

Tourism

Tourism is an important industry in many parts of the world and covers a number of different areas of activity. The needs of both private persons and companies for services in the tourist area are growing and becoming more varied. This means that routes and means of transport are changing, expectations of new experiences increasing, and the requirements regarding destinations, trip production and service are changing.

Aim of the subject

Teaching in the subject of tourism should aim at helping students develop knowledge of the activity areas of tourism – living, eating, doing, travelling and selling – and also knowledge of their development. It should highlight issues concerning social, economic and cultural conditions, ethical views, and also sustainable development in the tourist industry. Teaching should in addition give students the opportunity to develop knowledge of how destinations and products are developed, packaged, marketed, information provided, and services sold.

Teaching should lead to students developing the ability to communicate and meet customers and guests in a professional way with a high level of service. Furthermore, it should give students the opportunity to develop their understanding of different cultures, religions and ways of living. Teaching should also contribute to students strengthening their ability to search for, organise, examine and assess information from different sources and media, and also draw conclusions from the information.

Teaching should lead to students developing knowledge of international agreements, and also about laws and other regulations in the area of tourism. It should also cover issues about the working environment and safety. The tourist industry consists largely of small companies. For this reason, teaching should contribute to stimulating students' interest in entrepreneurship.

By means of practical exercises in reality simulated environments and field studies in the teaching, students should be given the opportunity to develop their knowledge of the tourist industry.

Teaching in the subject of tourism should give students the opportunities to develop the following:

- 1) Knowledge of different activities, roles and tasks in tourism, and also about the development of tourism.
- 2) Knowledge of travel destinations and itineraries, and also about marketing and sales.
- 3) Knowledge of different target groups, cultures and interaction between different cultures.
- 4) Knowledge of sustainable development in the tourist industry.
- 5) The ability to search for, organise, examine, assess and present information.
- 6) The ability to plan, organise and carry out tasks in service-oriented and responsible ways.

- 7) Knowledge of international agreements, and also of laws and other regulations in the activity areas.
- 8) The ability to work safely and in accordance with working environment principles.
- 9) The ability to cooperate and communicate with others.
- 10) The ability to assess one's own work and results.

Courses in the subject

- Hospitality industry, 100 credits.
- Activities and experiences, 100 credits, which builds on the course, natural resource use.
- Guide and tour leader, 100 credits, which builds on the course, hospitality industry, or the course, vehicle and transport industry, conditions and working areas.
- Sustainable tourism, 100 credits, which builds on the course, hospitality industry.
- Marketing and sales, 100 credits, which builds on the course, hospitality industry, or the course, leisure and recreational activities.
- Travel production and sales, 100 credits, which builds on the course, hospitality industry.
- Destinations and itineraries, 100 credits, which builds on the course, hospitality industry, or the course, vehicle and transport industry – conditions and working areas.
- Travel agency services, 100 credits, which builds on the course, hospitality industry.
- Travel hosting at destination, 100 credits, which builds on the course, destinations and itineraries.

Travel agency services

The course, travel agency services, covers points 1–10 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Travel agencies' areas of activity, professional roles and tasks.
- Cooperation partners and central organisations.
- Sweden as a brand, its importance and meaning.
- Travel patterns to Sweden from other countries, and also domestic travel.
- Factors affecting travel in the region.
- Local conditions and cultural phenomena in the region.
- Geography of the local area and attractions with regard to comfort, service, safety and accessibility.
- Collaboration and drawing up agreements with local players.
- Certification and quality assurance for travel agencies and work for sustainable development of the region.
- Public access rights and other regulations in the area.
- Information searching and critically assessing and processing material.
- Planning, marketing and sales of arrangements in the region to different target groups.
- Production of local information material and brochures, and also updating web sites.
- Information and booking of accommodation with emphasis on renting of cottages, camping, and bed and breakfast.
- Service and reception and the importance of language in all communication.
- Handling positive and negative customer reactions, documentation and follow-up.

Knowledge requirements

Grade E

Students describe **in basic terms** activities of a travel agency and common professional roles and tasks. In addition, students describe **in basic terms** key organisations and cooperation partners.

Students design Sweden as a travel destination and give **some** examples of attractions for different target groups. In addition, students give an account **in basic terms** of the geography of the local area, and also cultural phenomena and the range of activities. Students describe **in basic terms** travel patterns to the region and how they affect development.

Students plan and carry out **in consultation** with the supervisor **simple** tasks of different kinds with results that fulfil specified quality requirements. In their planning, students choose **in consultation** with the supervisor material, technical equipment and methods suitable for the task. Students produce **in consultation** with the supervisor local information material and brochures, and also in their work take due account of environmental and financial factors. During the working process, students identify problems that occur and solve them **in consultation** with the supervisor.

