



Tourism

VECTOR

Destination Manager Curriculum

Deliverable 4.2.

ECVET

Proof Destination Manager profile

Index

1. OBJECTIVE	3
2. EQAVET, WHAT IS IT?	4
2.1 EQAVET - THE NATIONAL REFERENCE POINTS IN ITALY, PORTUGAL AND SPAIN	5
3. EQAVET - BRIEF DESCRIPTION OF THE CONTEXT OF THE VET SYSTEMS	7
3.1 BRIEF DESCRIPTION OF THE CONTEXT OF THE VET SYSTEM IN ITALY	7
3.2 BRIEF DESCRIPTION OF THE CONTEXT OF THE VET SYSTEM IN PORTUGAL	7
3.3 BRIEF DESCRIPTION OF THE CONTEXT OF THE VET SYSTEM IN SPAIN	11
4. WHAT IS ECVET - EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING	12
5. ECVET IN THE THREE COUNTRIES	14
5.1. ITALY	14
5.2. PORTUGAL	15
5.3. SPAIN	15
6. THE MINIMUM REQUIREMENT OF THE COURSE IN ACCORDANCE WITH THE ECVET STANDARDS	16

1. OBJECTIVE

With this report, we intend to describe the minimum requirement of the course in accordance with the ECVET (European Credit System for Vocational Education and Training) standards.

To achieve that, we will have to identify the units of the learning outcomes of the partnership in the different VET (Vocational Education and Training) systems, using European reference profiles such as the ECVET instruments and documents.

Therefore, the systems of the 3 countries involved, as well as their competent entities, will be presented.

In addition, we'll also present a brief explanation of the EQAVET system, so that we can clarify the importance of the ECVET in this project.

The ECVET system will also be presented.

Finally, we'll try to show that Destination Manager Curriculum has got the minimum requirements according to ECVET system.

2. EQAVET, WHAT IS IT?

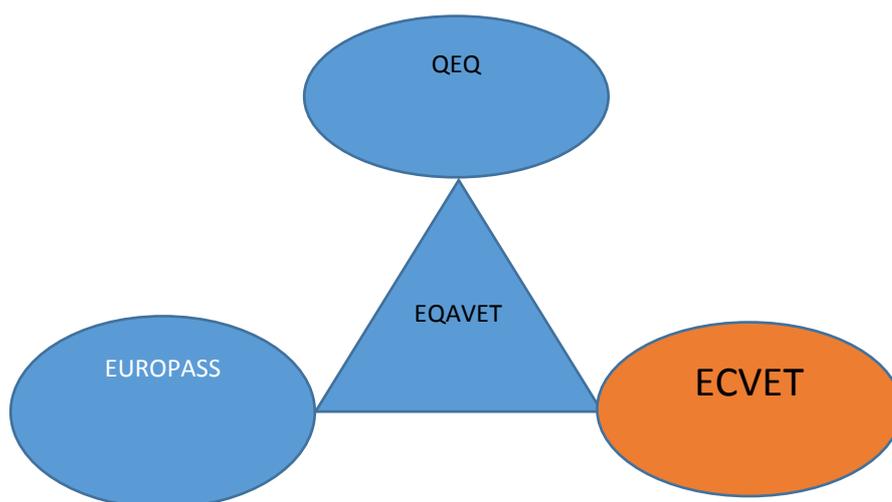
European Quality Assurance Reference Framework, EQAVET, is a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET (Vocational Education and Training) by using the European Quality Assurance Reference Framework (EQAVET).

The EQAVET is also a reference instrument designed to help EU countries promote and monitor the continuous improvement of their vocational education and training systems based on commonly agreed references. The framework should not only contribute to quality improvement in VET but also build mutual trust between the VET systems, to make it easier (for a country) to accept and recognize the skills and competencies acquired by learners in different countries and learning environments.

EU countries use the framework to improve their quality assurance systems in a way that involves all relevant stakeholders. This includes:

- setting up national reference points for quality assurance;
- actively participating in the relevant European-level network;
- developing a national approach aimed at improving quality assurance systems and making the best possible use of the framework.

EQAVET is a voluntary system created to be used by public authorities and other bodies involved in quality assurance.



2.1 EQAVET - THE NATIONAL REFERENCE POINTS IN ITALY, PORTUGAL AND SPAIN

The National Reference Points in Italy, Portugal and Spain are as follows:

Italy

National Reference Point for Quality Assurance in VET

Instituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP)

Corso Italia 33 - 00198 Rome - Italy

www.isfol.it/eqavet

www.isfol.it

About this Organisation: INAPP – National Institute for the Analysis of Public Policies **which** supports the work of Ministry of Labour and Social Policies and Ministry of Education, University and Research in the field of vocational education and training.

INAPP activities cover all the fields relating to VET:

- initial VET
- continuing VET
- apprenticeship
- certification and qualification
- VET quality
- analysis of the needs of the labour market
- training of trainers
- statistics of the VET systems
- VET quality development
- labour policies

Representative: Ismene Tramontano - Project Leader, Italian Reference Point for Quality Assurance in VET - i.tramontano@isfol.it

Portugal

Superintendence and joint tutelage of the Ministries of Education and Labor, Solidarity and Social Security, in coordination with the Ministry of Economy.

Representative: Agência Nacional para a Qualificação e o Ensino Profissional (ANQEP) - <http://www.anqep.gov.pt/>

Spain

Ministry of Education - Subdirectorato General for Guidance and VET - C/ Los Madrazo 15-17
28071 Madrid
Spain
www.mec.es

For queries: subdirección.fp@yahoo.es

About this Organization: The National Reference Point for Spain was established in the Subdirectorato General for Guidance and VET in the Ministry of Education in 2006.

3. EQAVET - BRIEF DESCRIPTION OF THE CONTEXT OF THE VET SYSTEMS

3.1 BRIEF DESCRIPTION OF THE CONTEXT OF THE VET SYSTEM IN ITALY

Compulsory education in Italy lasts for ten years (from ages 6 to 16) and includes the first cycle of education and the first two years of upper secondary school, or the three-/four-year paths of vocational education and training for which Regions have competences. All young people who finish compulsory education and training (at age 16) has the right/duty (diritto/dovere) to education and training for at least 12 years (from age 6 to 18), either in the upper secondary school or until they have gained a professional qualification through the three-/four-years training paths (managed by the Regions and Autonomous Provinces or through a specific apprenticeship scheme).

Post-secondary (non-tertiary) education and training is organized by the higher technical education and training system, articulated in two different training pathways offered by Higher Technical Institutes (ITS - Istituti Tecnici Superiori) and by Higher Technical Education and Training (IFTS Istruzione e Formazione Tecnica Superiore).

At the completion of the secondary education, young people can enter higher education consisting of the university system, organized on the cycles of the Bologna process: a first-level degree after three-year courses (bachelor's), a second-level at the completion of two more years (master's), a doctorate lasting usually three years.

All young people who finishes the education period and enters in the labor market, can get a VET qualification within the vocational training system managed by the Regions.

IVET courses usually last one year, although there are a few two-year courses. The programs are targeted at young people, according to their general education qualifications; we distinguish between first level (for those who have just completed compulsory education), second level (see earlier) and third level courses (for those with a tertiary level education).

Finally, there are some apprenticeship programs for young people from ages 15 to 29. In the main apprenticeship program, young people are awarded a vocational qualification designed in the collective bargaining; there are two small programs to get a diploma or other qualifications from the secondary and/or higher education system. For adults, employed or unemployed, there is a CVET system that is publicly funded, together with a large range of courses in almost all sectors provided by private providers.

3.2 BRIEF DESCRIPTION OF THE CONTEXT OF THE VET SYSTEM IN PORTUGAL

The education and training system in Portugal is centrally administered regarding the definition of major policy lines and curricular, teaching and financial guidelines. The Autonomous Regions of the Azores and Madeira have some independence in this area but are subject to the key national guidelines.

The major actors in the administration of the education and training system include three Ministers: Ministry of Labor and Social Solidarity, Ministry of Education and Ministry of Science, Technology and Higher Education. Their intervention is made predominantly by three Directorates: Directorate-General for Employment and

Deliverable 4.2. ECVET - Proof Destination Manager Profile

Industrial Relations, Directorate-General for Innovation and Curricular Development and Directorate-General for Higher Education. Additionally, the National Qualifications Agency and Institute for Employment and Vocational Training performs an important role in Portuguese VET system.

The Portuguese vocational education and training system comprises pre-primary, basic, secondary, post-secondary non-tertiary, and tertiary education.

Basic education is universal, compulsory and free, and lasts for nine academic years, beginning at the age of six and ending at the age of 15, in accordance with the Comprehensive Law on the education system. It comprises three sequential and progressive cycles and its successful completion leads to a diploma certifying completion of basic compulsory education.

Secondary education lasts for three years, comprises a single cycle and begins at the age of 15. It can be completed either by studying general courses in the sciences and humanities with a view to pursuing studies at a higher level, or by following a vocational pathway – vocational courses, apprenticeships, education and training courses, specialized art courses, technology courses, adult-education courses; these qualify students to enter the labor market but also allow them to continue their studies.

Post-secondary non-tertiary education comprises specialized technology courses, which prepare and qualify students for work and successful completion of which leads to a diploma in specialized technology. These courses are divided into credit units which can be transferred to tertiary education courses to which they give access.

Because of Portugal's adhesion to the Bologna Process, tertiary education is undergoing profound restructuring, about both curriculum content and the assessment system and awarding of degrees. The usual age of entry into this level of education is 18.

Is relevant to emphasize in this context the Vocational Training Reform Agreement (in 2007) , signed by the government and major Social Partners and that creates the necessary background to the strategy of qualification in terms of the implementation of the double certification principal for young people and working age employed adults (through attending modular education and training courses that are accredited for the purposes of academic and/or vocational certification); establishment of the National System of Qualification (creating CNQ); enhance the reformation of the System for the Accreditation of Training Bodies ; strengthen the improvement in the qualifications of trainers and the involvement of the Social Partners in the supervision and encouragement of vocational training for employees .

Since 1985, the Portuguese system has been structured based on five training levels (International Standard Classification of Education). These levels have achieved public visibility and are recognized and accepted by most actors in vocational education and training systems, as well as by the social partners and enterprises. The new National Qualifications Framework will define the new national qualification levels, in accordance with the European Qualifications Framework (EQF).

The VET providers include public, technological and professional schools, universities and other tertiary institutions, training centers of direct management and training professional centers of participated management (both related to the Institute for Employment and Vocational Training), nonpublic operators.

Deliverable 4.2. ECVET - Proof Destination Manager Profile

Additionally, the Comprehensive Law on the education system institutionalizes the social partners' participation in vocational education and training. The partners are involved in the general definition of policies and in their pursuance within advisory and social coordination bodies: Economic and Social Council, the National Vocational Training Council and the National Education Council.

IVET

By completing their basic education, young people who go on to secondary education may choose either for courses in sciences and humanities that prepare them for further study, or for courses that provide them with vocational qualifications. The latter can be used to enter the labor market or to continue studying. The training offered by courses leading to a qualification can be vocational courses (secondary-level training that last for three academic years and leads to Level 3 vocational qualification and a diploma in secondary education), courses under the apprenticeship system (initial alternance training, intended for young people – between 15 and 25 – and that leads to Level 2 vocational qualification and a certificate of completion of Cycle 3 of basic education, or a Level 3 vocational qualification and a certificate of completion of secondary education) and education and training courses (intended for people aged 15 or over who left or are in risk of leaving the regular education system and for young people who have completed 12 years in school and wish to acquire a vocational qualification; lead to an academic certificate equivalent to year 9 or 12 of school and a Level 2 or 3). Other courses include specialized art courses and technology courses (that leads to a diploma of secondary education and a level 3 vocational certificate).

Concerning the post-secondary vocational education and training the main offer are Specialized Technology Courses that provide a non-tertiary vocational education and training (and leads to a diploma of specialized technology and a Level 4 vocational certificate).

CVET

The National Qualification Catalogue is a framework that reflects the system of continuing vocational and training in Portugal: a range of flexible training pathways which make possible to build a vocational qualification project organized in short credit units that allow for the independent certification of skills.

The main forms of continuing vocational education and training are aimed at adults of working age (employed, unemployed and groups at risk of exclusion), including adult education and training courses that are intended to raise academic ability and vocational qualifications and enhance employability and certification of acquired learning (aimed at adults over the age of 18 who have no qualification or whose qualifications are inadequate for integration in labor market and lead to a Cycle 3 basic education certificate and a Level 2 vocational certificate or a secondary-education certificate and a Level 3 vocational certificate). The Recognition, Validation and Certification of Skills process is the most common platform for access to these courses.

In addition to the precedent forms of training there are also courses aimed specifically at groups that face problems in joining the labor market (most of these courses are promoted by the Institute for Employment and Vocational Training).

There are also continuing vocational education and training from the initiative of enterprises or social partners in accordance with the Labor Code, that enshrines (in law) the employers' obligation to ensure that every year,

Deliverable 4.2. ECVET - Proof Destination Manager Profile

at least 10% of workers (on permanent contract) take part in training courses and assures the right of every work to receive a minimum of 35 hours certified training each year.

Quality assurance

Quality assurance in VET is a transversal issue that has gathering a higher relevance nowadays, not only to achieve important changes (such as guaranty the efficacy of VET systems, make easy the access into VET and reinforce the relation between VET and labor) but also to enhance the process of monitoring the results obtained (by reference to the objectives proposed).

Facing the complexity of the VET system different entities are involved in the quality assurance process, either in the dependence of the Ministry of Labor and Social Solidarity (MTSS) or in the dependence of the Ministry of Education (ME). There are also entities regulate by both Ministries. The most relevant entities in this matter are the following:

- Directorate-General for Employment and Industrial Relations (DGERT) – MTSS: central service, directly administrate by the state whose mission is support the conception of the policies related to employment, training and professional certification and certification of training entities by one hand and to professional relations, job environment and health in workplace by the other hand.
- Institute for Employment and Vocational Training (IEFP) – MTSS: public service of national employment whose mission is promote the creation and quality of work, fighting the unemployment with active policies of employment and vocational training.
- Cabinet for Strategy and Planning (GEP) – MTSS: has the mission of guaranty the technical support to the formulation of policies and to sustain the operational planning. Is also responsible for the monitoring and evaluations the execution level of the policies, planning instruments and results of the management systems in articulation with other services of the MTSS.
- Observatory for Employment and Vocational Training (OEFV) – MTSS: is an advisory entity whose mission is contributing to diagnose, prevention and solution of problems in the scope of employment and vocational training.
- Inspectorate-General of Education (IGE) – ME: has the competence to act directly on the education settings in the services of the ME. It has the responsibility of monitoring, controlling, evaluation and audit technical-pedagogical and administrative-financing activities of the education establishments.
- Cabinet for Education Statistics and Planning (GEPE) – ME: has the mission of guaranty the production and analysis of the statistics about education, concerning the technical support to the policies formulation, operational planning and the observation and evaluation of the global results obtained in the educational system.
- Directorate-General for Innovation and Curricular Development (DGIDC) – ME: has the mission of assuring the actualization of the policies related with the pedagogical component of the education and to guaranty the technical support to the formulation of these policies related with curricular innovation and development.
- National Qualifications Agency – MTSS/ME: is a public institute integrated in the indirect administration of state. Regulated by the MTSS and ME has the mission of coordinating the execution of the educational and vocational training policies related with young people and adults and assuring develop and management of the RVCC system.

3.3 BRIEF DESCRIPTION OF THE CONTEXT OF THE VET SYSTEM IN SPAIN

In Spain, vocational training is understood as the set of training activities that prepare people for the qualified performance of diverse occupations, access to employment and active participation in social, cultural and economic life. It includes the sorts of teaching provided in vocational education and training in the education system (administered jointly between the Ministry of Education, Culture and Sport and the Education Departments of the Autonomous Communities) and Vocational Training for Employment (administered jointly between the Ministry of Employment and Social Security and the Autonomous Communities).

Both contemplate the vocational integration and reintegration schemes for workers, and schemes oriented towards continuous training in companies enabling the acquisition and continuous updating of occupational skills.

As for the Vocational Education and Training in the Education System, EQAVET plays an important role as a guide for quality assurance since Royal Decree 1147/2011 emphasizes the importance of quality assurance in VET and establishes the National Quality Assurance Framework for VET and the Quality Network for VET. Taking into consideration that the final purpose of the European recommendation is to support Member States to promote and monitor continuous improvement of their VET systems, quality assurance systems in Spain are in line with EQAVET regarding the quality cycle, descriptors and indicators.

4. WHAT IS ECVET - EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING

The European Credit system for Vocational Education and Training (ECVET) is a European instrument designed to support lifelong learning, the mobility of learners and the flexibility of learning pathways to achieve qualifications. Developed by Member States in cooperation with the European Commission, ECVET has been adopted by the European Parliament and the Council in 2009. The adoption and implementation of ECVET in the participating countries is voluntary.

ECVET is based on concepts and principles which are used in a systematic way to establish a common and user-friendly language for transparency, transfer, accumulation and recognition of learning outcomes. Some of these concepts and processes are already embedded in many qualifications systems across Europe. The main ECVET concepts and principles are:

- Learning outcomes, which are statements of knowledge, skills and competence that can be achieved in a variety of learning contexts.
- Units of learning outcomes that are components of qualifications. Units can be assessed, validated and recognized.
- ECVET points, which provide additional information about units and qualifications in a numerical form.

What are learning outcomes?

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process.

Usually, qualifications frameworks indicate the overall level of learning outcomes in a qualification. For ECVET purposes the European Qualifications Framework (EQF) is used as a reference for levels.

Learning outcomes can be used for various purposes such as to establish descriptors of qualifications frameworks, define qualifications, design curricula, assessment, etc. Learning outcomes are set out in various levels of detail depending on their purpose and context.

Learning outcomes are developed in the process of designing qualifications. There are different approaches to identifying and describing learning outcomes depending on the qualifications system.

Learning outcomes may be acquired through a variety of learning pathways, modes of delivery (school-based, in-company, workplaces etc.), in different learning contexts (formal, non-formal and informal) or settings (i.e. country, education and training system...).

How are learning outcomes described?

Learning outcomes are described **by** using the terminology and descriptors existing in the different qualifications systems.

The European definition of learning outcomes, which uses the terms of knowledge, skills and competence, is the common denominator that fits with the diversity of approaches to describing learning outcomes.

Deliverable 4.2. ECVET - Proof Destination Manager Profile

ECVET does not provide a template or a taxonomy concerning the format of learning outcomes descriptions. Such templates or classifications may exist at national, regional or system level (for example as part of a national qualifications framework).

However, it is essential in implementing ECVET, to ensure that learning outcomes for qualifications and units are clearly identified and described to enable mutual understanding of qualifications and judgments on:

- Whether the qualifications covered in the framework of a partnership for mobility lead to the same or similar occupation;
- Whether learning outcomes as described in one setting or context are comparable with those in another setting or context.

For partnerships using ECVET in the framework of transnational mobility it may be useful to devise tools such as grids or templates to identify which learning outcomes can be addressed by mobility and to describe them in a consistent manner, to:

- Compare qualifications across the different qualifications systems.
- Highlight the similarities between qualifications and learning outcomes among the partner institutions
- Identify which learning outcomes are not foreseen as part of the qualifications awarded by the partner institutions.

How are learning outcomes used in ECVET?

To implement ECVET it is necessary that qualifications are described using learning outcomes. Learning outcomes are grouped to create units.

Assessed learning outcomes constitute credit. Credit is the basis for enabling the transfer between learning contexts and for the accumulation of learning outcomes.

In ECVET, learning outcomes are used as a basis for credit transfer and accumulation. Learning outcomes are not dependent on the learning process or the learning context in which they have been achieved and therefore it is possible to use them to identify whether what the learner has achieved in one learning setting or context is comparable to what s/he is expected to have achieved in another setting or context.

5. ECVET IN THE THREE COUNTRIES

“Competent institution” means an institution which is responsible for designing and awarding qualifications or recognizing units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries.

The main challenge for the introduction of a common methodological framework like ECVET in the European VET environment is the broad range of bodies involved with the different functions of qualifications systems.

Depending on the system, the same function (e.g. design of qualifications and units) may be the responsibility of different types of actors (e.g. national or regional ministries, social partners, VET providers). To overcome this complexity, ECVET refers to the different functions of a qualifications system rather than to the types of institutions involved. Institutions involved in implementing and running ECVET are referred to competent institutions. Users of ECVET therefore need to first clarify their role(s) regarding their own qualifications system. They should reflect on their competences in their qualifications system and on how those relate to the main functions of ECVET.

5.1. ITALY

VET providers actively participate in mobility actions funded by EU programs. Within these, learning abroad can be recognized by the home institution. Education and training providers define units of learning outcomes for mobility actions.

VET and HE structures are compatible with ECVET principles. Most reforms included designing learning outcomes-based curricula and units. The Ministry of Education, University and Research issued guidelines for ET providers that include learning outcomes. Higher technical education and training is organized in modules and units; training credits are recognized by HE institutions and are ECTS-compatible.

In principle, the ET system enables switching between learning pathways. Legislation on certification and validation of competences was introduced in 2012 (Legge Fornero) and in 2013 the Decree 13/2013 defined the standards.

Studies point to a growing interest to ECVET. A recent formal decision (the State-region agreement, January 2015) defines indicators and procedures to certify competences and to develop a credit system for IVET and CVET compatible with ECVET.

This decision should be implemented by the regions even if in some (seven regions), certification and validation system has already been set up. A team of experts and a community of practice exist, but the latter needs to be developed. An NCP-ECVET has not yet been officially nominated.

5.2. PORTUGAL

Learning acquired abroad is transferred between selected countries as part of pilot projects. An NQF, based on learning outcomes and linked to the EQF, is in place as well as a validation system linked to NQF.

A methodological guide on designing qualifications based on learning outcomes was published in January 2015, following public consultation. It is being applied to the qualifications included in the national catalogue of qualifications and for new ones.

The national qualifications system introduced modularization. Transfer has not been fully implemented. In most programs, the diploma is awarded on successful completion of all modules and a final practical exam/project.

Qualifications at level 5 of the NQF/EQF can be linked to ECTS, but there is no specific mention of ECVET. Different ECVET technical components for IVET and CVET are being tested. A community of practice is in place but needs further development. The NCP-ECVET is the National Agency for Qualification and Vocational Education and Training (ANQEP).

5.3. SPAIN

Learning outcomes acquired and assessed during work placement periods abroad, and related to the workplace training module, are recognized subject to a learning agreement among teachers.

Learning outcomes acquired and assessed abroad, related to other training modules of IVET, are validated and recognized by a specific department of the Ministry of Education, Culture and Sport.

The VET system has implemented all ECVET principles, except credit points. All VET qualifications are expressed in learning outcomes and most IVET qualifications have been updated since 2013. All VET programs (leading to certificates and diplomas) are designed as learning units and modules.

Learning units (acquired either in the VET system or through validation of non-formal learning) are individually assessed and certified and may be accumulated towards a full qualification in IVET and CVET. The General Directorate for Guidance and Vocational Training of the Ministry of Education, Culture and Sport is the NCP-ECVET.

6. THE MINIMUM REQUIREMENT OF THE COURSE IN ACCORDANCE WITH THE ECVET STANDARDS

To complete this task, it is important to check if the curriculum defined for Destination Manager contains the minimum requirements according to the ECVET standards.

To do this, it is necessary to verify the following:

- The defined learning outcomes;
- The Units of learning outcomes that are components of qualifications;
- The ECVET points.

Effectively, in task 3.2, it was possible to identify a set of knowledge considered fundamental for the DM curriculum, as well as the indicators that allowed its verification.

The knowledges were defined considering the learning outcomes, using statements of what a learner should know, understand and be able to do on completion of a learning process.

Therefore, we may consider that this requirement is achieved.

Regarding the Units of learning outcomes that are components of qualifications, it is important to say that the three European countries in this project have developed comprehensive national qualifications frameworks (NQF) covering all types and levels of qualification. Therefore, it will make it easier to understand and making relationships between qualifications more transparent, thereby facilitating access and progression. All the countries rely upon learning outcomes-based on level descriptors and form a reliable basis for the transfer of learning outcomes.

Finally, it will be possible to establish the ECVET points, since for credit to be recognized in view of a qualification the learning outcomes should be relevant for the given qualification. However, there are differences among qualifications systems regarding the understanding about what is 'relevant' for a given qualification and how much flexibility is given, the truth is that they are all based on the results of the assessment.

If a learner brings to his/her home institution evidence about the fact that the assessment in the host institution took place as agreed, if this evidence also describes what learning outcomes the learner has achieved, compared to the unit description, and to what extent these are fully mastered, based on this evidence, the home institution will be able to confirm, in line with the Learning Agreement, whether the learner 'passes' – i.e. that she/he has met the expectations (in terms of learning outcomes) and if so, the credit is validated.

To conclude, let us point out that ECVET, established by means of a Recommendation (2009/C 155/02), is a common methodological framework that facilitates the accumulation and transfer of credit to learning outcomes from one qualification system to another. Its objective is to promote transnational mobility and access to lifelong learning.

Therefore, it is not intended to replace national qualification systems, but rather to improve comparison and compatibility between national systems.

ANNEXES

Tourism Destination Manager Curriculum

Basic Modules

- English - Knowledge of tourism technical English and of linguistic and communication tools for relations in the tourism sector.
- Fundamentals of information technology and the internet - Knowledge of the use of computer, basic programs and the internet
- Communication and negotiation techniques - Communication and negotiation in managing the relations with stakeholders is fundamental in a tourism destination. Tools for coordinating resources and developing team activities in facing problems, proposing solutions, produce, rate and evaluate collective results will be taught in this module.
- International, national and local tourism context analysis - The globalization of the tourism industry increases the complexity of managing businesses and organizations at tourism destinations. This module will give the students fundamental tools to identify explanatory variables and useful data to interpret the dynamics of the tourism sector at international, national and local level.
- European and national legislation on tourism - Knowing the European and National legal framework is fundamental to act in a tourism destination without breaking the law. This module will give the basics to identify the legal references when operating in the sector.
- Organization and management of human resources - In a competitive environment learning to find and manage employees with a diverse background is fundamental. Tools of human resource organization and management will be taught and experimented in this module.

Specific Modules

- Tourism Destination Business Planning - This subject focuses on future orientated adaptations, scenarios and upgrading of tourism destinations in a competitive tourism environment designing and delivering products uniquely suited for special interest travel markets is fundamental.

Students will become confident in using tools for analyzing actual and potential market, tools to organize local resources so that they find new product market combinations. Tools for event planning and integrating baskets of goods and authentic experiences will be taught in this module.

Knowledge of frameworks and tools of analysis of historical, cultural, environmental resources of the territory and its stakeholders will be acquired in this module.

The module is based on analysis and evaluation of the present situation and the expectations of relevant future developments, utilizing a range of international examples.

- Tourism Destination management - For the successful formulation and implementation of their strategies, actors involved in the development of tourism destinations are depending on the cooperation between various stakeholders- actors. This interaction can be captured in a 'project'.

For identifying, developing and managing projects, special knowledge and insights on these processes and phases of a project related to the external environment are required.

Students will become confident in organizing and managing human resources, integrating local stakeholders at vertical and horizontal level. Destination performance and business intelligence tools will be helpful to evaluate the performance of the destinations, elaborate and interpret useful data.

Deliverable 4.2. ECVET - Proof Destination Manager Profile

- **Tourism Destination Marketing** - Tourism destinations face many challenges while attracting the desired tourists. A destination has to anticipate to external market related issues. A country, region or city needs to have a recognizable brand image that evokes positive feelings and creates consumer preference. Tourism destination marketing focuses on these important marketing aspects.
- **Tourism Destination Finance** - Actors developing successful destination strategies depend strongly on the availability of fluid financial markets and instruments in the local situation. However, at many tourism destinations, financial markets and sectors are operating with limitations: lack of transparency in regulations and price setting, no availability of diversified financial products, etc. A good insight in financial markets and institutions is essential for preparing and taking investment decisions in tourism. Fundamental tools for fundraising and financial resource management will be identified and applied.
- **Information Technology and Web 2.0 in the Tourism Sector** - Select technology and tools to acquire the due confidence with web 2.0 issues and all the related skills necessary to promote the local tourism offers, through the Internet, improving the positioning and indexing of the web products on search engines, but also, use tools such as blogs, social networking platforms, google maps, to listen to the users/customers and to communicate via web the local tourist offers.

Bibliography

Deliverable 4.2. ECVET - Proof Destination Manager Profile

https://ec.europa.eu/education/policy/vocational-policy_en

<http://www.ecvet-secretariat.eu/en/ecvet-community-practice>

file:///D:/39446/Downloads/ECVET_USERS_GUIDE_PART-2-EN_update_2012.pdf

<http://www.ecvet-toolkit.eu/ecvet-toolkit/pre-conditions-ecvet>