• Digital Tourism Qualification Manual •

Content

The Digital Tourism Qualification Manual is covers 6 parts:
1. Description and professional profile Digital Tourism;
2. Syllabus DTQ
3. SDQ learning Modules;
4. DTQ Learning Plan (Learning Agreement);
5. DTQ Assessment (specification of the learning outcomes; competence, knowledge, skills);
6. Cesure and rating document (Report)

Introduction Digital Tourism Qualification Manual

Work-Based Learning (WBL) is an effective teaching approach used to engage students in real-life occupational experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's workforce.

The purpose of the DTQ Manual is to provide guidance and direction for schools when developing and implementing the components of work-based learning experiences outlined in the Digital Tourism Qualification. The guidance and tools included within this resource are critical to all teachers, tutors, supervisors and administrators involved in the coordination of the Digital Tourism Qualification work-based learning program. The Digital Tourism Qualification Manual has 6 parts:
1. Description and professional profile Digital Tourism;
2. Syllabus DTQ;
3. SDQ Learning Modules;
4. DTQ Learning Plan;
5. DTQ Assessment (specification of the learning outcomes; competence, knowledge, skills);
6. Cesure and Rating Report.

The above-mentioned documents are validated and approved by the DTQ Validation Committe on September 20th 2021, in San Sebastian, Spain. The manual is needed to increase knowledge of students in Digital Tourism and the (international) supply chain, with a specification of the learning outcomes, being aware of the differences in culture and communication in Digital Tourism. Digital access to the Digital Tourism Qualification Manual can be found on the Digital Tourism website.

How to choose DTQ Good Practices of Work-Based learning?

- **What to transfer?**
- **Why to transfer good practices of DTQ work-based learning?**
- **Who is benefiting from the DTQ transfer? • Who is carrying out the transfer?**
- **Contextualization of the Digital Tourism Qualification**
- **Project management • How to go on in terms of implementation, evaluation and dissemination?**
- **Obstacles**
- **General conclusions**

This manual contains the validation and the analysis of good practices of DTQ work-based learning. This will finally give operative partners answers on how to choose DTQ good practices of work-based learning, to help with the identification of reconditions and challenges of the implementation of work-based learning and clarifies the phases of the transfer process. The following questions and issues will be dealt with in order to offer a manual for transferring good practices of Digital Tourism work based learning:

- What to transfer?
- Why to transfer good practices of DTQ work-based learning?
- Who is benefiting from the DTQ transfer?
- Who is carrying out the transfer?
- Contextualization of the Digital Tourism Qualification
- Project management
- How to go on in terms of implementation, evaluation and dissemination?
- Obstacles
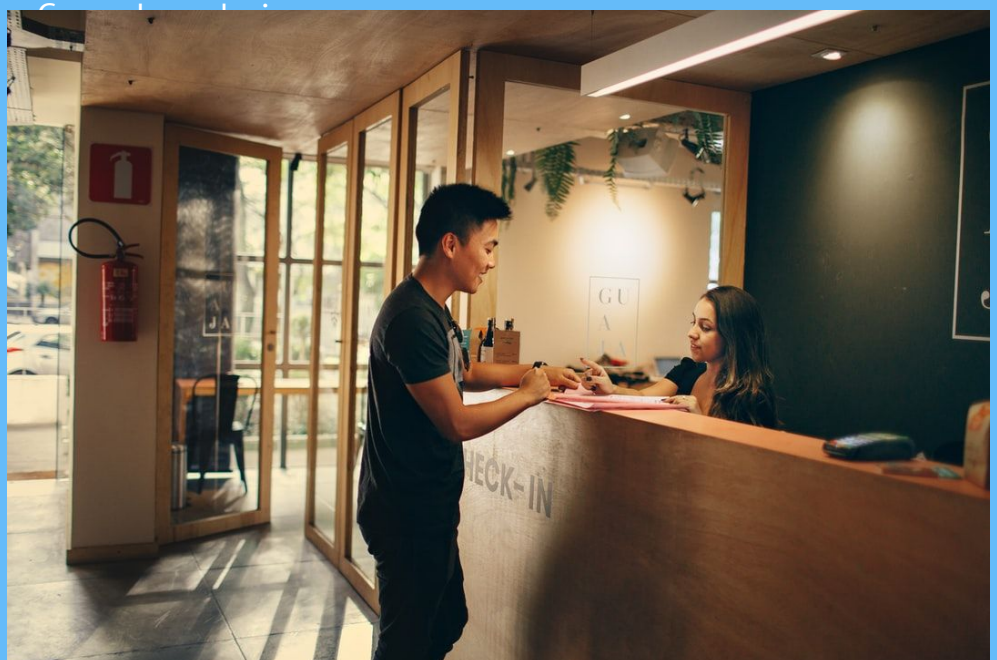
What to transfer?

The Digital Tourism project has developed a new qualification for one of Europe's and World's highest growing sectors, Tourism.

The Digital Tourism project has developed a new qualification for one of Europe's and World's highest growing sectors, Tourism. This qualification mixes both Tourism and IT skills, meeting the market new trends of consumer choices, mostly online and through peer reviews. As it targets to youth people, 15, 16, 17, 18 and 19 years old students. It prepares them to work in several types of hospitality organizations, both under traditional business models – DMCs–Destination Management Companies / DMOs–Destination Management Organizations, GDS–Global Distribution Services, Hotels, Travel Agencies, Tourism Animation companies, national/regional/local Tourism Boards – and online/cloud business models, the digital travel market: from metasearch engines / fare aggregators, OTA–Online Travel Agencies or traditional Tourism companies that already work / want to upgrade their work on the electronic sales channel -, with all types of Tourism products – Sun & Beach, Business, MICE, City Breaks, Golf, Nature, Cultural, Gastronomy, as they will be performing tasks on businesses B2B – Business to Business or B2C – Business to Consumer, as their job profile allows them to help creating / developing / promoting / selling online products, tangible or non-tangible, small or big, private or public, through a mix set of competences that go from Marketing to Geography, Psychology to IT, Arts to History, Photo to Video, national language to other European Languages.

The Digital Tourism qualification formats we have delivered are EQAVET framework based, using also ECVETs to smoothen the comparison between countries. So it's easy to make our DT Qualification tailor made, transfering all the content, sylabus and learning plan of the qualification to your national education frame work.

The Digital Tourism qualification we have developed can be formally used through the whole of the European Union and supports the acquisition of professional knowledge and skills targeting promotional and marketing strategies based on IT(e-tourism), as digital services allow a company to become a place where technological innovation generates cultural, social and economic development.
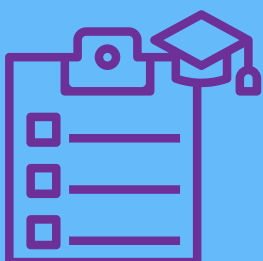
What to transfer?

Be aware that the school needs to get a national recognition for the Digital Tourism qualification. There is no automatic EU-wide recognition of this qualification. The Digital Tourism qualification formats we have delivered are EQAVET framework based, using also ECVETs to smoothen the comparison between countries. So it's easy to make our DT Qualification tailor made, transfering all the content, sylabus and learning plan of the qualification to your national education frame work.

As the new qualification follows the new trends in curriculum design – it is organized in several Learning Units and Sub Units – it is not only easy for VET providers to make it tailor made, but for them to choose one or several of the Learning Sub Units and to offer it as a micro credential training, to upskill or reskill people already in the labour market. The course is aligned both to national and European Qualification Frameworks; it allows learners to attend one or several Learning Units; the learning outcomes are clearly defined; the validation is also assured.

The DT Students will also be quite mobile, as the course will be designed to be implemented in international companies and it will also include long term work based learning, with a minimum of three months. There will be educational impacts, contributing to meeting long-term digital education goals of the EC. The impacts include long-term effects on learners, teachers, or the learning environment:
* Increased quality of life and work for students and teachers due to the new digital Tourism Skills qualification (impact evaluation through evidence / testimonials);
* Increased entrance to higher education among recent graduates' new qualification (impact evaluation through data collection). According to the Lisbon Recognition Convention (LRC), if our Digital Tourism Skills Qualification gives access rights to higher education in the home country, it should give access to higher education in another country as well;
* Increased labour (mobility) among recent graduates the new qualification;
* Increased level of online tourism promotion, interactivity with customers and businesses, between Tourism sector organizations, both B2B and B2C

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Why to transfer good practices of DTQ work-based learning?

The Digital Tourism pilots have proven to be good practise and has shown to be an emerging strategy for strengthening connections between youth and local Tourism businesses.

For Tourism employers in need of a skilled and trained workforce, and in particular those seeking to build a pipeline of new talent to sustain economic competitiveness, work based learning is a very good scheme. Many businesses are uncertain about how best to engage with younger workers, but doing practise by doing through interships and apprenticeships is a very good strategy that allow Tourism businesses to expand their recruitment and hiring into younger populations offer benefits to both workers and businesses.

The Digital Tourism pilots have proven to be good practise and has shown to be an emerging strategy for strengthening connections between youth and local Tourism businesses. A couple of testimonials from Spain, Portugal and Italy are also highlighted in this manual.The DT Qualification emphasizes we have to expand investments in youth work-based learning (WBL) programs, through internship and/or apprenticeship (paid internships) and on-the-job training programs.

Work-Based Learning (WBL), is an effective teaching approach used to engage students in real-life occupational Digital Tourism experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning (e.g. internship, apprenticeship) provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's Digital Tourism workforce. It's important to assess the students prior to their WBL-period on certain skills (technical and knowledge), attitudes and behaviour. In this way we are able to select the right students for a successful WBL-p

Work Based Learning: Internship or Apprenticeship

Definition Internship: A short fixed term (30 days – 90 days) Work Based Learning hands on training, acquiring work experience without payment at a DT Company

Definition Apprenticeship: A Work Based Learning (more then 90 days) hands on training (with pay), acquiring more then just work experience at a DT Company (with potentially a guaranteed job after completion)

The Digital Tourism Work based learning (WBL) period will be defined as an 'internship' or 'apprenticeship' (see for the definitions in the left colom). While long recognized as a best practice for adult workers, work-based learning has not always been a significant component of youth service strategies. This DT well-designed work-based learning opportunity provide youth participants with occupational and work readiness training while also providing necessary income support (when apprenticeship). Based on conversation with our DTQF experts, work-based learning programs should include the following elements:

Work (experience)
From work (based learning) to work, that's the way it works. Acquiring work experience to get work is a key element of the DTQ Good practise. Paid work-based learning opportunities, with wages provided either through employer, provider, or combination of the two is even bette rand will have even more longlasting results. By combining paid work with qualification instruction, work-based learning makes it easier for students to support themselves and their families while gaining skills and credentials that translate into longer-term career advancement. Different WBL models offer different benefits to workers and to businesses. In Digital Tourism we offer internships and apprenticeships.

Quality Coaching
Digital Tourism gave good quality coaching, support and guidance to the participants in gaining and improving new Digital Tourism knowledge, skills and qualifications to facilitate personal development and responsibility, to obtain basic work experience & qualifications and/or participation in the local, national and EU labour market.

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DIGITAL TOURISM

Succesful Work-based learning programs always include the following elements:
1. Work experience
2. Quality Coaching
3. Smooth functioning Network
4. Intensity of the work based learning programme
5. Formal Validation of Good Practise

The three participating schools from Italy (ITE Scarletti), Spain (CEDEA) and Portugal (INSIGNARE) are very experienced partners and were specifically chosen for their broad range of apprenticeships and work placements and specialisation in the Tourism sector. DFW2W was the expert on work based learning validation and has a very broad range of apprenticeships and workplacements in the field as well. All organisations emphasize on positive youth development and continued support services.

A smooth functioning Network
Digital Tourism made professional use of the networks in the DT-countries. Strong partnerships with the Tourism business and other community stakeholders, working smoothly as a good functioning network is one the three key elements of success and provides linkages to career pathways either through future employment opportunities or future education and training opportunities.

The intensity and motivation in the work done
The intensity of the Digital Tourism programme empowered the above 3 key elements and really stands out. The weeks of work based learning in a company (and living in a foreign country) accelarates the personal development and own responsibillity of each young person, more than could have been achieved in a year of formal education.

Formal Validation of Good Practice
The consortium designed, implemented and assessed a full Work Based Learning documentation package, that covers all stages of an internship promoted by a VET provider. This set of documents was positively analysed and validated by the stakeholders, including organizations that hosted the schools' learners.

# Who is benefiting from the DTQ transfer?

WIN

It's a win-win for all. The student, school, company and customer are all benefiting.

Win-Win

It's a win-win for all. The student, school, company and customer are all benefiting.

Work-based learning is generally defined as training that takes place within the context of a wage earning, long-term employment relationship between a business and a worker in which the learning worker has the opportunity to develop measurable skills through instruction at the work site and, where appropriate, in a school or training program. This measurable acquisition of skills should lead to incremental higher wages and potentially an industry recognized credential. So, it's beneficial for the young person and potential employee and beneficial for the Tourism company who can educate and try out young employees on the job. DTQ can be implemented in each EU country. Therefore each EU country and more specificallly the schools, students and tourism organisations and companies in the European Union can benefit from the DTQ transfer. Ultimately the tourist, c.q. customer will benefit. Due to the Corona pandamic a lot of the Tourism work force has done job hopping to other sectors. The DTQ can qualify a lot of young employees into the (Digital) Tourism labour market.
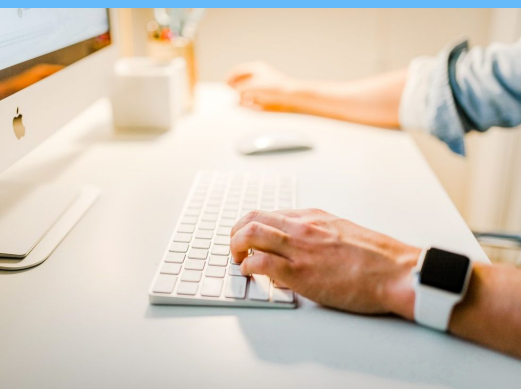
New emerging jobs

Tourism organizations will be able to hire qualified people to new jobs that are emerging, like:
* Branded Content Specialist - responsible for developing a communication strategy focused on establishing emotional connection with the audience. The objective is not to sell a product or service, but rather to develop a lasting relationship by distributing entertaining or informative content.

Tourism organizations will be able to hire qualified people to new emerging jobs, like: branded content specialists, community managers, affiliate marketing specialists, CRM platform manager and service designer.

* Community Manager - similarly to the Social Media Manager, is derived from the advent of Social Networks. Manages the relationship with online users:
- Moderation;
- Interact on social media;
- Provide answers and information.

* Affiliate Marketing Specialist - promotes business or product through partnerships and external channels. Define the channels (Websites) and ways of promotion (Banners, links, articles), as well as supports the proper placement and result analysis.

* CRM Platform Manager – uses business management software that aims to acquire in-depth knowledge of the customer. Hybrid between a marketing technologist and marketing expert:
- Planning strategies
- Structuring marketing funnels and pipelines
- Analysis and reports

* Service Designer – provides a holistic approach, planning and organizing business resources (people, assets, processes):
- Improve customers' experience;
- Streamline employees' experience;
- Serve business objective.
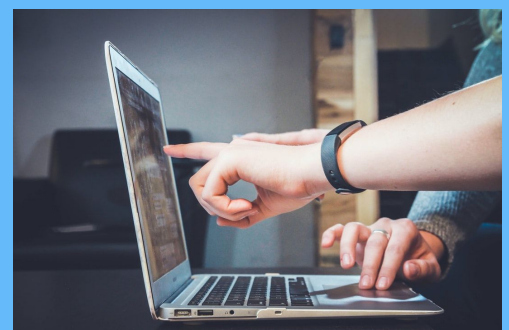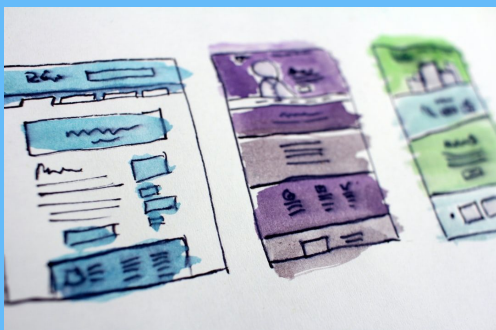
**Pieter van Schie:
„Knowledge transfer is a 'contact sport'. It works best when people meet to exchange ideas, just like what we have done with the Digital Tourism KA3 project: We have spotted together new DT opportunities and what we have developed is ready to use and implement by schools and companies in other EU countries."**

Who is carrying out the transfer?

The Digital Tourism project has completed the full technological part of the course. The Digital Tourism process, its' DTQ syllabus, the description and professional profile Digital Tourism and the SDQ learning modules, units and DT documents are of very good quality and each school and /or VET institution will be able to easily get access and transfer the knowledge to her/his own students and implement the course accordingly.

Knowledge transfer is a 'contact sport', says Pieter van Schie; „It works best when people meet to exchange ideas, just like what we have done with the Digital Tourism KA3 project: We have spotted together new DT opportunities and what we have developed is ready to use and implement by schools and companies in other EU countries." The DTQ Forum, with more then 170 stakeholders from alll over europe, has already shown us that there is a lot of interest for our DT course.

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Contextualization of the Digital Tourism Qualification

The Digital Toursim Qualification is about providing training and assessment that is specific to an enterprise or individual learner in the Digital Tourism sector.

The Digital Tourism contextualisation is achieved by including, modifying and substituting texts within the module, its'units of competency and usually within the range statement or evidence guide.

The Digital Toursim Qualification is about providing training and assessment that is specific to an enterprise or individual learner in the Digital Tourism sector. We refer to the relevant DT course syllabus, models, units, guidelines and documents, provided by our website and in parts 1 - 6 in this manual.

The individual learner's needs are considered in the Digital Tourism assessment process are appropriate to the work based learning context, the unit of competency and associated assessment requirements, and the individual.

CONTEXT
INTEXT

After completion of the digital Tourism project it will be pretty easy to manage and carry out the implementation of the Digital Tourism products and services.

Project management

Insignare and the Digital Tourism partners, CEDEA, ITE Scarpellini, Egina, Dutch Foundation of Innovation Welfare 2 Work, EFVET and ACISO have accomplished the overall project planning, respecting the objectives.

The Digital Tourism Handbook, which included internal monitoring procedures, and tools, deadlines, means of communication among partners, financial rules and reporting templates made sure we reached our milestones.

The schedule was extended with 1 year due to the Corona pandemic. Corona had some impact on the face-to-face-meetings, but we were able to smoothly execute our project and reached the project outcomes according to the work plan.

After completion of the digital Tourism project it will be pretty easy to manage and carry out the implementation of the Digital Tourism products and services.

