



Tourism

VECTOR

Destination Manager Curriculum

HANDBOOK

DESTINATION MANAGER TRAINING COURSE



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Learning services for non-formal education and training — Basic requirements for the providers of Vector DM learning service

0. Introduction

This handbook is the result of the Vector Destination Manager Project.

The continuous updates during all project phases has provided transparency to all the interested parties and made project results transferable to other learning providers in the touristic sectors with the planned effect of a positive sectorial impact of the Vector project that grows after the end of the project.

1. Scope

The scope of this Handbook is to provide sustainability, repeatability and a guide for future learning providers in the field of Tourism Destination Management.

This VECTOR Destination Manager Training Handbook provides a model for quality professional practice and performance. It contains a common reference for Destination Manager (DM) learning services providers in the design, development and delivery of Destination Manager learning services.

In particular, this Handbook contains the following:

- Chapter 1 SCOPE
Scope and description of the Handbook.
- Chapter 2 TERMS AND DEFINITION:
A description of terms and definition used in the handbook
- Chapter 3 VECTOR DM LEARNING SERVICE:
Analysis:
The results of the needs analysis done for determining the learning needs in the touristic destination management done through surveys, and deep analysis of the training existing offers.
Design:
The criteria for the design of learning services.
A description of the learning contents for each training module.

The design of the learning services matching learning contents, planning a curriculum and training phase, according to EQF; ECEVET, and ECTS.

The design of the Syllabus and the template used to standardize the lessons.

The description of curriculum details.

Provision:

A description of Information needed to be notified to learners.

Learners' selection criteria.

A description of learning environment.

Feedback:

Instruments and analysis of students feedbacks.

Evaluation:

Evaluation tools and methods

Assessment components

Quality Indicators:

EQAVET

ECVET

CREDITS

– ANNEXES

Annex 1: Platform Guidelines

Annex 2: Teaching materials. Syllabus and Extract of Curriculum content for each module.

Annex 3 Feedback from learners

2. Terms and definitions

For the purposes of this document, the following terms and definitions apply.

2.1

Professional Standard or Professional Profile:

Agreed set of characteristics, competences or rules that describes the work of a professional to be used consistently as good principles, practices or guidelines. The point of a standard is to provide a reliable basis for people to share the same expectations about a product or service.

2.2

Competence or Competency:

Knowledge, understanding, skill or attitude that is observable or measurable, or both observable and measurable, which is applied and mastered in a given work situation and in professional development or in both professional and personal development.

2.3

Curriculum:

Plan of study prepared by the learning service provider which describes the aims, content, learning outcomes, teaching and learning methods, assessment processes, etc., relating to a learning service.

2.4**Evaluation of learning:**

Normative approach to analysing the learning process, or learning outcomes measured against the learning goals.

2.5**Interested party:**

Individual, group or organization with a direct or indirect interest in the learning service, including its management and outcomes, or the processes involved, or both.

2.6**Learner:**

Person engaged in learning.

2.7**Learning:**

Acquiring knowledge, behaviour, skills, values, preferences or understanding.

2.8**Learning service:**

Processes or sequence of activities designed to enable learning.

2.9**Syllabus:**

Descriptive document that communicates a detailed description of the modules and assessment information and defines expectations and responsibilities.

2.10**Transfer of learning:**

Application of what has been learnt during the learning service to other situations.

3. Vector DM learning service

3.1 Learning needs in the touristic destination management

3.1.1 General

Prior to offering Vector DM learning services, and in order to orientate these effectively, the providers of Vector DM learning services analyse the learning needs in the touristic sector on the international level. A detailed survey was made in 2016 by Vector Partners of the VECTOR PROJECT (GRANT AGREEMENT NUMBER 2015 - 3230 / 001 - 001) on the current professional profiles delivered in the tourism sector, analysing skills mismatches and possible benefits of implementing a new high-level qualification pathway focused on destination management.

This survey has to be reviewed each year according to the changes of the tourism market and the inputs by the stakeholders.

Relevant changes will be registered and provided for the annual Curriculum review. Records of these systematic reviews will be documented, archived and kept under control.

The process of determination of the learning needs starts from the main limits of a tourist destination, which are the following: fragmentation of the service supply, dispersion of the local players and difficulty in finding the financial resources to promote the territory. All these difficulties can be overcome only through an adequate management training, which places the strategic action at the centre of the learning process.

The VECTOR project aims at solving the mismatches between market needs and skills provision offered by educational and training centres in the tourism sector. The starting analysis was conducted in 2017 in each partner country in order to identify the professional skills needs of a destination manager as well as the existing weaknesses. The methodology used consists in the following actions:

- Online survey: 407 answers received in total (among Italy, Spain, Portugal and other European countries);
- In depth survey to stakeholders: 25 interviews have been made to actors considered qualified, for the role or for their knowledge, and therefore able to express critical assessments on the subject of the Destination Manager.
- 3 Focus groups with stakeholders have been held to validate the results of the survey.

The conclusions related with the learning needs are the following:

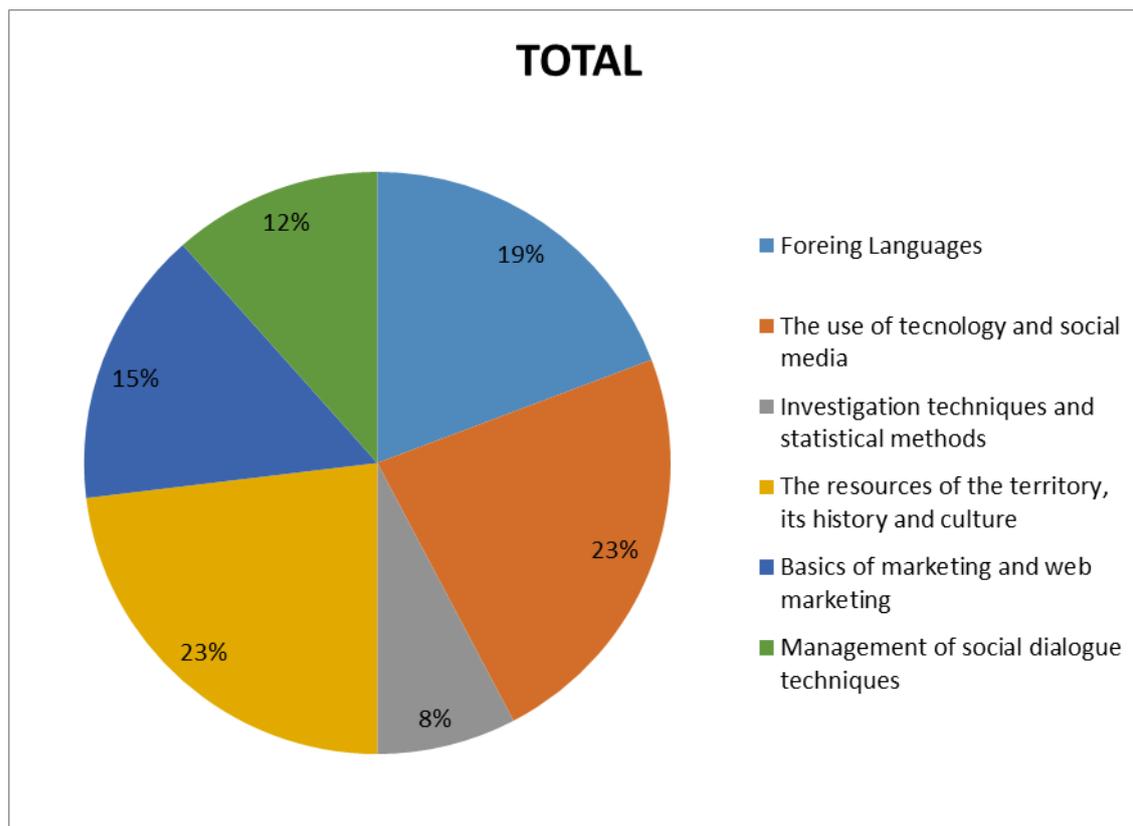


Image 1 - Learning Needs Survey

According to the learning needs analysis, the training program (Curriculum) must address the following competencies:

- To analyse the market
- To apply ITC knowledge
- To apply knowledge about tourism regulation
- To apply communication and organizational skills
- To apply language knowledge
- To deal with public administration and private sector
- To manage and solve problems

The definition of the learning contents is based on the learning needs above mentioned and is therefore able to augment the general quality level and the permeation of sustainability issues in tourism training procedures.

