

## LEONARDO DA VINCI NATIONAL AGENCY / EUROPEAN COMMISSION



## LEONARDO DA VINCI PROGRAMME

Second phase: 2000-2006

**Pilot projects (including Thematic actions), Language  
competencies, Transnational networks, Reference material  
FINAL REPORT**

**NB:** Please fill in the electronic (Web) version of the form at <http://leonardo.cec.eu.int/>

Agreement number: UK/05/B/F/PP162_312		Contracting period: 01.10.2005 – 30.09.2007	
Year: 2005	Country: UK	Project duration: 24 (months)	
Title: Vocational Management Training for the European Tourist Industry (VocMat)			
Contractor: Tourist Board Training			
Contractor's legal representative: Liz Buchanan			
Period covered by the report	From: 01/10/2005 To: 30/09/2007		
Contract amendments	Yes <input type="checkbox"/> No X		

DECLARATION OF CONFORMITY

I, the undersigned, hereby declare that the attached information is accurate and in accordance with the facts. In particular the financial data provided in this report corresponds to the expenditure actually incurred by the project partners for carrying out project activities. This information has been approved by the authorities representing the partners involved in the activities set out in this Report.

.....  
 (Original signature of the person legally authorised to act on  
 behalf of the contracting organisation and who signed the agreement)

.....  
 (Original signature of the Scientific co-ordinator,  
 for RF projects only)

Name of Scientific Co-ordinator.....

Name of contractor's legal representative: .....

Position within the contracting organisation:.....

Place & Date: .....

Report to be returned to the following address:  
 Procedure B - (Name and address of the National Agency)

Procedure C – Socrates, Leonardo & Youth Technical Assistance Office  
 Rue Colonel Bourg 139 Kolonel Bourgstraat  
 B-1140 BRUSSELS Belgium

<b>A. CONTRACTING ORGANISATION</b>
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Information to be checked and updated, if necessary.

Name of the organisation in national language <i>(full and abbreviated if applicable)</i>	Tourist Board Training
Name of the organisation in EN, FR or DE	Tourist Board Training

**Head Office**

Street	Eglinton Street
Number	22A
Post code	KA12 8AS
Town/city	Irvine
Country	Scotland, UK

**Contact Person**

Name	Mr <input type="checkbox"/> Ms <input type="checkbox"/>	Liz Buchanan
Position	Chief Executive	
Street	Eglinton Street	
Number	22A	
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Telephone	++ 44 /1294 313006	
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**Authorised signatory**

Name	Mr <input type="checkbox"/> Ms <input type="checkbox"/>	Liz Buchanan
Position	Chief Executive	

<i>Organisation type code</i> <sup>1</sup>	<i>Region code</i>	<i>Sector code (max 3)</i>			<i>Size code</i>
PME	UKM3	092	H55	M80	S1

<b>Project descriptors</b> <sup>2</sup> (max 3 keywords in English, French or German)		
Vocational qualification	Open and distance training ODL	Entrepreneurship training

<sup>1</sup> Please use codes supplied in the application form

<sup>2</sup> Please refer to the **key words** provided in the Glossary (available at: [http://europa.eu.int/comm/education/leonardo/leonardo2\\_en.html](http://europa.eu.int/comm/education/leonardo/leonardo2_en.html))



## B. OVERVIEW OF THE ACTIVITIES AND ACHIEVEMENTS

### Reminder

The Final Report shall cover all the activities and results for the whole project duration.

An original and one copy of all results and/or products must be sent to the National Agency or the Commission (Procedure C), together with this report.

### B.1 - Outcomes and results

Please describe the concrete outcomes and results, including products, surveys, analysis, etc. of the project, the dissemination activities undertaken and the impact in the specific target group(s). (max 1 page, no more than 2000 characters).

#### PRODUCTS,SURVEYS,ANALYSIS:

VocMat Research Report and Training Needs Analysis (See VP2) was produced following a robust research process. The exercise identified skills gaps within middle & senior management in the tourism and related sectors; barriers experienced by people in work seeking to improve skills at a high level including time, cost, location, access, family commitments etc. Research continued through the life of the project (See Setting a Baseline, Interim Review & Final Review).

VocMat Model (See VP3a-k) was developed to address the particular barriers to high level vocational training by providing a new, innovative, flexible methodology that would allow participants to study in the workplace or at home, at their own pace and in their own time. During the development of the Model within the Pilot Project, there were time restrictions because of the length of the two-year project. The vocational training was set at a high level and be relevant in a transnational context. The final products have addressed the issues identified and are a combination of flexible/blended learning that give participants control over when they study. The VocMat Model includes:

Virtual Learning Environment; Online Learning Materials; Online Assignments; Online Forum; Downloadable text files; Videoconferencing; CD-Roms; Helpline; Workshops/Seminars; Handbook & Handouts; Guidance Material; Online Training Needs Analysis.

VocMat Modules (See VP4a-d) were developed to test the VocMat Model through a transnational Pilot Group. The VocMat Modules were contextualised for the tourism industry (& related sectors) as the lack of high-level tourism-specific vocational management training had been identified. The modules were delivered in two phases so that feedback from the first phase could be built into the second phase and from the second phase into the final products. The modules developed were Strategic Management in Tourism; Tourism Marketing Management; Human Resources Management in Tourism; and Operational Management in Tourism.

VocMat Curriculum (SeeVP5) is set at the equivalent of Masters/Postgraduate level. Modules are worth 7.5 ECTS each. In addition to the four modules already developed, a further seven subject areas have been identified. A participant completing 4 modules would achieve the equivalent of a Postgraduate Certificate and after completing 8 modules would receive a Postgraduate Diploma. On completion of a dissertation, the participant would achieve a Masters Degree.

#### DISSEMINATION:

Dissemination activities were carried out extensively at European level (ETAG/ETIN, EUTO and the European Tourism Forum) and at partner level and to all target groups. These activities included: Project Leaflets (2 versions in partner languages. See Val2a-f); Website (See Val (3a-c); Press Releases (See Val5); Newsletters (See Val6); Presentations (See Val 10); and Database (See Val9)

#### IMPACT:

The impact of the project was to develop training content that addressed skills gaps of the target groups through a modular-based, flexible learning system delivered through a combination of online and face-to-face training. The products are accredited to Masters level and are relevant for the target groups. The products are innovative and appropriate at a transnational level. The project management by all partners has reduced barriers between industry and education and can be used by others as an example of best practice. The project has also contributed to improving the perceptions of the tourism industry as a career choice.



## B.2 - Project achievements

B.2.1 - Did the project meet its targets in terms of outcomes (as given in the application form, particularly in the work programme). Please comment on any under or over achievements of targets? (max 1 page, no more than 2000 characters).

### Target Achievement by Work Package:

**Quality Management:** Targets - Outputs 'fit for purpose' and delivered to planned time and costs; assigning appropriate roles & responsibilities to reflect skills – achieved; developing systems and procedures from the outset of the project - achieved and monitored/evaluated throughout the project; identifying training needs and existing best practice - achieved; identifying & developing innovative delivery mechanisms to ensure added value - achieved by the R&D Group as was consistency and credibility of accreditation with each module being validated by universities' quality groups; testing of the quality and relevance of the modules - achieved through feedback which was incorporated at the beta and final stages; quality of valorisation activity was addressed by the Valorisation Group who, when an issue arose over the Valorisation sub-contractor, terminated the contract and took on all valorisation activities themselves; the Valorisation Group, which included all partners, achieved the aim of ensuring that the final products being developed were relevant and meet the needs of end users through a process of communication and consultation; Monitoring and Evaluation was achieved through consultation, feedback and an ongoing process of internal M&E.

**Project Management:** Targets: Quality Management Plan – developed and followed; Project Management Plan – developed & followed; Management Group meetings X 7 – achieved; Internal Quality M&E Systems – developed & followed; Administrative & Financial Monitoring Systems - developed & followed although some chasing required of some partners; Anticipated Project Outcomes – achieved; Effective Valorisation Strategy – all targets achieved, some over achieved (see valorisation); Interim Review & Final Review – achieved; Progress Report Interim Report & Final Report – achieved but with slippage in time; Communication with partners – Target 24 updates/e-mails, 30 achieved.

**Valorisation:** Valorisation Group Meetings X5, 7 achieved; Project Leaflet X 1 in all partner languages, 2 in all partner languages achieved; Website – section on EUTO website, own website + links from EUTO & partner websites achieved; Project Launch X 1, 2 delivered; Press Releases/e-Bulletins X 6, 12 delivered; Newsletters X 8, 3 delivered – decision to focus on Press Releases/e-bulletins as having more impact; Consultation with End Users by e-mail X 6, 11 delivered; Seminars/Workshops X 3, 5 delivered; database contacts – tourism X 500, 735 delivered; database contacts – other sectors X 100, 140 delivered; Communication with partners, monthly updates X 24, 30 delivered; Presentations X 8, 35 delivered + further 49 occasions recorded when VocMat raised at meetings/in discussions by partners; e-newsletter registration X 50, all contacts on database receive e-Bulletins/Newsletters therefore 875; thematic monitoring seminars – attendance at 4, none attended as not happening at start of project and later notification/timescale much too short (1 month) however attended 3 Ecotec events during project.

**Research & Development:** Innovative model for delivery of vocational training across Europe – achieved; designed to facilitate people with difficulty accessing training because of location, access, time, social exclusion etc – achieved; tested on transnational pilot group – achieved; transferable to other sectors – achieved; to include online training materials, assessment, handbook, guidance material, skills assessment, seminars, video-conferencing, forum, helpline – achieved; translated into partner languages – relevant & tested parts achieved

**Delivery & Testing:** Four transferable, accredited tourism-specific modules addressing skills gaps identified in research – achieved; tourism management curriculum including developed modules + a range of others so that it is flexible & appropriate in all countries – achieved

**Monitoring & Evaluation:** Baseline Setting – achieved; feedback from Pilot Group – achieved; feedback from external stakeholders & potential end users – achieved; Interim Review – achieved; Final Review – achieved.



B.2.2 - What was the value added by the innovative aspects of the project? (max 1 page, no more than 2000 characters).

There were a number of innovative aspects to the project all of which added value to what was in existence at the time. These included:

- 1 A new methodology for the delivery of accredited, vocational training for the tourism industry. The research exercise had included an extensive literature review and website searches to identify examples of best practice across Europe that could be built on for the VocMat project but they did not exist at that level. Some existed at more basic level and some used flexible learning at an undergraduate level but with a much stronger influence on attendance at university/college. None were delivering a flexible learning approach at postgraduate level in the tourism industry which allowed students to study at their own pace, in their own time and in their chosen environment.
2. Another perspective is the case of Estonia where there was such a lack of tourism training programmes that any management training was seen as innovative. The situation in Scotland was an emphasis on short, one-day management seminars with no accreditation involved.
3. The most innovative aspect was the transnationality with the products based on a new form of European-level cooperation in the tourism industry resulting in a learning system that is transferable and transparent for vocational management training throughout Europe (See further comments on transnationality below).
4. Another innovative aspect was the partnership approach between tourism organisations and education bodies/universities responsible for delivering tourism education. The practice in the past has been for tourism professionals to support education by sitting on advisory groups and offering work placements to students. The partnership in VocMat had tourism and education working side-by-side to develop a solution for a European-wide problem.
5. The accreditation of each of the modules by the universities, the stated acceptance by them that they would recognise all four modules for APEL , the applying of the ECTS system to the modules and the development of a curriculum that is suitable for tourism managers throughout Europe has meant that, for the first time, progress has been made to develop a Europe-wide qualification for industry managers.
6. The development of the methodology for people in work resulted in an approach that is transferable to other sectors.

B.2.3 - What was the overall contribution of the transnational work? Please comment on the value of transnational activities to the achievements of your project objectives at national and transnational level. Include any unanticipated benefits. (max 1 page, no more than 2000 characters).

The overall contribution of the transnationality of the project cannot be understated. It was clear from research carried out when the Pilot Group was being recruited that many of the participants who were applying had, as a major incentive, the fact that they could learn from peers in other countries about best practice. This had also been evident during the focus groups at the start of the project when participants had stated that, "The expectations of international customers in quality terms are increasingly important for operators. There is a need for management training on cross cultural customer perceptions and expectations. The European nature of VocMat is noted in this connection"

Transnationality, in the context of the VocMat project, can be looked at from two angles – the participants and the partners.

In terms of the participants, the Pilot Group had been developed as one group studying together with national-level groups in support. In the first phase of the project, the transnationality did not work as effectively as it could have and feedback prior to the Interim Review confirmed this. This was partly because the timing of the first phase clashed with the height of the tourist season and because a



number of the participants were not fully confident in the use of discussion board etc. This feedback was used to improve the transnationality in the second phase and, when participants were brought together for induction, an informal evening was arranged to help people to get to know each other. In addition, all participants were given training on the use of discussion boards and, within a few days of the seminar, all of them had posted entries to introduce themselves to the rest of the group. Thereafter, international chat room events took place so that participants could exchange views, problem, issues with each other and with the subject leader. Feedback from students has included, "The facility to communicate with tutors, mentors and other students although in some cases hundreds of miles apart and the access to the study materials in various formats has been particularly useful."; "The learning methods were very convenient and I found many new friends with international tourism background!" However, it is clear from feedback that online training cannot fully replace face-to-face and the best model is one which has a good balance of both.