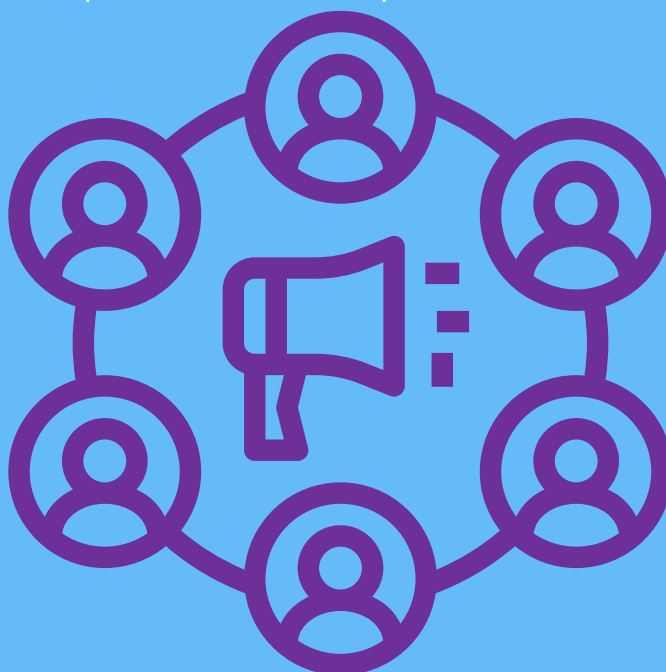# How to go on in terms of Implementation, Evaluation and Dissemination?

The Digital Tourism Qualification Forum will continue with dissemination.

The Tourism Talks shows will continue through out the end of 2021 and we are aiming to have more episodes in 2022 as well.

As regards to dissemination the project Digital Tourism has used the Digital Tourism Qualification Forum as a very smooth implementation, evaluation and dissemination tool. The DTQ Forum has been implemented pretty successful and was used as a vehicle for among others the Tourism Talks show. All important DT documents have been discussed in the forum and lots of feedback, remarks and comments have added value to our services and products.

The project Digital Tourism has increased the level of online tourism promotion, interactivity with customers and businesses, between Tourism sector organizations, both B2B and B2C.

The Forum will continue with dissemination. The Tourism Talks shows will continue throughout 2021 and 2022 as well. EfVET has produced a global dissemination strategy, implemented through a Valorisation Plan, during the project which assigns roles and responsibilities, and keeps in mind sustainabillity as well.

It's no surprise when we state that Corona has surfaced as a major obstacle with the implementation of the work based learning part of the Digital Tourism qualification.

Even biggger was the effect of Corona on the Tourism work force, as a lot of people decided to leave the Tourism work force and work in other sectors. This emphasizes the importance to roll out the DTQ course in the EU to get new inflow in the work force.

Obstacle(s)

The Digital Tourism project supports the acquisition of professional knowledge and skills targeting promotional and marketing strategies based on IT (e-tourism), already widespread abroad, in order to meet the needs emerged from the research. The investigation pointed out the shortage of qualified personnel, able to design and manage promotional marketing by means of the ICT.

Urgency has emerged for finding workforce able to match needs in the digital tourism sector and this has also been stressed at national level, as, for instance, in Italy the National Operational Programme (NOP) Metropolitan City 2014-2020 has invested funds to develop services for digital tourism. This trend confirms the need for interventions focusing on the matching of demand and offer in terms of skills and competences, in order to tackle unemployment and foster innovation throughout the European Union.

It's no surprise when we state that Corona has surfaced as a major obstacle with the implementation of the work based learning part of the Digital Tourism qualification. Even biggger was the effect of Corona on the Tourism work force, as a lot of people decided to leave the Tourism work force and work in other sectors. This emphasizes the importance to roll out the DTQ course in the EU to get new inflow in the work force.

General Conclusions

"Digital technology enriches learning in a variety of ways and offers learning opportunities, which must be accessible to all"
(European Commission, 2018)

Digital services allow a company to become a place where technological innovation generates cultural, social and economic development. Digital tools have so far become a fundamental tile to this purpose and they are more and more consistently present in the educational paths.

"Digital technology enriches learning in a variety of ways and offers learning opportunities, which must be accessible to all" (European Commission, 2018). According to this, a Digital Education Action Plan has been developed, focusing on three priorities:
- Making better use of digital technology for teaching and learning;
- Developing relevant digital competences and skills for the digital transformation;
- Improving education through better data analysis and foresight

The Digital Tourism project has developed a new qualification for one of Europe's and World's highest growing sectors, Tourism. This qualification mixes both Tourism and It skills, meeting the market new trends of consumer choices, mostly online and through peer reviews. As it targets to youth people – 15/16 to 18/19 years old students –, it prepares them to work in several types of Hospitality organizations, both under traditional business models – DMCs–Destination Management Companies / DMOs-Destination Management Organizations, GDS–Global Distribution Services, Hotels, Travel Agencies, Tourism Animation companies, national/regional/local Tourism Boards – and online/cloud business models, the digital travel market: from metasearch engines / fare aggregators, OTA–Online Travel Agencies or traditional Tourism companies that already work / want to upgrade their work on the electronic sales channel -, with all types of Tourism products – Sun & Beach, Business, MICE, City Breaks, Golf, Nature, Cultural and Gastronomy, etc.

CONCLUSION

The profile we developed is the Digital Tourism (DT) intermediate professional. The course is designed to be implemented in international companies, with students that will be able to express themselves in another language.

Overall our Digital Tourism qualification services will reduce the seasonality and consequently lower youth unemployment.

The profile we created is the Digital Tourism (DT) intermediate professional. The course is designed to be implemented in international companies, with students that will be able to express themselves in another language. It includes long term work based learning, with a minimum of three months, allowing VET providers which will taught it to apply for Erasmus + Pro mobilities for their students.

The course has the EQAVET stamp, and fits in the EQAVET framework. Concerning the digital tourism school leaving certificate: That it will give access to higher education (in most European countries this qualification is referenced at EQF level 4). According to the Lisbon Recognition Convention (LRC), our Digital Tourism Skills Qualification gives access rights to higher education in the home country, it therefore also gives access to higher education in another country as well.

The new digital tourism skills qualification has impact on three target groups: young learners (students), VET providers (all over Europe) and Hospitality organizations, (public and private tourism business). There will also be educational impacts, contributing to meeting long-term digital education goals of the EC. The impacts include long-term effects on learners, teachers, or the learning environment:
* Increased quality of life and work for students and teachers thanks to the new digital Tourism Skills qualification (impact evaluation through evidence / testimonials);
* Increased entrance to higher education among recent graduates new qualification (impact evaluation through data collection);
* Increased labour (mobility) among recent graduates new qualification; Overall our Digital Tourism qualification services will reduce the seasonality and consequently lower youth unemployment.

Part 1 - Description and Professional Profile Digital Tourism

Digital Tourism Technician - Job Profile

General Description

Under the supervision of the Marketing / Sales Manager, (s)he supports:

- The definition of the online strategy of the organization;
- The implementation of the strategies, policies and legal regulations;
- The preparation of products for an online interactive relationship with the customer;
- The personalized online promotion and advertisement, using text, image, sound and video tools.

(S)he contributes to the negotiation with both suppliers and retailers, over the online channel, gathering, analysing and providing relevant commercial data to the Sales area, so that these online strategies could be decided efficiently.

Main Activities

- To perform mathematical calculations and to understand the magnitude of some numbers;
- To speak and write fluently in one's national language;
- To speak and write in at least one foreign language;
- To write creative texts for online tools;
- To use ICT tools and software, as an intermediate user: MS Office or similar, Tourism management software, Databases, Social Media;
- To work effectively within a team, supporting a good work environment;
- To support the design, planning and management of online products, services and tourism destinations;
- To creatively promote and sell online products, services and tourism destinations according to customers' interests and needs;
- To promote online events and activities of tourism animation;
- To cooperate in the design of the organization's Online Marketing plan, as well as in the planning and implementation of specific Marketing events, namely gathering and organizing the required data;
- To operationalize the organization's Online Marketing Mix management policies, by performing sales analysis, prices and products tasks, and assess its impacts;
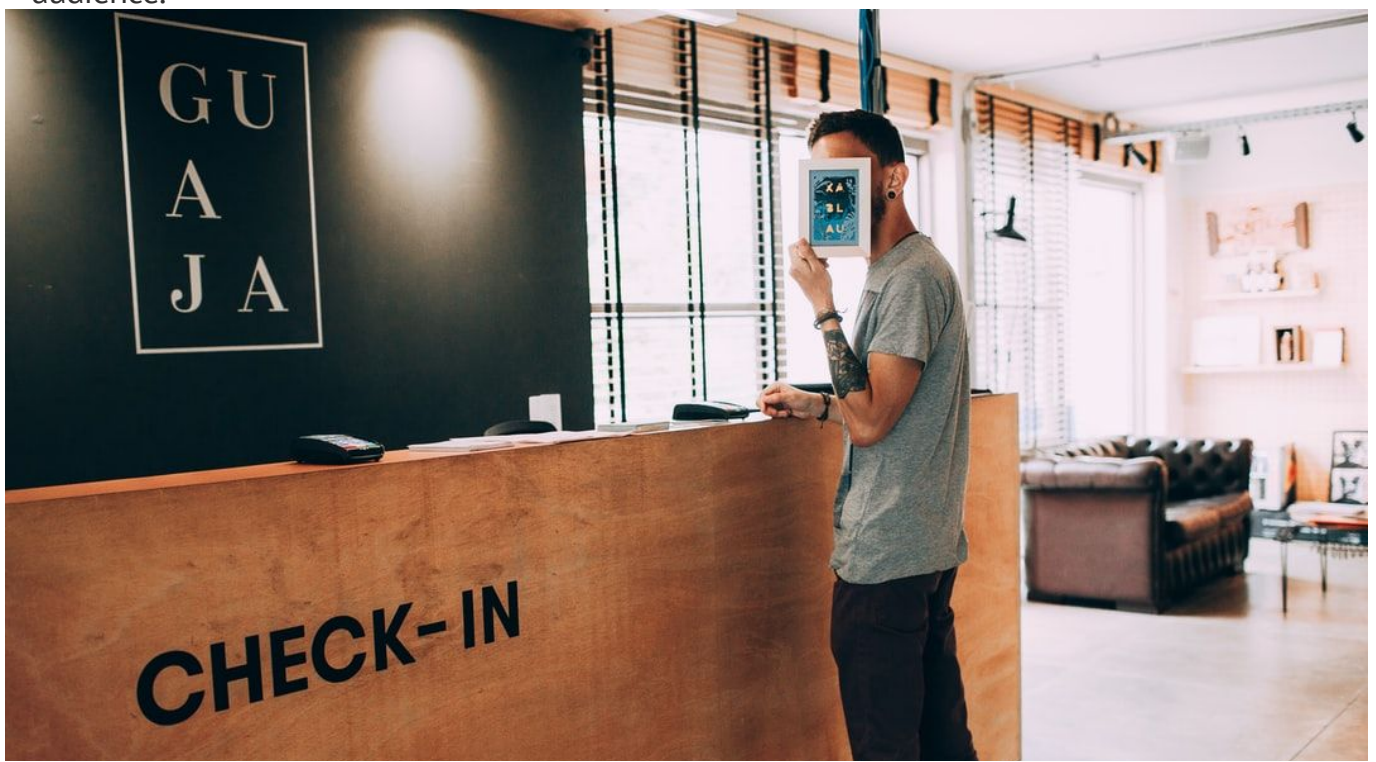
Digital Tourism Technician - Job Profile (2)

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More Main Activities

- To implement the organization's Online Communication policies, namely by contacting customers, suppliers or other entities linked directly or indirectly to the organization's activity;
- To take part in the Tourism business negotiations with customers and suppliers;
- To support in the definition of Customer Service, monitoring and customer loyalty policies;
- To collaborate in the preparation and conduction of online market studies;
- To master social media from the business point of view;
- To master online communication tools;
- To master search engines;
- To master CRS (Computer Reservation Systems);
- To master metasearch engines;
- To master Digital Concierge;
- To master Customer Relations Management;
- To master online reputation management tools;
- To master Channel Managers;
- To evaluate a multimedia script in order to establish the project path, synopsis development and storyboard execution;
- To propose and plan an integrated multimedia project, considering the product and its target audience.

Part 2 - Syllabus

Digital Tourism Technician

EDUCATION AND TRAINING AREA:

812 – Tourism and Leisure

QUALIFICATION LEVEL:

4 EQF

GENERAL DESCRIPTION OF THE QUALIFICATION:

To create, to develop, to promote and to sell online Tourism products, tangible or non-tangible, small or big, private or public.

CONTEXT CONDITIONS:

Works in organizations of the Tourism sector, with both traditional business models and online/cloud business ones, and on its own, focusing on the digital travel market.

Learning Units (LU) Mapping

COMPULSORY (NUCLEAR) LEARNING UNITS

LEARNING UNIT	Code LU	LEARNING SUBUNITS	Code LSU	ECVET
To Frame Tourism in the Economy	01	Tourism sector organizations and operations	01.1	2
		Tourism Geography	01.2	1
		Inclusive Tourism	01.3	1
		Tourism demand and offer	01.4	2
To Organize and To Promote Tourism Resources	02	Information and promotion of thematic tourism products	02.1	2
		Design and organization of tourism programs	02.2	2
To Apply Marketing Principles to Tourism	03	Tourism Marketing	03.1	3
To Manage the Human Environment in Tourism Organizations	04	Teamwork and Collaboration in Tourism	04.1	1
		Safety and Health Regulations in Tourism	04.2	1
To develop a responsible Tourism policy	05	Tourism planning and tourism impacts	05.1	3
		Sustainable tourism	05.2	1
To promote and sell Tourism experiences	06	Tourism services negotiation and sales techniques	06.1	1
		Tourism destination information and promotion	06.2	2
To design Digital Marketing strategies	07	E-Marketing - general principles	07.1	2
		Digital Marketing	07.2	2
		Digital Marketing applied to Tourism	07.3	3

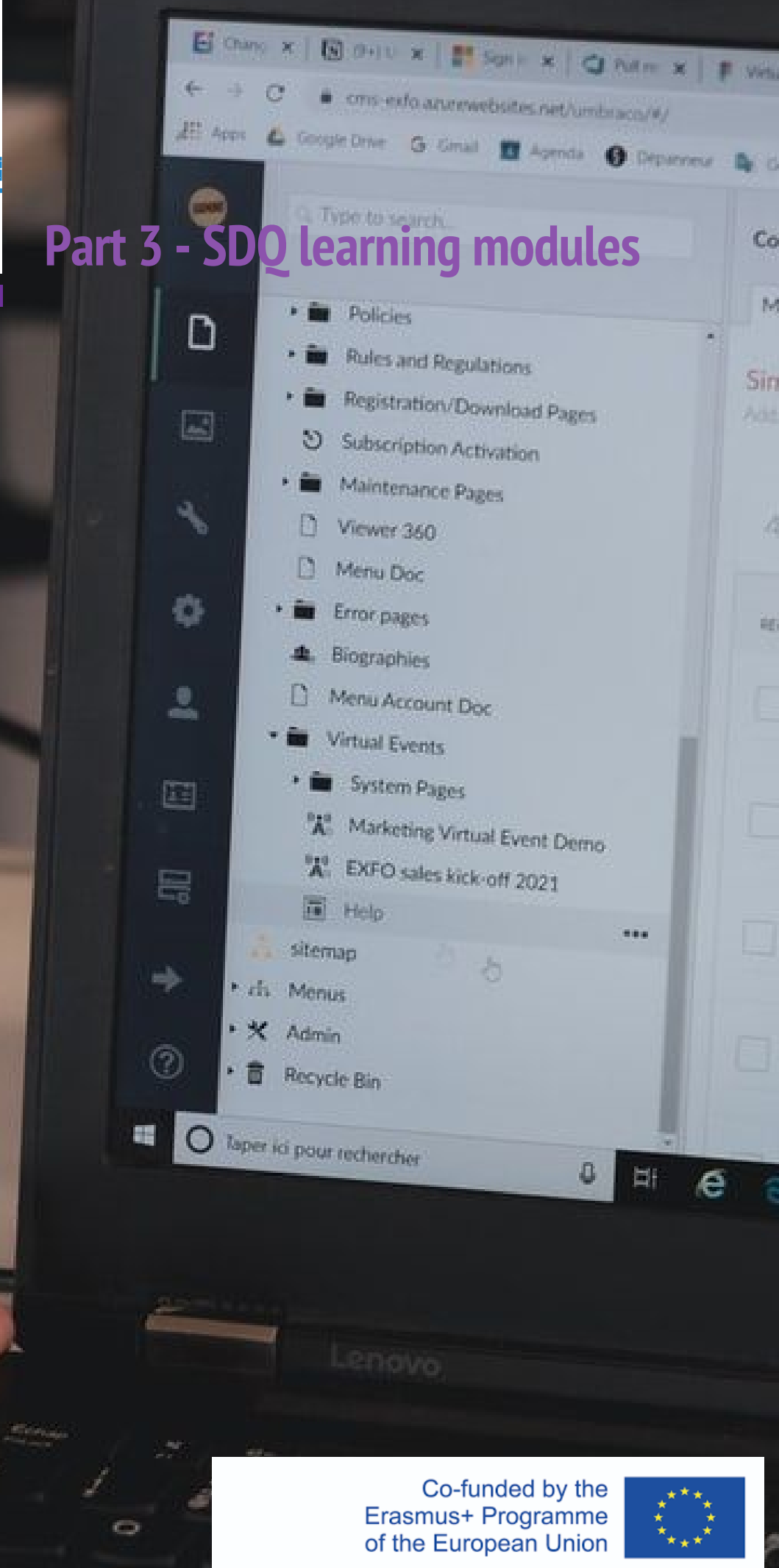| LEARNING UNIT	Code LU	LEARNING SUBUNITS	Code LSU	ECVET
To think out of the box	08	Creativity in Communication	08.1	2
To adapt Tourism activity to the Digital Era	09	Digital content management	09.1	2
		Communication plans and campaigns - virtual sales	09.2	3
To virtually connect Tourism organizations and Customers	10	Digital Marketing techniques and social media management	10.1	3
		Social media applications	10.2	2
To regulate the Digital World	11	Digital Law	11.1	1
To build a database that strengthens the relationship with Customers	12	Database development	12.1	2
		CRM - Customer Relationship Management	12.2	2
To create a Tourism oriented project using multimedia tools	13	Multimedia project management and methodology	13.1	4

Concerning ECVET, and as this course only has the Technological part, the proposed division for the course four components is:

- ✓ Socio-Cultural Learning Subunits (total) = 54 ECVET;
- ✓ Scientific Learning Subunits (total) = 27 ECVET;
- ✓ Technical Learning Subunits (total) = 54 ECVET;
- ✓ Work Based Learning = 45 ECVET.

The LSUs detailed in the following pages sum up to 50 ECVETs, leaving 4 ECVETs to the 200 hours Pool's LSU that need to be added to the course curricula.

Part 3 - SDQ learning modules

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Learning Units (LU) Mapping

LEARNING UNIT 1, LEARNING SUBUNIT 1

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Frame Tourism in the Economy		Tourism sector organizations and operations	Nuclear	01	01.1	50	2
Job Achievements	Performance Criteria	Outputs		Resources			
To gather, to process and to analyse information concerning Tourism sect0or organizations and operations.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Understanding the national Tourism structure's framework, its key players and their roles.	* Documents characterizing Tourism organizations; * Flowcharts with Tourism sector's players roles and key operations.		* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism strategic documents (Tourism Boards, WTO, European Commission, …).			

