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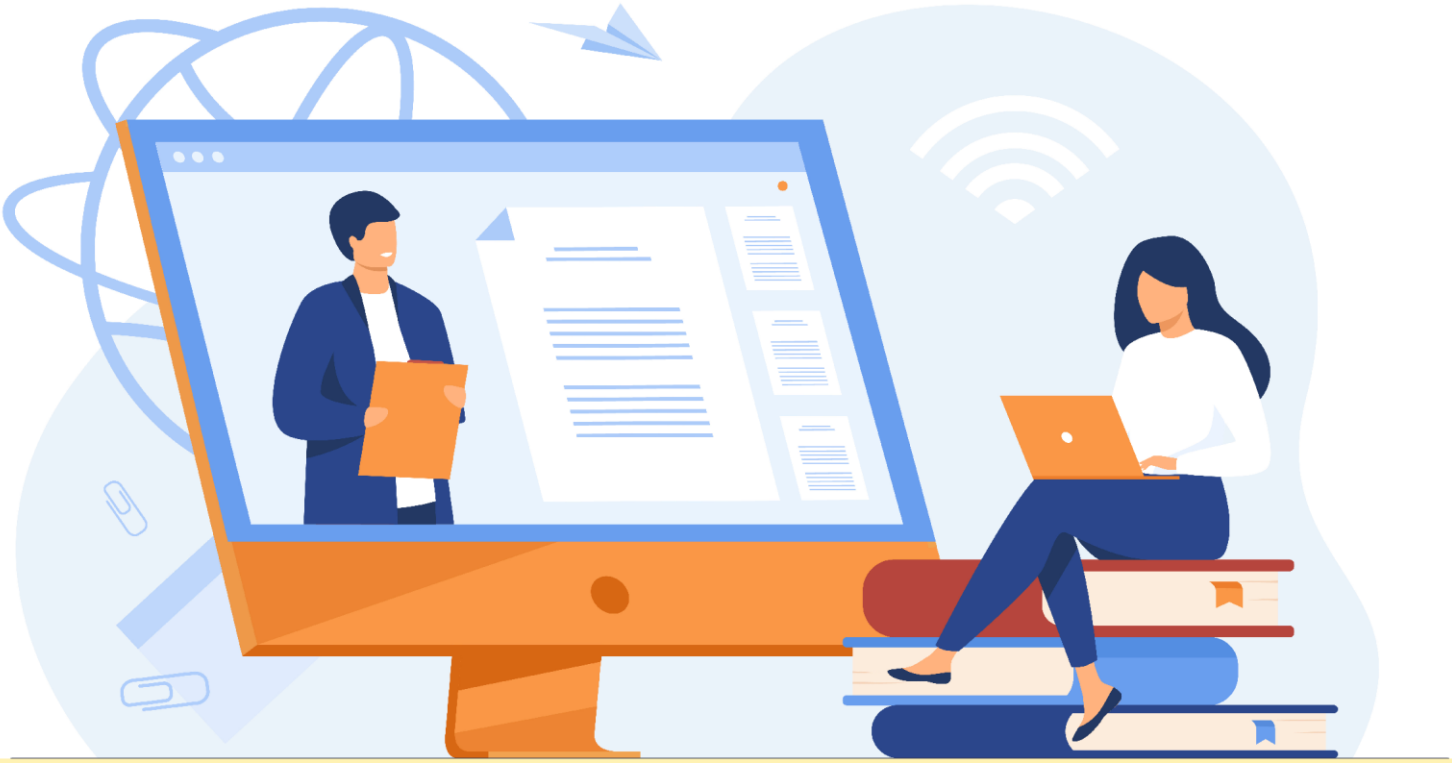
of the European Union

GAME IT



MOBILITY PREPARATION FOR DISADVANTAGED LEARNERS

TRAINING CURRICULUM

APPLICABLE FOR IVET

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Co-funded by the Erasmus+ Programme of the European Union

Project "Gamified interactive training to prepare disadvantaged learners for international VET mobility in the tourism and hospitality sector" – GAME IT

Agreement Number: 2020-1-BG01-KA202-079103

MOBILITY PREPARATION FOR DISADVANTAGED LEARNERS

TRAINING CURRICULUM

FINAL 2.0

(version updated after consultations with stakeholders)

Applicable for IVET

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Introduction

1. Introduction

This curriculum has been developed within the project **GAME IT** "*Gamified interactive training to prepare disadvantaged learners for international VET mobility in the tourism and hospitality sector*" with the support of the Erasmus+ Programme of the European Union.

It is designed to prepare VET learners to participate in learning mobility with elements of practical training or work-based learning. In particular, this short course syllabus shall serve as a supportive tool for VET providers looking to conduct a training for the preparation of disadvantaged tourism and hospitality VET learners prior to their participation in learning mobilities.

Currently, disadvantaged groups are under-represented in mobilities, both in higher education and in VET, and this is despite the fact that the Erasmus+ program actively encourages and supports the participation of such groups. Apparently, systemic and institutional factors team up to prevent disadvantaged groups from taking advantage of the available opportunities. Making mobilities more inclusive requires that VET providers address these factors. This curriculum, regarded as an innovative resource, shall contribute to finding workable solutions and promoting the participation of disadvantaged persons in VET learning mobilities, thus making the benefits of mobilities accessible to a broader section of society.

This preparation training course is a cross-cutting one and unites subjects and themes from the field of intercultural relation, teamwork, training and organizational behavior, language preparation. These are all themes that were identified as the most challenging areas for disadvantaged VET learners, based on consultation with target groups and stakeholders. In addition to building knowledge and strengthening skills, the course shall contribute to improving the VET learner's self-confidence and motivation for participation in training and mobility.

This course is elaborated jointly by an international team of experts and researchers from the GAME IT project consortium, namely:

Dobrudja Agrarian and Business School	(Bulgaria)
European Center for Quality	(Bulgaria)
Technical University of Crete	(Greece)
Directorate of Secondary Education, Chania	(Greece)
Integra Institute	(Slovenia)
Muğla Provincial Directorate of National Education	(Turkey)

2. Purpose of the syllabus

This document represents an IVET mobility preparation training curriculum for disadvantaged learners. It **aims** to:

- identify the disadvantaged learner profile for mobility preparation training

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- determine the scope of the training program and the learning modules that should comprise it
- identify module learning outcomes
- map module learning outcomes to overall program outcomes
- specify the most important learning objectives and present the assessment options.

The document shall serve as a supportive tool that contributes to the promotion of disadvantaged persons' participation in VET learning mobilities, thus making the benefits of mobilities accessible to a broader section of society.

3. Training overview

This course is intended to provide a practical-oriented preparation for international mobilities for young learners who have no or have little work experience. Therefore, the course seeks to ensure a multi-faceted introduction to intercultural relations and communications, multicultural teams and environment, teamwork, training placement and structured training activities.

It is built on an interdisciplinary approach to showcase how training and intercultural mobilities can be sustainably explored for building skills and confidence.

In this sense, the main concepts of the training are:

- Holistic overview of intercultural environment
- Cultural diversity and mutual respect
- Training and communication in a multicultural environment
- Teamwork and organizational behavior
- Motivation and self-esteem

In the long run, the course will enhance the abilities of VET learners in the tourism and hospitality sector to efficiently communicate and behave in professional contexts, with an adequate level of confidence as interactive, creative team players.

Considering **teaching-learning strategies/methodologies**, the main approach in this course is gamification as an effective strategy to engage the learner. Accordingly, this course makes use of different teaching, learning and assessment methods, in line with the needs of the learners and the learning objectives. Teaching methodologies were designed to boost as much as possible autonomous work while respecting trainees' diversity and needs, allowing flexible learning paths.

This course aims at fostering an active learning environment, proven effective in developing cognitive skills. By being involved in an active and participatory learning process, enhanced by the integration of digital technologies, learners intervene directly in the construction of knowledge, questioning and co-creating it. As opposed to the generally passive and

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unidirectional conventional approaches, the trainees become the centre of the learning process and the trainer/teacher assumes the role of mediator.

Mobility and its relation to tourism training

1. Benefits of using mobility to strengthen skills in tourism

The tourism sector is one of the strongest pillars of the EU economy. It contributes to the development of the economy and society through its market value (*jobs, growth and incomes*) and cultural value (*promoting the identity of the community*). The sector also plays an important social role by responding to youth and disadvantaged groups` unemployment as it provides easy access to employment for recent graduates, vulnerable groups, such as migrants, and women who represent almost two thirds of the workers in the sector.

Many analyses identify and review the necessary skills for employment in the tourism sector. One of the latest - Cedefop`s `Skills developments and trends in the tourism sector. *Skills Panorama Analytical Highlights*`[1] - based on an overview of active ads (in the period July 2018 – December 2019) for employment in the field of tourism identifies 17 occupations with high-intensive staff recruitment and respectively reviews the most sought skill-set. For the offered medium skilled and elementary occupations but also for managers, software developers or marketing specialists, the following skills are placed at the top positions in employers` lists: **teamwork**, **adaptability**, being able to **prioritise, communication** or **problem solving**, ability to **work independently**, **to be responsible** and to **think `out of the box`**. Language skills (English in particular) are also commonly required.

Mobilities strengthen employability, make education and training systems more accessible and efficient, promote the growth of a knowledge society, and strengthen European identity and citizenship. They provide valuable life-skills and international experience that boost the individual's personal, professional and academic development. Mobility is attractive (*especially for young people and people from vulnerable groups*) due to the flexibility of learning settings that it provides, and also for the opportunities to meet new people, places and cultures. It improves the individual`s language and communication skills and challenges the person`s adaptability, responsibility and independence. It ensures conditions for development of skills for teamwork and problem solving. It builds cultural awareness and boosts common understanding. In other words – **mobility develops a set of skills that are highly sought in tourism.** In terms of international work placement or apprenticeship within the sector itself, mobilities provide a fully immersive experience where participants can get deep insight of the sector in a multicultural environment.

However, for disadvantaged learners to benefit from learning mobility, they need effective preparation. Without it, a disadvantaged learner may fail to develop genuine interest for engaging in mobility in the first place, be scared to take the opportunity due to perceptions that

[1] Cedefop (2020). Skills developments and trends in the tourism sector. *Skills Panorama Analytical Highlights*. https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-developments-and-trends-tourism-sector

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s/he will not be capable of handling the situation, or – if s/he anyway decides to participate in the mobility - actually fail to handle the learning challenges or to take full advantage of the experience.

2. Innovations transfer in VET training in hospitality sector

Vocational education and training (VET) is in the midst of unprecedented change caused by the rapid onset of the COVID-19 pandemic. The global economy is experiencing rapid changes in the creation of goods and services and their consumption. Innovation and digitalisation are inherent drivers of these developments, but they are also a vital source of solutions to the challenges we face. Innovation is needed to tackle economic, social and environmental dynamics and instability. Digital technologies are now ubiquitous and increasingly integrated into everyday life and work.

At the same time, innovation and digitalisation are changing the way people work, encouraging the emergence of new professions and directly affecting the skills required in the labour market. All this leads to the need to improve the skills and retraining of the workforce and emphasizes the need for high-quality initial VET (IVET) for entering the labour market, but also for high quality continuing VET (CVET) for the existing workforce. Both IVET and CVET need innovative responses in teaching, learning and organization, as well as the effective implementation of digital technologies to build flexible, high-quality VET systems that can provide us with the skills we need in social, environmental and economic spheres. VET is already changing, but it must also take steps to more actively embrace innovation and digitalisation.

Profile of the disadvantaged learner in tourism and hospitality - characteristics and needs of the learners

The preparation and implementation of a course program that is effective and tailored to target group needs requires the profile, preferences and needs of the potential learners to be specified first.

The potential target group for this training consists of (1) *disadvantaged* (2) *IVET learners in* (3) *the hospitality sector that* (4) *plans to participate in mobility*.

A grid with a set of 4 categories was used for drafting out the user`s profile.

(1) skills and knowledge base according to EQF

(2) occupations and skills according to ESCO

(3) Requirements for mobility according to Erasmus+

(4) Results of a preliminary survey carried out within the project

This curriculum covers learners that are involved or graduating Initial Vocational Education and Training. The IVET, as per its general definition, is preparation of people with skills and/or competences to gain entry into a specific occupation/sector. Traditionally, IVET is designed to

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lead people exiting the education system at the end of upper-secondary level to enter the world of work. [2]

Therefore, the prospective VET learner is:

16+ years old, has completed first stage of / lower- secondary education and has the following general profile:

[2] https://www.cedefop.europa.eu/files/IVET_Review_08.pdf

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Erasmus+ requirements for mobility in VET	*EQF relevant knowledge, skills and competences*
The trainee is: 1. a citizen of a country that is part of the Erasmus+ programme; 2. involved in or graduated from IVET course within the past 12 months; 3. being trained in a VET organization that provides mobilities; 4. selected by the sending organization to participate in a mobility, whose area/topic is **relevant to, and fits well with, the course that the trainee or apprentice is studying.** **5.** has at least basic skills in the language in which the mobility will take place.	The trainee must have already acquired the following **Knowledge** ● Knowledge of facts, principles, processes and general concepts, in a field of work or study **Skills** ● A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information **Competences (responsibility and autonomy)** ● Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems
Characteristics based on preliminary survey conducted in all partner countries[3]	*Potential occupations and necessary skills according to ESCO*
1. The trainee belongs to one of the following **disadvantaged groups**: ✓ Learners with poor social/ economic status ✓ Trainees experiencing learning difficulties ✓ Learners with limited access to training (living in distant areas, limited access to transport, limited access to Internet, etc.)	This syllabus is designed to support the preparation for mobility for *4 categories of professions* from the IVET system by building knowledge, skills and competences that are most relevant to hospitality and tourism as defined in ESCO[4]. <u>Category 1: Managers</u> Sub-major group 12: Administrative and commercial managers 1221.6 Tourism Product Managers

[3] A preliminary survey was conducted among the project target groups, e.g. VET trainees/students, VET providers/schools, VET coordinators and other relevant experts and organizations involved in the mobility preparation design and implementation. The survey was conducted in 4 countries: Bulgaria, Greece, Slovenia and Turkey. It was organized via personal meetings, guided interviews and online feedback form.

