DIGITAL TOURISM

Co-funded by the Erasmus+ Programme of the European Union

Call for proposals EACEA 27/2017
Joint Qualifications in Vocational Education and Training
Project n.º 2018-1817 / 597875-EPP-1-2018-1-PT-EPPKA3-VET-JQ
"Digital Tourism (DT) intermediate professional"

DIGITAL TOURISM PROJECT
WP 1 - PROJECT MANAGEMENT HANDBOOK

Title: Project Management Handbook

WP: 1

Partner: INSIGNARE

Date: MAY 2019 – Version 1

SEPTEMBER 2019 – Final Version

Table of Contents

1 - Aims of Work Package 1

Work package 1 has been conceived in order to ensure the correct implementation of the project, in line with the described objectives and aims. INSIGNARE, being the applicant organisation of Digital Tourism Skills project, will lead the work package and coordinate partnership interactions, communications, tasks, as well as solving problems and conflicts that may arise, with the specific aims to:

- ✓ Accomplish the overall project planning, respecting objectives and schedule;
- ✓ Coordinate the project and monitoring progress;
- ✓ Promote an effective and in time internal and external communications;
- ✓ Drive and control budget execution;
- ✓ Produce regular internal information and documentation;
- ✓ Produce Interim and Final reports;
- ✓ Provide assistance to project partners in fulfil their tasks and organize project meetings;
- ✓ Attend the Commission transnational networking seminar and the final transnational peer learning event.

In order to better achieve those aims, this internal instructional tool will provide the Partners with specific procedures, tools and deadlines for the operational and financial management of the project. The Handbook will also include internal monitoring procedures and tools, deadlines, means of communication among partners, financial rules and reporting templates.

The project will provide students with professional knowledge and skills focused on IT-based promotional and marketing strategies (travel technology or e-tourism). Digitalization promotes company growth.

2 – Agreement between partners

2.1 – Framework

This chapter provides a framework under which the Partnership Agreement between INSIGNARE and all partners was designed. Its template can be found at Annex I of this Handbook. Both the chapter and the Partnership Agreement were based on the documentation provided by EACEA – Education, Audiovisual and Culture European Agency.

However, the Partnership Agreement does not necessarily cover all these issues, as it focus on the most important ones. All partners received, read and agreed on not only the project form and its annexes, but also the Grant Agreement and its Annexes, signed between EACEA and INSIGNARE, as coordinator. Consequently, the subject matter of the Partnership Agreement and the related work programme are detailed in the Grant Agreement, which is an integral part of the first.

Space is also given for the dynamics of the partnership to evolve, as relevant decisions should occur during the Transnational Project Meetings (TPMs), where all partners will meet to discuss and agree on them. Communication between partners have a specific chapter on this Handbook.

Hence, the partnership agreement is a written agreement to identify the working relationships between partners regarding their participation in the project number 597875-EPP-1-2018-1-PT-EPPKA3-VET-JQ, under the Grant Agreement passed between the EACEA and the Coordinator. It spells out the common understandings. It clarifies what kind of support will be provided and creates efficient ways for communication or participation. The objective of these Agreement(s) is to ensure that:

✓ The legal representatives of the partner institutions of the project agree on its technical, administrative and financial implementation;

✓ Potential disputes (misunderstandings) between the participating organisations are avoided and / or resolved through the elements contained in the agreement.

In particular, the partnership Agreement should provide a comprehensive description of:

✓ The rights and responsibilities of each partner. It should state the purpose and goals of the collaboration or partnership between the partners. Therefore, the roles and the expected involvement / results of each partner in the experimentation must be clear;

✓ The different management bodies in place (role, composition, functioning, etc.);

✓ The functioning of the partnership and the responsibilities of the individual partners or specific management bodies in its management and monitoring;

✓ Practical information concerning the management of the partnership agreement, in particular:

  o The duration /revision / amendment / termination timetable and procedures;

  o The settlement of disputes and applicable laws;

  o Information about the financial management and funding support situation, like detailed information on modalities for financial record keeping and reporting, as well as the responsibilities for review and approval of expenditures and financial decisions on behalf of the collaboration;

  o Information about decision-making, procedures and rules applicable especially in those cases when it's an important topic and there is no consensus;

  o Partner institutions must comply with data Protection legislation in the Member State where the research will be carried out and be in line with Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data, Official Journal of the European Communities (23.11.95) No. L 281/31 - 39).

Co-funded by the Erasmus+ Programme of the European Union

insignare
ASSOCIAÇÃO DE ENSINO E FORMAÇÃO

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

6

2.2 – Practical issues of the Agreement

With that framework in mind, INSIGNARE has designed the Partnership Agreement, which has 15 Articles and the mentioned Annexes:

- ✓ Article 1 focus on the subject of the agreement, mentioning the grant awarded and the work plan of the 597875-EPP-1-2018-1-PT-EPPKA3-VET-JQ project and its ultimate goal, the creation of the new qualification Digital Tourism Intermediate Technician, which all partners agree to do;

- ✓ Article 2 mentions the duration of the project and its eligible costs period;

- ✓ Articles 3 and 4 relates to the obligations of the coordinator, INSIGNARE, and the partners;

- ✓ Articles 5 to 8 refer to the financial rules within the project, covering all its aspects;

- ✓ Article 9 focus on the reports, both intermediate and final, and the obligations all partners must perform to have them on time.

