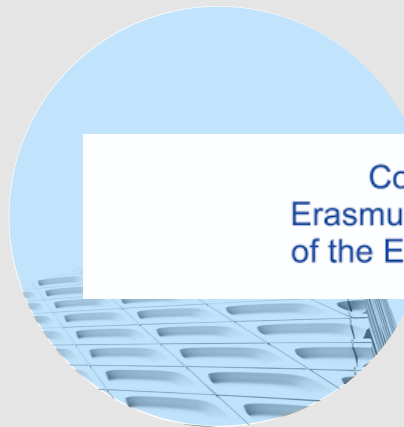
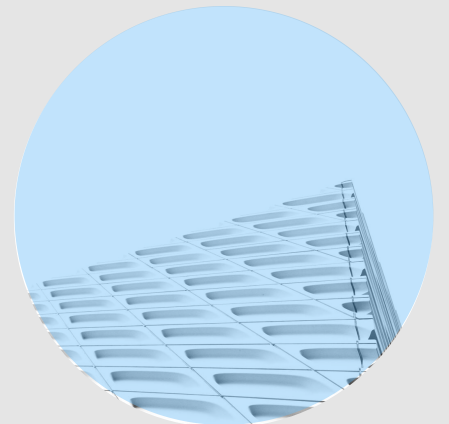


# • Digital Tourism Cesure and Rating Report •



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# Introduction Digital Tourism Cesure & Rating Report

**The Cesure and Rating Report is part 6 of the Digital Tourism Qualification Manual:**

- 1. Description and professional profile Digital Tourism (WP 3);**
- 2. SDQ learning modules (WP 3);**
- 3. Syllabus DTQ (WP3);**
- 4. DTQ Learning plan (= Learning Agreement Work Group 3 );**
- 5. DTQ Assessment (specification of the learning outcomes (4.3); competence, knowledge, skills);**
- 6. This Cesure and rating document (Report)**

The organization, recruitment and selection of plenary or individual meetings with the interested stakeholders and students regarding DTQ work based learning period has been done through identification forms. The school project partners Insignare, ITE Scarpellini and CEDEA have recruited and selected 21 students to confirm the suitability of the students together with the experimentation and finalised drafts of the course and the related work-based learning documents.

The reports of the selected students have circulated within the project seats and within the DTQ Validation committee in order to highlight the potential and obstacles of the work-based learning aspects. The responsible partners for the experimentation have produced a national case study in English, summarizing the findings and the best practices of their local work based learning activities. This Cesure and Rating Report summarizes our results and findings. The statistics, results, good practices you find in this report are taken from the individual forms, reports and feedbacks of the students, tutors, teachers and mentors covering the Digital Tourism work based learning period. In the last part of this report the validation of the finalised DT documents, approved by the DTQ Validation Committee are also explained.

The work based Learning (WBL) is an effective teaching approach used to engage students in real-life occupational experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's workforce.

# Cesure and Rating Report

## Did you think the DT internships were successful?



Feedback learnt that all partners gave feedback that the Digital Tourism internships were pretty successful. All respondents rated it as successful on a point scale from 1 to 5.

1. Very Successful
2. Successful (100% score )
3. More or less successful
4. some were successful, others not so successful
5. No, not successful

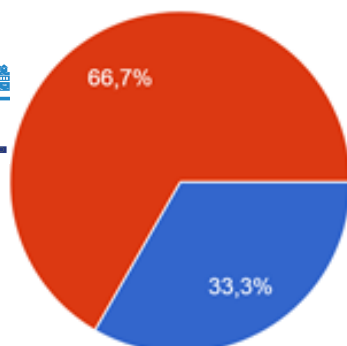
## Does the Work based learning package and internships meet your expectations?