Students cooperate and communicate **with some certainty** with others, and also adapt **with some certainty** their language to the situation and recipient. After the task has been completed, students evaluate their work and results in **simple** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students describe **in detail** activities of a travel agency and common professional roles and tasks. In addition, students describe **in detail** key organisations and cooperation partners.

Students describe Sweden as a travel destination and give **some** examples of attractions for different target groups. In addition, students give an account **in detail** of the geography of the local area, and also cultural phenomena and the range of activities in the region. Students describe **in detail** travel patterns to the region and how they affect development.

Students plan and carry out **after consultation** with the supervisor **simple** tasks of different kinds with results that fulfil specified quality requirements. In their planning, students choose materials, technical equipment and methods suitable for the task **after consultation** with the supervisor. Students draw up **after consultation** with the supervisor local information material and brochures, and also in their work take due account of environmental and financial factors. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate and communicate **with some certainty** with others, and also adapt **with some certainty** their language to the situation and recipient. After the task has been completed, students evaluate their work and results in **balanced** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students describe **in detail and in a balanced way** activities of a travel agency and common professional roles and tasks. In addition, students describe **in detail and in a balanced way** key organisations and cooperation partners.

Students describe Sweden as a travel destination and give **several** examples of attractions for different target groups **and also make proposals for new attractions**. In addition, students give an account **in detail and in a balanced way** of the geography of the local area, and also cultural phenomena and the range of activities in the region. Students describe **in detail and in a balanced way** travel patterns to the region and how they affect development.

Students plan and carry out **after consultation** with the supervisor tasks of different kinds with results that fulfil specified quality requirements. In their planning, students choose **after consultation** with the supervisor material, technical equipment and methods suitable for the task. Students produce **after consultation** with the supervisor local information material and brochures, and also in their work take due account of environmental and financial factors. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate and communicate **with certainty** with others, and also adapt **with certainty** their language to the situation and recipient. After the task has been completed, students evaluate their work and results in **balanced** assessments, **and also make proposals on how the work can be improved**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Sustainable tourism

The course, sustainable tourism, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1, 4 and 7. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Basic principles of ecotourism.
- Eco-measures in different areas of tourism, as well as positive role models and brands in the area.
- Certification system for sustainable, safe and responsible tourism.
- Conditions for sustainable tourism in recognised tourist destinations.
- Sustainable and environmentally friendly tourism development where people interact with nature and culture, and develop destinations and activities in ways that take account of ecological, ethical and financial factors.
- Natural and cultural resources from an historical and future perspective and their importance for development.
- Impact of tourism on countries' natural environment, cultural heritage, society, economy and employment.
- Tourist companies and opportunities for individual travellers to contribute to responsible travelling.
- Laws, regulations and ethical approaches in the area.
- Information searching and critically assessing, processing and presenting the material.

Knowledge requirements

Grade E

Students describe **in basic terms** the basic principles of ecotourism, and also give an account **in basic terms**, based on some examples, of ongoing environmental work for sustainable development. In addition, students describe **in basic terms** how tourism affects a country's nature, cultural heritage and economic system. Furthermore, students describe **in basic terms** how the tourist industry can adapt to the country's culture, and also take account of nature when developing travel destinations.

Students give an account **in basic terms** of environmental certification, and also describe and compare environmental work in different areas of tourism. Students give **some** examples of the

measures individuals can take which contribute to responsible travelling. Students reason **in basic terms** about how laws and other regulations influence development.

Student search for, organise, and examine **with some certainty** information, and also evaluate this in **simple** assessments. In addition, students give **with some certainty** a **simple** presentation of information and integrate **with some certainty** technical aids. During the working process, students identify problems that occur and solve them **in consultation** with the supervisor.

Students cooperate and communicate **with some certainty** with others, and also adapt **with some certainty** their language to the situation and recipient.

After the task has been completed, students evaluate their work and results in **simple** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students describe **in detail** the basic principles of ecotourism, and also give an account **in detail**, based on some examples, of ongoing environmental work for sustainable development. In addition, students describe **in detail** how tourism affects a country's nature, cultural heritage and economic system. Furthermore, students describe **in detail** how the tourist industry can adapt to the country's culture, and also take account of nature when developing travel destinations.

Students give an account **in detail** of environmental certification, and also describe and compare environmental work in different areas of tourism. Students give **some** examples of the measures individuals can take which contribute to responsible travelling. Students reason **in basic terms** about how laws and other regulations influence development.

Student search for, organise, and examine **with some certainty** information, and also evaluate this in **simple** assessments. In addition, students give **with some certainty** a presentation of information and integrate **with some certainty** technical aids. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate and communicate **with some certainty** with others, and also adapt **with some certainty** their language to the situation and recipient.

After the task has been completed, students evaluate their work and results in **balanced** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students describe **in detail and in a balanced way** the basic principles of ecotourism, and also give an account **in detail and in a balanced way**, based on some examples, of ongoing environmental work for sustainable development. In addition, students describe **in detail and in a balanced way** how tourism affects a country's nature, cultural heritage and economic system. Furthermore, students describe **in detail and in a balanced way** how the tourist industry can adapt to the country's culture and also take account of nature when developing travel destinations.

Students give an account **in detail and in a balanced way** of environmental certification, and also describe and compare environmental work in different areas of tourism. Students give **several** examples of the measures individuals can take which contribute to responsible travelling. Students reason **in detail and in a balanced way** about how laws and other regulations influence development.

Students search for, organise, and examine **with certainty** information, and also evaluate this in **balanced** assessments. In addition, students give **with certainty** an **advanced** presentation of information and integrate **with certainty** technical aids. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate with others and communicate **with certainty** with others, and also adapt **with certainty** their language to the situation and recipient.

After the task has been completed, students evaluate their work and results in **balanced** assessments, **and also make proposals on how the work can be improved**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Guide and tour leader

The course, guide and tour leader, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 5–6. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Companies in the area.
- The various tasks and working environments of guides and tour leaders.
- Development of group and charter trips.
- Guiding and presentation skills in different environments and situations, and also adaptation to different target groups.
- Different cultures and multi-cultural meetings.
- Searching and interpreting information from e.g. maps, geographic charts and manuals, as well as processing and presenting them.
- Use of technical equipment and special terms.
- Planning and carrying out transfers, welcome meetings and excursions.
- Laws, regulations and safety requirements for travel arrangements.
- Intervention and response to emergencies, first aid and cardiopulmonary resuscitation.
- The importance of personal leadership, and communication and interaction with others.
- Handling positive and negative customer reactions, documentation and follow-up.

Knowledge requirements

Grade E

Students describe **in basic terms** different players in group and charter travel, individually and how they work together, and also describe **in basic terms** different tasks and working environments of guides and travel leaders. Students also give an account **in basic terms** of the development of group and charter trips, and also give an account **in basic terms** of travel destinations and itineraries. Furthermore, students describe **in basic terms** different target groups and guests with special needs, and also give an account **in basic terms** of different cultures and meetings between different cultures. Students also give an account **in basic terms** of local and regional conditions for sustainable development in the tourist industry.

Student search for, organise, and examine **with some certainty** information, and also evaluate this in **simple** assessments. In addition, students make **with some certainty** a **simple** presentation of information and integrate **with some certainty** technical aids into the presentation.

Students plan and organise **in consultation** with the supervisor transfers, welcome meetings and some excursions for different target groups. In their planning, students **with some certainty** take account of the circumstances of the group, the place and the situation. In addition, students **in consultation** with the supervisor, make an assessment of security and choose equipment and approaches.

Students carry out **in consultation** with the supervisor activities in a service-oriented and responsible way with results that fulfil specified quality requirements. Students work in accordance with laws and other regulations, and also in accordance with working environment and safety standards. In addition, students discuss **in basic terms** different ways of intervening in emergencies, and carry out **in consultation** with supervisors first aid and cardiopulmonary resuscitation. During the working process, students identify problems that occur and solve them **in consultation** with the supervisor.

Students cooperate with others and communicate **with some certainty** and adapt their language to the situation and recipient. After the task has been completed, students evaluate their work and results in **simple** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students describe **in detail** different players in group and charter travel, individually and how they work together, and also describe **in detail** different tasks and working environments of guides and travel leaders. Students also give an account **in detail** of the development of group and charter trips, and also give an account **in detail** of travel destinations and itineraries. Furthermore, students describe **in basic terms** different target groups and guests with special needs, and also give an account **in detail** of different cultures and meetings between different cultures. Students also give an account **in detail** of local and regional conditions for sustainable development in the tourist industry.

Student search for, organise, and examine **with some certainty** information, and also evaluate this in **simple** assessments. In addition, students make **with some certainty** a presentation of information **in a structured way** and integrate **with some certainty** technical aids into the presentation.

Students plan and organise **after consultation** with the supervisor transfers, welcome meetings and some excursions for different target groups. In their planning, students **with some certainty** take account of the circumstances of the group, the place and the situation. In addition, students make **after consultation** with the supervisor an assessment of safety and choose equipment and approaches.

Students carry out **after consultation** with the supervisor activities in a service-oriented and responsible way with results that fulfil specified quality requirements. Students work in accordance with laws and other regulations, and also in accordance with working environment and safety standards. In addition, students discuss **in detail** different ways of intervening in emergency situations, and also carry out **after consultation** with the supervisor first aid and cardiopulmonary resuscitation. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate with others and communicate **with some certainty** and adapt their language to the situation and recipient.

