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“INTERPRETING OUR EUROPEAN HERITAGE”

ECVET for transparency and recognition of learning
outcomes and qualification in European Tourism Sector

WP 5 - Definition and signature of the Memorandum of Understanding - MoU ECVET for the new European common qualifications in tourism sector

Memorandum of Understanding ECVET for the new European
common professional qualifications in tourism sector “Interpretive
Host” and “Interpretive Guide”.

Formal agreement between project partners, public institutions competent in VET and
tourism, sectoral social partners and VET providers at national/regional/local level,
establishing the European correspondence for assessment, transfer, and accumulation of
learning outcomes achieved in formal, informal and non formal contexts (units, unit
parts, related ECVET credit points)

Segovia, 10 December 2014

INDEX

1. Introduction	3
Background to general context of MoU	3
Existing provisions for the MoU at European level.....	5
Definitions	6
Principles and technical specifications	7
2. Form and content of the MoU.....	14
Participants	14
Purpose of the MoU.....	14
Ratification and effectiveness of the MoU	15
3. Appendix 1- The new European qualifications established by MoU: Interpretive Host and Interpretive Guide.....	16
Section A – Common European competences (activities, tasks, skills, knowledge, competences/ units of learning outcomes and ECVET credits) transversal to the the professional figures of “Interpretive Guide” and “Interpretive Host”	17
Section B – Common European competences (activities, tasks, skills, knowledge, competences/ units of learning outcomes and ECVET credits) specific for the professional figures of “Interpretive Guide” and “Interpretive Host”	36
INTERPRETIVE GUIDE	36
INTERPRETIVE HOST.....	42
Section C – Specific territorial (national/regional) competences for the main professional figures	48
4. Appendix 2- Mechanisms for the implementation of the MoU.....	67

1. Introduction

Background to general context of MoU

The need for a continuous renewal of the citizens' knowledge, skills and competence is crucial for the EU's competitiveness and social cohesion, and, in this respect, vocational education and vocational training have a key contribution to make. However, complexity and a lack of cooperation between different providers/authorities and between different national systems weaken its impact. These barriers hinder individual citizens from accessing education and training and from combining and accumulating learning outcomes achieved in different learning contexts. They make it difficult for citizens to move within the European Vocational Education and Training (VET) area and the European labour market and to pursue genuine lifelong learning without borders.

One of the main obstacles to attracting more interest in trans-national mobility as part of initial and continuing vocational training and education is the difficulty in identifying, validating and recognising learning outcomes acquired during a stay in another country. Furthermore lifelong learning is taking place increasingly in different countries and in a wide variety of contexts, formal, non-formal and informal.

What is needed, therefore, is a way of enabling people to pursue their learning pathway by building on their learning outcomes when moving from one learning context to another, and from one country to the other.

One of the most important challenges to be faced is the diversity, even fragmentation of education, VET and qualifications systems in Europe. A large number of qualifications and of different competent institutions and actors may be involved. Their activities may include the definition of qualifications, methods for assessing and validating learning, setting training objectives, determining the content of learning outcomes, implementing training programmes. A wide range of providers may also be involved: ministries, agencies, occupational sectors, companies, social partners, chambers, non-governmental organisations, and so forth. In some cases, a national authority may accredit or empower training providers or other actors to prepare

and issue qualifications, points, etc. In other cases, these functions can be devolved to the regional level, or to the providers.

Countries have a national framework defining levels of qualifications or a classification for these levels. These frameworks may or may not be geared towards the organisation of education or training cycles. Moreover, depending on the systems, qualifications may be obtained either after only one type of formal training programme or following several kinds of learning processes.

The award of qualifications is based, in some systems, on the accumulation of units of learning outcomes either associated with credit points or without credit points. Credit systems are sometimes developed within a broader qualifications framework or designed for specific qualifications (IFTS system in Italy). Furthermore, depending on the Country, there are many ways of using units and points for learning outcomes and, in certain Countries different practices for the allocation of points for learning outcomes may coexist.

Considering the diversity described above, common conventions and technical principles are required in order to ensure mutual trust and to enable the transfer and recognition of learning outcomes in the context of trans-national mobility.

The Lisbon European Council in 2000 concluded that increased transparency of qualifications and lifelong learning should be two of the main components in the efforts to adapt Europe's education and training systems both to the demands of the knowledge society and to the need for an improved level and quality of employment.

The 2002 Council Resolution on the promotion of enhanced European cooperation in VET (the "Copenhagen Process") emphasised that giving priority to a system of credit transfer for VET was one of the common measures needed in order to promote the transparency, comparability, transferability and recognition of competence and/or qualifications, between different countries and at different levels.

In the 2004 Maastricht Communiqué, the Ministers responsible for VET, the Commission and the European social partners agreed to give priority to the development and implementation of

ECVET. This was confirmed by the same group in the 2006 Helsinki Communiqué which calls further development of common European tools namely ECVET.

On these basis, in 2009 was published the specific Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET).

Existing provisions for the MoU at European level

The ECVET common European tools belong to a series of European initiatives, including the European Credit Transfer and Accumulation System (ECTS), Europass, the European Quality Charter for Mobility (EQCM), the European principles for the identification and validation of non-formal and informal learning and the European Qualification Framework for lifelong learning (EQF):

- ECTS was promoted by the Recommendation of the European Parliament and Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers, used in higher education. ECVET should be compatible with ECTS so as to enable bridging vocational education and training and higher education.
- Europass was created by Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences.
- The European principles for the identification and validation of non-formal and informal learning were agreed in the form of Council Conclusions in 2004. The implementation of ECVET will take these principles into account.
- EQCM was adopted through the Recommendation of the European Parliament and of the Council of 18 December 2006 on trans-national mobility within the Community for education and training purposes (European Quality Charter for Mobility). It states in point 8 of its Annex that, when mobility is undertaken by individuals, "participants should be provided with assistance to facilitate recognition and certification" of learning outcomes. ECVET is intended to support the quality of individuals' mobility as required by the above mentioned Recommendation.

- EQF was launched by the 2008 Recommendation of the European Parliament and of the Council on the European qualification framework (EQF) as a reference tool for the comparison of qualification levels in national qualifications systems and also in qualifications systems developed by international sectoral organisations. ECVET will complement and build on common concepts and principles with the EQF. Indeed, ECVET uses EQF as the reference level for qualifications.
- Finally, the establishment of a European Credit System for Vocational Education and Training (ECVET) was object of the Recommendation of the European Parliament and of the Council of 18 June 2009.

ECVET does not apply to the mutual recognition of qualifications in the area of regulated professions, as that is ensured by Directive 2005/36/EC of 7 September 2005, because ECVET is not a tool for granting rights to migrants in recognition of their qualifications acquired in one Member State with a view to exercising a regulated profession in another Member State. In such a case, only the Directive imposes legally binding obligations on Member States' authorities.

Definitions

For the purposes of the Memorandum of Understanding - MoU, the definitions which apply are the following:

- a) "Qualification": a formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards;
- b) "Learning outcomes": statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence;
- c) "Unit of learning outcomes" (unit): a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated;

- d) "Credit for learning outcomes" (Credit): individuals' set of learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications;
- e) "Competent institution": the institution which is responsible for designing and awarding qualification or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries;
- f) "Assessment of learning outcomes": methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;
- g) "Validation of learning outcomes": the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification;
- h) "Recognition of learning outcomes": the process of attesting officially achieved learning outcomes through the awarding of units or qualifications;
- i) "ECVET points": a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

Principles and technical specifications

According to the 2009 EU Recommendation, ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides.

ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification. It should be noted that ECVET does not imply any new entitlement for citizens to obtain the automatic recognition of either learning outcomes or points. Its application for a given qualification is in accordance with the legislation, rules and regulations applicable in the Member States and is based on the following principles and technical specifications:

1. Units of learning outcomes: A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.

The units that make up a qualification should be:

- described in legible and understandable terms by referring to the knowledge, skills and competences contained in them,
- constructed and organised in a coherent way with regard to the overall qualification,
- constructed in a way that enables discrete assessment and validation of learning outcomes contained in the unit.

A unit may be specific to a single qualification or common to several qualifications. The expected learning outcomes defining a unit may be achieved irrespective of where or how these have been achieved. Thus, a unit is not to be confused with a component of a formal learning programme or training provision. The rules and procedures for defining characteristics of units of learning outcomes and for combining and accumulating units for a given qualification are defined by competent institutions and partners involved in the training process according to the national or regional rules.

The specifications for a unit should include:

- the generic title of the unit,
- the generic title of the qualification (or qualifications) to which the unit relates, where applicable,
- the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the ECVET credit points associated with the qualification,
- the learning outcomes contained in the unit,
- the procedures and criteria for assessment of these learning outcomes,
- the ECVET points associated with the unit,
- the validity in time of the unit, where relevant.