We can state that the validation of the Digital Tourism package of document have been validated successfully. 100% of the respondents rated that the DT documents met their expectations on a point scale from 1 to 5:

1. Yes, very much (33,3%)
2. Yes (67,7%)
3. More or less
4. No, not really
5. No, not at all

### 5. Does the Work based learning package and internships meet your expectations?



- Yes, very much
- Yes
- More or less
- No, not really
- No, not at all

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## What do you think about structure and the content of the WBL documents?

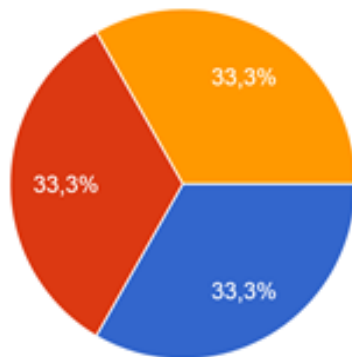
100%

All respondents said that the structure and content was at least good or higher. The rates were give on a 5 point scale:

1. Very good (33,3%)
2. Pretty good (33,3%)
3. Good (33,3%)
4. Sufficient
5. Not good

### 8. What do you think about structure and the content of the WBL documents?

3 antwoorden



- Very good
- Pretty good
- Good
- Sufficient
- Not good

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## What could still be improved for DT internships and the work based learning recruitment and selection phase and assessment phase ? Why? How?



In general the feedback was that the Digital Tourism Qualification package is good as it is. It's always finding a balance between reducing the bureaucratic workload, to be able to improve the learners' expectations and design activities which assesses the soft skills of the students in the selection process.



Specifically the Italian partner pointed out the advantage of the Digital Tourism Qualification, when implementing a work based learning period. The options are:

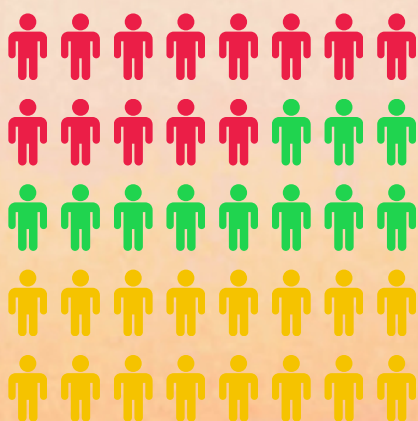
- \* a long work based learning period (more than 30 days):  
Apprenticeship
- \* a short work based learning period:  
Internship (> 30 days)





# How many students have done the Digital Tourism Work Based Learning internship?

Female



● Portugal ● Italy  
● Spain

Twenty one students from three schools have done a digital Tourism Work Based Learning internship. The three school were:

- \* ITE SCARPELLINI (Foligno, Italy): 5 female, 2 male
- \* CDEA (San Sebastian, Spain): 7 female
- \* INSIGNARE - Associação de Ensino e Formação (Fatima, Portugal): 6 female, 1 male.

All of the Italian and Portuguese students were 17 or 18 years old. The Spanish students were 20, 21 (twice), 22, 26, 28 and 39 years old.



# Do you perceive some significant changes since the beginning of the internships ?



All the students gave a good feedback about their new acquired competences and ICT skills. The students have told us their experiences have been good, as they have been able to experience the "real world" and the "real work". Some of them wanted some more time. They gained a better knowledge of the existing digital tourism products, focused on benchmarking. They were able to propose how to make the digital products more attractive. As they worked in groups, they also developed team building and team work related skills.



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# How would you describe in a few words the implementation of the work based learning period and validation of the DT project?



„It was somehow an administrative process, but that allowed us to select the most suitable students, both under personal and technical dimensions. Students did the internship at the same organization - although there were 7, it placed them in several projects in the digital area. In the end, several outputs were achieved, which were gathered coherently into a bigger project, to be launched by Ourém-Fátima Municipality's (OFM) Tourism Promotion Department. During the internship students had the opportunity to go through several steps of digital products creation, namely research, benchmarking, critical analysis and adaptation to OFM reality, ending with the design of diversified digital tourism products. These products were publicly shown to several stakeholders, namely the OFM councilman in charge of Tourism; Tourism Department staff; Regional Business Association and INSIGNARE, receiving a very positive feedback.”