After the task has been completed, students evaluate their work and results in **balanced** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students describe **in detail and in a balanced way** different players in group and charter travel, individually and how they work together, and also describe **in detail and in a balanced way** different tasks and working environments of guides and travel leaders. Students also give an account **in detail and in a balanced way** of the development of group and charter trips, and also give an account **in detail and in a balanced way** of travel destinations and itineraries.

Furthermore, students describe **in detail and in a balanced way** different target groups and guests with special needs, and also give an account **in detail and in a balanced way** of different cultures and meetings between different cultures. Students also give an account **in detail and in a balanced way** of local and regional conditions for sustainable development in the tourist industry.

Students search for, organise, and examine **with certainty** information, and also evaluate this in **balanced** assessments. In addition, students make **with certainty** an **advanced** presentation of information **in a structured way** and integrate **with certainty** technical aids into their presentation.

Students plan and organise **after consultation** with the supervisor transfers, welcome meetings and some excursions for different target groups. In their planning, students **with certainty** take account of the circumstances of the group, the place and the situation. In addition, students make **after consultation** with the supervisor an assessment of safety and choose equipment and approaches.

Students carry out **after consultation** with the supervisor activities in a service-oriented and responsible way with results that fulfil specified quality requirements. Students work in accordance with laws and other regulations, and also in accordance with working environment and safety standards. In addition, students discuss **in detail and in a balanced way** different ways of intervening in emergency situations, and also carry out **after consultation** with the

supervisor first aid and cardiopulmonary resuscitation. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate with others and communicate **with certainty**, and also adapt their language to the situation and recipient.

When the task has been completed, students evaluate their work and results in **balanced** assessments **and also make proposals on how the work and communication can be improved**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Travel hosting at destination

The course, travel hosting at destination, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–3 and 6. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Organisational plans, professional roles and tasks at the workplace.
- Destinations' conditions and their range of attractions.
- Activity, business idea and target group.
- Information and marketing of companies services or activities.
- Choice of means of transport and alternative routes to destinations.
- Changing destinations in different seasons.
- Events and activities affecting destinations.
- Traditions and customs from cultural perspectives.
- Company culture, policies and unwritten rules.
- Environmental work at travel destinations.
- Working environment and safety, and also laws and other regulations.
- Importance of service and efficiency at work.
- The importance of language and body language in all communication.
- Communication and collaboration within and between departments.

Knowledge requirements

Grade E

Students describe **in basic terms** organisational plans, professional roles and common tasks at the workplace. Students give an account **in basic terms** of conditions of travel destinations and their range of attractions. Furthermore, students describe **in basic terms** the business, its business idea, and also which target groups they mainly address. Students describe **in basic terms** different travel itineraries and means of transport available, and also give **some** examples of important events that can affect destinations.

Students plan, organise and carry out **in consultation** with the supervisor **simple** tasks of different kinds with results that fulfil specified quality requirements. In their work, students choose **in consultation** with the supervisor materials, technical equipment and methods suitable for the task.

Students adapt **with some certainty** their work to target groups and cultural differences. Students take account of **after consultation** with the supervisor health, the environment, finance and also laws, policies and other regulations relevant to the task. Furthermore, students inform and use **with some certainty simple** methods to market the business's range of services. Students explain **in basic terms** how to work in accordance with sustainable tourism. During the working process, students identify problems that occur and solve them **in consultation** with the supervisor.

Students cooperate and communicate **with some certainty** with others, and also adapt **with some certainty** their language to the situation and recipient. After the task has been completed, students evaluate their work and results in **simple** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students describe **in detail** organisational plans, professional roles and common tasks at the workplace. Students give an account **in detail** of conditions of travel destinations and their range of attractions. Furthermore, students describe **in detail** the business, its business idea and also which target groups they mainly address. Students describe **in basic terms** different travel itineraries and means of transport available, and also give **some** examples of important events that can affect destinations.

Students plan, organise and carry out **after consultation** with the supervisor **simple** tasks of different kinds with results that fulfil specified quality requirements. In their work, students choose **in consultation with the supervisor** materials, technical equipment and methods suitable for the task.

Students adapt **with some certainty** their work to target groups and cultural differences. Students take account of **after consultation** with the supervisor health, the environment, finance and also laws, policies and other regulations relevant to the task. Furthermore, students inform and use **with some certainty** methods to market the business's range of services. Students explain **in detail and in a balanced way** how to work in accordance with sustainable tourism. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate and communicate **with some certainty** with others, and also adapt **with some certainty** their language to the situation and recipient. After the task has been completed, students evaluate their work and results in **balanced** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students describe **in detail and in a balanced way** organisational plans, professional roles and common tasks at the workplace. Students give an account **in detail and in a balanced way** of conditions of travel destinations and their range of attractions. Furthermore, students describe **in detail and in a balanced way** the business, its business idea, and also which target groups they mainly address. Students describe **in detail and in a balanced way** different travel itineraries and means of transport available, and also give **some** examples of important events that can affect destinations.