- ✓ Article 10 lists the monitoring, supervision, decision making and interaction between partners, including the role of the Transnational Project Meetings and the voting characteristics;

- ✓ Article 11 covers the Liability issues between all partners and also with EACEA;

- ✓ Article 12 explains the situations under which the termination of the Agreement may occur, and its consequences;

- ✓ Article 13 lists the jurisdiction that, in the unlikely event of an unsolvable event, will be applicable;

- ✓ Article 14 foresees the eventuality of an amendment or an addition to the Agreement;

- ✓ Article 15 quotes the Data Protection legislation all partners must comply.

Co-funded by the Erasmus+ Programme of the European Union

insignare
ASSOCIAÇÃO DE ENSINO E FORMAÇÃO

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

7

3 – Financial Regulations

The third chapter focus on the rule that will manage the financial part of the Digital Tourism Consortium. As the previous one, it is largely based on the documentation provided by EACEA to INSIGNARE, as the leading partner.

Names and emails were deleted due to Data Protection reasons.

3.1 – Eligible Costs

The only costs that are acceptable will be the ones that:

✓ Are indicated in the project approved budget;

✓ Are incurred during the duration of the action;

✓ Are necessary for the implementation of the action;

✓ Are identifiable and verifiable;

✓ Comply with the requirements of applicable tax and social legislation;

✓ Are reasonable, justified, and comply with the principle of sound financial management, in particular regarding economy and efficiency.

Costs shall be supported by evidence. All partners must provide examples of supporting documents to keep at the disposal of the Agency, more specifically for staff costs.

✓ Existing employment contract with the organisation or the seconding entity;

✓ Monthly salary slips or a copy of yearly payroll issued by one's organization;

✓ Timesheets or equivalent system;

✓ Calculation of the hourly or daily rate requested together with the official documents on which this calculation is based;

✓ Proofs of payment;

✓ If secondment: secondment letter/agreement;

Co-funded by the Erasmus+ Programme of the European Union

insignare
ASSOCIAÇÃO DE ENSINO E FORMAÇÃO

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

8

✓ In case of specific contract linked to the project, specific indication of tasks, reference to the project, to the duration of the contract and the hourly/daily rate should be indicated.

✓ The usual accounting documents such as invoices, and proofs of payments.

3.2 – Staff Costs

This chapter focus on the most relevant part of the eligible costs, the so-called Staff Costs. These are the only ones that can be considered under the definition of "staff" and their conditions:

✓ Statutory staff, having either a permanent or a temporary employment contract with the partner;

✓ Temporary staff, recruited through a specialised external Agency;

✓ Other types of contracts as far as the national labour law assimilates them to staff;

✓ Under certain conditions secondment and in-house consulting;

✓ As a principle, each person should not be reported in more than one staff category, which should correspond to his/her employment contract.

✓ In exceptional cases, one person can be reported in 2 contiguous categories (for example manager/researcher) but always at the same daily rate.

✓ Any other specific situation will be treated on a case-by-case approach. In this event, partner should contact INSIGNARE presenting the situation, which will be forwarded to the EACEA staff person assigned to the project. Only INSIGNARE is entitled to communicate with EACEA.

Co-funded by the Erasmus+ Programme of the European Union

insignare
ASSOCIAÇÃO DE ENSINO E FORMAÇÃO

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

9

3.2.1 - Annual productive working days and hours

In order to calculate the annual productive working days and hours, necessary for claiming those staff costs, each partner should check its national / regional labour law concerning this item, and for national / regional / local holidays and annual leaves. The following table follows the example provided by EACEA.

Table 1 – How to calculate annual productive working days (example for 2017)

1	Total number of days in a year	366
2	Less weekends	105
3	Less public holidays	20
4	4 Less annual leave actually taken	24
5	Total number of productive days in the year = (1 – 2 – 3 - 4)	217
6	Total number of hours per year = (5 x 8) (*On the basis of 8 working hours per day*)	1.736

Therefore, as in each country / region of the participating countries there are legal issues that affect one or several of those items, it is of utmost importance that each partner checks them out.

Consequently, for a proper filling in of the staff costs template (a.k.a. timesheets, which can be found on Annex II of this Handbook), each partner shall provide INSIGNARE with all the legal documents that justify their claims, with a translation in English of the key parts.

Hence, each partner should calculate their staff daily/hourly cost through dividing its staff person annual gross salary & social charges by the total annual productive working days **OR** working hours. Assuming, as an example, 48.000 € for annual gross salary & social charges, we have, on the basis of 8 working hours per day:

48.000 / 1.736 = hourly rate of 27,65 €.

OR

48.000 / 217 = daily rate of 221,20 €.

3.2.2 - Registering the time worked on the project

To standardize the way time worked on the project should be converted into staff costs claim, INSIGNARE has designed a template specifically for this purpose, which was validated by the EACEA team during the project kick off meeting in Brussels – a timesheet which can be found on Annex II.

On this timesheet, each partner staff member assigned to the project, on a quarterly basis, should fill in how much time he /she has spent and in which task / deliverable, following EACEA rules:

   i. Project reference number;

   ii. Name of the employee;

   iii. The number of time units (hours/days) worked on the project and on other projects / activities;

   iv. Tasks performed for the project;

   v. Total number of time units (days OR hours) worked;

   vi. Date and signature of the employee and of the project manager.

