



Education and Culture DG

Lifelong Learning Programme

EU Lifelong Learning Programme 2007-13
Subprogramme Leonardo da Vinci - Call for proposal 2011 EAC/49/10
Priority "ECVET for transparency and recognition of learning outcomes and qualifications (LEO-TraInno-11)"
Action "Transfer of Innovation"
Protocol Code LLP-LdV-TOI-11-IT-685
Project Unique Code (CUP – Codice Unico di progetto): G92F11000080006

European Nature System - ENS:

An ECVET process to put in transparency and recognise across Europe the learning outcomes and the qualifications of the professional figures in the nature-based tourism sector

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WP 5 - Definition and signature of the Memorandum of Understanding - MoU ECVET for the professional figures in nature-based and rural tourism

Memorandum of Understanding ECVET for the European qualification in the nature-based and rural tourism sector

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

Vienna (AT), 28th February 2013

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Introduction

Background to general context of MoU

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

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

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

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

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

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

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

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

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

In the 2004 Maastricht Communiqué, the Ministers responsible for VET, the Commission and the European social partners agreed to give priority to the development and implementation of ECVET. This was confirmed by the same group in the 2006 Helsinki Communiqué which calls further development of common European tools namely ECVET.

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

Existing provisions for the MoU at European level

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

- ECTS was promoted by the Recommendation of the European Parliament and Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers, used in higher education. ECVET should be compatible with ECTS so as to enable bridging vocational education and training and higher education.
- Europass was created by Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences.
- The European principles for the identification and validation of non-formal and informal learning were agreed in the form of Council Conclusions in 2004. The implementation of ECVET will take these principles into account.
- EQCM was adopted through the Recommendation of the European Parliament and of the Council of 18 December 2006 on trans-national mobility within the Community for education and training purposes (European Quality Charter for Mobility). It states in point 8 of its Annex that, when mobility is undertaken by individuals, "participants should be provided with assistance to facilitate recognition and certification" of learning outcomes. ECVET is intended to support the quality of individuals' mobility as required by the above mentioned Recommendation.
- EQF was launched by the 2008 Recommendation of the European Parliament and of the Council on the European qualification framework (EQF) as a reference tool for the comparison of qualification levels in national qualifications systems and also

in qualifications systems developed by international sectoral organisations. ECVET will complement and build on common concepts and principles with the EQF. Indeed, ECVET uses EQF as the reference level for qualifications.

- Finally, the establishment of a European Credit System for Vocational Education and Training (ECVET) was object of the Recommendation of the European Parliament and of the Council of 18 June 2009.

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

Definitions

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

- a) "Qualification": a formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards;
- b) "Learning outcomes": statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence;
- c) "Unit of learning outcomes" (unit): a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated;
- d) "Credit for learning outcomes" (Credit): individuals' set of learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications;
- e) "Competent institution": the institution which is responsible for designing and awarding qualification or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries;
- f) "Assessment of learning outcomes": methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;
- g) "Validation of learning outcomes": the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification;
- h) "Recognition of learning outcomes": the process of attesting officially achieved learning outcomes through the awarding of units or qualifications;
- i) "ECVET points": a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

General and specific objectives of the MoU

According to the 2009 EU Recommendation, ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides. ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification. It should be noted that ECVET does not imply any new entitlement for citizens to obtain the automatic recognition of either learning outcomes or points. Its application for a given qualification is in accordance with the legislation, rules and regulations applicable in the Member States and is based on the following principles and technical specifications:

1. Units of learning outcomes : A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes. The units that make up a qualification should be: — described in legible and understandable terms by referring to the knowledge, skills and competences contained in them, — constructed and organised in a coherent way with regard to the overall qualification, — constructed in a way that enables discrete assessment and validation of learning outcomes contained in the unit. A unit may be specific to a single qualification or common to several qualifications. The expected learning outcomes defining a unit may be achieved irrespective of where or how these have been achieved. Thus, a unit is not to be confused with a component of a formal learning programme or training provision. The rules and procedures for defining characteristics of units of learning outcomes and for combining and accumulating units for a given qualification are defined by competent institutions and partners involved in the training process according to the national or regional rules. The specifications for a unit should include: — the generic title of the unit, — the generic title of the qualification (or qualifications) to which the unit relates, where applicable, — the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the ECVET credit points associated with the qualification, — the learning outcomes contained in the unit, — the procedures and criteria for assessment of these learning outcomes, — the ECVET points associated with the unit, — the validity in time of the unit, where relevant.

2. Transfer and Accumulation of learning outcomes, ECVET partnerships: In ECVET, units of learning outcomes achieved in one setting are assessed and then, after successful assessment, transferred to another setting. In this second context, they are validated and recognised by the competent institution as part of the requirements for the qualification that the person is aiming to achieve. Units of learning outcomes can then be accumulated towards this qualification, in accordance with national or regional rules. Procedures and guidelines for the assessment, validation, accumulation and recognition of units of learning outcomes are designed

by the relevant competent institutions and partners involved in the training process. Credit transfer based on ECVET and applied to learning outcomes achieved in formal learning contexts should be facilitated by establishing partnerships and networks involving competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation. The establishment of partnerships aims to: — provide a general framework of cooperation and networking between the partners, set out in Memoranda of Understanding (MoU) through which a climate of mutual trust is established, — assist the partners in the design of specific arrangements for credit transfer for learners. The MoU should confirm that the partners: — accept each other's status as competent institutions, — accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer, — agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU, — agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF, — identify other actors and competent institutions that may be involved in the process concerned and their functions. For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU, the competent institution which is empowered to award qualifications or units or to give credit should establish procedures and mechanisms for the identification, validation and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points.

3. Learning agreement and personal transcript : For applying credit transfer involving two partners and a specific mobile learner, a learning agreement is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of an MoU. It should: — distinguish between competent 'home' and 'hosting' institutions (the 'home' institution is the institution which will validate and recognise learning outcomes achieved by the learner; the 'hosting' institution is the one that delivers training for the learning outcomes concerned and assesses the achieved learning outcomes), — specify the particular conditions for a period of mobility, such as the identity of the learner, the duration of the mobility period, learning outcomes expected to be achieved and the associated ECVET points. The learning agreement should lay down that, if the learner has achieved the expected learning outcomes and these have been positively assessed by the 'hosting' institution, the 'home' institution should validate and recognise them as part of the requirements for a qualification, according to the rules and procedures established by the competent institution. Transfer between partners can apply to learning outcomes achieved in formal and, where appropriate, non-formal and informal contexts. Thus, the transfer of credit for achieved learning outcomes has three stages:

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

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

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

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

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

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

The "European Nature System - ENS" multilateral project of transfer of innovation (MP ToI), which is underway within the sectoral programme Leonardo da Vinci of the EU Lifelong Learning Programme 2007-13, was designed to achieve the general

objectives mentioned above with particular reference to the nature-based tourism sector, focussing on putting in transparency and recognition of competences of three sectoral professional figures: the Environmental educator, the Nature-and Rural Tourism Guide, and the Rural and Agro-Tourism Accommodation Manager.

The project is financed within the priority 5 "ECVET for transparency and recognition of learning outcomes and qualifications" (LEO-TraInno-11) of the Leonardo da Vinci MP ToI projects 2011 call, and as such it is aimed to apply the European tools and frameworks EQF and ECVET to to put in transparency and recognise across Europe the learning outcomes and the qualifications of the concerned professional figures in the nature-based tourism sector, particularly through the establishment of a MoU ECVET defining the qualification field in terms of learning outcomes, mapping it onto the EQF via national qualifications frameworks and systems, designing qualification in transferable units of learning outcomes with allocation of credit points, and by means of its enforcement (Learning Agreements, Credits Awarding, Transfer Validation and Accumulation) through related VET programmes with flexible devices for validation, transfer and recognition of learning outcomes achieved in formal, informal and non formal contexts, also mainstreaming and multiplying these results.

The project Consortium and associated partnership includes important representative and VET organisations, and also SMEs, of nature-based tourism sector at national, regional and local level (in Italy, *Aris Formazione e Ricerca Società Cooperativa* and *Consorzio Itaca*; in Spain, *Koan Consulting SL* and *Fundacion Ecoagroturismo*; in Germany, *KATE-Kontaktstelle für Umwelt & Entwicklung*; in Latvia, *Latvijas lauku turisma asociacija "Lauku celotajs"*; in Austria, *BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH*), public institutions competent in VET and tourism matter at regional level (in particular, the Italian *Regione Umbria*) and also European communication specialised organisations (the Belgian *Diesis Coop scrl-fs*).

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

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

As yet, the project implementation process has been centred on the preparation of the useful documentation at the aim of the Memorandum of Understanding – MoU signing, particularly the design of qualifications of Environmental educator, Nature- and Rural Tourism Guide, and Rural and Agro-Tourism Accommodation Manager, defined in a shared way starting from a perimeter of professional figures operating in nature based professional field in participating Countries, and following the strategies, activities and tools to be used by the partners to activate and develop the ECVET process, defined on the basis of best practices collected, analysed and selected for ECVET process in tourism and in other sector.

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

Form and content of the MoU

Participants

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

Purpose of the MoU

For applying ECVET in the participating Countries to learning outcomes achieved in formal, non-formal and informal learning context particularly for the nature based tourism sector, in particular for the professional figures operating as Environmental educator, Nature-and Rural Tourism Guide, and Rural and Agro-Tourism Accommodation Manager”, this MoU establishes that each participant:

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

Ratification and effectiveness of the MoU

This MoU has been duly executed and signed by an official representative of each of signatories. MoU shall come into effect for each party from the date of its signature.

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

This MoU includes two Appendixes:

- Appendix 1, describing in terms of activities, tasks, skills and knowledge, units of learning outcomes and correspondence between units and associated credit points, the professional qualifications of Environmental educator, Nature- and Rural Tourism Guide, and Rural and Agro-Tourism Accommodation Manager;
- Appendix 2, meant to outline the mechanisms for the implementation of the MoU.

The new European qualifications established by MoU: Environmental educator, Nature- and Rural Tourism Guide, and Rural and Agro-Tourism Accommodation Manager

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

Section A – Common European competences (activities, tasks, skills, knowledge, competences/ units of learning outcomes and ECVET credits) **transversal to the qualifications** of Environmental educator, Nature- and Rural Tourism Guide, and Rural and Agro-Tourism Accommodation Manager **4**

Section B – Common European competences (activities, tasks, skills, knowledge, competences/ units of learning outcomes and ECVET credits) **specific for each one of the qualifications** of Environmental educator, Nature- and Rural Tourism Guide, and Rural and Agro-Tourism Accommodation Manager **5**

- Environmental educator **5**
- Nature- and Rural Tourism Guide **7**
- Rural and Agro-Tourism Accommodation Manager **9**

Section C – Specific territorial (national/regional) competences for the qualifications of Environmental educator, Nature- and Rural Tourism Guide, and Rural and Agro-Tourism Accommodation Manager **10**

- Italian Addendum **11**
- Spanish Addendum **11**
- German Addendum **12**
- Austrian Addendum **12**
- Latvian Addendum **13**

ECVET Credits General Recapitulation Table **14**

Section A – Common European competences transversal to the qualifications of Environmental educator, Nature- and Rural Tourism Guide, and Rural and Agro-Tourism Accommodation Manager

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)	Competences / Learning Outcomes units parts (ULO parts)	ECVET Credit (ULO parts)
Definition of objectives and resources	Definition and management of a work activity in compliance with labour law	<p>Definition of the contractual aspects of a work activity</p> <p>Management of compulsory procedures and fulfilments for the start-up and practice of a work activity</p>	<p>Labour law, namely for the characteristics of most frequently used employment contracts for employed and self-employed work activities.</p> <p>Principles on civil and criminal liability of the workers.</p> <p>Elements of tax regulations, namely for the self-employed workers</p> <p>Contractual, fiscal and social security aspects. Liability on accounting, according to the type of work practice.</p>	<p>To define the contractual aspects of a work activity: to verify the pertinence and the accuracy of the employment contract compared to the required work activity</p> <p>To understand the fulfilments required for the proper enforcement of an employment contract for self-employed workers: to manage the compulsory procedures for the start-up of a work activity as self-employed worker; to manage the compulsory fiscal and social security fulfilment according to the type of work activity</p>	To practise a profession as employed or self-employed worker	3	To practise a profession as employed or self-employed worker	3

Legend:

Definition of objectives and resources = all related to planning, business mgt, strategies, global business related aspects

Section B – Common European competences (activities, tasks, skills, knowledge, competences/ units of learning outcomes and ECVET credits) **specific for each one of the qualifications** of Environmental educator, Nature-and Rural Tourism Guide, and Rural and Agro-Tourism Accommodation Manager

Environmental Educator

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVE T Credit (ULO)	Competences / Learning Outcomes units parts (ULO parts)	ECVE T Credit (ULO parts)
Definition of objectives and resources	Definition and management of the specific professional activity	Management of legal and organisational procedures and fulfilments for the start-up and practice of the specific professional activity of Environmental Educator	Laws and standards for professional qualifications, such as Environmental Educator, and their long-lasting retention, with reference to regional regulations and to the overall panorama in Italy/European countries. Reference National Labour Agreement. EU recognition of the professional qualifications. Civil and criminal liability related to the activity of Environmental Educator. Ethical and deontological aspects.	To know and understand the specifications for professional practice as Environmental Educator. To fulfil the regulatory obligations and operate in full compliance with the deontological codes of reference: to know and manage the obligations of the professional activity of Environmental Educator; to negotiate the conditions of the professional activity, beginning with the applicable contractual system and economic incentives available to the customer; to know and apply the deontological codes – including those identified by common practice – during professional activity. To know and understand the specifications of the various professional roles operating within the tourist sector (reference activities, levels of responsibility, etc.), paying special attention to his own. To identify his	To manage the professional activity of Environmental Educator	2		2

				own strategy of sustainable professional activity.				
	Definition of the educational offer in natural and rural areas	Analysis and definition of the market needs for environmental education services in natural and rural areas. Definition of the environmental education services offered in natural and rural areas.	Procedures and tools to analyse training needs. Regional, national and European policies for sustainable environmental development. Programmes and regional, national and European sources of funding. Organisation of local authorities and their remits concerning the environment, and management of the area and tourism. Procedures and tools to analyse the area. Elements of natural history, history and anthropology applied to the professional activity of Environmental Educator. Geography of the area. Characteristics and regional environment from a social, economic, cultural and historic and anthropological point of view. Parks and nature trails in the area. Elements of economics. Watchful consumption and technologies with a reduced environmental impact.	To know and be able to interpret the characteristics of the reference context: to know and be able to interpret the naturalistic, environmental, historical and anthropological aspects of the area; to know the needs of the area and the regional and national policies in order to define a coherent offer; to identify existing or potential targets of his own interventions, analyse their characteristics and record their needs; to know the policies of governance of Local Authorities in order to promote inclusive decision-making processes throughout the area. To define the features of the offer of educational interventions: to set the priorities for the interventions; identify the resources to be set up (human: public and private organisations in the area; economic: local, national and community; temporal, environmental, etc.); to devise own offer according to the observations made, his own specialist skills and knowledge of the system and of the resources in the area.	To define the offer of environmental education services in natural and rural areas	6		6

			Principles of healthy food education.					
	Business and marketing management	<p>Management of the business activities related to environmental education services in natural and rural areas</p> <p>Management of the marketing activities (analytical, strategic, and operative marketing) related to environmental education services in natural and rural areas</p>	<p>Principles of economic management.</p> <p>Principles of tourist and area marketing: aims and tools.</p>	<p>To manage the business activities of the environmental education services in natural and rural areas to accomplish desired goals and objectives in terms of valued products and profit, using available resources efficiently and effectively, by planning, organising, staffing, directing and controlling the environmental education services activities.</p> <p>To manage the analytical (research into the market, clientele and competitors), strategic (choice of company development strategy more in line with existing opportunities on the market and with the enterprise resources and skills), and operative marketing (company operative choices to achieve strategic objectives) related to environmental education services in natural and rural areas.</p>	To manage the business and marketing activities related to environmental education services in natural and rural areas	2		2
	Financial and administrative management	<p>Management of the administrative, accounting, bookkeeping, budget control and financial issues of the rural accommodation structure</p>	<p>Bookkeeping and administration related to environmental education services in natural and rural areas: methods, procedures and documentation.</p> <p>Budget and balance sheet: objectives and</p>	<p>To guarantee the correct fulfilment of bureaucratic and administrative obligations related to environmental education services: to guarantee the correct management of customer flows from a bureaucratic, administrative and accounting point of view;</p>	To manage the administrative and budget control issues related to environmental education	2		2

			<p>draft techniques</p> <p>Management control: purpose and tools.</p> <p>Legislation on safeguarding privacy.</p>	<p>to guarantee the correct management of ordinary administrative aspects supporting the economic management of environmental education services.</p> <p>To manage the budget and carry out management control: to draw up the budget by interpreting the incoming data in relation to enterprise economic and financial objectives in order to forecast the economic result; to regularly monitor costs and revenues from budget objectives in order to assess any deviations and if necessary, to take corrective actions; to guarantee the budget is drawn up correctly; to provide an overall view of the intermediate and final results of the structure by means of regular reports.</p>	<p>services in natural and rural areas</p>			
<p>Goods production / Services provision</p>	<p>Providing education interventions on environmental issues</p>	<p>Designing and carrying out of education interventions and exhibitions on environmental issues.</p>	<p>Procedures, techniques and tools to design an educational intervention.</p> <p>Procedures, techniques and tools to implement an educational intervention.</p> <p>Methods and techniques to organise educational and eco-tourism itineraries.</p> <p>Techniques to draw up an itinerary (study</p>	<p>To design and implement educational interventions and activities on environmental topics: to identify the type of intervention to be implemented (workshop, educational game, seminar, environmental communication campaigns, etc.) based on the details of participants and on the established cognitive objectives; to organise the intervention and programme the activities to be carried out; to check the availability of</p>	<p>To design and to implement an educational intervention on the environment and sustainable development</p>	<p>11</p>	<p>11</p>	

			<p>and use of time and space factors, available facilities and resources, etc.).</p> <p>Techniques for activities and for running workshops.</p> <p>Elements of exhibition, show and event management.</p> <p>Knowledge of foreign language corresponding to level C1 CEFR (Common European Framework of Reference for Languages)</p>	<p>the necessary professional resources and materials (specialised operators, organisations, teaching materials, technical tools, audio-visual support, etc.); to know and use the main facilitation strategies to set up processes to encourage the participation and close involvement of citizens and institutions.</p> <p>To design and set up exhibitions on environmental topics: exhibition based on an explicit request by the clientele, i.e. in accordance with the major environmental topics; to organise the event and identify the exhibition venues, the calendar and the resources required to hold the event (including any possible sponsors).</p> <p>To use skills in a foreign language corresponding to level C1 CEFR (Common European Framework of Reference for Languages) while exercising the professional activity</p>				
	<p>Providing complementary services</p>	<p>Supporting the attractiveness of environmental education services in natural and rural areas by providing tourism facilities</p>	<p>Types, standards, potential uses and capacities of tourism facilities and services (primary tourist facilities and services: accommodation - hotels, restaurants,</p>	<p>To analyse the territorial typology, the standards, the potential uses and the capacities of tourism facilities and services.</p> <p>To define the range of territorial tourism facilities and services to</p>	<p>To provide tourism facilities and services integrated with environmental education</p>	<p>4</p>	<p>4</p>	

		and services, in the context of an integrated tourism strategy	and travel and tour services; secondary tourist facilities and services: shopping, recreation, entertainment, and visitor information services; tertiary tourist facilities and services: health services and care, emergency and safety services, financial services, and personal services). Geographical and planning issues related to tourism facilities and services: basic description of the principal facilities and amenities; location, distribution, scale and scope of the facilities, amenities and services; spatial and quality standards, and the opportunities for integration with environmental education services in natural and rural areas	be provided in integration with environmental education services in natural and rural areas. To plan, organise and carry out the providing of tourism facilities and services in integration with environmental education services in natural and rural areas.	services in natural and rural areas			
Factors of production management	Quality Assurance management	Evaluation of the quality of provided education services. Definition of the actions for the improvement of quality of provided education	Aspects of quality assurance management in the provision of an educational service. Procedures to assess the quality of an educational service.	To check the quality of the services offered: to define assessment models of the intervention (deviation between the objectives set and the results achieved) and of the quality perceived by various individuals in the area; to collect the necessary information in order to assess and	To evaluate the quality of the educational intervention provided for the environment	2		2

		services		analyse it according to the chosen method, and to identify any factors which gave different results from those expected; to identify any actions of improvement, commencing with the results of the assessment carried out.	and sustainable development			
	Safety and security management	<p>Assurance of the compliance with rules on hygiene of foods.</p> <p>Assurance of the compliance with rules and procedures for prevention and reduction of professional and environmental risk, identifying and preventing typical dangers.</p> <p>Management of first aid.</p> <p>Prevention of burglaries and damage to the educational infrastructure and equipment</p>	<p>National and regional rules for the application of EU regulations on food hygiene, accounting of sectoral specificities.</p> <p>Regulations on safety and prevention of injuries in working activities.</p> <p>Dangers and risks linked to context and to customer types.</p> <p>The territorial system for organised rescue</p> <p>Insurance aspects relating to civil liability.</p>	<p>To observe the rules on food hygiene: to know and to identify the main types of food poisoning and to determine the possible reasons, risks and contamination sources; to know the procedures aimed to ensure compliance with conditions of adequate health and hygiene for the treatment and handling of foods.</p> <p>To prevent and to reduce the environmental and professional risk: to adopt styles and behaviours appropriate to environmental and professional risk prevention and reduction; to adopt behaviours for the prevention of fire, of electric and gas risk.</p> <p>To identify and to prevent typical dangers: to anticipate or to prevent the dangers typical of particular contexts (e.g., countryside, specific weather conditions, etc.) or risks related to specific customer types (e.g. children, the elderly and disabled people).</p> <p>To manage first aid: to</p>	<p>To know, observe and maintain conditions of safety and hygiene, and to supervise security issues</p>	4		4

				<p>organise the aid with the competent and available territorial services.</p> <p>To supervise security issues related to the prevention of burglaries and damage to the educational infrastructure and equipment</p>				
	Infrastructure and equipment management	<p>Definition and management of the inventory of infrastructure and equipment assets for environmental education services in natural and rural areas</p> <p>Planning and management of maintenance, repair, and replacement interventions on infrastructure and equipment assets for environmental education services in natural and rural areas</p>	<p>Types of infrastructure and equipment assets for environmental education services in natural and rural areas</p> <p>Environmental, social, economical, and financial facets of infrastructure and equipment management for environmental education services in natural and rural areas</p> <p>Methodologies, techniques and tools in infrastructure and equipment asset management and planning</p>	<p>To maintain a systematic record of individual assets for environmental education services in natural and rural areas: e.g., acquisition cost, original service life, remaining useful life, physical condition, repair and maintenance consistency.</p> <p>To develop a defined program to sustain the aggregate body of assets for environmental education services in natural and rural areas through planned maintenance, repair, and replacement.</p>	To manage the infrastructure and equipment issues related to environmental education services in natural and rural areas	2		2
	IT management	<p>Use and management of IT hardware and software to support the environmental education services in natural and rural areas</p>	<p>Type and procedures of use of main IT instruments and tools used to support information and education interventions, business and marketing management, financial and administrative management, complementary</p>	<p>To use and manage IT hardware and software to support the activities and tasks of the Environmental Educator, namely for:</p> <p>information and educational interventions (main communication programmes – Internet, e-mail – to collect useful information to design educational activities; main text processing</p>	To utilise and manage the Information Technologies related to environmental education services in	3		3

			services providing infrastructure and equipment management, and product pricing, promotion and placement management	software to prepare projects and teaching support materials for the educational interventions); business and marketing management (application software and the Internet to plan, organise, staff, direct and control not only the environmental education services and activities, but also communication, advertising and commercialisation); financial and administrative management (tools and software to support administration and management control); complementary services (IT instruments and tools to provide information on tourist facilities and services and to integrate them with the educational services offered), infrastructure and equipment management (IT instruments and tools to define and manage the inventory of infrastructure and equipment assets, and to plan and manage asset maintenance, repair, and intervention replacement (e.g. Geographic Information Systems)	natural and rural areas			
Marketing and Sales	Customer Relationship management	Communication by means of adequate strategies with the customer of environmental education services in	Theoretical communication models, aimed to inform the customer about environmental education services in natural and rural areas.	To use communication strategies within environmental education services in natural and rural areas according to the different customer types and the activities to be implemented: to	To manage relationships with the customer /	2		2

		<p>natural and rural areas.</p> <p>Adoption of behaviour styles adequate to the relation with the customer of environmental education services in natural and rural areas.</p> <p>Management of contingency and claims within the relationship with the customer.</p>	<p>Psychological grounds useful for the understanding of the dynamics of relations towards the different customer types.</p>	<p>distinguish the main communication strategies, aiming to capture attention and to actively involve a specific customer target; to use different interaction procedures and codes according to the age of the customer.</p> <p>To adopt behaviour styles based on cordiality and kindness: to use behaviours based on politeness and friendliness and, in the event of unexpected events, to practise self-control and take responsibility.</p>	beneficiary			
	Pricing product, promotion, placement	<p>Pricing of the environmental education services in natural and rural areas</p> <p>Promotion of the environmental education services in natural and rural areas</p> <p>Placement of the environmental education services in natural and rural areas</p>	<p>Methods, techniques and tools to price environmental education services in natural and rural areas</p> <p>Methods, techniques and tools to promote environmental education services in natural and rural areas</p> <p>Methods, techniques and tools to place environmental education services in natural and rural areas</p>	<p>To define the prices of the environmental education services in natural and rural areas, taking into account marketing objectives and costs, and issues of market demand and competition.</p> <p>To define and manage the incentives and stimulations promoting the knowledge and appreciation of the environmental education services offered in natural and rural areas.</p> <p>To define and manage the activities and relationships aiming to make the environmental education services offered in natural and rural areas available to the customer</p>	To define and manage issues of pricing, promotion and placement related to environmental education services in natural and rural areas	4		4
	Networking	<p>Networking and management of relationships with the territorial competent</p>	<p>Methods, techniques and tools for the networking and management of relationships with the territorial competent</p>	<p>To interact with organisations in the area in a scheme to integrate and develop environmental education services in natural and</p>	To participate in the territorial development	3		3

		institutions, with the market, and with the other key stakeholders	institutions, with the market, and with the other key stakeholders	rural areas within the framework of the tourist offer and area development: to establish relationships and interact with local planning administrations and organisations in the area; to manage interpersonal relationships ahead of, during and after the productive process (suppliers, customers, individuals in the area, other key stakeholders).	processes related to environmental education services in natural and rural areas			
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Legend:

- I. Definition of objectives and resources = all related to planning, business mgt, strategies, global business related aspects
- II. Goods, Production, Services providing
- III. Factors of Production mgt
- IV. Marketing & sales = pricing, product development, placement, promotion, CRM, networking

Nature- and Rural Tourism Guide

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVE T Credit (ULO)	Competences / Learning Outcomes units parts (ULO parts)	ECVE T Credit (ULO parts)
Definition of objectives and resources	Definition and management of the specific professional activity	Management of legal and organisational procedures and fulfilments for the start-up and practice of the specific professional activity of Nature- and Rural Tourism Guide	<p>Laws and standards for professional qualifications and their long-lasting retention, with reference to regional regulations and to the overall national/European countries panorama.</p> <p>Reference National Labour Agreement.</p> <p>EU recognition of the professional qualifications (Directive 2005/36/EC and implemental standards).</p> <p>Civil and criminal liability related to professional practice. Ethical and deontological aspects.</p>	<p>To know and understand the specifications for a professional performance as Nature- and Rural Tourism Guide.</p> <p>To fulfil the regulatory obligations and operate in full compliance with the deontological codes of reference: to know and manage the obligations of the professional activity of Nature- and Rural Tourism Guide; to negotiate the conditions of the professional activity, beginning with the applicable contractual system and economic incentives available to the customer; to know and apply the deontological codes – including those identified by common practice – during professional practice.</p> <p>To know and understand the specifications of the various professional roles operating within the tourist sector (reference activities,</p>	To manage the professional activity of Nature- and Rural Tourism Guide	2		2

				levels of responsibility, etc.), paying special attention to his own. To identify his own strategy of sustainable professional activity.				
	Definition of the offer in natural and rural areas	Analysis and definition of the market needs for nature and rural guiding services. Definition of the nature and rural guiding services offered	<p>Tools to assess medium-term economic sustainability of professional practice – related to seasonal requirements – in the form of an exclusive, mixed, or enterprise partnership.</p> <p>Procedures to analyse which market to target with the offer the professional guiding services and the strategy to promote and commercialise the service.</p> <p>Organisation of local authorities and their remits concerning tourism and the environment.</p> <p>Parks and nature trails in the area.</p> <p>Close examination of botany, zoology, ethology, geology and ecology applied to the practice of the profession of Nature-and Rural Tourism Guide.</p>	To define and develop the offer of services of a Nature-and Rural Tourism Guide: to know and use fundamental botany, zoology, ethology, geology and ecology required to practise the profession of Nature-and Rural Tourism Guide and to process a strategy to define an offer of such services; to measure the expectations and tendencies of the reference market; to prepare the offer of the services of Nature-and Rural Tourism Guide on the basis of observations made, of the person's own specialist skills and knowledge of the system and of the tourist resources in the area.	To define the offer of nature and rural guiding services	4		4
	Business and marketing	Management of the business activities related to nature and rural guiding services	Principles of economic management. Principles of tourism	To manage the business activities of the nature and rural guiding services to accomplish desired	To manage the business and marketing	2		2

	management	Management of the marketing activities (analytical, strategic, and operative marketing) related to nature and rural guiding services	and area marketing: purposes and tools.	goals and objectives in terms of valued products and profit, using available resources efficiently and effectively, by planning, organising, staffing, directing and controlling the nature and rural guiding services activities. To manage the analytical (research into the market, clientele and competitors), strategic (choice of company development strategy more in line with existing opportunities on the market and with the enterprise resources and skills), and operative marketing (company operative choices to achieve strategic objectives) related to nature and rural guiding services	activities related to nature and rural guiding services			
	Financial and administrative management	Management of the administrative, accounting, bookkeeping, budget control and financial issues of the nature and rural guiding services	Bookkeeping and administration related to nature and rural guiding services: methods, procedures and documentation. Budget and balance sheet: objectives and draft techniques Management control: purpose and tools. Legislation on safeguarding privacy.	To guarantee the correct fulfilment of bureaucratic and administrative obligations related to nature and rural guiding services: to guarantee the correct management of customer flows from a bureaucratic, administrative and accounting point of view; to guarantee the correct management of ordinary administrative aspects supporting the economic management of nature and rural guiding services.	To manage the administrative and budget control issues of the nature and rural guiding services	2		2

				<p>To manage the budget and carry out management control: to draw up the budget by interpreting the incoming data in relation to enterprise economic and financial objectives in order to forecast the economic result; to regularly monitor costs and revenues from budget objectives in order to assess any deviations and where necessary, to take corrective actions; to guarantee the budget is drawn up correctly; to provide an overall view of the intermediate and final results of the structure by means of regular reports.</p>				
<p>Goods production / Services provision</p>	<p>Providing tourist guiding</p>	<p>Preparation of a nature excursion. Guiding the people participating in a nature excursion</p>	<p>Methods and techniques to organise trails and excursions in the area (identify the type of itineraries; nature itineraries, classic itineraries, educational itineraries, themed itineraries and itineraries depending on the season and the users). Techniques to design an itinerary (study and use of time and space factors, available resources and services, etc.). Maps to support the preparation of the itineraries.</p>	<p>To prepare a nature tour: to identify the route according to the characteristics and expectations of the tourists, to check the practicability, and to check with the competent local authorities what obligations must be fulfilled in order to carry out the tours; to identify, study and interpret the various useful sources available to provide information about aspects concerning maps, nature, the environment and ecology of the trail to be prepared; to use the main text processing</p>	<p>To prepare and carry out a nature excursion, and to lead the group</p>	<p>11</p>		<p>11</p>

			<p>Roads, paths and signs in the reference area, localisation of existing resources and services (e.g. rest areas, refreshment venues, refuges, bivouacs, etc.).</p> <p>Hiking techniques (type of equipment required); progress according to types of terrain on marked and unmarked trails; progress with snow shoes and the use of walking poles; precautions and group supervision according to the assigned user group; organisation of alternative routes).</p> <p>Elements of cartography and topography.</p> <p>Orienteering techniques and main support tools (compass, altimeter, etc.).</p> <p>Problem solving techniques.</p> <p>Ways to handle the customer in situations of stress and fatigue.</p> <p>Knowledge of foreign language corresponding to level C1 CEFR (Common European Framework of Reference for Languages), with focus on tourism field</p>	<p>and communication software to prepare the programmes and any additional materials to give the customer / tourist.</p> <p>To guide the group and illustrate the attractions along the itinerary: to provide clear, correct and complete knowledge and information; to apply and provide the group with tour techniques, by assessing user psycho-physical abilities and the adequacy of the equipment; to adhere to the times and programmes, making rapid, rational modifications to the route depending on any unforeseen factors; to use personal knowledge of cartography, topography and orienteering; to maintain self-control and take responsibility in the event of any unforeseen circumstances and/or the onset of any conflicts.</p> <p>To use skills in a foreign language corresponding to level C1 CEFR (Common European Framework of Reference for Languages) while exercising the professional activity in the tourism field.</p>				
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	Providing complementary services	Supporting the attractiveness of nature and rural guiding services by providing tourism facilities and services, in the context of an integrated tourism strategy	<p>Types, standards, potential uses and capacities of tourism facilities and services (primary tourist facilities and services: accommodation - hotels, restaurants, and travel and tour according to services; secondary tourist facilities and services: shopping, recreation, entertainment, and visitor information services; tertiary tourist facilities and services: health services and care, emergency and safety services, financial services, and personal services).</p> <p>Geographical and planning issues related to tourism facilities and services: basic description of the principal facilities and amenities; location, distribution, scale and scope of the facilities, amenities and services; spatial and quality standards, and the opportunities for integration with nature and rural guiding services</p>	<p>To analyse the type of territory, the standards, the potential uses and the capacities of tourism facilities and services.</p> <p>To define the range of territorial tourism facilities and services to be provided in integration with nature and rural guiding services.</p> <p>To plan, organise and provide tourism facilities and services in integration with nature and rural guiding services.</p>	To provide tourism facilities and services integrated with nature and rural guiding services	4		4
Factors of production	Quality Assurance	Evaluation of the quality of provided services.	Aspects of quality assurance in the provision of a	To use service quality assessment tools: to define simple models to	To evaluate and to improve	2		2

management	management	Definition of the actions for the improvement of quality of the services provided	service. Procedures to assess the quality of a service.	assess the quality of the service provided and the quality perceived by the beneficiaries; to collect and analyse information according to the method chosen, thus identifying any factors which may have caused lower than expected results in order to define any future modifications and supplements to the services offered.	the quality of nature and rural guiding services			
	Safety and security management	Prevention of the risks, limitation of the damages, co-organisation of the rescue and Assurance of the compliance to rules and procedures for prevention and reduction of professional and environmental risk, identifying and preventing typical dangers and damages. Management of first aid and co-organisation of the rescue. Prevention of burglaries and damages to the company infrastructure and equipment	Hazards and risks linked to the territorial context (mountains) and to the particular types of tourists (especially children, the elderly and the disabled). First aid skills (in the event of traumas, fainting, insect or animal bites). Standard "Basic Life Support" (BLS). The regional organised rescue system, including helicopter rescue. Basic elements of meteorology and snow and avalanche studies (in order to understand potentially dangerous situations in advance and to define consequent safety measures).	To carry out first aid, where possible, to limit damage caused by the accident/injury and to organise rescue by the competent services as rapidly as possible: to anticipate or prevent the typical hazards in certain contexts (e.g. mountains, harsh weather conditions, etc.) or risks linked to the types of tourists (especially children, the elderly and the disabled); to maintain self-control in order to carry out basic first aid and organise rescue with the competent services available in the area. To supervise security issues related to the prevention of burglaries and damage to the company infrastructure and equipment.	To prevent risks and to manage first aid within nature and rural guiding services, and to supervise security issues	4		4
	Infrastructure and equipment	Definition and management of the inventory of infrastructure and	Types of infrastructure and equipment assets for	To maintain a systematic record of individual assets for nature and rural	To manage the infrastructure	3		3

	management	<p>equipment assets for nature and rural guiding services</p> <p>Planning and management of maintenance, repair, and replacement interventions on infrastructure and equipment assets for nature and rural guiding services</p>	<p>nature and rural guiding services</p> <p>Environmental, social, economic, and financial facets of infrastructure and equipment management for nature and rural guiding services</p> <p>Methodologies, techniques and tools in infrastructure and equipment asset management and planning</p>	<p>guiding services: e.g., acquisition cost, original service life, remaining useful life, physical condition, repair and maintenance consistency.</p> <p>To develop a defined program for sustaining the aggregate body of assets for nature and rural guiding services through planned maintenance, repair, and replacement.</p>	and equipment issues related to nature and rural guiding services			
	IT management	<p>Use and management of IT hardware and software to support the nature and rural guiding services</p>	<p>Type and procedures of use of main IT instruments and tools used to support the definition and provision of nature and rural guiding interventions, business and marketing management, financial and administrative management, complementary services providing, infrastructure and equipment management, and product pricing, promotion and placement management</p>	<p>To use and manage IT hardware and software to support the activities and tasks of the Nature-and Rural Tourism Guide, namely for:</p> <p>information and educational interventions (main communication programmes – Internet, e-mail – to collect useful information to design guiding activities; main text processing software to prepare projects and support materials the guided tours); business and marketing management (application software and the Internet to plan, organise, staff, direct and control not only the nature and rural guiding service activities, but also aspects of communication,</p>	To use and manage Information Technologies related to nature and rural guiding services	3		3

				<p>advertising and commercialisation); financial and administrative management (tools and software to support administration and management control); complementary services (IT instruments and tools to provide information on tourist facilities and services and to integrate them with the nature and rural guiding services offered), infrastructure and equipment management (IT instruments and tools to define and manage the inventory of infrastructure and equipment assets, and to plan and manage assets maintenance, repair, and replacement interventions (e.g., Geographic Information Systems)).</p>				
<p>Marketing and Sales</p>	<p>Customer Relationship management</p>	<p>Communication by means of adequate strategies with the customer of nature and rural guiding services. Adoption of behaviour styles suitable for the relationship with the customer of nature and rural guiding services. Management of contingency and claims within the relationship with the customer.</p>	<p>Theoretical communication models, aiming to provide knowledge to the customer of nature and rural guiding services. Psychological grounds useful for the understanding of the dynamics of relationships with the different customer types.</p>	<p>To use communication strategies in nature and rural guiding services, according to the different customer types and the activities to be carried out: to identify the main communication strategies, namely those aiming to capture the attention and to actively involve a specific customer target; to use different methods and codes of interaction according to the age of the</p>	<p>To manage relationships with the customer / beneficiary</p>	<p>3</p>		<p>3</p>

				customer. To be cordial and kind: to be polite and friendly and, in the event of unexpected circumstances, to maintain self-control and take over all responsibility.				
	Pricing product, promotion, placement	Pricing of the nature and rural guiding services Promotion of the nature and rural guiding services Placement of the nature and rural guiding services	Methods, techniques and tools to price nature and rural guiding services Methods, techniques and tools to promote nature and rural guiding services Methods, techniques and tools to place nature and rural guiding services	To define the prices of the nature and rural guiding services, taking into account marketing objectives, and issues of costs, the market, demand and competition. To define and manage the incentives and stimulations to promote knowledge and appreciation of the nature and rural guiding services offered. To define and manage the activities and relationships aiming to make the nature and rural guiding services offered available to the customer.	To define and manage issues of pricing, promotion and placement related to nature and rural guiding services	4		4
	Networking	Networking and management of relationships with the competent territorial institutions, with the market, and with the other key stakeholders.	Methods, techniques and tools to network and manage relationships with the competent territorial institutions, with the market, and with the other key stakeholders	To interact with organisations in the area in a scheme to integrate and develop nature and rural guiding services in natural and rural areas within the framework of the tourist offer and area development: to establish relationships and interact with local planning administrations and organisations in the area; to manage interpersonal	To participate in the territorial development processes related to nature and rural guiding services	3		3

				relationships ahead of, during and after the productive process (suppliers, customers, individuals in the area, other key stakeholders).				
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Legend:

- I. Definition of objectives and resources = all related to planning, business mgt, strategies, global business related aspects
- II. Goods, Production, Services providing
- III. Factors of Production mgt
- IV. Marketing & sales = pricing, product development, placement, promotion, CRM, networking

Rural and Agro-Tourism Accommodation Manager

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVE T Credit (ULO)	Competences / Learning Outcomes units parts (ULO parts)	ECVE T Credit (ULO parts)
<p style="text-align: center;">Definition of objectives and resources</p>	<p style="text-align: center;">Definition and management of the specific professional activity</p>	<p>Management of legal and organisational procedures and fulfilments for the start-up and practice of the specific professional activity of Rural and Agro-Tourism Accommodation Manager</p>	<p>Laws and standards for professional qualifications and their long-lasting retention, with reference to regional regulations and to the overall panorama in Italy/European countries.</p> <p>Reference National Labour Agreement.</p> <p>EU recognition of the professional qualifications (Directive 2005/36/EC and implemental standards).</p> <p>Civil and criminal liability related to professional practice. Ethical and deontological aspects.</p> <p>Knowledge of foreign language corresponding to level C1 CEFR (Common European Framework of Reference for Languages)</p>	<p>To know and understand the specifications for a professional performance as Rural and Agro-Tourism Accommodation Manager. To fulfil the regulatory obligations and operate in full compliance with the deontological codes of reference: to know and manage the obligations of the professional activity of Rural and Agro-Tourism Accommodation Manager.; to negotiate the conditions of the professional activity, beginning with the applicable contractual system and economic incentives available to the customer; to know and apply the deontological codes – including those identified by common practice – during professional practice. To know and understand the specifications of the various professional roles operating within the tourist sector (reference activities, levels of responsibility, etc.), paying special attention to his own. To identify his own strategy to develop his own</p>	<p style="text-align: center;">To manage the professional activity of Rural and Agro-Tourism Accommodation Manager</p>	<p>3</p>		<p>3</p>

				<p>professional role.</p> <p>To use skills in a foreign language corresponding to level C1 CEFR (Common European Framework of Reference for Languages) while exercising the professional activity.</p>				
	<p>Definition of the offer of the rural and agro-tourism accommodation structure</p>	<p>Analysis and definition of the market needs for rural and agro-tourism accommodation services.</p> <p>Definition of the rural and agro-tourism accommodation services offered in natural and rural areas.</p>	<p>Procedures to analyse which market to target with the offer of a rural accommodation structure.</p> <p>Context of the territorial geography and wild life (e.g. principles of botany, zoology and ecology of the area) and territorial anthropology (human activities linked to the specific nature of the area – agriculture, breeding, handicrafts, food and wine, etc.)</p> <p>Relationships between agricultural activity and rural accommodation. Regional, national and international tourism regulations.</p> <p>Types and characteristics of different types of accommodation.</p> <p>Principal technological and market trends and developments concerning the sector of rural accommodation.</p>	<p>To identify the different types and formulas of accommodation in terms of: basic features, benchmark processes, offers, type of clientele, applicable regional, national and European regulations; to know and understand how the process, product and context of the sector of rural and agro-tourism accommodation are evolving.</p> <p>To define the features of the offer of the rural and agro-tourism accommodation structure by observing and analysing the market, the territory and any benchmark agricultural company: to observe and measure market trends and requests; to define the features of the offer based on the market analyses, company characteristics, resources and structural equipment available, including the environmental and natural resources of the reference territory; to pay close attention to and continually keep up-to-date with changes in the reference market.</p>	<p>To define the offer of accommodation services of the rural and agro-tourism accommodation structure</p>	<p>3</p>		<p>3</p>