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Frame Tourism in the Economy		Tourism sector organizations and operations	Nuclear	01	01.1	50	2
Knowledge		Ability		Attitude			
* Organizations responsible for the regulation, sustainable development, innovation and quality of the tourism sector; * Organizations responsible for the promotion of the tourism sector - national and international; * Structure and operations of tourism players in the various tourism subsectors; * Multinational vs. national; * Public vs. private; * Big vs. SMEs; * Traditional Business vs. E-Business; * Organization departments and roles.		* To differentiate public and private organizations and their goals; * To distinguish national and multinational field of operations; * To identify the most relevant national and international Tourism organizations, their roles and competences; * To understand the difference between online companies and online presence of a traditional company; * To identify each organization department, and its role and competences towards business success.		* To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show critical spirit; * To be open-minded; * To be fluent, both verbal and written.			

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Learning Units (LU) Mapping

LEARNING UNIT 1, LEARNING SUBUNIT 2

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Frame Tourism in the Economy	Tourism Geography	Nuclear	01	01.2	25	1

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to analyse information concerning national Tourism resources and potentialities.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Describing the country's Tourism main characteristics, from a national and international point of view; * Explaining the country's Tourism most relevant added values.	* Documents characterizing country's and main incoming / outgoing destinations' Tourism; * National and international Tourism markets data sheets.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism official documents (Tourism Boards, WTO, European Commission, …).

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Frame Tourism in the Economy	Tourism Geography	Nuclear	01	01.2	25	1

Knowledge	Ability	Attitude
* Country and its dimensions; * Location and territorial organization; * Evolution of economic activities, distribution and occupation of the population in the territory; * Climate factors and their geographic climatic dynamics; * Types of climate and their distribution throughout the territory; * Natural regions; * Tourism flows; * Incoming and outgoing tourism flows; * Tourism regions; * Routes and its tourism relevance; * Heritage as a tourism resource;	* To identify the country's geographical position - location, characteristics and activities; * To identify the climatic diversity of the various regions; * To identify the main types and flows of tourism; * To describe and to characterize tourism regions.	* To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show creative and critical spirit; * To be open-minded; * To be fluent, both verbal and written.
* Animation and tourism; * Holidays destinations; * Business destinations; * Most relevant traditional itineraries; * Innovative itineraries and forms of "alternative" tourism; * Types of tourism; * The new frameworks of rural and urban space.		

Learning Units (LU) Mapping

LEARNING UNIT 1, LEARNING SUBUNIT 3

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Frame Tourism in the Economy		*Inclusive Tourism*	Nuclear	01	01.3	25	1

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to analyse information concerning disabled Tourists needs and its specific national and European law requirements.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing or including services accessible to customers with disabilities into the organization's policies, profile and products.	* Documents characterizing Inclusive Tourism; * Tourism product sheet targeted to customers with disabilities; *Digital promotional materials for Inclusive Tourism.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the elaboration and digital promotion of tourism products, as well as its forms and guidelines; * Service delivery quality manual; * Organization's strategic plan; * Regulations and guidance documents related to people with disabilities or special needs;
			* Evaluation report on the quality of services provided; * Evaluation report on the impacts of the digital dissemination actions.

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Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Frame Tourism in the Economy	*Inclusive Tourism*	Nuclear	01	01.3	25	1

Knowledge	Ability	Attitude

* The tourist with disabilities;
* Online promotion and sale of travel and accommodation:
  - Inclusive tourism offer;
  - Technical requirements for online communication;
  - Tourism packages and promotional materials;
  - Disabilities vs offer requirements;
  - Inclusive offer in transport, accommodation, F&B and leisure activities;
  - Gathering, validation and adequacy of information to this target.
	* To collect and to edit the information to be placed on the organization's website and design it so that it is accessible and useful for customers with disabilities;
	* To digitally promote tourism packages and to create digital promotional materials for tourism destinations or services accessible to customers with disabilities.
		* To show research initiative;
		* To show accuracy doing the gathering, analysis and systematization of information;
		* To work efficiently both autonomously and in group;
		* To be open-minded;
		* To be emphatic towards customers with disabilities;
		* To show creative and critical spirit;
		* To be commercially savvy;
		* To show creative skills;
		* To be able to work with digital tools;
		* To be fluent, both verbal and written.

LEARNING UNIT 1, LEARNING SUBUNIT 4

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Frame Tourism in the Economy	*Tourism demand and supply*	Nuclear	01	01.4	50	2

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to analyse information concerning Tourism offer & supply and to present it in a well-planned and market focused way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed, creative and objective way; * Selecting Tourism components and activities according to the characteristics of the target audience and specifications in the case of special groups; * Designing a simple Digital Tourism project or product according to the market needs and the organization's policies and profile.	* Documents characterizing national and international Tourism demand and supply; * Digital Tourism product sheet with basic and complementary components; * Digital promotional materials.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism official documents (Tourism Boards, WTO, European Commission, ...); * Manual of internal procedures for the elaboration of digital tourism products, as well as its forms and guidelines; * Tourism packages flyers; * Service delivery quality manual; * Organization's strategic plan;
			* Evaluation report on the quality of services provided; * Evaluation report on the impacts of the digital dissemination actions.

Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Frame Tourism in the Economy	*Tourism demand and supply*	Nuclear	01	01.4	50	2

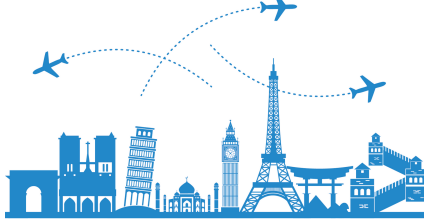| Knowledge	Ability	Attitude
* Tourism demand: - Concept and forms; - Fundamental characteristic; - Determining factors; - Size and characteristics; - Tourist's different characteristics and motivations; - Evolution trends and the emergence of new types of tourism; - Prospects for international demand. * Tourism offer: - Characteristics and components; - Tourism businesses; - Components of the tourism offer: ▪ Basic components:	* To identify and to characterize the several components of tourism demand and supply; * To digitally promote tourism packages and to create digital promotional materials that includes one, some or all components of a tourism offer.	* To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show creative and critical spirit; * To show technical precision in planning; * To able to network and to propose partnerships; * To be able to work with digital tools; * To be commercially savvy; * To be open-minded; * To be fluent, both verbal and written.

o Accommodation;
    o Catering and drinks;
    o Guided tours.
  ▪ Complementary components:
    o Tourist attractions;
    o Events;
    o Entertainment activities;
    o Conferences and seminars;
    o Recreational activities and entertainment.
* Tourism Products.		

Learning Units (LU) Mapping

LEARNING UNIT 2, LEARNING SUBUNIT 1

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Organize and To Promote Tourism Resources	*Information and promotion of thematic tourism products*	Nuclear	02	02.1	50	2

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to analyse information concerning Tourism thematic products and to present it in a well-planned and market focused way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed, creative and objective way; * Planning coherent objectives and Tourism thematic products digital promotion actions according to the market needs and the organization's policies and profile.	* Tourism thematic product sheet; * Digital promotion strategic plan of a thematic product.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism strategic documents (Tourism Boards, WTO, European Commission, …). * Manual of internal procedures for the elaboration of tourism thematic products and its digital promotion, as well as its forms and guidelines; * Tourism thematic products flyers;

* Service delivery quality manual;

* Organization's strategic plan;

* Evaluation report on the quality of services provided;

* Evaluation report on the impacts of the digital dissemination actions.

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Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Organize and To Promote Tourism Resources	Information and promotion of thematic tourism products	Nuclear	02	02.1	50	2

Knowledge	Ability	Attitude

* Thematic tourist products;
* Information and promotion:
  - Strategic objectives and promotional actions;
  - Strategic activity planning.
	* To provide information, to advise and to digitally promote thematic tourism products;
	* To create digital promotional materials for that purpose.
		* To show research initiative;
		* To show accuracy doing the gathering, analysis and systematization of information;
		* To work efficiently both autonomously and in group;
		* To show technical precision in planning;
		* To be able to think critically and strategically;
		* To able to network and to propose partnerships;
		* To show creative skills;
		* To be able to work with digital tools;
		* To be commercially savvy;
		* To be emphatic towards customers;
		* To be open-minded;
		* To be fluent, both verbal and written.

LEARNING UNIT 2, LEARNING SUBUNIT 2

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Organize and To Promote Tourism Resources		Design and organization of tourism programmes	Nuclear	02	02.2	50	2

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to analyse information concerning Tourism programmes and to present it in a well-planned and market focused way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed, creative and objective way. * Designing and digitally promoting a coherent Tourism programme according to the market needs and the organization's policies and profile.	* Tourism itinerary experience technical sheet; * Digital promotion plan of a Tourism experience; * Digital promotional materials.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the elaboration and digital promotion of tourism programmes, as well as its forms and guidelines; * Tourism programmes flyers; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided;
			* Evaluation report on the impacts of the digital dissemination actions.

Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Organize and To Promote Tourism Resources	*Design and organization of tourism programmes*	Nuclear	02	02.2	50	2

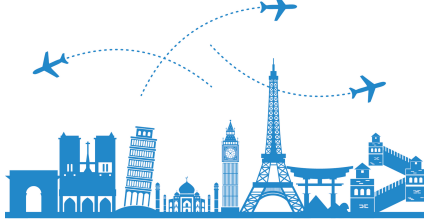| Knowledge	Ability	Attitude

* Concepts and terminologies;
* Types of customers:
  - Travel motivations;
  - B2B and B2C relationships;
  - After sales service.
* Plan and design tourism programme:
  - Objectives and characteristics;
  - Resources related to the design of programmes;
  - Steps of organizing a programme;
  - Executing a programme.
* Dissemination and promotion of a programme.
	* To identify the different types and forms of tourism programmes;
	* To make a proposal for a tourism itinerary experience;
	* To create digital promotional materials for that purpose.
		* To show research initiative;
		* To show accuracy doing the gathering, analysis and systematization of information;
		* To work efficiently both autonomously and in group;
		* To show technical precision in planning;
		* To able to network and to propose partnerships;
		* To be commercially savvy;
		* To show creative skills;
		* To be able to think critically and strategically;
		* To be able to work with digital tools;
		* To be open-minded;
		* To be fluent, both verbal and written.

Learning Units (LU) Mapping

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Manage the Human Environment in Tourism Organizations		Team Management	Nuclear	04	04.1	25	1
Job Achievements	**Performance Criteria**	**Outputs**	**Resources**				
To gather, to process and to analyse information concerning Team Management characteristics and to present it in a well-planned and a friendly work environment focused way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed, creative and objective way; * Doing a self-assessment and pinpointing which own personality aspects are suitable for a healthy and assertive work environment and which need to be improved to achieve that goal.	* Soft skills documentation; * Self-assessment personality test individual results; * Self-assessment improvement individual report.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Human Resources Management documentation; * Psychological tests and games technical sheets; * Soft skills development activities technical sheets;			

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Manage the Human Environment in Tourism Organizations		Team Management	Nuclear	04	04.1	25	1
Knowledge		**Ability**	**Attitude**				

* Teamwork organization;
 * Communicate effectively within the team;
 * Results-oriented and people-oriented management;
 * Team motivation and dynamization techniques;
 * Conflict management;
 *Team orientation for change;
 * Leadership:
   - Team leadership: specific phenomena and dynamics, specific challenges and problems;
   - Different personal preferences and their impact on leadership roles;
   - Different styles of leadership;
   - Skills required for team coordination;
 performance;
   - Management of problematic situations within the team;
 * Teamwork:
   - Implications and characteristics;
   - Excellence in teamwork;
   - Interpersonal differences and their impact on teamwork;
   - Mobilization of personal resources depending on the team;
   - How to overcome deadlocks and obstacles in teamwork.
		* To organize and to manage work teams.
		 * To communicate and to lead work teams.
		 * To identify the success of teamwork by highlighting underlying advantages and dynamics.
		 * To recognize the characteristics and the essential aspects for teamwork success.
			* To show multicultural awareness;
			 * To show accuracy doing the gathering, analysis and systematization of information;
			 * To be able to self-motivate and to motivate others;
			 * To participate actively and efficiently in group work;
			 * To be able to think critically and strategically;
			 * To be open-minded;
			 * To be fluent, both verbal and written.			

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Learning Units (LU) Mapping

LEARNING UNIT 4, LEARNING SUBUNIT 2

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Manage the Human Environment in Tourism Organizations	Safety and Health Regulations in Tourism	Nuclear	04	04.2	25	1

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to analyse information concerning health and safety standards characteristics and to present it in a well-planned and safe tourism focused way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed, creative and objective way; * Identifying and explaining the most important safety and health risks and how to prevent them in both individual workplaces and Tourism activities.	* Documentation on safe workplaces; * Documentation on Tourism activities' safe environment.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for Health and Safety; * Service delivery quality manual; * Organization's strategic plan; * Regulations and guidance documents related to Health and Safety; * Evaluation report on the quality of services provided.

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To Manage the Human Environment in Tourism Organizations	Safety and Health Regulations in Tourism	Nuclear	04	04.2	25	1

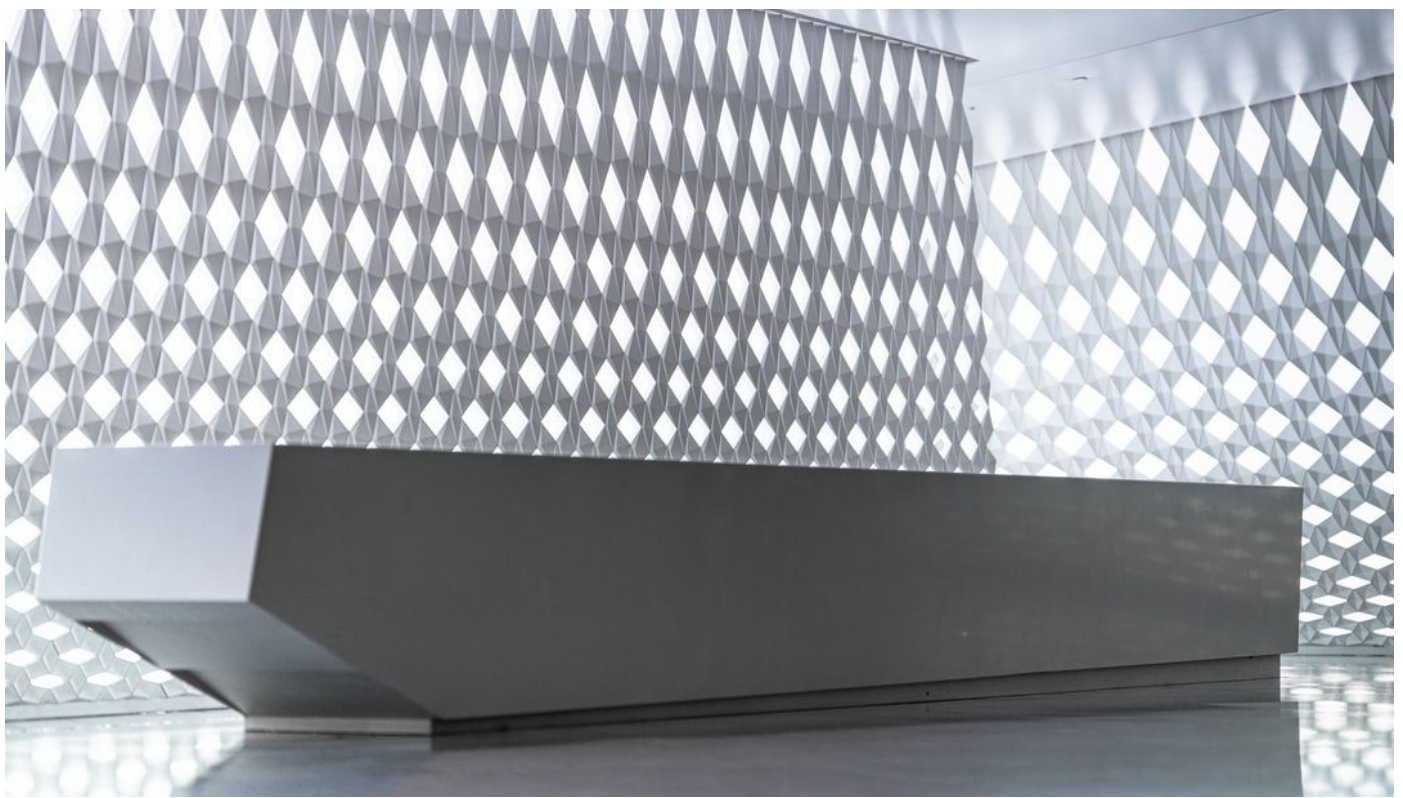| Knowledge	Ability	Attitude

* Workplace:
  - The work environment;
  - Workplace accident prevention and evacuation plans;
  - First aid;
  - National and European Union legislation and regulations on health and safety standards at work.
* Work equipment;
* Risks, safety and tourism activity:
  - Safety and health standards for travel and tourism destinations:
  - Risks inherent to food and water, air conditioning, epidemics, terrorism and others;
  - Post-trip adaptation (Jet lag);
  - Privacy and data protection.
	* To diagnose occupational risks according to a framework;
	* To properly use personal and group protection equipment;
	* To apply individual and / or collective risk reduction techniques;
	* To identify the relationship between tourism and safety;
	* To identify the impact of health and safety problems on tourists and tourism destinations;
	* To recognize the implications for tourism of pandemics, terrorism and biological attacks;
	* To recognize the importance of privacy and data protection in tourism.
		* To show research initiative;
		* To show accuracy doing the gathering, analysis and systematization of information;
		* To work safely both autonomously and in group;
		* To be able to think critically and strategically;
		* To show technical precision in planning;
		* To be able to network and to propose partnerships;
		* To be commercially savvy;
		* To be emphatic towards customers;
		* To be able to work with digital tools;
		* To show creative skills;
		* To be open-minded;
		* To be fluent, both verbal and written.

Learning Units (LU) Mapping

LEARNING UNIT 5, LEARNING SUBUNIT 1

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To develop a responsible Tourism policy		*Tourism planning and tourism impacts*	Nuclear	05	05.1	50	3
Job Achievements	**Performance Criteria**	**Outputs**	**Resources**				
To gather, to process and to critically analyse information concerning Tourism Planning components and to present it in a well-designed and balanced way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing and presenting a coherent Tourism Plan according to the market needs and the organization's policies and profile, critically considering, monitoring and attenuating the Tourism impacts on the community and including digital components.	* Documentation on Tourism planning; * Documentation on Tourism impacts and its assessment; * Tourism Plan with foreseen detailed impacts on the community and how to mitigate them.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism strategic documents (Tourism Boards, WTO, European Commission, ...). * Manual of internal procedures for the elaboration of a tourism plan, as well as its forms and guidelines; * Service delivery quality manual; * Organization's strategic plan;
			* Evaluation report on the quality of services provided; * Evaluation report on the impacts on the community.

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To develop a responsible Tourism policy	*Tourism planning and tourism impacts*	Nuclear	*05*	*05.1*	*50*	*3*

Knowledge	Ability	Attitude

* Tourism planning:
 	
 - Definition;
 	
 - Steps:
 	
  ▪ Demand analysis;
 	
  ▪ Offer analysis;
 	
  ▪ Demand forecast;
 	
  ▪ Costs of financing and implementing the plan;
 	
  ▪ Monitoring and evaluation.
 	
* Plan concept:
 	
 - Realities;
 	
 - Objectives;
 	
 - Implementation.
 	