Important Notes:

A clarification is in order regarding several issues. According to the EACEA staff person in charge with our project, partners should:

   ✓ Record in the timesheets time spent on TPMs;

✓ Do the calculation based on its internal rules. If in an organisation, a full time equivalent corresponds to 5.5 days, this should be the basis for calculation. If the daily working hours are 7:30, again this should be the basis for calculation. If a partner is open 6 days a week until 13:00 they should calculate the number of hours in a week (for example from 8:00 to 13:00 X 6 days = 30 hours) and this should be the basis of calculation.

✓ Indicate on the timesheets all other activities, not only the ones related to the project, but EACEA does not need to have many details about that. **It is enough if one indicates other activity, such as work on other project(s) / teaching / regular activities linked to employment contract, etc... If you are working on other projects financed under Erasmus +, please indicate the project number.**

✓ **Not have** a remuneration policy different for staff working on the project from staff working on "normal tasks within your organisation". The rates at which staff is charged to the project must correspond to the partner's normal policy on remuneration (documented by a salary grid, long-term work contracts etc…). Therefore, for each partner's staff person included on its timesheets, it is required that his / her contract or pay slip or a English written statement, signed and stamped by the legal representative, which states his / her **category, daily working hours, gross salary and social charges.**

3.3 – Travel and Subsistence

Concerning subsistence costs, how should each partner work: based on "actual costs spent" or "per diem"?

- ✓ Reimbursement must be based on the existing internal rules of the partner organisations and / or based on actual costs (reimbursement of receipts).
- ✓ The number of days of a meeting needs to be realistic.
- ✓ Subsistence costs cover accommodation, meals and local travels.
- ✓ Travel costs for non-staff members should be reported under subcontracting costs for persons acting as subcontractor, and under other costs for people involved in the project but are not part of the organisation.

The partners should apply the internal policy of their organisation, but they should be able to document this internal policy.

So, if the internal policy is based on reimbursement of per diem, they can do it (proofs of payment of the per diem will still be needed). This applies to subsistence costs and not to travel costs, for which they will need to provide adequate supporting documents, such as invoices, proofs of payment, boarding passes, ...

If they do not have any internal policy or if the policy is based on reimbursement of actual costs, they will need to provide all receipts and proofs of payment of the subsistence costs declared.

As each Transnational Project Meeting has four days foreseen on the Budget, it will be composed of three working days. The travelling days will be assumed as half a day each, in order to have a full day for going and returning.

3.4 – Amendments and transfers between budget headings

The maximum amount that can be transferred between budget headings without a request for amendment is shown in the example below:

Table 2 – Maximum amount that can be transferred between budget headings
(example given by EACEA)

Heading A	Staff Costs	300.000	Max. 30.000
Heading B	Travel & Subsistence	50.000	Max. 20.000
	Equipment	0	
	Subcontracting	60.000	
	Other costs	90.000	
Indirect costs		35.000	NA

4 – Work Plan

This chapter mentions the Work Packages, its main activities and deliverables, the partner that leads it and its schedule. It also includes the dates for the Transnational Project Meetings and its duration.

4.1 – Work Packages

4.1.1 - WP 1: Project Management

Work Package n.º 1 has been conceived in order to ensure the correct implementation of the project, in line with the described objectives and aims. INSIGNARE, being the applicant organisation of Digital Tourism Skills project, will lead the work package and coordinate partnership interactions, communications, tasks, as well as solving problems and conflicts that may arise, with the specific aims to:

1. Accomplish the overall project planning, respecting objectives and schedule;

2. Coordinate the project and monitoring progress;

3. Promote an effective and in time internal and external communications;

4. Drive and control budget execution;

5. Produce regular internal information and documentation;

6. Produce Interim and Final reports – the first one until 30/10/2019 and the last until 30/11/2020. All partners should send the necessary information until 15/10/2019 and 31/10/2020, respectively.

7. Provide assistance to project partners in fulfil their tasks and organize project meetings;

8. Attend the Commission transnational networking seminar and the final transnational peer-learning event

Co-funded by the Erasmus+ Programme of the European Union

insignare
ASSOCIAÇÃO DE ENSINO E FORMAÇÃO

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

15

The tasks that will be developed within it are:

A1.1 Operative, financial and administrative project management

It will include the signing of the contracts between partners and the setting-up of the Steering Committee (SC) composed by one representative for each partner. The SC main tasks will be: planning the project timetable, assigning specific tasks to each partner and setting up working teams, taking main project decisions, managing the resources to ensure that all project activities and objectives are achieved. INSIGNARE will report to the EC and manage internal progress reports, costs statements, progress and final report. The task will include the compilation of the Project Management Handbook.

A1.2 Monitoring and reporting activities

INSIGNARE will check that all partners are held responsible for their assigned tasks and will ensure overall management of the project. Monitoring tools will be designed according to the Programme monitoring instruments with the purpose to collect the necessary information to prepare the official interim and final reports. Each partner will contribute to progress and final reports and will communicate any deviations from the project plan that may occur. To this purpose each WP leader will fill in a Mid-term results report on the status of the WP it is leading.

