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TourX Train-the-Trainer Guide

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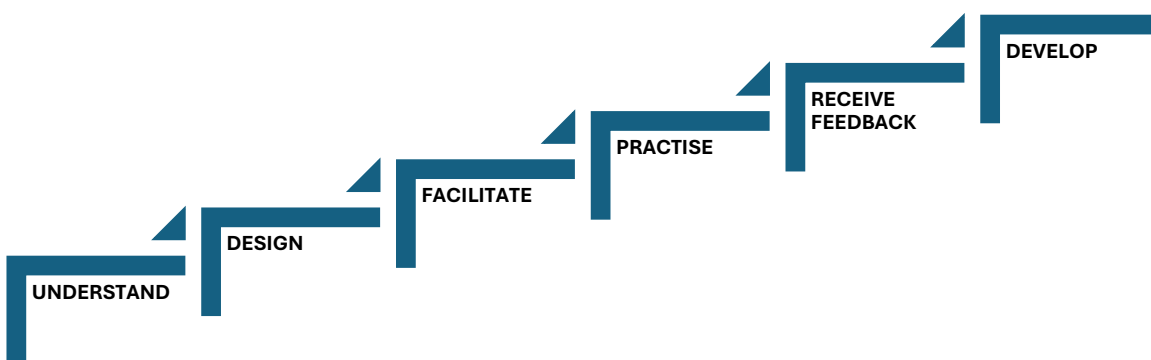
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1. Introduction

The TourX Train-the-Trainer Guide supports the preparation of trainers who will deliver the TourX Hospitality Labs curricula. It complements the TourX Trainer's Manual by focusing on trainer development: understanding the TourX approach, designing aligned learning, practising facilitation, receiving feedback and demonstrating readiness for delivery.

**UNDERSTAND → DESIGN → FACILITATE → PRACTISE → RECEIVE FEEDBACK
→ DEVELOP**



1.1 Purpose of the Train-the-Trainer Guide

The Guide provides a common framework for preparing trainers across different TourX learning contexts. Its purpose is not to repeat the Trainer's Manual, but to help trainers apply its principles through guided analysis, practice, observation, feedback and reflection.

Area	Trainer development focus
Understand	TourX model, curricula and Learning Outcomes
Design	Translate LOs into aligned learning experiences
Facilitate	Support active, practical and learner-centred learning
Connect	Link digital, trainer-led, practical and workplace learning
Improve	Use observation, feedback and reflection to improve practice

1.2 Who This Guide Is For

The Guide is intended for Train-the-Trainer facilitators, VET trainers and educators, training coordinators, curriculum and learning professionals, and experienced trainers supporting colleagues. It can also be used by individual trainers as a structured self-development resource.

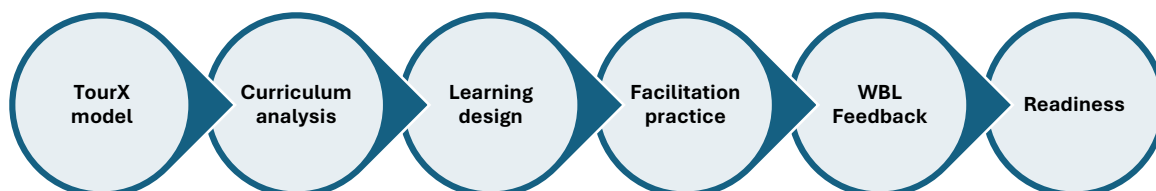
1.3 Relationship with the TourX Trainer's Manual

Trainer's Manual	Train-the-Trainer Guide
How TourX learning can be delivered	How trainers develop the ability to deliver it
Guidance on methods, WBL and assessment	Practice, observation, feedback and readiness
Delivery checklists and tools	Trainer-development activities and tools

The curriculum defines what learners should achieve; the Trainer's Manual supports delivery; this Guide supports trainer preparation and development.

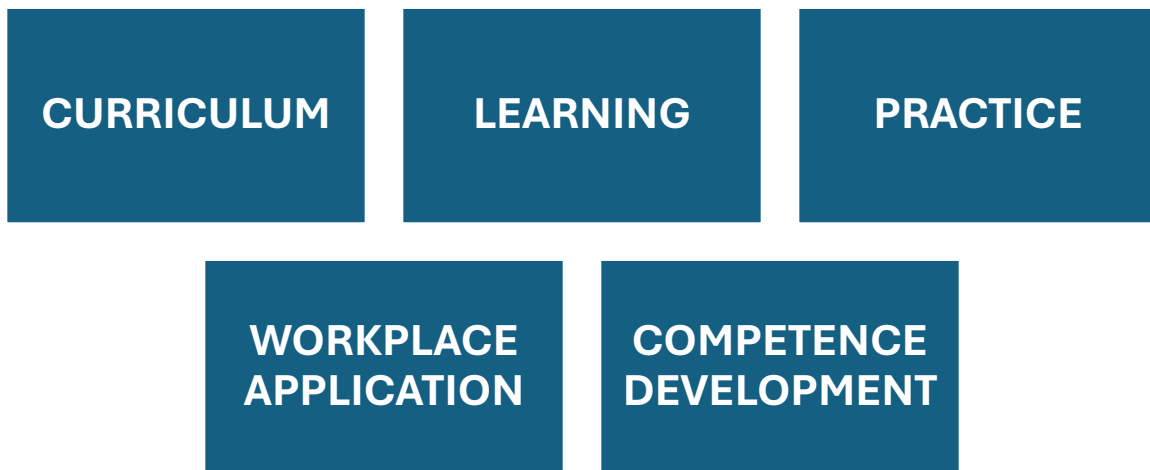
1.4 How to Use This Guide

The Guide follows a progressive trainer-development process. Trainers may complete the full pathway or select activities according to prior experience and development needs. Section 8 contains the reusable tools referenced throughout the Guide.



2. Understanding the TourX Training Model

Before designing or facilitating learning, trainers need a shared understanding of the TourX model. TourX connects competence-based curricula, practical learning, digital learning and Work-Based Learning (WBL) with tourism and hospitality practice.



2.1 The TourX Competence-Based Approach

TourX training is organised around what learners should know, understand and be able to do. Planning therefore starts from the Learning Outcome rather than from the amount of content to be presented.

- Interpret the Learning Outcome and identify the competence behind it.
- Select only the content needed to support that competence.
- Choose a method that creates the required learner action.
- Provide opportunities for practice and professional application.
- Identify evidence that can show progress or achievement.

2.2 The Hospitality Labs

The Hospitality Labs connect vocational learning with professional tourism and hospitality practice. They should not be understood only as a physical training space. Their learning logic combines relevant content, realistic cases, practical activity, digital learning, WBL, feedback and reflection.

A trainer should continually ask: How can learners experience or practise this competence rather than only hear about it?

2.3 Learning Outcomes and EQF Levels

Learning Outcomes are the main reference point for TourX training design. Trainers should identify the curriculum, module and unit, the relevant LO, the EQF level and the expected level of performance before selecting activities.

Consideration	More operational learning	More advanced learning
Task	Apply a procedure	Analyse or improve a process
Problem	Respond to a familiar situation	Address a more complex situation
Decision-making	Select an appropriate response	Compare and justify alternatives
Support	More structured guidance	Greater autonomy
Application	Perform within defined conditions	Adapt, evaluate or decide in more complex contexts

The same topic may therefore require different activities and evidence depending on the LO and qualification level.

2.4 Digital, Green and Transversal Competences

TourX combines occupation-specific competence with wider digital, green and transversal/intercultural competences. These should be integrated where they are professionally relevant rather than added as unrelated content.

Competence	Examples of integration
Digital	Booking or operational systems, digital communication, digital information and technology-supported service processes
Green	Resource management, waste reduction, sustainable operational decisions and improvement of practices
Transversal / intercultural	Communication, teamwork, problem-solving, adaptability, professional behaviour and interaction in diverse environments

TourX also includes a dedicated horizontal Soft Skills pathway, which develops transversal competences such as communication, collaboration, customer service, resilience, critical thinking, presentation skills, risk management, contingency planning and conflict resolution across tourism and hospitality contexts.

2.5 Connecting Training and Work-Based Learning

WBL is structured learning in authentic professional environments and should remain connected to the curriculum. Trainer-led learning prepares learners for workplace

application; workplace experience extends learning; feedback and reflection reconnect experience with further development.

The trainer's task is to preserve the connection between the Learning Outcome, the learning activity, professional application and evidence of competence.

3. Preparing Trainers for the TourX Trainer Role

Delivering TourX training requires more than subject expertise. Trainers need to transform curriculum requirements into learning experiences through which learners can understand, practise, apply and demonstrate competence.

KNOW THE SUBJECT

UNDERSTAND THE LO

DESIGN

FACILITATE

OBSERVE

FEEDBACK

3.1 From Subject Expert to Facilitator

A subject expert knows what should be done professionally. A trainer must also help another person learn how to do it. Explanation remains useful, but it becomes one component of the learning process rather than the whole process.

Content-focused question	Facilitation-focused question
What information should I present?	What should learners achieve?
Which slides should I cover?	What learning experience supports the LO?
What should I explain?	What should learners actively do?
Did I cover the content?	Did learners practise?
Did learners listen?	What evidence shows learning?

3.2 Core TourX Trainer Competences

Competence area	Trainer should be able to...
Curriculum understanding	Interpret the relevant curriculum, modules, units and LOs
Learning design	Translate LOs into aligned learning activities
Method selection	Select methods appropriate to expected performance
Facilitation	Support active participation and practical learning
Digital/blended learning	Connect independent, trainer-led and practical learning
WBL	Connect curriculum competence with meaningful workplace learning
Assessment and feedback	Identify evidence and provide actionable feedback
Inclusion	Reduce unnecessary barriers to participation
Reflection	Review and improve own training practice

3.3 Understanding the Curriculum Before Delivery

Before planning a session, trainers should identify:

- the learning path,
- EQF level,
- module,
- unit,
- Learning Outcomes,
- available materials,
- practical opportunities,
- WBL connections and possible evidence of learning.

Trainer preparation should include direct work with the actual TourX curriculum. Use Tool 8.1 for structured curriculum analysis.

3.4 Working with Learning Outcomes

READ	
INTERPRET	
IDENTIFY PERFORMANCE	
DESIGN PRACTICE	
IDENTIFY EVIDENCE	

The action in the LO indicates the type of learner performance required.

“Explain” requires evidence of understanding; “analyse” requires something to examine; “apply” requires an opportunity to use knowledge; “demonstrate” requires performance; “evaluate” requires criteria and judgement; and “design/develop” requires an appropriate output.

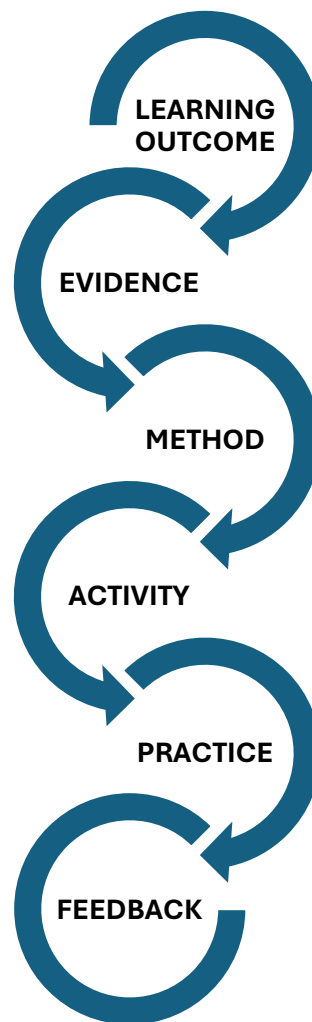
Use Tool 8.2 to translate a selected LO into an aligned learning activity.

3.5 Trainer Readiness

Readiness should not be assumed because a trainer has read the curriculum or attended a ToT session. It should be demonstrated through the ability to interpret LOs, design aligned learning, facilitate participation and practice, identify evidence, connect learning with WBL, provide feedback and reflect on delivery. Sections 7 and 8 provide the readiness process and tools.

4. Training Trainers to Design Learning

Trainer preparation should develop the ability to make purposeful learning-design decisions. The aim is not to turn trainers into instructional designers, but to ensure that they can translate a Learning Outcome into a coherent learning experience.



4.1 From Learning Outcomes to Learning Experiences

A simple backward-design process starts with the intended outcome and works backwards to the learning experience: identify the LO; define what achievement would look like; identify the knowledge and skills learners need; select an appropriate method; create practice; and plan feedback.

- What should learners achieve?
- What would achievement look like?
- What do learners need in order to get there?
- What should learners do?
- What evidence will I observe?
- What feedback will support improvement?

4.2 Selecting Appropriate Training Methodologies

Learners need to...	Possible methodology
Understand a concept	Short explanation, example, guided questioning
Explore perspectives	Discussion or collaborative activity
Analyse information	Case study or comparison
Make professional decisions	Scenario or problem-solving
Perform a procedure	Demonstration and guided practice
Communicate professionally	Role play or simulation
Apply learning professionally	Practical task, simulation or WBL
Evaluate performance	Observation, peer review or reflection

The method should follow the LO. A performance outcome requires performance; a decision-making outcome requires a situation in which a decision must be made.

4.3 Designing Practical and Interactive Learning

Practical and interactive learning can include cases, scenarios, demonstrations, role plays, simulations, problem-solving, collaborative tasks, practical exercises, peer learning, reflection and workplace-related tasks.

For example, instead of only explaining complaint-handling principles, a trainer can introduce the principles briefly, provide a guest complaint scenario, ask learners to select and justify a response, and then provide feedback linked to the LO.

4.4 Planning Face-to-Face, Online and Blended Learning

Environment	Useful for
Face-to-face	Discussion, demonstration, practical work, role play, collaboration and immediate feedback
Synchronous online	Explanation, guided discussion, case analysis, learner presentations and live feedback
Asynchronous online	Preparation, readings, videos, knowledge checks, consolidation and reflection
Blended	Purposeful combination of independent, trainer-led, practical and workplace learning

The Learning Outcome remains the reference point across environments. Trainers should decide where each part of the learning process works best rather than transfer the same activity unchanged between formats.

4.5 Connecting the MOOC, Trainer-Led Learning and WBL

Environment	Possible function
MOOC / independent learning	Prepare, explore, review and check understanding
Trainer-led learning	Clarify, discuss, demonstrate and facilitate
Practical learning	Practise, simulate, solve and perform
WBL	Apply and develop competence in authentic situations
Reflection	Connect experience, feedback and further development

MOOC: EXPLORE

TRAINER: CLARIFY

PRACTICE: APPLY

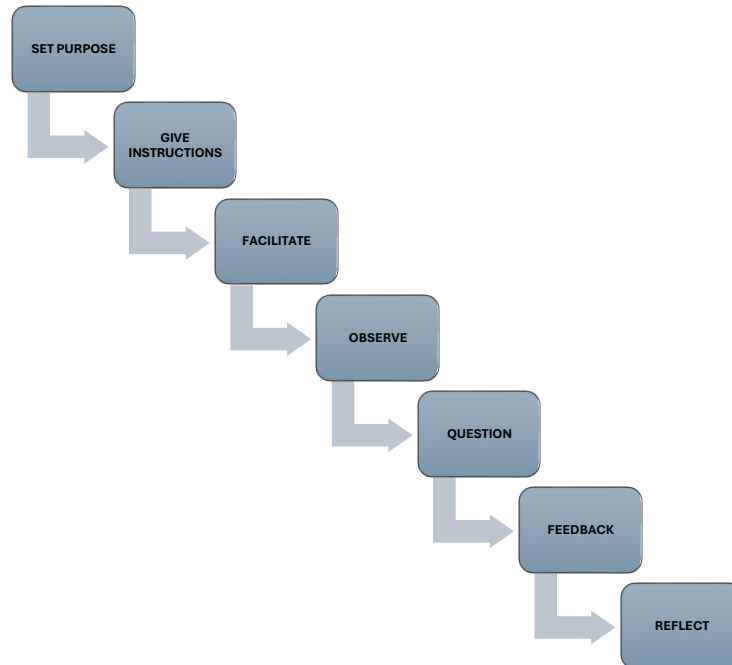
WBL: TRANSFER

REFLECTION: IMPROVE

Not every LO requires every component. The trainer should select the combination that adds meaningful learning value. Tools 8.2 and 8.3 support learning design and micro-teaching preparation.

5. Developing Facilitation Skills

Effective TourX facilitation creates conditions in which learners participate, practise, make decisions, receive feedback and reflect. Trainer preparation should therefore include practice of facilitation techniques rather than only discussion of them.



5.1 Facilitating Rather than Presenting

A presentation is useful for introducing information, explaining concepts and providing examples, but it should be connected with learner action. Trainers need to know when to lead and when to create space for learners to act.

5.2 Questioning Techniques

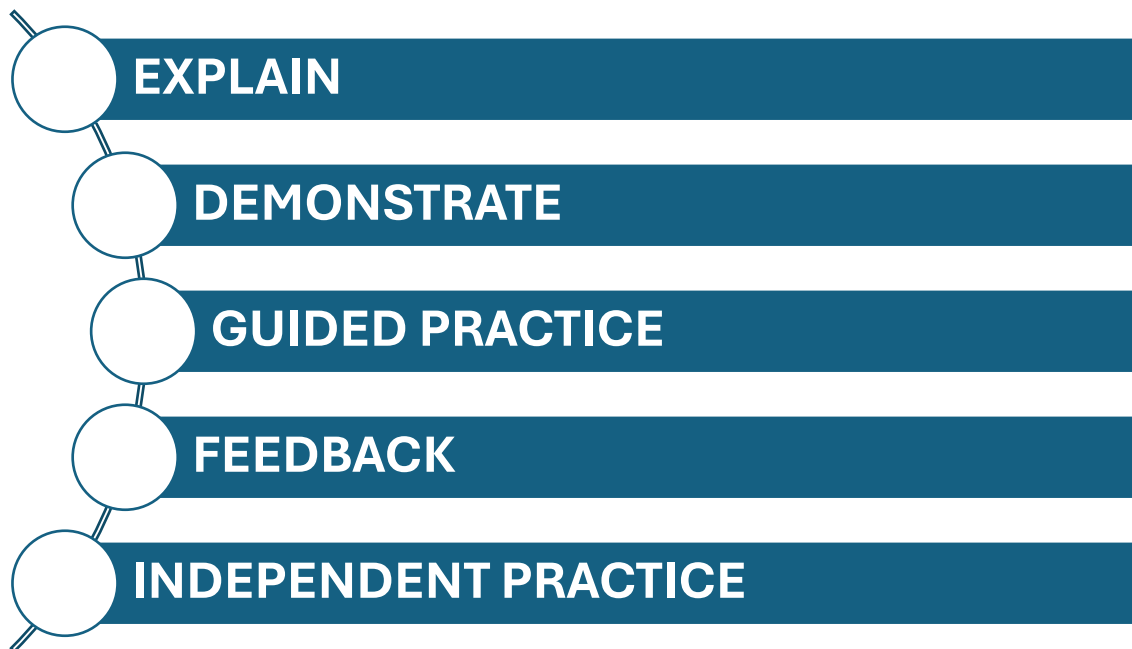
Purpose	Example
Understanding	What does this concept mean?
Application	How would you use this in a hotel or tourism setting?
Analysis	Why might this problem have occurred?
Evaluation	Which option would you select and why?
Reflection	What worked and what would you change next time?

Questions should be selected for a purpose and learners should be given sufficient time to think before the trainer provides an answer.

5.3 Facilitating Discussions and Group Work

During group work, the trainer monitors progress, listens to learner reasoning, clarifies instructions, asks questions and encourages participation without solving the task for the group. Debriefing should compare responses, explore reasoning, connect discussion to the LO and summarise key learning.

5.4 Demonstration and Guided Practice



When learners need to perform a procedure, the trainer should make critical steps and decisions visible, allow learners to practise, observe performance and gradually reduce support as competence develops.

5.5 Cases, Scenarios, Simulations and Role Plays

Method	Main purpose
Case study	Analyse a professional situation
Scenario	Decide how to respond
Role play	Practise communication and interaction
Simulation	Practise performance in a realistic structured situation

5.6 Managing Learner Participation

Active learning does not require every learner to participate in the same way at every moment. Trainers can use individual thinking, pair work, small groups, structured roles,

written responses, peer explanation and practical tasks to create meaningful participation linked to the LO.

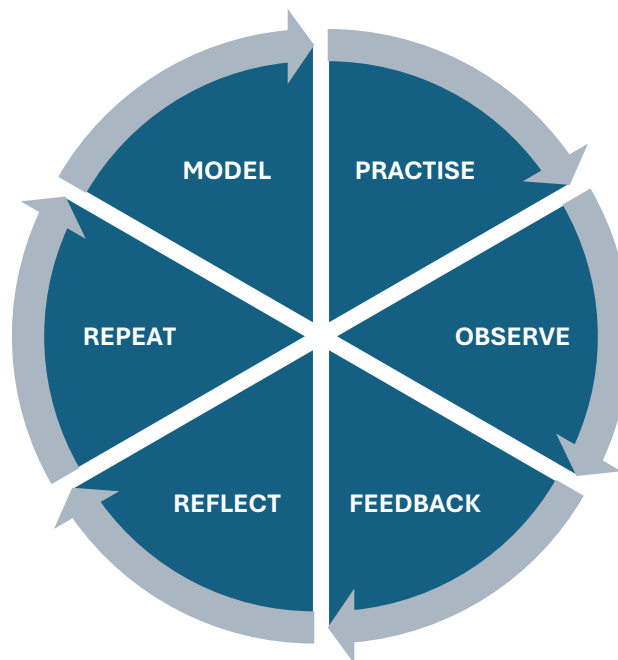
5.7 Giving Clear Instructions

After giving instructions, trainers should check understanding with a concrete question such as “What should your group have produced after ten minutes?” rather than relying only on “Does everyone understand?”

5.8 Facilitating Reflection

Reflection helps learners connect experience with future professional action. A concise model is: What happened? What did you learn? What will you do with that learning? Reflection is particularly useful after practical activities, scenarios, simulations, role plays and WBL.

5.9 Facilitation Practice Cycle



The ToT process should itself model the TourX approach. Trainers observe a technique, practise it, receive focused feedback, identify one development priority and apply that feedback in another facilitation opportunity. Use Tools 8.3–8.5 for micro-teaching, observation and peer feedback.

6. Preparing Trainers to Support Work-Based Learning

WBL is an integral part of the TourX approach. Trainer preparation should ensure that trainers can connect curriculum learning with structured learning in authentic professional environments.

6.1 Understanding Structured WBL

Structured WBL is intentional, connected to defined learning objectives, based on meaningful workplace activities, supported through guidance or mentoring, monitored appropriately and connected with feedback and reflection. It is more than workplace attendance or informal exposure.

TourX may use placements, internships, job shadowing or project-based workplace assignments. The form can vary; the essential feature is a structured connection to learning objectives

6.2 Translating Learning Outcomes into Workplace Tasks

A trainer should identify what the competence looks like in professional practice, which workplace task can support it, what can reasonably be observed and what level of support is appropriate. Workplace activity should originate from the LO rather than simply from whatever task happens to be available.

Learning area	Possible workplace learning
Customer service	Observe and participate in appropriate customer interactions
Reservation processes	Progressively perform relevant reservation tasks
Digital systems	Use appropriate workplace systems under supervision
Sustainability	Apply or evaluate relevant sustainable practices
Teamwork / communication	Participate in team tasks and professional communication

6.3 Working with Employers and Workplace Mentors

Trainer	Workplace mentor / supervisor
Connects WBL with curriculum LOs	Provides the professional context
Prepares the learner	Introduces appropriate workplace tasks
Clarifies learning expectations	Provides workplace guidance
Supports monitoring	Observes workplace performance
Connects feedback with learning	Provides professional feedback

The trainer should communicate the learning purpose, expected activities, learner level, evidence and feedback expectations in clear professional language rather than expecting workplace mentors to interpret educational terminology.

6.4 Preparing Learners for WBL

Before WBL, learners should understand why the experience forms part of their learning, which competences they are developing, what they may observe or practise, the expected level of independence, who will support them, what evidence may be required and how feedback and reflection will work.

Progression should depend on learner readiness and the professional context rather than being automatic.

6.5 Monitoring Workplace Learning

Monitoring should focus on learning and progress, not only attendance. Evidence may include workplace observation, mentor feedback, learner reflection, reflective journals, progress reports, checklists, completed activities or performance appraisal. The evidence selected should match the intended competence.

6.6 Supporting Reflection and Feedback

Workplace experience alone does not guarantee learning. Trainers should help learners interpret what happened, identify what went well or was difficult, use mentor feedback and decide what to improve or apply next.

6.7 Adapting to Different Workplace Contexts

Workplace opportunities differ across tourism and hospitality organisations. Trainers should preserve the intended LO while allowing the specific task, system or context to vary. The objective is consistent competence development, not identical workplace activity. Use Tool 8.6 to plan an aligned WBL activity.

7. Assessing Trainer Competence and Readiness

The ToT process should provide evidence that trainers can apply the TourX approach in practice. Readiness is therefore developmental and evidence-based rather than defined by attendance alone.

7.1 TourX Trainer Competence

A trainer preparing for TourX delivery should demonstrate curriculum understanding, alignment, learning design, appropriate method selection, facilitation, practical learning, assessment, feedback, WBL connection, inclusion and reflective practice. Different methods may be used provided they remain aligned with the LO and support meaningful competence development.

7.2 Micro-Teaching

Micro-teaching gives trainers a supported opportunity to practise a short TourX learning sequence before full delivery. A 15–20 minute sequence can include a selected LO, a

short introduction, relevant trainer input, active learner participation, an opportunity to observe learning, feedback and closure.

The purpose is not to demonstrate how much content can be presented, but whether the trainer can facilitate an aligned learning experience. Use Tool 8.3.

7.3 Observation and Peer Feedback

Observation should focus on learning rather than presentation style alone. Relevant areas include LO alignment, structure, clarity of instructions, learner participation, methodology, practice, questioning, observation of learner performance, feedback, inclusion, professional relevance and time management.

Peer feedback should be specific, evidence-based, constructive and actionable. A simple structure is: one strength, one question and one development suggestion. Use Tools 8.4 and 8.5.

7.4 Trainer Self-Reflection

Self-reflection helps trainers compare their intentions with what occurred in practice. Trainers should identify what supported learning, what they would change and what they will try next. Use Tool 8.7 for a structured self-assessment.

7.5 Trainer Readiness Assessment

Readiness should draw on multiple sources of evidence, such as curriculum analysis, learning design, micro-teaching, observation, peer feedback, self-reflection and WBL planning. The purpose is to identify whether the trainer is ready for delivery in the relevant context and where further practice is needed.

Readiness level	Meaning
Further practice needed	Additional modelling, guidance or practice is required
Developing	Competence is evident but needs greater consistency or confidence
Ready for delivery	Competence is demonstrated sufficiently for the relevant TourX delivery context

Readiness does not mean that trainer development is complete. It indicates sufficient preparation for delivery together with continued professional development.

7.6 Development Planning

Feedback should lead to a specific development action. Rather than “improve facilitation”, a useful action might be “reduce the opening explanation and use two structured questions before the case activity”. Tool 8.9 supports this process.

8. Train-the-Trainer Activities and Tools

The following tools support the complete trainer-development pathway. They are intentionally placed in one section to avoid duplicating worksheets throughout the Guide.

8.1 Curriculum Analysis Activity

Purpose: To help trainers interpret a TourX curriculum before planning delivery.

Curriculum analysis	Trainer notes
Learning Path / Curriculum	
EQF Level	
Module / Unit	
Learning Outcome(s)	
What should learners know or understand?	
What should learners be able to do?	
What professional competence is being developed?	
What could learners practise?	
Which professional situations are relevant?	
Relevant digital, green or transversal competences?	
Possible WBL connection?	
What evidence could demonstrate learning?	

8.2 Learning Outcome-to-Activity Design Exercise

Purpose: To translate a Learning Outcome into an aligned learning activity.

Design element	Trainer decision
Learning Outcome	
Expected learner performance	
Knowledge / skills required	
Practice required	
Selected methodology	
Learner activity	
Expected output / performance	
Evidence of learning	
Feedback approach	
Professional / WBL connection	

Alignment check: Does the activity directly support the LO? Are learners doing something relevant? Is there appropriate practice? Can evidence be observed? Is feedback included?

8.3 Micro-Teaching Activity

Prepare and facilitate a 15–20 minute learning sequence based on one TourX Learning Outcome.

Element	Trainer plan
Curriculum / Learning Path	
Module / Unit	
EQF Level	
Learning Outcome	
Expected learner performance	
Learning method	
Opening / connection	
Trainer input	
Learner activity	
Expected output	
How learning will be checked	
Feedback approach	
Closing / reflection	

8.4 Facilitation Observation Form

Trainer: _____ Observer: _____ Date: _____

Learning Outcome: _____

Observation area	Developing	Demonstrated	Notes / evidence
Purpose aligned with LO	☐	☐	
Learning sequence is clear	☐	☐	
Trainer input is relevant and focused	☐	☐	
Instructions are clear	☐	☐	
Learners are actively involved	☐	☐	
Methodology is appropriate	☐	☐	
Learners have an opportunity to practise	☐	☐	
Questions support thinking	☐	☐	
Trainer observes learner performance	☐	☐	
Feedback is specific and useful	☐	☐	
Participation is supported inclusively	☐	☐	

Professional relevance is clear	☐	☐	
Time is managed appropriately	☐	☐	

Observer summary - Strength:

Development point:

Suggested next step:

8.5 Peer-Feedback Form

Trainer: _____ Peer reviewer: _____

Strength

What did the trainer do that effectively supported learning?

Question

What would you like to ask about one design or facilitation decision?

Development Suggestion

What specific adjustment could strengthen the learning experience?

8.6 WBL Planning Exercise

Purpose: To translate a TourX Learning Outcome into structured workplace learning.

WBL planning element	Trainer plan
Curriculum / Module / Unit	
Learning Outcome	
Relevant professional context	
Possible workplace task	
What could the learner observe first?	
What could the learner practise?	
Expected level of independence	
Learner preparation required	
Mentor / supervisor role	
Trainer role	
Evidence of learning	
Feedback method	
Reflection activity	
Possible next learning step	

Check: Is the activity aligned, authentic, feasible and appropriate to learner readiness?
Are responsibilities, evidence, feedback and reflection clear?

8.7 Trainer Self-Assessment

I can...	Need more practice	Developing	Confident
Explain the TourX training model	☐	☐	☐
Navigate the curriculum I will deliver	☐	☐	☐
Interpret Learning Outcomes and EQF level	☐	☐	☐
Translate an LO into a learning activity	☐	☐	☐
Select appropriate methodologies	☐	☐	☐
Facilitate practical and interactive learning	☐	☐	☐
Connect digital and trainer-led learning	☐	☐	☐
Connect training with WBL	☐	☐	☐
Identify evidence of learning	☐	☐	☐
Provide actionable feedback	☐	☐	☐
Support inclusive participation	☐	☐	☐
Reflect on and improve my delivery	☐	☐	☐

My main strength:

My priority development area:

8.8 Trainer Readiness Checklist

Trainer: _____ Reviewer / Facilitator: _____

Date: _____

Readiness area	Further practice	Developing	Ready	Evidence / notes
Understands TourX training model	☐	☐	☐	
Understands relevant curriculum	☐	☐	☐	
Interprets LOs appropriately	☐	☐	☐	
Designs aligned learning	☐	☐	☐	
Selects appropriate methodologies	☐	☐	☐	
Facilitates active participation	☐	☐	☐	
Gives clear instructions	☐	☐	☐	
Facilitates practical learning	☐	☐	☐	
Observes learner performance	☐	☐	☐	
Provides useful feedback	☐	☐	☐	
Connects learning with professional practice	☐	☐	☐	
Can support WBL connections	☐	☐	☐	
Supports inclusive participation	☐	☐	☐	
Reflects on own practice	☐	☐	☐	

Evidence considered: ☐ Curriculum analysis ☐ Learning design ☐ Micro-teaching ☐ Observation ☐ Peer feedback ☐ Self-reflection ☐ WBL planning

Development priority:

Recommended next step:

8.9 Personal Development Plan

The Personal Development Plan converts feedback and reflection into specific actions for continued trainer development.

Trainer: _____ Date: _____

Development area	Current evidence / feedback	Action	Support / resource	Review

Strengths to maintain:

1.

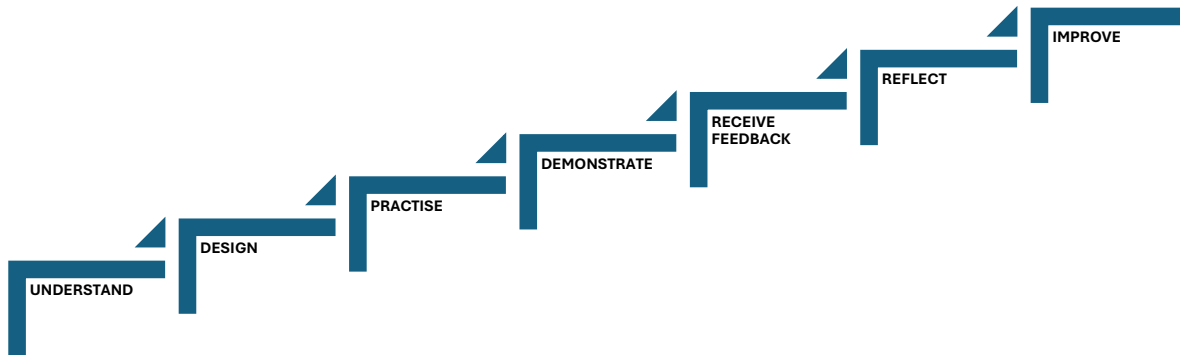
2.

Priority development area:

Next action:

How I will know I have improved:

9. Conclusion – Trainer Development Pathway



The Train-the-Trainer process is complete when trainers can translate the TourX curriculum into aligned learning practice and can identify how to continue developing their own delivery. Readiness is therefore both a demonstration of current capability and a starting point for continued professional development.

10. References and TourX Resources

TourX Project Resources

- **TourX – CoVEs for the Tourism Industry.** *TourX Hospitality Labs Competence-Based Curricula.* Project No. 101056184.
- **TourX – CoVEs for the Tourism Industry.** *Work-Based Learning and Its Role in TourX Hospitality Labs: Design of a Work-Based Learning Scheme including a Pool of Activities/Tasks and a Monitoring & Performance Appraisal Tool.*
- **TourX – CoVEs for the Tourism Industry.** *TourX Trainer's Manual.*
- **TourX – CoVEs for the Tourism Industry.** *TourX Learner's Guide.*
- **TourX – CoVEs for the Tourism Industry.** *TourX Employer's Handbook.*
- **TourX – CoVEs for the Tourism Industry.** *Hospitality Labs Toolbox for Excellence.*
- [TourX MOOC Platform](#)
- [TourX Project Website](#)

European Reference Resources

- **European Commission.** *European Qualifications Framework (EQF).*
Used as the qualification-level reference underpinning the interpretation of Learning Outcomes and expected levels of learner performance.
- **Cedefop – European Centre for the Development of Vocational Training.** *Work-Based Learning and Vocational Education and Training Resources.*
Relevant to structured WBL, workplace learning, mentoring and competence development.

Related TourX Guidance Documents

This Train-the-Trainer Guide forms part of the wider **TourX Guidance Package** and should be used alongside the *TourX Learner's Guide*, *TourX Trainer's Manual* and *TourX Employer's Handbook*. Together, these resources provide complementary guidance for learners, trainers, trainer development and employers involved in the implementation of the TourX Hospitality Labs.