



Digital Tourism Technician

EDUCATION AND TRAINING AREA:

812 – Tourism and Leisure

QUALIFICATION LEVEL:

4 EQF

GENERAL DESCRIPTION OF THE QUALIFICATION:

To create, to develop, to promote and to sell online Tourism products, tangible or non-tangible, small or big, private or public.

CONTEXT CONDITIONS:

Works in organizations of the Tourism sector, with both traditional business models and online/cloud business ones, and on its own, focusing on the digital travel market.



LEARNING UNITS (LU) MAPPING:

COMPULSORY (NUCLEAR) LEARNING UNITS

| LEARNING UNIT | Code LU | LEARNING SUBUNITS | Code LSU | ECVET |
|--|---------|--|----------|-------|
| To Frame Tourism in the Economy | 01 | Tourism sector organizations and operations | 01.1 | 2 |
| | | Tourism Geography | 01.2 | 1 |
| | | Inclusive Tourism | 01.3 | 1 |
| | | Tourism demand and offer | 01.4 | 2 |
| To Organize and To Promote Tourism Resources | 02 | Information and promotion of thematic tourism products | 02.1 | 2 |
| | | Design and organization of tourism programs | 02.2 | 2 |
| To Apply Marketing Principles to Tourism | 03 | Tourism Marketing | 03.1 | 3 |
| To Manage the Human Environment in Tourism Organizations | 04 | Teamwork and Collaboration in Tourism | 04.1 | 1 |
| | | Safety and Health Regulations in Tourism | 04.2 | 1 |
| To develop a responsible Tourism policy | 05 | Tourism planning and tourism impacts | 05.1 | 3 |
| | | Sustainable tourism | 05.2 | 1 |
| To promote and sell Tourism experiences | 06 | Tourism services negotiation and sales techniques | 06.1 | 1 |
| | | Tourism destination information and promotion | 06.2 | 2 |
| To design Digital Marketing strategies | 07 | E-Marketing - general principles | 07.1 | 2 |
| | | Digital Marketing | 07.2 | 2 |
| | | Digital Marketing applied to Tourism | 07.3 | 3 |



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| To think out of the box | 08 | Creativity in Communication | 08.1 | 2 |
| To adapt Tourism activity to the Digital Era | 09 | Digital content management | 09.1 | 2 |
| | | Communication plans and campaigns - virtual sales | 09.2 | 3 |
| To virtually connect Tourism organizations and Customers | 10 | Digital Marketing techniques and social media management | 10.1 | 3 |
| | | Social media applications | 10.2 | 2 |
| To regulate the Digital World | 11 | Digital Law | 11.1 | 1 |
| To build a database that strengthens the relationship with Customers | 12 | Database development | 12.1 | 2 |
| | | CRM - Customer Relationship Management | 12.2 | 2 |
| To create a Tourism oriented project using multimedia tools | 13 | Multimedia project management and methodology | 13.1 | 4 |

Concerning ECVET, and as this course only has the Technological part, the proposed division for the course four components is:

- ✓ Socio-Cultural Learning Subunits (total) = 54 ECVET;
- ✓ Scientific Learning Subunits (total) = 27 ECVET;
- ✓ Technical Learning Subunits (total) = 54 ECVET;
- ✓ Work Based Learning = 45 ECVET.

The LSUs detailed in the following pages sum up to 50 ECVETs, leaving 4 ECVETs to the 200 hours Pool's LSU that need to be added to the course curricula.



LEARNING UNIT 1, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|---|---|---|---------|----------|-------|-------|
| <i>To Frame Tourism in the Economy</i> | | <i>Tourism sector organizations and operations</i> | Nuclear | 01 | 01.1 | 50 | 2 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to analyse information concerning Tourism sector organizations and operations. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Understanding the national Tourism structure's framework, its key players and their roles. | <ul style="list-style-type: none"> * Documents characterizing Tourism organizations; * Flowcharts with Tourism sector's players roles and key operations. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism strategic documents (Tourism Boards, WTO, European Commission, ...). | | | | |



| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|---|---|---------|----------|-------|-------|
| <i>To Frame Tourism in the Economy</i> | <i>Tourism sector organizations and operations</i> | Nuclear | 01 | 01.1 | 50 | 2 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Organizations responsible for the regulation, sustainable development, innovation and quality of the tourism sector; * Organizations responsible for the promotion of the tourism sector - national and international; * Structure and operations of tourism players in the various tourism subsectors; * Multinational vs. national; * Public vs. private; * Big vs. SMEs; * Traditional Business vs. E-Business; * Organization departments and roles. | <ul style="list-style-type: none"> * To differentiate public and private organizations and their goals; * To distinguish national and multinational field of operations; * To identify the most relevant national and international Tourism organizations, their roles and competences; * To understand the difference between online companies and online presence of a traditional company; * To identify each organization department, and its role and competences towards business success. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show critical spirit; * To be open-minded; * To be fluent, both verbal and written. | | | | |



LEARNING UNIT 1, LEARNING SUBUNIT 2

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|---|--|---------|----------|-------|-------|
| <i>To Frame Tourism in the Economy</i> | | <i>Tourism Geography</i> | Nuclear | 01 | 01.2 | 25 | 1 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to analyse information concerning national Tourism resources and potentialities. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Describing the country's Tourism main characteristics, from a national and international point of view; * Explaining the country's Tourism most relevant added values. | <ul style="list-style-type: none"> * Documents characterizing country's and main incoming / outgoing destinations' Tourism; * National and international Tourism markets data sheets. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism official documents (Tourism Boards, WTO, European Commission, ...). | | | | |



| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|---|--|---------|----------|-------|-------|
| <i>To Frame Tourism in the Economy</i> | <i>Tourism Geography</i> | Nuclear | 01 | 01.2 | 25 | 1 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Country and its dimensions; * Location and territorial organization; * Evolution of economic activities, distribution and occupation of the population in the territory; * Climate factors and their geographic climatic dynamics; * Types of climate and their distribution throughout the territory; * Natural regions; * Tourism flows; * Incoming and outgoing tourism flows; * Tourism regions; * Routes and its tourism relevance; * Heritage as a tourism resource; | <ul style="list-style-type: none"> * To identify the country's geographical position - location, characteristics and activities; * To identify the climatic diversity of the various regions; * To identify the main types and flows of tourism; * To describe and to characterize tourism regions. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show creative and critical spirit; * To be open-minded; * To be fluent, both verbal and written. | | | | |



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| <ul style="list-style-type: none">* Animation and tourism;* Holidays destinations;* Business destinations;* Most relevant traditional itineraries;* Innovative itineraries and forms of “alternative” tourism;* Types of tourism;* The new frameworks of rural and urban space. | | |
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LEARNING UNIT 1, LEARNING SUBUNIT 3