A1.3 Organisation of plenary and virtual meetings

The project will start with a Kick-off meeting in order to establish common understanding of the project work plan and discuss the key issues related to the first stage of the project. Regular meetings will take place in order to monitor, coordinate and assess the progress of activities, agree upon changes and re-arrangements of the work plan and take decisions. Telephone and audio conferences will be organized in the periods between the meetings to guarantee smooth project execution and reaching the project outcomes according to the work plan. A total of 4 plenary meetings has been foreseen.

Co-funded by the
Erasmus+ Programme
of the European Union

insignare
ASSOCIAÇÃO DE
ENSINO E FORMAÇÃO

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

16

There are also two deliverables: this very own Handbook and the meeting minutes.

4.1.2 - WP 2: Training needs analysis

Work Package nº. 2 was designed as the actual starting point for the development of the qualification. CDEA, due to its experience, will lead the work package and coordinate partnership interactions, communications, tasks, as well as solving problems and conflicts that may arise, with the specific aims to:

1. Define the type of information each partner should provide prior to the design of the common needs analysis questionnaire;

2. Discuss the dimensions and concepts related to Digital Tourism (training contents, hard and social skills, exit profile, employability, type of organization ...) that will be asked on that questionnaire;

3. Design the common questionnaire to be implemented in all partner countries to hospitality organizations, public and private, a minimum of 100 each country, in a way that the national data could be compared;

4. Gather the national data and write a common report that summarizes the key findings of the training needs, so that the qualification to be designed will include them.

The tasks that will be performed are:

A2.1 State of the art concerning Digital Tourism

CDEA will create a template where all partner countries should gather the research they had done, concerning each partner's country situation about Digital Tourism, within a structure

Co-funded by the Erasmus+ Programme of the European Union

insignare
ASSOCIAÇÃO DE ENSINO E FORMAÇÃO

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

17

that will allow it to collect that information. On that template, all partners will be asked if they agree with a common definition of Digital and Tourism related concepts and dimensions, so there won't be misunderstandings over the questions on the questionnaire.

A2.2 Designing a questionnaire and implementing it

CDEA will also design a common questionnaire, in English, which will be translated to every partner countries' language and sent to a minimum of 100 Tourism organizations on each country. All partners should gather the results in a similar way, so that P5 can analyse and compare them.

A2.3 Writing a report with the key findings

CDEA will then write a report with common findings and results, so that the qualification to be created can be based on both national state of the art but mainly on these European results, as it is required that the learners can practice their job at the European Labour Market.

Therefore, two deliverables also be created: a "Digital Tourism Organizations Needs Analysis Questionnaire" and a "Digital Tourism Organizations European Needs Analysis Report".

Names and emails were deleted due to Data Protection reasons.

4.1.3 - WP 3: Digital Tourism Qualification Development

After having discussed national and European state of the art and having critically reported the most important key findings on European organizations' opinions and needs about Digital Tourism, WP 3 will start, leaded by INSIGNARE.

The partnership will work collaboratively in order to:

1. Define the Exit Profile the learner should have after having concluded the DTQ;

2. Set the Activities the Digital Tourism technician will be able to perform;

3. Set the skills (s)he will be required to have;

4. Explain what king of equipment / tools (s)he will be able to work with;

5. Design the training Modules and its Learning Outcomes.

6. Agree on the Work Based Learning period to include, which should be at least 3 months, so that VET providers can apply to Erasmus + Pro VET learners mobilities.

A3.1 – Profile of the DT technician

Before designing the content of the course, it is vital to discuss and approve the profile that a learner will have after concluding the course. For other target group, the Hospitality organizations, it is also a key issue when hiring, as they need to know if it fits the organization structure. For VET providers it is also a very important part of information, namely for promotion.

A3.2 – DTQ curricula

It will describe all the training modules the technological part of the training shall have, in a coherent, structured and international mix.

A3.3 – WBL period

The course should be WBL oriented, so it will include a period, which has to be spent in companies, no less than 3 months, where learners should put into practice what they have learnt and develop new skills and competences.

It will create two deliverables: the "Job Profile of a Digital Tourism Technician" and "Digital Tourism Technician technological training content".
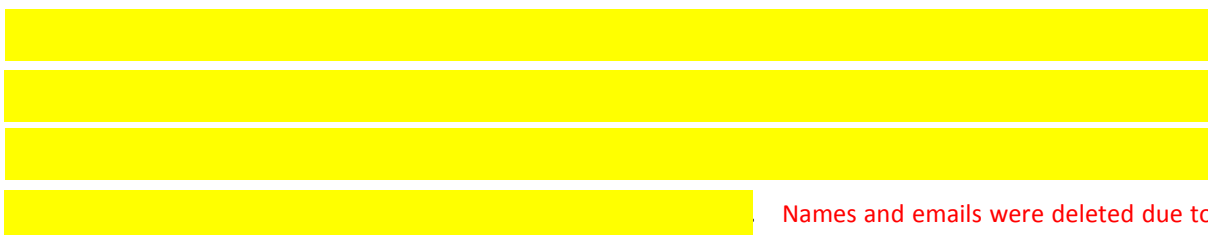
 . Names and emails were deleted due to Data Protection reasons.

4.1.4 - WP 4: Validation of assessment criteria for WBL activities

After carefully describing the definition and outline of the structure of the work-based learning activities regarding the digital tourism skills qualification, and the assessment criteria for identifying this as a good practice of work-based learning has been developed, WP 4 has been conceived in order to validate the assessment criteria of the work-based learning activities abroad.

