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Should you have any questions regarding completion of the interim report, please contact erasmus@hea.ie [please Cc: dmigockasendlak@hea.ie] Thank you.

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Context

This section resumes some general information about your project;

Programme	Erasmus+
Key Action	Partnerships for cooperation and exchanges of practices
Action	Cooperation partnerships
Action Type	Cooperation partnerships in higher education
Field	Higher education
Call	2021
Round	Round 1
Report Type	Interim
Language used to fill in the form	English

Project Identification

Grant Agreement Number	2021-1-IE02-KA220-HED-000031189
Project Title	Transformative Hospitality Education through Tech Abilities: a blueprint for creating immersive (learning) experiences
Project Acronym	THETA
Project Start Date (dd-mm-yyyy)	<i>21-01-2022</i>
Project End Date (dd-mm-yyyy)	<i>20-02-2024</i>
Project Total Duration (months)	<i>24</i>
Beneficiary Organisation Full Legal Name (Latin characters)	TECHNOLOGICAL UNIVERSITY DUBLIN Hotelschool Den Haag HAAGA-HELIA AMMATTIKORKEAKOULU OY UNIVERSITAT DE LES ILLES BALEARS

National Agency of the Beneficiary Organisation

Identification	IE02
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For further details about the available Erasmus+ National Agencies, please consult the following page: http://ec.europa.eu/programmes/erasmus-plus/contact_en

Project Summary

This section summarises your project and the organisations involved as partners;

Please provide short answers to the following questions, summarising the information you have provided in the rest of the report.

Please use full sentences and clear language. The provided summary will be made public by the European Commission and the National Agencies.

Background: Why did you apply for this project? What are the needs you have addressed?

The hospitality and tourism industry is a driver of employment and mobility across the EU. The Covid pandemic has caused an acute crisis in these sectors, a crisis that makes the need for innovation manifest. The consortium has sought, already before the crisis, to contribute to the innovative needs of hospitality and tourism by strengthening the inquisitive skills of their students, thus allowing them to anticipate future disruptions in their profession. They have addressed this need by adopting Design Oriented Research methods. The overall aim of THETA is therefore to prepare students and professionals for a changing profession through immersive real-life learning experiences. In addition to in-company research and learning (options that are currently scarcely available), the project seeks to offer these experiences in versatile, virtual contexts for real-life learning, using AR/VR-enabled learning spaces. These spaces, accessible through multiple platforms, in particular mobile phones, will be used to share content and learning experiences at four of the European top-notch universities. Far more than just an emergency solution, these Digital Learning Spaces open up new opportunities for real-life learning through active learner engagement and situated learning, independent from time and place, emulating how professionals in the future will collaborate. It will allow faculty, students and practitioner stakeholders to discuss real-life case studies and to explore possible solutions in a way that is not always possible in in-company settings, either because a case context is unavailable or inaccessible at a certain location, or because experimental solutions cannot be explored in those settings. Finally, it will allow these stakeholders to discuss the same case studies at different institutes and across borders, thus allowing for transnational learning experiences and incorporating a cross-cultural perspective. Before the project hospitality students have learned management skills and hospitality subjects in classrooms, where neither hotel rooms nor customers are present, without the possibility to experience the effects of managerial interventions. AFTER this project the students can put their managerial skills and strategic insight into practice, by experiencing the effect of their decisions in, for example, hotel room design in mixed reality educational spaces (a.k.a. "caves"), where all walls are screens or can be used as such via using projectors, making it easy to try out different alternatives, discuss and co-create them with educators, peers and end users, and present the resulting concepts to client companies and other stakeholders.

To date, the project team has developed four prototypes for these digital learning spaces as examples of the possibilities that can arise from using XR technologies. We have also held a successful MP where these prototypes were showcased and tested and subsequently improved upon. work on researching these digital spaces and on developing the training manuals for developing same has commenced.

[Max1000]

Objectives: What do you want to achieve by implementing the project?

Tertiary hospitality programmes prepare students for management and executive positions in an international context. The strategic competencies required for these positions have evolved rapidly in the last two decades, mostly as a result of this volatility. The THETA partners respond to these changes by educating their students as ‘Field Problem Solvers’, applying Design Oriented Research Methods. Through this approach the partners of THETA seek to ensure that their education maintains its professional relevance, allowing for vertical mobility rather than creating a divide between the professional discourse and knowledge at operational and managerial levels. Thus, the THETA partners aim to help hospitality students and professionals, the target groups of this project, anticipate future changes in the hospitality business by strengthening the so-called “21st-century” skills —inquisitive power and creativity— for the future challenges of their profession. This educational approach is under threat as real-life learning and in particular internship opportunities have been decimated. The innovation of transforming education to address volatility with ‘field problem solving’, is jeopardised by the sudden transition to distance/hybrid learning. The overall aim of THETA is to prepare students and professionals for a changing profession by offering versatile, virtual contexts for real-life case studies, using AR/VR-enabled learning spaces. These spaces, accessible through multiple platforms, in particular mobile phones, will be used to share content and learning experiences at four of the European top-notch universities. To achieve this, we will develop 4 intellectual outputs aimed at students and staff of tertiary hospitality management programmes. The specific objectives are to: - Create accessible digital facilities for real-life learning from a Design Oriented Research perspective - Prepare future professionals for a volatile and dynamic environment - Develop digital pedagogical competencies of educators - Develop digital, entrepreneurial and autonomous learning competencies - Develop high-quality digital content - Share the knowledge of leading hospitality institutions with other schools while building their knowledgebase thereby strengthening their leadership role.

[Max1000]

Implementation: What activities have you implemented in your project?

THETA envisions the creation of Learning Spaces using Extended reality (XR) as an effective technology for active and experiential learning, enabling users to gain concrete experiences that might not otherwise be available. By providing "hands-on" experience, XR helps promote student engagement with learning materials and deepens student interaction with complex problems. These Learning Spaces must be accessible and useable at institutes in different environments and to all students without requiring special equipment other than those in regular use, such as mobile phones or tablets. The project, to date, has developed four pilot learning experiences that showcase how these Digital Learning Spaces can be used to address field problems using the Design Oriented Research Cycle. Similarly, the research potential of Digital Learning Spaces is being illustrated by the development of a pilot research study where they will be used to test and assess simulated consumer experiences. Finally, an instructor resource package is in the process of being developed that will allow faculty at consortium partners as well as colleagues from other institutes and industry stakeholders to use not only the pilot materials but also the experiences of the project to develop further courses and case studies. this instructor package will go through several iterations aligned

with the design thinking method. THETA will lead to 4 intellectual outputs: • IO1: AR/VR enabled Learning Spaces • IO2: Courses that make use of these spaces; in particular, a course on the use of Design Oriented Research that is to be followed by students of the participating schools, and potentially in the future by external students. • IO3: Research to be conducted making use of these spaces; the project envisions creating a pilot study around user preferences in sustainable hotel room measures; • IO4: Manual and training for faculty on creating Digital Learning Spaces and embedding Digital Learning Spaces in education. The XR (AR/VR) solutions will be implemented in each of the consortium partners to ameliorate student learning. As part of the project, we will organise one Learning, Teaching and Training activity as well as four Multiplier Events, one of which has already taken place.

[Max1000]

Results: What are the concrete outputs and other results of your project?

The outcomes and impact of THETA will have a clear impact on the different target groups of the project. The overall goal of THETA is to enhance the skill set of future graduates in hospitality management, widening the scope of the curriculum from current discipline knowledge and managerial skills to incorporate '21st-century skills', in particular those focusing on detecting and analysing new developments and trends, and on designing, implementing and critically assessing response strategies. To widen access to tertiary hospitality management programmes with Design Oriented Research as their 'epistemological backbone', digital AR/VR-enabled learning spaces are developed. four prototypes have been developed, tested and retested. These spaces offer not just a temporary solution for a crisis situation, but a sustainable incorporation of digital learning, research and exchange into the activities of the partners. The specific path to achieve this ambitious goal is to develop world-class online/blended learning that engages hospitality faculty, students and practitioners to address professional issues using a Design Oriented Management methodology. By creating a versatile virtual facility, they learn to analyse and solve emergent issues in the current and future professional environment of strategic hospitality management, in order to prepare participants as research-informed problem solvers and innovators for the hospitality industry and society following the Design Oriented Research problem-solving cycle. the theta team has also produced an academic paper to date.

[Max1000]

Project Description

In this section, you are asked to give information about the objectives and topics addressed by your project;

SHOW 2021 HORIZONTAL PRIORITIES AND SECTOR SPECIFIC PRIORITIES ACCORDING TO THE SELECTED FIELD

What is the most **relevant horizontal or sectoral priority** addressed by your project?

<u>PRIORITIES</u>
HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity

SHOW ALL 2021 PRIORITIES (HORIZONTAL AND SECTOR SPECIFIC REGARDLESS OF FIELD)]

What are the other relevant horizontal or sectoral priorities addressed by your project?

<u>PRIORITIES</u>
HE: Stimulating innovative learning and teaching practices
HE: Supporting digital capabilities of the higher education sector

In case the above selected priorities are different from the ones in the application, please explain why.

[OPTIONAL]

[Max 2000]

What are the most relevant topics addressed by your project?

<u>TOPICS</u>
Creating new, innovative or joint curricula or courses education
Entrepreneurial learning – entrepreneurship
Information and communication technologies (ICT)

In case the selected topics are different from the ones in the application, please explain why.

[OPTIONAL]

[Max 2000]

Please provide a summary of your project's concrete results and achievements. Were the original objectives of the project met? Please comment on any objectives initially pursued but not achieved and describe any achievements exceeding the initial expectations.

The overall goal of THETA is to enhance the skill set of future graduates in hospitality management, widening the scope of the curriculum from current discipline knowledge and managerial skills to incorporate '21st century skills', in particular those focusing on detecting and analysing new developments and trends, and on designing, implementing and critically assessing response strategies. In order to widen access to tertiary hospitality management programmes with Design Oriented Research as their 'epistemological backbone', digital AR/VR enabled learning spaces are developed. These spaces offer not just a temporary solution for a crisis situation, but a sustainable incorporation of digital learning, research and exchange into the activities of the partners. The specific path to achieve this ambitious goal is to develop world class online/blended learning that engages hospitality faculty, students and practitioners to address professional issues using a Design Oriented Management methodology. By creating a versatile virtual facility, they learn to analyse and solve emergent issues in the current and future professional environment of strategic hospitality management, in order to prepare participants as research informed problem solvers and innovators for the hospitality industry and society following the Design Oriented Research problem solving cycle. THETA proposes Design Oriented Research as a dominant approach to research, a research and theory informed approach derived from design science that receives a growing interest from management scholars. This interest is fuelled by the mission of design science as "a quest for improving the human condition by developing knowledge to solve field problems, i.e. problematic situations in reality". Making this choice for approaching hospitality management as a design oriented discipline that is research and theory informed will "help bridge the practice-academia divide by developing actionable knowledge that is grounded in evidence" (Holloway, 2016) and will result in curricula that train students "to become professionals, able to use their knowledge to design and implement solutions for field problems" (Deneyer, 2008). More specifically, THETA will lead to 4 intellectual outputs:

- IO1: AR/VR enabled Learning Spaces

THETA has developed four Prototypes of these learning spaces which have been tested with staff and students in each partner organisation. These Prototypes have been refined based on the feedback obtained.

- IO2: Courses that make use of these spaces; in particular, a course on the use of Design Oriented Research that is to be followed by students of the participating schools, and potentially in the future by external students.

This is still being developed, as THETA needed to develop the Prototypes, conduct feedback sessions, and analyse the feedback first. This is planned as part of the next phase of the project.

- IO3: Research to be conducted making use of these spaces; the project envisions to create a pilot study around user preferences in sustainable hotel room measures;

This research has commenced, but will be completed as part of the next phase of the project.

- IO4: Manual and training for faculty on creating Digital Learning Spaces and embedding Digital Learning Spaces in education.

THETA has commenced with the development of a template for the manuals and the manuals for the prototypes, which are being refined as the project progresses.

Next to these IOs, we will organize one Learning, Teaching and Training activity which will consist of a 3-day workshop for other Hotel Schools of Distinction regarding the content of the project in general and IO2 in particular. Moreover, we will be able to maximise our impact by organising four Multiplier Events, set in each of the partner countries, during which we will inform relevant organisations and partners about the project results. We will ensure inclusivity, access and equality by ensuring the availability of the developed solutions on all digital platforms, incl. mobile phones, which also creates flexibility for those with limited access to equipment. The prototypes developed to date can all be viewed on a mobile phone, some of which using Apps that can be downloaded for free from Google Play or the iPhone App Store.

[Max 2000]

In what way is the project innovative and/or complementary to other projects already carried out?

THETA is innovative because: 1. it seeks a novel approach to bridge the theory-practice gap in tertiary management education, and hospitality management education in particular, 2. it proposes the use of AR/VR enabled learning spaces to offer ubiquitous access to real-life learning; 3. the project is at the same time complementary to other initiatives in this direction at the consortium partners, 4. the project combines the insights generated by the project into a joint transnational approach to support research-driven innovation in hospitality and tourism, 5. the project envisions to strengthen the research culture of hospitality management education, at the same time preserving the strong connection to the work field that underlies the prestige of the consortium partners. The vision of a profession that is thoroughly changing is the background of an international debate in hospitality education, also initiated at HTH on the positioning of hospitality schools in tertiary education. One of the risks of the development of educational systems is a sterile academization and abandonment of professional roots, leading to diminished professional relevance. The different viewpoints in the debate on the role of hotel and tourism schools reflect different visions on education-industry relations: should schools follow the insights and practices derived from the industry or should they become—as in more mature disciplines—sources of professional knowledge and innovations? The consortium partners and their professional environment unequivocally support the latter vision. The dialogue that the four consortium partners have maintained about addressing the theory-practice gap in the association 'Hotel Schools of Distinction', has led them to explore synergies and to initiate this project to jointly develop instruments to educate future managers in hospitality and tourism. Whilst digital transformation was on the agenda of the four partners, the Covid crisis and lockdowns have made

these plans only more urgent. HTH has had a pioneering role in integrating Design Oriented Research in education, as the result of a 42-month project funded nationally in the Comenius programme. The proposed project must support the establishment of a research paradigm alternative to more academic approaches of traditional universities. The project also has an important added value for Haaga-Helia and TU Dublin. In Fall 2019 HH launched the largest curriculum development process in its history, aiming to prepare all educational processes for a rapidly changing world, where the competence requirements of companies are evolving quickly and entire new professions emerge at an increasing speed. Among other initiatives HH is applying cognitive AI, big data and natural language processing to build real-time understanding of skills, competencies, knowledge and abilities that workplaces seek. Among other initiatives HH has recently (3/2020) finished a large AR in Tourism project (blueproject.fi), which was officially accredited as one of the Spearhead Projects of the Government of Finland. The project, aimed at new AR service concept development, involved over 160 tourism and AR companies. Haaga-Helia has been in the vanguard of XR in education in Scandinavia, and is responsible of the XR production of Finland in Dubai World Expo and Tokyo Olympics in 2021. The project proposed in this application, if accepted, will be executed with two other leading European Universities (HTH, TU Dublin), will provide a great opportunity to collaborate in developing a novel approach to hospitality education and will be one of the vanguard projects for HH UAS. For TU Dublin, the intellectual outputs developed as part of this project are very much congruent with other developments and projects carried out within the School such as the Next Tourism Generation project and work with the Hospitality Careers Oversight Group.

[Max 2000]

Summary of Participating Organisations

Role of the Organisation	Name of the Organisation	Country of the Organisation	Type of Organisation
Coordinator	TECHNOLOGICAL UNIVERSITY DUBLIN	Ireland	Higher Education Institution
Partner	Hotelschool Den Haag	Netherlands	Higher Education Institution
Partner	HAAGA-HELIA AMMATTIKORKEAKOULU OY	Finland	Higher Education Institution
Partner	UNIVERSITAT DE LES ILLES BALEARS	Spain	Higher Education Institution

Total number of participating organisations	4
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Associated Partners

In addition to the above formally participating organisations, did you involve associated partners in your project?

	YES
X	NO

[IF YES]

Please identify those organisations in the table below:

Name of the Organisation	Country of the Organisation	City

[IF YES]

Please explain the involvement of those organisations [Associated Partners] and how they contributed to the achievement of the project objectives.

[Max2000]

Participants

Please briefly describe how you selected and involved participants in the different activities of your project.

TO DATE WE HAVE INVOLVED A NUMBER OF DIFFERENT GROUPS OF PARTICIPANTS. EACH GROUP OF PARTICIPANTS WAS CHOSEN FOR SPECIFIC REASONS.

Each of the partner universities have been consulting and working with fellow lecturers and staff members throughout the duration of the project. This engagement was indispensable as allowed the THETA team to obtain continuous feedback on the development of the intellectual outputs. Initially, we were able to obtain feedback on our ideas and proposals and at later stages feedback on the actual prototypes and their utility, which were improved in an iterative fashion embedded in the design thinking approach. The transnational project meetings and multiplier events were also utilised to have additional engagement between the entire THETA team and the lecturers at the respective host university. This feedback also allowed us to prepare initial concepts of training manuals, which will be developed further during the next phases of the project.

Each partner university has also been engaging with students throughout the project in order to ascertain how they react to these digital learning spaces and if they saw any merit and value in these and to what extent they would engage with these in lieu of or in addition to existing teaching strategies and materials. Again, this feedback offered valuable insights for the THETA team, who used this information to amend the prototypes and to retest those with the students. Moreover, the student feedback – qualitative and quantitative - was used to develop an academic paper and a case study analysis.

The THETA project teams also engaged with local industry partner organisations to obtain their feedback on the prototypes. This was particularly useful to create prototypes which were closely aligned with the ‘real’ world. The engagement with local industry partners as well as other researchers in the field of AR/VR/XR also helped us to ascertain the scope of and new developments in and applications of these technologies in Tourism / Hospitality

[Max 1500]

Participants with fewer opportunities: does your project involve participants facing situations that make their participation more difficult?

X	YES
	NO

If your project involves THE PARTICIPANTS WITH FEWER OPPORTUNITIES:

Overview of Participants with fewer opportunities involved in the project:

Total number of participants with fewer opportunities in the project	NA
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Reason	Number of participants
Cultural differences	
Disabilities	
Economic barriers	
Barriers linked to education and training systems	
Geographical barriers	
Health problems	
Barriers linked to discrimination	
Social barriers	
Total	[SUM]

How do you support these participants so that they are fully engaged in the ongoing activities?

NA

[Max 1500]

Approximately, how many persons not receiving a specific grant benefited from or were targeted by the activities organised by the project (e.g. members of the local community, young people, experts, policy makers, and other relevant stakeholders)? Please enter the number of persons here:

NA

[Max 500]

Please describe briefly how and in which activities these persons were involved.

[OPTIONAL]

[Max 500]

Project Management

How do you ensure proper budget control and time management in your project?

To ensure proper time management and budget control, the consortium has appointed Ralf Burbach as Project Leader. Ralf Burbach has many years of experience in leading projects and will be well able to assist the consortium partners in their day-to-day management. The Project Leader will for instance provide the project staff with advice and guidelines, as well as with practical project management tools (e.g. to accurately register their working hours) and templates (via a shared Teams environment). Ralf Burbach is moreover responsible for all communication with the National Agency and/or the European Commission. The Post Award Office of TU Dublin has ample experience in the financial management of (inter)national projects. The Post Award Office of TU Dublin has already set up a dedicated administration system, in compliance with national as well as European laws and guidelines (including the Erasmus+ program). They will ensure the overall monitoring of the budget for the project and they will contact the project leader should there be any significant deviations from the budget. On a day-to-day level, all partners are expected to monitor their own spending. For this financial management, they will establish a project cost pool in accordance with their own accounting systems. TU Dublin has set up a dedicated administration and archive system in the form of a shared Teams environment, which includes the relevant timesheet templates and project report templates, in compliance with both national and European laws and guidelines. The consortium will furthermore make sure to follow all guidelines from the Erasmus+ programme in particular. Our administration system includes features to divide responsibilities between partners, transfer funds and monitor the spending against the budget lines.

To make sure that our project activities are completed in time, the consortium continues to update its initial GANTT Chart before the commencement meeting. This GANTT Chart not only includes the project activities and their duration, but also all (intermediate) deliverables and all internal and external meetings and events. The GANTT Chart, moreover, delineates the people responsible for each of these tasks and events. Everyday time management is carried out by each of the partners with assistance from the Project Leader. The Project Leader, for instance, provides them with time sheets to register their working hours. These time sheets are used to verify the working hours and to compare them with the initial planning and budget.

[Max 2000]

Monitoring: How are the progress, quality and achievement of project activities monitored? Please describe the qualitative and quantitative indicators used. Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

A detailed quality plan has been established to regularly monitor the progress, quality and achievement of the project activities and deliverables throughout the project duration. The Project Board meets regularly on Teams to review the progress and to plan the next activities. The Project Leader has taken the lead in both developing this plan as well as in the evaluations of the monitoring. In the establishment of the quality guidelines and specific indicators, the Project Leader is assisted by the other members of the Project Board. General input on the desired level of quality of the project deliverables is given by the Advisory Board. The quality plan is as follows:

1. The Project Board compares the progress to our initially planned achievements and quality at least every 3 months
2. All consortium members perform their own quality check before each (biannual) project meeting;
3. During the project meetings, the Project Board addresses the qualitative progress of the project
4. In case of any discrepancies or insufficiencies, the Project Board would inform the consortium about the actions required to raise the level of quality;
5. The Project Leader uses the monitoring outcomes to inform all partners about the project progress, to compare them to the Erasmus+ guidelines and to assess the coherence between the different activities and IOs;

6. The monitoring data is gathered by the Project Leader to report to the National Agency and the European Commission. In addition to our quality plan, we have designed a Feedback Loop System to guarantee and continuously improve the quality of the project and its deliverables. Our Feedback Loop System consists of a series of interconnected and iterative feedback circuits and is as such aligned with the design-oriented approach underlying this project. A feedback loop is incorporated in each of our Intellectual Outputs. The feedback garnered at each of the stages in the development of the IOs is fed back to the IOs and stages preceding it and is included in a feedforward loop to the subsequent IOs. Feedback mechanisms include staff surveys, student surveys, feedback from industry. In order to create efficiencies within the project some of the feedback is gathered as part of our multiplier events (e.g. with industry) and our transnational project meetings.

In order to evaluate and critically assess whether our project reached its planned results and objectives, we have already established an initial list of qualitative and quantitative indicators. This list has been further completed during the preparatory phase of the project and is monitored as part of the quality plan as described in the previous section. The following indicators have already been delineated:

QUALITATIVE:

- Are the tasks leading to the IOs completed within the agreed period (GANTT Chart)?
- Are the IOs achieved within the agreed period (see GANTT Chart)?
- Are the IOs achieved within the agreed budget (see budget plan)?
- Do the IOs contain all the deliverables that were agreed on (description IOs)?
- Are the involved stakeholders satisfied with the quality of the IOs (Advisory Board/results survey)?

QUANTITATIVE:

- 60 faculty of the consortium schools will have been trained;
- 90 students at the consortium schools have participated in educational or research activities in the newly developed learning spaces in the first two years.
- 120 external stakeholders have taken part in Multiplier events;
- 10 Design Oriented Research Projects have been initiated for external companies.

Next to the project outcomes, the project organisation itself will also be monitored and evaluated. Initially, this is facilitated by having all partners fill in evaluation forms after each project meeting, questioning whether all activities have been completed, deadlines have been met and

communications have been clear. Thus, we are ensuring that all results are in accordance with the ENQA.

In general, all staff involved in the project are responsible for monitoring. The nature, structure and flow of the programme is built and reliant upon a continuous feedback and monitoring loop within each IO and between each IO, as the development of each IO is contingent on the development of the previous IO. Moreover, design thinking, the applied philosophy behind this project, is iterative by nature and requires continuous feedback and evaluation loops. Monitoring is essential in doing that. As the section above highlights, each Institution leads the development of an IO, whereby the other Institutions act as co-creators for each IO. Thus, within each IO the staff of the relevant Institution has the a key role for monitoring during the development of that IO, while the other institutions play a tangential role in monitoring in relation to that IO and so forth. However, the primary role for monitoring lies with the staff of TU Dublin, Dr Ralf Burbach, Colin O'Connor, Daniel King, Jennifer Hussey. The frequency within which they will monitor activities is monthly. Feedback on monitoring and evaluation, will be shared via a Sharepoint site and presented at each TPM. The results of the overall monitoring process are included in progress reports and the final report.

[Max 2000]

Evaluation: How do you evaluate to which extent the project reached its results and objectives? What indicators do you use to measure the quality of the project's results?

The development and integration into educational programmes of the Digital Learning Spaces developed as part of THETA will be achieved through completing IO1 through to IO4.

During IO1 we defined a common standard and way of working among the four partners in building Digital Learning Spaces. Using existing software packages and content management systems, we developed 6 template spaces and narrowed down the number of available AR/VR tools that could be used to develop the actual prototypes in IO2.

During IO2 we developed four prototypes (one developed by each institution in collaboration with the other institutions) and we provided a practical showcase of how educational content can be offered using Digital Learning Spaces as part of our MP. These prototypes were tested, improved and retested in alignment with design thinking and showcased to students and other stakeholders during our second MP. IO3 explores the potential of Digital Learning spaces in experimental research to be conducted by faculty and students using the versatility and interactivity of those spaces, thus opening up possibilities in research that are not always feasible in real life situations. Both the products of IO2 and IO3 have been implemented simultaneously at the different partner institutes. Both the shareable content of the course and the pilot research projects have been tested, and the practical operation of the Digital Learning Spaces. Online workshops will be organised to train faculty in the use of the Digital Learning Spaces. At least 20% of the faculty of each participating institute will become involved in these pilots. Students' learning effects and satisfaction have been monitored and evaluated among the four partners. Faculty and student feedback have and will be used to optimise IO2 and IO3. IO4 will be Instructor Resources (incl. manuals, how-to-guides, presentations, tool kit and a digital learning platform) and train-the-trainer programme that will allow also faculty and institutes that have not directly been involved in the project, to use the Digital Learning Space templates created in IO1, the project's outcomes in the form of course and research designs developed in IO2 and IO3, or even to create entirely new spaces, courses and research designs following the steps of the THETA project. The primary audience of this manual are the faculty of the participating institutes, who also will receive

ongoing support from the project team and will be equipped to use the Digital Learning Spaces. The international dimension of this European project as well as its iterative configuration are fundamental to its success, as it will enable students to jointly participate in real-life learning experiences and research projects across borders. Student feedback and experiences will be incorporated continuously within a feedback loop to the preceding IOs to ensure that this innovative educational method remains relevant and current beyond the timeframe of this project. Planned dissemination activities such as the multiplier events and the learning teaching and training activity will showcase the results of the project and thus contribute to sharing the knowledge of leading hospitality institutions with other European schools as well as contributing to their own knowledge base thereby enhancing further their leadership role within innovative hospitality education.

[Max 2000]

If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them. How do you handle project risks (e.g. conflict resolution processes, unforeseen events, etc.)?

Initially our project was still very much hampered by the restrictions caused by Covid-19 and initial TPMs and MPs had to be deferred until such time as travel restrictions were lifted by all countries and all universities.

In addition, we had to wait a long time to receive the templates for the timesheets and authorisation for the restructuring of the TPM / MP arrangements (we combined these together to catch up on the deferred travel due to Covid-19).

During the summer period, the project slowed down somewhat as many colleagues were on contractual annual leave, which could be expected. But we are nonetheless, very happy with the progress made to date.

The above unforeseen circumstances have been discussed and planned for as part of our regular meetings.

[Max 2000]

Implementation

This section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;

Please describe the project activities and expenses covered with the Project Management and Implementation grant. If the requested amount is different from the automatically calculated one based on the project duration, please explain why.

The requested amount is the same as the one automatically calculated.

This grant covers all expenses related to management, coordination, communication, dissemination and quality assurance and these activities can be summarised as follows:

- Overall coordination of the project by TU Dublin and locally by each partner;
- Set up of tools for coordinating the Project;
- Website and logo creation;
- Development of the Quality Plan;
- Quality monitoring and Risk Monitoring activities;
- Review and approval of project management documentation (Consortium Agreement, reports, etc.);
- Daily project management for each partner;
- Organisation of the Project's meetings (virtual and physical);
- Collection and provision of documents for interim and final reports and auditing;
- Publications of articles, and news items;
- Development of a plan to ensure the sustainability of the solutions developed as part of IO1-IO4
- Production of prototypes;
- Organisation of dissemination events.

[Max 2000]

Please describe the methodology you applied in your project.

The underlying philosophy and methodology for the project is design thinking, which is a research and theory informed approach derived from design science that receives a growing interest from management scholars. Design thinking is a flexible, non-linear and iterative process. It essentially consists of five steps:

1. **Empathize**
2. **Define**
3. **Ideate**
4. **Prototype**

5. Test and retest

By offering students digital learning spaces, students learn to analyse and solve emergent issues in the current and future professional environment of strategic hospitality management, in order to prepare participants as research informed problem solvers and innovators for the hospitality industry and society following the Design Oriented Research problem solving cycle. This interest is fuelled by the mission of design science as “a quest for improving the human condition by developing knowledge to solve field problems, i.e. problematic situations in reality”. Making this choice for approaching hospitality management as a design oriented discipline that is research and theory informed will “help bridge the practice–academia divide by developing actionable knowledge that is grounded in evidence” (Holloway, 2016) and will result in curricula that train students “to become professionals, able to use their knowledge to design and implement solutions for field problems” (Deneyer, 2008).

[Max 2000]

How do the project partners contribute to the project? Please detail specific contributions made by the partner organisations.

TU Dublin is responsible overall for the project management and ongoing evaluation and quality assurance of the project.

However, each partner also manages the IOs which they are leading on, evaluates their progress and ensures the quality within that particular IO.

- IO1: AR/VR enhanced Learning Spaces - UNIVERSITAT DE LES ILLES BALEARS
- IO2: The development of educational courses using digitally enhanced spaces - Hotelschool Den Haag
- IO3: Iterative Research - HAAGA-HELIA AMMATTIKORKEAKOULU OY
- IO4: New Educational approach for lecturers: Preparing instruction manual and virtual training for faculty on “Creating Digital Learning Spaces and embedding Digital Learning Spaces in education in Hospitality” – TECHNOLOGICAL UNIVERSITY DUBLIN

Each partner is the lead in their designated IO. Yet, each partner institution contributes to the completion of the respective IO in equal measure. Regular meetings with the entire project team ensure that this work progresses and that work is shared out equally among the partners according to the project plan.

[Max 2000]

How do you communicate and cooperate with your partners? What are the positive and negative elements of the cooperation process? What would you improve for the remaining time of the project duration?

The communication between the partners is excellent, although at times it is difficult to arrange a time for the full project team when as many team members as possible are available. We have agreed that we need to plan these meeting with a longer lead time to ensure better availability of team members. We use a MS Teams environment and Sharepoint file structure very effectively to communicate, organise meetings, share files, collaborate on files and to plan events. Email is also

used to communicate. We have set up different distribution lists for different aspects of the project.

In addition to these, we are meeting face-to-face in regular intervals as part of the TPMs included as part of this project.

Positive Elements:

It is extremely positive that all team members are completely open to new ideas and more than willing to give their time to collaborate and to assist one another to bridge any knowledge gaps. For example, TU Dublin did not have as much expertise in using a 360 degree camera to produce a prototype and a colleague from Hotelschool The Hague flew to Dublin to assist with this part of the project. The use of the Teams environment is excellent as all institutions are using it anyway.

Negative Elements:

These are not necessarily negative elements of communication but rather areas for improvement and that is the planning and timing of online meetings, where we have seen that we must plan ahead better to improve the availability of team members.

We need to take better care in managing the Folders on our Sharepoint environment as over time a lot of information was duplicated and hidden in various Folders.

[Max 2000]

What target groups were addressed in your activities plan? Were the target groups changed in comparison to the ones identified in the application form?

Our target groups were:

- Hospitality faculty
- Hospitality students
- Hospitality practitioners

These have not changed and are included in our MPs and will be included in our Learning and Teaching activities.

[Max 2000]

If relevant for your project, did you use or do you plan to use Erasmus+ online platforms (e.g. EPALE, European School Education Platform, eTwinning) for the preparation, implementation and/or follow-up of your project? If yes, please describe how.

[OPTIONAL]

[Max 2000]

Transnational Project Meetings

This table should reflect the information entered in Beneficiary Module. Please make brief references to the TPM outlined in the application.

Please note that the original TPM 3 (originally Netherlands) changed location with TPM 4 (originally Finland). Now, both TPM3 and ME3 are taking place in Finland in order to create more efficiencies (and saved travel expenses for the partner universities) and a better flow of the project. Holding both TPM 3 and ME 3 in Finland also allowed us to focus more on IO3 (led by Finland) at that time. Scheduling TPM 4 in the Netherlands before the summer holidays will allow the project team to focus their planning for this TPM on a project dissemination event at the EuroCHRIE conference in Vienna in October 2023 and on the LTTA which is planned for Finland in November, when we will be more advanced on IO4, which will allow us design the training activities using the manuals, which will be developed in IO4. The changes have been agreed between the consortium partners and executive team and has been approved by the Erasmus office in Ireland (see email in supporting documentation).

Meeting ID	Meeting Title	Description of the meeting	Start Date	End Date	Receiving Organisation	Receiving Country	Receiving City	No. of Participants
TPM 1	TPM 1	<ul style="list-style-type: none"> Official face to face kick-off the project, clarify partners' contributions, plan for next steps Main agenda items: plan for R1; developed blueprints for 4 prototypes to be developed and tested; planned meeting schedule; planned next TPM / MP 	09-06-2022	11-06-2022	Hotelschool Den Haag	Netherlands	Amsterdam	15 face-to-face 1 Virtual

TPM 2	TPM 2	<ul style="list-style-type: none"> Showcasing and initial of IO1 and IO2 prototypes Main agenda items: planning for testing of prototypes; planning for two publications; planning for next TPM / MP 	17-10-2022	21-10-2023	UNIVERSITAT DE LES ILLES BALEARS	Spain	Palma de Mallorca	10 face-to-face
TPM 3	TPM 3	<p>Not yet occurred at the time of reporting</p> <ul style="list-style-type: none"> Showcasing initial research on digital learning spaces <p>Main agenda items: plan for R3+R4; developed roadmap for further research and dissemination; planned meeting schedule; planned next TPM / MP</p>	13-03-2023	16-03-2023	HAAGA-HELIA AMMATTIKORKEAKOULU OY	Finland	Helsinki	TBC
TPM 4	TPM 4	<p>Not yet occurred</p> <ul style="list-style-type: none"> Review of progress to date Planning of EuroCHRIE 2023 conference symposium 	08-06-2023	09-06-2023	Hotelschool Den Haag	Netherlands	Amsterdam	TBC

TPM 5	TPM 5		12-12-2023	14-12-2023	TECHNOLOGICAL UNIVERSITY DUBLIN	Ireland	Dublin	TBC
								26

Project Results

This table should reflect the information entered in Beneficiary Module. Please make brief references to the Project Results [outlined in the application]

Result Identification	R1
Result Title	AR/VR enhanced Learning Spaces
Result Type	Scoping Tecnologies - Pilot AR/VR spaces- Meta-modelling for prototypes
Description of the project result	<p>In this report, you will find an executive compilation of the IO1 execution of the THETA Project. Which is narrated through the execution of the tasks included. Which are:</p> <p>Task 1.1: Evaluation of status of the art of XR, adaptation to education and particularly to Hospitality education and industry. Task 1.2: Development of an XR meta-model for education. Task 1.3: Validation of templates. Task 1.4: Reporting.</p> <p>As a result of the execution of IO1 and the feedback from those involved, there is a set of meta-models and templates applicable to the teaching of multiple subjects. These metamodels can be used or adapted to the different objectives of the project. Within the deliverables of task 1.1, a presentation was created, which uses a metaphor, to describe, exemplify and facilitate the understanding of the identification process of these AR/VR technologies. A list of technologies in Excel format was delivered with a qualitative assessment of AR/VR technologies characteristics and a brief description of them. Highlighting the possible use of those in the THETA project. Various factors/criteria were considered to recommend AR/VR technologies in addition to openness, quality, accessibility, and scalability that were proposed in the project application. Thus, versatility, portability, learning time, student selection,</p>

	<p>and content management. In task 1.2 a construction process of the different templates was produced, starting from the creation of the Conceptual Model through an interactive Workshop with the different partners of the project, and finally the development and refinement of four templates applicable to different learning processes to be used in IO2. In task 1.3 a validation process in usability through the SUS method and also on scalability by identifying characteristics associated with elements or materials already created in a traditional teaching-learning subject. Finally, in task 1.4 the report is an agglomeration of the results obtained to make clear for the potetial reader through a PDF document.</p> <p>The execution of IO1 was carried out taking into account the guidelines contained in the THETA project. To guarantee the participation of all partners, different virtual meetings were held and the modification and inclusion of technologies were enabled for all project participants through the Microsoft Teams platform.</p>
Start Date (dd-mm-yyyy)	21-01-2022
End Date (dd-mm-yyyy)	09-06-2022
Available Languages	English
Available Medias	Interactive Resource , Workspace
Leading Organisation	UNIVERSITAT DE LES ILLES BALEARS
Participating Organisations	Hotelschool Den Haag TECHNOLOGICAL UNIVERSITY DUBLIN HAAGA-HELIA AMMATTIKORKEAKOULU OY
Result Identification	R2
Result Title	The development of educational courses using digitally enhanced spaces

Result Type	Course / curriculum – Pilot course / module
Description of the project result	<p>In this second IO, which builds upon IO1, 4 pilot cases (modules) have been developed to showcase how Digital Learning Spaces (VR/AR) can be applied in education. These modules are designed to revolve around embedding the Digital Learning Spaces within various courses, combined with Design Oriented Research methods, to give faculty and students a more in-depth understanding of the underlying scientific paradigm. These pilot projects will be the foundation for further elaborations on experimental research using the versatile and interactivity possibilities of the Digital Learning Spaces (IO3) and for the developing the manuals for dissemination (IO4). The following pilot cases have been developed:</p> <ol style="list-style-type: none"> 1. AR -pilot: The Hotel room Under the lead of UIB, different templates have been developed in which students can experience multiple ‘augmented reality’ hotel rooms (varieties in the templates from IO1). In these rooms various elements can be adapted allowing students to visualize the difference between 3-, 4- and 5-star rooms and bedrooms by dropping a bed into their immediate environment within the camera view of their phones. This allows the students to visualize the impact of these changes on the experience of the rooms. 2. AR– pilot: The Holographic Chef. Hotelschool The Hague has led this subproject in which either practical instructions or theoretical explanations can be provided using a holographic image of the instructor, assisting in building a personal connection with the learner. Both theoretical content (eg. the history of tea) and practical instructions (cutting techniques) have been tested. Because of the importance of visual elements, the latter, in particular the ‘holographic chef’ is chosen as a prototype for further development. 3. VR -pilot: The Outlets. With HH in the lead, a kitchen outlet prototype has been developed to provide an introduction to equipment for practical education students. The space uses 360 video and embedded 2D

	<p>video to allow the student to both experience the environment and gain knowledge on how to use technical equipment.</p> <p>4. VR pilot: TUD has led the subproject using 360 video and branched storytelling allowing students to test their decision-making during difficult conversations. The angry customer' scenario invites the student to handle a real-life situation with an angry guest in a restaurant context.</p> <p>The four prototypes were shown to and discussed with students and faculty in different iterations at each participating institute, after which improvements were made, in preparation for the presentation of the iterated versions at the next Transnational Project Meeting. Also, the project teams have prepared two academic manuscripts to disseminate project outcomes: one, reviewing the recent literature on AR and VR in education, and a case study on the development of the educational prototypes.</p>
Start Date (dd-mm-yyyy)	09-06-2022
End Date (dd-mm-yyyy)	21-01-2023
Available Languages	English
Available Medias	Website , Interactive Resource , Publications
Leading Organisation	Hotelschool Den Haag
Participating Organisations	TECHNOLOGICAL UNIVERSITY DUBLIN HAAGA-HELIA AMMATTIKORKEAKOULU OY UNIVERSITAT DE LES ILLES BALEARS

Result Identification	R3
Result Title	Iterative Research
Result Type	Studies / analysis – Research study / report
Description of the project results	<p>A detailed research design will be developed to support the iterative development of four prototypes (Task 3.1.). Our research approach is iterative, meaning that research has been planned, executed and reported in several consecutive rounds. Four</p>

	interlinked research subprojects have created a continuous stream of test results, and have been distributed for the use of planners. An information delivery system was developed to support the development of four prototypes (Task 3.2.). Large number of research projects, utilising a unified and comparable surveys & focus groups, will be performed (Task 3.3.).
Start Date (dd-mm-yyyy)	21-01-2023
End Date (dd-mm-yyyy)	ongoing
Available Languages	English
Available Medias	Website, publications
Leading Organisation	HAAGA-HELIA AMMATTIKORKEAKOULU OY
Participating Organisations	TECHNOLOGICAL UNIVERSITY DUBLIN Hotelschool Den Haag UNIVERSITAT DE LES ILLES BALEARS

Result Identification	R4
Result Title	New Educational approach for lecturers: Preparing instruction manual and virtual training for faculty on “Creating Digital Learning Spaces and embedding Digital Learning Spaces in education in Hospitality”.
Result Type	Course / curriculum – Training scheme
Description of the project results	In this fourth IO, an instruction/training manual and a virtual training programme will be developed for faculty. The core aim of this IO is to ensure that faculty have the knowledge and resources available to enable them to implement Digital Learning Spaces and to introduce a new educational approach based on design- oriented research methodology. We will develop a new innovative educational approach for faculty and students that will focus on critical thinking and evidence-based management for tertiary Hospitality Management students. The innovated hospitality curriculum in this project will emphasize the embedding of

digital learning spaces to develop skills to address uncertain future developments. This implies a capacity and an awareness of schools and students to continuously analyse trends and developments in their profession. IO4 will result in materials that 1. Seamlessly combines digital information with the real-world environment 2. Facilitates an interactive learning environment through interactive activities 3. Increases collaborative learning experiences 4. Involves presenting information in 3D format, thereby facilitating students' skill acquisition 5. Positively affect students' motivation and cognitive learning
This includes:

- An introduction to the creating and embedding digital learning spaces in education
- Preparing an instruction manual for faculty
- A collection of case studies that illustrate the use of digital learning spaces in hospitality settings;
- Educational materials that can be used to explain digital learning spaces to students
- A guideline to organising and assessing student work
- An online repository of support materials

Innovative elements:

- Allows abstract information to be taught to the students in a concrete way
- Allows the observation of events that students would not be see in a natural environment
- Alternative Reality (AR) enables students to practice what they are learning in an entertaining environment
- Facilitates better understanding, recall, concentration, interaction, and more attractive learning environments compared with traditional learning environments
- Integrates the digital information with real-world assets simultaneously
- Alternative Reality helps students comprehend abstract concepts, enables the use of all senses and enhances the sense of

	<p>reality, which in turn is a huge contribution to learning (Ozdemir, 2017a)</p> <p>Expected impact:</p> <ul style="list-style-type: none"> - To aid the understanding of digital learning spaces which will help the faculty create programmes with embedded digital learning spaces; to help faculty to understand why this approach is useful for hospitality students and practitioners in the field; increasing support among educators for its use in student research, and enable them to organise, supervise and assess this type of research projects. - Lead to increased number of digital learning spaces embedded in the hospitality discipline at the consortium partners. - Increase the problem-solving skills, and therefore the employability and innovation potential of hospitality graduates. The transferability potential is high. Through training faculty, we enable the transformation of the education provided by the partner universities, and hence to be transferred firstly to the students and in time, through those students, to the Hospitality business in particular in the Netherlands, Ireland, Spain and Finland. Given the international character of the hospitality and tourist industry the impact will not remain limited to the currently geographical scope. <p>The IO has a direct transferability potential to other tertiary hospitality and tourism schools, where the toolkit can be used in curriculum innovation. Presentations at EuroCHRIE conferences and publications will support the dissemination of the educational vision and of the instruments. The main outputs of this IO are preparing training manuals, resources, toolkit and organizing training for faculty.</p>
Start Date (dd-mm-yyyy)	01-05-2023
End Date (dd-mm-yyyy)	20-01-2024
Available Languages	English
Available Medias	Website, Training Manuals, Interactive Resource

Leading Organisation	TECHNOLOGICAL UNIVERSITY DUBLIN
Participating Organisations	Hotelschool Den Haag HAAGA-HELIA AMMATTIKORKEAKOULU OY UNIVERSITAT DE LES ILLES BALEARS

Multiplier Events

This table should reflect the information entered in Beneficiary Module.

Event Identification	E1
Event Title	Digital Learning Spaces: New Educational Opportunities
Description of the multiplier event	<p>The multiplier event started with a general presentation of the first project results and outputs of IO1 to all participants in the project and other stakeholders by UNIVERSITAT DE LES ILLES BALEARS. Additionally, introductory presentations and talks were given by experts in the field of Digital Learning Spaces, Design Oriented Research and Hospitality management. The presentations served as input for the planning of prototypes. The main goal of this first multiplier event was to make stakeholders aware of the possibilities of working with digital learning spaces. The stakeholders were asked to give feedback on the overall design of the educational approach and the use of digital learning spaces. The partners of the consortium checked if the developed educational approach and the modules are in line with the requirements and wishes of the stakeholders in the hospitality discipline. The target groups of this multiplier event were professionals in hospitality business, teachers working at tertiary hotel schools and tourism schools, students, researchers and other people involved in this project. The objectives of the ME1 were:</p> <ul style="list-style-type: none"> - Presenting the first results of the materials in IO1. - Receiving feedback and input on the new educational approach in hospitality management from relevant stakeholders. - Start building a sustainable transnational and high-quality network for Digital Learning Spaces and Design Oriented Research in hospitality management. <p>This location of this ME was changed to the Netherlands with the approval of all consortium partners, the executive teams and the Erasmus office in Dublin (Ireland) (see email documentation). The reason for this amendment was because we wanted to create more efficiencies by combining the locations of TPM 1 and ME 1. Moreover, the main reason for hosting the combined event in the Netherlands was because the scheduling of TPM 1 and ME 1 coincided</p>

	with a research conference in the Hotelschool The Hague Amsterdam campus, which provided us with an ideal opportunity to showcase, promote and disseminate our research project to a wider audience.
Country of Venue	The Netherlands
Start Date (dd-mm-yyyy)	09-06-2022
End Date (dd-mm-yyyy)	11-06-2022
Project Results Covered (using Result Identification number)	R1
Leading Organisation	UNIVERSITAT DE LES ILLES BALEARS
Participating Organisations	Hotelschool Den Haag TECHNOLOGICAL UNIVERSITY DUBLIN HAAGA-HELIA AMMATTIKORKEAKOULU OY

Event Identification	E2
Event Title	The educational use of Digital Learning Spaces
Description of the multiplier event	<p>The multiplier event started with a general presentation of the project results and outputs of IO1 and IO2 to all participants in the project and other stakeholders. Additionally, in depth presentations. The main goals of this second multiplier event were to involve stakeholders in the evaluation and validation of the general design principles for Digital Learning Spaces (IO1) and the newly developed general educational approach of Design Oriented Research using these spaces in IO 2. The stakeholders are asked to give feedback on the prototypes developed as part of IO2. The partners of the consortium thus checked if the learning spaces and the developed educational approach were in line with the requirements and wishes of the stakeholders in the hospitality discipline. The target groups of this multiplier event were professionals in the hospitality business, teachers working at tertiary hotel schools and tourism schools, students, researchers and other people involved in this project. The objectives of ME2 were:</p> <ul style="list-style-type: none"> - Presenting the results of the materials in IO1 and 2.

	<p>- Receiving feedback and input on the new educational approach in hospitality management from relevant stakeholders.</p> <p>- Start with research on these digital learning spaces – IO4 and with brainstorming about the manuals and teaching resources to be developed in IO4.</p> <p>This location of this ME was changed to Spain with the approval of all consortium partners, the executive teams and the Erasmus office in Dublin (Ireland) (see email documentation). The reason for this amendment was because we wanted to create more efficiencies by combining the locations of TPM 2 and ME 2, which were originally scheduled in separate locations. In addition, we had taken the opportunity to disseminate and promote our research at a research conference in the Hotelschool The Hague Amsterdam campus for ME 1. See additional comments in the above section.</p>
Country of Venue	Spain
Start Date (dd-mm-yyyy)	17-10-2022
End Date (dd-mm-yyyy)	21-10-2022
Project Results Covered (using Result Identification number)	R1, R2
Leading Organisation	Hotelschool Den Haag
Participating Organisations	TECHNOLOGICAL UNIVERSITY DUBLIN HAAGA-HELIA AMMATTIKORKEAKOULU OY UNIVERSITAT DE LES ILLES BALEARS

Event Identification	E3
Event Title	Conducting Research using Digital Learning Spaces
Description of the multiplier event	<p>This ME is planned for March 2023 and it is not reported in this interim report (up until 20.01.2023), therefore the actual details are not reported yet.</p> <p>The multiplier event will start with a general presentation of the project results and outputs so far to all participants in the project and other stakeholders. Subsequently, best practices of the use of Digital Learning Spaces will be presented. The presentations will serve as input for discussion panels.</p>

	<p>The main goal of this final multiplier event is to evaluate the development of research projects in Digital Learning Spaces, especially in view of the expressed need for inquisitive power and problem solving skills in the labour market. The stakeholders are asked to give feedback on the overall design of the educational approach and the effectiveness of the Digital Learning Spaces to conduct research. The partners of the consortium will use this feedback as input to optimise the educational approach and products. Target groups The target groups of this multiplier event will be professionals in hospitality business, faculty of tertiary hotel and tourism schools, students, researchers and other people involved in this project. Objectives The objectives of ME3 are:</p> <ul style="list-style-type: none"> - Presenting the results of IO1-3. - Receiving feedback and input on research opportunities in Digital Learning Spaces from relevant stakeholders. - Plan the future activities of the transnational and high- quality network for Digital Learning Spaces in hospitality management.
Country of Venue	Finland
Start Date (dd-mm-yyyy)	13-03-2023
End Date (dd-mm-yyyy)	16-03-2023
Project Results Covered (using ResultIdentification number)	R1, R2, R3
Leading Organisation	HAAGA-HELIA AMMATTIKORKEAKOULU OY
Participating Organisation	TECHNOLOGICAL UNIVERSITY DUBLIN Hotelschool Den Haag UNIVERSITAT DE LES ILLES BALEARS

Event Identification	E4
Event Title	New Educational approach for lecturers: Showcasing Digital Learning Spaces in Hospitality
Description of the multiplier event	This ME is planned for December 2023 and it has not been implemented yet, therefore the actual details are not available yet.

	<p>The multiplier event will start with a general presentation of the project results and outputs to all participants in the project and other stakeholders. Subsequently, best practices of the use of Digital Learning Spaces, as well as their educational and research application will be presented. The presentations will serve as input for discussion panels. The main goal of this final multiplier event is to evaluate the development of research projects in Digital Learning Spaces, especially in view of the expressed need for inquisitive power and problem solving skills in the labour market. The stakeholders are asked to give feedback on the overall design of the educational approach and the effectiveness of the Digital Learning Spaces to conduct research. The partners of the consortium will use this feedback as input to optimise the educational approach and products. Target groups The target groups of this multiplier event will be professionals in hospitality business, faculty of tertiary hotel and tourism schools, students, researchers and other people involved in this project. Objectives The objectives of ME4 are:</p> <ul style="list-style-type: none"> - Presenting the results of IO1-4, in particular the Manuel prepared for the implementation of Digital Learning Spaces. - Receiving feedback and input on research opportunities in Digital Learning Spaces from relevant stakeholders. - Plan the future activities of the transnational and high-quality network for Digital Learning Spaces in hospitality management.
Country of Venue	Ireland
Start Date (dd-mm-yyyy)	12-12-2023
End Date (dd-mm-yyyy)	14-12-2023
Project Results Covered (using ResultIdentification number)	R1 , R2, R3, R4
Leading Organisation	TECHNOLOGICAL UNIVERSITY DUBLIN
Participating Organisation	Hotelschool Den Haag HAAGA-HELIA AMMATTIKORKEAKOULU OY UNIVERSITAT DE LES ILLES BALEARS

Learning/Teaching/Training Activities

Activity No.	C1
Field	Training of educational staff
Activity Type	Short-term LTTA
Description of the activity	<p style="background-color: yellow;">This activity is planned for November 2023 and it has not been implemented yet, therefore the actual details are not available yet.</p> <p>Implementation.</p> <p>We originally planned for this activity to take place in Februar 2023, but the Consortium decided to move this activity to November 2023, to maximise the value of this to the participants as the training manuals will be at a later stage of development.</p> <p>We are currently working on the design of the training.</p> <p>Description. Lecturers who wish to be involved in the use of digital learning spaces in their curriculum will take part in a three-day learning activity. The Activity will focus on what XR/VR/AR and their benefits are; how they can be embedded in a curriculum; what tools and knowledge are required; how to create one or more prototypes.</p> <p>As a result of this Activity, teachers/lecturers in the partner organisations will be able to develop digital learning spaces and learn how to embed these in the curriculum. The activity will also give them a chance to interact with foreign lecturers who are interested also in the use of digital learning spaces in the class room. This will form the basis of a community of practice of these lecturers.</p>
Country of Venue	Finland

No. of Participants	30
Participants with Fewer Opportunities (out of total number of Participants)	NA
Accompanying Persons (out of total number of Participants)	NA
Is this a long-term activity?	No
Funded Duration (days)	3
Participating Organisations	TECHNOLOGICAL UNIVERSITY DUBLIN Hotelschool Den Haag UNIVERSITAT DE LES ILLES BALEARS

Participants in Learning/Teaching/Training Activities

Participants' profile

For each activity, please describe the background and profile of the participants involved in the learning, teaching or training activities. How were the participants selected, prepared and supported? If relevant, please describe any practical arrangement set for the participants, including training, teaching or learning agreements.

Participants will be recruited from the partner organisations in terms of their background and interested in learning about and embedding digital learning spaces in their curriculum. Participants will be selected based on the following criteria: lecturers who are willing to act as trainers for their peers in their home institutions; lecturers who are committed to devote 3-6 months to acquire this expertise; lecturers who are willing to provide feedback and evaluations of their experience, lecturers who are willing to become part of a community of practice in this field to share their experiences.

Activities aimed at supporting the participants and any practical arrangements will be described after implementation, in the final report.

[Max 2000]

Participants' Recognition

Did your project make use of European instruments like Europass, ECVET, Youthpass, ECTS etc. or any national instruments/certificates for recognition or validation of the learning outcomes of the participants in the learning, teaching or training activities?

x	YES
	NO

[IF "YES"]

MINIMUM 0 ENTRIES AND MAXIMUM 8 ENTRIES

Please indicate the recognition/validation instruments used in your project:

<u>[CERTIFICATION TYPES]</u> [MANDATORY]	
	EUROPASS_CV - Europass Curriculum Vitae (CV)
	EUROPASS_MOB - Europass Mobility Document
	EUROPASS_CS - Europass Certificate Supplement
	EUROPASS_DS - Europass Diploma Supplement
	ECVET - The European Credit system for Vocational Education and Training (ECVET)
	YOUTHPASS - Youthpass Certificate
x	CTS - Credit Transfer Systems

If you have used other recognition/validation instruments, please describe them:

[OPTIONAL]

[Max 2000]

Follow-up

Impact

What was the project's impact on the participants, participating organisations, target groups and other relevant stakeholders?

As this project is not yet completed, some of the impacts on the participants, participating organisations, target groups and other relevant stakeholders described below are still aspirational.

This Strategic Partnership will have a clear impact on the different target groups of the project. Students The curricula at the participating schools will offer students an up-to-date and future-proof preparation for positions in (higher) management and executive roles in hospitality, by emphasizing their competences to anticipate future developments and design strategies to address emerging issues. in courses enhanced by versatile digital learning spaces. In practice they will be prepared to resolve specific business cases in areas such as progressing sustainability requirements, competition from companies inside and outside their own industry, or supporting and contributing to evolving standards of employee well-being and talent management. Partner institutions and their staff In the first place, the experience of the partners in the use of digital learning spaces will allow them to offer a range of versatile real-life-like cases, then can be shared and discussed at the different partners. A second envisioned result is that more generally this cooperation will further enhance the international orientation and opportunities for students and faculty. Furthermore, it helps with the approach of international students and improves their attractiveness for students from across Europe and elsewhere. THETA will contribute to adding new instruments to their way of learning. It also removes the barriers inherent to the traditional subject areas of our schools. Finally, the project will contribute to the different school's international prestige and strengthen the dissemination of its expertise as one of the leading European tertiary hospitality institutes. The hospitality Industry The hospitality industry will benefit from the output of THETA as the project addresses the fundamental skills gap for higher (strategic) management in hospitality and tourism, derived from the fact that tertiary education so far has succeeded in incorporating academic standards but has insufficiently delivered solutions to practitioner problems. Not only the financial and the Covid-19 crises have provided evidence for the resulting vulnerability of the industry, but also ongoing innovations that have subverted their market power such as online distribution, sharing or food delivery services. A first outcome of the project will be that graduates are prepared as complex field problem solvers able to analyse and react to these situations; secondarily the greater relevance and corresponding career options will increase the appeal of the industry as an employer to younger generations. Both effects will contribute to the innovation potential and the competitiveness of the European hotel and tourism industry. Other higher educational institutions in the hospitality sector through the involvement of the EUROCHRIE network will gain access to instruments and methods to new approaches to hospitality education that will also be of benefit for their current staff. Whilst the developed materials and courses will be domain-specific the information on the experience and skills gained in this project will also be showcased at higher education congresses to other institutes in the social sciences and business domain (examples are mentioned in the chapter Participants).

[Max 2000]

What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.

As this project is not yet completed, some of the impacts at the local, regional, European and/or international levels described below are still aspirational.

In general, this project contributes to developing a clear position for tertiary hospitality management schools in the participating countries. As the hospitality management sector is a relatively new discipline in higher education research, hospitality schools are searching for a clear, independent methodological identity. This project develops modules and training for a new approach in hospitality education, which provides the hospitality sector with a flexible and future proof identity and provides teachers and students with new 21st century skills.

Local impact

This project provides the higher education institutes in the individual countries with a more attractive study program for students across Europe. This will increase student numbers and student satisfaction. Moreover, the students and teachers at the higher education institutes will possess new skills and knowledge, preparing them for a (future) professional career. The project will thus directly affect businesses and educational initiatives in the local environment of the three schools.

Regional impact

This project increases cooperation between higher institutions in the individual countries and their stakeholders. Stakeholders in the hospitality management sector will benefit by employing students with 21st century skills after they have finished their studies. Graduates will possess skills to anticipate on future changes in the hospitality business, such as inquisitive power and creativity. HTH, as the number 1 tertiary hospitality school in the Netherlands, has strong connections to the hospitality and tourism industry in the Netherlands and abroad. Its location in the provinces of North and South-Holland places it in the centre of the region where hotel activity is most strongly concentrated. Every year, numerous student projects are conducted with hospitality businesses and organisations in all of these regions of the country. As TU Dublin serves the wider Dublin market with over 2 million people and majority of the hospitality business volume, the design-oriented research skills developed as part of this project will benefit the industry representative organisations equally from a talent capacity development and policy making point of view. UIB has strong connections to the local hotel industry, in particular its technology suppliers.

National impact

The participating hospitality schools in this consortium increase their position as prestigious and innovative European hotel schools by integrating design oriented and research informed education as a defining principle across hospitality programmes. The countries in this consortium will be trendsetters in developing a methodological identity for tertiary hotel schools. In the national context, HTH cooperates with Koninklijke Horeca Nederland, the Dutch Association of Hotelschools, the Comeniusnetwerk and the Vereniging Hogescholen. As TU Dublin is a key stakeholder in the national Hospitality Careers Oversight Group, which is designed to monitor and address skills challenges in this sector, TU Dublin is ideally placed to inform and lead policy changes that will have a nationwide impact concerning the development and fostering of design-oriented research based thinking among graduates in Ireland. EU/international impact The development of digital learning spaces implies a strong contribution to shortening the innovation cycle of tertiary programmes, and their agile adjustment to evolving professional contexts. Furthermore, by integrating research informed education in tertiary hotel schools transnationally, the consortium will set an example for several higher education institutions in Europe.

[Max 2000]

How does the project contribute to the achievement of the most relevant priorities as indicated in the description section?

The THETA project horizontal and sectoral priority is to facilitate digital transformation through the development of digital readiness, resilience and capacity among hospitality and tourism students. This aligns also with the key skills identified by the Next Tourism Generation project (<https://nexttourismgeneration.eu>). It does so by creating prototypes, training manuals, and training programmes for lecturers to embed these in their curricula, thus, ensuring that students are exposed to and become familiar with these technologies and to develop their critical thinking skills.

THETA also stimulates innovative learning and teaching practices by introducing a substantial amount of lecturers in different countries and institutions to the use of digital learning spaces, thus, also supporting digital capabilities of the higher education sector in general.

Specifically, the project develops four intellectual outputs aimed at students and staff of tertiary hospitality management programmes. The specific objectives of THETA are to:

- Use digital modes of delivery to connect students, staff and practitioners in professional research activities;
- Apply a new educational approach by introducing the design-oriented research methodology; - Develop digital pedagogical competences of educators;
- Develop digital, entrepreneurial and autonomous learning competencies;
- Develop high quality digital content;
- Establish a digital environment that prepares future professionals for a volatile and dynamic environment, and helps current practitioners in navigating in this volatile environment;
- Turn this digital environment into a co-creative source of innovations for the hospitality profession;
- Share the knowledge of leading hospitality institutions with other schools, while building their own knowledge base thereby strengthening their leadership role.

[Max 2000]

Dissemination and Use of Project Results

To whom did you disseminate the project results inside and outside your partnership? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices.

To ensure sustainability of the project results, the consortium has delineated several target groups that are continuously provided with information about the project and its outcomes. This dissemination is taking place throughout the entire project lifetime. Dissemination is targeted at both internal as well as external target groups. Our internal dissemination activities are targeted at parties within the consortium, such as staff in and outside of the Faculty, students and industry partners. In general, this internal dissemination implies that all partner institutions are continually sharing information regarding the project, the project progress and its results with their staff and faculties and students.

In addition, we have shared and tested our findings and prototypes at two different international conferences with fellow researchers, lecturers and industry professionals to stimulate the discussion about the use of digital learning spaces in hospitality tertiary education.

Moreover, we are in the process of completing two academic papers – one literature review and a case study – for publication in academic journals.

[Max 2000]

What kind of dissemination activities does your partnership carry out and through which channels? Please also provide information on the feedback received.

We use social media, such as LinkedIn and Instagram to share information about the project and our prototypes and findings. Other channels include newsletters and websites affiliated with the institutions involved in this project.

We are also in the process of preparing academic publications. Thus, the channels linked to these would be the publishers' and institutional databases, where these will be accessed through.

The feedback that has been received so far is very positive.

[Max 2000]

Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced intellectual outputs/tangible deliverables, please describe if and how you have promoted free access to them by the public. In case a limitation was imposed for the use of the open licence, please specify the reasons, extent and nature of this limitation.

As the project is still ongoing, some of the comments are still aspirational and refer to activities that are yet to take place.

The project results will have open access and will be freely accessible - using a Creative Commons license - via the dedicated project website.

[Max 2000]

How have you ensured that the project's results will remain available and be used by others?

As the project is still ongoing, some of the comments are still aspirational and refer to activities that are yet to take place.

Several measures will be taken for the project results to stay available to be used by others. First and foremost, sustainability is ensured by vastly implementing our educational innovation in the existing curricula of our participating institutions. As a result, our own (future) students and staff will be using the project results on a daily basis. Secondly, the project website will stay online after the project period. On the project website the communication of the project will remain available. Furthermore, the open source materials which will be produced during the project will be published here. The consortium partners will furthermore continue to inform their direct networks on the project and its outcomes. Ideally, the consortium will convince other institutions to implement our educational innovation themselves. Next to that, they will remain active on social

media and use other communication and dissemination channels to inform stakeholders about the project and its lasting impact.

[Max 2000]

How do you see the potential to use this project's approach in other projects on a larger scale and/or in a different field or area?

To date, the iterative nature of the design thinking method has served us extremely well and allowed us to continuously reevaluate what and how we are doing things. The approach we use and the topic we focus on can easily be upscaled and / or extended to unrelated fields.

Sustainability

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

As the project is still ongoing, some of the comments are still aspirational and refer to activities that are yet to take place.

The end of this EU funding will not imply the end of our consortium efforts. This Erasmus+ project is set out to establish a long lasting and sustainable change in our Hospitality education as well as in other educational settings across Europe. To this end, our consortium members are dedicated to stay actively involved in our educational innovation and have moreover delineated specific activities to ensure our project sustainability. We are taking a number of steps to make the results of this project sustainable. The project partners will stay in close contact with one another, to keep the discussion going and the feedback loop running. A crucial focus point of our sustainability strategy is to get our innovative educational framework formally integrated into other educational institutions. For this, the Project Board is using their networks to inform potentially interested parties. The Project Board will make sure to regularly update the project website. The project website, hosted by the Project Leader, will furthermore continue to offer access to our learning materials and practical tools. The Project Board will keep making use of (social) media channels to send out important updates on our educational innovation. The educational innovation established in this project offers a solution to a problem experienced by all partner institutions involved. For this reason, we are convinced that all partners will remain committed to the project and to spreading its outcomes - also after the project lifetime. To this end, all partners will continue to make time available to ensure a lasting impact. Furthermore, the consortium will investigate the possibility to continue the established cooperation and to find additional funding.

[Max 2000]

European Language Label – non applicable for Interim Report

This part does not apply to the interim report – however – you can consider applying for ELL [European Language Label] once your project is completed.

The European Language Label is an award set up by the European Commission as part of the Erasmus+ programme.

You can learn more about the European Language Label on the Europa web, here: [European language initiatives](#).

Please note that applying for the European Language Label will not influence the evaluation of your final report in any way. All the information provided in replies to questions in this section will be used exclusively in the selection procedures for the European Language Label.

Would you like to apply for the European Language Label? – **please contact NA for more information**

Budget

This section gives a detailed overview of the final amount of the EU grant you request;

Budget Summary

This table describes only the grant already used by the partner institutions – all the costs are eligible and supporting documents are annexed to this report.

Name of the Organisation	Project Management and Implementation	Transnational Project Meetings	Project Results	Multiplier Events	Learning/Teaching/Training Activities				Inclusion support for participants	Inclusion Support for organisation	Exceptional Costs	Exceptional Costs - Guarantee	Total (Calculated)
					Travel	Individual Support	Linguistic Support	Exceptional Costs for Expensive Travel					
TECHNOLOGICAL UNIVERSITY DUBLIN	€5,674.50	€2,300.00	€24,966.00	€0	€0	€0	€0	€0	€0	€0	€0	€0	€32,940.50
Hotelschool Den Haag	€2,846.50	€1,150.00	€25,086.50	€7,095.00	€0	€0	€0	€0	€0	€0	€0	€0	€36,178.00
HAAGA-HELIA AMMATTIKORKEA KOULU OY	€2,846.50	€2,300.00	€22,127.00	€0	€0	€0	€0	€0	€0	€0	€0	€0	€27,273.50
UNIVERSITAT DE LES ILLES BALEAR	€2,846.50	€1,150.00	€16,423.00	€5,500.00	€0	€0	€0	€0	€0	€0	€0	€0	€25,701.50
Total	€14,214.00	€6,900.00	€88,939.50	€12,595.00	€0	€0	€0	€0	€0	€0	€0	€0	€122,648.00

Project Total Amount

Project Total Amount Reported (Calculated)	€122,648.00
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Please provide any further comments you may have concerning the above figure.

€122,648.00 exceeds the 70% of the first tranche of funds and as such the beneficiary requests to receive the second tranche of funding (40%).

Please note that there is a reported shortfall of €1,595 for Multiplier Events (Universitat de Les Illes Balear). However, additional Project Result costs of €1,813 were incurred by Universitat de Les Illes Balear.

For each budget category, a table for the grant amounts that have already been used can be found below. For all the categories – with the exception of the Project Results, we were also able to provide an accurate preview of the funds that will be spent in the second half of the project. The table was not provided for the Project Results category, as there might be transfers of days from one Result to another that we cannot foresee.

[Max 2000]

Project Management and Implementation

Role of Organisation	Name of the Organisation	Total
Grant already used in the first half of the project = Total amount granted for Project Management and Implementation/2		
Beneficiary	TECHNOLOGICAL UNIVERSITY DUBLIN	€5,674.50
Participating Organisation	Hotelschool Den Haag	€2,846.50
Participating Organisation	HAAGA-HELIA AMMATTIKORKEAKOULU OY	€2,846.50
Participating Organisation	UNIVERSITAT DE LES ILLES BALEAR	€2,846.50
Total		€14,214.00

Role of Organisation	Name of the Organisation	Total
Grant to be used in the second half of the project = Total amount granted for Project Management and Implementation/2		
Beneficiary	TECHNOLOGICAL UNIVERSITY DUBLIN	€5,674.50
Participating Organisation	Hotelschool Den Haag	€2,846.50
Participating Organisation	HAAGA-HELIA AMMATTIKORKEAKOULU OY	€2,846.50
Participating Organisation	UNIVERSITAT DE LES ILLES BALEAR	€2,846.50
Total		€14,214.00

Transnational Project Meetings

This is a list of the TPMs already implemented – grants are eligible and supporting docs are annexed to this report

To date, we have held two out of five Transnational Project Meetings

Name of the Sending Organisation	Country of the Organisation	Total No. of Meetings	Total No. of Participants in All Meetings	Distance Band	Grant per Participant	Total (Calculated)
TECHNOLOGICAL UNIVERSITY DUBLIN	Netherlands	1	2	100 - 1999 km	575 €	€1,150.00
TECHNOLOGICAL UNIVERSITY DUBLIN	Spain	1	2	100 - 1999 km	575 €	€1,150.00
Hotelschool Den Haag	Spain	1	2	100 - 1999 km	575 €	€1,150.00
HAAGA-HELIA AMMATTIKORKEAKOULU OY	Netherlands	1	2	100 - 1999 km	575 €	€1,150.00
HAAGA-HELIA AMMATTIKORKEAKOULU OY	Spain	1	2	100 - 1999 km	575 €	€1,150.00
UNIVERSITAT DE LES ILLES BALEAR	Netherlands	1	2	100 - 1999 km	575 €	€1,150.00
Total						€ 6,900.00

This table describes the TPMs NOT YET implemented – the grants are only indicative and supporting documents can't be provided yet

Name of the Sending Organisation	Country of the Organisation	Total No. of Meetings	Total No. of Participants in All Meetings	Distance Band	Grant per Participant	Total (Calculated)
TECHNOLOGICAL UNIVERSITY DUBLIN	Finland	1	2	100 - 1999 km	575 €	€1,150.00
TECHNOLOGICAL UNIVERSITY DUBLIN	Netherlands	1	2	100 - 1999 km	575 €	€1,150.00
Hotelschool Den Haag	Finland	1	2	100 - 1999 km	575 €	€1,150.00
Hotelschool Den Haag	Ireland	1	2	100 - 1999 km	575 €	€1,150.00
HAAGA-HELIA AMMATTIKORKEAKOULU OY	Netherlands	1	2	100 - 1999 km	575 €	€1,150.00

HAAGA-HELIA AMMATTIKORKEAKOULU OY	Ireland	1	2	100 - 1999 km	575 €	€1,150.00
UNIVERSITAT DE LES ILLES BALEAR	Finland	1	2	100 - 1999 km	575 €	€1,150.00
UNIVERSITAT DE LES ILLES BALEAR	Netherlands	1	2	100 - 1999 km	575 €	€1,150.00
UNIVERSITAT DE LES ILLES BALEAR	Ireland	1	2	100 - 1999 km	575 €	€1,150.00
Total						€10,350.00

Project Results

Name of the Organisation	Result Identification	Category of Staff	No. of Working Days	Grant per Day	Total (Calculated)
Technological University Dublin	R1	Teachers/Trainers/Researchers	50	€241.00	€12,050.00
Hotelschool Den Haag	R1	Teachers/Trainers/Researchers	50	€241.00	€12,050.00
HAAGA-HELIA AMMATTIKORKEAKOULU OY	R1	Teachers/Trainers/Researchers	50	€214.00	€10,700.00
UNIVERSITAT DE LES ILLES BALEAR	R1	Teachers/Trainers/Researchers	61	€137.00	€8357.00
UNIVERSITAT DE LES ILLES BALEAR	R1	Technicians	22	€102.00	€2,244.00
UNIVERSITAT DE LES ILLES BALEAR	R1	Administrative Support Staff	2	€78.00	€156.00
Technological University Dublin	R2	Teachers/Trainers/Researchers	49	€241.00	€11,809.00
Hotelschool Den Haag	R2	Teachers/Trainers/Researchers	49	€241.00	€11,809.00
Hotelschool Den Haag	R2	Technicians	10	€190.00	€1,900.00
Hotelschool Den Haag	R2	Administrative Support Staff	2	€157.00	€314.00
HAAGA-HELIA AMMATTIKORKEAKOULU OY	R2	Teachers/Trainers/Researchers	50	€214.00	€10,700.00
UNIVERSITAT DE LES ILLES BALEAR	R2	Teachers/Trainers/Researchers	50	€137.00	€6,850.00
Technological University Dublin	R3	Teachers/Trainers/Researchers	50	€241.00	€12,050.00
Hotelschool Den Haag	R3	Teachers/Trainers/Researchers	50	€241.00	€12,050.00
HAAGA-HELIA AMMATTIKORKEAKOULU OY	R3	Teachers/Trainers/Researchers	49	€214.00	€10,486.00
HAAGA-HELIA AMMATTIKORKEAKOULU OY	R3	Technicians	10	€162.00	€1,620.00

HAAGA-HELIA AMMATTIKORKEAKOULU OY	R3	Administrative Support Staff	2	€131.00	€262.00
UNIVERSITAT DE LES ILLES BALEAR	R3	Teachers/Trainers/Researchers	49	€137.00	€6,713.00
Technological University Dublin	R4	Teachers/Trainers/Researchers	49	€241.00	€11,809.00
Technological University Dublin	R4	Technicians	10	€190.00	€1,900.00
Technological University Dublin	R4	Administrative Support Staff	2	€157.00	€314.00
Hotelschool Den Haag	R4	Teachers/Trainers/Researchers	50	€241.00	€12,050.00
HAAGA-HELIA AMMATTIKORKEAKOULU OY	R4	Teachers/Trainers/Researchers	49	€214.00	€10,486.00
UNIVERSITAT DE LES ILLES BALEAR	R4	Teachers/Trainers/Researchers	49	€137.00	€6,713.00
Total					€175,392.00

Multiplier Events

This is a list of the Multiplier Events already implemented – grants are eligible and supporting docs are annexed to this report

Name of the Organisation	Event ID	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	No. of Participants in Virtual Activities	Grant per Participant in Virtual Activities	Total
Hotelschool Den Haag	E2	Netherlands	25	€100	22	€200	13	€15	€7,095.00
UNIVERSITAT DE LES ILLES BALEAR	E1	Spain	23	€100	16	€200	N/A	€15	€5,500.00
Total			48		38		13		€12,595.00

This table describes the Multiplier Events NOT YET implemented – the grants are only indicative and supporting documents cannot be provided yet

Name of the Organisation	Event ID	Country of Venue	No. of Local Participants	Grant per Local Participant	No. of Foreign Participants	Grant per Foreign Participant	No. of Participants in Virtual Activities	Grant per Participant in Virtual Activities	Total
HAAGA-HELIA AMMATTIKORKEAKOULU OY	E3	Finland	23	€100	23	€200	13	€15	€7,095.00
Technological University Dublin	E4	Ireland	24	€100	23	€200	13	€15	€7,195.00
Total			47		46		26		€14,290.00

WARNING IF TOTAL CALCULATED > 30 000€

"You have requested a total budget of xx€ for Multiplier Events. Only 30 000€ are allowed per project"

Learning/Teaching/Training Activities

Travel

This table describes the Learning/Teaching/Training Activity NOT YET implemented – the grants are only indicative and supporting documents cannot be provided yet

Name of the Organisation	Activity No.	Field	Distance Band	Travel Grant per Participant	No. of Participants	Exceptional Costs for Expensive Travel	Total (Calculated)
Technological University Dublin	LTT1	Staff	2000 - 2999 km	€360.00	10	€0	€3600.00
Hotelschool Den Haag	LTT1	Staff	500 - 1999 km	€275.00	10	€0	€2750.00
HAAGA-HELIA AMMATTIKORKEAKOULU OY	LTT1	Staff	N/A	N/A	0	€0	€0
UNIVERSITAT DE LES ILLES BALEAR	LTT1	Staff	2000 - 2999 km	€360.00	10	€0	€3600.00
Total					30		€9,950.00

Individual Support

Short-term Learning, Teaching and Training Activities

Name of the Organisation	Activity No.	Field	Participants (Without Accompanying Persons)						Accompanying Persons	Total (Calculated)
			Funded Duration (days) Physical Activity	Funded Duration (days) Virtual Activity	No. of Participants (Without accompanying persons)	Grant per Participant Physical Activity	Grant per Participant Blended Activity	Grant per Participant Virtual Activity		
Technological University Dublin	LTT1	Staff	4	N/A	10	€106.00	N/A	N/A	N/A	€4,240.00
Hotelschool Den Haag	LTT1	Staff	4	N/A	10	€106.00	N/A	N/A	N/A	€4,240.00
HAAGA-HELIA AMMATTIKORKEAKOULU OY	LTT1	Staff	4	N/A	0	N/A	N/A	N/A	N/A	€0
UNIVERSITAT DE LES ILLES BALEAR	LTT1	Staff	4	N/A	10	€106.00	N/A	N/A	N/A	€4,240.00
Total										€12,720.00

Annexes







Declaration on Honour – template provided

Other documents

Please attach any other relevant documents

If you have any additional questions, please contact your National Agency @ Erasmus@hea.ie

List of documents

No	Name	File size (kB)	Type of document	Actions
1	declaration-on-honour_EN.pdf	56.87	Declaration on Honour	 
2	Filename1.doc	900.56	Other document	 
3	Nex txt file.txt	1.5	Other document	 

Checklist

Before submitting your interim report form to the National Agency, please make sure that:

- All necessary information on your project has been encoded in Beneficiary Module;
- The report form has been completed using one of the mandatory languages specified in the Grant Agreement;
- All the relevant documents are annexed:**
 - Declaration on Honour, signed by the legal representative of the beneficiary organisation;
 - The necessary supporting documents as requested in the grant agreement;

PROTECTION OF PERSONAL DATA

Please read our privacy statement to understand how we process and protect [your personal data](#).

Conditions for the Final report submission

[All conditions are automatically checked when they are fullfield]

Final report can only be submitted if:

- All mandatory fields in the report have been filled in

- Reported Budget is greater than zero, see [Budget \[Link to Budget screen\]](#)
- Organisations of Invited Staff in the project (if any) participate in at least one LTT activity (for KA220-HED projects only)
- Declaration on Honour has been uploaded
- Checklist has been fulfilled