



EQF METHODOLOGY FOR PILOT PROJECT APPLICATIONS

THE CBC BLACK SEA PROJECT ALECTOR

Collaborative Networks of Multilevel Actors to
advance Quality Standards for Heritage
Tourism at Cross Border Level
2.1.2.73296.282 MIS ECT 2617

EQF Methodology for Heritage Professionals



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PART I: THE HERISCOUT e-COURSE and ONSITE TRAINING

1. COURSE IDENTITY

The Module's name is HERISCOUT with strong associations to the MODULE's permanent values which are:

Knowledge creation and innovation: HERISCOUT introduces a novel concept to reconcile protection and usability of natural and cultural heritage, paving the way for entrepreneurial innovation on both shores of the Mediterranean Sea Basin. Via a multidisciplinary participatory, highly transferable knowledge platform invests in human capital by certifying professional skills in the heritage sector at Cross Border by utilizing the interpretation of heritage as the most powerful tool to unlock cultural values development.

Knowledge transfer respecting principles of human cognitive architecture: The MODULE's structure examines prerequisites and conditions under which successful encoding of relevant messages take place. It explores the dynamics of the human memory processor and the relationships between working and long term memory defining the implications for managing cognitive loads to produce expert players. Information architecture and instructional design follow causal mechanisms of human cognitive architecture in order to facilitate higher cognitive results in a formative setting, requiring a lower time budget for MODULE learners. All 4+1 MODULEs are designed within the framework of Cognitive Load Theory, striving especially to reduce extraneous cognitive load from all types of knowledge transfer, while balancing among extraneous, intrinsic and germane cognitive load.

Knowledge transfer respecting the gender equality and non-discrimination as described by the EU Horizontal Policies 2007-2013: HERISCOUT targets to increase participation of all social groups including individuals with disabilities. Tutors are motivated to facilitate the reconciliation of work and family life and eliminate sex stereotyping in MODULE descriptions; age limits and the elimination of discriminatory requests for information will be removed; positive action recruitment advertising to encourage applications from the underrepresented sex will be guaranteed. HERISCOUT opposes the discrimination such as religion, beliefs, transgender people, contributing thus to the fundamental policy for equal opportunities.

Knowledge Transfer using a multidisciplinary and participatory knowledge platform: Europe's future depends increasingly on its ability to both generate and manage knowledge and innovation. Respecting ENPI CBC BLACK SEA objectives in knowledge economy, a participatory knowledge platform transfers advanced tools to guide learners to understand the complex nature of cross border heritage, to protect and use heritage legacies. Professional skills are ascertained by domain specific knowledge acquisition, e- and in situ training.

Development of novel professional skills: By delivering novel professional skills HERISCOUT is offering professional qualification, enabling especially women, young researchers and individuals with disabilities to improve their professional statuses. Individuals with increased capacity in heritage interpretation will interact with a series of social partners on both shores of the Mediterranean.

Relevance to International Treaties and Charters: In addition HERISCOUT respects a series of international charters, treaties, conventions, guidelines and recommendations for the protection conservation management and interpretation of heritage. However these standards are viewed as providing guiding principles towards defining an appropriate response to particular conservation issues, not as instant and all-inclusive prescriptions.



2. INSTRUCTIONAL STRATEGY

Instructional design that requires learners to engage in complex reasoning processing involving combinations of unfamiliar elements are likely to be deficient. Instructional design within HERISCOUT strives to reduce extraneous cognitive loads and to redirect attention to cognitive processes that are directly relevant to schema construction. It should further present information effectively, facilitate domain specific knowledge acquisition, direct learners attention to relevant learning processing and last but not least learners needs are to be considered and special skill builders could be redesigned during the first running phase. All instructional design has been analyzed from the a- perspective of working memory limitations, element interactivity continua and three types of cognitive loads, since these constitute defining aspects of human cognitive architecture.

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Admission Requirements

Following the ENPI CBC BLACK SEA policy framework HERISCOUT develops a multidisciplinary, participatory knowledge platform fully capable to adapt to multicultural environments and attract a wide range of different learner groups. It addresses audiences with a particular interest of focus in heritage and tourism with Bachelor degrees in (indicative only): Humanities and Law (Classics, Archaeology, Anthropology, History, Linguistics etc); Architectural and Civil Engineering incl. Landscape Design and Garden Architecture; Economics and Tourism Planning; Environmental Sciences and Biology; Sciences (Chemistry, Physics, Mathematics etc).

Official Language

The official language of the HERISCOUT e-MODULE is one of the Programme's language (English) and therefore, the HERISCOUT Platform (Moodle), the reading material, the tests and anything written in forums, via e-mail etc. will be in English.

Methodology

HERISCOUT offers 4 domain specific teaching modules specifically designed to reduce intrinsic cognitive load and to support self-directed-learning. Each MODULE presents in key words knowledge transferred, development of domain specific skill and the creation of products and services with an affinity to the sector of culture and tourism: The logical coherence of the study material and the justification of each MODULE are also to be communicated to learners. Learners construct schemas (conscious cognitive processing), when intrinsic cognitive load (instructional material) is low, when extraneous cognitive load is low (instructional procedures) or when the combination of low intrinsic and low extraneous cognitive load stays within Working Memory limits. Both schema construction and automation have the dual function of storing information in long-term memory and reducing the load on Working Memory. HERISCOUT is concerned with techniques designed to reduce extraneous cognitive load and by increasing relevant mental effort (germane cognitive load) to facilitate schema construction.

Design procedures are based on the reduction of working memory load, reinforcing the association chain by provocative use of schema construction and automation. HERISCOUT presupposes a limited WM capacity to deal with visual, auditory and verbal material as well as an almost unlimited long-term memory, able to retain schemas (mental representations) that vary in their degree of automation. HERISCOUT will provide partners with domain specific knowledge acquisition, especially designed on a basis of hierarchical sequential segments in order to free the working memory from irrelevant cognitive load,

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enabling new cognitive content to relate to prior knowledge. HERISCOUT is designed within the framework of Cognitive Load Theory to facilitate presentation of information in a manner to optimize intellectual performance and knowledge transfer. Since the learner group features are yet unknown and different group knowledge construction processes are assumed a hierarchical analysis of the material has to be strictly followed:

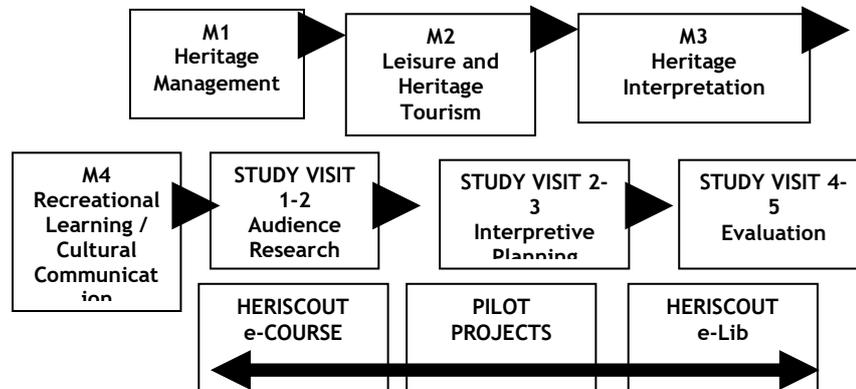


Fig 1: HERISCOUT Sequences of Cognitive MODULES and ONSITE TRAINING: Simple-to-complex problem-solving

e-Support

The process of implementation is based in the use of Moodle e-Learning platform that can guarantee easy access to the study material as well as all necessary communication procedures (learner-to-learner, learner-to-teacher). The Menu Options will be structured as follows:

- (1) **Current Topic.** A current topic is marked on grey and lasts one week. In this box learners may find the following files:
 - “Reading Material” (the “basic” reading material).
 - “More about” (the “extra” reading material).
 - “Tests” (comprehension tests).
- (2) **Latest News.** In this box learners may see latest news.
- (3) **Upcoming Events.** In this box you can see what’s coming next.
- (4) **Calendar.** In this box learners may see important upcoming events (colored-marked) on monthly base.
- (5) **Email List.** This box enables learners entering the email list and communicate with tutors.

e-Library

HERISCOUT’s **e-Library** is a triple MODULE searchable on-line resource, to serve needs and requirements of MODULE learners and the connectivity with the labour market, following the broader ENPI CBC BLACK SEA goals. In this respect HERISCOUTNA lowers significantly the time and money budget required for acquiring domain specific knowledge because it offers 24 hours a day 7 days a week to a multicultural learner audience a large



number of documents respecting cultural diversity and a series of internationally acknowledged methodologies and tools. The e-Lib will be structured as follows:

- A. A 3000 e-doc DB related to Heritage Management, Regional Development, Heritage Economics, Leisure and Tourism, carefully selected through research to serve needs and requirement of the Partnership; Materials comprised in the e-Lib are published, of unknown credibility and have been carefully selected for inclusion by the MODULE Designer with access rights for learners and tutors. It offers 8 downloadable Folders with 3.000 documents classified in subfolders:
 - *HERITAGE MANAGEMENT [Natural Heritage, Tangible Cultural Heritage, Intangible Cultural Heritage] focusing on Protection, Conservation, Management, Heritage Economics], 400 docs*
 - *HERITAGE TOURISM INDUSTRY [Heritage Attractions, Heritage Tourism papers and implementation plans] 500 docs*
 - *LEISURE TIME MANAGEMENT [Leisure & Recreation, Tourism Planning, Destination Management & Marketing, Attraction Planning & Management,], 200 docs*
 - *HERITAGE INTERPRETATION [Interpretation Basics] 500 docs*
 - *AUDIENCE RESEARCH [Visitor Studies, Audience Research, Evaluation techniques, Reports and articles]150*
 - *INTERPRETIVE PLANNING [Regional Development, Sustainable Development, Community Studies, Policy Documents, Interpretive Planning Manuals, Accessibility of tourism products and services]1 000 docs*
 - *PRODUCT EVALUATION [Techniques for the evaluation of experience-based products and services, templates to research visitor satisfaction] 250*
 - *In situ RESEARCH [8 templates for the development of an interpretive plan]*Documents include audiovisual materials; books and book chapters, articles, dissertations, research reports, tourism development plans, interpretive plans, policies, guidelines, charters, declarations and resolutions; official policy documents; manuals, handbooks, planning and management tools; leaflet, brochures, ads; electronic sources.
- B. An e-Librarian & Reference Manager Software will help learners use, find, collect and manage information, when dealing with the sum of docs stored in the Project's e-Library. It is a suite of application modules combined to provide an ideal workflow for MODULEs 1-7. It allows the e-Library to be shared by many users with an Internet or a Local Area Network (LAN) connection.
- C. A Data Base for Experts in Heritage Interpretation at EU level; the compilation of experts data in the Interpretation of Heritage at EU level will help learners consult with experts at global level. (The criterion for entering the DB is min. 5 years proven experience in Heritage Interpretation and 5 fully developed interpretive plans.)

3. LEARNING OUTCOMES

Converting local heritage to tourism attractors, able to retain high quality tourism on a repeat visitation basis, able to produce destination image and attachment, is not necessarily a utopia. Tourism and to a certain extend cultural consumption, as place-based activities, generate destination identity at different scales, defining places as the great imperative. HERISCOUT is expected to create individuals with increased capacities in the heritage sector able to plan and implement experienced bases products and services for different target publics. Acknowledging that heritage is immovable, irreplaceable and non-



modifiable, cultural heritage consumption would inevitably be ‘place-centric’. In order to make attractions accessible to potential visitors HERISCOUT will introduce to learners “*the place’s mix*”: a holistic information management creates a balanced place mix by using place identity *and* tourism product MODULES: (transport, accommodation, catering, etc). Information architecture is concerned with physical, economic and cognitive accessibility of given places.

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HERISCOUT creates a framework for professional up-to-date heritage management conjugating heritage knowledge with tourism planning, using a cognitive “interpretive approach” and didactic tools deriving from instructional design familiar with brain architecture. Addressing different target publics among the student population, it connects knowledge and learners’ needs with tools, methods and policies of the MDBI MODULE. HERISCOUT will add value to heritage interpretation practices from a set of basic skills into a multidisciplinary process such as Interpretive Planning (IP), aiming to create tools and methods to create industry related product and services resulting into greater protection and consumer satisfaction. Participants learn how to identify, signify, valorize and manage natural and cultural resources, by defining heritage values and formulating an area’s heritage typology especially designed for culture and tourism uses, in order for them to safely enter the global market. Tourism as a place-based activity generates destination identity at different scales, defining places as the great imperative. HERISCOUT teaches how-to create a non-exchangeable image for given heritage resources/places able to attract diverse audiences:

- Planning interpretive products and services for different audiences in recreational settings
- Developing heritage typologies on the basis of distinctive and visit-worthy features
- Creating sustainable tourism uses in heritage environments (natural and man-made)
- Signifying and Marketing Heritage Resources for cultural consumption and tourism
- Evaluation Methodologies
- Interpretive Plans and Applications

HERISCOUT invests in human capital, via the transfer of domain specific knowledge and praxis validated tools in regards to the planning, management and interpretation of natural and cultural heritage across the Mediterranean. HERISCOUT puts into practice an integrative management model, designed to mobilize cultural values for socio-economic development in the Mediterranean Sea Basin. A participatory knowledge platform transfers advanced tools, which guide learners to protect and utilize heritage assets, whereas professional skills are certified by domain specific training. Working on a multidisciplinary level, learners acquire a range of skills:

- Understanding the protection-use conflict
- Understanding and assessing cultural resources
- Employing the socioeconomic potential of natural and cultural heritage
- Employing the economic usability of cultural values
- Employing a place-centric cultural heritage consumption mix
- Employing specific communication strategies for non-captive audiences in leisure and recreational settings
- Creating a wide range of industry-related interpretive products and services

All 4 MODULEs are designed to deliver 3 main outcomes following a hierarchical progression in the respective scientific field:

- A. Domain specific knowledge acquisition: learners acquire
- B. Domain specific skill development:
- C. Domain specific expertise:



MODULE 1 “HERITAGE MANAGEMENT”

C1 refers to all five MODULEs of up-to-dated Heritage Management: Protection, Conservation, Management, and Interpretation and introduces learners to Heritage Economics. Learners are offered a methodology to classify a place’s assets to heritage classes in order to further select distinctive and visit-worthy features and to produce a place’s identity. Learners familiarize with the Significance Assessment Process, a methodological approach based on criteria for the assessment of cultural heritage resources from natural and man-made environment, accompanied by tourism modifiers, which guarantee the appropriateness of the resources to enter the tourism market.

Outcome C1A: Domain Specific Knowledge Acquisition

Understand: Basic concepts of contemporary heritage management (protection, conservation, management, interpretation, significance assessment, use of cultural values, international treaties and conventions, heritage economics, the historic environment); a unified heritage management system with praxis validated tools to be employed also in the in situ Practicum

Outcome C1B: Domain Specific Skill Development

Be able to: perceive the protection-use conflict and find solutions to mitigate it; classify heritage resources; analyze and synthesize different heritage classes; know and employ regulations deriving from international treaties and conventions

Outcome C1C: Full Scale Expertise

Carry out: an Official Statement of Significance for Natural and Cultural Heritage Resources; produce heritage typology; advice multilevel actors (local authorities, development agencies, private investors, associations etc) on the importance and economic usability of heritage resources

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MODULE 2: “LEISURE AND HERITAGE TOURISM”

C2 deals with sustainable tourism, introducing participant to the genius loci, a place’s identity and spirit. It places heritage into its broad cultural context, and emphasizes the importance of interpretation in the understanding and valuation of heritage. C2 demonstrates that heritage tourism may offer even small communities economic growth and employment diversification, improve the residents’ income, enabling young people to stay in their local communities. Learners acquire knowledge about how to plan and manage tourism attractions and how to develop experience-based tourism products and services, whereas the understanding of tourism accessibility is of crucial importance for the overall success.

Outcome C2A: Domain Specific Knowledge Acquisition

Understand: the tourism industry (differences between consumers, users, visitors, tourists, the intangible nature of the tourism product, tourism construction and distribution channels, tourism forms, tourism production and consumption); the heritage tourism industry and its particularities; sustainable tourism development; territorial and resources’ carrying capacity; service capacity; human resources; familiarize with the 5 Principles of tourism planning (assets, benefits, needs, audiences, uses).

Outcome C2B: Domain Specific Skill Development

Be able to: manage assets and track down market trends and needs of audiences; create a destination management and marketing plan; employ heritage tourism products and services for different audiences; utilize Destination Information Marketing and Management System; structure and diffuse information with tourism value; develop and sell holistic products; employ accessibility of tourism products and services; brand a destination, place or resource

Outcome C2C: Full Scale Expertise

Carry out: heritage attractions plans and management plan; create quality user and visitor experiences; consult multilevel actors on the development of place-centric products and services in relation to tourism and cultural consumption; sell destinations and material cultural heritage; to design and implement a demand-supply convergence plan

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MODULE 3 “HERITAGE INTERPRETATION”

MODULE 3 involves consequently much more than mere transmission of knowledge and facts: it is a system for decoding messages of diverse complexity and a high degree of ambiguity. It employs codes accessible to visitors, enabling them to connect with heritage presented to them in virtual and in situ environments by experiencing and understanding through their senses and cognitive abilities. By providing visitors with relevance Heritage Interpretation makes them a part of the experience. C4 teaches heritage interpretation as a main communication medium in recreational and leisure settings. C4 exploits the different ways of communicating as a means to bridge the spatiotemporal distance between visitors and resources.

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Outcome C3A: Domain Specific Knowledge Acquisition

Understand: Basic notions in heritage interpretation (provoke, relate, reveal a resource's values); spatio-temporal distance; categories of interpretive products and services

Outcome C3B: Domain Specific Skill Development

Be able to: develop topics, themes and interpretive messages; attract and retain the attraction of different target publics; create cognitive and emotional bridges among audiences and phenomena (tangible or/and intangible cultural resources; associate resources' values to the visitors' everyday life; fabricate compelling stories and narrative structures

Outcome C3C: Full Scale Expertise

Carry out: structure layered information; design and deliver a series of basic interpretive products (an informal contact, guided visit, an informal contact, a self-guided trail, directional and interpretive signage); design and develop personal and media aided interpretive products and services

AUDIENCE RESEARCH

Audience Research helps learners identify multiple audience interests and perspectives as well as ways the resource is relevant to distinct audiences. In addition advanced knowledge of the resource designs wishful visitor experiences. C5 enables learners to tailor interpretive products to specific audiences and change interpretive approach and strategy in order to more effectively provide opportunities for distinct audiences to forge connections to the resource. Understanding visitor needs can help determine a range of desirable visitor experiences and resource conditions. C5 teaches key areas of knowledge that learner should acquire to understand the different target publics, e.g. how visitors learn in a museum, how tourists remember information in a recreational learning environment, how cultural consumers select a product or a service.