Combined with a well-structured evaluation and monitoring plan and supported by an effective dissemination strategy and a plan for quality assurance, the validation of the assessment criteria and experimentation will produce tangible and persistent outcomes, not only in the territories involved during the project implementation, but across the EU. Dutch Foundation Innovation Welfare 2 Work (DFIW2W), being the work-based learning expert, will lead the work package and distribute tasks with the specific aims to:

1. Accomplish the validation of the Assessment standards of our digital tourism work-based qualification, as employers rely only on the signalling value of certificates, knowing what graduates could be expected to do:

Co-funded by the Erasmus+ Programme of the European Union

insignare
ASSOCIAÇÃO DE ENSINO E FORMAÇÃO

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

20

2. Validation of the work-based learning assessment needs based on Occupational Standards regarding Digital Tourism:

3. Validating the approved Work based characteristics and assessment process:

4. Validation of the experimentation tests, foreseen at the end of each learning module to determine the learning level upon which the relative training credits will be assigned. The accreditation of the EQF4 degree must have a qualitatively constant evaluation system, both in its organization and didactic results that corresponds to national and international criteria.

5. Evaluations are carried out to assess whether the work-based learning elements of the Digital Tourism Qualification (DTQ) fulfil their purpose of facilitating better labour market integration regarding digital Tourism, validating our systematic WBL process, referring to labour market integration and assessment of client/student satisfaction.

6. The following criteria are suggested to be viewed and validated as key criteria for identifying Digital Tourism qualification as a good practice:

   * Work-based learning should integrate the key stakeholders. It is important to establish a mix of project teachers and practitioners from Tourism working life.

   * Standardization: The degree of standardization or institutionalization is central for work-based learning. Similar teaching inputs and learning outcomes of formal education are important for measuring the value of certificates. Assessed and validated should be that the WBL learning outcomes have been convincingly communicated to external employers.

   * The effectiveness of the Digital Tourism qualification must be defined in terms of students finding jobs or in meeting client satisfaction and satisfaction of students and companies in particular.

   * The Digital Tourism work-based learning curricula needs to be adapted regularly to the working environment. Workplace orientation can only be guaranteed by constant improvement of the formal curricula.

   * Measurability is an important criterion for Digital Tourism work based-learning practice, since quantification of the outcomes and results is a key issue of work-

based learning. We will measure achievement of goals, learning success, client satisfaction and labour market integration.

* One could argue that regional sustainability is an important criterion to be achieved for the future. We will test and validate regional (25 locally per country).

* Innovativeness: We need to validate what we are going to do, before we are going to do it, when we are doing it and when we have done it, to validate the innovativeness what they have learned regarding digital tourism skills.

In order to reach such these ambitious results, we will:

1. Involve at least 120 professionals (teachers, professionals of the Digital Tourism business through the Forum / Online Collaboration Platform);

2. To identify and select 20 potential students (5 per country) to do the experimentation and be involved in the co-planning process and work-based learning activities locally;

3. To successfully implement the DTQ work-based learning experiences of the 20 selected students (in total).

In the last 12 months, each of the WP 4 activities will be implemented in the Netherlands, Portugal, Italy and Spain. The validation and assessment takes place in an authentic situation. The assessment will be made by certified assessors from the Tourism branch and education. A special research team will be established: the DTQ Validation Committee, a mix of project teachers and practitioners from Tourism working life will seat to validate the DTQ model. This team will monitor all the experimentation phases and will produce periodical reports.

The tasks that will be carried out are:

A4.1 Work-based Digital Tourism Qualification Forum

A forum / collaboration platform will be set up by DFIW2W and all partners to promote the DTQ, available through the project website. DTQ will be promoted among the social networks of the partner organisations. The project partners will actively invite experts and professionals to join the DTQ forum (through subscription). The forum will be open to interested learners as well, e.g. the following professional fields: VET schools and VET providers, travel agencies and hospitality (e.g. accommodation, food and beverage services, recreation and entertainment, transportation and travel services), public social services, labour offices. It is expected that at the forum at least 20-25 additional individuals, for a total of 25-30 attendants in each Country will attend the topics forum. This forum will be in the air from October 2019 and will be used during the implementation of the project, but also after the completion of the project, in order to get continuous feedback and improvement on DTQ.

A4.2 Kicking off the co-planning process and selection of the potential DTQ students for experimentation

VET courses are divided in 4 parts: Sociocultural; Scientific; Technological; Internships / Work Based Learning. Our aim in the project will be to create a qualification for the last two parts, which means that the theoretical/practical training regarding Digital Tourism will have at least 1100 hours and the other one between 600-800 hours – these are required hours in for instance Portugal. This differs per country. So, content like Maths, national language, Geography, Economy, …, will not be included in the new Qualification, as they are related to the first two parts and we cannot touch those.

The project partners (VET schools) will be invited to identify the young people who might be involved in the local DTQ experimentation. At this stage the requirements will be:

- Age of student (14-19 years);
- Compliance with the minimum working requirements;
- Good scores on maths, national language, English, and economy;
- A filled and signed Commitment through referral DTQ form;
- All students will be included in the experiment, we aim for 20 students to take part in the DTQ experiment.

The implementation methods of the experimentation for the local traineeship of the students must meet the needs of a combined work-based and educational intervention and, in this sense work based learning regarding accommodation, food and beverage services, recreation and entertainment, transportation and travel services appears to be the most appropriate opportunity to achieve these goals.

The organization and monitoring of the traineeships will be in line with the national regulations and procedures for work-based learning in VET. The traineeships will have a variable duration (we aim explicitly for the pilot to have at least 30 days, but the final version will have at least 90 days), to be implemented in the last months of the project (April - July 2020), to allow the students to experience in the most active period in terms of digital tourism.

A tutor in each experimentation region is necessary, first, to ensure a correct approach of the students to the be confident in a new digital tourism business reality and, then, to simplify the relationship between the company manager and the student, accelerating the process of mutual knowledge and trust. The tutor is a member of the DTQ validation committee and reassures the company on the complete supervision of the user for the duration of the traineeship. The care of the relationship with the company is a necessary prerogative to encourage the maximum attainment at the final objective of project: the professional and personal empowerment of the DTQ student.

A4.3 Work Based Skills Assessment Protocol Requirements

Activities will be done to produce and validate the following documents:

1. Description and professional profile Digital Tourism;

2. SDQ learning modules

3. Syllabus DTQ

4. DTQ Learning plan

5. DTQ Assessment (specification of the learning outcomes: competence, knowledge, skills)

6. Cesure and rating document

The above-mentioned documents are needed to Increase knowledge of students in Digital Tourism and the (international) supply chain, with a specification of the learning outcomes (competences, knowledge, skills), being aware of the differences in culture and communication in Digital Tourism. The activities realized in the companies, will be put together in brief reports, which will be the subjects of presentations in the project seats, and will allow the assignation of training credits. Each project work will be jointly supervised by a company tutor and a project tutor, who will attend to drafting of the written reports.

We validate our systematic WBL process, referring to labour market integration and assessment of client/student satisfaction. Anonymous feedback that students give to teachers is an internal instrument of assessing learning success. Students can reveal weakness, stress advantages and make suggestions for improvement.

Work-based learning should integrate the key stakeholders. It is important to establish a mix of project teachers and practitioners from working life. In this 'high quality' digital tourism WBL committee, there is always structured cooperation between the educational institution, the employer and the learner. The way in which stakeholders become integrated into WBL is at the heart of good practice. Main stakeholders should all are integrated within the formal curriculum. Furthermore, it should be validated that the involvement of stakeholders takes place in the form of consultation and that they are regularly involved in the process of development of WBL.

The Digital Tourism work-based learning curricula needs to be adapted regularly to the working environment. Workplace orientation can only be guaranteed by constant

improvement of the formal curricula. Especially in the case of a dynamic occupational field as Digital Tourism, such cycles of improvement are vital (e.g. high deployment of modern technology causes fast changes within working processes). This is why the experimentation kicks in.

The deliverables designed will be a "Digital Tourism Qualification Forum / Portal"; a "Report on Installation and Operationalization of the DTQ"; a "Report for the 20 work-based learning DTQ Identification Forms & reports on the skills assessment of the selected students" and a "Digital Tourism Qualification Manual".

Names and emails were deleted due to Data Protection reasons.

4.1.5 - WP 5: Evaluation and Peer-reviewing

The monitoring and evaluation strategy for the Digital Tourism project is a key and multidimensional element that will not be restricted to the final phase of the project but consists of a permanent accompanying process. It will support the project management during the clearing of operational project objectives and strategies and, actively involving the entire partnership; it will provide continuous recording instruments for feedback processes.

In this WP, an Advisory Board will be established with representatives of associated partners gathered by each participant for the external evaluation of the project's outputs. Moreover, the following activities will be envisaged for the evaluation process:

- ✓ sharing and assuring the respect of quality standards in the development of the project;
- ✓ solving in time any problem could put at risk the correct development and measuring the partnership satisfaction (internal monitoring);

✓ collecting a structured feedback on the quality of the outcomes (external evaluation).

In order to achieve that, four tasks will be performed:

A5.1 Design of the Quality Assurance Framework

This task will design a framework that includes a quality and risk management plan. It will take place at the beginning of the project and will establish a common understanding on monitoring and self-assessment procedures, success criteria and indicators of achievement against which the project can be monitored and the quality performance of the results, their impact and their transfer potential can be determined. With the Quality Management Plan, EGINA will establish a systematic process to identify, analyse and respond to eventual risks that might affect the project objectives. A Risk Management Plan will be included; it is of particular importance for involving project's target groups and enabling their proactive participation in the project activities. Risk management will establish a systematic process to identify, analyze and respond to eventual risks that might affect the project objectives. Elements of standards such as ISO9001-2008, IEEE 1490-2011 and ISO 19796 will be used.

A5.2 External Quality Control

External quality control will be employed by an Advisory Board of sectorial stakeholders including associated partners (1st level of control) and by a larger in size Advisory Committee of Sectorial Stakeholders (2nd level of control). These two structures will provide valuable feedback regarding the project achievements, and on the other hand, support the dissemination and exploitation of results in WP6.

The goal of the evaluations performed by these structures is to capture the status of the project according to the stakeholders' view and take corrective actions if needed, in order to maximize impact. This task will take place after the QAF has been established and will be leaded by EGINA.

