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PANTOUR

PACT FOR NEXT TOURISM GENERATION SKILLS

Resource book for trainers

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1. Introduction

DEAR TRAINER,

Welcome to the PANTOUR Resource Book for Trainers, a practical companion designed to support you in delivering effective, engaging and future-proof tourism training programmes for you. Whether you are a trainer, teacher, entrepreneur or otherwise working in the tourism industry, you'll most likely find the **PANTOUR** project and its output very engrossing.

This book has been developed in the context of European skills initiatives and best practice in sustainable and digital tourism training. It draws on resources such as the EU Pact for **Skills in Tourism**, the **Blueprint for Sectoral Cooperation on Skills**, and sectoral training toolkits and handbooks designed to empower trainers and learners alike. VISUAL: illustration of a trainer, teacher, entrepreneur characters.

1.1. Aiming Sustainability, Digitalisation and Social Responsibility – a Mission Impossible?

The tourism sector is shifting rapidly driven by the European Commission's Twin Transition framework. To remain competitive and resilient, stakeholders must align with the **Transition Pathway for Tourism** (2022) and the European Agenda for Tourism 2030 (2022), which mandate a dual focus on digital transformation and environmental sustainability.

These expectations are rooted in broader policy initiatives such as the **European Skills Agenda** (2020), the **Pact for Skills**, and the **Blueprint for Sectoral Cooperation on Skills**. Collectively, these frameworks promote systematic upskilling, reskilling, and competence development, ensuring that the workforce is equipped to navigate the green and digital transitions while strengthening the sector's long-term social responsibility and socio-economic resilience.

Key Takeaway:
Training for tourism professionals today is about equipping them with a blend of digital, sustainability and soft skills that prepare them to meet future challenges. Through these key elements, Europe enhances competitiveness without sacrificing social and environmental values.

GOOD TO KNOW:
PANTOUR – Pact for Next Tourism Generation Skills. The PANTOUR Erasmus+ initiative builds on the Blueprint for Sectoral Cooperation on Skills and supports tourism stakeholders in mapping evolving skills needs for sustainability, digitalisation and social responsibility through to 2030.
EU Blueprint for Sectoral Cooperation on Skills. The Blueprints for sectoral cooperation on skills bring together organisations from across sectors (industry, education, labour market authorities) to co-develop sector-wide skills strategies, curricula and training programmes that bridge skills gaps and strengthen competitiveness.
The European Skills Agenda emphasises upskilling and reskilling for green and digital transitions - key priorities for tourism training.

1.2 What is the purpose of the Resource Book?

This book is a practical toolkit for trainers engaged in delivering tourism skills development programmes to various target groups. You will find it very useful, if you are working within the following fields:

1. Vocational Education and Training (VET) institution
2. Higher Education (HE) institutions or universities
3. Public and private training institutions

However, much of the training materials can easily be applied in travel industry companies, such as hotels, restaurants and activity organisers.

THE PURPOSE OF THIS TRAINING BOOK IS TO:

1. Provide guidance on pedagogical approaches and training design
2. Offer methods, tools, checklists and tips that improve training quality
3. Provide training material and support trainers in aligning content with EU skills frameworks
4. Help adapt content for different formats (face-to-face, online, hybrid)
5. Encourage trainers to reflect on, adapt and expand training materials

Ultimately, it aims to support effective learning outcomes and impactful training delivery.

1.3. How to use this book?

The book is structured into thematic parts:

1. Introduction How to use this Book	**2. Circumstances and Goals** Foundations of training design	**3. Teaching Materials and Methods** Training methodologies and frameworks
4. Tips and Checklist for Each Training Programme Practical tools per programme	**5. General tips for trainers** Skills toolkits, strategy plans, etc	**6. Tips and examples per sub-sectors** Practical tools, examples and references

Table 1.1 Thematic parts of the book

TIP: Use the checklists and tables as ready-to-print inserts for your training kits.

2. Circumstances and Goals

Every training situation and context is unique — shaped by the organiser, participants' backgrounds, set goals, available resources and logistics. A thoughtful training design begins with a clear understanding of these circumstances. For schools, the circumstances are often clear, as the institution has a structure that has evolved through decades. For public and private training institutions and companies, the circumstances and goals may vary significantly.

Feel free to apply the provided material in the way that suits you best, because the modules and training have been made flexible and adaptive to integrate in existing curricula and programmes, as well as unique circumstances..

2.1. Our Approach Towards the Chosen Pedagogy

Pedagogical philosophy underpins effective training. For tourism workforce learners training the following principles are especially useful:

1. Learner-centred: Trainers act as facilitators rather than lecturers.
2. Experiential: Practical activities, simulations, role-plays.
3. Reflective: Time for participants to reflect on learning and apply it to practice.
4. Flexible: Adapt pacing and depth to participants' prior experience.

Example: A tourism communication workshop might involve role plays of guest scenarios, followed by peer feedback and reflection.
Why this matters: learners benefit from relevance and applicability and linking learning to real job roles improves transfer to practice.

2.2. Objectives, Teaching Format and Number of Participants

When planning a training, consider these core variables:

	QUESTIONS TO ASK	NOTES
OBJECTIVES	What should participants know, do and be able to demonstrate after the session?	Define outcomes clearly.
TEACHING FORMAT	Will the training take place face-to-face, online or both (hybrid)?	Consider teaching methods and tools to engage everyone.
GROUP SIZE	How many participants per session?	Less is often more. Large groups benefit from division to smaller groups.

Table 2.1 How to get the most out of our training guide book.

For easier workflow, create a flexible objectives-level process chart to help you organise. Here is an Example of what could help you at a header level for the a unique training of even a lesson:

LEARNING OUTCOMES	TEACHING ACTIVITIES	ASSESSMENTS / EVIDENCES
Basic understanding of the existing sustainable tourism concepts, badges and certificates in the EU	Division into Industry (travel, food, clothing...) or improvement target (Environmental, social, economic...) groups	Group presentations & reflections

Table 2.1 How to get the most out of our training guide book.

2.3. Training Objectives and Resources

Training objectives must align with available resources. Typically for especially companies and other private instances, time is probably the most valuable resource. Or the lack of it.

Key Takeaway: Set realistic objectives in relation to the available time; One well-processed and adopted take-away is better than a vague general information.

CHALLENGE	STRATEGY / APPROACH	PRACTICAL EXAMPLE OR TOOL	EXPECTED OUTCOME
Limited training hours	Focus on core learning outcomes that have the highest operational impact.	Use a “must-know, should-know, nice-to-know” prioritisation chart.	Staff master essential skills even within short sessions.
Busy work schedules	Use micro-learning modules (10–15 min digital or on-the-job lessons).	Weekly “learning bites” via an internal platform or WhatsApp training group. Repetition possible.	Knowledge is absorbed gradually without taking staff off duty.
Difficulty releasing staff for training	Adopt blended learning: pre-recorded online modules + short in-person coaching.	E-learning on sustainable practices followed by 30 min team debrief.	Training fits around shifts; reflection reinforces learning.
Low motivation due to overload	Make training relevant and immediately applicable to work tasks.	Use real-life cases from the company; have staff solve their own issues.	Higher engagement and retention of new practices.
No time for evaluation	Use “quick feedback loops” like short digital polls or reflection cards.	After each micro-session, 2-minute feedback via QR code.	Continuous improvement with minimal disruption.

Table 2.3 From bottom up. Focusing on concrete end goals and outcomes helps plan the training sessions.

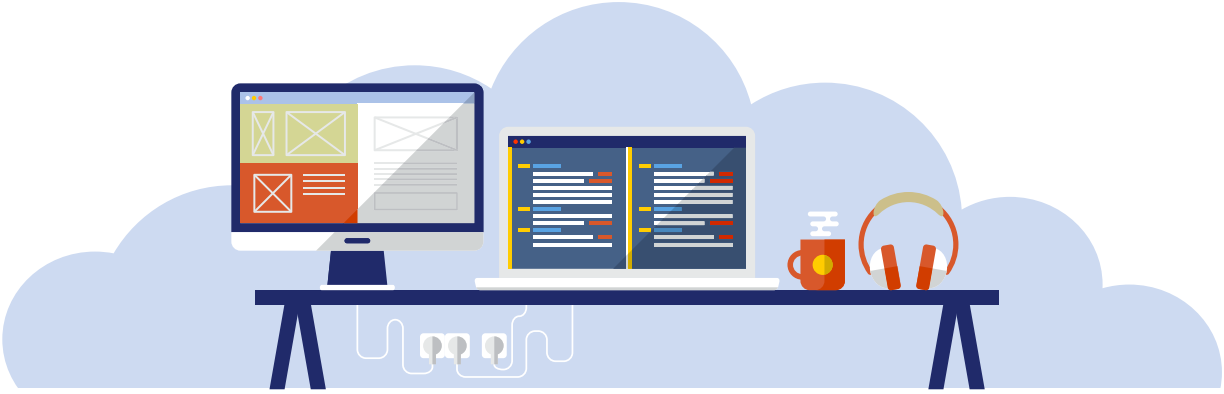
TIP: Browse through the EU Digital Skills in Tourism Handbook's (**https://pact-for-skills.ec.europa.eu/community-resources/publications-and-documents/digital-skills-tourism-handbook_en**) "Table of Contents" and chapter "Titles" to get an overview and add understanding to competences that are relevant for tourism professionals and incorporate them as outcomes.

2.4. Online, Face-to-Face or Hybrid training?

Naturally, the circumstances of a training are either pre-fixed or, in some cases, may be determined by the trainer. Each mode has strengths and weaknesses:

Face-to-Face Mode

STRENGTHS	CHALLENGES	BEST USED WHEN	MOST SUITABLE TEACHING METHODS	METHODS TO AVOID / ADAPT	TRAINER TIPS
Builds rapport and group trust. Enables kinesthetic learning Immediate feedback. Easier to foster emotional intelligence and empathy skills.	Higher logistical and travel costs. Limited scalability. Scheduling can be difficult.	For experiential and practical skills (e.g. customer service, food handling, safety training) When teamwork or culture-building is essential	Role-plays Group workshops Simulations Case studies Peer learning circles	Long lectures without interaction (attention drops) Heavy digital content without physical relevance One-way trainer talk.	Use flipcharts, post-its, and tangible props Include reflection moments Debrief after each activity Capture results digitally (e.g. photo summaries)



Online Mode

STRENGTHS	CHALLENGES	BEST USED WHEN	MOST SUITABLE TEACHING METHODS	METHODS TO AVOID / ADAPT	TRAINER TIPS
Flexible and scalable Enables inclusion of dispersed teams Easier to record and track learning progress	Requires strong digital literacy Engagement fatigue (“Zoom burnout”) Risk of passive learning.	For conceptual or knowledge-based training (e.g. sustainability theory, digital marketing fundamentals) For refresher, updating or onboarding modules.	Short webinars Interactive polls & quizzes Asynchronous microlearning Screen demos Discussion boards	Long synchronous sessions (>90 min) Group exercises that rely on physical movement Activities needing sensory materials.	Use breakout rooms and polls Alternate formats every 15 min Encourage webcam use Use easy tools like Mentimeter, Padlet, Miro

Hybrid

STRENGTHS	CHALLENGES	BEST USED WHEN	MOST SUITABLE TEACHING METHODS	METHODS TO AVOID / ADAPT	TRAINER TIPS
Blends online flexibility with in-person connection Reduces travel costs for some Caters to diverse learning preferences Accessible to anyone	Managing equity between remote and in-room learners Technical complexity (dual facilitation, audio issues) Harder to read engagement.	For longer programmes where theory can be online and practice onsite Ideal for multinational teams.	Flipped classroom (pre-study online, workshop in-person) Collaborative projects via cloud tools Group problem solving with mixed teams	Activities requiring equal physical access (e.g. shared physical tools) unless replicated virtually Inconsistent sequencing between groups.	Appoint co-facilitators (onsite + online) Use shared digital whiteboards (Miro, Jamboard) Rotate who speaks to ensure inclusion Record key segments for replay.

Table 2.4 Face-to-face, online or hybrid. Training methods should be adapted to the mode of training at hand.

Key Takeaway: Face-to-face training is great for sharing inspiration, mind-mapping and planning. Online training is best for decision-making, where planning and other preparations have already been done.

CHECKLIST FOR ONLINE TRAINING:

- Stable internet connection and a backup plan
- Interactive tools (whiteboards, polls) and rotating speakers
- Clear guidelines for participation

2.5. How Individualised Should Training Be?

The customisation of training sessions is much dependent on the existence and role of the trainer. Contemporary online courses and specific course sections are often based on the concept that the teaching material is standardised and identical for each individual. If a live trainer is involved, it increases the possibility to apply and modify the training session where, as for example a video-recorded online course or course section, is very similar to everyone.

Digital online content
STANDARDISED, SAME FOR EVERYONE

Face-to-face trainer
CUSTOMISABLE ON A CASE-BY-CASE

Of course, the size of the group also determines much of how individualised the training can be. Customisation increases engagement. Consider:

- Pre-training survey to assess participants' prior knowledge
- Adapted content tracks (e.g., beginner / intermediate/advanced)
- Micro-assignments based on participants' workplaces

2.6 Get the Most Out of the Trainings; Modify and Apply

These training packages are not meant to be used as rigid, one-size-fits-all solutions, but as flexible frameworks that trainers are encouraged to adapt. Trainers may modify examples, case studies, activities, and delivery formats to better match learners' backgrounds, sector needs, and local tourism contexts. Such adaptation increases relevance, learner engagement, and practical impact. At the same time, the core learning objectives and key competence areas should be preserved to maintain quality and comparability.

When adapting the training packages, trainers are encouraged to:

- Adjust sector-specific examples (e.g. SMEs, destinations, accommodation providers).
- Modify the level of complexity for students, professionals, or mixed groups.
- Select activities based on available time, group size, and delivery mode (online, hybrid, face-to-face).
- Keep learning objectives and competence focus intact, even when content is simplified or shortened.
- Responsible adaptation ensures both flexibility and pedagogical coherence.

2.7. Pros and Cons (General Overview)

The modular and adaptable nature of the training packages offers clear advantages, such as flexibility, scalability, and relevance across different learning contexts. Trainers can respond to diverse learner needs, time constraints, and institutional requirements without redesigning content from scratch. However, flexibility also brings challenges: excessive modification may dilute learning objectives or lead to uneven learning outcomes. Trainers are therefore encouraged to balance adaptation with pedagogical coherence and alignment with the intended competence framework.

Overview of advantages and potential challenges:

ADVANTAGES

- Flexible use across different contexts and learner groups
- Easy adaptation to time constraints and institutional settings
- Increased relevance through local and sector-specific examples.

POTENTIAL CHALLENGES

- Risk of over-simplification
- Inconsistent depth across modules
- Reduced impact if learning objectives are not clearly maintained

A reflective and intentional approach to adaptation helps maximise benefits while minimising risks.

2.8. Teaching Methodologies Adapted to Context

Different teaching methodologies may be more or less suitable depending on the training context, learner profile, and delivery format. For example, interactive workshops and group discussions work particularly well in face-to-face settings, while short inputs combined with reflective tasks are often more effective online. Trainers are encouraged to combine methodologies—such as case-based learning, peer exchange, and problem-solving exercises—to increase engagement and knowledge retention. The choice of methodology should always consider practical constraints, digital access, and learners' prior experience.

Indicative methodology selection:

- **FACE-TO-FACE:** workshops, group work, simulations, site-based cases
- **ONLINE:** short inputs, breakout discussions, reflective tasks, polls
- **HYBRID:** flipped learning, case preparation in advance, focused in-session discussion

Methodological flexibility allows trainers to respond effectively to real-world tourism learning environments.

2.9. Examples

Setting	Trainer Focus	Approach & Materials	Key Tip
1. Higher Education (Tourism students)	Encourage analytical thinking and link theory to practice.	Use blended learning: short lectures, digital readings, group case work.	Keep sessions interactive — mix discussion and project work.
2. Vocational School (Adults changing fields)	Build confidence through practice and repetition.	Apply hands-on demonstrations, simulations, and peer feedback checklists.	Alternate theory and practice to sustain engagement.
3. Tour Operator (Company staff)	Focus on quick, job-relevant learning.	Deliver short online modules, videos, and micro-quizzes accessible anytime.	Reinforce learning with short reminders or peer sharing moments. Repetition is important.

Table 2.5 Considerations of the participants. Personal and group background, organization, school level and occasion should affect the emphasis and theoretical depth of the training. If limited time, direct and hands-on training is often recommended.

3. Teaching Materials and Methods

Teaching and learning are separate processes, and there is no guarantee that teaching will result in learning. Therefore, educators need to use teaching methods that foster learning. Both teaching and learning material present in a book are based on social constructivism, focusing on the collaborative and active nature of learning. Theory and practice are intertwined in this process. Different approaches are needed to teach digital, social, and green skills effectively. The role of teachers is evolving towards being facilitators, guiding students in applying their knowledge to future careers and different perspectives.

The Covid-19 pandemic has brought significant changes to higher, VET and workplace education, and the way students perceive learning and make strategic decisions. The question arises regarding the future of the education experience and the need for flexibility in teaching. Hybrid flexible (Hy-Flex) approaches are seen as a potential solution to provide flexible learning experiences while maintaining social interaction. Engaging students online and finding effective hybrid approaches are current challenges for lecturers. There is a need for education providers to incorporate new methodological approaches and reflect on the digital world that students want to be in.

3.1. Overview of Teaching Methods

Methods examples by Bloom's taxonomy

In PANTOUR Erasmus+ project, we used Bloom's Taxonomy to design methodology for our training programmes. Bloom's Taxonomy is a simple way to describe how people learn, from remembering information to using it and creating new ideas. It helps managers, VET teachers, and higher education lecturers choose learning activities that focus on real understanding and practical application. In practice, it supports training that builds skills step by step rather than just knowledge.

Figure 1. Bloom's taxonomy explained: levels, verbs, learning objectives. Kuzmina, J. (2025, January 13). Valamis. Retrieved from **https://www.valamis.com/hub/blooms-taxonomy**.

Teaching and learning activities are designed to progress from knowledge acquisition to application, analysis, creation, and evaluation. Methods are often combined within a single course or module to support the development of green, digital, and social skills in an integrated and practice-oriented manner.

How Trainers Use This in Practice

Bloom's level	What learners do	Methods typically used
1. Remember	Recall concepts, terms, tools, and frameworks	Short lectures; reading materials; videos; podcasts; quizzes; guided self-study
2. Understand	Explain ideas, interpret examples, discuss meanings	Case-based learning; class discussions; guided reflection; multimedia examples
3. Apply	Use knowledge and tools in practical situations	Project-based learning; role-playing & simulations; indicator calculation; use of digital tools
4. Analyse	Examine problems, identify relationships, compare options	Problem-based learning; data analysis; multidisciplinary case analysis; observation-based learning
5. Create	Design solutions, strategies, or new concepts	Co-creation with students; project work; scenario and futures thinking; innovation tasks
6. Evaluate	Assess outcomes, justify decisions, reflect critically	Portfolio-based assessment; problem-based assessment; peer evaluation; reflective learning

Table 3.1 How to use Blooom's Taxonomy in practice

3.2. EQF Levels and Learning Outcomes

Align your course with European qualifications frameworks (EQF). This helps ensure learners gain competencies that are recognised in wider contexts. EQF (European Qualifications Framework) is a simple scale that shows how advanced a person's skills are, based on independence, complexity of tasks, and level of responsibility. For company managers, VET teachers, and higher education lecturers, EQF helps align training content, learning outcomes, and assessment with the real skills required in jobs, using a shared European reference.

EQF Levels	Typical Learning Outcome Type	Indicative Learning Focus in Tourism Training	Trainer Guidance / Example Activities
EQF 1–3	Basic to intermediate knowledge and skills, progressing from awareness to routine operational competence; ability to perform tasks with guidance and increasing independence.	Orientation to tourism and hospitality; understanding tourism jobs and workplaces; entry-level and operational roles (e.g. housekeeping, visitor assistance, front-desk support, basic tour guiding, catering service).	Introductory sessions, visual learning materials, demonstrations, guided practice, repetition with feedback, role-plays, checklists, supervised on-the-job practice with focus on service quality and customer care.
EQF 4–5	Practical and specialised knowledge; ability to solve problems, adapt procedures to context, and take responsibility for own work and others.	Supervisory and specialist roles (e.g. team leader, receptionist, reservation agent, operations coordinator, destination marketing officer).	Scenario-based learning, simulations, small-group workshops, case studies, blended learning approaches, project-based tasks linked to real workplace challenges.
EQF 6–7	Advanced and strategic knowledge; capacity for leadership, innovation, evaluation, and independent decision-making.	Senior management, strategic planning, training, research, and policy development in tourism.	Strategic planning exercises, mentoring and coaching, applied research projects, innovation labs, reflective and evaluative assignments.

Table 3.2 European Qualifications Framework (EQF) – Overview of Learning Outcome Types

3.3. Content of Training Packages

EACH PACKAGE INCLUDES:

- Learning objectives
- Curriculum outline
- Training plan (duration, modules)
- Learner materials (slides, handouts)
- Trainer notes (tips, FAQs)
- Assessment & reflection activities

Each training package is designed as a modular and adaptable learning unit, allowing trainers to adjust depth, pace, and focus according to the target group and learning context. The structure ensures consistency across different trainings while leaving room for contextualisation at the local, regional, or organisational level. All components are aligned with clearly defined learning objectives and competence outcomes, supporting both formal and non-formal learning environments. Together, these elements help trainers deliver coherent, engaging, and outcome-oriented sessions.

Resource book for trainers

Section 2

4. Tips and Checklist for Each Training Programme

This section helps you prepare and deliver training in a **clear, structured, and realistic way**, regardless of whether you are an experienced teacher or a company expert sharing practical knowledge. You do not need formal teaching training to use these materials, the structure is there to support you.

Each training programme in Section 2 follows the same basic logic: **clear objectives, modular content, active learning, and reflection**.

This makes it easier to adapt the training to different groups while keeping focus on what participants should gain from it.

Before the training

TAKE A FEW MINUTES TO THINK ABOUT:

- Who are the participants and what is their background?
- Which parts of the training are most relevant for their daily work or studies?
- Which examples or cases will make the topic concrete for them?

This helps you **focus the sessio**n, even if time is limited.

During the training

- Alternate short inputs with discussion or practical tasks.
- Encourage participants to share experiences from their own context.
- Adjust the pace if needed. It is better to go deeper into fewer topics than rush through everything.

This supports active learning and engagement, whether in classrooms or company settings.

After the training

- What worked particularly well with this group?
- Where did participants ask the most questions?
- What would you slightly change next time?

Taking a moment to reflect helps improve future sessions and builds confidence over time.

5. General tips for trainers

Effective training in the tourism industry should have a **clear focus** and **strong practical relevance**. Begin by identifying two or three learning outcomes that directly connect to real tourism operations — for example:

- Customer experience
- Sustainability practices
- Digital tools in hospitality.

Explain how the topic supports **professional development** and competitiveness in the sector. Keep the content c**oncise and well-structured**, with examples from **hotels, destinations, or tour companies**. To keep participants engaged, use **active learning** and **real-life cases**. Tourism professionals and students learn best through examples, scenarios, and role plays that mirror authentic service situations. Encourage participants to reflect on their own workplace experiences or challenges and link the discussion to broader trends such as **responsible tourism** or **digitalisation**. Even brief interactive tasks can make theoretical content much more memorable.

Training groups are often **diverse**, and even within a single group, learners may have very different **backgrounds, experiences, and expectations**, making a single starting point difficult to define. In **adult education**, learners are typically motivated by:

- **elevance**
- **autonomy**
- the opportunity to connect **new content to their own experiences**.

They may resist learning that feels imposed or overly theoretical. For this reason, training is most effective when it is **problem-centred**, **collaborative**, and clearly linked to **real-life situations**, rather than relying mainly on lectures or information transfer.

Learners' prior knowledge and experience should be actively used as a **learning resource** through discussion, shared examples, and practical cases, helping participants see how new concepts build on what they already know. In practice, this means:

- starting with activation and discussion,
- showing concrete examples or demonstrations,
- supporting learners as they apply new skills,
- helping them transfer these skills into everyday work.

Combine different **teaching methods** to reach diverse learners in this dynamic field. Mix visual presentations, storytelling, videos from destinations, and hands-on exercises. Provide short guides, checklists, or templates that participants can directly use in their daily work or studies. Linking theory to everyday tourism contexts, for instance, **energy efficiency in hotels** or **local community engagement**, makes learning more relevant and motivating.

Finally, build a **positive and collaborative learning atmosphere**. The tourism field values **communication, empathy, and teamwork**, so it would help to demonstrate these in your training style. Encourage open discussion, respect participants' experiences, and close the

session with a reflection on how the new knowledge can improve **service quality or sustainability practices**. This helps learners transfer insights into action and strengthens their professional identity in tourism.

5.1 Keeping Things Up to Date

Tourism, sustainability, and skills needs change continuously. For this reason, trainings work best when they are updated regularly, even in small and simple ways.

YOU DO NOT NEED TO REDESIGN THE WHOLE PROGRAMME.
OFTEN IT IS ENOUGH TO:

- replace an older example with a recent one,
- link the topic to a current challenge in the sector or company,
- add a short discussion about how things are done today.

These small updates keep trainings **credible, practical, and motivating** for participants.

From time to time, trainers and facilitators may also wish to look at **European or national tourism skills resources** to get inspiration for emerging topics or trends. This is optional, but it can help connect training content with wider developments in the sector. The EU is constantly working on developing projects related to this topic, to keep up-to-date, you may check EU projects, as **Pact for Skills in Tourism** (Next Tourism Generation Alliance) and check the websites from the next section.

- **EU Skills Agenda** - Strategic EU framework supporting skills development across sectors, with a focus on lifelong learning, resilience, and green and digital transitions
Tourism Transition Pathway Platform - Provides knowledge resources, training materials, and stakeholder initiatives supporting the transformation of the tourism ecosystem towards sustainability and innovation
- **CEDEFOP** Skills Intelligence - Forecasts, trends, and skills needs across Europe;
- **European Commission Tourism** - Policies, initiatives, sustainability, digitalisation;
- **UN Tourism** - Global reports, skills, education, tourism trends
- **European Travel Commission** (ETC) - Research on tourism trends, markets, sustainability.

TRAINER'S TIP: When exploring these sites, look for "Deliverables" or "Toolkits" sections. Many EU-funded projects (like those under Erasmus+) provide free, ready-to-use curriculum modules and slide decks that you can adapt for your own sessions.

5.2 Helpful Resources/ Supporting materials

THESE PANTOUR OUTPUTS PROVIDE ADDITIONAL MATERIAL AND INSPIRATION:

1. **Sustainable Tourism Innovative Training Toolkit**: courses and case studies for sustainable tourism practice.
2. **Digital Skills in Tourism Handbook**: digital competence guidance.
3. **Blueprint for Sectoral Cooperation on Skills:** strategic overview of skills initiatives.
4. **PANTOUR Best practices**: containing real-life examples from the tourism industry

6. Tips and examples per sub-sectors

6.1 Accommodation

For the accommodation sector, training materials should remain adaptable and easy to update. Trainers benefit from having flexible tools and methodologies that can be adjusted to different operational contexts, staff profiles and levels of responsibility. Keeping the focus on real situations, practical solutions and continuous reflection helps ensure that training remains relevant and impactful over time.

When delivering training programmes for the accommodation sector, trainers should always start from the real operational context of hotels and other lodging providers. Most participants work in shift-based environments, often under time pressure, so training needs to be practical, flexible and clearly connected to their day-to-day responsibilities.

Methodological focus

Based on the experience of PANTOUR lesson plans, methodologies that combine short theoretical inputs with hands-on activities work particularly well in accommodation settings. Role plays, real-life scenarios, and group discussions help participants immediately recognise how digital, green and social skills apply to their own roles, whether at the front desk, housekeeping, maintenance or management level.

Digital skills training is most effective when linked to tools and processes already familiar to staff, such as online booking systems, digital communication channels, reputation management or self-service technologies. Trainers should encourage participants to reflect on how small digital improvements can enhance efficiency and guest experience without increasing workload.

Green skills should be introduced through concrete operational actions rather than abstract sustainability concepts. Trainers are advised to connect learning activities to everyday practices such as energy and water use, waste reduction or sustainable procurement. When staff understand the direct impact on costs and operational performance, engagement increases significantly.

Social skills training benefits strongly from interactive and reflective methodologies. Topics such as ethical conduct, cultural awareness, accessibility or customer orientation should be addressed through realistic scenarios and shared experiences. Creating a safe learning environment where participants can openly discuss challenges they face with guests or colleagues is key to meaningful learning.
Finally, trainers should remain flexible in adapting session length, pace and activities depending on the size and type of accommodation. Micro-learning approaches and modular content allow training to fit better into operational routines, especially in small and medium-sized establishments.

Trainer practical examples

DIGITAL SKILLS
Urban hotel: in a medium-sized urban hotel, trainers integrated digital skills training into regular team meetings by using short case scenarios related to online guest communication and reputation management. Participants analysed real situations and discussed practical responses, which led to immediate improvements in internal communication and guest feedback handling.

Seasonal training (seasonally closed accommodation): in accommodation businesses that close seasonally, trainers encouraged employees to use the off-season period for targeted training activities. Flexible online sessions and self-paced learning modules were proposed, allowing staff to maintain and update their skills during months of closure. This approach helped employees remain engaged with the organisation and better prepared for the reopening period, even when they are temporarily outside active employment.

SOCIAL SKILLS
Rural or mountain hotel: hotel is located in a geographically isolated area, training was delivered by internal staff members who were already familiar with the operational and social context of the establishment. Trainers from within the team focused on peer learning, using real-life examples from daily operations and encouraging group reflection. This approach helped overcome logistical constraints while strengthening team cohesion and ownership of the learning process.

Guest interactions: one accommodation provider used role-playing exercises based on real guest interactions involving cultural differences and accessibility needs. Participants alternated roles between staff and guests, which helped them better understand different perspectives and improved confidence in handling sensitive situations.

Resilience and problem-solving: those skills are developed through group work based on realistic operational challenges, such as managing staff shortages or responding to unexpected service disruptions. Trainers facilitated reflection sessions where participants shared solutions drawn from their own experience, reinforcing peer learning.

GREEN SKILLS
Reducing energy and resource use: manager is responsible for operations in a mid-sized hotel that has recently committed to reducing its environmental impact. As part of staff training, she introduces practical, everyday scenarios related to energy and resource use, such as managing heating and lighting in unoccupied rooms, reducing water consumption during housekeeping, and encouraging towel and linen reuse among guests. During training sessions, staff discuss real situations from their daily work and identify where small changes can make a difference. For example, housekeeping teams reflect on cleaning routines, while front-desk staff explore how to communicate sustainability practices to guests in a clear and positive way. By linking sustainability to daily tasks and decision-making, employees become more aware of their impact and more confident in applying environmentally responsible practices in their roles.

6.2 Food & Beverage

When looking to the future of the food and beverage industry, people and transversal (soft) skills are expected to remain the primary focus. Interpersonal abilities, empathy, and effective teamwork are heavily emphasised in this highly social environment. In terms of sustainability, operations primarily focus on waste management and related environmental issues. However, there is a notable divide within the sector; research suggests that smaller establishments currently place far less importance on sustainability and digitalised production than larger enterprises do.

In the F&B subsector - similar to the accommodation subsector - training needs to be very practical. In addition, flexibility and continuous updating of training in the rapidly changing tourism and hospitality environment are key considerations. It should also be taken into account that due to the specificities of employment (multiple shift work schedules, weekend work, strong seasonality, variable work schedules, etc.), it is very difficult to organise offline training; consequently, the emphasis is on online, possibly hybrid methods.

Methodological focus

Training in the F&B subsector works best when it is built around real work processes, operational data and realistic service situations. Trainers should use activities that help participants analyse concrete examples from kitchens, restaurants, and hotel food-service operations. Because this is a fast-moving operational environment, practical exercises, short tasks, and discussion-based reflection are often more effective than long theoretical input. It is especially useful to connect learning to waste logs, stock use, POS reports, customer interaction, and culturally appropriate communication. Green, digital and social skills should be addressed in a visible and applied way, with examples that show how these competencies support both efficiency and service quality.

Green skills. The largest **Green skills** gaps for F&B lie in the areas of CO2 emissions, use of technology, and green marketing/communication and especially in the measurement and management of waste. It is important to emphasise that measuring waste in this sector is more challenging than in all other sectors, indicating the need for further training and potentially learning from examples in other sub-sectors.

Digital Skills. Even though more and more young employees are working in the F&B subsector, and are therefore presumably well-versed in the digital world, it is still essential for them to master the digital aspects and solutions of specific work processes. Digital business analysis, business intelligence, data-driven decision making, use of generative AI applications, use of digital technologies to create guest experiences are the most important digital skills which should be developed in the future.

Social Skills. As in other sub-sectors, the gaps are relatively small compared with digital and green skills, but there are areas for improvement in the future. E.g., Communicating with people from different backgrounds highlights the priority that should be given to making improvements in culturally appropriate communication. Handling unexpected situations, understanding the cultural setting of one's own destination, and resolving conflicts are other important skills that are essential in the F&B sector and will require continuous development in the future.

Trainer practice examples:

DIGITAL SKILLS
Employees are given a set of fictional POS reports from a hotel restaurant covering two weeks of service, including sales per menu item, ingredient usage, and stock depletion data. Working in small groups, they must identify the three best-selling dishes, calculate whether current portion sizes align with actual ingredient consumption, and flag items where over-portioning or over-ordering is driving up food costs. By comparing sales records with inventory data, participants can identify discrepancies that point to poor portion control — for example, discovering that actual ingredient usage far exceeds what standard recipes require.

Each group then uses their findings to propose two practical adjustments: one to standardise portion sizes for a high-waste item, and one to optimise the weekly ordering quantity for a frequently overstocked ingredient. Inventory usage reports that track how much of each ingredient has been used over a period are vital for accurate food costing and reordering, and help identify discrepancies linked to portion control issues. The trainer closes with a debrief discussion on how regularly reviewing POS data — weekly rather than monthly — can shift kitchen management from reactive to proactive, reducing both costs and unnecessary food waste.

SOCIAL SKILLS
Based on the social inclusion initiatives at the Escola de Turismo do Porto, a social skills training exercise can be conducted within the Pedagogical Restaurant. In this scenario, students role-play welcoming guests from diverse backgrounds, such as refugees or participants from the “Turismo + Inclusivo” program.

The trainer focuses on active listening and professional empathy, requiring students to navigate potential language barriers or cultural differences by using clear, respectful non-verbal communication and inclusive language to ensure every guest feels genuinely welcomed.

Additionally, students practice social sensitivity through the “Take Me Home!” initiative by simulating the distribution of surplus meals to peers in vulnerable situations. This exercise trains students in discretion and emotional intelligence, teaching them how to offer support while strictly maintaining the dignity and privacy of the recipient. By mastering these delicate interactions, students build the “soft skills” necessary to transform hospitality into a powerful tool for social mobility and community resilience.

GREEN SKILLS
John receives a fictional weekly waste log from a hotel restaurant, broken down by category: preparation waste, plate returns, and spoilage. Working in small groups, employees calculate the total food waste per portion and per service day, identify the three biggest loss areas, and discuss what operational factors might be causing them, such as over-ordering, poor storage, or inconsistent portioning.

Each group then proposes two concrete reduction measures based on their findings and presents them to the room for discussion. The trainer facilitates a debrief by asking what surprised participants most about the data and which measure would be easiest to implement immediately. This exercise builds the practical skill of reading and acting on waste data, a foundational habit for any kitchen committed to reducing its environmental footprint.

6.3 DMOs

For the DMO sector, training materials should be flexible, modular, and easy to adapt to changing policy priorities, projects, and stakeholder needs. Trainers benefit from using tools and methods that can be adjusted to different organisational roles, levels of responsibility, and governance contexts, often involving collaboration across public, private, and third-sector actors. Focusing on real planning processes, communication challenges, and decision-making situations helps ensure that training remains relevant and applicable in everyday DMO work.

When delivering training programmes for DMOs, trainers should start from the real working context of destination management and governance. Participants often operate in project-based environments, balancing strategic planning with operational tasks, stakeholder coordination, and reporting obligations. Training should therefore be practical, discussion-based, and clearly linked to participants' ongoing projects, enabling immediate application within their destination activities.

Methodological focus

Training for DMOs works best when it is linked to real destination processes, current data, practical communication tasks and multi-stakeholder collaboration. Since many participants work across organisational boundaries, methodologies should support both individual reflection and joint problem-solving. Short workshops, facilitated discussion, case-based tasks and applied exercises are particularly useful. Trainers should also make explicit how green, digital and social skills are connected to destination planning, governance, communication and service development.