Outcome C3D: Domain Specific Knowledge Acquisition

Understand: Principles and Practices of Visitor Studies / Audience Research; Practices in Social Science Research and Evaluation; Principles and Practices of Informal Learning Environments; Methods and Analysis Business Practices, Project Planning, and Resource Management Interviewing techniques

Outcome C3E: Domain Specific Skill Development

Be able to: Discover audiences and audiences preferences; selecting populations; designing unbiased questionnaires; data analysis

Outcome C3F: Full Scale Expertise

Carry out: an audience research project

INTERPRETIVE PLANNING

“Interpretive Planning” delivers higher interpretive skills for planning holistic experience-based products and services with specific market value. It exploits consumer and visitor experience opportunities provided by given resources in given cultural consumption contexts, and caters for experience diversity. Learners acquire that visitors



come to attractions for very different and sometimes conflicting reasons and learn how to provide opportunities for a range of visitor experiences as an important part of sustaining the attraction's quality. By providing a diversity of settings, learners accomplish a double task: firstly the offer visitors to select products and services close to their visitation motives and secondly a diversity of experiences helps to avoid the conflicts that often occur among visitors who expect various outcomes from their visits.

Outcome C3G: Domain Specific Knowledge Acquisition

Understand: Subject Matter (knowledge of assets, documentation research, expert contributions); Interpretive potential (values reaching from global to local and group significance); Interpretive Objectives (environmental, social, economical, learning, behavioral, protection, conservation, awareness raising); Implementation Media Choic; Intellectual Property Rights (Copyrights, laws, treaties and conventions); Convergence of supply and demand (cultural consumption, tourism, leisure, recreational learning, entrepreneurial opportunities, heritage strategy)

Outcome C3H: Domain Specific Skill Development

Be able to: Communicate Significance to selected target publics; include different target publics and local actors in the planning process; selecting appropriate media per target group and project

Outcome C3I: Full Scale Expertise

Carry out: design and implement holistic cultural consumption products and services; design and implement experience-based heritage and heritage tourism products

PRODUCT EVALUATION

Product Evaluation teaches a systematic process that leads to know whether interpretive facilities, products and services work or perform appropriately, measuring impact of each visitor activity. C7 aids the planning and production of interpretive media in order to create and deliver interpretation those interests and engages with visitors. Learners familiarize with all four evaluation steps (frond-end, formative, remedial and summative) in order to properly conduct it when planning and designing experience-based products and services.

Outcome C3J: Domain Specific Knowledge Acquisition

Understand: evaluation types and their working principles (frond end, remedial, summative evaluation)

Outcome C3K: Domain Specific Skill Development

Be able to: Conduct frond and, remedial, or/and summative evaluation when planning, testing and producing an interpretive product, a leisure time product, or services; find out why visitors come to places, to know what they like or don't like, and to be able to react to their needs; assess whether visitors understand resource messages make judgments about how well a heritage place is doing, aid managers to target funding; plan for change, when necessary; advocate how an attraction performs, by providing a record of achievements.

Outcome C3L: Full Scale Expertise

Carry out: Evaluate interpretive facilities and interpretive products and services (museums, collections, guided and self-guided visits and trails, websites, directional and interpretive signage); design and develop an evaluation strategy for interpretive products and services

MODULE 4 “RECREATIONAL LEARNING AND CULTURAL COMMUNICATION”

Module 4 “Recreational Learning and Cultural Communication” delivers higher interpretive skills for planning holistic interpretive products and services with specific market value. It exploits consumer and visitor experience opportunities provided by given resources in given cultural consumption contexts, and caters for experience diversity. Learners acquire that visitors come to attractions for very different and sometimes conflicting reasons and learn how to provide opportunities for a range of visitor experiences



as an important part of sustaining the attraction's quality. By providing a diversity of settings, learners accomplish a double task: firstly the offer visitors to select products and services close to their visitation motives and secondly a diversity of experiences helps to avoid the conflicts that often occur among visitors who expect various outcomes from their visits. MODULE 4 deals also with the concept of leisure time, as a post-fordist good and its economic value in cultural heritage tourism and other consumption settings. The main learning task is to realize that leisure time has always a restricted, non-refundable time budget and is very much exposed to external risks. Direct accessibility to resources is therefore crucial for the success of a given product. Learners acquire how develop and implement successful leisure time products and services exploiting opportunities offered in the recreational and leisure settings.

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Outcome C3A: Domain Specific Knowledge Acquisition

Understand: the leisure environment (recreational and in situ); multicultural and multigenerational audiences; the role of prior knowledge at the selection process

Outcome C3B: Domain Specific Skill Development

Be able to: Develop leisure time concepts; accessibility plans; a place-centric typology of leisure products and services

Outcome C3C: Full Scale Expertise

Carry out: consult cultural heritage operators on leisure concepts; design and deliver a resource/and or destination accessibility plan; design and deliver a visitor experience opportunity plan; design and implement a place-and resource centric leisure product

4. ONSITE TRAINING

The in situ research in connected with the training at the 5 Cross Border Study Visits in Varna, Drama, Batumi, Trabzon and Istanbul hereafter referred to as PRACTICUM intends to put theory into practice and realize the full potential of learners and resources used. The Practicum includes theoretical research in selected topics and in situ visits in 50 elected locations followed by a joint evaluation workshop with the tutors. The Practicum will diffuse the ENPI CBC BLACK SEA Project scope and transfer-know how at cross border level, forging at the same time new relations and future co-operations by involving a series of multilevel actors in a very active way, contributing to endogenous development. Learners may exploit situations where useful comparisons emerge and exchange their knowledge to:

- support activities and the transnational mobility of researchers interested to study the heritage environment.
- promote intercultural dialogue through the use of the information deriving from research conducted
- employ the Historic Environment as a distinctive mark of a culture and tradition
- to re-establish a link between local populations and the historic environment, e.g. to re-establish links between man and territory, through the dissemination of the knowledge achieved with the activities already described
- to create a long-term relationship between the institutions involved through the implementation of a network, for further future comparisons and activities.
- the possibility of growth and experimentation of new and more efficient solutions in the policy of protection of the historic environment through the comparison with other European regions
- the collaboration between learners and academics (archaeologists, geologists, naturalists, agricultural engineers, tourism planners etc)



- to give visibility to the contemporary forms of art based on new technologies, research and experimentation that may derived during the Practicum

Outcome C8A: Domain Specific Skill Development

Understand: Spatial Planning (landscape, streetscape, vacationscape); Selecting Appropriate Interpretive Media

Outcome C5B: Domain Specific Skill Development

Be able to: evaluating planning stops; layering information; compose texts and labels; planning for facilities; work with different scales local and planning authorities and organizations; get to know region specific planning regulations

Outcome C5C: Full Scale Expertise

Carry out: experience-based products, services and facilities; complete and sell holistic interpretive plans; acquire interpretive projects for different level agencies; set up synergetic networks and partnerships; design and deliver tourism development plans focusing on place identity and place attachment

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5. ASSESSMENT METHOD

HERISCOUT offers a triple mechanism to assess participant skills and prepare them to become expert professionals in the sector of tourism management: Weekly auto-corrective comprehension tests in digital environments, in situ research/internship and a Dissertation thesis are the prerequisite for the overall success. The 3 assessment steps are designed in didactical progression, offering the possibility to repeat steps in case of failure. The assessment rates are structures as follows:

- Weekly tests (40%). Weekly tests support the in situ research / internship
- Participation of onsite activities (20%); results and experiences feed back the Pilot Project Plan
- Dissertation (40%); integrates the overall effort.

It is noted that the concept of this type of assessment is specifically designed to aid learners evaluate themselves and develop skills and expertise and not to be used as a mere evaluation tool per se.

5.1 Weekly Tests

For MODULEs 1-4 learners will complete in a digital environment comprehension exercises designed on the basis of a didactic progression (grade of difficulty). Weekly tests are normally 3 comprehension exercises that will to better understand the reading material and cognitively access the “do you want to know more section” located in the HERISCOUT. Learners will be asked to answer to various questions and, according to the evaluation of the tests, they all managed to successfully complete all small comprehension tests. The meaning of this step is to prepare learners for the final task, which is the Dissertation Thesis. Knowledge of MODULEs 1-4 is the prerequisite for successfully completing MODULE 4 (The Pilot Project Plan Template) and authoring the Dissertation. However, some of the learners will certainly ask tutors for extra help regarding the MODULEs and the thesis. Tutors shall respond by providing learners with clarifications, extra reading material (mostly case studies) and examples, in order to help them to fully understand questions. The evaluation of the answers may reveal that learners need to repeat the 3rd group of questions and, therefore, the tutors discussed further with them about this problem, aiming to provide all clarifications the learners needed by explaining the way they had to respond to these questions. Below are examples for each MODULE.

- **MODULE 1, test 1:**



Q.1.: Which are the potential (positive and negative) impacts that natural and cultural resources face/suffer by tourism uses?

Q.2.: Who could be considered as “key players” in the process towards sustainable tourism, at local and regional level?

- **MODULE 1, test 2:**

Q.1.: In your opinion, in which way could local and regional communities participate in the planning, development and implementation of tourism projects at heritage sites?

Q.2.: Which of the 8 principles (see document M1B01 “AHC Successful Tourism at Heritage Places” pp. 10-13) would you take most into consideration? Argue on your choice.

- **MODULE 2,**

Q.: Choose a non-famous cultural/natural resource/site in Through a mini SWOT analysis, propose specific measures that could be taken, in order to develop this resource/site into a tourism attraction. Please take into consideration facts like funding, protection, preservation etc.

- **MODULE 3**

Q.1: In what ways could the method of interpretation help local communities regarding the preservation and promotion of their natural and cultural resources?

Q.2: How important is for visitors to have access to interpreted final tourism products and media (e.g. brochures, flyers, guides, panels, websites etc.) before, during and after their visit?

- **MODULE 4 etc**



○ **GROUP OF QUESTIONS 1: Preliminary Research**

1. State what a local interpretive plan is.
2. State the goals and targets of the cultural heritage operator.
3. Describe the synergetic or collaborative approaches if any and state the preliminary research done, if any.
4. State the project goals and the prospective outcomes.
5. Draw a regional analysis giving emphasis to assets and disadvantages.

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○ **GROUP OF QUESTIONS 2: Conducting in situ research**

1. Name your information sources (documentation, interviews, oral history, volunteers, an overall mix etc).
2. Give a very brief description of your field trip.
3. Assess the significance of selected stops.
4. Develop your potential audiences.

○ **GROUP OF QUESTIONS 3: Designing an interpretive offer**

1. Describe the distinctive features and the interpretive potential of selected stops (*What is significant and visible, Prior Knowledge, Relation to the visitors' horizons etc*).
2. Develop the project's central message.
3. Develop a central message per stop.
4. Decide about the interpretive media selection.
5. Design a matrix of visitor experiences.
6. Create a multi-sensorial experience, if possible.
7. Evaluate your own and other project/applications etc (e.g. Dissertation Thesis)

5.2 Participation Study Visits and Workshops

Learners should participate the in situ research or the internship. Locations will have to be discussed with the supervising heritage expert of each ENPI and IPA Partners. The onsite training should take place principally at the CB meetings in order to fine tune planning abilities. It is closely connected with participants will be provided with planning templates.

5.3 Completed Pilot Project Plan

In addition HERISCOUT requires a completed interpretive Pilot Project Plan to be submitted to the respective department of the responsible University. The contents of the Plan and its applications should reflect expertise in the fields taught, creativity and innovation of the candidate. It should be selected in accordance with the tutor and connect to MODULEs taught. In addition it should focus on the development of industry related experience-based products and services, such as a local, regional or cross border interpretive plan for tourism, a place-centric cultural consumption pattern, exhibition development, small museums, visitor information centers, a self-guided trail, a heritage trail, a guided visit, incl. digital information presentation such as web sites, kiosks with touch screens etc.

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PART II: PROGRAMME CERTIFICATION

The new economy is global, favors intangible aspects (ideas, information, and relationships) and is intensely interlinked. Traditional brand-management models are not up to the task, as they address outdated organizational structures depending on individuals with outdated skill sets. Specific job related competences learned throughout education and training must be underpinned by transversal competences, especially digital and entrepreneurial competences, in order to both encourage self-directed learning rather than simple reproduction of received knowledge and to better adapt to learners and employers' needs.

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With the advent of pervasive technology and social media to the digital landscapes of today there is an ever increasing dynamism in data production and consumption. Urban cores leverage human and social capital together with traditional (e.g. transport) and modern (e.g. ICT) communication infrastructure in order to sustain economic growth and a produce a higher quality of life through participatory management and governance. ICT infrastructure becomes the central nervous system of dynamic cities pulling and pushing information whenever and wherever it is needed. An effective ICT infrastructure can be the means through which a city and its various stakeholders can use data in order to significantly transform the experiences of those that live within its boundaries.

Social Media Channels e.g. Wiki, Facebook, YouTube, LinkedIn, Game Methodologies, Design Thinking and recently i-Cloud Computing working with mobile pervasive media redefine supply and demand for products and services and support SMEs to reform customer relationships. As a result of these individual changes, the "Heritagescape" as a whole is constantly regenerating, as it reconstructs itself in response to both internal and external influences. However, having access to real time data is but one side of the coin - the other being the ability of organizations to innovate their internal operations, customer interfaces, and products (i.e. goods and services) in response to trends in the data.

Following the EU Horizontal Policy 2007-2013, the GR, RO, BG, BRD, BG, ES NSRFs 2007-2013 and the SRF for Croatia and Moldova 2012, the EU 2020 Strategy for smart, sustainable and inclusive growth, the 2010 Action Now Report for New Skills for New Jobs, the EU 2020 Forecast Future Skill Supply and the 2010 EU Digital Agenda, HERISCOUT pioneers a new form of co-operation among multilevel actors to fully realize a new VET Code to embrace novel training practices and competences by exploiting Smart ICT based Services and Pedagogies for Lifelong Learning.

Diversification of skills for new jobs in the Heritagescape is closely interlinked with changes happening worldwide and therefore the formulation of a New VET Code through the use of socially accessible media as a learning platform is one of the Project's main objectives. The current VET does not address changes aforementioned. The HERISCOUT Training Programme identifies experienced based products & services in the Heritagescape and thus helps connect new skills and new jobs better matching job seeker and labour market needs.

By exemplifying smart products & services in the Heritagescape, delivered by higher skilled people and HERISCOUT ensures that creativity and entrepreneurship, fundamental for future growth, are encouraged throughout the New VET Code and its learning processes. A primary aim is to demonstrate the socioeconomic value of the Heritagescape and deliver the right skill mix, the Heritagescape Skill Portfolio. By facilitating long-term synergies among public-private-third sector actors, HERISCOUT defined a new stakeholder force to make the VET responsive to labour market needs,

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enabling better informed choices and guarantee benefit spread across the Black Sea Basin.

1. EQF METHODOLOGY FOR THE PROFESSION OF HERITAGE INTERPRETERS

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1.1 PROFESSIONAL OUTLINE - GENERAL APPROACH

The development of the professional outline of the **Heritage Interpreters** aims towards the certification of the results of learning as they result from different educational paths of initial professional training, continuing professional training and professional training in the context of lifelong learning.

The basic and individual professional functions that compose the job description of a profession or a specialty as well as the relevant knowledge, skills and competences that are required for the exercise of the profession are defined as the **Professional Outline**. The main objectives of the professional outline are the “*systematic analysis and recording of the contents of professions as well as the ways of acquiring the required qualifications for the exercise of the profession*”.

According to this definition there are three basic constitutive elements of the professional outline, to which great emphasis will be placed throughout its development:

- The content of the profession,
- The qualifications that are required for the exercise of the profession, and
- The ways of acquiring these qualifications.

1.2 STRUCTURE AND CONTENTS OF THE PROFESSIONAL OUTLINE

The composition of the professional outline consists of the development of a specialized study with the object of the definition, the analytical recording and the substantiation of basic characteristics of the **Heritage Interpreter Profession**.

The study will be developed on the basis of specific requirements/specifications, as they are specialized in the axes below, which will constitute the basic units of the outline:

Unit A: Title and definition of profession.

Unit B: Analysis of the profession - “specifications”.

Unit C: Necessary knowledge, skills and competences for the exercise of the profession.

Unit D: Suggested paths for the acquiring of the required qualifications.

Unit E: Indicative ways of evaluating the necessary Knowledge, Skills and Competences.

The analysis of the profession will take place in 4 levels:

- Main Professional Functions (Basic and Secondary)
- Professional Functions (Professional Activities)
- Professional Tasks
- Knowledge, Skills, Competences

1.2.1 Main Professional Functions

The main professional functions relate to the wider units of activities for which their exercise achieves the general objective of the profession. *The main professional*



functions represent the general areas of responsibility for the profession. They present with what must take place so as to achieve the main objective of the **Heritage Interpreter** profession.

The Main Professional Functions can be distinguished into *Basic* and *Secondary*. The Secondary (main) Professional Functions complement the basic (main) professional functions and do not constitute a part of them. They refer to those main functions for which their gravity and importance in total of the contents of the profession and its primary objectives, is secondary.

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1.2.2 Professional Functions/Activities

Each *main professional function* is consisted of self-contained totals of professional functions (Activities), of at least **3 (three)** per each professional function.

The professional function (activity) is a clear activity that is correlated to others, configures the logical and necessary steps that are required so that the **Heritage Interpreter** can successfully complete a specific main professional function.

The functions/activities describe the large and distinguishable areas of the professional role in terms of labor output. They are general and specific descriptions of the characteristics of a profession and they must describe a specific, self-contained and complete area of the professional role (Halas Yannis, 2002).

As for the analysis of the professional functions/activities, each one is analyzed in at least three (**3**) different professional tasks.

1.2.3 Professional Tasks

The professional work is a smaller dimension in which each professional activity is subdivided and, in combination with others, describes all tasks and responsibilities that are required for a professional function/activity. Each task is constituted from at least one self-contained total of knowledge, skills and competences.

The **Task** is a distinguishable and visible individual action that constitutes a part of the activity (individual professional function). This action stands on its own and is independent of the others. The work/task arises or is caused by the work environment and as a result represents a mixture of procedures, methods, techniques, materials, persons and information. The tasks must present the following characteristics (Halas Yannis, 2002):

- Be independent with a clear beginning and end.
- Be constant in time - at least in the short run.
- Be able to appreciate the duration of their execution.
- Be significant.

1.2.4 Knowledge, Skills, Competences

With the term “**Knowledge**” the result of the mental activity and internal representation of meanings, events and actions that can be emanated from professional or practical experience as well as from the system of formal education or training, is defined. The knowledge includes the existing theory and meaning, as well as the tacit knowledge that has been acquired as a result of experience from the exercising of specific tasks (Winterton, J., Delamare Le Deist, F., Stringfellow, M., 2005).

With the term “**Skills**” the combination of knowledge and experience that is required for the achievement of a specific natural or intellectual project or the exercise of work is defined.

With the term “**Competences**” the potential of applying knowledge, skills and know-how so that the individual responds to current conditions and work requirements but



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is also able to adapt to variable work environments is defined. Competences include: cognitive competences (theoretical), the functional competences (skills or know-how), personal competences (behavior), and ethical competences (personal and professional values).



1.3 METHODS OF COLLECTING INFORMATION FOR THE PROFESSIONAL PROFILE

In the specific case, of developing the professional outline with the objective of certification, the analysis of the work/tasks aims towards the definition of the necessary knowledge, skills and competences for the execution of the profession of the **Heritage Interpreter**. Consequently, the role and the participation of experts of the analyzed profession are highly significant.

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In order to make the choice as to the most suitable methods of concentration of the required information, the most effective methods for the gathering of the required information, those that are most reliable and the cost of each method were all taken into consideration. For the needs of the development of the Professional Outline, the following will be utilized as tools for the collection of information: *bibliographical desk research, the adapted to the needs of the Professional Profiles method known as Delphi and procedures of evaluation and feedback.*

1.1.1 Desk Research

More specifically, for the collection of the necessary information for the profession and its dynamics, the method of desk research will be applied, which includes research and the examination of relevant bibliography at a national and international level (sector studies and professional articles) and the collection and analysis of statistical data and the statistics that professional and scientific associations of the profession have available.

1.1.2 Procedure of Group Communication - Delphi Method

The Delphi method can be characterized as a structuring method of the procedure of group communication, so that the procedure is more effective in the allowance of a group of individuals, as a total, to handle a complicated problem.

The Delphi method is an exercise in group communication between different experts. It consists of a series of questions, repeated, in the form of a questionnaire that will be sent to the group of preselected experts (about five persons) of which the opinions will be useful for the matter at hand. The questionnaires will be designed to export and develop individual answers to the problem and to allow for the editing of their opinions.

In its basic form, the method is characterized by the layout of the flow of information, the controlled feedback, and, as a rule, the anonymity of the members of the group. The communication between the members of the group will be controlled by the coordinator.

The method includes the following steps according to Fowles (1978):

1. Choice of the coordinator of the group, who will undertake the monitoring of the application of the methodology for the specific matter.
2. Choice of persons that will participate in the Delphi method. The members of the group are experts in the cognitive area that is being researched.
3. Composition of questions and development of questionnaire for the first cycle of the method.
4. Checking of questionnaire as to the used vocabulary (ambiguous meanings, vagueness).
5. Distribution of questionnaires to the members of the group.
6. Analysis of answers. The coordinator contrasts and composes the final results.
7. Preparation of the final report by the coordinator for the presentation of the results.

The Delphi method consists of procedures of review and feedback in relation to the result of different phases from the conduct of the study for the professional outline. The objective of the actions of review and feedback is the realization of a procedure of control



and monitoring and, as a result, the development of a complete and representative professional outline.

1.1.3 Questionnaire for the Description of the Profession

The know-how of the experts will be elected due to the completion of the special “*questionnaire for the description of the profession*” which will result from the relevant preparatory actions with the objective of analyzing all aforementioned elements and statistics that the professional outline must include for the certification of the professional outlines, and with the adaptation of basic characteristics of the Delphi method. More analytically, a Questionnaire for the Description of the Profession should include the following contents:

- A) Title and definition of the profession
- B) Analysis of profession- specifications
 - B.1 (a) Main professional functions (basic and secondary professional functions) & (b) professional functions/activities.
 - B.2 Tasks/responsibilities of each professional function/activity
 - B.3 Criteria/indicators of professional response
- C) Necessary knowledge, skills and competences
 - C.1 General, basic and special knowledge
 - C.2 Skills
 - C.3 Natural, intellectual, psychological competences

The procedure for the completion of the questionnaire will take place in parts, the first part of the questionnaire will require members of the group to complete/recommend on questions on the MAIN PROFESSIONAL FUNCTIONS (BASIC AND SECONDARY), PROFESSIONAL ACTIVITIES AND PROFESSIONAL TASKS.

In continuation the material that has been collected will be homogenized initially at experts level and in continuation at a country level (if it is possible). Essentially, this procedure consists of the action of evaluation and feedback. The objective of this procedure is the creation of a unified axis on which the profile will be development, which will correspond to the needs of all countries (if possible).

In continuation, the research participants, having at their disposition the main professional functions (basic and secondary), professional activities and professional tasks, will continue to the next stages of the completion of the questionnaire. The next stages include Criteria/indices of professional correspondence, Necessary knowledge, skills and competence, General, basic and specific knowledge, Skills and Natural, intellectual and psychological competences.



1.4 EXAMPLE OF A PROFESSIONAL OUTLINE

Professional standards for teachers, tutors and trainers in the lifelong learning sector

KEY PURPOSE STATEMENT

The aim of the teachers is to create effective opportunities that will provide motives for learning through quality teaching which allows for the development and progress of the students.

MAIN PROFESSIONAL FUNCTIONS

1.0 Appreciates the students, gives value to equality, thinks about the manner in which he/she exercises the profession, cooperates with other individuals.

2.0 Creates a fair learning environment, communicates with students and helps them fulfill their goals, using means of support

3.0 Knows his/her specialty, motivates students, fulfills all legal obligations, develops good practices

INDIVIDUAL PROFESSIONAL FUNCTIONS/ACTIVITIES		PROFESSIONAL WORK/TASKS
<p>MAIN PROFESSIONAL FUNCTION 1.0 APPRECIATES THE STUDENTS, GIVES VALUE TO EQUALITY, THINKS ABOUT THE MANNER IN WHICH HE/SHE EXERCISES THE PROFESSION, COOPERATES WITH OTHER INDIVIDUALS</p>	<p>1.1 GIVES LEARNING VALUE, IN ITS POWER TO BENEFIT PEOPLE EMOTIONALLY, INTELLECTUALLY, SOCIALLY AND FINANCIALLY AND TO ITS CONTRIBUTION TO SOCIETY.</p>	<p>1.1.1 SHOWS THE STUDENTS THE WAYS THAT OPPORTUNITIES ARE PROVIDED TO THEM TO CHANGE THEIR LIVES THROUGH LEARNING. Page 28</p>
		<p>1.1.2 USES THE OPPORTUNITIES GIVEN TO HIM TO STRESS THE POTENTIAL OF LEARNING AS POSITIVE.</p>
		<p>1.1.3 SHOWS STUDENTS WAYS IN WHICH LEARNING PROMOTES EMOTIONAL, INTELLECTUAL AND FINANCIAL WELL-BEING OF INDIVIDUALS AND THE POPULATION IN TOTAL.</p>
	<p>1.2 THINKS OF THE WAYS OF EXERCISING THE PROFESSION IN PRACTICE AND HIS/HER CONSTANT PROFESSIONAL EVOLUTION AS A TEACHER AND EVALUATES THESE.</p>	<p>1.2.1 USES RELEVANT THEORIES TO SUPPORT THE DEVELOPMENT OF THE WAY HE EXERCISES THE PROFESSION WHICH RELATES TO LEARNING AND TEACHING.</p>
		<p>1.2.2 IS PUZZLED AND SHOWS COMMITMENT TO THE IMPROVEMENT OF HIS PERSONAL SKILLS AND TEACHING COMPETENCES THROUGH CONSTANT EVALUATION AND USE OF THE FEEDBACK.</p>
		<p>1.2.3 SHARES GOOD PRACTICES WITH OTHERS AND COMMITS FOR HIS CONTINUOUS PROFESSIONAL EVOLVEMENT THROUGH MEDITATION, EVALUATION AND SUITABLE USE OF RESEARCH.</p>
	<p>1.3 IMPROVES THE QUALITY OF THE MANNER OF EXERCISING THEIR PROFESSION.</p>	<p>1.3.1 KNOWS THE ORGANIZATIONAL SYSTEMS AND PROCEDURES FOR THE RECORDING OF INFORMATION CONCERNING STUDENTS, KEEPS FILES THAT CONTRIBUTE TO ORGANIZATIONAL PROCEDURES.</p>
		<p>1.3.2. EVALUATES HIS CONTRIBUTION TO THE QUALITY CYCLE OF ORGANIZATION.</p>
		<p>1.3.3. KNOWS HOW TO IMPROVE PRACTICALLY, BASED ON THE FEEDBACK HE/SHE RECEIVED, USES IT TO DEVELOP HIS OWN WAY OF EXERCISING THE PROFESSION IN THE CONTEXT OF SYSTEMS OF ORGANIZATION WHERE HE WORKS.</p>



	Individual Professional Functions/Activities	Professional Work/Tasks
Professional Function 2.0 Creates a fair learning environment, communicates with students and helps them fulfill their goals, using support means	2.1 Maintains a learning environment, which is fair, prompts and includes all students	2.1.1 Shapes a learning environment filled with goals, through which the students feel respected, safe, sure and self-confident.
		2.1.2 Establishes and follows procedures in relation to the students so as to promote and ensure that they have proper behavior, communication and respect for others, while they should object to discriminatory behaviors and ways (against discrimination).
		2.1.3 Creates an interesting environment that encourages beginners to think, to evaluate and to decide on their learning..
	2.2 Applies and develops his own professional competences so that the students can achieve their goals.	2.2.1 Provides learning activities that satisfy the requirements of the learning programmes and the needs of all students.
		2.2.2 Uses a series of efficient and suitable learning and teaching techniques so as to involve, prompt and encourage students for their independence.
	2.3 Communicates efficiently and suitably with students to enhance learning	2.3.1 Communicates efficiently and suitably using different forms of language and means, including writing, oral and non-verbal communication, and new and advancing technologies so as to enhance learning.
		2.3.2 Uses techniques to practice listening and reflection in a suitable and efficient manner with a series of learning frameworks.
		2.3.3 Structures and presents information clearly and effectively.



Individual Professional Functions/Activities	Professional Work/Tasks	
<p>Professional Function 3.0 Knows his area of specialization, motivates students, fulfills his/her legal obligations, develops best practices</p>	<p>3.1. Understands and is constantly updated with knowledge around his area of specialization.</p>	<p>3.1.1 Ensures that the knowledge of his specialization is up-to-date and suitable, as well as in accordance to the contents of his teaching.</p>
	<p>3.2 Fulfills all legal obligations that are connected to his sector of specialization of his teaching.</p>	<p>3.1.2 Provides opportunities to students so that they can understand how the sector of specialization of the teacher relates to the overall social, financial and environmental framework.</p>
	<p>3.3 Develops best practices in teaching in his sector of specialization.</p>	<p>3.2.1 Applies suitable strategies and theories of teaching and learning for the sector of his specialization.</p>
		<p>3.2.2 Cooperates with students to face personal needs of learning and to surpass the distinguishable obstacles of learning.</p>
		<p>3.2.3 Cooperates with colleagues that have similar specialization to define and handle the development of basic education, language and level of mathematical knowledge in the field of his/her expertise.</p>
		<p>3.3.1 Has access to sources for professional development in the sector of his specialization.</p>
<p>3.3.2 Cooperates with students to recognize transferable competences they develop and to show them how these can be related to opportunities of professional establishment.</p>		



1.5 REVIEW OF PROCEDURES FOR THE DEVELOPMENT OF THE PROFESSIONAL PROFILE

ACTIVITIES	INDIVIDUAL TASKS
BIBLIOGRAPHICAL RESEARCH	-
Group of Experts/ Advisory Board	Search and Choice of Experts
	Informing of Experts of the procedure
Tools for the collection of information	Creation of tools for the collection of information
	Evaluation of tools for the collection of information
	Finalization of tools for the collection of information
Procedure of collecting information (phase a)	Choice of coordinator of procedure
	Distribution of first part of questionnaire to the group
	Collection of questionnaires
Feedback Procedure (phase a)	Composition and Editing of results at a partner level
Feedback Procedure (phase b)	Composition and Editing of results at a country level
	Sending of unified material of first part of profile (main professional functions (basic and secondary professional functions), individual professional functions/activities and tasks)
Final Stage	Composition of Elements (phases a and b)
	Evaluation of final material