

in tour

Inclusive Tourism Manager Curriculum

First release



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



Project Title: IN-TOUR: INclusive TOURism professions. European curricula for accessible tourism manager and frontline staff

Contract No: 612643-EPP-1-2019-1-IT-EPPKA2-SSA/2

Funding/EU programme: Co-funded by the Erasmus+ Programme of the European Union

Start of project: 1st January 2020

End of project: 31st December 2022

Milestone 3

Inclusive Tourism Manager Curriculum – first release

Submission date	11/07/2022
Version	2 nd version
Dissemination Level	Public

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Co-funded by the
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1 EXECUTIVE SUMMARY

This document reports the work carried out by the Alliance in order to deliver the first release of the *Inclusive Tourism Manager Staff (ITM) Curriculum*.

The applied working methodology mirrored the one presented in Milestone 5 describing the Inclusive Tourism Frontline Staff (ITFS), as well as the structure of this report.

Session 3 describe the interaction with the other project activities, Section 5 presents the definition of the Professional Profile in terms of Key Activities and Core Competences. The overall methodology is reported in Section 6 as well as its main characteristics.

Section 7 provides the detailed description of the Curriculum in terms of Learning Outcomes.



2 DEFINITIONS AND ACRONYMS

AoL	Area of Learning Outcomes
CC	Core Competence
ECVET	European Credit system for Vocational Education and Training (a European instrument designed to support lifelong learning, the mobility of learners and the flexibility of learning pathways to achieve qualifications).
EQAVET	European Quality Assurance in Vocational Education and Training – EQAVET- is the European framework to support quality assurance in vocational education and training (VET)
EQF	European Qualification Framework
ESCO	ESCO is the multilingual classification of European Skills, Competences, Qualifications and Occupations
ITFS	Inclusive Tourism Frontline Staff
ITM	Inclusive Tourism Manager
KA	Key Activity
LO(s)	Learning Outcomes are ' <i>statements of what a learner knows, understands and is able to do on completion of a learning process</i> ' (European Union Council, 2017)
PTC	Personal and Transversal Competence
UoL	Unit of Learning Outcomes
VET	Vocational and Educational Training
WP	Work Package



3 INTRODUCTION

The IN-TOUR project aims to cover the skill gaps related to Accessible Tourism. In D3.2.1 “Inclusive Tourism Frontline Staff Curriculum” a description of the international context is provided. To avoid duplication in this Session we remind only the overview of the applied process to identify the curriculum divided between the different project’s activities.

Starting from the recommendation and needed skills identified in the WP2, a specific professional profile for the Tourism frontline staff has been defined. According to this profile, partners designed the first release of the ITM Curriculum in terms of Learning Outcomes (LOs). The ITM Curriculum will be customized by pilot coordinators to support the design and implementation of 3 pilot courses for ITM in Germany, Greece and Italy (WP5). The evaluation of the pilots, in terms of their effectiveness, and a parallel process of Curriculum evaluation, carried out in the framework of WP6, will allow to collect data and information supporting a possible refinement of the first release and the delivery at the end of the project of the Curriculum final release.

This cascade process of development, assessment and refinement, with feedback loop is applied also for the development of the Inclusive Tourism Manager Curriculum and the interaction between WPs is outlined in Figure 1.

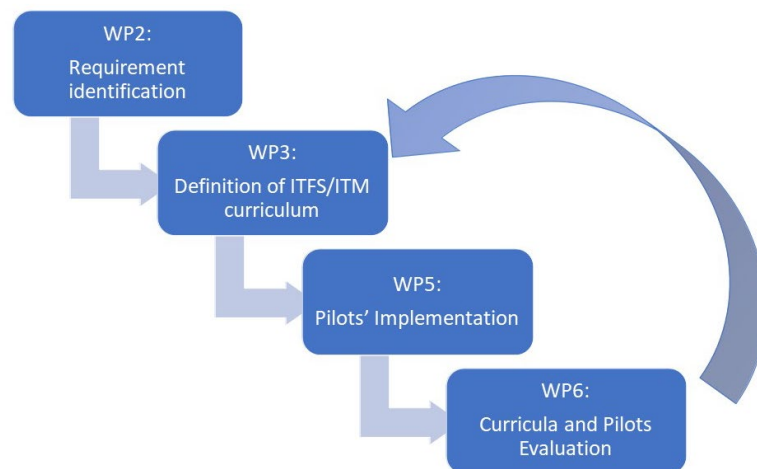


Figure 1 The cascade process adopted by the IN-TOUR project to develop the Curricula



4 METHODOLOGY

To develop the ITM Curriculum we applied the same methodology used for ITFS, i.e. the work has been structured in subsequent activities and each activity in steps with specific results as as described in Figure 2.

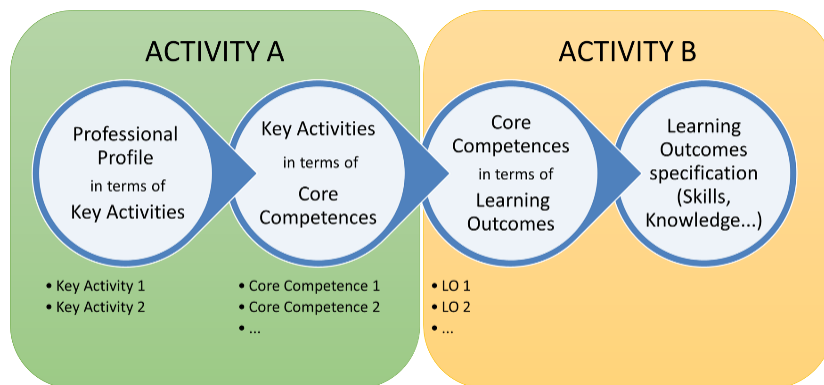


Figure 2 The main activities identified in Task 3.2 and the partial results to be obtained.

SI4Life, in its role of task leader, designed and shared a specific roadmap for each activity. The roadmaps provided timelines, provisional meeting dates, involved partners, and mid-term results.

4.1 ACTIVITY A. The Professional Profile Definition

The purpose of this activity was to describe the ITM professional profile. The tourism professions identified in WP2 output have been analysed in terms of competencies to be improved to guarantee inclusiveness. The list of analysed ESCO profiles is available in Appendix 1.

According to the need analysis, a list of **5 Key Activities** and 20 Core Competences has been identified following the selected professional profile template.

After the release of a preliminary version of the curriculum, a deep analysis of the profile have been done comparing it within the curriculum of the ITFS. In particular the granularity of the identified Core Competences was reviewed and the first version of the curriculum the identified **Core Competences are 10**.