For the **Green skills** build trainees' capacity to measure, improve and communicate destination sustainability. DMOs need tools to monitor resource consumption and evaluate performance. Overtourism management is also part of sustainable tourism.

Digital skills trainer's goal is to help trainees use digital tools to make better decisions and deliver inclusive and secure services.

While teaching **Social skills**, it's important to strengthen collaboration, inclusive communication, and conflict mediation in multi-stakeholder destinations.
When delivering training programmes for DMOs, trainers should start from the real working context of destination management and governance. Participants often operate in project-based environments, balancing strategic planning with operational tasks, stakeholder coordination, and reporting obligations. Training should therefore be practical, discussion-based, and clearly linked to participants' ongoing projects, enabling immediate application within their destination activities.

Trainer practical examples

GREEEN SKILLS
Elina works at a regional DMO and leads a short workshop on visitor flow management. She asks participants to review last season's visitor data and identify peak-hour congestion points. Together, they propose simple dispersion measures such as timed entry, alternative routes, or off-peak promotion campaigns.

DIGITAL SKILLS
When updating its stakeholder database, a destination management organisation realises that contact information is stored across several tools. During training, participants map how data is currently handled, identify one concrete privacy risk, and agree on a mitigation measure such as consent tracking or role-based access. This exercise helps staff better understand their responsibilities in everyday digital practices.

SOCIAL SKILLS
Laura trains DMO staff responsible for visitor communication. She asks participants to rewrite a visitor-facing message to address a cross-cultural situation, such as a language barrier, accessibility need, or religious holiday. By discussing different approaches, the group improves clarity, inclusiveness, and confidence in public communication.

6.4 Visitor Attractions

In visitor attractions, training should start from the specific nature of the attraction, the visitor journey, and the practical situations that staff and managers face every day. Attractions can differ significantly from one another, for example, museums, heritage sites, science centres, theme attractions or outdoor sites, and the training approach should reflect these differences. Because of this diversity, trainers should always consider the type of attraction, the working environment, and the specific skill demands connected to that place.

Methodological focus

For visitor attractions, it is especially useful to use the venue or attraction itself as a living classroom. Trainers can invite participants to step into the shoes of the tourist and, through role-playing and observation, identify bottlenecks, situations where particular skills are needed, and areas where visitor experience could be improved.

It is also important to match the skill focus to the type of attraction. For some attractions, such as museums, digital skills may be more important than green skills in certain situations. For others, green or social skills may be more central. Training should therefore remain flexible and context-sensitive.

SKILLS SHOULD BE TESTED IN REALISTIC SITUATIONS BY ADOPTING PARTICULAR ROLES, FOR EXAMPLE:

- an angry visitor,
- a confused tourist,
- an accessibility request,
- a cultural misunderstanding.

When giving examples, trainers should consider whether a skill could be applied to a specific object, an area, or the entire visitor attraction. Participants can also be asked to provide examples of best visitor interactions, difficult situations, or successful digital and/or green practices, and then discuss whether they could be applied in the particular place or attraction.

Green skills training in the visitor attractions sub-sector should focus on real operational practices such as energy use, waste reduction, conservation, and visitor flow management. Site-based learning can help participants identify sustainability challenges in their own attraction. Trainers may introduce simple tools such as checklists and use examples from sustainable attractions to support learning. Emphasis should be placed on the link between sustainability actions, visitor experience, and operational performance.

Digital skills training in the visitor attractions sub-sector should be linked to visitor-facing technologies such as online ticketing, digital guides, and interactive tools. Hands-on activities, including AR/VR or virtual tours, help demonstrate how digital solutions enhance engagement and support visitor management. Trainers should also include digital storytelling tasks and encourage reflection on how digital tools improve accessibility and communication.

Social skills training in the visitor attractions sub-sector should use scenario-based methods, including role plays of real visitor situations. The focus should be on inclusive communication, empathy, and awareness of diverse visitor needs. Trainers are encouraged to support peer learning and include elements of community engagement. Co-creating visitor experiences with local communities can further strengthen authenticity and social sustainability.

Trainer practice examples

GREEN SKILLS
This exercise builds participants' ability to balance visitor access with environmental protection, a core competency for sustainable visitor attraction management. Redirecting tourists to less sensitive areas and maintaining close collaboration between tourism and biodiversity managers are recognised as essential when tourist flows begin to threaten ecological balance. Participants are placed in the role of visitor attraction managers at a nature-based or heritage site facing growing overcrowding pressures in its most ecologically sensitive zones. They receive a fictional site map with visitor count data, footpath erosion indicators, and wildlife disturbance records. Working in small groups, they must identify which areas are approaching or exceeding their environmental carrying capacity and propose a visitor flow strategy, such as timed entry slots, alternative routing, or designated buffer zones, to redistribute pressure. Each group then presents its proposed capacity management plan, explaining how it determined the threshold for acceptable use and what monitoring mechanisms it would implement. The trainer facilitates a debrief drawing on real-world examples: Machu Picchu introduced hourly entry slots and guided tours to control visitor numbers at any given time, while destinations like Santorini enforce ferry schedules to disperse tourist influx evenly throughout the day.

DIGITAL SKILLS
This exercise builds participants' confidence in using digital ticketing not merely as a convenience tool, but as a proactive sustainability strategy to manage capacity, protect the site, and spread visitor load more evenly throughout the day. Participants are placed in the role of attraction managers at a busy museum or heritage site that currently relies on walk-up admissions and frequently experiences peak-hour congestion. They receive a fictional visitor data report showing daily footfall, peak entry times, and guest satisfaction scores, and are asked to design an online ticketing and timed entry system for their site. Working in small groups, they must define time-slot intervals, set per-slot capacity limits, and discuss how advance-booking data can help them predict staffing needs and reduce resource waste. Digital ticketing platforms can collect valuable data, such as visitor demographics, attendance trends, and buying patterns, to guide staff in making better operational decisions while preventing overcrowding and reducing long admission lines.

Each group then presents its proposed system to the room, explaining how timed entry would simultaneously reduce environmental pressure on the site and improve the visitor experience. The trainer anchors the debrief with real-world examples: Japan has implemented timed entry systems at popular cultural sites such as temples and shrines in Kyoto to regulate visitor numbers, ensuring sites are not overwhelmed while providing a more comfortable experience and preventing physical damage to the attractions.

SOCIAL SKILLS

This exercise builds participants' capacity to move beyond passive cultural display toward authentic, community-led interpretation that strengthens both visitor experience and local pride. Participants are placed in the role of programme developers at a museum or heritage attraction and are tasked with redesigning an existing exhibition or guided tour so that it is co-created with the local community rather than developed solely by the attraction's internal team. Working in small groups, they must identify at least three local community groups — such as indigenous elders, craftspeople, or neighbourhood associations — whose knowledge and stories could enrich the interpretation, and map out how they would involve them in the design process through workshops, storytelling sessions, or collaborative content review. Thailand's creative tourism programmes offer a compelling model, using participatory learning techniques and local facilitators to demonstrate how communities can develop tourism and co-create experiences with visitors, shifting from a top-down imposition of what culture should look like to a bottom-up, democratically participatory approach. Each group then presents their co-creation plan, including how community contributors would be credited, compensated, and involved on an ongoing basis rather than just consulted once. The trainer facilitates a debrief drawing on the principle that tour routes, interpretation centres, and attractions can provide opportunities for local guides who supply unrivalled knowledge and insights into local customs and traditions, knowledge that no external content developer can replicate. A useful example for accessibility and green skills development is the **Museum of Science in Trento**, where the website is adapted for blind and deaf people. This can be used as a discussion point for how attractions can improve communication, accessibility and inclusive visitor services.

6.5 Travel Agencies & Tour Operators

Tour operators and tour guides play a central role in shaping visitor experiences at destinations. They design and deliver tours, communicate local culture and natural heritage, and often act as the main link between visitors and local communities. In European destinations, tour operators typically work with both domestic and international markets and collaborate with multiple partners, while operating largely through digital platforms. Tour guides interact directly with visitors and strongly influence how tourists behave, what they learn, and how they perceive a destination. Through interpretation, storytelling, and everyday interaction, guides help balance visitor satisfaction with cultural authenticity, sustainability, and respect for local communities. Because of this close contact with guests, both tour operators and guides directly impact the quality and responsibility of tourism experiences.

Training for the tour operators' sector should be grounded in real destination contexts and everyday work situations. Trainers should combine practical exercises with essential knowledge on sustainability, digital tools, customer communication, and local culture. Well-designed training helps tour operators and guides apply new skills immediately in their tours, operations, and interactions with visitors.

Methodological focus

Key training priorities include managing visitor pressure, applying circular and responsible tourism practices, strengthening digital skills, especially for small operators, and developing social skills related to accessibility, inclusion, and community engagement.

TRAINING WORKS BEST WHEN IT IS:

- grounded in real tour design and operational decisions
- linked to tools used in everyday work
- based on practical scenarios and reflection
- supported by peer learning and applied problem-solving

Green skills training should be connected to real tour design, transport choices, supplier selection, and communication with travellers. Activities should help learners translate sustainability principles into concrete operational decisions. For tour guides, important skill requirements are related to biodiversity conservation knowledge, climate change mitigation, land use regulations, food waste management, and circularity approaches for resource management. Communication with guests about sustainability and climate change is increasingly important for tour operators to promote responsible behaviour and minimise negative impacts on destinations.

Digital skills training should be hands-on, collaborative, and directly linked to tools used in everyday tour operations. Peer learning helps reduce barriers and build confidence. For tour operators, important curriculum approaches include developing core digital literacy and use of office applications, sharing knowledge and collaboration through digital technologies, developing digital marketing and social media skills, online citizenship and digital identity skills, digital content creation skills, digital safety and security skills, digital skills for sustainability management, and digital competences on specific apps, software applications and data analytics for tourism. For tour guides, competencies and skills such as creativity, the use of digital technology, and the use of specific digital technologies and software applications for communication are also important.

Social skills training should be scenario-based and reflective, preparing learners to manage clients' emotions, navigate cultural diversity, and communicate professionally. For tour operators, social skills such as effective communication and customer-oriented skills, equality, diversity and inclusion skills, cultural intelligence skills, critical thinking, experience management and responsible practices are important competencies and requirements. For tour guides, competencies such as responsible and strategic leadership skills, initiative and commitment, cultural awareness and cultural intelligence development, equality, diversity and inclusion skills and communication skills are core to their professional development.

Trainer practice examples

GREEN SKILLS
The instructor asks learners to develop fieldwork activities in groups by identifying a local tour operator that is willing to collaborate with them. Learners should engage with the organisation to evaluate its business strategies, identify strengths and weaknesses, and analyse how it addresses carbon emissions, resource management, and circular economy practices (reduce, reuse, repurpose, and recycle). It is important for students to define clear objectives when assessing the case study, such as benchmarking the operator against other best-practice examples. This approach allows learners to reflect critically on the challenges and opportunities involved in improving local sustainable practices. A useful reference for both trainers and learners is **Wilderness Ireland**, a tour operator that promotes tailored experiences and sustainable tourism practices. The organisation produces annual sustainability reports, applies carbon emissions measurement methodologies, and collaborates with conservation and community projects. Best practices could be 1) **Sustainable Travel International** can serve as a best practice for developing sustainability strategies; 2) **The Travel Foundation** can serve as a best practice for building a low-carbon and resilient tourism offer.

DIGITAL SKILLS
The instructor can ask learners to visit a cultural or heritage site and create short digital content (videos, reels, or posts) using storytelling techniques. Learners should first research platform-specific storytelling formats to understand differences in style, audience, and content requirements. Based on this research, learners should decide on the most appropriate platform and format (video, reel, or post) before beginning content creation, as well as clearly identifying their target audience and key message. Finally, students present their digital content in class, explaining how they applied storytelling techniques and which digital skills they developed, while also reflecting on the challenges encountered during the digital content creation process. A useful resource for both trainers and learners is **Ireland's Ancient East Storytelling Interpretation Toolkit**, produced by Fáilte Ireland, which provides practical guidance for tourism businesses on developing effective destination storytelling. As best practices you may use **Business.booking.com** and **Booking.com**, as examples for OTA platforms, also **Layla.ai** can serve as a model for AI travel-planning agents.

SOCIAL SKILLS
The instructor ask learners to create a Responsible Traveller's Guide for a destination, covering wildlife interactions, cultural etiquette, and regulations on plastic use. This is followed by a short group discussion on the challenges of delivering responsible travel services in practice. Students then take part in a role-play activity, in which some act as tour operators while others play the role of tourists facing a specific challenge. During the activity, learners should focus on problem-solving, responsible management, and empathy when explaining and applying the destination's Responsible Traveller's Guide. The instructor can conclude the session by facilitating a discussion on the real-world challenges tour operators face when implementing responsible travel services. A useful resource for both trainers and learners is the **International Centre for Responsible Tourism (ICRT) Global website**, which offers a wide range of materials on responsible travel, including a knowledge hub with open-source best practices and guidance documents on responsible travelling. Use real examples from media and social platforms to reinforce learning and discussion. As a best practices you may show **Purplegoatagency.com**, as an example for Accessibility, Diversity & Inclusion In The Travel Industry. For extra resources propose to students read an article "**The Critical Role Tour Guides Play in the Future of Sustainable Travel**", which specificaly provides examples of responsible leadership in the travel sector.

7. Available training programmes at the PANTOUR project

This section presents the **training programmes** developed within the project to support the transition of the tourism and hospitality sector towards more sustainable, resilient, and future-oriented practices. The programmes were designed as **practical learning modules** for educators, trainers, and industry professionals who aim to strengthen key competences required in the rapidly changing tourism landscape.

The **development** of the training programmes was based on the evidence and insights generated throughout the earlier stages of the PANTOUR and NTG projects. In particular, the work **builds on the analysis of sectoral skills needs**, stakeholder consultations, and the **new occupational profiles** developed by project partners. These activities helped identify existing skills gaps and emerging competence areas relevant for tourism professionals, especially in relation to sustainability, digitalisation, and innovation. The training programmes were therefore designed not as isolated educational materials, but as a direct response to the needs identified by industry representatives, educators, and policy frameworks shaping the future of tourism in Europe. Each programme focuses on a specific competence area and aims to support the development of practical knowledge, skills, and attitudes that can be applied in real professional contexts.

To ensure usability across different educational and training settings, the **programmes follow** a **common structure** and **methodological approach.** They include clear **learning outcomes**, suggested **learning activities**, and **recommendations for implementation** in both formal education and professional training environments. In addition, the programmes are aligned with the **European Qualifications Framework (EQF)**, with competence levels defined in accordance with the EQF levels introduced and explained in the earlier sections of this book. This alignment supports transparency and helps trainers adapt the materials to different learner groups and qualification levels. Altogether, the training programmes form a complementary set of learning resources that support capacity building in the tourism sector. They are intended to help trainers and educators translate strategic sustainability goals and identified green, digital and social skills needs into concrete learning experiences that can contribute to the transformation of tourism practices.

For additional information on the Pantour project and future skills needs, please visit the Pantour online pages and the developed SkillsLab for an interactive experience on the subject.

7.1 Training programmes

Category	Programme	Level(s)
Digital	Data analysis and trend prediction in tourism	L3, L5, L7
Digital	Digital Marketing, strategies and managing social media	L3, L5, L7
Digital	Digital Content Creation	L3, L5
Digital	AI Sustainability Management	L5, L7
Digital	Digital privacy, ethics and law	L3
Digital	Ethics and regulations in the use of AI in tourism	L5
Digital	Digital business planning and development	L3, L5, L7
Digital	Technology Ambassador	L3, L5
Digital	Use of office applications	L3, L5, L7
Digital	Information and Data Literacy	L3
Digital	Safety: Protecting Personal Data and Privacy	L3
Digital	Using Digital Technology	—
Digital	Evaluating Data, Information and Digital Content	L5, L7
Digital	Digital AR/VR	L3, L5, L7
Digital	Use of Robotics and AI	L3, L5, L7
Digital	Self-Service Technologies	L3, L5
Digital	Managing Data, Information and Digital Content	L4
Digital	Interacting Through Digital Technologies	L3, L5, L7
Digital	Sharing Through Digital Technologies	L3, L5, L7
Digital	Engaging in Citizenship Through Digital Technologies	L3, L5, L7
Digital	Collaborating Through Digital Technologies	L3, L5, L7
Digital	Netiquette	L3, L5, L7
Digital	Managing Digital Identities	L3, L5, L7
Social	Adaptability	L3, L5, L7
Social	Inclusivity and cultural sensitivity	L3, L5, L7
Social	Universal Design: Legal Frameworks and Standards	L7
Social	Promoting an inclusive organisational culture	L7
Social	Stakeholder engagement in accessible product development	L7
Social	Crisis Management, Risk Assessment and Resilience in Tourism	L3, L5, L7
Social	Responsible Leadership in Tourism	L5, L7
Social	Cooperation and networking	L5
Social	Generic Gender Equality Skills	—
Social	Gender Equality Skills for HR	L5

Social	Willingness to Change	L5
Social	Promoting a Positive Work Environment	L3, L5, L7
Social	Written Communication Skills	L3, L5, L7
Social	Oral Communication Skills	L3, L5, L7
Social	Active Listening Skills	L3, L5
Social	Cultural Awareness	L3, L5, L7
Social	Local Customs Awareness	L5
Social	Age-related Accessibility for Business	—
Social	Age Accessibility	L3
Social	Intercultural Understanding	L3, L5, L7
Social	Understanding Disability	L3, L4
Social	Accessible Tourism	L5
Social	Religious Diversity	L3
Social	Religious Diversity (HR / Managers)	L5
Social	Problem Solving (Large & Medium – Intro)	L2
Social	Problem Solving (Large / Medium / Small Businesses)	—
Social	Customer Orientation	L3
Social	Ethical Conduct and Respect	L3, L5, L7
Green	Circular Tourism (resource efficiency)	L3, L5, L7
Green	Carbon Footprint and Energy Management	L3, L5, L7
Green	Environmental Management and Impact Assessment	L3, L5, L7
Green	Sustainable Resources Management	L3, L5, L7
Green	Green Procurement and Sharing Economy	L3, L5, L7
Green	Reducing Plastic Waste	—
Green	Communicating Sustainability	L5
Green	Climate Change	L3, L5, L7
Green	Food Waste	L3, L5
Green	Sustainable Tourism	L3, L5, L7

Table 7.1 List of the PANTOUR available training programmes

8. Training materials

Carbon Footprint and Energy Management in Tourism

Lesson Plan	
Programme/course: Green Skills	**Subject:** Carbon Footprint and Energy Management in Tourism
Link to Scheme of Work/Training Schedule: 1	**Duration:** 1,5 hours
Learning Level: 5	

Learning aim for the lesson:
The aim of this module is to provide students with knowledge and understanding of the impact of tourism on the environment, particularly in relation to carbon emissions and energy consumption. Students will explore strategies for reducing carbon footprints in tourism, examine sustainable energy management practices, and analyze policies that promote environmentally responsible tourism. By the end of the module, students will be able to identify practical solutions for reducing carbon emissions in various tourism-related activities.

Level 5 is an intermediary level that allows students to start discussing the basic terms and specific subjects and examples in detail.

COMPETENCIES/LEARNING OUTCOMES:

1. Understand the concept of carbon footprint and its significance in the tourism industry.
2. Identify key sources of carbon emissions in tourism-related activities.
3. Explore energy management strategies to mitigate carbon footprints.
4. Discuss sustainable tourism practices and policy measures.
5. Examine global policies and frameworks related to carbon management in tourism.

METHODOLOGY RECOMMENDATIONS:

◊ Integrating green skills and sustainability as a cross-cutting theme in all subjects.

◊ A multidisciplinary/sectoral approach is needed when teaching green skills to enhance learning outcomes.

◊ The integration of Sustainable Development Goals (SDGs) into teaching and learning is essential for the teaching process.

◊ Critical engagement with green and environmental skills and promoting higher levels of critical and emotional thinking are important.

◊ Green skills are crucial for promoting green energy management in the tourism industry.

METHODS EXAMPLES:

◊ Lecture and multimedia presentations.

◊ Group discussions and interactive activities.

RESOURCES:
The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

IF ONLINE TRAINING:
Webinar tool

IF FACE-TO-FACE TRAINING:
Laptop & projector
Working internet connection
Flipchart paper and pens

References:

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Training materials

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Lesson Plan

Programme / Course: Information and data literacy. Browsing, searching, filtering data, information, and digital content	**Subject:** PC digital literacy
Link to Scheme of Work / Training Schedule: Session 1 of 1	**Duration:** 1 hour 40 minutes
Learning Level: EQF Level 3	**Link to Matrix:** D1

Learning Aim for the Lesson:

The training course ("Digital Literacy - D1 Information and Data Literacy") is designed for a classroom context in which participants carry out exercises with the help of the instructor, and then alone and / or in groups, using one device each.

The objective of the course in question is to articulate information needs, search for data, information, and content in digital environments, access and navigate within them. Create and update personal search strategies.

Competencies / Learning Outcomes:

1. Recognise the World Wide Web
2. Identify a web browser and recall some popular existing web browsers
3. Describe some features and functions of a web browser
4. Describe the difference between a web browser and a search engine
5. Locate information using a web browser and search engine
6. Conduct an advance search using a search engine

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Digitalization opens vast opportunities for growth and allows for the filling of voids in various fields, including but not limited to marketing, social media, artificial intelligence, destination development etc. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience.

Resources:

- Main existing browsers (Google Chrome, Firefox)
- Hypertext and links, websites, and web pages
- Search engines (Google, Bing, Yahoo!)
- Search engine specific content: images, videos, news
- The Google Maps tool (to search for addresses and create routes)

Examples of methods: ● Self-Learning: Encourage learners to explore and learn independently. ● Asynchronous Learning: Use digital tools like Google Meet or Zoom for remote learning, especially when in-person classes are not possible. ● Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. ● Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. ● Use of Technology: Online tools, AI like ChatGPT, and virtual working spaces like zoom's break out rooms are used for teaching and learning.	

Core Skills		
Green:	**Digital:** Articulate information needs, search for data, information, and content in digital environments, access and navigate within them. Create and update strategies of personal search.	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 min	LO1	Display **PPT slide 2.** Instructor explains how a Network is formed, how it works, examples of other – also natural – networks to let student to understand the dimensions.	Students take the first steps in discovering the web, using the PCs / Smartphones present in the classroom in the individual workstations.	PPT slide 2 Video projector with USB input PC/smartphone of the student	• Learning assessment • Formative evaluation (interactive questions to students during lessons)
10 min	LO2	Display **PPT slide 3.**	Following the discovery of the web, use the PCs / Smartphones present	PPT slide 3	• Learning assessment

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor shares some basic facts about the makeup of computing data, so students understand the basic structure of internet and the pieces that form the whole internet; introduce the “interface” and the “software” concept.	in the classroom in the individual workstations.	Video projector with USB input PC/smartphone of the student	• Formative evaluation (interactive questions to students during lessons)
15 min	LO2	Display **PPT slide 4.** Introduces the idea of “browsing” and the “browser”: Shares two examples of well-known web browsers (Internet Explorer and Google Chrome). Asks the group if they can suggest any other examples of internet browsers.	The student downloads at least one “new” browser.	PPT slide 4 Video projector with USB input PC/smartphone of the student Internet connection	• Learning assessment • Formative evaluation (interactive questions to students during lessons)
15 min	LO3	Display **PPT slide 5.** Demonstrates how a typical web browser works and highlights the key functions and features: • Reload • New tab • Forward/backward button • Navigation bar Chooses an “example” web site and ask participants to find the website using the web browser. For example, ask them to access the NTG webpages (or other relevant example websites).	Practical exploration of the web, learning how a browser works by using their PC and/or smartphones to examine the different presentation of the Internet according to the devices used. Find example websites using the browser function.	PPT slide 5 Video projector with USB input PC/smartphone of the student Internet connection	• Learning assessment • Formative evaluation (interactive questions to students during lessons) • Self-assessment (a checklist based on learning outcomes. Participants will have to declare, for

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
					each result, how much they believe they have achieved and master it. For this they will use a scale of 1 to 5, from lowest to highest knowledge)
10 min	LO3	Display **PPT slide 6.** Shows the main structure of a web page. Explains the idea of hypertext and the need for hyperlinks. Explains the difference between paper text and web texting. Demonstrates how pages are linked and how a hyperlink directs the user from page to page on the internet. Uses text based and image-based links. Provides some examples where learners can follow hyperlinks to access content.	Practical exploration of the web, learning how hyperlinks work by using their PC and/or smartphones to examine the different presentation of the Internet according to the devices used.	PPT slide 6 Video projector with USB input PC/smartphone of the student Internet connection	• Learning assessment • Formative evaluation (interactive questions to students during lessons) • Self-assessment (a checklist based on learning outcomes. Participants will have to declare, for each result, how much they believe they have achieved and master it. For this they will use a scale of 1 to 5, from

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
					lowest to highest knowledge)
5 min	LO3	Display **PPT slide 7.** Explains more complex structure where a hypertext is stored: a webpage. Difference between a book and a website. Shows examples of complex websites, the differences between different kind of websites.	Practical exploration of the web, discovering the nature and functionality of a web page with the help of the instructor's interactive teaching and navigate complex websites.	PPT slide 7 Video projector with USB input PC/smartphone of the student Internet connection	• Learning assessment • Formative evaluation (interactive questions to students during lessons) • Self-assessment (a checklist based on learning outcomes. Participants will have to declare, for each result, how much they believe they have achieved and master it. For this they will use a scale of 1 to 5, from lowest to highest knowledge)
20 min	LO4	Display **PPT slide 8.** Explains the theory behind a search engine, the ideal functioning. Shares the example search engines:	Students research the topic they have chosen and try the same search with each of the different search engines, recording the differences in the results.	PPT slide 8 Video projector with USB input	• Learning assessment • Formative evaluation

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Google • Yahoo • Bing Asks students to choose a topic to research and asks them to complete the search using the different search engines. Discusses differences and similarities. Were there any differences in the results of each search? Which SE did they prefer?	Each student should feedback on their research and explain what they found and how the information was different when researching on each of the search engines.	PC/smartphone of the student Internet connection	(interactive questions to students during lessons) • Self-assessment (a checklist based on learning outcomes. Participants will have to declare, for each result, how much they believe they have achieved and master it. For this they will use a scale of 1 to 5, from lowest to highest knowledge)
10 min	LO5	Display **PPT slide 9.** Explains what can be found on the internet, what are the "things" that can be found in the World Wide Web: not only text, also images, maps, location, news, etc. Sets some basic tasks to find the following information: • The current location • Today's weather forecast • News headlines • A picture of someone famous	Use a specific search engine to find the following information: • The current location • Today's weather forecast • News headlines • A picture of someone famous • An interesting fact	PPT slide 9 Video projector with USB input PC/smartphone of the student Internet connection	• Learning assessment • Formative evaluation (interactive questions to students during lessons) • Self-assessment (a checklist based on learning outcomes.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• An interesting fact Leads a discussion on what methods people used to conduct their searches.	Students should explain what they looked for, where and what they found.		Participants will have to declare, for each result, how much they believe they have achieved and master it. For this they will use a scale of 1 to 5, from lowest to highest knowledge)
10 min	LO6	Display **PPT slide 10.** Explains the existence of the advanced search function, why it is useful and then demonstrates how to use the advanced search function in a Search Engine. Sets a task asking for learners to find some specific information using the advanced search function.	Use the advanced option of the search engine to find particular filetype or specific items that cannot be found without the advanced search (i.e. documents created in a certain period, specific type of animal, etc.).	PPT slide 10 Video projector with USB input PC/smartphone of the student Internet connection	• Learning assessment • Formative evaluation (interactive questions to students during lessons)
10 min	LO6	Display **PPT slide 11.** Uses the advanced option of the search engine to find particular filetype or inside a specific website.	Students use other specific advanced tools to find documents and file types in a particular website.	PPT slide 11 Video projector with USB input PC/smartphone of the student Internet connection	• Learning assessment • Formative evaluation (interactive questions to students during lessons)

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
					• Self-assessment (a checklist based on learning outcomes. Participants will have to declare, for each result, how much they believe they have achieved and master it. For this they will use a scale of 1 to 5, from lowest to highest knowledge) • Satisfaction questionnaire (evaluation of the training activity (digitally, from a portal, integrated into the database)
Recap / Summary:	The focus of digital inclusion is the use of the internet to access services, opportunities, and information. The skills chosen for this first level of digital literacy are aimed at facilitating access to the internet by citizens and the technological element is considered instrumental to the use of the internet and the web.				
Link to next session and/or follow up action:	D2 Evaluate data, information, and digital content. Analyse, compare and critically evaluate the credibility and reliability of data sources, information, and digital content. Critically analyse, interpret and evaluate data, information, and digital content.				

Lesson Plan

Programme / Course: Information and data literacy. Managing data, information, and digital content	**Subject:** PC digital literacy
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 2 hour 15 minutes
Learning Level: EQF Level 4	**Link to Matrix:** D.3
Learning Aim for the Lesson: Managing data, information, and digital content	

Competencies / Learning Outcomes:

1. Describe the difference between “data” and “information”
2. Define what “data” is
3. Recognise the importance of the data source
4. Define what “information” is
5. State the key reasons why information quality is important
6. Recall the five components of the CRAAP TEST and competently apply these.
7. Describe how to effectively manage data
8. Describe the correlation between data analysis and information systems

Methodology recommendation:

Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. The use of AI has become prevalent in teaching, offering accessible tools for various subjects such as revenue management and marketing. Digitalization opens vast opportunities for growth and allows for the filling of voids in various fields, including but not limited to marketing, social media, artificial intelligence, destination development etc. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Attention spans are decreasing, requiring the ability to make an impact quickly in a constantly changing digital market.

Resources:

- Main existing browsers (Google Chrome, Opera)
- Digital bibliography
- Hypertext and links, websites, and web pages
- Search engines (Google, Bing, Yahoo!)
- Search engine specific content: images, videos, news

Methods examples: ● Integration of emerging technologies and interdisciplinarity in course design. ● Use of Analytics: Use social media analytics software to evaluate results, analyze customer behavior, and tailor your messages. ● Integration of technology into the tourism experience, with an emphasis on cybersecurity, customer relationship systems (CRM), and data analysis and management skills. ● Use of online reviews and data for decision-making and improving services. ● Skills related to virtual tourism, virtual reality, augmented reality, and understanding the importance of artificial intelligence and gamification in the tourism experience. ● Web development, creation and maintenance of corporate websites, and knowledge of geotagging and geospatial metadata.	

Core Skills		
Green:	**Digital:** Organise, store and retrieve data, information and content in the environments digital. Organize and process them in a structured environment.	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1	**Question** **Data and information** Ask the group to answer the following questions ● What is data? ● What is information?	**Whole group** Suggest answers to the questions: ● What is data? ● What is information?	• Video projector with USB input • Paper handouts • PCs	• Learning assessment • Formative evaluation (interactive questions to students

Timing (mins)	Learning outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• What is the difference? (or are they the same thing?)	• What is the difference? (or are they the same thing?)		during lessons)
10 mins	LO1	**Explain** **Difference between data and information.** Once the group have made some suggestions, set the scene by explaining the difference between "data" and "information" to the group.	**Individually** Listen, take notes, ask questions.	• Video projector with USB input • Paper handouts • PCs	• Learning assessment • Formative evaluation (interactive questions to students during lessons)
5 mins	LO2	**Explain** **What is data?** Share some examples of data with the group	**Individually** Listen, take notes, ask questions.	• Video projector with USB input • Paper handouts • PCs	• Learning assessment • Formative evaluation (interactive questions to students during lessons)
10 mins	LO2	**Brainstorm** **Data in action** Conduct a brainstorm with the group. Ask them what data is used for? Record answers on flipchart or whiteboard.	**Whole group** Suggest examples of the use of data in everyday life and discuss where appropriate.	• Video projector with USB input • Paper handouts • PCs	• Learning assessment • Formative evaluation (interactive questions to students

Timing (mins)	Learning outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Once the group have made some suggestions, share the preprepared answers and discuss.			during lessons)
20 mins	LO3	**Activity** **The importance of the data source** Ask the group to consider the data that they access or use on a regular basis. Then answer the following questions: ● What types of data do you access? ● Which data sources do you use? ● How do you choose them? ● Why do you choose your source? ● Are they free or there is a subscription fee? ● What are the author's credentials or organisational affiliations? Allow 10 minutes for participants to record some answers. Lead feedback and discussion with the group.	**Pairs or small groups** Work in pairs or small groups to identify regular uses of data and to answer the questions. Contribute to feedback and discussion.	• Video projector with USB input • Paper handouts • PCs	• Learning assessment • Formative evaluation (interactive questions to students during lessons)
5 mins	LO4	**Explain** **What is information?** Explain the basis of information to the group	**Individually** Listen, take notes, ask questions.	• Video projector with USB input • Paper handouts • PCs	
5 mins	LO5	**Explain** **Assessing the quality of information** Explain the requirement to assess the quality of information before you use it to check that it is accurate, factually correct and relevant.	**Individually** Listen, take notes, ask questions.	• Video projector with USB input • Paper handouts • PCs	
5 mins	LO6	**Video** **CRAAP Test**	**Individually**	• Video projector with USB input • Paper handouts	

Timing (mins)	Learning outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Show the video to introduce the CRAAP test (developed by California State University) https://youtu.be/EyMT08mD7Ds	Watch the video, make notes and ask questions once vide has ended.	• PCS	
15 mins	LO6	**Explain** **CRAAP Test** Following on from the video, summarise the five key elements of the CRAAP test: ● Currency ● Relevance ● Authority ● Accuracy ● Purpose Adapted from: https://library.csuchico.edu/help/source-or-information-good	**Individually** Listen, take notes, ask questions.	• Video projector with USB input • Paper handouts • PCs	• Learning assessment • Formative evaluation (interactive questions to students during lessons)
30 mins	LO6	**Activity** **CRAAP test in action** Ask the group to conduct some research using the internet and apply the CRAAP test. This can be a topic of their own choosing or some preprepared suggestions. Allow 20 minutes for participants to conduct their research. Lead feedback and discussion focussing on the application of the CRAAP test. Lead a discussion using the following prompt questions: ● What did you research?	**Individually** Research a topic of choice and apply the CRAAP test rules to the information found. Contribute to feedback and discussion. Students to work in small groups and engage with the discussion and implementation of	• Video projector with USB input • Paper handouts • PCs	• Learning assessment • Formative evaluation (interactive questions to students during lessons) Participation in small group discussion.

Timing (mins)	Learning outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• How useful was the CRAAP test? • Did it help identify any rogue or suspect content? • What was this?	CRAAP test in tourism industry (i.e. hospitality, travel agent atc.)		Impact, considerations, benefits and drawbacks identified and ideas presented to group.
5 mins	LO7	**Explain** **Managing data: information system** Explain the basis of managing data within an organisation.	**Individually** Listen, take notes, ask questions.	• Video projector with USB input • Paper handouts • PCs	
10 mins	LO8	**Explain** **Data analysis and information systems** Explain the correlation between the information system and data analysis	**Individually** Listen, take notes, ask questions.	• Video projector with USB input • Paper handouts • PCs Big Data Analytics in the Tourism and Travel Industry https://anywhere.epam.com/business/big-data-in-tourism-and-travel	
5 mins	N/A	Recap the key components of the session. Close the session.	**Individually** Listen, take notes, ask questions.	N/A	N/A
Self-assessment (a checklist based on learning outcomes. Participants will have to declare, for each result, how much they believe they have achieved and master it. For this they will use a scale of 1 to 5, from lowest to highest knowledge).					
Recap / Summary:		At the heart of digital inclusion is the use of the Internet to access services, opportunities and information, ensuring the accuracy of the latter. The skills chosen for this third level of digital literacy are primarily aimed at facilitating citizens in understanding and reusing data and information through a solid analytical management. The technological element is fundamental to fully understand the information potential of the web in order to capture signals from the world through the most advanced channels. training course ("Digital Literacy - D.3 Information and data literacy. Managing data, information and digital content") is designed for a classroom context in which participants perform exercises with the help of the teacher and tutor, then alone and / or in a group, each having a PC and specific printed information material.			

Timing (mins)	Learning outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The aim of the course in question is to articulate the information needs, to search for data, information and content in digital environments, confiscating and reusing them according to a previous analysis with solid foundations.			
Link to next session and/or follow up action:		D.3 Managing data, information, and digital content. Use of the Internet to access data and information, understanding and reusing them through a solid analytical management.			

Lesson Plan

Programme/course: Use of office applications	**Subject:** Introduction to IT applications in tourism
Link to Scheme of Work/Training Schedule: Week / session 1	**Duration:** 2 h 40 min
Learning Level: EQF Level 3	

Learning aim for the lesson:
Become familiar with the basic concepts of computer applications applied to tourism and their importance in process management.