From the partners' point of view, transnationality provided a new perspective, also. Partners from different countries, with different types of tourism product and market, with very different types of education systems, worked together to develop an approach that was not only relevant in their own countries but appropriate at a European level. On occasion it would have been simpler for a partner to turn away from a proposed aspect, particularly when it came to accreditation, but each partner was committed to finding a way through the accreditation maze to reach a workable conclusion.

B.2.4 - How do you consider the project partnership and project activities/results to be sustainable beyond the Leonardo project? (max 1 page, no more than 2000 characters).

The project partners, from the outset, had recognised that the VocMat products were so innovative and were addressing a skills gap across Europe that they were determined that the partnership would continue beyond the life of the Pilot Project. With this in mind, they agreed early on to have one IPR agreement for the life of the project and another that would be implemented after the project was completed. This agreement deals with the delivery of the academic aspects of the project, the VocMat products, but, at the same time, partners agreed on how valorisation would be addressed beyond the life of the project. This was considered in detail with agreement on who would keep the VocMat website updated, agreement that all partners would continue to promote & make presentations and agreement that the VocMat database would be kept up-to-date on an ad hoc basis as contacts were identified and that, once a year, the partners would check the database for out-of-date contacts, missing contacts etc.

There is no doubt that the products are sustainable and this has been clearly demonstrated by the interest in the development of a Transfer of Innovation project from Finland, Latvia, Italy (University of Rome), Malta, Turkey and Spain with Malta, Turkey & Spain joining the successful applicants when the application was submitted and Latvia & Italy both indicating that they would like to participate if that should become possible. In addition, the University of Florence and Dublin Institute of Technology are just another two organisations who have indicated their interest.



Agreement number:

**C. PARTNERSHIP**

C – Please mention if there are any modifications<sup>3</sup> to the initial partnership or in the distribution of tasks and budget amongst partners. Yes [ X ] No [ ]  
If you have answered « Yes », please fill in the following tables with the final composition of the partnership.

Table C.1 – Partnership Changes

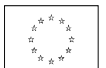
N°	Partner organisations, including co-ordinator or scientific co-ordinator which have withdrawn	Replacement partners*	Amendment request approved by NA or the Commission? (Yes/No)
1			
2			
3			
...			

N°	Reasons for withdrawal (½ page maximum, per case)
1	
2	
3	
...	

Please add extra sheets if necessary.

<sup>3</sup> Please note that changes to the partnership or substantial changes in the allocation of tasks would normally require an amendment to the initial contract.

\* Please complete table C.2 below with additional information



Agreement number:

Table C.2 – Changes to tasks and budget

N°	Partners (initial and replacement partners if appropriate)	Amount of budget per partner and LdV grant (initial amounts or new amounts if appropriate), after redistribution	
		Total budget (Euro)	LdV grant (Euro)
1	Tourist Board Training	138,647	109,154
2	Association of Icelandic Tourist Officers	15,595	12,517
3	Parnu College of the University of Tartu	28,552	23,131
4	Enterprise Estonia	11,185	6,867
5	Robert Gordon University	48,979	39,953
6	Tourism Management Institute	43,138	30,332
7	Sheffield Hallam University	37,335	26,689
8	Icelandic School of Tourism	52,238	33,107

N°	Tasks taken over by the new partners and/or (re)distribution of the tasks between the initial partners (confirm initial tasks or redistribution compared to initial proposal) (½ page maximum, per case)
1	
2	
3	
...	

Please add extra sheets if necessary.



## D. WORK PROGRAMME

D.1 – Please describe clearly and briefly the activities undertaken from the work programme

Table D.1

Work packages <sup>4</sup>				Organisations involved in the activities undertaken
N°	Title of Work package	Start date (dd/mm/yyyy)	End date (dd/mm/yyyy)	
WP 1	Quality Management	1/10/2005	30/09/2007	All Partners & Hall Aitken (Subcontractor)
WP 2	Project Management	1/10/2005	30/09/2007	All Partners & Erik van Dyck (Subcontractor to August 2006)
WP 3	Valorisation	1/10/2005	30/09/2007	All Partners & Erik van Dyck (Subcontractor to August 2006)
WP 4	Research & Development	1/10/2005	30/09/2007	Robert Gordon University (RGU), Sheffield Hallam University (SHU), Pärnu College of Tartu University (Pärnu), Icelandic School of Tourism (IST), Tourism Management Institute (TMI), Tourist Board Training (TBT) + Holar University College, Iceland (Subcontractor from Oct 2006 – Module Development) + Translators : Estonia – Interlex OÜ & Etika Jeret ; Iceland – Erling Aspelund, Solvi Eysteinnsson, Bjarni Gunnarson, Neil McMahon, Asdis Vatnasdal & Sigridur Stefansdottir + Website Development & Hosting – Carrier Direct Marketing + Leaflet Design & Printing – Advertising Works

<sup>4</sup> Please indicate the effective dates of the activity undertaken in each work package.



Agreement number:

WP 5	Delivery & Testing	21/06/2006	13/07/2007	Robert Gordon University (RGU), Sheffield Hallam University (SHU), Pärnu College of Tartu University (Pärnu), Icelandic School of Tourism (IST), Tourism Management Institute (TMI), Tourist Board Training (TBT) + Holar University College, Iceland (Subcontractor from Oct 2006)
WP 6	Monitoring & Evaluation	1/10/2005	30/09/2007	All Partners + Hall Aitken (Subcontractor)

Work packages	Aims and objectives of activities undertaken (½ page maximum, per package)
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<p>P 1 Quality Management</p>	<p>The aims and objectives of this Work Package were to ensure that a quality focussed approach underpinned all aspects of the project and that the focus of partners and activities was on the customer – within the project and beyond.</p> <p><b>a. Project Management/Planning</b> – The aim was to build quality into the process of planning/managing the project by:  Assigning appropriate roles and responsibilities to ensure that individual partners brought relevant skills and experience to the work packages for which they were responsible to ensure that they were carried out within the time and budget available and, where the range of skills were not available within the partnership, e.g. valorisation, particularly related to websites, translations and monitoring &amp; evaluation, that these skills were achieved through sub-contracting ;  Developing procedures for financial management, administration, audit and communication to ensure the smooth running of the project.</p> <p><b>b. Valorisation</b> – The Valorisation Group worked in parallel with other groups to ensure that project outputs have a value and meet the needs of potential end users across Europe. All partners had a role in the valorisation process through meetings, identifying opportunities in their own countries and sharing knowledge &amp; expertise across the partnership. Communication involved the development of websites and a dedicated database. The valorisation plan ensured effective consultation and engagement with potential end users. The process provided feedback that would inform the development of products being delivered. Partners aimed to ensure that the quality of the valorisation material and the way in which it was disseminated reflected the professionalism of the project and the project partners.</p> <p><b>c. Research/Development</b> – The project set out to identify training needs of target groups, enabling these to be prioritised in terms of importance; identifying and evaluating best practice to ensure that outputs are additional; identifying innovative delivery mechanisms &amp; developing these; ensuring consistency and credibility of accreditation. Opportunities were taken to continue this research throughout the life of the project through the Pilot Groups, End User consultation etc and this informed the Interim &amp; Final Evaluation Reports and products.</p> <p><b>d. Delivery/Testing</b> – VocMat model and modules were tested by controlled pilot groups across the partner organisations, through seminars/workshops, discussion boards and chat rooms to gather feedback and ensure that modifications could be built in at beta and final stages. Support was provided to pilot groups through a structure involving subject leaders, mentors, IT &amp; pastoral experts from within the partnership as well as specific online tools and communication to ensure process as well as content was fully assessed.</p> <p><b>e. Monitoring &amp; Evaluation:</b> The aims of this work package were to ensure that measurement was carried out quarterly, at interim and at final stage on the basis of inputs as they refer to anticipated outputs/outcomes; consultation including number of people consulted and website responses; gathering feedback and acting upon it throughout the process.</p>
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<p>WP 2 Project Management</p>	<p>The aims and objectives of the Project Management work package were identified as follows:</p> <ul style="list-style-type: none"> <li>a. Build in quality standards to the way the project carried out its tasks;</li> <li>b. Ensure the effectiveness/efficiency of the project through the adoption of procedures that were followed by all partners;</li> <li>c. Apply administrative and financial systems that ensured the project was achieving objectives and that any issues were identified timeously;</li> <li>d. Ensure that the management of the project was effective and efficient at all levels;</li> <li>e. Ensure that communication lines between all participants were effective.</li> </ul>
<p>WP 3 Valorisation</p>	<p>The aims and objectives of the Valorisation work package were identified as being:</p> <ul style="list-style-type: none"> <li>a. Communicate with potential end users &amp; decision makers during (&amp; after) the project to ensure sustainability of outputs</li> <li>b. Consult with end users to ensure that outputs meet their needs</li> <li>c. Create awareness/understanding of the project, its outputs &amp; successes</li> <li>d. Integrate outputs into training systems and practices at all levels</li> <li>e. Put in place mechanisms from the start to ensure sustainability of outputs</li> </ul>
<p>WP 4 Research &amp; Development</p>	<p>The aims of the Research and Development work package were:</p> <ul style="list-style-type: none"> <li>a. Identify transferable key management skills and effective ICT means of addressing them</li> <li>b. Produce an agreed approach for improving the management skills of middle/senior staff in tourism and related sectors</li> <li>c. Develop ICT training products, procedures and processes that would be transferable including innovative training model, training modules and curriculum</li> <li>d. Achieve accreditation for outputs as appropriate</li> </ul>
<p>WP 5 Delivery &amp; Testing</p>	<p>The aims of the Delivery and Testing work package were:</p> <ul style="list-style-type: none"> <li>a. Test the effectiveness of the training model based on ICT for people in work and unable to access accredited vocational training/education because of location, access, affordability, time, family commitments, social exclusion etc</li> <li>b. Test the relevance of the tourism modules being delivered for tourism management across Europe</li> <li>c. Recruit a Pilot Group that was representative of middle/senior tourism management across Europe</li> <li>d. Consult with Pilot Group, as examples of End Users, to produce Pilot Project outputs of transferable training model, tourism management modules and tourism management curriculum</li> <li>e. Develop a pan-country/European pilot group</li> </ul>
<p>WP 6 Monitoring &amp; Evaluation</p>	<p>The aims of the Monitoring and Evaluation work package were:</p> <p>Ensure that project delivered good value by meeting project objectives, those of partners and Leonardo da Vinci through a Monitoring and Evaluation Framework</p> <p>Carry out a regular programme of Monitoring and Evaluation</p>



Agreement number:

Work packages	Activities undertaken (½ page maximum, per package)
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P 1 Quality Management

- a. Project Management : A Quality Management Plan (See PM1) was adopted by partners in December 2005 and, through a rigorous research process, baselines were developed (See PM2). Appropriate roles were assigned to partners through the establishment of 3 working groups – Project Management (PMG), Research & Development (R&D) and Valorisation (Val). Regular contact was established and maintained using e-mail groups & the Partners’ Forum on the website, [www.vocmat.com](http://www.vocmat.com). Procedures were established to ensure the quality of the project and all activities including the quality of the management of the project and the effectiveness of the partnership. The mechanism used to report to the PMG evolved during the life of the project – from a calendar of activity to a ‘Milestones Chart’ including achievements against targets and issues log which assisted the PMG greatly in ensuring that quality management was being maintained. (See PM9).
- b. Valorisation : The work of the Valorisation Group was overseen by the PMG with, initially, responsibilities sub-contracted to Erik van Dyck, the President of the European Union of Tourist Officers (EUTO), who had skills that the partners did not have – particularly in relation to websites. A review was carried out into the sub-contractor and the contract was terminated in October 2006(See PM5 and Divergences below). The partners took on all valorisation responsibilities. As part of the PMG reporting mechanism, valorisation activities were assessed against targets for each of the outputs at each PMG meeting, any issues discussed and action agreed. Effective communication and consultation was held with potential end users through e-mails, questionnaires, seminars and workshops to provide feedback that would ensure the quality and relevance of the products that were developed.
- c. Research & Development : The R&D group was established at the start of the project and included those partners who could bring appropriate experience and skills to activity, i.e. education partners, TMI and TBT. In October 2006, when the PMG agreed to sub-contract the development of the Operational Management module to Holar University College, Iceland, the senior tourism lecturer from Holar joined the Group. The R&D Group, overseen by the PMG, ensured that products that were developed were tested effectively to ensure that they met the skills gaps seen as of the highest priority at the robust research stage and that the content was appropriate for the Masters-level that had been identified. Potential end users were consulted on a number of occasions to confirm need, relevance, innovation and additionality of the products. The content and level of the products were validated/accredited by the partner universities.
- d. Delivery/Testing : There were two test phases within the project. A transnational Pilot Group representing target groups/potential end users was recruited in March-May 2006 and Jan-Feb 2007 and their expectations of the project established. Recruitment was based on a range of criteria so a representative cross-section of target groups was achieved. Research was carried out at the end of both test phases and informed the final products. A support structure was put in place including discussions boards, chat rooms & mentoring.
- e. Monitoring & Evaluation : M&E was carried out consistently at all points in the project and set against the baselines identified in initial research. These included expectations of partners, pilot group and potential end users. M&E processes included Quarterly Reports from partners, Reports to the PMG at all meetings, Activity/Targets, Issues, Progress Report, Interim Evaluation, Interim Report, Final Evaluation, Final Report, Pilot Group formal Feedback, End User research.

