(ESCO 6113) Gardeners, horticultural and nursery growers - 6113.1 Groundsman-groundwoman	0	0	(ESCO 6113) Gardeners, horticultural and nursery growers - 6113.1 Groundsman-groundwoman
(ESCO 8322) Car, taxi and van drivers (8322.6 - private chauffeur)	0	0	(ESCO 8322) Car, taxi and van drivers (8322.6 - private chauffeur)
(ESCO 8331) Bus and Tram Drivers - (8331.1, Bus drivers)	0	0	(ESCO 8331) Bus and Tram Drivers - (8331.1, Bus drivers)
(ESCO 9112.4) Room attendant	(ESCO 9112.4) Room attendant	0	0
(ESCO 9129.3) Swimming Facility Attendant	0	0	(ESCO 9129.3) Swimming Facility Attendant
(ESCO 9411) Fast food preparers - 9411.2 Quick service restaurant crew member	0	0	(ESCO 9411) Fast food preparers - 9411.2 Quick service restaurant crew member
(ESCO 9412) Kitchen helpers (9412.1 Kitchen assistant)	0	0	(ESCO 9412) Kitchen helpers (9412.1 Kitchen assistant)
(ESCO 9621) Messengers, package deliverers and luggage porters (9621.2 Hotel porter)	0	0	(ESCO 9621) Messengers, package deliverers and luggage porters (9621.2 Hotel porter)
4224.1.1 Camping Ground Operative	4224.1.1 Camping Ground Operative	0	0
5113.1.2 Countryside officer / Park Guide	5113.1.2 Countryside officer / Park Guide	0	0
5131.1 Restaurant host / hostess	5131.1 Restaurant host / hostess	0	0
ESCO 5120.1 Cooks	0	0	ESCO 5120.1 Cooks



APPENDIX 3

The table represents how the ESCO profiles were clustered to be used as reference for the ITFS.

Provide Information	Organize activities	Provide Services
(ESCO 4222.1), Contact centre information clerks	0	0
	0 (ESCO 4221.5) Tour organiser	0
	0 (ESCO 4221.6) Travel sales agent	0
(ESCO 4222.1), Contact centre information clerks (Ski res	0	0
(ESCO 4224.1) Hospitality Establishment Receptionist	0	0
(ESCO 4226.2) Receptionist (general) (Museum)	0	0
	0 (ESCO 5111.2) Travel attendants and travel stewa	0
	0 (ESCO 5113.1) Travel guides, Tourist guides	0
	0	0 (ESCO 5131.2) Waiters
	0	0 (ESCO 5132.1) Bartenders
	0	0 (ESCO 5142.10) Spa Attendant
(ESCO 5151.1) House Steward - hotel butler	0	0
	0	0 (ESCO 5152.1) Domestic housekeepers - bed and
	0	0 (ESCO 5162.1) Companion
(ESCO 5230) Cashiers and ticket clerks - 5230.3 ticket issu	0	0
	0	0 (ESCO 5249.3) Employee car rental
	0	0 (ESCO 9112.4) Room attendant
(ESCO 4224.1.1) Camping Ground Operative	0	0
	0 (ESCO 5113.1.2) Countryside officer / Park Guide	0
	0	0 (ESCO 5131.1) Restaurant host / hostess