4.2 ACTIVITY B. The Curriculum Definition

The ITM Curriculum in its current version is based on a list of **259 Learning Outcomes**, divided into Knowledge, Skills, and Personal and Transversal Learning Outcomes, necessary to achieve the Core Competencies of the profile. The Learning Outcomes are grouped into **5 Units of Learning Outcomes**, which match with the Key Activities of the profile.



5 THE ITM PROFESSIONAL PROFILE DEVELOPMENT

The meaning of “ITM Professional Profile”, in line with the ITFS one, focuses on “qualification” that describes the job requirements in terms of core competencies.

This section describes the activities performed to define the professional profile, starting from the customer journeys and the identified skill needs.

5.1 The Professional Profile Template

The professional profile template used in IN-TOUR project has been identified to facilitate the integration into the classification, and to support the definition of the European Curriculum in compliance with the VET quality standards. The evaluated alternatives are provided in D3.2.1 Session 5. Table 1 represents the defined templated in terms of three components:

- A general textual description
- A list of Key Activities
- The Core Competences for each Key Activity



Table 1 the ITM professional profile template.

DESCRIPTION OF THE PROFESSIONAL PROFILE	
The Inclusive Tourism Manager professional (ITM) is a	
KEY ACTIVITIES	
KA1	
KA2	
KA3	
KA4	
...	
CORE COMPETENCES	
KEY ACTIVITY 1:	
CC1	
CC2	
KEY ACTIVITY 2:	
CC3	
CC4	
CC5	
KEY ACTIVITY 3:	
CC6	
CC7	
KEY ACTIVITY 4:	
CC8	
...	



5.1.1 ITM Professional Profile General Description

The professions identified in WP2, derived from relevant ESCO classifications, are a heterogeneous set of workers that a tourist could interact with during a journey.

The definition of the ITM profile was done in the same period of the definition of the ITFS general description, for this reason we focused our attention on the same inclusive tourism definition, i.e. the one provided by Münch and Ulrich (2011) “accessible tourism is the ongoing attempt to ensure that tourist destinations, products and services around the world are accessible to all people”.

With a comparative analysis of the best practices identified during the WP2 activities, we identified the main role of the ITM figure:

ITM Main Role

“The Inclusive Tourism Manager is a professional managing a business, a specific department or a local service, connected to the tourism industry and its inclusiveness.

The ITM has a comprehensive knowledge of access requirements and is able to optimize all the resources within the context in which operates (from hotels to amusement parks, from restaurants to museums, etc.), realizing an accessible physical/digital environment and also being capable to identify adequate training programs for the internal staff.

The ITM plans and applies intra-corporate procedures, structures and marketing strategies to ensure the provision of a physical/ digital accessible environment, products and services for all customers.

5.1.2 ITM Key Activities Definition

A Key Activity (KA) is defined as “*an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. The key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context*”¹.

An ITM practitioner should inclusively perform these activities. This principle has been used to design a set of preliminary KAs and trigger questions², and proceed with a collaborative activity to achieve the final list of **5 Key Activities**. The profile also considers the necessary digital skills and entrepreneurs skills.

¹ Key Activity definition from Proper Chance project (2013). LdV TOI project, coordinated by AFBB.

² The trigger questions were designed on a starting set of Key Activities: 1. Effectively interact with customers 2. Identify customers’ needs 3. Tailor his/her activity on customers’ needs 4. Use the proper ICT tools 5. Work in team) to collect suggestions for modifications and improvements.



The collaborative activity has been designed in a sequence of phases, each of them designed as follows:

- Online voting and comments
- Refinement in a common working session

The rounds have been repeated until the achievement of the general approval. All partners have been involved as experts.

5.1.3 ITM Core Competences Definition

The Core Competences are defined as “*the main competences that an ITM professional should master in order to perform each Key Activity*”. This means that the Key Activities detail what the professional does, while the list of Core Competences for each KA provides the main competences the professional should master.

To define the list of Core Competences for each Key Activity, partners provided a list of proposals and comments. Those lists have been compared, merged and refined with a collaborative approach similar to the one used to identify the Key Activities.

The first list of Core Competences was composed by 20 items. For each of them the LOs have been defined, so a preliminary version of the Curriculum was reviewed to evaluate the compliance with the EU standards and the compliance with the structure of the ITFS curriculum. The collected feedback suggested to group some CCs to guarantee that each one of them represents a Core Competence and not a single LOs.

The grouping of Core Competence was done keeping a track of the merge and a map of changes to support partners in understanding changes.

The final list includes **10 Core Competences**.



5.2 The ITM Professional Profile

DESCRIPTION OF THE PROFESSIONAL PROFILE

The Inclusive Tourism Manager is a professional managing a business, a specific department or a local service, connected to the tourism industry and its inclusiveness.

The ITM has a comprehensive knowledge of access requirements and is able to optimize all the resources within the context in which operates (from hotels to amusement parks, from restaurants to museums, etc.), realising an accessible physical/digital environment and being also capable to identify adequate training programmes for the internal staff.

The ITM plans and applies intra-corporate procedures, structures and marketing strategies to ensure the provision of a physical/ digital accessible environment, products and services for all customers.

KEY ACTIVITIES

KA1:	Analyze customers' needs to provide accessible and inclusive environments, services, information and communication.
KA2:	Design, plan and implement overall accessible environments, services, information and communication, both physical and virtual.
KA3:	Monitor, assess and maintain the quality of the touristic offer in terms of accessibility and inclusiveness.
KA4:	Manage human resources.
KA5:	Communicate, interact and collaborate with customers and other stakeholders.

CORE COMPETENCES

KA 1	M.CC1 Identifying and analyzing users' access requirements.
	M.CC2 Identifying and analyzing relevant market needs, opportunities and trends in the respective field of tourism also in terms of accessibility.
KA 2	M.CC3 Development of implementation plan based on previously defined accessibility policies and strategies
	M.CC4 Implementing and maintaining an intra-organizational accessibility framework, strategy or policy to improve services.
KA 3	M.CC5 Monitoring the quality and accessibility of tourism services and products.
	M.CC6 Adjusting the quality of tourism offers in line with the findings of monitoring activities
KA 4	M.CC7 Building a team of professionals supporting an accessible and inclusive tourism experience for the respective field of tourism.
	M.CC8 Evaluating staff performance and ensuring relevant staff development measures are in place.
KA 5	M.CC5.1 Establishing an inclusive and effective communication environment
	M.CC5.2 Using digital technologies and devices supporting inclusive communication .