A5.3 Internal Quality Control

This task will realize continuous assessment of project processes based on the QAF methodology. It includes assessment of project progress (internal evaluation of project progress, inter-communication, project meetings etc.). Two major evaluations are envisaged, one near the middle of project and one when major outputs are available (well before project end). The goal of these evaluations is to capture the status of the project according to the partners' view and take corrective actions if needed. This task also includes the evaluation of project outputs (deliverables) by the Quality Assurance Team, coordinated by EGINA.

A5.4 Analysis of results and reporting

Includes analysis of results produced by tasks 5.2 and 5.3 using statistical and data analysis techniques, SWOT analysis and identification of weak points when major outputs/policies are established and provision of feedback to other WPs for designing corrective actions, under EGINA's supervision.

The deliverables foreseen are a "Methodology on Quality Assurance Framework", the "Midterm Evaluation Report" and the "Final Evaluation Report".

. Names and emails were deleted due to Data Protection reasons.

4.1.6 - WP 6: Dissemination of Project Results

This last package, led by EfVET, includes the Strategy for disseminating the results. These dissemination activities, its content and communication channels will be carefully structured to:

✓ Ensure best reach within our target groups: young learners, VET providers and Hospitality organizations, public and private;

Co-funded by the
Erasmus+ Programme
of the European Union

insignare
ASSOCIAÇÃO DE
ENSINO E FORMAÇÃO

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

28

✓ Provide evidence to European, National, Regional and Local stakeholders what the project has achieved.

The tasks that will be developed are:

A6.1 - Global Dissemination Strategy, implemented through a Valorisation Plan

Under the leadership of EfVET, each partner will have assigned roles and responsibilities, included in this Plan. It will consist of seven chapters: Introduction; Objectives; Target Groups; How Target Goups Will Be Reached; EfVET's and Partners' Roles; Dissemination Aims; List of the dissemination materials and their use in reaching the project's goals.

For its implementation, EfVET will produce content and work predominantly at EU level/with high profile stakeholders. All other partners will contribute actively at local, regional and national level, making best use of their significant influence on tourism, key stakeholders and policy makers.

A website will also be created, where relevant deliverables will be hosted, and used to disseminate the project and its results - https://digitaltourism.wixsite.com/digitaltourism

Names and emails were deleted due to Data Protection reasons.

4.2 – Transnational Project Meetings (TPM)

Each TPM should have a minimum of two and a maximum of three days, travelling not included. Due to internal regulations of some partners, it was agreed that the entire period of the meeting, subsequently including the travelling one, should occur during weekdays. All partners must attend them, with a minimum of one and a maximum of two representatives,

Co-funded by the
Erasmus+ Programme
of the European Union

insignare
ASSOCIAÇÃO DE
ENSINO E FORMAÇÃO

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

29

namely the ones in charge of WPs and the staff appointed by each organization to actively take part in the project development.

INSIGNARE will prepare the agenda, with the support of the hosting partner, and send it two weeks before the meeting to all partners. In the agenda should be clear the tasks all partners should prepare for it and the activities each one shall perform during it. Its goals are to present, discuss, plan and assess all activities, tasks and deliverables required during the project life span. For that, all partners and their representatives are encouraged to express their views in an assertive and efficient way. All decisions will be taken by consensus, but if necessary, voting will be done – one partner, one vote -, having INSIGNARE quality vote.

Hosting partner has the responsibility to arrange the venue and to organize the logistics (accommodation, meals, …) and communicate them to the partners with a minimum of three months advance.

The following table indicates the order of the meetings, its date and location.

Table 3 – TPMs schedule and location

Meeting nº	Location	Start date	End date	Participating partners
0	Brussels	22/11/2018	23/11/2018	INSIGNARE
1	Portugal	13/01/2019	15/01/2019	All
2	Italy	23/09/2019	27/09/2019	All
3	The Netherlands	23/03/2020	27/03/2020	All
4	Spain	07/09/2020	11/09/2020	All

30

4.3 – Communication between Partners

Besides emails, sent to the entire teams appointed by each partner, so everyone can be aware of the issues discussed during the project, Skype video calls can be held when necessary – a minimum of one video conference per month will be held, with one representative from each partner. Coordinator will have the responsibility to book it and to take notes.

A Google Drive folder was created and structured under WP 1 and it was given access to all participants.

Besides the coordinator, organizations responsible for WP will also start virtual discussions regarding partners contribution to it, namely about methodologies, tools and deadlines. An open minded, informal and open to discussion environment is a key aspect to the success of the project, as it is everyone's responsibility.

Transnational Project Meetings are, however, the most important moment concerning communication. Like described in the previous chapter, these events are crucial for the project success, where project's activities are face to face discussed, set and assessed.

5 – Quality Assurance Framework

The Quality Assurance Framework (QAF) describes the quality practices for the Digital Tourism (DT) project and provides assurance that the quality procedures are planned appropriately. The objective of QAF is to deliver a standard process and audit trail across all project outputs, acting as an agreed standard for decision-making, risk assessment, relevance considerations and audit-trail provision. It uses quality assurance and

improvement cycle, which encompasses the areas of planning, implementing, evaluating and reviewing. The QAF of DT also describes the methods, criteria and tools for applying the quality assurance of the project's outputs.

The Quality Assurance Framework (QAF) describes the quality and evaluation methodology, using process and product quality factors, which in turn will be mapped to metrics, in order to produce measurable results. Based on the QAF, internal and external quality assurance processes will be put in place in order to continuously monitor parameters that are vital for project success. This monitoring will be made possible through a multi-level QA structure:

✓ Internal Quality Control aimed at performing Q&A (the Quality Assurance Team - QAT);

✓ External Quality Control, which will be employed by an External Advisory Board (EAB) and by a larger in size Advisory Committee of Sectorial Stakeholders (ACSS). The members of these quality control structures will be carefully decided with respect to the findings of Needs Analysis (WP2). These two structures will provide valuable feedback regarding project achievements, and on the other hand, support the dissemination and exploitation of results (WP6). The goal of the evaluations performed by these structures is to capture the status of the project according to the stakeholders' view and take corrective actions if needed, in order to maximize impact.

The Internal Quality Control will be realized through a continuous assessment of project processes based on the QAF methodology. It will include assessment of project progress (internal evaluation of project progress, inter-communication, project meetings, etc.). Two major evaluations are envisaged, one near the middle of the project and one when major outputs are available (well before project end). The goal of these evaluations is to capture the current status of the project according to the partners' view and take corrective actions if needed. This task also includes the evaluation of project outputs (deliverables) by the Quality Assurance Team.

Regular reports of process and output evaluation will be communicated to project partners summarizing the results of data analysis every six months. Two cumulative reports (D12 and D13) will provide a strategic overview of DT progress. They will include analysis of results

produced by both internal and external quality control activities by using statistical and data analysis techniques, SWOT analysis and identification of weak points when major outputs/policies are established and provision of feedback to other WPs for designing corrective actions.

The project team will propose and employ a broad range of tools in order to achieve a complete picture of project status. These include questionnaires (including closed and open questions) and further optional activities such as interviews, focus groups, workshops, etc. that are not foreseen but could integrate the quality assurance processes. QA will be a continuous process, entailing evaluation of project outputs. Based on the Quality Assurance Framework elaborated by P3 EGINA and validated by all partners, evaluation activities will be realized in the respective WPs and deliverables (concerning in particular WP2, WP3, WP4)

The DT QA methodology will use process and product quality factors, which in turn will be mapped to metrics, in order to produce measurable results. Examples of such metrics that will be used in DT include:

- ✓ Future Business Potential: the extent to which sectorial stakeholders are satisfied with project outputs; the likelihood that outputs produced by the project will continue to positively affect the stakeholders after project end; the effect of project results to wider sectorial objectives.
- ✓ The degree to which the main project results provide full implementation of the functions envisaged in the project plan.
- ✓ The degree to which the main project results provide uniform design and notation.
- ✓ The extent to which project results demonstrate an improvement in the productivity of those who use it.
- ✓ The degree to which the benefits of using the project results out-weigh the costs (e.g. time spent for training).
- ✓ The degree to which the project implements project results in the most non-complex and understandable manner.

Co-funded by the Erasmus+ Programme of the European Union

insignare
ASSOCIAÇÃO DE ENSINO E FORMAÇÃO

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

33

- ✓ The extent to which project achievements are successfully disseminated to the intended target community.
- ✓ The degree to which project results are non-dependent on fast-changing factors (such as technology, geography, economy).
- ✓ The extent to which project results conform to standards (or EU/national guidelines) that maximize portability.

The Annex three of this Handbook has all the templates used to perform all these activities.

6 – Dissemination

Digital Tourism deals with tourism in VET, at the crossroads among education, VET providers, young learners and entrance Higher Education in the new digital tourism skills qualification. Partners have all been involved in international projects; therefore dissemination involves all players who, at any level, are part of the project. The presence of Europe's most relevant VET Providers Association, EfVET, assures the dissemination to hundreds of VET providers and Policy Makers all over Europe.

6.1 - Target groups

The main direct target group will be young learners, from 15/16 to 18/19 years old, with a completed level II (9th grade) education or training. The second direct group will be VET providers all over Europe; after the national / regional authorities include it on their national, available double certified (level III/secondary & professional qualifications) courses, with the eventual necessary adaptations. They will be the ones, which will promote the course, in order to achieve the main target group. The network of regional/national validation authorities will be important to complement the dissemination EfVET will do –

the first ones will include this qualification into their national ones, making it available to the second ones.

The main indirect group will be Hospitality organizations, public and private, who will hire the students after they graduate from the VET providers. They will know the course by VET providers network, as the qualification includes work base learning period, no less than three months abroad, so companies around Europe, not only from participating partners', will be asked to host students for their internships. Subsequently, VET providers will describe the qualification to these companies.

6.2 – Partners' role

Given its nature, expertise and capacity to interact at an EU level, EfVET will led dissemination and communication activities.

The dissemination plan, including details of dissemination and communication plan, will start before even the activities. In this process, EfVET will strictly interact with project's coordinator and with each partners' representatives, providing for guidance and support to the activities to be performed at local, regional, national and European level.

EfVET will take care of relationship with its own members and with the VET providers, stakeholders, European Commission and its Agencies. Each partner will appoint a dissemination co-ordinator, managing dissemination in respective territories.

In the Annex IV it can be found the Dissemination template used to collect each partner's dissemination activities, which will be gathered into a common one by EfVET.

7 – Annexes

insignare
ASSOCIAÇÃO DE
ENSINO E FORMAÇÃO