2. Transfer and Accumulation of learning outcomes, ECVET partnerships: In ECVET, units of learning outcomes achieved in one setting are assessed and then, after successful assessment, transferred to another setting. In this second context, they are validated and recognised by the competent institution as part of the requirements for the qualification that the person is aiming to achieve. Units of learning outcomes can then be accumulated towards this qualification, in accordance with national or regional rules. Procedures and guidelines for the assessment, validation, accumulation and recognition of units of learning outcomes are designed by the relevant competent institutions and partners involved in the training process. Credit transfer based on ECVET and applied to learning outcomes achieved in formal learning contexts should be facilitated by establishing partnerships and networks involving competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation.

The establishment of partnerships aims to:

- provide a general framework of cooperation and networking between the partners, set out in Memorandum of Understanding (MoU) through which a climate of mutual trust is established,
- assist the partners in the design of specific arrangements for credit transfer for learners.

The MoU should confirm that the partners:

- accept each other's status as competent institutions,
- accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer,
- agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU,
- agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF,
- identify other actors and competent institutions that may be involved in the process concerned and their functions.

For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU, the competent institution which is empowered to award qualifications or units or to give credit should establish procedures and mechanisms for the

identification, validation and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points.

3. Learning agreement and personal transcript: For applying credit transfer involving two partners and a specific mobile learner, a learning agreement is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of a MoU. It should:

- distinguish between competent ‘home’ and ‘hosting’ institutions (the ‘home’ institution is the institution which will validate and recognise learning outcomes achieved by the learner; the ‘hosting’ institution is the one that delivers training for the learning outcomes concerned and assesses the achieved learning outcomes),
- specify the particular conditions for a period of mobility, such as the identity of the learner, the duration of the mobility period, learning outcomes expected to be achieved and the associated ECVET points.

The learning agreement should lay down that, if the learner has achieved the expected learning outcomes and these have been positively assessed by the ‘hosting’ institution, the ‘home’ institution should validate and recognise them as part of the requirements for a qualification, according to the rules and procedures established by the competent institution and the country. Transfer between partners can apply to learning outcomes achieved in formal and, where appropriate, non-formal and informal contexts.

Thus, the transfer of credit for achieved learning outcomes has three stages:

- the ‘hosting’ institution assesses the learning outcomes achieved and awards credit to the learner; the learning outcomes achieved and the corresponding ECVET points are recorded in a learner's ‘personal transcript’ (document which details the learners’ assessed learning outcomes, units and ECVET points awarded),
- the ‘home’ institution validates the credit as a suitable record of the learner's achievement,
- the ‘home’ institution then recognises the learning outcomes that have been acquired; this recognition gives rise to the award of the units and their corresponding ECVET points, according to the rules of the ‘home’ system.

Validation and recognition by the competent 'home' institution depend on the successful assessment of learning outcomes by the competent 'hosting' institution, in accordance with the agreed procedures and quality assurance criteria.

4. ECVET points: ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. In ECVET the allocation of points usually has two phases: ECVET points are allocated first to a qualification as a whole and then to its units. For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification. For qualifications which do not have a formal learning pathway reference, ECVET credit points can be allocated through estimation by comparison with another qualification which has a formal reference context. To establish the comparability of the qualifications, the competent institution should refer to the equivalent EQF level or, possibly, NQF level, or to the similarity of the learning outcomes in a closely related professional field. The relative weight of a unit of learning outcomes, with regard to the qualification, should be established according to the following criteria or to a combination thereof:

- the relative importance of the learning outcomes which constitute the unit for labour market participation, for progression to other qualification levels or for social integration,
- the complexity, scope and volume of learning outcomes in the unit,
- the effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

The relative weight of any given unit common to several qualifications, as expressed in ECVET points, may vary from one of these qualifications to another. Allocations of ECVET points are normally part of the design of qualifications and units. They are produced by the competent institution responsible for the design and maintenance of the qualification or specifically empowered for this task. In countries where there is already a national system of points, the

relevant competent institutions establish arrangements for the conversion of national credit points to ECVET points.

The successful achievement of a qualification or of a unit triggers the award of the associated ECVET points, independently of the actual time required to achieve them. Usually the transfer of a unit entails the transfer of the corresponding ECVET points so that they are included when the transferred learning outcomes are recognised, in accordance with national or regional rules. It is up to the competent institution to reconsider, where necessary, the ECVET points to be taken into account, as long as the rules and methodologies which are laid down for this purpose are transparent and underpinned by quality assurance principles. Any qualification acquired through non-formal or informal learning for which a formal learning pathway reference can be identified, and the corresponding units, carry the same ECVET points as the reference, since the same learning outcomes are being achieved.

The “Interpreting our European Heritage” multilateral project of transfer of innovation, which is underway within the sectoral programme Leonardo da Vinci of the EU Lifelong Learning Programme 2007-13, was designed to achieve the general objectives mentioned above with particular reference to the tourism sector, focussing on putting in transparency and recognition of competences of sectoral professional figures related of heritage interpretation.

The project is financed within the priority 5 “ECVET for transparency and recognition of learning outcomes and qualifications” (LEO-TraInno-11) of the Leonardo da Vinci MP ToI projects 2013 call, and as such it is aimed to apply the European tools and frameworks EQF and ECVET to to put in transparency and recognise across Europe the learning outcomes and the qualifications of the concerned professional figures in the tourism sector, particularly through the establishment of a MoU ECVET defining the qualification field in terms of learning outcomes, mapping it onto the EQF via national qualifications frameworks and systems, designing qualification in transferable units of learning outcomes with allocation of credit points, and by means of its enforcement (Learning Agreements, Credits Awarding, Transfer Validation and Accumulation) through related VET programmes with flexible devices for validation, transfer and recognition of learning outcomes achieved in formal, informal and non formal contexts, also mainstreaming and multiplying these results.

The project Consortium and associated partnership includes important representative and VET organisations (in Italy, *Aris Formazione e Ricerca Società Cooperativa*; in Austria, *BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH*; in Hungary, *Tradenet Global*), also SMEs or entities of the tourism sector or local development at national, regional and local level (in Spain, *Koan Consulting S*; in Italy, *Consorzio Itaca*; in Slovenia, *NEC Notranjski ekološki center, Cerknica*), public institutions competent in tourism or environment at regional and national level (in particular, *Ayuntamiento de Segovia* and CENEAM in Spain and the Italian *Regione Umbria*) and also organisations specialised in European networking within entrepreneurship and sustainable tourism (the Belgian *Diesis Coop scl-fs*).

The project is aimed to the organisation and realisation of the 4 fundamental steps of the ECVET process:

- Phase 1 - Establishment of the European Partnership: to establish the correspondence between qualifications (units and credit units) and the learning outcomes interested by the transfer, as well as the evaluation, transfer and validation (units/unit parts), the project partners, the social partners of the tourism sector and the public institutions competent in VET and in tourism matter at the different levels of the participating Countries will undersign this Memorandum of Understanding – MoU ECVET;
- Phase 2 - Learning Agreements ECVET: definition and signature (by professionals and trainees interested to recognition of concerned professional qualifications, by related enterprises and by concerned VET providers) of the individual Learning Agreements ECVET describing, in compliance with the MoU, the training process in formal, informal and non formal contexts, and the related ECVET credits to be obtained to gain the qualification;
- Phase 3 - ECVET Credits Awarding: awarding to the involved professionals and trainees, by the concerned VET providers at the end of the official training process, of the ECVET credits related to verified learning outcomes, utilising Europass Certificate Supplement;
- Phase 4 – To start the process of transfer, validation and accumulation of the awarded ECVET credits in the sectoral and territorial VET systems involved in the MoU, in compliance with national and regional rules on certification ways and procedures, formal, non-formal and informal learning validation, qualification bodies.

As yet, the project implementation process has been centred on the preparation of the useful documentation at the aim of the Memorandum of Understanding – MoU signing, particularly the design of qualifications of **Interpretive Guide and Interpretive Host**, defined in a shared way starting from a perimeter of professional figures operating heritage interpretation in tourism, and following the strategies, activities and tools to be used by the partners to activate and develop the ECVET process, defined on the basis of best practices collected, analysed and selected for ECVET process in tourism and in other sector.

In particular, the project activities has until now allowed the definition of a trans-national document, shared by all the participating European partners, which describes in terms of activities, tasks, skills and knowledge, units of learning outcomes and correspondence between units and associated credit points, the professional qualifications of **Interpretive Guide and Interpretive Host** (see Appendix 1 of this MoU).

2. Form and content of the MoU

Participants

The MoU is an agreement open to all the interested organisations and in particular to public authorities competent in VET and tourism, to social partners and VET providers operating in tourism sector and to other interested Parties, to implement the MoU at European, national, regional, local and sectoral level, starting from the partners of the Leonardo da Vinci MP ToI project “Interpreting our European Heritage” and by the organisation adhering and collaborating to this.