	<p>Business and marketing management</p>	<p>Management of the business activities of the rural and agro-tourism accommodation structure</p> <p>Management of the marketing activities (analytical, strategic, and operative marketing) related to the rural and agro-tourism accommodation structure</p>	<p>Principles of economic management.</p> <p>Principles of tourism and area marketing: purposes and tools.</p> <p>Promotional and commercialisation channels and strategies for the services.</p>	<p>To manage the business activities of the rural and agro-tourism accommodation structure to accomplish desired goals and objectives in terms of valued products and profit, using available resources efficiently and effectively, by planning, organising, staffing, directing and controlling the structure activities.</p> <p>To manage the analytical (research into the market, clientele and competitors), strategic (choice of company development strategy more in line with existing opportunities on the market and with the enterprise resources and skills), and operative marketing (company operative choices to achieve strategic objectives) related to rural and agro-tourism accommodation structure services</p>	<p>To manage the business and marketing activities of the rural and agro-tourism accommodation structure</p>	<p>4</p>		<p>4</p>
	<p>Financial and administrative management</p>	<p>Management of the administrative, accounting, bookkeeping, budget control and financial issues of the rural accommodation structure</p>	<p>Bookkeeping and administration for the rural accommodation structure: methods, procedures and documentation.</p> <p>Budget and balance sheet: objectives and draft techniques</p> <p>Management control: purpose and tools.</p> <p>Legislation on safeguarding privacy.</p>	<p>To guarantee the correct fulfilment of bureaucratic and administrative obligations related to the rural accommodation structure: to guarantee the correct management of customer flows from a bureaucratic, administrative and accounting point of view; to guarantee the correct management of ordinary administrative aspects supporting the economic management of the rural accommodation structure.</p> <p>To manage the budget and carry out management</p>	<p>To manage the administrative and budget control issues of the rural and agro-tourism accommodation structure</p>	<p>4</p>		<p>4</p>

				control: to draw up the budget by interpreting the incoming data in relation to enterprise economic and financial objectives in order to forecast the economic result; to regularly monitor costs and revenues from budget objectives in order to assess any deviations and where necessary, to take corrective actions; to guarantee the budget is drawn up correctly; to provide an overall view of the intermediate and final results of the structure by means of regular reports.				
Goods production / Services provision	Gastronomic Management	Organisation and provision of gastronomic services by the company and local products	<p>Traditional and local products and their use in menus: organoleptic and nutritional specifications, basic knowledge of processing and storage, typical preparations of derived food products (recipes)</p> <p>Council Regulation (EEC) No 2081/92 of 14 July 1992 on the protection of geographical indications and designations of origin for agricultural products and foodstuffs (PDO - Protected Designation of Origin, PGI - Protected Geographical Indication, TSG - Traditional Speciality Guarantee)</p> <p>Products included in the national list of traditional processed</p>	To know and propose traditional, local recipes, dishes and tastings, to enhance traditional cuisine: to know and, together with the people in charge, to select traditional and local recipes, dishes and tastings, using company and local products to good advantage.	To enhance the rural and agro-tourism accommodation structure and territorial cuisine and products	3		3

			food products. Basic tasting skills.					
	Rural and Agro-tourism accommodation structure Management	<p>Organisational management of the different activity sections of the rural and agro-tourism accommodation structure</p> <p>Rural and agro-tourism accommodation structure supplies management</p> <p>Management of rural and agro-tourism accommodation structure security and maintenance</p>	<p>Principals of work organisation.</p> <p>Food and beverage management.</p> <p>Tools to assess the results.</p> <p>Yield management techniques and tools.</p> <p>Compilation methods of operational procedures for supplies and supplier management.</p> <p>Principles of maintenance management.</p>	<p>To guarantee a correct organisational management of the rural and agro-tourism accommodation structure: to define and implement the organisational plan and the activities of the various departments (reception, accommodation, catering, bar service, etc.) according to the defined strategies; to identify roles, tasks and responsibilities to carry out the operations connected with the programmed activities; to monitor the overall progress of the activity in order to rapidly measure any deviations from the programmed activity.</p> <p>To identify the supply needs of the various departments of the rural and agro-tourism accommodation structure: to negotiate and stipulate supply contracts, to manage order processing procedures, using specific computerised purchase management systems; to monitor suppliers' performance and calculate the incidence of faulty goods.</p> <p>To guarantee protection and effective maintenance of the assets of the rural and agro-tourism accommodation structure: to guarantee the correct use of the structures, equipment and technical supplies, including store supplies; prepare specific maintenance</p>	To manage the organisational activities of the rural and agro-tourism accommodation structure	9		9

				programmes for the structure and the equipment assets of the establishment.				
	Complementary Tourism Services	Supporting the attractiveness of services offered by the rural and agro-tourism accommodation structure by providing tourism facilities and services, in the context of an integrated tourism strategy	<p>Types, standards, potential uses and capacities of tourism facilities and services (primary tourist facilities and services: accommodation - hotels, restaurants, and travel and tour services; secondary tourist facilities and services: shopping, recreation, entertainment, and visitor information services; tertiary tourist facilities and services: health services and care, emergency and safety services, financial services, and personal services).</p> <p>Geographical and planning issues related to tourism facilities and services: basic description of the principal facilities and amenities; location, distribution, scale and scope of the facilities, amenities and services; spatial and quality standards, and the opportunities for integration with the services offered by the rural and agro-tourism accommodation structure</p>	<p>To analyse the type of territory, the standards, the potential uses and the capacities of tourism facilities and services.</p> <p>To define the range of territorial tourism facilities and services to be provided in integration with the services offered by the rural and agro-tourism accommodation structure.</p> <p>To plan, organise and carry out the provision of tourism facilities and services in integration with the services offered by the rural and agro-tourism accommodation structure.</p>	To provide tourism facilities and services integrated with the services offered by the rural and agro-tourism accommodation structure	3		3
Factors of production	HR management	Management of the human resources of the	Elements of human resource management: staff selection process;	To manage the professional, operative resources of the rural and agro-tourism	To manage the human	2		2

<p>management</p>		<p>rural and agro-tourism accommodation structure</p>	<p>company training; development and assessment; wage policies.</p>	<p>accommodation structure: to guarantee the presence of staff suitable in number and quality for the requirements of professional resources and, if necessary, to seek and select staff; to guarantee the application of the wage system currently in force, prepare adequate wage plans according to the skills and professional seniority of the human resources; to assess individual and group performances for the strategic management of the professional resources (systems of incentives and professional development); to guarantee the presence of well-prepared and up-to-date staff and to contribute to the professional development of the less experienced resources, by helping to prepare a training plan; to guarantee that the work contracts used at the structure will be applied in identical manner after discussion with the trade union representatives (if present). To coordinate the staff employed at the structure during the programmed activities: to assign to the available resources the tasks and duties best suited to their skills and to provide regular instructions on how to carry them out (activities to carry out, time schedules and methods); to facilitate the relationship between/with staff, by encouraging communication and the exchange of</p>	<p>resources of the rural and agro-tourism accommodation structure</p>			
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				opinions.				
	Quality Assurance management	<p>Evaluation of the quality of provided services.</p> <p>Definition of the actions for the improvement of quality of provided services</p>	<p>Past development of the quality assurance system, certification of the quality assurance system, benchmark standards.</p> <p>Aspects of quality assurance management for service provision, inspection assessments and actions for dealing with non-conformity.</p> <p>Operational procedures to assess the quality of a service.</p>	<p>To guarantee and assess the quality of the service offered; to know and help implement a quality assurance system; to guarantee the application of systems and procedures to manage quality assurance; to check that the quality assurance procedures are followed and measure the level of customer satisfaction, identify the critical points and set out measures for improvement.</p>	To ensure the quality of the services of the rural and agro-tourism accommodation structure	2		2
	Safety and security management	<p>Prevention and reduction of professional, environmental, and customer's risk of electric and fire hazards.</p> <p>Assurance of the compliance of rural accommodation structure activities with rules and procedures on hygiene.</p> <p>Management of security issues related to rural accommodation structure activities.</p>	<p>Regulations concerning safety and accident prevention in the workplace.</p> <p>The environmental management of rural accommodation structures (especially as regards waste disposal and pest control).</p> <p>Fundamental principles of the HACCP system (Hazard Analysis and Critical Control Points).</p> <p>Tools and means to manage security.</p>	<p>To encourage behaviour that will reduce professional, environmental and customer risk: to behave and ensure others behave suitably to prevent and reduce professional, environmental and customer risk; to behave and ensure others behave suitably to prevent the risk of electrocution and fire.</p> <p>To guarantee compliance with the hygiene standards: to guarantee that the rural accommodation structure operates in compliance with the laws on health and hygiene; to guarantee the application of the regional directives on waste disposal.</p> <p>To guarantee the security of the rural accommodation structure in order to avoid as far as possible burglaries and damage: to ensure that the personnel in charge take every step to monitor security at the rural accommodation structure.</p>	To ensure the rural and agro-tourism accommodation structure vigilance, and to promote the compliance with the rules in matter of hygiene and safety	2		2

	<p>Infrastructure and equipment management</p>	<p>Definition and management of the inventory of infrastructure and equipment assets of the rural and agro-tourism accommodation structure</p> <p>Planning and management of maintenance, repair, and replacement interventions on infrastructure and equipment assets of the rural and agro-tourism accommodation structure</p>	<p>Types of infrastructure and equipment assets of the rural and agro-tourism accommodation structure</p> <p>Environmental, social, economical, and financial facets of infrastructure and equipment management for the rural and agro-tourism accommodation structure</p> <p>Methodologies, techniques and tools in infrastructure and equipment asset management and planning</p>	<p>To maintain a systematic record of individual assets for the services offered by the rural and agro-tourism accommodation structure: e.g., acquisition cost, original service life, remaining useful life, physical condition, repair and maintenance consistency.</p> <p>To develop a defined program for sustaining the aggregate body of assets of the rural and agro-tourism accommodation structure through planned maintenance, repair, and replacement.</p>	<p>To manage the infrastructure and equipment assets of the rural and agro-tourism accommodation structure</p>	<p>2</p>		<p>2</p>
	<p>IT Management and Property Management Systems (PMS)</p>	<p>Use and management of IT hardware and software to support the rural and agro-tourism accommodation structure services, including Property Management Systems -PMS</p>	<p>Type and procedures for the use of main IT instruments and tools used in support of rural and agro-tourism accommodation structure services (definition and provision, business and marketing management, financial and administrative management, complementary services providing, infrastructure and equipment management, and product pricing, promotion and placement management).</p> <p>PMS comprehensive software applications</p>	<p>To use and manage IT hardware and software to support activities and tasks of the rural and agro-tourism accommodation manager (i.e. definition and provision, business and marketing management, financial and administrative management, complementary service provision, infrastructure and equipment management, and product pricing, promotion and placement management), i.e. PMS comprehensive software applications</p>	<p>To use and manage Information Technologies related to rural and agro-tourism accommodation structure services</p>	<p>2</p>		<p>2</p>

			used to integrate some basic objectives, such as coordinating the operational functions of front office, sales and planning etc., to automate hotel functions, such as guest bookings, online reservations, point of sale, telephone, accounts receivable, sales and marketing, banquets, food and beverage costing, materials management, HR and payroll, maintenance management, quality assurance management and other amenities, interfacing with central reservation systems and revenue or yield management systems, front office, back office, point of sale, door-locking, pay-TV, energy management, payment card authorization and channel management systems.					
Marketing and Sales	Customer Relationship management of the RAAS	Adequate strategies of communication with the customer of rural and agro-tourism accommodation structure services. Adoption of behaviour styles suitable for the relationship with the customer of rural and agro-tourism	Theoretical communication models, aiming to provide the customer with the knowledge of rural and agro-tourism accommodation structure services. Psychological grounds useful for the understanding of the dynamics of relationships towards different customer types.	To interact with the different customer types: to use different methods and codes of interaction according to the type of customer in order to guarantee the image and style of the structure and enhance the service offered; to provide customers with clear, complete advice and information in order to satisfy their expectations; to guarantee customer loyalty via a programme of customer care initiatives	To manage relationships with the customer / beneficiary	3		3

		accommodation structure services. Management of contingency and claims within the relationship with the customer.		(greetings cards, send updated price list, etc.). To be cordial and kind: to be polite and friendly and, in the event of unexpected circumstances, to maintain self-control and take over all responsibility.				
	Pricing product, promotion, placement	Pricing of the rural and agro-tourism accommodation structure services Promotion of the rural and agro-tourism accommodation structure services Placement of the rural and agro-tourism accommodation structure services	Methods, techniques and tools to price rural and agro-tourism accommodation structure services Methods, techniques and tools for the promotion of rural and agro-tourism accommodation structure services Methods, techniques and tools for the placement of rural and agro-tourism accommodation structure services	To define the prices of the rural and agro-tourism accommodation structure services, taking into account issues of marketing objectives and costs, the market, demand and competition. To define and manage the incentives and stimulations promoting the knowledge and appreciation of the rural and agro-tourism accommodation structure services offered. To define and manage the activities and relationships aiming to make the rural and agro-tourism accommodation structure services offered available to the customer.	To define and manage the issues of pricing, promotion and placement related to rural and agro-tourism accommodation structure services	3		3
	Networking	Networking and management of relationships with the competent territorial institutions, with the market, and with the other key stakeholders	Methods, techniques and tools for the networking and management of relationships with the competent territorial institutions, with the market, and with the other key stakeholders	To interact with organisations in the area in a scheme to integrate and develop nature and rural guiding services within the framework of the tourist offer and area development: to establish relationships and interact with local planning administrations and organisations in the area; to manage interpersonal relationships ahead of, during and after the productive process (suppliers, customers, individuals in the area, other key stakeholders).	To participate in the territorial development processes related to rural and agro-tourism accommodation structure services	2		2

Legend:

- I. Definition of objectives and resources = all related to planning, business mgt, strategies, global business related aspects
- II. Goods, Production, Services providing
- III. Factors of Production mgt
- IV. Marketing & sales = pricing, product development, placement, promotion, CRM, networking

Section C – Specific territorial (national/regional) competences for the qualifications of Environmental educator, Nature- and Rural Tourism Guide, and Rural and Agro-Tourism Accommodation Manager

Italian Addendum (Umbria Region)

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)	Competences / Learning Outcomes units parts (ULO parts)	ECVET Credit (ULO parts)
Definition of objectives and resources	Contextualisation of the services offered	Analysis of the different aspects of Umbrian regional context (specific geographical, physical, environmental, human features) and of the related Umbrian regional tourism system	<p>The regional tourism system (legislative framework in Italy and in the Region of Umbria, features of the regional tourist market, regional tourism policies, characteristics of major economic and social institutions for the purpose of constructing a suitable tourism offer).</p> <p>Geographical and physical context (main morphological, topographical and geological aspects of the region).</p> <p>Wildlife context (main botanical, zoological and ecological aspects of the region).</p> <p>Anthropological context (human</p>	<p>To know and understand the characteristics and unusual features of the geographical, physical, natural and anthropological context of the region: to use the knowledge regarding the area and the regional tourism context to provide the tourists involved in the activities with useful, interesting information.</p> <p>To know and understand the characteristics and unusual features of the regional tourism system and the possible contexts within which to practise this profession: to use the knowledge of the regional tourism</p>	To operate in the Umbrian regional tourism system	4		4

			activities linked to the specific features of the area – agriculture, breeding, forestry, handicrafts, food and wine, etc.).	system to operate in accordance with it and to make use of the resources and opportunities offered.				
Goods production / Services provision	Communication in Italian	Communication in Italian within professional activities in tourism	Knowledge of Italian corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in Italian corresponding to level B2 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity	To communicate in Italian (min. level B2 CEFR -Common European Framework of Reference for Languages)	6		6

Spanish Addendum

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)	Competences / Learning Outcomes units parts (ULO parts)	ECVET Credit (ULO parts)
Definition of objectives and resources	Contextualisation of the services offered	Analysis of the different aspects of regional contexts (specific geographical, physical, environmental, human features) and of the related regional tourism systems	The regional tourism system (legislative framework in Spain and in the Regions, features of the regional tourist market, regional tourism policies, characteristics of major economic and social institutions for the purpose of constructing a	To know and understand the characteristics and unusual features of the geographical, physical, natural and anthropological context of the region: to use the knowledge regarding the area and the regional tourism context to	To operate in the regional tourism systems	4		4

			<p>suitable tourism offer).</p> <p>Geographical and physical context (main morphological, topographical and geological aspects of the region).</p> <p>Wildlife context (main botanical, zoological and ecological aspects of the region).</p> <p>Anthropological context (human activities linked to the specific features of the area – agriculture, breeding, forestry, handicrafts, food and wine, etc.).</p>	<p>provide the tourists involved in the activities with useful, interesting information.</p> <p>To know and understand the characteristics and unusual features of the regional tourism system and the possible contexts within which to practise this profession: to use the knowledge of the regional tourism system to operate in accordance with it and to make use of the resources and opportunities offered.</p>				
Goods production / Services provision	Communication in Spanish	Communication in Spanish within professional activities in tourism	Knowledge of Spanish corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in Spanish corresponding to level B2 CEFR (Common European Framework of Reference for Languages) within the exercise of the professional activity	To communicate in Spanish (min. level B2 CEFR -Common European Framework of Reference for Languages)	3		3
Goods production / Services provision	Communication in the official regional	Communication in official regional language within professional activities in tourism	Knowledge of official regional language corresponding to level B2 CEFR (Common	To use skills in official regional language corresponding to level B2 CEFR (Common	To communicate in official regional language (min. level B2 CEFR -Common European Framework of Reference for Languages)	3		3

	language		European Framework of Reference for Languages)	European Framework of Reference for Languages) within the exercise of the professional activity				
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German Addendum

