

destinations : wellbeing tourism



Trainers' Guide

Wellbeing Tourism Course

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1. INTRODUCTION

DETOUR is a project set to contribute to the development of wellbeing tourism across European regions. Beyond the development of several technical resources that can leverage new business opportunities in this sector, the project included the development of Open Education Resources (OER) and a full training course about Wellbeing Tourism. This curriculum is especially directed to tourism SMEs, but also to students, policy makers and other stakeholders that may be interested in nurturing the development of wellbeing tourism in their own region. ***This Trainer's Guide provides guidance on how to plan, prepare, deliver and evaluate this new course.***

The trainers' guide has a particular focus on the basic principles that trainers and educators should be following in order to achieve the best possible outcomes from DETOUR's training program. ***The information and guidelines contained herein are aimed at aiding trainers and educators in identifying the appropriate training tactics and tools for their context and specific objectives, while utilizing DETOUR's Wellbeing Tourism course materials and resources.*** This small guide provides an indicative course structure, content, and suggestions for the most appropriate training methodologies considering different delivery options. The goal is to keep a meaningful, stimulating and informative course, that is useful for trainees/students and SMEs, whatever the means and context of delivery.

In this trainers' guide you will find an introduction to DETOUR, including its goals, target groups, expected impacts and partners. Then, you will be presented with an overview of the Wellbeing Tourism course, its learning goals and an outline of the profile of educators and trainers. General instructions for educators and trainers follow right after that, with suggestions regarding the methodological approach and step-by-step instructions to prepare the course's delivery. Several course delivery options are presented, considering traditional classroom training, online training and other teaching methodologies. A detailed description of the course's structure and modules is provided, including its recommended sequence, learning objectives, content and main literature references. Finally, there are some recommendations regarding evaluation procedures, which are complemented by a sample training timetable that might help in organizing and preparing the training sessions.



2. DETOUR - Destinations: Wellbeing Tourism Opportunities for Regions

DETOUR is an EU Erasmus+ Project bringing together partners and experts from Ireland, Denmark, Iceland, Portugal and Slovenia. **DETOUR empowers tourism destinations to develop and embed wellbeing philosophy and capitalise on the tourism and economic benefits which follow such as increased consumer spending, additional employment opportunities and contributions to GDP.** It will upskill Vocational Education and Training (VET) educators and Tourism SMEs about the potential of wellbeing tourism as an emerging European Tourism Megatrend which can increase their competitiveness, inspire new wellbeing tourism products/services and develop even stronger unique value propositions. (VisitBritain, 2014, World Travel and Tourism Council, 2014, Deloitte, 2013).

It is clear that wellbeing tourism is an expanding niche market globally, providing specific business opportunities through products that promote or maintain health. In 2017, tourism centred on health and wellbeing grew by more than 9%, almost 50% faster than overall global tourism. **Today, a return to nature, renewed awareness of the environment, the rediscovery of local identity, and the search for both physical and psychological wellbeing have resulted in new wellbeing and slow tourism opportunities** for tourism destinations and providers, and importantly for the destinations they are embedded in.

DETOUR emerges in the context of consumer trends changing the tourism landscape. DETOUR recognises that **European Tourism SMEs are ideally placed to capitalise on the opportunities that wellbeing and slow tourism pose.**

Reports which suggest that OECD countries are seeing a slow-down in the rate of growth in tourism (to the potential detriment of national economic growth and especially of the growth in employment opportunities) evidence the **need for innovation and future proofing in the sector**, with particular regard to tourism SMEs who need to be at the cutting edge of the development of new products and destinations in order to remain competitive.

To help remedy the situation, **DETOUR aims to provide VET, tourism development stakeholders and tourism SMEs with the knowledge and skills to capitalize on current and future wellbeing and slow tourism opportunities**, so as to increase innovation, market diversification and the sustainable growth in regional tourism economies.

1.1. Project's Aims

DETOUR aims to respond to current market needs by pursuing the following objectives:



- Develop a resource pack for VET tourism educators, policy makers, tourism bodies and stakeholders to learn the necessary components and tactics required to create regional wellbeing destinations;
- A framework for sustainable collaboration between VET, Higher Education (HE) and tourism business (DETOUR Communities of Practice);
- Develop the first Wellbeing Opportunities for Regions/Destinations training programme for Tourism SMEs and make such training available in two formats – 1) which can be delivered by tourism education providers; and 2) direct online training modalities via our DETOUR MOOC.

1.2. Target Groups

The DETOUR project addresses the needs of the following groups:

- VET and HE organisations;
- Tourism development and policy stakeholders – local governments and tourism and economic development stakeholders;
- Tourism SMEs;
- Communities with tourism potential – community groups, marketing organisations, development groups, special interest networks;
- Tourism students.

1.3. Expected Impacts

It is expected that DETOUR will impact at a regional level, through innovative IOs, capitalizing on an embedded wellbeing tourism philosophy that will lead to tourism and economic benefits, such as increased consumer spending, additional employment opportunities and contributions to GDP.

DETOUR will also have impact at a national level as the project is responsive to and supports the development of national sectoral skills strategies to future proof European tourism destinations and give them a competitive edge, especially through the production of IO1 Wellbeing Tourism Opportunities for Regions Resource Pack.

1.4. Project's Partners

DETOUR brings together partners and experts from Scotland, Ireland, Denmark, Iceland, Portugal and Slovenia. The combination of their skills provides a blend of academic knowledge



with “real world” tourism needs and pedagogic innovation. This is a powerful education-industry-tourism collaboration.

University of the Highlands and Islands (UK) - Project Coordinator

UHI is the United Kingdom’s leading integrated university encompassing both further education (FE) and higher education (HE). Tourism and adventure studies are the college’s flagship subjects. The School of Adventure Studies (SOAS) delivers a range of FE and HE courses, while the Centre for Recreation and Tourism Research (CRTR) is the research arm of the Institution. Of specific relevance to DETOUR, UHI also runs a Rural Health and Wellbeing Research Group which carries out innovative research and evaluation in the area of rural health, health services and community wellbeing. UHI brings ESSENTIAL VALUE to DETOUR via leadership, direction and extensive experience in European projects. UHI also bring a commitment to academic excellence, community engagement and a strong dissemination network.

Framhaldsskólinn í Austur-Skaftafellssýslu (IS)

Framhaldsskólinn í Austur-Skaftafellssýslu (FAS) is an upper-secondary school with about 200 students, located on the south-east coast of Iceland in the fishing village Höfn i Hornafjörði. The school offers courses both on-site and online, and its main purpose is to serve the community both for academic and vocational study. There are two main fields in the vocational study: mountaineering and sea engineering. In the academic field the students can major in science or social science and they can also place emphasis on art and sport in their studies. The school takes active part in a project for health, promoting schools in Iceland. Vöruhúsið is an open creative centre for art and craft in the community where the school has teaching facilities for learning purposes. FAS places emphasis on man's connection to nature and students participate in various field trips (e.g., glaciers measurements, bird counting and they monitor vegetation succeeding). The school meets students with special needs in the best possible way it can and most of the students that graduate from FAS plan on further studies and higher education.

Fundo de Maneio (PT)

Fundo de Maneio (FM) is an economic, financial consulting and training firm, based in the city of Ponta Delgada (Azores - Portugal) with specialists in four key areas: Tourism, Marketing, Urbanism and Development Economics. FM offers a wide range of services to improve the competitiveness of tourism companies and organizations and also contributes to economic and social development policies. The company strives constantly to anticipate and respond to the most complex market needs with vision, confidence and commitment, through solutions of excellence. It is this aptitude for innovation that makes FM a key DETOUR partner.

Vocational College for Hospitality and Tourism Maribor (SI)

Vocational College for Hospitality and Tourism Maribor (VSGT) is a public institution with 400



students, 22 staff and 40 external lecturers. Close relationships and cooperation with the tourism industry (local and global) are at the core of their work. VSGT was one of the first educational institutions in Slovenia to become an industry partner. They have a B2B Centre (Culinary Academy) and International Institute for Wellness Development through which they actively cooperate and engage with wellness and tourism industries in Slovenia. E-learning is a new capacity tool for VSGT. VSGT is also the only college in Slovenia with a school restaurant – fine dining **Restaurant 7** – which in the year 2020 received Michelin plate for excellence in culinary arts.

Momentum Marketing Services (IE)

MMS is a key player in rural stimulus in Ireland. Their targeted development strategies (in the tourism, enterprise, and food sectors) are highly respected and are proven to have transformational impact on local communities and wider regional economic development. Meanwhile, MMS's education wing has seen them awarded for their pedagogic innovation. In 2016, they won the European Enterprise Promotion Award for www.restart.how.

European E-learning Institute (DK)

European E-learning Institute (EUEI) specialises in the creation of powerful online platforms/MOOC's, immersive educational environments and provision of resources and tools to create truly valuable learning experiences. EUEI staff prioritise end-user participation and robust qualitative-quantitative feedback as the chief components of quality and promote individual and organizational learning throughout all their projects. EUEI bring their technical and industry expertise of creating state of the art E-learning and knowledge exchange platforms to DETOUR. Notably, the staff at EUEI are not just technical experts and programmers. With over twenty years of teaching, training and project experience, they have a very significant pedagogic experience and expertise.



2. WELLBEING TOURISM COURSE

The Wellbeing Tourism course is one of the main outputs of DETOUR project. It was designed to provide tourism SMEs with innovative skills, tools, techniques and knowledge aimed at improving wellbeing experiences for travellers. All of this intends to contribute to better prepared companies and businesses and to increase innovation, market diversification and the sustainable growth in regional tourism economies.

Digital technologies are at the very core of the DETOUR project and are key to the delivery of our innovative pedagogies and methods for wellbeing tourism teaching, learning and assessment. DETOUR pays particular attention to the European Framework for Digitally Competent Educators (DIG COMP EDU) and utilise the framework to increase trainers' confidence of using digital teaching in their daily work.

2.1. Course Overview

The key message the Wellbeing Tourism course conveys is that wellbeing tourism is focused on travellers being immersed in local 'wellbeing' experiences.

Rather than attempting to squeeze as many sights or cities as possible into each trip, the wellbeing/slow traveller takes the time to explore each destination scrupulously and to experience the local culture. Thus, the focus of wellbeing tourism permeates across the full tourist experience of accommodation (which should be simple) and diet (healthy), leisure (peaceful), culture (local culture), services (provided in a simple atmosphere) and respect for the natural environment. Considering the scale of preparedness for maximising wellbeing tourism opportunities (unaware, unsure, unprepared and unconnected), the resources are focused on overcoming the deficits that exist in tourism SMEs through the teaching of:

- opportunities in wellbeing tourism and its potential as a future tourism megatrend for sustainable revenue generation;
- developing emotive and inspirational wellbeing-based tourist experiences for key target markets;
- marketing for wellbeing tourism, in order to build strong and consistent brands;
- diversifying the means and techniques to create compelling experiences, based on storytelling, slow travel, gastronomy, mindfulness and wellness.



2.2. Learning Goals

The objective of the DETOUR Wellbeing Tourism curriculum is to equip VET, HE and business support organizations to adopt a systematic and effective approach to training tourism SMEs so that they may develop innovative and sustainable products and services based on Wellbeing Tourism Opportunities. The course's learning goals are:

- To get to know the basic characteristics of wellness, tourism and wellbeing.
- To understand the need for well-being and its integration into all aspects of an individual's life, including tourism.
- To explore the possibilities of cooperation in creating experiences within the wellness tourism sector.
- To acknowledge the factors that affect wellbeing and happiness in today's world and how to leverage them in tourism.
- To define the importance of a sustainable approach in the development of the destination offer and in everyday life.
- To encourage change in the light of sustainability and well-being activities.
- To develop high added-value content and experiences - fostering guests' personal involvement, emotions and memories.
- To understand the Experience Economy as a construct for creating engaging and memorable experiences that add value to traveling and that can lead to individual transformation.
- To explore different techniques that by themselves or combined can create wellbeing tourism experiences with deep personal meaning and provide sustained life satisfaction.
- To acknowledge empathy as a critical trait to understanding the experience through the customers' eyes and designing human-centred experiences.
- To get to know the basic characteristics of gastronomy/culinary tourism.
- To analyse customer expectations.
- To learn about trends in gastronomy/culinary tourism.
- To understand the specifics of wellness cuisine.
- To learn about the importance and techniques of storytelling in gastronomy tourism
- To understand entrepreneurship.
- To plan the steps of setting up your own business.
- To use tools that can help you plan (business canvas, SWOT analysis, USPs).
- To understand the 2021 wellness and wellbeing trends (from entrepreneurial point of view)



and learn from global examples.

- To take a look at regional wellbeing business ventures
- To understand the role of branding and its increasing complexity, from the conceptual to the visual dimension.
- To understand the increasing complexity and benefits of digital marketing in today's tourism business environment.

2.3. Profile of Educators and Trainers

The DETOUR Open Educational Resources (OERs) are designed specifically for wellbeing tourism SMEs. The learning materials are specifically designed to help equip users with a deeper understanding and knowledge of the skills to capitalize on current and future wellbeing and slow tourism opportunities

The DETOUR Course OERs are developed with an inherent regional adaptation capacity to facilitate innovative teaching to wellbeing tourism SMEs in any VET or HEI setting in the EU. The Course OERs are a first of its kind 'Wellbeing Tourism' Skills Curriculum, consisting of 9 tailored Modules.

Developed with the input of DETOUR Partnerships (staged in Scotland, Slovenia, Portugal, Iceland, and Ireland), they respond to the local skills gaps and sectoral needs identified in each of the respective partner countries. The DETOUR Partnerships provided a dynamic forum where OERs could be benchmarked against VET providers, HEI providers, and existing best practice business models. As a result, these partnerships have shed specialist light on the gaps in wellbeing tourism skills which we have addressed through concrete innovative high-quality educational content. The DETOUR content can be delivered through a multitude of ways, examples, and learning topics with relevant tips, goals, examples of pedagogic strategies, teaching materials, and case studies.



3. GENERAL INSTRUCTIONS FOR EDUCATORS & TRAINERS

DETOUR's Wellbeing Tourism Course was developed with the best practices in VET and HE in mind. Explicit instructions are provided in order to facilitate the application of course's materials in accordance to each specific context.

3.1. Methodological Approach

The DETOUR Wellbeing Tourism Curriculum and corresponding Course Materials provide educators with practical knowledge, skills, and resources to help them ensure their students are educated in developing innovative wellbeing tourism businesses and initiatives. The Curriculum recognises that many tourism professionals lack clarity and understanding in how to leverage new trends and opportunities in travel, lifestyle and wellbeing. With regard to this task, DETOUR offers a clear, concise methodical approach of empowering entrepreneurs and tourism professionals to become educated and able to develop new businesses, projects and brands in wellbeing tourism.

3.2. General Instructions

Please read this guide thoroughly before conducting the training. For classroom, flipped or blended delivery please:

- Download, review and revise course resources for the training as necessary;
- Allow adequate training time for sessions;
- Localise training content with case studies and information on local supports for tourism and wellbeing initiatives;
- Ensure that each participant utilises the DETOUR downloads from and completes exercises embedded in each Module– these provide valuable learning;
- Spend time for review during the training course.

3.3. Instructional Approach

The DETOUR Wellbeing Tourism Curriculum and Course Materials have been designed to accommodate a range of teaching styles and cultures. As a common thread, each module is presented with the following design:

- a) Topics are introduced in a simple, concise way, with the support of complementary videos



and case studies.

- b) Information and current best practice on the topics are presented, moving from general definitions to more detailed applications, enabling the scope of the topic to be understood.
- c) Knowledge is reinforced, and skills are developed as students participate in practical exercises or study questions.



4. COURSE DELIVERY OPTIONS

DETOUR's OER have been developed with a mindset aimed at practicality and flexibility. The idea is to have the possibility to implement the course in different contexts and regions of the EU, and deliver it through a multitude of ways.

4.1. Traditional Classroom Training

Classroom training remains one of the most popular training techniques for building skills capacity. In Section 4, we take you through the DETOUR classroom training content module by module. Typically, it is instructor-centred face-to-face training that takes place in a fixed time and place. DETOUR's resources and the online course suggests using the additional resources provided and use in the following ways.

<i>Classroom Tool</i>	<i>Suggested Use in the Classroom</i>	<i>Additional Resources Required</i>
PowerPoint® presentation	Training materials are developed in PowerPoint. We suggest that these will be displayed on a large screen for classroom delivery.	Laptop/Computer Projector Large Screen
Videos	Videos are used to explain certain sections of the training content and to present case studies for discussion.	Audio/sound system
Whiteboard	Invite learners to write on the board or ask for feedback that you write on the board	Pens and so on

Suggested delivery mechanisms:

- **Small group discussions.** Break the students down into small groups and give them case studies or concrete real-life situations to discuss or solve. This is allowing for knowledge transfer between learners.
- **Q & A sessions.** Informal question-and-answer sessions are most effective with small groups, for learning something new and updating existing knowledge.
- **Multimedia.** Multimedia training materials tend to be more provocative and challenging and, therefore, more stimulating to the student's mind. Educators should ensure that these are used to their full potential.
- **Interactive tools.** The engagement of students can be easily achieved by using interactive tools. An example of a free tool is Kahoot! which is a game-based learning and trivia platform used in classrooms, offices, and social settings. You can compile a quiz, which



can be answered by the learners on their phones/tablets/computers. It is possible to get immediate feedback and results.

4.2. Online Learning

This delivery method uses Internet technologies embedded in the DETOUR learning platform www.detourproject.eu to deliver a broad array of solutions to enable learning. The DETOUR course is provided as an online learning programme in three languages

English [Click Here](#)

Portuguese [Click Here](#)

Slovenian [Click here](#)

The online learning platform provides direct access by all stakeholders including HEI and VET educators and trainers and others interested in acquiring new skills to either 1) support those who do not currently have and need resources in wellbeing tourism, or 2) would like to enhance and update an existing educational program in the same field that is already in place.

The online learning facility incorporates best practices in online learning so that while the learning objective remains the same (or similar) the user interface and experience can be radically different as befits the medium. The first step is to join our online social media community and explore the MOOC resources.

4.3. Other Teaching Methodologies

DETOUR's Wellbeing Tourism course can be delivered through a multitude of ways and it is easily adjustable to different contexts and methodologies, including the most disruptive and recent. It facilitates access to broader groups of people and professionals from younger generations

→ Flipped Classroom

In a Flipped Classroom, learners study module content before class with a focus on exercises and assignments in class. The classroom transfer of knowledge makes way for online instruction outside the classroom. This creates more room for practicing in class, for an extra explanation when needed, and offers the possibility to dive deeper into the materials during training hours. This is a very interesting solution when providing training for SMEs, since many questions and doubts will address real-life settings that require thorough debate and thinking.



→ *Blended Learning*

Blended Learning combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student/trainee, with some element of student/trainee control over time, place, path, or pace. Learners still attend a classroom setting with a trainer present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is mostly used in professional development and training settings.

→ *Collaborative/Peer to Peer Learning*

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together. Examples of boosting collaborative and peer-to-peer learning are:

- *Peer review*

Peers in the classroom are brought together to jointly evaluate the work by one or more people of similar competence to the producers of the work. Peers not only assess the performance of each other but also share their experience and know-how. When working with SMEs, for example, it is interesting to see how guides and marketers work together and what they can come up with.

- *Google Docs*

This online collaboration tool facilitates the creation of meaningful documents. All group members can work at the same time (real-time) in the same document, from any location from various devices. Changes are automatically saved in documents as being typed upon. It is possible to monitor the revision history of a document where you can also see who made a specific change. The value of Google Docs as a learning resource in that group members can also share documents, chat, and comment on the same.

- *Other Collaborative Tools*

Today, you can find an incredible array of collaborative tools using the internet. Many of them are user friendly and offer free access, resources and functionalities that enable learning and joint work. Some of these are miro.com, mural.com, padlet.com or twiddla.com.



5. COURSE CONTENT OVERVIEW

The DETOUR Wellbeing Tourism course has been developed to address practical issues related to the sector's daily activity. Supported by solid academic knowledge, the course is focused on providing objective information, case studies and content that answer to the needs companies have identified in the partner regions.

5.1. General Structure

The DETOUR Wellbeing Tourism Curriculum comprises nine modules structured as a journey through the key wellbeing tourism business topics. All modules are available in English, Portuguese and Slovenian and are available for download through the DETOUR learning platform.

Module 1 | Introduction to Wellness and Wellbeing

Module 2 | Wellbeing in a New Era

Module 3 | The Experience Economy

Module 4 | Engineering Wellbeing Experiences

Module 5 | Customer Journey Mapping

Module 6 | Storytelling in Culinary Tourism

Module 7 | Setting up a Wellbeing Business

Module 8 | Branding for Wellbeing

Module 9 | Digital Marketing

The course is structured like a journey, helping tourism SMEs or individual entrepreneurs to develop their companies or set-up new wellbeing tourism businesses. After introducing the main trends that are affecting the sector today, the journey proceeds by offering various perspectives on happiness and wellbeing in travel. The heart of the course is based on the creation of innovative wellbeing experiences, based on special techniques and specific design principles. The last modules of the course are focused on business management issues, aiming to help SMEs in developing and securing competitive advantages in the digital world.



5.2. Modules & Content Organization

DETOUR's team recommends that the ideal and most comprehensive approach is to follow the course sequence as laid out. However, course designers have been careful to allow for the interdependence of topics meaning the order can be adjusted or modules can be accessed independently, provided that a preliminary preparation is carried out.

Module 1	Introduction to Wellness and Wellbeing
Overview	In this module, we will take a look at tourism and wellness, which have become a necessity of our everyday life. Concern for health and well-being was further emphasized by the Covid 19 pandemic, which set clear boundaries for the developed world and tourism as we knew it, and also showed us how it has become an integral part of our lives.
Module Content	<p>1 Understanding tourism, wellness and wellbeing</p> <p>Wellness is a modern word with ancient roots. As a modern concept, wellness has gained on importance since the 1950s, 1960s and 1970s, when the writings and leadership of an informal network of physicians and thinkers in the United States largely shaped the way we conceptualize and talk about wellness today.</p> <p>2 Networking is the key to the success of offering quality wellness tourism experiences</p> <p>Cooperation and networking will play an even more important role at making a destination successful, and above all, safe in the broadest sense of the word.</p> <p>3 Durability or “green is the new gold”</p> <p>The key trend in all areas is safety and health. From the global, the world is turning to the local. Short supply chains, local food, local resources, involvement, and participation of the local population are important and increasingly valued.</p>
Learning Objectives	<p>→ Getting to know the basic characteristics of wellness and tourism.</p> <p>→ Fusion of the above as important trend of the future.</p> <p>→ Taking into account sustainable principles.</p>



	<ul style="list-style-type: none"> → Offering opportunities to develop a variety of leisure experiences as well as new business opportunities. → Get to know the basic characteristics of tourism and wellness → Understand the need for wellbeing and its integration into all aspects of an individual's life, including tourism. → Explore the possibilities of cooperation in creating experiences within the wellness tourism = wellbeing tourism. → Define the importance of a sustainable approach in the development of the destination offer and in everyday life. → Encourage change in the light of sustainability and wellbeing activities. → Develop high added value content and experiences fostering guests' personal involvement, emotions and memories.
Resources	<ul style="list-style-type: none"> → 6 support videos → 5 case studies → 10 articles for additional reading → 1 assignment
Relevant References	<ul style="list-style-type: none"> → https://globalwellnessinstitute.org/industry-research/history-of-wellness/

Module 2	Wellbeing in a New Era
Overview	<p>In this module, the focus will be on wellbeing tourism trends considering the lifestyle trends, the relevance of the digital world and the post-Covid-19 landscape. The goal is to acknowledge the factors that affect wellbeing and happiness in today's world and how to leverage them in tourism. This will set the basis for developing memorable wellbeing tourism experiences.</p>



<p>Module Content</p>	<p>1 Wellbeing & Travel Trends</p> <p>What is driving wellbeing tourism? How are the new lifestyles affecting the way people live and travel? What new challenges and opportunities has Covid-19 brought?</p> <p>2 Happiness & Wellbeing</p> <p>What is happiness and wellbeing? How do they relate and how can they be nurtured during tourism experiences?</p> <p>3 Welcoming Visitors</p> <p>The first step to make tourists experience wellbeing is to make them feel welcomed. How is this done?</p>
<p>Learning Objectives</p>	<ul style="list-style-type: none"> → To interpret the current wellbeing and tourism trends. → To outline the different perspectives on happiness and wellbeing. → To understand happiness and wellbeing in tourists' experiences. → To recognize the importance of welcoming. → To identify meet & greet good practices.
<p>Resources</p>	<ul style="list-style-type: none"> → 4 support videos → 3 case studies → 8 articles for additional reading → 1 assignment
<p>Relevant References</p>	<ul style="list-style-type: none"> → Filep, S. and Deery, M. (2010). Towards a Picture of Tourist's Happiness: An Insight from Psychology. <i>Tourism Analysis</i>, 14 (4), 399-410. → Smith, M.K. and Diekmann, A. (2017). Tourism and wellbeing. <i>Annals of Tourism Research</i>, 66, 1-13.



Module 3	The Experience Economy
Overview	<p>Tourism is all about experiences. This module will guide through the Experience Economy as a construct for creating engaging and memorable experiences that add value to traveling and that can lead to individual transformation.</p>
Module Content	<p>1 The Value of Experiences</p> <p>Why do people value experiences so much? What makes experiences so different from other economic offerings?</p> <p>2 Four Realms of Experiences</p> <p>There are different kind of experiences. What are their basic features? Why makes people enjoy them?</p> <p>3 Experience Design Principles</p> <p>Designing memorable experiences requires a very coherent approach. What are the main elements to be attentive to? How does the process unfold? How do they work together to impact how people enjoy them?</p> <p>4 Going Beyond the Experience</p> <p>The Experience Economy is evolving and people are increasingly looking for transformative experiences, including in travel. Why is this happening? What should you be prepared to do?</p>
Learning Objectives	<ul style="list-style-type: none"> → To locate experiences in the progression of economic value. → To distinguish the four realms of experience. → To recognize the experience design principles. → To understand the need to go beyond the experience. → To design tourism experiences for the Experience Economy.
Resources	<ul style="list-style-type: none"> → 3 support videos → 3 case studies → 7 articles for additional reading → 1 assignment
Relevant References	<ul style="list-style-type: none"> → Pine, J. & Gilmore, J. (2011). The Experience Economy (Updated Edition). Boston (MA): Harvard Business Review.



Module 4	Engineering Wellbeing Experiences
<p>Overview</p>	<p>Travellers are looking for new experiences that bring personal growth and a renewed sense of purpose to their lives. In this module you will be presented some techniques that by themselves or combined can create wellbeing tourism experiences with deep personal meaning and provide sustained life satisfaction.</p>
<p>Module Content</p>	<p>1 The Need to Escape</p> <p>Modern living has been bustling with stressors and increasing dissatisfaction with routine life. Why is this happening? What travels seeking? Why is transformative travel on the rise?</p> <p>2 The Optimal Experience</p> <p>What is the optimal experience? How is it achieved? What are people looking after: pleasure or enjoyment? Can flow produce happiness and personal satisfaction?</p> <p>3 Liminality</p> <p>What are rites of passage? How can they create happiness and self-satisfaction? How can they be part of meaningful travel experiences?</p> <p>4 Storytelling</p> <p>Storytelling as been part of tourism guides' work for a long time. How are compelling stories told? What elements must it contain? How can storytelling be applied to marketing and experiences?</p> <p>5 Mindfulness</p> <p>What is mindfulness? How does it relate to wellbeing? How to stimulate it during tourism experiences? How can it help people enjoy life?</p>



Learning Objectives	<ul style="list-style-type: none"> → To recognize tourists' current need to escape their everyday lives, relax and be transformed. → To interpret the nature of the optimal experience. → To recognize the rite of passage as a way of creating liminoid experiences and memorable moments. → To use storytelling as tool to create immersive experiences. → To describe mindfulness as a means for achieving sustained wellbeing.
Resources	<ul style="list-style-type: none"> → 6 support videos → case studies → 10 articles for additional reading → 1 assignment
Relevant References	<ul style="list-style-type: none"> → Chen, L., Scott, N., Benckendorff, P. (2017). Mindful tourist experiences: A Buddhist perspective. <i>Annals of Tourism Research</i>, 64, 1-12. doi: https://doi.org/10.1016/j.annals.2017.01.013 → Csikszentmihalyi, M. (1990). <i>Flow: The Psychology of Optimal Experience</i>. New York: HarperCollins e-books.

Module 5	Customer Journey Mapping
Overview	<p>This module aims to provide a practical tool for creating human-centred experiences that can leverage wellbeing and satisfaction. It is based on acknowledging empathy as a critical trait to understanding the experience through the customers' eyes and designing experiences that are focused on their needs and traits.</p>
Module Content	<p>1 Customer Journey Maps</p> <p>What are Customer Journey Maps and how do they help creating human-centred experiences?</p> <p>2 CJM in Practice</p> <p>What are the steps for creating Customer Journey Maps? What complementary techniques can be used? How to interpret the maps' results and use them to improve the experiences?</p>



Learning Objectives	<ul style="list-style-type: none"> → To recognize Customer Journey Mapping as a customer-centred experience design tool. → To distinguish the different steps for creating Customer Journey Maps. → To understand what are personas and empathy maps. → To identify touchpoints and moments of truth. → To create Customer Journey Maps.
Resources	<ul style="list-style-type: none"> → support videos → 1 case studies → articles for additional reading → 1 assignment → 1 template
Relevant References	<ul style="list-style-type: none"> → Agius, A. (2021). <i>How to create an effective customer journey map [examples + template]</i>. Hubspot: https://blog.hubspot.com/service/customer-journey-map

Module 6	Storytelling in Culinary Tourism
Overview	<p>This module will provide a closer look at the culinary/gastronomy tourism and present the importance of storytelling as added value to the modern tourist who not only wants to immerse himself into the natural and cultural sights, but also wants to experience the local culinary history.</p>



Module Content	<p>1 Understanding gastronomy tourism</p> <p>Food tourism is the act of traveling for a taste of place in order to get a sense of place. With food tourism in numbers, we will start the learner onto the path of understanding the added value of culinary tourism. We will take a look at foodies' motives for traveling (hard-core and alternative foodies).</p> <p>2 Specifics of wellness cuisine</p> <p>Healthy food, slow food, wellness food – what is wellness cuisine? Join us on a journey of discovering local food product chain, taste the micro season, rethink your cooking and improve your health.</p> <p>3 Implementing storytelling in gastronomy tourism</p> <p>Here we will take a look at stories as an effective tool in developing and marketing destinations, products and attractions.</p>
Learning Objectives	<ul style="list-style-type: none"> → Get to know the basic characteristics of gastronomy tourism → Analysing customer expectations → Trends in gastronomy tourism → Understand the specifics of wellness cuisine → Detect crucial providers and operators of regional cuisine → Importance and techniques of storytelling in gastronomy tourism
Resources	<ul style="list-style-type: none"> → 5 support videos → 2 case studies → 4 articles for additional reading → 1 assignment
Relevant References	<ul style="list-style-type: none"> → Lucy Long: <i>Culinary tourism</i>. 2020 → Sustainable healthy diets: http://www.fao.org/3/ca6640en/ca6640en.pdf



Module 7	Setting up a Wellbeing Business
Overview	<p>The road to entrepreneurship is often a treacherous one filled with unexpected detours, roadblocks, and dead ends. This module will provide learners with inputs on how to set up their own wellbeing business and to become an entrepreneur.</p>
Module Content	<p>1 How to become an entrepreneur</p> <p>Whatever the initial reason for starting your own business, what counts is not "why" or "how" you started your own business. What matters is your enthusiasm and dedication to doing business in order to succeed.</p> <p>2 Challenges of setting up a wellbeing business</p> <p>When you enter a market that is saturated, where there is a lot of competition, how will you sell your products?</p> <p>3 Business model canvas (BMC)...</p> <p>The Business Model Canvas (BMC) is a strategic management tool to define and communicate a business idea or concept quickly and easily. This one-page document will help you with the execution steps requirement to take your idea to market.</p> <p>4 SWOT analysis</p> <p>Learn how to apply a SWOT analysis to your business and position yourself ahead of competitors.</p>
Learning Objectives	<ul style="list-style-type: none"> → Understand entrepreneurship → Plan the steps of setting up your own business → Use tools that can help you plan (business canvas, SWOT analysis, USPs) → Read about the 2021 wellness and wellbeing trends and Check-out the global examples → Take a look at regional wellbeing business ventures and learn from them



Resources	<ul style="list-style-type: none"> → 6 support videos → 6 case studies → 7 articles for additional reading → 3 assignments
Relevant References	<ul style="list-style-type: none"> → Rickmann C., ed. (2021). <i>How to start your own business</i>, New York: Penguin Random House. → Ideas and tips to start a wellbeing business: https://www.glofox.com/blog/wellness-business/#el4

Module 8	Branding for Wellbeing
Overview	<p>This module will dive into the world of brands and reveal that a brand is much more than a simple logo or a strong tagline. The aim is to understand the role of branding and its increasing complexity, from the conceptual to the visual dimension.</p>
Module Content	<p>1 Brands & Branding</p> <p>What are brands? What do they mean? Why are they important? How are they created? What is the connection between the branding process and consumers?</p> <p>2 Brand Identity & Personality</p> <p>What make or breaks a brand? How does a brand stand out? How does a brand present itself to the world? What are its foundations? How does a brand come alive?</p> <p>3 Brand Visual Identity</p> <p>How to bring the brand's core values to the visual dimension? Why is it important to sustain a coherent visual identity? What elements contribute to that identity?</p>



Learning Objectives	<ul style="list-style-type: none"> → To recognize the importance of brands and the branding process. → To interpret the power of a brand's core idea. → To distinguish the concepts of brand identity, brand personality and brand voice. → To understand what a brand tagline is all about. → To criticize the construction of brand's visual identity.
Resources	<ul style="list-style-type: none"> → 5 support videos → 10 case studies → 8 articles for additional reading → 1 assignment
Relevant References	<ul style="list-style-type: none"> → Kapferer, J.N. (2008). <i>The New Strategic Brand Management: Creating and sustaining brand equity long term</i>. 4th Edition, London and Philadelphia: Kogan Page. → Olins, W. (2008). <i>Wally Olins: The Brand Handbook</i>. London (UK): Thames & Hudson.

Module 9	Digital Marketing
Overview	<p>This module will be showing why businesses must take digital marketing seriously to remain competitive nowadays. The focus will be on understanding the increasing complexity and benefits of digital marketing in today's tourism business environment, while exploring means and tools to leverage it.</p>



Module Content	<p>1 Benefits and Challenges</p> <p>Why is digital marketing so important today? Why being idle is the worst option in this landscape? What challenges are arising from it?</p> <p>2 Digital Marketing Strategy</p> <p>Digital marketing is much more than social media. How to design a proper strategy for your brand's online presence? Which techniques can be used to sustain that strategy and to aim for better results? What is inbound marketing? Why content marketing is so important in digital marketing?</p> <p>3 Digital Marketing Tools</p> <p>What are the main tools to building and nurture a strong online presence? How is each one of them useful? How can they be created or implemented?</p>
Learning Objectives	<ul style="list-style-type: none"> → To acknowledge the main benefits and challenges of digital marketing. → To create a digital marketing strategy. → To distinguish outbound from inbound marketing. → To recognize the importance of content marketing. → To interpret sales funnels. → To choose the appropriate digital marketing tools.
Resources	<ul style="list-style-type: none"> → 7 support videos → 5 case studies → 8 articles for additional reading → 1 assignment
Relevant References	<ul style="list-style-type: none"> → eMarketing Institute (2018). <i>Online Marketing: Online Marketing Fundamentals</i>. eMarketing Institute: https://www.emarketinginstitute.org/free-ebooks/online-marketing-for-beginners/



6. EVALUATION & TRAINING TIMETABLE

DETOUR's Wellbeing Tourism course is far from being a formal education program. However, the project's team has adopted the best practices in training and has structured some guidelines for the evaluation and for the training timetable. These are mere suggestion intended to help teachers and interested parties in the proper implementation of the course.

6.1. Evaluation

It is very important to have evaluation mechanisms to monitor how students/trainees are evolving along the course. DETOUR's Wellbeing Tourism curriculum has been structured to facilitate the proper understanding of practical issues and it is especially designed for SMEs and their employees. Therefore, the evaluation system should be focused on the ability to solve real-life situations and on the stimulus of competencies that answer them. The key assessment standards should be:

- Attention to high-order thinking skills;
- Understanding the students' evolution, having in mind their starting point;
- Using multiple forms of assessment.

With all this in mind, below there are some suggestions for the evaluation process. These are especially aimed at bring to the surface the best the students/trainees have to offer. The goal is to keep them motivated and able to evolve to become better wellbeing tourism professionals and contribute to the companies they work (or will be working) at:

- Students/trainees should be evaluated at the end of each module.
- The assignments presented in each module can be used for evaluation purposes.
- You can create quizzes or tests with the content of each module
- You can use real-life situations to evaluate your students. This can be done resorting to role-play or written essays. Online evaluation tools can also be used, like creating Kahoot quizzes, for instance.
- Engagement and participation during training sessions should also be used to evaluate the students/trainees. It is relevant to understand how they relate to the topics in discussion; what are their ideas; what questions do they raise; how they apply the new content to their real-life setting and experience...
- Especially for SMEs it is important to evaluate how their employees use the new content/knowledge in the company's activity. Role-play is an interesting mechanism for that. The design of new experiences can also be relevant.



- Evaluation can also be done by assessing new ideas for the company's development. These include means to leverage trends, create new experiences, improve existing experiences or implement digital marketing initiatives.
- An individual/group project (with real-life application) may also be a good mechanism to assess how students are evolving. This should include a final presentation of the project and its results. Project-based learning is a very solid way for acquiring new skills and nurture self-development.
- Multiple forms of assessment should be used in order to cover as many skills and angles as possible. The aim is the ability respond to real-life situations and improve travellers' wellbeing. Therefore, evaluation should not be limited to theory or to multiple question tests.
- Other formats can be used to evaluate students/trainees, depending on the context and the students/trainees' profile, including: focus groups/debate sessions; brainstorming; interviews; personal journals; projects' portfolio; written tests; ...

6.2. Sample Training Timetable

We have designed the DETOUR course so it can be delivered in one block (as below) or adapted into your own training timetable as additional content in your existing training initiatives. This outline is a mere suggestion and just prepared for a very superficial approach to the course. For more depth and consistency, the allocated time should be at least doubled.

Day	Training Content
Day 1	09.00 – 12.00 Module 1 14.00 – 16.00 Module 1 (practical assignment)
Day 2	09.00 – 12.00 Module 2 14.00 – 16.00 Module 2 (practical assignment)
Day 3	09.00 – 12.00 Module 3 14.00 – 16.00 Module 3 (practical assignment)
Day 4	09.00 – 12.00 Module 4 14.00 – 16.00 Module 4 (practical assignment)
Day 5	09.00 – 12.00 Module 5 14.00 – 16.00 Module 5 (practical assignment)



Day 6	09.00 – 12.00 Module 6 14.00 – 16.00 Module 6 (practical assignment)
Day 7	09.00 – 12.00 Module 7 14.00 – 16.00 Module 7 (practical assignment)
Day 8	09.00 – 12.00 Module 8 14.00 – 16.00 Module 8 (practical assignment)
Day 9	09.00 – 12.00 Module 9 14.00 – 16.00 Module 9 (practical assignment)

Since the learning materials are quite intense and new to the teachers and learners, it is recommended to spread the information across multiple days with additional time given for the completion of exercises and assignments.