Competencies/Learning Outcomes:

1. Define basic digital management tools: recognise the purpose and main functions of common computer tools in the tourism sector. LO2
2. Explore practical digital applications: understand how Google Calendar, Trello or other similar applications can be used to manage tourism activities. LO3
3. Relate tools to specific problems in the sector: analyse simple cases where digital tools have solved operational problems in tourism, such as booking management or itineraries. LO4
4. Develop initial technical skills: implement basic tasks such as creating a digital itinerary or planning events using Google Calendar. LO3

Methodology recommendations:

Resources:

- Teaching resources:
  - Slides with visual content on common tourism applications and real business tools (Google Calendar, social media, booking platforms, PMS, CRM and collaborative suites).
  - PDF tutorial with detailed instructions for basic tasks.
- Technological resources:
  - Electronic devices with internet access.
  - Free applications (Google Calendar, Trello).
- Human resources:
  - Instructor with experience in tourism and digital tools.
- Technical support to resolve connectivity or software problems.
- **Links:**

  "Mobile Technology and its Impact on Tourism": https://eprints.bournemouth.ac.uk/24168/1/Dickinson%20et%20al%202016%20open%20access%20version.pdf

  "The Future of Travel Technology":

• Active learning: incorporate live demonstrations so that students observe the practical use of the tools before trying to replicate them. • Knowledge building: start with basic concepts and gradually move on to practical exercises, ensuring a solid foundation. • Continuous interaction: encourage questions and discussions during the session to clarify doubts in real time. **Methods examples:** 1. Theoretical exposition: • Method: PowerPoint presentation to introduce the basic concepts of digital tools in tourism. • Example: explain the functions of Google Calendar and Trello with visual examples. 2. Live practical demonstration: • Method: execution of simple tasks in front of the students (e.g., how to create an itinerary in Google Calendar). • Example: adding events for a tourist itinerary, including times, locations and notes. 3. Guided individual exercises: • Method: students replicate the demonstrated tasks on their own devices. • Example: creating a simple itinerary with schedules and activities for a tourist day. 4. Group discussion: • Method: online forum or face-to-face discussion on the challenges and benefits of digitising tourist processes.	https://www.revfine.com/technology-trends-travel-industry/

• Example: identify barriers to the use of digital tools in small tourism businesses.	

Core Skills		
Green: Reflect on how digital tools can optimise tourism processes and reduce the use of paper, contributing to sustainable practices.	**Digital:** Become familiar with basic digital tools such as Google Calendar and recognise how they fit within wider professional tourism tool stacks.	**Social:** Develop digital communication skills, such as the use of comments and assignments in collaborative tools.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 minutes	Introduce basic concepts LO2	Presentation of theory on digital tools, common tourism applications and real business tools used by tourism companies. Slides 1-4	Listen, take notes and identify examples of basic tools and professional platforms.	Explanatory slides	Short question: 'Why is a computer application useful in tourism?'
30 minutes	Understand the use of basic tools. LO2	Practical demonstration: creating an event in Google Calendar Slides 5-7	Replicate the exercise on their devices	Tutorial in PDF format	Checking the completed task
40 minutes	Reflect on the benefits LO4	Group discussion on how these tools would improve tourism management Slide 8	Participate in the discussion	Discussion forum	Significant contribution to the debate
50 minutes	Apply basic knowledge LO3 LO4	Guide to creating a simple itinerary with Google Calendar Slides 9 and 10	Create a simple itinerary	Personal device with internet access	Task reviewed by the instructor
20 minutes	Recap and evaluation LO2 LO3 LO4	Summary of key learnings Slides 11 and 12	Reflect on its practical usefulness	Summary of slides	Final question: 'How would you use this tool in your work environment?'

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Recap / Summary:		In this session, students understood the basic use of digital tools such as Google Calendar and recognised the difference between basic tools, professional platforms and enterprise systems. They learned to create itineraries and manage activities through individual practical exercises. The advantages of digitising tourism processes and how these tools can contribute to operational sustainability were discussed.			
Link to next session and/or follow up action:		The next session will explore advanced digital tools for tourism promotion and management, such as Canva and Trello, with an emphasis on the design of promotional material and collaborative planning.			

Lesson Plan

Programme/course: Use of office applications	**Subject:** Tools for tourism promotion and management
Link to Scheme of Work/Training Schedule: Week / session 2	**Duration:** 3 h
Learning Level: EQF Level 3	

Learning aim for the lesson:
To develop practical skills in the use of digital tools for the promotion and management of tourist attractions.

Competencies/Learning Outcomes:

1. Create attractive promotional content: use applications such as Canva to design simple graphic materials that highlight the characteristics of a tourist attraction. LO1
2. Collaborate as a team using digital platforms: organise and assign tasks using Trello, fostering collaborative working skills. LO2
3. Interpret basic digital metrics: reflect on the effectiveness of promotional strategies by interpreting basic metrics, such as interaction on social networks. LO3
4. Propose digital promotion strategies: develop practical ideas to improve the visibility of tourist destinations using digital tools. LO4

Methodology recommendations:

- Practical approach: dedicating most of the time to demonstrating and replicating specific tasks in applications such as Canva and Trello.
- Collaborative learning: encouraging work in small teams to promote the exchange of ideas and experiences.

Resources:

- Teaching resources:
  - Practical guides on Canva and Trello with examples adapted to tourism.
  - Case studies of real promotional campaigns.
- Technological resources:
  - Free applications for graphic design and collaborative management (Canva, Trello).
  - Video tutorials to explore advanced functionalities.
- Human resources:
  - Moderator for group discussions.
- Instructor with basic knowledge of graphic design and digital management.
- Introduction to Information Technology in Tourism. https://imascono.com/en/tourism-technology/#
- The Impact of Technology on Travel https://www.traveltek.com/blog/impact-of-technology-on-travel/

- Study of real cases: analysing examples of successful promotional campaigns in tourism to contextualise the usefulness of the tools.

Methods examples:

1. Case study:
   - Method: present real examples of successful digital strategies in tourism.
   - Example: analysis of a promotional campaign for a tourist destination that used Canva for its graphics.
2. Demonstration and practical application:
   - Method: show how to design promotional content in Canva and then guide students to create their own designs.
   - Example: design a promotional brochure for a local tourist attraction using Canva templates.
3. Teamwork:
   - Method: assign tasks in small groups using Trello to plan a tourist itinerary.
   - Example: create a Trello board with lists for activities, logistics and romotion of a trip.
4. Reflection and group presentation:
   - Method: each group presents their work and reflects on the impact of digital tools on their projects.
   - Example: show how they used Trello to divide and manage team tasks.

Core Skills		
Green:	**Digital:**	**Social:**

Design digital promotional materials that reduce the need for printed brochures and contribute to more sustainable promotion.	Use advanced tools such as Canva to design attractive content and Trello to manage collaborations in tourism promotion projects.	Collaborate effectively in teams, fostering leadership, communication and conflict resolution skills.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
30 minutes	Understand the use of promotional tools. LO1 LO2	Explanation of Canva and its usefulness for creating promotional content. Slides 1-3	Listen to and observe the demonstration.	Interactive presentation	Quiz on basic concepts
50 minutes	Apply basic design in Canva LO3 LO4	Demonstration: creation of a poster for a tourist attraction Slides 4 and 5	Create a similar design	Canva (free version)	Evaluation of the design presented
40 minutes	Manage collaborative activities LO2 LO3	Introduction to Trello: how to organise tasks and teams Slides 6-8	Explore Trello following instructions	Access to Trello	Checking tasks in Trello
60 minutes	Reflect on practical applications. LO4	Group discussion on real cases of digital promotion. Slides 9-11	Propose promotion strategies with Canva and Trello.	Discussion forum.	Group evaluation of proposed strategies.
Recap / Summary:					

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The students learnt to use Canva to create promotional materials and Trello to organise and manage team tasks. Practical activities were carried out in groups, designing digital brochures and managing collaborative projects. They also reflected on sustainable tourism promotion strategies.			
Link to next session and/or follow up action:		The next session will integrate all the previous learning into a practical project where students will work in teams to develop a complete tourism management and promotion strategy using digital tools.			

Lesson Plan

Programme/course: Use of office applications	**Subject:** Practical project and final assessment
Link to Scheme of Work/Training Schedule: Week / session 3	**Duration:** 3 h
Learning Level: EQF Level 3	

Learning aim for the lesson:
To consolidate skills in management and promotion through an integrated practical project.

Competencies/Learning Outcomes:

1. Integrate acquired knowledge and skills: apply theoretical and practical concepts to the development of a complete project, from planning to promotion. LO6
2. Work collaboratively in a realistic context: develop cooperation and conflict management skills in a team to complete a project. LO4
3. Evaluate the effectiveness of the digital tools used: identify strengths and areas for improvement in the use of applications such as Google Calendar, Trello and Canva. LO3
4. Present results in a clear and structured way: develop communication skills to explain the impact and relevance of the project in the tourism sector. LO5

Methodological recommendations:

- Project-based work: use a project-based methodology to consolidate learning in a practical and realistic context.
- Continuous feedback: monitor the progress of the groups during the session, offering personalised observations and suggestions.

Resources:

- Teaching resources:
  - Example of a finished project to serve as a guide.
  - Project planning template to facilitate the structuring of ideas.
- Technological resources:
  - Access to all the tools used during the course (Google Calendar, Canva, Trello).
  - Video conferencing platform for presentations and real-time feedback.
- Human resources:
  - Instructor as the main facilitator of the project.
  - Panel of evaluators (optional) to evaluate the final projects.
- Additional resources:
  - Space on the educational platform to upload projects and receive feedback.
- Evaluation checklist to guide students' work.
- Links: "Technology Trends in the Travel and Tourism Industry" https://kodytechnolab.com/blog/technology-trends-in-travel-and-tourism-industry/

- Final presentations: encourage each team to present their results, emphasising the clarity, creativity and applicability of their solutions.

Methods examples:

1. Project-based work:
   · Method: students develop a practical project integrating all the tools learnt.
   · Example: planning a complete itinerary, designing promotional material and managing collaborative tasks.
2. Collaborative feedback:
   · Method: teams review other groups' projects and offer constructive comments.
   · Example: evaluate the itinerary created by another team, suggesting improvements in the presentation or in the graphic design.
3. Final presentation:
   · Method: each team presents their project to the others, highlighting the tools used and their impact.
   · Example: show how they used Canva for the design and Google Calendar for the planning.
4. Guided self-evaluation:
   · Method: each student answers a questionnaire to reflect on what they have learnt and how they will apply it in the future.

   · Example: identify which tool they consider most useful for their professional context and why.

- "Digital Transformation in Tourism": https://www.linkedin.com/pulse/reflections-decade-digital-transformation-didier-bonnet

Core Skills		
Green: Implement digital tools for tourism projects that optimise resources and reduce environmental impact, such as completely digital itineraries and strategies.	**Digital:** Consolidate the use of digital tools in a realistic context, combining applications such as Google Calendar, Canva and Trello to manage and present a tourism project.	**Social:** Foster cooperation and communication in a teamwork context, sharing roles and responsibilities.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
30 minutes	Present the final project LO3 LO4	Explain the objectives of the project and give an example. Slides 1 and 2	Listen and answer questions	Explanatory slides	Comprehension questions about the project
90 minutes	Develop a practical project LO3 LO4	Supervise group work: create itineraries and promote them Slides 3 and 4	Work in groups on the development of the project	Google Calendar, Canva, Trello	Evaluation of the delivered project
30 minutes	Present the results LO4 LO5	Guide the group presentation Slide 5	Present the project and receive feedback	Video conferencing platform	Presentation evaluation rubric
30 minutes	Reflect and close LO3 LO4 LO5	Recap key learnings and areas for improvement Slides 6 and 7	Reflect and contribute suggestions	Final summary	Final question: 'What did you learn that you apply directly to your work?'

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Recap / Summary:		In the final session, the students applied all the tools and knowledge acquired in a practical project. They worked in teams to develop tourism management and promotion strategies, combining Google Calendar, Canva and Trello. The quality of the projects was evaluated and group and individual feedback was offered.			
Link to next session and/or follow up action:		The next level teaches you to use technological tools to improve the management of your tourism business. You will learn to optimise processes, offer a better service and solve real problems in the sector.			

Lesson Plan

Programme/course: Use of office applications	**Subject:** Intermediate tools for the management of tourist itineraries and reservations
Link to Scheme of Work/Training Schedule: Week / session 1	**Duration:** 60 minutes
Learning Level: EQF Level 5	

Learning aim for the lesson:
Develop skills in the management of tourist itineraries and reservations through the use of digital applications such as Google Calendar and Trello.

Competencies/Learning Outcomes:

1. Develop skills in the use of digital tools for planning tourist itineraries. LO1
2. Improve the coordination of tasks and activities in teams through collaborative applications. LO2
3. Apply digital techniques to optimise the management of reservations and tourist activities. LO3

Methodology recommendations:

- Start with a theoretical presentation on the intermediate tools for itinerary and booking management.
- Use case studies to analyse how these tools are implemented in real tourism companies.
- Carry out practical exercises and simulations to familiarise students with the use of Google Calendar and Trello.
- Encourage collaboration in small groups to practise assigning tasks and planning itineraries.

Methods examples:

Resources:

- Google Calendar.
- Trello.
- Documents with examples of tourist itineraries.
- Moodle platform for distribution of additional material and discussion forums.
- Links:

The positives of digital life

https://www.pewresearch.org/internet/2018/07/03/the-positives-of-digital-life/

Top Travel & Tourism Software 2025
https://crozdesk.com/industry-specific/travel-tourism-software

- Expository method: theoretical presentation on the use of digital tools in itinerary management.
- Active method: practical exercises in which students apply what they have learned by creating itineraries in Google Calendar.
- Case study: analysis of how tourism companies use Trello to manage reservations and activities.

Core Skills		
Green: Use of digital applications to reduce the use of paper in the management of tourist itineraries.	**Digital:** Master intermediate tools such as Google Calendar and Trello for itinerary planning and reservations.	**Social:** Encourage collaborative work in groups through the use of digital planning and coordination tools.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15	Introduction to digital tools for itineraries and reservations. LO1 LO2	Theoretical presentation on Google Calendar and Trello. Slides 1-5	Taking notes and asking questions.	PowerPoint presentation.	Basic understanding of tools.
20	Use of Google Calendar to plan itineraries. LO2 LO3	Practical live demonstration. Slides 6-8	Create an example itinerary in Google Calendar.	Computer with Google Calendar.	Observation of correct implementation.
15	Coordination of team tasks using Trello. LO3	Explanation of the Trello structure for task assignment. Slides 9-11	Create a board in Trello and assign tasks within a team.	Access to Trello.	Evaluation of task assignment.
10	Summary and feedback. LO3	Review the work done and give feedback. Slides 12 and 13	Group discussion on learning.	Moodle forum.	Participation in the debate.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Recap / Summary:		The students learnt how to use Google Calendar to plan tourist itineraries and Trello to manage team tasks. These tools facilitate the organisation of reservations and activities, and improve coordination within a team.			
Link to next session and/or follow up action:		The next session will delve deeper into the use of software to measure the flow of visitors to tourist attractions and their economic impact.			

Lesson Plan

Programme/course: Use of office applications	**Subject:** Software for measuring visitor flow and evaluating economic impact
Link to Scheme of Work/Training Schedule: Week / session 2	**Duration:** 60 minutes
Learning Level: EQF Level 5	

Learning aim for the lesson:

Apply software for measuring tourist flow and economic analysis in the management of tourist attractions.

Competencies/Learning Outcomes:

1. Understand the use of digital tools to measure the flow of visitors to tourist destinations. LO1
2. Apply software to analyse the economic impact of tourist attractions. LO2
3. Develop skills to interpret tourism-related data. LO4

Methodology recommendations:

- Explain the tools used to measure visitor flow and its economic impact.
- Present case studies that show how these systems are used in the tourism sector.
- Carry out a practical exercise in which students use analysis software to interpret data on visitor flow.

Methods examples:

- Demonstrative method: presentation of measurement tools and economic analysis.

Resources:

- Visitor measurement software (e.g. Google Analytics).
- Case study documents on economic impact analysis.
- Access to data analysis platforms.
- Links:

Employee training contributes to service quality and therefore sustainability
https://www.researchgate.net/publication/343473271_Employee_training_contributes_to_service_quality_and_therefore_sustainability

12 Best Software Tools for the Tourism Industry
https://stqry.com/blog/software-for-tourism-industry/

• Case study: analysis of a case measuring the flow of visitors to a popular tourist attraction. • Practical method: use of software to perform data analysis in simulated scenarios.	

Core Skills		
Green: Use of tools to manage the flow of tourists and avoid overloading certain destinations.	**Digital:** Application of software for real-time data measurement and analysis.	**Social:** Collaborative evaluation of the economic impact of tourist attractions on the local community.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15	Introduction to the use of software for visitor measurement. LO1 LO2	Theoretical presentation on the use of Google Analytics and similar tools. Slides 1-3	Note-taking and questions.	Data analysis software.	Comprehension assessment.
20	Analyse visitor data and its economic impact. LO4	Show an example of visitor flow analysis at an attraction. Slides 4-6	Analyse a set of visitor data and calculate its economic impact.	Simulated visitor data.	Data analysis evaluation.
15	Practical implementation in a real case. LO4	Guide students in using the software to obtain results. Slides 7 and 8	Perform visitor flow analysis in a practical scenario.	Visitor measurement platform.	Practice evaluation.
10	Summary and discussion of results. LO4	Review and discuss the results obtained by students. Slides 9 and 10	Reflect on the economic impact and the management of tourist flows.	Moodle forum.	Participation in the discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment

Recap / Summary:	The students have learnt to use tools to measure visitor flow and analyse their economic impact on tourist attractions. These skills are essential for optimising tourism management.
Link to next session and/or follow up action:	The next session will focus on the implementation of collaborative platforms for the public and private management of tourist destinations.

Lesson Plan

Programme/course: Use of office applications	**Subject:** Implementation of collaborative platforms for the management of tourist destinations
Link to Scheme of Work/Training Schedule: Week / session 3	**Duration:** 60 minutes
Learning Level: EQF Level 5	

Learning aim for the lesson:
Apply collaborative platforms to coordinate the management of tourist destinations in a public and private manner.

Competencies/Learning Outcomes:

1. Develop skills in the use of collaborative platforms for the management of tourism projects. LO3
2. Improve coordination between public and private actors in the management of tourist destinations. LO4
3. Apply digital tools for the joint and sustainable planning of tourist destinations. LO5

Methodology recommendations:

- To explain how collaborative platforms enable the coordination of the management of tourist destinations between different actors.
- To carry out a case study, students must propose a management plan for a tourist destination using collaborative tools.
- To organise a debate on the advantages and challenges of collaborative management of tourist destinations.

Methods examples:

Resources:

- Microsoft Teams, Asana, Google Drive.
- Implementation guides for collaborative platforms.
- Case study documents on tourism destination management.
- **Links:**
  The skills-based organization: A new operating model for work and the workforce
  https://www2.deloitte.com/us/en/insights/topics/talent/organizational-skill-based-hiring.html

  Strategies for digitalization in tourism
  https://blog.smart-guide.org/en/strategies-for-digitalization-in-tourism-integrating-digital-tools-in-tourism-management

- Expository method: explanation of how platforms such as Microsoft Teams and Asana can be used to coordinate tourism activities.
- Collaborative method: creation of a group project on a digital platform for the management of a tourist destination.
- Case study: analysis of a tourist destination that uses collaborative platforms to manage resources and activities.

Core Skills		
Green: Use of digital platforms to promote sustainability in the management of tourist destinations.	**Digital:** Use of digital collaboration tools to coordinate tourism projects.	**Social:** Foster teamwork between public and private actors in the planning of tourist destinations.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15	Introduction to collaborative platforms. LO3	Theoretical presentation on Microsoft Teams and Asana. Slides 1-3	Taking notes and discussing practical applications.	PowerPoint presentation.	Comprehension assessment.
20	Application of collaborative tools in destination management. LO3 LO4	Live demonstration of how to create projects and assign tasks. Slides 4 and 5	Create a project in Asana for the management of a tourist destination.	Asana, Microsoft Teams.	Observation of correct implementation.
15	Analysis of a real case of collaborative management. LO3 LO5	Guide the analysis of a tourist destination that uses collaborative tools. Slides 6 and 7	Group discussion on the challenges and advantages observed in the case.	Case study documents.	Participatory evaluation..
10	Summary and closure. LO4 LO5	Review the day's learning and answer questions.	Reflect on how to implement what has been learned in real situations.	Moodle forum.	Participation in the discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Slides 8			
Recap / Summary:		Students learned how collaborative platforms can transform the management of tourist destinations, enabling efficient cooperation between public and private actors. These tools improve coordination and sustainability in destinations.			
Link to next session and/or follow up action:		The next level will enable you to lead the digital transformation of the tourism sector. You will learn to design and implement innovative strategies that take advantage of the latest technologies to improve the customer experience and increase your business's competitiveness. We will explore cutting-edge digital tools and platforms and their application in the search for more sustainable tourism. You will acquire the necessary skills to manage complex systems and make strategic decisions based on data, allowing you to stand out in an increasingly digitalised market.			

Lesson Plan

Programme/course: Use of office applications	**Subject:** Integration of big data and artificial intelligence in tourism planning and promotion
Link to Scheme of Work/Training Schedule: Week / session 1	**Duration:** 3 hours
Learning Level: EQF Level 7	

Learning aim for the lesson:

1. Introduce the use of Big Data and Artificial Intelligence (AI) in the tourism sector, focusing on how these technologies can optimise tourism planning and promotion.
2. Establish the fundamentals of collecting and analysing large volumes of data to personalise the customer experience and improve competitiveness.

Competencies/Learning Outcomes:

1. Define the concepts of Big Data and Artificial Intelligence and their relevance in tourism planning. LO2
2. Apply Big Data technologies to improve promotion strategies in travel agencies and tour operators. LO3
3. Develop predictive models that help in the segmentation of the tourism market. LO4

Methodology recommendations:

1. Theoretical exposition: presentation on the importance of Big Data and AI in tourism.
2. Practical simulation: exercise on how to integrate customer data to optimise promotional campaigns.

Resources:

- Digital tools: Tableau, Google Analytics, AI platforms such as ChatGPT.
- Case studies: practical cases of Big Data implementation in travel agencies.
- Materials: videos on Big Data trends in tourism, articles and data simulators.
- AI and Digital Tools: How They Impact The Travel Industry https://www.linkedin.com/pulse/ai-digital-tools-how-impact-travel-industry-dastnofficial-shyff
- Artificial Intelligence in Tourism in 2024 https://startups.epam.com/blog/artificial-intelligence-in-tourism-and-travel-industry

3. Teamwork: creation of a digital strategy to promote tourist destinations using AI and Big Data.
4. Discussion forum: debate on the pros and cons of artificial intelligence and Big Data in the sector.

Methods examples:

1. Problem-based learning (PBL):
   ● Description: students are faced with a real problem related to tourism promotion (for example, how to promote a tourist destination using Big Data). In teams, they research and analyse data to find solutions, applying Big Data and AI technologies.
   ● Example: propose a tourism marketing campaign using Big Data to segment the tourist market according to their preferences, behaviours and demographic data.
2. Simulation and data modelling:
   ● Description: use of tools such as Tableau or Google Analytics to perform data simulations and analyse behavioural patterns in tourism promotion campaigns.
   ● Example: students will analyse data from previous tourists (e.g. dates of visit, spending, origin) and create a prediction for future promotional campaigns at a tourist destination using Big Data and AI tools.
3. Case method:
   ● Description: presentation of a real case study on how Big Data and AI have been implemented by a travel agency to improve its promotional strategies.
   ● Example: case study in which a travel agency uses AI to customise travel offers based on the historical behaviour of users and the prediction of market trends.

Core Skills

Green: Analyse how the efficient use of Big Data can contribute to sustainability by reducing the waste of resources through the personalisation of tourist offers.	**Digital:** Develop advanced skills in the manipulation of large volumes of data using tools such as Tableau or AI platforms.	**Social:** Foster digital cooperation in teams, promoting collaborative analysis skills and informed decision-making.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
30 minutes	Understand the use of Big Data and AI in tourism promotion. LO2	Theoretical explanation about Big Data, AI and their application in tourism marketing. Slides 1-3	Listen, take notes and participate in the discussion.	Slides and explanatory videos.	Short question: 'How is Big Data used in tourism promotion?'
45 minutes	Apply Big Data and AI to create marketing campaigns. LO3 LO4	Guide students in the creation of a promotional campaign using Big Data. Slides 4-7	Work in teams to analyse tourist data and propose a promotional campaign.	Data analysis software (e.g. Tableau).	Evaluation of the group campaign proposal.
45 minutes	Develop practical skills in tourism data analysis. LO4	Supervise the use of data analysis tools (Google Analytics, Tableau). Slides 8 and 9	Use digital tools to analyse real tourist data and create strategies.	Platforms such as Google Analytics, Tableau.	Verification of the analyses carried out and proposed solutions.
30 minutes	Reflect on the advantages and disadvantages of Big Data and AI in tourism. LO3 LO4	Foster a debate on the pros and cons of using Big Data and AI in the tourism sector. Slides 10 and 11	Participate actively in the debate, arguing your points of view.	Online discussion forum.	Active participation and justification in the forum.
30 minutes	Evaluate the application of Big Data in improving tourism competitiveness. LO4	Summarise the key points on optimising tourism marketing using Big Data. Slides 12 and 13	Reflect on how to implement these tools in your work environment.	Summary of slides and additional resources.	Final question: 'How would you apply Big Data to improve the competitiveness of your tourist destination?'

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Recap / Summary:		The concepts of Big Data and Artificial Intelligence in the context of tourism were introduced, showing their practical application in personalised promotion and data-based decision making. The students carried out practical data analysis exercises and worked in teams to create promotion strategies based on emerging technologies.			
Link to next session and/or follow up action:		The next session will explore the use of Blockchain in the management of tourist destinations, focusing on how this technology can improve transparency and efficiency in the administration of tourist resources.			

Lesson Plan

Programme/course: Use of office applications	**Subject:** Digital tools for sustainable tourism destination management
Link to Scheme of Work/Training Schedule: Week / session 2	**Duration:** 3 hours
Learning Level: EQF Level 7	

Learning aim for the lesson:

To enable learners to critically evaluate and apply office-based digital tools for sustainable tourism destination management. The session focuses on evidence-based decisions, visitor-flow monitoring, overtourism response and destination governance. Blockchain is retained only as an emerging technology to be assessed critically against usefulness, feasibility, cost and adoption.

Competencies/Learning Outcomes:

1. Explain how digital tools support sustainable tourism, destination governance and overtourism prevention. LO1
2. Identify relevant destination data sources and translate them into management indicators using spreadsheets, dashboards and reports. LO2
3. Select appropriate professional tools for monitoring, analysing and communicating visitor-flow decisions, including operational platforms, BI/GIS tools, CRM and collaboration suites. LO3
4. Critically evaluate technology suitability, feasibility and impact before recommending a digital solution, including a realistic assessment of emerging technologies such as blockchain, IoT and AI. LO4
5. Design a one-page digital action plan for sustainable visitor-flow management using realistic tools and coordinated stakeholder workflows. LO5

Methodology recommendations:

1. Applied problem-based learning: students work with a realistic destination scenario and connect digital tools to management decisions.
2. Data-to-action workflow: learners move from data capture to integration, decision-making and communication.
3. Critical technology appraisal: students compare practical tools with emerging technologies and justify recommendations at managerial level.
4. Collaborative action planning: groups create a concise action plan and present the logic behind their tool ecosystem.

Resources:

- Session PowerPoint: Digital Tools for Sustainable Tourism Destination Management.
- Device with internet access and access to office applications: spreadsheet, document editor, presentation tool and collaborative workspace.
- Example spreadsheet or dashboard structure for visitor-flow indicators.
- Examples of operational tourism data: bookings, capacity, reviews, mobility, surveys and resource indicators.
- Examples of communication tools: CRM, email campaign tools, destination website, apps and social media posts.
- Optional short reading or video on blockchain as an emerging technology in tourism.

5. Guided debate: the instructor moderates discussion on feasibility, adoption, data quality, privacy, cost and sustainability impact.

Core Skills

Green:
Use digital information to reduce pressure on resources, improve visitor distribution and support long-term destination resilience.

Digital:
Use spreadsheets, dashboards, reports, GIS/BI logic, CRM and collaborative platforms to support strategic destination decisions.

Social:
Coordinate stakeholders, communicate visitor-flow decisions and consider impacts on residents, businesses and visitors.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 min	LO1, LO4	Frame the revised focus. Explain why blockchain is no longer the central topic and introduce sustainable destination management as the core problem. Slides 1-2	Listen, ask questions and identify what has changed in the session focus.	PowerPoint slides; instructor prompt.	Opening question: Why should a destination manager prioritise practical digital tools over a single emerging technology?
30 min	LO1, LO2	Explain the monitor-analyse-act logic for sustainable tourism and overtourism management. Slides 3-4	Identify visitor concentration, resource pressure and community impact indicators in a destination scenario.	Slides; scenario notes; spreadsheet or board.	Short applied response: list three data sources and three pressure indicators.
35 min	LO2, LO3	Present the professional tool ecosystem: operational platforms, analytics, communication tools, collaboration platforms and emerging technologies. Slide 5	Map each management need to one or more suitable tools and explain what data each tool provides or uses.	Tool ecosystem matrix; spreadsheet template.	Review of tool-data matrix for relevance and completeness.
25 min	LO4	Present blockchain as an emerging trend. Clarify what to keep, what to reduce and how to evaluate adoption critically. Slide 6	Compare a dashboard/CRM-based response with a blockchain-based option for the same destination problem.	Mini case; comparison questions.	Contribution to discussion on suitability, feasibility and impact.
45 min	LO2, LO3, LO5	Guide the data-to-action workflow and supervise the applied activity on managing visitor pressure. Slides 7-8	In groups, design a one-page digital action plan: data to collect, tools to use, actions to redistribute flows and success indicators.	Action plan template; collaborative document.	Assessment of draft action plan against data, tools, actions and KPIs.
25 min	LO4, LO5	Moderate final discussion on choosing the right technology and summarise key learning outcomes. Slides 9-10	Present the action plan and defend the technology choices using suitability, feasibility and impact criteria.	Presentation slide or one-page plan.	Peer/instructor feedback and final reflective question.

Recap / Summary:		Students learned to connect office applications and professional digital tools with sustainable tourism destination management. They practised identifying destination data, selecting realistic tools, designing coordinated visitor-flow actions and critically evaluating whether a technology is suitable, feasible and impactful. Blockchain was addressed as a possible emerging trend, not as a universal solution.			
Link to next session and/or follow up action:		The next session can build on the action plan by exploring how PMS, AI-supported analytics and predictive reporting can improve operational planning, visitor experience and resource efficiency in tourism and hospitality organisations.			

Lesson Plan

Programme/course: Use of office applications	**Subject:** Optimisation of integrated management systems (PMS) with AI and predictive analysis in accommodation
Link to Scheme of Work/Training Schedule: Week / session 3	**Duration:** 3 hours
Learning Level: EQF Level 7	

Learning aim for the lesson:

1. Teach how to use artificial intelligence and predictive analytics to improve hotel management systems, optimising the customer experience and operational efficiency.
2. Explore the use of AI for managing reservations, personalising the customer experience and improving hotel profitability.

Competencies/Learning Outcomes:

1. Apply AI to property management systems (PMS) to improve the customer experience in tourist accommodation. LO4
2. Develop predictive models to anticipate demand and optimise hotel occupancy. LO5
3. Create digital strategies to improve profitability through process automation in the hotel industry. LO6

Methodology recommendations:

- Theoretical exposition: presentation on the use of AI and predictive analysis in tourist accommodation.
- Practical simulation: create a predictive model for optimising hotel reservations.

Resources:

- Digital tools: PMS software with AI capabilities and predictive analytics.
- Case studies: AI use cases in optimising hotel operations.
- Materials: videos and guides on the use of AI in hotel management.
- Artificial intelligence (AI) use in travel and tourism - statistics & facts https://www.statista.com/topics/10887/artificial-intelligence-ai-use-in-travel-and-tourism/
- Juniper Travel Technology drives the digital transformation of tourism with AI https://ejuniper.com/en/digital-tourism-transformation-with-ai/

- Teamwork: develop a strategy for implementing AI in hotel management.
- Discussion forum: reflection on the challenges and benefits of AI in the hotel industry.

Methods examples:

1. Case study and critical analysis:
   ● Description: study of real cases on the use of AI and predictive analytics in the hotel industry. Students will analyse the cases and discuss the strategic decisions that will be made using these technologies.
   ● Example: study of a case in which a hotel uses an AI-based PMS system to predict demand and adjust prices dynamically, maximising revenue. Students will analyse the results obtained and propose improvements.
2. Practical work with simulators :
   ● Description: use of AI-based PMS software to allow students to experiment with real-time reservation management and demand prediction.
   ● Example: use a hotel management simulator to manage a series of customer reservations, adjust prices based on predictive demand and measure the performance of the strategy adopted.
3. Project-based learning method :
   ● Description: students work on practical projects where they develop and implement strategies for optimising PMS systems using AI and predictive analytics. Throughout the project, students apply what they have learned to create a functional solution.

   ● Example: create a strategy to implement a system of dynamic pricing and personalisation of the customer experience in a hotel using AI, with the aim of improving profitability and customer satisfaction.

Core Skills

Green:	**Digital:**	**Social:**
Apply AI to reduce the use of resources in hotel management and improve operational sustainability.	Use AI tools to create predictive occupancy models and optimise reservation management.	Foster collaboration in multidisciplinary teams to implement technological solutions in the hotel sector.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
30 minutes	Understand property management systems (PMS) and their relationship with AI and predictive analytics. LO4	Explain the basic concepts of PMS, AI and predictive analytics applied in the hotel industry. Slides 1-4	Listen and take notes, ask questions.	Slides and explanatory videos.	Short question: 'How are prices optimised in the hotel industry using AI?'
45 minutes	Apply AI to forecast room demand and adjust prices. LO4	Practical demonstration of a PMS system with AI to predict demand and adjust prices dynamically. Slide 5	Use the system to adjust prices according to demand predictions.	Simulators of PMS systems with AI (e.g. RoomRaccoon).	Evaluation of the price adjustment made with AI.
45 minutes	Develop a plan to implement a dynamic pricing system using AI. LO5 LO6	Guide students in creating a dynamic pricing strategy using AI and predictive analytics. Slide 6	Create a dynamic pricing strategy for a hotel, using AI to predict demand.	Dynamic pricing simulation software (e.g. PriceLabs).	Evaluation of the strategy proposed by each group.
30 minutes	Reflect on the benefits of AI-enabled PMS systems in improving profitability. LO5 LO6	Moderate a debate on how the implementation of an AI-enabled PMS can improve hotel profitability. Slide 7-10	Actively participate in the debate and present your vision on the impact of AI.	Online discussion forum..	Active participation in the debate and justification of the perspective.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
30 minutes	Evaluate the applicability of PMS systems with AI in improving the customer experience. LO4 LO5	Summarise the advantages of using AI in price management and personalising the customer experience. Slides 11 and 12	Reflect on how these systems can be applied in their own work contexts.	Summary of slides and additional resources.	Final question: 'How would you improve the customer experience by using an AI PMS system?'
Recap / Summary:		The students learnt to apply AI and predictive analytics in hotel management systems (PMS), optimising occupancy and improving the customer experience. They created strategies for the implementation of these technologies and discussed the associated benefits and challenges.			
Link to next session and/or follow up action:		There aren't any.			

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Communication and Collaboration. Interacting Through Digital Technologies
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 1 hour 45 min
Learning Level: Level 3	
Learning Aim for the Lesson: To ensure students learn what online interaction is, its types and modes of interaction	
Competencies / Learning Outcomes: 1. Be aware of various ways of interacting with clients/guests, co-workers, partners and other stakeholders through digital technologies (devices and applications). 2. Understand how digital communication is distributed, displayed and managed**.** 3. Recognise the role of the application of digital technologies in creating and building closer and stronger relationships with clients/ guests through the products personalised experience and quality of service. **Methodology recommendations** Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching digital skills related to social media and marketing involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Social media plays a crucial role in teaching digital skills, highlighting the distinction between personal and professional use and enabling activities like data collection and campaign design. The adaptation to artificial	**Resources:** Laptop and projector Wi-Fi or internet connection Students' own devices Flipchart paper and pens Pens / highlighters

intelligence (AI) and Virtual Reality (VR) systems for learning should be addressed, including practical and moral issues regarding the transition towards digital tourism. **Examples of methods** Social Media and Marketing: Study real-time interactions with customers on various platforms, learn to manage online reviews, and maintain corporate images. Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress.	