6 THE ITM CURRICULUM DEVELOPMENT

The ITM Professional Profile identified **5 main Key Activities** and **2 Core Competences** needed to perform each KA.

In line with the work done for the ITFS, the list of learning outcomes that should be achieved to master each Core Competence. These Learning Outcomes have been identified in terms of Knowledge, Skills, and **Personal³ and Transversal⁴ Competences** (i.e. “*competences needed for applying a knowledge and/or a skill in the work context with a certain level of responsibility and autonomy*”).

Thanks to this approach we can mirroring the assumption done for the ITFS curriculum, so the ITM Curriculum is:

- **based on the ITM Professional Profile** composed of 10 Core Competences, characterizing the Inclusive Tourism Front Line Staff at European level;
- “**learning outcome-oriented**” and compliant with the main EU standard and tools for VET, such as ECVET, EQAVET, ESCO, EQF, etc. (in this case also the first internal quality review guarantee the compliance);
- **general and “across-the-board”**, since it is supposed to play a reference role for any VET designer targeting ITM profile in any EU country;
- **modular and flexible**, since it is supposed to be adaptable to different contexts and rules in different EU countries.

6.1 The Approach

To identify the LOs, a collaborative work was planned and done (following the task roadmap) involving a subset of partners according to their role and experience: AISM, UNIGE, FHD, HOU, FRI, and CAMVA.

Partners provided their contribution in a shared document, i.e. defining the LOs for each Core Competence. The first list of Learning Outcomes has been analysed, duplications were deleted, and doubts were discussed.

After the discussion, partners were required to provide an updated list of Learning Outcomes, keeping the focus also on the EQF level targeted by the Curriculum, **EQF6 or EQF7**, and to refer to European frameworks, such as DigComp 2.0 and EntreComp where possible. This list has been fully reviewed (e.g. removing overlaps, rephrasing, reallocation...) by AFBB with the purpose to identify Knowledge, Skills and personal and transversal competences for each Core Competence.

The review, as introduced before, highlighted the need of a strong review also of the Core Competences. The final list of Learning Outcomes includes **259 items**.

³ Personal Competences comprises personal, social and/or methodological abilities which could be put into play in society and at work [ESCOpedia].

⁴ Transversal Competences “are relevant to a broad range of occupations and economic sectors” [ESCOpedia].



6.2 The ITM Curriculum Structure

Course designers considered it difficult to manage 112 Learning Outcomes individually, this was the first feedback collected with the ITFS curriculum. Since the ITM includes 259 items we group them into **Area of Learning Outcomes (AoL)**.

According to the definition introduced for the ITFS, the AoL functions as a container for Knowledge and Skill Learning Outcomes linked to each other at the core competence level.

This additional layer allow to consider AoL directly instead each single LOs, simplifying the design of courses.

The *Personal And Transversal Competences (PTC)* are kept separated to support flexibility. The full list of **AoL is 28** plus **56 LOs** referring to **PTC**, which means **84 items** to be managed instead of 259 of the first version.

The final structure of the ITM Curriculum is provided in Paragraph 7. Figure 3 provides an extract of the curriculum with the list of LOs, highlighting those grouped in AoL for the first Core Competence.

CORE COMPETENCE	AREA OF LEARNING OUTCOMES				PERSONAL AND TRANSVERSAL COMPETENCES			
			Knowledge	Skills				
UoL1.M.CC1. Identifying and analysing users' access requirements	U1-C1.A1	Understanding customers' varied access requirements	describe different types of data related to customers' access requirements	present data relevant to customers' access requirements in tourism sector	U1-C1.T1	RESPONSIBILITY & AUTONOMY apply critical thinking to the collected data		
			identify access requirements not yet catered to by tourism offers	develop measures to document access requirements not yet catered to by tourism offers			U1-C1.T2	refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge
			distinguish between different access requirements and related underlying conditions					
	U1-C1.A2	Collecting and analysing data on customers' access requirements	describe different research methods for collection of data from end-users	apply adequate research methods to collect information from a wide range of sources to understand the customers' access requirements	U1-C1.T3	U1-C1.T4	take responsibility for proactively initiating ongoing improvement measures based on evidence	
			describe different methods of data analysis	perform a needs analysis involving relevant stakeholders and using adequate research methods				communicating effectively, concisely appropriate implementation decisions.
			describe different techniques to test innovative ideas with customers	evaluate the level of inclusiveness of the business environment	U1-C1.T5		advocate inclusive project to successfully convince superior staff and top management	
			distinguish between different data analysis instruments					
			describe different techniques for managing relationships with end users					
			summarise the most important outcomes of analysing and synthesizing information on users' access requirements					
	U1-C1.A3	Designing sustainable solutions	identify digital tools and possible technological responses to address users' access requirements	design effective solutions for the development of inclusive and innovative tourism businesses				
			describe effects of systemic discrimination (in regard to access and inclusivity) in tourism	define priorities to meet accessible and inclusive environments, service, information and communication				
			describe international standards requirements on accessibility and inclusiveness	produce a 'roadmap' which matches the needs with the actions needed to deal with them to create accessible and inclusive environments, service, information and communication				
				evaluate digital tools and possible technological responses to address users' access requirements				
				apply digital tools and possible technological responses to address users' access requirements				
				develop creative and purposeful ideas for accessible and inclusive environments, services, information and communication				
	modify existing information to create new, original and relevant content and knowledge							

Figure 3 Curriculum structure for ITM Core Competence 1.



7 THE ITM CURRICULUM – DETAILED DESCRIPTION OF LEARNING OUTCOMES

Unit of Learning Outcomes 1: Identifying and analyzing users' access requirements.	
CORE COMPETENCES	Area of Learning Outcomes
M.CC1.1 Identifying and analyzing users' access requirements.	C1.A1. Understanding customers' varied access requirements.
	C1.A2. Collecting and analyzing data on customers' access requirements.
	C1.A3. Designing evidence-based solutions.
M.CC1.2. Identifying and analyzing relevant market needs, opportunities and trends in the respective field of tourism also in terms of accessibility.	C2.A1. Identifying tourism market needs.
	C2.A2. Analyzing and understanding market needs.
	C2.A3. Implementing new development opportunities.