Purpose of the MoU

For applying ECVET in the participating Countries to learning outcomes achieved in formal, non-formal and informal learning context in the tourism sector, particularly for the professional figures operating as **Interpretive Guide and Interpretive Host**, this MoU establishes that each participant:

- accepts each other's status as interested actors and/or competent institutions;
- accepts each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer;
- agrees the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU;
- agrees on the comparability of qualification concerned for the purposes of credit transfer, using EQF to establish the reference levels;
- identifies other actors and competent institutions that may be involved in the process concerned and their functions;
- agrees that, during the implementation of MoU, it will be ensured a "preferential lane" for women and aged people, within all users of the process.

Ratification and effectiveness of the MoU

This MoU has been duly executed and signed by an official representative of each of signatories.

MoU shall come into effect for each party from the date of its signature.

This MoU and its Appendixes shall be executed in English and in the national languages of the signatories.

This MoU includes two Appendixes:

- **Appendix 1**, describing in terms of activities, tasks, skills and knowledge, units of learning outcomes and correspondence between units and associated credit points, the professional qualifications of Interpretive Guide and Interpretive Host ;
- **Appendix 2**, meant to outline the mechanisms for the implementation of the MoU.

3. Appendix 1- The new European qualifications established by MoU: Interpretive Host and Interpretive Guide

Activities, tasks, skills and knowledge, competences / learning outcomes units characterising the professional qualifications, and correspondence between units and associated ECVET credit points

Section A – Common European competences (activities, tasks, skills, knowledge, competences/ units of learning outcomes and ECVET credits) **transversal to the qualifications of Interpretive Host and Interpretive Guide**

Section B – Common European competences (activities, tasks, skills, knowledge, competences/ units of learning outcomes and ECVET credits) **specific for each one of the qualifications of Interpretive Host and Interpretive Guide**

Section C –Specific territorial (national/regional) competences for the qualifications of Interpretive Host and Interpretive Guide.

- Spanish Addendum
- Italian Addendum
- Hungarian Addendum
- Belgium Addendum
- Austrian Addendum
- Slovenian Addendum
- German Addendum

ECVET Credits General Recapitulation Table

Section A – Common European competences (activities, tasks, skills, knowledge, competences/ units of learning outcomes and ECVET credits) transversal to the the professional figures of “Interpretive Guide” and “Interpretive Host”

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)
Definition of objectives and product design	Definition and concept of Heritage Interpretation	<p>To describe the natural and cultural heritage and the importance of heritage interpretation and its relations with other activities</p> <p>To establish the legal framework of heritage</p> <p>To set the relationship between heritage interpretation and tourism production</p>	<p>History and principles of heritage interpretation</p> <p>The heritage interpretation in cultural and natural assets. Principles and objectives</p> <p>Heritage interpretation and tourism: the role of heritage interpretation within the organized or informal leisure activities</p> <p>Interpretive Media: personal and non-personal</p> <p>Interpretive Infrastructures: trails, visitor centres, ecomuseums, interpretive</p>	<p>To analyze the evolution of the concept of heritage interpretation over time, identifying the elements that compose it</p> <p>To identify and explain the factors influencing the current demand for leisure activities, leisure, tourism, education, conservation and interpretation</p> <p>To describe the variables determining the evolution and trends in tourism demand and supply, as to its relation to heritage</p> <p>To describe current tourist flows and justify the situation on the market in the various tourist destinations in relation to heritage resources</p>	<p>To be able to understand and know the background and framework of heritage interpretation, identifying its conditioning factors and setting its role for the tourist activity within natural and cultural contexts</p>	4

			centres, local resources centres	To explain the main features of the various services and products based on heritage resources		
			Current literature, studies and research in the interpretive field	To identify the most significant suppliers of services and products based on natural and cultural heritage, as to describe the features of its products		
			Relationship of heritage interpretation with leisure in general, organized leisure, public use, tourism, education, conservation	To identify the role of heritage interpretation in the heritage valorisation, protection and conservation		
			Legal framework at local, national and European level	To recognize the qualification and innovation process of the tourism services and products due to the heritage interpretation		
			The role of the interpretive services (infrastructures, material and people) in the public use, leisure and tourism activities	To identify the role of heritage interpretation in defining and enhancing the identity of local communities and destinations		
			Models and examples of use of heritage interpretation within the tourism activity	To describe the main features of the legal framework of the services and the products based on the heritage at a local, national and European level		
			Heritage dynamization and heritage animation as tools of heritage	To understand the role of the heritage interpretation to diversify and enrich the tourism		

			<p>interpretation</p> <p>The particular connection between the role of heritage interpreters and the role of tourists guides, within its most wide vision of professional figures</p> <p>The role of heritage interpretation in the qualification of the tourism products and services</p>	<p>experience</p> <p>To be able to insert the perspective, concept and role of heritage interpretation within leisure and tourism services</p>		
<p>Definition of objectives and product design</p>	<p>Analysis of heritage resources</p>	<p>Identification of the tangible and intangible resources that compose the heritage</p> <p>Application of the techniques to analyze the heritage resources</p> <p>Appreciation of the importance of the heritage resources locally</p>	<p>Procedures for analysis of heritage resource (written and verbal sources, scientific research, on site data collection, etc.)</p> <p>The importance of research and having deep understanding of the resource to support the interpreter's inputs and ability</p> <p>The role of the resource in the local heritage</p> <p>The role of the resource in the global heritage</p>	<p>To describe the main types of heritage resources, and explain the potential demand</p> <p>To select and apply methods and techniques of research and analysis, that reveal the potential and the possible positioning of heritage resources in a specific field of action</p> <p>To identify, catalogue and inventory all the heritage resources in a given area</p> <p>To analyze the positioning of heritage resources in a specific field of action</p> <p>To implement strategies for the</p>	<p>To conduct an accurate and comprehensive research on the heritage resources (tangible and intangible), enabling them to be an essential component of tourism services and products within destination master interpretive</p>	<p>3</p>

		and globally.	The conditioning factors of the visit (carrying capacity of the resource, tourism infrastructures and performance capacity)	<p>creation, improvement and development of products and services based on heritage resources at local level; taking into account the tourism potential of the area, current and potential demand and environmental protection</p> <p>To understand the role of heritage resources as tourist attractions</p> <p>To apply the conditioning factors of the carrying capacity to design and qualify the tourist services and experiences</p> <p>To understand the different levels of attraction of the demand in relation to the different resources</p> <p>To apply the principles of sustainable development and environmental protection when programming activities based on heritage resources</p> <p>To understand and apply the balance between social, environmental and economic factors within the sustainable development of a heritage site or heritage destination</p>	plans	
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				To set the adequate conditions and prepare the heritage for the leisure and tourism visits		
Definition of objectives and product design	Identification of the target groups	<p>Identification of the audience</p> <p>Identification of the main features of audience</p> <p>Audience segmentation for heritage interpretation</p> <p>Specific audience segmentation applied to tourism and leisure activities</p>	<p>Research and analytical skills (data collection, interviews to key actors and heavy users, direct observation, surveys, polls, focus-in groups etc.)</p> <p>The importance of a deep knowledge of the audience to provide better opportunities of connection between them and the resource</p> <p>Profiles and segmentation of the audience: motivation, personal and functional factors, biological factors, cultural and geographical factors, socio-demographical factors, etc</p> <p>Profiles of special interest visitors and tourists/market niches</p>	<p>To list, characterize and interrelate the variables that compose the audience in a given area, analyzing the motivations and other factors</p> <p>To identify sources of internal and external information to be analyzed, in order to research and organize them based on cost and performance</p> <p>To obtain relevant information to the subject of the investigation from secondary sources (internal or external)</p> <p>To propose alternative methods of collecting information to meet the information needs unmet</p> <p>To understand the key role of the deep identification of the audience in order to define the heritage interpretation services and products</p> <p>To implement procedures for organizing and storing data and information obtained, given a need or demand of information; using computer applications for</p>	To get to know the audience and identify their interests, needs, motivations and expectations, facilitating the use of this knowledge for the design of interpretive services and tourism products	5