The Italian students attended a 30 hours pilot course in March 2020 with the title 'Web Marketing Accelerator'; „It was quite difficult to find companies for the internships , when looking for placements, due to the Corona pandemic and because the tourist sector was in crisis. the validation of the required documentation has been a bit complex because of the great number of documents to be filled, although they were necessary to guarantee and certify quality of the internship.”

## Covid

„Due to COVID, especially in the tourism sector, the work based learning period has not been 'business as usual'. For example: There were not a lot of tourists in Spain, and or almost all of them were Spanish. This was 'more or less the case in all Digital Tourism countries . The students have been able to practice some of their knowledge, but not all. due to the specific pandemic situation.”



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# What are you especially proud of as regards to the validation of the WBL period and the participation of your students in the project ?

**“It is important that any assessment tests the intended learning outcomes both accurately and fairly”**

„One of the most satisfying feedbacks we have gotten is that our students were very interested and curious about digital communication and the future digital development of the tourist sector. The feedbacks were very positive and the ICT skills improved in spite of the short work based learning period.”

„Taking into account the circumstances we were dealing with (Corona pandemic, red.) it has been a very positive experience. Just to get some places where students could do their WBL period has been really difficult. We have been able to improve the relation work place-school-student.”

„We are proud as we believe the training provided a positive impact to our students and had a major improvement to our students' course, mainly on the digital area. Our students' integration was very good, and they were allowed to put into practice what they had learnt on the pilot training. However, we could have worked more with them on some specific digital related softwares.”



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# Cesure and Rating Digital Tourism

## Qualification Participants

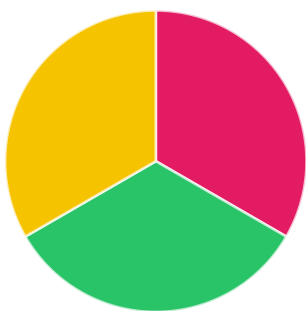
The names in the WORD Cloud are changed for GDPR EU Privacy Law purposes



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The overall feedback of the Digital Tourism students regarding their work based learning period was very positive. All 21 students (7 students from Italy, Spain and Portugal) have given feedback. The Spanish students scored a particularly high percentage on good or excellent (81,3%) . More than half of the Portuguese (53,8%) and Italian (54,6%) students scored good to excellent.

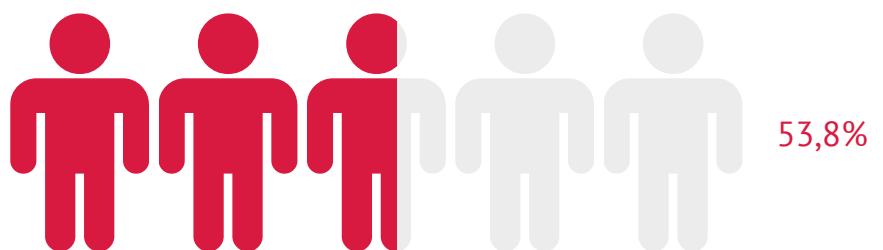
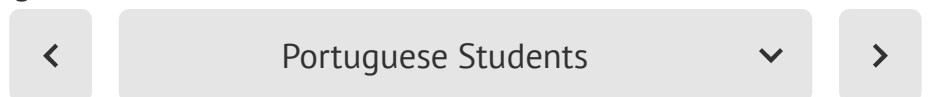


Portugal Italy

Spain



**DIGITAL  
TOURISM**



% of skills rated as good or excellent





### Feedback difference on results Digital Tourism Cesure and Rating questions?

“The work based learning results were not as good as expected, for mostly the below mentioned reasons:

- 1) Students were selected from Tourism course, which does not have a tailor made approach on Digital Tourism.
- 2) Students didn't have any work experience, as Tourism companies have been closed, or in layoff, for almost two years, due to the Corona pandemic.
- 3) EHF taught an intensive course on Digital Tourism for the students, but that couldn't cover, not even close, the learning outcomes for the new qualification.
- 4) Expectations of both students and hosting organizations should be improved, namely concerning the gap between expected and existing technical skills. The Digital Tourism Technician is not, neither needs to be, a multimedia expert. He or she must know what to plan, what to ask and what to include in the promotion and communication strategy, as a Tourism person who is specialized in Digital Tourism, not a cameraman / camerawoman or a webdesigner, for example.
- 5) The full extent of the hard skills a Digital Tourism technician has will be visible after the conclusion of the new 3-year course, but not after a short and intensive course...





The Digital Tourism Periodical Reports included assessment criteria on hard and soft skills. A 5-point scale was used to grade the performance of the Italian, Portuguese and Spanish students:

1 to 5 scale rating:

1= Poor  
 2= Insufficient  
 3 = Sufficient  
 4 = Good  
 5 = Excellent

N/A = Not Applicable.

# Digital Tourism Assessment

## Portugal

### Assessment Soft Skills Portugal

Soft Skills Portugal	1	2	3	4	5
Team Work			3	3	1
Supporting good work environment			4	2	1
Attendance			1	5	1
Good Time keeping			3	3	1
Good Work Attitude			1	5	1
Punctuality			1	2	4
Non-verbal communication			4	2	1

### Assessment Hard Skills Portugal

Hard Skills Portugal	1	2	3	4	5	N/A
Performance			3	3	1	
Speak & Write fluently			1	2	4	
Speak & write at least 1 foreign language			3	2	2	
Editing			2	4	1	
IT Skills			2	5		
Software skills			5	2		
Social Media			3	4		



# INSIGNARE – Best Portuguese Digital Tourism Practice



## Hosting Organization Framework

The seven students from INSIGNARE's Fátima Hospitality Vocational School (EHF) were placed at the same organization, the Tourism Department of Ourém City Council (CMO). Due to the COVID 19 pandemic and its impact on Tourism, most of the Hospitality relevant organizations in Ourém – Fátima were closed or in layoff.

Hence, we benefitted from the fact that CMO decided to plan and implement a brand-new site and communication tools to internationally promote this region, not only for its core - Religious Tourism - but also for its other Tourism products, namely Historical and Cultural; Nature; and Gastronomy, included in CMO's Tourism Development Strategy. Students working at CMO's Tourism Department, under the tutoring of its Director. They were divided in teams, to work in several areas of this project.

## WBL Framework

The selected students came from EHF's Tourism course. Usually, EHF's students have three WBL periods: one month in the first year, to get acquainted with market and company's reality; two months on the second year, to start working in their study areas; three months on the third year, to implement what they have learnt throughout their course and to prepare their labour market entrance. However, because of the pandemic, those students hadn't had any work experience before, as Tourism companies have been closed, or in layoff, for almost two years. Although EHF prepared and taught a crash course on Digital Tourism for them, we are aware that this course cannot replace a full three years one, like the new Digital Tourism qualification has.

**Portuguese DT student:**  
“...I'm certain to have gained information that will be used for a long time, during my journey as a Tourism Agent, working in a professional way and aiming to continuously improve...”







## WBL conclusions and best practices

Students were integrated in an interdisciplinary project of Destination digital promotion, at the local Tourism Office. Being under the supervision of its Director, they had full access to all the working areas and were able to network with staff, internal to that Department, but also from other Departments.

Students contacted and practised with diverse digital tools and methodologies: webdesign; content design; image, sound and video shooting and editing; social media; ... This enabled them to take an active part in the preparatory work of a multi tools platform that will connect B2B and B2C.

**„Students developed a strong awareness of the importance of this new trend – Tourism digital strategic promotion and communication...”**



The students developed a strong awareness of the importance of this new trend – Tourism digital strategic promotion and communication, which is not yet completely developed in their course, but it is in fact needed by Tourism organizations, which are working on a “learn by doing approach”.

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# Digital Tourism Assessment

## Italy

### Assessment Soft Skills Italy

1 to 5 scale rating:

1= Poor

2= Insufficient

3 = Sufficient

4 = Good

5 = Excellent

N/A = Not Applicable.

"Measurability is an important criterion for Digital Tourism work based-learning practice, since quantification of the outcomes and results is a key issue of work-based learning. We will measure achievement of goals, learning success, client satisfaction and labour market integration."

Soft Skills Italy	1	2	3	4	5	N/A
Team Work					7	
Supporting good work environment					7	
Attendance				2	5	
Good Time keeping				4	3	
Good Work Attitude					7	
Punctuality					7	
Non-verbal communication						7

### Assessment Hard Skills Italy

Hard Skills Italy	1	2	3	4	5	N/A
Performance				2	5	
Speak & Write fluently				3	4	
Speak & write at least 1 foreign language				3	4	
Editing			1	4	2	
IT Skills				6	1	
Software skills				1		6
Social Media			3	4		





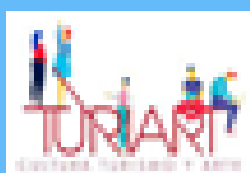


# ITE SCARPELLINI – GROW WITH THE DIGITAL

**Andrea (Tourist Department of the Municipality):** “I was proud to work at the Municipality of my town . We need to promote our territory to and Digital skills are very important for the whole community“



**Simona (Valencia, Events Organizer):** “I had a very good experience and an important choice to grow up professionally“



ITE Scarpellini (Italy) involved students in the age of 17, 18 years old, from different courses of the institute. To smoothly integrate the digital skills of the students, ITE Scarpellini prepared a pilot course. The students had to apply for the preparatory course “Accelerator of web marketing”.

The students were selected according to the profile of the course they were attending, their motivation, behaviour and school achievements. At the end of the pilot course the Institute organized student’s interviews with local tourist companies and / or public bodies that required digital skills to improve their visibility in the tourist market. In this way it was possible to realize a match between our training offer and the demand of the tourism sector in that specific area. This allowed us to enlarge the audience of local stakeholders, which represents a very important target group of the project.

Our intention was to give students more opportunities to do their Internships during their Erasmus mobility. Due to the pandemic it was not possible to do a lot of transnational mobilities. Only one student realized a transnational internship in Valencia, Spain. Simona, Events Organizer in Valencia said: “I had a very good experience and an it was an important choice to grow up professionally”. The trainees were really motivated in doing the internships because it was their first WBL experience and they were anxious to put in practice all the knowledge and skills they had acquired during their formal training. Maria Giulia (EventItaliani): “It was a very good experience. Now I am more aware about my potential and professional skills . It was very nice to work on ICT communication”

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**Maria (Event Italiani)  
Very good experience.  
Now I am more aware  
about my potential and  
professional skills . Very  
nice to work on ICT  
communication.”**



**Aurora (Il Tartufaro -  
Enogastronomic  
Promotion): “Surely I  
improved my softs skills  
and the professional  
communication in the  
foreign languages I  
study.”**



### **Accelerator of web marketing**

The 30 hours pilot course was just an option to implement the lack of digital competences of the participants. They developed imitated skills referred to management of web sites and social media, as shown in their Learning agreement and transcript of work. The Pilot experimentation was important in order to understand that properly trained students in the digital sector could be a real asset for our area. The local economy is largely based on tourism, especially micro enterprise, and they struggle to find visibility in the tourism market. Surely, when the Institute will activate the 3 years DTT course, the support of the trained students to the economical development of the tourist sector will have a greater impact.