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)	Competences / Learning Outcomes units parts (ULO parts)	ECVET Credit (ULO parts)
Definition of objectives and resources	Contextualisation of the services offered	Analysis of the different aspects of regional contexts (specific geographical, physical, environmental, human features) and of the related ... regional tourism system	<p>The regional tourism system (legislative framework in Germany and in the Regions, features of the regional tourist market, regional tourism policies, characteristics of major economic and social institutions for the purpose of constructing a suitable tourism offer).</p> <p>Geographical and physical context (main morphological, topographical and geological aspects of the region).</p> <p>Wildlife context (main botanical,</p>	<p>To know and understand the characteristics and unusual features of the geographical, physical, natural and anthropological context of the region: to use the knowledge regarding the area and the regional tourism context to provide the tourists involved in the activities with useful, interesting information.</p> <p>To know and understand the characteristics and unusual features of the regional tourism</p>	To operate in the regional tourism systems	4		4

			zoological and ecological aspects of the region). Anthropological context (human activities linked to the specific features of the area – agriculture, breeding, forestry, handicrafts, food and wine, etc.).	system and the possible contexts within which to practise this profession: to use the knowledge of the regional tourism system to operate in accordance with it and to make use of the resources and opportunities offered.				
Goods production / Services provision	Communication in German	Communication in German within professional activities in tourism	Knowledge of German corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in German corresponding to level B2 CEFR (Common European Framework of Reference for Languages) within the exercise of the professional activity	To communicate in German (min. level B2 CEFR -Common European Framework of Reference for Languages)	6		6

Austrian Addendum

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)	Competences / Learning Outcomes units parts (ULO parts)	ECVET Credit (ULO parts)
Definition of objectives and resources	Contextualisation of the services offered	Analysis of the different aspects of regional contexts (specific geographical, physical, environmental, human features) and of the related ... regional tourism system	The regional tourism system (legislative framework in Austria and in the Regions,	To know and understand the characteristics and unusual features of the geographical,	To operate in the regional tourism systems	4		4

			<p>features of the regional tourist market, regional tourism policies, characteristics of major economic and social institutions for the purpose of constructing a suitable tourism offer).</p> <p>Geographical and physical context (main morphological, topographical and geological aspects of the region).</p> <p>Wildlife context (main botanical, zoological and ecological aspects of the region).</p> <p>Anthropological context (human activities linked to the specific features of the area – agriculture, breeding, forestry, handicrafts, food and wine, etc.).</p>	<p>physical, natural and anthropological context of the region: to use the knowledge regarding the area and the regional tourism context to provide the tourists involved in the activities with useful, interesting information.</p> <p>To know and understand the characteristics and unusual features of the regional tourism system and the possible contexts within which to practise this profession: to use the knowledge of the regional tourism system to operate in accordance with it and to make use of the resources and opportunities offered.</p>				
<p>Goods production / Services provision</p>	<p>Communication in German</p>	<p>Communication in German within professional activities in tourism</p>	<p>Knowledge of German language corresponding to level B2 CEFR (Common European Framework of Reference for</p>	<p>To use skills in German corresponding to level B2 CEFR (Common European Framework of Reference for Languages)</p>	<p>To communicate in German (min. level B2 CEFR -Common European Framework of Reference for Languages)</p>	<p>6</p>		<p>6</p>

			Languages)	within the exercise of the professional activity				
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Latvian Addendum

Activity Areas	Activities	Tasks	Knowledge	Skills	Competences / Learning Outcomes units (ULO)	ECVET Credit (ULO)	Competences / Learning Outcomes units parts (ULO parts)	ECVET Credit (ULO parts)
Definition of objectives and resources	Contextualisation of the services offered	Analysis of the different aspects of Latvian national context (specific geographical, physical, environmental, human features) and of the related Latvian national tourism system	<p>The regional tourism system (legislative framework in Latvia and in the Region of ..., features of the regional tourist market, regional tourism policies, characteristics of major economic and social institutions for the purpose of constructing a suitable tourism offer).</p> <p>Geographical and physical context (main morphological, topographical and geological aspects of the region).</p> <p>Wildlife context (main botanical, zoological and ecological aspects of the</p>	<p>To know and understand the characteristics and unusual features of the geographical, physical, natural and anthropological context of the region: to use the knowledge regarding the area and the regional tourism context to provide the tourists involved in the activities with useful, interesting information.</p> <p>To know and understand the characteristics and unusual features of the regional tourism system and the possible contexts within which to</p>	To operate in the Latvian national tourism system	4		4

			region). Anthropological context (human activities linked to the specific features of the area – agriculture, breeding, forestry, handicrafts, food and wine, etc.).	practise this profession: to use the knowledge of the regional tourism system to operate in accordance with it and to make use of the resources and opportunities offered.				
Goods production / Services provision	Communication in Latvian	Communication in Latvian within professional activities in tourism	Knowledge of Latvian corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in Latvian corresponding to level B2 CEFR (Common European Framework of Reference for Languages) within the exercise of the professional activity	To communicate in Latvian (min. level B2 CEFR -Common European Framework of Reference for Languages)	6		6

Legend:

I. Definition of objectives and resources = all related to planning, business mgt, strategies, global business related aspects

II. Goods, Production, Services providing

ECVET Credits Recapitulation Table

	ECVET Credits for the competences common to all participating Countries	ECVET Credits for the specific competences of each participating Country	Total ECVET Credits
Section A – ECVET credits related to common European competences transversal to the qualifications of Environmental Educator, Nature- and Rural Tourism Guide, Rural and Agro-Tourism Accommodation Manager	3		3
Section B – ECVET credits related to common European competences specific for the qualifications of Environmental Educator, Nature- and Rural Tourism Guide, Rural and Agro-Tourism Accommodation Manager	47		47
Section C – ECVET credits related to specific territorial (national/regional) competences of the qualifications of Environmental Educator, Nature- and Rural Tourism Guide, Rural and Agro-Tourism Accommodation Manager		10	10
Total	50	10	60

Mechanisms for the implementation of the MoU

1. Rules and procedures to monitor and enforce the MoU

1.1 Joint governance committee

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

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

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

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

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

1.1.6 The organisations interested to the adhesion at this MoU have also the possibility to undersign it without participation to the *Joint governance committee*. At this aim, the organisation must specify this will in the framework of the sending of the undersigned MoU to the *Joint governance committee*.

1.1.7 The *Joint governance committee* is based, till its different decision, c/o the Applicant Co-ordinator of the ENS project, *Aris Formazione e Ricerca Società Cooperativa (Strada S. Lucia 8, 06125 Perugia – Italy)*

1.2 Meetings

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

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

1.2.3 The host organisation is responsible for location hotel and meeting room arrangements, catering, dinner reservations, Agenda, Minutes and, shall provide translation services when needed.

- 1.2.4 Face-to-face meetings require two-month notice.
- 1.2.5 Minutes must be prepared and distributed within two months.

1.3 Finances

- 1.3.1 There are no fees.
- 1.3.2 Each organisation is responsible for its own funding.

2. Mechanisms for dialogue and administrative co-operation

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

- 2.1 To review periodically the concerned professional figure;
- 2.2 To establish the rules and procedures necessary for the application, evaluation and monitoring of the provisions in this MoU. Member of the *Joint governance committee* will keep in regular contact and hold meetings at least annually to review the implementation and effectiveness of the agreement.
- 2.3 Acting as an information source for the concerned professionals within the participating Countries.
- 2.5 A means for dispute resolution for the implementation of this MoU.
- 2.6 Additional tasks as determined by the *Joint governance committee*.

3. Regulations relating to nationality


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

4. Revision of agreement

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

5. Notice of termination

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

 <p>Lifelong Learning Programme</p>	<p>EU Lifelong Learning Programme 2007-13 Subprogramme Leonardo da Vinci - Call for proposal 2011 EAC/49/10 Priority "ECVET for transparency and recognition of learning outcomes and qualifications (LEO-Trainno-11)" Action "Transfer of Innovation" Protocol Code LLP-LdV-TOI-11-IT-685 Project Unique Code (CUP – Codice Unico di progetto): G92F11000080006</p>
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European Nature System - ENS:

An ECVET process to put in transparency and recognise across Europe the learning outcomes and the qualifications of the professional figures in the nature-based tourism sector

Memorandum of Understanding - MoU ECVET for the European qualification in the nature-based and rural tourism sector

MoU Adhesion Signature

Place:

Date:

Name of the organisation:

Address of the organisation:

Country:

Telephone number:

Fax number:

E-mail:

Legal representative:

Stamp:

Signature:
