

Study and analysis of the professional families and qualifications in BELGIUM to adapt the
 Transversal Competence

INTELLECTUAL OUTPUT 1

CATALOGUE OF PROFESSIONAL QUALIFICATIONS IN TOURISM
 (LEVELS OF VOCATIONAL TRAINING)

The Flemish Qualification Framework (FQF)

Reminder: The European Qualifications Framework (EQF) compares qualifications from different European countries. The EQF was established as a result of a series of international developments such as the [Bologna Declaration](#).

Main goals of the EQF:

- encourage lifelong learning
- promote international mobility of learners and workers
- increase transparency and interchangeability of qualifications

The **Flemish Qualifications Framework (VKS - FQF)** includes all recognised qualifications and classifies them into 8 levels. Each level is determined on the basis of 5 elements: knowledge, skills, context, autonomy and responsibility.

There are professional qualifications (PQ) and educational qualifications (EQ) at all 8 levels of the qualifications framework. **Each country provides an overview of all qualifications an individual can obtain.** Those qualifications are placed in a hierarchical structure, the national qualifications framework. By referencing this framework to the European Qualifications Framework, you can compare qualifications. The FQF is aligned to the EQF.

LEVELS VOCATIONAL TRAINING	OF	Knowledge and skills	Context, autonomy and responsibility
FQF LEVEL 1		<ul style="list-style-type: none"> ● recognising materials, concise, unambiguous information and simple, concrete basic concepts and rules of a part of a specific area ● applying one or more of the following skills: <ul style="list-style-type: none"> ● cognitive skills: retrieving information from one's memory, 	<ul style="list-style-type: none"> ● acting in a stable, familiar, simple and well-structured context, in which time pressure is of little importance ● acting with non-delicate objects ● functioning under direct supervision ● showing personal effectiveness

	<p>remembering and applying it</p> <ul style="list-style-type: none"> • motorical skills: using automatisms and imitating practical actions • performing repetitive and recognisable actions in routine tasks 	
<p>FQF LEVEL 2</p>	<ul style="list-style-type: none"> • understanding information, concrete concepts and standard procedures within a specific area • applying one or more of the following skills: <ul style="list-style-type: none"> • cognitive skills: analysing information by distinguishing and relating elements • motorical skills: transforming sensory perceptions into motorical actions • performing acquired practical-technical actions • applying a selected number of standard procedures when performing tasks; applying prescribed strategies to solve a limited number of concrete, recognisable problems 	<ul style="list-style-type: none"> • acting in a limited number of comparable, simple, familiar contexts • acting with delicate, passive objects • functioning under supervision with limited autonomy • take limited executive responsibility for one's work
<p>FQF LEVEL 3</p>	<ul style="list-style-type: none"> • understanding a number of abstract concepts, laws, formulas and methods within a specific area; distinguishing between major and minor issues in information • applying one or more of the following skills: <ul style="list-style-type: none"> • cognitive skills: analysing information using deduction and induction synthesizing information • motorical skills: making constructions based on a plan 	<ul style="list-style-type: none"> • acting in comparable contexts in which a number of factors change • acting with delicate, active objects • functioning with certain autonomy within a well-defined set of tasks • taking limited organisational responsibility for one's work

	<ul style="list-style-type: none"> performing actions which require tactical and strategic insight applying artistic-creative skills choosing, combining and applying standard procedures and methods to perform tasks and solve a variety of well-defined, concrete problems 	
FQF LEVEL 4	<ul style="list-style-type: none"> interpreting concrete and abstract data (information and concepts) within a specific area applying reflective cognitive and productive motorical skills evaluating and integrating data and developing strategies to perform diverse tasks and solve diverse, concrete, non-familiar (but subjectspecific) problems 	<ul style="list-style-type: none"> acting in a combination of changing contexts functioning autonomously with some initiative taking complete responsibility for one's work; evaluating and correcting one's functioning with a view to obtaining collective results

Level 1

Doesn't exist on Professional Qualification (PQ) Level

Level 2

- Fastfood employee PQ_0346
- Roomservice employee PQ_0233
- Kitchen employee PQ_0198
- Kitchen employee dishes PQ_0197
- Baker employee PQ_0018
- Butcher employee PQ_0061

Level 3

- Busboy (assistant waiter) PQ_0076
- Assistant cook (sous-chef) PQ_0251
- Assistant cook catering kitchen PQ_0347
- Assistant bartender PQ_0074
- Bus driver PQ_0124
- Taxi driver PQ_0126
- Employee nature conservation PQ_0344