UoL1.M.CC1		
Collecting information about customers' access requirements, priorities, and specific requests, both directly and indirectly, and identifying relevant accessibility measures in order to provide a personalised service.		
AREA OF LEARNING OUTCOMES		PERSONAL AND TRANSVERSAL COMPETENCES
C1.A1. Understanding customers' varied access requirements.	Knowledge: <ul style="list-style-type: none"> Describe different types of data related to customers' access requirements Identify access requirements not yet catered to by tourism offers Distinguish between different access requirements and related underlying conditions Skills: <ul style="list-style-type: none"> Present data relevant to customers' access requirements in tourism sector Develop measures to document access requirements not yet catered to by tourism offers 	RESPONSIBILITY & AUTONOMY <ul style="list-style-type: none"> Apply critical thinking to the collected data Refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge⁵. Take responsibility for proactively initiating ongoing improvement measures based on evidence Communicating effectively, concisely appropriate implementation decisions. Advocate inclusive project to successfully convince superior staff and top management
C1.A2 Collecting and analyzing data on customers' access requirements.	Knowledge: <ul style="list-style-type: none"> Describe different research methods for collection of data from end-users⁶ Describe different methods of data analysis Describe different techniques to test innovative ideas with customers⁷ Distinguish between different data analysis instruments Describe different techniques for managing relationships with end users⁸ Summarize the most important outcomes of analyzing and synthesizing information on users' access requirements Skills: <ul style="list-style-type: none"> Apply adequate research methods to collect information from a wide range of 	

⁵ DigComp 2.1- Competence 3.2- Advanced

⁶ EntreComp: ideas & opportunities - spotting opportunities- uncover needs- Intermediate and advanced

⁷ EntreComp : Ideas & Opportunities Creativity

⁸ IntoAction- working with others- Listen actively



	<p>sources to understand the customers' access requirements⁹</p> <ul style="list-style-type: none"> • Perform a needs analysis involving relevant stakeholders and using adequate research methods • Evaluate the level of inclusiveness of the business environment. 	
<p>C1.A3 Designing sustainable solutions</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify digital tools and possible technological responses to address users' access requirements¹⁰ • Describe effects of systemic discrimination (in regard to access and inclusivity) in tourism • Describe international standards requirements on accessibility and inclusiveness. <p>Skills:</p> <ul style="list-style-type: none"> • Design effective solutions for the development of inclusive and innovative tourism businesses • Define priorities to meet accessible and inclusive environments, service, information and communication¹¹ • Produce a 'roadmap' which matches the needs with the actions needed to deal with them to create accessible and inclusive environments, service, information and communication¹². 	

⁹ EntreComp: IntoAction- working with others- Listen actively- Expert

¹⁰ DigComp2.1-Competence 5.2-Advance

¹¹ EntreComp: IntoAction- Planning and Management: - Define Priorities- Advance Level

¹² EntreComp : Ideas & Opportunities - Spotting opportunities- Uncover needs - Advance level



UoL1.M.CC2		
Identifying and analyzing relevant market needs, opportunities and trends in the respective field of tourism also in terms of accessibility		
AREA OF LEARNING OUTCOMES		PERSONAL AND TRANSVERSAL COMPETENCES
C2.A1. Identifying tourism market needs.	<p>Knowledge:</p> <ul style="list-style-type: none"> Identify new opportunities¹³ from tourism trends Identify innovative approaches and technological solutions supporting inclusiveness to improve services Select between available market analysis sources the most appropriate ones with respect to the different tourism contexts <p>Skills:</p> <ul style="list-style-type: none"> Combine information from a wide range of sources to understand market needs¹⁴ 	<p>RESPONSIBILITY & AUTONOMY</p> <ul style="list-style-type: none"> Consider systemic perspective in data analysis processes Accept responsibility and promote change of management within the enterprise <p>LEADERSHIP & TEAM WORK</p> <ul style="list-style-type: none"> Delegate work tasks and responsibility to sub-ordinated staff <p>STRATEGICAL AND INNOVATIVE THINKING</p> <ul style="list-style-type: none"> Recognize connections Identify patterns and use cases Forecasting and predicting market needs, opportunities and trends
C2.A2. Analysing and understanding market needs.	<p>Knowledge:</p> <ul style="list-style-type: none"> Recognise different forms of value that can be created through inclusive tourism solutions (including social, cultural or economic value)¹⁵ Identify challenges related to inclusive and accessible tourism¹⁶ <p>Skills:</p> <ul style="list-style-type: none"> Analyse the provided services as a whole to identify opportunities to improve¹⁷ Analyse the potential of new opportunities and trends to diminish existing boundaries of tourism activities Analyse the potential of new boundaries to be created by new opportunities and trends 	

¹³ EntreComp: ideas & opportunities - spotting opportunities- analyse the context –Expert level.

¹⁴ EntreComp: IntoAction- working with others- Listen actively- Expert

¹⁵ EntreComp Ideas & Opportunities - Valuing Ideas-Recognise the value of Ideas - Advance level

¹⁶ EntreComp : Ideas & Opportunities - Competence spotting opportunities- Uncover needs - Advance level

¹⁷ EntreComp: ideas & opportunities - spotting opportunities- analyse the context – Advance level



<p>C2.A3. Implementing new development opportunities.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify organisational needs for development and change • Describe different levels of innovation (for example, incremental, breakthrough or transformational) applicable to the specific tourism sector and to support inclusive tourism¹⁸ • List relevant tools and techniques to pursue innovation management • Identify relevant actors and resources that need to be involved in the implementation process of new developments focused on increasing inclusivity • Distinguish between different sustainable and circular principles <p>Skills:</p> <ul style="list-style-type: none"> • Develop accessibility solutions addressing market needs • Apply sustainable and circular principles to the company with respect to inclusive tourism • Prioritize development opportunities according to their impact and sustainability 	
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¹⁸ EntreComp : Ideas & Opportunities Creativity- Be Innovative -Advance level



Unit of Learning Outcomes 2:

Design, plan and implement overall accessible environments, services, information and communication, both physical and virtual.

CORE COMPETENCES	Area of Learning Outcomes
<p>M.CC2.1 Development of implementation plan based on previously defined accessibility policies and strategies</p>	<p>C3.A1. Identifying and analyzing previously defined accessibility policies and strategies.</p>
	<p>C3.A2. Designing of accessibility frameworks, policies and strategies to be used in specific tourism contexts.</p>
	<p>C3.A3. Selecting digital tools and technologies to improve accessibility of the delivered services/products.</p>
<p>M.CC2.2 Implementing and maintaining an intra-organisational accessibility framework, strategy or policy to improve services.</p>	<p>C4.A1. Determining adequate actions and resources to support the implementation of a plan.</p>
	<p>C4.A2. Using financial planning principles to implement accessibility framework.</p>
	<p>C4.A3. Managing projects effectively ensuring satisfying the needs of the development plan.</p>



UoL2.M.CC3.		
Development of implementation plan based on previously defined accessibility policies and strategies.		
AREA OF LEARNING OUTCOMES		PERSONAL AND TRANSVERSAL COMPETENCES
C3.A1 Identifying and analysing previously defined accessibility policies and strategies.	<p>Knowledge:</p> <ul style="list-style-type: none"> Identify relevant local, national and international policies or strategies dedicated to accessible tourism that can be used in specific working contexts Describe process to find international solutions addressing access requirements in tourism Outline goals and objectives of accessibility strategies Describe different types of policies and strategies dedicated to physical and virtual accessibility of tourism offers List different organisation and official bodies (on local, national and international level) involved in accessible tourism <p>Skills:</p> <ul style="list-style-type: none"> Analyse ways to deal with different physical and virtual accessibility requirements as outlined in existing policies or strategies Quantify the amount of resources necessary to fulfil accessibility policies Quantify the staff skills required to fulfil accessibility policies 	<p>RESPONSIBILITY & AUTONOMY</p> <ul style="list-style-type: none"> Accept responsibility and promote change of management within the enterprise Make ethical judgments and decisions to identify and prioritize objectives <p>STRATEGICAL AND INNOVATIVE THINKING</p> <ul style="list-style-type: none"> Propose change strategies for enhancing organizational development Thinking “outside the box” Learn lessons from the monitoring action to improve the progress of the firm and to identify organization requirements
C3.A2 Designing of accessibility frameworks, policies and strategies to be used in specific tourism contexts.	<p>Knowledge:</p> <ul style="list-style-type: none"> Demonstrate the advantages and disadvantages of implementing an intra-organisational accessibility framework Describe the value of the different case studies with specific indicators Establish roles and responsibilities to be assigned Identify relevant sectors to be included in the framework structure <p>Skills:</p> <ul style="list-style-type: none"> Apply findings from analysis in the design of an accessibility framework to be used in the specific tourism context 	



	<ul style="list-style-type: none"> • Develop a plan implementing best physical and virtual methods and policies in accessible tourism¹⁹ • Design accessibility frameworks customized on the specific tourism context • Design an implementation plan using appropriate methods such as business and marketing plans²⁰ • Establish physical and virtual accessibility requirements, policies and strategies for specific tourism offers • Define indicators to measure progress • Prioritize the accessibility requirements to be addressed and the ideas to be developed even with partial or ambiguous information • Build strategy to support the improvement of accessible services with the intra-organizational accessibility framework²¹ 	
<p>C3.A3 Selecting digital tools and technologies to improve accessibility of the delivered services and products.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify relevant digital tools and technologies for supporting the established accessibility framework, strategy or policy • List the main available technologies supporting the autonomy for different access requirements • Distinguish between assistive devices and technological aids <p>Skills:</p> <ul style="list-style-type: none"> • Select adequate technological solutions with the capacity to improve the accessibility of the delivered services/products • Integrate the use of relevant digital tools and technologies in accessibility framework, policy or strategy • Take action on new ideas and opportunities to improve the services²² 	

¹⁹ EntreComp: Resources - Mobilising resources- Manage Resources (Material and non-Material)- Advance level

²⁰ EntreComp: Into Action – Planning & Management – Develop sustainable business plan- Advanced level

²¹ EntreComp Ideas & Opportunities - Valuing Ideas- Recognise the value of Ideas- Expert level

²² EntreComp: Into Action – Planning & Management- Take Action- Advanced level.



UoL2.M.CC4		
Implementing and maintaining an intra-organisational accessibility framework, strategy or policy to improve services.		
AREA OF LEARNING OUTCOMES		PERSONAL AND TRANSVERSAL COMPETENCES
C4.A1. Determining adequate actions and resources to support the implementation of a plan.	Knowledge: <ul style="list-style-type: none"> Select the most appropriate resources for specific purposes/projects²³ Outline the basics of project management²⁴ Identify relationships and networks relative to building tourism capacity Skills: <ul style="list-style-type: none"> Assess relationships and networks relative to building tourism capacity Use digital tools and technologies to create process and intra-organisational framework supporting accessibility and improving services²⁵ (WBL) Develop effective resource management procedures 	PROBLEM-SOLVING <ul style="list-style-type: none"> Apply problem-solving approaches and critical analysis LEADERSHIP AND TEAMWORK <ul style="list-style-type: none"> Use effective strategies to positively influence the involved staff to support the achievement of the envisaged results Lead teams to successful result achievement Provide assistance and/or encouragement to team members RESPONSIBILITY & AUTONOMY <ul style="list-style-type: none"> Take informed and responsible action to address ethical, social, and environmental challenges
C4.A2. Using financial planning principles to implement accessibility framework.	Knowledge: <ul style="list-style-type: none"> Describe financial planning and forecasting concepts (for example, profit or not for profit)²⁶ Describe financial simulation instruments Distinguish between the different steps of a financial plan List financial indicators (for example, return on investment)²⁷ Skills: <ul style="list-style-type: none"> Align implementation of accessibility framework with the financial strategy Create financial planning strategy to sustain the identified solutions improving the inclusiveness and the business opportunities 	

²³ EntreComp: Resources - Financial & economic literacy- Budget- Advanced level

²⁴ EntreComp: Into Action – Planning & Management- Plan and Organise – Advanced level

²⁵ DigComp 2.1 - Competence 5.3- advance

²⁶ EntreComp :Resources - Financial & economic literacy-Budget- Advanced Level

²⁷ EntreComp :Resources - Financial & economic literacy- Understand Economic and Financial Concept- Advanced level



	<ul style="list-style-type: none"> Analyse opportunities on financial bases to creating different scenarios and specific roadmap matching the user needs Conduct feasibility studies 	
<p>C4.A3.</p> <p>Managing projects effectively ensuring satisfying the needs of the development plan.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> List the main activities and tasks of a project manager Describe a project lifecycle Outline the basics of project management²⁸ <p>Skills:</p> <ul style="list-style-type: none"> Create (alone or with others) products or services that solve users’ problems and accessibility needs²⁹ (WBL) Draw the development plan using appropriate methods such as business and marketing plans³⁰ Maintain the strategy and policies for physical and virtual accessibility updated and adapt them to changing circumstances³¹ Define financial strategy based on forecast for subsequent years Put in place effective resource management procedures to support the development plan³² 	

²⁸ EntreComp: Into Action – Planning & Management- Plan and Organise – Advanced level

²⁹ EntreComp : Ideas & Opportunities – Creativity-Design Value- Advanced level

³⁰ EntreComp: Into Action – Planning & Management – Develop sustainable business plan- Advanced level

³¹ EntreComp: Into Action – Planning & Management – Develop sustainable business plan- Advanced level

³² EntreComp: Resources - Mobilising resources- Manage Resources (Material and non-Material)- Advance level



Unit of Learning Outcomes 3:

Monitor, assess and maintain the quality of the tourism offers in terms of accessibility and inclusiveness.

CORE COMPETENCES	Area of Learning Outcomes
M.CC3.1 Monitoring the quality and accessibility of tourism services and products	M.C5.A1. Establishing monitoring processes.
	M.C5.A2. Implementing and maintaining monitoring measures.
	M.C5.A3. Managing project risks and plan responding actions
M.CC3.2 Adjusting the quality of tourism offers in line with the findings of monitoring activities.	M.C6.A1. Evaluating the quality and accessibility of the delivered tourism services and products.
	M.C6.A2. Improving inclusivity of tourism offers.
	M.C6.A3. Adapting accessibility frameworks, policies and strategies.



UoL3.M.CC5.		
Monitoring the quality and accessibility of tourism services and products		
AREA OF LEARNING OUTCOMES		PERSONAL AND TRANSVERSAL COMPETENCES
<p>M.C5.A1. Establishing monitoring processes</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe quality assurance activities in tourism services • Identify relevant monitoring processes in different tourism sectors • Describe different methods for performance and impact monitoring in tourism sector³³ • Distinguish between different quality standards and guidelines to be applied in tourism sector and in accessible tourism • List types of data relevant to the monitoring processes • Identify relevant local, national and international regulatory frameworks dedicated to accessible tourism <p>Skills:</p> <ul style="list-style-type: none"> • Select data needed to monitor the quality of products/services³⁴ • Design a monitoring plan in line with regulatory frameworks and quality standards³⁵ • Develop specific performance indicators to assess the effect of the regulatory framework and the policies applied for accessible tourism³⁶ • Integrate performance and impact monitoring methods/tools in the monitoring plan 	<p>RESPONSIBILITY & AUTONOMY</p> <ul style="list-style-type: none"> • Take responsibility for initiating ongoing improvement measures based on evidence <p>ORGANISATION AND TIME MANAGEMENT</p> <ul style="list-style-type: none"> • Define priorities and tasks and (re)distribute tasks and resources accordingly <p>PROBLEM-SOLVING</p> <ul style="list-style-type: none"> • Produce efficient and creative solutions using existing resources • Prevent problems from happening or minimize their impact

³³ (EntreComp ["Into Action" area – Planning & Management])

³⁴ (EntreComp ["Into Action" area – Planning & Management])

³⁵ (EntreComp ["Into Action" area – Planning & Management])

³⁶ (EntreComp ["Into Action" area – Planning & Management])



<p>M.C5.A2. Implementing and maintaining monitoring measures.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe the purpose of the impact assessment, impact monitoring, and evaluation of impact³⁷ • Identify sources for up-to-date local, national and international regulatory frameworks dedicated to accessible tourism <p>Skills:</p> <ul style="list-style-type: none"> • Implement a monitoring plan in tourism sector³⁸ • Monitor changes to relevant local, national and international regulatory frameworks dedicated to accessible tourism • Update a monitoring plan according to changing regulatory frameworks and quality standards • Integrate performance and impact monitoring methods/tools in the monitoring plan • Adapt resources to alternative interventions and strategies 	
<p>M.C5.A3. Managing project risks and plan responding actions</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explain different approaches to shaping open-ended problems and different problem-solving strategies.³⁹ <p>Skills:</p> <ul style="list-style-type: none"> • Outline a risk management plan to cope with market evolutions.⁴⁰ • Recommend actions and solutions based on results of the deducted risk analysis. • Apply the concept of affordable losses to make decisions when creating value.⁴¹ • Take decisions by weighing up both the risks and the expected benefits of strategic alternatives.⁴² 	

³⁷ (EntreComp ["Ideas & Opportunities" area – Ethical & Sustainable thinking])

³⁸ (EntreComp ["Into Action" area – Planning & Management])

³⁹ EntreComp- Ideas&opportunities -Creativity Define problems- Advance

⁴⁰40 EntreComp: IntoAction – Coping with uncertainty, ambiguity & risk])

⁴¹ EntreComp: IntoAction – Coping with uncertainty, ambiguity & risk])

⁴² (EntreComp: IntoAction – Coping with uncertainty, ambiguity & risk])



UoL3.M.CC6.		
Adjusting the quality of tourism offers in line with the findings of monitoring activities		
AREA OF LEARNING OUTCOMES		PERSONAL AND TRANSVERSAL COMPETENCES
<p>M.C6.A1. Evaluating the quality and accessibility of the delivered tourism services and products.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Describe different methods to collect data on performance and impact, with particular focus on the accessibility of products and services Describe different methods of data analysis Distinguish between different data analysis instruments Discriminate between input, output, outcomes and impact⁴³ <p>Skills:</p> <ul style="list-style-type: none"> Apply adequate data collection methods to establish the quality and accessibility of tourism services and products Collect data on delivered tourism services and products Analyze data collected to monitor the quality of accessible products and services Evaluate the quality of inclusiveness of the tourism business environment 	<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> Implement development solutions to organizational problems Cope with situations marked by uncertainty, ambiguity & risk and develop purposeful solutions <p>DECISION MAKING</p> <ul style="list-style-type: none"> Apply systemic decision-making Evaluate and monitor consequences and risks Collecting information to decide in a responsible but autonomous way
<p>M.C6.A2. Improving inclusivity of tourism offers.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Summarise the most important findings of monitoring the quality and accessibility of the delivered tourism services and products <p>Skills:</p> <ul style="list-style-type: none"> Apply results of monitoring to adjust priorities and resource planning Define priorities to ensure delivery of quality services (re)distribute tasks and resources to ensure delivery of quality services Adapt management and development plans in line with the findings of monitoring activities, contingency and financial capabilities 	<p>ORGANISATION & TIME MANAGEMENT</p> <ul style="list-style-type: none"> Define priorities and tasks and (re)distribute tasks and resources accordingly <p>RESPONSIBILITY & AUTONOMY</p> <ul style="list-style-type: none"> Adjusting management and development plans to changing of condition keeping focused on quality and accessibility of provided tourism services.

