

TOURiBOOST

Reorienting tourism education with digital, social and intercultural competences to support local stakeholders tackle strategic innovation in heritage tourism

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA203 - Strategic Partnerships for higher education

PILOT PROJECT PLANNING FORM

AND DISSERTATION TEMPLATE

STEP III: STANDARD ASSET PLANNING FORM

# ASSET RECORD FORM

## Pilot Project Area Profile

**LOCATION**

**ECONOMY**

**ACCESSIBILITY**

## 3.1 Asset Category

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ASSET** | | | **Natural Assets** | | | | | | **Man-MadeAssets** | | | | | | | | | | | | | **SIGNIFICANCE** | | | | | |
|  | | | Marine Features | Coastal Features | Rural Features | Wildlife | Geology and Fossils | Mountain and Alps | Designated Monuments | Objects | Collections | Interpretive Themes | Historic Values | Stories and Myths | Important People | Trade and Commerce | Urban Features | Folkloreand Trad. Events | Architectures | Special Features | Adventuring | Uniqueness | Continuity | Accessibility | Existing Infrastructure | Score | **Priority** |
| **HERITAGE ASSET 01** | | **GEOLOCATION 01** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Low** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Medium** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **High** |
|  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **HERITAGE ASSET 02** | **GEOLOCATION 02** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0 | 2 | 2 | 2 |  | **Low** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 0 | 1 | 1 | **Medium** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 | 2 | 2 | 2 | **High** |
|  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **HERITAGE ASSET 03** | **GEOLOCATION 03** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Low** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Medium** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **High** |
|  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **HERITAGE ASSET 04** | **GEOLOCATION 04** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Low** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Medium** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **High** |
|  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **HERITAGE ASSET 05** | **GEOLOCATION 05** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Low** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Medium** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **High** |

## 3.2 Selected Assets

Locations selected for the Pilot Projects are:

|  |
| --- |
| PILOT PROJECT LOCATIONS |
|  |
|  |
|  |
|  |
|  |

**Table 1:** LAP Locations

## 3.3 Asset Significance

### Record Sheet Summary

**Underline unit of recording: Building / Complex / Archaeological Site / Open Space / Natural / Spiritual / Intangible**

### Section 1. Identification and Description of the Asset

**Name:**

**Category:**

**Type:**

**Website:**

**Location:**

**Country:**

**Region:**

**Locality (town, village):**

**Address (street, number):**

**Geographic location (coordinates, altitude, relief, waters):**

**Access:**

**Owner/administrator:**

**Present function/ since when:**

**Previous functions/ period** (start date-end date for each):

**Landscape** – elements (buildings, heritage, farming, vegetation, fauna, waters):

**Dating/ Period:**

**Persons, Events and Organisations Associated with the History of the Building/Site/Area/ Period** (start date, end date for each):

**Description** (history, features etc.):

Section 2. Assessment of Significance of the Asset

**Designations:**

**Significance of the asset:**

**Statement of Significance:**

# STANDARD ASSET PLANNING FORM

## Asset no 01

|  |  |
| --- | --- |
| NAME OF THE ASSET | NUMBER OF THE ASSET IN THE LOCAL ATTRACTION PLAN |
| 1. What is the asset class (tangible-intangible-spiritual etc.) | |
| 1. Ownership | |
| 1. Brief History | |
| 1. Brief Description | |
| 1. Landscape Elements and surrounding atmosphere | |
| 1. Condition of the asset (integrity, accessibility, interpretive potential) | |
| 1. What are the distinctive features of the asset? | |
| * visibility in the landscape | |
| * natural values | |
| * cultural values | |
| * spiritual values | |
| * What are the inherent values of the asset? | |
| * Natural | |
| * Cultural | |
| * Spiritual | |
| 1. What is significant and visible? | |
|  | |
| 1. Which other senses can be attracted? | |
| 1. Which are the emotions that can be created? | |
| 1. Identify intangible meanings (customs, traditions, stories, community values, designated values) | |
| * Non-visible special features | |
| * Background knowledge which might be of interest for visitors | |
|  | |
| 1. Identify universal concepts | |
| * Possible relations to the visitors’ horizon of experiences | |
|  | |
| 1. Identify opportunities for connections | |
| * Write a theme statement and include a universal concept | |
| * Develop links into opportunities for connections | |
| * Link tangible –intangible meanings with everyday practice | |
| 1. Ideas for illustrating drawings / photographs | |
|  | |
| 1. Encourage active involvement of the visitors (g = guided; s = sellf-guided e.g. interactives) | |
|  | |
| 1. Develop the asset’s central message (the interpretive unit’s central message)// | |
|  | |
| 1. Maximum carrying capacity for the stop | |
|  | |
| 1. Define leisure time possibilities | |
| * Places to rest | |
| * Catering facilities, gastronomy, refreshments | |
| * Possibilities for children to play | |
| * Activities for visitors | |
| * Place Calendar and Events | |
| * Shopping | |
| 1. Accessibility (accessing assets from all aspects) | |
| * Physical (signage, transport, communications, facilities, pricing) | |
| * Mental (cognitive accessible présentations) | |
| * Emotional | |
| * other | |
| 1. Visitor Facilities (accessibility, visitation schedule, parking, toilets/rest rooms, places to rest, playgrounds; facilities for people with disabilities; catering facilities; digital services and interactives) | |
| 1. Conservation issues and possibly affected local people: (nature / culture / owners or other local users): | |
| 1. Write the story line for the asset no 1 | |
| 1. Open questions: need for experts knowledge | |

## Asset no 02

|  |  |
| --- | --- |
| NAME OF THE ASSET | NUMBER OF THE ASSET IN THE LOCAL ATTRACTION PLAN |
| 1. What is the asset class (tangible-intangible-spiritual etc.) | |
| 1. Ownership | |
| 1. Brief History | |
| 1. Brief Description | |
| 1. Landscape Elements and surrounding atmosphere | |
| 1. Condition of the asset (integrity, accessibility, interpretive potential) | |
| 1. What are the distinctive features of the asset? | |
| * visibility in the landscape | |
| * natural values | |
| * cultural values | |
| * spiritual values | |
| * What are the inherent values of the asset? | |
| * Natural | |
| * Cultural | |
| * Spiritual | |
| 1. What is significant and visible? | |
|  | |
| 1. Which other senses can be attracted? | |
| 1. Which are the emotions that can be created? | |
| 1. Identify intangible meanings (customs, traditions, stories, community values, designated values) | |
| * Non-visible special features | |
| * Background knowledge which might be of interest for visitors | |
|  | |
| 1. Identify universal concepts | |
| * Possible relations to the visitors’ horizon of experiences | |
|  | |
| 1. Identify opportunities for connections | |
| * Write a theme statement and include a universal concept | |
| * Develop links into opportunities for connections | |
| * Link tangible –intangible meanings with everyday practice | |
| 1. Ideas for illustrating drawings / photographs | |
|  | |
| 1. Encourage active involvement of the visitors (g = guided; s = sellf-guided e.g. interactives) | |
|  | |
| 1. Develop the asset’s central message (the interpretive unit’s central message)// | |
|  | |
| 1. Maximum carrying capacity for the stop | |
|  | |
| 1. Define leisure time possibilities | |
| * Places to rest | |
| * Catering facilities, gastronomy, refreshments | |
| * Possibilities for children to play | |
| * Activities for visitors | |
| * Place Calendar and Events | |
| * Shopping | |
| 1. Accessibility (accessing assets from all aspects) | |
| * Physical (signage, transport, communications, facilities, pricing) | |
| * Mental (cognitive accessible présentations) | |
| * Emotional | |
| * other | |
| 1. Visitor Facilities (accessibility, visitation schedule, parking, toilets/rest rooms, places to rest, playgrounds; facilities for people with disabilities; catering facilities; digital services and interactives) | |
| 1. Conservation issues and possibly affected local people: (nature / culture / owners or other local users): | |
| 1. Write the story line for the asset no 1 | |
| 1. Open questions: need for experts knowledge | |

## Asset no 03

|  |  |
| --- | --- |
| NAME OF THE ASSET | NUMBER OF THE ASSET IN THE LOCAL ATTRACTION PLAN |
| 1. What is the asset class (tangible-intangible-spiritual etc.) | |
| 1. Ownership | |
| 1. Brief History | |
| 1. Brief Description | |
| 1. Landscape Elements and surrounding atmosphere | |
| 1. Condition of the asset (integrity, accessibility, interpretive potential) | |
| 1. What are the distinctive features of the asset? | |
| * visibility in the landscape | |
| * natural values | |
| * cultural values | |
| * spiritual values | |
| * What are the inherent values of the asset? | |
| * Natural | |
| * Cultural | |
| * Spiritual | |
| 1. What is significant and visible? | |
|  | |
| 1. Which other senses can be attracted? | |
| 1. Which are the emotions that can be created? | |
| 1. Identify intangible meanings (customs, traditions, stories, community values, designated values) | |
| * Non-visible special features | |
| * Background knowledge which might be of interest for visitors | |
|  | |
| 1. Identify universal concepts | |
| * Possible relations to the visitors’ horizon of experiences | |
|  | |
| 1. Identify opportunities for connections | |
| * Write a theme statement and include a universal concept | |
| * Develop links into opportunities for connections | |
| * Link tangible –intangible meanings with everyday practice | |
| 1. Ideas for illustrating drawings / photographs | |
|  | |
| 1. Encourage active involvement of the visitors (g = guided; s = sellf-guided e.g. interactives) | |
|  | |
| 1. Develop the asset’s central message (the interpretive unit’s central message)// | |
|  | |
| 1. Maximum carrying capacity for the stop | |
|  | |
| 1. Define leisure time possibilities | |
| * Places to rest | |
| * Catering facilities, gastronomy, refreshments | |
| * Possibilities for children to play | |
| * Activities for visitors | |
| * Place Calendar and Events | |
| * Shopping | |
| 1. Accessibility (accessing assets from all aspects) | |
| * Physical (signage, transport, communications, facilities, pricing) | |
| * Mental (cognitive accessible présentations) | |
| * Emotional | |
| * other | |
| 1. Visitor Facilities (accessibility, visitation schedule, parking, toilets/rest rooms, places to rest, playgrounds; facilities for people with disabilities; catering facilities; digital services and interactives) | |
| 1. Conservation issues and possibly affected local people: (nature / culture / owners or other local users): | |
| 1. Write the story line for the asset no 1 | |
| 1. Open questions: need for experts knowledge | |

## Asset no 04

|  |  |
| --- | --- |
| NAME OF THE ASSET | NUMBER OF THE ASSET IN THE LOCAL ATTRACTION PLAN |
| 1. What is the asset class (tangible-intangible-spiritual etc.) | |
| 1. Ownership | |
| 1. Brief History | |
| 1. Brief Description | |
| 1. Landscape Elements and surrounding atmosphere | |
| 1. Condition of the asset (integrity, accessibility, interpretive potential) | |
| 1. What are the distinctive features of the asset? | |
| * visibility in the landscape | |
| * natural values | |
| * cultural values | |
| * spiritual values | |
| * What are the inherent values of the asset? | |
| * Natural | |
| * Cultural | |
| * Spiritual | |
| 1. What is significant and visible? | |
|  | |
| 1. Which other senses can be attracted? | |
| 1. Which are the emotions that can be created? | |
| 1. Identify intangible meanings (customs, traditions, stories, community values, designated values) | |
| * Non-visible special features | |
| * Background knowledge which might be of interest for visitors | |
|  | |
| 1. Identify universal concepts | |
| * Possible relations to the visitors’ horizon of experiences | |
|  | |
| 1. Identify opportunities for connections | |
| * Write a theme statement and include a universal concept | |
| * Develop links into opportunities for connections | |
| * Link tangible –intangible meanings with everyday practice | |
| 1. Ideas for illustrating drawings / photographs | |
|  | |
| 1. Encourage active involvement of the visitors (g = guided; s = sellf-guided e.g. interactives) | |
|  | |
| 1. Develop the asset’s central message (the interpretive unit’s central message)// | |
|  | |
| 1. Maximum carrying capacity for the stop | |
|  | |
| 1. Define leisure time possibilities | |
| * Places to rest | |
| * Catering facilities, gastronomy, refreshments | |
| * Possibilities for children to play | |
| * Activities for visitors | |
| * Place Calendar and Events | |
| * Shopping | |
| 1. Accessibility (accessing assets from all aspects) | |
| * Physical (signage, transport, communications, facilities, pricing) | |
| * Mental (cognitive accessible présentations) | |
| * Emotional | |
| * other | |
| 1. Visitor Facilities (accessibility, visitation schedule, parking, toilets/rest rooms, places to rest, playgrounds; facilities for people with disabilities; catering facilities; digital services and interactives) | |
| 1. Conservation issues and possibly affected local people: (nature / culture / owners or other local users): | |
| 1. Write the story line for the asset no 1 | |
| 1. Open questions: need for experts knowledge | |

## Asset no 05

|  |  |
| --- | --- |
| NAME OF THE ASSET | NUMBER OF THE ASSET IN THE LOCAL ATTRACTION PLAN |
| 1. What is the asset class (tangible-intangible-spiritual etc.) | |
| 1. Ownership | |
| 1. Brief History | |
| 1. Brief Description | |
| 1. Landscape Elements and surrounding atmosphere | |
| 1. Condition of the asset (integrity, accessibility, interpretive potential) | |
| 1. What are the distinctive features of the asset? | |
| * visibility in the landscape | |
| * natural values | |
| * cultural values | |
| * spiritual values | |
| * What are the inherent values of the asset? | |
| * Natural | |
| * Cultural | |
| * Spiritual | |
| 1. What is significant and visible? | |
|  | |
| 1. Which other senses can be attracted? | |
| 1. Which are the emotions that can be created? | |
| 1. Identify intangible meanings (customs, traditions, stories, community values, designated values) | |
| * Non-visible special features | |
| * Background knowledge which might be of interest for visitors | |
|  | |
| 1. Identify universal concepts | |
| * Possible relations to the visitors’ horizon of experiences | |
|  | |
| 1. Identify opportunities for connections | |
| * Write a theme statement and include a universal concept | |
| * Develop links into opportunities for connections | |
| * Link tangible –intangible meanings with everyday practice | |
| 1. Ideas for illustrating drawings / photographs | |
|  | |
| 1. Encourage active involvement of the visitors (g = guided; s = sellf-guided e.g. interactives) | |
|  | |
| 1. Develop the asset’s central message (the interpretive unit’s central message)// | |
|  | |
| 1. Maximum carrying capacity for the stop | |
|  | |
| 1. Define leisure time possibilities | |
| * Places to rest | |
| * Catering facilities, gastronomy, refreshments | |
| * Possibilities for children to play | |
| * Activities for visitors | |
| * Place Calendar and Events | |
| * Shopping | |
| 1. Accessibility (accessing assets from all aspects) | |
| * Physical (signage, transport, communications, facilities, pricing) | |
| * Mental (cognitive accessible présentations) | |
| * Emotional | |
| * other | |
| 1. Visitor Facilities (accessibility, visitation schedule, parking, toilets/rest rooms, places to rest, playgrounds; facilities for people with disabilities; catering facilities; digital services and interactives) | |
| 1. Conservation issues and possibly affected local people: (nature / culture / owners or other local users): | |
| 1. Write the story line for the asset no 1 | |
| 1. Open questions: need for experts knowledge | |

# ASSET STORY FORM

## Asset Story no 01

|  |
| --- |
|  |
| * Start with a general topic, narrow it down to a more specific topic, and turn it into a statement |
| * Identify several things you’d like the audience to know about your assets combing them and combine them into a single idea |
| * Combine these observations into a single idea that the audience can remember |
| * explain the significance of ………….. for the world – its distinct identity |
| * link tangible parameter (the architectural character) to intangible ideas |
| * focus on a single idea that’s not too complicated |
| * Check |
| * Does your plan help to explain the significance of your resource |
| * Does your concept go beyond a mere description of facts |
| * Does you approach link tangible things to intangible ideas |
| * Turn a Topic into a Statement |
| * General Topic   + Decide on a single focus for your story |
| * Specific Topic   + Narrow the topic down by putting it in more specific terms |
| * Storyline /   + In a complete sentence, state the main message you want visitors to remember.   + This statement is the real point of your interpretation. The storyline answers a question that visitors are likely to ask: “Why should I care about ….?” |
| * Identify the Beginning, Middle and End of the asset story |
| * Decide How to Arrange the Parts of the asset story |
| * Develop the emotions |
| * Link to the bigger picture |
| * Consider critical issues |

## Asset Story no 02

|  |
| --- |
|  |
| * Start with a general topic, narrow it down to a more specific topic, and turn it into a statement |
| * Identify several things you’d like the audience to know about your assets combing them and combine them into a single idea |
| * Combine these observations into a single idea that the audience can remember |
| * explain the significance of ………….. for the world – its distinct identity |
| * link tangible parameter (the architectural character) to intangible ideas |
| * focus on a single idea that’s not too complicated |
| * Check |
| * Does your plan help to explain the significance of your resource |
| * Does your concept go beyond a mere description of facts |
| * Does you approach link tangible things to intangible ideas |
| * Turn a Topic into a Statement |
| * General Topic   + Decide on a single focus for your story |
| * Specific Topic   + Narrow the topic down by putting it in more specific terms |
| * Storyline /   + In a complete sentence, state the main message you want visitors to remember.   + This statement is the real point of your interpretation. The storyline answers a question that visitors are likely to ask: “Why should I care about ….?” |
| * Identify the Beginning, Middle and End of the asset story |
| * Decide How to Arrange the Parts of the asset story |
| * Develop the emotions |
| * Link to the bigger picture |
| * Consider critical issues |

## Asset Story no 03

|  |
| --- |
|  |
| * Start with a general topic, narrow it down to a more specific topic, and turn it into a statement |
| * Identify several things you’d like the audience to know about your assets combing them and combine them into a single idea |
| * Combine these observations into a single idea that the audience can remember |
| * explain the significance of ………….. for the world – its distinct identity |
| * link tangible parameter (the architectural character) to intangible ideas |
| * focus on a single idea that’s not too complicated |
| * Check |
| * Does your plan help to explain the significance of your resource |
| * Does your concept go beyond a mere description of facts |
| * Does you approach link tangible things to intangible ideas |
| * Turn a Topic into a Statement |
| * General Topic   + Decide on a single focus for your story |
| * Specific Topic   + Narrow the topic down by putting it in more specific terms |
| * Storyline /   + In a complete sentence, state the main message you want visitors to remember.   + This statement is the real point of your interpretation. The storyline answers a question that visitors are likely to ask: “Why should I care about ….?” |
| * Identify the Beginning, Middle and End of the asset story |
| * Decide How to Arrange the Parts of the asset story |
| * Develop the emotions |
| * Link to the bigger picture |
| * Consider critical issues |

## Asset Story no 04

|  |
| --- |
|  |
| * Start with a general topic, narrow it down to a more specific topic, and turn it into a statement |
| * Identify several things you’d like the audience to know about your assets combing them and combine them into a single idea |
| * Combine these observations into a single idea that the audience can remember |
| * explain the significance of ………….. for the world – its distinct identity |
| * link tangible parameter (the architectural character) to intangible ideas |
| * focus on a single idea that’s not too complicated |
| * Check |
| * Does your plan help to explain the significance of your resource |
| * Does your concept go beyond a mere description of facts |
| * Does you approach link tangible things to intangible ideas |
| * Turn a Topic into a Statement |
| * General Topic   + Decide on a single focus for your story |
| * Specific Topic   + Narrow the topic down by putting it in more specific terms |
| * Storyline /   + In a complete sentence, state the main message you want visitors to remember.   + This statement is the real point of your interpretation. The storyline answers a question that visitors are likely to ask: “Why should I care about ….?” |
| * Identify the Beginning, Middle and End of the asset story |
| * Decide How to Arrange the Parts of the asset story |
| * Develop the emotions |
| * Link to the bigger picture |
| * Consider critical issues |

## Asset Story no 05

|  |
| --- |
|  |
| * Start with a general topic, narrow it down to a more specific topic, and turn it into a statement |
| * Identify several things you’d like the audience to know about your assets combing them and combine them into a single idea |
| * Combine these observations into a single idea that the audience can remember |
| * explain the significance of ………….. for the world – its distinct identity |
| * link tangible parameter (the architectural character) to intangible ideas |
| * focus on a single idea that’s not too complicated |
| * Check |
| * Does your plan help to explain the significance of your resource |
| * Does your concept go beyond a mere description of facts |
| * Does you approach link tangible things to intangible ideas |
| * Turn a Topic into a Statement |
| * General Topic   + Decide on a single focus for your story |
| * Specific Topic   + Narrow the topic down by putting it in more specific terms |
| * Storyline /   + In a complete sentence, state the main message you want visitors to remember.   + This statement is the real point of your interpretation. The storyline answers a question that visitors are likely to ask: “Why should I care about ….?” |
| * Identify the Beginning, Middle and End of the asset story |
| * Decide How to Arrange the Parts of the asset story |
| * Develop the emotions |
| * Link to the bigger picture |
| * Consider critical issues |

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