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|---|---|---------|----------|-------|-------|
| <i>To Frame Tourism in the Economy</i> | | <i>Inclusive Tourism</i> | Nuclear | 01 | 01.3 | 25 | 1 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to analyse information concerning disabled Tourists needs and its specific national and European law requirements. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing or including services accessible to customers with disabilities into the organization's policies, profile and products. | <ul style="list-style-type: none"> * Documents characterizing Inclusive Tourism; * Tourism product sheet targeted to customers with disabilities; * Digital promotional materials for Inclusive Tourism. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the elaboration and digital promotion of tourism products, as well as its forms and guidelines; * Service delivery quality manual; * Organization's strategic plan; * Regulations and guidance documents related to people with disabilities or special needs; | | | | |



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| | | | <ul style="list-style-type: none">* Evaluation report on the quality of services provided;* Evaluation report on the impacts of the digital dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|---|--|---------|----------|-------|-------|
| <i>To Frame Tourism in the Economy</i> | <i>Inclusive Tourism</i> | Nuclear | 01 | 01.3 | 25 | 1 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * The tourist with disabilities; * Online promotion and sale of travel and accommodation: <ul style="list-style-type: none"> - Inclusive tourism offer; - Technical requirements for online communication; - Tourism packages and promotional materials; - Disabilities vs offer requirements; - Inclusive offer in transport, accommodation, F&B and leisure activities; - Gathering, validation and adequacy of information to this target. | <ul style="list-style-type: none"> * To collect and to edit the information to be placed on the organization's website and design it so that it is accessible and useful for customers with disabilities; * To digitally promote tourism packages and to create digital promotional materials for tourism destinations or services accessible to customers with disabilities. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be open-minded; * To be emphatic towards customers with disabilities; * To show creative and critical spirit; * To be commercially savvy; * To show creative skills; * To be able to work with digital tools; * To be fluent, both verbal and written. | | | | |



LEARNING UNIT 1, LEARNING SUBUNIT 4

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|--|---|---------|----------|-------|-------|
| <i>To Frame Tourism in the Economy</i> | | <i>Tourism demand and supply</i> | Nuclear | 01 | 01.4 | 50 | 2 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to analyse information concerning Tourism offer & supply and to present it in a well-planned and market focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed, creative and objective way; * Selecting Tourism components and activities according to the characteristics of the target audience and specifications in the case of special groups; * Designing a simple Digital Tourism project or product according to the market needs and the organization's policies and profile. | <ul style="list-style-type: none"> * Documents characterizing national and international Tourism demand and supply; * Digital Tourism product sheet with basic and complementary components; * Digital promotional materials. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism official documents (Tourism Boards, WTO, European Commission, ...); * Manual of internal procedures for the elaboration of digital tourism products, as well as its forms and guidelines; * Tourism packages flyers; * Service delivery quality manual; * Organization's strategic plan; | | | | |



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| | | | <ul style="list-style-type: none">* Evaluation report on the quality of services provided;* Evaluation report on the impacts of the digital dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|---|---------|----------|-------|-------|
| <i>To Frame Tourism in the Economy</i> | <i>Tourism demand and supply</i> | Nuclear | 01 | 01.4 | 50 | 2 |
| Knowledge | Ability | Attitude | | | | |
| <p>* Tourism demand:</p> <ul style="list-style-type: none"> - Concept and forms; - Fundamental characteristic; - Determining factors; - Size and characteristics; - Tourist's different characteristics and motivations; - Evolution trends and the emergence of new types of tourism; - Prospects for international demand. <p>* Tourism offer:</p> <ul style="list-style-type: none"> - Characteristics and components; - Tourism businesses; - Components of the tourism offer: <ul style="list-style-type: none"> ▪ Basic components: | <p>* To identify and to characterize the several components of tourism demand and supply;</p> <p>* To digitally promote tourism packages and to create digital promotional materials that includes one, some or all components of a tourism offer.</p> | <p>* To show research initiative;</p> <p>* To show accuracy doing the gathering, analysis and systematization of information;</p> <p>* To work efficiently both autonomously and in group;</p> <p>* To show creative and critical spirit;</p> <p>* To show technical precision in planning;</p> <p>* To able to network and to propose partnerships;</p> <p>* To be able to work with digital tools;</p> <p>* To be commercially savvy;</p> <p>* To be open-minded;</p> <p>* To be fluent, both verbal and written.</p> | | | | |



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| <ul style="list-style-type: none">○ Transport;○ Accommodation;○ Catering and drinks;○ Guided tours.■ Complementary components:<ul style="list-style-type: none">○ Tourist attractions;○ Events;○ Entertainment activities;○ Conferences and seminars;○ Recreational activities and entertainment. <p>* Tourism Products.</p> | | |
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LEARNING UNIT 2, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|--|--|---------|----------|-------|-------|
| <i>To Organize and To Promote Tourism Resources</i> | | <i>Information and promotion of thematic tourism products</i> | Nuclear | 02 | 02.1 | 50 | 2 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to analyse information concerning Tourism thematic products and to present it in a well-planned and market focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed, creative and objective way; * Planning coherent objectives and Tourism thematic products digital promotion actions according to the market needs and the organization's policies and profile. | <ul style="list-style-type: none"> * Tourism thematic product sheet; * Digital promotion strategic plan of a thematic product. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism strategic documents (Tourism Boards, WTO, European Commission, ...). * Manual of internal procedures for the elaboration of tourism thematic products and its digital promotion, as well as its forms and guidelines; * Tourism thematic products flyers; | | | | |



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| | | | <ul style="list-style-type: none">* Service delivery quality manual;* Organization's strategic plan;* Evaluation report on the quality of services provided;* Evaluation report on the impacts of the digital dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|--|---------|----------|-------|-------|
| <i>To Organize and To Promote Tourism Resources</i> | <i>Information and promotion of thematic tourism products</i> | Nuclear | 02 | 02.1 | 50 | 2 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Thematic tourist products; * Information and promotion: <ul style="list-style-type: none"> - Strategic objectives and promotional actions; - Strategic activity planning. | <ul style="list-style-type: none"> * To provide information, to advise and to digitally promote thematic tourism products; * To create digital promotional materials for that purpose. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show technical precision in planning; * To be able to think critically and strategically; * To be able to network and to propose partnerships; * To show creative skills; * To be able to work with digital tools; * To be commercially savvy; * To be emphatic towards customers; * To be open-minded; * To be fluent, both verbal and written. | | | | |



LEARNING UNIT 2, LEARNING SUBUNIT 2

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|--|---|---------|----------|-------|-------|
| <i>To Organize and To Promote Tourism Resources</i> | | <i>Design and organization of tourism programmes</i> | Nuclear | 02 | 02.2 | 50 | 2 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to analyse information concerning Tourism programmes and to present it in a well-planned and market focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed, creative and objective way. * Designing and digitally promoting a coherent Tourism programme according to the market needs and the organization's policies and profile. | <ul style="list-style-type: none"> * Tourism itinerary experience technical sheet; * Digital promotion plan of a Tourism experience; * Digital promotional materials. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the elaboration and digital promotion of tourism programmes, as well as its forms and guidelines; * Tourism programmes flyers; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided; | | | | |



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| | | | * Evaluation report on the impacts of the digital dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|---|---|---------|----------|-------|-------|
| <i>To Organize and To Promote Tourism Resources</i> | <i>Design and organization of tourism programmes</i> | Nuclear | 02 | 02.2 | 50 | 2 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Concepts and terminologies; * Types of customers: <ul style="list-style-type: none"> - Travel motivations; - B2B and B2C relationships; - After sales service. * Plan and design tourism programme: <ul style="list-style-type: none"> - Objectives and characteristics; - Resources related to the design of programmes; - Steps of organizing a programme; - Executing a programme. * Dissemination and promotion of a programme. | <ul style="list-style-type: none"> * To identify the different types and forms of tourism programmes; * To make a proposal for a tourism itinerary experience; * To create digital promotional materials for that purpose. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show technical precision in planning; * To be able to network and to propose partnerships; * To be commercially savvy; * To show creative skills; * To be able to think critically and strategically; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



LEARNING UNIT 3, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|---|---|---------|----------|-------|-------|
| <i>To Apply Marketing Principles to Tourism</i> | | <i>Tourism Marketing</i> | Nuclear | 03 | 03.1 | 50 | 3 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to analyse information concerning Tourism Marketing components and to present it in a well-planned and market focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed, creative and objective way; * Designing and promoting a coherent Tourism Marketing Plan, including digital components, according to the market needs and the organization's policies and profile. | * Tourism Marketing plan with digital components. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the elaboration of Tourism Marketing plan, as well as its forms and guidelines; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided; * Evaluation report on the impacts of dissemination actions. | | | | |

| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|---|---|---------|----------|-------|-------|
| <i>To Apply Marketing Principles to Tourism</i> | <i>Tourism Marketing</i> | Nuclear | 03 | 03.1 | 50 | 3 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Marketing concept; * Tourism Marketing concept; * The marketing mix: <ul style="list-style-type: none"> - Product policy; - Pricing policy; - Placing policy; - Promotion policy; - The Services mix; - Contact Staff; - Image; - Service delivery process. * Segmentation: <ul style="list-style-type: none"> - Targeting definition; - Targeting criteria; - Segmentation process; | <ul style="list-style-type: none"> * To define marketing and marketing mix; * To identify the elements that make up a marketing plan; * To use the available promotional tools; * To design a marketing plan for a tourism product / project. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show technical precision in planning; * To be able to network and to propose partnerships; * To be able to think critically and strategically; * To be commercially savvy; * To show creative skills; * To be open-minded; * To be fluent, both verbal and written. | | | | |



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| <ul style="list-style-type: none"> - Main targeting criteria; - Choice of targeting criteria. <p>* Positioning of tourism destinations:</p> <ul style="list-style-type: none"> - Positioning definition; - Importance of choosing a positioning; -The two dimensions of a positioning; - The choice of distinctive features / attributes; - Positioning quality. <p>* Development of a tourism marketing strategy:</p> <ul style="list-style-type: none"> - Analysis and diagnosis of the situation of the destination and tourism space (SWOT ...); - Defining objectives; - Strategic marketing options; - Marketing mix design; - Action plan evaluation. <p>* Promotional instruments;</p> <p>* New strategic concepts for tourism marketing:</p> <ul style="list-style-type: none"> - Relational marketing; - E-marketing. | | |
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LEARNING UNIT 4, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|--|--|---------|----------|-------|-------|
| <i>To Manage the Human Environment in Tourism Organizations</i> | | <i>Team Management</i> | Nuclear | 04 | 04.1 | 25 | 1 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to analyse information concerning Team Management characteristics and to present it in a well-planned and a friendly work environment focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed, creative and objective way; * Doing a self-assessment and pinpointing which own personality aspects are suitable for a healthy and assertive work environment and which need to be improved to achieve that goal. | <ul style="list-style-type: none"> * Soft skills documentation; * Self-assessment personality test individual results; * Self-assessment improvement individual report. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Human Resources Management documentation; * Psychological tests and games technical sheets; * Soft skills development activities technical sheets; | | | | |



| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|--|---------|----------|-------|-------|
| <i>To Manage the Human Environment in Tourism Organizations</i> | <i>Team Management</i> | Nuclear | 04 | 04.1 | 25 | 1 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Teamwork organization; * Communicate effectively within the team; * Results-oriented and people-oriented management; * Team motivation and dynamization techniques; * Conflict management; * Team orientation for change; * Leadership: <ul style="list-style-type: none"> - Team leadership: specific phenomena and dynamics, specific challenges and problems; - Different personal preferences and their impact on leadership roles; - Different styles of leadership; - Skills required for team coordination; | <ul style="list-style-type: none"> * To organize and to manage work teams. * To communicate and to lead work teams. * To identify the success of teamwork by highlighting underlying advantages and dynamics. * To recognize the characteristics and the essential aspects for teamwork success. | <ul style="list-style-type: none"> * To show multicultural awareness; * To show accuracy doing the gathering, analysis and systematization of information; * To be able to self-motivate and to motivate others; * To participate actively and efficiently in group work; * To be able to think critically and strategically; * To be open-minded; * To be fluent, both verbal and written. | | | | |



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| <ul style="list-style-type: none">- Strategies for mobilizing the team for excellent performance;- Management of problematic situations within the team; <p>* Teamwork:</p> <ul style="list-style-type: none">- Implications and characteristics;- Excellence in teamwork;- Interpersonal differences and their impact on teamwork;- Mobilization of personal resources depending on the team;- How to overcome deadlocks and obstacles in teamwork. | | |
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LEARNING UNIT 4, LEARNING SUBUNIT 2

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|---|--|---------|----------|-------|-------|
| <i>To Manage the Human Environment in Tourism Organizations</i> | | <i>Safety and Health Regulations in Tourism</i> | Nuclear | 04 | 04.2 | 25 | 1 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to analyse information concerning health and safety standards characteristics and to present it in a well-planned and safe tourism focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed, creative and objective way; * Identifying and explaining the most important safety and health risks and how to prevent them in both individual workplaces and Tourism activities. | <ul style="list-style-type: none"> * Documentation on safe workplaces; * Documentation on Tourism activities' safe environment. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for Health and Safety; * Service delivery quality manual; * Organization's strategic plan; * Regulations and guidance documents related to Health and Safety; * Evaluation report on the quality of services provided. | | | | |



| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|---|---|---------|----------|-------|-------|
| <i>To Manage the Human Environment in Tourism Organizations</i> | <i>Safety and Health Regulations in Tourism</i> | Nuclear | 04 | 04.2 | 25 | 1 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Workplace: <ul style="list-style-type: none"> - The work environment; - Workplace accident prevention and evacuation plans; - First aid; - National and European Union legislation and regulations on health and safety standards at work. * Work equipment; * Risks, safety and tourism activity: <ul style="list-style-type: none"> - Safety and health standards for travel and tourism destinations: <ul style="list-style-type: none"> - Risks inherent to food and water, air conditioning, epidemics, terrorism and others; - Post-trip adaptation (Jet lag); - Privacy and data protection. | <ul style="list-style-type: none"> * To diagnose occupational risks according to a framework; * To properly use personal and group protection equipment; * To apply individual and / or collective risk reduction techniques; * To identify the relationship between tourism and safety; * To identify the impact of health and safety problems on tourists and tourism destinations; * To recognize the implications for tourism of pandemics, terrorism and biological attacks; * To recognize the importance of privacy and data protection in tourism. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work safely both autonomously and in group; * To be able to think critically and strategically; * To show technical precision in planning; * To be able to network and to propose partnerships; * To be commercially savvy; * To be emphatic towards customers; * To be able to work with digital tools; * To show creative skills; * To be open-minded; * To be fluent, both verbal and written. | | | | |



LEARNING UNIT 5, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|--|--|---------|----------|-------|-------|
| <i>To develop a responsible Tourism policy</i> | | <i>Tourism planning and tourism impacts</i> | Nuclear | 05 | 05.1 | 50 | 3 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning Tourism Planning components and to present it in a well-designed and balanced way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing and presenting a coherent Tourism Plan according to the market needs and the organization's policies and profile, critically considering, monitoring and attenuating the Tourism impacts on the community and including digital components. | <ul style="list-style-type: none"> * Documentation on Tourism planning; * Documentation on Tourism impacts and its assessment; * Tourism Plan with foreseen detailed impacts on the community and how to mitigate them. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism strategic documents (Tourism Boards, WTO, European Commission, ...). * Manual of internal procedures for the elaboration of a tourism plan, as well as its forms and guidelines; * Service delivery quality manual; * Organization's strategic plan; | | | | |



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| | | | <ul style="list-style-type: none">* Evaluation report on the quality of services provided;* Evaluation report on the impacts on the community. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|---|---|---------|----------|-------|-------|
| <i>To develop a responsible Tourism policy</i> | <i>Tourism planning and tourism impacts</i> | Nuclear | 05 | 05.1 | 50 | 3 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Tourism planning: <ul style="list-style-type: none"> - Definition; - Steps: <ul style="list-style-type: none"> ▪ Demand analysis; ▪ Offer analysis; ▪ Demand forecast; ▪ Costs of financing and implementing the plan; ▪ Monitoring and evaluation. * Plan concept: <ul style="list-style-type: none"> - Realities; - Objectives; - Implementation. * Tourism impact: <ul style="list-style-type: none"> - Environmental; | <ul style="list-style-type: none"> * To recognize the importance of planning in the field of tourism; * To define tourism plan and characterize its steps; * To define strategies leading to the preparation of a tourism plan; * To assess the impact of tourism on the environment and the economy and how to eventually mitigate it; * To list the effects of tourism on sociological and cultural structures, and how to eventually mitigate it. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be able to think critically and strategically; * To show technical precision in planning; * To be commercially savvy; * To be able to work with digital tools; * To show creative skills; * To be open-minded; * To be fluent, both verbal and written. | | | | |



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| <ul style="list-style-type: none">- Social;- Cultural- Economic. | | |
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LEARNING UNIT 5, LEARNING SUBUNIT 2

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|--|--|---------|----------|-------|-------|
| <i>To develop a responsible Tourism policy</i> | | <i>Sustainable tourism</i> | Nuclear | 05 | 05.2 | 25 | 1 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning environment friendly Tourism components and to present it in a well-planned and sustainable way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing and presenting an environmentally sustainable Tourism project / product according to the market needs and the organization's policies and profile, how the monitoring of its impacts on the environment will be made, its mitigation measures and including digital components. | <ul style="list-style-type: none"> * Documentation on Environment Sustainable Tourism; * Documentation on Tourism environment impacts and its assessment; * Tourism project / product with foreseen detailed impacts on the environment and how to mitigate them. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism impacts and its mitigation measures relevant documentation; * Regulations and guidance documents related to environment protection; * Manual of internal procedures for the elaboration of Tourism products, as well as its forms and guidelines; * Service delivery quality manual; | | | | |



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| | | | <ul style="list-style-type: none">* Organization's strategic plan;* Evaluation report on the quality of services provided;* Evaluation report on the impacts in the environment. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|---|--|---------|----------|-------|-------|
| <i>To develop a responsible Tourism policy</i> | <i>Sustainable tourism</i> | Nuclear | 05 | 05.2 | 25 | 1 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Environmental and sustainable tourism: <ul style="list-style-type: none"> - Concept and evolution; - Importance of sustainable environmental tourism strategy; - Components of sustainable environmental tourism; * Tourism and environment: <ul style="list-style-type: none"> - Environmental protection in the tourism sector; - Nature tourism: <ul style="list-style-type: none"> ▪ Protected Areas as a tourism destination; ▪ Natural and cultural heritage. * Conflicts between conservation and population interests. | <ul style="list-style-type: none"> * To define the concept of sustainable tourism; * To identify the goals and characteristics of environmental and sustainable tourism; * To develop sustainable tourism projects / products. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be able to think critically and strategically; * To show technical precision in planning; * To be environmentally friendly; * To be commercially savvy; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



LEARNING UNIT 6, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|---|--|---|---------|----------|-------|-------|
| <i>To promote and sell Tourism experiences</i> | | <i>Tourism services negotiation and sales techniques</i> | Nuclear | 06 | 06.1 | 25 | 1 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning Tourism products and its potential customers and competitors, and to sell them in a mutually beneficial way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing and presenting a detailed Tourism product offer, according to the market needs and the organization's policies and profile, and including digital components; * Critically comparing it with at least one competitor's similar. | <ul style="list-style-type: none"> * Documentation on Tourism sales techniques; * Documentation on Tourism negotiation skills; * Digital Tourism product ready to be sold; * Report on compared competition's offer. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the elaboration of tourism products, as well as its forms and guidelines; * Service delivery quality manual; * Organization's strategic plan; * Tourism products flyers; * Evaluation report on the quality of sales services provided. | | | | |



| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|--|---------|----------|-------|-------|
| <i>To promote and sell Tourism experiences</i> | <i>Tourism services negotiation and sales techniques</i> | Nuclear | 06 | 06.1 | 25 | 1 |
| Knowledge | Ability | Attitude | | | | |
| * Negotiation and sale: - Customer characteristics and motivations; - Information and advice with rigor and commercial sense; - Analyse and compare Tourism products, services and suppliers. | * To identify and to apply techniques for negotiating and selling Tourism services with suppliers and customers. | * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be able to think critically and strategically; * To be commercially savvy; * To be emphatic towards customers; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



LEARNING UNIT 6, LEARNING SUBUNIT 2

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|---|--|---------|----------|-------|-------|
| <i>To promote and sell Tourism experiences</i> | | <i>Tourism destination information and promotion</i> | Nuclear | 06 | 06.2 | 50 | 2 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning the country's, region's, city's or location's Tourism attractions and its potential customers, and to promote them in a well-planned and strategic way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing and presenting a structured Digital Tourism destination offer, according to the market needs and the organization's policies and profile. | <ul style="list-style-type: none"> * Documentation on national, regional and local Tourism attractions; * Digital Tourism destination offer plan; * Digital promotional materials. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and local Tourism Boards flyers; * Manual of internal procedures for the elaboration of tourism products, as well as its forms and guidelines; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided; | | | | |



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| | | | * Evaluation report on the impacts of dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|---|---------|----------|-------|-------|
| <i>To promote and sell Tourism experiences</i> | <i>Tourism destination information and promotion</i> | Nuclear | 06 | 06.2 | 50 | 2 |
| Knowledge | Ability | Attitude | | | | |
| * Information and promotion: <ul style="list-style-type: none"> - Country's strategic objectives and tourism promotion actions; - Country's, region's and main cities tourism attractions. - Destination strategic activity planning. | * To provide information, to advise and to promote a Tourism market. | * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be able to network and to propose partnerships; * To show technical precision in planning; * To be commercially savvy; * To be able to think critically and strategically; * To be able to work with digital tools; * To show creative skills; * To be open-minded; * To be fluent, both verbal and written. | | | | |



LEARNING UNIT 7, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|---|---|---------|----------|-------|-------|
| <i>To design Digital Marketing strategies</i> | | <i>E-Marketing - general principles</i> | Nuclear | 07 | 07.1 | 50 | 2 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning the design of an e-marketing plan, which includes the use of social networks, and to present it in a well-planned and Tourism focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Explaining the components of an e-marketing plan in structured way; * Providing examples of social networks marketing actions for Tourism. | <ul style="list-style-type: none"> * Documentation on E-Marketing components; * Documentation on E-Marketing applied to Tourism; * Documentation on social networks Tourism marketing campaigns. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * E-marketing best practices and techniques manuals; * Social media best practices and techniques manuals; * Service delivery quality manual; * Organization's strategic plan. | | | | |



| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|--|---------|----------|-------|-------|
| <i>To design Digital Marketing strategies</i> | <i>E-Marketing - general principles</i> | Nuclear | 07 | 07.1 | 50 | 2 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * E-Marketing - general principles: <ul style="list-style-type: none"> - Basic concepts and terminology; - Strategic E-marketing; - Operational E-Marketing; - E-Markets: categorization, evolution and variables: <ul style="list-style-type: none"> ▪ Customers – segmentation; ▪ Market research - objectives and techniques. * E-Marketing - main variables: <ul style="list-style-type: none"> - The 4 P's of Marketing Theory applied to E-Marketing: Product; Price; Placement; Promotion; - Product value, price and psychological price; * E-Marketing plan: <ul style="list-style-type: none"> - Main requirements of a marketing plan: <ul style="list-style-type: none"> ▪ Assess the market and environment situation; | <ul style="list-style-type: none"> * To identify general marketing concepts and principles; * To recognize marketing-related terminology; * To identify the concepts and principles of e-marketing; * To identify and analyse the main variables of the e-marketing-mix; * To explain the steps and requirements for preparing an e-marketing plan. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be commercially savvy; * To be emphatic towards customers; * To show creative skills; * To be able to think critically and strategically; * To be open-minded; * To be able to work with digital tools; * To be fluent, both verbal and written. | | | | |



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| <ul style="list-style-type: none"> ▪ Assess the competitiveness of the organization and its principles; ▪ Plan the objectives and means and adapt development actions and corrective actions. <p>- E-Marketing plan operationalization;</p> <p>- Operational plan development stages:</p> <ul style="list-style-type: none"> ▪ Analysis of the internal and external situation; ▪ Definition of the plan's objectives; ▪ Definition of the E-Marketing mix strategy; ▪ Allocation of resources for the operationalization; ▪ Setting up the action plan; ▪ Implementation of the action plan; ▪ Evaluation of the actions. <p>* Social media marketing:</p> <ul style="list-style-type: none"> - Basic concepts; - Social networks as a marketing strategy; - Advantages and potential; - Analysis and management tools. | | |
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LEARNING UNIT 7, LEARNING SUBUNIT 2

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|---|---|--|---------|----------|-------|-------|
| <i>To design Digital Marketing strategies</i> | | <i>Digital Marketing</i> | Nuclear | 07 | 07.2 | 50 | 2 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning the use of digital tools on Marketing and to present it in a well-planned and market focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Explaining the different digital tools that can be used on Marketing; * Providing examples of good digital tools marketing campaigns. | <ul style="list-style-type: none"> * Documentation on E-Commerce; * Documentation on digital tools and its applications on Marketing; | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Digital Marketing best practices and techniques manuals; * Digital tools manuals; * Service delivery quality manual; * Organization's strategic plan. | | | | |



| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|--|---------|----------|-------|-------|
| <i>To design Digital Marketing strategies</i> | <i>Digital Marketing</i> | Nuclear | 07 | 07.2 | 50 | 2 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Internet and distribution channels: <ul style="list-style-type: none"> - Business to Business (B2B); - Business to Consumer (B2C); - One to One (O2O); - Business to Administration (B2A). * Portals / websites / search engines / virtual shopping centres / virtual stores: <ul style="list-style-type: none"> - Website role in digital marketing; - Development and maintenance of web pages; - Information architecture and Usability; - Planning a website; - E-commerce. * ITs and the relationship with the customer: | <ul style="list-style-type: none"> * To assess the impacts and effects of the new economy and the new commercial transactions from virtual environments - B2C, B2B, B2A; * To identify the tools of e-marketing and e-commerce; * To apply information and communication management tools, creating an interactive relationship, focused on consumer needs. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be commercially savvy; * To be emphatic towards customers; * To be able to think critically and strategically; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



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| <ul style="list-style-type: none"> - Technology at the service of Marketing and Communication; - The new digital consumer; - Digital communication with the client. <p>* E-consumer:</p> <ul style="list-style-type: none"> - Features; - Consumer trends and habits on digital platforms; - Purchase decision processes; - E-consumers' satisfaction. <p>* E-marketing:</p> <ul style="list-style-type: none"> - Concept and evolution; - E-marketing elements; - Internet benefits for consumers; - Internet and the development of new applications; - Customer Relationship Management (CRM). <p>* E-commerce:</p> <ul style="list-style-type: none"> - Concept; - Motivations for joining e-commerce; - Success factors. | | |
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LEARNING UNIT 7, LEARNING SUBUNIT 3

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|---|---|---------|----------|-------|-------|
| <i>To design Digital Marketing strategies</i> | | <i>Digital Marketing applied to Tourism</i> | Nuclear | 07 | 07.3 | 50 | 3 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning Digital Tourism Marketing planning components and to present it in a well-planned, creative and Tourism market focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing and presenting a coherent Digital Tourism Marketing Plan according to the market needs and the organization's policies and profile. | * Digital Tourism Marketing Plan. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Tourism strategic documents (Tourism Boards, WTO, European Commission, ...); * Digital Tourism products technical sheet; * Manual of internal procedures for the elaboration of a tourism plan, as well as its forms and guidelines; * Service delivery quality manual; | | | | |



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| | | | <ul style="list-style-type: none">* Organization's strategic plan;* Evaluation report on the quality of services provided;* Evaluation report on the impacts of dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|---|--|---------|----------|-------|-------|
| <i>To design Digital Marketing strategies</i> | <i>Digital Marketing applied to Tourism</i> | Nuclear | 07 | 07.3 | 50 | 3 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Integration of digital marketing in traditional marketing; * Impact of digital media on the Marketing mix; * 360° Marketing: <ul style="list-style-type: none"> - Customer experiences; - Social networks; - Events; - Text and image content; - Partnerships. * Distribution channels in tourism: <ul style="list-style-type: none"> - Information and combinations; - Services organization. * Characteristics of writing for the Web: <ul style="list-style-type: none"> - Limitations; | <ul style="list-style-type: none"> * To identify and to implement digital marketing and blended marketing strategies, considering the company's global strategy; * To define strategies for digital tourism distribution channels; * To plan and to communicate marketing campaigns on social networks; * To implement digital strategies in order to generate demand and retain customers; * To apply digital marketing strategies based on the company's goods and / or services; * To select and to apply promotional channel management techniques; | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show technical precision in planning; * To be commercially savvy; * To be emphatic towards customers; * To be able to think critically and strategically; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



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| <ul style="list-style-type: none"> - Interactivity. * Social networks as a Tourism marketing strategy: <ul style="list-style-type: none"> - Rules of use; - Ads; - Business uses; - Social CRM. * Mobile marketing & mobile commerce: <ul style="list-style-type: none"> - SMS / MMS; - Apps; - Bluetooth; - Search; - Bargain hunting and Coupons; - QR Codes; - Banners Ads; * Digital Marketing metrics: <ul style="list-style-type: none"> - Information sources; - Indicators. * Search engines and marketing; * Digital Law fundamentals; * Digital Marketing plan. | <ul style="list-style-type: none"> * To use tools to measure the impact of presence on digital platforms. | |
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LEARNING UNIT 8, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|---|--|---------|----------|-------|-------|
| <i>To think out of the box</i> | | <i>Creativity in Communication</i> | Nuclear | 08 | 08.1 | 50 | 2 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning a Briefing's components and to present it in a well-planned, creative and Tourism market focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing and presenting a coherent Briefing for a Digital Tourism project Communication action, according to the Tourism market needs and the organization's policies and profile. | * Documentation with a Briefing for a Tourism project Communication action. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manuals of Advertising techniques; * Manual of internal procedures for the elaboration of briefings, as well as its forms and guidelines; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided; | | | | |



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| | | | * Evaluation report on the impacts of dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|---|--|---------|----------|-------|-------|
| <i>To think out of the box</i> | <i>Creativity in Communication</i> | Nuclear | 08 | 08.1 | 50 | 2 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * The Briefing and the Ad Brief; * Communication axis; * Creative concept or idea; * Creative idea; * Creativity and inspiration; * Creative process; * Creativity stimulation methods; * Evaluation of ideas. | <ul style="list-style-type: none"> * To develop creative communication plans considering defined objectives; * To analyse and to organize a communication briefing. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be commercially savvy; * To be emphatic towards customers; * To be able to think critically and strategically; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



LEARNING UNIT 9, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|--|--|---------|----------|-------|-------|
| <i>To adapt Tourism activity to the Digital Era</i> | | <i>Digital content management</i> | Nuclear | 09 | 09.1 | 50 | 2 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning creating, managing and assessing the impact of digital content, and to present it in a well-planned, creative and Tourism market focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Explaining the different tools to manage digital content towards a sustainable and mutually profitable Tourism customer relationship; * Providing examples of good content management in Tourism organizations or products; * Designing and presenting a coherent content for a Digital Tourism action, | <ul style="list-style-type: none"> * Documentation on how to create, manage and assess digital content actions and campaigns; * Documentation with the content for a Digital Tourism action. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the elaboration of tourism digital actions, as well as its forms and guidelines; * Web content writing best practices and techniques manuals; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided; | | | | |



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| | according to the Tourism market needs and the organization's policies and profile | | * Evaluation report on the impacts of dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|--|---------|----------|-------|-------|
| <i>To adapt Tourism activity to the Digital Era</i> | <i>Digital content management</i> | Nuclear | 09 | 09.1 | 50 | 2 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Viral Marketing: <ul style="list-style-type: none"> - Concept and fundamentals. * Digital content platforms: <ul style="list-style-type: none"> - Digital ads; - Adwords; - Blogs; - Forums; - Banners; - Search engines / social networks. * Web content: <ul style="list-style-type: none"> - Web copywriting; - Means; - Formats; - Framework; | <ul style="list-style-type: none"> * To manage the different digital content, like marketing products, and to be a contact point with customers and stakeholders. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be commercially savvy; * To be emphatic towards customers; * To be able to think critically and strategically; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



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| <ul style="list-style-type: none"> - Special features. * Brand and digital content: <ul style="list-style-type: none"> - Brand identity and personality; - Content segmentation adapted to the target. * Digital information: <ul style="list-style-type: none"> - Offline vs online content; - Content structure; - Relevant consumer information. * SEO: <ul style="list-style-type: none"> - Content for search engines; - Gamification and storytelling; - User generated content; - Encourage consumers to create content; - Buzz marketing and viral marketing. * Blog management: <ul style="list-style-type: none"> - Entrance titles as title tag in header; - Automatic link to the main page on all pages; - Files and labels; - To catalogue the different sections; - Blog entries according to theme and subject; | | |
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| <ul style="list-style-type: none">- Search engine indexing;- Importance of an anchor text;- Source selection. <p>* Strategies and trends.</p> | | |
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LEARNING UNIT 9, LEARNING SUBUNIT 2

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|---|--|---------|----------|-------|-------|
| <i>To adapt Tourism activity to the Digital Era</i> | | <i>Communication plans and campaigns - virtual sales</i> | Nuclear | 09 | 09.2 | 50 | 3 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning Tourism Digital Marketing communication tools and to present it in a well-planned, creative and Tourism market focused way, while respecting e-communication and e-consumer protection rules and regulations. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Providing examples of good digital communication sales in Tourism organizations or products; * Designing and presenting a coherent Digital Tourism Communication plan, according to the Tourism market needs and | <ul style="list-style-type: none"> * Documentation on how to create, manage and assess digital sales campaigns; * Digital Tourism Communication plan. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the elaboration of communication digital actions, as well as its forms and guidelines; * Virtual sales best practices and techniques manuals; * Organization's strategic plan; * Rules and Regulations for digital advertising and General Data Protection; | | | | |



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| | regulations, and the organization's policies and profile. | | <ul style="list-style-type: none">* Evaluation report on the quality of services provided;* Evaluation report on the impacts of dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|---|--|---------|----------|-------|-------|
| <i>To adapt Tourism activity to the Digital Era</i> | <i>Communication plans and campaigns - virtual sales</i> | Nuclear | 09 | 09.2 | 50 | 3 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Marketing communication through online channels: <ul style="list-style-type: none"> - E-marketing plans and e-marketing mix variables; - Communication strategies; - Social Marketing; - Social networks, their characteristics and advantages in e-marketing communication; * Rules and regulations for advertising and promotion in interactive and digital media: <ul style="list-style-type: none"> - Commercial communication rules and regulations; - Rights and duties of e-consumers; - Legal obligations in terms of consumer information and mentions; - Commercial Communication Ethical Code. * Communication Plans and Campaigns: | <ul style="list-style-type: none"> * To interpret and to apply rules and regulations for advertising and promotion by telephone and other digital media; * To identify the objectives and strategies of promotional campaigns through interactive and digital means; * To apply sales promotion techniques through interactive and digital media; * To apply techniques and tools for evaluating promotional campaigns. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be commercially savvy; * To be emphatic towards customers; * To be able to think critically and strategically; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



