



T-GUIDE Tourist Guides for People with Intellectual Disability and/or Learning Difficulties in Europe

## European Skills Framework for T-GUIDE

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#### Abstract (for dissemination)

European Skills Framework is result of the experts round table (tourism, intellectual disability, vocational education). During workshop experts discussed and analysed which skills and competences should be teach during vocational training for tourist guides, who would like to work with intellectual disabled people. Indicators of reference was taken from the European Qualifications Framework (EQF) for lifelong learning. Those skills and competences will be base for T-Guide Manual.



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**Keywords:** vocational training for tourist guides, certification, skills and competences of tourist guides, expert recommendation.



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## **European Skills Framework for T-GulDE Expert round table in Lodz 16-17.10.2013**

### Participants of the meeting :

- 1) Christine Lester (UK)
- 2) Ken Lester (UK)
- 3) Kathleen Polders (Belgium)
- 4) Sandra Zuber (Austria)
- 5) Iveta Neimane (Latvia)
- 6) Gunta Anca (Latvia)
- 7) Dori Tercedor (Spain)
- 8) Lisa Zeiler (France)
- 9) Mario Sicignano (Italy)
- 10) Lorenzo Scirocco (Italy)
- 11) Alicia García-Madrid Colado (Spain)
- 12) Joanna Szczecińska (Poland)
- 13) Małgorzata Dzienniak (Poland)
- 14) Joanna Paszkowska-Rogacz (Poland)
- 15) Maciej Kronenberg

The participants were experts in the following field: tourism, social inclusion, VET

### Aims of the meeting:

- Collecting and debating key information coming from “insiders” about T-GulDE issues and sector’s training needs
- Joint defining and developing the European Framework of Reference on skills and competencies for T-GulDE

## **MINUTES AND DECISION**

### **1.0 Background, Introduction, Situation etc.**

The application process and contract with EACEA refers to the development of specific competences which practising Tourist Guides and those wishing to take up employment in the sector, can undertake as demonstrating their competence in dealing with the Intellectually Challenged.

## European Skills Framework for T-GUIDE

To this end part of the Transnational Meeting in Lodz, Poland on 16-17<sup>th</sup> October was devoted to the discussion on the method and process to be adopted by the partnership. Partner No.; 7 (Minster Development Centre) Mrs Christine Lester, presented a Powerpoint Presentation of the background to national qualifications, their relationship to the European Quality Framework, and how these could be related to the specific competences for Tourist Guides.

We researched & believe that this is unique and is not being developed elsewhere in either Europe or the World.

There is one issue that is important for tourist guides that was raised at the meeting:

The T-Guide project does not aim to create a new job profile, but it is a about an additional qualification for an existing profession, namely the TG profession.

### **2.0 Information: findings**

Mrs Lester presented a power point presentation which she felt the partners needed to understand in order to present a framework for a vocational qualification at possibly level 2 or 3 (for experienced Guides – who could demonstrate supervisory skills).

#### **2.1. The History of Vocational Education (in UK)**

Developed in UK in 1980s and 1990s in collaboration with Awarding Bodies. Trades Associations, Employer representation

Every occupation has its own Awarding Body.

Meant to be entirely separate from Academic qualifications

- Workplace based
- Workplace developed
- Workplace delivered
- Workplace Accredited
- National & European Recognised

#### **2.2. The Role of the Awarding Body:**

Trade Associations largely became the backbone or basis of the Awarding Bodies

- Awarding bodies give credibility, world recognition
- Manage the quality & consistency of the Awards

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- Approve by accreditation the quality & consistency of the Assessors
- Approve by accreditation the quality & consistency of the Internal Verifiers
- Provide External Verifiers
- Issue the Awards

### **2.3 Each Occupational Sector has its own Vocational Qualifications**

- Starting with Level 2 (basic level of competence)
- Level 3 (some degree of supervisory experience)
- Level 4 (usually towards management)
- Level 5 (strategic)
- Level 6 & upwards (degree level)

### **2.4. Each Vocational Qualification is made up of**

- Units (number of Units vary from Award to Award) but some will be mandatory, others will be optional.
- The total number of Units makes up the full qualification.

### **2.5 Each Unit consists of:-**

- Competences
- Knowledge
- Range

### **2.6 Competences:**

- Each competence is written as an objective
- They are deliberately NOT precise so they can fit to most job roles within that occupational area. It is the job of the Assessor to guide the applicant as to the interpretation of the competence to the candidate's ability to provide evidence.

### **2.7 Knowledge**

- (what they must know in order to demonstrate competence)
- The Knowledge is what is "taught" can be workplace based or taught in College, School, University

### **2.8 Range**

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- (the totality of the circumstances) or what the competence can cover in what circumstances

### **2.9 Units lead to a Full Qualification in that vocational area.**

Or (as individual units) can be added to other qualifications

**2.10** Full vocational qualifications (level 5 and above) can be credited by Universities as entrance to Degrees.

**2.11** Competences are achieved by demonstrating to the Assessor That the candidate can do ..... And has the knowledge to understand the relevance of what they are demonstrating

Example: A monkey can be taught to do something but does not necessarily “know or understand” why they are doing it !!

### **2.12 The Assessor (works within an Organisation, school/college:**

- must have achieved or be working towards an Assessors qualification (at least one level higher than the candidates they are assessing and must be in their own area of competence:
- The Assessment is recognised by Units of Competence.
- The Assessor has guidance notes against each unit as to what kind of evidence is acceptable.
- The most important & desired form of evidence is “observation”
- Other forms of evidence may be accepted if observation is not possible, i.e. written statements, witness testimony, case studies etc.

### **2.13 Before commencing an Award the Adviser/Assessor will**

Carry out a Training Needs Analysis (TNA) to ensure that the Candidate CAN achieve the Award, i.e. it is within the scope of their job description

Any gap in knowledge or ability to provide evidence will be addressed at this stage.

According to the ability of the candidate a level will be decided upon (different competences according to the candidate’s ability to provide evidence).

### **2.14 Candidates will be issued with a C.A.R**

Candidate Achievement Record

At all times they can track their own progress

### **2.15 How do we ensure the quality & consistency of Awards in different job roles, different organisations, different countries ??**

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We have

- Assessors who must have achieved or be working towards an Assessors qualification (at least one level higher than the candidates they are assessing and must be in their own area of competence:
- Internal Verifiers who work within an organisation, school or college: responsible for the internal quality of the Award
- External Verifiers appointed by the Awarding Body & paid by them

### **2.16 Accreditation of Prior Learning (Little known fact):**

All prior learning is capable of being recognised by the qualification

The candidate will present the evidence of how their job role already provides this evidence & discuss with the Assessor what this evidence is and how it meets the Standards

The Assessor assesses the evidence and “recognises” it

The Assessor will gain a Unit of Competence (Learning & Development) which recognises they can “advise”

### **2.17 How it Relates to T-Guide:**

The competences we identify must be written in clear, Concise & demonstrable language (SMART)

They must consist of the knowledge we decide is part of the competence

We will have to “spell out” the range, the circumstances which are applicable to each unit.

We will have to say what kind of evidence will be acceptable (in line with other vocational qualifications)

### **2.18 How it relates to EQF:**

- Europe wants a consistency across all countries in the EU so this encourages & recognises qualifications as valid in each of the 28 countries.
- Europe has already done a lot of work in relating the levels of VET into EQF
- So, for instance, they agreed some few years ago that a level of VET in UK is one level higher than that of EQF, so we have had to come into line

### **2.19 Having trialled the e-manual**

We can present it to the Tourist Board Awarding Body for formal recognition as a qualification, or units thereof

## European Skills Framework for T-GuIDE

**3.0 Following the presentation the members present formed small working parties to debate, discuss, & present their suggestions for the competences against each of 3 Units which it was decided should be :-**

**3.1 Unit 1: The Preparation in order to lead a Group of Intellectually Challenged.**

- 3.1.1. Research into background of various stages of Challenging Behaviour  
Understanding the relevance of story-telling to the target group
- 3.1.2 Research into the group processes
- 3.1.3 Identification of the inter-personal skills required
- 3.1.4 Developing of the inter-personal skills
- 3.1.5 Conflict Management & dealing with issues & situations arising
- 3.1.6 Research into learning techniques adapted to the target group
- 3.1.7 Relevance & observation of gestures, non-verbal communication & satisfaction signs, narrative ,
- 3.1.8 Role play as stimulation
- 3.1.9 Identification of body language related to knowledge of meaning
- 3.1.10 Knowledge about appropriate verbal communication

### KNOWLEDGE & UNDERSTANDING

- 3.1.11 Adapting to circumstances
- 3.1.12 Prior knowledge, research
- 3.1.13 When meeting to prepare the group – what kind of people, what age group, what special interest, what language, previous experience, what special needs.
- 3.1.14 Adapt the itinerary to needs of the specific group, i.e. how long, how difficult, special tools/materials e.g. choice of visual prioritises, accessibility.
- 3.1.15 Adapt language, vocabulary, length of sentence, order of words,
- 3.1.16 During the tour, scan the group continuously, including body language & by asking.
- 3.1.17 See the changes & react accordingly (make longer/shorter/different kind of information/appeal to different senses, e.g shouting, crying.
- 3.1.18 If there is a disruption of the tour, decide what kind of intervention is needed
- 3.1.19 Evaluation.
- 3.1.20 Research information about differing kinds of intellectual disabilities.

## European Skills Framework for T-GUIDE

- 3.1.21 Skills of communication, especially in relation to people with ID, know how to react if someone is behaving in a very unexpected/unusual way.
- 3.1.22 Knowledge of accessibility/standards for people with ID
- 3.1.23 Standards of information (easy to understand)
- 3.1.24 Using all senses/communication
- 3.1.25 Using additional materials (touch, smell)
- 3.1.26 More specifically find out about special rules/possibilities of questions, in appropriate behaviour
- 3.1.27 Relate to the itinerary, if museum, what can I touch, do I need gloves?
- 3.1.28 Find out if participants can read,, provide pictures, information, themselves or perhaps help them by printing out information in larger type
- 3.1.29 Inter-active guiding, asking questions
- 3.1.30 Know the options, what can be done during tour, adapt to circumstances & use best options to make it enjoyable for all.  
..... developed by Lorenzo, Dori, Alicia:
- 3.1.31 Logistics; collaboration with supportive persons before & during process
- 3.1.32 Prepare according to special needs of target group
- 3.1.33 Who asked for the service – individuals – associations, work with the support/carers.
- 3.1.34 Knowing what kind of ID they have – individual research, collaboration with the association/support person, Characteristics of the ID, Level of learning, understanding, attention, communication. – physical special needs in addition to ID
- 3.1.35 Customise the itinerary/service, appropriate duration, breaks/meals, interests/ first time or frequent needs
- 3.1.36 Group characteristics, only ID/ mixed group, age
- 3.1.37 Preparation of list of do's and don't's
- 3.1.38 Prepare the material \*& give out discuss with carers prior to the visit/during the visit
- 3.1.39 Techniques, methods to be used by the type of ID

### **3.2.1 Unit 2: DEALING WITH ISSUES OF INTELLECTUALLY CHALLENGED**

- 3.2.2 Demonstrating knowledge of group behaviour and its impact on the target group
- 3.2.3 Intervention techniques
- 3.2.4 Demonstrating inter-personal skills
- 3.2.5 Dealing & resolving areas of conflict & anger management
- 3.2.6 Demonstrating learning techniques associated with the target

## European Skills Framework for T-GUIDE

- group
- 3.2.7 Reacting to gestures, NVC & making adaptation to body language
  - 3.2.8 Using appropriate verbal communication
  - 3.2.9 KNOWLEDGE & UNDERSTANDING: (developed by Sandra, Kathleen & Mario)
  - 3.2.10 Show empathy:
  - 3.2.11 Use resources, aids, senses
  - 3.2.12 Use of correct communication methods
  - 3.2.13 Knowledge important & practice
  - 3.2.14 Structure the story telling, repeating, asking, highlights question
  - 3.2.15 understanding of target group
  - 3.2.16 Looking at the body language of target group
  - 3.2.17 Be clear, be in the moment,
  - 3.2.18 Preparation of materials according to degree of challenge
  - 3.2.19 Speaking without discriminating
  - 3.2.20 Use of short words. Clear, building rapport, short sentences
  - 3.2.21 Involve participants in games, ask before beginning.
  - 3.2.22 Knowledge instruments, differing senses, creative, tasks, pictures, stories, legends, listen feel, smell taste, see hear.
  - 3.2.23 Information gathering of route information – toilets, restaurants, advance warning to the target group to avoid confusion, they like to know what is going to happen. Create an ambience of well-being & comfort.
  - 3.2.24 NVC including being patient, affective, reactionary, respecting.
  - 3.2.25 Outlining the main points before beginning, autism (depends on the kind & depth of challenge)Unit III
- 3.3.1 Unit 3 - Self Assessment, Evaluation & Self Development**
- 3.3.2 Development of the techniques of self evaluation
  - 3.3.3 Understanding of 360 deg. Appraisal & evaluation
  - 3.3.4 Demonstrating self development
  - 3.3.5 Reflect & review performance.
- 4.1 **Unit 4 Relationship to the Civil Society** (extra unit suggested as being appropriate to Development of Innovation) its relationship to the community.
- 4.2. (still to be developed – how the undertaking of the Award would be of benefit to the wider community, i.e. Restaurants, hotels, ID friendly, identification of needs.  
Contact with the ID Associations/institutions to offer tours/services adapted to ID people.
- 5.0 **Conclusion, action required.**

## European Skills Framework for T-GUIDE

It was agreed that the flip chart presentations by each group of partners would be taken away, drafted into some kind of order, and presented as a draft document for discussion at the UK Transnational Meeting in November. By this time it would start to look like a Vocational Competence of 4 Units; it was agreed that this was only a basis for discussion and much discussion, re-drafting of the Units would be necessary to make them into courseware, capable of assessment by a qualified person, acceptable to an accreditation body prepared to approve the qualification and offer it to candidates.

Mrs Lester agreed to do this by the 12th November 2013 and to then work the 2 partners collaborating on this work package i.e. FEG (Federation of European Guides) and Fundacion Legado Andalusi