3.1.2 Needs of interested parties

Before providing the learning service, the providers of Vector DM learning services:

- a. Determine specific aims, wishes, goals and requirements of interested parties in undertaking or commissioning the learning service.

The project's main objective is to improve the cooperation between VET centres and labour market, and therefore, to increase the employability level in the tourism industry. In this context, the interested parties of the Vector DM project are the following (regarding to the year 2017):

- The European Commission
- The partners (Consortium)
- The tourism labour market, and
- The learners.

For all these actors a specific goal is to solve the mismatches between market needs and skills provision offered by Educational and Training centres in the tourism sector, one of the most important industries in Europe, especially in the current situation of economic downturn.

- First, Europe aims at strengthen one of the driving force of economic and social development for the European Countries.
- Second, The Consortium encompasses a variety of organisations (research centres, HEIs, national and regional public bodies, training providers, chamber of commerce, National agency for qualification and VET, sectorial association of employees, etc.) acting at National and EU level for the development of the VET system and the enhancement/promotion the tourism sector. The aim of the consortium is to design and deliver a curriculum able to mind the actual skills shortage in the tourism sector.
- Third, the labour market would like to increase the attraction capacity of local communities, taking care social and environmental issues in a sustainable perspective.
- Finally, learners aim at increasing their competencies, they are interested in creating or expanding their networks, in updating their knowledge on tourism sector, as well as enhancing their job opportunities.

Summarising, the aim of the Partners involved is to deepen cooperation, to create more and better job places and stronger social cohesion boosting education, training and skills in a key area as tourism.

- b. Consult the identified interested parties in order to determine how they expect the skills, competencies and awareness developed as result of the learning service to transfer to the learners' work-related tasks and responsibilities. This process has to be reviewed on a yearly base.

In the initial research of the year 2016 focus groups on tourism and cultural tourism were organised with the aim of understanding concrete expectations regarding learning service for the DM. Therefore, strategic professional requirements, as well as emerging training needs, were identified through detailed investigations, interviews and surveys. The groups' participants expressed the need to focus training programs on the business necessities.

Furthermore, they expected the following from the learning service provision:

- Excellent language knowledge, since the ability to speak several languages is an important skill in the hospitality industry;
- Experiential learning programs and traineeships, to be improved through an active entrepreneurship engagement in collaboration with schools and universities.

Participants also raised some key challenges:

- A comprehensive research, for a better understanding of the travellers' expectations;
- Some more cohesive marketing and promotional campaigns;
- More human resource strategies to attract and retain employees in the industry;
- Investments in tourism infrastructure;
- Broadening and adopting sustainable tourism and best practices;
- To foster an adequate supply of skills and labour to enhance visitor experiences through quality service and hospitality;
- To improve the relationship between private and public sectors;
- To determine the methods which would enable tourism operators to make the environment a source of economic activities.

Finally, the interested parties highlighted the importance of following learners' work-related knowledge, abilities and responsibilities related to the DM:

- Extensive local knowledge and in-depth understanding of rules affecting the tourism sector;
- Ability to forecast tourism trends and set up marketing strategies
- A wide range of IT skills;
- Excellent communication, presentation and interpersonal skills;
- Organizational skills;
- Ability to set up networks with the institutions providing a range of information on local resources and facilities;
- Ability to understand that a strong link between tourism and culture can be fostered to help places become more attractive to tourists.

- c. Reached an agreement and recorded it with the European Commission and with other interested parties on the learning service to be provided. (See Annex 1)

On the international meeting in Valladolid during March 2017, in Lisbon in November 2017 and on the last meeting in Florence in 2018, formal agreements ("Memorandum") with the local interested parties was signed.

3.1.3 Learning contents and criteria for the selection of learners

The providers of Vector DM learning services:

- a. Take into account the needs of any interested party when determining the learning content and the learning process;
- b. Use available means and information to effectively analyse issues arising from the specific learning content and process (e.g. prerequisite skills, specific requirements for the learner);
- c. Determine learning methods and materials, which are appropriate, accurate in terms of their content, and sufficient to meet the stated goals;
- d. Take into account learning outcomes when determining the learning content and process.

Learning contents for each training module

The providers of Vector DM learning identify the learning outcome approach as a reference for the determination of the learning contents. This approach put the emphasis on the outputs rather than the inputs of the learning process.

The learning contents of each training module are identified starting from the Units of Learning outcomes and the Learning outcomes coming from the definition of the Profile (see table 1).

The learning outcomes are reached through different Activities that range from Distance Learning Modules (from L1 to L5) to more applied activities as the traineeship (M6) and the Final Project (M7). The contents of the Learning activities are identified coherently with the learning outcomes. In other words, considering that each Learning activity represents a module, the contents of each module are the basis for achieving the learning outcomes identified in a proactive and shared methodology.

There is not an exact correspondence between the Contents of each module and the Learning Outcomes, but the contents of the Modules together with the Applied Activities enable the students to reach the Learning outcomes in a broader perspective.

Table 1 – Units of learning outcomes; Learning outcomes, learning activities

Units of Learning outcomes	Learning Outcomes	Learning activities					Applied Activities		
		L1	L2	L3	L4	L5	M6	M7	
To analyse the market	Analyse the territory	X					x	x	Ecvet
	Understand characteristics and dynamics of supply and demand	x	x	x			x	x	Ecvet
	Define business models	x			x		x	x	Ecvet
	Elaborate Tourism strategies and study their Impact	x	x	x		x	x	x	Ecvet
	Produce cost and revenue analysis	x	x	x	x	x	x	x	Ecvet
To organise the resources	Define a complete profile of the destination	x		x			x	x	Ecvet
	Select and organize the resources to define the Destination identity	x	x				x	x	Ecvet
	Develop social dialogue processes		x				x	x	Ecvet
	Elaborate development plans	x	x	x			x	x	Ecvet
To coordinate actors and stakeholders	Identify and apply the best communication strategies		x	x	X		x	x	Ecvet
	Negotiate diverging needs		x	X	x		x	x	Ecvet
	Create a network of actors and stakeholders		x				x	x	Ecvet
	Define duties, responsibilities and obligation	X	x	x	x	x	x	x	Ecvet
	Define a business model planning and controlling financial resources	x	x	x	x	X	x	x	Ecvet
To promote	Design thematic packages and		x		x		x	x	Ecvet

the territory	itineraries								
	Identify distribution channels			x	x		x	x	Ecvet
	Elaborate, manage, and control the budget of marketing plan					x	x	x	Ecvet
To manage and solve problems	Elaborate a monitoring plan		x	x			x	x	Ecvet
	Check the identified goals			x		x	x	x	Ecvet
	Verify customers satisfaction			x	x		x	x	Ecvet
	Check webmarketing and ecommerce results	x	x				x	x	Ecvet
	Adopt corrective actions		x	x		x	x	x	Ecvet
	Organise training opportunities		x	x	x	x	x	x	Ecvet
		ECTS							

LEGENDA:

- L1: Destination Planning
- L2: Destination Management
- L3: Destination Marketing
- L4: Destination Fund Raising
- L5: Information Technology and Web 4.0 in the Tourism Sector Other activities
- M6: Traineeship
- M7: Final Project

This approach to curriculum building and measurement in credits is one of the very innovative points of the VECTOR project because of its capacity to integrate to some extent the ECVET and ECTS systems in learning outcomes and activities evaluation. As seen, the rows use the ECVET system while the columns use the ECTS and this is a very challenging part of DM curriculum development, being very rare to have competences about both systems in the same partnership.

The modules (see table 2) are delivered through an online learning format, including:

- Class session will feature online resources, such as presentations, readings, mentoring, and discussion boards. The teaching and learning materials are designed to help learners and succeed while studying at home. Classes will be accessed logging in to a Distant Learning Environment (DLE), containing course materials such as slides, e-readings and other documents. DLE will be used to submit assignments, to receive feedback, and to communicate within online forums, conference calls and email. After completing all the units, students will be asked to complete a test. The format of the test will comprise a theoretical part assessed through multiple choice questions, problems to be solved accordingly with the exercises analysed during the module and an essay or project work.
- Contact hours are provided to clarify concepts that have been introduced in the lectures and to go over assigned homework problems.
- Suggested optional co-curricular activities are announced during the module session

Table 2 – Modules and Learning contents

MODULES	LEARNING CONTENTS
<p>TOURISM DESTINATION PLANNING (TDP) (L1)</p>	<ul style="list-style-type: none"> • TOURISM DESTINATION PLAN (Why planning tourism for destinations?; The major elements of a TDP: a comparative approach) • DESTINATION PROFILE AND IDENTITY (Background and market analysis of the destination; Assessment of available resources); • IDENTIFYING STRENGTHS AND WEAKNESSES OF THE DESTINATION (Conducting a SWOT analysis; Identifying critical success factors for a tourist destination; Combining products and targets) • DESTINATION STRATEGIC PLANNING (Destination vision and mission; Defining objectives and strategic priorities; Elaborating a destination balanced scorecard) • DESTINATION ACTION PLANNING (Developing action plans for each strategic goal; The role of accountability and the assignment of responsibilities) • DESTINATION FINANCIAL PLANNING (Budgeting economic and financial resources; Writing and monitoring a financial plan; Variance analysis and feedback corrections; Break-even analysis of an event plan) • DESTINATION SUSTAINABILITY (Sustainability in tourism plans; The performance indicators for tourism competitiveness and sustainability; Case studies of tourism and destination plans) • FINAL PROJECT (Review session and final project work presentation)
<p>TOURISM DESTINATION MANAGEMENT (TDM) (L2)</p>	<ul style="list-style-type: none"> • DESTINATION MANAGEMENT (Understanding the tourism value chain; Tourism destination management; Case studies) • THE DESTINATION GOVERNANCE (The Tourism Destination Organizations' (TDO); The Governance of the Tourism Destination; Case studies) • TOURISM DESTINATION RELATIONSHIP MANAGEMENT (Partnerships; Community relationships; The destination stakeholders; Case studies) • INTERMEDIATE PROJECT ON PREVIOUS SESSIONS (Review session and intermediate project work presentation) • LEADERSHIP AND PARTICIPATORY APPROACHES, METHODS AND TOOLS (Leadership techniques; Facilitation techniques ; Participatory approaches) • TERRITORIAL NETWORKS FORMULAS (Horizontal and vertical integration models; Integration formulas: clusters, business networks, business associations; Building a network: Case studies) • INTEGRATED QUALITY MANAGEMENT IN TOURISM DESTINATIONS (The concept of quality in tourism destinations; Quality implementation, management and tools; Quality Tool kit) • FINAL PROJECT (Review session and final project work presentation)
<p>TOURISM DESTINATION MARKETING (TDM) (L3)</p>	<ul style="list-style-type: none"> • TOURISM DEMAND AND DYNAMICS IN INTERNATIONAL MARKETS (Segmentation of demand; New forms of tourism: the experiential tourist; Analysis of international markets and new trends) • CONSUMER BEHAVIOUR IN TOURISM (Key concepts: motivation, perceptions, loyalty, ...); Contexts: Influences) • MARKETING THROUGH ONLINE AND OFFLINE CHANNELS (New channels specialized in incoming tourism; Tour operators, travel agencies and transport companies) • THE TOURIST DESTINATION PRODUCT (The peculiarities of the tourist destination product; Structuring an integrated tourism package based on the territorial resources; Positioning the Product) • INTEGRATED COMMUNICATION AND PROMOTIONAL TOOLS (Offline and online communication channels; Tools for offline communication: press releases, brochures, catalogs, posters, articles ...; Online communication: storytelling and social media marketing; The integrated communication plan;

	<ul style="list-style-type: none"> Loyalty techniques and customers' satisfaction) • WEB MARKETING (Fundamentals of Web 4.0 (relationship marketing, blog marketing, social media and major advertising systems and Web 4.0 branding) to exploit the full potential of the network; Marketing strategies on the net) • FINAL PROJECT (Review session and final project work presentation)
TOURISM DESTINATION FUND RAISING (L4)	<ul style="list-style-type: none"> • PREPARATION OF PROJECTS (Strategic planning; Financial economic plan; Evaluation economic viability); • PROJECT MANAGEMENT (Time Management; Management of Resources; Management of the cost) • EVALUATION AND MONITORING (Control and monitoring reports; Determination of deviations; Adjustments and update of the project) • FUNDING INSTRUMENTS (Internal funding; External funding; Mixed financing) • OTHER FUND RAISING ACTIVITIES (Merchandising and Marketing digital; Sponsorship strategies; Actions in collaboration)
INFORMATION TECHNOLOGY AND WEB 4.0 IN THE TOURISM SECTOR (ITW) (L5)	<ul style="list-style-type: none"> • TEACHING OBJECTIVES AND CONTENTS INTRODUCTION (Teaching objectives; Introduction: Tourism and technology; Main skills) • THE INTERNATIONAL AND TECHNOLOGICAL SCENARIO OF TOURISM (The information society and tourism sector; Concepts and technological trends in the tourism sector; Case study) • NEW TECHNOLOGIES APPLIED TO THE MANAGEMENT OF TOURISM OFFERS (The new profile of tourist demand; Technological developments applied to tourism; Case study) • Test on contents of sessions 2 and 3 • MODEL OF TOURIST DISTRIBUTION BASED ON WEB 4.0 (Evolution of the web in tourism; Web 4.0: concepts and fundamentals; Case Studies; Forum of success in the sector); • DESTINATION ON-LINE TOURIST REPUTATION (Factors that affect the destination tourist reputation; Case Study) • Test on contents of Session 4 and 5 • POSITIONING AND MANAGEMENT OF SOCIAL NETWORKS OF TOURIST DESTINATIONS (Operative foundations of social networks; Tools for social networks; Social selling applied to tourism; Case study) • INNOVATIONS AND SMART DESTINATIONS: SUCCESS CASES (Innovation concept; Smart destination definitions; Difference between Smart cities and Smart Destinations; Success Cases; Test on contents of sessions 5 and 6); • FINAL PROJECT (Case studies of tourism and destination plans; Review session and final project work presentation)

3.2 Design of the learning services

3.2.1 Specification of the aims and scope of the learning services

The providers of Vector DM learning services ensure that the scope, specific aims and planned outcomes of the learning service that are selected to meet the needs of interested parties, as well as

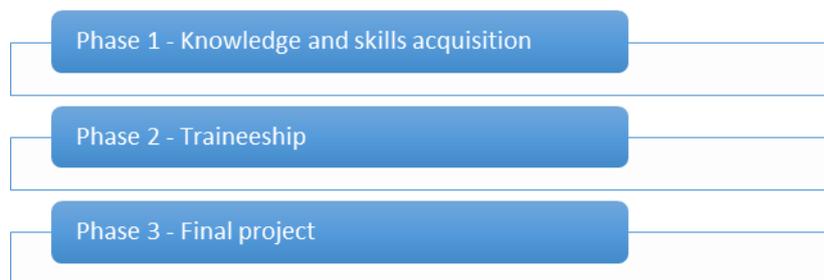
the learning methods to be used, are clearly specified and communicated to relevant interested parties.

3.2.2 Curriculum planning and training phase

The providers of Vector DM learning services:

- a. Develop and document a curriculum and means of evaluation that reflect and are appropriate to the aims and learning outcomes specified.

The curriculum development starts from the skill-needs analysis, which identifies the main themes and the modules that constitutes the curriculum. The curriculum design is structured in three phases. One section relates to the knowledge acquisition, the second one is dedicated to the traineeship and the third is related to the elaboration of a final project. Within the knowledge acquisition phase, two groups of modules has been identified: the basic modules and the specific modules.



The curriculum has been developed and is continuously revised according to the concept of Student-Centred Learning. SCL is process of qualitative transformation that involves learners acting in an evolving learning environment that supports their autonomy and critical ability by way of an outcome-based approach (Image 2).

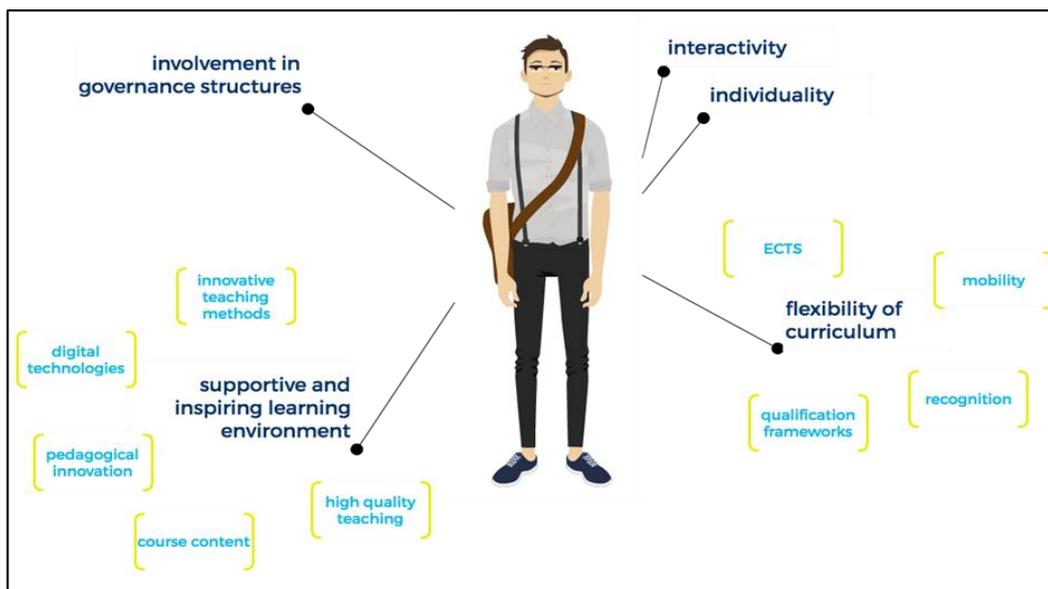


Image 2 – Student-Centred Learning. Source: V1 September 2016 – BFUG Secretariat

- b. Select methods of learning, tutoring tools and standards, including autonomous learning, which:
- Respond to the aims and requirements of the curriculum, according to EQF, ECEVET and ECTS European Learning System Standards.
 - Are appropriate for the learners;
 - Generate a learning community around the tourist Destination Manager;
 - Take into account the various needs of individual learners; and
 - Take advantage, as appropriate, of the group's potential to provide resources and support for individual and collective learning;
- c. Clearly specify the role and responsibilities of the interested parties, including the providers of Vector DM learning services itself, when delivering the learning services, and when monitoring and evaluating transfer of learning using LMS and according to European Learning Standards.
- The providers of Vector DM learning service:
- Manage access, control and monitor the learning process;
 - Manage user resources as well as training materials and activities;
 - Conduct evaluations, when necessary;
 - Generate reports on student feedback and improvement aspects;
 - Manage communication services as discussion forums, noticeboard and spaces to share homework experiences.

3.2.2 Syllabus

A prior learning assessment & recognition (PLAR) approach has to be adopted. This gives the opportunity to obtain academic credit for one or more modules. The student will need to demonstrate that he or she has acquired the necessary skills and knowledge through life experiences. This may include work, training, independent study, volunteering, travel, hobbies and family experiences. PLAR is carried out on a module by module basis. If a module covers material already known, the student can ask for an assessment of his/her knowledge. This is called a “challenge.”

The learning can be assessed through:

- *written or oral exams, interviews, or case studies*
- *a portfolio of students’ work that shows the relevant skills.*

Tourism Destination Manager Curriculum Modules	
BASIC	English
	Basic information technology and the web
	Communication techniques and negotiation skills
	International, national and local tourism context analysis
	European and National Legislation on Tourism
	Organization and management of human resources
SPECIFIC	Tourism Destination Planning
	Tourism Destination Management
	Tourism Destination Marketing
	Information Technology and Web 2.0 in the Tourism Sector
	Tourism Destination fund raising

Basic Modules in details

- *English*
Knowledge of tourism technical English and 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 organisations 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 take action in a tourism destination without breaking the law. This module will give the basics to identify the legal references when operating in the sector
- *Organisation and management of human resources*
Learning to hire and manage employees with a diverse background is fundamental in a competitive environment. Tools of human resource organization and management will be taught and experimented in this module

Specific Modules in details

- *Tourism Destination 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: a) analyzing actual and potential market; b) developing a strategic local thinking in order to integrate new product market combinations; c) preparing a tourism plan for the destination highlighting the financial needs of the project; d) defining a budget and an operating plan allocating resources into the destination. Knowledge of frameworks and tools of analysis of historical, cultural, environmental resources of the territory and its stakeholders will be acquired in this module. This 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 e business Intelligence tools will be helpful to evaluate the performance of the destinations, elaborate and interpret useful data

- *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 recognisable brand image that evokes positive feelings and creates consumer preference. Tourism destination marketing focuses on these important marketing aspects.

- *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.

- *Tourism Destination fund raising*

The course proposes an analysis of the pre-conditions in order to do fundraising in the tourism field and of the techniques and modalities to involve new categories of potential supporters.

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.

It will also provide a detailed picture of trends and potential instruments to improve the sustainability of tourism destination strategies in particular it will be focused on: communication and development of the relationship with the stakeholders (audience development), reporting tools on the use of resources, practical suggestions on the development of bankable projects, measuring of the tourist impact of projects, grant making foundations in Italy and Europe, EU funding programs for tourism projects.

Based on a strategic approach to fundraising that starts from the involvement of a number of private entities as well as public institutions, the program aims to provide insights, tools and drivers to provide change and to be applied immediately by the participants when they get back to their professional life.

Phase 2: Traineeship

Through this phase, theoretical insights come together with professional skills in management and research. The general aim is the interaction with stakeholders at a professional and managerial level in order to:

- put the acquired knowledge and skills into the research, consultancy and management practice;
- observe and analyse from different points of view and perspectives of different actors at different destinations;

- reflect on facts and opinions based on a variety of often incomplete sets of information;
- report considering the findings and conclusions;
- learn to advise considering future changes that might influence destinations.

Within the research field students will interact with the following sectors:

- public administration (local and national level);
- semi-Governmental institutions;
- private stakeholders: multinationals and small & medium size enterprises;
- multilateral institutions;
- non-governmental institutions;
- local population.