⁴³ EntreComp :Ideas & Opportunities– Ethical & Sustainable thinking- Be accountable- Advance level



<p>M.C6.A3. Adapting accessibility frameworks, policies and strategies.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe different techniques to assess the quality of a framework, strategy or policy • Identify alternative development interventions and strategies • Describe procedures and methods to revise and update frameworks, strategies or policies <p>Skills:</p> <ul style="list-style-type: none"> • Apply adequate data analysis methods to establish the quality of implemented accessibility frameworks, policies and strategies • Analyze the collected data to evaluate the impact of the implemented accessibility framework, policy or strategy • Define priorities to ensure implementation of accessibility framework, policy or strategy 	
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Unit of Learning Outcomes 4: Manage human resources.	
CORE COMPETENCES	Area of Learning Outcomes
M.CC4.1 Building a team of professionals supporting an accessible and inclusive tourism experience for the respective field of tourism.	M.C7.A1. Organizing, managing and leading a team, project or organization.
	M.C7.A2. Recruiting staff and schedule staff roster according to the staff performance and business development plan.
M.CC4.2 Evaluating staff performance and ensuring relevant staff development measures are in place.	M.C8.A1. Designing and implementing staff performance evaluation.
	M.C8.A2. Addressing skill gaps.



UoL4.M.CC7.		
Building a team of professionals supporting an accessible and inclusive tourism experience for the respective field of tourism.		
AREA OF LEARNING OUTCOMES		PERSONAL AND TRANSVERSAL COMPETENCES
<p>M.C7.A1.</p> <p>Organizing, managing and leading a team, project or organization.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Summarize the definitions of relevant terminology and tools used in managing employees effectively Explain the relation between business strategy and human resources strategy <p>Skills:</p> <ul style="list-style-type: none"> Apply varied tools used in forecasting and planning human resource needs Create a team supporting inclusive tourism services⁴⁴ considering different skill-sets and professional experience of staff Build a team based on the individual knowledge, skills and attitudes of each member⁴⁵ 	<p>STRATEGICAL AND INNOVATIVE THINKING</p> <ul style="list-style-type: none"> Assess the key human resources needed to support an innovative plan especially accessible improvements⁴⁶ <p>LEADERSHIP AND TEAM WORK</p> <ul style="list-style-type: none"> Apply suitable approaches to sensitize people for accessible and inclusive tourism experience Using effective strategies to manage conflict Delegate work tasks and responsibility to sub-ordinated staff Demonstrate leadership, teamwork, and interpersonal skills needed for managing team
<p>M.C7.A2.</p> <p>Recruiting staff and schedule staff roster according to the staff performance and business development plan.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Identify relevant sources to understand governmental regulations affecting employers and employees, also in regards to inclusive hiring Describe different types of employment contracts Explain the common staff recruitment process, including considerations for hiring staff with varied access requirements <p>Skills:</p> <ul style="list-style-type: none"> Design a human resource strategy for the tourism organization to deal with staff shortages and anticipate future needs⁴⁷ 	<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> Apply flexible approaches to cope with staff related problems Identify stakeholders involved in a problem Choose and put in place effective resource management procedures <p>Responsibility & autonomy</p>

⁴⁴ EntreComp-IntoAction- Working with others- Team up, work together, and network – Advanced level

⁴⁵ EntreComp-IntoAction- Working with others- Team up – Advance level

⁴⁶ EntreComp- Resources-Mobilising-Resources- Manage resources- Expert level

⁴⁷ EntrComp: resources: Self-awareness & self-efficacy-Shape your future. Expert



	<ul style="list-style-type: none">• Schedule staff roster according to the needs, the staff performance and its sustainability• Implement a human resource strategy	<ul style="list-style-type: none">• Take responsibility to mobilize staff according to the business plan and the sustainability
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UoL4.M.CC8.		Evaluating staff performance and ensuring relevant staff development measures are in place.	
AREA OF LEARNING OUTCOMES		PERSONAL AND TRANSVERSAL COMPETENCES	
<p>M.C8.A1. Designing and implementing staff performance evaluation.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Describe different kinds of staff performance evaluation Differentiate between various types of staff performance indicators Identify challenges of undertaking staff performance evaluation List advantages of staff performance evaluation <p>Skills:</p> <ul style="list-style-type: none"> Analyze key issues dealing with the human factors such as motivation, compensation, appraisal, career planning, diversity, ethics, and training Design staff performance evaluation Implement staff performance evaluation Identify potential staff skill gaps based on performance evaluation 	<p>NEGOTIATION SKILLS</p> <ul style="list-style-type: none"> Evaluate the factors affecting intercultural negotiations <p>LEARNING ORIENTATION</p> <ul style="list-style-type: none"> Learn lessons from staff monitoring and evaluation, and critically use them to improve the working environment⁴⁸ Decide which are the most appropriate ways to overcome staff digital competence needs. <p>LEADERSHIP & TEAM WORK</p> <ul style="list-style-type: none"> Produce narratives and scenarios that motivate, inspire and direct people Set-up adequate collaborations to overcome internal lack of technological skills Take responsibility for promoting ethical behaviour by promoting gender balance, highlighting inequalities and any lack of integrity⁴⁹ 	
<p>M.C8.A2. Addressing skill gaps.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Describe different kinds of professional development methods Identify existing models for Continuing Professional Development (CPD), including potential local, regional or national initiatives Identify relevant organizations, institutions or networks which focus on professional development opportunities in the area of inclusivity and accessibility <p>Skills:</p> <ul style="list-style-type: none"> Develop a CPD plan with a focus on improving staff competences to provide inclusive tourism services Chose the most appropriate opportunities for staff digital skills development⁵⁰ 		

⁴⁸ EntreComp- IntoAction- Learning Through Experience- Learn from Experience- Expert level

⁴⁹ (EntreComp ["Ideas & Opportunities" area – Ethical & Sustainable Thinking])

⁵⁰ DigComp 2.1 Competence 5.4 – Advanced level



	<ul style="list-style-type: none">• Assess the development of staff competences• Undertake a cost-benefit analysis of staff training	
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Unit of Learning Outcomes 5: Communicate, interact and collaborate with customers and other stakeholders	
CORE COMPETENCES	Area of Learning Outcomes
M.CC5.1 Establishing an inclusive and effective communication environment	M.C9.A1 Identifying different effective communication channels to be used in the touristic context.
	M.C9.A2 Defining a communication protocol to be used by staff members with customers, suppliers and interprofessional teams.
	M.C9.A3 Establishing measures to evaluate and improve communication, interaction and collaboration with customers and stakeholders.
M.CC5.2 Using digital technologies and devices supporting inclusive communication.	M.C10.A1. Engaging in effective communication through digital technologies.
	M.C10.A2. Managing digital safety.



