

METHODOLOGICAL HANDBOOK

to study materials for the learning
courses Destination Management and
Audit of Tourist Destination



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INTRODUCTION

When creating any educational program, module or training material, its content and professional quality are of course essential, but it is equally important whether its potential future users, especially lecturers, can use it effectively and use such information and knowledge that can be used in practice. That is why it is equally important to have a methodology developed for each educational material - essentially a guide - which will show how it is possible to obtain the greatest possible benefit from the educational material in specific areas of personal educational or informational needs. And of course it has its own logic - when you buy any device, you get a description and instructions for use, so why shouldn't you get the same for educational materials, with which you may work more and maybe even longer?

During the creation of the educational modules, the creative team of the project was already thinking about what structure to give to the methodical manual so that it really fulfills all of the above, that it is clear, clear and really helpful for the user, and that it helps him get really everything he can from the educational materials. Finally, due to the fact that the practical use of project educational materials will be possible both in the form of classical study and individually, we have added to each chapter, where possible, as many practical notes and tips as possible, which will hopefully be both lecturers and individual to motivate students and other users to think about the content, compare it with reality, try to connect it and apply it to their own work and professional activities and thus use it effectively.

METHODOLOGICAL KEYPOINTS FOR TEACHING

The methodology of any education should always be based on proven and tested principles, which will ensure that the participants of the education will have the opportunity to obtain the maximum amount of knowledge that can be transferred into practice from the educational materials. For the Destination Management and Destination Audit study programs, we have therefore selected ten key methodological points that should not be missing from the teaching and which, according to our experience, are beneficial and helpful for the study results:

1. Motivate students to learn, offer them enough stimuli and facilitate work with study materials,
2. choose suitable motivating aids and adequate teaching strategies,
3. adapt the difficulty of the educational process to the knowledge of the students and the difficulty of the material covered,
4. help students structure and acquire new knowledge and skills,
5. promote an open and friendly atmosphere during study,
6. include activating teaching methods and diverse forms of work in which students collaborate and communicate,
7. change teaching strategies and alternate appropriate forms of presentation that take into account different learning styles,

8. make maximum use of students' previous experiences, activate and connect these experiences with new knowledge or skills,
9. perceive students' mistakes positively and present them as an opportunity for improvement and progress in studies,
10. lead students to reflect on their own development and chosen methods of solving and learning.

EDUCATIONAL CONTENT

The methodological manual relates to the following two study supports for the Destination Management and Audit of Tourist Destinations educational programs, which consist of a total of eight and seven flexibly applicable chapters:

Educational program Destination Management:

- Chapter 1. The concept of destination management
- Chapter 2. The role of public administration and destination partnership
- Chapter 3. Destination Community and Stakeholders
- Chapter 4. Development of the infrastructure and competitiveness of the tourist destination
- Chapter 5. Development of tourism products
- Chapter 6. The importance and benefits of building a destination brand and image
- Chapter 7. Planning, monitoring and forecasts of the development of tourist destinations
- Chapter 8. International and local best practices acquired in the field of tourism

Educational program Audit of Tourist Destination:

- Chapter 1. Identification of the potential of the destination
- Chapter 2. Marketing management system of the tourist destination
- Chapter 3. Strategic planning in tourism
- Chapter 4. Performance of destinations and destination management organizations
- Chapter 5. Model 3E
- Chapter 6. Audit of a tourist destination
- Chapter 7. Tourism Learning Areas

All chapters are prepared in a form that allows their individual usability or any combination according to the needs of the participants.

It goes without saying that thematically and in terms of content, the content of the individual chapters is connected - topics related to destination management, destination audit and, by implication, tourism and regional development cannot be separated in such a way that they do not overlap in content. However, each chapter is processed in such a comprehensive form that it can serve as an individual educational material covering a certain need for information on very close topics, which can possibly be used for teaching without connection to other chapters.

Teaching sequence

First, students complete the "Destination Management" study course. By completing this course, they will acquire basic theoretical knowledge and understanding of the development of tourist destinations; they will learn the methodology of analysis and planning of destination

development, the creation of effective business models and the methodology of strategy creation in the context of destination development. Students will acquire the skills needed to create original programs and auxiliary programs within the strategy of creating a destination development model. They will understand, assess and contextualize stakeholder approaches to destination development, potentials and limitations of cluster formation, applicability of public-private partnership mechanisms, planning, monitoring and forecasting of tourism destination development. Participants of the study course, who already work in destination management, also have the opportunity to compare their practical experience with teaching.

In the "Destination Audit" study course, students build on the knowledge and skills acquired in the Destination Management module. A destination audit is a process of comprehensive, systematic and regular examination of a destination in order to identify the strengths and weaknesses of the destination and its resources. The main objective of the audit is to constructively support the economy, efficiency and effectiveness of management and to contribute to accountability and transparency in the management of destinations.

The basic aim of the course is therefore to acquire the ability to professionally understand the way to evaluate the potential, development possibilities and sustainability of tourism destinations, and to give students a set of skills that will enable them to understand the scope of this issue, its history, and at the same time provide them with the knowledge and tools to analyze specific destinations and situations in practice.

BASIC CHARACTERISTICS OF EDUCATIONAL PROGRAMS

1. Identification data of the course Destination Management

Target learning area	Destination Management
Entry requirements	Knowledge of the basic provisions of the organization of tourism activities, geography, consumer behavior, the basics of psychology, types of tourism, the basics of strategic planning
Learning level	3 - Referencing of the National Frameworks of Qualifications (NFQ) of the partner countries and to the European Qualifications Framework for Lifelong Learning (EQF)
Method of learning	Combined form of study: Lectures, workshops, case study analysis, and discussion, case studies, problem-solving discussions, student presentations, discussions, and analysis of national and regional strategic documents on tourism development.
Length of learning	12 weeks / 40 hours
Finishing of learning	Certificate of completion The destination management course ends with an oral exam. The prerequisite for its composition is: <ul style="list-style-type: none"> - active participation in teaching in individual modules - study of basic literature and study aids - fulfillment of the specified tasks

1.1 Participant profile

The expected participant of the educational module belongs to the target group of people working in tourism or regional development with a bachelor's degree in the field of tourism.

1.2 Graduate profile

- The graduate of the educational program will have an overview of current domestic and foreign trends and systems in tourism management, will know and understand the basic principles, rules and techniques in the field of creation and life cycle of tourism products. He will understand the laws of the development and changes of tourist destinations and the development of consumer behavior of tourism participants as key factors in the creation of tourist products.
- Graduates of the educational program will understand the essence and principles of sustainable development of destinations and regions, will be able to analyze their own destination in terms of the current state and necessary changes and activities for sustainable development.
- Graduates of the educational program will understand the essence of the work, goals and tasks of destination management, will understand the necessity of its inseparable connection with public administration, business and community environment, and the methods and tools in which the development of the destination can be influenced and supported
- The graduate of the educational program will be a specialist in destination management with the ability to assess the current potential of a destination, identify its resources, assemble a team, develop a destination development strategy and implement a destination development plan.

1.3 Characteristics of the educational program

The main goal of the educational program is to acquire basic theoretical knowledge and understanding of the functioning of destination management and, in general, of the development of a tourism destination; learn the methodology of analysis and planning of destination development, effective business models and methodology of strategy creation in the context of destination development. Students will acquire the skills needed to create original destination programs and tools to help create strategies and destination development models. Students will understand, assess and contextualize the approaches of individual stakeholders to destination development, the potential and limitations of cluster formation, the applicability of public-private partnership mechanisms, planning, monitoring and forecasting of the development of tourist destinations.

Results of learning

After completing the course, students should be able to:

Output 1	Understand different perspectives on the definition of a tourist destination.
Output 2	Understand the importance and diversity of destination management organizations.
Output 3	Analyze a tourist destination using key academic concepts that can be used to explain the evolution and development of tourist destinations.
Output 4	Identify and explain the role of collaboration and cooperation of key stakeholders, partnerships and networks involved in the development of tourism in the destination.
Output 5	To evaluate the current problems that affect the development of tourism in a tourist destination.
Output 6	Understand the implications and influence of the life cycle of tourism destinations on their management.
Output 7	Create a tourism strategy for the future development of the tourist destination.

Transferable skills

The course further develops and assesses the following transferable skills:

Skill 1	Communication
Skill 2	Information literacy
Skill 3	Use of technology
Skill 4	Teamwork
Skill 5	Creativity
Skill 6	Knowing how to learn

1.4 Study guide

In this contact part of the study, a methodological explanation (lecture) of the given thematic unit is provided. Students are introduced to what they will study from the compulsory literature, what problems await them during self-study and how the teacher will help them during their studies. Much attention is paid to their work with study supports, which replace direct contact with the teacher during exercises. Study supports are prepared for each thematic area (chapter). From a methodological point of view, the interpretation of individual chapters should be structured in such a way that the following sequence is followed:

- study goals,
- keywords,
- interpretation methodology (introduction to the issue),
- study text (own interpretation of the topic),

- summary of the chapter (issue explained),
- tasks for repetition and practice,
- notification of other study resources.

At the end of the module are listed:

- correct results of tasks that were saved in individual chapters;
- correspondence tasks that the student must send to the teacher.

When studying the Destination Management course, the student uses three sources of information:

- methodical interpretation of the teacher, which is based on mandatory and recommended literature;
- contact teaching as part of teaching and self-study;
- mandatory and recommended literature, study aids and other materials.

Key points of the training/teaching methodology

Successful learning is quite challenging for course participants to follow and complete the entire training. It requires motivation, time management, willingness, self-discipline and determination. In order to focus and complete the training program, the following key points should be considered:

- Commitment to expected learning: A learner should be self-disciplined and committed to learning. Allocating course time and preparing training/learning/study spaces suitable for concentration and ergonomics are important components for successful learning processes
- Setting learning objectives and awareness of training need: The learner/trainee should always keep in mind the needs and rationale of the program and the goals and objectives to be achieved at the end. He should make the course a priority for him.
- Preparation of study plan and time management: In order to get the most out of the training, an absolute study and practice plan should be made. A study schedule and checklists will help you keep track of your study assignments more effectively. The more important point is to adhere to the study plan and timetable. Timely assignments and breaks help relieve pressure. Students should prepare a schedule of study sessions and self-study and follow it properly.
- Take breaks: Taking breaks while teaching or studying is very important for learning performance. Incorporating study time and breaks, such as small walks, will increase concentration and energy, and thus the effectiveness of teaching.
- Maintaining motivation: Since teaching and learning performance depends on the student's motivation, certain steps must be taken to maintain motivation before and during the learning program. This way, the training/learning program can turn into a pleasant experience. These arrangements may include organizing the training/study

palace to maintain comfort and ergonomics, having healthy snacks on hand, placing objects and images reminding the reasons and objectives of taking the course, etc. Taking the course with colleagues is also supportive in maintaining motivation and time management.

- Regular review of what has been learned: The trainer should encourage the participant to take notes during the training, regularly review and revise them, and review the online learning materials in order to achieve the goals and objectives that he has previously set.
- Engaging in topic-related forums, discussions and networks: Participating in online discussions and networks provides the learner with new ideas, knowledge and tips. Connecting with other people online will enhance the learner's experience, thus the performance of the education/training program. The learner also contributes to these groups and shares his knowledge and achievements.

1.5 Study organization

- The formal side of the study
- Teaching schedule and content orientation of the modules

Introductory tutorial

At the introductory tutorial at the beginning of the semester, students are introduced to the content of the course, the teaching timetable of the individual thematic areas, the place of the subject in the study plan of the field, compulsory literature, the aim of the course and the requirements for the exam as part of the so-called subject guide. Access to study supports and the method of entering correspondence tasks in the school's information system are explained here. Pupils are explained how to evaluate correspondence tasks and the deadlines for submitting them. The overall organization of teaching is discussed.

Teaching

During the ongoing lesson, the teacher evaluates the students' work so far. Students must submit solved assignments electronically by the beginning of the consultation week. The teacher will point out serious deficiencies and, if necessary, explain difficult topics. At the final consultation at the end of the semester, the teacher evaluates the assignments from the previous consultation and the students' work for the whole semester. It draws attention to problematic questions of thematic areas for the exam. A joint consultation will take place as needed. Students are familiar with the exam schedule.

1.6 Chapters of the Destination Management course

Chapter	Chapter code can be determined differently in case of better marking needs	Flexible distribution of teaching hours		
		Full-time study	Self study	Total
The concept of destination management	K-1	3	2	5
The role of public administration and destination partnership	K-2	3	2	5
Destination Community and Stakeholders	K-3	3	2	5
Development of the infrastructure and competitiveness of the tourist destination	K-4	3	2	5
Development of tourism products	K-5	3	2	5
The importance and benefits of building a destination brand and image	K-6	3	2	5
Planning, monitoring and forecasts of the development of tourist destinations	K-7	3	2	5
International and local best practices acquired in the field of tourism	K-8	3	2	5
		24	16	40

1.7 Chapters of study course Destination Management

CHAPTER 1	Concept of destination management
Lenght of study	5 study hours
Type of study	combined

Objectives and expected results of the study

The main objective of the chapter is to define basic concepts such as destination, destination management, destination marketing and destination management organisation.

The course participant/student should be able to define the basic characteristics of a destination, the essence of destination management and marketing. Furthermore, the course participant/student should be able to describe the role of a destination management organisation and distinguish it from a destination management company. Based on examples and case studies, the course participant/student will acquire the skills to recognize and name the ten characteristics and principles of successful tourist destinations.

Study content

- 1.1. Definition of tourism. Definition of tourism destination. Types of destinations. Characteristics of a destination. Destination as a competitive unit.
- 1.2. Destination management and marketing. Organisation of destination management and marketing. The role of destination management.
- 1.3. The ten essentials of a successful destination.

CHAPTER 2	Role of public administration and destination partnership
Lenght of study	5 study hours
Type of study	combined

Objectives and expected results of the study

The graduate of the module will understand the essence of the functioning, goals and tasks of destination management, will understand the necessity of its inseparable connection with public administration, business and community environment, and the methods and tools in which it is possible to influence and support the development of the destination. He will have an overview of the marketing tools of the destination.

Study content

- 2.1 Public administration in tourism and destination development
- 2.2 Definition of destination partnership and team building. Types of destination partners. Public Private Partnership (PPP)
- 2.3. Management, coordination and management of the destination

CHAPTER 3	Destination community and stakeholders
Lenght of study	5 study hours
Type of study	combined
<p>Objectives and expected results of the study</p> <p>Graduates of the course will understand the essence, goals and tasks of destination management in relation to the destination community, its inseparable connection with public administration, business and community environment, and the methods and tools in which the development of the destination can be influenced and supported.</p>	
<p>Study content</p> <p>3.1. Building relationships and networking 3.2. Planning relations and involvement of the target community 3.3. Stakeholder theory and types of stakeholders</p>	

CHAPTER 4	Development of the infrastructure and competitiveness of the tourist destination
Lenght of study	5 study hours
Type of study	combined
<p>Objectives and expected results of the study</p> <p>Graduates will understand the difference between primary and secondary tourism resources and how a destination can identify and develop its tourism resources. He will also know how to identify, measure and evaluate the potential of tourism in a destination. He will understand what the components of the tourist infrastructure are, and how it is possible and especially how the infrastructure needs to be developed. He will know how it is possible to support the development of the destination's competitiveness and how it is possible to determine what needs to be supported in order to bring about a real and desired effect in the long term.</p>	
<p>Study content</p> <p>4.1. Delineation of tourism resources. Primary and secondary tourism resources 4.2. Tourism potential. Evaluation of tourism potential 4.3. Infrastructure of the tourist destination. Development of competitiveness</p>	

CHAPTER 5	Tourism product development
Length of study	5 study hours
Type of study	combined

Objectives and expected results of the study

Graduates will know what a destination product consists of and will be able to explain the concept of a tourism product and its parts and levels.

The graduate will have an overview of what trends we can and must use when creating a competitive product, and will be able to work with the specific characteristics of the tourism destination product.

Study content

- 5.1. Destination product definitions and components. The life cycle of the target product
- 5.2. Classification / types of destination products. Principles of destination product creation.
- 5.3. Creation of new products. Product development strategy models. Creating experiences

CHAPTER 6	The importance and benefits of building a destination's brand and image
Length of study	5 study hours
Type of study	combined

Objectives and expected results of the study

Graduates will understand and be able to define what a brand is and what it means for a destination. He will understand the relationship between positioning, image and branding of a destination.

He can characterize the characteristics of a good destination brand, the individual steps in building it and will understand what the critical success factors are.

Study content

- 6.1. Brand definition. Brand meaning. Positioning - image - branding approach (PIB) as interconnected concepts. Discussion of the relationship between positioning, image and branding of a destination.
- 6.2. Brand community. Characteristics of a good destination brand. Classic branding concepts. Brand promise concept. Destination image folders
- 6.3. Steps in building a destination brand. Critical success factors. Brand identity development destination. Experience concept

CHAPTER 7	Planning, monitoring and forecasts of the development of tourist destinations
Length of study	5 study hours
Type of study	combined

Objectives and expected results of the study

The graduate will understand and be able to explain why a destination needs a development plan, what is the difference between a development program, a management plan, a marketing plan and a development strategy. He will be able to define the principles and tools needed to create effective destination strategic documents and will know how to create them.

Study content

Characteristics of tourism planning. Destination marketing plan. Destination strategy. Targeted tourism development programs. Tourism Planning Toolkits. Tourism Financing Toolkits

CHAPTER 8	International and national best practices acquired in the field of tourism
Length of study	5 study hours
Type of study	combined

Objectives and expected results of the study

The graduate of the study can orient himself in the field of techniques and procedures used in the field of management and development of tourism at the international level.

Study content

- 8.1. Discussion of different types of destination development strategies in European and non-European countries.
- 8.2. Student presentation - examples of successful destination strategies

2. Identification data of the study course Audit of tourist destinations

Target learning area	Destination management / Tourism
Entry requirements	Knowledge of the basic provisions of the organization of tourism, geography, consumer behavior, the basics of psychology, types of tourism, the basics of strategic planning, which corresponds to a bachelor's degree in the field of Tourism
Learning level	Level 3 Following the national qualifications frameworks (NQF) of the partner countries and the European qualifications framework for lifelong learning (EQF).
Method of learning	Combined form of study: Lectures, workshops, case study analysis and discussions, case studies, problem solving discussions, student presentations, discussions and analysis of national and regional strategic documents on tourism development.
Length of learning	12 weeks
Finishing of learning	The Destination Audit study course ends with an oral exam. The prerequisite for its composition is: - active participation in teaching in individual modules - study of basic literature and study aids - fulfillment of correspondence tasks - realization of the final presentation

2.1 Participant profile

The expected participant of the educational module belongs to the target group of people working in tourism or regional development with a bachelor's degree in the field of tourism.

2.2 Graduate profile

A specialist in the field of tourism destination audit, with in-depth knowledge of the principles and tools of destination management and the ability to assess the destination's potential, identify its resources, conduct the necessary research and in-depth understanding of strategic planning in tourism.

2.3 Characteristics of study course

The course is focused on the destination audit as a process of comprehensive, systematic and regular examination of the destination in order to identify the strengths and weaknesses of the destination and its resources. The main objective of the audit is to constructively support the

economy, efficiency and effectiveness of management and to contribute to accountability and transparency.

The main objective of the study course is to provide students with a set of skills that will enable them to understand the scope of this issue, its history and impacts, and at the same time provide them with the knowledge and tools to analyze specific examples from the field of destinations and tourism, and the ability to professionally understand how to assess sustainability tourism destinations and conduct an audit of destinations.

Study results

After completing the course, students should be able to:

Output 1	Understand different perspectives on the definition of a tourist destination.
Output 2	Understand the importance and diversity of destination management organizations.
Output 3	Analyze a tourist destination using key academic concepts that can be used to explain the evolution and development of tourist destinations.
Output 4	Identify and explain the role of collaboration and cooperation of key stakeholders, partnerships and networks involved in the development of tourism in the destination.
Output 5	To evaluate the current problems that affect the development of tourism in the destination.
Output 6	Understand the implications and influence of the life cycle of tourism destinations on their management.
Output 7	Create a tourism strategy for the future development of the tourist destination.

Transferable skills

The course further develops and assesses the following transferable skills:

TS 1	Communication
TS 2	Information literacy
TS 3	Use of technology
TS 4	Teamwork
TS 5	Creativity
TS 6	Knowing how to learn

2.4 Study guide

In this contact part of the study, a methodological explanation (lecture) of the given thematic unit is provided. Students are introduced to what they will study from the compulsory literature, what problems await them during self-study and how the teacher will help them during their studies. Much attention is paid to their work with study supports, which replace direct contact with the

teacher during exercises. Study supports are prepared for each thematic area (chapter). From a methodological point of view, the interpretation of individual chapters should be structured in such a way that the following sequence is followed:

- study goals,
- keywords,
- interpretation methodology (introduction to the issue),
- study text (own interpretation of the topic),
- summary of the chapter (issue explained),
- tasks for repetition and practice,
- notification of other study resources.

At the end of the module are listed:

- correct results of tasks that were saved in individual chapters;
- correspondence tasks that the student must send to the teacher.

When studying the Audit of Touris Destination course, the student uses three sources of information:

- methodical interpretation of the teacher, which is based on mandatory and recommended literature;
- contact teaching as part of teaching and self-study;
- mandatory and recommended literature, study aids and other materials.

Key points of the training/teaching methodology

Successful learning is quite challenging for course participants to follow and complete the entire training. It requires motivation, time management, willingness, self-discipline and determination. In order to focus and complete the training program, the following key points should be considered:

- Commitment to expected learning: A learner should be self-disciplined and committed to learning. Allocating course time and preparing training/learning/study spaces suitable for concentration and ergonomics are important components for successful learning processes
- Setting learning objectives and awareness of training need: The learner/trainee should always keep in mind the needs and rationale of the program and the goals and objectives to be achieved at the end. He should make the course a priority for him.
- Preparation of study plan and time management: In order to get the most out of the training, an absolute study and practice plan should be made. A study schedule and checklists will help you keep track of your study assignments more effectively. The more important point is to adhere to the study plan and timetable. Timely assignments and breaks help relieve pressure. Students should prepare a schedule of study sessions and self-study and follow it properly.

- **Take breaks:** Taking breaks while teaching or studying is very important for learning performance. Incorporating study time and breaks, such as small walks, will increase concentration and energy, and thus the effectiveness of teaching.
- **Maintaining motivation:** Since teaching and learning performance depends on the student's motivation, certain steps must be taken to maintain motivation before and during the learning program. This way, the training/learning program can turn into a pleasant experience. These arrangements may include organizing the training/study palace to maintain comfort and ergonomics, having healthy snacks on hand, placing objects and images reminding the reasons and objectives of taking the course, etc. Taking the course with colleagues is also supportive in maintaining motivation and time management.
- **Regular review of what has been learned:** The trainer should encourage the participant to take notes during the training, regularly review and revise them, and review the online learning materials in order to achieve the goals and objectives that he has previously set.
- **Engaging in topic-related forums, discussions and networks:** Participating in online discussions and networks provides the learner with new ideas, knowledge and tips. Connecting with other people online will enhance the learner's experience, thus the performance of the education/training program. The learner also contributes to these groups and shares his knowledge and achievements.

2.5 Study organization

- The formal side of the study
- Teaching schedule and content orientation of the modules

Study program

1) At the introductory tutorial at the beginning of the semester, students are introduced to the content of the course, the teaching timetable of the individual thematic areas, the place of the course in the study plan of the field, the required literature, the aim of the course and the requirements for the exam as part of the so-called course guide. Access to study supports and the method of entering correspondence tasks in the school's information system are explained here. Pupils are explained how to evaluate correspondence tasks and the deadlines for submitting them. The overall organization of teaching is discussed.

2) During the ongoing lesson, the teacher evaluates the students' work so far. Students must submit solved assignments electronically by the beginning of the consultation week. The teacher will point out serious deficiencies and, if necessary, explain difficult topics. At the final consultation at the end of the semester, the teacher evaluates the assignments from the previous consultation and the students' work for the entire semester. It draws attention to problematic questions of thematic areas for the exam. A joint consultation will take place as needed. Students are familiar with the exam schedule.

2.6 Curriculum of the study course Audit of Tourist Destinations

Chapter	Chapter code can be determined differently in case of better marking needs	Flexible distribution of teaching hours		
		Full-time study	Self study	Total
Identification of destination potential	K-1	3	2	5
Tourist destination marketing management system	K-2	4	2	6
Strategic planning in tourism	K-3	4	3	7
Performance of destinations and destination management organizations	K-4	3	2	5
Model 3E	K-5	3	2	5
Audit of a tourist destination	K-6	4	3	7
Tourism Learning Areas	K-7	3	2	5
		24	16	40

2.7 Chapters of the study course Audit of tourist destination

CHAPTER 1	Identification of destination potential
Length of study	5 study hours
Type of study	combined

Objectives and expected results of the study

The intended result of studying this chapter is to gain an overview of the tools and methods for identifying and evaluating the potential of a destination, and to acquire skills in how to use them in practice and evaluate the results.

Study content

- 1.1 Conversion of places or regions into tourist destinations
- 1.2 Main criteria for explaining demand in tourism
- 1.3 Tourist potential of the destination

CHAPTER 2	Marketing management system of tourist destination
Lenght of study	6 study hours
Type of study	combined

Objectives and expected results of the study

The expected result of the study of this chapter is to gain an overview of the marketing management system in general and in the tourism destination. In addition, students will also gain an overview of the methods of financing marketing management in the destination, an overview of the economic effects of tourism in the destination, as well as how these activities and their effects are linked and conditioned by the cooperation of the public and private sectors.

Study content

- 2.1 Basic terms
- 2.2 Tourism policy
- 2.3 Marketing management system
- 2.4 Economic effects of tourism
- 2.5 Marketing management of the destination - connecting the public and private sectors

CHAPTER 3	Strategic planning in Tourism
Lenght of study	7 study hours
Type of study	combined

Objectives and expected results of the study

In this chapter, students will learn to understand strategic planning as a tool that helps to understand the strengths and weaknesses of a destination and at the same time sets the desired direction for its development. They will learn to use strategic planning as a tool to solve the destination's key problems and a tool to support their own ability to think strategically and work systematically.

Study content

- 3.1 Principles for creating a strategic plan
- 3.2 Evaluation of the success of the strategic plan
- 3.3 Methods of situational analysis of territory potential (SWOT, PEST, BSC)

3.4 Marketing strategy of the destination

CHAPTER 4	Performance of destinations and destination management organizations
Length of study	5 study hours
Type of study	combined

Objectives and expected results of the study

In this chapter, students will get acquainted with performance indicators, with a number of practical recommendations for their use, and learn to understand performance as a change/improvement program, despite the fact that performance is not an exclusive parameter for evaluating the functioning of an entity, for example, public administration, and i.e. its improvement.

Students will have the opportunity to compare different types of performance indicators and learn to distinguish their suitability for use in the evaluation of tourist destinations and destination organizations.

Study content

- 4.1 What is performance?
- 4.2 Performance of Destinations and DMOs
- 4.3 Indicators

CHAPTER 5	3E Model
Length of study	5 study hours
Type of study	combined

Objectives and expected results of the study

After completing this chapter, students will gain an overview of the essence of the 3E concept and be able to describe and explain its three components. They will have an overview of the legislative context of the use of the 3E concept in tourism within the European Union and will be able to practically use the 3E concept when evaluating the performance of destinations and destination organizations.

Study content

- 5.1 Principles of the 3E model
- 5.2 Case study
- 5.3 The 3E model and its use in tourism, evaluating the 3E framework in the legislative context of the countries of the European Union

CHAPTER 6	Destination audit
Length of study	7 study hours
Type of study	combined

Objectives and expected results of the study

After completing this chapter, students will gain an overview of the basic types of audits and specific techniques in their use for the evaluation of tourist destinations. Furthermore, they will have an overview of the ways of implementing the 3E principle in the audit of destinations and expanding the scope of the audit by the principle of efficiency and economy.

Study content

- 6.1 Three types of audit
- 6.2 Audit for destination management

CHAPTER 7	Tourism Learning Areas
Length of study	5 study hours
Type of study	combined

Objectives and expected results of the study

After completing this chapter, students will know and be able to explain the three basic principles of the Tourism Learning Areas concept. They will understand the sequence and continuity of individual steps needed for its implementation in the field of tourism and the role of individual actors involved in the implementation process.

Study content

- 7.1 What is meant by "learning area"
- 7.2 The theoretical basis of the term "learning area"
- 7.3 Implementation of the concept of learning areas in tourism

3. Recommended practices and methodological tips

- Guide students to look at the concept of destination differently than before - not as a tourist area that destination management tries to "sell" and attract as many tourists as possible, but as an area in which destination management sophisticatedly manages and coordinates the supply of services and the use of tourist infrastructure, and leads to the cooperation of all actors involved in the operation of tourism (which is, among other things, all the inhabitants living here, including those who seemingly have nothing to do with tourism)
- Let the students try to "fit" the destination, business, work ... reality they know into the new information they learn during their studies and from educational materials. The key is not to think about the procedures, methods and examples described in the scripts in

their ideal learning form, but to think about how the activities or procedures described would work in a specific environment, with their own colleagues, with their own target groups of tourists or stakeholders

- If we find that something described in the scripts would not work for you, find out why, most of the information in the scripts is really very useful and beneficial in practice. You need to find out what you are doing differently or wrong, or what or where is the real problem.
- When explaining and teaching the principles of creating a competitive destination product, it should be remembered that every tourism participant, without exception, meets a number of needs in their activities. If you want to have competitive and attractive tourism products, you have to know the needs and expectations of 'your' tourists and try to meet them as much as possible. Simply put: the customer (and their satisfaction) is what determines the success of a product and its features. I.e. if you want to be successful, give your customers what they really want. They, not you, determine if your product is good and viable. And it's important to remember that customers don't always know what they really want, and even if the situation is complex, it gives you a unique opportunity to change or influence customer preferences.
- If we are going to create a new product, let's ask ourselves whether it will stand on the market as a "lone soldier in the battle field", or whether it will be in-line with one of the official national product categories and therefore will profit from national marketing activities. Inventing a great new product is not so difficult, but carving out a place for it in the market is much harder.
- Presentation, comparison and exchange of experiences and practices in strategic management and development of destinations and tourism in general, identifiable at both international and national level, must be a daily part of the learning process. It is of course possible and even likely that the study group will include a majority of students who have the necessary training in tourism but probably no experience of working in a destination company. For these participants the experience of 'destination practitioners' will be very important.
- It should also be taken into account that the experience of destination practitioners may not always be just right and good, but even in this case it is great material for joint discussion and evaluation. Teaching yourself or other people from examples of good practice is certainly great, but learning from mistakes is sometimes just as effective.
- When explaining and teaching the topic of branding and destination image building, we have the ideal opportunity to involve students in the evaluation and analysis of the brands and destination images they are familiar with, and to enable them to apply the knowledge and techniques imparted directly to the real world.