WP 2 Project Management

The overall management of the project lay with the Project Management Group on which all partners were represented. TBT, supported by TMI, provided day-to-day management. The PMG met on 7 occasions (See Divergences for those held outwith partner countries). The PMG were responsible for overseeing the work of all partners, working groups and sub-contractors (See PM14) and dealt with any issues that arose relating to activity or finance. The PMG approved the development of the innovative VocMat Model and the framework for the modules being used to test the model. They approved the criteria used to select the Pilot Group to ensure that the needs of target groups were represented. They monitored the ongoing development and approved the final products and contributed to the Interim and Final Reviews as well as the three LdV Reports. They monitored the activities of all Work Packages in terms of achievement against original targets, addressed any issues as they arose to ensure that the project was on target to deliver anticipated outcomes and to agree on corrective action. They monitored the outputs of the Valorisation Group and each partner took a role in carrying out valorisation activities. The PMG, who had appointed the Valorisation Sub-contractor, dealt with the early ending of his contract when it became necessary.

To support the PMG with its responsibilities, a number of mechanisms were put in place:

- a. Agendas: a structured approach was taken to agendas of PMG meetings to ensure that a number of areas were discussed at every meeting. These included R&D Working Group Report; Valorisation Working Group Report and Activity Calendar, which during the project, following guidance from the National Agency, became Internal Monitoring & Evaluation (See PM11).
- b. Quarterly Monitoring & Evaluation: All partners were required to submit quarterly reports which included Expenditure (by budget head), Partner Country Project Progress, Valorisation, Project Management & Partnership Effectiveness. The information was collated and used to inform the Internal Monitoring & Evaluation item on PMG agendas as well as allow TBT to monitor the budget & partner expenditure (See PM9). The majority of partners reported quarterly on time but some were less efficient – particularly in terms of financial reporting. Icelandic partners were consistently having to be pursued in this respect.
- c. Communication Systems: Effective communication systems were established at the outset of the project using e-mail groups – Project Management, Research & Development, Valorisation & Finance. As the project progressed, the Partners' Forum was introduced to the VocMat website, [www.vocmat.com](http://www.vocmat.com) to allow partners to discuss issues outwith PMG meetings. A Partner/Pilot Group facility appeared on the VocMat VLE as well as a Pilot Group e-mail group. This allowed for vertical and horizontal communications. During the life of the project, TBT issued 30 e-mails/updates to all partners to keep them informed between meetings and partners, themselves, grew into communicating with each other as well as directly with TBT or TMI.

In carrying out the Final Evaluation (see PM8), Hall Aitken discussed co-operation and partnership with the partners who felt that the transnational partnership had worked well, all partners felt involved in the project and that partners had worked together well. They particularly liked the transnational aspect which they found "inspiring" and "innovative". Another positive effect mentioned by a couple of partners was that relationships developed between academia and industry. These and other positive outcomes are due to the commitment of partners to deliver their responsibilities as the ultimate managers of the project.

<p>WP 3 Valorisation</p>	<p>Valorisation was the responsibility of all partners. To facilitate delivery of valorisation activity a Valorisation group was established which met 7 times and, to provide skills that did not exist within the partnership, Erik van Dyck, President of the European Union of Tourist Officers (EUTO), was appointed to lead the delivery of the Strategy (see PM12). The contract was formally ended in October 2006 – see Divergences. Valorisation activity exceeded almost all of the targets/outcomes both through the partners and through the use of networks such as EUTO, ETAG/ETIN and by the cascading effect of European/national associations forwarding information to their contacts. Valorisation activity continues beyond the life of the project and, in October, included the VocMat project being selected from a significant number of applicants from across Europe as one of seven projects exhibiting at the European Tourism Forum. Planned activity, targets and outcomes were as follows:</p> <ol style="list-style-type: none"> <li>a. <u>Project Leaflet</u>: It had been planned to produce a leaflet early in the project and in the three partner languages. This was delivered in March 2006 and a decision made by the PMG that a further leaflet should be produced at the end of the project. Again, this was produced in the three partner languages. (See Val2)</li> <li>b. <u>Website</u>: <a href="http://www.vocmat.com">www.vocmat.com</a> went live in July 2006 (see Val3a-c). Testing began in April 2006 and, since that time, the site has received 16,365 visits &amp; 172,193 hits. There are links between partners' websites &amp; the VocMat site as well as the inclusion of a VocMat 'tab' on the EUTO site.</li> <li>c. <u>Project Launch</u>: There were two launches for the project for greater impact. The first was held in Belgium and the second in the UK to which representatives of target groups, educational organisations, sector skills council, local government, enterprise networks etc were invited.</li> <li>d. <u>Press Releases/e-Newsletters</u>: In planning the project, partners had intended to produce 6 Press Releases and 8 Newsletters. It became clear early in the project that greater impact could be achieved through the issuing of 1 page Press Releases or e-Updates rather than Newsletters so it was decided to produce more Press Releases/e-Updates more regularly and less Newsletters. 12 Press Releases/e-Updates were produced in English during the life of the project which were issued to the press, to the VocMat database and were translated by Estonian and Icelandic partners and issued to their contacts. In addition, 3 Newsletters were produced – at the start of the first &amp; second test phases and at the end of testing.</li> <li>e. <u>Consultation with End Users</u>: The target for e-mail consultation with end users had been 6 consultations but, by the end of the project, this had happened 11 times using questionnaires, e-Bulletins, SurveyMonkey etc. In addition there had been 5 seminars/workshops whereas 3 had been planned originally.</li> <li>f. <u>Database</u>: The initial database, which was developed through partners &amp; EUTO, had 140 tourism contacts and none for other sectors. The database, which continues to grow, has 735 tourism contacts and 140 for other sectors. (See Val 9)</li> <li>g. <u>Communication with partners</u>: Target – monthly updates (24). Outcome – 30</li> <li>h. <u>VocMat Presentation</u>: A standard presentation was developed and updated when required. This was supported by an Information paper. The target had been for each partner to deliver 1 presentation. In total, 35 presentations were made and a further 49 instances were recorded of VocMat being raised by partners at meetings with other organisations.</li> <li>i. <u>E-Newsletter registration</u>: All contacts made through the valorisation activity were added to the database</li> <li>j. <u>Other Valorisation Activity</u>: See Val 11 for a summary of Partner Activity, results of a Google Search &amp; examples of coverage</li> </ol>
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WP 4 Research & Development

The R&D Group, which reported to the PMG and was supported by the Val group, met on 8 occasions during the life of the project (see VP1) and communicated extensively by e-mail. They were responsible for development of the VocMat products as follows:  
Research Exercise: The robust research exercise included an extensive literature review as well as focus groups, telephone surveys and workshops in the partner countries. The information was collated and a Research Report produced (see VP2). Research continued during the life of the project as the products were developed.

VocMat Model: The aim had been to develop an innovative methodology for the delivery of vocational training at Masters-level and relevant in a transnational context. This included:

Virtual Learning Environment – Sheffield Hallam University took responsibility for the design & delivery of the VLE based on the internationally-available Blackboard system. (See VP3a and

<http://coursesites.blackboard.com/webapps/portal/frameset.jsp> Login: jaulehle ; Password: blackboard)

Online Learning Materials – The project plan was to test the VocMat model using 4 modules, 2 in 2006 and 2 in 2007. These were developed as planned (see VP3b)

Online Assignments – A variety of assignment methods were used to test those most appropriate in an online environment for people with no recent education experience and which would be appropriate for workplace completion. These were: one assignment per module chapter; one main end-of-module assignment; a learning log and one assignment including use of the forum. (See VP3c)

Online Forum – This was developed into Discussion Boards/Forum for each module and for each country as well as transnational and in-country Chat Rooms. (See VP3d)

Downloadable text files – Materials on the VLE could be downloaded

Videoconferencing – This was introduced at the induction seminars in 2006 and 2007 and worked well apart from occasional technical hitches. (See VP3e).

CD-Roms – Training Materials, assignments, handbook, guidance etc was produced in English during the test phases and in Estonian & Icelandic once relevant sections had been tested. (See VP3f)

Helpline – All subject leaders, mentors, project management were available for guidance & support. (See VP3g)

Workshops/Seminars: Five events were held to introduce the system and to confirm its relevance. (See VP3h)

Handbook & Handouts: These are available in all partner languages (See VP3i)

Guidance material: Produced on the use of the handbook, the VLE and CD-Roms. All partner languages. (See VP3j)

Online Training Needs Analysis: See VP3k

VocMat Modules: Four modules were developed to test the VocMat Model. These were Strategic Management, Tourism Marketing Management, Human Resources Management and Operational Management – all in a tourism context. (See VP4a-d)

VocMat Curriculum: A curriculum that would be relevant across Europe was developed. (See VP5)

Accreditation: Each university validated/accredited own module. All agreed to accept others for APL. (See VP6)

IPR Agreements: Two agreements were drawn up – one for during the project & one post-project. (See VP7a-b)

VocMat Certificates: Pilot group participants received VocMat certificates as well as those from universities. (See VP8)

<p>WP 5 Delivery &amp; Testing</p>	<p>The R&amp;D Group, with support from the Project Management &amp; Valorisation Groups, had responsibility for Delivery &amp; Testing. The role of the Pilot Group was to test the effectiveness of the VocMat Model, test the relevance of the tourism modules being delivered, work as a transnational group and provide feedback to the project partners on all aspects of their participation in the VocMat project so that changes could be made to the methodology after the first test phase and, if necessary, after the second test phase. As well as being used to inform the design of the Model, pilot group feedback also informed the Interim &amp; Final Reviews. (See PM6 &amp; PM8)</p> <p>The Pilot Group for the first test phase was recruited by May 2006. In total there were over 80 representatives of whom 40 were selected although 6 withdrew early on due to personal circumstances. An induction seminar was held in Sheffield in June, attended by pilot group members and partners from all participating countries. For those unable to make the journey, a video-conferencing facility was arranged in Estonia and Iceland so that remaining members could participate actively in the day. An additional aim of this event was to embed the transnational approach amongst pilot group members. In this first test phase, participants were studying two modules at the same time – feedback at the end of the phase changed the approach for the second test phase and the modules were delivered sequentially. It was clear from the first test phase that the participants all had a problem with lack of time to complete the modules at their busiest time of the year – the height of the tourist season. Feedback was sought from Pilot Group members and this was used to inform the next phase.</p> <p>The second test phase took place between February and July 2007 with the Human Resources module being developed &amp; delivered by Pärnu College over 10 weeks until early May followed by the Operational Management module being developed &amp; delivered by Holar University College, Iceland, sub-contracted by Icelandic School of Tourism. Again the time issue became a factor because the second module, in particular, was running in to the height of the season. The second phase had been introduced to pilot group members in Copenhagen in February and included an evening together to get to know each other. This is one of the important learning points of the exercise – the development of a transnational approach to learning together and exchanging best practice works much more effectively if the group are given time to mix socially and get to know each other. The feedback from the participants at the Copenhagen seminar was that this transnational element was adopted much more effectively after Copenhagen than after the Sheffield event the previous year.</p> <p>The Pilot Group participants made a significant contribution to the development of the VocMat Model and underpinned the need to ensure that the delivery time is long enough and at the right time of year as well as the need to ensure that the support mechanisms put in place are more than adequate. They also confirmed the relevance of the modules that had been developed although there were various preferences amongst the group – depending on the requirements of their daily employment. The Pilot Group also contributed to the design of the VocMat Curriculum through workshop sessions held in Copenhagen to identify subject areas that they, as representatives of target groups and end users, would require in a qualification. These ranged from generic management skills in a tourism context to tourism-specific areas such as Sustainable Tourism and Heritage &amp; Culture.</p>
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<p>WP 6 Monitoring &amp; Evaluation</p>	<p>As with Quality Management, Project Management and Valorisation, Monitoring and Evaluation was the responsibility of all partners. They were supported in M&amp;E activities through the appointment of a sub-contractor, Hall Aitken Associates, Scotland. A Monitoring &amp; Evaluation framework had been developed prior to the start of the project and this was augmented by a number of other mechanisms to assess progress and results against objectives. These included:</p> <ol style="list-style-type: none"> <li>a. <u>Research</u>: A robust exercise at the start of the project to identify the expectations of partners and potential end users. (See VP2)</li> <li>b. <u>Baseline Setting</u>: The identification of expectations of satisfaction levels of products, the setting of project targets for a delivery mechanism, modules, accreditation, skills levels, partnership working, support to Pilot Group, barriers to training and valorisation (See PM2)</li> <li>c. <u>Quarterly Monitoring and Evaluation Systems</u>: The implementation of a range of mechanisms to record and measure partners' activity, administration, partnership working, valorisation and expenditure/budget.</li> <li>d. <u>Internal Monitoring &amp; Evaluation Reporting System</u>: To allow the Project Management Group &amp; the project manager to identify any issues and address them as well as ensuring that expected outputs were on target to be delivered. (See PM9)</li> <li>e. <u>Progress Report for National Agency</u> (See PM3)</li> <li>f. <u>Project Visit Activity Report for National Agency</u> (See PM4)</li> <li>g. <u>Interim Monitoring &amp; Evaluation Review</u> ( See PM6)</li> <li>h. <u>Interim Report for National Agency</u> (See PM7)</li> <li>i. <u>Performance Review of Valorisation Sub-contractor</u> (See PM5)</li> <li>j. <u>Feedback from Pilot Group</u> (See PM6)</li> <li>k. <u>Consultation with End Users &amp; Decision Makers</u> (See PM6 &amp; PM8)</li> <li>l. <u>Final Monitoring &amp; Evaluation Review</u></li> <li>m. <u>Regular programme of telephone discussions with National Agency</u></li> <li>n. <u>Final Report for National Agency</u></li> </ol>
<p>Work packages</p>	<p>Divergences from the initial activities and reasons why (½ page maximum, per package)</p>
<p>WP 1 Quality Management</p>	<p>Following a report from the Icelandic School of Tourism that they would be unable to meet the requirement to develop the Operations Management module, Holar University College, Iceland were sub-contracted to carry out the development. Minor adjustments were made to the delivery schedule of the Second Test Phase to take account of feedback from Pilot Group members during the First Test Phase and modules were delivered sequentially rather than in tandem.</p>



Agreement number:

<p>WP 2 Project Management</p>	<p>Project meetings were, as much as possible, combined with other meetings being attended by a number of the partners so that costs could be saved in the VocMat budget where possible. This had been discussed during the National Agency Project Visit in August 2006 and accepted with, where apportionment was being applied, this would be recorded on invoices. Project meetings, therefore, were not always held within partner countries. Meetings were held in Belgium, UK &amp; 2, Estonia, Malta, Denmark, Iceland &amp; Latvia.</p> <p>It was realised by Project Management that some costs had been recorded through Staff Costs whereas they were Production. The details were:</p> <p>Sheffield Hallam University – The production of the Virtual Learning Environment, which is the central pillar of the project, had been carried out by a Sheffield Hallam University member of staff from a department that is not the active partner. He provided this service to all the partners but his charges were being paid by the SHU Tourism Dept, on behalf of the VocMat partners, to the SHU Corporate Services.</p> <p>Robert Gordon University – At the outset of the project and at the mid-point, RGU Tourism bought in the services of a member of staff, again on behalf of the partners, to set up a system to provide evidence to allow the production of the Interim Evaluation Report for the project.</p> <p>The National Agency confirmed that the proposal from the Project Management was to move these costs to production. The amount for total staff would not be changed. The National agency agreed to this change on 27 June 2007.</p>
<p>WP 3 Valorisation</p>	<p>The main divergence from original project plans took place in the first year when the Project Management Group agreed that the contract with the Valorisation subcontractor should be terminated.</p>
<p>WP 4 Research &amp; Development</p>	<p>Following a report from the Icelandic School of Tourism that they would be unable to meet the requirement to develop the Operational Management module, Holar University College, Iceland were sub-contracted to carry out the development. An additional three R&amp;D Group meetings were held compared with those anticipated at application stage. The project could not have progressed without these meetings and they were approved by the PMG.</p>
<p>WP 5 Delivery &amp; Testing</p>	<p>Minor adjustments were made to the delivery schedule of the Second Test Phase to take account of feedback from Pilot Group members during the First Test Phase and modules were delivered earlier and sequentially rather than in tandem.</p>
<p>WP 6 Monitoring &amp; Evaluation</p>	<p>There were no divergences from the original plan.</p>
<p>Work packages      Impact in the project's operational objectives (½ page maximum, per package)</p>	



<p>WP 1 Quality Management</p>	<p>The objectives were to build quality into all processes and this was achieved by developing quality systems for all areas of planning and managing and getting partners' commitment to follow these systems. This was generally achieved, with occasional slippage from one or two partners, and allowed the Project Management Group to be able to make decisions based on up-to-date information on the quality of the products. An underpinning approach had been to assign roles &amp; responsibilities to make best use of skills and this ensured that the quality of valorisation and of the final VocMat products that had been developed and tested met the targets and standards identified at application stage. Consultation was carried out with partners, the Pilot Group and potential end users at a number of stages and feedback was used to inform the subsequent and final stages.</p>
<p>WP 2 Project Management</p>	<p>The introduction of roles &amp; responsibilities for all partners and working groups and comprehensive administrative and financial procedures at a very early stage undoubtedly contributed to the success of the project and, where there were issues such as with the valorisation sub-contractor in the first year of the project and the budget in the second year, the partnership dealt with these as one body – finding solutions and making decisions with the overall project in mind and not the impact on individual partners. This partnership approach and the regular communication between the project managers and the partners had a significant impact on the development of the project.</p>
<p>WP 3 Valorisation</p>	<p>All the objectives of the Valorisation Work Package were met despite the ending of the contract with the valorisation sub-contractor after he had established the website. In terms of targets, many of them were exceeded significantly and the VocMat project has now become well-known amongst tourism and skills organisations at a European and partner country level. All the partners contributed to valorisation activity and the skills of the tourism organisations, for whom promotion is their main activity on a day-to-day basis, undoubtedly supported the professionalism of the dissemination products. The knowledge of the education sector members in terms of exploitation of educational products meant that the final VocMat products have a sustainable future.</p>
<p>WP 4 Research &amp; Development</p>	<p>The objectives of the R&amp;D Work Package were to identify skills gaps amongst managers in the tourism &amp; related sectors and develop products that would address the barriers to learning that consistently presented themselves to people in work – time, cost, location, access etc. In addition, four modules would be produced to test the model and these would receive accreditation. The impact of the initial research exercise and the subsequent development work to produce the VocMat Model, Modules &amp; Curriculum has been to close a gap that existed in terms of research and to develop a product that is truly innovative in the tourism industry. It is innovative not only in that it provides access to vocational training for managers at a time, in a place, using a methodology that suits them but it is also innovative in its transnationality by providing an opportunity for businesses in different countries to learn together, through accredited training, at a Masters level, and exchange best practice across boundaries on a business-to-business level.</p>



Agreement number:

<p>WP 5 Delivery &amp; Testing</p>	<p>The objectives of the Delivery &amp; Testing Work Package were to recruit a transnational Pilot Group that represented the target groups and to test the effectiveness of the training model, the relevance of 4 transferable modules and the production of a flexible curriculum. The impact of this process was that, through monitoring and evaluation throughout and, particularly, at the end of the two test phases, minor adaptations were made to the model as the project progressed. The D&amp;T package also allowed the partners to test different approaches to assessments/assignments including one, major end-of-project assignment, one portfolio-based assignment, a Learning Log and an assignment that included participation in the VocMat online discussion board. The first test phase had begun with a seminar for the Pilot Group which was video-linked from the UK to Iceland &amp; Estonia. Feedback from the Pilot Group suggested that they would have felt that they were working together more cohesively as a transnational group if they had been given the opportunity to network more on a face-to-face basis. This was taken on board by the partners and the second induction seminar included the opportunity for Pilot Group members to meet socially on the evening before the seminar. This seminar also addressed the issue of confidence that some people had with using the discussion board &amp; chat room as many preferred to communicate by e-mail. The use of these facilities improved in the second test phase. The Estonian members of the Pilot Group did not have the same issues as others with the online facility and UK members had the most difficulty although they were comfortable with e-mails. The four accredited modules were produced as well as a curriculum that is flexible so that it is appropriate in all countries.</p>
<p>WP 6 Monitoring &amp; Evaluation</p>	<p>The objectives of Monitoring and Evaluation were to ensure that the project delivered good value, that it met its objectives and that the monitoring and evaluation framework was robust so that the project's progress was effectively tracked and the final products delivered. The Baseline study (Setting a Baseline for the VocMat Project) alongside the Monitoring &amp; Evaluation Plan, Internal M&amp;E procedures, the Progress report, Pilot Group feedback exercises, the Interim Review &amp; Interim Report and the Final Review meant that any required amendments could be made. This included amendments to the budget and to the timing of the delivery of the second test phase. These processes also ensured that valorisation targets were monitored closely as well as the contributions being made by individual partners – leading to many of the targets being exceeded.</p>

Please add extra sheets if necessary.

## D.2 – Partnership meetings

Table D.2

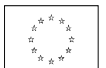
N°	Place		Date (dd/mm/yyyy)	Purpose of the meeting
	Country code <sup>5</sup>	Town		

<sup>5</sup> Please use the codes which are in the application form



Agreement number:

1	BE	Antwerp	02/12/2005	<p><u>Project Management Group</u></p> <p>Ratification of appointment of subcontractors; Role of Partners; Working Groups &amp; Work Packages; Activity Calendar; Research; Ratification of Working Group Recommendations; Administrative &amp; Financial Procedures; Launch &amp; Seminar; Communication &amp; Allocation of Tasks</p> <p><u>Research &amp; Development Group</u></p> <p>Research Exercise Questionnaire; Existing Training Provision in Partner Countries; Project Priorities; Intellectual Property Rights; Development Programme; Accreditation; Timetable</p> <p><u>Valorisation Group</u></p> <p>Objectives of Meeting; Role of Valorisation Group; Calendar of Valorisation Activity; VocMat Database; Corporate Identity; VocMat Presentation; VocMat Leaflet; VocMat Seminar; Website; News release</p>
2	UK	Stansted, London	25/01/2006	<p><u>Project Management Group</u></p> <p>Progress Report; Target Groups; Reports from R&amp;D and Valorisation Groups &amp; Decisions on Proposals; Activity Calendar; Progress report for LdV; Admin &amp; Finance Process</p> <p><u>Research &amp; Development Group</u></p> <p>Research Update; Pilot Groups; Accreditation; Module Development; Model Development</p> <p><u>Valorisation Group</u></p> <p>Progress report; Corporate Identity Guidelines; VocMat Database; VocMat Leaflet;</p>



Agreement number:

				VocMat Presentation; Website; e-Newsletter & e-mail Campaign; Pilot Group
3	UK	London	24/03/2006	<p><u>Research &amp; Development Group</u></p> <p>Modules; Delivery Options; IPR; Pilot Groups; Actions to next meeting</p>
4	Estonia	Tallinn	11-12/05/2006	<p><u>Project Management Group</u></p> <p>Review of Partners'/Sub-contractors' Responsibilities ; Timescales/Future Activity Calendar ; Financial Reporting ; R&amp;D &amp; Val Group Meetings &amp; feedback to PM ; Progress Report to National Agency</p> <p><u>Research &amp; Development Group</u></p> <p>Modules 1 &amp; 2 Development &amp; Credit Value ; Modules 3 &amp; 4 Planning ; Delivery &amp; Assessment Options ; Pilot Group Induction Seminar ; Quality Control ; IPR ; Research Report</p> <p><u>Valorisation Group</u></p> <p>Leaflet ; Website ; Partners' Info for Website ; Pilot Groups ; Links with Partners' Websites ; Corporate Identity ; Database ; Presentation ; E-Newsletter, E-Bulletin, News Release</p>
5	UK	Sheffield	21/06/2006	<p><u>Pilot Group Induction Seminar</u></p> <p>The Induction Seminar took place in Sheffield and was videoconferenced into 2 locations in Iceland and 1 in Estonia. Overall, 49 people attended the event.</p>
6	Malta	Sliema	29/10/2006	<u>Project Management Group</u>



Agreement number:

				<p>Project Progress Report &amp; feedback ; Project Update ; R&amp;D Group Report ; Internal Monitoring &amp; Evaluation ; Interim Progress Report ; Valorisation</p> <p><u>Research &amp; Development Group</u></p> <p>Baseline Setting Report ; Modules 1&amp;2 Report ; VocMat Model Revision – Lessons for Modules 3&amp;4 ; Modules 3&amp;4 ; Accreditation ; IPR Agreement ; Valorisation ; Future Events</p> <p><u>Valorisation Group</u></p> <p>Protocol – Website : Uploading &amp; Confidentiality ; Valorisation Sub-contractor Review ; Valorisation Progress : Outstanding Activities ; Activities to next meeting</p>
7	Denmark	Copenhagen	14/02/2007	<p><u>Pilot Group Induction Seminar</u></p> <p>The Induction Seminar took place in Copenhagen and was videoconferenced to Estonia – Icelandic Pilot Group Members attended in Copenhagen but not all Estonians were able to attend in person at the ‘main’ event. Overall, 44 people attended the event</p>
8	Denmark	Copenhagen	15/02/2007	<p><u>Project Management Group</u></p> <p>Interim Progress Report ; Interim Monitoring &amp; Evaluation Review ; R&amp;D Group Report ; Internal Monitoring &amp; Evaluation (Milestones Chart) ; Transfer of Innovation Application</p> <p><u>Research &amp; Development Group</u></p> <p>IPR Agreement ; Accreditation ; Modules 1&amp;2 Evaluation/Feedback ; Modules 3&amp;4 ; Draft Curriculum ; Transfer of Innovation Application ; Valorisation</p> <p><u>Valorisation Group</u></p> <p>Website ; Valorisation Sub-contractor Update ; Recent &amp; Outstanding Activities</p>



Agreement number:

				(Milestones Chart) ; Activities to Next Meeting (Milestones Chart) ; VocMat Database
9	Iceland	Keflavik	09/05/2007	<p><u>Project Management Group</u></p> <p>Transfer of Innovation Application; R &amp; D Group Report; Internal Monitoring &amp; Evaluation : Outstanding Activities (Milestones Chart), Activities to end of Project (Milestones Chart), Expenditure/Budget</p> <p><u>Research &amp; Development Group</u></p> <p>Module 3 ; Module 4 ; Validation/Accreditation ; VocMat Outputs/Products (Milestones Chart) ; Post-Project IPR Agreement ; VocMat 2 – Transfer of Innovation Application</p> <p><u>Valorisation Group</u></p> <p>Leaflet ; Database ; Consultation with End Users ; e-newsletter ; Partners' Dissemination ; Website ; Presentation ; Final M&amp;E Report ; Final Report to National Agency ; Commercialisation</p>
10	Latvia	Riga	22/09/2007	<p><u>Project Management Group</u></p> <p>Transfer of Innovation Project ; R&amp;D Group Report ; Internal Monitoring &amp; Evaluation : Activity Update &amp; Activities to end of Project (Milestones Chart) ; Final Monitoring &amp; Evaluation Review ; Final Report ; Expenditure/Budget ;</p> <p><u>Research &amp; Development Group</u></p> <p>Module 4 Review ; VocMat Curriculum ; Post Project IPR Agreement ; Project Outputs ; VocMat 2 – Transfer of Innovation Project</p> <p><u>Valorisation Group</u></p> <p>Leaflet ; Database ; Website ; Presentations ; Other Outputs</p>



N°	Partners attending
1	Tourist Board Training (TBT); Tourism Management Institute (TMI); Estonia Tourist Board (ETB); Pärnu College of Tartu University (Pärnu); Sheffield Hallam University (SHU); Iceland School of Tourism (IST); Icelandic Association of Tourist Officers (FFI)
2	TBT, TMI, ETB, Pärnu, SHU, RGU, IST, FFI
3	TMI, RGU, SHU
4	TBT, TMI, ETB, Pärnu, SHU, RGU, FFI
5	21 Pilot Group members, 13 representatives of partners attended in Sheffield. Event video-linked to Estonia & Iceland to a further 11 Pilot Group members & 2 representatives of partners. Partners attending – TBT, TMI, Pärnu, SHU, RGU, IST, FFI
6	TBT, Pärnu, ETB, FFI, SHU, TMI, RGU, IST
7	19 Pilot Group members, 13 representatives of partners attended in Copenhagen. Event video-linked to Estonia to a further 10 Pilot Group members & 2 representatives of partners. Partners attending – TBT, TMI, RGU, SHU, Pärnu, ETB, FFI, IST
8	TBT, Pärnu, ETB, FFI, SHU, TMI, RGU, IST
9	TBT, Pärnu, ETB, SHU, TMI, RGU, IST
10	TBT, Pärnu, ETB, SHU, TMI, RGU

N°	Key results (summary of the minutes) (½ page maximum, per case)
1	<p><b><u>Project Management Group:</u></b> Partners ratified the appointment of the Valorisation and Monitoring &amp; Evaluation sub contractors. The project manager presented an overview of the project and the role of partners and discussions took place about the roles of the working groups and the work packages. The calendar of activities and project management plan was agreed by all partners. Presentation and discussion on research. Session delivered on the administration &amp; financial procedures. Agreement on date of Project Launch &amp; Seminar, format and organisations to be invited. The project manager highlighted the need for good communication and commitment from partners to ensure the project succeeds.</p> <p><b><u>Research &amp; Development Group:</u></b> Discussion on the research questionnaire and suggestions for minimal changes. Findings on existing training provision in partner countries were discussed and project priorities agreed. IPR document to be produced. There was a discussion about the 3 elements of the development programme; research, the model and the modules. It was agreed that the research results would provide guidance for the development of materials and delivery modes. Education partners to provide information on their accreditation systems.</p> <p><b><u>Valorisation Group:</u></b></p>



	<p>Group discussed the role of the valorisation group and agreed a calendar of activity.                  Valorisation sub contractor to begin production of VocMat database, all partners to supply information.                  Corporate identity and logo agreed. Standard VocMat presentation produced for circulation to partners to use in own country.                  Work to progress on VocMat leaflet, website, news release and preparation for the VocMat seminar and launch.</p>
2	<p><u>Project Management Group:</u>                  Progress report delivered including all tasks carried out to date.                  Reports delivered by the Research &amp; Development and Valorisation groups on progress and decisions made on proposals including the suggested topics for the modules.                  Review of activity calendar. Requirements from partners for LdV progress report clarified. Progress advised regarding admin and finance procedures.</p> <p><u>Research &amp; Development Group:</u>                  Research update and feedback from research questionnaires.                  Discussion took place on the composition of pilot group members and their recruitment.                  It was agreed that a mapping exercise be carried out of the various credit levels across partners to assist in working towards accreditation.                  Modules agreed: Strategic Management, Operations Management, Tourism Marketing and Human Resources. Further research to be carried out before agreement on the final model.</p> <p><u>Valorisation Group:</u>                  Valorisation update on activity to date. Corporate identity guidelines and templates circulated to all partners for use in VocMat communications.                  Revision of VocMat database to be circulated. Agreement on purpose of leaflet and key messages identified.                  Review of VocMat presentation with minor adjustments made. Website name – <a href="http://www.vocmat.com">www.vocmat.com</a> in place. Development of website continuing.                  E-newsletter and Email campaign to begin. Valorisation sub-contractor to supply partners with copy deadlines etc.                  News release to be issued re. recruitment of pilot group.</p>
3	<p><u>Research &amp; Development Group:</u>                  Agreement that first 2 modules would be developed by Robert Gordon University (Strategic Management) and Sheffield Hallam University (Tourism Marketing), it was further agreed that each module would consist of approximately 5 hours study per week over 15 weeks at level 6/7 on the qualifications framework, i.e. postgraduate. This would be a combination of contact equivalent, reading and reflection time.                  Delivery of modules would use a variety of mechanisms including cd-rom, paper based and via a Virtual Learning Environment (VLE). Education partners would provide support to learners allocated to them.                  IPR discussions continued and draft agreement produced by Sheffield Hallam University.                  Pilot group recruitment material to be produced for circulation at beginning of April.                  Review of actions/planned activity to next meeting.</p>
4	<p><u>Project Management Group:</u>                  Overview of the requirements of project management, the partners and subcontractors and the work carried out so far. Review of timescales and</p>



	<p>activity calendar agreed.                  Review of financial procedures and simplification of systems.                  Research summary document presented. Valorisation progress report. Workgroup meetings &amp; feedback.                  Collation of materials for Progress Report to NA.  <u>Research &amp; Development Group:</u>                  Discussions held about credit values within education bodies. Estonia to look at this further.                  Modules 3 &amp; 4 agreed. Pärnu College will take the lead with the Human Resources module and Iceland School of Tourism/Holar University College to take the lead with the Operations Management.                  VLE demonstration given by Sheffield Hallam University as possible delivery method. Agreement to take this forward and link to VocMat website.                  Pilot project applications oversubscribed, applicants chosen on criteria outlined in original application document.                  Date and arrangements set for Induction Seminar to take place in Sheffield.                  Quality control and IPR discussed with actions agreed. Final Research Report agreed, put onto VocMat website. Executive Summary document to be produced and circulated to selected target audiences.  <u>Valorisation Group:</u>                  Estonian and Icelandic versions of the leaflet to be available at end of May.                  Basic structure of website approved, further developments ongoing including development of Icelandic &amp; Estonian language pages.                  Revision of corporate identity to make usage more flexible for printing purposes. Standard presentation requiring further small amendments.                  Agreement and discussion on requirements for e-newsletters and news releases.</p>
5	<p><u>Pilot Group Induction Seminar – Modules 1&amp;2:</u>                  The test phase of the VocMat project was launched at a seminar hosted by Sheffield Hallam University on Wednesday 21 June. In total 49 people attended the event, the majority participating at the event in Sheffield with additional participants in Estonia and Iceland taking part through videoconferencing. The aim of the seminar was to introduce the group to the VocMat model &amp; first two study areas, Tourism Marketing and Strategic Management for Tourism. A variety of public and private sector organisations from the UK, Estonia and Iceland were represented at Sheffield including VisitBritain, Center Parcs, Tourism Skills Network, Botanic Inns, Laulasmaa Resort, Estonia, and Hotel Gullfoss, Iceland.                  The lead lecturers on the first two modules, Strategic Management and Tourism Marketing, went through their content and assignments. Workshops were held to allow participants to look more deeply at the two subject areas and to talk about their current positions, how they used marketing and strategic management at work currently and what their expectations were from being part of the VocMat project. Workshops were also held in Estonia and Iceland and, at their conclusion, a feedback session was held with participants in the three locations by videoconference.</p>
6	<p><u>Project Management Group:</u>                  Feedback and discussion of Project Progress Report &amp; National Agency Project Visit.                  Internal Monitoring &amp; Evaluation – The PMG welcomed the revised approach to M&amp;E, known as the Milestones Carts which look at each Work Package, reviews activity to date, identifies outstanding activity, reviews progress against targets, identifies future activities which were then agreed</p>



	<p>&amp; responsibilities allocated. Any issues such as outstanding quarterly reports &amp; claims were discussed and relevant partners advised to submit these immediately.</p> <p>Expenditure/Budget – Extensive discussion re expenditure to date and, in particular, staffing costs. All partners to ensure that they are submitting all non-staff costs, particularly Overheads. TBT will cap their staff costs.</p> <p>Interim Monitoring &amp; Evaluation Review – partners will be contacted</p> <p>Interim Progress Report – Quarterly claims to Sept needed soonest + all evidence on Valorisation, contact with Pilot Group etc</p> <p><u>Research &amp; Development Group:</u></p> <p>Baseline Report discussed</p> <p>Modules 1&amp;2 – RGU &amp; SHU gave feedback on submitted assignments &amp; marks were approved. All partners discussed positive &amp; negative issues that had arisen with the first test phase – time available in height of tourist season; high standard of assignments submitted; effectiveness of chat rooms in Estonia; apparent cultural differences in attitudes to discussion boards – UK not as responsive as others; unfamiliarity with portfolio style of assignments amongst Estonian participants; language issues in Iceland; need to introduce more structured transnational approach in second test phase</p> <p>Feedback to be sent to participants on assignments</p> <p>Pilot Group evaluation &amp; feedback exercise was planned</p> <p>Modules 3&amp;4 – Emphasis to be put on transnationality at induction seminar &amp; opportunity provided for participants to meet socially the night before and work in transnational groups at the seminar. Timing issues were discussed and agreement reached that modules would be delivered sequentially &amp; the start date brought forward to try to avoid clash with height of tourist season.</p> <p>Modules 3&amp;4 Content – Framework for each of the modules was approved</p> <p>Accreditation of final product: Initial discussion held about identification of European/international body.</p> <p>Intellectual Property Rights Agreement: Partners agreed that there should be an agreement that applied during the life of the project &amp; a further agreement to cover post project &amp; commercialisation.</p> <p><u>Valorisation Group</u></p> <p>Website Protocol – Agreed that TBT would upload all materials but partners must supply as much as possible</p> <p>Website Confidentiality – Minutes to be placed in partners’ section of website until agreed at next meeting. Sensitive items should be deleted from public version.</p> <p>VSC Review – Cathy Guthrie, TMI, on behalf of the partners, had co-ordinated the review &amp; sent a letter + report to EvD.</p> <p>Valorisation Activities – Progress on all valorisation responsibilities &amp; products discussed &amp; responsibilities allocated</p>
7	<p><u>Pilot Group Induction Seminar</u></p> <p>The second test phase of the VocMat Project began in Copenhagen on 14 February 2007. Feedback from the first phase had indicated that the induction seminar was an excellent opportunity to encourage the Pilot Group to work transnationally so participants met for dinner the night before the event. This was reported back as being one of the most valuable parts of the event. The approach was continued during the seminar itself with</p>



	<p>four transnational groups being established for the workshop part of the seminar. Feedback from the first phase had also indicated that some of the participants were not very confident about working in the VLE – particularly the discussion boards &amp; chat rooms. It was important, therefore, that as well as addressing the transnationality issue, there should be an emphasis on helping participants to become more familiar with IT. An exercise was carried out where the four transnational workshop groups and the group being video-linked to/from Estonia communicated with each other through the VLE. Everyone in the groups carried out the simple, practical task of going on to the discussion board and introducing themselves to the others. This, along with the previous evening's dinner, meant that the group were enthusiastic and committed to working together in the future. Other matters discussed during the event were the schedule, skills gaps, feedback from Phase 1 and an introduction to the HR Module.</p>
8	<p><u>Project Management Group</u> Partners discussed feedback from the National Agency on the Interim Report and the final draft of the Interim Monitoring &amp; Evaluation Review Internal Monitoring &amp; Evaluation – Partners considered and discussed past &amp; future activities on the Milestones Charts. RGU would cap staffing costs. IST could not claim all staffing costs allocated in the budget as part of their role had been sub-contracted. Virement between partners was also discussed. Transfer of Innovation application – It was agreed that an application should be submitted. Project Manager made the point about TBT doing too much and there was a need to spread the workload more evenly.</p> <p><u>Research &amp; Development Group</u> IPR Agreement – All partners agreed/signed the agreement covering the life of the project IPR Agreement: Post Project – Draft agreement to be available for meeting in Iceland in May Accreditation – Each institution agreed to validation/accreditation Modules 1&amp;2 – Discussion re improvements made to VocMat Model and additional guidance on IT given to participants at seminar. Review of Induction Seminar – Good feedback re structure. If there are future events, build in more on Study Skills Module 4 Content – Include assessed participation on Discussion Board Modules 3&amp;4 Support Mechanisms – Dates set for transnational Chat Room sessions Valorisation – Articles from R&amp;D for newsletter suggested</p> <p><u>Valorisation Group</u> VocMat database – agreement on process for updating e-Newsletter issued Advert taken out in Parliament.com Identification of partner valorisation activities since last meeting Planning of activities to next meeting</p>
9	<p><u>Project Management Group</u> Internal Monitoring &amp; Evaluation – Outstanding activities since last meeting + those to be completed by end September were discussed and responsibilities agreed Expenditure/Budget: Staffing costs to be capped until all queries sorted out. Translation costs were discussed and, following indicative figures from</p>



	<p>Estonian &amp; Icelandic partners, PMG agreed that final figure likely to be €24,000 rather than €8,000.            Final Monitoring &amp; Evaluation Review – survey work to begin in July  <u>Research &amp; Development Group</u>            Module 3: limited response from UK participants to Discussion Board. However, quite good response to transnational chat. Time factors continue to be an issue but post project should be less of a problem as currently constrained by project timetable. Marking scheme approved            Module 4 – Uploaded to VLE. Learning log approach confirmed &amp; weightings for marking of assignments agreed.            Validation/Accreditation: VocMat Certificate content agreed. Update on validation by universities.            VocMat Outputs/Milestones – Outstanding activities/planned activities discussed &amp; responsibilities agreed            Post Project IPR Agreement – Discussion on options for IPR agreement  <u>Valorisation Group</u>            Project Leaflet – Redesign, all partner languages            Database Development – TBT to draw up list of European contacts for addition. Partners to provide national/local contacts            e-Newsletter to be issued            All PR activity to be sent to TBT            Website – Text to be updated by end of project – TBT            Presentations – Partners to supply TBT with list of all presentations given</p>
10	<p><u>Project Management Group</u>            Internal Monitoring &amp; Evaluation – Detailed check of all activities/products to be completed by end of project and responsibilities allocated            Final Report – Partners to submit outstanding claims, valorisation information to TBT by October 26            Expenditure/Budget – Partners discussed the overspend in the budget (caused mainly by translations). Partners agreed how they would address this.  <u>Research &amp; Development Group</u>            Module 4 Report – TBT had analysed results on a partner/country by country basis. Estonia had the best results.            VocMat Curriculum – RGU led a brainstorming session to rationalise the range of proposals drawn from the Copenhagen seminar into a practical number of optional units. All modules to be worth 7.5 ECTS. Agreement on final structure            VocMat Model – Agreement on final version pending a review of whether the four modules should be drawn into one course ‘page/section’ on the VLE to reduce Blackboard licence costs.            Agreement on final VocMat products            VocMat 2 – Transfer of Innovation Project. Brief discussion on the research exercise. Meeting of all partners to be held in London at time of World Travel Market.            Post-Project IPR Agreement – In-depth discussion on options for IPR agreement. RGU to take details back to the university &amp; liaise with legal</p>



advisors. Commercialisation to be included.
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Please add extra sheets if necessary.

Table D.3

D.3.1 – For «NETWORKS »- Please describe the transnational partnership structure illustrating, in particular, those activities relating to 'taking stock and analysis of existing knowledge', 'identification of needs and trends' and the 'dissemination of results'. (1 page maximum)

Describe both method and approach and note any changes from the original work programme.

D.3.2 – For « LANGUAGE COMPETENCES »- Please indicate the learners' languages, levels and target languages of the project, method and didactic approach (e.g. task based learning, CLIL<sup>6</sup>, exchanges, tandem learning, tutoring, TELL, CALL, ODL<sup>7</sup> etc.)

N°	Learners' languages codes <sup>8</sup>	Target languages codes	Levels of proficiency <sup>9</sup>
1			
2			
...			

N°	Describe method and didactic approach - please refer to the initial work programme and further note any changes. (½ page maximum, per case)
1	

<sup>6</sup> CLIL-Content and Language Integrated Learning

<sup>7</sup> TELL-Technology Enhanced Language Learning, CALL-Computer Aided Language Learning, ODL-Open and Distance Learning

<sup>8</sup> Please use the codes which are in the application form

<sup>9</sup> Beginner, Intermediate, Advanced



Agreement number:

2	
...	

Please add extra sheets if necessary.

D.3.3 – For « REFERENCE MATERIAL» - Please describe the main results achieved.

N°	Description of Methodology
1	
2	
...	

N°	Results
1	
2	
...	

D.4- Please provide information on the partners that participated in dissemination activities in the whole project duration, in alphabetical order of country code using the table below.

Table D.4

N°	Country code <sup>10</sup>	Name of organisation/institution in national language <sup>11</sup>	Name of organisation/institution in EN, FR or DE	Place Where it took place? Region code <sup>5</sup>	What sectors were targeted by these dissemination activities? Sector code <sup>5</sup>

<sup>10</sup> Please use the codes which are in the application form



Agreement number:

P1	EE	Ettevõtluse Arendamise Sihtasutus/ Turismiarenduskeskus	Enterprise Estonia	EE	092, 093, H55, L75
P1	EE	Ettevõtluse Arendamise Sihtasutus/ Turismiarenduskeskus	Enterprise Estonia	EE	092, 093, H55, L75
P1	EE	Ettevõtluse Arendamise Sihtasutus/ Turismiarenduskeskus	Enterprise Estonia	EE	092, 093, H55, L75
P1	EE	Ettevõtluse Arendamise Sihtasutus/ Turismiarenduskeskus	Enterprise Estonia	EE	092, 093, H55, L75
P1	EE	Ettevõtluse Arendamise Sihtasutus/ Turismiarenduskeskus	Enterprise Estonia	EE	092, 093, H55, L75
P1	EE	Ettevõtluse Arendamise Sihtasutus/ Turismiarenduskeskus	Enterprise Estonia	EE	092, 093, H55, L75
P2	EE	TARTU ÜLIKOOLI PÄRNU KOLLEDZ	Parnu College of Tartu University	EE	M80, 092, 093, H55, L75
P2	EE	TARTU ÜLIKOOLI PÄRNU KOLLEDZ	Parnu College of Tartu University	EE	M80, 092, 093, H55, L75
P2	EE	TARTU ÜLIKOOLI PÄRNU KOLLEDZ	Parnu College of Tartu University	EE	M80, 092, 093, H55, L75
P2	EE	TARTU ÜLIKOOLI PÄRNU KOLLEDZ	Parnu College of Tartu University	EE	M80, 092, 093, H55, L75
P2	EE	TARTU ÜLIKOOLI PÄRNU KOLLEDZ	Parnu College of Tartu University	EE	M80, 092, 093, H55, L75
P2	EE	TARTU ÜLIKOOLI PÄRNU KOLLEDZ	Parnu College of Tartu University	EE	M80, 092, 093, H55, L75
P3	IS	FÉLAG FERÐAMÁLAFULLTRÚA Á ÍSLANDI	Association of Icelandic Tourist Officers	IS	092, 093, H55, L75
P3	IS	FÉLAG FERÐAMÁLAFULLTRÚA Á ÍSLANDI	Association of Icelandic Tourist Officers	IS	092, 093, H55, L75
P3	IS	FÉLAG FERÐAMÁLAFULLTRÚA Á ÍSLANDI	Association of Icelandic Tourist Officers	IS	092, 093, H55, L75
P3	IS	FÉLAG FERÐAMÁLAFULLTRÚA Á ÍSLANDI	Association of Icelandic Tourist Officers	IS	092, 093, H55, L75
P3	IS	FÉLAG FERÐAMÁLAFULLTRÚA Á ÍSLANDI	Association of Icelandic Tourist Officers	IS	092, 093, H55, L75
P3	IS	FÉLAG FERÐAMÁLAFULLTRÚA Á ÍSLANDI	Association of Icelandic Tourist Officers	IS	092, 093, H55, L75
P4	IS	FERDAMALASKOLINN I KOPAVOGI	Icelandic School of Tourism	IS	M80, 092, 093, H55, L75
P4	IS	FERDAMALASKOLINN I KOPAVOGI	Icelandic School of Tourism	IS	M80, 092, 093, H55, L75
P4	IS	FERDAMALASKOLINN I KOPAVOGI	Icelandic School of Tourism	IS	M80, 092, 093, H55, L75
P4	IS	FERDAMALASKOLINN I KOPAVOGI	Icelandic School of Tourism	IS	M80, 092, 093, H55, L75

<sup>11</sup> Please provide this information also in EN, FR or DE, if available



Agreement number:

P4	IS	FERDAMALASKOLINN I KOPAVOGI	Icelandic School of Tourism	IS	M80, 092, 093, H55, L75
P4	IS	FERDAMALASKOLINN I KOPAVOGI	Icelandic School of Tourism	IS	M80, 092, 093, H55, L75
P5	UK	Robert Gordon University	Robert Gordon University	UKM1	M80, 092, 093, H55, L75
P5	UK	Robert Gordon University	Robert Gordon University	UKM1	M80, 092, 093, H55, L75
P5	UK	Robert Gordon University	Robert Gordon University	UKM1	M80, 092, 093, H55, L75
P5	UK	Robert Gordon University	Robert Gordon University	UKM1	M80, 092, 093, H55, L75
P5	UK	Robert Gordon University	Robert Gordon University	UKM1	M80, 092, 093, H55, L75
P5	UK	Robert Gordon University	Robert Gordon University	UKM1	M80, 092, 093, H55, L75
P5	UK	Robert Gordon University	Robert Gordon University	UKM1	M80, 092, 093, H55, L75
P6	UK	Sheffield Hallam University	Sheffield Hallam University	UK	M80, 092, 093, H55, L75
P6	UK	Sheffield Hallam University	Sheffield Hallam University	UK	M80, 092, 093, H55, L75
P6	UK	Sheffield Hallam University	Sheffield Hallam University	UK	M80, 092, 093, H55, L75
P6	UK	Sheffield Hallam University	Sheffield Hallam University	UK	M80, 092, 093, H55, L75
P6	UK	Sheffield Hallam University	Sheffield Hallam University	UK	M80, 092, 093, H55, L75
P6	UK	Sheffield Hallam University	Sheffield Hallam University	UK	M80, 092, 093, H55, L75
P6	UK	Sheffield Hallam University	Sheffield Hallam University	UK	M80, 092, 093, H55, L75
P7	UK	Tourism Management Institute	Tourism Management Institute	UKI1	M80, 092, 093, H55, L75
P7	UK	Tourism Management Institute	Tourism Management Institute	UKI1	M80, 092, 093, H55, L75
P7	UK	Tourism Management Institute	Tourism Management Institute	UKI1	M80, 092, 093, H55, L75
P7	UK	Tourism Management Institute	Tourism Management Institute	UKI1	M80, 092, 093, H55, L75
P7	UK	Tourism Management Institute	Tourism Management Institute	UKI1	M80, 092, 093, H55, L75
P7	UK	Tourism Management Institute	Tourism Management Institute	UKI1	M80, 092, 093, H55, L75
P8	UK	Tourist Board Training	Tourist Board Training	UK, AT13, EE, LV, PT, DK, ES, MT, IS	M80, 092, 093, H55, L75, A02, I63
P8	UK	Tourist Board Training	Tourist Board Training	UK	M80, 092, 093, H55, L75, A02, I63
P8	UK	Tourist Board Training	Tourist Board Training	UK, EE, LV, LT, SE, NL, PT, DK, BE, ES, IT, MT, IS	M80, 092, 093, H55, L75, A02, I63
P8	UK	Tourist Board Training	Tourist Board Training	UK, EE, LV, LT, SE, NL, PT, DK, BE, ES, IT, MT, IS	M80, 092, 093, H55, L75, A02, I63



Agreement number:

P8	UK	Tourist Board Training	Tourist Board Training	UK, EE, LV, LT, PT, DK001, ES51, MT, IS	M80, 092, 093, H55, L75, A02, I63
P8	UK	Tourist Board Training	Tourist Board Training	UK	M80, 092, 093, H55, L75, A02, I63



## E. RESULTS / PRODUCTS

E.1 – Please describe the project final results (e.g. products, materials, surveys, analysis, etc.) and indicate the languages in which they are available.

NB: An original and one copy of all results and/or products must be sent to the National Agency or the Commission (Procedure C), together with this report.

Products/Outputs/Results <sup>12</sup>						
N°	Full title	Languages <sup>13</sup>	Types of support			
			Web site <sup>14</sup>	CD ROM	Printed	Other (specify)
1	VocMat Research Report & Training Needs Analysis (See VP2)	EN	www.vocmat.com		Printed	
2	VocMat Research Report & Training Needs Analysis Executive Summary (See VP2)	EN, EE, IS		CD ROM	Printed	
3	End User Research Questionnaire (See VP2)	EN, EE, IS			Printed	
4	VocMat Literature Review/Abstracts (See VP2)	EN			Printed	
5	VocMat Training Needs Analysis SurveyMonkey (See VP2)	EN			Printed	
6	VocMat Virtual Learning Environment (See VP3a-g)	EN + EE & IS (parts)	<a href="http://course-sites.blackboard.com/webapps/portal/frameset.jsp">http://course-sites.blackboard.com/webapps/portal/frameset.jsp</a>			
7	VocMat Handbook (See VP3i)	EN, EE, IS		CD ROM	Printed	
8	VocMat Guidance (See VP3j)	EN, EE, IS		CD ROM	Printed	
9	VocMat Personal Training Needs Assessment (See VP3k)	EN	www.vocmat.com		Printed	
10	VocMat Downloadable, Tested, Modules (See VP4a-d)	EN, EE, IS	<a href="http://course-sites.blackboard.com/webapps/portal/frameset.jsp">http://course-sites.blackboard.com/webapps/portal/frameset.jsp</a>	CD ROM	Printed	
11	VocMat CD-ROM	EN, EE, IS		CD ROM		
12	VocMat Curriculum (See VP5)	EN	www.vocmat.com		Printed	
13	IPR Agreements (See VP 7a&b)	EN			Printed	
14	VocMat Certificate (See VP8)	EN			Printed	
15	Setting a Baseline for the VocMat Project (See PM2)	EN	www.vocmat.com		Printed	

<sup>12</sup> Results as contractually agreed (taking into account all agreed contractual amendments).

<sup>13</sup> Please indicate for each type of support the code of languages available.

<sup>14</sup> Please provide the address (URL) of the Internet site



16	VocMat Interim Evaluation (See PM6)	EN	www.vocmat.com		Printed	
17	VocMat Final Evaluation (See PM8)	EN	www.vocmat.com		Printed	
18	VocMat Leaflet 1 (See Val2a-c)	EN, EE, IS			Printed	
19	VocMat Leaflet 2 (See Val2d-f)	EN, EE, IS			Printed	
20	VocMat Website (See Val3a-c)	EN + EE & IS Home Pages	www.vocmat.com			
21	VocMat Press Releases (See Val5)	EN (translated into EE & IS by partners)	www.vocmat.com		Printed	
22	VocMat Newsletters (See Val6)	EN (translated into EE & IS by partners)	www.vocmat.com		Printed	
23	VocMat Presentation (See Val 10)	EN (translated into EE & IS by partners)			Printed	Powerpoint
24	VocMat Database (See Val9)					

N°	Dissemination of these results / products - by whom and where <sup>15</sup> (½ page maximum, per case)
1	Research Report & Training Needs Analysis was disseminated through the VocMat website and by all partners. The VocMat database includes all European National Tourist Boards, ETAG/ETIN, EUTO, European and National Tourism Associations, Education Bodies, Education & Tourism Press – see VocMat Database, Appendix Val9, for full list
2	Research Report & Training Needs Analysis Executive Summary was disseminated through the VocMat website and by all partners. The VocMat database included all European National Tourist Boards, ETAG/ETIN, EUTO, European and National Tourism Associations, Education Bodies, Education & Tourism Press – see VocMat Database, Appendix Val9, for full list
3	End User Research Questionnaire was used in focus groups in partner countries. It was also used through organisations such as EUTO for wider impact.
4	VocMat Literature Review/Abstracts disseminated as part of the Research Report Dissemination
5	VocMat Training Needs Analysis disseminated as part of Research Report Dissemination
6	VocMat Virtual Learning Environment was & is disseminated by all partners at all opportunities. It is promoted through the VocMat website, through all activity that draws on the database of 875 contacts across Europe and through all partners' websites. It is disseminated through ETAG/ETIN networks, through the European Tourism Forum, getting to all major European tourism organisations. It is also disseminated through education networks by university partners & the education section of the database. Coverage is Europe-wide
7	VocMat Handbook supports the VLE and is available in all partner languages. It has been issued in the UK, Estonia & Iceland.

<sup>15</sup> Enterprise, training organisation, university, etc.



8	VocMat Guidance supports the VLE and is available in all partner languages. It has been issued in the UK, Estonia & Iceland
9	The VocMat Personal Training Needs Assessment is housed on the VocMat public, promotional website, <a href="http://www.vocmat.com">www.vocmat.com</a> , so is available to anyone accessing the site. It is used to encourage visitors to the site to identify their own skills gaps and then look to the VocMat Model, VLE etc as the solution. All valorisation activity directs contacts to <a href="http://www.vocmat.com">www.vocmat.com</a>
10	VocMat Modules support the VLE and have been issued in the UK, Iceland & Estonia. They have been promoted through e-Bulletins to the VocMat database.
11	VocMat CD Rom contains the Handbook, Guidance, tested Downloadable Materials & is available in all partner languages
12	VocMat Curriculum appears on the public, promotional website <a href="http://www.vocmat.com">www.vocmat.com</a> All valorisation activity directs contacts to this website
13	IPR agreements. Whilst these are a product, they are not disseminated widely as they are legal agreements between the partners.
14	VocMat Certificates are issued to those people who complete the modules on the VLE.
15	Setting a Baseline for the VocMat Project is disseminated through the promotional website and has been taken up by a range of tourism skills bodies as, along with the Research Report, it has filled a gap in skills knowledge/research available for the tourism sector
16	VocMat Interim Evaluation is disseminated through the promotional website – see above
17	VocMat Final Evaluation is disseminated through the promotional website – see above
18	VocMat Leaflet 1 was produced early in the project in all partner languages. It was widely disseminated at events in the UK, Estonia & Iceland and was also issued at the European Tourism Ministers Conference in Vienna in March 2006 which was attended by all tourism ministers from EU countries plus senior officials and European organisations.
19	VocMat Leaflet 2 was produced towards the end of the project to take account of results. It has been disseminated through EUTO, ETAG, the European Tourism Forum (attendance 500+ senior representatives from the industry), by all partners etc. It is available in all partner languages
20	The VocMat website address is disseminated through all valorisation activity. Visits/hits to the site have been very encouraging and are averaging about 1000+ visits per month.
21 & 22	VocMat Press Releases and Newsletters have been disseminated through the VocMat Database to Tourism Press, Education Press, Tourism European/National/Local Organisations & potential end users as well as Education bodies at the same levels. In addition, the database for Other Sectors has continued to grow and all 2007 Press Releases/e-Bulletins etc have been issued to them.
23	VocMat Presentations have been made to EUTO, ETAG/ETIN, National/Regional/Local organisations within the tourism and education sectors. Countries represented in these organisations include Estonia, Latvia, Lithuania, Sweden, The Netherlands, Portugal, Denmark, Belgium, Holland, Spain, Italy, Malta and Iceland.
24	VocMat database has grown from 375 contacts in the early days of the project to 875 at the end and includes representatives of all target groups and almost all EU countries. It is used to issue Press Releases/e-Bulletins/Newsletters.

Please add extra sheets if necessary.

E.2 – Please indicate the type, when, where and how « evaluation and testing » of results have been carried out.

N°	Title of result / product	Type of evaluation and testing	Results



1	VocMat Research Report & Training Needs Analysis	Focus groups, Telephone surveys, Questionnaire, Literature Review	Findings of Research Report used to set Baselines and reviewed at Progress, Interim & Final Stages. All outcomes identified in Research Report/Baseline were achieved. See Page 23 of Final Review.
2	VocMat Virtual Learning Environment	Tested by Pilot Group June-Oct 2006. Evaluated in Interim Review. Retested by Pilot Group Feb-July 2007. Evaluated in Final Review. Presented to potential end users throughout the project.	VLE worked well although less use of Online Forum than anticipated in First Test Phase. Emphasis put on training participants in Online Forum prior to Second Test Phase with better results. Estonian Participants most confident using this medium. Positive feedback from potential end users
3	VocMat Handbook	Tested by Pilot Group June-Oct 2006. Modifications made prior to retesting by Pilot Group in Feb-July 2007.	Improvements made to handbook provided improved support for Pilot Group.
4	VocMat Guidance	Tested by Pilot Group June-Oct 2006. Modifications made & retested by Pilot Group in Feb-July 2007 Improvements also made to assignment guidance on Module 4 following feedback from Pilot Group when testing Module 4.	Improvements made to the guidance material led to much clearer understanding by participants. Additional guidance created for tutors so that they would ensure that guidance on VLE for participants was clear.
5	VocMat Personal Training Needs Assessment	Tested by members of TMI prior to being loaded on to the website.	Clear/straightforward TNA/Online Skills Assessment Form available to anyone visiting the VocMat website.
6	VocMat CD ROM	Tested by Pilot Group Members during first & second test phases	Final product available on CD ROM in partner languages
7a-d	VocMat Downloadable Modules	Modules 1 & 2 tested fully by UK & Estonian Pilot Group members and partially by Icelandic members. Module 3 fully tested by UK, Estonian & Icelandic Pilot Group members. Module 4 fully tested by UK & Estonian Pilot Group members and partially by Icelandic members.	Modules 1 – 4 available live on VLE.



8	VocMat Curriculum	Pilot Group & potential end users consulted in Feb 2007 re proposed content of curriculum	VocMat Curriculum suitable for tourism management across Europe.
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N°	Partners involved	When	
		Start date (dd/mm/yyyy)	End (dd/mm/yyyy)
1	Tourist Board Training (TBT), Tourism Management Institute (TMI), Estonia Tourist Board (ETB), Pärnu College of Tartu University (Pärnu), Sheffield Hallam University (SHU), Robert Gordon University (RGU), Iceland School of Tourism (IST), Icelandic Association of Tourist Officers (FFI) – Led by TMI	05/10/2005	11/05/2006
2	TBT, TMI, Pärnu, SHU, RGU, IST – Led by SHU	21/06/2006	30/09/2007
3	TBT, TMI, SHU – Led by TBT	21/06/2006	30/09/2007
4	TBT, TMI, SHU – Led by SHU	21/06/2006	30/09/2007
5	TMI	15/10/2006	03/09/2007
6	SHU & TBT	21/06/2006	30/09/2007
7a	TBT, TMI, RGU, SHU, Pärnu, IST – Led by RGU	21/06/2006	20/10/2006
7b	TBT, TMI, RGU, SHU, Pärnu, IST – Led by SHU	21/06/2006	20/10/2006
7c	TBT, TMI, RGU, SHU, Pärnu, IST – Led by Pärnu	14/02/2007	11/05/2007
7d	TBT, TMI, RGU, SHU, Pärnu, IST – Led by Holar University College (Sub-contractor)	09/05/2007	10/07/2007
8	TBT, TMI, Pärnu, SHU, RGU, IST – Led by TMI	14/02/2007	22/09/2007

N°	How was the evaluation and testing carried out
1	Initial research carried out through Focus Groups, Telephone surveys, Literature Review etc. Findings tested at all review stages through questionnaires to Pilot Group members, Partner consultation & End User consultation.
2	Carried out by transnational pilot group representing target groups. Leader appointed when each module was studied to test the VLE, also mentors – academic, IT & pastoral/administrative. Communication maintained with Pilot Group via e-mail, discussion board, chat room at transnational and national/in-country level. Formal feedback at Interim & Final Review stages and consultation with potential end users which was used to inform development of VLE to final product.
3	Carried out by Pilot Group. Feedback given to inform second stage & final product.
4	Carried out by Pilot Group. Feedback given to inform second stage & final product.
5	Carried out by TMI membership. Adaptations made prior to loading on <a href="http://www.vocmat.com">www.vocmat.com</a>
6	Carried out by Pilot Group. Feedback given to inform second stage & final product
7a-d	Carried out by transnational pilot group representing target groups. Leader appointed when each module was studied to test the VLE, also mentors – academic, IT & pastoral/administrative. Communication maintained with Pilot Group via e-mail, discussion board, chat room at transnational and national/in-country level. Formal feedback at Interim & Final Review stages and consultation with potential end users which was used to inform development of VLE to final product.
8	Consultation with potential end users and Pilot Group to identify subjects for inclusion.

Please add extra sheets if necessary.

E.2.1 - Has the project led to exploitable results / products? Yes [Yes ] / No [ ]



E.2.2 - If Yes, does the partnership intend to commercialise these results / products? Yes [Yes ] /  
No [ ]

E.3 – Please describe the impact of the project (maximum 2 pages):

- What is the project impact on existing employment & vocational education & training (VET) systems/strategies?
- Which activities were carried out in order to transfer the project results/products in terms of partner countries and target groups/target sectors? Please also specify the results of this activity.
- What activities are planned by the partnership to further develop the project results?

Impact on systems/strategies:

During the life of the project, a number of systems & strategies were reviewed and updated within partner countries and at a European level and the work of the VocMat project has contributed to these. For example, the European Travel and Tourism Action Group, ETAG, reviewed its policy on Education in Tourism which now includes the use of new technology in the delivery of open and distance learning; more awareness of and access to higher level teaching and learning opportunities; teaching and learning strategies should incorporate a European dimension that stresses the challenges and opportunities presented by a culturally diverse working environment while allowing for geographical and sectoral specialisations; the transferability and transparency of qualifications throughout the European Union needs to be improved; and improved dialogue needs to be created between the tourism sector and the providers of education and training. The VocMat project management were involved in the development of the policy.

At a national level, there are examples in all countries including, in the UK, the VocMat Model approach has been adapted for use in two ESF projects covering non-accredited tourism niche-marketing training which will now offer flexible/blended learning rather than classroom sessions. The project has also informed the work being carried out into Management & Leadership training in Scotland through the Scottish Government's 10-year strategy for tourism, the Tourism Framework for Change. All education partners are using the approach developed through VocMat to inform other courses. In Estonia, the VocMat project is being promoted as part of the Enterprise Estonia's training programme for employers and employees in tourism businesses which includes the Estonian Tourism Quality Programme, Green Key (a European environmental sustainability programme) and Loodus (a cultural heritage programme).

Activities carried out to transfer results/products:

There have been extensive activities to transfer results/products within the partner countries and to target groups/sectors. In addition, there have been activities to transfer to target groups/sectors within other EU countries.

At European level, these include exhibiting at European Tourism Forum in October 2007 (post-project valorisation) attended by c500 professionals from the tourism and related sectors. Discussions were held with sectoral associations such as the European Federation of Tourist Guides Associations; national tourist organisations such as the Austrian National Tourist Office and the Latvian Tourism Development Agency; and professional bodies such as the Association of Tourism Professionals in Portugal. Discussions were also held with universities/training providers from Sweden, Austria, Italy, Germany and Portugal.

A presentation on final results/products was made to the European Travel & Tourism Action Group (ETAG) in June and again in October. This body includes bodies such as the Association for Tourism & Leisure Education (ATLAS), European Cities Marketing, The European Travel Commission (ETC) and the International Bureau of Social Tourism (BITS). This resulted in information on VocMat results and products being distributed to members of such organisations as the International Road Transport Union.



Within the partner countries, some examples are as follows: information was issued to all target groups/contacts on the database in August 2007; to DP:UK, which represents local authorities with a tourism remit, in July 2007 which resulted in DP:UK requesting to be provided with regular information to issue to members; to a seminar of Estonian Tourism Schools; to the Icelandic Travel Industry Association who encouraged members to take part in VocMat; to the People 1<sup>st</sup> Sector Skills Council resulting in VocMat appearing on the People 1<sup>st</sup> website & Skills Passport which is widely promoted to employers and employees in the UK hospitality, leisure, travel and tourism industries.

Activities planned by partnership to further develop project results:

Early in 2007, the partnership agreed to submit an application under the LLP Transfer of Innovation Programme through which they could develop the use of the VocMat results/products and include the development of one module to test the relevance in new countries. Approaches were received from Finland, Italy, Spain, Latvia, Malta and Turkey with Spain, Malta and Turkey taking this to final stages. Finland, Italy & Latvia continue to be interested in the VocMat Model so discussions will continue with them. In addition, discussions will continue with tourism organisations and universities from Portugal, Sweden, Austria and Germany. Plans are already in hand for VocMat to be cited as an example of best practice by the University of Florence and the project will continue to be promoted through ETAG, EUTO and the European Tourism Forum.

If you have answered "Yes" to the question E.2.2, please fill in E.4 and E.5

E.4 – Please describe the marketing strategy

N°	Title of result and / or product	Languages in which they are available	Target group
1 – 6	VocMat Model – VLE (Online Training Materials, Assignments, Forum etc), Handbook, Guidance, Downloadable Material, CD ROM, Online Training Needs Analysis	EN, + EE, IS partly	Middle & Senior Management in tourism & tourism-related sectors. Universities etc that deliver tourism qualifications
7	VocMat Modules	EN + EE, IS partly	Middle & Senior Management in tourism & tourism-related sectors. Universities etc that deliver tourism qualifications
8	VocMat Curriculum	EN	Middle & Senior Management in tourism & tourism-related sectors. Universities etc that deliver tourism qualifications

N°	Distribution channels
1	VocMat Database – 875 contacts



2	European Tourism Organisations and industry associations – e.g. ETAG/ETIN, EUTO & members of these; European Tourism Forum
3	National/Regional/Local Tourist Organisations in all partner & EU countries
4	National/Regional/Local tourism industry associations
5	UN World Tourism Organisation (accessible through ETAG)
6	National/Regional/Local Skills Bodies – e.g. Sector Skills Councils,
7	Universities etc delivering tourism qualifications – all EU countries
8	Tourism & Education Press in partner countries

Please add extra sheets if necessary.

E.5 – Please indicate the type of existing agreements between partners regarding results/products

N°	Results and / or products	Agreements <sup>16</sup>	Partners involved
1-6	VocMat Model	Intellectual Property Rights Agreement	TBT, TMI, IST, RGU, SHU, Pärnu & Holar University College (Sub-contractor)
7	VocMat Modules	Intellectual Property Rights Agreement	TBT, TMI, IST, RGU, SHU, Pärnu & Holar University College (Sub-contractor)
8	VocMat Curriculum	Intellectual Property Rights Agreement	TBT, TMI, IST, RGU, SHU, Pärnu & Holar University College (Sub-contractor)
...			

Please add extra sheets if necessary.

E.6 - Please provide a clear description of the products developed by the project (max. 2 pages)

1 – 6 VocMat Model: The VocMat Model includes a range of components.

The main component is the Virtual Learning Environment (VLE)

<http://coursesites.blackboard.com/webapps/portal/frameset.jsp> which can be accessed using the following Log In: jaulehle and Password : blackboard. Included in the VLE for the four modules used to test the Model are :

Announcements

Module Outline : the framework of each module

Staff Information : Contacts for Estonia, Iceland, UK and Technical Support

Module Content : the learning materials

Assignments : The assessment plan & how to submit assignments

Directed Reading : Textbooks/Online Material that will require to be read to complete the assignments successfully

VocMat : a Link to the public VocMat website [www.vocmat.com](http://www.vocmat.com) which contains news update, reports photographs from VocMat events, Case Studies etc

Discussion Board : A forum for all members to communicate, leave messages etc. In addition it has sections for UK, Iceland & Estonia to allow participants to communicate in their own language with other participants from their country

Online Chat : Led by Module subject leader who notifies participants of date/time and allows participants to have a live communication with subject leader & each other

e-mail : set up into user groups – all users, all teaching assistants, all subject leaders, all groups to allow for vertical & horizontal communication

<sup>16</sup> intellectual property rights, right to reproduce parts, licences, royalties, patents, etc.



**Groups :** Four groups reflecting the make-up of the Pilot Group. Allows local mentor to communicate with pilot group members allocated to them. Uses Group Discussion Board, Collaboration, File Exchange & e-mail

**Check Grades :** For participants to view their results – confidential section

**Feedback :** For participants to view feedback from the subject leader – confidential section

Other parts of the VocMat model are :

**Downloadable Text Files :** In partner languages

**CD ROMS :** In partner languages

**Online Skills Assessment/Personal Training Needs Analysis** – is housed on [www.vocmat.com](http://www.vocmat.com)

**Workshops/Seminars & Video-conferencing :** Workshops/seminars held in Sheffield, UK in June 2006 and Copenhagen, Denmark in February 2007. The first was video-linked to Estonia & Iceland and the second to Estonia (all Iceland participants in attendance at workshop). Despite occasional technical issues, the system worked well and was supported by linking participants in Copenhagen on the VLE when in workshops.

### 7- VocMat Modules

Four Modules were developed to test the VocMat Model. These were Strategic Management for Tourism, Tourism Marketing Management, Human Resource Management, Operational Management in Tourism. These are available on the VLE, as Downloadable Material and on CD ROM. When fully tested, they were translated into partner languages.

### 8 – VocMat Curriculum

The VocMat Curriculum is set at the equivalent of Masters/Postgraduate level. Modules are worth 7.5 ECTS each. In addition to the four modules already developed, a further seven subject areas have been identified. A participant completing 4 modules would achieve the equivalent of a Postgraduate Certificate and after completing 8 modules would receive a Postgraduate Diploma. On completion of a dissertation, the participant would achieve a Masters Degree.

## F. GENERAL COMMENTS and ANNEXES

F.1 – Please describe briefly the difficulties encountered in undertaking the project and which solutions were found to overcome the difficulties (maximum 1 page).

**Valorisation:** Issues arose around the role of the valorisation sub-contractor appointed by the partners. In August 2006, the partners carried out a review to assess whether he was still required as the bulk of the website development, for which he had skills that the partners did not have, had been completed. The partners agreed to end the contract.

**Research & Development:** During the first year of the project, one of the partners, Iceland School of Tourism, intimated that they would not be able to develop a module to the required postgraduate level. The partners agreed to subcontract this activity to Holar University College, Iceland.

**Delivery & Testing:** The project had been designed to have 2 modules developed & tested in 2006 and 2 in 2007. Following the development phase from March – May, the first test phase, from June – October 2006, was not good timing for the participants as it took place at the height of the tourist



season when tourism managers are at their busiest. The second test phase was brought forward to February 2007 and, instead of the modules being delivered in tandem, they were delivered sequentially with Module 3 running from February until April and Module 4 from May to end June/early July. Module 3 had the best results proving the point that feedback had suggested.

## F.2 – List of annexes to the original of the report (mail delivery):

### VocMat Product Folder:

VP1		Research & Development Group – Agendas & Minutes of Meetings
VP2		Research Exercise & VocMat Research Report
VP3	a	- VLE Screenprint & Login Details
	b	- 4 VocMat Modules – screenprints from VLE
	c	- Assignment Example from VLE
	d	- Discussion board/Forum example from VLE
	e	- Videolink – Photos from Sheffield & Copenhagen
	f	- VocMat Cd-Roms – English, Estonian & Icelandic
	g	- Helpline Info from VLE
	h	- Seminar/Workshop
	i	- Handbooks – English, Estonian & Icelandic
	j	- VLE & CD-rom Guidance
	k	- Skills Assessment Form/Training Needs Analysis
VP4		VocMat Modules – downloadable materials
	a	- Tourism Marketing Management
	b	- Operations Management in Tourism
	c	- Strategic Management in Tourism
	d	- Human Resource Management in Tourism
VP5		VocMat Curriculum
VP6		Accreditation
VP7	a	- Original IPR Agreement
	b	- VocMat 1 Agreement
VP8		VocMat Certificate

### VocMat Project Management Folder:

PM1		Quality Management Plan
PM2		Setting a Baseline for the VocMat Project
PM3		Progress Report & Feedback
PM4		Project Visit Report for National Agency & Feedback
PM5		Performance Review of Valorisation Sub-contractor
PM6		Interim Monitoring & Evaluation Review
PM7		Interim Report for National Agency
PM8		VocMat Final Evaluation
PM9		Quality Monitoring & Evaluation Systems
	a	- Quality Monitoring & Feedback
	b	- Milestones & Progress
PM10		Project Management Plan
PM11		Project Management Group – Agendas & Minutes of Meetings
PM12		Valorisation Strategy
PM13		Project Organisation Chart & E-mail Groups
PM14		Roles & Responsibilities & Partnership Agreements



**VocMat Valorisation Folder:**

VAL1		Valorisation Group – Agendas & Minutes of Meetings
VAL2	a	- VocMat Leaflet 1 – English
	b	- VocMat Leaflet 1 – Estonian
	c	- VocMat Leaflet 1 – Icelandic
	d	- VocMat Leaflet 2 – English
	e	- VocMat Leaflet 2 – Estonian
	f	- VocMat Leaflet 2 – Icelandic
VAL3	a	- VocMat Website
	b	- VocMat Website Usage Statistics
	c	- VocMat – Partners Websites
VAL4		VocMat Launches – Antwerp & Stansted
VAL5		Press Releases
VAL6		Newsletters
VAL7		End Users Consultation & see VAL 5 & VAL 6
VAL8		Seminars/Workshops – Antwerp, Stansted, Sheffield, Copenhagen
VAL9		Database
VAL10		Presentations
	a	- Template Presentations
	b	- Presentations – UK
	c	- Presentations – Estonia
	d	- Presentations – Iceland
VAL11		Other Valorisation Activity
	a	- Summary of Valorisation Activities
	b	- Google Search
	c	- Valorisation – European examples

Bank Transfers – not previously submitted

Contracts between all project partners – all previously submitted to the National Agency

Subcontracting agreements & Calls for Tenders – not previously submitted



**NB: The following documents MUST be submitted with the Final Report:**

- evidence of bank transfers between the contractor and ALL project partners (where not previously submitted)
- copies of contracts between the Contractor and ALL project partners (where not previously submitted)
- copies of Subcontracting agreements and invoices - including all Call for Tender documentation (where not previously submitted)

## G. FINANCIAL REPORT

Self-calculating (Excel) financial tables must be completed for all projects at the Interim Report and Final Report stages. The financial tables are available for download at:

[http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2\\_en.html](http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2_en.html) along with supporting Guidelines.

All pre-financing payments are regarded as advances pending explicit approval of the Final Report for the project, the corresponding financial report and the quality of the project results.



## Receipt Acknowledgement Final Report

This page will be returned to you when your Final Report has been received. Therefore, please complete the information below clearly.

Title of project:

Name of contracting organisation	Tourist Board Training
Name of legal representative	Liz Buchanan
Street Number	22A
Country code - Post code - Town/City	UK – KA12 8AS – Irvine
Fax number	00 44 1294 313016

Date you sent in your report	...14.... / ..12..... / .2007.....
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### Reserved for National Agencies / Commission:

Documents received:

Final Report	Original + copy + electronic copy
Annexes	

Products received:

CD-ROM	
http://	

Missing data, to be submitted ASAP (not later than two weeks):

*Where information/documentation is requested within this Receipt Acknowledgement, please note that all proceedings relating to the payment of the final instalment are suspended until the related information/documentation is received.*

We acknowledge receipt of your Final Report:

<i>Country</i>	<i>Year</i>	<i>Project type</i>	<i>Project number</i>
		PP / TH / LA / NT / RF	

Please use this number in all communication with your National Agency / Commission.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