UoL5.M.CC9.		
Establishing an inclusive and effective communication environment		
AREA OF LEARNING OUTCOMES		PERSONAL AND TRANSVERSAL COMPETENCES
<p>M.C9.A1. Identifying different effective communication channels to be used in the touristic context.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Identify adequate technologies/devices to support inclusive communication Identify the accessibility requirements to be considered creating an effective communication environment Identify the most relevant internal and external stakeholders of the company <p>Skills:</p> <ul style="list-style-type: none"> Evaluate the compliance of the communication environment with the established accessibility framework Develop accessible solutions to service-provision when interacting through digital technologies Define the most appropriate behavioral norms and know-how while using digital technologies and interacting in digital environments Select a variety of digital technologies to interact with, allowing in increasing accessibility and inclusive tourism 	<p>LEADERSHIP AND TEAM WORK</p> <ul style="list-style-type: none"> Create a call to action that gets internal stakeholders on board, such as co-workers, partners, employees or other managers⁵¹ Encourage collaborations with other professionals to retrieve the information such as those related to accessibilities <p>DECISION MAKING</p> <ul style="list-style-type: none"> Take creative decisions in non-routine tasks Decide autonomously between alternative choices in unpredictable contexts
<p>M.C9.A2. Defining a communication protocol to be used by staff members with customers, suppliers</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Describe different communication strategies adapted and respectful to different audiences and cultural/generational diversity Identify written, oral and non-verbal communication conventions, including digital etiquette Differentiate between professional and interprofessional communication <p>Skills:</p> <ul style="list-style-type: none"> Establish inclusive communication standards to be used with customers, colleagues and stakeholders 	<p>DECISION MAKING</p> <ul style="list-style-type: none"> Take creative decisions in non-routine tasks Decide autonomously between alternative choices in unpredictable contexts

⁵¹ EntreComp: Resources – Mobilising resources]



<p>and interprofessional teams.</p>	<ul style="list-style-type: none"> • Create a communication protocol including the communication means for a given context and stakeholder⁵² 	
<p>M.C9.A3. Establishing measures to evaluate and improve communication, interaction and collaboration with customers and stakeholders.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Describe the digital and physical barriers to ensuring inclusive communication • Identify digital tools and technological solutions to overcoming communication barriers • Describe possible solutions overcoming communication barriers <p>Skills:</p> <ul style="list-style-type: none"> • Apply suitable methods to minimize digital and physical barriers to effective communication • Provide appropriate feedback to involved stakeholders 	

<p>UoL5.M.CC10. Using digital technologies and devices supporting inclusive communication.</p>		
<p>AREA OF LEARNING OUTCOMES</p>		<p>PERSONAL AND TRANSVERSAL COMPETENCES</p>
<p>M.C10.A1.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • differentiate between different types of digital assistive technologies • describe digital solutions supporting inclusive communication in any given context 	<p>RESPONSIBILITY & AUTONOMY</p> <ul style="list-style-type: none"> • Evaluate the appropriateness of privacy policy statements on how personal data are used⁵³

⁵² DigComp 2.1- competence 2.1 – advance level

⁵³ DigiComp2.1- competences 4.2 advance level



<p>Engaging in effective communication through digital technologies.</p>	<ul style="list-style-type: none"> differentiate between varied target audiences, settings and occasions, including a range of well-defined and routine digital identities identify adequate technologies/devices to support personalized and inclusive services identify simple technical issues when operating technologies/devices <p>Skills:</p> <ul style="list-style-type: none"> develop accessible solutions to service-provision when interacting through digital technologies apply different behavioral norms and know-how while using digital technologies and interacting in digital environments adapt the message to the target audience, setting and occasion, also in the context of well-defined and routine digital identities apply adequate technologies/devices to support personalized services 	<ul style="list-style-type: none"> Choose the more appropriate ways to protect collected personal data and privacy before to share them with staff or professionals. <p>LEADERSHIP & TEAM WORK</p> <ul style="list-style-type: none"> Motivate staff members to using new technical solutions Evaluate the impact of technological solutions on customers and work processes Understand the differences between professional and interprofessional communication.
<p>M.C10.A2. Managing digital safety.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Describe how to access personal data, information and content, and navigate between them Evaluate the credibility and reliability of well-defined sources of data, information and digital content Differentiate between a variety of risks and threats in digital environments Differentiate between varied approaches to protecting personal data and privacy List methods to protect devices (included customers devices) in digital environments Describe methods to protect content and personal data in digital environments Outline main contents of relevant data protection regulations and privacy policy statements 	



	<p>Skills:</p> <ul style="list-style-type: none">• Perform well-defined and routine searches to find data, information and content in digital environments• Organize information, data and content to be easily stored and retrieved• Implement safe data sharing methods• Choose appropriate ways to protect collected personal data and privacy before to share them with staff or professionals⁵⁴	
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⁵⁴ DigComp2.1 - Competence 4.2- Advanced



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APPENDIX 1

Existing ESCO profiles for Tourism Manager: The image represents the identification of the profile referring to the tourism sector. The profiles have been used in the definition of the core competence for the ITM.

ESCO CODE FOR TOURISM MANAGER
(ESCO 1120) Managing directors and chief executives - (Business managers, 1120.2)
(ESCO 1213) Policy and planning managers - TOURISM POLICY DIRECTOR (ESCO 1213.2.3)
(ESCO 1219) Business services and administration managers not elsewhere classified (1219.1, Business service managers)
(ESCO 1221) Sales and marketing managers (Online booking website) - 1221.5 - tourism product manager
(ESCO 1221.3.1) Destination Manager
(ESCO 1221.5) Tourism Product manager (Online booking website)
(ESCO 1221) Sales and marketing managers (Car rental) - RENTAL SERVICE MANAGER 5249.1
(ESCO 1349) Art Gallery Manager - 1349.18 museum Manager
(ESCO 5111.1) cabin crew manager
(ESCO 1411.1 accomodation manager) Hotel managers
(ESCO 1411.2) [Hotel] Rooms division manager
(ESCO 1412.1) Restaurant managers, Café managers
(ESCO 1431.2 Recreational Facility manager)
(ESCO 1431.2.5) Spa Manager
(ESCO 1431.3) Sport Facility manager
(ESCO 1439) Services managers not elsewhere classified (Airport Passenger Services Manager (for PRMs)) 1324.1, Airport manager
(ESCO 1439.1) Camping ground manager
(ESCO 1439.5) Tourism information manager
(ESCO) 1439.6 Travel agency manager
(ESCO 3339.10) Tour operator manager (TOM)