

## 1. TITLE OF THE CERTIFICATE

Hotell- och turismprogrammet, inriktning/område turism och resor

## 2. TRANSLATED TITLE OF THE CERTIFICATE

Hospitality and Tourism Programme, orientation/vocation tourism and travel

This translation has no legal status.

## 3. PROFILE OF SKILLS AND COMPETENCES

### The holder of this document has

- ability to work with tourist information.
- ability to plan, organise, lead activities, adventures and travels.
- knowledge of travel production.
- ability to communicate, greet and provide service to guests and customers in various situations, based on needs and expectations.
- knowledge of destinations and travel routes.
- knowledge of the travel industry's impact on the environment.
- ability to search for, analyse, critically review and value information.
- knowledge of marketing, sales and entrepreneurship.
- knowledge of the industry, nationally and internationally.
- knowledge of working environment issues, and an ability to work safely and ergonomically.
- ability to plan, carry out and assess the work process.

## 4. RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE

Professions or fields within tourism and travel could include:

- working with sales and service
- working with travel planning
- working with tourist information and service or
- working with activities and adventures

The holder's vocation/area of expertise is stated in the certificate

**(\*) Explanatory note**

This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 93/C 49/01 of 3 December 1992 on the transparency of qualifications, Council Resolution 96/C 224/04 of 15 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers.

More information available at: <http://europass.cedefop.europa.eu>

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### 5. OFFICIAL BASIS OF THE CERTIFICATE

<p><b>Name and status of the body awarding the certificate</b> The certificate is issued by the Headmaster of the school where the pupil completed their education.</p>	<p><b>Name and legal status of the national/regional authority providing accreditation/recognition of the certificate</b> This education is regulated by the Swedish Parliament, the Swedish government and the Swedish National Agency for Education.</p>
<p><b>Level of the certificate (national or international)</b> Upper secondary school, ISCED 3. National Qualification Framework (SeQF) 4. European Qualification Framework (EQF) 4.</p>	<p><b>Grading scale / Pass requirements</b> A, B, C, D, E and F  The highest grade is A, and the lowest grade is E. Non-passing grade is marked as F. The Diploma project is graded with grade E or F.</p>
<p><b>Access to next level of education or training within the field</b> This education can lead to continued studies at a higher vocational education college. This education can lead to continued studies at a university or university college.</p>	<p><b>International agreements</b> Agreement between Denmark, Finland, Iceland, Norway and Sweden about Nordic educational agreement at the upper secondary educational level (SÖ 2008:8).</p>
<p><b>Legal basis</b>  The Education Act (2010:800), the Upper Secondary School Ordinance (2010:2039), Ordinance of adult education (2011:1108), Ordinance on the diploma goals for the national upper secondary school programmes (SKOLFS 2010:14).</p>	

### 6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE

A pupil can obtain upper secondary vocational diploma through studies at an upper secondary school or municipal adult education.

Within the upper secondary school vocational diploma is obtained either through a mainly school-based education or through apprenticeship. The length of the education is normally three years. The school-based education includes a work placement for at least 15 weeks. Workplace-based learning makes up more than half of the upper secondary apprenticeship education, starting from the beginning of any school year at the upper secondary school. During workplace-based learning, the pupil spends time in one or several workplaces in the professional field.

Within municipal adult education, a vocational diploma is obtained either through a mainly school-based education, through apprenticeship, distance education or a combination of different study forms. The education is course-based.

**Additional information**

More information on vocational education is available at [www.skolverket.se/fran-skola-till-arbetsliv](http://www.skolverket.se/fran-skola-till-arbetsliv)