				<p>processing and organizing information</p> <p>To recognize the different market profiles and segments to offer heritage interpretation products and services based on local heritage resources, as to describe its characteristics</p> <p>To determine the possible existence of specialized niches within the whole audience</p> <p>To set up the elements of knowledge of the demand, necessary to conceptualize and design heritage interpretation-related leisure and tourism services and products</p>		
<p>Definition of objectives and product design</p>	<p>Application of heritage interpretation principles</p>	<p>Positive and competitive use of resources and facilities for heritage interpretation</p> <p>Positive and competitive use of printed materials and audiovisual materials for</p>	<p>Basic knowledge on designing and constructing interpretive facilities, such as infrastructures, centres, trails, heritage trails, programmes, display panels, sign-posting, audio-guides</p> <p>Knowledge about the concept, structure and functions of the visitor centres, interpretation centres, local heritage resource centres and similar</p>	<p>To differentiate the different types of facilities and interpretative services, explaining its features, functions, objectives, relationships, and organizational units</p> <p>To describe the services or products that may provide or manage the interpretive centres and interpretation services</p> <p>To identify the laws and regulations in the leisure and</p>	<p>To apply the principles of the heritage interpretation to conduct cultural and natural interpretive interventions, optimizing the use of interpretive media, equipments</p>	<p>6</p>

		heritage interpretation	<p>settings</p> <p>Knowledge of printed materials: interpretive maps, quick reference guides, brochures, maps</p> <p>Audio-visual support to guided and self-guided tours</p> <p>Principles of universal accessibility</p> <p>Principles of non discrimination in the provision of heritage interpretation services</p> <p>The main profiles of visitors and tourists with functional diversities and disabilities</p>	<p>tourism activities, governing the operation of centres and interpretation services, specifying its implications to heritage interpretation activities</p> <p>To describe the space, furniture, equipment and supplies necessary for the operation of interpretation</p> <p>To differentiate the characteristics of various printed materials (interpretive maps, quick reference guides, brochures, advertisements, posters, panels, etc.) and audiovisual materials (audio guides, audio settings, documentaries, videos, etc.)</p> <p>To select the most appropriate material (printed or audiovisual) depending on the characteristics of the heritage resources and the potential users of the activities</p> <p>To select contents, images and texts necessary for the development of simple materials, according to predetermined criteria in compliance with current regulations and corporate identity</p>	and infrastructures	
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				<p>To take into account the principles of universal accessibility in the creation, design, development and dissemination of the information</p> <p>To apply the concepts of sustainable development in designing and managing spaces, sites, interpretation centres and facilities</p> <p>To be able to suggest improvements and adaptations for the design of heritage interpretation infrastructures, services and materials</p> <p>To be able to insert the different types of heritage interpretation facilities and services within the leisure and tourism products and experiences</p> <p>To be able to select the most appropriate materials and technologies for each tourism and leisure service or experience</p> <p>To be able to introduce the global concepts of social and environmental sustainability within the setting up of any heritage interpretation service or activity</p>		
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				To be able to insert key aspects of the heritage interpretation within communication contexts: videos, brochures, panels, etc.		
Definition of objectives and product design	Application of heritage interpretation techniques	<p>Selection of the appropriate techniques depending on the target audience</p> <p>Using the techniques applicable to each heritage interpretation activity</p> <p>Search and selection of general information on the destination and tourist information about cultural and natural heritage, other cultural or natural resources and touristic resources/service s in general, interpreting and processing it to</p>	<p>The various interpretation techniques and its strengths and weaknesses</p> <p>The importance of using the proper interpretive technique to foster an intellectual or emotional connection between the audience and the resource</p> <p>Search techniques and selection of information on the local-regional cultural tourism resources and environment</p> <p>Interpretation and information processing of the resources of regional and local environment</p> <p>Information resources for interpretive activities</p> <p>Identification of different types of information for the operational needs of the</p>	<p>To interpret the natural and cultural heritage and other general tourism resources concerning the specific field of action, tourists and visitors, meeting their requirements and expectations</p> <p>To analyze the sources and methods to obtain relevant information on local heritage; evaluating, selecting and adapting the information obtained to the needs of customers depending on the segment to which they belong</p> <p>To identify and describe the most relevant sources of information and classify them according to its reliability, frequency, continuity and degree of processing</p> <p>To apply methods of collecting and updating data</p> <p>To apply methods of processing information for adaptation to the audience addressed</p>	<p>To apply the appropriate technique to the resource and the audience in order to create qualified experiences, competitive services and positive behaviours towards the heritage</p>	6

		<p>adapt to different audience types and contexts</p> <p>Integration of information on cultural/natural assets and other cultural/natural resources, so that it can be adapted and transferred attractively to tourists and visitors, meeting their requirements and expectations</p> <p>Selection of the appropriate techniques depending on the type of resource to be presented and interpreted</p> <p>Selection of the appropriate techniques depending on any other external conditioning or</p>	<p>interpretive visits and services</p>	<p>To describe the different types of informative tourism publications and its production techniques</p> <p>To integrate information on cultural assets, natural areas and other cultural and natural resources in local environments for its transfer to the users</p> <p>To interpret objectively the information about the cultural and natural heritage resources in specific areas</p> <p>To interlink data and essential aspects corresponding to the information previously analyzed and interpreted</p> <p>To integrate into the heritage interpretation process the social and environmental sustainability factors at global and local level</p> <p>To integrate the heritage interpretation techniques into tourist services and products fully adapted to the resource, the environment and the target audience.</p>		
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		operational factors: e.g. climate, local socio-cultural factors, logistics and services in the area				
Definition of objectives and product design	Use and application of Information Technologies	<p>Selection of information technology and appropriate communication tools for heritage interpretation</p> <p>Use of different information and communication technologies in relation to the aims pursued</p> <p>Use of different information and communication technologies for every target audience, context and environment</p>	<p>Main IT instruments and tools used to support the interpretive interventions</p> <p>IT for educational purposes</p> <p>IT for information purposes</p> <p>IT for interpretive purposes</p> <p>Augmented reality</p> <p>Interaction and call for action</p> <p>E-commerce</p> <p>Digital Marketing</p> <p>The role of Internet and the online marketing in the communication strategies towards visitors and tourists</p>	<p>To describe the different options provided by new technologies for the dissemination of natural and cultural heritage information</p> <p>To describe the channels or circuits of communication and distribution of information, both internally and externally, enabling technologies of information and communication</p> <p>To argue the importance of technological innovation in media and systems of communication of information related to heritage</p> <p>To apply information technology and communication in terms of informative, educational and interpretive purposes</p> <p>To apply criteria of corporate identity, transferring them creatively to the IT material</p> <p>To define recruitment conditions</p>	To optimize the use of Information Technologies applicable to interpretive products and services, adapting the IT devices and inputs to each target group according to its profile and motivation	4

			<p>SEO and SEM Positioning</p>	<p>normally dealt with each carrier or provider of IT: recruitment domain, hosting recruitment, development and maintenance of website, SEO/ SEM positioning, e-commerce, digital marketing, etc.</p> <p>To develop content, text and images with commercial and informative basis for intranets and company websites using web desktop publishing applications contained in user environments</p> <p>To define the contents and elements of an effective business website using the criteria for easy navigation, user confidence and appropriate narrative style suitable for the customer profile</p> <p>To identify the tools and utilities available on the internet to promote pages and websites</p> <p>To take into account the principles of universal accessibility in the development and dissemination of information carriers through new technologies</p> <p>To understand the balance between on-line and off-line communication activities related</p>		
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				<p>to the heritage</p> <p>To insert the principles of universal accessibility in the reality of the interpretive activities based on technology</p> <p>To ensure the balance between personal experience and technological experience in the heritage interpretation activities</p> <p>To apply the concepts of sustainable development in designing and managing spaces, interpretation centres and facilities, in relation to the use of the information and communication technologies</p>		
Services provision	Quality assurance management	<p>Evaluation of the quality of the services provided and products delivered</p> <p>Definition of actions to improve the quality of services provided</p> <p>Implementation of actions to</p>	<p>Quantitative evaluation techniques for interpretive services and products</p> <p>Qualitative evaluation techniques for interpretive services and products</p> <p>Focus in groups</p> <p>Handling with expectations and customer complaints</p>	<p>To use assessment techniques and quality control for interpretive activities</p> <p>To analyze systems and quality plans applicable to heritage interpretation</p> <p>To explain the concept of quality, justifying its application in the field of heritage interpretation</p> <p>To assist in the implementation of a quality system; interpreting and applying the relevant quality standards, setting goals,</p>	<p>To collaborate in the evaluation and to assess the improvement of the quality of interpretive services, products and infrastructures based in the direct experience with tourists</p>	2

		<p>improve the quality of heritage interpretation services at each own professional level</p>	<p>Quality of experience</p> <p>Further training and continuous improvement</p> <p>Participation in quality improvement</p> <p>Quality brands and quality certification systems applying to heritage interpretation</p> <p>The relation of the quality of the experience with the carrying capacity and the management of visitor and tourist flows</p>	<p>identifying key factors and barriers, and defining the program for its implementation</p> <p>To identify and assess the dimensions and attributes of quality of the products; as to design and define the services of the respective departments, identifying and developing the necessary specifications for quality and service quality standards, policies, procedures and work instructions among others</p> <p>To perform quality control processes of interpretive services and products, identifying the most significant characteristics of quality</p> <p>To evaluate quantitatively and qualitatively interpretive services and products, using different techniques (surveys, focus-in groups, direct talk opinions and suggestions, measurements, etc.)</p> <p>To evaluate the results of the data obtained during the control processes of interpretive products or services, proposing actions for continuous improvement</p>		
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				<p>To collect and, where appropriate, summarize in the registers and indicators data analysis, intended to establish an objective diagnosis of the situation</p> <p>To analyze statistical control charts used, interpreting trends that may arise thereof</p> <p>To draw conclusions about the data collected for potential weaknesses, identifying the causes of deviations or anomalies in the interpretive products or services</p> <p>To propose preventive or corrective actions and to review the already established, to verify its effectiveness</p> <p>To collaborate in the dissemination and sensitization activities related to quality within the frame of heritage interpretation.</p>		
Services provision	Safety and security management	Assurance of the compliance with rules and procedures for prevention and reduction of	Regulations on safety and prevention of injuries in working activities Dangers and risks linked to	To prevent and to reduce the environmental and professional risk: to adopt styles and behaviours appropriate to environmental and professional risk prevention and reduction; to	To know, observe, maintain and enhance positive conditions of safety, health and hygiene, risk	3