* Tourism impact:
 	
 - Environmental;
	* To recognize the importance of planning in the field of tourism;
	
	* To define tourism plan and characterize its steps;
	
	* To define strategies leading to the preparation of a tourism plan;
	
	* To assess the impact of tourism on the environment and the economy and how to eventually mitigate it;
	
	* To list the effects of tourism on sociological and cultural structures, and how to eventually mitigate it.
		* To show research initiative;
		
		* To show accuracy doing the gathering, analysis and systematization of information;
		
		* To work efficiently both autonomously and in group;
		
		* To be able to think critically and strategically;
		
		* To show technical precision in planning;
		
		* To be commercially savvy;
		
		* To be able to work with digital tools;
		
		* To show creative skills;
		
		* To be open-minded;
		
		* To be fluent, both verbal and written.

- Social; - Cultural - Economic.		

Learning Units (LU) Mapping

LEARNING UNIT 5, LEARNING SUBUNIT 2

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To develop a responsible Tourism policy		Sustainable tourism	Nuclear	05	05.2	25	1

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to critically analyse information concerning environment friendly Tourism components and to present it in a well-planned and sustainable way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing and presenting an environmentally sustainable Tourism project / product according to the market needs and the organization's policies and profile, how the monitoring of its impacts on the environment will be made, its mitigation measures and including digital components.	* Documentation on Environment Sustainable Tourism; * Documentation on Tourism environment impacts and its assessment; * Tourism project / product with foreseen detailed impacts on the environment and how to mitigate them.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism impacts and its mitigation measures relevant documentation; * Regulations and guidance documents related to environment protection; * Manual of internal procedures for the elaboration of Tourism products, as well as its forms and guidelines; * Service delivery quality manual;
			* Organization's strategic plan; * Evaluation report on the quality of services provided; * Evaluation report on the impacts in the environment.

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To develop a responsible Tourism policy		Sustainable tourism	Nuclear	05	05.2	25	1

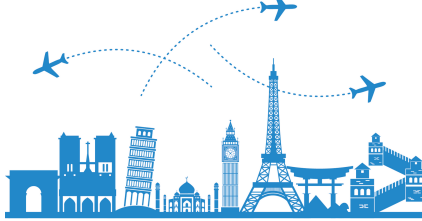| Knowledge	Ability	Attitude
* Environmental and sustainable tourism: - Concept and evolution; - Importance of sustainable environmental tourism strategy; - Components of sustainable environmental tourism; * Tourism and environment: - Environmental protection in the tourism sector; - Nature tourism: ■ Protected Areas as a tourism destination; ■ Natural and cultural heritage. * Conflicts between conservation and population interests.	* To define the concept of sustainable tourism; * To identify the goals and characteristics of environmental and sustainable tourism; * To develop sustainable tourism projects / products.	* To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be able to think critically and strategically; * To show technical precision in planning; * To be environmentally friendly; * To be commercially savvy; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written.

Learning Units (LU) Mapping

LEARNING UNIT 6, LEARNING SUBUNIT 1

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To promote and sell Tourism experiences	Tourism services negotiation and sales techniques	Nuclear	06	06.1	25	1

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to critically analyse information concerning Tourism products and its potential customers and competitors, and to sell them in a mutually beneficial way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing and presenting a detailed Tourism product offer, according to the market needs and the organization's policies and profile, and including digital components; * Critically comparing it with at least one competitor's similar.	* Documentation on Tourism sales techniques; * Documentation on Tourism negotiation skills; * Digital Tourism product ready to be sold; * Report on compared competition's offer.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the elaboration of tourism products, as well as its forms and guidelines; * Service delivery quality manual; * Organization's strategic plan; * Tourism products flyers; * Evaluation report on the quality of sales services provided.

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To promote and sell Tourism experiences	Tourism services negotiation and sales techniques	Nuclear	06	06.1	25	1

Knowledge	Ability	Attitude
* Negotiation and sale: - Customer characteristics and motivations; - Information and advice with rigor and commercial sense; - Analyse and compare Tourism products, services and suppliers.	* To identify and to apply techniques for negotiating and selling Tourism services with suppliers and customers.	* To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be able to think critically and strategically; * To be commercially savvy; * To be emphatic towards customers; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written.

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Learning Units (LU) Mapping

LEARNING UNIT 6, LEARNING SUBUNIT 2

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To promote and sell Tourism experiences	Tourism destination information and promotion	Nuclear	06	06.2	50	2

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to critically analyse information concerning the country's, region's, city's or location's Tourism attractions and its potential customers, and to promote them in a well-planned and strategic way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing and presenting a structured Digital Tourism destination offer, according to the market needs and the organization's policies and profile.	* Documentation on national, regional and local Tourism attractions; * Digital Tourism destination offer plan; * Digital promotional materials.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and local Tourism Boards flyers; * Manual of internal procedures for the elaboration of tourism products, as well as its forms and guidelines; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided;
			* Evaluation report on the impacts of dissemination actions.

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To promote and sell Tourism experiences	Tourism destination information and promotion	Nuclear	06	06.2	50	2

Knowledge	Ability	Attitude

* Information and promotion:
  - Country's strategic objectives and tourism promotion actions;
  - Country's, region's and main cities tourism attractions.
  - Destination strategic activity planning.
	* To provide information, to advise and to promote a Tourism market.	* To show research initiative;
		* To show accuracy doing the gathering, analysis and systematization of information;
		* To work efficiently both autonomously and in group;
		* To be able to network and to propose partnerships;
		* To show technical precision in planning;
		* To be commercially savvy;
		* To be able to think critically and strategically;
		* To be able to work with digital tools;
		* To show creative skills;
		* To be open-minded;
		* To be fluent, both verbal and written.

Learning Units (LU) Mapping

LEARNING UNIT 7, LEARNING SUBUNIT 1

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To design Digital Marketing strategies	E-Marketing - general principles	Nuclear	07	07.1	50	2

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to critically analyse information concerning the design of an e-marketing plan, which includes the use of social networks, and to present it in a well-planned and Tourism focused way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Explaining the components of an e-marketing plan in structured way; * Providing examples of social networks marketing actions for Tourism.	* Documentation on E-Marketing components; * Documentation on E-Marketing applied to Tourism; * Documentation on social networks Tourism marketing campaigns.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * E-marketing best practices and techniques manuals; * Social media best practices and techniques manuals; * Service delivery quality manual; * Organization's strategic plan.

Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To design Digital Marketing strategies	*E-Marketing - general principles*	Nuclear	*07*	*07.1*	*50*	*2*

Knowledge	Ability	Attitude

* E-Marketing - general principles:
- Basic concepts and terminology;
- Strategic E-marketing;
- Operational E-Marketing;
- E-Markets: categorization, evolution and variables:
  ■ Customers – segmentation;
  ■ Market research - objectives and techniques.
* E-Marketing - main variables:
- The 4 P's of Marketing Theory applied to E-Marketing: Product; Price; Placement; Promotion;
- Product value, price and psychological price;
* E-Marketing plan:
- Main requirements of a marketing plan:
  ■ Assess the market and environment situation;
	* To identify general marketing concepts and principles;
	* To recognize marketing-related terminology;
	* To identify the concepts and principles of e-marketing;
	* To identify and analyse the main variables of the e-marketing-mix;
	* To explain the steps and requirements for preparing an e-marketing plan.
		* To show research initiative;
		* To show accuracy doing the gathering, analysis and systematization of information;
		* To work efficiently both autonomously and in group;
		* To be commercially savvy;
		* To be emphatic towards customers;
		* To show creative skills;
		* To be able to think critically and strategically;
		* To be open-minded;
		* To be able to work with digital tools;
		* To be fluent, both verbal and written.

■ Assess the competitiveness of the organization and its principles;
  ■ Plan the objectives and means and adapt development actions and corrective actions.
- E-Marketing plan operationalization;
- Operational plan development stages:
  ■ Analysis of the internal and external situation;
  ■ Definition of the plan's objectives;
  ■ Definition of the E-Marketing mix strategy;
  ■ Allocation of resources for the operationalization;
  ■ Setting up the action plan;
  ■ Implementation of the action plan;
  ■ Evaluation of the actions.
* Social media marketing:
- Basic concepts;
- Social networks as a marketing strategy;
- Advantages and potential;
- Analysis and management tools.		

Learning Units (LU) Mapping

LEARNING UNIT 7, LEARNING SUBUNIT 2

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To design Digital Marketing strategies	Digital Marketing	Nuclear	07	07.2	50	2

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to critically analyse information concerning the use of digital tools on Marketing and to present it in a well-planned and market focused way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Explaining the different digital tools that can be used on Marketing; * Providing examples of good digital tools marketing campaigns.	* Documentation on E-Commerce; * Documentation on digital tools and its applications on Marketing;	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Digital Marketing best practices and techniques manuals; * Digital tools manuals; * Service delivery quality manual; * Organization's strategic plan.

Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To design Digital Marketing strategies	*Digital Marketing*	Nuclear	07	07.2	50	2

Knowledge	Ability	Attitude

* Internet and distribution channels:
 	
  - Business to Business (B2B);
 	
  - Business to Consumer (B2C);
 	
  - One to One (O2O);
 	
  - Business to Administration (B2A).
 	
* Portals / websites / search engines / virtual shopping centres / virtual stores:
 	
  - Website role in digital marketing;
 	
  - Development and maintenance of web pages;
 	
  - Information architecture and Usability;
 	
  - Planning a website;
 	
  - E-commerce.
 	
* ITs and the relationship with the customer:
	* To assess the impacts and effects of the new economy and the new commercial transactions from virtual environments - B2C, B2B, B2A;
	
	* To identify the tools of e-marketing and e-commerce;
	
	* To apply information and communication management tools, creating an interactive relationship, focused on consumer needs.
		* To show research initiative;
		
		* To show accuracy doing the gathering, analysis and systematization of information;
		
		* To work efficiently both autonomously and in group;
		
		* To be commercially savvy;
		
		* To be emphatic towards customers;
		
		* To be able to think critically and strategically;
		
		* To be able to work with digital tools;
		
		* To be open-minded;
		
		* To be fluent, both verbal and written.

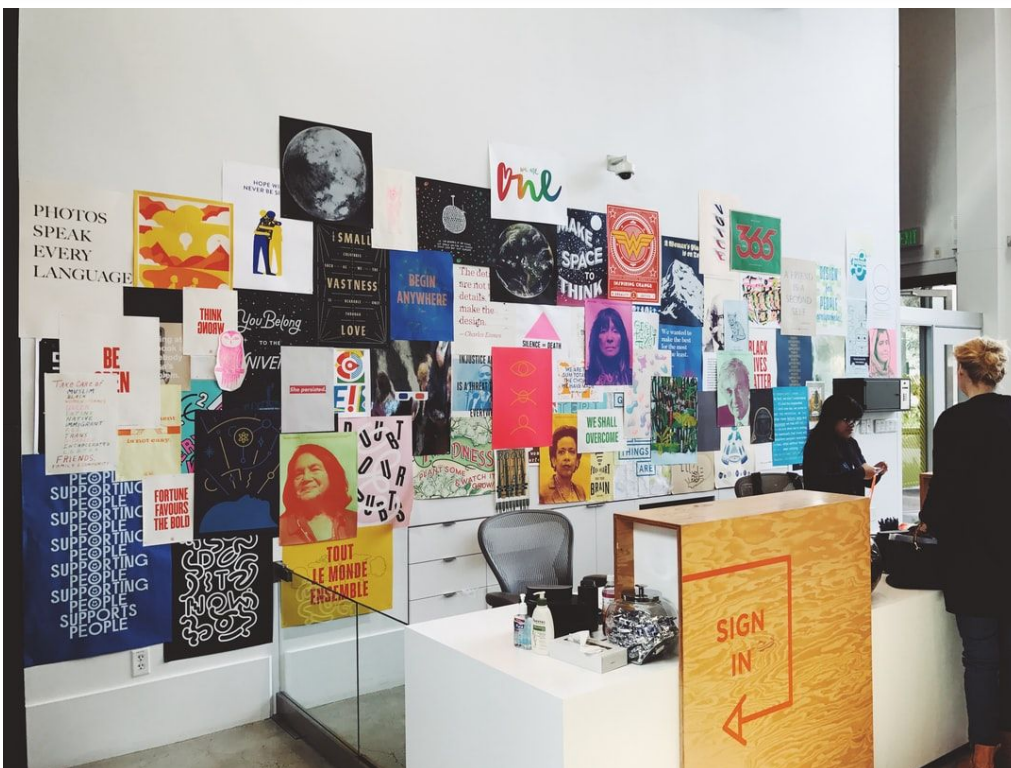| Knowledge (continued)		

- Technology at the service of Marketing and Communication;
 	
  - The new digital consumer;
 	
  - Digital communication with the client.
 	
* E-consumer:
 	
  - Features;
 	
  - Consumer trends and habits on digital platforms;
 	
  - Purchase decision processes;
 	
  - E-consumers' satisfaction.
 	
* E-marketing:
 	
  - Concept and evolution;
 	
  - E-marketing elements;
 	
  - Internet benefits for consumers;
 	
  - Internet and the development of new applications;
 	
  - Customer Relationship Management (CRM).
 	
* E-commerce:
 	
  - Concept;
 	
  - Motivations for joining e-commerce;
 	
  - Success factors.		

Learning Units (LU) Mapping

LEARNING UNIT 7, LEARNING SUBUNIT 3

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To design Digital Marketing strategies	*Digital Marketing applied to Tourism*	Nuclear	*07*	*07.3*	*50*	*3*

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to critically analyse information concerning Digital Tourism Marketing planning components and to present it in a well-planned, creative and Tourism market focused way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing and presenting a coherent Digital Tourism Marketing Plan according to the market needs and the organization's policies and profile.	* Digital Tourism Marketing Plan.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism strategic documents (Tourism Boards, WTO, European Commission, ...); * Digital Tourism products technical sheet; * Manual of internal procedures for the elaboration of a tourism plan, as well as its forms and guidelines; * Service delivery quality manual;

* Organization's strategic plan;
* Evaluation report on the quality of services provided;
* Evaluation report on the impacts of dissemination actions.

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Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To design Digital Marketing strategies	*Digital Marketing applied to Tourism*	Nuclear	07	07.3	50	3

Knowledge	Ability	Attitude

* Integration of digital marketing in traditional marketing;
* Impact of digital media on the Marketing mix;
* 360º Marketing:
  - Customer experiences;
  - Social networks;
  - Events;
  - Text and image content;
  - Partnerships.
* Distribution channels in tourism:
  - Information and combinations;
  - Services organization.
* Characteristics of writing for the Web:
  - Limitations;
	* To identify and to implement digital marketing and blended marketing strategies, considering the company's global strategy;
	* To define strategies for digital tourism distribution channels;
	* To plan and to communicate marketing campaigns on social networks;
	* To implement digital strategies in order to generate demand and retain customers;
	* To apply digital marketing strategies based on the company's goods and / or services;
	* To select and to apply promotional channel management techniques;
		* To show research initiative;
		* To show accuracy doing the gathering, analysis and systematization of information;
		* To work efficiently both autonomously and in group;
		* To show technical precision in planning;
		* To be commercially savvy;
		* To be emphatic towards customers;
		* To be able to think critically and strategically;
		* To show creative skills;
		* To be able to work with digital tools;
		* To be open-minded;
		* To be fluent, both verbal and written.

- Interactivity.
* Social networks as a Tourism marketing strategy:
  - Rules of use;
  - Ads;
  - Business uses;
  - Social CRM.
* Mobile marketing & mobile commerce:
  - SMS / MMS;
  - Apps;
  - Bluetooth;
  - Search;
  - Bargain hunting and Coupons;
  - QR Codes;
  - Banners Ads;
* Digital Marketing metrics:
  - Information sources;
  - Indicators.
* Search engines and marketing;
* Digital Law fundamentals;
* Digital Marketing plan.
	* To use tools to measure the impact of presence on digital platforms.	

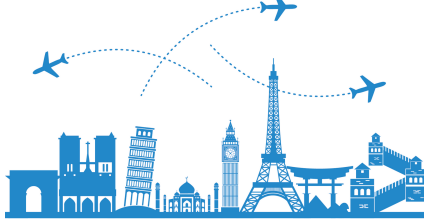# Learning Units (LU) Mapping

LEARNING UNIT 8, LEARNING SUBUNIT 1

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To think out of the box		*Creativity in Communication*	Nuclear	08	08.1	50	2
Job Achievements	**Performance Criteria**	**Outputs**	**Resources**				
To gather, to process and to critically analyse information concerning a Briefing's components and to present it in a well-planned, creative and Tourism market focused way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing and presenting a coherent Briefing for a Digital Tourism project Communication action, according to the Tourism market needs and the organization's policies and profile.	* Documentation with a Briefing for a Tourism project Communication action.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manuals of Advertising techniques; * Manual of internal procedures for the elaboration of briefings, as well as its forms and guidelines; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided;			
			* Evaluation report on the impacts of dissemination actions.				

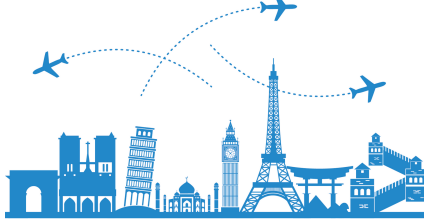| LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To think out of the box		*Creativity in Communication*	Nuclear	08	08.1	50	2
Knowledge	**Ability**		**Attitude**				
* The Briefing and the Ad Brief; * Communication axis; * Creative concept or idea; * Creative idea; * Creativity and inspiration; * Creative process; * Creativity stimulation methods; * Evaluation of ideas.	* To develop creative communication plans considering defined objectives; * To analyse and to organize a communication briefing.		* To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be commercially savvy; * To be emphatic towards customers; * To be able to think critically and strategically; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written.				

Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To adapt Tourism activity to the Digital Era	*Digital content management*	Nuclear	09	09.1	50	2

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to critically analyse information concerning creating, managing and assessing the impact of digital content, and to present it in a well-planned, creative and Tourism market focused way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Explaining the different tools to manage digital content towards a sustainable and mutually profitable Tourism customer relationship; * Providing examples of good content management in Tourism organizations or products; * Designing and presenting a coherent content for a Digital Tourism action,	* Documentation on how to create, manage and assess digital content actions and campaigns; * Documentation with the content for a Digital Tourism action.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the elaboration of tourism digital actions, as well as its forms and guidelines; * Web content writing best practices and techniques manuals; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided;

	according to the Tourism market needs and the organization's policies and profile		* Evaluation report on the impacts of dissemination actions.