The validation procedure of the internships was complex but as a VET providers and accredited organization for the KA1 Mobility Charter, ITE Scarpellini would like to state that it was necessary: Therefore we had the opportunity to implement and improve all the documentation, validating and certifying the quality of the Internships and apprenticeships, in a synergic and effective way, working with the partners to grow digitally and professionally". The trainees were really motivated in doing the internships because it was their first WBL experience and they were anxious to put in practice all the knowledge and skills they had acquired during their formal training. Aurora (Il Tartufaro - Enogastronomic Promotion): “Surely I improved my softs skills and the professional communication in the foreign languages I study.” Andrea (Tourist Department of the Municipality): “I was proud to work at the Municipality of my town . We need to promote our territory to and Digital skills are very important for the whole community“

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# Digital Tourism Assessment

## Spain

### Assessment Soft Skills Spain

1 to 5 scale rating:

1= Poor

2= Insufficient

3 = Sufficient

4 = Good

5 = Excellent

N/A = Not Applicable.

" The implementation methods of the experimentation for the local traineeship of the students have met the needs of a combined work based and educational intervention and, in this sense work based learning regarding accommodation, food and beverage services, recreation and entertainment, transportation and travel services appeared to have been the most appropriate opportunities to achieve these goals."

Soft Skills Italy	1	2	3	4	5
Team Work				2	5
Supporting good work environment				6	1
Attendance				1	6
Good Time keeping				2	5
Good Work Attitude					7
Punctuality					7
Non-verbal communication				3	4

### Assessment Hard Skills Spain

Hard Skills Spain	1	2	3	4	5	N/A
Performance				6	1	
Speak & Write fluently				1	6	
Speak & write at least 1 foreign language			3	3	1	
Editing			1	6		
IT Skills				3	4	
Software skills			2	5		
Social Media				5	2	



# Good Practice in Digital Tourism - Cebanc / CEDEA

## Donostia / San Sebastián Turismoa

Donostia/San Sebastián Turismoa has been making a deep commitment to digitalization and accessibility of its services for more than a decade, aiming to promote the city as a SMART and accessible destination. Accessibility is not only referred to as a right for people with functional diversity, but as a quality feature that benefits everyone. These are small aspects of everyday life that make our stay in the city more comfortable and enjoyable. There is an increasing demand for digital resources on the one hand, and accessible tourism on the other, motivated by a greater influx of foreign tourists who organize their own trip online and seek resources on the network, the aging of the population and the greater integration of people with functional diversity and the elderly in leisure and tourism activities. All of these can also contribute to the spread of tourism throughout the year.

**Digital Tourism students worked as interns for the Donostia/ San Sebastián Turismoa company**

**“I have developed skills that may be difficult to learn in classroom settings, and not only technical skills but also professional skills, such as the ability to work as a member of a team, and an understanding of workplace expectations.”**

**DSS Turismoa has developed the project with the help of DT students and Accessible for All, a group of companies specialized in accessibility, and specifically, in tourism accessibility:**

**<https://accessibility.sansebastianturismoa.eus/en/>**

In this regard, Donostia/San Sebastián Turismoa (DSS Turismoa) launched [accessibility.sansebastianturismoa.eus](https://accessibility.sansebastianturismoa.eus), which can also be accessed from the home page of the main website. It is a new digital information tool in terms of accessibility, which will grow in the coming months.

In this way, people with some kind of disability will be able to perceive, understand, navigate and interact with the web without problems. In addition, they will find information on

- how to organize your trip
- how to get there
- how to move around
- what to do
- what to visit
- accessible pedestrian routes
- services of interest
- other key information to help you design your trip and get around the city.

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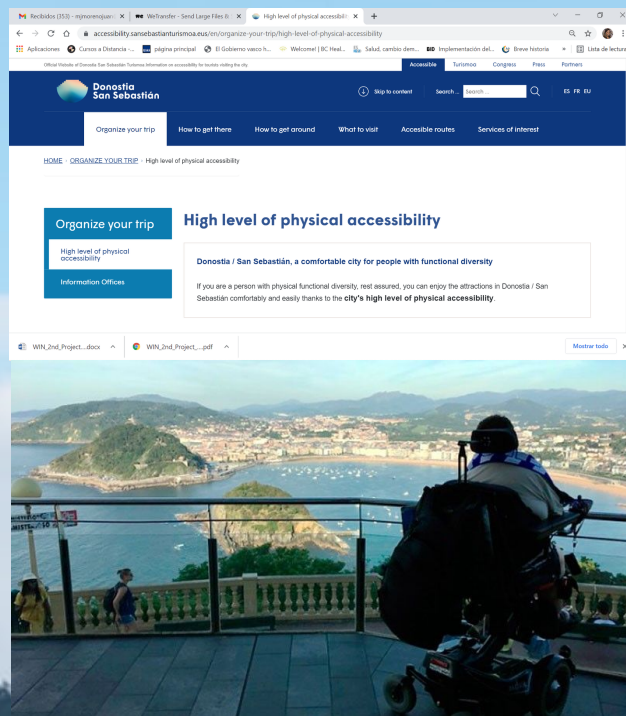






“Work-based learning gave me the opportunity to immerse myself in a particular field and interact with professionals who have worked in it for years. This type of experience helped me make decisions on my long term goals.”

“Even I wasn’t able to get a permanent job in the company my work-based learning experience yielded long-term career benefits because I acquired skills that I could add to my resume.”



The new website shows the main resources of the city in a digital and accessible way, including all its physical, auditory and visual accessibility features. The formats and contents of the website, as well as the website itself, are accessible to people with disabilities and were produced with the help of the DT students.

The website was created with the idea of continuing to grow and update its contents continuously to be able to transmit accurate and contrasted information at all times to its customers. DSS Turismoa has developed the project with the help of Accessible for All, a group of companies specialized in accessibility, and specifically, in tourism accessibility.

<https://accessibility.sansebastianaturismoa.eus/en/>

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# The DTQ Forum and DTQ Validation Committee on the WBL Documents

## Work Based Learning Assessment Feedback

During the Tourism Talks Event on the DTQ Forum we have discussed the Work Based Learning (WBL) phase as well. The most important Document is DT 2.0 'Skills & Methodology WBL Assessment – Which skills should students be assessed during their work based learning period (internship / apprenticeship) ? This document is the core of phase 2. The implementation of the Work Based Learning Assessment.

Under the supervision of tutors (company tutor and project tutor) students will be assessed during the work based learning period on:

- \* Digital Tourism Soft Skills and Hard Skills
- \* Definition of Digital Tourism Skills
- \* Digital Tourism Methodology of Assessment

The “Soft Skills” and “Hard Skills” of a student should comply to a minimum basic level: At least level 3 on a scale from 1 to 5. It's allowed to have 2 negatives overall..., except if the categories ticked lower than 3 are Attendance and good work attitude. A point-scale from 1 to 5 is used.

All the five documents (DT 2.0, DT. 2.1, DT 2.2, DT 2.3 and DT 2.4) of phase 2 were validated and formalized. Suggestions made were:

- \* General Feedback on DT2: Strengthen how internship and traineeship are defined as they are NOT only based on duration.

DTQVC: The definitions on internship and apprenticeship, explained in DT 0.0 and DT 2.0 are not only based on duration: Specifically the apprenticeship is differentiated as without payment (internship) or with pay and more defined as a preparation for a job (guarantee): apprenticeship.