Students plan, organise and carry out **after consultation** with the supervisor tasks of different kinds with results that fulfil specified quality requirements. In their work, students choose **after consultation** with the supervisor materials, technical equipment and methods suitable for the task.

Students adapt **with certainty** their work to target groups and cultural differences. Students take account of **after consultation** with the supervisor health, the environment, finance and also laws, policies and other regulations relevant to the task. Furthermore, students inform and use **with certainty advanced** methods to market the business's range of services. Students explain **in detail and in a balanced way** how to work in accordance with sustainable tourism. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate and communicate **with certainty** with others, and also adapt **with certainty** their language to the situation and recipient. After the task has been completed, students evaluate their work and results in **balanced** assessments, **and also make proposals on how the work can be improved**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Hospitality industry

The course, hospitality industry, covers points 1–6 and 9–10 under the heading Aim of the subject, with special emphasis on points 1 and 5. The course covers basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- The hospitality industry's key organisations.
- The hospitality industry's main areas of activity, players and professional roles.
- The importance of cooperation between different players in business areas.
- Development and trends in tourism over time.
- Well-known destinations in Sweden and overseas.
- Different target groups and their diverse requirements for travel, activities and service.
- Local and regional conditions for sustainable development in the hospitality industry.
- Information searching and critically assessing and processing material.
- Oral and written presentation using modern technology.
- The importance of both verbal and non-verbal communication with others.

Knowledge requirements

Grade E

Students describe **in basic terms** the hospitality industry's organisation, activities, their players, individually and how they cooperate, and also describe **in basic terms** common professional roles and tasks. Students also give an account **in basic terms** of the development of tourism, and also give an account **in basic terms** of travel destinations and itineraries. Furthermore, students describe **in basic terms** different target groups and their needs, and also propose appropriate activities and services. Students also give an account **in basic terms** of local and regional conditions for sustainable development in the tourist industry.

Student search for, organise and examine **with some certainty** information about different areas in the hospitality industry, and also describe **in basic terms** similarities and differences between different activities. In addition, students evaluate their results in **simple** assessments. Prior to their presentations, students choose **with some certainty** materials, technical equipment and methods appropriate for the task. Students make **with some certainty** a **simple** presentation and integrate **with some certainty** technical aids into the presentation.

Students cooperate with others and communicate **with some certainty** and adapt their language to the situation and recipient.

After the task has been completed, students evaluate their work and results in **simple** assessments.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students describe **in detail** the hospitality industry's organisation, activities, their players, individually and how they cooperate, and also describe **in detail** common professional roles and tasks. Students also give an account **in basic terms** of the development of tourism, and also give an account **in detail** of travel destinations and itineraries. Furthermore, students describe **in detail** different target groups and their needs, and also propose appropriate activities and services. Students also give an account **in detail** of local and regional conditions for sustainable development in the tourist industry.

Student search for, organise and examine **with some certainty** information about different areas in the hospitality industry, and also describe **in detail** similarities and differences between different activities. In addition, students evaluate their results in **simple** assessments. Prior to their presentations, students choose **with some certainty** materials, technical equipment and methods appropriate for the task. Students make **with some certainty** a **simple** presentation **in a structured way** and integrate **with some certainty** technical aids into the presentation.

Students cooperate with others and communicate **with some certainty** and adapt their language to the situation and recipient.

After the task has been completed, students evaluate their work and results in **balanced** assessments.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students describe **in detail and in a balanced way** the hospitality industry's organisation, activities, their players, individually and how they cooperate, and also describe **in detail and in a balanced way** common professional roles and tasks. Students also give an account **in detail and in a balanced way** of the development of tourism, and also give an account **in detail and in a balanced way** of travel destinations and itineraries. Furthermore, students describe **in detail and in a balanced way** different target groups and their needs, and also propose appropriate activities and services. Students also give an account **in detail and in a balanced way** of local and regional conditions for sustainable development in the tourist industry.

Student search for, organise and examine **with some certainty** information about different areas in the hospitality industry, and also describe **in detail and in a balanced way** similarities and

differences between different activities. In addition, students evaluate results in **balanced** assessments. Prior to their presentations, students choose **with certainty** materials, technical equipment and methods appropriate for the task. Students make **with certainty** a presentation **in a structured way** and integrate **with certainty** technical aids into their presentation.

Students cooperate with others and communicate **with certainty**, and also adapt their language to the situation and recipient.

When the task has been completed, students evaluate their work and results in **balanced** assessments **and also make proposals on how the work and communication can be improved.**

Activities and experiences

The course, activities and experiences, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 2–4, 6, and 9. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Role and importance of the activity leader for group interaction and for achieving aims and goals.
- Activities that add value to enhancing the participant's experience of the event or stay.
- Planning, implementing and evaluating activities for different target groups.
- Different activities depending on demand, and in relation to conditions of the venue and situation.
- Costing and pricing activities.
- Marketing and presenting planned activities.
- Laws, regulations and agreements to be taken into account in carrying out the activity.
- Risk analysis and safety measures when planning activities.
- The importance of body language for communication and interaction with others.

Knowledge requirements

Grade E

Students describe **in basic terms** the role and tasks of activity leaders. Students also give an account **in basic terms** of how different activities can be priced, marketed and presented. Furthermore, students describe **in basic terms** different target groups and their goals with activities, and also give examples of how participants' total experience of the arrangement or stay can be improved. Students also give an account **in basic terms** of local and regional conditions for sustainable development in the tourist industry.

Students plan and organise **in consultation** with the supervisor activities for different target groups. In their planning, students **with some certainty** take account of the participants, and also the conditions of the place and the situation. In addition, students make **with some certainty** an assessment of safety and choose equipment and approaches. In their planning, students also carry out **with some certainty** a cost calculation for pricing activities, and also a **simple** presentation and marketing of this.

Students carry out **in consultation** with the supervisor activities in a service-oriented and responsible way with results that fulfil specified quality requirements. Students work in accordance with international agreements, laws and other regulations, and also in accordance with working environment and safety standards. During the working process, students identify problems that occur and solve them **in consultation** with the supervisor.

Students cooperate with others and communicate **with some certainty** and adapt their language to the situation and recipient.

After the task has been completed, students evaluate their work and results in **simple** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students describe **in detail** the role and tasks of activity leaders. Students also give an account **in detail** of how different activities can be priced, marketed and presented. Furthermore, students describe **in detail** different target groups and their goals with activities, and also give examples of how participants' total experience of the arrangement or stay can be improved. Students also give an account **in detail** of local and regional conditions for sustainable development in the tourist industry.

Students plan and organise activities for different target groups **after consultation** with the supervisor. In their planning, students **with some certainty** take account of the participants, and also the conditions of the place and the situation. In addition, students make **with some certainty** an assessment of safety and choose equipment and approaches. In their planning, students also carry out **with some certainty** a cost calculation for pricing activities, and also a presentation and marketing of this.

Students carry out **after consultation** with the supervisor activities in a service-oriented and responsible way with results that fulfil specified quality requirements. Students work in accordance with international agreements, laws and other regulations, and also in accordance with working environment and safety standards. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate with others and communicate **with some certainty** and adapt their language to the situation and recipient.

After the task has been completed, students evaluate their work and results in **balanced** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students describe **in detail and in a balanced way** the role and tasks of activity leaders. Students also give an account **in detail and in a balanced way** of how different activities can be priced, marketed and presented. Furthermore, students describe **in detail and in a balanced way** different target groups and their goals, and also give examples how of how participants' total experience of an arrangement or stay can be improved. Students also give an account **in detail and in a balanced way** of local and regional conditions for sustainable development in the tourist industry.

Students plan and organise activities for different target groups **after consultation** with the supervisor. In their planning, students **with certainty** take account of the participants, and also the conditions of the facilities and the situation. In addition, students make **with certainty** an assessment of safety and choose equipment and approaches. In their planning, students also carry out **with certainty** a cost calculation for pricing activities, and also an **advanced** presentation and marketing of this.

Students carry out **after consultation** with the supervisor activities in a service-oriented and responsible way with results that fulfil specified quality requirements. Students work in accordance with international agreements, laws and other regulations, and also in accordance with working environment and safety standards. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate with others and communicate **with certainty**, and also adapt their language to the situation and recipient.

When the task has been completed, students evaluate their work and results in **balanced** assessments **and also make proposals on how the work and communication can be improved**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Destinations and itineraries

The course, destinations and itineraries 1, covers points 1–10 under the heading Aim of the subject, with special emphasis on point 2. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Common travel destinations in Sweden and in other countries.
- Choice of means of transport and itinerary with due regard to the environment.
- The development of tourism and destinations at a rate matching changes in trends in society.
- Itinerary as attraction.
- Marketing and presentation of different travel destinations.
- Traditions and customs in different cultures.
- Events and activities affecting flows of tourists to and from a destination.
- Geographic information from maps to identify alternative routes between travel destinations.
- Corporate and public initiatives regarding travel destinations and their consequences.
- Laws, other regulations and agreements in the area.

Knowledge requirements

Grade E

Students describe **in basic terms** different destinations and places, propose means of transport and itineraries, and also compare their impact on the environment. Students give an account **in basic terms** of the development of destinations in relation to current trends. In addition, students give **some** examples of the marketing of both travel destinations and itineraries. Furthermore, students describe **in basic terms** traditions and customs in different cultures, and also how different factors affect the flow of tourists to and from different destinations.