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| <ul style="list-style-type: none">- Inbound and outbound campaigns in B2C and B2B context;- Objectives and strategies of inbound and outbound campaigns;- Commercial communication techniques. <p>* Service information system:</p> <ul style="list-style-type: none">- Features of the customer service platform and inbound operations (Voice, automatic answering (IVR), email, post, webchat and Instant messaging (IM)) and outbound (Voice, email, webchat); <p>* Instant Messaging (IM) and SMS:</p> <ul style="list-style-type: none">- Data query, extraction and logging features;- Information security features. | | |
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LEARNING UNIT 10, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|---|---|--|---------|----------|-------|-------|
| <i>To virtually connect Tourism organizations and Customers</i> | | <i>Digital Marketing techniques and social media management</i> | Nuclear | 10 | 10.1 | 50 | 3 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning Tourism Digital Marketing for social media and to present it in a well-planned, creative and Tourism market focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Providing examples of good use of social media by Tourism organizations or products; * Designing and presenting a coherent Tourism Digital Marketing plan for social media, according to the Tourism market needs, and the organization's policies and profile. | <ul style="list-style-type: none"> * Documentation with good use of social media by Tourism organizations or products; * Tourism Digital Marketing plan for social media. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the use of social media and its guidelines; * Social media use best practices and techniques manuals; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided; | | | | |



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| | | | * Evaluation report on the impacts of dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|---|--|---------|----------|-------|-------|
| <i>To virtually connect Tourism organizations and customers</i> | <i>Digital Marketing techniques and social media management</i> | Nuclear | 10 | 10.1 | 50 | 3 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Search Engines: <ul style="list-style-type: none"> - Operation; - Search algorithms; - Indexing; - Key words; - SEO analysis tools; - Analytics; - Digital marketing campaigns. * Blog relevance and reputation; * Social media and blogs: <ul style="list-style-type: none"> - Structure and characteristics; - Configuration and customization; - Pages management; | <ul style="list-style-type: none"> * To characterize how search engines work; * To recognize search engines as means of marketing and advertising; * To analyse digital marketing campaigns; * To integrate social networks and blogs into a website; * To characterize and to distinguish social media; * To define digital marketing and communication plans; * To manage and measure results from a digital marketing strategy. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be commercially savvy; * To be emphatic towards customers; * To be able to think critically and strategically; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



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| <ul style="list-style-type: none">- Groups and profiles;- Identification and interaction with target audiences;- Integrated management;- Measurement and evaluation of results;- Automation tools;- Social marketing platforms. | | |
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LEARNING UNIT 10, LEARNING SUBUNIT 2

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|---|---|---|---------|----------|-------|-------|
| <i>To virtually connect Tourism organizations and customers</i> | | <i>Social media applications</i> | Nuclear | 10 | 10.2 | 25 | 2 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning social applications and their use in Tourism, in order to present it in a well-planned, creative and Digital Tourism market focused way. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Providing examples of good social applications used by Tourism organizations or products; * Designing and presenting a briefing for the creation of a Tourism related social application, according to the Tourism market needs, and the organization's policies and profile. | <ul style="list-style-type: none"> * Documentation with good social applications used by Tourism organizations or products; * Briefing for the creation of a Tourism related social application | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * Manual of internal procedures for the use of social media and its guidelines; * Social applications best practices and techniques manuals; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided; | | | | |



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| | | | * Evaluation report on the impacts of dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|---|--|---------|----------|-------|-------|
| <i>To virtually connect Tourism organizations and customers</i> | <i>Social media applications</i> | Nuclear | 10 | 10.2 | 25 | 2 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Characteristic objects and activities of a social media; * Comparison between different social media; * Computer applications from different social media; * Development tools for social applications; * Cookie management and authentication; * Data and file service; * Security and privacy; * Location and other features; * Requirements made by application designers. | <ul style="list-style-type: none"> * To characterize the potential of social media and how they work; * To characterize different computer applications and social media development platforms; * To prepare a briefing and the contents required to the creation of an application. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be commercially savvy; * To be emphatic towards customers; * To be able to think critically and strategically; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



LEARNING UNIT 11, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|---|--|--|---------|----------|-------|-------|
| <i>To regulate the Digital World</i> | | <i>Digital Law</i> | Nuclear | 11 | 11.1 | 25 | 1 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information concerning legal regulations for digital use in Tourism. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Knowing the legal procedures to follow while creating a digital Tourism product. | <ul style="list-style-type: none"> * Documentation with the key issues concerning internet governance, cyber security, privacy, data protection, e-commerce, intellectual property, copyright and trademark law and its application on Tourism. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Internet; * Office supplies; * National and international Internet Rules and Regulations manuals. | | | | |



| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|---|--|---------|----------|-------|-------|
| <i>To regulate the Digital World</i> | <i>Digital Law</i> | Nuclear | 11 | 11.1 | 25 | 1 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Copyright and multimedia - legal regulations applicable to the internet and electronic mail; * Intellectual property, author rights and copyright legislation: <ul style="list-style-type: none"> - Concept of work - original / derived; singular / plural; collective / collaborative; composite; - Registration, ownership and transfer of the right; duration of entitlement; - Issues concerning the right to image and privacy; - Use / dissemination of information or images; - Authorizations; - The right to integrity and the right to quote; - Crime of usurpation and crime of counterfeiting. * Advertising and marketing regulations. | <ul style="list-style-type: none"> * To know and interpret the law applicable to digital works offline and online. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be able to think critically and strategically; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



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| <ul style="list-style-type: none">* Distance selling regulations.* Databases: security, encryption and data protection issues.* Digital repositories. | | |
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LEARNING UNIT 12, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|--|---|---------|----------|-------|-------|
| <i>To build a database that strengthens the relationship with Customers</i> | | <i>Database development</i> | Nuclear | 12 | 12.1 | 25 | 2 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information in order to design and manage a profitable and sustainable Tourism market focused database. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing a database suitable to gather, manage and generate relevant data useful for commercial interactions with Tourism customers, suppliers and stakeholders, according to the Tourism market needs, and the organization's policies and profile. | <ul style="list-style-type: none"> * Documentation with database components and its management; * Customer information sheet template; * Database structure suitable for a Tourism project commercial relationship. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Software for database design and management; * Internet; * Office supplies; * Manual of internal procedures for the elaboration of databases, as well as its forms and guidelines; * Commercial databases best practices and techniques manuals; * Service delivery quality manual; * Organization's strategic plan; | | | | |



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| | | | <ul style="list-style-type: none">* Evaluation report on the quality of services provided;* Evaluation report on the impacts of dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|--|--|--|---------|----------|-------|-------|
| <i>To build a database that strengthens the relationship with Customers</i> | <i>Database development</i> | Nuclear | 12 | 12.1 | 25 | 2 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * The need for databases; * Systems analysis; * Models used in database management; * Entity-Relationship Model and relational databases; * Table concepts, fields, records, indexes, keys, relations; * Data integrity and consistency; * Database management systems; * Database query language; * Creating, editing and deleting entities; * Inserting, changing, searching and deleting data; * Transactions, privileges and access control. | <ul style="list-style-type: none"> * To recognize the need for databases; * To characterize concepts related to the analysis of systems and databases; * To plan and design simple relational databases; * To graphically represent relationships in a database; * To characterize database management systems and models; * To use a structured query language; * To execute table relationships; * To manage data and make queries in a database system; | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show technical precision in planning; * To be able to think critically and strategically; * To be commercially savvy; * To be emphatic towards customers; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



LEARNING UNIT 12, LEARNING SUBUNIT 2

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|---|---|---------|----------|-------|-------|
| <i>To build a database that strengthens the relationship with Customers</i> | | <i>CRM - Customer Relationship Management</i> | Nuclear | 12 | 12.2 | 25 | 2 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information in order to design a digital Tourism market focused CRM and PRM strategies, using dedicated technologies. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * Designing CRM and PRM strategies, using specific technologies, targeting Tourism customers, suppliers and stakeholders, according to the Tourism market needs, and the organization's policies and profile. | <ul style="list-style-type: none"> * Documentation with CRM and PRM strategies and components; * Customer information sheet template; * Document with both a CRM and PRM strategy for a Tourism project. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information; * Software for CRM; * Internet; * Office supplies; * Manual of internal procedures for the management of commercial relationships, as well as its forms and guidelines; * CRM and PRM best practices and techniques manuals; * Service delivery quality manual; * Organization's strategic plan; | | | | |



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| | | | <ul style="list-style-type: none">* Evaluation report on the quality of services provided;* Evaluation report on the impacts of dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|--|---------|----------|-------|-------|
| <i>To build a database that strengthens the relationship with Customers</i> | <i>CRM - Customer Relationship Management</i> | Nuclear | 12 | 12.2 | 25 | 2 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * CRM - Consumer Relationship Management: <ul style="list-style-type: none"> - Relational marketing and CRM; - Technologies associated with CRM. * Customer information / relationship management: <ul style="list-style-type: none"> - Communication technologies for the customer; - Technology to know the characteristics and habits of the customer; - Technology to create a relationship with the customer; * CRM Strategies: <ul style="list-style-type: none"> - Implementation; - Partnership management. * PRM (Partner Relationship Management) Strategies: <ul style="list-style-type: none"> - Implementation; | <ul style="list-style-type: none"> * To manage customer and business partner information to make the business profitable; * To apply CRM and PRM to measure business and commercial relations. | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To show technical precision in planning; * To be able to think critically and strategically; * To be commercially savvy; * To be emphatic towards customers; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



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| - Management of the commercial relationship with other companies (partners, suppliers). | | |
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LEARNING UNIT 13, LEARNING SUBUNIT 1

| LEARNING UNIT | | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|---|--|--|---------|----------|-------|-------|
| <i>To create a Tourism oriented project using multimedia tools</i> | | <i>Multimedia project management and methodology</i> | Nuclear | 13 | 13.1 | 50 | 4 |
| Job Achievements | Performance Criteria | Outputs | Resources | | | | |
| To gather, to process and to critically analyse information in order to plan and design a digital Tourism market focused multimedia product, using several tools. | <ul style="list-style-type: none"> * Using proper research tools; * Analysing the information and presenting it in a clear and organized way; * Facing case studies, being able to answer in a detailed and objective way; * After creating a script, designing a structured multimedia Tourism product, which shall include several digital tools, according to the Tourism market needs, and the organization's policies and profile. | <ul style="list-style-type: none"> * Detailed script for a multimedia Tourism product, which should include, among others: <ul style="list-style-type: none"> - Budget; - Timeline; - Content organization; - Relevant information to the customers; - Technical guide; - Accessibility details; - Data gathering and its protection details; - Customer interaction tools; - Customer feedback. * File with a multimedia Tourism product. | <ul style="list-style-type: none"> * Computer equipment: computers and software for searching, processing, editing and saving information, including text, audio and video; * Internet; * Office supplies; * Manual of internal procedures for the elaboration of a digital Tourism product, as well as its forms and guidelines; * Tourism products digital information; * Service delivery quality manual; * Organization's strategic plan; * Evaluation report on the quality of services provided; | | | | |



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| | | | * Evaluation report on the impacts of dissemination actions. |
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| LEARNING UNIT | LEARNING SUBUNIT | TYPE | CODE LU | CODE LSU | HOURS | ECVET |
|---|--|--|---------|----------|-------|-------|
| <i>To create a Tourism oriented project using multimedia tools</i> | <i>Multimedia project management and methodology</i> | Nuclear | 13 | 13.1 | 50 | 4 |
| Knowledge | Ability | Attitude | | | | |
| <ul style="list-style-type: none"> * Communication process; * Multimedia communication model; * Design / production process; * Project methodology and its phases; * Human resources, relationships and skills; * Human resources involved in a multimedia project team; * Web production team; * Information organization; * State of the art analysis; * Analysis of “competition” – benchmarking; * User’s profile analysis; * Multimedia proposal; * Tasks and resources analysis; | <ul style="list-style-type: none"> * To Identify the different phases that make up the multimedia design and production process; * To identify the production structure necessary for project development; * To plan multimedia production using documentary, information architecture (interactive) and technical guidelines; * To analyse the “competition”; * To analyse the user's profile; * To analyse the needs towards the preparation of a proposal (structural and financial); * To coordinate interactive multimedia projects; * To evaluate the final product and ensure its maintenance and updating; | <ul style="list-style-type: none"> * To show research initiative; * To show accuracy doing the gathering, analysis and systematization of information; * To work efficiently both autonomously and in group; * To be able to think critically and strategically; * To show technical precision in planning; * To be commercially savvy; * To be emphatic towards customers; * To show creative skills; * To be able to work with digital tools; * To be open-minded; * To be fluent, both verbal and written. | | | | |



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| <ul style="list-style-type: none"> * Budgeting and cost control; * Timeline; * Script and forms of writing for multimedia; * Content organization and optimization; * Script production; * Documentary or literary script; * Interactive script (information architecture); * Graphic style script; * Technical guide; * Dynamic sites (back-office system planning - CMS); * Compatibility - Web standards; * Accessibility; * Evaluation methods of multimedia products; * Planning a multimedia product; * Project - planning a multimedia project. | <ul style="list-style-type: none"> * To plan and structure dynamic websites; * To plan and control multimedia production using methodologies and tools appropriate to the process; * To organize and evaluate a multimedia project team. | |
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