Traineeship efficiency

The traineeship efficiency should be guaranteed in terms of organizational, interpersonal and operational relationships, in particular:

- Organizational level, so that the trainee can be placed in a position to enter the system of relationships and information and workflows present in a work context;
- interpersonal level, so that the trainee can establish good relations with the company personnel at all levels;
- operational / production level, so that the trainee is able to test his/her knowledge of professional basis within the host structure, with its pace, timing, information flows and responsibilities.

Traineeship duration

The duration of the internship should be at least 30% of the total number of training hours.

Selection modality

The selection modalities have to be implemented in each country and need to include:

- psychological and behavioral tests for the verification of the task attitudes, creativity and organization skills;
- individual interviews, to measure the basic notional knowledge, and the personal motivation;
- group interviews to compare and verify the motivations of the interrelational skills.

Organizational procedures

The planning and preparation of the stage is normally under the responsibility of a coordinator, who will be in charge of making arrangements with the companies. A special agreement will regulate the relationship between agency and company. The activity of the traineeship is generally controlled by a traineeship tutor according to a program of activities agreed and signed by the training agency, by the company and by the student. The traineeship control instruments normally are:

- An observation grid (developed by the trainee), to record the progress of the work steps, to make easy and quick comparison of theoretical information and field surveys.
- A personal card (processed by the tutor), to detect: the presence, respect time, interest, participation in the performance of assigned tasks, communicative behavior with the other parties, the spirit of independence and initiative.
- A periodic meeting with the company's operational activity tutor.
- An individual final report (prepared by the trainee and supervised by the traineeship tutor) to provide a comprehensive assessment of the subject during the draft stage and the "key issues" of the whole experience.

Phase 3: Presentation of a final project

The third phase is based on the writing of a final project to apply research skills and demonstrate a true understanding of tourism destination management from a professional and academic point of view and to demonstrate critical analysis and evaluation.

3.2.3 Template for syllabus

The Vector Curriculum requires to follow a minimum standard for the teaching of the modules regarding:

- Detailed description of the contents of the entire module articulated in units
- Detailed description of the units that will be tested
- Slides for the pilot units tested
- Reading material

- Case studies for the pilot units tested
- Group work (if any)
- Exercises/problems for the pilot units tested
- Midterm and final assessment for the pilot units tested.

Suggested allocation of time for the distribution of activities within each module may be:

- ONLINE TRAINING including case studies, group interaction and exercises (24 hours),
- INDIVIDUAL STUDY AND ELABORATION (36 hours),
- HOURS DEDICATED TO THE FINAL TEST (4 hours).

The suggested scheme to be used to elaborate the teaching modules is the following Syllabus template:

Module Code	
Instructor/Tutor Details	
Module Details	From date...to date..... Full Title:
Prerequisites	
Module Description	
Online learning format	
Desired Outcomes	
Assessment Components	
Assessment Components	

Assessment Expectations		
Readings		
Internet Research Guidelines		Internet Research Guidelines
Calendar	TOPICS	Calendar
Session 1 Online [... – ...]		Session 1 Online [... – ...]
Session 2 Online [... – ...]		Session 2 Online [... – ...]
Session 3 Online [... – ...]		Session 3 Online [... – ...]
Session 4 Online [... – ...]		Session 4 Online [... – ...]
Session 5 Online [... – ...]		Session 5 Online [... – ...]
Session 6 Online Online [... – ...]		Session 6 Online Online [... – ...]
Session 7 Online Online [... – ...]		Session 7 Online Online [... – ...]

Session 8	FINAL PROJECT
Online	
Online [... – ...]	

3.2.4 DM curriculum details

DM CURRICULUM TOTAL DURATION. The DM Curriculum total duration is 13 months with 72 credits, including: 8 months *Curriculum teaching*; 4 months *Traineeship*, 1 month *Final project*. The credits area have been attributed according to ECVET standards as follows:

- 1 credit = 25 hours of total learning (Contact Hours, Self-Study hours, Hands-on hours, Assessment hours).
 - Contact hours should refer to theoretical (non-practical hours). In case of live teleconferencing contact sessions, if it is conducted in school setting and supervised, then it is considered as part of the contact hours.
 - Self-study hours should refer to the study of something by oneself without direct supervision or attendance in a class. In case of site visits, if not supervised, are considered as self-study.
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 - Assessment hours should include the time needed to prepare the assignment (eg. if a student has to spend 6 hours reading a book in order to be able to work on an assignment, those 6 hours should be included). In the case of an exam, indicate only the time allocated to the exam example 2 hours.

DM CURRICULUM TEACHING The DM Curriculum teaching is composed by 6 basic modules and 5 specific modules. The duration of this DM Curriculum teaching is 32 weeks (8 months). The total credits of this DM Curriculum teaching is 45 credits according with the following factors:

- The monthly total commitment in terms of hours is 140, scheduled over 4 weeks with 35 hours per week (5 days with 7 hours per day);
- Every month each student will earn 5.6 credits, computed through a conversion factor of 25 hours of commitment per credit (this factor should be verified by 4.2 task according with ECVET standards).

DM CURRICULUM TRAINEESHIP The DM Curriculum traineeship has a 4 months duration with 22 credits (according to the same conversion factor used above, to be verified by 4.2 task according with ECVET standards).

DM CURRICULUM FINAL PROJECT The DM Curriculum final project has a 1 month duration and 5 credits (according to the same conversion factor used above, to be verified by 4.2 task according with ECVET standards).

	Total n. of hours	Hours per week	Hours per month	N. of weeks	N. of months
Total	1800	35	140	51	13
Teaching/ individual study	1116	35	140	32	8
Traineeship	560	35	140	16	4
Final Project	124	35	140	4	1

Distribution hours				
MODULES	DESCRIPTION	HOURS	WEEKS	MONTHS
BASIC	ENGLISH	56	1,6	0,4
	BASIC INFORMATION TECHNOLOGY AND THE WEB	56	1,6	0,4
	COMMUNICATION TECHNIQUES AND NEGOTIATION SKILLS	56	1,6	0,4
	INTERNATIONAL , NATIONAL AND LOCAL TOURISM CONTEXT ANALYSIS	56	1,6	0,4
	EUROPEAN AND NATIONAL LEGISLATION ON TOURISM	56	1,6	0,4

	ORGANIZATION AND MANAGEMENT OF HUMAN RESOURCES	56	1,6	0,4
SPECIFIC	TOURISM DESTINATION PLANNING	156	4,5	1,1
	TOURISM DESTINATION MANAGEMENT	156	4,5	1,1
	TOURISM DESTINATION MARKETING	156	4,5	1,1
	TOURISM DESTINATION FUND RAISING	156	4,5	1,1
	INFORMATION TECHNOLOGY AND WEB 2.0 IN THE TOURISM SECTOR	156	4,5	1,1
	TOTAL TEACHING AND INDIVIDUAL STUDY	1.116	31,9	8,0
	TRAINEESHIP	560	16,0	4,0
	FINAL PROJECT	124	3,5	0,9

3.3 Provision of Vector DM learning services

3.3.1 Information and orientation

Prior to delivery of the learning service, the providers of Vector DM learning services notify the learners and checked their understanding of the following:

- a. The purpose(s), format and content of the learning services being provided, including the instruments and criteria to be used for evaluation, and the nature of the award or report to be issued upon completion;
- b. The learners' commitments and responsibilities;
- c. The commitments and responsibilities to the learner of providers of Vector DM learning services;
- d. The procedures to be used in case of dissatisfaction of any interested party, or disagreement between any interested party and the providers of Vector DM learning services;
- e. Support for learning, such as library access, hotline, counselling services, computer access, mentoring, etc.;
- f. Methods and schedule for evaluation;
- g. Any prerequisites, technical or otherwise, such as required skills, qualifications and professional experience.

Criteria for the selection of learners

The following table contains the criteria of the Qualification Assessment:

Table 3 – Criteria of the Qualification Assessment

Number	24 students (flexible)		
	3 criteria	1 – Tourism experience or studies (TES)	
		2 – English Proficiency (EP) (B2.1 or, at least, B1)	
		3 – ICT proficiency	
	Each criteria is classified according to the following points:	1 – bad	
		2 – mediocre	
		3 – good	
		4 – excellent	
Qualifications Assessment (QA)	The final result is the sum of the points obtained in each criteria		
	In case of a draw, it occurs a Skype interview in order to choose the remaining candidates		
	1 – TES – guidance information	Professional with at least 2 years of experience in the tourism sector. Tourism teachers / trainers who want to update their knowledge. Entrepreneurs established in the tourism sector. Entrepreneurs who want to develop a business idea in the tourism sector. Public managers related to tourism policy. Tourism students of vocational or university courses. In order to evaluate these criteria the following features of the candidates must be taken in consideration: Critical thinking / Analysis capacity / Interest in the tourism sector / Communication abilities / Social abilities / Analysis and problem solving.	
	2 – EP – guidance information	B2.1 is good; B1 is mediocre	
	3 – ICT – guidance information	User-level IT knowledge	

3.3.2 Ensuring availability and accessibility of learning resources

The providers of Vector DM learning services:

- a. Make available all resources as defined in the curriculum;
- b. Make these learning resources available to all facilitators responsible for delivering the learning services and trained them in their use;
- c. Edit a user guide for students and another for teachers;
- d. Give the learners access to all resources as defined in the curriculum;
- e. Technically support students and teachers through an ONLINE TUTOR team.

To achieve these objectives, the following learning tools have been determined, designed and realized:

- A platform linked to the project web, according to the Learning Management System (LMS) standard. This platform allows the interaction between teachers and students by constructing learning community around VECTOR.
- The Platform has been developed using Moodle technology. For this purpose, it has been provided an interface in all the project participants' languages and in English language also.
- The evaluations instruments have been directly designed on the platform.
- Two guides for students and teachers have been published with the main pedagogical applications of the platform.
- There is a support department for students and teachers with a 24-hour response commitment.
- Online TUTORS were hired with the aim to align learners; teaching staff applied learning methods and contents to the scope specific aims and planned outcomes of the learning services. They continuously monitor of the competence based learning and document their findings. The result will be provided to the Quality Managers and the “external” evaluators of the project for evaluation.
- The Quality Manager of the Project manages the assessment of the learning service.

3.3.3 The learning environment

The providers of Vector DM learning services determine a learning environment, which is conducive to learning.

The learning environment includes facilities, equipment, learning materials, etc.

The providers of Vector DM learning services select and deploy the necessary staff and learning resources, taking into account any specific needs, and that the learning resources are maintained.

The principal element of the learning environment is a virtual campus, consisting in an online training platform.

The technical features of the on-line platform are the following:

- The solution chosen for this purpose has been the Moodle software, which we have edited both at graphic level such as code level. The current version of Moodle is the most recent one, the 3.1 version. This is the best option since the updates add security patches and improvements to the web engine.
- The server chosen to maintain the platform is a VPS from the OVH provider of the VPS type SSD2 (<https://www.ovh.es/vps/vps-ssd.xml>) with the Debian 8 Jessie 64-bit operating system, with a 2.4GHz processor, 4GB of RAM, 20GB of SSD hard drive.
- This server has the following added characters:
 - Anti DDOS
 - IPv4 included
 - KVM Technology.
 - Root Access
 - 100mbps – Unlimited transfer amount
- For the implementation of the web we had to configure Apache, MySQL and PHP with the consequent versions:
 - Apache: Server version: Apache / 2.4.10 (Debian)
 - Server built: Sep 15 2016 20:44:43

* PHP: PHP 5.6.29-0 + deb8u1 (cli) (built: Dec 13 2016 16:02:08)

Copyright (c) 1997-2016 The PHP Group

Zend Engine v2.6.0, Copyright (c) 1998-2016 Zend Technologies

With Zend OPcache v7.0.6-dev, Copyright (c) 1999-2016, by Zend Technologies

* MySQL: 5.5.53

- For a better management of the databases a web panel, which is called PhpMyAdmin and whose version is 4.2.12deb2 + deb8u2 has been configured;
- For greater data integrity a system of backups that is done every Wednesday has been configured, the software created by us is published on the platform Github in which you can consult at any time when you want.

The latest available and stable technologies are used so that the user can make the most of the security fees. When the definitive domain of the web is received, the protocol HTTPS will be activated. Through this protocol, the data of users will be encrypted over the internet in a secure way. The Beta version is hosted at the URL: <http://www.vector.grupotecopy.com>.

In order to understand the functioning of the virtual campus, a guideline is available for both teachers and students.

see Annex 2

3.4 Feedback from learners

The providers of Vector DM learning services request feedback from learners on the methods and resources used, as well as their effectiveness in achieving the agreed learning outcomes.

- a. During the pilot phase the learners are involved in forums named “Forum of doubts about the module”, contained in every module of the online training platform. In the forums, students can raise doubts and questions related to the contents of the training module, as well as reporting about the effectiveness of the learning provision for each training module.
- b. The providers of Vector DM learning services have in place and use systems for gathering feedback from interested parties on the learning services provided, and for analysis,

responding to and acting upon it.

After the pilot test, the learners are requested feedback about their satisfaction on two key quality domains:

- Overall assessment of organization of the Pilot Test
- Quality of the Pilot Test

The main goal is to create a report with the analysis of the results and make proposals for the improvement. The conclusions and the proposals of the report are based on the opinions of the group of students who take part in the pilot test.

Two kinds of questionnaires have been produced, one for quantitative analysis and the second for qualitative

A semi-structured questionnaire with a Likert scale 1-5 has been used as a tool for collecting information from the pilot test. This is the most widely used tool and scale for evaluating pedagogical content.

Once the students have done all the surveys, the providers of Vector DM learning service proceed to the data analysis. The providers use the statistical package SPSS, which helps to determine the descriptive statistics of the sample.

Three different areas are tested . The evaluating model is the following:

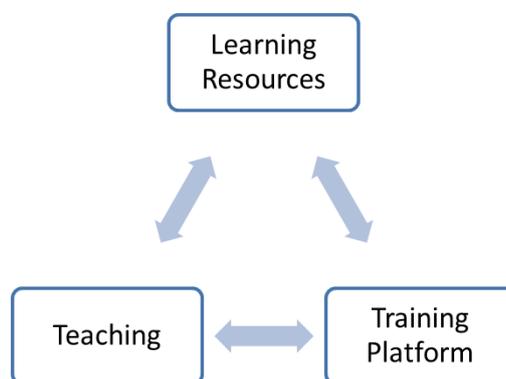


Table 4: Constructs and measurement scales of the questionnaire.

<u>Learning Resource</u>	1 (Totally disagree) 2 3 4 5 (Totally Agree)
The contents of the subject meet the appropriate quality.	
The contents of the subject are useful and interesting.	
The contents of the subject connect with current and professional practice.	
The contents of the subject include appropriate bibliographical and resource support.	
The contents of the subject have an adequate extension.	
Continuous assessment activities are related to content.	
Continuous assessment activities are presented in an adequate number.	
Continuous assessment activities are helpful and motivating.	
Continuous evaluation activities are a practical application of content.	
The subject presents a wealth of resources	
<u>Teaching</u>	
The timing of the course has been adequate.	
At the beginning of the subject has been defined the programming of the same	

It has been defined at the beginning of the subject the system and the evaluative criteria of the same.

It has been clearly defined the work dynamics of the subject

The teacher has a good knowledge of the subject

The subject uses an appropriate methodology

Feedback from activities is useful and formative.

The evaluation criteria are clear.

Training Platform

The graphic design of the platform is adequate and facilitates learning

The platform loads quickly

The tasks of learning are easily uploaded without prolonged waiting times.

The platform presents in a clear and structured way the information

The use of the platform is easy and intuitive

Overall rating of the subject being 1 very negative and 5 very positive.

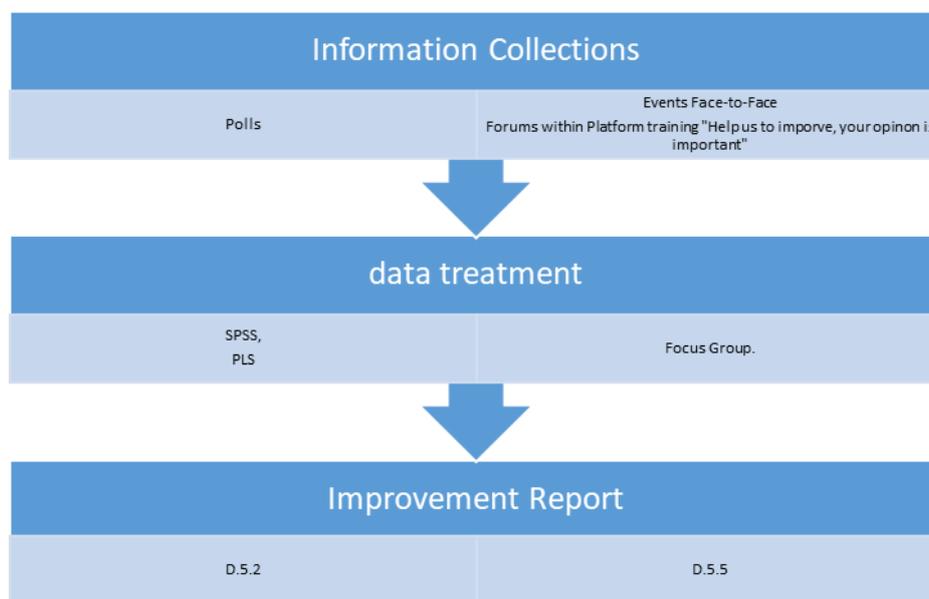
The questionnaire is administered in each course subject, through the design of online surveys. It will be the same questionnaire for each of the subjects or modules of the course. In this way the descriptive and comparative statistics of the whole course are facilitated.

Once all the surveys are done by the students of the pilot test the providers of of Vector DM learning services proceed to analyze the data, using the statistical package SPSS, which helps to determine the descriptive statistics of the sample.

Once the consistency and suitability of the sample is studied, the providers of Vector DM learning services analyze the main statistical indicators that allow us to make inference about the suitability of the modules contents.

Along with these quantitative techniques, they also use the qualitative information that can be extracted from the various events that have been programmed. Likewise in each module a forum called "help us to improve, your opinion is important" it is used. In this forum the students of the pilot sample can to reflect on the suitability of the contents treated.

The following figure proposes a first design of the evaluating model that has been used in the pilot test.



- c. The providers of Vector DM learning services have in place a system for handling complaints and appeals, and make this known to its interested parties.

3.5 Qualitative Methodology: Students Focus Group

The information has been collected through the technical focus group in 5 sessions between the different academic teams and the students who are part of the pilot test. A session was conducted for each module following the script prepared by the academic team of the University of Florence that is shown in the following table.

Table 5: Structure of the Focus Group sessions

SLIDES	READING	CASE STUDY & HOMEWORK	SESSION IN GENERAL
<ul style="list-style-type: none"> ▪ Did you find the contents clear? ▪ Did you find the contents useful, updated and interesting? ▪ Did the contents connect with professional practice? ▪ Did the contents include appropriate bibliographical support? ▪ Did you find them too easy or difficult and challenging, but still achievable? ▪ Did you have correct prior knowledge to face this session? 	<ul style="list-style-type: none"> • Did you read the texts suggested? • Did you have correct prior knowledge to read them? • Did you find the contents clear? • Did you find the contents, updated and interesting? • Did you find the readings connected with the slides? • Did you find them too easy or difficult and challenging, but still achievable? 	<ul style="list-style-type: none"> ▪ Did you read the case study? ▪ Did you find the case study connected with the topic of the session? ▪ Did you find it too easy or difficult and challenging, but still achievable? ▪ Did you have methodologies and instruments to solve it? ▪ Did you do the homework required? ▪ Did you have the chance to apply your knowledge while doing your homework? ▪ Did you find the feedback useful for your learning process? 	<ul style="list-style-type: none"> • Did you use the forum to talk with the teachers, to discuss with other students of to generally post your ideas? • Did You have the chance of acquiring new Skills? • Did you train your Problem Solving attitude? • Did you develop your Critical Thinking?

4. Evaluation tools and methods

4.1 Methodology of the examinations

The providers of Vector DM learning services:

- a. Describe general and specific evaluation goals and the assumed scope of the evaluation.

The evaluation has to check that the learning outcomes related to the specific learning activity have been reached. Each provider of the learning activity will design specific theoretical and practical tests in order to check that the skills, knowledge and competencies acquired can be coherently used in order reach the desirable goals.

- b. Design the standard indicator for each of the evaluation instruments that have been uploaded on the learning platform.
- c. Record all evaluation methods and means employed by the providers of Vector DM learning services, including their schedule and rationale.

The evaluation methods are articulated as follows:

- In itinere assessment: written tests with multiple choice answers and open questions. This kind of assessment is conducted every two weeks in order to check the learning acquisitions.
- Open questions and case study analysis, conducted in order to check the acquisition of learning outcomes at the end of each course;
- Project elaboration, realized at the end of the DM Course to check the capacity of integrating the learning outcomes into the defined expected units of learning outcomes;

- Practical assessment of skills knowledge and competencies during Traineeship. The practical assessment has to be agreed with the interested parties in order to meet the intended objectives of the DM course.
- d. Record all evaluation methods and means employed by the providers of Vector DM learning services, including their schedule and rationale;
 - e. Conduct the evaluation legally and ethically;
 - f. Collect the information for providers of Vector DM learning services evaluations. These information are:
 - Focused and sufficiently comprehensive to enable evaluation questions to be fully answered and the needs of learners to be properly addressed;
 - Systematically and accurately analysed;
 - Valid, reliable and meaningful.
 - g. The providers of Vector DM learning services take reasonable steps to reduce bias in evaluations. In order to reach this goal, each test has to be cross-evaluated by two providers of the learning services. In addition, every provider has to refer to the standard indicators.

4.2 Examination of students

This subclause addresses the requirements of the providers of Vector DM learning services with respect to measuring and analysing the extent to which the individual learners are achieving, or have achieved, the learning outcomes of the learning service provided.

The providers of Vector DM learning services ensure that:

- a. Access to results of providers of Vector DM learning services evaluation of the learner is given only to those with established legitimate consent to view the information, and that these results are in a format that facilitates the transportability of the evaluation;
- b. Individual learners with difficulties, and those who require specific assistance with learning in order to achieve the agreed learning outcomes, can be referred to experts in the relevant field.

Learning can be assessed through written or oral exams, interviews, or case studies and a portfolio of students' work that shows the relevant skills.

Furthermore the activity of the traineeship is generally controlled by a traineeship tutor according to a program of activities agreed and signed by the training agency, by the company and by the student.

The traineeship control instruments normally are:

- An observation grid (developed by the trainee), to record the progress of the work steps, to make easy and quick comparison of theoretical information and field surveys;
- A personal card (processed by the tutor), to detect: the presence, respect time, interest, participation in the performance of assigned tasks, communicative behaviour with the other parties, the spirit of independence and initiative;
- A periodic meeting with the company's operational activity tutor and lastly an individual final report (prepared by the trainee and supervised by the traineeship tutor) to provide a comprehensive assessment of the subject during the draft stage and the "key issues" of the whole experience.

Assessment Components

- Attendance and Participation: 25%
- Readings and essays: 25%
- Team Project: 20%
- Final Exam: 30%

Grade A (top 10%): The student has reached the learning outcomes at excellent level. He/she makes excellent use of empirical and theoretical material and offers structured arguments in his/her work. The student writes comprehensive essays/exam questions and his/her work shows strong evidence of critical thought and extensive reading.

Grade B (next 25%): The student has reached the learning outcomes at a very good level. The candidate shows a very good understanding of the problem and demonstrates ability to formulate and execute a coherent research strategy.

Grade C (next 30%): The student has reached the learning outcomes at a good level. The work is good and shows a good understanding of the research problem. Findings are organized coherently but with basic tools.

Grade D (next 25%): The student has reached the learning outcomes at an acceptable level. The work is acceptable. However, the work fails to organize findings coherently and is in need of improvement

Grade E (lowest 10%): The student has reached the learning outcomes at a very basic level. The work is sufficient because some relevant points are made. However, it could be a problem of poor definition, lack of critical awareness, poor research

Grade F: The student has not reached the learning outcomes. The work shows that the problem is not understood; there is little or no critical awareness and the work is clearly negligible.

4.3 Evaluation of the teaching staff, applied learning methods and environment

This subclause addresses the requirements of the providers of Vector DM learning services with respect to measuring the effectiveness and quality of the learning service itself.

The providers of Vector DM learning services:

- a. Identify the interested parties involved in, or affected by, the evaluation;
- b. Identify competent and objective persons conducting the evaluation;
- c. Write transparent and clearly evaluation reports, which describe the learning service, the learning service objectives, the findings, and also the perspectives, procedures and rationale used to interpret the findings;
- d. Examine the context (e.g. learning environment) in which the learning service is provided, in enough detail to enable likely influences on the learning service to be identified.

4.4 Quality Indicators (EQAVET)

During the development of the VECTOR project, as well as by reading and discussing among the project members the contents of the EQAVET recommendations and of the EQAVET+ integrations, the consortium decided that Quality Assurance issues are necessary for the development of an innovative VET curriculum.

In order to capitalise the project output the providers of Vector DM learning service implement a Quality Assurance strategy, compliant with the EQAVET indications, available for:

- The project members
- The stakeholders

In order to achieve that, the providers of Vector DM learning service summarised the different principles and tools aimed at ensuring EQAVET implementation within the development of the Destination Manager training course within at least the countries of the project.

Assuring quality assessment procedure is a worth objective both for the VET providers (i.e. experts, trainers, businesses, labour unions, chamber of commerce, etc.) and the learners. The EQAVET guidelines put in practice some consolidated procedures, rather than theories never tested before. This is the reason why the EQAVET, the “European Quality Assurance in Vocational Education and Training” network, is a *community of practice*.

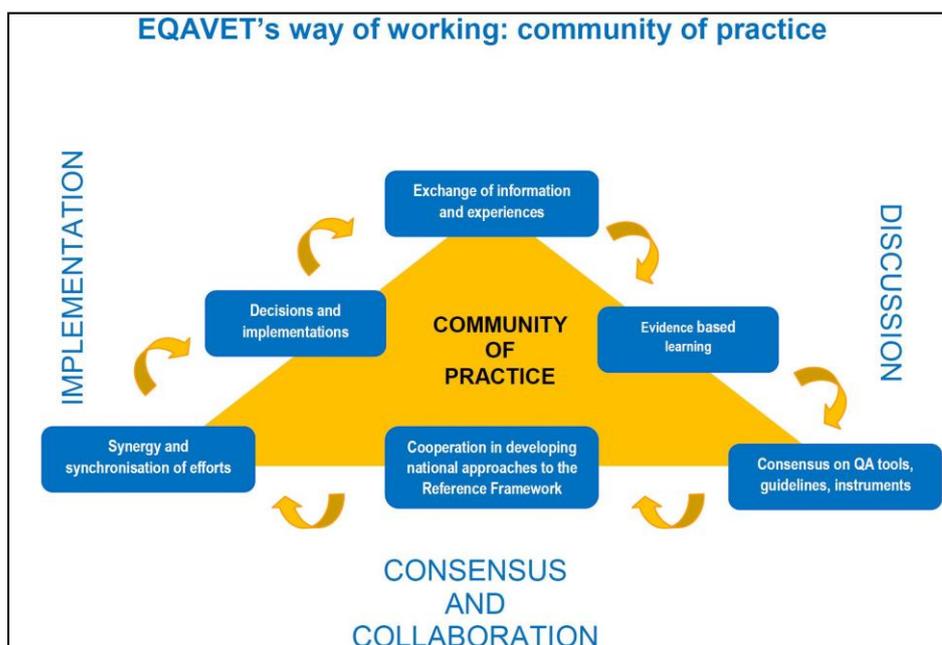


Image 3 - The EQAVET Community of Practice (source: <http://www.eqavet.eu/gns/about-eqavet/mission.aspx>)

The four pillars of the EQAVET methodology are contained in the following cyclic approach:

1. Planning
2. Implementing

3. Evaluating
4. Reviewing

Implementing the four stages of a QA strategy in compliance with the EQAVET and EQAVET+ rules is an ongoing activity for the VECTOR partners, according to the following evidences:

- The planning stage have been implemented by applying the indications of the building block n.1 (setting clear rules for deciding who offers the VET provisions) and 10 (strong involvement of internal and external partners as well as relevant stakeholders) during the needs analysis and during the validation of both the Destination Manager profile than curriculum);
- The implementation stage have been applied through the tasks suggested by building blocks n.5 (define and implement a communication strategy) and 6 (pilot initiatives and value success);
- The evaluation stage was taken into account by applying indications of building blocks n.6 (pilot initiatives and value success), 7 (use feedback to improve VET) and 10 (strong involvement of internal and external partners as well as relevant stakeholders);
- The review stage will be applied through the tasks suggested by building blocks n. 4 (identify what information and data should be collected and used n VET system) and 9 (ensure quality assurance covers all aspects of VET provision).

The results of applying the EQAVET guidelines to the VECTOR DM project are the following:

- The cycle approach help to achieve an ongoing improvement of the QA strategy implemented by VET providers;

The EQAVET represents an asset to exploit since the very first steps of development of new VET courses as well as to improve the quality of current practices;

All the VET providers and the stakeholders who work in the training/education supply chain, must take into account and be aware of all the news and updates about QA methods developed by the EQAVET network.

4.5 Supply of credits and certification

The DM Curriculum total duration is 13 months with 72 credits, including: 8 months *Curriculum teaching*; 4 months *Traineeship*, 1 month *Final project*. The credits area have been attributed according to ECVET standards as follows:

- 1 credit = 25 hours of total learning (Contact Hours, Self-Study hours, Hands-on hours, Assessment hours).

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DM CURRICULUM FINAL PROJECT. The DM Curriculum final project has a one-month duration and 5 credits (according to the same conversion factor used above, to be verified by 4.2 task according with ECVET standards).

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5. Annexes

Annex 1 Platform Guidelines

1a Guideline for teachers

1b Guidelines for students

Annex 2 Teaching materials

2a Curriculum contents (1st lesson of each module)

2b Syllabus

6. Document History

VECTOR Project

E-mail: vector.erasmus@gmail.com

URL: www.vector-tourism.net

Document	
Deliverable n. 4.4	Destination Manager Training Course - Handbook
Dissemination level	Public
Authors	Laura Bulgari, Letizia Sgalambro, Peter Völk, Massimo Sansone
Status	F
D-Draft; F – Final	
File Name	Text
Date	10/09/2018

Document History		
Version	Date	Description / Changes
1 V1	11.05.18	First draft version
2 V2	12.07.18	Second draft version
3 V3	22.07.18	Third draft version
4 V4	24.08.18	Fourth draft version
5V5	10.09.18	Final version

7.