Learning Units (LU) Mapping

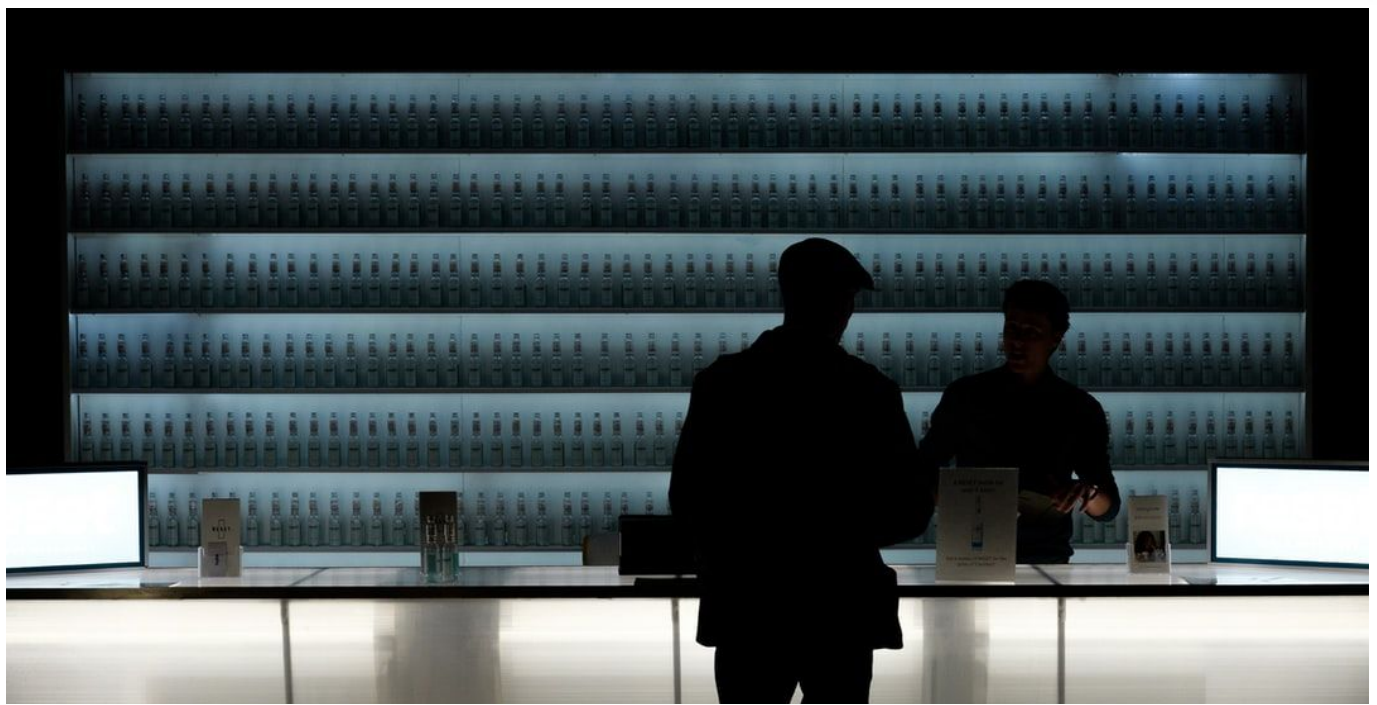| LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To adapt Tourism activity to the Digital Era	*Digital content management*	Nuclear	*09*	*09.1*	*50*	*2*

Knowledge	Ability	Attitude
* Viral Marketing: - Concept and fundamentals. * Digital content platforms: - Digital ads; - Adwords; - Blogs; - Forums; - Banners; - Search engines / social networks. * Web content: - Web copywriting; - Means; - Formats; - Framework;	* To manage the different digital content, like marketing products, and to be a contact point with customers and stakeholders.	* To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be commercially savvy; * To be emphatic towards customers; * To be able to think critically and strategically; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written.
- Special features. * Brand and digital content: - Brand identity and personality; - Content segmentation adapted to the target. * Digital information: - Offline vs online content; - Content structure; - Relevant consumer information. * SEO: - Content for search engines; - Gamification and storytelling; - User generated content; - Encourage consumers to create content; - Buzz marketing and viral marketing. * Blog management: - Entrance titles as title tag in header; - Automatic link to the main page on all pages; - Files and labels; - To catalogue the different sections; - Blog entries according to theme and subject;		
- Search engine indexing; - Importance of an anchor text; - Source selection. * Strategies and trends.		

Learning Units (LU) Mapping

LEARNING UNIT 9, LEARNING SUBUNIT 2

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To adapt Tourism activity to the Digital Era	*Communication plans and campaigns - virtual sales*	Nuclear	09	09.2	50	3

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to critically analyse information concerning Tourism Digital Marketing communication tools and to present it in a well-planned, creative and Tourism market focused way, while respecting e-communication and e-consumer protection rules and regulations.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Providing examples of good digital communication sales in Tourism organizations or products; * Designing and presenting a coherent Digital Tourism Communication plan, according to the Tourism market needs and regulations, and the organization's policies and profile.	* Documentation on how to create, manage and assess digital sales campaigns; * Digital Tourism Communication plan.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the elaboration of communication digital actions, as well as its forms and guidelines; * Virtual sales best practices and techniques manuals; * Organization's strategic plan; * Rules and Regulations for digital advertising and General Data Protection; * Evaluation report on the quality of services provided; * Evaluation report on the impacts of dissemination actions.

Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To adapt Tourism activity to the Digital Era	*Communication plans and campaigns - virtual sales*	Nuclear	09	09.2	50	3

Knowledge	Ability	Attitude
* Marketing communication through online channels: - E-marketing plans and e-marketing mix variables; - Communication strategies; - Social Marketing; - Social networks, their characteristics and advantages in e-marketing communication; * Rules and regulations for advertising and promotion in interactive and digital media: - Commercial communication rules and regulations; - Rights and duties of e-consumers; - Legal obligations in terms of consumer information and mentions; - Commercial Communication Ethical Code. * Communication Plans and Campaigns:	* To interpret and to apply rules and regulations for advertising and promotion by telephone and other digital media; * To identify the objectives and strategies of promotional campaigns through interactive and digital means; * To apply sales promotion techniques through interactive and digital media; * To apply techniques and tools for evaluating promotional campaigns.	* To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be commercially savvy; * To be emphatic towards customers; * To be able to think critically and strategically; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written.

- Inbound and outbound campaigns in B2C and B2B context; - Objectives and strategies of inbound and outbound campaigns; - Commercial communication techniques. * Service information system: - Features of the customer service platform and inbound operations (Voice, automatic answering (IVR), email, post, webchat and Instant messaging (IM)) and outbound (Voice, email, webchat); * Instant Messaging (IM) and SMS: - Data query, extraction and logging features; - Information security features.		

Learning Units (LU) Mapping

LEARNING UNIT 10, LEARNING SUBUNIT 1

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To virtually connect Tourism organizations and Customers	*Digital Marketing techniques and social media management*	Nuclear	10	10.1	50	3

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to critically analyse information concerning Tourism Digital Marketing for social media and to present it in a well-planned, creative and Tourism market focused way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Providing examples of good use of social media by Tourism organizations or products; * Designing and presenting a coherent Tourism Digital Marketing plan for social media, according to the Tourism market needs, and the organization's policies and profile.	* Documentation with good use of social media by Tourism organizations or products; * Tourism Digital Marketing plan for social media.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the use of social media and its guidelines; * Social media use best practices and techniques manuals; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided;
			* Evaluation report on the impacts of dissemination actions.

Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To virtually connect Tourism organizations and customers	*Digital Marketing techniques and social media management*	Nuclear	*10*	*10.1*	*50*	*3*

Knowledge	Ability	Attitude

* Search Engines:
 	
  - Operation;
 	
  - Search algorithms;
 	
  - Indexing;
 	
  - Key words;
 	
  - SEO analysis tools;
 	
  - Analytics;
 	
  - Digital marketing campaigns.
 	
* Blog relevance and reputation;
 	
* Social media and blogs:
 	
  - Structure and characteristics;
 	
  - Configuration and customization;
 	
  - Pages management;
	* To characterize how search engines work;
	
	* To recognize search engines as means of marketing and advertising;
	
	* To analyse digital marketing campaigns;
	
	* To integrate social networks and blogs into a website;
	
	* To characterize and to distinguish social media;
	
	* To define digital marketing and communication plans;
	
	* To manage and measure results from a digital marketing strategy.
		* To show research initiative;
		
		* To show accuracy doing the gathering, analysis and systematization of information;
		
		* To work efficiently both autonomously and in group;
		
		* To be commercially savvy;
		
		* To be emphatic towards customers;
		
		* To be able to think critically and strategically;
		
		* To show creative skills;
		
		* To be able to work with digital tools;
		
		* To be open-minded;
		
		* To be fluent, both verbal and written.

  - Groups and profiles;

  - Identification and interaction with target audiences;

  - Integrated management;

  - Measurement and evaluation of results;

  - Automation tools;

  - Social marketing platforms.

Learning Units (LU) Mapping

LEARNING UNIT 10, LEARNING SUBUNIT 2

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To virtually connect Tourism organizations and customers	*Social media applications*	Nuclear	10	10.2	25	2

Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to critically analyse information concerning social applications and their use in Tourism, in order to present it in a well-planned, creative and Digital Tourism market focused way.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Providing examples of good social applications used by Tourism organizations or products; * Designing and presenting a briefing for the creation of a Tourism related social application, according to the Tourism market needs, and the organization's policies and profile.	* Documentation with good social applications used by Tourism organizations or products; * Briefing for the creation of a Tourism related social application	* Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the use of social media and its guidelines; * Social applications best practices and techniques manuals; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided;
			* Evaluation report on the impacts of dissemination actions.

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To virtually connect Tourism organizations and customers	*Social media applications*	Nuclear	10	10.2	25	2

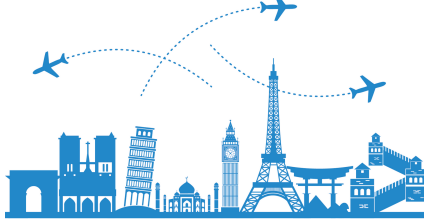| Knowledge	Ability	Attitude
* Characteristic objects and activities of a social media; * Comparison between different social media; * Computer applications from different social media; * Development tools for social applications; * Cookie management and authentication; * Data and file service; * Security and privacy; * Location and other features; * Requirements made by application designers.	* To characterize the potential of social media and how they work; * To characterize different computer applications and social media development platforms; * To prepare a briefing and the contents required to the creation of an application.	* To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be commercially savvy; * To be emphatic towards customers; * To be able to think critically and strategically; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written.

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Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To regulate the Digital World	*Digital Law*	Nuclear	11	11.1	25	1

Knowledge	Ability	Attitude

* Copyright and multimedia - legal regulations applicable to the internet and electronic mail;
* Intellectual property, author rights and copyright legislation:
  - Concept of work - original / derived; singular / plural; collective / collaborative; composite;
  - Registration, ownership and transfer of the right; duration of entitlement;
  - Issues concerning the right to image and privacy;
  - Use / dissemination of information or images;
  - Authorizations;
  - The right to integrity and the right to quote;
  - Crime of usurpation and crime of counterfeiting.
* Advertising and marketing regulations.
	* To know and interpret the law applicable to digital works offline and online.	* To show research initiative;
		* To show accuracy doing the gathering, analysis and systematization of information;
		* To work efficiently both autonomously and in group;
		* To be able to think critically and strategically;
		* To be able to work with digital tools;
		* To be open-minded;
		* To be fluent, both verbal and written.

Knowledge		
* Distance selling regulations. * Databases: security, encryption and data protection issues. * Digital repositories.		

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Learning Units (LU) Mapping

LEARNING UNIT 12, LEARNING SUBUNIT 1

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To build a database that strengthens the relationship with Customers		Database development	Nuclear	12	12.1	25	2
Job Achievements	**Performance Criteria**	**Outputs**	**Resources**				
To gather, to process and to critically analyse information in order to design and manage a profitable and sustainable Tourism market focused database.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing a database suitable to gather, manage and generate relevant data useful for commercial interactions with Tourism customers, suppliers and stakeholders, according to the Tourism market needs, and the organization's policies and profile.	* Documentation with database components and its management; * Customer information sheet template; * Database structure suitable for a Tourism project commercial relationship.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Software for database design and management; * Internet; * Office supplies; * Manual of internal procedures for the elaboration of databases, as well as its forms and guidelines; *Commercial databases best practices and techniques manuals; * Service delivery quality manual; * Organization's strategic plan;			
			* Evaluation report on the quality of services provided; * Evaluation report on the impacts of dissemination actions.			

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To build a database that strengthens the relationship with Customers		Database development	Nuclear	12	12.1	25	2
Knowledge		**Ability**	**Attitude**				
* The need for databases; * Systems analysis; * Models used in database management; * Entity-Relationship Model and relational databases; * Table concepts, fields, records, indexes, keys, relations; * Data integrity and consistency; * Database management systems; * Database query language; * Creating, editing and deleting entities; * Inserting, changing, searching and deleting data; * Transactions, privileges and access control.		* To recognize the need for databases; * To characterize concepts related to the analysis of systems and databases; * To plan and design simple relational databases; * To graphically represent relationships in a database; * To characterize database management systems and models; * To use a structured query language; * To execute table relationships; * To manage data and make queries in a database system;	* To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show technical precision in planning; * To be able to think critically and strategically; * To be commercially savvy; * To be emphatic towards customers; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written.			

Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To build a database that strengthens the relationship with Customers	*CRM - Customer Relationship Management*	Nuclear	12	12.2	25	2

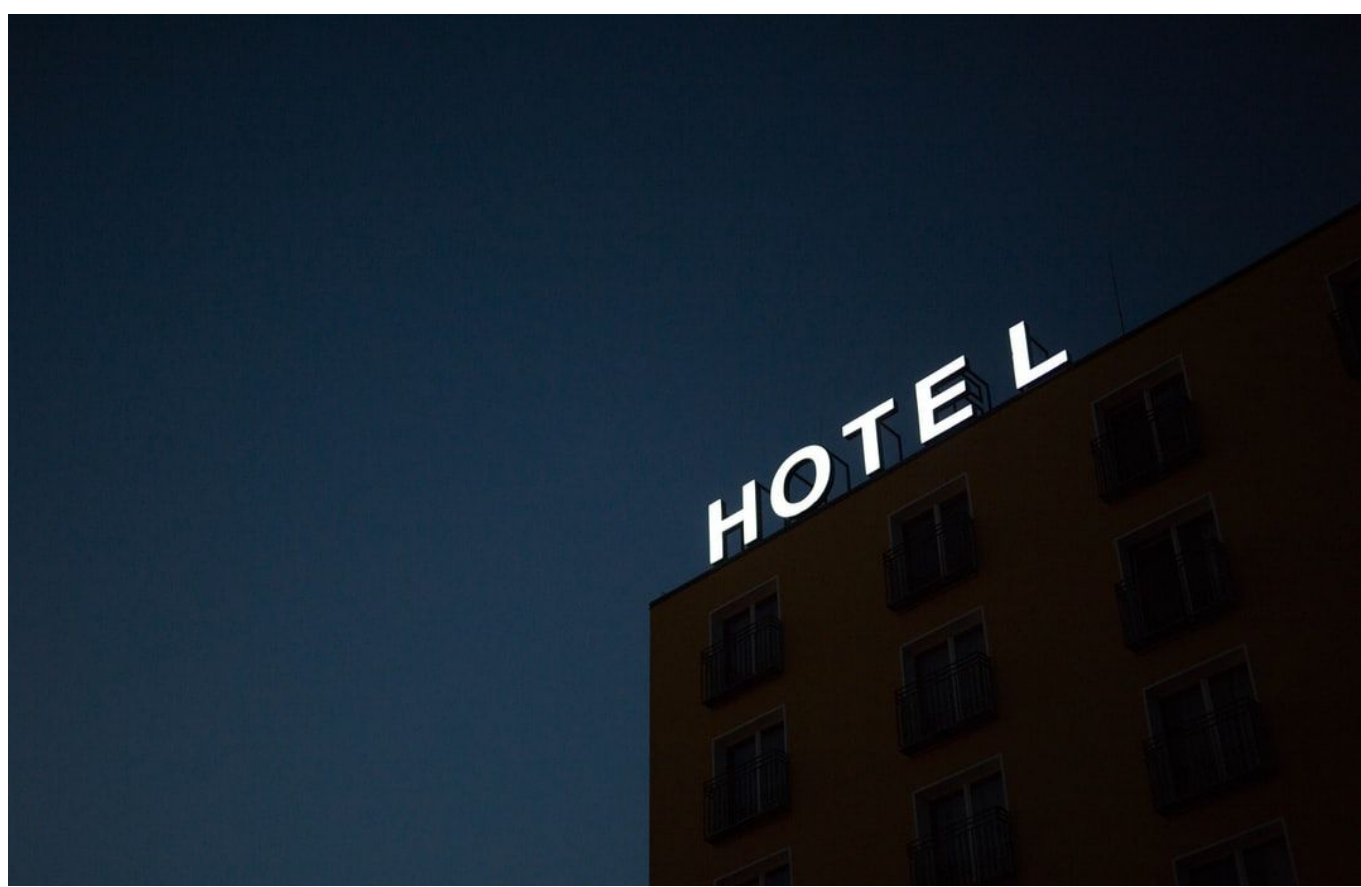| Job Achievements	Performance Criteria	Outputs	Resources
To gather, to process and to critically analyse information in order to design a digital Tourism market focused CRM and PRM strategies, using dedicated technologies.	* Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing CRM and PRM strategies, using specific technologies, targeting Tourism customers, suppliers and stakeholders, according to the Tourism market needs, and the organization's policies and profile.	* Documentation with CRM and PRM strategies and components; * Customer information sheet template; * Document with both a CRM and PRM strategy for a Tourism project.	* Computer equipment: computers and software for searching, processing, editing and saving information; * Software for CRM; * Internet; * Office supplies; * Manual of internal procedures for the management of commercial relationships, as well as its forms and guidelines; * CRM and PRM best practices and techniques manuals; * Service delivery quality manual; * Organization's strategic plan;
			* Evaluation report on the quality of services provided; * Evaluation report on the impacts of dissemination actions.

Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To build a database that strengthens the relationship with Customers	*CRM - Customer Relationship Management*	Nuclear	12	12.2	25	2

Knowledge	Ability	Attitude
* CRM - Consumer Relationship Management: - Relational marketing and CRM; - Technologies associated with CRM. * Customer information / relationship management: - Communication technologies for the customer; - Technology to know the characteristics and habits of the customer; - Technology to create a relationship with the customer; * CRM Strategies: - Implementation; - Partnership management. * PRM (Partner Relationship Management) Strategies: - Implementation;	* To manage customer and business partner information to make the business profitable; * To apply CRM and PRM to measure business and commercial relations.	* To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show technical precision in planning; * To be able to think critically and strategically; * To be commercially savvy; * To be emphatic towards customers; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written.
- Management of the commercial relationship with other companies (partners, suppliers).		

Learning Units (LU) Mapping

LEARNING UNIT		LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To create a Tourism oriented project using multimedia tools		Multimedia project management and methodology	Nuclear	13	13.1	50	4
Job Achievements	**Performance Criteria**	**Outputs**	**Resources**				

To gather, to process and to critically analyse information in order to plan and design a digital Tourism market focused multimedia product, using several tools.	* Using proper research tools;
	 * Analysing the information and presenting it in a clear and organized way;
	 * Facing case studies, being able to answer in a detailed and objective way;
	 * After creating a script, designing a structured multimedia Tourism product, which shall include several digital tools, according to the Tourism market needs, and the organization's policies and profile.
		* Detailed script for a multimedia Tourism product, which should include, among others:
		   - Budget;
		   - Timeline;
		   - Content organization;
		   - Relevant information to the customers;
		   - Technical guide;
		   - Accessibility details;
		   - Data gathering and its protection details;
		   - Customer interaction tools;
		   - Customer feedback.
		 * File with a multimedia Tourism product.
			* Computer equipment: computers and software for searching, processing, editing and saving information, including text, audio and video;
			 * Internet;
			 * Office supplies;
			 * Manual of internal procedures for the elaboration of a digital Tourism product, as well as its forms and guidelines;
			 * Tourism products digital information;
			 * Service delivery quality manual;
			 * Organization's strategic plan;
			 * Evaluation report on the quality of services provided;			

			* Evaluation report on the impacts of dissemination actions.				

Learning Units (LU) Mapping

LEARNING UNIT	LEARNING SUBUNIT	TYPE	CODE LU	CODE LSU	HOURS	ECVET
To create a Tourism oriented project using multimedia tools	*Multimedia project management and methodology*	Nuclear	13	13.1	50	4

Knowledge	Ability	Attitude
* Communication process; * Multimedia communication model; * Design / production process; * Project methodology and its phases; * Human resources, relationships and skills; * Human resources involved in a multimedia project team; * Web production team; * Information organization; * State of the art analysis; * Analysis of "competition" – benchmarking; * User's profile analysis; * Multimedia proposal; * Tasks and resources analysis;	* To Identify the different phases that make up the multimedia design and production process; * To identify the production structure necessary for project development; * To plan multimedia production using documentary, information architecture (interactive) and technical guidelines; * To analyse the "competition"; * To analyse the user's profile; * To analyse the needs towards the preparation of a proposal (structural and financial); * To coordinate interactive multimedia projects; * To evaluate the final product and ensure its maintenance and updating;	* To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be able to think critically and strategically; * To show technical precision in planning; * To be commercially savvy; * To be emphatic towards customers; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written.

Knowledge	Ability	Attitude
* Budgeting and cost control; * Timeline; * Script and forms of writing for multimedia; * Content organization and optimization; * Script production; * Documentary or literary script; * Interactive script (information architecture); * Graphic style script; * Technical guide; * Dynamic sites (back-office system planning - CMS); * Compatibility - Web standards; * Accessibility; * Evaluation methods of multimedia products; * Planning a multimedia product; * Project - planning a multimedia project.	* To plan and structure dynamic websites; * To plan and control multimedia production using methodologies and tools appropriate to the process; * To organize and evaluate a multimedia project team.	

Part 4
DTQ Learning Plan

Learning Agreement
Section 1

WBL TRAINING AGREEMENT DIGITAL TOURISM

INTERNSHIP DATA:
THE TRAINEE:
FIRST NAME:
LAST NAME:
DATE OF BIRTH:
PLACE OF BIRTH:
NATIONALITY:
SEX:
ADDRESS:
MOBILE PHONE:
EMAIL:

SENDING ORGANIZATION
NAME:
ADDRESS:
TELEPHONE / FAX:
EMAIL:
WEBSITE:
CONTACT PERSON / TUTOR:
FULL NAME:
SEX:
MOBILE PHONE:
EMAIL:

CONTACT PERSON / TUTOR
FULL NAME:
SEX:
MOBILE PHONE:
EMAIL:

Learning Agreement
Section 1

RECEIVING COMPANY/ ENTERPRISE ORGANIZATION

NAME:

ADDRESS:

EMAIL:

TELEPHONE / FAX:

WEBSITE:

SOCIAL MEDIA:

TUTOR/CONTACT PERSON

FULL   NAME:

SEX:

MOBILE PHONE:

EMAIL:

PLANNED PERIOD OF INTERNSHIP/APPRENTICESHIP

START DATE OF INTERNSHIP / APPRENTICESHIP:

END DATE OF INTERNSHIP / APPRENTICESHIP:

LENGTH OF TIME

WEEK/S:

DAYS:

NUMBER OF HOURS PER WEEK

Learning Agreement
Section 2

PARTICIPANT BACKGROUND PROFILE – EDUCATIONAL PROFILE

Tick the appropriate box 1 (internship) or 2 (apprenticeship)

1.

✓ **Internship (30-90 days)**

TRAINING AGREEMENT INTERNSHIP

The participant is attending the last year of a Technical Vocational Institute focused on Economy and Enterprise management.

Skills and competences of the Tourism specialization on completion of the educational pathway (EQF4). The student can work as a mid level employee for administration both in public and private bodies in the tourism industries (ports, airports, airlines and cruise lines) or in private companies (travel agencies, tour operators, tour organizer, accommodation facilities) or even in companies and agencies providing services related to advertising, sales promotion, organizations of trade, shows, sport and cultural events.

OTHER RELEVANT TRAINING EXPERIENCES FOR THE INTERNSHIP

The participant is attending a 30 hours course referred to the Digital Tourism Technician Profile EQF4. 30 hours course about digital marketing;

- 1st MODULE - INTRODUCTION
- 2nd MODULE - COMMUNICATION STYLES
- 3rd MODULE - ADVERTISING IN 2020
- 4th MODULE - CRM
- 5th MODULE - BECOMING VISIBLE
- 6th MODULE - DIGITAL MARKETING STRATEGIES
- 7th MODULE - DESIGNING
- 8th MODULE - SOCIAL NETWORKS EDITORIAL PLAN
- 9th MODULE - E-COMMERCE
- 10th MODULE - EMAIL MARKETING

Learning Agreement
Section 2

PARTICIPANT BACKGROUND PROFILE – EDUCATIONAL PROFILE

2.
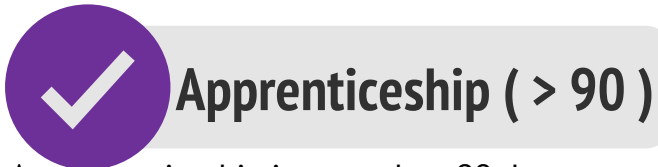
✓ **Apprenticeship (> 90)**

An apprenticeship is more than 90 days.

Skills and competences on completion of the educational pathway

Under the supervision of the Marketing / Sales Manager, (s)he supports:

● The definition of the online strategy of the organization;

● The implementation of the strategies, policies and legal regulations;

● The preparation of products for an online interactive relationship with the customer;

● The personalized online promotion and advertisement, using text, image, sound and video tools.

She/he contributes to the negotiation with both suppliers and retailers, over the online channel, gathering, analysing and providing relevant commercial data to the Sales area, so that these online strategies could be decided efficiently.

NB: Document DT 2.4 Digital Tourism Contract of Expectations and Conduct also needs to be signed when the Work Based Learning Training takes place abroad (see annexes).

Learning Agreement Section 3

WBL TRAINING OUTCOMES TO BE ACHIEVED

According to the type of company internship/apprenticeship the student is, referred to the DT profile defined, gong to do the following tasks to develop professional competences (tick the correct task to be developed and /or the related competences):

☐ Creation of texts for online tools;

☐ Usage of ICT tools and software, as an intermediate user: MS Office or similar, Tourism management software, Databases, Social Media;

☐ Supporting the design, planning and management of online products, services and tourism destinations;

☐ Promotion and selling of online products, services and tourism destinations according to customers' interests and needs;

☐ Online promotion of events and activities of tourism animation;

☐ Cooperation in the design of the organization's Online Marketing plan, as well as in the planning and implementation of specific Marketing events, namely gathering and organizing the required data;

☐ Accomplishment in the organization of the Online Marketing Mix management policies, by performing sales analysis, prices and products tasks, and assess its impacts;

☐ Implementation of the organization's Online Communication policies, namely by contacting customers, suppliers or other entities linked directly or indirectly to the organization's activity;

☐ Participation in the Tourism business negotiations with customers and suppliers;

☐ Supporting the definition of the Customer Service, monitoring and customer loyalty policies;

☐ Collaboration in the preparation and conduction of online market studies;

☐ Handling the social media from the business point of view;

☐ Management of the online communication tools;

☐ Search engines Management ;

☐ Handling of the CRS (Computer Reservation Systems);

☐ Handling of the metasearch engines;

☐ Digital Concierge mastering ;

☐ Management of the Customer Relations Management;

☐ Online reputation management tools;

☐ Channel Managers management ;

☐ Evaluation of the multimedia script in order to establish the project path, synopsis development and storyboard execution;

☐ Proposing and planning an integrated multimedia project, considering the product and its target audience.

☐ Improving of the foreign languages competences

☐ Developing of transversal soft skills

☐ Team work

NB: Document DT 3.1 WBL Quality Commitment needs to be signed by all partners as well.

Learning Agreement
Section 4

INTERNSHIP / APPRENTICESHIP ACTIVITIES

The following learning activities has been designed to support students' achievement of learning outcomes

EX ANTE ACTIVITIES

E.g (linguistic preparation if needed, Preparatory training courses etc.)

WBL PERIOD

1ST WEEK

e.g: VISITS TO COMPANIES and INTERVIEWS with employers, LINGUISTIC COURSES in case of Transnational WBL

2ND WEEK AND FOLLOWING – BEGINNING OF THE WBL EXPERIENCE

During the internship the learner will put in practice all the competences (s)he has acquired during his/her learning pathway and other training activities referred to Digital Tourism

The trainee will work in (Name of the company)_____ with the following tasks :

1.

2.

3.

4.

EX POST ACTIVITIES

e.g. Analysis of the feedback questionnaires , dissemination activities ....

NB see also the WBL Work PLAN and the Daily Report Document DT 2.2. Daily report of the Digital Tourism WBL activities / skills acquired throughout WBL Training Context) and the WBL Work Plan (See Document DT 2.3 Digital Tourism WBL Work Plan)
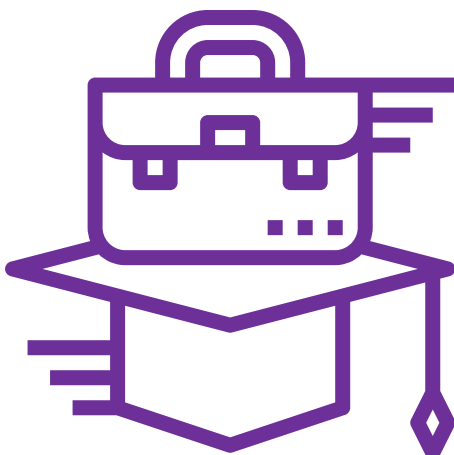
Learning Agreement
Section 5

MONITORING AND ASSESSMENT

The assessment procedures will focus on a wide set of integrated activities, mobility assessment tools and indicators. All the monitoring and assessment tools will be attached to the Digital Tourism Training Agreement (see Section 7).

INTERN / APPRENTICE

• WBL Skills Self Assessment (the student can do a self-assessment at the beginning and at the end of the WBL period, using document DT 2.0 Skills & Methodology WBL Assessment: Which skills should students be assessed during their work based learning period (internship/apprenticeship)?

• Document 3.8 Monitoring and Assessment Tool Interim Feedback Questionnaire Intern /Apprentice

• Attendance List and Daily Report (See Document DT 2.1 WBL Attendance list and Document DT 2.2. Daily report of the Digital Tourism WBL activities / skills acquired throughout WBL Training Context)

• WBL Work Plan (See Document DT 2.3 Digital Tourism WBL Work Plan)

• Document DT 3.2 Monitoring and Assessment Tool Interim Questionnaire Intern / Apprentice

• Document DT 3.3 Monitoring and Assessment Tool Final Questionnaire Intern / Apprentice

• Interview with employer (company tutor) and tutor

• Transcript of WBL Work (Document DT 3.9 Monitoring and Assessment Tool Transcript of Work)

• Final Report (Document DT 2.0 Skills & Methodology WBL Assessment; Which skills should students be assessed during their work based learning period (internship / apprenticeship)?

NB: See also Part 7: Annexes.

MONITORING AND ASSESSMENT

EMPLOYER

• Interview with Intern / Apprentice and Tutor

• Interim Monitoring Questionnaire (Document DT 3.4 Monitoring and Assessment Tool Interim QuestionairreTutor; Document; Document DT 3.6 Monitoring and Assessment Tool Interim Questionnaire Company Tutor)

• Final Feedback Questionnaire about the fulfilment of the Company needs and Competences acquired by the Intern /Apprentice (DT 3.5 Monitoring and Assessment Tool Final QuestionairreTutor; Document DT 3.7 Monitoring and Assessment Tool Final Questionnaire Company Tutor)

• Skills WBL Assessment (Transcript of Work) (see Document DT 2.0 Skills & Methodology WBL Assessment: Which skills should students be assessed during their work based learning period (internship/apprenticeship) ? and (Document DT 3.9 Monitoring and Assessment Tool Transcript of Work)

SENDING ORGANIZATION / SCHOOL TUTOR

• Interim Monitoring Questionnaire (Document DT 3.4 Monitoring and Assessment Tool Interim QuestionairreTutor; Document; Document DT 3.6 Monitoring and Assessment Tool Interim Questionnaire Company Tutor)

• Final Report (see Document DT 2.0 Skills & Methodology WBL Assessment: Which skills should students be assessed during their work based learning period (internship/apprenticeship) ?

FOR TRANSNATIONAL WBL EXPERIENCES
INTERMEDIATE AGENCY

• Meetings

– The Intermediary organization will organize interim meetings with tutors, accompanying teachers and students in order to get further information about the stage and or investigate specific aspects that may occur during the mobility .

Final report

– The tutor will deliver a final report including the following information: participant's details company's details, competences acquired during the mobility, positive en negative aspects of the mobility, conclusion

Learning Agreement
Section 6

Signatures

Date
Stamps
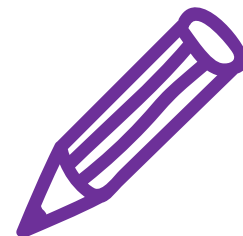
Sending Organization _____

Legal Representative _____

Tutor _____

Hosting Organization _____

Legal Representative _____

Tutor_____

Student / Participant_____

Part 5
DTQ Assessment

DTQ Assessment
Pre- Assessment

N WHICH CRITERIA SHOULD SENDING ORGANISATIONS ASSESS AND SELECT STUDENTS PRIOR TO ASSURE A SUCCESSFUL WBL?

INTRODUCTION

Work-Based Learning (WBL), is an effective teaching approach used to engage students in real-life occupational Digital Tourism experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning (e.g. internship, apprenticeship) provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's Digital Tourism workforce. It's important to assess the students prior to their WBL-period on certain skills (technical and knowledge), attitudes and behaviour. In this way we are able to select the right students for a successful WBL-period.

INTERNSHIP /APPRENTICESHIP

The Digital Tourism WBL period will be defined as an 'internship' or 'apprenticeship'
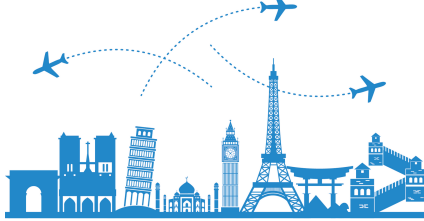
Definition Internship:

A short fixed term (30 days – 90 days) Work Based Learning hands on training, acquiring work experience without payment at a DT Company

Definition Apprenticeship:

A Work Based Learning (more then 90 days) hands on training (with pay), acquiring more then just work experience at a DT Company (with potentially a guaranteed job after completion)

HOW DO WE IDENTIFY AND SELECT THE YOUNG PEOPLE TO JOIN THE VET COURSE EXPERIMENTATION / DT WORK BASED LEARNING PERIOD (INTERNSHIP / APPRENTICESHIP)?

To identify and select young people we need to know their 'Personal details'. Our professional criteria for the Selection of the DT WBL Students' is in this document divided in 4 sections:

* Personal details, e.g. Age of student (14-24 years), name, address, medical situation, etc.

* Compliance with the minimum working requirements (e.g. Good scores on Maths, National Language, another language, Tourism, digital marketing and Economy)

* Attitudes and Behaviour

We have described the following attitudes and behaviour: Adaptation ability, autonomy, critical thinking, initiative, interest in the activities performed, interpersonal (peers' relationship), organization skills, punctuality, responsibility, resilience and willingness to learn

* Knowledge and technical Skills

As regards to knowledge and technical skills we have defined Adequate use of working tools, dexterity, easiness and fastness in performance, knowledge, applying knowledge (knowledge application), Technical language fluency, and Problem Solving.

The "Attitudes and Behaviour" and "knowledge and technical Skills" of a student should comply to a minimum basic level: At least level 3 on a scale from 1 to 5. It's allowed to have 2 negatives overall, except in the part 'Attitudes and Behaviour'.

SCALE

We will use the scale 1 to 5:

1= Poor

2= Insufficient

3 = Sufficient

4 = Good

5 = Excellent

N/A = Not Applicable

DTQ Assessment
Pre- Assessment

PERSONAL DETAILS
e.g. Age of student (14-24 years), name, address, medical situation, etc.

Surname :
Initials   :
Name :
Address :
Postcode   :
Date of birth :
Place of birth   :
Nationality :
Passport /ID Card :
Health Card (number) :
Liability Insurance (number) :
Phone :
Mobile   :
E-mail :
Bank account nr. & sort code :

Name partner :
Contact person in case of emergency:
Name :
address :
Phone :
Mobile :
Relation to :
Other information :

Medical information :

DTQ Assessment
Pre- Assessment

PERSONAL DETAILS

- What are your expectations of the DT internship / apprenticeship?

- Are you motivated to do your internship / apprenticeship ?
Why? / Why not?; Please explain

- Courses undertaken?

- Work Experience?

- Interested in what kind of work?

- Did you sent your Europass Curriculum Vitae (including language passport)?: Yes/No
- Did you sent your Motivational Letter ?: Yes/No

DTQ Assessment
Pre- Assessment

COMPLIANCE WITH MINIMUM WORKING REQUIREMENTS

It is the responsibility of each administrator, principal, teacher or director to be aware of and in compliance with all legal aspects related to work based learning. It is the direct responsibility of the teacher/coordinators to promote compliance with all (European) laws and regulations when placing students in work-based programs. We provide guidelines for the Digital Tourism programme operation and address a variety of requirements from equal access to labour laws. Guidelines will briefly outline key areas that need to be explored prior to implementing a work-based learning experience. This part is intended to facilitate discussions that need to take place before putting a DT student in an actual work-based learning setting.

The information provided is to inform all responsible school personnel of various legal issues. For the safety of all involved, when exploring work-based learning sites, only those sites that are in compliance with all existing laws will be considered.

The seven criteria relating to student-WBL interns/apprentices are as follows:
1. The internship/apprenticeship, even though it includes actual operation of the facilities of the employer, aims to provide a real work experience that complements the theoretical / practical approach given in a vocational school.
2. The internship/apprenticeship is for the benefit of the interns / apprentices and/or students.
3. The intern/apprentice or students do not displace regular employees, but work under their close observation.
4. The employer who provides the internship/apprenticeship derives no immediate advantage from the activities of the students, and on occasion, his operation may actually be impeded.
5. The intern/apprentice or students are not necessarily entitled to a job at the conclusion of the internship/apprenticeship (WBL- period).
6. The employer and the intern/apprentice or students understand that the students don't have to be paid wages for the time spent in training. Regarding apprenticeships there is the possibility to agree on a certain pay.
7. Good scores on Maths, National Language, English, Economy, Tourism and Digital Marketing are mandatory before a student is allowed to start their Work Based Learning period.

ATTITUDES AND BEHAVIOUR

Scale:

1= Poor / 2= Insufficient / 3 = Sufficient / 4 = Good / 5 = Excellent / N/A = Not Applicable

The student needs to score at least a level 3 on a scale from 1 to 5 on all boxes in the part 'Attitudes and Behaviour'.

- Adaptation ability
  Able to make changes in response to the environment

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

- Autonomy
  The ability to make your own decisions without being controlled by anyone else

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

- Critical thinking
  The process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

- Initiative
  The ability to use your judgment to make decisions and do things without needing to be told what to do

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

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DTQ Assessment
Pre- Assessment

ATTITUDES AND BEHAVIOUR

- Interest in the activities performed
The feeling of wanting to give your attention to something or of wanting to be involved with and to discover more about something

(scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

- Interpersonal / peers' relationship
The behaviours and tactics a person uses to interact with others effectively. In the DT world, the term refers to an employee's ability to work well with others, e.g. friendliness

(scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

- Organization skills
The ability to efficiently manage your time, workload and resources, may help you improve your productivity and lower your stress level

(scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

- Punctuality
Being able to complete a required task or fulfil an obligation

(scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

- Responsibility
The state or fact of having a duty to deal with something or of having control over someone

(scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

DTQ Assessment
Pre- Assessment

ATTITUDES AND BEHAVIOUR

- Willingness to learn
  It expresses the human desire, cheerfully consenting or readiness to know new things and to i
  improve yourself

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

- Resilience
  The capacity to recover quickly from difficulties

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

Remarks regarding Attitudes and Behaviour:

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DTQ Assessment
Pre- Assessment

KNOWLEDGE AND TECHNICAL SKILLS

Scale:
1= Poor / 2= Insufficient / 3 = Sufficient / 4 = Good / 5 = Excellent / N/A = Not Applicable

The student needs to score at least level 3 on a scale from 1 to 5. It's allowed to have 2 negatives in the part Knowledge and Technical Skills.

- Adequate use of working tools
 Properly trained how to choose the right quality tool, correctly use each tool, and how to identify when tools need repair; Safe use of tools and keep them in good condition at all times; Maintain tools carefully.

 (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A
- Performance
 Dexterity, easiness and fastness in performance

 (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

- Knowledge
 Understanding of information about Digital Tourism, that you get by experience/ study

 (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

- Problem Solving
 To handle difficult or unexpected situations in the workplace; Being able to determine the source of a problem and find an effective solution.

 (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

DTQ Assessment

Pre- Assessment

KNOWLEDGE AND TECHNICAL SKILLS

- Technical language fluency
* Being able to speak and write quickly or easily in given language(s)*

(scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

Remarks regarding Knowledge and Technical Skills:

Action: Sent the student a Letter of Approval (Document DT 1.1) or a Letter of Rejection (Document DT 1.2): See Annexes

DTQ Assessment - Skills & Methodology WBL Assessment

WHICH SKILLS SHOULD STUDENTS BE ASSESSED DURING THEIR WORK BASED LEARNING PERIOD (INTERNSHIP / APPRENTICESHIP) ?

Introduction

The Work-based learning period (e.g. internship, apprenticeship) provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's Digital Tourism (DT) workforce. It's important to assess the students during their WBL-period on their soft skills and hard skills. It's also important that students first can orientate on their WBL period (see Annexes, document DT 0.2) .Below we will define the DT skills needed and the methodology of the WBL Assessment.

Which skills should students be assessed during their work based learning period (internship/apprenticeship) ?

Under the supervision of tutors (company tutor and project tutor) students will be assessed during the work based learning period on:

- Digital Tourism Soft Skills and Hard Skills
- Definition of Digital Tourism Skills
- Digital Tourism Methodology of Assessment

The "Soft Skills" and "Hard Skills" of a student should comply to a minimum basic level: At least level 3 on a scale from 1 to 5. It's allowed to have 2 negatives overall…, except if the categories ticked lower than 3 are 'Attendance' and 'Good Work Attitude'.

Scale

We will use the scale 1 to 5:

1= Poor

2= Insufficient

3 = Sufficient

4 = Good

5 = Excellent

N/A = Not Applicable

DTQ Assessment - Skills & Methodology WBL Assessment

SOFT SKILLS

· *Team work*
  To work effectively within a team

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Supporting a good work environment*
  Being a good listener, being clear and kind in communication, work hard, be trustworthy and have some fun.

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Attendance (See also Annexes, Attendance list WBL Internship / Apprenticeship, DT 2.1)*
  5 = Show up on work / 1 = no show, without notification

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Good Time keeping*
  Staying organized can help you maintain a clear picture of what you need to complete and when. Prioritization, goal-setting, communication on time and appropriate Planning

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Good Work attitude*
  Maintaining a positive attitude at work: A positive attitude gets the work done and motivates others to do the same without dwelling on the challenges that inevitably come up in any job. It is the enthusiastic employee who creates an environment of goodwill and who provides a positive role model for others.

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

DTQ Assessment - Skills & Methodology WBL Assessment

SOFT SKILLS

·· Punctuality
Being able to complete a required task or fulfil an obligation

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

· Nonverbal Communication
Your body language, eye contact, hand gestures, and tone of voice all color the message you are trying to convey

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

· Clarity and Concision
Say what you want clearly and directly

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

· Empathy
Capacity to place oneself in another's position

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

· Open-Mindedness
Receptiveness to new ideas

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

· Social skills
To communicate in an open and assertive way, both verbally and non-verbally, facing small or large audiences (e.g. Good presentation, representation).

(scale 1-5) - 1 - 2 - 3 - 4 - 5 - N/A

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DTQ Assessment - Skills & Methodology WBL Assessment

SOFT SKILLS

· *Active listening*
  Involves paying attention, withholding judgment, reflecting, clarifying, summarizing and sharing

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Interpersonal skills*
  The behaviours and tactics a person uses to interact with others effectively. In the DT world, the term refers to an employee's ability to work well with others, e.g. friendliness

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

HARD SKILLS

· *Performance*
  A job well done and to understand the magnitude of some numbers

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *To speak and write fluently in one's national language*
  Listening, reading, writing spoken production, spoken interaction

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *To speak and write in at least one foreign language*
  Listening, reading, writing spoken production, spoken interaction

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Editing*
  To write and edit creative texts for online tools

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *IT Skills*
  To use ICT tools and software, as an intermediate user: MS Office or similar (1-5) N/A

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

DTQ Assessment - Skills & Methodology WBL Assessment

HARD SKILLS

· *Software*
 To use Tourism management software, databases, typing, word Processing, MS Excel, and client Server Management.

 (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Social Media*
 To master social media from the business point of view (to stay in touch and reach out to customers in an appropriate professional way)

 (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Product Design Services*
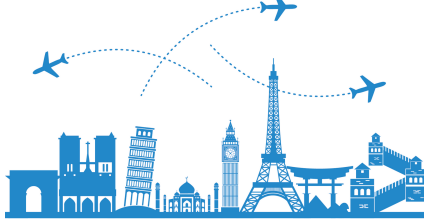 To support the design, planning and management of online products, services and tourism destinations

 (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *On Line Promotion*
 To creatively promote and sell online products, services and tourism destinations according to customers' interests and needs

 (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

HARD SKILLS

· *Event/Animation Management*
  To promote online events and/or activities of tourism animation

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *On Line Marketing Planning*
  To cooperate in the design of the organization's Online Marketing plan, as well as in the planning and implementation of specific Marketing events, namely gathering and organizing the required data

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *On Line Marketing Mix*
  To operationalize the organization's Online Marketing Mix management policies, by performing sales analysis, prices and products tasks, and assess its impacts

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Communication Policies*
  To implement the organization's Online Communication policies, namely by contacting customers, suppliers or other entities linked directly or indirectly to the organization's activity

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Negotiation Skills*
  To take part in the Tourism business negotiations with customers and suppliers

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

HARD SKILLS

· · **Customer Service**
   To support in the definition of Customer Service, monitoring and customer loyalty policies

   (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· **(Digital) Marketing Studies**
   To collaborate in the preparation and conduction of online market studies

   (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· **Digital Communication**
   To master online communication tools, direct messaging tools such as WhatsApp, email, Messenger, etc.

   (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· **SEO**
   To master search engines

   (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· **CRS**
   To Master Computer Reservation Systems

   (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

HARD SKILLS

· *Meta Search engines*
  To master metasearch engines

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Digital Concierge*
  To master Digital Concierge, to assist guests by booking tours, making theatre and restaurant reservations.

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Customer Relations Management*
  To master Customer Relations Management: Improve business relationships. Stay connected to customers, streamline processes, and improve profitability.

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Digital Reputation Management*
  To master online reputation

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *To master Channel Management*
  Allows you to partner with large agents, such as OTAs, as well as smaller retail agents in different markets

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

DTQ Assessment - Skills & Methodology WBL Assessment

HARD SKILLS

· *Multi Media scripting*
  To evaluate a multimedia script in order to establish the project path, synopsis development and storyboard execution; (1-5) N/A

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

· *Multimedia strategy*
  To propose and plan an integrated multimedia project, considering the product and its target audience

  (scale 1-5)   - 1   - 2   - 3   - 4   - 5   - N/A

Part 6
Cesure and Rating Report

Introduction Digital Tourism Cesure & Rating Report

The Cesure and Rating Report is part 6 of the Digital Tourism Qualification Manual, which consists 6 parts, excluding the introduction and annexes:
1. Description and professional profile Digital Tourism;
2. SDQ learning modules;
3. Syllabus DTQ;
4. DTQ Learning plan (Learning Agreement);
5. DTQ Assessment (specification of the learning outcomes; competence, knowledge, skills);
6. This Cesure and rating Report

The organization, recruitment and selection of plenary or individual meetings with the interested stakeholders and students regarding DTQ work based learning period has been done through identification forms. The school project partners Insignare, ITE Scarpellini and CEDEA have recruited and selected 21 students to confirm the suitability of the students together with the experimentation and finalised drafts of the course and the related work-based learning documents.

The reports of the selected students have circulated within the project seats and within the DTQ Validation Committee in order to highlight the potential and obstacles of the work-based learning aspects. The responsible partners for the experimentation have produced a national case study in English, summarizing the findings and the best practices of their local work based learning activities. Part 6, the Cesure and Rating Report summarizes our results and findings. The statistiscs, results and good practices you find in this report are taken from the individual forms, reports and feedbacks of the students, tutors, teachers and mentors covering the Digital Tourism work based learning period. In the last part of this report the validation of the finalised Digital Tourism documents, approved by the DTQ Validation Committee, are also explained.

The work based Learning (WBL) is an effective teaching approach used to engage students in real-life occupational experiences. It incorporates structured, work based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work based learning provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's

Cesure and Rating Report

Did you think the DT internships were successful?

Feedback learnt that all partners gave feedback that the Digital Tourism internships were pretty successful. All respondents rated it as successful on a point scale from 1 to 5.
1. Very Successful
2. Successful (100% score)
3. More or less successful
4. some were successful, others not so successful
5. No, not successful

Yes, Successful

100%

Does the Work based learning package and internships meet your expectations?

We can state that the validation of the Digital Tourism package of document have been validated successfully. 100% of the respondents rated that the DT documents met their expectations on a point scale from 1 to 5:
1. Yes, very much (33,3%)
2. Yes (67,7%)
3. More or less
4. No, not really
5. No, not at all

100%

5. Does the Work based learning package and internships meet your expectations?
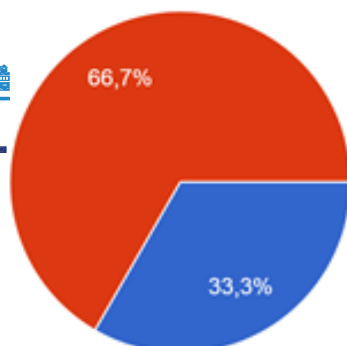
- Yes, very much
- Yes
- More or less
- No, not really
- No, not at all

66,7%

33,3%

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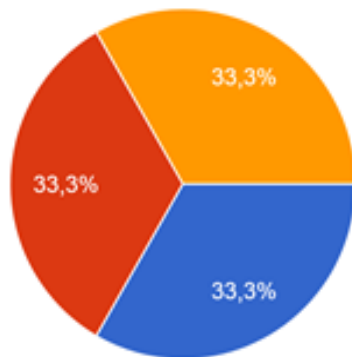## What do you think about structure and the content of the WBL documents?

100%

All respondents said that the structure and content was at least good or higher. The rates were give on a 5 point scale:
1. Very good (33,3%)
2. Pretty good (33,3%)
3. Good (33,3%)
4. Sufficient
5. Not good

8. What do you think about structure and the content of the WBL documents?

3 antwoorden

- Very good
- Pretty good
- Good
- Sufficient
- Not good

33,3%
33,3%
33,3%

Co-funded by the
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What could still be improved for DT internships and the work based learning recruitment and selection phase and assessment phase ? Why? How?

In general the feedback was that the Digital Tourism Qualification package is good as it is. It's always hard to find a balance between reducing the bureaucratic workload, to be able to improve the learners' expectations and design activities which assesses the soft skills of the students in the selection process.

Specifically the Italian partner pointed out the advantage of the Digital Tourism Qualification, when implementing a work based learning period. The options are:
* a long work based learning period (more than 30 days):
  Apprenticeship
* a short work based learning period:
  Internship (> 30 days)

How many students have done the Digital Tourism Work Based Learning internship?

Female ⌄
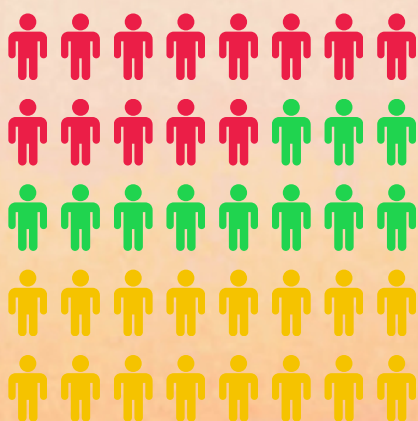
● Portugal ● Italy

● Spain

Twenty one students from three schools have done a digital Tourism Work Based Learning internship.
The three school were:
* ITE SCARPELLINI (Foligno, Italy): 5 female, 2 male
* CDEA (San Sebastian, Spain): 7 female
* INSIGNARE - Associação de Ensino e Formação (Fatima, Portugal): 6 female, 1 male.

All of the Italian and Portuguese students were 17 or 18 years old. The Spanish students were 20, 21 (twice), 22, 26, 28 and 39 years old.

Do you perceive some significant changes since the beginning of the internships ?

All the students gave a good feedback about their new acquired competences and ICT skills. The students have told us their experiences have been good, as they have been able to experience the "real world" and the "real work". Some of them wanted some more time. They gained a better knowledge of the existing digital tourism products, focused on benchmarking. They were able to propose how to make the digital products more attractive. As they worked in groups, they also developed team building and team work related skills.

How would you describe in a few words the implementation of the work based learning period and validation of the DT project?

It was somehow a bureaucratic process, but that allowed us to select the most suitable students, both under personal and technical dimensions. Students did the internship at the same organization - although they were 7, it placed them in several projects in the digital area. In the end, several outputs were achieved, which were gathered coherently into a bigger project, to be launched by Ourém Municipality's (OM) Tourism Promotion Department. During the internship students had the opportunity to go through several steps of digital products creation, namely research, benchmarking, critical analysis and adaptation to OFM reality, ending with the design of diversified digital tourism products. These products were publicly shown to several stakeholders, namely the OM councilman in charge of Tourism; Tourism Department staff; Regional Business Association and INSIGNARE, receiving a very positive feedback.

The Italian students attended a 30 hours pilot course in March 2020 with the title 'Web Marketing Accelerator'. It was quite difficult to find companies for the internships , when looking for placements, due to the Corona pandemic and because the tourist sector was in crisis. the validation of the required documentation has been a bit complex because of the great number of documents to be filled, although they were necassary to guarentee and certify quality of the internship.

Covid
Due to COVID, especially in the tourism sector, the work based learning period has not been 'business as usual'. For example: There were not a lot of tourists in Spain, and or almost all of them were Spanish. This was the case in all Digital Tourism countires . The students have been able to practice some of their knowledge, but not all. due to the specific pandemic situation.

What are you especially proud of as regards to the validation of the WBL period and the participation of your students in the project ?

"It is important that any assessment tests the intended learning outcomes both accurately and fairly"

One of the most satisfying feedbacks we have gotten is that our students were very interetsed and curious about digital communication and the future digital development of the tourist sector. The feedbacks were very positive and the ICT skills improved in spite of the short work based learning period.

Taking into account the circumstances we were dealing with (Corona pandamic, red.) it has been a very positive experience. Just to get some places where students could do their WBL period has been really difficult. We have been able to improve the relation work place-school-student.

We are proud as we believe the training provided a positive impact to our students and had a major improvement to our students' course, mainly on the digital area. Our students' integration was very good, and they were allowed to put into practice what they had learnt on the pilot training. However, we could have worked more with them on some specific digital related softwares.

THANKS FOR THE FEEDBACK

Cesure and Rating Digital Tourism Qualification Partiicpants

Hernandez
Jordy
Williams
Miller
Thompson
Wilson
Garcia
Rui
Sergio
Luca
Davies
Smith
Rodriguez
Moore
Maria
Clarke
Green
Josephine
Paola
Davis
Claire
Wood
Evans
Giovanni
Thomas
Taylor
Martinez
Wright
Roberts
Robinson

The overall feedback of the Digital Tourism students regarding their work based learning period was very positive. All 21 students (7 students from Italy, spain and Portugal) have given feedback. The spanish students scored a particuarly high percentage on good or excellent (81,3%) . More than half of the The Portuguese (53,8%) and Italian (54,6%) students scored good to excellent.

< Portuguese Students ⌄ >

● Portugal ● Italy

● Spain

53,8%
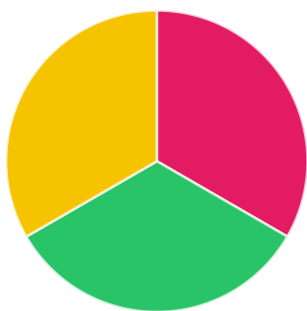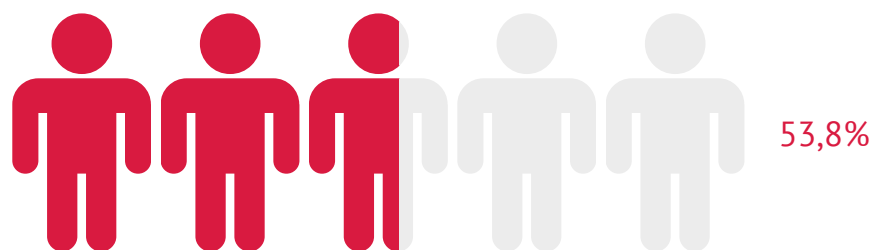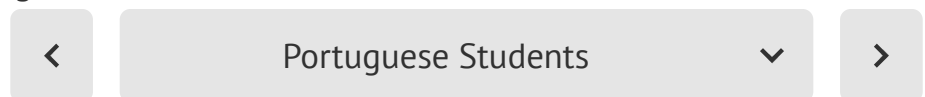
● % of skills rated as good or excellent

DIGITAL TOURISM

Feedback difference on results excel questions?

"The work based learning results were not as good as expected, for mostly these reasons:

1) Students were selected from Tourism course, which does not have a deepen approach on Digital Tourism.

2) Students didn't have any work experience, as Tourism companies have been closed, or in layoff, for almost two years.

3) EHF taught an intensive course on Digital Tourism for the students, but that couldn't cover, not even close, the learning outcomes for the new qualification.

4) Expectations of both students and hosting organizations should be improved, namely concerning the gap between expected and existing technical skills. The Digital Tourism Technician is not, neither needs to be, a multimedia expert. He or she must know what to plan, what to ask and what to include in the promotion and communication strategy, as a Tourism person who is specialized in Digital Tourism, not a cameraman / camerawoman or a webdesigner, for example.

5) The full extent of the hard skills a Digital Tourism technician has will be visible after the conclusion of the new 3-year course, but not after a short and intensive course...
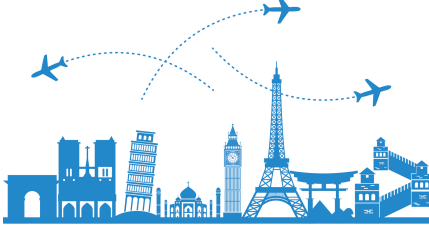
Digital Tourism Assessment

Portugal

Assessment Soft Skills Portugal

The Digital Tourism Periodical Reports included assessment criteria on hard and soft skills. A 5-point scale was used to grade the performance of the Italian, Portuguese and spanish students:

1 to 5 scale rating:

1= Poor

2= Insufficient

3 = Sufficient

4 = Good

5 = Excellent

N/A = Not Applicable.

Soft Skills Portugal	1	2	3	4	5
Team Work			3	3	1
Supporting good work environment			4	2	1
Attendance			1	5	1
Good Time keeping			3	3	1
Good Work Attitude			1	5	1
Punctuality			1	2	4
Non-verbal communication			4	2	1

Assessment Hard Skills Portugal

Hard Skills Portugal	1	2	3	4	5	N/A
Performance			3	3	1	
Speak & Write fluently			1	2	4	
Speak & write at least 1 foreign language			3	2	2	
Editing			2	4	1	
IT Skills			2	5		
Software skills			5	2		
Social Media			3	4		

INSIGNARE – Best Portuguese Digital Tourism Practice

Hosting Organization Framework

The seven students from INSIGNARE's Fátima Hospitality Vocational School (EHF) were placed at the same organization, the Tourism Department of Ourém City Council (CMO). Due to the COVID 19 pandemic and its impact on Tourism, most of the Hospitality relevant organizations in Ourém – Fátima were closed or in layoff.

Hence, we benefitted from the fact that CMO decided to plan and implement a brand-new site and communication tools to internationally promote this region, not only for its core - Religious Tourism - but also for its other Tourism products, namely Historical and Cultural; Nature; and Gastronomy, included in CMO's Tourism Development Strategy.
Students working at CMO's Tourism Department, under the tutoring of its Director. They were divided in teams, to work in several areas of this project.

WBL Framework

The selected students came from EHF's Tourism course. Usually, EHF's students have three WBL periods: one month in the first year, to get acquainted with market and company's reality; two months on the second year, to start working in their study areas; three months on the third year, to implement what they have learnt throughout their course and to prepare their labour market entrance. However, because of the pandemic, those students hadn't had any work experience before, as Tourism companies have been closed, or in layoff, for almost two years. Although EHF prepared and taught a crash course on Digital Tourism for them, we are aware that this course cannot replace a full three years one, like the new Digital Tourism qualification has.

Portuguese DT student:
"…I'm certain to have gained information that will be used for a long time, during my journey as a Tourism Agent, working in a professional way and aiming to continuously improve…"

WBL conclusions and best practices
Students were integrated in an interdisciplinary project of Destination digital promotion, at the local Tourism Office. Being under the supervision of its Director, they had full access to all the working areas and were able to network with staff, internal to that Department, but also from other Departments.

Students contacted and practised with diverse digital tools and methodologies: webdesign; content design; image, sound and video shooting and editing; social media; ... This enabled them to take an active part in the preparatory work of a multi tools platform that will connect B2B and B2C.

„Students developed a strong awareness of the importance of this new trend – Tourism digital strategic promotion and communication"

S

Students developed a strong awareness of the importance of this new trend – Tourism digital strategic promotion and communication, which is not yet completely developed in their course, but it is in fact needed by Tourism organizations, which are working on a "learn by doing approach".
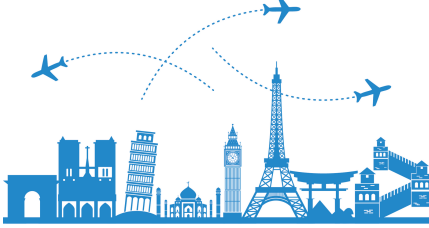
Digital Tourism Assessment

Italy

Assessment Soft Skills Italy

Soft Skills Italy	1	2	3	4	5	N/A
Team Work					7	
Supporting good work environment					7	
Attendance				2	5	
Good Time keeping				4	3	
Good Work Attitude					7	
Punctuality					7	
Non-verbal communication						7

Assessment Hard Skills Italy

Hard Skills Italy	1	2	3	4	5	N/A
Performance				2	5	
Speak & Write fluently				3	4	
Speak & write at least 1 foreign language				3	4	
Editing			1	4	2	
IT Skills				6	1	
Software skills				1		6
Social Media			3	4		

1 to 5 scale rating:

1= Poor

2= Insufficient

3 = Sufficient

4 = Good

5 = Excellent

N/A = Not Applicable.

"Measurability is an important criterion for Digital Tourism work based-learning practice, since quantification of the outcomes and results is a key issue of work-based learning. We will measure achievement of goals, learning success, client satisfaction and labour market integration."
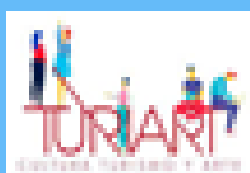
ITE SCARPELLINI – GROW WITH THE DIGITAL

Andrea (Tourist Department of the Municipality): "I was proud to work at the Municipality of my town . We need to promote our territory to and Digital skills are very important for the whole community"

Simona (Valencia, Events Organizer): "I had a very good experience and an important choice to grow up professionally"

ITE Scarpellini (Italy) involved students in the age of 17, 18 years old, from different courses of the institute. To smoothly integrate the digital skills of the students, ITE Scarpelilini prepared a pilot course. The students had to apply for the preperatory course "Accelerator of web marketing".

The students were selected according to the profile of the course they were attending, their motivation, behaviour and school achievements. At the end of the pilot course the Institute organized student's interviews with local tourist companies and / or public bodies that required digital skills to improve their visibility in the tourist market. In this way it was possible to realize a match between our training offer and the demand of the tourism sector in that specific area. This allowed us to enlarge the audience of local stakeholders, which represents a very important target group of the project.

Our intention was to give students more opportunities to do their Internships during their Erasmus mobility. Due to the pandemic it was not possible to do a llot of transnational mobilities. Only one student realized a transnational internship in Valencia, Spain. Simona, Events Organizer in Valancia said: "I had a very good experience and an it was an important choice to grow up professionally''. The trainees were really motivated in doing the internships because it was their first WBL experience and they were anxious to put in practice all the knowledge and skills they had acquired during their formal training. Maria Giulia (EventItaliani):''It was a very good experience. Now I am more aware about my potential and professional skills . It was very nice to work on ICT communication."

Maria Giulia (Event Italiani) Very good experience. Now I am more aware about my potential and professional skills . Very nice to work on ICT communication."

Aurora (Il Tartufaro - Enogastronomic Promotion): "Surely I improved my softs skills and the professional communication in the foreign languages I study."

Accelerator of web marketing

The 30 hours pilot course was just an option to implement the lack of digital competences of the participants. They developed imitated skills referred to management of web sites and social media, as shown in their Learning agreement and transcript of work. The Pilot experimentation was important in order to understand that properly trained students in the digital sector could be a real asset for our area. The local economy is largely based on tourism, especially micro enterprise, and they struggle to find visibility in the tourism market. Surely, when the Institute will activate the 3 years DTT course, the support of the trained students to the economical development of the tourist sector will have a greater impact.

The validation procedure of the internships was complex but as a VET providers and accredited organization for the KA1 Mobility Charter, ITE Scarpellini would like to state that it was necessary: Therefore we had the opportunity to implement and improve all the documentation, validating and certifying the quality of the Internships and apprenticeships, in a synergic and effective way, working with the partners to grow digitally and professionally''. The trainees were really motivated in doing the internships because it was their first WBL experience and they were anxious to put in practice all the knowledge and skills they had acquired during their formal training. Aurora (Il Tartufaro - Enogastronomic Promotion): "Surely I improved my softs skills and the professional communication in the foreign languages I study." Andrea (Tourist Department of the Municipality): "I was proud to work at the Municipality of my town . We need to promote our territory to and Digital skills are very important for the whole community"

Digital Tourism Assessment

Spain

Assessment Soft Skills Spain

Soft Skills Italy	1	2	3	4	5
Team Work				2	5
Supporting good work environment				6	1
Attendance				1	6
Good Time keeping				2	5
Good Work Attitude					7
Punctuality					7
Non-verbal communication				3	4

Assessment Hard Skills Spain

Hard Skills Spain	1	2	3	4	5	N/A
Performance				6	1	
Speak & Write fluently				1	6	
Speak & write at least 1 foreign language			3	3	1	
Editing				1	6	
IT Skills				3	4	
Software skills				2	5	
Social Media				5	2	

1 to 5 scale rating:

1= Poor

2= Insufficient

3 = Sufficient

4 = Good

5 = Excellent

N/A = Not Applicable.

" The implementation methods of the experimentation for the local traineeship of the students have met the needs of a combined work based and educational intervention and, in this sense work based learning regarding accommodation, food and beverage services, recreation and entertainment, transportation and travel services appeared to have been the most appropriate opportunities to achieve these goals."

Good Practice in Digital Tourism - CEDEA

Digital Tourims students worked as interns for the Donstia/ San Sebastián Turismoa company

´´I have developed skills that may be difficult to learn in classroom settings, and not only technical skills but also professional skills, such as the ability to work as a member of a team, and an understanding of workplace expectations.´´

DSS Turismoa has developed the project with the help of DT students and Accessible for All, a group of companies specialized in accessibility, and specifically, in tourism accessibility: https://accessibility.sans ebastianturismoa.eus/en/

Donostia / San Sebastián Turismoa
Donostia/San Sebastián Turismoa has been making a deep commitment to digitalization and accessibility of its services for more than a decade, aiming to promote the city as a SMART and accessible destination. Accessibility is not only referred to as a right for people with functional diversity, but as a quality feature that benefits everyone. These are small aspects of everyday life that make our stay in the city more comfortable and enjoyable. There is an increasing demand for digital resources on the one hand, and accessible tourism on the other, motivated by a greater influx of foreign tourists who organize their own trip online and seek resources on the network, the aging of the population and the greater integration of people with functional diversity and the elderly in leisure and tourism activities. All of these can also contribute to the spread of tourism throughout the year.

In this regard, Donostia/San Sebastián Turismoa (DSS Tourismoa) launched accessibility.sansebastianturismoa.eus, which can also be accessed from the home page of the main website. It is a new digital information tool in terms of accessibility, which will grow in the coming months.
In this way, people with some kind of disability will be able to perceive, understand, navigate and interact with the web without problems. In addition, they will find information on
- how to organize your trip
- how to get there
- how to move around
- what to do
- what to visit
- accessible pedestrian routes
- services of interest
- other key information to help you design your trip and get around the city.

DIGITAL TOURISM

´´Work-based learning gave me the opportunity to immerse myself in a particular field and interact with professionals who have worked in it for years. This type of experience helped me make decisions on my long term goals.´´

´´Even if I wasn´t able to get a permanent job in the company my work-based learning experience yielded long-term career benefits because I acquired skills that I could add to my resume.´´

The new website shows the main resources of the city in a digital and accessible way, including all its physical, auditory and visual accessibility features. The formats and contents of the website, as well as the website itself, are accessible to people with disabilities.

The website was created with the idea of continuing to grow and update its contents continuously to be able to transmit accurate and contrasted information at all times to its customers. DSS Turismoa has developed the project with the help of Accessible for All, a group of companies specialized in accessibility, and specifically, in tourism accessibility.
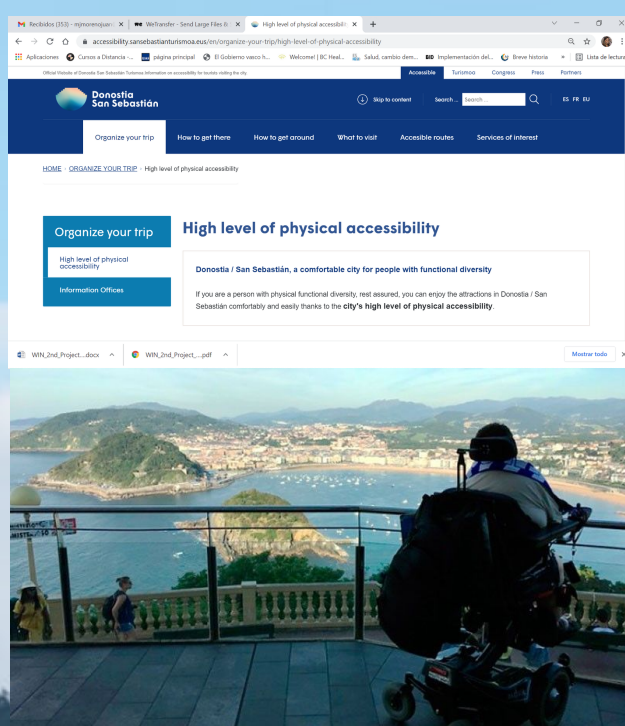
https://accessibility.sansebastianturismoa.eus/en/

DTQF and DTQ Validation Committee on WBL

Work Based Learning Assessment Feedback

During the Tourism Talks Event we have discussed the Work Based Learning (WBL) phase as well. The most important Document is DT 2.0 'Skills & Methodology WBL Assessment – Which skills should students be assessed during their work based learning period (internship/apprenticeship) ?' This document is the core of phase 2. The implementation of the Work Based Learning Assessment.

Under the supervision of tutors (company tutor and project tutor) students will be assessed during the work based learning period on:
* Digital Tourism Soft Skills and Hard Skills
* Definition of Digital Tourism Skills
* Digital Tourism Methodology of Assessment

The "Soft Skills" and "Hard Skills" of a student should comply to a minimum basic level: At least level 3 on a scale from 1 to 5. It's allowed to have 2 negatives overall…, except if the categories ticked lower than 3 are Attendance and good work attitude. A point-scale from 1 to 5 is used.

All the five documents (DT 2.0, DT. 2.1, DT 2.2, DT 2.3 and DT 2.4) of phase 2 were validated and formalized. Suggestions made were:
* General Feedback on DT2: Strengthen how internship and traineeship are defined as they are NOT only based on duration.
DTQVC: The definitions on internship and apprenticeship, explained in DT 0.0 and DT 2.0 are not only based on duration: Specifically the apprenticeship is differentiated as without payment (internship) or with pay and more defined as a preperation for a job (guarentee): apprenticeship.

DTQF and DTQ Validation Committee on WBL

Definitions Internship and Apprenticeship
The Digital Tourism WBL period will be defined as an 'internship' or 'apprenticeship'

Definition Internship:
A short fixed term (30 days – 90 days) Work Based Learning hands on training, acquiring work experience without payment at a DT Company

Definition Apprenticeship:
A Work Based Learning (more then 90 days) hands on training (with pay), acquiring more then just work experience at a DT Company (with potentially a guaranteed job after completion)

Specific Feedback on WBL
* Specific Feedback on DT 2.0: Add a section on revenue management a function to be aware of and develop competencies for, because the highly volatile and competitive environment we found ourselves in due to the ongoing waves of COVID-19. Some revenue management topics may be:
– current revenue management software and systems
– new data sources local and global
– continuous analysis
– short-term forecasts

DTQVC: At this stage of the project we don't see the value to add revenue management as a competency skill.
if so, then there needs to be made a specific proposition how to include revenue management (further more does this aspect not coming back in DT 2.0 in point ''On Line Marketing Mix'':
To operationalize the organization's Online Marketing Mix management policies, by performing sales analysis, prices and products tasks, {revenue management} and assess its impacts...'

The Learning Agreement and Monitoring Tools Feedback

The ten documents relating to the WBL period assessment and monitoring of the intern / apprentice were:

• **Document DT 3.1 WBL Quality Commitment**

• **Document DT 3.2 Monitoring and Assessment Tool Interim Questionnaire Intern / Apprentice**

• **Document DT 3.3 Monitoring and Assessment Tool Final Questionnaire Intern / Apprentice**

• **Document DT 3.4 Monitoring and Assessment Tool Interim Questionairre Tutor**

• **Document DT 3.5 Monitoring and Assessment Tool Final Questionairre Tutor**

• **see next page...**

All DT documents relating to the actual WBL period assessment and monitoring of the intern or apprentice were formally approved. This covers:

• Document DT 3.1 WBL Quality Commitment
• Document DT 3.2 Monitoring and Assessment Tool Interim Questionnaire Intern / Apprentice
• Document DT 3.3 Monitoring and Assessment Tool Final Questionnaire Intern / Apprentice
• Document DT 3.4 Monitoring and Assessment Tool Interim Questionairre Tutor
• Document DT 3.5 Monitoring and Assessment Tool Final Questionairre Tutor
• Document DT 3.6 Monitoring and Assessment Tool Interim Questionnaire Company Tutor
• Document DT 3.7 Monitoring and Assessment Tool Final Questionnaire Company Tutor
• Document DT 3.8 Monitoring and Assessment Tool Interim Feedback Questionnaire Intern /Apprentice
• Document DT 3.9 Monitoring and Assessment Tool Transcript of Work

WBL Training Agreement
All the above mentioned documents are ofcourse related to DT 3.0 Work Based Learning Training Agreement.

Suggestions made to phase 3 were:
* Is document DT 3.3 necessary ? The final questionnaire DT 3.8 could be suffcent to have a feedback.
DTQVC: The structure of the DT documents are interim (zer-measurement) and final. For a short period we understand the burden of filling in the documents, but for the the long term it's good practise

The Learning Agreement and Monitoring Tools Feedback

• **Document DT 3.6:
Monitoring and
Assessment Tool Interim
Questionnaire Company
Tutor**
• **Document DT 3.7
Monitoring and
Assessment Tool Final
Questionnaire Company
Tutor**
• **Document DT 3.8
Monitoring and
Assessment Tool Interim
Feedback Questionnaire
Intern /Apprentice**
• **Document DT 3.9
Monitoring and
Assessment Tool
Transcript of Work
All these documents are
ofcourse related to DT
3.0 WBL Training
Agreement**

* Probably document DT 3.7 is not extremely necessary .
According to us the DT 3.9: This final transcript of work is
enough to evaluate the internship.
DTQVC: We understand the burden of filling too many
documents, certainly with companies involved, but the Digital
Tourism tripartite relation makes that we need all documents
as good practise. It's up to each provider if they want to use it
or not.

* General Feedback on DT3 package: To be aware that
feedback must be ongoing and throughout the WBL process;
Creating Q&A session(s) as a space to facilitate conversation
with interns and give access to information throughout the
WBL process; Creating Cluster for peer-to-peer feedback;
Distinguish clearly between learning goals and "career"
development goals.

DTQVC: The documents already include the most important
Q&A's. We refer the DT 0.0, DT 0.1 and DT 0.2 (the steps from
recruitment to selection to placement documents)

Annexes

Annexes - DT Documents