Students search for **with some certainty** information from maps and other sources to find alternative travel destinations and itineraries. Students carry out **simple** examination, processing and presentation of their results. In their work, students choose **in consultation** with the supervisor materials, sources and methods suitable for the task. During the working process, students identify problems that occur and solve them **in consultation** with the supervisor.

Students cooperate and communicate **with some certainty** with others, and also adapt **with some certainty** their language to the situation and recipient. After the task has been completed, students evaluate their work and results in **simple** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students describe **in detail** different destinations and places, propose means of transport and itineraries, and also compare their impact on the environment. Students give an account **in detail** of the development of destinations in relation to current trends. In addition, students give **some** examples of the marketing of both travel destinations and itineraries. Furthermore, students describe **in detail** customs and traditions in different cultures, and also how different factors affect the flow of tourists to and from different destinations.

Students search for **with some certainty** information from maps and other sources to find alternative travel destinations and itineraries. Students carry out **well grounded** examination, processing and presentation of their results. In their work, students choose **after consultation** with the supervisor materials, sources and methods suitable for the task. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate and communicate **with some certainty** with others, and also adapt **with some certainty** their language to the situation and recipient. After the task has been completed, students evaluate their work and results in **balanced** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students describe **in detail and in a balanced way** different destinations and places, propose means of transport and itineraries, and also compare their impact on the environment. Students give an account **in detail and in a balanced way** of the development of destinations in relation to current trends. In addition, students give **several** examples of marketing of both travel destinations and itineraries. Furthermore, students describe **in detail and in a balanced way** customs and traditions in different cultures, and also how different factors affect the flow of tourists to and from different destinations.

Students search for **with some certainty** information from maps and other sources to find alternative travel destinations and itineraries. Students carry out **well grounded and balanced**

examination, processing and presentation of their results. In their work, students choose **after consultation** with the supervisor materials, sources and methods suitable for the task. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate and communicate **with certainty** with others, and also adapt **with certainty** their language to the situation and recipient. After the task has been completed, students evaluate their work and results in **balanced** assessments, **and also make proposals on how the work can be improved**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Travel production and sales

The course, travel production and sales, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–3 and 6–7. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Players, their products and brands, and also professional roles and tasks in the area.
- Development of travel arrangements in relation to trends and changes in society.
- Development of new travel destinations taking into account conditions of the destination for sustainable development.
- Interpretation of agreements and drafting contracts between trip arrangers vis-a-vis transport and accommodation companies, and other players in the production process.
- Laws, international agreements and ethical rules in the area.
- Methods of payment, foreign currency and cash transactions.
- Setting prices, taking into account supply and demand with regard to travel patterns, seasons and the state of the economy.
- Profitability calculations and financial follow-up.
- Sales and bookings of private, group and business trips.
- Programs for booking trips, accommodation and activities.
- Information searching and market communication as tools in the production of trips.
- Production of travel arrangements for specific target groups with special account taken of environmental, financial and safety factors at the destination, and also follow-up and evaluation.
- Sales stimulating activities, targeted sales and customer care.
- Presentations through layouts, signs and displays.
- Special terms and the importance of language in all communication.

Knowledge requirements

Grade E

Students give an account **in basic terms** of the individual players in the industry and how they work together. Students describe **in basic terms** different professional roles and tasks. Furthermore, students give an account **in basic terms** of the development of new travel destinations and travel arrangements.

Students give an account **in basic terms** of common agreements and contracts, and also laws and other regulations. Furthermore, students give **some** examples of pricing of different travel packages. Students give examples of booking programs and compare these with each other, and also carry out **simple** bookings.

Students plan and organise **in consultation** with the supervisor smaller arrangements with results that fulfil specified quality requirements. In their planning, students choose **in consultation** with the supervisor appropriate methods for searching for information, and also carry out a **simple** presentation and marketing of the arrangement. Students integrate **with some certainty** technical aids into their presentations. In addition, students give **some** examples of activities to stimulate sales and develop customer relationships. During the working process, students identify problems that occur and solve them **in consultation** with the supervisor.

Students cooperate and communicate **with some certainty** with others, and also adapt **with some certainty** their language to the situation and recipient. After the work has been completed, students evaluate their work and results in **simple** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students give an account **in detail** of the different players in the industry and how they work together. Students describe **in detail** different professional roles and tasks. Furthermore, students give an account **in detail** of the development of new travel destinations and travel arrangements.

Students give an account **in detail** of common agreements and contracts, and also laws and other regulations. Furthermore, students give **some** examples of pricing of different travel packages. Students give examples of booking programs and compare them with each other and also carry out bookings.