[4] Version in force as in November, 2022

2. (For some reasons) The trainee is not sufficiently informed about the experience of participating in a mobility and has not been interested or able to travel so far (due to lack of own funds or prior preparation). 3. The trainee needs support, motivation and/or preparation for mobility. 4. The trainee is most likely to experience difficulties **during the mobility**, including: ● communication with the hosting organization ● communication with other people from different cultures ● speaking in a foreign language 5. Learners from disadvantaged groups who seek to get useful preparation in the following aspects: - Specialized language preparation in the area of tourism and hospitality - Preparation for training placement in a multicultural environment - Preparation for participation in structured training activities in a multicultural environment - Preparation for intercultural communication - Preparation for teamwork in multicultural environment	Sub-major group 14: Hospitality, retail and other services managers Sub-category 141 Hotel and Restaurant Managers 1411 Hotel Managers 1412 Restaurant Managers Sub-category142 Retail and Wholesale Trade Managers Sub-category 143 Other Services Managers" <u>Category 2: Professionals</u> Sub-major category 34: Legal, Social, Cultural and Related Associate Professional Sub-category: 343 Artistic, cultural and culinary associate professionals 3434: Chefs <u>Category 4: Clerical support workers</u> Sub-major category 42 Customer service clerks Sub-category 422 Client information workers 4221 Travel consultants and clerks 4224 Hotel receptionists <u>Category 5: Service and Sales Workers</u> Sub-major category 51: Personal Services Workers/ Sub-category 511 Travel attendants, conductors and guides 512 Cooks 513 Waiters and bartenders 515 Building and housekeeping supervisors/ 5151 Cleaning and housekeeping supervisors in offices, hotels and other establishments

	<u>Category 9: Elementary occupations</u> Sub-major category 91: Cleaners and helpers Sub-category 911 Domestic, hotel and office cleaners and helpers 9112 Cleaners and helpers in offices, hotels and other establishments Sub-major category 94: Food preparation assistants Sub-category 941: Food preparation assistants 9411 Fast food preparers 9412 Kitchen helpers Based on ESCO`s list of skills and competences for these categories, in addition to the occupation-specific knowledge, skills and competences the trainees need to have abilities at least to: - Advise/assist/ communicate with guests/customers; - Follow instructions to organize and maintain a safe, clean and secure work environment; - Communicate within a team, or work in an international hospitality team;

GAME IT Training content and the needs of disadvantaged tourism learners

1. How does the training meet the identified needs – flexible / innovative teaching and learning approaches, improving accessibility (physical, mental, etc.)

The GAME IT training course is designed to support VET learners from disadvantaged groups[5] and educators working with them. It addresses the following needs of the target groups:

1. Disadvantaged learners need training resources that:
    a) mitigate misperceptions, insufficient self-confidence and lack of motivation that prevent them from engaging in mobility in the first place
    b) prepare them for training placements and structured training activities organized in the frame of mobilities.

2. Organizations providing mobility opportunities and/or VET training need to tool up for the challenge to help disadvantaged learners take advantage of the emerging mobility opportunities.

Generally, in order to achieve the expected training mandate any training strategy must be motivating, engaging, relevant and reliable (preferably personalized), challenging, rewarding. Thus, it must result in "sticky" learning, facilitate the application of what has been learned, provide room for practice and trigger behavioural change.

In regard with the identified needs of the target groups, the GAME IT training content was designed to provide a good combination between in-class and e-learning activities, both integrating gamified elements. However, the course is also adapted to be taken entirely in e-learning mode.

In-class activities are familiar to both learners and instructors. In regard with the specifics of the learners, these type of activities are useful for ensuring them with a familiar environment and organization and thus giving them a sense of security. Moreover, these activities are important as they provide the learners with the opportunity to effectively communicate and collaborate with the instructors and in-between the group of trainees; they challenge them to think critically, to take risks and even to participate/ hold in presentations. Therefore, the inclusion of in-class activities in the conduction of the course will provide a scene for practicing some of the knowledge/ skills that were introduced in the course in a familiar/ comfort zone.

E-learning is a flexible approach that removes rigidities related to space and time. It provides a comfortable learning environment, especially for disadvantaged learners, who can be more

[5](1) VET learners belonging to socioeconomically disadvantaged groups, including minorities and migrants; (2) VET learners in remote and rural areas; (3)VET learners exhibiting mild to moderate learning difficulties (low achievers)

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confident at home or when relying on support (e.g. additional literature or sources). It ensures conditions for implementation of efficient training and learning strategy.

Gamification is a next step that utilizes additional technological solutions in order to integrate game mechanics in e-learning. It enhances learning with the elements that make games so engaging. It can increase the engagement of learners, help them practice knowledge and skills in situations imitating real life and thus improve the effectiveness of learning. Gamification also allows for creativity and collaboration to become part of learning. When combined with other learning methods, it can support innovation in pedagogical approaches and methods for teaching, learning and assessment.

Gamified learning has a number of advantages that can make a difference with any learner, but especially so with disadvantaged learners. It can have the following benefits:

- active learning
- increases motivation and engagement
- allows the learner to experiment and fail without negative consequences
- allows for micro-learning in the case of short attention spans
- facilitates instructional scaffolding to reflect each individual learner's needs
- is appealing to the new generation of 'digital natives'.

Gamification can significantly enhance the effectiveness of training by increasing learner engagement and by allowing learners to experiment with (as if) real-life situations - and fail - in a controlled, safe environment. Gamified learning can yield better results in terms of knowledge acquisition and retention than conventional instruction methods.

The gamified training program was developed with heightened attention to the behavioral changes expected from disadvantaged learners and to the constraints and difficulties that they face. Gamification has much potential for facilitating the learning process for disadvantaged groups and for mitigating elitist academic tendencies in education.

The developed training resources shall be relevant to disadvantaged learners across Europe and organizations working with them. The training is adaptable for e-learning and in-class activities depending on the needs.

Learning objectives of the GAME IT training

The training course has the following aims/tasks:

M1	• To raise cultural awareness and improve intercultural communication competences, necessary for learning and working abroad. • To prepare the trainees for intercultural communication in the process of preparation and implementation of mobility
M2	• To provide knowledge and introduce the concepts of multiculturalism and teamwork

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	• To prepare the trainees for teamwork within the mobility context (in a multicultural setting)
M3	• To develop basic understanding of the principles of company communication • To prepare trainees to fully participate in the process of communication during the training placement in a multicultural environment
M4	• To prepare the trainees for pro-active and focused participation in different types of structured training activities
M5	• To provide specialized language preparation in the area of tourism and hospitality • To prepare the students to use English as a working language within the mobility context (in a multicultural setting)

GAME IT Training content structure (modules)

1. Structure and workload

Module No.	Module title	Module workload
1	Preparation for travelling abroad and intercultural communication	**6**
2	Preparation for teamwork in multicultural environment	**5**
3	Preparation for training placement in a multicultural environment	**7**
4	Preparation for participation in structured training activities in a multicultural environment	**7**
5	Specialized language preparation in the area of tourism and hospitality	**10**
		35 hours

The course is designed for a total number of 35 hours distributed between the modules as presented in the above table. However, the course provides the flexibility for adapting the duration in accordance with the specific needs of the trainee/ group of trainees.

Program Learning Outcomes

By the end of this short interdisciplinary training, the trainees will have knowledge and will be able to:

(1) Identify their own goals for learning and professional development
(2) Respect cultural differences and diversity
(3) Communicate effectively with people from other cultures

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(4) Understand and apply the teamwork principles
(5) Appreciate diversity
(6) Draw a route to tackle the problems they might face in teamwork
(7) Observe, understand and effectively navigate: a) the structure and authority-responsibility relations of a host organization, b) the organizational and team dynamics, c) the internal and external constraints, d) the available technology, e) prevalent norms and rules, conventions and company culture (implementation phase of the mobility)
(8) Understand and apply the principles of communication in a multicultural working/learning environment and actively participate in the training placement
(9) Identify, analyse and overcome their specific disadvantages; manage problems and uncertainty during the training
(10) Analyse their training placement experience and incorporate it in their future career development; integrate the experience in personal development goals and future learning
(11) Know methods for self-inducing a better motivation to learn
(12) Understand the importance of self-confidence and be able to possess it
(13) Give feedback and help the organizer assess the effectiveness of the training
(14) Understand and communicate a set of professional skills and perform job-related functions
(15) Properly use professional terminology from the hospitality sector (hotels and restaurants in particular)
(16) Communicate effectively with colleagues and trainers/tutors during the work placement abroad.

Learning Platform

The GAME IT training for mobility preparation is designed to be (partly) **delivered in a digital environment.**

All training materials are available for use and adaptation in accordance with VET providers` usual practice and under the Creative Commons Attribution NonCommercial-ShareAlike 4.0 International License. However, in view of target learners` needs, a special focus within the GAME IT project was put on ensuring such a flexible e-learning space that encourages motivation for learning and takes into account needs and constraints faced by disadvantaged learners.

The Coursevo platform (http://coursevo.com/) is an advanced e-learning multimedia platform. It is used in academic environments and in various research projects. It is generic infrastructure that provides access to diverse repositories of learning resources to enable wider sharing and networking within learning communities. It integrates functionalities that allow for the flexible organization of digital content in collections, providing searching services that facilitate identification of relevant content and its reuse. Apart from content organization and reuse, the platform provides effective communication services to enable

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online learning activities and communication between learners, before, during and after the learning activities that they are participating in.

The central concept for organizing content and people in **Coursevo** is the concept of activity spaces - a way to organize people and supporting services in different ways depending on the aim of the activity. In particular, **Coursevo** supports the following three types of Activity Spaces:

- **Courses** - provide all the necessary functionality to organize teams of distant-learners and offer training services to members of a community. This type of activity space can support various types of real world activities such as training events, multiplier events, short-term or longer-term workshops, courses undertaken within the context of a training programme, etc.
- **Repositories** - provide functionality to collect and organize digital content in the form of Open Educational Resources so that it could be shared among the members of a community of practice. They essentially use a functionality also available in the other types of activity spaces, that facilitates the collection and organization of digital content. The difference is that in Repository Activity Spaces, the published content is expected to be quality checked and, thus, appropriate for wider dissemination even beyond the members of the communities of practice that developed it initially.
- **Projects -** aim at organizing teams of collaborating members of the community of practice with certain objectives (e.g. to organize a course or implement a specific event or other tasks).

A number of tools and services can be activated whenever needed and used in any activity space (course, Repository or Project).

For facilitating the mobility preparation training, the Coursevo environment was equipped with gamification elements, incl. badges, points, leader boards, etc. Thus. Coursevo provides an innovative e-environment that shall support the disadvantaged learner to strengthen his/hers skills in the areas of the course but also will support the development of motivation and self-esteem.

Transferability of the GAME IT training to different learning contexts

This training curriculum is designed as a generic program of study within the VET sector for institutions that offer preparation training for work-based mobility in tourism and hospitality.

In particular, the training is adapted to the needs of the IVET sector. `*The general definition of IVET is preparation of people with skills and/or competences to gain entry into a specific occupation/sector. At least this is the definition provided in most instances, but IVET is an evolving concept in all countries and, in many respects, this limited definition is becoming outdated. IVET is no longer considered only as a vocational pathway, but as an alternative pathway to the academic route that contains many elements of an academic education which*

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can, ultimately, lead to a tertiary level, university education. This, at least, is an aspiration for IVET.`[6]

Accordingly, the course has two options for delivery:

- As a training for learners in IVET, EQF level 3, programs;
- As a training for learners in IVET, EQF level 4, programs.

The training is focused on the specifics of the tourism and hospitality sector, i.e. its professional environment. Some elements in the training are focused on VET mobilities in the area of target sectors, while others are more generic. Hence, this curriculum can inform and drive development of concrete training programs for a variety of needs, sectors and situations in IVET.

Depending on the specifics of the national qualification frameworks, it can be used as a course in informal and LLL education for strengthening transversal skills. The training curriculum demonstrates how learning constraints and needs applicable to the concrete subject can be incorporated into the module and program learning objectives so that the mobility training can be integrated into VET training in order to complement other learning outcomes and strengthen the international dimension of learning.

Regardless of the fact that the training is prepared as an innovative gamified one, it can be efficiently (fully or partly) used for in-class activities.

[6] https://www.cedefop.europa.eu/files/4189_en.pdf

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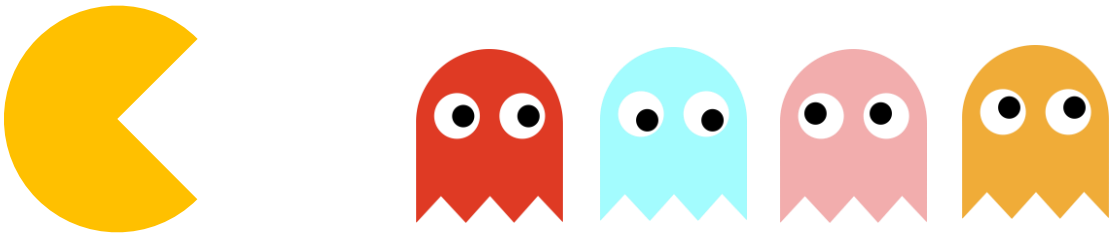
MODULE DESCRIPTORS



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MODULE DESCRIPTOR 1

Module title	Module Code	Responsible partner/s
PREPARATION FOR TRAVELLING ABROAD AND INTERCULTURAL COMMUNICATION	**1**	**Directorate of Secondary Education, Chania**
Pre-requisites (entry requirements)		
Previous education/training, previous experience, minimum age, health status, etc.	*The trainees need to be involved in IVET in the tourism and hospitality sector or to be recent IVET graduates*	
Module description (overview)		
This module is the first in this course and consists of four topics. Each topic includes a number of learning activities. During the first lesson, the trainees will be encouraged to discuss their expectations and worries about their participation in mobility. The resulting needs analysis will allow the teacher to select and/or adjust the learning activities according to the students' needs and other parameters such as their age, the type of mobility, the type of learning difficulties. As many of the students have never travelled abroad before, the second lesson deals with practical aspects of preparing their trip. Lessons 3 and 4 prepare the learners for their stay abroad. They will learn more about the place they are visiting (lesson 3) and the people they are going to meet and cooperate with (lesson 4). They will explore multiple aspects of the civilization and culture of their destination. To do so they have to review and rediscover their own hometown/village and their own culture. This preparation will allow them to deal with the cultural shock and make the most of their experience abroad.		
Learning objectives of the module (tasks)		
The module has the following aims/tasks: -Ensure that the learners are fully informed and are able to actively participate in the mobility, taking responsibility of their own learning. -Support the learners to deal with the practical aspects of travelling. -Encourage the students to learn more about the destination of the mobility by researching, observing, reflecting and participating in local activities.		

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-Raise cultural awareness and intercultural communication competences, necessary for learning and working abroad.

Assessment Methods

Assessment Method/s	**Duration/Length of Assessment method/s**	**Weighting of Assessment (optional)**	**For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources).**
Test (multiple choice)	10 min in class after each lesson	20%	Individual assignment; no option to consult learning resources and reference material; timed. **<u>Resources/environment</u>: classroom or an online learning platform**
Exercises, challenges and role-play games, as available on the GAME IT platform - for group training modes only	*Duration depends on the exercise or the game*	*No contribution to grading but can result in badges on the gamified platform*	Detailed guidelines for assessment will be provided for teachers. These guidelines can be further elaborated or otherwise modified by the teachers. <u>Resources/environment:</u> classroom or video—conferencing platform with options for breakout rooms

Learning Outcomes (Intended Learning Outcomes)

By the end of the module learners will be able to:

- Identify their own goals for learning and professional development
- Participate responsibly in the mobility and know the rules regarding their participation
- Deal with the practical aspects of a trip abroad
- Plan local tours or activities
- Develop cultural awareness of their own and other cultures
- Respect cultural differences and diversity
- Communicate effectively with people from other cultures.

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Training delivery modes (options)		
- The module is suitable for presence training in the classroom - The module is suitable for e-learning - The module is suitable for blended learning		
Learning materials and resources		
- Presentations and online exercises and games, etc. developed under the GAME IT project - A computer and Internet (for the e-learning mode)		
Indicative Content of the training module / Intended Learning Outcomes		
Learning outcomes for the module	**Training contents**	**(ESCO reference)**
Knowledge: - Explain the objectives, the planned activities and the detailed program of the mobility. - Explain the rights and obligations of students during the mobility. - Explain basic concepts for travelling: e.g. passports, airport rules, luggage, travel insurance. - Describe multiple aspects of their own/other cultures. - Explain differences and similarities between cultures. - Explain how geographical location affects climate, culture and economy.	**TOPIC 1. Participating in an international mobility** Objectives, planned activities of the mobility. Discussion with students: reasons for taking part, expectations and fears, strengths and weaknesses, needs for preparation. Students form a set of norms (contract) that will be respected by all during the mobility. **TOPIC 2. Preparing for your trip abroad** Detailed program of the mobility. Practical preparations before traveling. Dealing with problems and emergencies. **TOPIC 3. Discovering new places** Discover the destination of the mobility (history, architecture, weather, natural	**Knowledge:** - Local area tourism industry: -Tourist resources of a destination for further development - Dietary regimes **Skills/Competences:** ● show intercultural awareness ● use communication techniques ● develop tourist information material ● deliver presentations on tourism ● create solutions to problems ● think analytically ● read maps

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Skills: - Make a list of the preparations required for the mobility e.g. travel documents, luggage (including forbidden items in luggage and other airport restrictions), health (medication, allergies, and vaccines), money, communications, insurance. - Create a contacts list (phones, emails, addresses). - Pack luggage (check weather, duration of trip, activities, airport rules). - Cancel/postpone appointments and other obligations at home during the mobility. - Use a calendar to plan, organize and manage time. - Use a map to locate the destination of the mobility and explain your trip. - Create custom maps of a trip. - Create a poster, presentation or a video to present a destination. - Plan a local tour for foreign trainees in one's home town/village including interesting sites and activities. - Plan a leisure activity in your destination according to your interests. - Use online maps and navigation tools to find your way around a place.	environment, economy, tourism, modern life, etc.) by researching and participating in creative activities such as creating posters, maps, presentations, planning local tours and reflecting. **TOPIC 4. Understanding people and their culture** Research the culture of the destination (etiquette, verbal and nonverbal communication, personal space, weather, dress code, food, drinks, shopping, entertainment, holidays, local events and activities, festivals, customs, religion, gender issues, relationships, family models, child raising, education). Share, discuss and analyze multiple aspects of culture and intercultural experiences before, during and after the mobility. Practice intercultural communication strategies.	● collect tourist information ● keep up to date on local events ● manage health and safety standards ● check travel documentation ● provide tourism related information ● assist visitors ● provide directions to guests ● plan local events ● have computer literacy ● carry out internet research

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- Be curious and interested in learning about other cultures. - Understand the multiple ways culture affects our life. - Develop an understanding of other cultures. Be impartial when comparing cultures. - Practice observing, active listening, understanding, empathy. - Develop communicative strategies for intercultural communication. - Build respectful relationships based on the understanding of cultural differences. **Competences:** - Identify needs for preparation. - Set goals for learning and personal development. - Participate actively and responsibly in the mobility, cooperating with others. - Manage practical aspects of travelling abroad. - Know how to react in case of a problem or emergency. - Use appropriate tools to plan an activity abroad. - Rediscover/ critically review one's hometown. - Observe a place: build and natural environment, historic sites, modern life.		

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- Explore and familiarize with a place. - Appreciate local civilization and culture. - Be a conscious traveller. - Develop cultural awareness of own and of other cultures. - Communicate effectively with people from other cultures. - Cultivate empathy and respect for others. - Respect cultural differences and diversity		

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MODULE DESCRIPTOR 2

Module title	Module Code	Responsible partner
PREPARATION FOR TEAMWORK IN MULTICULTURAL ENVIRONMENT	**2**	**Muğla Provincial Directorate of National Education**

Pre-requisites (entry requirements)	
Previous education/training, previous experience, minimum age, health status, etc.	*The trainees need to be involved in IVET in the tourism and hospitality sector or to be recent IVET graduates.*

Module description (overview)

Upon completion of this module the trainees will learn basic principles for teamwork in multicultural training or working environment. The module will provide basic knowledge regarding cultural diversity and teamwork and will explore the cross-cutting issue of performing and communicating with mutual respect in an international group. The trainees will develop clear understanding regarding the advantages and disadvantages of teamwork and will learn how to increase productivity in collaborative nature by exploring their own potential. Additionally, they will learn how to identify and overcome the challenges inherent in a multicultural team environment.

Learning objectives of the module (tasks)

The module has the following aims/tasks:

- To provide basic knowledge about the concepts of multiculturalism and teamwork.
- To build understanding of the benefits of mutual respect, multiculturalism and cultural diversity
- To develop competence for work performance and communication within an international team
- To provide knowledge about the benefits of team work (in a multicultural setting)
- To enable the trainees to identify owns strengths and weaknesses and to work for their optimization
- To discuss prospective challenges in work life.

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Assessment Methods (options)			
Assessment Method/s	**Duration/Length of Assessment method/s**	**Weighting of Assessment (optional)**	**For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources).**
T*est (multiple choice) – for both individual and group training modes*	*2 times x 10 min online in class; if online testing is deemed impractical, the test can also be given in class*	100 %	Individual assignment; no option to consult learning resources and reference material; timed. Resources/environment: classroom or an online learning platform
Exercises, challenges and role-play games, as available on the GAME IT platform – depending on the training mode	*Duration depends on the exercise or the game*	*No contribution to grading but can result in badges on the gamified platform*	Detailed guidelines for assessment will be provided for teachers. These guidelines can be further elaborated or otherwise modified by the teachers. Resources/environment: classroom or video—conferencing platform with options for breakout rooms

Learning Outcomes (Intended Learning Outcomes)

By the end of the module learners will be able to:

1. Define some important terms related to multiculturalism and teamwork
2. Understand and apply teamwork principles
3. Appreciate diversity
4. Name reasons to focus on multiculturalism and diversity
5. Talk about the advantages and possible challenges in team work (in a multicultural setting)
6. Describe the problems that might appear in teamwork
7. Draw a plan for optimizing own efficiency and productivity as a part of (multicultural) team

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Training delivery modes (options)		
- The module is suitable for presence training in the classroom - The module is suitable for e-learning - The module is suitable for blended learning		
Learning materials and resources		
- Presentations, online learning materials, etc. developed under the GAME IT project - A computer and Internet (for the e-learning mode)		
Indicative Content of the training module		
Learning outcomes for the module	**Training contents**	**(ESCO reference)**
Knowledge: - Knowledge of some important concepts and aspects of multiculturalism and teamwork - Improved knowledge regarding cultural diversity and its challenges and implications; - Understanding of professional life in multicultural settings; - Improved knowledge about teamwork and roles within a team; - Improved knowledge of norms of behaviour and	**TOPIC 1: MULTICULTURALISM** - *Conceptual training* Understanding cultural diversity – challenges and implications; Stereotypes; Training and working in a pool of cultures. - *Practical training* Discussion: examples of multiculturalism Drawing up a list of behavioral norms and interaction based on mutual respect and understanding of other cultures and beliefs **TOPIC 2: TEAMWORK IN MULTICULTURAL ENVIRONMENT**	**Knowledge:** **Communication principles** **Teamwork principles** **Skills** • Work in teams • Stimulate creativity in the team • Report to the team leader • Work in a multicultural environment • Study cultures • Demonstrate intercultural competence • Show intercultural awareness

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communication in intercultural teams. - Improved knowledge regarding learning and development perspectives for cultivating teamwork skills **Skills:** - To be able to perform effectively in teamwork; - To be able to establish and maintain communication in multicultural teams; - To be able to show mutual respect; - To identify (internal and external) challenges in teamwork and to spot solutions for these; - To generally evaluate teamwork performance and own efficiency; - To identify own skill shortages related to teamwork; - To tackle cross cultural problems and find solutions. **Competences:**	- *Conceptual training* Roles within a team; Specifics and Principles of teamwork. - *Practical training* Identification of skills and personal qualities necessary for effective teamwork. **TOPIC 3: SWOT** *Conceptual training combined with practical tasks* Identification and conceptualization of possible strengths, weaknesses, threats and opportunities of group work. Considering advantages and disadvantages of teamwork, trainees discuss possible solutions to threats and weaknesses and the contexts in which teams and teammates could work better. **TOPIC 4: PERSONALIZATION** *Conceptual training combined with practical tasks* Drawing a personal plan to be a better member of group work in an international environment.	

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- To recognize the difference between diversity and difference - To spot challenges in multicultural settings; - To be able to draw an action plan for improving his/her efficiency in teamwork; - to appreciate the diverse cultural codes of different societies.		

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MODULE DESCRIPTOR 3

Module title	Module Code	Responsible partner
PREPARATION FOR TRAINING PLACEMENT IN A MULTICULTURAL ENVIRONMENT	**3**	**European Center for Quality**

Pre-requisites (entry requirements)	
Previous education/training, previous experience, minimum age, health status, etc.	*The trainees need to be involved in IVET in the tourism and hospitality sector or to be recent IVET graduates.*

Module description (overview)

The trainees will learn about the basic principles of company communication in a multicultural environment, and understand and internalise rules of behaviour and networking in a working environment. They will develop a clear idea of the information they need to gather in advance and how to use it during the training placement. Additionally, they will reflect on their disadvantages and create a plan to address them.

Learning objectives of the module (tasks)

The module has the following aims/tasks:

- To prepare learners to fully participate in the process of communication during the training placement in a multicultural environment
- To develop basic understanding of the principles of company communication
- To reflect on their experience during and after the training placement

Assessment Methods

Assessment Method/s	**Duration/Length of Assessment method/s**	**Weighting of Assessment (optional)**	**For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources).**
Test (multiple choice) - for both individual and group training modes	*20 min online in class; if online testing is deemed impractical, the test can also be given in class*	100 %	Individual assignment; no option to consult learning resources and reference material; timed.

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			Resources/environment: classroom or an online learning platform
Exercises, challenges and role-play games, as available on the GAME IT platform - for group training modes only	*Duration depends on the exercise or the game*	*No contribution to grading but can result in badges on the gamified platform*	Detailed guidelines for assessment will be provided for teachers. These guidelines can be further elaborated or otherwise modified by the teachers. Resources/environment: classroom or video—conferencing platform with options for breakout rooms

Learning Outcomes (Intended Learning Outcomes)

By the end of the module, the learners will be able to:

- determine the objectives and the expectations from learner for the particular practical training or training placement (preparation phase of the mobility)
- collect necessary information before the training (preparation phase of the mobility)
- observe, understand and effectively navigate: a) the structure and authority-responsibility relations of a host organization, b) the organizational and team dynamics, c) the internal and external constraints, d) the available technology, e) prevalent norms and rules, conventions and company culture (implementation phase of the mobility)
- understand and apply the principles of communication in a multicultural working/learning environment and actively participate in the training placement (implementation phase of the mobility)
- identify, analyse and overcome their specific disadvantages; manage problems and uncertainty during the training (implementation phase of the mobility)
- analyse their training placement experience and incorporate it in their future career development; able to integrate the experience in personal development goals and future learning (follow-up phase of the mobility)

Training delivery modes (options)

- The module is suitable for presence training in the classroom
- The module is suitable for e-learning
- The module is suitable for blended learning

Learning materials and resources

- Learning notes and online exercises and games, developed under the GAME IT project

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- A computer and Internet (for the e-learning mode)
- Interviews/discussions with peers who have experience with training placements during mobility
- Peer learning from others that have already completed a learning mobility

Indicative Content of the training module

Learning outcomes for the module	Training contents	(ESCO reference)
Knowledge - Basic knowledge about organizational behaviour and organizational planning - Basic knowledge about human resource issues in organizations - Basic knowledge about some of the specifics of tourism and hospitality enterprise - Basic knowledge about team dynamics and relations within an organization - Basic knowledge about the individual's role and responsibilities within an organization - i.e. compliance with company's values, mission and culture; understanding the company's function and future plans; complying with existing conventions and codes of practices in the organization (dress code, schedule of breaks, etc.) - Basic knowledge about occupational health and safety issues in organizations in general and in the tourism / hospitality sector in particular	The module is divided into 5 topics, each of them related to different aspects of the preparation of a successful work placement in a multicultural environment: **TOPIC 1 Planning and preparing for training placement during mobility** *Conceptual training* - Objectives of a training placement - Typical activities during a training placement in the framework of a learning mobility Learners form a set of norms (contract) that will be respected by all during the training placement **TOPIC 2: Understanding and navigating the world of work** *Conceptual training combined with practical tasks* - Understanding **People** in the organization - company communication principles; determining and internalising rules of behaviour and networking at work (how shall I act, dress, what questions to ask, how to communicate with trainers/colleagues, body language in a	**Knowledge:** **Assertiveness** **Business processes** **Communication** **Communication principles** **Leadership Principles** **Personal development** **Conflict Management** **Organizational Structure** **Essential skills and competences:** **Handling the business environment** ✓ *maintain working relationships* ✓ *perform services in a flexible manner* ✓ *maintain contractual information* ✓ *manage health and safety standards* **General organizational skills** ✓ *plan medium to long term objectives* ✓ *solve problems* ✓ *Listen actively* ✓ *Show diplomacy*

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-Improved awareness about the advantages of vocational training and lifelong learning **Skills:** - Planning: To be able to correctly determine the objectives and elements of an activity (in particular the training placement) - Communication: To be able to establish and maintain communication within an organization - Team work and collaboration, specifically in a diverse environment: To be able to work collaboratively with colleagues and trainers in conditions of diversity; To be able to handle networking in a multicultural environment - Global skills: To have and to be able to demonstrate cultural awareness; To be able to communicate effectively in a foreign language - Self-awareness and flexibility: To be able to identify and analyse his/her disadvantages, specific requirements or needs, and possible barriers to effective performance; - Problem solving: To be able to develop plans and identify solutions to problems, notably in cooperation with others in the host organisation	multicultural environment, etc.); company culture and conventions; team dynamics within the organization - **Structure** of the organization – determining and respecting authority structures, lines of accountability and supervision, departmental structure; understanding the individual's role and responsibilities within an organization; determining and internalizing rules of accountability during the training placement - **Technology** in the organization – machines, tools, resources, methods: accepted methods (conventions) of work, instructions for operating machines and equipment, occupational health and safety issues, technological restrictions on employee freedom; determining and internalizing requirements about the use of technology and working methods during the training placement - **External environment** of the host organization – socio-economic, legal, political, technological and geographical context and constraints; determining, understanding and observing legal, socio-economic and other rules, norms and constraints during the training placement **TOPIC 3: Understanding and managing multicultural working environments** *Conceptual training combined with practical tasks*	✓ *Collaborate in company`s daily operations* ✓ *Cooperate with colleagues* **Communication skills** ✓ *use different communication channels* ✓ *use different communication techniques* ✓ *Adapt communication style according to the recipient* **Intercultural skills** ✓ *demonstrate intercultural competences in hospitality services* ✓ *show intercultural awareness* **Digital skills** ✓ *have computer literacy* ✓ *carry out internet research and manage online content*

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- Career awareness and initiative: To be able to identify professional or transversal skills that can be enhanced during a particular work placement abroad and to determine which particular activities to focus on in order to achieve this; To be able to articulate specific skills gained during the work placement to future employers - Ability to manage contractual relationships: To be able to manage the implementation of his/her learning agreement with the host organization so as to ensure mutual benefits; To be able to maintain documentation and organize and perform activities necessary in view of implementing the learning agreement **Competences** - To responsively carry out assigned duties within an organization - To actively participate in the training placement during a mobility (share an opinion, ask questions, practice skills, interact with the trainer and other participants, communicate goals and expectations, show interest in visits, etc.)	- Multicultural communication and ethics (cultural intelligence) - Team work in a multicultural environment - Conflicts and conflict management in a multicultural environment - Dealing with ethnic, racial, social and gender/sexual diversity in the workplace; tolerance and non-discrimination **TOPIC 4: Understanding own strengths and weaknesses** *Practical tasks* - Learners reflect on their strengths and weaknesses, as well as on any specific disadvantages they may be facing **TOPIC 5: Translating training placement achievements into career advantages** *Conceptual training* - Role and benefits of international exposure during education and training - Learners create a plan and identify norms/ principles that they will respect during the training placement - Learners are encouraged to start developing their CV	

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- To understand the corporate culture and organizational codes in the company where the work placement takes place; - To keep and use a record of achievements during the training placement (training placement diary – tasks completed today, something new learned today, something difficult/tricky today) - To have a strategy of coping with disadvantages - To respect and cope with diversity at the workplace - To analyse independently his/her achievements and integrate them in future career planning - To determine a desirable career path and future skill building needs - To develop an attitude of continuous improvement - acquire new skills through practice and observation - To observe and respect rules of occupational health and safety		

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MODULE DESCRIPTOR 4

Module title	Module Code	Responsible partner/s
PREPARATION FOR PARTICIPATION IN STRUCTURED TRAINING ACTIVITIES IN A MULTICULTURAL ENVIRONMENT	**4**	**DABS & INTEGRA**
Pre-requisites (entry requirements)		
Previous education/training, previous experience, minimum age, health status, etc.	*The trainees need to be involved in IVET in the tourism and hospitality sector or to be recent IVET graduates.*	

Module description (overview)

Participation in a structured training event abroad poses several challenges, especially for disadvantaged learners. This module provides foundation for motivating and enabling effective participation in structured training activities. It equips the trainees with efficient learning strategies and techniques for their application and prepares them to organize and manage time efficently and to cope with challenges related to following a training programme or understanding concepts. The trainees shall benefit from the proposed approaches for building and maintaining motivation and self-esteem.

Learning objectives of the module (tasks)

The aim of this module is to prepare trainees to fully participate in a structured training activity in a multicultural environment, by

1. Informing them about learning strategies and effective techniques to learn successfully;
2. Providing effective strategies for time management;
3. Improving their understanding for the need to admire and value themselves;
4. Equipping them with effective techniques for self-motivation and effective participation in training activities;
5. Strengthening their self-confidence

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Assessment Methods (options)			
Assessment Method/s	**Duration/Length of Assessment method/s**	**Weighting of Assessment (optional)**	**For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources).**
Test (multiple choice) - for both individual and group training modes	*20 min online in class; if online testing is deemed impractical, the test can also be given in class*	100 %	Individual assignment; no option to consult learning resources and reference material; timed. Resources/environment: classroom or an online learning platform
Exercises, challenges and role-play games, as available on the GAME IT platform for group mode training only	*Duration depends on the exercise or the game*	*No contribution to grading but can result in badges on the gamified platform*	Detailed guidelines for assessment will be provided for teachers. These guidelines can be further elaborated or otherwise modified by the teachers. Resources/environment: classroom or video—conferencing platform with options for breakout rooms

Learning Outcomes (Intended Learning Outcomes)

By the end of the module learners will be able to:

1. Know the most efficient learning strategies; know how to follow the training content and understand concepts;
2. Know how to use handouts and visual material;
3. Follow smart time management;
4. Know methods for self-inducing a better motivation to learn;
5. Understand the importance of self-esteem and self-confidence and be able to build them;
6. Give feedback and help the organizer assess the effectiveness of the training.

Training delivery modes (options)

- The module is suitable for presence training in the classroom
- The module is suitable for e-learning

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- The module is suitable for blended learning

Learning materials and resources

- Presentations, online learning materials, etc. developed under the GAME IT project
- A computer and Internet (for the e-learning mode)

Indicative Content of the training module

Learning outcomes for the module	Training contents	(ESCO reference)
Knowledge: - Basic knowledge about the process of perceiving information and different learning strategies; - Awareness of efficient strategies for time-management; - Basic knowledge about motivation models; - Awareness of techniques for self-motivation; - Increased knowledge about self-image and self-value; **Skills:** - Able to identify a learning technique that is suitable for himself/herself and applicable in certain circumstances; - Able to plan how to proceed with a learning task and to elaborate a strategy for getting the greatest possible benefit from a training/ stage of training; - Able to efficiently use handouts and visual materials for training;	The module is divided into 4 topics, each of them related to participation in different structured training activities. **TOPIC 1 Learning strategy** *Conceptual training* - Introduction to learning strategies, purpose and use; - Modelling a learning strategy, how to learn more effectively and efficiently, getting advantages from a multicultural environment *Practical tasks* - Developing awareness of one's dominating sensory channel and understanding of own learner type; - Elaboration of an individual learning strategy with milestones and by using handouts and visual materials;	**Essential skills and competences:** **Use learning strategies** ✓ *prioritise learning tasks* ✓ *develop strategy to solve problems* ✓ *work with virtual learning environments* ✓ *Listen actively* ✓ *Use questioning techniques* **Manage time** ✓ *Adjust priorities* ✓ *Manage time* ✓ *Manage schedule of tasks* ✓ *Prioritise requests* ✓ *Meet deadlines* **Self-confidence** ✓ *Show confidence*

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- Able to organize own working time – prioritization, scheduling and focus; - Able to set-up SMART objectives to own work activity; - Able to apply techniques for building and maintaining self-motivation for structured training; - Able to apply techniques for building and maintaining self-confidence; **Competence / autonomy and responsibility:** ● To elaborate a learning strategy that is best applicable to certain conditions related to structured training in a multicultural environment; ● To apply different techniques for time management and tasks prioritization; ● To adopt and apply strategies for reducing stress related to insufficient time and to avoid time wasters; ● To be able to build a strong sense of self-esteem.	- Managing challenges with following the training content or understanding concepts **TOPIC 2 Time management** *Conceptual training* - Time management in an international work place; - Strategies for efficient time management and increasing productivity; - Learn and work in stages and in teams. *Practical tasks* - Managing own work time – organizing breaks, setting up priorities and goals; - Prioritizing tasks and activities in teamwork or individual work; - Identification of time wasters, techniques for avoiding distraction and handling multitasking. **TOPIC 3: Motivation** *Conceptual training* - Learning motivation – expectancy x value models; - Approaches for self-motivation in structured training.	✓ *Show commitment*

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	Practical tasks - Setting up SMART objectives for an activity; - Building and maintaining self-motivation in long-term activities; - Active participation in training exercises. **TOPIC 4: Self-esteem** *Conceptual training* - Self – awareness and self-esteem *Practical tasks* - Maintaining a positive self-image; - Identification and faith in own capabilities and strengths and thus, catalysing own performance; - Dealing with failure and negative experience; - Feedback and assessing the training effectiveness.	

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MODULE DESCRIPTOR 5

Module title	Module Code	Responsible partner
SPECIALIZED LANGUAGE PREPARATION IN THE AREA OF TOURISM AND HOSPITALITY (ENGLISH AS A WORK LANGUAGE)	**5**	**Dobrudja Agrarian and Business school**

Pre-requisites (entry requirements)	
Previous education/training, previous experience, minimum age, health status, etc.	*The trainees need to be involved in IVET in the tourism and hospitality sector or to be recent IVET graduates.* *Applicable for trainees who have already acquired A2 or upper level in English*

Module description (overview)

The module will allow the trainees to improve their English language skills and, more particular, to develop social and communication skills in a professional context. The module consists of 5 topics, each incorporating job-related specific vocabulary and context reading, listening, writing and speaking components. The module is narrowly focused on the hotel and restaurant sector, where the structured training is supposed to be focused on or the job (training) placement of the trainees is most likely to be held. The module is designed to emphasize the development of speaking and listening skills since these are evaluated as the most needed skills for this group of trainees.
This ESP[7] module content navigates the process of learning the language for communicating a set of professional skills and performing job-related functions. Moreover, it will contribute for improving trainees` self-confidence and competences for communication.

Learning objectives of the module (tasks)

The module has the following aims/tasks:

- To validate and improve existing skills in the English language;
- To provide subject-matter knowledge in the English language;
- To develop social and communication skills in a professional context;

[7] English for specific purposes

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- To ensure specialized job-related vocabulary, needed for effective communication, training and job performance within the hospitality (hotels and restaurants sectors in particular);
- To support the improvement of self-confidence and communication competences.

Assessment Methods (options)

Assessment Method/s	**Duration/Length of Assessment method/s**	**Weighting of Assessment (optional)**	**For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources).**
Test (multiple choice) - for both individual and group training modes	*20 min online in class; if online testing is deemed impractical, the test can also be given in class*	100 %	Individual assignment; no option to consult learning resources and reference material; timed. Resources/environment: classroom or an online learning platform
Speaking/ Writing exercises or challenges according to the training content	*Duration depends on the exercise/ challenge*	No contribution to grading but can result in the badges on the gamified platform	Detailed guidelines for assessment will be provided for teachers. These guidelines can be further elaborated or otherwise modified by the teachers.

Learning Outcomes (Intended Learning Outcomes)

By the end of the module learners will be able to:

1. Understand and communicate a set of professional skills and perform job-related functions;
2. Properly use professional terminology applicable in the hospitality sector (hotels and restaurants in particular);
3. Communicate effectively with colleagues and trainers/tutors during the mobility abroad.

Training delivery modes (options)

- The module is suitable for in-presence training
- The module is suitable for e-learning
- The module is suitable for hybrid learning

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Learning materials and resources		
- Presentations, online learning materials, etc. developed in the GAME IT project - A computer and Internet (for the e-learning mode)		
Indicative Content of the training module		
Learning outcomes for the module	**Training contents**	**(ESCO reference)**
Knowledge: - Improved general knowledge in the English language; - Enriched career specific vocabulary; - Knowledge of basic terms for effective communication, training and job performance within the hotel and restaurant sectors; - Increased awareness of the hospitality industry (hotel and restaurant sectors in particular) and specifics of employment. **Skills:** **Communication** - Able to communicate in foreign language using proper terms as to the working (hotel and restaurant) context; - Able to understand specific instructions and describe situations from the work environment;	**TOPIC 1: Arriving at the hotel** *Reading* - Types of lodging and hotel facilities *Listening and Speaking* - Making (changing/ cancelling) a reservation *Writing* - (On-line blog) review for particular hotel and assessment of the overall experience (hotel facilities, staff) *Vocabulary* - Types of accommodation, hotel facilities, hotel staff **TOPIC 2: Using hotel services** *Reading* - Short story/ review of a hotel experience	**Essential skills and competences** **Interact verbally in English** ✓ Communicate verbally in English **Understand spoken English** **Understand written English** **Write English** **Show confidence** **Work in a hospitality team** ✓ *work in teams*

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- Able to use specific terminology at the workplace and when communicating in groups / with colleagues; - Able to present him/her expectations, qualification, experience; - Able to communicate in formal and informal environment. **Organization:** - Able to plan and organize own international trip and stay; - Able to make travel, hotel and restaurant reservations; - Able to make inquiries for specific needs, complaints and give feedback **Show self-confidence** - Confident to express himself/herself and communicate with formal and informal group of people.	*Listening and Speaking* - Using the hotel services – room service or laundry *Writing* - Asking for airport shuttle, babysitter or spa procedure *Vocabulary* - Types of hotel services **TOPIC 3: Enjoying the restaurant** *Reading* - Restaurant brochure: facilities, breakfast and lunch services, catering *Listening and Speaking* - Special dietary selection from a-la-carte menu *Writing* - Feedback or complaint regarding food quality and staff behaviour *Vocabulary* - Items from the restaurant`s menu - Restaurant facilities **TOPIC 4: Food preparation** *Reading*	
Competence - able to responsively carry out assigned duties within an organization; - able to maintain good relations in intercultural environment following the communication principles.		

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	- Articles: Restaurant Kitchen Equipment (Checklist) *Listening and Speaking* - Special requirements for food preparation/ personalizing a dish *Writing* - Items, products and equipment *Vocabulary* - Kitchen facilities and items - Food products and supplements **TOPIC 5: Meet the hotel and restaurant staff** *Reading* - Workforce, positions and duties in the hotel and restaurant sectors *Listening and Speaking* - Presentation of job position and responsibilities *Writing* - Job-specific duties and responsibilities, skills and competences *Vocabulary* - Hotel and restaurant staff positions and duties	

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