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WP3: ECVET Profile and Training Plan Development

Activity 3.2: ECVET Profile Development

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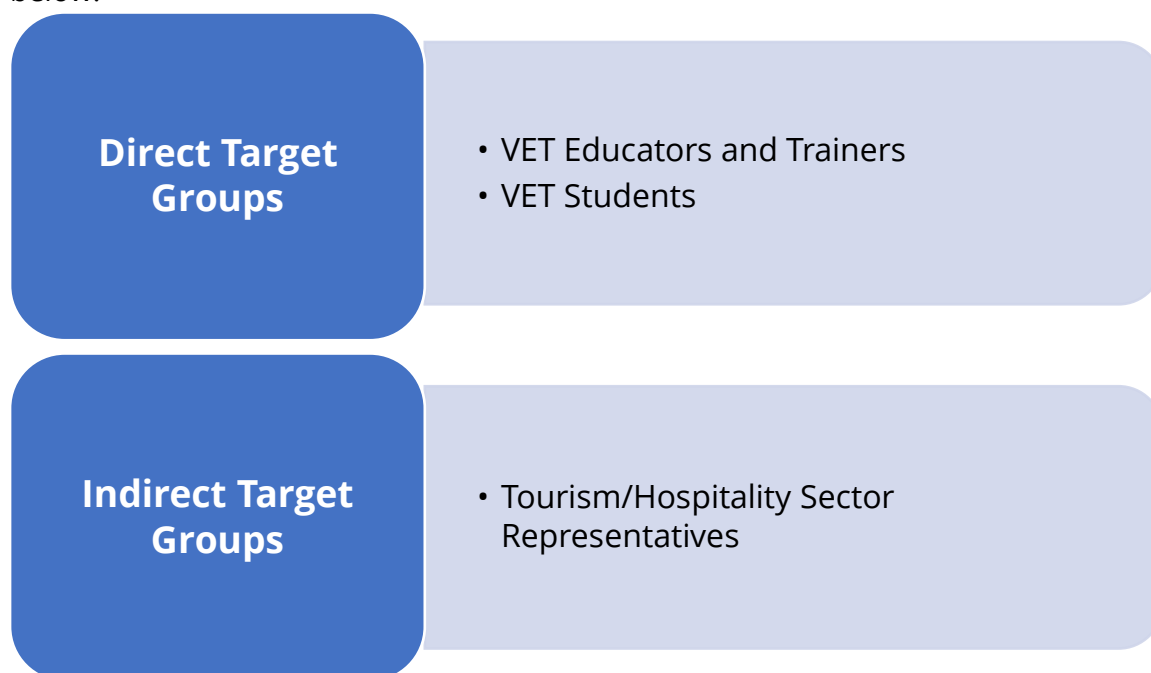
General Aim

The EthAI Tour partners recognize the impact that Artificial Intelligence (AI) technology and associated tools are having in the field of tourism and hospitality. With this premise, this course aims to provide the required knowledge, skills and competencies to key stakeholders in the tourism and hospitality sector. Having the required level of competence in the ethical aspects of AI, tourism professionals and operators would be able to exploit the potential of AI tools and technologies in an ethical and responsible manner. This will in turn help transform the current tourism landscape into one that is more equitable and sustainable in the long term.

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Target Groups

The target groups for this program were broadly subdivided in two categories as shown below:



Prerequisites for Participation

The course will be made up of the following three units:

Training Unit 1: Digitization in Tourism

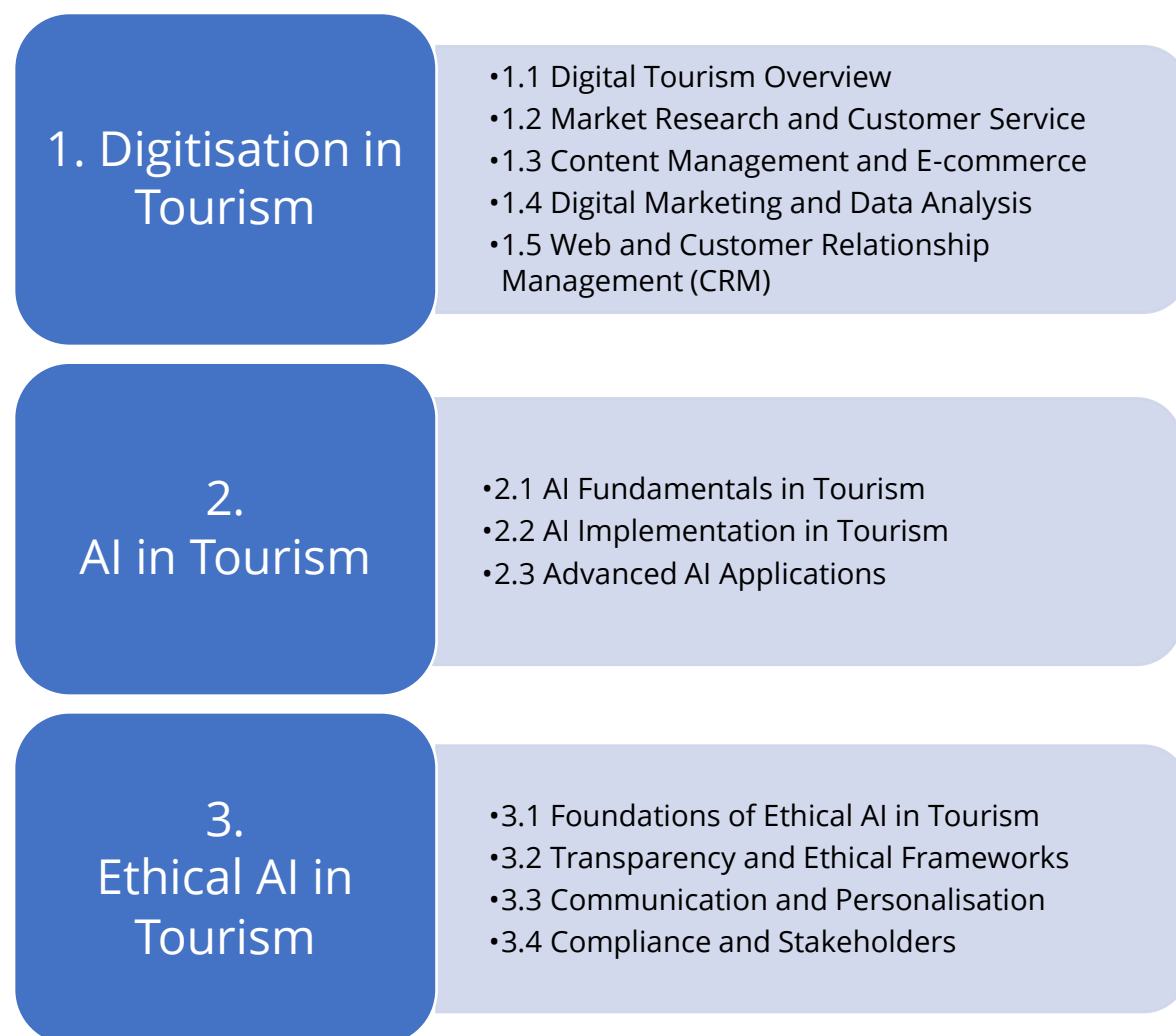
Training Unit 2: Artificial Intelligence (AI) in Tourism

Training Unit 3: Ethical AI in Tourism

The structure of the course is such that an individual can join having little, if any, background in the field of information technology, artificial intelligence and other related areas. However, the Eth AI Tour partners recognize that some learning participants may already have acquired some competences. These would be assessed by the course providers and the learner will be advised accordingly.

Course Structure

The key areas to be addressed are:



EthAI Tour Curriculum Reference

A brief description of the three key areas of the EthAI Tour Curriculum



Assessment Strategies

Different assessment tasks may be employed. The choice will be made based upon the target audience and the key area being treated.

The following modes of assessment are being suggested. However, these are not exclusive, an instructor may choose another assessment strategy that is more suited to his/her target group, based on previous learning experiences. Some examples of assessment strategies may be:

1. Assignments involving a practical component
2. Project-based assessment tasks
3. Case studies and simulated scenarios
4. Quizzes and exams

All the above may be used in either a formative or summative form.

The scope of formative assessment tasks is to provide ongoing feedback to the course participant whereas summative assessment tasks tend to be set towards the end of a course to evaluate the student's acquisition of competences against a standard or benchmark.

The nature of the courses may also provide the opportunity to involve the learners in the assessment process through peer-review exercises, where the participants themselves take an active role in the assessment process. However, both course participants and instructors must be confident in applying peer-review mechanisms.

Key Area 1. Digitization in Tourism

Upon completion of this program, the learner will be able to:

Knowledge

- Analyse the key drivers and trends influencing digitization in tourism during a specific period.
- Understand the role of digital technologies in shaping consumer experiences
- Identify opportunities and challenges associated with technology adoption within the tourism sector
- Devise strategies to integrate digital technologies within work practices, exploiting the opportunities and mitigating the challenges brought by new technologies and applications
- Recognise the significance to data-driven decision-making in the contemporary tourism scenario

Skills

- The ability to apply meta-cognitive learning skills (learning to learn), in order to refresh existing skills and be able to adapt within a constantly changing environment (learning, social and industry)
- Apply effective measures to ensure that security concerns and risks are dealt with, increasing consumer confidence in the use of technology.

Competences

- Devise flexible strategies capable of adapting to the changing consumer behaviour and expectations
- Formulate practical digital marketing strategies applicable to a tourism-related business organisation.
- Understand the significance of implications of digitization on local economies and communities

Key Area 2: AI in Tourism

Upon completion of this program, the learner will be able to:

Knowledge

- Understand the significance of AI in personalised user experiences including chatbots and virtual assistants.
- Understand the key applications of AI in the tourism sectors and the associated benefits in doing so.
- Reflect upon the potential risks and biases associated with the adoption of AI driven applications

Skills

- Devise strategies so as to integrate AI-driven analytics into decision-making
- Develop ways how to integrate AI-tools and technologies into existing work practices

Competences

- Implement best practices when developing AI-based digital marketing campaigns
- Exploit AI-driven analytics to take informed business decisions
- Recognise the importance of ethics and bias mitigation when implementing AI applications.

Key Area 3: Ethical AI in Tourism

Upon completion of this program, the learner will be able to:

Knowledge

- Understand the significance of privacy, data protection and the Key Ethical Principles governing them.
- Recognise the importance of fairness, transparency, accountability and responsibility in AI-driven decision making processes
- Design and develop a Comprehensive Ethical Framework.

Skills

- Integrate ethical considerations into business models to ensure sustainability and trustworthiness
- Being capable to stay up-to-date on legal requirements and standards related to AI adoption, whether regionally or globally.
- Demonstrate how AI-driven decision making processes are transparent and unbiased to non technical users.

Competences

- Apply data protection regulations and best practices when managing data in the tourism sector
- Implement effective data protection policies and procedures aligned with relevant laws and regulations related to AI.
- Ensure regulatory compliance through continuous education.

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