Students plan and organise **after consultation** with the supervisor smaller arrangements with results that fulfil specified quality requirements. In their planning, students choose **after consultation** with the supervisor appropriate methods for searching for information, and also present and market the arrangement. Students integrate **with some certainty** technical aids into their presentations. In addition, students give **some** examples of activities to stimulate sales and develop customer relationships, **and also reason about the similarities and differences between these**. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate and communicate **with some certainty** with others, and also adapt **with some certainty** their language to the situation and recipient. After the work has been completed, students evaluate their work and results in **balanced** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students give an account **in detail** of the different players in the industry and how they work together. Students describe **in detail and in a balanced way** different professional roles and tasks. Furthermore, students give an account **in detail and in a balanced way** of the development of new travel destinations and travel arrangements.

Students give an account **in detail and in a balanced way** of common agreements and contracts, and also laws and other regulations. Furthermore, students give **several examples** of pricing of different travel packages. Students give examples of booking programs and compare them with each other, and also carry out **advanced** bookings.

Students plan and organise **after consultation** with the supervisor smaller arrangements with results that fulfil specified quality requirements. In their planning, students choose **after consultation** with the supervisor appropriate methods for searching for information, and also carry out an **advanced** presentation and marketing of the arrangement. Students integrate **with certainty** technical aids into their presentations. In addition, students give **several** examples of activities to stimulate sales and develop customer relationships, **and also reason about the similarities and differences between these**. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

Students cooperate and communicate **with certainty** with others, and also adapt **with certainty** their language to the situation and recipient. After the work has been completed, students evaluate their work and results in **balanced** assessments, **and also make proposals on how this can be improved**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Marketing and sales

The course, marketing and sales, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–3. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Effect of marketing on individuals.
- Targeted marketing adapted to different target groups.
- Marketing and sales via media.
- The role of brand and marketing in the buying process from need to decision.
- Importance of the company profile in all communication.
- Concepts, definitions, laws and ethical rules in the area.
- Drawing up of market plans based on business ideas and goals.
- Planning, implementation and evaluation of market activities e.g. trade fairs, events, sponsoring and advertising.
- Information technology as a tool in marketing.
- Layout and display of marketing material.
- Methods of analysis and studies to adapt services or products to the market.

Knowledge requirements

Grade E

Students describe **in basic terms** the impact of marketing on the individual, and also reason about group targeted marketing. Furthermore, students give an account **in basic terms** of media marketing and sales, the role of marketing in the buying process, and also the importance of a clear company profile.

Students give an account **in basic terms** of common concepts and definitions, and also give **some** examples of laws and ethical rules relevant to the area.

Students plan, organise and present **in consultation** with the supervisor market activities with results that fulfil specified quality requirements. In their planning and prior to presentations, students choose **in consultation** with the supervisor materials, technical equipment and methods suitable for the task. In addition, students give **with some certainty** a **simple** presentation of

information and integrate **with some certainty** technical aids. During the working process, students identify problems that occur and solve them in consultation with the supervisor.

In their work, students cooperate and communicate **with some certainty** with others, and also adapt **with some certainty** their language to the situation. Furthermore, students evaluate their work and results in **simple** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students describe **in detail** the impact of marketing on the individual, and also reason about group targeted marketing. Furthermore, students give an account **in detail** of media marketing and sales, the role of marketing in the buying process, and also the importance of a clear company profile.

Students give an account **in detail** of common concepts and definitions, and also give **some** examples of laws and ethical rules relevant to the area.

Students plan, organise and present **after consultation** with the supervisor market activities with results that fulfil specified quality requirements. In planning and prior to their presentations, students choose **after consultation** with the supervisor materials, technical equipment and methods suitable for the task. In addition, students give **with some certainty** a presentation of information and integrate **with some certainty** technical aids. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

In their work, students cooperate and communicate **with some certainty** with others, and also adapt **with some certainty** their language to the situation. Furthermore, students evaluate their work and results in **balanced** assessments.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students describe **in detail and in a balanced way** the impact of marketing on the individual, and also reason about group targeted marketing. Furthermore, students give an account **in detail and in a balanced way** of media marketing and sales, the role of marketing in the buying process, and also the importance of a clear company profile.

Students give an account **in detail and in a balanced way** of common concepts and definitions, and also give **several** examples of laws and ethical rules relevant to the area.

Students plan, organise and present **after consultation** with the supervisor market activities with results that fulfil specified quality requirements. In planning and prior to their presentations, students choose **after consultation** with the supervisor materials, technical equipment and methods suitable for the task. In addition, students give **with certainty** an **advanced** presentation of information and integrate **with certainty** technical aids. During the working process, students identify problems that occur and solve them **after consultation** with the supervisor.

In their work, students cooperate and communicate **with certainty** with others, and also adapt **with certainty** their language to the situation. Furthermore, students evaluate their work and results in **balanced** assessments, **and also make proposals on how the work can be improved.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.