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Trainers manual

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Introduction

Welcome to the TourX Trainer's Manual

The TourX Trainer's Manual supports trainers and VET professionals in translating the TourX Hospitality Labs curricula into effective learning experiences. TourX connects competence-based curricula, practical learning, digital learning and Work-Based Learning (WBL), with a strong emphasis on the application of learning in tourism and hospitality contexts.

The Manual is a practical delivery reference. It does not replace the curricula, which remain the primary source for modules, units, Learning Outcomes (LOs) and expected workload. Instead, it focuses on the trainer's central question:

How can I translate the TourX curriculum into an effective learning experience?

1. Understand the TourX training model and curriculum structure;
2. Plan from Learning Outcomes rather than from content alone;
3. Select appropriate learning materials and methods;
4. Facilitate face-to-face, online, blended and practical learning;
5. Connect training with WBL;
6. Assess progress and provide constructive feedback;
7. Support inclusive and accessible participation;
8. Use the TourX MOOC as part of a coherent learning journey.

1. About the TourX Training Model

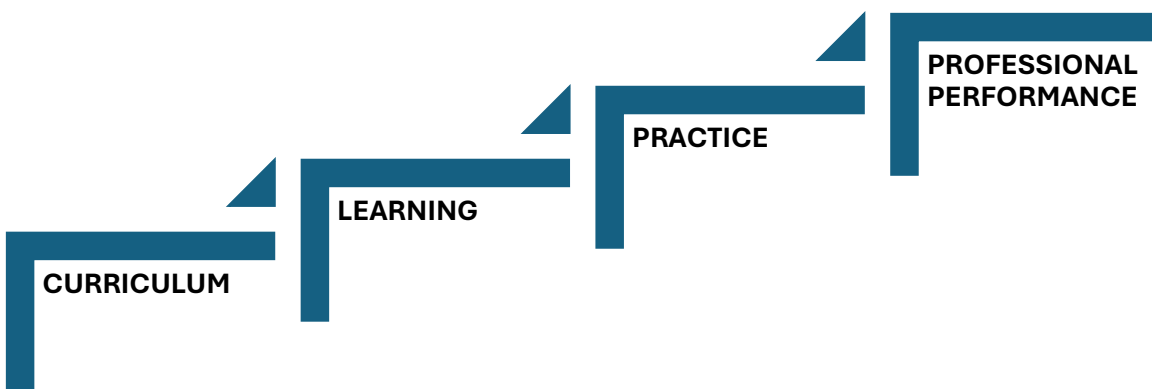
1.1 A Competence-Based and Practice-Oriented Approach

TourX training focuses not only on what learners need to know, but on what they should progressively be able to apply and demonstrate. The trainer therefore uses the Learning Outcomes to decide what content, practice, workplace application and evidence are needed.

Do not start with “What should I teach?” Start with “What should the learner be able to do?”

1.2 Hospitality Labs

Hospitality Labs strengthen the connection between curriculum and professional practice. They may involve simulated work environments, practical activities, digital learning and workplace application. For trainers, the key principle is that the Hospitality Lab is an approach to learning through realistic professional practice, not only a physical training space.



1.3 Connected Components

Component	Trainer focus
Competence-based curricula	Use modules, units and LOs as the planning reference.
Practical learning	Create opportunities to practise and apply.
Digital learning / MOOC	Use digital resources to extend and support learning.

Component	Trainer focus
WBL	Connect competences with authentic workplace tasks.
Assessment and feedback	Use evidence and feedback to support improvement.

1.4 Flexible Delivery

TourX learning may be face-to-face, online, blended, practical or workplace-based. These are not separate programmes: they are different environments through which the same intended competences can be developed. Trainers adapt methods and resources to the learner group and context while maintaining the intended Learning Outcomes.

2. Understanding the TourX Hospitality Labs Curricula

2.1 Curriculum Structure

The curricula organise learning through a connected structure: Learning Pathway to Module to Unit to Learning Outcomes and to Learning Activities. Trainers should treat these elements as one instructional sequence rather than separate curriculum fields.

2.2 Learning Pathways

Learning pathway	Level	Orientation
Hospitality Management	EQF 4	Operational hospitality competences
Hospitality Management	EQF 6	Advanced hospitality and management competences
Travel Agency	EQF 4	Operational travel agency competences
Travel Agency	EQF 6	Advanced travel agency and management competences
Soft Skills	Horizontal	Transversal professional competences

The horizontal Soft Skills pathway comprises 9 modules and 55 total learning hours, including 40 asynchronous MOOC hours and 15 hours of WBL. The modules are Communication Skills, Collaborative Skills, Customer Service, Resilience, Critical Thinking, Presentation Skills, Risk Management, Contingency Planning and Conflict Resolution.

Trainers should treat these competences as a dedicated pathway and, where relevant, reinforce them through occupation-specific activities and WBL.

2.3 EQF and Expected Performance

The EQF level indicates the expected complexity, responsibility and autonomy of learner performance. An operational activity may emphasise applying procedures or completing

defined tasks, while a higher-level activity may require analysis, decision-making or management of more complex professional situations. The objective is appropriate performance, not simply a “more difficult” activity.

2.4 Working with Learning Outcomes

Before planning a session, identify the relevant LO and ask: What exactly should the learner be able to demonstrate? Then determine the knowledge needed, the practice required, the activity that can provide that practice, and the evidence that would demonstrate progress.



2.5 Learning Hours and WBL

Learning hours represent the expected learning workload and should not be interpreted automatically as presentation time. Workload can include engagement with materials, guided activities, individual or collaborative practice, digital learning, reflection and workplace application. The TourX WBL framework specifies a minimum of 30% structured WBL within each training programme.

3. The Role of the TourX Trainer

3.1 From Instructor to Facilitator

The TourX trainer combines subject expertise with facilitation. The role is to create conditions in which learners understand, practise, apply and reflect, rather than to rely mainly on presentation of content.

Trainer role	What this means in practice
Curriculum interpreter	Translate LOs into appropriate learning experiences.
Learning designer	Select methods, resources and activities aligned with the LO.

Trainer role	What this means in practice
Facilitator	Guide participation, questioning and collaboration.
Practice coach	Demonstrate, observe and support progressive independence.
WBL link	Prepare learners and connect training with workplace tasks.
Assessor / feedback provider	Gather evidence, provide feedback and support reflection.

3.2 Active Learning and Progressive Independence

Learners should have opportunities to engage with ideas, make decisions, solve problems, practise professional tasks and explain their reasoning. Support should change as competence develops.

3.3 Feedback, Reflection and Adaptation

Feedback should be timely, specific and connected with the expected performance. Reflection helps learners recognise what worked, what was difficult and what they should change. Trainers may adapt pace, examples, guidance or activity format to learner needs while maintaining the intended competence.

4. TourX Training Methodology

TourX methodology is LO-led, active and practice-oriented. The trainer selects methods according to what learners need to demonstrate, not according to a fixed preference for lectures, slides or digital activities.

4.1 A Practical Learning Cycle

Stage	Trainer action
Connect	Activate prior knowledge and connect learning with professional practice.
Explain / Explore	Introduce essential concepts, examples and resources.
Engage	Use questions, discussion or collaborative exploration.
Practise	Provide structured opportunities to try the competence.
Apply	Connect learning with a realistic or workplace situation.
Reflect & Feedback	Review evidence, provide feedback and identify the next step.

4.2 Selecting Methods

Methods may include short trainer explanations, demonstrations, case studies, scenarios, simulations, role plays, problem-solving, peer learning, digital activities and workplace tasks. The method should be feasible, inclusive and proportionate to the time available.

4.3 Professional Context and Reflection

Where possible, frame learning through tourism and hospitality situations that learners can recognise. A concept becomes more useful when learners have to interpret a guest request, compare alternatives, make a decision, explain a procedure or respond to a realistic operational problem. Reflection should remain brief and purposeful. Ask learners to identify what informed their decision, what evidence they used, what they would change and how the learning could transfer to another professional context. This is especially useful after scenarios, simulations, role plays and WBL.

Method selection rule: choose the simplest method that gives learners a meaningful opportunity to demonstrate the intended competence.

5. Planning a Training Session

5.1 Backward Planning from the LO

Start with the intended Learning Outcome and evidence of learning. Then select activities and materials. This avoids planning a session around slides rather than competence development.

Planning question	Decision
What should learners demonstrate?	Relevant LO / competence
What evidence would show progress?	Observation, response, product, performance
What practice is needed?	Activity / scenario / task
What support is needed?	Explanation, example, demonstration, guidance
How will learning be reviewed?	Feedback, reflection, assessment

5.2 Suggested Session Flow

A session can move through Connect → Introduce → Explore → Practise → Apply → Reflect & Check. Not every stage requires equal time. The trainer should protect sufficient time for learner activity, application and feedback.

5.3 Before Delivery

- confirm the LO and expected level of performance;
- select only materials that support the LO;
- prepare clear instructions and timing;

- anticipate accessibility, language or technical barriers;
- identify how learning will be checked;
- connect the session with previous/future learning and WBL where relevant.

5.4 Managing Time and Participation

A session plan should distinguish trainer input from learner activity. If most of the available time is allocated to explanation, there may be insufficient opportunity for practice, application and feedback. Shorten non-essential explanation before removing practice that is directly linked to the LO.

When activities take longer than expected, prioritise the core learning task and the final check of learning. Optional examples, extended discussion or supplementary resources can be moved to follow-up study.

5.5 Planning for Different Learner Groups

The same LO can be approached with different examples, degrees of scaffolding and activity formats. Learners with less experience may need modelling, worked examples and guided practice. More experienced learners may benefit from greater complexity, comparison of alternatives and more independent decision-making.

6. Using TourX Learning Materials

TourX learning materials are resources for achieving Learning Outcomes; they are not the learning objective themselves. Trainers should select, sequence and adapt resources according to the learner group and delivery context without changing the intended competence.

Resource	Use
Presentations	Structure key concepts and examples; avoid reading slides as the session.
Videos	Introduce examples, stimulate analysis or support demonstration.
Cases / scenarios	Connect concepts with professional decisions and consequences.
Quizzes / digital activities	Check understanding and provide practice or feedback.
Readings / supporting resources	Extend or consolidate learning without overloading the core pathway.

When adapting materials, preserve the LO, accuracy and essential professional context. Reduce unnecessary duplication and ensure that instructions remain clear.

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6.1 Avoiding Resource Overload

A larger quantity of resources does not necessarily create a stronger learning experience. Distinguish core material from optional extension material and make this distinction visible to learners. Each resource should have a clear purpose: introduce, explain, demonstrate, practise, apply, assess or extend.

When several resources address the same point, select the clearest or most useful one rather than asking learners to complete all of them. This keeps the learning pathway manageable and protects time for application.

6.2 Linking Materials Across the Learning Journey

Materials should connect rather than function as isolated items. For example, a MOOC resource may introduce a concept, a trainer-led case may help learners analyse it, a practical task may provide rehearsal and WBL may provide authentic application. Make these connections explicit so learners understand why each component is included.

7. Facilitating Face-to-Face, Online and Blended Learning

Delivery mode changes how interaction is organised, but not the intended Learning Outcomes. Trainers should maintain continuity between synchronous, asynchronous, practical and workplace components.

Mode	Facilitation priority
Face-to-face	Use the physical environment for interaction, demonstration and practice.
Synchronous online	Keep explanations concise and use questions, polls, breakout work or shared tasks.
Asynchronous	Provide clear sequencing, instructions, realistic workload and feedback points.
Blended	Make the relationship between online, trainer-led and practical components explicit.

If a technical barrier prevents the planned digital activity, use an alternative that preserves the same learning purpose. Learners should always know what to do, why they are doing it and what follows next.

7.1 Maintaining Interaction

Interaction does not require continuous group work. Trainers can alternate short explanations with questions, individual thinking, pair discussion, collaborative tasks and whole-group review. Online delivery may require more explicit turn-taking and shorter activity cycles to maintain participation.

In blended delivery, avoid duplicating the same content in every mode. Use asynchronous learning for preparation or consolidation and reserve synchronous time for clarification, discussion, practice and feedback where possible.

7.2 Clear Online Instructions

For digital activities, state the task, expected output, time available, collaboration arrangements and what learners should do if they encounter a technical problem. A clear fallback option prevents a technical issue from becoming a learning barrier.

8. Facilitating Practical and Interactive Activities

Practical activities should create evidence of learner thinking or performance. Choose an activity because it supports the LO, not simply because it is interactive.

Method	Best used for
Case study	Analysis, decision-making and application of concepts.
Scenario / simulation	Practising responses to realistic professional situations.
Role play	Communication, customer service and interpersonal competences.
Demonstration + guided practice	Procedures, systems and practical techniques.
Problem-solving task	Critical thinking and professional judgement.
Peer feedback	Reflection, criteria awareness and collaborative learning.

8.1 Debriefing

The activity is not complete when the task ends. Use a short debrief: What happened? Why? What worked? What would you change? How does this connect with professional practice? This converts activity into learning.

8.2 Giving Instructions for Practical Activities and Peer Learning and Feedback

Before an activity begins, learners should know the purpose, expected output, available time, roles, resources and success criteria. Avoid adding important instructions after learners have started unless clarification is genuinely required.

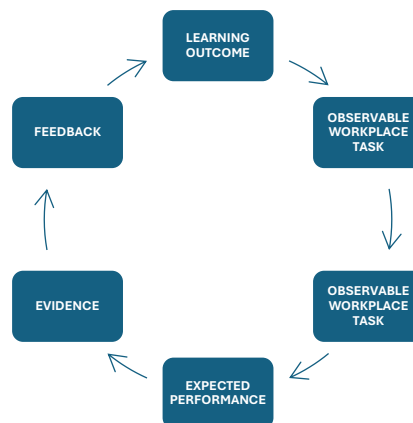
During practice, observe before intervening. Immediate correction is appropriate when safety, ethics or a critical procedure is involved; otherwise, allow enough space for learners to think, test an approach and recognise problems. The level of trainer intervention should decrease as learner competence increases.

Peer work can strengthen communication, collaborative skills and awareness of quality criteria. Provide a specific observation focus rather than asking learners simply to “give feedback”. For example: identify one effective behaviour, one point requiring clarification and one suggestion for improvement.

9. Supporting Work-Based Learning

WBL is structured learning in authentic work situations and should be connected to the curriculum rather than treated simply as workplace exposure. Trainers are an important link between the curriculum, learner and workplace mentor.

9.1 From LO to Workplace Task



Workplace participation can progress from observation to assistance, supervised performance and greater independence. The level of responsibility should match learner readiness and workplace requirements.

9.2 Preparing and Monitoring WBL

- clarify the relevant LOs with the learner and workplace mentor;
- identify realistic tasks through which the competence can be practised or observed;
- prepare the learner for workplace expectations and boundaries;
- agree what evidence or observations will be used;
- maintain communication where support or adaptation is needed;
- use workplace feedback and learner reflection to inform the next learning step.

9.3 Examples

For a digital booking competence, progression may move from observing system use to supervised reservation tasks and then to more independent check-in/check-out activities. For sustainable housekeeping, learners may apply resource-saving practices, record observations, reflect on results and propose realistic improvements. The specific task may vary by workplace, but the intended competence should remain visible.

9.4 Working with Workplace Mentors

Workplace mentors need a clear understanding of the intended competence and the type of performance to observe. Trainers should avoid transferring the whole curriculum to the mentor; instead, communicate the relevant LO, suitable workplace opportunities, expected level of learner participation and any evidence or feedback required.

If a planned task is unavailable in a particular workplace, identify another authentic activity that allows the learner to practise or demonstrate the same competence. The workplace activity can vary while the learning intention remains stable.

9.5 Learner Reflection after WBL

Reflection should connect workplace experience back to the curriculum. Ask what the learner did, what support was required, what went well, what was difficult, what feedback was received and what should be practised next. This helps prevent WBL from becoming an isolated placement experience.

10. Assessment, Feedback and Learner Progress

Assessment should be aligned with the LO and the evidence learners are expected to demonstrate. TourX training can use formative checks throughout learning as well as more structured assessment of performance.

Evidence	Examples
Knowledge / understanding	Questions, quizzes, explanations, short responses
Application	Case response, problem-solving task, scenario decision
Practical performance	Demonstration, simulation, observed task
Workplace performance	Mentor observation, checklist, work output, reflection

10.1 Feedback

Effective feedback is specific, timely and actionable. A simple sequence is: What happened? → What was effective? → What needs improvement? → What should happen next? Encourage learners to reflect before or after trainer feedback.

10.2 Completion and Competence

Completing a resource or activity does not automatically demonstrate competence. Trainers should distinguish participation/completion from evidence that the learner can apply the intended knowledge or skill at the expected level.

10.3 Using Assessment Criteria

Where criteria are available, share them before the assessment or practical task. Learners should understand what successful performance looks like. Criteria also help trainers and workplace mentors focus on observable evidence rather than general impressions.

10.4 Monitoring Progress Over Time

Progress is often visible across several activities rather than in one moment. Keep brief records where appropriate and compare the level of support required, consistency of performance and ability to transfer learning to new situations. Use this evidence to decide whether the learner needs further guided practice, a new challenge or additional feedback.

11. Inclusive and Accessible Training

Inclusive training anticipates barriers and provides learners with meaningful access to the learning process. Trainers can adapt support, instructions, examples, pacing and activity format while maintaining the intended Learning Outcome.

- use clear, concise instructions and explain unfamiliar terminology;
- structure materials consistently and avoid unnecessary complexity;
- provide more than one way to engage where feasible;
- ensure digital and visual resources are readable and usable;
- support participation without forcing learners into unnecessary disclosure;
- respond to barriers early and agree practical alternatives where needed.

Inclusive practice is part of training quality. It should be considered during planning, not added only after a learner encounters difficulty.

11.1 Adapting Support without Lowering the LO

Support can be adjusted through clearer language, additional examples, chunked instructions, extra practice, alternative accessible formats or more time where appropriate. These adjustments should help the learner access the learning process without silently replacing the intended competence with an easier one.

11.2 Participation and Learning Climate

Create a learning climate in which questions and mistakes can be used constructively. Monitor whether the same learners dominate discussion and provide structured opportunities for wider participation. In group activities, clarify roles and ensure that participation expectations are realistic and respectful.

12. Using the TourX MOOC as a Trainer

The TourX MOOC extends the learning environment and can support preparation, asynchronous study, consolidation and blended delivery. Trainers should connect MOOC use explicitly with the curriculum and the wider learning journey.

Before	During	After
Identify the relevant module/unit and explain the purpose of the MOOC activity.	Connect digital content with questions, discussion or practical activity.	Review learning, address misconceptions and connect with practice/WBL.

The MOOC includes Hospitality Labs learning and TourX-ToT areas and supports multilingual delivery. Trainers should guide learners to the relevant content and provide alternatives or support where technical access becomes a barrier. Completion of online content should not be treated automatically as evidence of competence.

12.1 Integrating the MOOC into Delivery

Decide whether a MOOC element is preparation, core learning, practice, consolidation or extension. Tell learners how it connects with the current LO and what they should bring back to the trainer-led session. This avoids treating the platform as a separate repository of content.

12.2 Supporting Learners Online

Provide clear navigation instructions and realistic expectations for asynchronous work. If learners report access or usability problems, distinguish technical completion issues from learning evidence and provide a reasonable alternative where needed. Use subsequent discussion, practice or assessment to verify learning.

13. Trainer Checklists and Tools

13.1 Pre-Session Checklist

1. LO and expected performance confirmed
2. Learner profile and prior knowledge considered
3. Activities aligned with the LO
4. Materials/resources prepared
5. Timing includes practice and feedback
6. Instructions are clear
7. Accessibility/technical barriers considered
8. Method for checking learning identified

13.2 Session Planning Template

Element	Plan
Learning Outcome	
Evidence of learning	
Connect / prior knowledge	
Key content / explanation	
Practice activity	
Application / professional context	
Assessment / check	
Feedback / reflection	
Resources and timing	

13.3 Practical Activity Design

Question	Notes
What competence is being practised?	
What will learners do?	
What professional context will be used?	
What instructions/support are needed?	
What will the trainer observe?	
How will the activity be debriefed?	

13.4 Activity Selection Checklist

- ☐ The activity is directly linked to the Learning Outcome.
- ☐ Learners have a clear task and expected output.
- ☐ The level of challenge is appropriate to the learner group.
- ☐ The activity creates observable evidence of learning.
- ☐ The professional context is relevant and realistic.
- ☐ Instructions, timing and roles are clear.
- ☐ The activity can be debriefed and connected with the next learning step.

13.5 Online and Blended Delivery Checklist

- ☐ Learners know which elements are synchronous, asynchronous and practical.
- ☐ Digital activities have a clear learning purpose.
- ☐ Instructions include time, expected output and submission/participation requirements.
- ☐ A fallback option is available for foreseeable technical barriers.
- ☐ Synchronous time prioritises interaction, clarification, practice or feedback.
- ☐ Online completion is not used as the only evidence of competence where practical performance is required.

13.6 Inclusive Training Checklist

- ☐ Instructions and terminology are clear.
- ☐ Materials are readable and consistently structured.
- ☐ Learners have appropriate opportunities to ask questions and participate.
- ☐ Examples avoid unnecessary assumptions and are relevant to the learner group.
- ☐ Reasonable support or alternative access is available where needed.
- ☐ Adaptations preserve the intended Learning Outcome.

13.7 WBL Planning and Monitoring Tool

<i>Element</i>	<i>Notes</i>
<i>Relevant LO / competence</i>	

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<i>Workplace task / opportunity</i>	
<i>Participation level</i>	Observe / Assist / Supervised / Greater independence
<i>Expected performance</i>	
<i>Evidence / observation</i>	
<i>Feedback</i>	
<i>Learner reflection / next step</i>	

13.8 Assessment and Feedback Record

Area	Record
<i>LO / competence</i>	
<i>Evidence observed</i>	
<i>What was effective</i>	
<i>What needs further development</i>	
<i>Feedback provided</i>	
<i>Agreed next step</i>	

13.9 Post-Session Reflection

- Were the intended Learning Outcomes addressed?
- Did learners have enough opportunity to practise and apply?
- What evidence of learning did I observe?
- Which learners needed additional support?
- What worked well in the facilitation?
- What should I change next time?
- How does this session connect with the next stage of learning or WBL?

13.10 Trainer Quick Reference

Use the curriculum as the reference point. Keep the Learning Outcome visible. Select only the content and activities that help learners move towards the expected performance. Create opportunities for practice, observe evidence, provide feedback and adapt support where needed.

14. Conclusion – From Curriculum to Competence

The TourX Trainer's Manual supports trainers in translating competence-based curricula into meaningful, practical and professionally relevant learning experiences. Effective TourX training begins with the Learning Outcomes and connects them with appropriate learning activities, practical application, WBL, assessment, feedback and reflection.

The trainer's role is therefore not limited to delivering content. It is to create the conditions in which learners can progressively develop, apply and demonstrate competence across face-to-face, online, blended and workplace-based learning environments.

TourX also recognises occupation-specific, digital, green, intercultural and transversal competences. The horizontal Soft Skills pathway strengthens communication, collaboration, customer service, resilience, critical thinking, presentation, risk management, contingency planning and conflict resolution, while these competences can also be reinforced through occupation-specific learning and WBL.

The practical tools in this Manual are intended to support consistent planning while allowing trainers to adapt learning experiences to the curriculum, learner group and delivery context.

Ultimately, effective TourX training is demonstrated not by how much content has been delivered, but by the learner's ability to apply and demonstrate the intended competences in relevant professional contexts.

15. References and TourX Resources

The following project resources and European reference materials support the approaches and guidance presented in this Manual.

TourX Project Resources

- **TourX – CoVEs for the Tourism Industry.** *TourX Hospitality Labs Competence-Based Curricula*. Project No. 101056184.
- **TourX – CoVEs for the Tourism Industry.** *TourX Learner's Guide*.
- **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.** *Hospitality Labs Toolbox for Excellence*.
- **TourX MOOC Platform.** [TourX MOOC](#)
- **TourX Project Website.** [TourX – CoVEs for the Tourism Industry](#)

European Reference Resources

- **European Commission.** *European Qualifications Framework (EQF)*. The EQF provides the European reference framework used to describe qualifications in terms of learning outcomes and levels of knowledge, skills, responsibility and autonomy.
- **Cedefop – European Centre for the Development of Vocational Training.** Resources on vocational education and training, learning outcomes and work-based learning.