Core Skills		
Green:	**Digital:** D.4 Interacting though digital technologies	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 – 3.** Welcome, housekeeping and timings for the session. Outline the aims and contents of the session.	N/A	PPT slides 1 -3	N/A
5 mins	LO1	Display **PPT slide 4** to facilitate the discussion on online customer engagement. **How do you communicate in an online environment?** **Does the online environment require different types of communication skills?**	Students discuss online interaction.	PPT slide 4	Active participation in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Students discuss online interaction. Then the instructor leads a discussion about the specifics of communication in the online environment.			
10 mins	LO1	Display **PPT slides 5-7.** Instructor explains the essence of online interaction, its importance and the benefits. **Online Interaction:** ● Is the dialogue, communication and social interaction between and/or among physically separated participants in **online** learning environments with the support of educational technology ● Involves individuals or groups engaging in a communication process that is taking place over the Internet or technology network environment ● Serves as one of the most prominent features of the online shopping environment ● Provides consumers with interactive tools that are conducive to attracting consumers' attention and enable consumers to perceive and experience online shop interaction and enterprises ● Consumers' perceived interaction shapes their attitudes and purchase behavior ● Interaction with consumers promoted by an enterprise could help to increase the satisfaction and enjoyment of consumers, thereby improving its relationship marketing performance ● Good interactive tools like VR and AR bring more information to the customer while providing real-time feedback on customer demand	Students listen to the presentation, make notes and ask questions as required. Join in group discussion regarding online interaction.	PPT slides 5-7	Notes taken, questions asked and answered. Participation in the group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• By promptly resolving the user's problems, B2C companies can narrow their distance from customers, improve customer service levels, enhance customer satisfaction and even stimulate customers' desire to purchase Instructor facilitates a short group discussion on the content of the slides and explanation above. Prompts using questions if need be. Use questions to contextualize to the tourism industry.			
5 mins	LO1	Display **PPT slides 8-9. Types of online interaction.** The instructor explains about the different types of online interaction – using real life examples to contextualize to the tourist industry – asks students to give some further examples, perhaps by adapting metaverse and AI.	Listen to the explanation and then give some examples.	PPT slides 8-9	Tourism specific examples given.
5 mins	LO1	Display **PPT slide 10.** **Synchronous and asynchronous online interaction** • Synchronous – happens in real time live streaming video and/or audio interactions, chats, chat bots and use of metaverse • Asynchronous – there is a lag in time to respond forums, blogs, video blogs, social media, e-mail	Students are encouraged to provide examples, preferably from the tourism industry.	PPT slide 10	Examples given.
15 mins	LO1-LO2	Display **PPT slides 11-12.** Asynchronous online interaction • Time lag in responding and receiving a response – delayed reaction, but also time to think and elaborate appropriate answer • Publicly available – usually everyone can see the online conversation **Application in tourism**	Students, in small groups to discuss their allocated online asynchronous interaction tools and complete a table of their features and benefits regarding their application in the tourism subsectors:	PPT slides 11-12	Features and benefits identified, especially in relation to tourism.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		For digital marketing, customer relationship management, customer engagement, promotion, company positioning, Instructor splits the students into small groups and allocates one or two online asynchronous interaction tools to each group to discuss and complete a table of their features and benefits. Calls the group back together and gets brief feedback from each group.	• Hotels and accommodation establishments • F&B • Visitor attractions • Travel agencies • DMO		
20 mins	LO1-LO2	Display **PPT slide 13.** **Asynchronous interaction** • Open a Facebook group, related to tourism, e.g. Travel, Tourism, Hospitality industry (https://www.facebook.com/groups/250181131859545/) • Observe the last 5 posts and the related discussions • Prepare appropriate responses for each of them • Establish your own online group or forum on a selected topic • Initiate a discussion and observe how it develops	Students work in small groups.	PPT slide 13	Appropriate and relevant responses to the latest 5 posts. Own online discussion established and observed.
15 mins	LO1-LO2	Display **PPT slides 14-15.** Synchronous online interaction • Requires immediate reaction; often use of emoticons and abbreviations; Netiquette • Software for synchronous online interaction – WhatsApp, Messenger, Viber, Microsoft Teams, Zoom, Skype, Google Meet **Application in tourism** For online business and customer meetings, informal conversations between the employees within a company,	Students, in small groups to discuss their allocated online synchronous interaction tools and complete a table of their features and benefits regarding their application in the tourism subsectors:	PPT slides 14-15	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		immediate Q&A to customers, immediate feedback from customers.	• Hotels and accommodation establishments • F&B • Visitor attractions • Travel agencies • DMO		
20 mins	LO1 LO2	Display **PPT slide 16 Synchronous interaction.** • Each to open up a software for synchronous interaction (e.g. Messenger, WhatsApp, etc.) • Connect with each other and discuss a common topic (e.g. top 10 attractions in a particular destination); use only online interaction, no speaking! • Test all features of the software – response design; emoticons; templates, if any _____ • Separate in two groups and go into different rooms • Open a video conference, using MS Teams, Skype, Zoom, Google meet • Discuss a topic of your own choice • Test all features of the software – raising hand, simultaneous chat, sharing screen, etc.	Students work in small groups.	PPT slide 16	
5 mins	All	**Session round up and questions.**	Students ask questions to clarify understanding.	N/A	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Communication and Collaboration. Interacting Through Digital Technologies
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 1 hour 15 mins
Learning Level: Level 5	
Learning Aim for the Lesson: To ensure students are able to interact online and choose the right tools	
Competencies / Learning Outcomes: 1. Be able to choose the right tool for interacting with the targeted group 2. Be able to gather more information about the clients/guests through different channels and to be able to turn the data into knowledge. **Methodology recommendations** Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching digital skills related to social media and marketing involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Social media plays a crucial role in teaching digital skills, highlighting the distinction between personal and professional use and enabling activities like data collection and campaign design. The adaptation to artificial intelligence systems for learning should be addressed, including practical and moral issues regarding the transition towards digital tourism. **Examples of methods**	**Resources:** Laptop and projector Wi-Fi or internet connection Students' own devices Flipchart paper and pens Pens / highlighters

Social Media and Marketing: Study real-time interactions with customers on various platforms, learn to manage online reviews, and maintain corporate images. Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress.	

Core Skills		
Green:	**Digital:** D4. Interacting through digital technologies	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 – 4.** Welcome, housekeeping and timings for the session. Outline the aims and contents of the session.	N/A	PPT slides 1 -3	N/A
10 mins	LO1	Display **PPT slide 5** to facilitate the discussion on online customer engagement. **Which is your favourite tool for online interaction – for personal and business purposes?** **How do you select the most appropriate tools to communicate in online environment?** Students discuss online interaction. First, they share their personal experience and then the instructor leads a discussion about the most appropriate tools including metaverse.	Students discuss online interaction. First they share their personal experience and then discuss the most appropriate tools.	PPT slide 5	Active participation in group discussion.
5 mins	LO1	Display **PPT slides 6-7.** Instructor reminds the group of the main tools of online interaction, the core and importance of online interaction:	Students listen to recap and ask questions as required. Make notes as necessary.	PPT slides 6-7	Questions asked and answered. Notes made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• **Online Interaction** is the dialogue, communication and social interaction between and/or among physically separated participants in **online** learning environments with the support of educational technology • Involves individuals or group engaging in a communication process that is taking place over the Internet or technology network environment • Interaction serves as one of the most prominent features of the online shopping environment. Online enterprises provide consumers with interactive tools that are conducive to attracting consumers' attention and enable consumers to perceive and experience online shop interaction and enterprises • Consumers' perceived interaction shapes their attitudes and purchase behavior. Interaction with consumers promoted by the enterprise could help to increase the satisfaction and enjoyment of consumers, thereby improving its relationship marketing performance • Good interactive like AI and AR tools bring more information to the customer while providing real-time feedback on customer demand. By promptly resolving the user's problems, B2C companies can narrow their distance from customers, improve customer service levels, enhance customer satisfaction and even stimulate customers' desire to purchase			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display **PPT 8 Internal online interaction** and instructor explains: Internal online interaction is very useful for internal communication, i.e. within the same company. No matter if there is special software used for the company, like Property Management System (PMS – e.g. Opera, Clock for hotels), or Enterprise Resource Planning (ERP), or any other specialized software, still employees need to interact among themselves to share information or transfer information one to another. This is especially useful when the offices of different departments are located far from each other, or the software used. In this case the most appropriate online tools for interaction are for synchronous/real time communication, in most case using more informal mode, like chat rooms, or chat groups, messaging, etc. E-mail is also used for internal communication, mostly for official information or announces. Instructor asks the students to give examples of when they think this would be the case in a tourism sector (this can be real life from experience or examples of how they may think it will work).	Discuss with students a real situation within the tourism industry. Students to give examples from tourism sector.	Laptop and projector. Wi-Fi or internet connection. PPT slide 8	Participation in group discussion. Examples given from tourism sector.
10 mins	LO1	Display **PPT slides 9-10. External online interaction** and instructor explains: ● Online interaction is also very useful for communicating with persons or organisations OUTSIDE of the company: Employee – Customers online interaction – one of the most important, parts of the overall Customer Relationship Management (CRM), can happen both in synchronous or asynchronous mode – e-mail, reviews, chats.	Students are encouraged to actively provide examples, preferably from the tourism industry.	PPT slides 9-10	Examples given, especially in relation to the tourism industry.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Employee – Stakeholders online interaction – this is B2B communication, which also can happen online – e-mail, video or audio conferencing, chats for more informal communication. Discuss with students a real situation within the tourism industry. Explain that content on the online tools, provided by the company (web site, social media, VR, blog) is the kind of communication the company is having indirectly with all visitors (mostly customers). In this regard this online interaction is asynchronous, but also plays an essential role in the overall CRM and company's positioning and marketing image. Here we can include most of the digital marketing tools for online interaction and engagement. Customer to Customer online interaction may happen within the peer-to-peer platforms (e.g. TripAdvisor) where they share information and discuss their customer experiences. Although the company is not directly involved in this online interaction, it is still crucial for feedback and identifying ways to improve its products and services.			
20 mins	LO1 LO2	Display **PPT slide 11.** Exercise 1. **How to select the most appropriate online interaction tool?** Work in small groups Each group is given a list of apps to research and should complete a table of features and benefits to evaluate the different options, user friendliness and effectiveness for use in tourism and hospitality.	Students compare the different online tools options in the context of tourism and hospitality industries.	PPT slide 11	Comparisons made and options identified, evaluation carried out for effectiveness in the tourism industry.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Online tools: ● Zoom ● Messenger ● WhatsApp ● MS Teams ● Skype ● Google Meet Instructor takes feedback from each group (preferably letting each group feedback on one app each to avoid repetition). After all feedback is received facilitates a group discussion on findings and results of the evaluation on effectiveness.			
15 mins	LO1 LO2	Display **PPT slide 12.** In the same groups carry out exercise 2. **How to select the most appropriate online interaction tool?** Which online interaction tool would you choose and why for the following situations? Choose your role either as a tourist, or as a tourism/hospitality employee: ● Booking a room/tour/guiding services, etc. ● Arranging an event ● Complaining and claiming refund ● Engaging a client ● Asking for more details/information on a particular service/product Instructor brings the groups back together and takes feedback from each group (preferably letting each group feedback on one app each to avoid repetition). Facilitates group discussion on outcomes.	Students think about particular scenarios from the tourism industry and decide which online interaction tool would be the most appropriate.	PPT slide 12	Participation in small group work. Choices each group made. Answers feedback. Group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	All	Display **PPT slides 13 -14.** **Session round up and questions**	Students ask questions to clarify understanding.	PPT slides 13-14	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Communication and Collaboration. Interacting Through Digital Technologies
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 2 hours
Learning Level: Level 7	
Learning Aim for the Lesson: To ensure students are able to interact online and engage customers	
Competencies / Learning Outcomes: 1. Be able to appraise different ways to boost customers/guests engagement. 2. Be able to evaluate the appropriate use of digital technology to interact and identify communication means. **Methodology recommendations** Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching digital skills related to social media and marketing involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Social media plays a crucial role in teaching digital skills, highlighting the distinction between personal and professional use and enabling activities like data collection and campaign design. The adaptation to artificial intelligence systems for learning should be addressed, including practical and moral issues regarding the transition towards digital tourism. **Examples of methods**	**Resources:** Laptop and projector Wi-Fi or internet connection Students' own devices Flipchart paper and pens Pens / highlighters

Social Media and Marketing: Study real-time interactions with customers on various platforms, learn to manage online reviews, and maintain corporate images. Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress.	

Core Skills		
Green:	**Digital:** D.4. Interacting through digital technologies	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 – 4.** Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session.	N/A	PPT slides 1-3	N/A
10 mins	LO1	Display **PPT slide 5** to facilitate the discussion on online customer engagement. **How do you express your personal engagement in an online environment?** **How important is engagement in online environments?** Instructor leads a discussion about the online engagement.	Students discuss online engagement. First, they share their personal experience and then discuss online engagement.	PPT slide 5	Active participation in group discussion.
5 mins	LO1	Display **PPT slide 6.** Instructor reminds the group of the main tools of online interaction, the core and importance of online interaction: • **Online Interaction** is the dialogue, communication and social interaction between and/or among physically separated participants in online learning environments with the support of educational technology	Students listen to recap and ask questions as required. Make notes as necessary.	PPT slide 6	Questions asked and answered. Notes made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Involves individuals or groups engaging in a communication process that is taking place over the Internet or a technology network environment • Interaction serves as one of the most prominent features of the online shopping environment. Online enterprises provide consumers with interactive tools (i.e. metaverse and AI) that are conducive to attracting consumers' attention and enable consumers to perceive and experience online shop interaction and enterprises • Consumers' perceived interaction shapes their attitudes and purchase behavior. Interaction with consumers promoted by enterprise could help to increase the satisfaction and enjoyment of consumers, thereby improving its relationship marketing performance • Good interactive tools bring more information to the customer while providing real-time feedback on customer demand. By promptly resolving the user's problems, B2C companies can narrow their distance from customers, improve customer service levels, enhance customer satisfaction and even stimulate customers' desire to purchase			
5 mins	LO1	Display **PPT slide 7** and instructor explains what an online engagement is. **Engagement is the online catalyst that converts prospects to customers, customers to loyal customers, and loyal customers to vocal brand advocates**	Listen to explanation and ask any questions.	Laptop and projector. Wi-Fi or internet connection. PPT slide 7	Notes taken and questions asked, comments made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Customers that aren't engaged are less likely to value your product and are more likely to churn (and become customers of your competitors). Conversely, engaged, happy customers will provide valuable feedback to help you improve your product, will be advocates for your brand and will refer new customers to grow your customer base.			
10 mins	LO1	Using **PPT slides 8-10** The online engagement spectrum, the instructor explains all modes of online customer engagement. Whilst explaining the instructor should ask questions and ask students to give examples from the tourism industry.	Students are encouraged to actively provide examples, preferably from the tourism industry.	PPT slides 8-10	Questions asked and answered. Examples given.
10 mins	LO1 LO2	Display **PPT slide 11.** The instructor facilitates / leads a group discussion: ● Think about the online customer engagement in tourism and hospitality. How does it differ from the other sectors/industries? ● Who is responsible for the online customer engagement in a hotel/restaurant/travel agency/visitor attraction? ● What do you think about integrating chat-bots, metaverse, AI and other technological forms of digital interaction (e.g. voice assistants) to serve customers? Outline their pros and cons, compared to the human-driven interaction tools The instructor should make sure that all students are engaged and joining in with the discussion. If it is a large group – consider splitting the students into two or three smaller groups to ensure all are engaged.	Students discuss the questions, posing different points of view, discuss them from a managerial perspective.	PPT slide 11	Participation in the group discussion.
10 mins	LO1 LO2	**Display PPT slide 12.** Instructor introduces the steps for building online customer engagement through online interactions.	Students listen to explanation and make notes. Ask questions as required.	PPT slide 12	Notes made and questions asked.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Steps to create effective engagement (Source: https://acquire.io/blog/customer-engagement-strategies): 1. Define your customer journey map – Know who your customers are and where they come from 2. Identify points of interaction– How your customers interact with you helps identify customer engagement platforms 3. Observe their behavior in real-time – Analytics help you better understand and fulfill your customers' requirements. 4. Offer personalized service – Personalization addresses current customer demands. Generic marketing will not work. Customers will abandon, preferring brands offering more personalized conversations 5. Observe how many prospects accept the offer and take action – Creating customized offers prompts action from your customers. Measure the number of activities to determine the success of your strategy 6. Observe how many of the engaged users bounced off without taking action – Bounce rate tells you a lot about the health of your customer service and the experience your customer engagement platforms offer 7. Take feedback on board – Feedback is a gift. Regular surveys help you understand customers' expectations. Send a short inquiry to churned customers. Find out what went wrong Instructor can choose a particular tourist company/brand and illustrate at each step with an example from this company.			
15 mins	LO1 LO2	**Display PPT slides 13 – 17.** Instructor works through the slides explaining general tips for customer engagement using online interaction tools, including	Students are encouraged to provide examples of the cited tips for the tourism and	PPT slides 13-17	Examples given are relevant and contextualized to

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Web site, blogs, online content, social media, e-mail, chat rooms, chat-bots, reviews and review sites. As going through the slides, the instructor asks students for examples making sure they are relevant to the tourism and hospitality industry.	hospitality industries as working through the slides.		the tourism and hospitality industry.
45 mins	LO1 LO2	Display **PPT slide 18 Workshop.** **Building an online customer engagement strategy** Instructor divides the group into smaller groups to carry out steps 1 – 3. After the allocated discussion time (suggest 20 mins), asks two groups to work together to carry out step 4 (10 mins). Then once step 4 has completed, they go back into their own groups to carry out step 5 (10 mins). 1. Select different tourist companies/brands (one from each subsector) 2. Determine all online interaction channels for this company 3. Develop together a strategy/map for the most effective online customer engagement 4. Test your strategy with your peers, asking them how they would react to your actions 5. Outline the specific features of your company/brand that would require relevant approach Brings the groups together and facilitates a feedback and discussion session to round off the activity.	In small groups students select different tourist companies or brands and plan effective strategies for building online customer engagement, following the steps from slide 12 and applying the tips from slides 13-17 in tourism industry context.	PPT slide 18	Results from and participation in the small group discussions, the two-group discussions and the whole group feedback and discussion.
5 mins	All	**Session round up and questions.**	Students ask questions to clarify understanding.	N/A	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Communication and collaboration. Sharing through digital technologies
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 1 hour 30 min
Learning Level: Level 3	
Learning Aim for the Lesson: To ensure students understand what the benefits of sharing data and information and digital content are, to learn various ways and tools of sharing data.	
Competencies / Learning Outcomes: 1. Be able to understand the benefits of sharing data, information and digital content across an organisation 2. Be aware of various ways of sharing data, information and digital content through digital technologies (web based platforms, business applications, virtual meeting tools). 3. Be able to select appropriate well-defined and routine digital technologies to share data, information and digital content **Methodology recommendation:** ● Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. ● Digitalization opens vast opportunities for growth and allows for the filling of voids in various fields, including but not limited to marketing, social media, artificial intelligence, destination development etc. ● Attention spans are decreasing, requiring the ability to make an impact quickly in a constantly changing digital market.	**Resources:** Laptop & projector Wi-Fi or internet connection Students' own devices Flipchart paper & pens Pens / highlighters

Examples of methods: • Using AI tools for data collection and analysis, demand and price forecasting, marketing, and other subjects. • Utilising social media professionally to analyze customer relationship management or design social media campaigns. • Self-Learning: Encourage learners to explore and learn independently. • Presentations: Require students to present and explain their understanding of green skills and their role in sustainable tourism.	

Core Skills		
Green:	**Digital:** D.5 Sharing through digital technologies	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-3.** Welcome, housekeeping and timings for the session. Outline the aims and contents of the session.	N/A	PPT slides 1-3	N/A
10 mins	LO1	Display **PPT slide 4** to facilitate an opening discussion. ***Why Share Data? What are the benefits of sharing data? Why not share?*** • ***For the Employees*** • ***For the Organisation*** • ***For the Guests/ Customers/ Visitors/*** • ***For the Partners***	Students work in to four groups. Within the group they discuss the benefits and concerns relating to sharing data for the targeted group they are assigned. Afterwards, each group presents their arguments and together the whole group	PPT slide 4	Active participation in small group discussion. Points made during feedback and whole group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After each group has fed back and the whole group have had a discussion, the instructor summarises the benefits of sharing information and data. The answers may vary upon the experience of the participants. Some answers may be: ● Significantly enhance competitive edge ● Improves information ● Better external communications ● Manage guest/customers/ visitors' expectations better ● Improve decision making process ● Help yourself to be more organised ● Better control of data ● Better quality control ● Share knowledge ● Sense of belonging ● Improve collaboration among stakeholders ● Improved communication in between the team members and departments ● Keeps track of customers' behaviours and uses the information to provide them with advice on any services and products of interest	discusses the benefits of sharing data.		
10 mins	LO1 LO2	Display **PPT slides 5-6.** In general, **information sharing** can be understood as *'a set of activities by which information is provided to others, either proactively or upon request, such that the information has an impact on another person's (or persons') image of the world … and creates a shared, or mutually compatible working, understanding of the world'* (Sonnenwald, 2006).	Students listen to the presentation and make notes and ask questions. Students participate in group question, **what other reasons may there be to share information?** Students call out	PPT slides 5-7	Notes made. Answers given to the question about data sharing.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The process of **information sharing** incorporates two major aspects, i.e., giving information to others, and receiving information that has been provided by the information giver. From the transmission point of view, information sharing appears as an activity through which ideas, opinions, facts and documents are transferred from an individual (or group) to other people. The most common verbs depicting the viewpoint of transmission include disseminate, give and provide. Using information sharing intelligently has been shown to be a more effective way to manage any organization. Information sharing is crucial to many businesses, helping to promptly meet customer and client needs through customer relationship systems which share information about products and services and improve access to their customers. Information sharing has also allowed easy availability of credit history details, which helps consumers access more services. Customers have access to a range of different information and could plan a trip i.e. accommodation, transport and visitor's attraction and have all information they might need. The organisations could predict the customer's behaviour and the entertainment they want to experience to enhance customer satisfaction.	reasons why information may be shared and discuss answers.		

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor displays **PPT slide 7** and asks the group, **what other reasons may there be to share information?** Answers could include: ● To meet customers and clients' needs ● To improve collaboration among stakeholders ● To share information about products and services ● To help customers to access more services ● To lower cost ● To make better decisions ● Entertainment ● To avoid data loss ● To collaborate work ● To re-use data and information			
5 mins	LO2	Display **PPT slide 8. How does sharing happen?** The instructor explains about the different types of online interaction: ● Information shared by individuals (such as a video shared on Facebook or YouTube) ● Information shared by organizations (such as the RSS feed of an online weather report) ● Information shared between firmware/software (such as the IP addresses of available network nodes or the availability of disk space) **Synchronous and asynchronous sharing** ● *Synchronous* – happens in real time live streaming video and/or audio interactions, chats, chat bots ● *Asynchronous* – there is a lag in time to respond forums, blogs, video blogs, social media, e-mail	Students are encouraged to actively provide examples of sharing, preferably from the tourism industry.	PPT slide 8	Examples given of online interaction and synchronous and asynchronous sharing. Examples relevant to the tourism industry.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO2 LO3	Display **PPT side 9. Types of sharing tools.** The instructor explains about the different types of online interaction. (Since digital tools for Online interaction are similar, the instructor can refer to Toolkit D4. Online interaction and communication if required.) The instructor goes through each tool to demonstrate how it works for the process of sharing, as well as to explain its pros and cons. As they go through each tool, the instructor asks students for examples of when they have used the tool, where possible relating it to the tourism industry. Instructor explains that the choice of an appropriate tool for online sharing depends on the nature of information (operational details, everyday stuff, personal or company data, documents and files, etc.). Usually, informal chats and apps are used in everyday operations, while official documents and secure data are processed through protected cloud based software.	Students contribute examples from the tourism industry.	PPT slide 9	Examples shared and especially those relevant to the tourism industry.
20 min	LO2 LO3	Display **PPT slide 10. Discussion and workshop 1.** Instructor divides the group into five smaller groups and allocates each of the groups one of the sub-sectors: ● Accommodation ● Food and Beverage ● Visitor Attraction ● Travel Agencies ● Destination Management Discuss how each of the tools used for online sharing of information could be used most effectively in your sub-group. Include in your discussion: ● What type of information sharing is appropriate for each of the tools (within the organization/internal	Students divide into five small groups to discuss the appropriateness, risks and efficiency of each way of sharing the information online and the advantages and disadvantages. Be prepared to feedback your discussion points to the main group.	PPT slide 10	Points raised in each small group. Feedback given.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		use, among the employees, employee-manager; in the communication employee-customers; in the communication employee-partners, etc.) ● Advantages and disadvantages After the allocated time, instructor brings the groups back together and take feedback from each group on their discussion points.			
10 min	LO2 LO3	Display **PPT slide 11. Cloud-based software for file sharing.** Instructor explains that cloud file-sharing is the process of sharing data and files over the internet between multiple users. Sharing through digital technologies is proved to be cost-effective plus time efficient. File sharing is the public or private sharing of digital information or resources. By creating a shared link from the Cloud based software and sharing that link via chat, text, or email, anyone with the shared link can view and download the file or folder. Shared folders/files give everyone workspace where they can coordinate by uploading content, sharing files, adding folder descriptions, and assigning to-dos. Any edits anyone makes within the folder will be immediately synchronized to other members, for quick and easy collaboration in real-time. The range of capabilities of cloud-based software products is incredible. Many of them specialize in a specific area. For example: ● Dropbox and SugarSync focus on keeping a synced folder accessible everywhere	Students listen to presentation on file sharing and then share experiences they have of using file sharing.	PPT slide 11	Notes made. Experiences shared.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• SpiderOak emphasizes security Some cloud storage services, such as Apple iCloud, Google Drive and Microsoft OneDrive, are generalists, offering not only folder and file syncing, but also media-playing and device syncing, offering real-time document co-editing. Instructor asks students what experiences they have had of file sharing – facilitate a brief discussion around experiences and products used.			
10 mins	LO2 LO3	Display **PPT slide 12. Discussion and activity on cloud-based file sharing.** The instructor demonstrates how the cloud based sharing works by sharing a document via cloud based software. Ask each student to amend the document. Once all students have made an amendment, the instructor shows the history of the document. Instructor facilitates a discussion about the advantages and disadvantages of using a file sharing tool.	Activity**:** Students are given access to a document in a file hosting site. Students edit the document. Students look at the history of the document. Discuss advantages and disadvantages of using the tool.	PPT slide 12	Shared document accessed and edits made as per instructor instruction. Advantages and disadvantages of file sharing highlighted.
5 mins	All	Display **PPT slides 13-14.** **Session round up and questions**	Students ask questions to clarify understanding.	PPT slides 13-14	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Communication and collaboration. Sharing through digital technologies
Link to Scheme of Work/Training Schedule: Session 1	**Duration:** 1 hour 45 min
Learning Level: Level 5	
Learning Aim for the Lesson: To ensure students understand the application and impact of sharing technology, know how to attribute and reference when sharing information	
Competencies / Learning Outcomes: 1. Be able to understand the application and impact of sharing technology. 2. Be able to choose the right tool for sharing data, information and digital content. 3. Be able to illustrate well-defined and routine referencing and attribution practices **Methodology recommendation:** ● Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. ● Digitalization opens vast opportunities for growth and allows for the filling of voids in various fields, including but not limited to marketing, social media, artificial intelligence, destination development etc. ● Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. **Examples of methods:**	**Resources:** Laptop & projector Wi-Fi or internet connection Students' own devices Flipchart paper & pens Pens / highlighters

• Social Media and Marketing: Study real-time interactions with customers on various platforms, learn to manage online reviews, and maintain corporate images. • Asynchronous Learning: Use digital tools like Google Meet or Zoom for remote learning, especially when in-person classes are not possible. • Use of Technology: Online tools, AI like ChatGPT, and virtual working spaces like zoom's break out rooms are used for teaching and learning. • Evaluating the impact of online reviews on the reputation of a tourism business.	

Core Skills		
Green:	**Digital:** D.5 Sharing through digital technologies	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-4.** Welcome, housekeeping and timings for the session. Outline of the aims and contents of the session.	N/A	PPT slides 1-4	N/A
10 mins	LO1	Display **PPT slide 5** to facilitate an opening discussion: • What personal and corporate information can you share online? • How do you decide which information is safe to share? • What would be the consequences (for the person and for the company) of sharing inappropriate information?	Students join in the discussion and share their thoughts on share information online.	PPT slide 5	Active participation in group discussion.
5 mins	LO1 LO2	Display **PPT slides 6-7.** Information Sharing – general presentation. Instructor recaps on the main points from Level 3.	Students listen to recap.	PPT slides 6-7	
5 mins	LO2	**Information sharing** Instructor explains about the nature of information to be shared being a factor in choosing the most appropriate tool for	Group discussion: • What should be taken into account	PPT slides 8-9	Answers given to the questions and points raised

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		sharing it. Instructor asks the group **what do they think this means?** Instructor facilitates a discussion on what tools students think it is appropriate to use for sharing information online and **what the content should be?** Instructor displays **PPT slide 8** and summarizes the discussion. Instructor explains there are three main types of sensitive information: ● Personal information: ○ Sensitive personally identifiable information - biometric data, medical information. ○ Financial information (PIFI) and ○ Unique identifiers such as passport or Social Security numbers. ● Business information: ○ Sensitive business information includes anything that poses a risk to the company in question if discovered by a competitor or the general public. ○ Such information includes trade secrets, acquisition plans, financial data, supplier and customer information, among other possibilities. ● Classified information: ○ Pertains to a government body and is restricted according to level of sensitivity, but it goes beyond the scope of this module All organizations have sensitive information that requires protection, and that sensitive information physically resides on some form of media. In addition to primary storage, backup storage must also be considered. It is also likely that sensitive	when choosing a tool to use to share information? ● What about the content being shared, what should it be? Students listen to presentation and make notes.		during group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		information is transferred, whether internally or externally, for use. Wherever the data exists, there must be processes that ensure the data is not destroyed or inaccessible (a breach of availability), disclosed (a breach of confidentiality), or altered (a breach of integrity). Display **PPT slide 9** and explain that people handling sensitive information should be trusted individuals who have been vetted by the organization. They must understand their role in the organization's information security position. Sensitive information should be subject to strict policies regarding its handling. Policies should require the authentication of the person responsible for the information.			
10 mins	LO2	**Sharing sensitive information.** Instructor displays **PPT slide 10** and asks the students what their thoughts are regarding the statement "Once Posted, always posted"? Instructor facilitates a brief discussion. Instructor displays **PPT slide 11** and discusses with students the risks and procedures of sharing sensitive information: ● List all people who have access to the sensitive information, create Authentication protocols for controlled access (for more info on this matter refer to Toolkit D14 and D15 – Safety and protecting devices and data) ● List all vendors/third parties to whom the information should be shared; outline the particular data (in detail) each of the vendors needs to be shared ● Share Only the Minimum Information Required. Don't Provide More Info than Necessary	Group discussion: "Once posted, always posted". Students listen to the presentation on risks and procedures of sharing sensitive information and add in comments and questions as required.	PPT slides 10-11	Points made in discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Use tools for encrypted information, or specialized certified internal software for sharing sensitive information			
25 mins	LO2	**Discussion activity.** Instructor displays **PPT slide 12** and splits the students into three small groups to discuss the three points: 1. Identify what kind of sensitive information is stored in tourist companies (on the PMS/hotels, restaurants, internal documents, customer data/CRM, etc.) 2. Think about situations when part of this information should be shared within the tourist company, or outside of it (e.g. travel agencies transferring bookings to primary suppliers, regular reports between partners – hotels, tour operators, visitor attractions; transferring customer data among hotel departments, etc.) 3. Discuss how exactly this information is shared (step by step process), who is eligible to share it, to access it, to store it, to use it, how information is protected from leakage or theft After the allocated time instructor brings the groups back and takes feedback from each group. To avoid repetition instructor gets each group to feedback on Question 1, 2 or 3. After each feedback, instructor checks with other two groups if they have anything to add.	In small groups, students discuss all three questions and prepare to feedback. Students' feedback on one of the questions, as instructed by the instructor. Students listen to the feedback from the other groups and prepare to add in any missing points or discuss any points that they are not sure about or disagree with.	PPT slide 12	Points raised in small group discussion. Presentation of feedback on small group discussion. Points made in addition to or argument against points raised by other groups.
15 mins	LO3	**Intellectual property concerns, attribution and referencing in sharing through digital technologies.** The instructor works through **PPT slides 13-17** and presents information, asking students questions and their thoughts / opinions / experiences as going through the slides and the information in the speaker notes.	Students listen to presentation, ask questions and share experiences, make comments as required and/or relevant.	PPT slides 13-17	Notes made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
25 mins	LO3	**Discussion and activity.** Instructor displays **PPT slide 18** and sets the students a paired activity: 1. Select a destination, hotel chain, airline, visitor attraction or any other tourism related company 2. Prepare a brief report-presentation about it using the available public information and properly referencing the sources 3. Share the report using cloud software and discuss the importance of sharing through digital technologies 4. Outline different situations from the tourism industry when sharing is necessary, ensuring attribution and referencing the sources 5. Be prepared to share your report and your discussion points from steps 3 and 4. After the allocated time, the instructor takes feedback from the pairs, asking each pair to feedback on one step only to avoid duplication. After each pair has given feedback, the instructor asks remaining pairs if they have anything to add, or if they disagree etc.	Students work in pairs and carry out steps 1-4. Prepare notes / presentation to feedback to main group. Students listen to feedback from other pairs and add comments / thoughts etc where required.	PPT slide 18	Report prepared with sources suitably referenced. Report uploaded to Cloud shared area. Points raised for steps 3 and 4. Comprehensive and logical feedback given. Points made /raised in addition to paired feedback.
5 mins	All	Display **PPT slides 19-20.** Session round up and questions	Students ask questions to clarify understanding.	PPT slides 19-20	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Communication and collaboration. Sharing digital technologies.
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 2 hours
Learning Level: Level 7	
Learning Aim for the Lesson: To ensure students know the various tools for sharing and how to apply them taking the role of intermediaries.	
Competencies / Learning Outcomes: 1. Be able to assess the most appropriate digital technologies to share information and content 2. Be able to adapt the intermediation role 3. Be able to evaluate the appropriate use of digital technology for sharing data, information and digital content effectively and safely **Methodology recommendation:** ● Attention spans are decreasing, requiring the ability to make an impact quickly in a constantly changing digital market. ● Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. ● Digitalization opens vast opportunities for growth and allows for the filling of voids in various fields, including but not limited to marketing, social media, artificial intelligence, destination development etc.	**Resources:** Laptop & projector Wi-Fi or internet connection Students' own devices Flipchart paper & pens Pens / highlighters

Examples of methods: ● Integration of emerging technologies and interdisciplinarity in course design. ● Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. ● Utilising social media professionally to analyze customer relationship management or design social media campaigns. ● Designing a digital marketing campaign for a tourism destination using various online platforms and tools.	

Core Skills		
Green:	**Digital:** D5 Sharing through digital technologies	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time, they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-4.** Welcome, housekeeping and timings for the session. Outline the aims and contents of the session.	N/A	PPT slides 1-4	N/A
10 mins	LO1	Display **PPT slides 5-6. Information Sharing** – general presentation to recap the main points from Levels 3 and 5. See speaker notes. Instructor checks if there are any questions before moving on.	Students listen to recap and ask any questions if required.	PPT slides 5-6	Questions asked and answered to confirm ready to move on.
5 mins	LO1	Instructor displays **PPT slide 7** and shares the quote from Berger and Luckmann: The goal of sharing information is to provide information to others, either proactively or upon request, such that the information has an impact on another person's (or persons') image of the world, i.e., it changes the person's image of the world, and	Students listen to introduction about information sharing and if appropriate share an experience from the tourism industry.	PPT slide 7	Notes made Questions asked and answered. Experiences shared.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		creates a shared, or mutually compatible working understanding of the world (Berger and Luckmann 1967.) Information sharing includes providing information, confirming the information has been received, and confirming that the information is jointly understood. Information sharing is an important component of information behavior. It is an essential activity in all-collaborative work and helps to bind groups and communities together (e.g., Davenport & Hall 2002.) When working together in a group or team, members must continually provide information to others and mutually understand and use information others provide. When information is not effectively shared, collaborative group work fails. Instructor shares a contextualised experience to illustrate from the tourism industry or encourages students to share their experiences.			
10 mins	LO2	**Sharing as intermediation.** Instructor displays **PPT slide 8** and explains the requirements for sharing information: ● People handling sensitive media should be trusted individuals who have been vetted by the organization. ● They must understand their role in the organization's information security position. ● Sensitive media should have strict policies regarding its handling. ● Policies should require the inclusion of written logs detailing the person responsible for the media.	Students listen to presentation and ask questions if required.	PPT slides 8-9	Notes made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Display **PPT slide 9** and explains about sharing as an intermediary**:** ● The responsibility of being an intermediary for sharing information and content through digital technologies. ● Adapt the intermediation role ● Technological gatekeepers, i.e., individuals receiving information from a variety of sources external to his or her organization and acting as an information source for his or her colleagues (Allen, 1977) ● The concept of information exchange involves reciprocal, multidirectional information exchange, while information sharing describes a single, one-directional activity ● From the ritual viewpoint of communication, information sharing appears as activities that bring people together. The emphasis is placed on two-way communication based on the mutual exchange of ideas, opinions and information objects such as documents serving the ends of maintaining communities in everyday contexts. ● Both approaches are applicable when working in the tourism industry and using digital technologies for sharing information. ● Information sharing was operationalised as an activity constituted by delivering ideas and opinions articulated in written messages. ● The viewpoint of transmission was indicated by expressions such as ‘posting personal opinions of interest’ and ‘uploading materials or contents (e.g. video clips, links to news webpages) from other websites; ‘uploading materials or contents’ is a form of sharing oriented by the			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		expectation that such material would be potentially useful for others.			
5 mins	LO1 LO2	The instructor asks, **"how is shared information used in tourism?"** and facilitates a short discussion. Display **PPT slide 10** to summarise the discussion and explain the different functions of sharing information in Hospitality and Tourism.	Students answer the question as a group and participate in short discussion.	PPT slide 10	Answers given and points raised in the group discussion.
25 mins	LO2	**PPT slide 11 - Discussion and workshop.** Instructor sets out the activity. First, each students works on their own to find examples of tourist companies from the 5 subsectors (accommodation, F&B, travel agencies, visitor attractions and DMOs) and look at how they use information sharing through technologies for their marketing or operations. After the allocated time, the instructor brings the group together and facilitates a discussion around their findings, and: a) Discuss with the rest of the group the importance of sharing in the digital communications b) Discuss the responsibility of sharing appropriate and true information, demonstrating with both positive and negative examples from the tourism industry	Students work individually on their own devices to look at information sharing between the five tourism sub-sectors. After the allocated time, students share findings with the rest of the group and discuss points a) and b).	PPT slide 11	Findings from research on information sharing between the five tourism sub-sectors. Presentation of findings and discussion points made around own and colleagues' findings and the questions raised in a) and b).
10 min	LO3	**Challenges, concerns and barriers for the sharing.** Instructor asks the students **"what they think the hidden challenges are in sharing?"** after brief discussion, the instructor displays **PPT slide 12** to summarise the discussion. Instructor displays **PPT slide 13** and explains about concerns in sharing information and data.	Students answer the questions that the instructor poses and discuss in the group the consequences of each of the challenges for the tourist company	PPT slides 12-14	Answers given and discussion points made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor asks the **students "what are the barriers to information sharing?"** and facilitates a discussion. The instructor displays **PPT slide 14** to summarise the discussion**.**	and for the individuals/customers.		
15 min	LO3	Display **PPT slide 15 - Discussion and workshop.** Instructor splits the students into smaller groups and asks them to discuss: ● Particular concerns about sharing information in the tourism industry and its subsectors. ● The consequences of each of above challenges for the tourist company and for the individuals/customers. ● How the shared contents/data may impact the process of sharing? After the allocated time, the instructor brings the groups together and takes feedback, then facilitates a brief whole group discussion.	Students discuss the concerns about and consequences of sharing data in their small groups and then feedback to whole group. Students participate in whole group discussion.	PPT slide 15	Points noted in the small group discussion. Feedback given. Points raised in the whole group discussion.
10 mins	LO1 LO3	Display **PPT slides 16-17. Information management and how to share information effectively.** Instructor explains: ● Information management (IM) is the process of collecting, storing, managing and maintaining information in all its forms. Information management is a broad term that incorporates policies and procedures for centrally managing and sharing information among different individuals, organizations and/or information systems throughout the information life cycle. ● Information management is generally an enterprise information system concept, where an organization produces, owns and manages a suite of data. ● Information management deals with the level and control of an organization's governance over its information assets. Information management is typically achieved through purpose-built information management systems and by	Students listen to presentation and make notes. Ask and answer questions and make comments as required.	PPT slides 16-17	Notes made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		supporting business processes and guidelines. Moreover, IM also focuses on how that information is shared and delivered to various recipients, including individuals and different computing devices such as an organization's website, computers, servers, applications and/or mobile devices. ● Sharing is part of the overall information management in any corporate organization. Therefore, an efficient Information management would facilitate the process of sharing within and outside of the company. ● Sharing best practices in organizations has always been considered vital for continuous development. The main objective is to recognize the optimum method of doing something—whether in the industry or within your organization—and to distribute the knowledge and experience obtained across your organization to make everybody reach the maximum level of performance. ● Theoretically, it seems to be an easy feat. However, in actuality, sharing best practices in companies can be exceptionally challenging in terms of not only recognizing those best practices but also in sharing them across inter-departmental silos. One of the major challenges in this regard is the lack of right tools to make knowledge sharing an easy process for all. ● The choice of an appropriate sharing tool depends largely on the nature of information that should be shared. , On one hand the internal informal details of operations might be shared through simple messaging tools, but should be still secure from external access. On the other hand, official			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		documents and data need a more reliable transmitter, in order to keep it secure: ○ Identify how much information to share. ○ Ensure that you give the right information to right recipient. ○ Ensure that you have consent to share information. ○ Ensure that you share information securely.			
10 min	LO3	Instructor displays **PPT slides 18-20** to explain about: ● Effective sharing process ● The dark side of sharing ● Maintaining professional and personal boundaries Effective data sharing, requires careful thought during these stages of the data development process: 1. Content of the materials and documents to share 2. To decide on the platform or location to deposit their information (files) 3. Preserve the data using a format and media that enable long term reuse 4. Make the data discoverable Oversharing: ● Oversharing ● Balancing value ● Reliable source information ● The erosion of control over the audience Maintaining professional and personal boundaries: ● Check the terms and conditions of sharing information. ● Check with your institution. ● Ask for consent.	Students listen to presentation and ask questions if required. Students share thoughts and experiences, linking to the tourism industry where possible.	PPT slides 18-20	Notes made. Questions asked and answered. Thoughts and experiences shared.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Separate personal and professional lives (Facebook vs LinkedIn). Throughout the presentation the instructor engages students by asking for examples, thoughts and experiences, where possible reflecting the tourism industry.			
10 min	LO3	Display **PPT slide 21** to facilitate the discussion on the benefits and application of sharing information. Explain: Information sharing is an important component of information behaviour. It is an essential activity in all collaborative work and helps to bind groups and communities together. When working together as a group or team, members must continually provide information to others and to some degree mutually understand and use information others provide. When information is not effectively shared, collaborative group work fails. Instructor asks the students: **How does sharing information stimulate collaboration within the team?** **Does it influence the relations with your guests/clients/ visitors?** Instructor facilitates a discussion and then summarises the benefits of sharing information and data. The answers may vary depending upon the experience of the students. Some answers may be: • Providing a fast way to communicate with colleagues (e-mail, instant messaging, microblogging, mobile messaging). • Enhance productivity (word processing, spreadsheet software, presentations). • Enables employees to work with each other's and partners (team rooms, communities, wikis, web conferencing).	Students participate in the group discussion to answer the two questions posed.	PPT slide 21	Active participation in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Support communication by information sharing and internal publishing (intranet, blogs, homepages). • Enables employees to access self-service application online (ERP, CRM, HR systems). • Enables organisations to share ideas, inputs and thoughts from employees (platforms, polling, surveys, forums).			
5 mins	All	**Display PPT slides 22-23.** **Session round up and questions.**	Students ask questions to clarify understanding.	PPT slides 22-23	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Collaborating Through Digital Technologies
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 2 hours 15 mins
Learning Level: Level 5	**Link to Matrix:** D7
Learning Aim for the Lesson: To ensure students are able to use online collaboration software tools	
Competencies / Learning Outcomes: 1. Be able to understand and use online collaboration tools 2. Be able to choose the most appropriate digital tools and technologies for particular tasks and activities. 3. Be able to apply the most appropriate online collaboration software for particular situations or companies **Methodology recommendation:** ● Digitalization opens vast opportunities for growth and allows for the filling of voids in various fields, including but not limited to marketing, social media, artificial intelligence, destination development etc. ● Attention spans are decreasing, requiring the ability to make an impact quickly in a constantly changing digital market. ● Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. **Examples of methods:**	**Resources:** Laptop & projector Wi-Fi or internet connection Students' own devices Flipchart paper & pens https://www.youtube.com/watch?v=RheAIFth-bo https://www.entrepreneur.com/article/336214 https://financesonline.com/top-20-online-collaboration-tools-for-project-managers/ https://startinfinity.com/blog/best-project-management-collaboration-tools https://www.proofhub.com/articles/best-online-collaboration-tools

• Use of Digital Platforms: e.g. SETE's digital platform • End Point Assessment: Assessing students at the end of the learning process to evaluate the understanding and application of learned concepts. • Skills related to virtual tourism, virtual reality, augmented reality, and understanding the importance of artificial intelligence and gamification in the tourism experience. • Case Studies: Present real-life scenarios where students analyze and interpret information to understand the environmental impacts of different tourism practices.	

Core Skills		
Green:	**Digital:** Collaborating Through Digital Technologies	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-4.** Welcome, housekeeping and timings for the session. Outline the aims and contents of the session.	N/A	PPT slides 1-4	N/A
10 mins	LO1	Display **PPT slide 5** to facilitate the discussion on online collaboration tools. Instructor asks the students to: • Share their opinion on different tools that they have used for digital collaboration and supervision • What were the challenges? • What were the benefits? After students have answered the questions, the instructor leads a discussion about the most appropriate tool.	Students discuss online collaboration. First, they share their personal experience and then participate in a discussion about the most appropriate tools	PPT slide 5	Active participation in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display **PPT slides 6-7.** Instructor recaps features of online collaboration and its tools, and the applications in tourism: ● Collaboration in online environment ● Working from multiple different remote places ● Simultaneous work on a particular document ● Options for automated activities or documents production In the current digital age team collaboration may happen also in online format. The COVID-19 pandemics reinforced this process, proving that a team might still work together and collaborate in online environment. The most remarkable benefit of online collaboration tools is that **individuals can connect and contribute to the common task/project from virtually anywhere** on the globe, and does so not only conveniently, but frequently as well. Remote collaboration has been proving successful in putting all team members on the same page, ensuring that they are aware of all project updates. This is true not only for big businesses but for small players as well.	Students listen to recap and ask questions if required.	PPT slides 6-7	Notes made. Questions asked and answered.
5 mins	LO1	Display **PPT slides 8-9, Online Collaboration: The Benefits and the challenges.** ● Increase in the competitive advantage ● Community cohesion ● Value creation ● Knowledge sharing ● Co-creation ● Resource pooling ● Time tracking ● Document production ● Flexibility	Students discuss which benefits and challenges apply to their organisation and team? Students are encouraged to actively provide examples,	PPT slides 8-9	Points made in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Collaboration online without face-to-face contact is not frictionless. There are number of challenges and issues that should be taken into account to be prevented, or solved: ● New skills and hidden 'collaboration work', above and beyond the 'actual work' ● Coordination costs ● Sources of conflict ● Fair distribution of value ● Data security ● Who takes the responsibility of decision making/resource allocation? ● Roles and obligations of each team member to be stated clearly (code of conduct and hierarchy) ● Clear differentiation between project and non-project-based activities	preferably from the tourism industry.		
15 mins	LO1	Display **PPT slide 10, Discussion.** Instructor leads a discussion to refer to the above list and outline examples specifically from the tourism industry of the challenges faced to contextualize. If possible, the examples should come from the students' own experiences and/or organisations. Then the instructor builds on the discussion to see how the organisations overcame the barriers and / or what solutions they put into place. If the students don't have any experiences, the instructor could set out a scenario and ask the students to comment on what they think the solutions are.	Students participate in the discussion and share examples of challenges that the tourism industry face and how they might be overcome.	PPT slide 10	Discussion points made. Relevant experiences shared. Viable solutions suggested to overcome barriers.
10 mins	LO2	Display **PPT slide 11**, **Activities and Digital Collaboration.** Instructor explains which activities and tasks might be implemented through online collaboration tools: ● Project planning ● Project management	Students listen to presentation and ask any questions if required.	PPT slide 11	Notes made Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Sharing ideas • Gaining feedback • Presenting ideas • Research • Communicating • Social media • Digital marketing • Storyboarding • Reporting & statistics • Template management • Tracking history of activities • File and docs management • Progress tracking • Chats & messaging • Calendar management • Data filtering • Task management Instructor briefly explains how these may be used in the tourism industry.			
30 mins	LO1 LO2	Display **PPT slide 12.** Workshop 1 – Instructor splits the students into small groups. Each group select a tourist company from the 5 subsectors, or a particular department (e.g. front office of a hotel, or reservation department in a tour operator, or accounting department of a visitor attraction, etc.). The group outline which activities/operations in this company/department could be implemented through an online collaboration tool and the advantages and possible barriers. After the allocated time the instructor brings the groups back and takes feedback from each group. After each group feedback, the instructor	Students outline which activities / operations in the selected organisation / department could be implemented through an online collaboration tool and the advantages and barriers.	PPT slide 12	Online collaboration activities and tools identified within a relevant department or organisation. Advantages and barriers identified and discussed.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		gives the other groups opportunity to add to, or question, the group's presentation. (If time allows, the instructor may wish to extend this session by giving the groups an opportunity to try out at least one of the tools they listed - each team may select one activity and try to discuss and implement it using a particular app (e.g. planning, task management, etc.)).	Prepare to present findings.		Group presentation. Participation in whole group discussions.
20 mins	LO2 LO3	**Collaboration Software/Tools.** Instructor displays **PPT slide 13** and explains: ● A collaboration software aims at improving cooperation between staff members by offering a seamless means to communicate with each member and handle documents promptly ● Collaboration software helps improve time management, boosts productivity and encourages interactive communication ● The software and program might differ based on the specific needs – project management, communication, collaborative funding, content creation, crowdsourced decision making, writing together, collective knowledge, etc. The instructor shows the **YouTube video** which looks at the **10 best collaboration tools** (8 mins). After it is finished instructor facilitates a brief discussion with the students about their thoughts. https://www.youtube.com/watch?v=RheAIFth-bo Online collaboration tools have changed the way teams work together. This new breed of software **helps individuals work together to accomplish work** more quickly and accurately. They pretty much automate things for us, doing away with emails, home visits, and voicemails whenever we need to get in touch with our colleagues.	Students think about particular scenarios from the tourism industry and decide which online interaction tool would be the most appropriate. Students watch the YouTube video and ask any questions. Students participate in the group discussion and ask questions as required.	PPT slides 13-14 https://www.youtube.com/watch?v=RheAIFth-bo https://www.entrepreneur.com/article/336214 https://financesonline.com/top-20-online-collaboration-tools-for-project-managers/ https://startinfinity.com/blog/best-project-management-collaboration-tools https://www.proofhub.com/arti	Questions asked and answered. Discussion points made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		These apps even **notify people about work-related concerns**, without project managers having to lift a finger. They come in different forms, with various **tools' functionalities crossing over to those of other software categories**. These platforms, depending on user requirements, could take the form of different solutions, including project management software, communication, documentation, file sharing, design, and organizational tools. The software programmes might differ based on the specific features they offer – project management, communication, collaborative funding, content creation, crowdsourced decision making, writing together, collective knowledge, etc. Instructor displays **PPT slide 14** and shows some of the online collaboration tools available and then chooses a couple to briefly look at. In the links in the resources column there are multiple examples of online collaboration software. Instructor can select the most appropriate for the particular group/participants.		cles/best-online-collaboration-tools	
30 mins	LO3	Display **PPT slide 15, Small group activity.** Instructor decides on two different collaboration software apps that would be suitable for the tourism sector and shares the details of the two apps with the group. The instructor splits the students into small groups and allocates each group a different situation from one of the tourism sub-sectors and ask each group to look at how they can use the two collaboration apps to solve/improve the situation. They should compare the two apps to see what would work well, what not so well, which app would be best suited for that particular situation.	In small group make note of the two collaboration apps cited by your instructor and the sub-sector and situation your group are to look at. Use/ review the two collaboration apps to identify	PPT slide 15	Identification of the features that will help to solve the situation. Use of the collaboration tools (if able to). Presentation of findings.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After allocated time, instructor brings the groups back together and each group present back their findings. After each group have presented, instructor facilitates a brief summing up discussion. Examples of situations: **Accommodation/Hotels** ● Employees of different hotels in a hotel chain (i.e. Located in various locations/countries) may work on a common project (e.g. Marketing campaign, pricing, accounting reports) ● Employees of one hotel need to coordinate an event, that requires services from different departments, e.g. Conference facilities, wellness services, restaurants/F&B for coffee breaks and lunches, etc. ● Employees of one hotel, elaborating new marketing strategy, or pricing strategy, etc. ● Introduction of new facility, or any type of training, when employees may discuss any appearing issues, or ask for assistance through the online collaboration system ● External collaboration – hotel representatives, tour operator, transportation company (airline, bus company), guide, etc. – together creating new product like package trip ● External collaboration – hotel employees coordinating suppliers, logistic companies, etc. **F&B** ● Elaboration of a new menu for all restaurants within a hotel property. The same may be applied for a restaurant chain – elaboration of a new seasonal menu for all chain restaurants, each of them proposing their own input	how they can help to solve the allocated situation. Compare the apps' features and appropriateness for the particular situation and/or activities to see: ● What would work well? ● What would not work quite as well? ● Which app would be best suited to that tourism organisation and situation, and why? Be prepared to present your findings.		Discussion points made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Pricing strategy of the restaurant/F&B outlets in a hotel, or for entire restaurant chain • Organization of an event, requiring additional services, apart from F&B, e.g. Wedding with animation and accommodation • Travel agencies • Representatives of a tour operator coordinate and report tourist's arrival and departure in a particular destination • Travel agencies employees together collaborate with its company regarding development of the web site of the agency • Travel agencies with several locations coordinate their reservations, financial and accounting reports • Joint training of several offices • Visitor attractions • Communication with all stakeholders and organizing promotional events • Coordination with tour operators regarding groups visits, requiring guide services and any additional services **DMO** • Communication and coordination with all stakeholders in a destination regarding organizing promotional and marketing campaigns, destination positioning, participation of the DMO at a trade show and any other events • Research studies to receive feedback from tourists and other stakeholders **General, applicable for all:** • Generating ideas/brainstorming regarding new product introduction, or refreshing previous products • Training of a department, or specific skill, or learning how to deal with a new facility (e.g. Robot for room service)			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• - organization of a (promotional) event, requiring involvement of multiple stakeholders			
5 mins	All	Display **PPT slide 16.** **Session round up and questions.**	Students ask questions to clarify understanding.	PPT slide 16	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Communication and Collaboration. Netiquette
Link to Scheme of Work / Training Schedule: Session 1 of 2	**Duration:** 1 hour 45 mins
Learning Level: Level 3	**Link to Matrix:** D8

Learning Aim for the Lesson:
To ensure students develop an understanding of netiquette and rules for ethical behaviour in online environment.

Competencies / Learning Outcomes:

After the end of the session, participants should be able to:

1. Clarify well-defined and routine behavioural norms and know-how while using digital technologies and interacting in digital environments
2. Know and apply netiquette rules for e-mail writing and social media

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching digital skills involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Attention spans are decreasing, requiring the ability to make an impact quickly in a constantly changing digital market. Teaching methods such as videos and asynchronous learning through digital tools have become standardized, especially due to the COVID-19 situation.

Examples of methods:

- Self-Learning: Encourage learners to explore and learn independently.

Resources:

- D8 L3 Session 1 Communication and Collaboration (Netiquette) Power Point Presentation
- Core Rules of Netiquette. Video: https://www.youtube.com/watch?v=FWMk_Zv7nB8
- Furgang, K. (2017). *Netiquette: A student's guide to digital etiquette*. The Rosen Publishing Group, Inc.
- Goldberg, C. (2014). 15 Rules of Netiquette for Online Discussion Boards [INFOGRAPHIC] URL: http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/
- Jenkins, R. (2020). How to Improve Communication Between Generations in the Workplace. URL: https://www.entrepreneur.com/article/352621
- Picard, R. G. (2015). The humanisation of media? Social media and the reformation of communication. *Communication Research and Practice*, *1*(1), 32-41.
- Roper, P. (2020). 12 Ground Rules for Online Discussions. URL: https://www.scps.virginia.edu/uploads/Netiquette.pdf
- Shea, V. (1994). Core rules of netiquette. *Netiquette* (Online ed., pp. 32-45). San Francisco: Albion Books.

• Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. • Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Use of resources such as videos, podcasts, and industry publications.	• Spinks, N., Wells, B. and Meche, M. (1999), "Netiquette: a behav guide to electronic business communication", *Corporate Communications: An International Journal*, Vol. 4 No. 3, pp. 145-155. https://doi.org/10.1108/13563289910288465

Core Skills		
Green:	**Digital:** D.8 Communication and Collaboration. Netiquette.	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 - 3**. Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session.	N/A	PPT slides 1-3	N/A
10 mins	LO1	Display **PPT slide 4** to start with a discussion about the importance of communication: • What is communication? • Why is it important? • Can we avoid it? • Are you a great communicator? • Factors affecting the process After group discussion, the instructor displays **PPT slide 5** and explains: Communication is a process – an activity that serves to connect senders and receivers of messages through space and time. The process is present in all living things.	Students discuss their attitude and experience regarding communication, behaviour rules, why they are important. Students listen to the explanation of communication and etiquette.	PPT slides 4-5	Active participation in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		According to the Oxford dictionary etiquette is the conventional rules of personal behaviour in polite society. It is about being well-mannered, courteous and showing respect for each other. Etiquette is perceived as a set of rules, but in every culture, there are different understandings of “politeness” and “good manners”. Moreover, in large corporations there are certain behaviour rules, which are typical for those companies and constitute part of their corporate culture. Therefore, it is important to consider the etiquette rules of the particular culture, society, community you are communicating with.			
10 mins	LO1	Display **PPT slide 6, What is Netiquette.** The instructor explains first what Netiquette is as a concept. Netiquette is the set of rules for polite and acceptable behaviour in digital environments and in communication through digital tools, i.e. e-mail, social media, online forums, chats, discussions, review and website comments, and any other types of online communication. In contrast to the face-to-face interaction, online communication is based mostly on text and the use of visuals (gifs, emojis and memes) making the risk of misinterpretation very high. Instructor facilitates a brief discussion with the students on why they think misrepresentation is more likely to happen than in face-to-face communication?	Students participate in discussion about reasons why online communication may be more likely to be misrepresented than face to face communication.	PPT slide 6	Active participation in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 mins	LO1 LO2	**Examples of netiquette.** Instructor asks students to work in small groups to discuss and list some examples of netiquette Do's and Don'ts After the allocated time, the instructor takes feedback from the groups. The answers are likely to be quite varied, but the instructor writes up any correct answers given to produce a list of netiquette examples. These may include: • Use respectful language • Share with discretion • Don't exclude others • Choose friends wisely • Don't email large files • Respect people's privacy • Fact check before reposting • Refrain from personal abuse • Don't spam • Write clearly and succinctly • Remember that your posts may be public • Respond to emails promptly • Do not post copyright material • Apply the same standards online as in public • Refuse to empower abuse and harassment • Don't SHOUT in all caps • Don't forward private messages to people they weren't intended for • Don't share private information with strangers	Students work in small groups to come up with a list of netiquette Do's and Don'ts.	Flipchart and pens	Examples of netiquette Do's and Don'ts provided by the groups.
10 mins	LO1	**Why is netiquette important?** Display **PPT slide 7.** Instructor facilitates a discussion on why netiquette is important. The instructor encourages students to	Students discuss the importance of netiquette in a range of applications.	PPT slides 7-8	Active participation in group discussions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		think about the use of netiquette across a wide range of applications including: ● Social ● Education ● In employment ● In the community ● Culturally Instructor summarises the discussion by stating: ● When entering a new community / society / culture / company you have to stick to the already set rules, in order to communicate efficiently and without any misunderstandings ● Not knowing the etiquette may result even in some unintended offence ● The proper application of etiquette rules builds trust, reliability and facilitates the entire communication process. The instructor displays **PPT slide 8** and explains different forms of digital communication where netiquette applies			
15 mins	LO2	**Netiquette in e-mail writing.** The instructor explains netiquette rules in e-mail writing by giving appropriate examples (could be in the local language). Electronic mail has changed dramatically the way people communicate across the globe. In one click a message may reach any spot in the world, provided there is a computer and internet connection.	Students listen to presentation, make notes and ask questions when need clarification. Students answer questions and engage in discussion as required.	PPT slides 9-10	Notes made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		E-mail might be personal or public (for companies), it is written and could be easily traced. With online communication tools nowadays, e-mail is considered the most formal one. Therefore, it is appropriate for use in tourism and hospitality industry - for communication between partners, correspondence with clients, for bookings and reservations, sending terms and conditions. The instructor briefly goes through the **PPT slides 9 - 12**, checking that students understand. They engage the students by asking questions and checking their understanding. They give students the opportunity to ask questions as they are going through the content.			
15 mins	LO2	**Individual task: Writing an email according to the netiquette rules.** Display **PPT slide 13** and set the following tasks for students to work on individually. ● Write a short business e-mail following netiquette rules. Choose a topic from list below (explain that some details will need to be made up): ○ A tour operator asking for an initial meeting to discuss a partnership with a hotel. ○ A hotel replying to a client to confirm a booking. ○ A hotel providing an offer for a special event (birthday, anniversary, wedding, conference) to an event management company. ○ A concierge asking a local taxi firm if they could supply transport for a group of guests.	Students write e-mail in appropriate style and according to the netiquette protocols. Students feedback and justify their answers and take part in a whole group discussion.	PPT slide 13 Student own devices or pen and paper.	Students write an email following appropriate netiquette protocols. Active participation in feedback and group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		○ A tourist attraction requesting information from a transport firm on whether they could display marketing information in their waiting room. After the allocated time, the instructor asks for volunteers to show their email. The instructor then facilitates a discussion on structure, style and content relevant to netiquette rules. Note to instructor: this is an exercise to practice using netiquette rather than a general email writing exercise and so the feedback focus should be on netiquette.			
5 mins	LO2	**Netiquette in social media.** Display **PPT slides 14-15.** The instructor runs through the basic rules for communication in social media. They facilitate a brief discussion around the students' use and thoughts on the netiquette rules regarding social media. The instructor may start the discussion by asking the students if they were aware of these rules, do they follow them and why do they think it matters. The instructor checks if students have any questions before moving on. Instructor goes on to explain that social media is a powerful tool not only for personal interactions, but also for building and maintaining brand image, company positioning and raising awareness. Additionally, social media can help significantly in the promotion of tourist companies and destinations. Social media relies mostly on informal relations and word-of-mouth.	Students listen to the netiquette rules regarding social media. Students ask and answer questions appropriately.	PPT slides 12-13	Points raised and questions asked and answered during group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment

15 mins	LO2	**Workshop: Social media in tourism and hospitality.**
		Display **PPT slide 16.**
		• Work in small groups or individually
		• Open the social media pages of a tourist company (Facebook, Twitter, own website blog)
		  ○ Accommodation establishment
		  ○ Restaurant
		  ○ Travel agency
		  ○ Attraction
		  ○ Destination Management company
		• Review the style of posts and comments for the last 10 publications
		• Suggest any recommendations for improvement considering netiquette rules
		
		Instructor brings the group together and takes feedback from each small group and then facilitates a group discussion to check understanding.
			In small groups, the students examine the social media communication of tourist companies and make recommendations for improvement taking into account netiquette rules.
			
			Students feedback their suggestions and take part in a whole group discussion.
				PPT slide 14
				
				Students' own devices.
					Active participation in group discussions.
					
					Correct identification of social media netiquette.

5 mins	All	Display **PPT slides 15-16.** **Session round-up and questions.**	Students ask questions to clarify understanding.	PPT slides 15-16	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Communication and Collaboration. Netiquette
Link to Scheme of Work / Training Schedule: Session 2 of 2	**Duration:** 1 hour 20 mins
Learning Level: Level 3	**Link to Matrix: D8**

Learning Aim for the Lesson:
To ensure students develop an understanding of netiquette and rules for ethical behaviour in online environment.

Competencies / Learning Outcomes:

After the end of the session, participants should be able to:

1. Define and apply netiquette rules for online group discussions, forums, chat groups
2. Define and apply netiquette rules for video conferencing
3. Define and apply different communication styles in digital environments adapted to an audience

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching digital skills involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Attention spans are decreasing, requiring the ability to make an impact quickly in a constantly changing digital market. Teaching methods such as videos and asynchronous learning through digital tools have become standardized, especially due to the COVID-19 situation.

Resources:

- D8 L3 Session 2 Communication and Collaboration (Netiquette) Power Point Presentation
- Core Rules of Netiquette. Video: https://www.youtube.com/watch?v=FWMk_Zv7nB8
- Effective Meetings: Hybrid Meetings. URL: https://www.ourcambridge.admin.cam.ac.uk/files/effective_meetings_hybrid.pdf
- Furgang, K. (2017). *Netiquette: A student's guide to digital etiquette*. The Rosen Publishing Group, Inc.
- Goldberg, C. (2014). 15 Rules of Netiquette for Online Discussion Boards [INFOGRAPHIC] URL: http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/
- Jenkins, R. (2020). How to Improve Communication Between Generations in the Workplace. URL: https://www.entrepreneur.com/article/352621
- Picard, R. G. (2015). The humanisation of media? Social media and the reformation of communication. *Communication Research and Practice*, *1*(1), 32-41.
- Roper, P. (2020). 12 Ground Rules for Online Discussions. URL: https://www.scps.virginia.edu/uploads/Netiquette.pdf

Examples of methods: • Self-Learning: Encourage learners to explore and learn independently. • Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. • Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Use of resources such as videos, podcasts, and industry publications.	• Shea, V. (1994). Core rules of netiquette. *Netiquette* (Online ed., pp. 32- Francisco: Albion Books. • Spinks, N., Wells, B. and Meche, M. (1999), "Netiquette: a behavioral guide to electronic business communication", *Corporate Communications: An International Journal*, Vol. 4 No. 3, pp. 145-155. https://doi.org/10.1108/13563289910288465

Core Skills		
Green:	**Digital:** D.8 Communication and Collaboration	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 - 3**. Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session. Recap of session 1.	N/A	PPT slides 1-3	N/A
10 mins	LO1	**Netiquette in other online groups – web forums, online chats, website comments.** Display **PPT slide 4** to introduce the students to why online forums and online chats are important to the tourism industry.	Students explain why web forums, online chat and website comments are important and where possible give some relevant examples.	PPT slides 4-5	Participation in the discussion. Explanations and examples provided.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor asks the students why this is the case, and how they could be used to promote tourism and hospitality businesses asking students for relevant examples. The instructor displays **PPT slide 5** and explains the netiquette of online groups, giving appropriate examples, connected to the hospitality and tourism forums.			
10 mins	LO1	**12 Ground Rules for Online Discussions.** Displaying **PPT slides 6-8,** the instructor explains the 12 ground rules for online discussions which include many netiquette considerations. As they are working through the 12 rules, the instructor should keep students engaged by asking questions and asking for examples of good or bad practice they have seen.	Students listen to the presentation and ask and answer questions as required. Students provide relevant examples of good or bad practice as the instructor works through the rules.	PPT slides 6-8	Examples given. Questions asked and answered.
15 mins	LO1 LO3	**Paired or individual activity.** Display **PPT slide 9** and explain the activity: • Work individually or in pairs • Go to an online forum or a Facebook group, related to **hospitality and tourism** • Find out the Rules of the group and outline those related to netiquette • Examine the discussion to find examples of breaking the rules of the group, and the relevant reaction from the administrators • Prepare your own publications in the groups/forum, considering the netiquette and group rules	Students explore real situations in online forums and learn how to participate in them, adhering the netiquette protocols.	PPT slide 9 Students' own devices	Examples found of netiquette rules being broken and administrator action that was taken. Feedback of findings to group.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor may use examples, according to the participants' profile / nationality / organization / interests from the Trip advisor Forums - https://www.tripadvisor.co.uk/ForumHome After the allocated time, bring the pairs / individuals back together and facilitate a feedback session on their findings.			
15 mins	LO2	**Netiquette in video conferencing.** Display **PPT slide 10** to introduce video conferencing**.** Instructor explains that video conferencing is a technology that allows users to hold face-to-face meetings without having to get together in a single location. This technology is particularly convenient for business users in different cities or even different countries because it saves time, expenses, and hassle associated with business travel. Uses for video conferencing include holding routine business meetings, negotiating business deals, online training and education, webinars and online conferences and events. Participants may use web cameras connected to or built into laptop, tablet, or desktop computers. In all cases they should follow certain netiquette rules during the video conferencing. Displaying **PPT slides 11–14**, the instructor explains the netiquette of video conferencing, giving appropriate examples of its application in hospitality and tourism industries where possible.	Students listen to the presentation and ask and answer questions as required. Students provide relevant examples of good or bad practice as the instructor works through the rules.	PPT slides 10-12	Examples given. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		As they are working through the rules, the instructor should keep students engaged by asking questions and asking for examples of good or bad practice they have seen.			
20 mins	LO2 LO3	Display **PPT slide 15 - Group activity.** The instructor divides the students into several small groups and allocates them different rooms: ● Establish a video conferencing call and instigate a discussion about "online communication in the tourism industry". ● During the meeting observe and take notes of the netiquette of the participants ● Afterwards discuss the online behavior and netiquette of the participants	Students join conference call and take part in an online discussion following appropriate netiquette rules. Students observe the behaviours of other participants and feedback findings.	PPT slide 13	Active participation in group online discussion. Observation findings from online discussion.
5 mins	All	Display **PPT slides 16 – 17.** **Session round-up and questions.**	Students ask questions to clarify understanding.	PPT slides 14-15	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Communication and Collaboration. Netiquette
Link to Scheme of Work / Training Schedule: Session 1 of 1	**Duration:** 2 hours
Learning Level: Level 5	**Link to Matrix:** D8

Learning Aim for the Lesson:
To ensure students learn how to apply and guide others to different netiquette norms and strategies in various digital environments, adapted to the target audience.

Competencies / Learning Outcomes:

After the end of the session, participants should be able to:

1. Apply and guide others to different netiquette norms in various digital environments and with different digital tools;
2. Apply and guide others to different communication strategies adapted to the target audience.

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching digital skills involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching methods such as videos and asynchronous

Resources:

- D8 L5 Session 1 Communication and Collaboration (Netiquette) Power Point Presentation
- D8 L5 Netiquette - Individual exercise handout
- Catalina Brinza, C. (2023). Online Reputation Management for Hotels: A Complete Guide. URL: https://www.trustyou.com/blog/guest-feedback-reviews/online-reputation-management-for-hotels
- Granata, Giuseppe. (2020). Digital Communication Tools: E-Wom in the Tourism & Hospitality Industry. International Journal of Advances in Management and Economics. 9. 57-61. 10.31270/IJAME/v09/i03/2020/7. URL: https://www.researchgate.net/publication/346843247_Digital_Communication_Tools_E-Wom_in_the_Tourism_Hospitality_Industry
- Heitmayer, M., Schimmelpfennig, R. (2023). Netiquette as Digital Social Norms. International Journal of Human–Computer Interaction, DOI:10.1080/10447318.2023.2188534. URL: https://www.tandfonline.com/doi/full/10.1080/10447318.2023.2188534
- Picard, R.G. (2015). The humanisation of media? Social media and the reformation of communication, Communication Research and Practice, 1:1, 32-41, DOI: 10.1080/22041451.2015.1042421. URL: https://doi.org/10.1080/22041451.2015.1042421

learning through digital tools have become standardized, especially due to the COVID-19 situation. **Examples of methods:** • Self-Learning: Encourage learners to explore and learn independently. • Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. • Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Use of resources such as videos, podcasts, and industry publications. • Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress.	• Sharp, J. (2020). Advantages and disadvantages of digital communications in th workplace. URL: https://realbusiness.co.uk/advantages-and-disadvantages-of-digital-communications-in-the-workplace • Strawbridge, M. (2003). Netiquette. Internet etiquette in the age of the blog. URL: https://leanpub.com/ • Vuorikari, R., Kluzer, S. and Punie, Y., DigComp.(2022). 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union, Luxembourg, , ISBN 978-92-76-48883-5, doi:10.2760/490274, JRC128415. URL: https://publications.jrc.ec.europa.eu/repository/handle/JRC128415

Core Skills		
Green:	**Digital:** D.8 Communication and Collaboration	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 - 4**. Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session.	N/A	PPT slides 1-4	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1	**Digital Communication – Pros and Cons. Group Discussion.** Display **PPT slide 5** to set the topic of discussion. The instructor asks the students to discuss their personal experiences in online communication, both positive and negative. The instructor guides students to discuss how any miscommunications have been eventually resolved. The instructor displays **PPT slide 6** and summarises the already discussed and any omitted pros and cons of online communication.	Students discuss and explored various aspects of digital communication and share their personal experiences.	PPT slides 5-6	Participation in the discussion. Explanations and examples provided.
10 mins	LO1	**Netiquette - a valuable tool for effective digital communication.** Displaying **PPT slide 7,** the instructor explains why Netiquette can serve as a valuable tool for online communication. Displaying **PPT slide 8,** the instructor explains what are the ground rules to make the best of digital communication. Instructor asks students to share examples of how they adhere to these rules.	Students listen to the presentation. Students provide relevant examples as the instructor works through the rules.	PPT slides 7-8	Examples given. Questions asked and answered.
15 mins	LO1 LO2	**Be Netiquette conscious. The digital communications in your organisation.** Displaying **PPT slide 9,** the instructor explains the strategies of familiarising with the communication channels of an organisation. • *Familiarize yourself with the digital platforms being used by the company. This can include email, chat platforms, video conferencing tools, project management tools, and customer support portals. Take some time to explore the features of each platform and learn how to use them effectively.* • *Monitor and take note of both internal and external communication channels utilized by the organization.*	Students listen to the presentation and ask and answer questions as required. Students share their experience and provide relevant examples of adherence as the instructor works through the rules and strategies.	PPT slide 9	Examples given. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• *Many companies offer training sessions for their digital platforms. Attend these sessions to learn more about the features and best practices for using each platform. If the company does not offer training sessions, consider looking for online tutorials or courses to learn more. Request help from more experienced colleagues.* • *Once you are familiar with the platforms, start practicing using them for different tasks. For example, use the chat platform to communicate with colleagues, use the project management tool to track progress on a project, or use the customer support portal to handle customer inquiries. This will help you become more comfortable using the platforms in real-world situations.* • *Collaborate with colleagues using the digital platforms. This will help you learn how to work effectively with others using the platforms, and will provide an opportunity to share tips and best practices.* • *Ask for feedback from colleagues or supervisors on how you are using the digital platforms. This will help you identify areas where you can improve and ensure that you are using the platforms effectively.* • *Stay up-to-date. Digital platforms are constantly evolving, so it is important to stay up-to-date on new features and updates. Attend training sessions or read up on new features to ensure that you are using the platforms to their full potential.* • *Sharing knowledge and expertise increases discussion and knowledge construction, it helps build trust and online community. Do not forget that someone has shared their knowledge with you.* As they are working through the rules and strategies, the instructor should keep students engaged by asking questions and asking for examples of their own experience.			
15 mins	LO1 LO2	**Be Netiquette conscious. The right communication channels.** **Displaying PPT slide 10**, the instructor explains the strategies of choosing the right communication channels for online communication.	Students listen to the presentation and ask and answer questions as required. Students share their experience and provide relevant examples as	PPT slide 10	Examples given. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• *Determine why you need to communicate. Is it to share information, to collaborate, to provide feedback, or to address an issue? Depending on the purpose, different channels may be more appropriate.* • *Consider whom you are communicating with and what their preferences are. For example, younger generations may prefer social media channels, while older generations may prefer email or phone calls.* • *If the message is time-sensitive, choose a channel that allows for immediate communication, such as instant messaging or phone calls. Use reminders carefully. Timing is crucial when sending reminders. Sending them too early or too late can be disruptive or ineffective. Consider the time zone and the recipient's schedule when scheduling reminder notifications. Aim to send reminders at a time that is convenient and relevant for the recipient.* • *The level of formality in online communication can vary depending on the context, the relationship between the participants, and the platform being used. It is important to consider and adapt to the appropriate level of formality to ensure effective and respectful communication.* • *Consider whether the message contains sensitive information that requires a secure channel. For example, financial information or personal data should be sent via a secure channel rather than regular email.* • *If the message involves collaboration, choose a channel that facilitates collaboration, such as video conferencing or project management software.* • *Based on the above factors, choose the most appropriate channel for your message.* • *After sending your message, evaluate the channel's effectiveness and make adjustments as needed. You can ask for feedback.* • *Always provide feedback when requested, guide new colleagues.* As they are working through the rules and strategies, the instructor should keep students engaged by asking questions and asking for examples of their own experience.	the instructor works through the rules and strategies.		

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 mins	LO1 LO2	**Be Netiquette Conscious - know your audience. Displaying PPT slide 11,** the instructor explains the strategies of familiarising with the online audiences. • *Different online communities have distinct social norms and expectations for digital communication. Some communities are casual and relaxed, using informal language and fostering a friendly atmosphere. Others are formal and professional, emphasizing structured communication and industry-related discussions. Specialized interest communities may have their own jargon and terminology. Geographic or cultural communities may have communication norms influenced by local customs and values.* • *People have diverse preferences for digital communication methods. Some prefer email for formal inquiries and detailed discussions, while others opt for instant messaging or social media for quick and informal communication. Phone calls are favoured for urgent matters, and social media platforms serve as interactive forums. Live chat features and mobile apps cater to real-time assistance and convenient access to services.* • *Recognizing and respecting cultural differences, including norms, values, customs, and traditions will help you avoid causing offense and demonstrate respect for your audience. Be aware of potential cultural sensitivities related to topics such as religion, gender, race, or nationality. Avoid making assumptions or generalizations based on stereotypes and strive to understand and appreciate diverse perspectives.* • *People from different regions and cultures may use different languages and terminology. When communicating with non-native speakers of a language, it is important to be mindful of your language use and adapt your communication to facilitate understanding. Use clear and simple language - avoid using complex vocabulary, idioms, or slang that might be difficult for non-native speakers to understand. Use clear and straightforward language, and break down complex ideas into simpler concepts. Be patient and willing to explain or clarify when necessary.* • *Different age groups have distinct communication preferences and expectations. Younger generations often prefer informal language, emojis, and quick digital interactions. Middle-aged individuals seek a balance between formality and digital*	Students listen to the presentation and ask and answer questions as required. Students share their experience and provide relevant examples as the instructor works through the rules and strategies.	PPT slide 11	Examples given. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		convenience. Older generations typically prefer language that is more formal and may rely on traditional communication methods. However, it is important to remember that individual preferences can vary, and communication should always prioritize clarity, respect, and cultural sensitivity across all age groups. • *The purpose of your digital communication can also influence how you communicate. The netiquette rules may vary depending on the participants and the objectives of the communication. For example, you may be less formal when contacting a colleague on an operational daily basis. However, you should employ a more formal and professional tone when contacting a customer or a partnering company.* • *Power dynamics can also influence the norms of netiquette. For example, if you are communicating with someone who has a higher status or position than you, you may need to adopt a more deferential tone. Understanding power dynamics and your audience's position can help you communicate more effectively and respectfully.* • *In the hospitality industry, disability barriers in digital communication can hinder individuals with disabilities from accessing and using digital platforms. Examples include inaccessible website design, lack of accessible multimedia content, issues with booking or reservation systems, absence of communication alternatives, poorly formatted documents, and insufficient awareness and training. Overcoming these barriers requires inclusive design, adherence to accessibility standards, and staff training to ensure an inclusive digital experience for all individuals.* • *Time and bandwidth awareness in digital communication involves being mindful of people's time constraints and internet connectivity limitations. It includes respecting schedules, considering different time zones, optimizing file sizes, using efficient communication methods, and being understanding of bandwidth limitations.* As they are working through the rules and strategies, the instructor should keep students engaged by asking questions and asking for examples of their own experience.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1 LO2	**Be Netiquette Conscious. Group discussion.** Display **PPT slide 12** to set the topic of discussion. The instructor asks the students to give examples on how they have modified their netiquette approach when interacting with colleagues or external stakeholders to align with their individual characteristics and professional background.	Students share their personal experiences in adapting their netiquette approach to the audience.	PPT slide 12	Participation in the discussion. Explanations and examples provided.
20 mins	LO1 LO2	Display **PPT slide 13 Group activity.** The instructor divides the students into several small groups and gives instruction: ● Students have to coordinate one of the following online meetings: ✔ A post-training session for colleagues in your department to discuss any outstanding matters and appearing issues; ✔ A working meeting for employees of different hotels in a hotel chain (located in Malta and Malaysia) who work on a new marketing strategy; ✔ A project kick-off meeting between representatives of a hotel, a tour operator, a transportation company, a tourist attraction, etc. for the development of a new joint product such as a package trip. ● Students have to prepare the text of the announcement and make the following decisions: ✔ Day and starting time of the meeting; ✔ Online platform;	Students complete the task based on their choice. Students share their texts, the channels chosen, and all relevant activities they have drafted for the completion of the task. They justify their decisions based on the rules of good Netiquette. Students elaborate on the group work for the completion of the task.	PPT slide 13	Completion of the task, active discussion and exchange of views.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		✔ Communication channels to invite the participants; ✔ Sharing the agenda; ✔ Sending reminders (frequency, text and channel). Instructor gives additional guidance - to consider the level of formality, appropriate register of communication, language barriers, religious and cultural differences, time constraints, etc. After the allocated time, bring the groups back together and facilitate a feedback session on their findings.			
15 mins	LO1 LO3	**Individual activity.** Display **PPT slide 14** and explain the activity: • Work individually. • Open the handout file for this exercise. It had been made available to you before the start of the session. • Consider the four examples of travellers' reviews and hotel responses. • Decide which of them need to be revised and suggest revision. • Write an email to the colleague who wrote the replies and whose work you have to supervise. Guide the colleague on how to improve their reply approach. Instructor advises the students to take into consideration some of the core rules for replying to guest reviews: • *Express gratitude to the guest for providing feedback.* • *Acknowledge the staff's contributions when receiving positive reviews.*	Students consider the appropriateness of hotel responses, make choices of good and bad examples. Students compare their own texts with the examples provided in slide 15 and draw conclusions. Students share the content of their instructional email. They consider the combination of good guidance and level of integrity.	PPT slides 14-15 Students' own devices	Feedback of findings. Participation in the follow-up discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• *Extend an invitation for the guest to revisit in the future.* • *Respond using the language preferred by the guest.* • *Emphasize and restate the positive aspects mentioned in the guest's review.* • *Address the specific points mentioned in the review.* • *Modify reply templates to ensure personal approach.* • *Respond to all reviews, particularly negative ones.* • *Maintain a positive and personalized tone throughout the response.* After the allocated time, bring the individuals back together and facilitate a feedback session on their findings. The instructor displays **PPT slide 15** to share the indicative texts of amended replies. The instructor asks students to consider why the chosen responses showcase a better customer approach.			
5 mins	All	Display **PPT slides 16 – 17.** **Session round-up and questions.**	Students ask questions to clarify understanding.	PPT slides 14-15	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Communication and Collaboration. Netiquette
Link to Scheme of Work / Training Schedule: Session 1 of 1	**Duration:** 1 hour 35 mins
Learning Level: Level 7	**Link to Matrix:** D8

Learning Aim for the Lesson:
To ensure students acquire the knowledge on how to create rules for appropriate online behaviour, implement them and monitor the compliance in their professional practice.

Competencies / Learning Outcomes:

After the end of the session, participants should be able to:

1. Create rules for appropriate behaviour and solutions to complex problems with regards to digital etiquettes respectful of different audiences;
2. Integrate knowledge to contribute to professional practice and guide others to what constitutes appropriate digital behaviour.

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching digital skills involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching methods such as videos and asynchronous learning through digital tools have become standardized, especially due to the COVID-19 situation.

Examples of methods:

Resources:

- D8 L7 Session 1 Communication and Collaboration (Netiquette) Power Point Presentation
- Heitmayer, M., Schimmelpfennig, R. (2023). Netiquette as Digital Social Norms. International Journal of Human–Computer Interaction, DOI:10.1080/10447318.2023.2188534. URL: https://www.tandfonline.com/doi/full/10.1080/10447318.2023.2188534http
- Netiquette for online meetings for remote and distributed teams. (2020) URL: teams s://zenexmachina.com/netiquette-for-online-meetings-for-remote-and-distributed-teams
- Sharp, J. (2020). Advantages and disadvantages of digital communications in the workplace. URL: https://realbusiness.co.uk/advantages-and-disadvantages-of-digital-communications-in-the-workplace
- Strawbridge, M. (2003). Netiquette. Internet etiquette in the age of the blog. URL: https://leanpub.com/
- Vuorikari, R., Kluzer, S. and Punie, Y., DigComp.(2022). 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union,

• Self-Learning: Encourage learners to explore and learn independently. • Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. • Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Use of resources such as videos, podcasts, and industry publications. • Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress.	Luxembourg, , ISBN 978-92-76-48883-5, doi:10.2760/490274, JRC1 URL: https://publications.jrc.ec.europa.eu/repository/handle/JRC128415

Core Skills		
Green:	**Digital:** D.8 Communication and Collaboration	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 - 4**. Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session.	N/A	PPT slides 1-4	N/A
15 mins	LO1 LO2	**Netiquette within the Digital Competence Framework.** **Importance of Netiquette in the context of digital competences.** Displaying **PPT slide 5,** the instructor explains how the various key competences are interrelated and mutually supportive, meaning that the development of competences in one domain can enhance competence development in another. This holds true for Digital competence and other key competences as well. While the following list of important interconnections is not exhaustive, it aims to shed light on the complementary nature that can be observed in digital environments.	Students listen to the presentation. Students discuss the given examples and provide other relevant examples on how the various key competences are interrelated and mutually supportive.	PPT slides 5-6	Examples given. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Displaying **PPT slide 6** the instructor elaborates on the examples given. The instructor asks students to give other relevant examples of interconnections between different digital competences.			
15 mins	LO1 LO2	**Dependence of Netiquette on other digital competences. Group discussion.** Display **PPT slide 7** to set the topic of discussion. The instructor asks the students to discuss how the four chosen digital competences define the successful implementation of Netiquette core rules. Instructor guides and facilitates the discussion using the information below: • *Evaluating data, information, and digital content is crucial for maintaining netiquette. It involves verifying accuracy, assessing credibility, practicing responsible sharing, applying critical thinking, and leveraging digital literacy skills. By evaluating content effectively, individuals contribute to informed discussions, avoid misinformation, uphold respectful engagement, and foster a trustworthy digital environment.* • *Copyright and licenses play a vital role in netiquette by promoting respect for intellectual property, proper attribution, compliance with licensing terms, avoiding plagiarism, understanding fair use and parody, and encouraging the use of open licenses. Adhering to copyright laws and licensing terms contributes to a respectful, ethical, and legally compliant digital environment.* • *Respecting confidentiality; obtaining proper consent before sharing or using personal data; practicing responsible data sharing - being cautious about sharing sensitive information*	Students give examples and exchange view and opinions with the rest of the participants.	PPT slide 7	Participation in the discussion. Explanations and examples provided.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		such as passwords, financial details, or private conversations; avoiding intrusive or unwanted behaviours, such as excessive monitoring or cyberbullying; being aware of data collection practices and consent policies of digital platforms or services; using strong passwords, enabling two-factor authentication, keeping software and devices up to date, and being vigilant against potential threats – all these are online safety competences that have strong impact on netiquette in any type of online interaction. • *Technical literacy involves the* competency to *comprehend and utilize different digital tools and platforms. With technical literacy, individuals can effortlessly navigate digital platforms and tools, enabling them to participate in online interactions while adhering to netiquette guidelines. This encompasses understanding the responsible and effective usage of email, messaging apps, social media platforms, and other digital communication tools.*			
15 mins	LO2	**Managing Netiquette Standards.** Displaying **PPT slides 8-9,** the instructor explains the strategies for setting, implementing, maintaining and compliance monitoring of organisational standards. • *By setting clear expectations for communication standards and providing guidelines for respectful and professional communication, staff members can engage in clearer, more concise, and constructive communication. Comprehensive guidelines or resources that encapsulate the agreed-upon digital etiquettes should be clear, concise, and accessible to a wide range of users. Consider creating separate guidelines tailored to different audiences or cultural contexts, as needed.* • *Disseminate your guidelines and resources through various channels, such as websites, social media, workshops, or training sessions.* • *Raise awareness about the importance of digital etiquettes and promote their adoption. Offer educational materials or interactive platforms that facilitate learning and dialogue around respectful digital behaviour.* • *When staff members adhere to netiquette principles, such as showing respect for diverse perspectives, avoiding offensive language, and valuing others'*	Students listen to the presentation and ask and answer questions as required. Students share their experience and provide relevant examples as the instructor works through the rules and strategies.	PPT slide 9	Examples given. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		contributions, it creates a positive work atmosphere. This promotes team cohesion, boosts morale, and enhances staff engagement and satisfaction, ultimately leading to improved performance. The same standards of conduct and courtesy can be applied to the content and/or messages posted by a third party on digital platforms owned or operated by the organisation. • *By encouraging staff members to address conflicts respectfully, seek understanding, and find mutually beneficial resolutions, netiquette contributes to a healthier work environment. Effective conflict resolution reduces negative impacts on staff morale and productivity, allowing teams to maintain focus and achieve their goals.* • *Netiquette encourages staff members to communicate concisely, use appropriate channels for different types of communication, and respect others' time. By practicing efficient communication and time management, teams can streamline their workflow, minimize unnecessary interruptions, and increase overall productivity. Netiquette helps establish boundaries and protocols that optimize the use of digital tools for effective task management and collaboration.* • *Access to appropriate tools becomes increasingly critical in remote work environments. In such settings, employees must rely on self-sufficiency as they lack the convenience of seeking immediate assistance from colleagues. This emphasizes the importance of having suitable hardware and software. Additionally, providing clear instructions for software setup and access is crucial. By actively soliciting input from team members regarding their preferred tools, organizations can better understand and meet their needs, and facilitate their professional performance, including the adherence to online etiquette rules.* • *Continuously monitor the effectiveness of your solutions and gather feedback from users. Stay open to evolving needs, emerging technologies, and cultural shifts. Regularly update and adapt your guidelines and resources to reflect changing realities and ensure they remain relevant and effective over time.* • *Thoroughly research existing digital etiquettes, best practices, and guidelines. Look into cultural norms, traditions, and expectations of different audiences, as well as generational characteristics and preferences. Identify gaps, areas of conflict, or instances where existing etiquettes may not be inclusive enough.* As they are working through the rules and strategies, the instructor should keep students engaged by asking questions and asking for examples of their own experience.			
20 mins	LO1 LO2	**Individual activity.** Display **PPT slide 10** and explain the activity:	Students consider the rules for fostering a respective and inclusive	PPT slide 10	Feedback of findings.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Visit the websites below, where rules of conduct for guests, customers and other third parties have been published. Compare and discuss how these rules foster a respectful and inclusive environment: Vienna Tourist Board Netiquette https://www.wien.info/en/netiquette-425554 Hamburg tourism netiquette https://www.hamburg-tourism.de/services/netiquette/ Social Media Netiquette Switzerland Tourism https://www.myswitzerland.com/en/planning/about-switzerland/social-media-netiquette/ Outaouais Tourism https://www.tourismeoutaouais.com/wp-content/uploads/2019/03/N%C3%89TIQUETTE_2019_EN.pdf After the allocated time, bring the individuals back together and facilitate a feedback session on their findings.	environment in each of the examples provided. Student exchange opinion and views, propose additional texts and points that could complement the texts.	Students' own devices	Participation in the follow-up discussion.
20 mins	LO1 LO2	Display **PPT slide 11 Group activity.** The instructor divides the students into several small groups and gives instruction: • Work in groups pf 2-3. • Prepare a concise instruction on conduct in online meetings. Include overall guiding principles and specific guidelines for meeting facilitators. • Include a recap of the Netiquette rules that should be followed. • Be ready to share and compare your instruction with the rest of the groups. The following example can serve as a guide for the instructor to help students complete the task: ***Overall guiding principles*** - *Make sure each meeting has a facilitator*	Student groups work to complete the task. Students share and compare their instructional materials. Students provide feedback to the other groups. Students elaborate on the group work for the completion of the task.	PPT slide 11	Completion of the task, active discussion and exchange of views.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		- *Use ……platform (Zoom, Google Hangouts, etc.)* - *Remain mindful of the potential for bandwidth restrictions and limitations when everyone is connecting remotely. If a video call becomes unstable, consider gradually reducing the video quality, then turning off the video altogether, and finally resorting to a dial-in option.* - *Be aware of your surroundings: find a location where there is a minimum amount of background noise and minimum visual distractions in the background.* - *Prepare and test your equipment in advance.* - *Dress appropriately, you could be on camera.* ***If you are the facilitator,*** *do extra preparations before the meeting. The facilitator sends out a meeting invite with a link to the virtual location of the meeting and details on how to get onto the meeting. Define the type of meeting – fully online or hybrid. If possible, avoid hybrid meetings to ensure that everyone gets equal opportunity to talk and chatting in the background. Be the first one in the meeting (5 mins before start to check the tech and links). Have a backup plan for if the technology fails and send this out ahead of the meeting so everyone is aware of the backup options.* ***<u>During the meeting</u>*** *Be on time for the start of the meeting.* ***The facilitator*** *does a recap of the "Netiquette":* - *One person talks at a time.* - *Do not interrupt each other, only the facilitator has the right to interrupt to ensure the meeting stays on-point.* - *Enable your video when joining the session, reduce movement if possible.* - *Mute your microphone when you are not speaking.* - *When speaking, speak into the microphone.* *Stay focused on the meeting: Do not multitask during the meeting and do not have offline conversations.* *If you are talking about a specific document, share you screen with the relevant document to create focus on the topic.* *In case not all participants know each other, start with stating your name, position, department, company, etc. before you start speaking.* *The facilitator might have to facilitate taking turns talking during the session. This will help ensures everyone has a voice, and ensures the people in the meeting are adhering to the Netiquette.* *If your meeting takes longer than 1 hour****, the facilitator*** *should consider scheduling a mini break of 1 minute to let people stretch.* ***<u>Other tips</u>***			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Have a group chat ready with all the participants to catch conversations if required. This might be useful for quiet people as well. *Have a private chat set up for those who want to directly chat to the facilitator in private.* *Appoint a **backup facilitator**. They should be able to also add people to your online meeting and host or set the setting to let anyone host the meeting.* ***<u>After the meeting</u>*** *Collect feedback (**the facilitator**) - ask your colleagues and team for suggestions on how to improve workflow and communication in online meetings. Feedback can help improve your current practices and your team's overall productivity. It also lets them voice their concerns over methods that haven't worked for them and gives you an opportunity to address them before they become an issue.* After the allocated time, bring the groups back together and facilitate a feedback session on their findings.			
5 mins	All	Display **PPT slides 12 – 13.** **Session round up and questions.**	Students ask questions to clarify understanding.	PPT slides 12-13	N/A

Lesson Plan	
Programme/course: Digital Marketing for Tourism	**Subject:** Fundamentals of Digital Marketing in Tourism: Social Media, SEO, and Content Strategy
Link to Scheme of Work/Training Schedule: Session 1 of 2	**Duration:** 1.5-hour
Learning Level: EQF Level #3	
Learning aim for the lesson: To introduce learners to fundamental digital marketing concepts in tourism, focusing on social media marketing, SEO basics, and content importance and respective planning.	
Competencies/Learning Outcomes: • **LO1:** Recognise the importance of digital marketing in tourism, including how online channels enhance customer reach and influence travel decisions. • **LO2:** Identify key social media platforms for tourism marketing (Facebook, Instagram, TikTok) and their basic uses in promoting tourism services. • **LO3:** Understand basic Search Engine Optimisation (SEO) principles and how simple SEO strategies can improve a tourism business's online visibility. • **LO4:** Understand the role of content marketing in tourism, including the importance of storytelling and the fundamentals of planning and scheduling content for consistency. **Methodology recommendations:** • Instructor-led discussions to introduce key concepts. • Case study analysis to explore real-world digital marketing strategies in tourism. • Demonstrations of SEO keyword research and content planning tools. • Guided hands-on activity on SEO keyword research.	**Resources:** • Learning Materials: Presentation slides, worksheets, case studies, and guided worksheets. • Online Tools & Platforms: Google Trends, Google Keyword Planner, Ubersuggest, SEMrush, ClickUp, Airtable. • Devices: Internet-enabled laptops or tablets for research and practical activities. • Multimedia: Online tutorials and case study examples.

Core Skills		
Green:	**Digital: X**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
0-15	LO1. Recognise the importance of digital marketing in tourism, including how online channels enhance customer reach and influence travel decisions.	Overview of digital marketing in tourism	Listen, take notes, ask questions	Slides, real-world examples	Active Participation & Engagement
15-40	LO2: Identify key social media platforms for tourism marketing (Facebook, Instagram, TikTok) and their basic uses in promoting tourism services.	Explain key platforms & strategies	Discuss platform usage in tourism	Case studies, group discussion	Active Participation & Engagement
40-60	LO3. Understand basic Search Engine Optimisation (SEO) principles and how simple SEO strategies can improve a tourism business's online visibility.	Introduce SEO and demonstrate keyword research	Follow along, take notes, engage in discussion	Google Trends, SEO tools	Active Participation & Engagement
60-90	LO4. Understand the role of content marketing in tourism, including the importance of storytelling and the fundamentals of planning and scheduling content for consistency.	Explain the relevance and importance of content marketing in tourism, demonstrate content planning tools (Airtable, ClickUp)	Discuss how content marketing supports brand storytelling and customer engagement and observe how to structure a content calendar.	Planning tools, case studies	Active Participation & Engagement
Recap / Summary:		This session provides a foundational understanding of digital marketing in tourism. Participants will explore social media marketing, identifying key platforms for tourism promotion. They will be introduced to SEO basics, learning how search engines boost visibility, and content marketing, highlighting storytelling and content calendars for structured planning.			
Link to next session and/or follow up action:		• Participants will reflect on how social media and SEO impact tourism businesses. • Next session will cover AI-powered content creation, online advertising, and digital marketing analytics.			

Lesson Plan	
Programme/course: Digital Marketing for Tourism	**Subject:** Applying Digital Marketing in Tourism: Online Advertising, Analytics and AI-Powered Content Creation
Link to Scheme of Work/Training Schedule: Session 2 of 2	**Duration:** 1.5-hour
Learning Level: EQF Level #3	
Learning aim for the lesson: To introduce participants to AI-powered content creation, online advertising, and digital marketing analytics in tourism.	
Competencies/Learning Outcomes: • LO6: Identify what major online advertising platforms like Google Ads and Meta (Facebook/Instagram) Ads offer for tourism promotion at a basic level. • LO7: Interpret basic digital marketing analytics by identifying key performance metrics (using tools like Google Analytics or social media insights) and explaining their significance. • LO5: Explore AI-powered content creation tools (such as ChatGPT and Canva) by creating a sample social media post for a tourism context. **Methodology recommendations:** • Instructor-led discussions to introduce AI content creation, online advertising, and analytics. • Demonstrations of AI-powered tools, ad platforms, and analytics dashboards. • Guided hands-on activity on AI content generation using ChatGPT.	**Resources:** • Learning Materials: Presentation slides, sample ads, analytics reports, and social media content templates. • Online Tools & Platforms: ChatGPT, Claude, Canva, Google Ads, Meta Ads, Google Analytics, Facebook/Instagram Insights. • Devices: Laptops or tablets for AI content generation, ad creation and analytics exploration. • Multimedia: Sample digital marketing campaigns and instructional videos.

Core Skills		
Green:	**Digital: X**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
0-25	LO6. Identify what major online advertising platforms like Google Ads and Meta (Facebook/Instagram) Ads offer for tourism promotion at a basic level.	Explain Google & Meta Ads basics	Follow along, take notes, engage in discussion	Discuss different ad formats & targeting	Active Participation & Engagement
25-50	LO7: Interpret basic digital marketing analytics by identifying key performance metrics (using tools like Google Analytics and social media insights) and explaining their significance.	Introduction to Google Analytics & Meta Insights	Follow along, take notes, engage in discussion	Google Trends, SEO tools	Active Participation & Engagement
50-75	LO5. Explore AI-powered content creation tools (such as ChatGPT) by creating a sample social media post for a tourism context.	Demonstrate AI and content creation tools for marketing	Experiment with AI-generated content and develop a social media post	ChatGPT, Claude, Canva	Hands-on activity & Practical Task
75-90	All	Guide participants to reflect on key learning points and their relevance to tourism or their organisation	Reflect on how they might apply digital marketing concepts in real-world settings	Reflection prompts	Final Reflection & Takeaways
Recap / Summary:		This session will cover online advertising (Google Ads, Meta Ads), digital marketing analytics (Google Analytics, social media insights), and AI-powered content creation. Participants will engage in hands-on activities, generating AI-driven social media posts. Participants will reflect on their key learning points, considering their relevance to tourism or their organisation, while emphasising the role of compelling content, strategic advertising, and data-driven decision-making in successful digital marketing.			
Link to next session and/or follow up action:		Suggested further learning opportunities and digital marketing resources for continued exploration.			

Lesson Plan

Programme/course: Digital marketing, strategies, and managing social media	**Subject:** Digital Marketing & Social Media in Tourism
Link to Scheme of Work/Training Schedule: 1 session	**Duration:** 3 hours
Learning Level: EQF Level 5	

Learning aim for the lesson:

This course will provide students with an understanding of digital marketing strategy, social media management, and content marketing, specifically in the tourism industry. The focus will be on hands-on skills, emerging trends (AI, chatbots, influencer marketing), and real-world applications.

Competencies/Learning Outcomes:

- Understand the role of digital marketing in tourism, identify trends, and apply strategic thinking.
- Learn best practices for managing and growing social media presence in the tourism industry.
- Master content creation that attracts, engages, and converts travellers.

Methodology recommendations:

Methods examples for objective n. 1:

- Google Analytics, Google Trends,
- Agile & SCRUM methodology for marketing campaigns

Methods examples for objective n. 2:

- Meta Business Suite, Hootsuite, Buffer
- Chatbots for social engagement
- Social media analytics (Sprout Social, BuzzSumo)

Methods examples for objective n. 3:

Resources:

A lot of online professional and some academic sources are used.

The main book that is used:
Visser, Sikkenga & Berry (2021). *Digital Marketing Fundamentals* (2nd ed)

• Canva, ChatGPT for content ideas, Descript for video/podcast editing • AI-driven content personalization	

Core Skills		
Green:	**Digital: X**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	Digital Marketing Strategy in Tourism				
10	Digital Marketing Importance & Trends	Explain the importance of digital marketing in tourism	Active listening	PowerPoint	
5	Digital Marketing Importance & Trends	Ask participants to share a trend they've noticed.	Discuss	Group discussion	
5	Customer Journey Mapping	Explain the stages from awareness to loyalty.	Active listening	PowerPoint	
10	Customer Journey Mapping	Provide papers and pens	Participants sketch out a customer journey for a tourism business.	Group work	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10	SEO & Website Optimization	Cover SEO basics and key optimization strategies.	Active listening	PowerPoint	
5	SEO & Website Optimization	Show Google Analytics or SEMrush in action.		Real life google analytics tool	
15	Case Study Discussion	Supervised work	Analyze a real-world digital marketing campaign. Sharing & Insights: Groups present key takeaways.		
	Managing Social Media in Tourism				
10	Choosing the Right Social Media Platforms	Explain platform differences & tourism industry trends.	Active listening		
5	Choosing the Right Social Media Platforms	Ask participants which platforms they use most & why.	Plenary discussion		
10	Engagement & Influencer Marketing	Explain social media algorithms & influencer roles.	Active listening		
5	Engagement & Influencer Marketing	Show a successful influencer collaboration.	Active listening		
20	Social Media Audit Exercise	Supervision	Participants analyze their or a competitor's account. Discuss insights and improvement plans.		
	Content Marketing & Storytelling for Tourism				
15	The Power of Storytelling	Explain why storytelling matters. Explain why storytelling matters.	Active listening		

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15	Content Format Deep Dive	Discuss different content types. Show how to create engaging visuals with Canva.	Active listening		
25	Creative Content Challenge	Supervision	Participants create a social media post or short video script. Present and discuss their content.		
Recap / Summary:		The course focuses on three core areas essential for modern tourism marketing: strategic digital marketing, social media management, and content creation. The course emphasizes practical applications and current trends.			
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Advanced Digital Marketing Strategies & Social Media in Tourism	**Subject:** Advanced digital marketing strategy in tourism
Link to Scheme of Work/Training Schedule: Session 1	**Duration:** 1,5 hour
Learning Level: EQF Level 7 (master's)	

Learning aim for the lesson:

This advanced course on level 7 (master's level) provides students with a critical understanding of digital marketing in tourism, data-driven digital marketing strategies and theoretical frameworks to design and implement digital marketing strategies.

Competencies/Learning Outcomes:

1. Ability to critically analyze the role of digital marketing in shaping the tourism industry
2. Ability to develop digital marketing strategies based on market research and consumer insights
3. Ability to apply strategic frameworks from theory to define digital marketing objectives, segmentation, positioning, and conversion optimization.

Methodology recommendations:

Methods examples for objective n. 1:

- Case studies: select a few tourism businesses that have successfully implemented digital marketing strategies. Analyze their approaches, campaigns, and outcomes.
- Comparative analysis: compare the digital marketing strategies of different tourism destinations or businesses. This method helps identify best practices and areas for improvement.

Methods examples for objective n. 2:

Resources:

Books:

- **"Digital Marketing Strategy" by Simon Kingsnorth** - Covers the full digital strategy process, from setting objectives and understanding audiences to channel selection and analytics.
- **"Marketing for Hospitality and Tourism" by Philip Kotler, John Bowen, James Makens & Seyhmus Baloglu** - Tourism-specific marketing guide grounded in theory with practical application and examples from the hospitality and tourism sectors.
- **"Tourism Marketing for Developing Countries" by Elzbieta Dziadosz and Yeganeh Morakabati** - Offers a global perspective, including market research, branding, and promotion strategies for destinations.

Online:

1. **Think with Google – Travel Insights** - https://www.thinkwithgoogle.com - Provides travel industry trends, marketing research, and tools like "Travel Insights with Google."

• Competitor overview: perform a competitor analysis to understand the strategies of successful digital marketing campaigns in tourism. Evaluate their market positioning, content strategies, social media presence, and customer engagement tactics. • Web analytics: utilize data analytics tools like Google Analytics, social media dashboards, to analyze data on consumer interactions with digital platforms that measure KPIs. Methods examples for objective n. 3: • STP Model: conduct a STP analysis to understand the effects of the digital marketing strategy. • AIDA model • Customer Journey Mapping	2. **Statista – Digital Travel and Marketing Stats** - https://www.statista.com - Offers up-to-date stats on online bookings, digital ad spend in tourism, consumer behavior, and platform popularity. 3. **UNWTO – World Tourism Organization Reports** - https://www.unwto.org - Official tourism industry insights, global data reports, and digital innovation briefings. 4. **HubSpot Academy – Free Digital Marketing Courses** - https://academy.hubspot.com - Industry-standard lessons on inbound marketing, digital planning, and customer journeys. 5. **Skift – Tourism Industry Intelligence** - https://skift.com - Offers news, reports, and insights on how the tourism sector is evolving in the digital age.