		<p>professional and environmental risk, identifying and preventing typical dangers</p> <p>First aid management</p> <p>Prevention of burglaries and damage to the educational and interpretive infrastructure and equipment</p> <p>Preventive safety strategies for all materials, infrastructures, vehicles, as to means of production in general</p>	<p>context and to customer types</p> <p>The territorial system for organised rescue</p> <p>Insurance aspects related to civil liability</p> <p>Regulations on safety related to tourists</p> <p>Passive security and active security strategies</p>	<p>adopt behaviours for the prevention of fire, of electric and gas risk</p> <p>To identify and to prevent typical dangers: to anticipate or to prevent the dangers typical of particular contexts (e.g., countryside, specific weather conditions, etc.) or risks related to specific customer types (e.g. children, elderly, people with reduced mobility, disabled people)</p> <p>To manage first aid: to organise the aid with the competent and available territorial services</p> <p>To supervise security issues related to the prevention of burglaries and damage to the infrastructure and equipment in general</p> <p>To collaborate effectively in the dissemination and sensitization of safety and security issues to visitors and tourists</p>	<p>prevention and emergency plans, as to supervise security issues</p>	
Services provision	Providing support and assistance	<p>Guidance, orientation and support to participants in an interpretive</p>	<p>Basic principles of conducting participants in interpretive activities</p> <p>Management groups in urban</p>	<p>To analyze the guide service, support and assistance to participants in interpretive activities; suggesting, if necessary, appropriate changes</p>	<p>To provide support and assistance to</p>	4

		<p>activity</p> <p>Assistance to the group of visitors in conflict situations</p> <p>Assistance to the group of visitors to ensure a fluid and positive group dynamics</p>	<p>environments, inside monuments, rural areas and open spaces</p> <p>Dynamization, animation and guiding techniques for groups</p> <p>Communication techniques and social skills</p> <p>Incidents and conflicts solution, as to decision-making in the development of the activity</p> <p>Assistance as a first responder in case of accident or emergency situation</p> <p>Problem solving techniques, customer handling situations with stress or fatigue</p> <p>Psychology and sociology of human behaviour and human groups</p>	<p>and managing the necessary means for its realization, so the objectives of the organizer are assured and customer expectations are met</p> <p>To assist groups participating in interpretation activities, ensuring that at all times they feel adequately addressed</p> <p>To provide general information of interest to the group on the destination or environment, so that their requirements and expectations are met</p> <p>To participate in the improvement of the quality of the delivery process of the service, evaluating the provision of the services to raise the standards established and the level of customer satisfaction</p> <p>To maintain self-control and take responsibility in the event of unexpected and / or appearance of conflict circumstances</p> <p>To attend as first responder in case of accident or emergency</p> <p>To ensure that the visitors count at any time with the adequate</p>	<p>the participants in the interpretive activity, tailored to each profile of tourist, individually or in groups, in order to provide a safe, comfortable and qualified experience</p>	
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				<p>informative and interpretive materials</p> <p>To provide a quick and effective answer in case of any problem or conflict during the visit</p> <p>To handle the positive and fluid contact with the local population during the tourist visit or experience</p>		
Services provision	Infrastructure and equipment management	<p>Definition and management of the inventory of infrastructure, materials and equipment for nature and cultural guiding services</p> <p>Planning and management of maintenance, repair, and replacement interventions on infrastructure and equipment assets for nature and cultural guiding services</p>	<p>Types of infrastructure and equipment assets for nature and cultural guiding services</p> <p>Environmental, social, economic, and financial factors of infrastructure and equipment management for nature and cultural guiding services</p> <p>Methodologies, techniques and tools in infrastructure and equipment asset management and planning</p>	<p>To maintain a systematic record of individual assets for nature and cultural guiding services: e.g., acquisition cost, original service life, remaining useful life, physical condition, and repair and maintenance consistency</p> <p>To develop a defined program for sustaining the aggregate body of assets for nature and cultural guiding services through planned maintenance, repair, and replacement</p> <p>To integrate the economic sustainability within the infrastructure, materials and equipment management</p> <p>To ensure the proper operation of all infrastructure and equipment related to heritage interpretation before and during</p>	<p>To manage the infrastructure and equipment issues related to nature and cultural guiding services; while ensuring safety, fostering sustainability and adapting infrastructure and equipment to each profile of individual or group tourist</p>	3

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Section B – Common European competences (activities, tasks, skills, knowledge, competences/ units of learning outcomes and ECVET credits) specific for the professional figures of “Interpretive Guide” and “Interpretive Host”

INTERPRETIVE GUIDE

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)
Services provision	Providing interpretive guiding	<p>Design of an activity of natural heritage interpretation</p> <p>Guidance and escort of the participants in an activity of natural heritage interpretation</p> <p>Identification and evaluation of all internal and external conditioning factors for the interpretive activity (e.g. climate, quality and level of the equipment, logistic of access,</p>	<p>The concept of interpretive trail. The concept of heritage trail</p> <p>Types and segments of participants in nature interpretive activities</p> <p>Preparation and development of the visit, route or itinerary: presentation, transportation, services coordination, scheduling and organization of time and groups control, necessary information, offices and tourist information points</p> <p>Methods and techniques for organizing and hiking trails in the area</p> <p>Types of itineraries: natural, classic, educational, thematic</p>	<p>To identify and handle potential problems of physical accessibility for tourists</p> <p>To select and organize contents related to visitors experiences, interests and needs</p> <p>To prepare an interpretive activity in nature: to identify the route based in the tourist’s characteristics and expectations, to test the operational feasibility and legal obligations to be fulfilled</p> <p>To identify, analyze and interpret the various sources available to provide information for the activity</p> <p>To prepare dossiers, programs and additional materials to the users</p>	To prepare and guide interpretive activities or excursions in natural heritage environments, being flexible to tailor it to any tourist profile	6

		<p>accessibility)</p> <p>Collection of all data and information related in order to ensure a qualified and safe interpretive experience</p> <p>To understand the interpretive master plan in order to implement guided walks and visits</p> <p>To prepare questions and topics able to get the audience involved</p>	<p>and by season and type of user</p> <p>Types of itineraries by level of difficulty, altitude, technical handicaps, accessibility and any other operational conditions</p> <p>Techniques to design an itinerary: study and use of the factors of time and space, resources and services</p> <p>Search and selection of information about spaces and natural resources in regional and local environment</p> <p>Infrastructures and equipment: to support the heritage interpretation trails, viewpoints, wildlife observation points, interpretation centres, environmental education centres, welcome and resources centres, botanical gardens, wildlife centres, educational farms, geomuseums, caves, etcetera</p> <p>Legal regulation of activities in</p>	<p>To guide the group and illustrate the attractions during the tour.</p> <p>To provide clear, accurate and complete information to tourists</p> <p>To apply hiking group techniques valuing the psychophysical abilities of the user and the adequacy of the equipment</p> <p>To comply with the times and programs, making quick and rational changes in the route depending on unforeseen factors</p> <p>To apply techniques and use instruments cartography, topography and orientation</p> <p>To design and adapt itineraries and visit schemes to different target publics</p> <p>To be flexible to make changes and adaptations in the itineraries based in external or internal factors (climate, incidents, topography, ambiance in the group, etc.)</p> <p>To facilitate and suggest interpretive experiences</p> <p>To conduct properly groups of</p>		
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			<p>nature. Rules, permissions and prohibitions</p> <p>Interpretation based in the processing of information on local and regional natural resources</p> <p>Interpretive possibilities of all kind of props and supporting media</p> <p>Transmission of information on natural areas and other natural resources for tourists and visitors</p> <p>Geography and history as a resource</p> <p>Natural Heritage</p> <p>Roads, paths and signs in the reference area, services and resources location (rest areas, canteens, shelters, bivouacs, etc.)</p> <p>Trails techniques: required equipment, terrain types, marked and unmarked trails, precautions and</p>	<p>diverse profiles and backgrounds</p> <p>To identify and manage potential threats to the heritage and the environment due to the tourist visits</p> <p>To identify and assess to the management current and potential factors that can disturb the tourist experience depending on unforeseen factors.</p>		
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			<p>emergency/rescue plans, alternative routes</p> <p>Guidance techniques and key survival tools</p> <p>Sustainability applied to trail design</p> <p>Clearing and removal of waste and footprints, minimizing the environmental impact of roads in nature</p> <p>Carrying capacity and limitations of visits in the natural resources</p> <p>Codes and tips for the behaviour of the tourist in a responsible way</p>			
Services provision	Providing interpretive guiding	<p>Design and preparation of an activity of cultural heritage interpretation</p> <p>Guidance and accompaniment to the participants</p>	<p>Types and segments of participants in cultural interpretive activities</p> <p>Preparation and development of the visit, route or itinerary: presentation, transportation, services coordination, scheduling and organization of time and groups control,</p>	<p>To identify and handle potential problems of physical accessibility for tourists</p> <p>To select and organize contents related to visitors experiences, interests and needs</p> <p>To prepare an activity of cultural heritage interpretation to identify the route based in the tourist's</p>	<p>To prepare and guide interpretive activities in cultural heritage environment, being flexible to tailor it to any tourist profile</p>	6