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# DTQF and DTQ Validation Committee on WBL

## Definitions Internship and Apprenticeship

The Digital Tourism WBL period will be defined as an 'internship' or 'apprenticeship'

### Definition Internship:

A short fixed term (30 days – 90 days) Work Based Learning hands on training, acquiring work experience without payment at a DT Company

### Definition Apprenticeship:

A Work Based Learning (more then 90 days) hands on training (with pay), acquiring more then just work experience at a DT Company (with potentially a guaranteed job after completion)

## Specific Feedback on WBL

\* Specific Feedback on DT 2.0: Add a section on revenue management a function to be aware of and develop competencies for, because the highly volatile and competitive environment we found ourselves in due to the ongoing waves of COVID-19. Some revenue management topics may be:

- current revenue management software and systems
- new data sources local and global
- continuous analysis
- short-term forecasts



DTQVC: At this stage of the project we don't see the value to add revenue management as a competency skill. if so, than there needs to be made a specific proposition how to include revenue management (further more does this aspect not coming back in DT 2.0 in point "On Line Marketing Mix": To operationalize the organization's Online Marketing Mix management policies, by performing sales analysis, prices and products tasks, {revenue management} and assess its impacts...'

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# The Learning Agreement and Monitoring Tools Feedback

**The ten documents relating to the WBL period assessment and monitoring of the intern / apprentice were:**

- **Document 3.1 WBL Quality Commitment**
- **Document 3.2 Monitoring and Assessment Tool Interim Questionnaire Intern / Apprentice**
- **Document 3.3 Monitoring and Assessment Tool Final Questionnaire Intern / Apprentice**
- **Document 3.4 Monitoring and Assessment Tool Interim Questionnaire Tutor**
- **Document 3.5 Monitoring and Assessment Tool Final Questionnaire Tutor**
- **see next page...**

All DT documents relating to the actual WBL period assessment and monitoring of the intern or apprentice were approved. This covers:

- Document 3.1 WBL Quality Commitment
- Document 3.2 Monitoring and Assessment Tool Interim Questionnaire Intern / Apprentice
- Document 3.3 Monitoring and Assessment Tool Final Questionnaire Intern / Apprentice
- Document 3.4 Monitoring and Assessment Tool Interim Questionnaire Tutor
- Document 3.5 Monitoring and Assessment Tool Final Questionnaire Tutor
- Document 3.6 Monitoring and Assessment Tool Interim Questionnaire Company Tutor
- Document 3.7 Monitoring and Assessment Tool Final Questionnaire Company Tutor
- Document 3.8 Monitoring and Assessment Tool Interim Feedback Questionnaire Intern /Apprentice
- Document 3.9 Monitoring and Assessment Tool Transcript of Work

## **WBL Training Agreement**

All the above mentioned documents are ofcourse related to DT 3.0 WBL Training Agreement

Suggestions made to phase 3 were:

\* Is document DT 3.3 necessary ? The final questionnaire 3.8 could be sufficient to have a feedback.

DTQVC: The structure of the DT documents are interim (zer-measurement) and final. For a short period we understand the burden of filling in the documents, but for the the long term it's good practise





# The Learning Agreement and Monitoring Tools Feedback

- **Document 3.6:**  
**Monitoring and Assessment Tool Interim Questionnaire Company Tutor**
- **Document 3.7**  
**Monitoring and Assessment Tool Final Questionnaire Company Tutor**
- **Document 3.8**  
**Monitoring and Assessment Tool Interim Feedback Questionnaire Intern /Apprentice**
- **Document 3.9**  
**Monitoring and Assessment Tool Transcript of Work**  
All these documents are ofcourse related to DT 3.0 WBL Training Agreement

\* Probably document DT 3.7 is not extremely necessary . According to us the DT 3.9: This final transcript of work is enough to evaluate the internship.

DTQVC: We understand the burden of filling too many documents, certainly with companies involved, but the Digital Tourism tripartite relation makes that we need all documents as good practise. It's up to each provider if they want to use it or not.

\* General Feedback on DT3 package: To be aware that feedback must be ongoing and throughout the WBL process; Creating Q&A session(s) as a space to facilitate conversation with interns and give access to information throughout the WBL process; Creating Cluster for peer-to-peer feedback; Distinguish clearly between learning goals and “career” development goals.

DTQVC: The documents already include the most important Q&A's. We refer the DT 0.0, DT 0.1 and DT 0.2 (the steps from recruitment to selection to placement documents).