Core Skills		
Green:	**Digital: X**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
45	Digital Marketing Strategies	Explain advanced digital marketing strategies in tourism + ask participants for questions/input	Active listening	PowerPoint	
25	Group task	Explain the activity; analyse a digital marketing strategy of a company.	Group work. Analyse the target audience of the company, positioning, and key channels, from the learnings of this lesson. Make a short presentation. To be completed afterwards as an assignment (write report). See set-up of the assignment below.	Group work (3-5 students)	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20	Plenary recap group task	Moderate	Present and listen to each other's contributions	Group work	
Recap / Summary:		This session of the course focuses on a core area essential for tourism marketing: strategic digital marketing theories and its application, data-driven marketing and customer behaviour. These topics to be applied in a practical context.			
Description of group assignment:		**Objective of the group assignment:** This group task is designed to apply the concepts discussed in today's lesson on digital marketing strategies. Each group will select a company and conduct a focused analysis of its digital marketing strategy. The activity will encourage collaboration, critical thinking, and real-world application of theoretical concepts. **Scenario:** You are part of a digital marketing consultancy team. A client (a real-world company) has asked you to evaluate their current digital marketing strategy and provide a short report on its effectiveness. Your team will work together to analyze how the company positions itself online, who its target audience is, and which digital channels it uses to engage with them. **Instructions:** 1. **Form a group:** Join a group of 3–5 students. Once your group is formed, choose a company to analyze. You can pick a brand you all know well (e.g. Nike, Spotify, Netflix, a local café, etc.). 2. **Analyse the Strategy:** Using what you've learned in the lesson so far, evaluate the company's digital marketing strategy. Focus on the following key areas: ○ **Target audience:** Who is the company trying to reach? What are the demographics, interests, and behaviors of their audience? ○ **Positioning:** How does the company present itself online? What is their brand tone, values, and unique selling point? ○ **Key channels:** Which digital platforms do they use (e.g. Instagram, YouTube, TikTok, email marketing, SEO, paid ads)? How effective do you think these are in reaching their audience? ○ **Content strategy:** What kind of content do they share? Is it educational, entertaining, promotional, or community-based? ○ **Engagement and interaction:** How does the company engage with its audience? Do they respond to comments, share user content, or run campaigns? 3. **Prepare to present:** After discussing and gathering your ideas, your group will present a quick 2–3 minute summary of your findings to the rest of the class. Focus on giving a clear overview rather than every detail. You can use the whiteboard, your notes, or visuals if you'd like, but it's not required.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		4. **Time management:** You have **20 minutes** to complete your group discussion and prepare your presentation. Aim to spend around 15 minutes on analysis and 5 minutes preparing your speaking points. **What is expected from each group:** ● A clear explanation of the company's target audience and how they are being reached. ● Insight into the company's positioning and how effectively this is communicated. ● Identification of the digital channels being used and an evaluation of their impact. ● Observations on the content and engagement tactics. ● A short and well-organized presentation of your findings to the class. ● During the class hours, you receive feedback. Afterwards, work on finalising the group assignment which will make up 50% of your final mark. **Tips for success:** ● Choose a company that all group members are familiar with to save time on research. ● Assign roles quickly (e.g., one person focuses on the audience, another on channels, etc.). ● Be concise and focus on your key insights. ● Listen to other groups' presentations – you might gain useful comparisons and ideas.			

Lesson Plan

Programme/course: Advanced Digital Marketing Strategies & Social Media in Tourism	**Subject:** Social media strategies in tourism
Link to Scheme of Work/Training Schedule: Session 2	**Duration:** 1,5 hour
Learning Level: EQF Level 7 (master's)	

Learning aim for the lesson:

This advanced course on level 7 (master's level) provides students with a critical understanding of social media strategies in tourism.

Competencies/Learning Outcomes:

1. Ability to critically analyze the role of social media in shaping the tourism industry
2. Ability to develop social media strategies
3. Ability to apply strategic frameworks from theory to define social media.

Resources:

Books

1. **"Social Media Marketing" by Tracy L. Tuten & Michael R. Solomon**
   Covers theory and real-world strategies for social media marketing. Includes case studies and practical exercises. Useful for understanding platforms, engagement, metrics, and strategy development.

2. **"Tourism Management" by Clare Inkson & Lynn Minnaert**
   Offers a comprehensive overview of tourism, including marketing and digital media's impact. Contains sections specifically on the digital transformation of tourism.

3. **"Digital Marketing Strategy" by Simon Kingsnorth**
   Provides clear strategic frameworks for digital and social media marketing. Excellent for applying models like the SOSTAC framework and customer journey mapping.

4. **"Influencer: Building Your Personal Brand in the Age of Social Media" by Brittany Hennessy.**
   Offers insight into how influencers shape perceptions and trends—especially relevant to tourism.

5. **"Marketing for Hospitality and Tourism" by Philip Kotler, John Bowen, James Makens, and Seyhmus Baloglu**
   Combines tourism-specific marketing strategy with a strong theoretical foundation.

Online resources

- **Think with Google (https://www.thinkwithgoogle.com/).** Reports and insights on digital travel trends, consumer behavior, and campaign success stories.
- **Statista (https://www.statista.com/).** Up-to-date statistics on social media usage, influencer marketing, and tourism trends.
- **Hootsuite Blog (https://blog.hootsuite.com/) .** Offers guides, strategy tips, and industry updates for effective social media management.
- **Skift (https://skift.com/).** A leading travel industry intelligence platform with news, insights, and reports focused on marketing and innovation in tourism.
- **Sprout Social Insights (https://sproutsocial.com/insights/) .** Offers social media strategy resources, platform updates, and performance measurement advice.
- **World Tourism Organization (UNWTO) (https://www.unwto.org/)** Provides global tourism reports and case studies that often touch on digital and social trends.

Core Skills		
Green:	**Digital: X**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
40	Social Media Strategies	Explain social media strategies in tourism + ask participants for questions/input	Active listening	PowerPoint	
30	Group task	Explain the activity; Social Media Audit Assignment.	Group work. To be presented by groups in class as a first draft (and get feedback), and to be completed afterwards as an assignment (write report). See set-up of the assignment below.	Group work (3-5 students)	
20	Plenary recap group task	Moderate	Present and listen to each other's contributions	Group work	
Recap / Summary:		This lesson of the course focuses on a core area essential for tourism marketing: social media strategies and its application.			
Description of group assignment:		**1: Group formation** Students form into groups of **3 to 5 students**. Once each group is formed, they choose a **real business or organization** that has an active social media presence. This can be a global brand, local company, non-profit, or even a tourism board. **2: Choose a platform (or multiple)** Decide whether you will audit the brand's presence on **one main platform** (e.g., Instagram) or review a selection (e.g., Instagram + TikTok + Facebook). **3: Conduct the audit** Evaluate the brand's social media presence by focusing on the following areas: 1. **Profile setup & branding** ○ Is the profile complete and visually cohesive? ○ Does it reflect the brand's identity and tone? 2. **Content strategy** ○ What types of content are being posted (e.g., video, stories, infographics, UGC)? Is the content engaging, relevant, and consistent? ○ How does the content align with the brand's goals or values?			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		3. **Audience engagement** ○ Are followers engaging with the content (likes, shares, comments)? Does the brand respond to comments/messages? Any community-building tactics? 4. **Posting frequency and timing** ○ How often do they post? Is it consistent? ○ Do they post at times likely to reach their audience? 5. **Use of hashtags, captions & calls to action** ○ Are they using hashtags strategically? Are captions thoughtful or engaging? Are there clear calls to action? 6. **Performance overview (If visible)** ○ Any visible metrics to assess reach or success? ○ Any viral or standout posts? **Output** Prepare a **5-minute group presentation** summarizing your findings and to gather first feedback. You can use the whiteboard, slides (optional), or verbal explanation. **The presentation should include:** ● The brand name and chosen platform(s) ● Key strengths and weaknesses in their strategy ● Recommendations for improvement ● One or two examples of posts that stood out (screenshots if using slides) **Assessment Criteria (completing the assignment after the lesson as a REPORT, it makes up 50% of the final mark)** ● Clarity and depth of analysis ● Evidence of applying social media principles ● Team collaboration and presentation / report clarity			

Lesson Plan

Programme / Course: Digital Skills	**Subject:** D.6 Communication and Collaboration. Engaging in Citizenship Through Digital Technologies
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 1.5 hours
Learning Level: Level 3	
Learning Aim for the Lesson: To ensure students understand and properly behave as digital citizens both personally and representing their tourist companies	
Competencies / Learning Outcomes: ● Be able to contribute to professional practices and knowledge and guide others in engaging in citizenship through digital technologies. ● Be able to propose different digital services to participate in society ● Be able to use appropriate digital technologies to empower oneself and to participate in society as a citizen **Methodology recommendations** ● Students could have more autonomy in their learning processes, including implementation and assessment. ● Co-creation, where students have a hand in shaping their learning experiences and curriculum, is considered effective. ● Projects involving communities and destinations can provide a range of skills and raise awareness of environmental issues among students. ● Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. ● Teaching digital skills related to social media and marketing involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes.	**Resources:** Laptop and projector Wi-Fi or internet connection Students' own devices Flipchart paper and pens Pens / highlighters Digital citizenship education handbook (2019), Council of Europe Publishing, Strasbourg, available at www.coe.int/dce and https://rm.coe.int/168093586f Digital citizenship education Trainer's pack (2020). Council of Europe Publishing, Strasbourg, available at: https://book.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/8163-digital-citizenship-education-trainers-pack.html

Methods Examples ● Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically ● Integration of emerging technologies and interdisciplinarity in course design. ● Portfolios are mentioned as a useful assessment method that allows students to reflect on their learning journey and track their progress.	

Core Skills		
Green:	**Digital:** D.6 Engaging in citizenship through digital technologies	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1- 3.** Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session.	N/A	PPT slides 1-3	N/A
10 mins	LO1 LO2	Display **PPT slides 4-5** to facilitate the discussion on digital citizenship**.** **Starting discussion: What is digital citizenship?** The instructor leads a discussion on what digital citizenship is and the new implications and ethical questions related to the use of the Metaverse and AI The instructor may organize a game poll in sli.do or menti.com to ask students write their associations with the	Students discuss what they know about digital citizenship. Students carry out poll (if applicable).	Students' own devices/smart phones PPT slides 4-5	Active participation in group discussion. Poll results (if applicable).

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		term "Digital citizenship" and then display the results in a word cloud.			
20 mins	LO1 LO2	Display **PPT slides 6-7.** Instructor explains what digital citizenship is For additional details and activities refer to • Digital citizenship education handbook (2019), Council of Europe Publishing, Strasbourg, available at www.coe.int/dce and https://rm.coe.int/168093586f • Digital citizenship education Trainer's pack (2020). Council of Europe Publishing, Strasbourg, available at: https://book.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/8163-digital-citizenship-education-trainers-pack.html They tell the students to access the website and have a brief look. After giving time for students to access the site, the instructor facilitates a group discussion about digital citizenship	Students explore the Digital Citizenship Education project and discuss its aims and achievements. Digital Citizenship Education project, URL: https://www.coe.int/en/web/digital-citizenship-education Then students participate in a group discussion about digital citizenship and their understanding of it.	PPT slides 6-7 Flipchart and pens	Website accessed. Students discussion points raised in group discussion.
5 mins	LO1 LO2	Display **PPT slides 8-9.** Instructor gives a general presentation of the Conceptual model of digital citizenship and a brief explanation of its components which gives students a full overview of the construct and its components.	Students listen and take notes.	PPT slides 8-9	Notes taken.
10 mins	LO1 LO2	Display **PPT slide 10.** Instructor explains the 9 guiding principles of digital citizenship explaining the contextual, information and organisation levels necessary to set up a ground for the Digital citizenship**.** For more details, see: Digital citizenship education handbook (2019), p.18-19	Students take part in a group discussion Discuss the consequences if any of the levels is missing.	Flipchart and pens PPT slide 10	Participation in group discussion. Discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor asks the group what would happen if any of the levels are missing.			Questions asked and answered.
10 mins	LO1 LO2	Display **PPT slide 11** to introduce the Competences for Democratic Culture (CDC) Butterfly Instructor briefly explains the CDC and explains the role of these competencies in building democracy in a society. Instructor further explains the importance of integrating them into everyday working life, including in schools and other institutions of education.	Students can learn more about the CDC at Framework of Competences for Democratic Culture (2018), Council of Europe Publishing, Strasbourg, available at www.coe.int/rfcdc	PPT slides 11-12	Notes made.
10 mins	LO3	Display **PPT slide 12.** **10 Domains of digital citizenship.** Instructor provides an overview of the 10 domains of digital citizenship and explains their role in the Conceptual model of Digital citizenship. For more details, refer to: • Digital citizenship education handbook (2019), Council of Europe Publishing, Strasbourg, available at www.coe.int/dce and https://rm.coe.int/168093586f	Students can learn more about the 10 domains in Digital citizenship education handbook (2019), Council of Europe Publishing, Strasbourg, available at www.coe.int/dce and https://rm.coe.int/168093586f	PPT slide 12	Notes made.
15 mins		Display **PPT slide 13**. Small Group Discussion. Instructor splits students into small groups and ask them to consider the questions on the slide: Think about situations, related to responsible citizen behavior, e.g. • somebody did something positive for his/her community • somebody stood up for his/her rights • someone's privacy has been invaded	Students discuss the differences/similarities between citizenship in regular and digital environment. (The point is to reach agreement that the responsibilities and values are the same,	PPT slide 13	Participation in the small group discussion. Points raised and discussed. Feedback given and the ability to participate in

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• someone became a victim of fraud Discuss whether the rights and responsibilities that come with digital technology are radically different from or just different versions of offline rights and responsibilities. Provide certain examples from the tourism industry • Convert the above situations into the digital environment and discuss the differences, regarding digital and non-digital citizenship, with particular examples from the tourist industry Instructor brings the groups back together and gets feedback from each group. They facilitate a whole group discussion.	regardless the environment).		whole group discussion.
5 mins	All	Display **PPT slides 14-15.** **Session round up and questions.**	Students ask questions to clarify understanding.	PPT slides 14-15	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Communication and Collaboration. Engaging in Citizenship Through Digital Technologies
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 1.5 hours
Learning Level: Level 5	
Learning Aim for the Lesson: To ensure students understand and behave appropriately as digital citizens both personally and representing their tourist companies	
Competencies / Learning Outcomes: 1. Be able to integrate knowledge to contribute to professional practices and knowledge and guide others in engaging in citizenship through digital technologies. 2. Vary the use of the most appropriate digital technologies to empower oneself and to participate in society as a citizen **Methodology recommendations** ● Students could have more autonomy in their learning processes, including implementation and assessment. ● Co-creation, where students have a hand in shaping their learning experiences and curriculum, is considered effective. ● Projects involving communities and destinations can provide a range of skills and raise awareness of environmental issues among students. ● Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. ● Teaching digital skills related to social media and marketing involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes.	**Resources:** Laptop and projector Wi-Fi or internet connection Students' own devices Flipchart paper and pens Pens / highlighters Files Resource 1 and Resource 2 handouts

Methods Examples ● Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically ● Integration of emerging technologies and interdisciplinarity in course design. ● Portfolios are mentioned as a useful assessment method that allows students to reflect on their learning journey and track their progress.	

Core Skills		
Green:	**Digital:** D.6 Engaging in citizenship through digital technologies	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 – 4.** Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session.	N/A	PPT slides 1-4	N/A
5 mins	LO1 LO2	Display **PPT slide 5 What is digital citizenship?** Instructor reminds the group about the concept of Digital Citizenship: ● Digital Citizenship refers to the ability to engage positively, critically and competently in the digital environment, drawing on the skills of effective communication and creation, to practice forms of social participation that are respectful of human	Students discuss what they know about digital citizenship from the previous level.	Student own devices/smart phones PPT slide 5	Active participation in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		rights and dignity through the responsible use of technology. ● Digital citizenship is a concept that has emerged in policy discourse and academic literature to denote the **norms of appropriate, responsible behaviour with regard to technology use** (Ribble *et al*., 2004). ● Closely related synonyms: “Global Citizenship”, “Global Competence”, “Digital Competence”, “Digital Literacy” ● Digital citizenship can be expressed in any type of digital-related activity – whether it be creating or publishing content, socialising, learning, researching or playing games. ● Implications and ethical questions related to the use of Chat GPT and AI (Dwiwendi et al 2023) ● Any digital activity becomes a citizenship activity when it is done with a social or political purpose, or has social or political consequences Competent digital citizens are able to respond to new and everyday challenges related to learning, work, employability, leisure, inclusion and participation in society, respecting human rights and intercultural differences (Punie & Brecko, 2013)			
5 mins	LO1 LO2	Display **PPT slide 6** to recap the Conceptual model of digital citizenship and brief explanation of its components: ● At the basis of Digital Citizenship lies the **Competences for Democratic Culture (CDC)**, because they determine the overall personal attitude and values	Students listen and make notes.	PPT slide 6	Students have a full overview of the construct and its components.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Pillars of the Model illustrate the **main stakeholders and Strategies**, necessary to "uphold" the whole structure of digital citizenship • The **10 domains of Digital citizenship** underpin the overall concept of Digital Citizenship and shape every aspect of personal involvement, that proves that this person behaves as a responsible citizen in digital environment			
5 mins	LO1 LO2	Display **PPT slides 7 – 8** Competences for Democratic Culture (CDC) Butterfly**.** Instructor introduces/recaps on the CDC and explains the role of these competences in building democracy in a society. The 20 Competences for Democratic Culture, frequently referred to as the CDC "butterfly", cover four key areas: **values, attitudes, skills and knowledge and critical understanding.** CDCs are necessary skills to participate effectively in a culture of democracy. These are not acquired automatically but instead need to be learned and practiced. Instructor gives students the link for further information about the CDC.	Students can further learn about the CDC at Framework of Competences for Democratic Culture (2018), Council of Europe Publishing, Strasbourg, available at www.coe.int/rfcdc	PPT slides 7-8	Notes taken. Questions asked and answered.
5 mins	LO1 LO2	Instructor facilitates a discussion around the topics covered in the introduction/recap and checks if there are any questions before students break into groups to carry out activity.	Students ask and answer questions and join in discussion.		
30 mins	LO1 LO2	Display **PPT slide 9** discussion and exercise. The instructor splits the group into small groups.	Students work in small groups to match the	PPT slide 9	Students correctly match democratic

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Gives each group a set of the competence's cards (Resource 1) and a set of the definition cards (Resource 2). Participants have to match democratic competences to their definitions, and allocate them to one of 4 categories: **values, skills, attitudes, and knowledge and understanding**. • Now invites each of the small groups to formulate a collective statement expressing what they think about the CDC, including: o general impressions o things they do not agree with and why o things that seem most important o examples of how the competences might be developed in TOURISM AND HOSPITALITY, considering each of the five subsectors Instructor calls all the groups back together and take feedback from each group then facilitates a whole group discussion.	label of each CDC to its description, using the CDC cards (Resources 1 and 2). Student's feedback and join in with group discussion.	Resources 1 handout Resources 2 handout	competencies to their definitions. Active participation in the small group exercise and whole group discussion. Clear feedback to whole group.
30 mins	LO1 LO2	**Discussion and workshop –** Display **PPT slides 10 – 11.** Instructor shows the Tourism Supply chain and explains its components and relations. Then the instructor leads the following activity: • Splits the big group into five small groups and allocates a tourism subsector to each group. Then each group, for their subsector will: o Use the Tourism Supply chain to point out all the digital technology usage along the chain	Group discussion, which may start by small groups and finally commenting together.	Students' own devices PPT slides 10-11	Students learn to apply the digital citizenship constructs in tourism and hospitality industry context.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		○ Discuss what kind of digital citizenship issues may arise for each point They explain to the group that it may be easier to understand and apply if they use a company in that sub-sector as an example. After the allocated time (suggest 20 mins) the instructor brings the group back together and takes feedback from each group. They invite each of the other groups to comment on each group's findings then facilitates a whole group discussion after all groups feedback.			
5 mins	All	Display **PPT slides 12 – 13.** **Session round up and questions.**	Students ask questions to clarify understanding.	PPT slides 12-13	Any questions asked and answered.

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Communication and collaboration. Engaging in citizenship through digital technologies
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 2 hours
Learning Level: Level 7	
Learning Aim for the Lesson: To ensure students understand and behave appropriately as digital citizens both personally and when representing their tourist companies	
Competencies / Learning Outcomes: 1. Be able to empower oneself and to participate in society as a citizen 2. Be able to create solutions to complex problems with limited definition that are related to engaging in citizenship through digital technologies. 3. Be able to integrate knowledge to contribute to professional practices and knowledge and guide others in engaging in citizenship through digital technologies. 4. Be able to create solutions to solve complex problems with many interacting factors that are related to engaging in citizenship through digital technologie **Methodology recommendations** ● Students could have more autonomy in their learning processes, including implementation and assessment. ● Co-creation, where students have a hand in shaping their learning experiences and curriculum, is considered effective. ● Projects involving communities and destinations can provide a range of skills and raise awareness of environmental issues among students.	**Resources:** Laptop and projector Wi-Fi or internet connection Students' own devices Flipchart paper and pens Pens / highlighters Information on trending tourism topics

- Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience.
- Teaching digital skills related to social media and marketing involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes.

Methods Examples

- Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically
- Integration of emerging technologies and interdisciplinarity in course design.
- Portfolios are mentioned as a useful assessment method that allows students to reflect on their learning journey and track their progress.

Core Skills		
Green:	**Digital:** D.6 Engaging in citizenship through digital technologies	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 – 4.** Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session.	N/A	PPT slides 1 -4	N/A
10 mins	LO1-LO2	Display **PPT slides 5 - 7 What is digital citizenship?** Instructor recaps the main points from L3 and L5 and checks if any questions before moving on.	Students listen to recap.	PPT slide 5 - 7	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 mins	LO2, LO4	Display **PPT slides 8 - 10** and explain about the first group of domains: **Being online.** Being online illustrates the contextual preconditions for digital citizenship: access to digital technology, basic functional and digital literacy skills and a secure technical infrastructure. The instructor uses **PPT slide 8** as a prompt for group discussion. Discuss Digital Poverty as a concept. Being an active citizen, whether in school, among friends or in on or offline communities, means being a participative citizen able to put forward ideas, formulate opinions and bring original perspectives to any debate. This requires mastery of a range of higher cognitive skills, from analysing data sources to sorting, reflecting on and interpreting information. These are all higher cognitive skills developed through exploration-driven learning and experience rather than through transmission of knowledge. They rely on a certain level of creativity. Citizens are able to access, analyse, create and consume media and information in various formats from print to radio, from video to the internet. Learning how to use a search engine properly is an important skill for the digital citizen and once the information is acquired, it is then necessary to apply	Students listen and make notes. Students answer questions and discuss as going through the presentation.	PPT slides 8 - 10	Questions asked and answered. Discussion points made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		transversal skills such as critical thinking by searching for and comparing divergent sources online. The ability to critically analyse, then classify and retain the pertinent information can aid digital citizens in the acquisition of knowledge on a wide array of topics.			
20 mins	LO3, LO5	**Discussion and exercise.** Display **PPT slide 11.** Prior to lesson the instructor researches tourism media and find a topic that is trending. The instructor invites students to discuss who has access to this information and who does not. Could this have a negative or positive effect? Analogue versus digital? They then divide the class into two groups and ask both groups to research the same topic on a trendy tourism issue. One group will use analogue sources (paper books, newspapers, radio, TV) as their information sources only. The other group will use only the internet and digital sources. With the students the instructor compares the results and the lessons learned from the exercise then facilitates a group discussion: ● How much of a disadvantage is it for professionals who do not have access to the internet to access resources?	Student work in small groups. Students evaluate published professional information as digital citizens. Students learn to evaluate published professional information as digital citizens; to create solutions to complex problems with limited definition that are related to engaging in citizenship through digital technologies.	Information on trending tourism topics. PPT slide 11	Outcomes of the research. Participation in the research exercise and evaluation of the result. Points raised in the comparison discussion and in answer to the questions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Is there a difference in the quality of information found in books compared with the internet?			
20 mins	LO2, LO4	Display **PPT slides 12 - 14** The instructor explains about the second group of domains: **Well-being online.** Well-being is a universal concept closely related to citizenship that relates to our capacity to: • Realise our full potential • Cope with the normal stresses of our environment • Work and communicate productively and fruitfully • Make a meaningful contribution to our community Regarding digital citizenship, the well-being happens in online environment. Ethics and empathy act as a moral compass that steers young people in their actions and in discussions on personal and societal issues. Because they provide essential reference points in all facets of a person's life, they are important tools in developing self-efficacy and in valuing cultural diversity and openness to cultural otherness and other world views, beliefs and practices. Online technology has considerably modified the way we interact. While it force-feeds our brain with a constant diet of fast-moving sounds and images, it simultaneously reduces the capacity of people to "read between the lines".	Students listen and make notes. Ask questions and raise any relevant points.	PPT slides 12-14	Notes made. Questions asked and answered. Discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Nonverbal cues such as facial expressions and body language are essential facets of communication that facilitate comprehension and lessen the risk of misunderstanding. Balance is the operative word in the digital domain of health and well-being and necessitates a blend of the full range of digital competences, from values to attitudes, and skills to knowledge and critical understanding. Keep in mind some of the negative aspects that a poor balance in use of technology may have on health and wellness. Reinforcing balance and boundaries while continuing the exploration of the internet, technology and social media should help attain a certain level of wellness. **e-Presence** is how you maintain your presence online and extends to your personal and interpersonal qualities that guide you in maintaining your digital reputation and digital identity. The extent and quality of your online presence can be found via a search online using your name or other personally identifiable information. Depending on the type of communications that you have engaged in, your e-presence can be negative or positive and, depending upon your social and cognitive skills for crafting your digital reputation, this can also boost or impede your e-presence.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Communications are the interactions, ideas, images, videos and pieces of information that you share and exchange with others through virtual social spaces. e-Presence and communications provide innovative ways for people to exchange and interact. However wonderful technological tools may be, there are still serious consequences and risks that need to be taken into account, such as: • Unauthorised access to your e-mail accounts • Misunderstandings in your written messages or use of images, emoticons or emojis • E-mail communications are used extensively by criminals engaged in fraud, phishing schemes, scams and other types of online criminal activities • Chat rooms should be used responsibly, and the theme should be age-appropriate The instructor checks students' understanding by asking some questions to stimulate a discussion. This can either done at the end of this section or throughout to keep students engaged and check their understanding.			
20 mins	LO3, LO5	**Discussion and exercise.** Display **PPT slide 15.** **Instructor tells the students to** • Work in small groups or individually • Compare the e-presence of a hotel/accommodation property across all online channels – tour operators, bed banks, meta-search engines, OTAs, own website, social media accounts, etc.	Student work individually, in pairs or in small groups. Students evaluate tourist companies e-presence as digital citizens. They learn to create solutions to complex problems	PPT slide 15	Effective comparisons across all channels. Correct and robust evaluations and effective improvement suggestions made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Evaluate the e-presence of this property and discuss how it might be improved After the allocated time for comparison and evaluation, the instructor facilitates feedback and discussion from students, pairs, groups. The instructor sums up the findings.	with limited definition that are related to engaging in citizenship through digital technologies.		
25 mins	LO2, LO4	Display **PPT slides 16 - 19** Instructor explains about the second group of domains: **Rights Online.** In this fast-changing digital age, citizens have to be aware more than ever before of their rights and the ways these can be challenged online. Data has become a marketable commodity and, as a consequence, personal data and online identity are things which must be safeguarded from a whole range of risks such as unauthorized disclosure, identity theft or online abuse, to name a few. Protection of privacy and personal data is a fundamental human right, and with the implementation of the General Data Protection Regulation (GDPR) by the European Union in 2018, citizens are getting more control over their personal data. Active online participation and the use of social networks allow users to have their own voice and to comment “in public” on certain issues. This immediate exposure may be gratifying to some and yet cause problems for others who do not follow mainstream views.	Students discuss complex problems, deriving from the tourism industry and related to digital citizenship.	PPT slides 16 - 19	Students engaged and asking questions / making notes.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		All democratic communities, wherever they are located, have placed emphasis on the just and fair: just and fair rules, just and fair opportunities, just and fair say. This domain covers the concepts of privacy, identity management and cyber security. Whereas privacy concerns mainly the protection of one's own information and that of others, identity management is being in control of our online profile, and security relates more to a person's awareness of how online actions and behaviour can put both at risk. As technology progresses seamlessly into every corner of our daily life, privacy and protection are becoming inextricably entwined. Nowadays, internet security no longer only depends on how we, as digital citizens, manage our own security risks, but is also about making sure that our actions and behaviour do not put others at risk. Being a digital citizen therefore means learning how to protect access to our devices and handle with care anything that can threaten the privacy and security of ourselves or others. It is fundamental that all individuals understand their rights as consumers of products and services. Consumer education can be twofold: awareness of those rights as a consumer; and the application of those rights and responsibilities if products and services exploit and/or infringe the rights of others.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Being a digital citizen may often mean being a consumer, without active knowledge of what this really means. Empowering digital consumers means providing a framework of principles and tools that allow them to drive a smart, sustainable and inclusive economy. Instructor facilitates a group discussion about Rights Online. Prompts students to join in with discussion through questions and asking for some real-life examples that will help put the information into context, and especially if related to tourism and hospitality. If students are struggling to understand / join in with discussion contextualize, the instructor will have a relevant example ready to help the students understand the concepts. Instructor asks students their thoughts on the following: What are the rights and responsibilities of all involved parties in an **online booking transaction** for buying: ● Overnights only ● Flight ticket ● Tourist attraction ticket or guided tour ● Tour package Then facilitates discussion around the answers.			
5 mins	All	Display **PPT slides 20 – 21.** **Session round up and questions.**	Students ask questions to clarify understanding.	PPT slides 20 - 21	Questions asked and answered.

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Managing Digital Identities
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 2 hours 50 minutes
Learning Level: Level 3	**Link to Matrix:** D9

Learning aim for the Lesson:
To ensure students understand the concepts of digital activities, identity, and footprint, as well as their importance. To ensure students have basic knowledge of what is digital security, as well as digital privacy, and to be able to implement routine practices to enhance their digital identity's security.

Competencies / Learning Outcomes:
LO1: Understand the concepts of digital activities, digital identity and digital footprint
LO2: Recognise the importance of digital identity
LO3: Understand the concepts of digital security and digital privacy

LO4: Recognise and implement routine ways to increase the security of a digital identity

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching digital skills involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching methods such as videos and asynchronous learning through digital tools have become standardized, especially due to the COVID-19 situation.

Examples of methods:

Resources:

- D9 L3 Session 1 Managing Digital Identities Power Point Presentation
- Birch, D. G. (Ed.). (2007). *Digital identity management: perspectives on the technological, business and social implications*. Gower Publishing, Ltd.
- Feher, K. (2019). Digital identity and the online self: Footprint strategies – an exploratory and comparative research study. *Journal of Information Science*Grassi, P. A., Fenton, J. L., & Garcia, M. E. (2017). *Digital Identity Guidelines [including updates as of 12-01-2017]* (No. Special Publication (NIST SP)-800-63-3).
- Shah, M. (2020). What is digital identity and how does it work? URL: https://www.techfunnel.com/information-technology/what-is-digital-identity/
- Windley, P.J. (2022) *Learning Digital Identity*. 'O'Reilly Media, Inc.'
- Digital Identity Road Map Guide. URL: https://www.itu.int/en/ITU-D/ICT-Applications/Documents/Guides/ITU_eID4D_DIGITAL%20IDENTITY_ROAD_MAP_GUIDE_FINAL_Under%20Review_Until-05-10-2018.pdf
- The Value of our digital identity. URL: https://www.digitallogbook.org/wp-content/uploads/2016/10/BCG-The-Value-of-Our-Digital-Identity.pdf

• Self-Learning: Encourage learners to explore and learn independently. • Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. • Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Use of resources such as videos, podcasts, and industry publications. Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress.	• Building TRUSTED DIGITAL IDENTITY in the European Union https://ec.europa.eu/newsroom/dae/document.cfm?doc_id=61682 • eIDEAs Solutions-infographic http://ec.europa.eu/newsroom/dae/document.cfm?doc_id=53856 • The Role of Digital Identity in Business-Customer Relationship. URL: https://shuftipro.com/blog/the-role-of-digital-identity-in-business-customer-relationship • Regulation (EU) No 910/2014 of the European Parliament and of the Council of 23 July 2014 on electronic identification and trust services for electronic transactions in the internal market and repealing Directive 1999/93/EC https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.L_.2014.257.01.0073.01.ENG

Core Skills		
Green:	**Digital:** D.9 Managing Digital Identities	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 – 3.** Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session.	N/A	PPT slides 1 – 3	N/A
10 mins	LO1 LO2	Display **PPT slide 4** to facilitate the discussion on digital activities, identity, and footprint. **Starting Discussion: Basic concepts** Instructor starts by asking students what they already know about digital identity e.g.: ● How do you present yourself in the digital environment and across different digital platforms? ● What are digital activities? ● What is digital identity? ● What is digital footprint?	Students discuss what they already know about digital identity and related concepts from their own experience, from their friends and family, or from what they have seen in the news or on the internet.	PPT slide 4	Active participation in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Have you ever thought about the digital footprint you leave with each interaction in the digital environment? The instructor leads a discussion about the importance of proper presentation in digital environment.			
15 mins	LO1 LO2	Display **PPT slide 5** Instructor introduces the definition of basic concepts: **Digital Activities** encompass a broad range of actions (transactions) performed using digital technologies and within digital environments. The instructor asks students for examples. **Digital identity** is the unique representation of a subject engaged in an online transaction. A digital identity is always unique in the context of a digital service (Grassi *et al*., 2017). The instructor asks students for other examples. **Digital footprint** is any piece of information about an individual, organisation or electronic device that exists online as a result of voluntary provision or online transactions e.g., comments in social media, buying in an online shop. The instructor asks students for other examples. Instructor goes on to ask the group: • How much time do you personally spend on the internet? • How many accounts on how many websites do you have? • What is the difference between personal and company digital identities? • What is the difference between digital identity and digital footprint?	Students give examples of digital activities. Students give examples of digital identity. Students give examples of digital footprint. Students respond to instructor questions. Linking to the initial discussion, students outline the differences between their understanding of digital footprint and digital identity.	PPT slide 5	Examples given of: • Digital Activities • Digital identity • Digital footprint Responses to instructor questions are relevant and show understanding. Students are able to correctly identify the concepts determining digital identity