Level 4

- Tourist Guide PQ_0047
- Receptionist PQ_0235
- Manager Housekeeping PQ_0234
- Waiter PQ_0077
- Cook PQ_0252
- Sommelier PQ_0353
- Cook catering kitchen PQ_0348
- Baker PQ_0019
- Butcher PQ_0063
- Pastry chef PQ_0020
- Bartender PQ_0075
- Animator PQ_0309
- Producer fish products PQ_0165
- Chocolatier PQ_0021
- Nature conservation PQ_0345
- Lifeguard swimming pool and open water PQ_0221

The Francophone Certification Framework (CFC): a "national" framework for the Wallonia-Brussels area. It is still under construction, just like the German-speaking framework project.

Two highlighted qualifications that could be useful (a summary):

Tourist Guide – Level 4

Definition

Guiding and informing people, in an accessible, interactive, inspiring and entertaining way, in a pre-agreed language, during specific visits to locations in order to allow the visitor to discover, understand and experience the geographical, historical, cultural and natural aspects of it.

Competences

Basic activities

Preparation

- Advises and informs the client about the organization of the tour / supervision performance (G120101 Id21014-c)
 - Provides up-to-date information by telephone, e-mail or on-site
 - Provides an information package and gives sufficient explanation
- Collects information about the duration, the number of visitors / travelers, the nature of the group and the details of the tour / supervision performance (G120101 Id17161-c)
 - Requests information from the client / client
- Works out a program organisationally and in terms of content (G120101 Id24973-c)
 - Selects information based on the purpose of the tour / accompaniment performance and the characteristics of the target group
 - Chooses the right media to reinforce his story
 - Sets a realistic time schedule
 - Chooses the most suitable work form and didactic material to stimulate interactivity
 - Places the information in a broader context
 - Structures the information in a clear and coherent story

Administration

Solve problems during tour

Building up your own expertise

Specific activities

Guide visitors:

- Provide content
 - Proposes the client / customer the geographical, historical, natural and cultural details of the program and adjusts the visitor information
 - Guides visitors / travelers in an interactive, goal (group) oriented and quality kind of way
- Provide practical information
 - Informs visitors / travelers about the practical aspects of the tour

Descriptor elements

Knowledge

- Basic knowledge of commercial techniques
- Basic knowledge of legislation
- Knowledge of first aid
- Knowledge of communication techniques
- Knowledge of art and culture views

- Knowledge of general and political history
- Knowledge of nature and landscape reading
- Knowledge of safety rules for goods and people
- Thorough knowledge of group animation
- Thorough knowledge of group dynamics

Cognitive skills

- Being able to evaluate the tour together with the client
- Being able to develop a network of informative sources, services and organizations
- Being able to keep abreast of source material and find and consult it
- The ability to regularly update and deepen the knowledge
- The ability to structure information in a clear and coherent story
- ...

Problem-solving skills

- Being able to help with practical problems or questions
- The ability to change reservations if necessary
- To remain controlled and mediate in case of problems
- If necessary, be able to inform the responsible or the competent authorities
- Being able to provide assistance to persons in difficulty
- The ability to provide diplomatic solutions

Motoric skills

Environmental context

- The guide only has a limited time to carry out the assignment. This has consequences for dealing with the group: he must assess the group in a short time and bring the story within the foreseen time frame.
- The guide comes into contact with very diverse visitors / travelers (youth, adults, third age, people with disabilities, non-native speakers, ...).
- The guide mainly travels on foot when exercising the activity. He enters very different locations.
- ...

Action context

- The guide must deal flexibly with the availability of the sites to be visited, the wishes of the customer, ...
- The guide can respond quickly and appropriately to possible calamities (visitor / traveler becomes unwell, accident, site unexpectedly closed, ...).
- The guide must be able to adapt his message depending on his audience.
- ...

Autonomy

Responsibility

- The layout of the tour
- The organizational development of the tour
- The content of the tour
- The guidance of the group
- The well-being and safety of visitors / travelers
- Adjusting the tour
- Good group dynamics
- The start of dialogue and interaction
- The experience of the group
- A diplomatic complaint handling
- The administrative follow-up
- Visitor satisfaction
- The welcoming of the visitors / travelers and the conclusion of the tour
- Good cooperation with colleagues and other partners
- Ensuring a sustainable character of the tour

[\[Complete PDF in Dutch\]](#)

Animator – Level 4

Definition

Organizes and carries out recreational activities (sports, games, nature, music, ...) for young people, adults (or for different target groups) according to the specific character of the organization (holiday center, leisure center, ...) in order to offer an appropriate leisure program.

Basic activities

Applies the accident procedure of the organization (co 02168):

- Reacts efficiently when a participant is injured or becomes ill.
- Connects with the participant (if possible)
- Intervenes in accordance with the prescribed procedure (alerts the safety officer and possibly external emergency services according to the seriousness and condition of the participant, ...)
- Ensures the safety of the victim and the other participants
- Gets information about possible complaints / symptoms
- Used first aid material adapted to the situation
- Brings the supervisor up to date with the accident
- Performs the evacuation in accordance with the organization's procedure

Supervises the participants and communicates professionally (co 02169):

- Deal with the participant in an empathetic manner, maintaining the necessary distance to maintain a professional relationship
- Agrees with the participant regarding the execution of the activities
- Adjusts his / her use of language in function of the participants, both in terms of content and form
- Gives advice and information to the participants
- Supports and guides the participants in difficult activities
- Can deal adequately with aggression, cross-border behavior of the participant
- Have participants fill out an evaluation form

Acts according to the professional codes of conduct (co 02166):

- Communicates empathically with all involved actors
- Respects business manners
- Adjusts language use and message to the participants
- Provides personal hygiene and ensures a well-attended appearance and adapted clothing in accordance with the task
- Acts according to the professional code of conduct
- Deal with information confidentially
- Creates a safe and pleasant environment for the participants
- Has an eye for preconditions (choice of location, accessibility of people with disabilities, ...)
- Supervises compliance with the internal regulations
- Supervises careful handling of material
- Give the good example yourself

Develops its own expertise (co 02167):

- Follows training, visits fairs, salons, ...
- Consult information sources
- Evaluates their own professional actions through assessment and reflection
- Takes up elements ((new) materials, adapted methods, contacts with experts, ...) that improve the quality of service / activities
- Follows the evolutions in the field
- Works according to the best practices when carrying out activities
- Uses the language used in the context of the profession in a sufficiently competent manner both orally and in writing

Specific activities

- Organizes information moments
- Creates and prepares information boards and displays of the activities
- Informs the guests about the operation of the organization and proposes the activity program

- Organizes relaxation sessions (sports, games, nature, music, ...) or adjusts them according to the course of the day / week
- Works out performances with participants (content, making costumes, rehearsals, ...) and performs for the audience
- Creates the animation room and guides the participants during the session
- Supervises the course of the activity and the compliance with rules of play and rules of conduct
- Recognizes difficulties or problems among the participants, intervenes and, if necessary, informs the responsible person
- Clears the animation space and checks the stock of equipment and equipment and indicates the shortages
- Evaluates the animation project and does or proposes improvements
- Organizes excursions and negotiates cost prices and reserves locations, accommodation and transportation
- Performs the physical and technical management of locations (provisioning, reporting malfunctions, requesting work, ...)
- Determines and follows your own budget

Knowledge

- Basic knowledge of personnel management
- Basic knowledge of (child) psychology
- Knowledge of communication techniques
- Knowledge of commercial techniques
- Knowledge of pedagogical techniques
- Knowledge of development techniques for children
- Knowledge of techniques for body expression
- ...

Cognitive skills

- Being able to determine the content and form of the communication action when organizing information moments
- Being able to give explanations for groups when organizing information moments
- Being able to adapt the communication style to the target group when organizing information moments
- Being able to participate in colloquia, ...
- Being able to conduct promotion in organizing information moments
- ...

Problem-solving skills

- Being able to intervene in conflicts during activities
- The ability to act in the event of unsafe use of equipment or in the event of inappropriate social behavior during activities

- Being able to receive signals and interpret them
- ...

Motoric skills

Environmental context

- This profession is practiced in a recreational environment, it can also be exercised abroad
- The professional practice varies according to the size of the organization and according to the organization activities and is seasonal
- The organizational procedures and culture determine the work context.
- ...

Action context

- The professional must work carefully, confidentially and independently during the execution of the assignment.
- The professional can deal with sudden changes
- The practitioner continually pays attention to the needs of participants
- The professional communicates efficiently with manager (s), colleagues and participants and external services.
- ...

Autonomy

Is self-employed in:

- preparing, planning, drawing up and accurately executing and evaluating the assignment
- determining the order of execution of the assignments
- determining the way in which the assignment is executed
- the reception of participants
- providing information and explaining the recreational activities to the participants
- answering questions
- advising and informing participants
- monitoring and informing participants
- developing an activity for individuals and / or groups
- the guidance of the participants or group

[\[Complete PDF in Dutch\]](#)

Additional information on the Walloon and Flemish region, apart from the EQF.

[The Walloon region](#)

Competence centre 'Le Forem Tourisme'

- Training in tourism for employees:
 1. **Reception**
 - Management of client conflicts
 - Boost your reception and sales areas
 - Professionalization of welcoming and communication techniques and skills
 2. **e-Tourism**
 - Web specifications and supplier selections
 - Instagram: say it with pictures
 - Natural SEO or how to have a good Google ranking without paying?
 - Crowdsourcing marketing
 3. **Language applied to tourism**
 - Dutch
 4. **Management and development strategy**
 - Improve pricing and distribution strategy
 - Booking, Groupon, Tripadvisor... what's next? How to improve my pricing and distribution strategy?
 - How to develop a tourism actor network?
 - How to be an actor of change?
 - Good intern communication to avoid conflicts
 - Chef vs. leader: same fight?
 5. **Marketing, analysis and knowledge of the public**
 - Crisis management and media training
 - e-Mailing: an instrument to manage client relations
 - Press relations and influence of bloggers
 - 'Winbill' software
 - A bold communication for touristic products
 - Operational merchandising in touristic sites
 - Storytelling and territorial branding
 - Re-think your marketing actions: adopt the affinity marketing
 6. **Thematization and structuring of supply**
 - Guidance of visitor groups
 - How to evaluate and to improve the attractiveness of your destination?
 7. **Quality**
 - How to measure client satisfaction and customer complaints?
 - Best practices on hygiene and the self-control system

- Training in tourism for jobseekers:
 - Exploit the new pricing and distribution strategies for tourism products
 - How to assess and improve the tourist attractiveness of a territory
 - Fidelio software
 - Tourist and cultural animator

- Tourism responsible in tourism
- Amadeus software
- Tourism employee (receptionist in hotel industry, tourist service, animator)
- Language: Dutch
- Seasonal tourism worker (training will enable you to acquire a transversal competence to all the seasonal jobs in tourism and is considered as essential by employers to welcome and inform a client)
- Develop your cultural activity

Flanders

SYNTRA formations (evening school)

- Travel guide in Europe
- Travel guide in Flanders
- Operator small-scale accommodations
- Catering and food services

VDAB (Flemish Service for Employment and Vocational Training)

- Customer-oriented communication in the tourism sector
- Tourism receptionist

LBC adult education

- Tourism receptionist
- Employee travel agency/tour operator
- Travel guide

Centre for distance education

- Bed and breakfast operator
- Hotel management
- Travel Agency
- Travel guide
- Tourist employee

Tourism Flanders – **accessible tourism**

- Customer-friendly welcome to visitors with a disability
 - o This education gives you a better insight into the different types of disabilities that exist. You can engage with some experts and learn how to welcome a person with a disability and to be customer-friendly.

- Guided tours for people with a disability
 - o In this course, you will learn how to guide a group with one or more people with a disability. You get a better insight into the different types of disabilities that exist and get tips on how to welcome and communicate with customers with a disability. You will learn how to prepare an (alternate) tour or trip and what has to be taken into account on site.
- Helping customers with a disability in your travel agency
 - o This training is offered by Wetravel2 and Inter. You will learn how to set up your office in an accessible way. In addition, you will get tips to help customers with a disability and help them realize their travel plans.

Hotel and tourism school in Bruges (secondary education)

- TSO
 - o Hotel (1st grade)
 - o Tourism (2nd grade)
 - o Hospitality (3rd grade)
 - o Hotel management (Se-n-Se¹)
- BSO
 - o Restaurant and kitchen (1-3rd grade)
 - o Gastronomy (specialisation)
 - o Hotel reception (specialisation)
 - o Teaching hotel (specialisation)

High school courses – secondary education

- Specialised recreation staff
- Welcoming and public relations
- Reception and recreation
- Public Relations (SE-n-Se¹)
- Tourism
- Tourism and organisations (SE-n-Se¹)
- Tourism and recreation (SE-n-Se¹)

¹ The Se-n-Se is organized by secondary schools. The courses are strongly focused on the labour market and "workplace learning" (internship) forms an essential part of the program. The Se-n-Se wants to promote opportunities for both employment and higher education.