		<p>in an activity of cultural heritage interpretation</p> <p>To understand the interpretive master plan in order to implement guided walks and visits</p> <p>To prepare questions and topics able to get the audience involved</p>	<p>necessary information, tourist offices and tourist information points</p> <p>Leisure and tourism infrastructures existing in its geographic area of action</p> <p>Carrying capacity and limitations of use in the cultural spaces, resources and sites</p> <p>Basic principles of conducting participants in cultural interpretive activities</p> <p>Management groups in urban environments, inside monuments, rural areas, open spaces, other heritage sites</p> <p>Applicable legislation and regulations to cultural heritage interpretive and guiding activities</p> <p>Interpretive possibilities of all kind of props and supporting media</p> <p>Codes and tips for the</p>	<p>characteristics and expectations, to test the operational feasibility and legal obligations to be fulfilled</p> <p>To identify, analyze and interpret the various sources available to provide information</p> <p>To prepare dossiers, programs and additional materials to the users</p> <p>To guide the group and illustrate the attractions during the tour.</p> <p>To provide clear, accurate and complete information to tourists</p> <p>To comply with the times and programs, making quick and rational changes in the route depending on unforeseen factors</p> <p>To apply techniques and use instruments of cartography, topography and orientation</p> <p>To design and adapt itineraries and visit schemes to different target publics</p> <p>To facilitate and suggest interpretive experiences</p>		
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			behaviour of the tourist in a responsible way	<p>To conduct properly groups of diverse profiles and backgrounds</p> <p>To identify and manage potential threats to the heritage and the environment due to the tourist visits</p> <p>To identify and assess to the management current and potential factors that can disturb the tourist experience</p>		
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INTERPRETIVE HOST

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)
Services provision	Providing hosting services	<p>To host visitors on resources adapted to their conditions and interests, depending on: age, physical condition, temporary or permanent disability, reduced mobility, group size, group type (families, corporate, clubs and associations)</p> <p>To manage permissions and licences if necessary</p> <p>To manage the hiring of tours and excursions</p> <p>To manage independent</p>	<p>Types and segments of customers by origin</p> <p>Social skills and techniques for the welcome and reception of the visitors</p> <p>Verbal and non-verbal communication in services and activities facing the audience</p> <p>Management of service times, queue management and crisis management</p> <p>Types of response and attention to requests for non-personal information, management of electronic and paper mail, social networking and other formulas derived from information technologies</p> <p>Telephone support</p> <p>Protocol and personal image</p>	<p>To identify and handle potential problems of physical accessibility for tourists</p> <p>To select and organize contents related to visitors experiences, interests and needs</p> <p>To select, store and process relevant information on the local environment to present its tourism and interpretive potential, adapting it to the requirements and needs of customers and the objectives of the centre or destination planning</p> <p>To apply techniques for the treatment of requests for information and provide service, according to the demand made and the means for its application</p> <p>To select and transmit information based on requests from partners and their profile</p>	To receive and host the user in the interpretive facilities and services, suggesting the best itineraries and the optimized use of infrastructures and equipments	3

		<p>contracting of guides and/or transport</p> <p>To prepare questions and topics able to get the audience involved</p> <p>To manage the procurement of sports equipment and security equipment</p> <p>To provide information materials on paper (brochures) and interpretive materials (topoguides, maps) and explain its use to the visitors</p> <p>To provide information and interpretive materials in digital format (APPs, augmented reality)</p>	<p>techniques</p> <p>The interpretive host as leisure time consultant</p> <p>Types, standards, potential uses and capabilities of the facilities and services of interest to the user: tourist services (accommodation, restaurants, tours and excursions); side services (shopping, leisure, entertainment and information services to visitors); tertiary services (health services, emergency and safety, financial, personal), access and transport, general services and supplies</p> <p>Operational conditions of the tours: safety, technical difficulties, obstacles, altitude, weather conditions, rescue and emergency devices, active and passive safety</p> <p>Natural and cultural resources and attractives, tangible and intangible</p>	<p>and interests, using the most appropriate media in each case</p> <p>To retrieve information and to facilitate it to the users, adopting an attitude according to the situation raised, using the communication style and courtesy standards more appropriate</p> <p>To check the understanding of the message issued, as well as received, showing an attitude of empathy and connection towards the interlocutor</p> <p>In situations of complaints and claims, to inform and advise recording the significant ones that can be used, if necessary, in the future; in order to improve services and materials</p> <p>To assume the need to serve users with courtesy, trying to satisfy their demands, with kindness and discretion; resolving complaints and promoting the good image of the entity providing the service</p> <p>To appreciate the importance of acting quickly and accurately in all service delivery processes</p>		
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		<p>To ensure the security of visitors centres, facilities and services</p> <p>To ensure quality conditions of the experience of visitors centres and facilities</p> <p>To collect data required for statistics and visitor satisfaction surveys</p> <p>To provide to visitors and tourists operational information on safety and security</p> <p>To provide to visitors and tourists operational information on quality of performance aspects</p>	<p>Information resources available to tourists: conventional brochures, topographical guides, maps, webs, APPs, mapping, augmented reality</p> <p>Interpretive media available to tourists: trails, panels, interpretive tables, sign pointing...</p> <p>Administrative conditions: carrying capacity of the trails, activities allowed</p> <p>Licenses of activity</p> <p>Management of the system for suggestions, complaints and claims, attention to client</p> <p>Legislation to protect the user and consumer</p> <p>Obtaining useful information for service and tourism statistics and satisfaction survey</p> <p>Legal frame and regulations applicable in each</p>	<p>from the point of view of the perceived quality by users</p>		
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			space/site/resource.			
Services provision	Interpretive activities, excursions and visits management	<p>To develop and organize activities, excursions and visits whose main component is the heritage interpretation; that are appropriate and competitive to be offered in the market, or that meet specific demand requirements</p> <p>To develop and organize interpretive</p>	<p>Structure of the tourist market at global level</p> <p>Structure of the incoming tourism market at local level</p> <p>Accommodation, food and beverage, leisure and hospitality services in the area</p> <p>Transportation services in the area</p> <p>Other elements and components in the interpretive activities, excursions and visits</p> <p>Programming interpretive</p>	<p>To analyze the evolution of the concept of tourism, identifying the elements of the tourism system</p> <p>To analyze the tourism market in the geographical area involved</p> <p>To identify the most significant suppliers in the geographical tourism market, and describe the characteristics of their respective offers</p> <p>To explain the characteristics of sustainable and responsible tourism and describe its determinant factors</p> <p>To develop the processes of</p>	<p>To program and schedule interpretive activities, excursions and visits, fully operational and ready to be presented to the tourism market</p>	9

		<p>activities, excursions and visits achieving customer satisfaction</p> <p>To manage reservations in order to meet or exceed expected sales levels</p>	<p>activities, excursions and visits</p> <p>Operational conditions for the tourism visits in the area</p> <p>Timing of interpretive activities for several publics</p>	<p>planning, development, programming, operation of activities, excursions and visits based on heritage interpretation, identifying and applying procedures, technical and technological resources</p> <p>To analyze interpretive activities included in tour operators, establishing its distinctive features, comparing and determining its competitive advantages</p> <p>To formalize the appropriate documents to ensure the provision of the services included, and determine the controls necessary to ensure the operation and performance of the actions planned, indicating the appropriate corrective measures to possible deviations</p> <p>To fill out administrative and accounting documents of activities, excursions and visits, and draft assessment reports</p> <p>To insert the role of heritage interpretation in order to qualify the tourism services and experiences</p>		
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				<p>To conduct and fill out quality of performance and customer satisfaction surveys</p> <p>To insert social and environmental sustainability factors within excursions, visits and self-guided trails</p> <p>To identify and manage potential threats to the heritage and the environment due to the tourist visits</p> <p>To identify and assess to the management current and potential factors that can disturb the tourist experience</p>		
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Section C – Specific territorial (national/regional) competences for the main professional figures

Spanish Addendum

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)
Business management	Administrative and marketing management	Management of the administrative, accounting, budget control and financial affairs of interpretive services	<p>Basic principles of economic management regarding planning and budget control (for both, companies and self employment)</p> <p>Basic principles of project management</p> <p>Basic principles of marketing (demand profiles, segmentation, promotion, communication, commercialization, distribution)</p> <p>Basic understanding of administrative procedures</p>	<p>To analyze the role and process of corporate or institutional planning and define appropriate plans</p> <p>To describe the phases and logical steps of a process of corporate or institutional planning and rational approach to setting goals, making decisions and selecting means</p> <p>To manage the budget and keep track of control: set the budget interpreting the input data relating to economic and financial objectives of the company, in order to forecast economic outcome; regularly monitor the costs and revenues of the objectives to evaluate any</p>	To manage the fundamental administrative and budget principles and marketing activities associated to interpretive services	4

			<p>(methods and documentation)</p> <p>Basic aspects of Legal framework and relevant legislation</p>	<p>deviation; as to take the right actions if necessary</p> <p>To provide an overview of intermediate and final results through regular reports</p> <p>To analyze organizational and functional structures characteristic of different types of interpretive entities and their internal and external relations</p> <p>To differentiate methods for defining jobs and selection of appropriate personnel for companies of heritage interpretation, comparing them critically</p> <p>To determine the marketing, operational and contractual relations of the service providers and interpretive products with different suppliers of tourism services</p> <p>To ensure the proper performance of administrative duties related to the services provided</p> <p>To understand the legal frame applying to heritage interpretation business both for</p>		
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				the companies and independent professionals To be able to program and perform basic marketing activities		
Business management	Communication in Spanish	Communication in Spanish within professional activities in tourism	Knowledge of Spanish corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in Spanish corresponding to level B2 CEFR (Common European Framework of Reference for Languages) within the exercise of the professional activity	To communicate in Spanish (min. level B2 CEFR -Common European Framework of Reference for Languages)	2
Business management	Communication in English	Communication in English within professional activities in tourism	Knowledge of English corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in Spanish corresponding to level B2 CEFR (Common European Framework of Reference for Languages) within the exercise of the professional activity	To communicate in English (min. level B2 CEFR -Common European Framework of Reference for Languages)	2
Training and vocational internships						13*

*** Spain establishes 21 ECVET credits in the "Section C" because 13 ECVET credits (370 hours) of Training and vocational internships are mandatory by the national rules.**

Italian Addendum

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)
Definition of objectives	Definition and management of a work activity in compliance with Italian labour law	<p>Definition of the contractual aspects of a work activity in Italy</p> <p>Management of compulsory procedures and fulfilments for the start-up and practice of a work activity in Italy</p>	<p>Italian labour law, namely for the characteristics of most frequently used employment contracts for employed and self-employed work activities.</p> <p>Principles on civil and criminal liability of the workers.</p> <p>Elements of tax regulations, namely for the self-employed workers</p> <p>Contractual, fiscal and social security aspects. Liability on accounting, according to the type of work practice.</p>	<p>To define the contractual aspects of a work activity in Italy: to verify the pertinence and the accuracy of the employment contract compared to the required work activity</p> <p>To understand the fulfilments required for the proper enforcement of an employment contract for self-employed workers in Italy: to manage the compulsory procedures for the start-up of a work activity as self-employed worker; to manage the compulsory fiscal and social security fulfilment according to the type of work activity</p>	To practise a profession as employed or self-employed worker in Italy	2

<p>Definition of objectives</p>	<p>Definition and management of the specific professional activity in Italy</p>	<p>Management of legal and organisational procedures and fulfilments for the start-up and practice of the specific professional activity in Italy</p>	<p>Collective National Labour Contracts, when applicable, and standard contract models.</p> <p>National and regional principles and rules for corporate exercise of the specific professional activity (enterprise exercising interpretive activities), and procedure for registration at the Chamber of Commerce, Industry, Craftsmanship and Agriculture.</p> <p>Main evolution, technological and market trends in the Italian interpretive sector.</p> <p>The professional figures in the Italian interpretive sector.</p>	<p>To apply knowledge about characteristics, evolution of process, products and context, and professional field of the interpretive sector in Italy</p> <p>To define the conditions of the professional interpretive service, negotiating them starting from the applicable contractual system and considering the economic incentives of which can benefit the customer, stipulating the different service contracts accordingly to applicable general and specific Italian civil and fiscal rules</p>	<p>To apply and manage the legislative and evolution trends characterising the specific professional activity in Italy.</p>	<p>3</p>
<p>Goods and services production</p>	<p>Communication in Italian</p>	<p>Communication in Italian within interpretive professional activities</p>	<p>Knowledge of Italian corresponding to level B2 CEFR (Common European Framework of Reference for Languages)</p>	<p>To use skills in Italian corresponding to level B2 CEFR (Common European Framework of Reference for Languages) within the exercise of the</p>	<p>To communicate in Italian (min. level B2 CEFR -Common European Framework of Reference for</p>	<p>3</p>

				professional activity	Languages)	
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Hungarian Addendum

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)
Business management	Administrative and marketing management	Management of the administrative, accounting, budget control and financial affairs of interpretive services	<p>Basic principles of economic management regarding planning and budget control (for both, companies and self employment)</p> <p>Basic principles of project management</p> <p>Basic principles of marketing (demand profiles, segmentation, promotion, communication, commercialization, distribution)</p> <p>Basic understanding of administrative procedures (methods and documentation)</p> <p>Basic aspects of Legal framework and relevant legislation</p>	<p>To analyze the role and process of corporate or institutional planning and define appropriate plans.</p> <p>To describe the phases and logical steps of a process of corporate or institutional planning and rational approach to setting goals, making decisions and selecting means.</p> <p>To manage the budget and keep track of control: set the budget interpreting the input data relating to economic and financial objectives of the company to forecast economic outcome; regularly monitor the costs and revenues of the objectives to evaluate any deviation and take the right actions if necessary.</p> <p>To provide an overview of intermediate and final results through regular reports.</p>	To manage the fundamental administrative and budget principles and marketing activities associated to interpretive services	1

				<p>To analyze organizational and functional structures characteristic of different types of interpretive entities and their internal and external relations</p> <p>To differentiate methods for defining jobs and selection of appropriate personnel for companies of heritage interpretation, comparing them critically.</p> <p>To determine the marketing, operational and contractual relations of the service providers and interpretive products with different suppliers of tourism services.</p> <p>To ensure the proper performance of administrative duties related to the services provided.</p>		
Business management	Communication in Hungarian	Communication in Hungarian within professional activities in tourism	Knowledge of Hungarian corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in Hungarian corresponding to level B2 CEFR (Common European Framework of Reference for Languages) within the exercise of the professional activity	To communicate in Hungarian (min. level B2 CEFR - Common European Framework of Reference for Languages)	4

Business management	Communication in English	Communication in English within professional activities in tourism	Knowledge of English corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in English corresponding to level B2 CEFR (Common European Framework of Reference for Languages) within the exercise of the professional activity	To communicate in English (min. level B2 CEFR -Common European Framework of Reference for Languages)	3
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Belgium Addendum

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)
<p>Business management (only for self-employment)</p>	<p>Administrative and marketing management</p>	<p>Management of the administrative, accounting, budget control and financial affairs of interpretive services</p>	<p>Basic principles of economic management regarding planning and budget control</p> <p>Basic principles of marketing (demand profiles, segmentation, promotion, communication, commercialization, distribution)</p> <p>Basic understanding of administrative procedures (methods and documentation)</p> <p>Basic aspects of Legal framework and relevant legislation</p>	<p>To analyze the role and process of corporate or institutional planning and define appropriate plans.</p> <p>To describe the phases and logical steps of a process of corporate or institutional planning and rational approach to setting goals, making decisions and selecting means.</p> <p>To understand the budget and keep track of control: set the budget interpreting the input data relating to economic and financial objectives of the company to forecast economic outcome; regularly monitor the costs and revenues of the objectives to evaluate any deviation and propose the right actions if necessary.</p> <p>To analyze organizational and functional structures characteristic of different types of</p>	<p>To manage the fundamental administrative and budget principles and marketing activities associated to interpretive services</p>	<p>3</p>

				<p>interpretive entities and their internal and external relations</p> <p>To collaborate and propose a marketing strategy and to contract with the service providers and interpretive products with different suppliers of tourism services.</p> <p>To ensure the proper performance of administrative duties related to the services provided.</p>		
Communication: language according to regional requirements	Communication: language according to regional requirements (as first language)	Communication: language according to regional requirements within professional activities in health tourism	Knowledge of language according to regional requirements corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in the language according to regional requirements corresponding to level B2 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity	To communicate in the language according to regional requirements (min. level B2 CEFR -Common European Framework of Reference for Languages)	2
Communication: language according to regional requirements	Communication in the language according to the regional requirements (as a second language)	Communication in the language according to the regional requirements within professional activities in	Knowledge of French or Flemish corresponding to level A 2 CEFR (Common European Framework of Reference for Languages)	To use skills in in the language according to the regional requirements corresponding to level A2 CEFR (Common European Framework of Reference for Languages) within the exercise of the professional activity	To communicate in the language according to the regional requirements (min. level A2 CEFR - Common European	1

		tourism			Framework of Reference for Languages)	
Communication	Communication in English	Communication in English within professional activities in tourism	Knowledge of English corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in English corresponding to level B2 CEFR (Common European Framework of Reference for Languages) within the exercise of the professional activity	To communicate in English (min. level B2 CEFR -Common European Framework of Reference for Languages)	2

Austrian Addendum

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)
Business management	Administrative and marketing management	Management of the administrative, accounting, budget control and financial affairs of interpretive services	<p>Basic principles of economic management regarding planning and budget control (for both, companies and self-employment)</p> <p>Basic principles of project management</p> <p>Basic understanding of administrative procedures (methods and documentation)</p> <p>Basic aspects of Legal framework and relevant legislation</p>	<p>To analyse the role and process of corporate or institutional planning and define appropriate plans.</p> <p>To describe the phases and logical steps of a process of setting goals, making decisions and selecting means.</p> <p>To manage the budget and keep track of control: set the budget interpreting the input data relating to economic objectives ; regularly monitor the costs and revenues of the objectives to evaluate any deviation and take the right actions if necessary.</p> <p>To provide an overview of intermediate and final results through regular reports.</p> <p>To ensure the proper performance of administrative duties related to the services provided.</p>	To manage the fundamental administrative and budget principles associated to interpretive services	3

Business management	Communication in a second language	Communication in a second language within professional activities in tourism	Knowledge of a second language of vantage or upper intermediate level	To use skills in a second language and be able to understand the main ideas topics, interact with a degree of fluency and spontaneity that makes regular interaction possible and produce clear, detailed text	To communicate in a second language at vantage or intermediate level	5
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Slovenia Addendum

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)
Business management	Administrative and marketing management	Management of the administrative, accounting, budget control and financial affairs of interpretive services	<p>Basic principles of economic management regarding planning and budget control (for both, companies and self-employment)</p> <p>Basic principles of project management</p> <p>Basic principles of marketing (demand profiles, segmentation, promotion, communication, commercialization, distribution)</p> <p>Basic understanding of administrative procedures (methods and documentation)</p> <p>Basic aspects of Legal framework and relevant legislation</p>	<p>To analyse the role and process of corporate or institutional planning and define appropriate plans.</p> <p>To describe the phases and logical steps of a process of corporate or institutional planning and rational approach to setting goals, making decisions and selecting means.</p> <p>To manage the budget and keep track of control: set the budget interpreting the input data relating to economic and financial objectives of the company to forecast economic outcome; regularly monitor the costs and revenues of the objectives to evaluate any deviation and take the right actions if necessary.</p> <p>To provide an overview of intermediate and final results through regular reports.</p>	To manage the fundamental administrative and budget principles and marketing activities associated to interpretive services	8

				<p>To analyze organizational and functional structures characteristic of different types of interpretive entities and their internal and external relations</p> <p>To differentiate methods for defining jobs and selection of appropriate personnel for companies of heritage interpretation, comparing them critically.</p> <p>To determine the marketing, operational and contractual relations of the service providers and interpretive products with different suppliers of tourism services.</p> <p>To ensure the proper performance of administrative duties related to the services provided.</p>		
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German Addendum

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)
Business management	Administrative and marketing management	Management of the administrative, accounting, budget control and financial affairs of interpretive services	<p>Basic principles of economic management regarding planning and budget control (for both, companies and self-employment)</p> <p>Basic principles of project management</p> <p>Basic understanding of administrative procedures (methods and documentation)</p> <p>Basic aspects of Legal framework and relevant legislation</p>	<p>To analyse the role and process of corporate or institutional planning and define appropriate plans.</p> <p>To describe the phases and logical steps of a process of setting goals, making decisions and selecting means.</p> <p>To manage the budget and keep track of control: set the budget interpreting the input data relating to economic objectives ; regularly monitor the costs and revenues of the objectives to evaluate any deviation and take the right actions if necessary.</p> <p>To provide an overview of intermediate and final results through regular reports.</p> <p>To ensure the proper performance of administrative duties related to the services provided.</p>	To manage the fundamental administrative and budget principles associated to interpretive services	3

Business management	Communication in a second language	Communication in a second language within professional activities in tourism	Knowledge of a second language of vantage or upper intermediate level	To use skills in a second language and be able to understand the main ideas topics, interact with a degree of fluency and spontaneity that makes regular interaction possible and produce clear, detailed text	To communicate in a second language at vantage or intermediate level	5
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ECVET Credits Recapitulation Table

	ECVET Credits for the competences common to all participating Countries	ECVET Credits for the specific competences of each participating Country	Total ECVET Credits
Section A – ECVET credits related to common European competences transversal to the professional figures	40		40
Section B – ECVET credits related to common European competences specific for each professional figures: Interpretive Host and Interpretive Guide	12		12
Section C – ECVET credits related to specific territorial (national/regional) competences of the professional figures		8	8
Total	52	8	60

4. Appendix 2- Mechanisms for the implementation of the MoU

1. Rules and procedures to monitor and enforce the MoU

1.1 Joint governance committee

1.1.1 The *Joint governance committee* is established to facilitate the implementation of this MoU, to oversee administrative processes, and to monitor the performance of all Parties who have agreed to be bound by the terms and conditions of this MoU to ensure, insofar as it may, that any issues or disagreements arising hereunder are resolved promptly and in a manner consistent with the intent of this MoU.

1.1.2 The *Joint governance committee* will also monitor the processes to implement this MoU in an effective and non discriminatory manner, and continue information exchange by whatever means are considered most appropriate, including regular communication and sharing of information.

1.1.3 The *Joint governance committee* should meet at least annually or as often as required in order to effectively perform its duties and assist in the resolution of eventual disputes. The meetings could be through VOip meetings.

1.1.4 Each organisation undersigning this MoU is represented in the *Joint governance committee* by a minimum of one (1) and a maximum of two (2) Officers/Members/Representatives. The organisations represented in the *Joint governance committee* are the initial contracting Parties of this MoU and all the authorities and organisations which undersign it afterwards.

1.1.5 The organisations interested to participate at this MoU must undersign it and send a copy of the undersigned MoU to the *Joint governance committee*, which will deliberate unanimously, during its subsequent meeting, on the new adhesions to this MoU.

1.1.6 The organisations interested to the adhesion at this MoU have also the possibility to undersign it without participation to the *Joint governance committee*. At this aim, the organisation

must specify this will in the framework of the sending of the undersigned MoU to the *Joint governance committee*.

1.1.7 The *Joint governance committee* is based, till its different decision, c/o the Applicant Co-ordinator of the project, *Koan Consulting SI (Spain)*

1.2 Meetings

1.2.1 At *Joint governance committee* meetings a representative of the host organisation shall serve as Chair.

1.2.2 Meeting dates shall be proposed by the hosting organisation, subject to agreement by the others.

1.2.4 In case of face-to-face meetings a two-month notice will be required.

1.2.5 Minutes must be prepared and distributed within two months.

1.3 Finances

1.3.1 There are no fees.

1.3.2 Each organisation is responsible for its own funding.

2. Mechanisms for dialogue and administrative co-operation

The *Joint governance committee* will put in place mechanisms and procedures which will include:

2.1 To review periodically the concerned professional figure;

2.2 To establish the rules and procedures necessary for the application, evaluation and monitoring of the provisions in this MoU. Member of the *Joint governance committee* will keep in regular

contact and hold meetings at least annually to review the implementation and effectiveness of the agreement.

2.3 Acting as an information source for the concerned professionals within the participating Countries.

2.5 A means for dispute resolution for the implementation of this MoU.

2.6 Additional tasks as determined by the *Joint governance committee*.

3. Regulations relating to nationality

3.1 Beneficiaries of the provisions of this MoU will be nationals of the Countries represented by the Parties.

4. Revision of agreement

The agreement is ongoing subject to periodic review by the *Joint governance committee*.

5. Notice of termination

If any Party wishes to withdraw from this MoU, it will inform the *Joint governance committee* of this decision by giving 6 months notice in writing.

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Subprogramme Leonardo da Vinci. Call for proposal 2013 EAC/S07/12
Action "Transfer of Innovation"
Project number: 2013-1-ES1-LEO05-66707

“INTERPRETING OUR EUROPEAN HERITAGE”

ECVET for transparency and recognition of learning outcomes and
qualification in European Tourism Sector

Memorandum of Understanding - MoU ECVET for the European qualification in the tourism sector

MoU Adhesion Signature

Place:

Date:

Name of the organisation:

Address of the organisation:

Country:

Telephone number:

Fax number:

E-mail:

Legal representative:

Stamp:

Signature:
