Requirements for a competence-based qualification

FURTHER QUALIFICATION FOR TOURIST GUIDES 2011

Regulation 12/011/2011
REGULATION

27 May 2011  12/011/2011

Period of validity:
effective 1 Sept. 2011 until further notice

Provisions on which the competence to issue the
Regulation is based:
Act 631/1998, Section 13(2)

Repeals National Board of Education Regulation(s)
No. 46/011/2001 of 18 Sept. 2001

Amends National Board of Education Regulation(s):
-

REQUIREMENTS OF THE FURTHER
QUALIFICATION FOR TOURIST GUIDES

The Finnish National Board of Education has decided on the Requirements of the Further Qualification for Tourist Guides, which shall be complied with as from 1 September 2011 until further notice. Any performance leading towards the qualification started prior to entry into force of this Regulation may be completed by 31 August 2013 in compliance with Qualification Requirements No. 46/011/2001 dated 18 September 2001.

The Qualification Committee and the organiser of the competence tests shall comply with the provisions of this Regulation and shall not deviate from it in any way.

In providing training leading to a competence-based qualification, the education provider determines the educational content and provision in accordance with the Qualification Requirements. Those participating in preparatory training must be provided with an opportunity to complete the competence-based qualification as part of the training.

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ANNEXE  Further Qualification for Tourist Guides 2011
Contents

1 Competence-based qualifications ..............................................................7
1.1 Arranging competence-based qualifications ................................... 7
1.2 Completing a competence-based qualification ............................... 7
1.3 Requirements of the Competence-based Qualification ............... 7
1.4 Individualisation in a competence-based qualification .............. 8
1.5 Assessment of vocational skills in a competence-based qualification ......................................................................................8
1.6 Certificates ..........................................................................................9
1.7 Preparatory training for competence-based qualifications ..........10

2 Structure of the further qualification for tourist guides ...................11
2.1 Competence to be demonstrated for the Further Qualification for Tourist Guides .............................................................. 11
2.2 Modules of the qualification ............................................................ 11

3 Vocational skills required in the further qualification for tourist guides and guidelines for assessment ...........................................12
3.1 Planning, marketing and implementation of guide services ...... 13
   Vocational skills requirements, targets and criteria of assessment 13
   Ways of demonstrating vocational skills .................................. 15
3.2 Working as a guide in Finland ....................................................... 16
   Vocational skills requirements, targets and criteria of assessment 16
   Ways of demonstrating vocational skills .................................. 19
3.3 Working as a guide at international destinations ....................... 20
   Vocational skills requirements, targets and criteria of assessment 20
   Ways of demonstrating vocational skills .................................. 24
3.4 Working as a tour leader ................................................................. 24
   Vocational skills requirements, targets and criteria of assessment 24
   Ways of demonstrating vocational skills .................................. 26
3.5 Working as a specialised guide ...................................................... 27
   Vocational skills requirements, targets and criteria of assessment 27
   Ways of demonstrating vocational skills .................................. 29
3.6 Working as a FAM guide ................................................................. 29
   Vocational skills requirements, targets and criteria of assessment 29
   Ways of demonstrating vocational skills .................................. 31
3.7 Guiding in a foreign language ......................................................... 31
   Vocational skills requirements, targets and criteria of assessment 31
   Ways of demonstrating vocational skills .................................. 32
3.8 Entrepreneurship ................................................................. 33
  Vocational skills requirements, targets and criteria of assessment 33
  Ways of demonstrating vocational skills ................................. 34
3.9 A module of some other further or specialist qualification ....... 34

Appendix 1 Description of a tourist guide’s work.........................35
Appendix 2 Glossary of terms used in the Qualification
  Requirements ............................................................................39
1 Competence-based qualifications

1.1 Arranging competence-based qualifications
The Qualification Committees appointed by the Finnish National Board of Education and comprising representatives of employers, employees, teachers and, when necessary, self-employed people, are responsible for arranging and controlling competence-based qualifications and they award qualification certificates. The Qualification Committees sign contracts for arranging competence-based qualifications with education providers and, when necessary, with other organisations and foundations. Competence-based qualifications must not be arranged without a valid contract with the Qualification Committee concerned.

1.2 Completing a competence-based qualification
A competence-based qualification is completed by demonstrating the competence determined in the Qualification Requirements in competence tests through practical work assignments and functions. Each module must be assessed separately. Assessment is jointly carried out by representatives of employers, employees and the educational sector. In fields where self-employment is typical, this also needs to be considered when appointing assessors. The Qualification Committee makes the final decision on assessment. A qualification certificate can be awarded once all modules required to make up the qualification have been completed to an acceptable standard.

1.3 Requirements of the Competence-based Qualification
The Qualification Requirements document determines the modules included in the qualification, any possible specialisations made up of different modules, the structure of the qualification, vocational skills required in each qualification module, the guidelines for assessment (targets and criteria of assessment) as well as ways of demonstrating vocational skills.

Each qualification module constitutes a specific occupational area which can be isolated from a natural work process into an independent and assessable component. The vocational skills requirements determined for each qualification module focus on occupation-specific core functions, mastery of processes
and occupational practices relevant in the field concerned. They also include the skills commonly required in working life, such as social skills.

The targets and criteria of assessment have been derived from the vocational skills requirements. The targets of assessment define the areas of competence to which special attention will be paid during assessment. Definition of the targets of assessment also makes it easier to assess vocational competence in the work activity concerned. Assessment must cover all the targets defined in the Qualification Requirements. Assessment criteria determine the qualitative and quantitative standard of an acceptable performance.

The ways of demonstrating vocational skills include further instructions on how to complete a qualification. As a general rule, vocational skills should be demonstrated through real-life work assignments and functions. The ways of demonstrating vocational skills may also include, for example, instructions on how to supplement a test performance, where necessary, in order to comprehensively demonstrate all the vocational skills required.

1.4 Individualisation in a competence-based qualification

The Finnish National Board of Education has issued a separate regulation governing individualisation.

1.5 Assessment of vocational skills in a competence-based qualification

Assessment of vocational skills must thoroughly and carefully examine the extent to which a candidate has demonstrated his or her mastery of what the Qualification Requirements specify for the vocational skills requirements of the module in question. Assessment must be carried out using the assessment criteria determined in the Qualification Requirements. Assessment should be carried out using a variety of different and primarily qualitative assessment methods. Using one method only does not necessarily yield a reliable result. The special characteristics of each field and qualification are taken into account in the assessment process in accordance with the Qualification Requirements. If a person completing a qualification has reliable evidence of previously demonstrated competence, the assessors determine its correspondence with the skills requirements specified in the Qualification Requirements. The assessors suggest the corresponding document to the Qualification Committee for recognition.
as part of a competence-based qualification. The Qualification Committee will make the final decision on recognition of previously demonstrated and reliably documented competence.

Assessing vocational skills is a process where collecting assessment material and documenting the assessment process play a key role. Representatives of employers, employees and teachers carry out a careful and diverse tripartite assessment. Each candidate must be clearly informed of the assessment criteria. The candidate must be given an opportunity to self-assess his or her performance. The organiser of a competence-based qualification draws up minutes covering assessment of the module, which are signed by the assessors. Feedback subsequently provided for the candidate forms part of a good assessment process. The Qualification Committee makes the final decision on assessment.

Assessors
The individuals assessing a candidate’s vocational skills are required to have good vocational skills in the field of the competence-based qualification in question. The Qualification Committee and the organiser of the competence-based qualification agree on the assessors in the contract for arranging competence-based qualifications.

Rectification of assessment
A candidate may request rectification of assessment from the Qualification Committee competent in the field and domain within which the qualification in question falls within the statutory period of time. A written request for rectification is addressed to the Qualification Committee. Having heard from the assessors, the Committee can oblige them to carry out a reassessment. There can be no appeal against a Qualification Committee’s decision on a request for rectification of assessment.

1.6 Certificates
Qualification certificates and certificates for completion of one or more individual qualification modules are awarded by the relevant Qualification Committee. Certificates for participation in preparatory training are awarded by the education provider concerned. The Finnish National Board of Education has issued a regulation on the information to be included on the certificates.

Certificates for completion of one or more qualification modules are awarded at the request of candidates. Certificates for competence-based qualifications and for completion of one or more individual qualification modules are signed
by a representative of the Qualification Committee and a representative of the qualification organiser.

An entry on a Certificate of Vocational Skills approved by the Finnish National Board of Education is evidence of completion of a competence-based qualification equivalent to a qualification certificate. The organiser of the competence-based qualification acquires and signs Certificates of Vocational Skills. Certificates of Vocational Skills are available for a fee for those completing competence-based qualifications.

### 1.7 Preparatory training for competence-based qualifications

No preconditions to attend training can be set for participation in competence tests. However, competence-based qualifications are primarily taken in connection with preparatory training. Education providers decide on the contents and provision of preparatory training in accordance with the relevant Qualification Requirements. The training and competence tests must be structured according to the qualification modules to be completed. Those participating in preparatory training for competence-based qualifications must be provided with an opportunity to take competence tests and complete a competence-based qualification as part of the training.
2 Structure of the further qualification for tourist guides

2.1 Competence to be demonstrated for the Further Qualification for Tourist Guides

Those who have completed the Further Qualification for Tourist Guides have extensive skills to work in various guiding assignments in Finland and abroad and capabilities to develop their vocational skills.

Tourist guides are experts who guide groups and individual customers and provide guide services in an independent, responsible and customer-oriented manner. They act flexibly and respond in rapidly changing guiding situations. A more specific description of a tourist guide’s work is provided in Appendix 1.

Those who have completed the qualification may find employment as specialised guides focusing on a specific leisure interest or theme, as guides at domestic or international destinations and tour leaders, for example.

2.2 Modules of the qualification

Completion of the Further Qualification for Tourist Guides requires completion of at least three qualification modules to an acceptable standard. The Further Qualification for Tourist Guides comprises one compulsory module and two optional modules. One of the optional modules must be chosen from modules 3.2–3.4.

The compulsory qualification module is:

- 3.1 planning, marketing and implementation of guide services.

The optional qualification modules are:

- 3.2 working as a guide in Finland;
- 3.3 working as a guide at international destinations;
- 3.4 working as a tour leader;
- 3.5 working as a specialised guide;
- 3.6 working as a FAM guide;
- 3.7 guiding in a foreign language;
- 3.8 entrepreneurship;
- 3.9 a module of some other further or specialist qualification.
Candidates comprehensively demonstrate the vocational skills required in the Qualification Requirements through real-life activities in competence tests, which have been individualised on the basis of the plan for arranging competence tests for the Further Qualification for Tourist Guides approved by the Qualification Committee.

The Further Qualification for Tourist Guides is assessed one qualification module at a time by comparing a candidate's vocational skills with the vocational skills requirements of the module in question. In competence tests, the candidate demonstrates his or her potential and ability to apply his or her competence in changing situations and operating environments. He or she also demonstrates his or her abilities to assess and learn from experiences, rethink operating methods and introduce new operating methods.

After each competence test, the assessor(s) assess and document the competence demonstrated by the candidate in relation to the vocational skills requirements and targets and criteria of assessment specified for the module concerned. The candidate's self-assessment forms an essential part of his or her performance. A feedback discussion organised after the competence test forms part of a good assessment process.

Once all competence tests for a specific qualification module have been taken, an assessment discussion takes place involving the candidate and a tripartite team, which is made up of:

- a representative of the employer;
- an experienced representative of the employees; and
- a representative of teachers.

During the course of the discussion, the candidate presents details of the assessments awarded for the competence tests, his or her own self-assessments and any assessed documents related to the competence tests. The candidate and the assessors discuss and assess the candidate's vocational competence on the basis of the assessments and documents provided in accordance with the vocational skills requirements and targets and criteria of assessment specified for the module. At the end of the assessment discussion, the assessor team
holds a meeting where it decides whether to recommend that the Qualification Committee pass or fail the candidate’s performance in the qualification module and provides a written statement to this effect.

**Vocational skills requirements, targets and criteria of assessment**

On the following pages, each specific vocational skills requirement, determined for the qualification module concerned on the basis of working life functions and skills areas, is presented first in boldface. Below this, the left-hand column shows the targets of assessment derived from the vocational skills requirement, which indicate those areas of competence that are essential in terms of vocational skills and receive special attention during assessment. The right-hand column lists details of the assessment criteria, which determine the qualitative and quantitative standard of an acceptable performance. These are used as the basis for assessing whether the test performance is acceptable. The terms marked with *) are defined in Appendix 2 of these Qualification Requirements. The ways of demonstrating vocational skills are included at the end of each qualification module.

### 3.1 Planning, marketing and implementation of guide services

**Vocational skills requirements, targets and criteria of assessment**

<table>
<thead>
<tr>
<th>Vocational skills requirements</th>
<th>Criteria of assessment</th>
</tr>
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<tbody>
<tr>
<td><strong>Candidates can package, market and price themed guide services.</strong></td>
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<tr>
<td><strong>Targets of assessment</strong></td>
<td><strong>Candidates:</strong></td>
</tr>
<tr>
<td>Utilising the operating environment and implementing the target group approach</td>
<td>• co-operate smoothly and competently with the tourism industry;</td>
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<tr>
<td></td>
<td>• extensively search for information about the tourism products and services on offer within their own operating environment;</td>
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<tr>
<td></td>
<td>• make diverse use of electronic and other sources of information when acquiring information;</td>
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<tr>
<td></td>
<td>• use sources found to be reliable when acquiring information;</td>
</tr>
<tr>
<td></td>
<td>• define the target customer group appropriately;</td>
</tr>
<tr>
<td></td>
<td>• make diverse use of the service provision and opportunities available within their own operating environment in packaging;</td>
</tr>
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<td></td>
<td>• pay attention to the cultures of the operating environment and the target group, in terms of taboo issues in particular, when packaging services;</td>
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<tr>
<td></td>
<td>• plan guide services, showing respect for the special characteristics of the target group’s culture.</td>
</tr>
</tbody>
</table>
| Packaging and pricing guide services | Candidates:  
• plan customer-oriented guide services within their own operating environment;  
• develop guide services through benchmarking*;  
• comply with effective legislation and official instructions when packaging guide services;  
• package guide services giving due consideration to the different areas of responsible activities;  
• price guide services in a profitable and competitive manner;  
• prepare invoices for guide services appropriately. |
| --- | --- |
| Drawing up plans relating to packaging | Candidates:  
• draw up a feasible risk analysis for guide services and use it as a basis for preparing a safety and contingency plan;  
• draw up a plan to assess and improve the quality of guide services as part of the packaging process;  
• draw up a feasible marketing communications plan for guide services, taking the chosen target customer group into account;  
• draw up visually attractive and factually comprehensive marketing materials;  
• choose the sales and marketing channel most suitable for the target group. |

Candidates can implement guide services.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
</table>
| Preparing for guiding assignments | Candidates:  
• chart the special wishes of tour customers on their own initiative;  
• find out about any other services that the tour customer or group may have obtained and act flexibly in view of the package as a whole;  
• familiarise themselves with the tour route so as to be able to instruct other participants as required;  
• acquire the necessary topical information and supplementary material;  
• collect the contact details of the necessary partners;  
• ensure the availability and functionality of the technical equipment and resources required for a guiding assignment. |
| Implementation of guiding assignments | Candidates:  
• dress as required for each specific guiding assignment;  
• meet customers openly and create a pleasant and assured mood;  
• observe good manners;  
• start a guiding assignment giving due consideration to the situation and customers; |
- explain safety-related instructions appropriately;
- guide according to the theme, taking customers into account;
- provide multisensory*) experiences;
- enliven their commentary with stories and topical contents that are of interest to customers;
- energise customers to get involved in creating a fascinating and multisensory*) guiding experience;
- guide customers fluently in Finnish or Swedish;
- advise customers in one foreign language;
- observe customers’ reactions and revise their commentary as required by the situation;
- instruct a driver as required without disrupting their commentary;
- provide customers with clear instructions and directions for different sights;
- create an unhurried atmosphere while keeping to schedules;
- offer services available at the sight for customers;
- give customers chances to ask questions, provide feedback and say their personal goodbyes.

<table>
<thead>
<tr>
<th>Assessment, improvement and quality assurance of one’s own work performance</th>
<th>Candidates:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• realistically assess their own strengths and weaknesses and present a necessary development plan;</td>
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<td></td>
<td>• assess the role of vocational ethics and occupational identity in their work and its improvement;</td>
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<tr>
<td></td>
<td>• maintain and improve their own knowledge, skills and competences on a continuous basis;</td>
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<td></td>
<td>• actively collect customer feedback and analyse it;</td>
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<td></td>
<td>• respond quickly to customer feedback;</td>
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<tr>
<td></td>
<td>• forward feedback to other service providers as required.</td>
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</table>

*) A reference to the glossary for the Qualification Requirements in Appendix 2.

**Ways of demonstrating vocational skills**

Candidates prepare a written or electronic plan for guide services, which consists of safety, packaging and marketing communications plans according to the targets of assessment.

Candidates independently implement a themed guiding assignment lasting at least an hour in keeping with the plan that they have drawn up.

Candidates assess their own competence and present a plan for maintaining and improving vocational skills as part of the assessment discussion.
The assessors observe and assess candidates’ performance and provide a written assessment on it. Candidates may supplement their test performances with documents produced during the process, such as brochures, marketing plans, contact documents, safety documents, etc. Once assessed, these form part of their assessment material.

3.2 Working as a guide in Finland
Vocational skills requirements, targets and criteria of assessment

<table>
<thead>
<tr>
<th>Candidates can plan guiding assignments in Finland.</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Targets of assessment</strong></td>
<td><strong>Criteria of assessment</strong></td>
</tr>
</tbody>
</table>
| Planning and preparing for guiding assignments | Candidates:  
• apply knowledge of Finland’s tourism strategy, regional division and administrative authorities appropriately in their work;  
• diversely assess the tourism-related strengths and areas for improvement in their own operating environment;  
• continuously update their knowledge of the provision of tourism and information services in their own operating area;  
• acquire sufficient knowledge of Finland’s history, geography, culture, administration and economic structure, considering their customers;  
• find out facts about Finland’s social security, standard of living and education that may be of interest to their customers;  
• use reliable sources when acquiring information;  
• find out about the background details of tour customers, as far as possible, and take religious and cultural customs and habits into account in a sensible manner;  
• introduce current events, news and reports concerning the area into their commentary;  
• confirm sight opening hours, bookings made and accessibility;  
• plan a themed guiding assignment and draw up a contingency plan in a professional manner. |

<table>
<thead>
<tr>
<th>Candidates can implement themed guiding assignments in Finland.</th>
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</thead>
<tbody>
<tr>
<td><strong>Targets of assessment</strong></td>
<td><strong>Criteria of assessment</strong></td>
</tr>
</tbody>
</table>
| Starting, implementing and finishing guiding assignments | Candidates:  
• dress as required for each specific guiding assignment;  
• meet customers openly and create a pleasant and assured mood;  
• observe good manners; |
- start a guiding assignment giving due consideration to the situation and customers;
- explain safety-related instructions appropriately;
- guide according to the theme, taking customers and background details into account;
- enliven their commentary with stories and topical contents that are of interest to the target group;
- energise customers to get involved in creating a fascinating and multisensory*) guiding experience;
- guide customers fluently in Finnish or Swedish;
- guide customers in one foreign language;
- observe customers’ reactions and revise their commentary as required by the situation;
- provide customers with clear instructions and directions for different sights;
- create an unhurried atmosphere while keeping to schedules;
- offer services available at the sight for customers;
- give customers chances to ask questions, provide feedback and say their personal goodbyes.

<table>
<thead>
<tr>
<th>Taking action in exceptional situations</th>
<th>Candidates:</th>
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<tbody>
<tr>
<td></td>
<td>• act in accordance with the risk analysis and safety plan for guide services;</td>
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<td></td>
<td>• act in accordance with the contingency plan for guide services where necessary;</td>
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<td></td>
<td>• verify the safety and accessibility of the tour route;</td>
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<td></td>
<td>• instruct customers in safe behaviour and in the use of any possible safety equipment;</td>
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<tr>
<td></td>
<td>• administer first aid at least equivalent to the level of emergency first aid skills as required;</td>
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<td></td>
<td>• follow official notices;</td>
</tr>
<tr>
<td></td>
<td>• inform customers appropriately of any exceptional arrangements and act as required in each specific situation;</td>
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<td></td>
<td>• demonstrate through their plans and actions that they are responsible tourism professionals.</td>
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</table>

**Candidates can guide in different operating environments.**

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding on a moving vehicle</td>
<td>Candidates:</td>
</tr>
<tr>
<td></td>
<td>• follow the planned route and schedule;</td>
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<tr>
<td></td>
<td>• co-operate smoothly with the driver or some other partner;</td>
</tr>
</tbody>
</table>
|                        | • provide customers with instructions and information on the vehicle’s safety and other guidelines and regulations on their own initiative;  
|                        | • efficiently use the necessary technical equipment**;  
|                        | • master directions, timings and focus areas in their narration;  
|                        | • recognise and present the anticipated sights in the area;  
|                        | • flexibly modify their commentary as required according to route changes;  
|                        | • take customers with special service needs into account discreetly;  
|                        | • pay equal attention to everyone when serving customers.  

**Guiding on foot or by a non-motorised means of transport**

| Candidates: | • guide customers around clearly and consistently;  
|            | • actively keep customers interested during the tour;  
|            | • time the tour and stops in a customer-oriented manner according to a schedule;  
|            | • create a pleasant and interactive mood and modify their commentary as required;  
|            | • respect the operating environment and its special characteristics;  
|            | • communicate clearly and appropriately, considering the customers;  
|            | • efficiently use the necessary technical equipment**;  
|            | • ensure that customers move around safely;  
|            | • take customers with special service needs into account discreetly;  
|            | • pay equal attention to everyone when serving customers.  

**Guiding at a sight**

| Candidates: | • guide at a sight, observing its opening hours, accessibility and topical information about its services;  
|            | • communicate clearly and appropriately, considering the customers;  
|            | • present facts about the tour sight in sufficient detail, taking customers’ level of interest into account;  
|            | • answer customers’ questions about the tour sight in a competent manner;  
|            | • guide customers around clearly and consistently;  
|            | • actively keep customers interested during the tour;  
|            | • time the tour in a customer-oriented manner according to a schedule;  
|            | • create a pleasant and interactive mood and modify their commentary as required;  
|            | • respect the operating environment and its special characteristics;  
|            | • offer services available at the sight for customers;  
|            | • efficiently use the necessary technical equipment**;  
|            | • ensure that customers move around safely;  
|            | • take customers with special service needs into account discreetly;  
|            | • pay equal attention to everyone when serving customers.
Candidates can accept feedback and assess their own performance.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
</table>
| Assessment, improvement and quality assurance of one's own work performance | Candidates:  
• justify their specialised competence reliably;  
• realistically assess their own strengths, weaknesses and means of developing as guides;  
• assess the role of vocational ethics and occupational identity in their work and its improvement;  
• maintain and improve their own knowledge, skills and competences on a continuous basis;  
• actively collect customer feedback and analyse it;  
• respond quickly to customer feedback;  
• forward feedback to other service providers as required. |

*) A reference to the glossary for the Qualification Requirements in Appendix 2.

**Ways of demonstrating vocational skills**

Candidates guide a customer or a customer group for at least 1.5 hours in keeping with a plan prepared by a client or a guide. The guiding assignment is a themed guided tour in Finland involving moving around at the sight on a moving vehicle, on foot or by non-motorised means of transport.

Candidates assess their own competence and present a plan for maintaining and improving vocational skills as part of the assessment discussion.

Candidates supplement the practical section with a written or digital assignment. They plan a tourism service package for a self-defined target group, lasting at least five days and involving a route that covers all the tourist regions of Finland.

The assessment target entitled ‘taking action in exceptional situations’ is demonstrated in a competence test by presenting a written safety plan derived from a risk analysis and explaining its contexts.

The assessors observe and assess candidates’ performance and provide a written assessment on it. Candidates may supplement their test performances with documents produced during the process, such as brochures, marketing plans, contact documents, safety documents, etc. Once assessed, these form part of their assessment material.
### 3.3 Working as a guide at international destinations

**Vocational skills requirements, targets and criteria of assessment**

<table>
<thead>
<tr>
<th>Vocational skills requirements</th>
<th>Candidates can prepare for working in a resort.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targets of assessment</strong></td>
<td><strong>Criteria of assessment</strong></td>
</tr>
<tr>
<td>Acquiring background information about a destination</td>
<td>Candidates:</td>
</tr>
<tr>
<td></td>
<td>• act in accordance with the employer enterprise’s values and practices;</td>
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<tr>
<td></td>
<td>• familiarise themselves in advance with the destination’s tourism-related strengths and services;</td>
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<tr>
<td></td>
<td>• keep in active contact with the employer enterprise’s partners at the destination;</td>
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<tr>
<td></td>
<td>• acquire sufficient knowledge of the destination’s history, geography, culture, administration and economic structure;</td>
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<tr>
<td></td>
<td>• find out facts about the destination’s social security, standard of living and education that may be of interest to their customers;</td>
</tr>
<tr>
<td></td>
<td>• find out about current events at the destination as well as its cultural customs and habits;</td>
</tr>
<tr>
<td></td>
<td>• use sources found to be reliable when acquiring information.</td>
</tr>
</tbody>
</table>

| Candidates can work in customer service assignments at the destination. |
|--------------------------|-----------------------------------------------|
| **Targets of assessment** | **Criteria of assessment**                     |
| Customer service         | Candidates:  |
|                          | • serve customers actively and personally during contact hours at a hotel and at a service bureau;  |
|                          | • serve customers fluently and politely on the phone and through electronic means;  |
|                          | • serve customers in compliance with the enterprise’s values and practices and the terms and conditions of package tours;  |
|                          | • actively offer and sell services relating to the product range;  |
|                          | • resolve customers’ travel-related problem situations creatively and confidently, considering the enterprise’s practices;  |
|                          | • communicate fluently in the foreign language used by partners;  |
|                          | • communicate fluently with customers in Finnish or Swedish.  |

| Serving customer groups | Candidates:  |
|                        | • function smoothly at the destination’s arrivals terminals;  |
|                        | • welcome customers in a friendly manner;  |
|                        | • explain the necessary information about the destination in an interesting and structured manner during a transfer*);  |
- explain the services provided at the destination and by the tour operator during a welcome event in a customer-oriented manner;
- control the group assertively in all situations;
- keep to schedules;
- carefully ensure that the services are in line with promises made in terms of content;
- communicate fluently in the foreign language used by partners;
- communicate fluently with customers in Finnish or Swedish.

Candidates can package, market and price themed tours.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
</table>
| Utilising the operating environment and implementing the target group approach | Candidates:
- co-operate smoothly and competently with the tourism industry and agents*);
- extensively search for information about the tourism products and services on offer within their own operating environment;
- make diverse use of electronic and other sources of information when acquiring information;
- use sources found to be reliable when acquiring information;
- define any possible target customer group appropriately;
- make diverse use of the service provision and opportunities available within their own operating environment in packaging;
- pay attention to the cultures of the operating environment and the target group, in terms of taboo issues in particular, when packaging services;
- plan tours showing respect for the special characteristics of local culture. |
| Packaging and pricing a tour                | Candidates:
- plan a customer-oriented tour at the destination;
- benchmark*) the tour;
- comply with effective legislation governing the field when packaging the tour;
- package the tour giving due consideration to the different areas of responsible activities;
- price the tour in a profitable and competitive manner. |
| Drawing up plans relating to packaging      | Candidates:
- draw up a feasible risk analysis for the tour and use it as a basis for preparing a safety and contingency plan;
- draw up a plan to assess and improve the quality of the tour as part of the packaging process; |
- draw up a feasible marketing communications plan for the tour, taking the chosen target customer group into account;
- draw up visually attractive and factually comprehensive marketing materials;
- choose the sales and marketing channel most suitable for the target group.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
</table>
| **Guiding on a moving vehicle** | Candidates:  
- follow the planned route and schedule;  
- co-operate smoothly with the driver or some other partner;  
- provide customers with instructions and information on the vehicle’s safety and other guidelines and regulations on their own initiative;  
- efficiently use the necessary technical equipment*);  
- master directions, timings and focus areas in their narration;  
- recognise sights and are able to present them;  
- flexibly modify their commentary as required according to route changes;  
- take customers with special service needs into account discreetly;  
- pay equal attention to everyone when serving customers. |
| **Guiding on foot or by non-motorised means of transport** | Candidates:  
- guide customers around clearly and consistently;  
- actively keep customers interested during the tour;  
- time the tour and stops in a customer-oriented manner according to a schedule;  
- create a pleasant and interactive mood and modify their commentary as required;  
- respect the operating environment and its special characteristics;  
- communicate clearly and appropriately, considering the customers;  
- efficiently use the necessary technical equipment*);  
- ensure that customers move around safely;  
- take customers with special service needs into account discreetly;  
- pay equal attention to everyone when serving customers. |
| **Guiding at a sight** | Candidates:  
- guide at a sight, observing its opening hours, accessibility and topical information about its services;  
- communicate clearly and appropriately, considering the target group;  
- present facts about the tour sight in sufficient detail, taking customers’ level of interest into account; |
• answer customers’ questions about the tour sight in a competent manner;
• guide customers around clearly and consistently;
• actively keep customers interested during the tour;
• time the tour in a customer-oriented manner according to a schedule;
• create a pleasant and interactive mood and modify their commentary as required;
• respect the operating environment and its special characteristics;
• offer services available at the sight for customers;
• efficiently use the necessary technical equipment*);
• ensure that customers move around safely;
• take customers with special service needs into account discreetly;
• pay equal attention to everyone when serving customers.

Taking action in exceptional situations

Candidates:
• act in accordance with the risk analysis and safety plan for guide services;
• act in accordance with the contingency plan for guide services where necessary;
• verify the safety and accessibility of the tour route;
• instruct customers in safe behaviour and in the use of any possible safety equipment;
• administer first aid at least equivalent to the level of emergency first aid skills as required;
• inform customers appropriately of any exceptional arrangements and act as required in each specific situation;
• follow official notices;
• demonstrate through their plans and actions that they are responsible tourism professionals;
• deal with authorities in a confident and determined manner;
• take the duty to provide assistance and other special requirements laid down in the Package Travel Act into account carefully.

Candidates can accept feedback and improve their own performance.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
</table>
| Assessment, improvement and quality assurance of one’s own work performance | Candidates:
• justify their specialised competence reliably;
• realistically assess their own strengths, weaknesses and means of developing as guides; |
Ways of demonstrating vocational skills

Candidates demonstrate their competence by working at an international holiday destination or a similar site as destination guides. The duration of a competence test depends on each candidate’s individual competence test plan; however, it must last at least one working week.

The assessment target entitled ‘taking action in exceptional situations’ is demonstrated in a competence test by presenting a written safety plan derived from a risk analysis and explaining its contexts.

The assessors observe and assess candidates’ performance and provide a written assessment on it. Candidates may supplement their test performances with documents produced during the process, such as brochures, marketing plans, contact documents, safety documents, etc. Once assessed, these form part of their assessment material.

3.4 Working as a tour leader

Vocational skills requirements, targets and criteria of assessment

<table>
<thead>
<tr>
<th>Vocational skills requirements</th>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
</table>
| Candidates can plan a tour programme according to the customer group’s needs. | Acquiring background information and planning a tour programme | Candidates:  
• thoroughly determine the customer group’s background details, wishes and needs;  
• proactively chart the customer group’s special needs;  
• diversely find out about the possibilities on offer at the destination;  
• form a realistic idea of the destination’s special conditions;  
• use culturally sensitive*) discretion when making choices;  
• diversely acquire extensive and up-to-date background information;  
• follow the media and actively collect information from these; |
Candidates can work as tour leaders.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
</table>
| Tour leading and guiding | Candidates:  
  • observe the tour programme and resources reliably as agreed;  
  • dress according to the situation, considering the enterprise’s business idea;  
  • act in compliance with official regulations and travel authorisations;  
  • act in a customer-oriented manner;  
  • apply their interaction and customer service skills in multicultural communities appropriately and discreetly;  
  • guide and act in service chains in a culturally sensitive*) manner;  
  • diversely create attractive and fascinating impressions of the sights while guiding;  
  • use the necessary technical equipment*) professionally;  
  • keep to schedules;  
  • keep to the route and are able to make route changes as required;  
  • actively observe and respond quickly to situations;  
  • remain calm and reassure customers in exceptional situations;  
  • behave professionally and observe good manners;  
  • lead the group assertively;  
  • discreetly leave room for tourists’ own experiences and sensations;  
  • apply their skills in group dynamics;  
  • smoothly switch roles from tour leaders to guides as required;  
  • make diverse use of the special characteristics of the destination when guiding;  
  • tell interesting stories about the destination;  
  • take the special characteristics and taboos of the destination’s culture into account in their actions;  
  • function as intercultural interpreters in an objective and culturally sensitive*) manner;  
  • advise customers on insurance issues as required. |
Taking action in exceptional situations

Candidates:
• act in accordance with the risk analysis and safety plan for guide services;
• act in accordance with the contingency plan for guide services where necessary;
• verify the safety and accessibility of the tour route;
• instruct customers in safe behaviour and in the use of any possible safety equipment;
• administer first aid at least equivalent to the level of emergency first aid skills as required;
• inform customers appropriately of any exceptional arrangements and act as required in each specific situation;
• follow official notices;
• demonstrate through their plans and actions that they are responsible tourism professionals;
• deal with authorities in a confident and determined manner;
• take the duty to provide assistance and other special requirements laid down in the Package Travel Act into account carefully.

Candidates can assess and improve their work.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment, improvement and quality assurance of one’s own work performance</td>
<td>Candidates:</td>
</tr>
<tr>
<td></td>
<td>• justify their specialised competence reliably;</td>
</tr>
<tr>
<td></td>
<td>• realistically assess their own strengths, weaknesses and means of developing as guides;</td>
</tr>
<tr>
<td></td>
<td>• assess the role of vocational ethics and occupational identity in their work and its improvement;</td>
</tr>
<tr>
<td></td>
<td>• maintain and improve their own knowledge, skills and competences on a continuous basis;</td>
</tr>
<tr>
<td></td>
<td>• actively collect customer feedback and analyse it;</td>
</tr>
<tr>
<td></td>
<td>• respond quickly to customer feedback;</td>
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<tr>
<td></td>
<td>• forward feedback to other service providers as required.</td>
</tr>
</tbody>
</table>

*) A reference to the glossary for the Qualification Requirements in Appendix 2.

Ways of demonstrating vocational skills

Candidates work in assignments relevant to a tour leader’s work. They must play a key tour leading role and the tour must include accommodation and crossing a border by road, rail, water or air.

The assessment target entitled ‘taking action in exceptional situations’ is demonstrated in a competence test by presenting a written safety plan derived from a risk analysis and explaining its contexts.
Candidates assess their own competence and present a plan for maintaining and improving vocational skills as part of the assessment discussion.

The assessors observe and assess candidates’ performance and provide a written assessment on it. Candidates may supplement their test performances with documents produced during the process, such as brochures, marketing plans, contact documents, safety documents, etc. Once assessed, these form part of their assessment material.

### 3.5 Working as a specialised guide

#### Vocational skills requirements, targets and criteria of assessment

<table>
<thead>
<tr>
<th>Vocational skills requirements</th>
<th>Candidates can prepare for working as specialised guides.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets of assessment</td>
<td>Criteria of assessment</td>
</tr>
</tbody>
</table>
| Packaging a specialisation area or site into a guide service | Candidates:  
  - acquire diverse and in-depth background information about the specialisation area or site, making use of national and international sources;  
  - follow and make active use of tourism trends, applying these to packaging;  
  - familiarise themselves diversely with guiding products in their specialisation area and make use of the information that they have acquired in packaging;  
  - package guide services to an expert standard, making use of their specialised competence;  
  - take customers’ wishes, interests and knowledge of the specialisation area into account in packaging;  
  - perform packaging in a culturally sensitive*) manner;  
  - communicate fluently in Finnish or Swedish;  
  - communicate fluently in one foreign language;  
  - strictly comply with the effective statutes and official regulations;  
  - proactively draw up a feasible contingency plan;  
  - draw up a safety plan based on a risk analysis. |

| Marketing specialised competence | Candidates:  
  - carry out a small-scale market analysis and benchmark*) guide services;  
  - market their own competence, making use of sensible marketing channels and materials. |
Candidates can implement guiding assignments requiring expertise.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
</table>
| Working as a specialised guide | Candidates:  
- demonstrate professional mastery of the starting, narration and finishing phases of guiding;  
- proactively confirm that the service chain will function during a guiding assignment;  
- guide fluently, making diverse use of the necessary technical equipment*;  
- respond to customer needs and wishes immediately and flexibly during a guiding assignment;  
- diversely create attractive and fascinating impressions while guiding;  
- demonstrate broad and in-depth expertise in their own specialisation area;  
- use the necessary illustrative materials creatively when guiding;  
- demonstrate mastery of the special vocabulary of the field when guiding;  
- guide fluently and understandably in a foreign language used by customers that is suitable for the situation;  
- carefully instruct customers in and check the correct use of any special gear required during a guiding assignment;  
- diversely make use of customer safety during a guiding assignment;  
- behave professionally and so as to inspire confidence. |

Candidates can assess and improve their work.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
</table>
| Assessment, improvement and quality assurance of one’s own work performance | Candidates:  
- justify their specialised competence reliably;  
- realistically assess their own strengths, weaknesses and means of developing as guides;  
- assess the role of vocational ethics and occupational identity in their work and its improvement;  
- maintain and improve their own knowledge, skills and competences on a continuous basis;  
- actively collect customer feedback and analyse it;  
- respond quickly to customer feedback;  
- forward feedback to other service providers as required. |

*) A reference to the glossary for the Qualification Requirements in Appendix 2.
Ways of demonstrating vocational skills
Candidates implement a guiding assignment that allows them to demonstrate their expertise and specialised competence. They present the plans mentioned in the assessment criteria above.

The duration of a competence test depends on each candidate’s individual plan, but it must last at least one hour in order to allow enough time to assess the different phases of a guiding assignment.

The assessors observe and assess candidates’ performance and provide a written assessment on it. Candidates may supplement their test performances with documents produced during the process, such as brochures, marketing plans, contact documents, safety documents, etc. Once assessed, these form part of their assessment material.

3.6 Working as a FAM guide
Vocational skills requirements, targets and criteria of assessment

<table>
<thead>
<tr>
<th>Vocational skills requirements</th>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
</table>
| Candidates can plan travel programmes for professional travellers. | Planning travel programmes and preparing for guiding assignments | Candidates:  
  - thoroughly determine the customers’ background details, wishes and needs;  
  - choose the sights to be visited according to each customer’s special needs and requirements;  
  - diversely find out about the possibilities on offer at the sights;  
  - form a realistic idea of the special conditions at the sights;  
  - use culturally sensitive *) discretion when making choices;  
  - make competent use of their knowledge of the tourism industry and the destination;  
  - acquire diverse background information about the customer’s products, publications and production;  
  - use the destination’s tourism strategy and brand in support of planning;  
  - actively follow and assess national and international media and official notices;  
  - make diverse use of the information that they have acquired;  
  - carefully plan the travel programme according to the client’s values and instructions; |
- make active use of experiences from previous assignments and customer feedback;
- keep in touch with the client on their own initiative, fluently using a foreign language understood by the customer in communication;
- prepare for a visit in a professional and customer-oriented manner;
- strictly comply with the effective statutes and official regulations;
- draw up a safety plan based on a risk analysis;
- draw up an effective contingency plan for the travel programme.

Candidates can guide professional travellers.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding a professional traveller</td>
<td>Candidates:</td>
</tr>
<tr>
<td></td>
<td>- comply consistently with the client’s values and instructions when guiding;</td>
</tr>
<tr>
<td></td>
<td>- observe the theme, programme and resources according to the agreement;</td>
</tr>
<tr>
<td></td>
<td>- arrange the necessary filming and photography permits and sites as well as interviews relating to the service;</td>
</tr>
<tr>
<td></td>
<td>- communicate in a professional and service-oriented manner with different parties involved in the service chain;</td>
</tr>
<tr>
<td></td>
<td>- respond to customer needs and wishes immediately and flexibly during a guiding assignment;</td>
</tr>
<tr>
<td></td>
<td>- proactively confirm that the service chain will function during a guiding assignment;</td>
</tr>
<tr>
<td></td>
<td>- check the suitability of any changes to the programme with the client and partners as required;</td>
</tr>
<tr>
<td></td>
<td>- guide and act in a culturally sensitive*) manner;</td>
</tr>
<tr>
<td></td>
<td>- diversely create attractive and fascinating impressions of the sights while guiding;</td>
</tr>
<tr>
<td></td>
<td>- use the necessary illustrative materials creatively when guiding;</td>
</tr>
<tr>
<td></td>
<td>- guide fluently and understandably in a foreign language used by the customer that is suitable for the situation.</td>
</tr>
</tbody>
</table>

Candidates can assess and improve their work.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment, improvement and quality assurance of one’s own work performance</td>
<td>Candidates:</td>
</tr>
<tr>
<td></td>
<td>- justify their specialised competence reliably;</td>
</tr>
<tr>
<td></td>
<td>- realistically assess their own strengths, weaknesses and means of developing as guides;</td>
</tr>
<tr>
<td></td>
<td>- assess the role of vocational ethics and occupational identity in their work and its improvement;</td>
</tr>
</tbody>
</table>
• maintain and improve their own knowledge, skills and competences on a continuous basis;
• actively collect customer feedback and analyse it;
• respond quickly to customer feedback;
• forward feedback to other service providers as required.

*) A reference to the glossary for the Qualification Requirements in Appendix 2.

Ways of demonstrating vocational skills
Candidates plan and implement a travel programme for a FAM customer lasting at least eight hours as instructed by a client. They carry out a guiding assignment included in the programme, lasting at least four hours, and draw up the plans mentioned in the assessment criteria above.

The assessors observe and assess candidates’ performance and provide a written assessment on it. Candidates may supplement their test performances with documents produced during the process, such as brochures, marketing plans, contact documents, safety documents, etc. Once assessed, these form part of their assessment material.

3.7 Guiding in a foreign language
Vocational skills requirements, targets and criteria of assessment

<table>
<thead>
<tr>
<th>Vocational skills requirements</th>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates can prepare for guiding in a foreign language.</td>
<td>Preparing for using a foreign language</td>
<td>Candidates:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• acquire information about the customers’ culture and interests and the language used by the customers;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• update current information about the tour customers’ country of origin;</td>
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<td></td>
<td></td>
<td>• acquire extensive information to carry out a guiding assignment;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• make diverse use of foreign-language sources of information when acquiring information;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ensure their mastery of the necessary special vocabulary;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• produce written material appropriately in support of guiding.</td>
</tr>
</tbody>
</table>
### Candidates can guide in a foreign language.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding in a foreign language</td>
<td>Candidates:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate professional mastery of the starting, narration and finishing phases of guiding;</td>
</tr>
<tr>
<td></td>
<td>• guide customers fluently in a foreign language;</td>
</tr>
<tr>
<td></td>
<td>• guide in a customer-oriented manner, considering the customers’ cultural background;</td>
</tr>
<tr>
<td></td>
<td>• discuss interactively with foreign-language customers;</td>
</tr>
<tr>
<td></td>
<td>• respond to customer needs and wishes immediately and flexibly during a guiding assignment;</td>
</tr>
<tr>
<td></td>
<td>• function as interpreters in customer service situations;</td>
</tr>
<tr>
<td></td>
<td>• master sufficient special vocabulary;</td>
</tr>
<tr>
<td></td>
<td>• make diverse use of intercultural differences as strengths in guiding;</td>
</tr>
<tr>
<td></td>
<td>• advise customers and diversely recommend additional and complementary services.</td>
</tr>
</tbody>
</table>

### Candidates can improve their own performance.

<table>
<thead>
<tr>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing one’s own performance</td>
<td>Candidates:</td>
</tr>
<tr>
<td></td>
<td>• accept feedback, assess their own performance and improve it accordingly;</td>
</tr>
<tr>
<td></td>
<td>• assess the role of vocational ethics and occupational identity in their work and its improvement.</td>
</tr>
</tbody>
</table>

### Ways of demonstrating vocational skills

Candidates guide a foreign-language group for at least one hour, such that interactive discussions form part of assessment and that all the assessment criteria can be assessed.

The assessors observe and assess candidates’ performance and provide a written assessment on it. Candidates may supplement their test performances with documents produced during the process, such as brochures, marketing plans, contact documents, safety documents, etc. Once assessed, these form part of their assessment material.
### 3.8 Entrepreneurship

**Vocational skills requirements, targets and criteria of assessment**

<table>
<thead>
<tr>
<th>Vocational skills requirements</th>
<th>Targets of assessment</th>
<th>Criteria of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates can work as entrepreneurs in their own specialisation area.</td>
<td>Assessing one’s own entrepreneurial potential</td>
<td>Candidates:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• examine and realistically and critically describe their own qualities and circumstances in terms of entrepreneurship;</td>
</tr>
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<td></td>
<td></td>
<td>• assess personal benefits and risks involved in entrepreneurship;</td>
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<td></td>
<td></td>
<td>• assess the adequacy of their own vocational competence, making use of expert opinions;</td>
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<td></td>
<td></td>
<td>• assess their competence in terms of their line of business, its competitive situation and stakeholders;</td>
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<td></td>
<td></td>
<td>• make use of contacts from all walks of life as part of their entrepreneurial activities, as far as possible;</td>
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<tr>
<td></td>
<td></td>
<td>• assess the opportunities and risks involved in making use of networks in terms of their own business operations by means of expert opinions.</td>
</tr>
<tr>
<td></td>
<td>Specification of a business idea</td>
<td>Candidates:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• chart the enterprise’s products and services for the present time and short-term future;</td>
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<tr>
<td></td>
<td></td>
<td>• chart potential customers and their current and short-term needs;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• justifiably select target groups for their own products and services;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• package their own products and services;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• determine the physical, financial and intellectual resources required for their business operations, prioritising these;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• prepare a specific business idea for their own business operations according to the assessments and choices that they have made.</td>
</tr>
<tr>
<td></td>
<td>Drawing up a business plan</td>
<td>Candidates:</td>
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<tr>
<td></td>
<td></td>
<td>• take legal requirements concerning their own business operations into account;</td>
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<tr>
<td></td>
<td></td>
<td>• compare different possible forms of enterprise, including the risks, responsibilities and obligations involved;</td>
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<tr>
<td></td>
<td></td>
<td>• select the business model most suitable for their own business idea, justifying their choice;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• describe their chosen customer groups and marketing channels;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• package their own products and services in relation to their chosen customer groups and marketing channels;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• draw up a realistic financing plan for their enterprise;</td>
</tr>
</tbody>
</table>
• prepare a realistic performance budget for their business operations;
• describe the organisation of the enterprise’s financial administration;
• draw up a written business plan based on their solutions;
• assess and consider the opportunities to implement their business plan.

Ways of demonstrating vocational skills

Candidates demonstrate their vocational skills through drawing up a business idea and a business plan for their own enterprise in co-operation with experts from different fields.

Experts in entrepreneurship assess the process of drawing up a business idea and a business plan and relevant material (a written description of the business idea and a business plan) based on their observations and their feasibility and correspondence to the vocational skills requirements and targets and criteria of assessment specified for the module. The assessments are recorded on assessment forms. The assessment forms for the competence tests and any supplementary documents will be compiled to form the assessment material.

3.9 A module of some other further or specialist qualification

One module from another further or specialist vocational qualification may be justifiably included in the Further Qualification for Tourist Guides as an optional module. A certificate of a completed qualification module is always awarded by the Qualification Committee in charge of the qualification concerned and the Qualification Committee responsible for the Further Qualification for Tourist Guides approves the module in question as part of the Further Qualification for Tourist Guides on the basis of the certificate.
Appendix 1
Description of a tourist guide’s work

People working as tourist guides are tourism professionals who function as specialised guides focusing on a specific interest or theme, as international destination guides and as tour leaders, generally without a fixed base. Tourist guides receive their assignments from tourist offices and agencies, tour operators, transport companies, business life or directly from individual customers. Customers include both business and holiday travellers as well as professional travellers. Customers may come in tourist groups or other groups of highly varying sizes or, in the future, there may also be more and more individual customers.

Tourist guides mostly work on a freelance basis, but many freelance guides also work full time in other tourism assignments or as independent entrepreneurs. A tourist guide’s work is independent and responsible expert work, which requires good all-round learning and, in particular, sound knowledge of the history and present day of the target area, as well as up-to-date and proactive competences relating to cultural and other events.

Tourist guides are able to use directories and other sources of information available in the field in order to keep work-related information material up to date, because the work and assignments change constantly. On the one hand, work assignments may be quite specialised and, on the other, they may be broad-based. Assessing one’s own performance and making use of feedback are important for professional development.

The work requires knowledge of the significance and economic structure of tourism, motivations for travel, tourism industries as well as tourism enterprises and products. An important skill constitutes following international trends and applying them at a national level.

As the tourism industry is reforming rapidly, tourist guides update their information actively and continuously. Tourist guides are familiar with the key statutes and agreements relating to consumer protection and tour operating activities as well as the terms and conditions and compensation practices of travel insurance policies. Tourist guides must know how to act in emergencies and be able to administer first aid, if necessary.
Tourist guides are able to use the foreign languages that they need at work and are sufficiently acquainted with their customers’ cultural backgrounds. Tourist guides are able to act in a culturally sensitive manner by applying their cultural knowledge and skills. They take vocational ethics as well as environmental and safety issues into account in all their actions.

Tourist guides master guiding techniques and situations. They act flexibly, respond quickly to wishes expressed by customers and are able to advise travellers in a customer-oriented manner. The work requires interaction and presentation skills, punctuality, personal initiative, problem-solving skills as well as the ability to manage groups and unexpected situations. Through their own expertise, tourist guides or tour leaders communicate competent and up-to-date information to travellers. They help customers gain fascinating experiences by making use of their narrative skills.

Tourist guides also have sufficient sales, marketing and customer service competences to work within the tourism industry.

**Tour leaders** are based in Finland and work with groups coming to Finland and travelling abroad. Tours may be domestic round trips, cruises, or trips abroad that may vary quite considerably in terms of duration, modes of transport and destinations. Some tours are only designed for a specific group, whereas others are sold via tour operators.

Many tours are made to different countries, which calls for knowledge of each country, its culture and sights. Tour leaders are responsible for implementation of customer orders as agreed. In addition to guiding work, they ensure that the technical details and services of the tour and the tour programme work effectively and respond quickly to any changes in these. A considerable part of a tour leader’s work is invisible to customers, involving dealing with travel arrangements and co-operating with various partners. Tour leaders are cultural interpreters and communicators. Their work highlights technical competence, interaction and customer service skills, image marketing skills and culturally sensitive competence between customers and stakeholders within service chains.

**International destination guides** work as representatives of a tour operator at travel destinations abroad. Their working periods at individual destinations vary from a few months to several years. Guides based at international destinations generally work fairly independently, far from the home organisation, either as members of a destination team or on their own. Their closest local partners include the local representatives of the tour operator (known as the agency staff).
and subcontractors (such as hotels, car rental firms, coach companies and tour sights). Guides form an important part of the tour operator’s service chain and are often the only people to meet customers face to face. Guides understand the significance of good customer service and looking after customers’ needs as part of tour operating services. Customers expect their guide to be familiar with the special characteristics, culture and lifestyles at the destination as well as with its public and commercial services. The role of guides or destination staff becomes crucial in special and exceptional situations, when a customer gets ill or meets with an accident or in cases of extraordinary events affecting the entire destination area or customer group.

**Specialised guides** keep up with the times, understand their customers’ needs and wishes and are capable of making use of the specialised competences that they have acquired through work, leisure or special interests to package and implement guide services. Specialised guides know how to use the necessary equipment and are able to instruct customers in using it. Specialised guides take care of the necessary permits and notifications and prepare the necessary risk analyses and safety plans, complete with a contingency plan for guide services. Specialised guides possess such specialised competence that enables them to guide domestic and international groups specialising in a certain field. Specialised guides are able to use the technical equipment and aids required for assignments on land, sea and air in different seasons. Specialised guides work professionally and in active interaction with target groups requiring specialised competence.

Specialised guide services may be based on competence involving both activities and knowledge. Examples include local, architectural, skiing and golfing guide services and guide services for media or special interest groups and for people with mobility impairments.

Local guides generally work on moving vehicles, but they also guide on foot, on themed tours or at local sights. The work requires knowledge of the key historical events in Finland as well as topics relating to nature, social and business life as well as culture. In addition, local guides are particularly well versed in the characteristics, attractions and connections of their own guiding location and region and are able to make use of these in their work. They are able to plan and implement a guiding package as required in each specific situation.

Domestic on-site guides work at sights requiring special knowledge, such as museums, churches, public buildings or factories.

**FAM or familiarisation guides** mostly guide international tourism professionals, including international tour operators and representatives of transport com-
panies, as well as media and film crews and special interest customers. Their clients include tourism organisations or agents, ministries, city or municipal offices or educational institutions. FAM guides are multi-purpose guides: they may work as lecture guides for special interest customers, as conversation guides with tour operators and reporters, or they may represent their client in various duties and work as traditional guides according to the programme. FAM guides work independently with specific themes and resources on sites chosen by themselves or assigned by a client. The work places emphasis on national and site-specific brand competence as well as broad knowledge of tourism industries. The key competences of FAM guides also include technical competence in filming and photography arrangements, image marketing skills in different seasons as well as interaction and customer service skills and culturally sensitive competence in service chains. The work of FAM guides is about goal-oriented tourism marketing of the site and the client. FAM guides contribute to marketing and competitiveness of the site.
Appendix 2
Glossary of terms used in the Qualification Requirements

Agent: A tour operator's local partner at an overseas destination.

Benchmarking: Comparing guide services at other destinations and applying and making use of the lessons learnt from these for the purposes of one's own service provision.

Brand: The special characteristics and attractions of a destination used in service provision to differentiate the destination from other destinations. The destination has ‘branded’ certain properties and strengthens its identity through their goal-oriented marketing and in provision.

Contingency plan: An alternative operating model planned for guide services, which is put into action as a matter of discretion when required.

Culturally sensitive: Cultural sensitivity is a special area of ethical sensitivity. It means the ability to recognise the special characteristics of cultures and to reflect on one's own culture and its impact on one's own behaviour. The starting point is knowledge of one's own culture and identifying and uprooting any possible prejudices. A tourist guide’s ability to adjust and adapt to and his or her attitude towards the operating environment, working community and work assignments as well as customers demonstrate cultural sensitivity.

Culture: Visible cultural characteristics include language, accent and dialect, music, customs and manners as well as appearance. Invisible characteristics cover religion or world view, which have a strong influence on customers’ behaviour and choices. People’s values, beliefs and norms as well as ideas of what is right and wrong stem from their cultural heritage.

Customer and customer group: A traveller and a group of travellers that travels to a destination based on different motivations and uses guide services.

Destination (domestic or international tourist destination): A tourist destination in Finland or abroad, where tour operators operate either seasonally or all year round and tour leaders work based on demand and provision.

Destination guide: Tourist guides working for tour operators at international destinations.
Ethical competence: Ethics is the study of the ideas of what is right and wrong and forms a specific discipline. Basic values include mutual accountability, caring, acceptance of diversity and respect for personal values among employees as well as an ecological approach in the working community and the operating environment.

FAM guide: FAM is an abbreviation of ‘familiarisation’ and refers to brief, goal-oriented study and business trips made by professional travellers to various destinations. A FAM guide is specialised in guiding these groups. See Professional traveller.

Guide service: Is always a customer-oriented package of guiding, customer service and other services in a certain operating environment. It covers planning, implementation and assessment of guiding. Brings added value to the content of traditional guiding.

Guiding by non-motorised means of transport: Guiding by means of non-motorised scooters, bicycles or on foot, for example.

Image (marketing): Tourism is based on images and visual stimuli, because travelling is an abstract state of mind, until a customer arrives at the destination and forms more concrete impressions through service provision. Images are used in marketing and development of guide services. Customers explore the destination according to their own interests and assess which impressions strengthen their own objectives, dreams and fantasies. This process is influenced by individual customers’ emotions, experiences and rationality. Through interpreting and assigning meanings to these, customers form an image of a destination or thing, which may be new or altered or reinforce the prior image. It is possible to try to deliberately construct or deconstruct customers’ images and tourist guides play a key role in shaping these images.

Multisensory: Guide services make use of activities and services stimulating different senses, as appropriate, including looking at, tasting, smelling, touching and listening to products.

Occupational identity: A strong occupational identity means faith and self-confidence in one’s own abilities and respect for colleagues’ competence, creating a foundation for learning new things. Occupational identity reforms and adapts flexibly to role expectations in different situations. Occupational identity helps create parameters for occupational values and ethical competence.

Professional traveller: An international print or online journalist, an audiovisual film crew or an international tour operator familiarising themselves with a des-
tination’s service provision in a goal-oriented and professional manner for their own production purposes. May arrive at the destination at the invitation of a partner or on their own initiative. Form an important target group in terms of tourism marketing. See FAM guide.

Resources: Means relating to competence, time management, economic and ecological choices and decisions.

Responsible tourism: Comprises the four dimensions of sustainable development. Ecological sustainability refers to safeguarding biodiversity, sustainable use of natural resources and the environment and prevention of adverse effects. Social sustainability means safeguarding people’s well-being and promoting a good society in the name of justice. Cultural sustainability denotes the chances of local cultures to survive and develop on their own terms as well as respect for cultural diversity and difference. Economic sustainability means economically profitable activities based on ecological, social and cultural considerations.

Risk analysis = risk assessment (Finnish Consumer Agency): Refers to extensive and systematic identification of dangers and health hazards and assessment of their significance in terms of safety, health and property, with a view to improving safety.

Safety equipment: Technical devices promoting customer safety and activities in guide services.

Safety plan (Finnish Consumer Agency): The instructions drawn up by an operator for safe action in individual activities or performance sites.

Segment: A customer group chosen from the entire target audience on the market according to different properties for the purposes of planning, marketing and selling specific service packages.

Service process: In a traveller’s service process, the customer is served as he or she acquires information about services and purchases and consumes a service.

Social responsibility: Social responsibility means that an organisation and a working community should bear responsibility for all its actions that affect people, society and natural environments. According to a 2002 Green Paper published by the European Union, enterprises contribute voluntarily to the safety and cleanliness of society and nature. It states that enterprises invest in personnel, stakeholders and environmental management. Social responsibility also involves sales and marketing of products and services produced in an ethically sustainable manner.
Special interest: Service packages based on various themes customised for professional, business or holiday travellers, which include different forms of tourism. Examples include cultural tourism, culinary tourism, sports tourism or urban planning and water purification plant visits organised by cities.

Specialised guide: A guide who is specialised in such knowledge- or skills-based competence that brings clear added value to guide services. Examples of knowledge-based specialised competence include architectural and cultural guide services, whereas examples of skills-based specialised competence cover activity and nature guide services.

Stereotypes: Stereotypes are ideas or beliefs that certain cultures or nationalities have certain characteristics, personality traits, practices, beliefs or values. Stereotypes may be positive or negative and they are often fixed ideas.

Target group: A traveller and a group of travellers that travels to a destination based on different motivations and uses guide services.

Technical equipment: The technical facilities used by tourist guides in their work to support implementation of guide services and customer safety. Examples include recreational gear, audiovisual devices and IT hardware and software.

Terminal: An arrivals or departures terminal at an airport, a port, a railway station or a bus station.

Theme: A guide service is planned and implemented for a specific customer group according to a specific topic, i.e. theme; these are customised to create individual service packages.

Tour: Short-term day or evening tours or long-term overnight or circular tours carried out at international tourist destinations according to plans.

Tourism strategy: A national, regional or local long-term plan of action for tourism, aiming to develop and increase tourism industries from the perspective of different parties.

Transfer: Transport of customers from terminals to their accommodation or vice versa.

Travel motivation: A traveller or a group of travellers travels to a destination on business or on holiday or for some other reason. A motivation is a strong internal or external impulse; a driving force.
Vocational ethics: Vocational ethics refers to the uniform view of an occupational field of what types of professional activities are acceptable and right, on the one hand, and deplorable and wrong, on the other. It helps understand and internalise the foundations of vocational competence and reasons behind reasons; it is a process of vocational and humane growth.
The Finnish National Board of Education has adopted these Requirements of the Competence-based Qualification in compliance with the Vocational Adult Education Act.

Competence-based qualifications are a way of taking a qualification specifically designed and developed for the adult population.

Competence-based qualifications are planned and implemented in close co-operation between experts in the educational sector and the world of work.