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor facilitates a discussion around the discussed digital categories to check that the students have understood the general concepts.			
15 mins	LO1 LO2	Display **PPT slide 6** Instructor introduces a structured classification of the different types of digital activities. As the different types of digital activities are being presented, the instructor encourages students to verify whether they have participated in each particular digital activity. ***Communication:*** *Activities involving online communication, such as sending emails, instant messaging, video conferencing, social media interactions, and voice or video calls.* ***Information Retrieval****: Engaging in online research, browsing websites, accessing online databases, searching for information using search engines, and reading online articles or news.* ***Online Shopping:*** *Conducting e-commerce activities, including browsing online stores, adding items to a cart, making online purchases, and tracking orders.* ***Content Creation:*** *Generating and sharing digital content, such as writing blog posts, creating videos, recording podcasts, designing graphics, and publishing social media posts.* ***Social Networking:*** *Interacting with others on social media platforms, connecting with friends, sharing updates, commenting on posts, and joining online communities or groups.* ***Online Banking and Financial Transactions****: Conducting financial activities online, such as checking account balances, transferring funds, paying bills, managing investments, and making online payments.* ***Entertainment and Media Consumption:*** *Engaging in online entertainment activities, including streaming movies, TV shows, or music, playing online games, reading e-books, or listening to podcasts.* ***Online Learning and Education:*** *Participating in online courses, attending webinars or virtual classrooms, accessing educational resources, and engaging in e-learning activities.* ***Digital Collaboration:*** *Collaborating with others on digital platforms, such as working on shared documents, participating in online meetings or project management tools, and co-editing files in real-time.* ***Online Security and Privacy Management:*** *Taking measures to protect digital identity, securing devices, managing passwords, using antivirus software, and being mindful of online privacy.* ***Online Gaming****: Participating in multiplayer online games, gaming communities, eSports competitions, and game streaming platforms.*	Students listen and ask questions if required. Students respond to instructor questions.	PPT slide 6	Questions asked and answered. Responses to instructor questions are relevant and show understanding.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Digital Marketing: *Engaging in activities related to online advertising, search engine optimization (SEO), social media marketing, content marketing, email marketing, and analytics.* ***Virtual Reality (VR) and Augmented Reality (AR):*** *Interacting with virtual or augmented environments through VR headsets, AR apps, or immersive experiences.* ***Remote Work and Collaboration:*** *Working remotely using digital tools and platforms, collaborating with team members through project management software, virtual whiteboards, and video conferencing.* ***Digital Health and Telemedicine:*** *Accessing online health resources, booking appointments through digital platforms, participating in telemedicine consultations, and using health tracking apps or wearables.* ***Online Travel and Tourism:*** *Booking flights, hotels, and travel experiences online, accessing travel information and recommendations, and reviewing and sharing travel experiences.* ***Digital Art and Creativity:*** *Engaging in digital art creation using graphic design software, digital drawing tablets, animation tools, and exploring digital art communities and marketplaces.* ***Cryptocurrency and Blockchain:*** *Engaging in activities related to cryptocurrencies, such as buying, selling, and trading digital assets, participating in blockchain networks, and mining cryptocurrencies.* ***Smart Home and Internet of Things (IoT):*** *Utilizing connected devices and smart home technologies to control appliances, lighting, security systems, and other aspects of home automation.*			
10 mins	LO1 LO2	Display **PPT slide 7** Instructor explains that a digital identity involves data that provides a unique description of a subject (an individual or object), while also including information about their relationships (connections and associations) with other entities in various online environments. Every person has various digital identities when interacting in different online environments. Instructor gives examples of how one person can have two separate digital identities: ***Example 1****: Digital Identity in an E-commerce Relationship* *In the context of an e-commerce relationship, a digital identity could be a customer's online profile on an e-commerce platform. The digital identity would include attributes such as the customer's name, contact information, shipping address, purchase history, preferences, and payment details. The digital identity establishes the customer's presence and enables personalized shopping experiences, order tracking, and targeted marketing based on their preferences and past interactions with the platform.* ***Example 2****: Digital Identity in a Social Media Relationship*	Students listen and ask questions if required. Students respond to instructor questions.	PPT slide 7	Questions asked and answered. Responses to instructor questions are relevant and show understanding. Students are able to correctly identify their digital identities in various digital environments.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		In the realm of social media, a digital identity could be a user's profile on a social networking platform. The digital identity would encompass attributes like the user's username, profile picture, bio, posts, connections/friends, interests, and activity history. This digital identity represents the user's online presence, facilitates social interactions, content sharing, and enables targeted content recommendations based on their interests and social connections. It helps establish the user's unique presence within the social media platform and allows them to engage with others in the digital space. Instructor asks students to give examples of their digital identities in various online environments. Students have to outline common and distinct features of their digital identities in different online environments.			
15 mins	LO1 LO2	Display **PPT slide 8** Instructor explains that a **person's digital footprint refers to** the collection of digital traces or records left behind by their online activities. Each digital identity associated with that person contributes to their overall digital footprint. Instructor asks students to consider the footprints they leave in the separate online environments, while giving the examples below: ***Social Media Profiles***: *The person's social media profiles on platforms like Facebook, Twitter, Instagram, LinkedIn, etc., leave a digital footprint in the form of posts, comments, likes, shares, connections, and interactions with others.* *Online Shopping Accounts: Digital footprints are created through online shopping accounts on e-commerce platforms, including purchase history, reviews, product ratings, and preferences.* ***Email Accounts:*** *Email communication leaves a digital footprint in the form of sent and received emails, attachments, and email contacts.* ***Online Banking and Financial Accounts:*** *Digital footprints are generated through online banking activities, including transaction records, account balances, bill payments, and financial history.* ***Online Forums and Communities:*** *Participating in online forums, discussion boards, or community platforms leaves a digital footprint through forum posts, comments, and engagement with other community members.* ***Professional Profiles***: *Digital footprints are created through professional profiles on platforms like LinkedIn or job search websites, including work history, skills, recommendations, and professional interactions.*	Students listen and ask questions if required. Students discuss and provide examples of the digital traces left by their digital identities in various digital environments.	PPT slide 8	Questions asked and answered. Responses to instructor questions are relevant and show understanding. Students are able to correctly identify their digital traces left by their digital identities in various digital environments. Students understand how their digital traces build up to form their digital footprint.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		***Personal Websites or Blogs**: Maintaining a personal website or blog generates a digital footprint through the content published, comments received, and visitor analytics.* ***Online Learning Platforms:** Engaging in online learning platforms leaves a digital footprint through course enrolments, completed modules, quizzes, and certificates earned.* ***Mobile Apps and Services**: Using various mobile apps and services generates a digital footprint in the form of app usage data, location history, preferences, and interactions with the app or service.* *Internet Browsing: Browsing the internet creates a digital footprint through browsing history, search queries, visited websites, and online advertisements encountered.* Instructor sums up that each of these digital identities contributes to the overall digital footprint of an individual, shaping their online presence, interactions, and the data associated with their online activities. It is important for individuals to be mindful of their digital footprints and take steps to manage privacy and security settings to protect their online identities.			
15 mins	LO1 LO2	Display **PPT slide 9** Instructor initiates a **paired activity**: • Open your social media accounts – Facebook, Twitter, LinkedIn, Hosco, TikTok, Instagram, etc. • Compare your own personal profiles across the different social media – discuss how your online reputation looks, is it consistent, coherent? • Compare it with the digital reputation of your colleague • Compare your last 10 posts on one social media (they might be for a week, or for a year, depending on your activity). Evaluate your digital presence and activities. Try to look from the perspective of a potential employer /partner / client The instructor calls the group together and facilitates a brief discussion on what the students found.	Students work in pairs and feedback their findings to the group.	PPT slide 9	Students learn to identify their personal digital identities.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1 LO2	Display **PPT slide 10: Why is Digital Identity Important?** The instructor summarises: ● **Digital identity refers to the digital data corpus being built by users and digital systems" (Feher, 2019)** ● Digital identity serves as a fundamental building block for various digital services, applications, and ecosystems, shaping the way individuals and organizations engage in the digital world. ● It is important for personalization, security, privacy, trust, efficiency, compliance, and seamless interactions in the digital environment.	Students listen and ask questions if required.	PPT slide 10	Questions asked and answered.
20 min	LO1 LO2	Display **PPT slide 11: Digital Identity – Basic Terminology** Instructor introduces the basic terminology related to the concept of Digital identity: ***SUBJECT*** *is an entity such as an individual, organization, software program, machine, or any other entity documented within an identity record. For the purposes of this course, we will refer the term SUBJECT to human individuals only.* ***IDENTITY RECORD*** *is a collection of data about a subject that represents their attributes.* ***ATTRIBUTES*** *– Attributes within a digital identity refer to the specific information that describes and distinguishes the subject. Examples:* *Personal information: name, date of birth, gender, nationality, social security number or national ID* *Contact information: email address, phone number, residential address,* *Biometric data: fingerprints, facial recognition data, iris scans,* *Financial information: bank account number, credit card details, income level,* *Employment details: job title, company name, work address, employment history.* *Preferences: language preferences, communication preferences (e.g., Email, SMS), preferred payment methods, seat preferences (e.g., Window seat, aisle seat)* *Health information: allergies, medical conditions, blood type, medications.* *Online profile information: usernames, passwords (encrypted), social media profiles, website URLs.* *Membership or subscription details: loyalty program ids, subscription services (e.g., Streaming platforms, magazines), membership levels* *Educational background: degrees and certifications, educational institution names, graduation dates* ***VERIFICATION*** *is the process of confirming the authenticity of the attributes that will be collected in the identity record. This process is carried out at the beginning of a*	Students listen and ask questions if required.	PPT slide 11	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		relationship between a digital identity system and a subject (the initial registration). It involves requesting specific attributes - information or documents like date of birth, phone number, or government-issued ID cards, and validating them using authoritative data sources. The extent of verification can vary depending on the requirements of the entity performing the verification, ranging from basic email verification to more thorough credit checks. ***AUTHENTICATION** is the ongoing validation of the verified digital identity. It occurs each time a person accesses their account and ensures that the account owner is the rightful owner of the verified identity. Authentication involves providing **AUTHENTICATION FACTORS (IDENTIFIER)**, which serve as evidence that a subject possesses the authority to claim control over a specific identity record. These factors can vary in type and include various forms such as a basic combination of username and password, cryptographic objects, biometric data (fingerprints or facial scan), one-time passcodes, etc. **AUTHENTICATION** can be single-factor or multi-factor, depending on the level of security required.* ***AUTHORIZATION:** Once a subject is authenticated, authorization determines what actions or resources they are allowed to access. This can be based on roles, groups, or specific permissions assigned to the user. Authorization controls prevent unauthorized access and protect sensitive information.* ***DIGITAL RESOURCE** refers to any digital content or asset that can be accessed, utilized, or shared electronically. It encompasses a wide range of digital materials, including but not limited to documents and files, software applications, databases, online services, digital assets, online media and entertainment, virtual and augmented reality content, etc.*			
15 min	LO1 LO2	*Display **PPT slide 12: Identity Scenarios in the Physical World*** Instructor explains that the concepts and terminology used in the previous section may seem complex, but they can actually be understood by relating them to everyday experiences in the physical world. Instructor suggests that students consider a familiar transaction: test driving a car before deciding to purchase it. *When a customer (the subject) wants to test-drive a car (access a resource), they are required to submit proof that they are of legal driving age by presenting a driver's license. By providing a driver's license the subject claims that they have the legal right to drive a car (they have a specific attribute). The clerk examines the license to see if it looks real and uses the picture (embedded biometric authentication factor) to see if the person presenting the license is the same person who owns it (the process of verification). Once certain that the license is authentic and is being presented by the person to whom it was issued, the clerk creates a file, containing information about the subject – name, ID details, driving licences details, etc. (creates a record). Once the record has been created, the clerk gives the keys and accompanies the customer to the*	Students listen and ask questions if required. Students respond to instructor questions.	PPT slide 12	Questions asked and answered. Responses to instructor questions are relevant and show understanding. Students correctly understand the correlation between identity concepts in the

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		car (resource) to perform a test drive (gives authorisation to the subject to access the resource). If the customer does not make a decision to buy the car and returns on the next day to test again the same or a different car, the customer can present only their ID card (authentication factor). The clerk will access the client's record to compare the ID details and will allow the client (the process of a single-factor authentication) to perform a test drive again (gives authorisation to access resource/s). While providing the example, the instructor checks on each stage if students understand the parallel between the activities/concepts in concepts in the physical world and in digital environments			physical world and in digital environments.
10 min	LO3	Display **PPT slide 13** Instructor provides the definitions of **Digital Identity's Security and Privacy,** outlining the difference. Instructor ask students to give examples of when a digital identity has a Security or a Privacy breach. Display **PPT slide 14** Instructor explains the how Security and Privacy are interdependent.	Students listen and ask questions if required. Students respond to instructor questions.	PPT slides 13 – 14	Questions asked and answered. Responses to instructor questions are relevant and show understanding of the difference between the two concepts.
20 mins	LO3 LO4	**What could make the digital identity vulnerable?** Instructor splits the students into small groups and asks them to answer the following questions: ● What could make a digital identity vulnerable? ● What are the risks when losing a digital identity? ● How can you minimize the risks of having your digital identity stolen? Instructor brings the group back together and take feedback from each of the small groups.	Students work in small groups, answering the following questions and then feedback their answers: ● What could make a digital identity vulnerable? ● What are the risks when losing a digital identity?	PPT slides 15 – 17	Answers formed by the small group discussion. Feedback to the main group. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Display **PPT slide 15** to summarize what could make the digital identity vulnerable: ● Using public WIFI networks and charging stations ● Logging in to pages that do not use https protocol Instructor provides additional clarification on https protocol: *HTTP (Hypertext Transfer Protocol) is a standard protocol for transmitting data over the internet without encryption, making it susceptible to eavesdropping and data tampering. On the other hand, HTTPS (Hypertext Transfer Protocol Secure) is an extension of HTTP that provides encryption through SSL/TLS protocols. HTTPS ensures a secure connection between a user's browser and a website, protecting sensitive data from interception and unauthorized access. HTTPS operates over port 443, requires SSL/TLS certificates, and is considered more trustworthy for data protection compared to HTTP.* ● Shopping on unsecured websites ● Sharing geotagged photos / videos on social media ● Blindly accepting privacy cookies ● Using the same password on multiple accounts ● Connecting with strangers on social media ● Data breaches Display **PPT slide 16** to show some of the risks: ● Take over your existing financial accounts ● Open a new credit card or bank account in your name ● File false tax returns for fraudulent refund ● Commit criminal identity theft ● Sell your personal ID info to others Display **PPT slide 17** to show how to minimise the risk when you are online: ● Avoid public Wi-Fi, or if you do, use VPN to encrypt your activity ● Do not log in to pages that do not use https protocol	● How can you minimize the risks of having your digital identity stolen? Students look at the suggested answers and add any in that they did not get during group discussion.		

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Use two-factor authentication when available • Create strong and unique passwords • Don't store passwords (and/or autofill info) in your browser • Monitor your credit report for unexpected activity or changes • Don't post personal info on social media or public sites			
10 mins	LO3 LO4	Display **PPT slide 18: Discussion and Workshop** Instructor facilitates a whole group discussion / question and answer session to summarise the contents of the session: • Give examples of tools that facilitate the electronic identification and digital identities • Share your experience of online transactions when you were asked to prove your identity (e.g., bank transactions, e-shops, administrative e-services, etc.) • Discuss pros and cons of multiple and universal (Facebook or Google accounts) digital identities	Students participate in a group discussion to share their own experience on electronic identification and digital identity.	PPT slide 18	Discussion points raised. Questions asked and answered.
5 mins	All	Display **PPT slides 19 – 20.** Session round-up and questions.	Students ask questions to clarify understanding.	Slides 19 – 20	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Managing Digital Identities
Link to Scheme of Work / Training Schedule: Session 1 of 2	**Duration:** 2 hours 25 minutes
Learning Level: Level 5	**Link to Matrix:** D9

Learning Aim for the Lesson:
To ensure students gain advanced understanding of complex concepts related to digital identities, as well as the relation between the management of digital identities and the enhanced consumer experience.

Competencies / Learning Outcomes:
LO1: Understand, formulate, explain, appraise, and reason over the concept of digital identity management systems;
LO2: Assess and find ways to overcome constraints of Digital Identities;
LO3: Assess and make choices based on the characteristics of digital identity management systems;
LO4: Understand and analyse the relation between the management of digital identities and the enhanced consumer experience;
LO5: Understand and apply knowledge to manage the digital identity of a customer.

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching digital skills involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching methods such as

Resources:
- D9 L5 Session 1 Managing Digital Identities Power Point Presentation
- Birch, D. G. (Ed.). (2007). *Digital identity management: perspectives on the technological, business and social implications*. Gower Publishing, Ltd.
- Building TRUSTED DIGITAL IDENTITY in the European Union https://ec.europa.eu/newsroom/dae/document.cfm?doc_id=61682
- Digital Identity Road Map Guide. URL: https://www.itu.int/en/ITU-D/ICT-Applications/Documents/Guides/ITU_eID4D_DIGITAL%20IDENTITY_ROAD_MAP_GUIDE_FINAL_Under%20Review_Until-05-10-2018.pdf
- Feher, K. (2019). Digital identity and the online self: Footprint strategies – an exploratory and comparative research study. *Journal of Information Science*.
- Grassi, P. A., Fenton, J. L., & Garcia, M. E. (2017). *Digital Identity Guidelines [including updates as of 12-01-2017]* (No. Special Publication (NIST SP)-800-63-3).
- Polly Sprenger. (1999). Sun on Privacy: 'Get Over It'. Wired Magazine. January 1999 URL: https://www.wired.com/1999/01/sun-on-privacy-get-over-it/

videos and asynchronous learning through digital tools have become standardized, especially due to the COVID-19 situation. **Examples of methods:** • Self-Learning: Encourage learners to explore and learn independently. • Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. • Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Use of resources such as videos, podcasts, and industry publications. • Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress.	• Shah, M. (2020). What is digital identity and how does it work? U https://www.techfunnel.com/information-technology/what-is-digital-identity/ • Solove DJ. (2008). *Understanding Privacy*. Cambridge, Massachusetts: Harvard University Press. • Windley, P.J. (2022) *Learning Digital Identity*. 'O'Reilly Media, Inc.' • The Value of our digital identity. URL: https://www.digitallogbook.org/wp-content/uploads/2016/10/BCG-The-Value-of-Our-Digital-Identity.pdf • eIDEAs Solutions-infographic http://ec.europa.eu/newsroom/dae/document.cfm?doc_id=53856 • The Role of Digital Identity in Business-Customer Relationship. URL: https://shuftipro.com/blog/the-role-of-digital-identity-in-business-customer-relationship • The International Association of Privacy Professionals (IAPP) URL: https://iapp.org/

Core Skills		
Green:	**Digital:** D9. Managing Digital Identities	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 – 4.** Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session.	N/A	PPT slides 1-4	N/A
10 mins	LO1	Display **PPT slide 5** to facilitate the discussion The purpose of the discussion is to help students remember and apply the knowledge they gained in the previous session. The instructor's role is to guide the conversation in a way that prompts students to recall and utilize the information they have learned.	Students discuss and provide relevant answers and examples.	PPT slide 5	Active participation in group discussion. Discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor starts by asking students what they already know about digital identity e.g.: • How would you describe the concept of digital identity? • How is digital identity used? Why is it important? • Why should a company or an individual manage their digital identities? • How digital footprints impact our online presence?			
10 mins	LO1	Display **PPT slide 6** Instructor reminds students what **Digital Security** and **Digital Privacy** is. • **Digital Security** refers to the measures and practices implemented to protect digital systems, data, and information from unauthorized access, use, disclosure, alteration, or destruction. It encompasses a range of techniques, technologies, policies, and procedures designed to mitigate risks and threats to digital assets. • **The concept of Digital Privacy** revolves around the belief that individuals, more commonly than organizations, should have the right and autonomy to decide how their personal information is collected, utilized, and shared. It emphasizes the importance of personal control and consent over the handling of one's sensitive data. The instructor displays **PPT slide 7** and outlines the difference between the two concepts. The instructor checks if there are any questions before moving on. They may ask questions to ensure students understand. The instructor makes a transition to the next section by explaining that on level 3 students were introduced in detail to the concept of digital security, whereas they will focus now on the concept of digital privacy.	Students listen to the recap about Digital Security and Digital Privacy. Take notes if required. Ask and answer questions as appropriate.	PPT slides 6 - 7	Notes made and questions asked and answered.
30 mins	LO1	**Managing Digital Privacy – is it possible? Who is responsible? What are the mechanisms of privacy breach?**	Students discuss to what extent they	PPT slides 8-10	Discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Display **PPT slide 8.** The instructor poses the following questions to the students to provoke them make some assumptions: ● Could we assume that we can maintain the privacy of our digital identities? ● Who makes the decisions what will be shared in an online communication? ● Who is responsible for keeping the shared information within the parties involved in the online transaction/communication? ● Do we, as individuals or organisations, have the tools to assert control over our or our customers' or our employees' digital privacy? The instructor asks the students and facilitates the discussion.	believe that maintaining absolute digital privacy is feasible in today's interconnected world.		
		The instructor displays **PPT slide 9** and poses the following question: ● Who makes the decision what type and how detailed will be the personal information shared in an online communication - the subject (individual or organization) or authorizing party? The instructor requests students to share their opinions. Then the instructor elaborates: *Depending on the type of online interaction, individuals have the autonomy to decide what personal details, opinions, photos, or other content they want to share in various online contexts, such as social media platforms, messaging apps, online forums, or email exchanges. They can choose the level of transparency and privacy they desire based on their own preferences, values, and the specific circumstances of the interaction. For instance, when using a social media platform like Instagram, individuals have the privacy to choose which information to disclose on their profile.* *However, depending on the company's verification and authentication policies, the decision regarding the information to be shared in an online interaction can sometimes be influenced by the party granting authorization for accessing a resource. In such cases, the party giving access may require specific details or levels of information from the*	Students share opinions, listen, ask questions. Students give examples of instances when they have full control over the shared data and instances when they have little or no control over the process.		Discussion points raised. Students understand the shared responsibilities of digital privacy protection.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		subject in order to verify their identity and grant them appropriate access privileges. For example, when signing up for a new online service or platform, the company may require individuals to provide certain personal information to verify their identity, such as name, email address, phone number, or even government-issued identification documents. The extent and type of information requested may depend on the level of security and authentication needed for the specific service or resource. *In these situations, the company's policies and procedures for verification and authentication play a crucial role in determining what information is required and how detailed it needs to be. The company sets the guidelines and requirements to ensure that the information provided by the subject is sufficient to establish their identity and enable secure access to the desired resource.* The instructor asks students to give examples of instances when they have full control over the shared data and instances when they have little or no control over the process.			
		The instructor displays **PPT slide 10** and explains what data leaks and date breaches are: **An intentional data leak** refers to a deliberate act where someone (individual or a company) intentionally exposes or **compromises digital privacy** for various reasons. These reasons can include malicious intent, financial gain, political motives, revenge, or even as an act of whistleblowing. In intentional data leaks, the responsible party intentionally discloses or releases sensitive information to the public, typically through channels such as online platforms, media outlets, or anonymous sources. If the bank sells your information to third-party advertisers, then your privacy is compromised even if that bank continues to keep your personal information secure from outside attackers. **When a data breach** occurs and cyber attackers gain unauthorized access to personal information, both security and privacy are compromised.	Students listen, ask questions. Students give examples.		Discussion points raised. Active participation. Students understand the concepts of data leak and date breach.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor asks students: Can you provide instances of well-known cases where data leaks or breaches have occurred and become public knowledge? The instructor waits for students to come up with relevant examples. The instructor advises the students to make their own research after the session and familiarise with the **Marriott's case of data breach.**			Students are able to provide relevant examples. Active participation.
15 mins	LO1	**Group discussion.** The instructor displays **PPT slide 11**. The instructor gives the task for the discussion: ● Who is responsible for managing the digital privacy – the subject or the party managing/owning the digital identity platform? ● Work in pairs. Each member should justify one of the point of views above. ● Can you make a justified conclusion that we, as individuals or organisations, have the tools to assert control over our or our customers' or our employees' digital privacy? The instructor helps students to complete the task by giving some guidance on the mechanisms of how each party can contribute to the protection of digital privacy: ***The Subject*** 1. *Be Mindful of Online Sharing: Think twice before sharing personal information online, such as your home address, phone number, or financial details. Be cautious when posting photos or updates that may reveal sensitive information about yourself or others.* 2. *Privacy Settings: Regularly review and adjust privacy settings on social media platforms, apps, and other online services. Limit the amount of personal information that is publicly accessible and only share information with trusted individuals or entities.* 3. *Read Privacy Policies: Take the time to read and understand the privacy policies of websites, apps, and online services you use. Before giving your consent, pay attention to how your data will be collected, used, stored, and shared.* 4. *Be Wary of Phishing and Scams: Be vigilant against phishing attempts and scams designed to trick you into revealing personal information. Avoid clicking on*	Students work in groups to complete the task. Students share their finding with the group. Student provide feedback to the findings of their peers.	PPT slide 11	Discussion points raised. Active participation. Justified answers given.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		suspicious links or providing personal information in response to unsolicited requests. *5. Educate Yourself: Stay informed about privacy best practices, emerging threats, and relevant laws and regulations. Understand the risks associated with sharing personal information online and the potential consequences of privacy breaches.* ***The party managing or owning the digital identity platform** also have a significant responsibility in managing digital privacy and protecting the personal information of their customers, partners and employees. Here are some key aspects of company responsibility in managing digital privacy:* *1. Data Protection Policies: Companies should establish robust data protection policies that outline how personal information is collected, used, stored, and shared. These policies should comply with relevant privacy laws and regulations and clearly communicate the company's commitment to protecting user privacy.* *2. Transparency and Consent: Companies should provide clear and easily understandable information about their data collection and processing practices. They should obtain informed consent from individuals before collecting their personal information and clearly explain how the data will be used.* *3. Secure Data Handling: Companies should implement strong security measures to protect personal information from unauthorized access, data breaches, and other security incidents. This includes implementing encryption, access controls, regular security audits, and employee training on data security best practices.* *4. Privacy by Design: Companies should incorporate privacy considerations into their product or service development processes from the outset. This involves designing systems and features with privacy in mind, implementing privacy-enhancing technologies, and minimizing the collection and retention of personal data to the extent necessary.* *5. Third-Party Data Handling: If companies share personal information with third-party service providers or partners, they should ensure that these entities have appropriate data protection measures in place. Companies should carefully select and regularly assess the privacy practices of third parties they work with to maintain the security and privacy of user data.* *6. Data Breach Response: In the event of a data breach, companies should have well-defined incident response plans in place. This includes promptly notifying affected individuals, taking necessary steps to mitigate the impact of the breach, and cooperating with relevant authorities or regulatory bodies.* *7. Privacy Training and Awareness: Companies should provide regular privacy training to employees who handle personal information. This ensures that employees understand the importance of privacy, are aware of their responsibilities, and adhere to privacy policies and procedures.* *8. Compliance with Privacy Laws: Companies must comply with applicable privacy laws and regulations in the jurisdictions where they operate. This includes understanding and fulfilling legal requirements for data protection, privacy notices, user rights, and cross-border data transfers.*			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		9. User Control and Rights: Companies should empower individuals by providing them with mechanisms to exercise control over their personal information. This includes options for accessing, correcting, and deleting their data, as well as honouring user preferences for data processing and marketing communications. *10. Regular Privacy Assessments: Companies should conduct periodic privacy assessments and audits to evaluate their data handling practices, identify vulnerabilities, and implement necessary improvements to protect user privacy effectively.*			
10 mins	LO2	**The Concept of Federated Digital Identities** Display **PPT slide 12.** Instructor explains the concept of Federated Digital Identities. *Federated digital identities refer to the concept of linking and allowing the seamless use of digital identity information across multiple systems, services, or organizations. It enables individuals to use a single set of credentials or identity to access various resources and applications, regardless of the specific service provider or platform.*	Students listen, ask questions.	PPT slide 12	Student understand the underlying principles of Federated digital identities.
10 min	LO2	**The Concept of Federated Digital Identities - Entities** Display **PPT slide 13.** Instructor explains the acting parties and their relation to the concept of Federated Digital Identities. ***Identity Providers (IdPs):*** *These are entities that authenticate and assert the identity of users. They are responsible for verifying the user's identity and issuing security tokens or assertions containing relevant identity information. Examples of identity providers include social media platforms, government identity systems, or dedicated identity federation services.* ***Service Providers (SPs):*** *These are entities that offer specific services or resources that require user authentication. Instead of managing their own user accounts and authentication processes, service providers rely on the identity providers for authentication and authorization. They trust the assertions provided by the identity providers and grant access to authenticated users accordingly.* ***Security Tokens or Assertions****: When a user attempts to access a service provider, the service provider redirects the user to the appropriate identity provider for authentication. After successful authentication, the identity provider generates a security token or assertion containing information about the user's identity, permissions, and other relevant attributes. The user then presents this token to the service provider, who validates it and grants access to the requested resource.* The instructor asks students:	Students listen, ask questions. Students give examples of having their digital identity federated.	PPT slide 13	Student understand the underlying principles of Federated digital identities. Students are able to give examples of having their digital identity federated.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Can you provide an example of a scenario where your digital identity from one platform is federated or transferred to another platform seamlessly? To help the students, the instructor provides the following clarification: *One example of federated digital identity is the "Sign in with Google" feature. Many websites and applications offer users the option to log in using their Google credentials. When a user chooses to sign in with Google, the third-party platform receives a unique identifier or token from Google that confirms the user's authentication. This token is used to verify the user's identity without revealing their actual identification factors (such as name, DOB, etc.) to the third-party platform. The user's identification factors remain with Google, ensuring that the third-party platform only receives the necessary information to authenticate the user without accessing their personal data. This helps maintain privacy and control over personal information.*			Active discussion.
10 min	LO2	**The Concept of Federated Digital Identities – Benefits and Considerations.** Display PPT **slide 14.** The instructor introduces the main benefits of federated digital identities. **Federated digital identities offer several benefits, including:** • ***Single Sign-On (SSO):*** *Users can authenticate once with their chosen identity provider and then access multiple systems or services without the need for separate login credentials. This enhances user convenience and simplifies the authentication process.* • ***User Control and Privacy:*** *Federated identity systems often incorporate privacy-enhancing principles, such as the user's ability to control which identity attributes are shared with each service provider. This puts users in control of their personal information and allows them to manage their privacy preferences.* • ***Interoperability and Scalability:*** *Federated identity enables interoperability between different systems and services, regardless of their underlying technologies. It promotes a scalable and flexible approach to managing digital identities across organizational boundaries.* • ***Reduced Identity Management Burden:*** *Service providers can offload the responsibility of managing user identities, credentials, and authentication processes to trusted identity providers. This reduces the complexity and costs associated with maintaining separate user databases and authentication systems.*	Student listen, ask questions.	PPT slide 14-15	Students understand the main benefits of Federated Digital Identities.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Display PPT **slide 15.** The instructor explains that, while federated digital identities offer numerous advantages, they also come with certain considerations. These include: • Ensuring proper security measures • Establishing trust relationships between participating entities, addressing interoperability challenges • Adhering to relevant standards and protocols	Student listen, ask questions.		Students understand the main considerations related to the Federated Digital Identities.
20 mins	LO3 LO4	**Responsible Company Management of Digital Identity, Building Trust, Enhanced Consumer Experience** Display **PPT slide 16** Instructor explains how responsible company management of digital identities build consumer trust: • Handling personal data responsibly, ensuring an adequately high level of security • Acting transparently. By being open and clear about what you are doing with private information • Communicating to consumers the benefits of digital identity applications • Allowing user control of preferences regarding privacy and data sharing Display **PPT slide 17** Instructor explains how responsible company management of digital identities enhances consumer experience: By leveraging digital identities, businesses can create more engaging, personalized, and convenient experiences for their customers. The ability to tailor interactions, provide seamless access, enhance security, and offer personalized support	Students listen and make notes. Ask and answer questions as relevant.	PPT slides 16-18	Notes made. Questions asked and answered. Students understand the links between digital identities and enhanced consumer experience. Students can give relevant examples drawing on their personal and professional experience.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		contributes to a positive and differentiated customer experience, ultimately driving customer satisfaction and loyalty. The instructor displays **PPT slide 18** to convey more detailed clarification on the various aspects of the link between the digital identities and the enhanced consumer experience: 1. Personalization: With digital identities, businesses can collect and analyse customer data to gain insights into their preferences, behaviours, and needs. This information enables personalized and tailored experiences, such as personalized recommendations, targeted promotions, and customized product offerings. By understanding individual customers better, businesses can create more relevant and engaging interactions, increasing customer satisfaction. 2. Seamless and Convenient Access: Digital identities enable streamlined and frictionless access to online services. By utilizing single sign-on (SSO) or social login options, customers can access multiple platforms and services with a single set of credentials, reducing the need for repetitive login processes. This simplifies the user experience, saves time, and enhances convenience. 3. Omnichannel Consistency: Digital identities enable a consistent customer experience across multiple channels and devices. Whether customers interact with a business through a website, mobile app, or in-store, their digital identity ensures a unified experience. This continuity allows customers to seamlessly transition between channels, pick up where they left off, and maintain their preferences and history. 4. Enhanced Security and Trust: Digital identities that incorporate strong authentication methods, such as two-factor authentication, build trust and confidence among customers. Knowing that their personal information and transactions are protected helps alleviate security concerns and enhances the overall customer experience. Customers are more likely to engage with businesses that prioritize security and safeguard their data. 5. Self-Service Capabilities: Digital identities empower customers with self-service capabilities. They can manage their profiles, update personal information, track orders, access purchase history, and resolve issues independently. This self-service approach provides convenience, reduces reliance on customer support, and empowers customers to control their own experiences. 6. Personalized Support and Assistance: Digital identities allow businesses to offer personalized customer support and assistance. By integrating customer profiles and digital identity information, support agents can have a comprehensive understanding of the customer's history and needs. This enables more efficient and personalized assistance, leading to faster issue resolution and a higher level of customer satisfaction. 7. Loyalty and Rewards Programs: Digital identities enable businesses to implement loyalty programs that offer personalized rewards, promotions, and discounts based			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		on customer behaviour and preferences. This fosters a sense of exclusivity and appreciation, strengthening the customer-business relationship and driving customer loyalty. Instructor to check if students have any questions. They request students to give some examples drawing on their personal and professional experience.			
20 mins	LO4	Display **PPT slide 19. Discussion and workshop.** • Students are assigned an individual task and are given the opportunity to share their findings with the class. The instructor Work individually • How are consumer experiences in the hospitality industry enhanced by proper management of digital identities? • Follow the list in the previous slide and give industry-specific examples. The instructor can facilitate the work and then follow the completion of the task, using the indicative list of answers below as a guide to ensure all relevant points are covered and any missing information is addressed: • ***Seamless Check-In and Check-Out**: Digital identities enable a streamlined check-in and check-out process. Guests can provide their digital identity credentials in advance, allowing them to bypass long queues and paperwork at the reception desk. This creates a more efficient and convenient experience, reducing wait times and enhancing guest satisfaction.* • ***Personalized Services:** Digital identities allow hotels to gather guest preferences, such as room temperature, pillow choices, or food allergies, and tailor their services accordingly. By understanding guest preferences through their digital identity, hotels can personalize amenities, room setup, and in-room services to exceed guest expectations and enhance their comfort.* • ***Contactless Access:** Digital identities can enable contactless access to hotel rooms, amenities, and facilities. Using mobile apps or digital key systems, guests can use their digital identities to unlock their rooms and access various areas within the hotel. This touchless experience provides convenience, improves security, and aligns with health and safety considerations.* • ***Personalized Recommendations**: By leveraging guest data associated with digital identities, hotels can offer personalized recommendations for local attractions, restaurants, and events. This can be done through mobile apps or personalized communication channels, enhancing the guest experience by providing tailored suggestions based on individual preferences and interests.*	Students work individually to complete the task. Students provide answers and engage in a discussion. Feedback findings and thoughts into main group. Participate in whole group discussion and question / answer session.	PPT slide 19 Students own devices	Answers to the questions. Presentation/ feedback of findings. Points made and questions asked and answered in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• ***Loyalty and Rewards Programs:*** *Digital identities facilitate seamless integration with loyalty and rewards programs. Guests can easily access and manage their loyalty accounts, track their points, and redeem rewards through their digital identities. This enhances the overall guest experience by providing personalized rewards, exclusive offers, and a sense of recognition and appreciation.* • ***Enhanced Communication:*** *Digital identities enable efficient and targeted communication between guests and hotel staff. Hotels can use guest profiles associated with digital identities to send personalized messages, updates, and offers through various channels, such as mobile apps or email. This improves communication, allows for easy feedback, and enhances the overall guest experience.* • ***Efficient Service Requests:*** *With digital identities, guests can submit service requests or make special requests conveniently through digital platforms. This eliminates the need for manual paperwork or phone calls, ensuring requests are quickly and accurately communicated to the hotel staff. Prompt and efficient service fulfilment enhances guest satisfaction and loyalty.* • ***Streamlined Billing and Payment:*** *Digital identities facilitate seamless billing and payment processes. Guests can securely link their payment information to their digital identities, enabling quick and hassle-free checkouts. This eliminates the need for manual credit card transactions or paper receipts, making the payment process more convenient and efficient.* The instructor brings the students back into one group and takes their feedback. They then facilitate a discussion and question/answer session.			
5 mins	All	Display **PPT slides 20 – 21.** **Session round-up and questions.**	Students ask questions to clarify understanding.	PPT slides 20-21	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Managing Digital Identities
Link to Scheme of Work / Training Schedule: Session 2 of 2	**Duration:** 2 hours
Learning Level: Level 5	**Link to Matrix:** D9

Learning Aim for the Lesson:
To ensure students understand and maintain digital identities and online reputation.

Competencies / Learning Outcomes:

LO1: Understand the concepts of digital identities and online reputation;
LO2: Discern the importance of and appraise the links between online reputation and digital identities;
LO3: Explain and apply the different ways to protect reputations online;
LO4: Create solutions to problems related to managing digital identities and protection of companies' online reputation.

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching digital skills involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching methods such as videos and asynchronous learning through digital tools have become standardized, especially due to the COVID-19 situation.

Resources:

- D9 L5 Session 2 Managing Digital Identities Power Point Presentation
- Birch, D. G. (Ed.). (2007). *Digital identity management: perspectives on the technological, business and social implications*. Gower Publishing, Ltd.
- Digital Identity Road Map Guide. URL: https://www.itu.int/en/ITU-D/ICT-Applications/Documents/Guides/ITU_eID4D_DIGITAL%20IDENTITY_ROAD_MAP_GUIDE_FINAL_Under%20Review_Until-05-10-2018.pdf
- The Value of our digital identity. URL: https://www.digitallogbook.org/wp-content/uploads/2016/10/BCG-The-Value-of-Our-Digital-Identity.pdf
- Building TRUSTED DIGITAL IDENTITY in the European Union https://ec.europa.eu/newsroom/dae/document.cfm?doc_id=61682
- eIDEAs Solutions-infographic http://ec.europa.eu/newsroom/dae/document.cfm?doc_id=53856
- The Role of Digital Identity in Business-Customer Relationship. URL: https://shuftipro.com/blog/the-role-of-digital-identity-in-business-customer-relationship
- Regulation (EU) No 910/2014 of the European Parliament and of the Council of 23 July 2014 on electronic identification and trust services for electronic transactions in the internal market and repealing Directive

Examples of methods: • Self-Learning: Encourage learners to explore and learn independently. • Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. • Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Use of resources such as videos, podcasts, and industry publications. • Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress.	1999/93/EC https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.L_.2014.257.01.0073.01.ENG • Grassi, P. A., Fenton, J. L., & Garcia, M. E. (2017). *Digital Identity Guidelines [including updates as of 12-01-2017]* (No. Special Publication (NIST SP)-800-63-3). • Shah, M. (2020). What is digital identity and how does it work? URL: https://www.techfunnel.com/information-technology/what-is-digital-identity/ • Feher, K. (2019). Digital identity and the online self: Footprint strategies – an exploratory and comparative research study. *Journal of Information Science*.

Core Skills		
Green:	**Digital:** D9. Managing Digital Identities	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-4.** Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session. Recap on session 1.	N/A	PPT slides 1 -4	N/A
10 mins	LO1 LO2	**Online reputation concept and management.** The instructor explains about the online reputation and management, according to **PPT slides 5-6.** While **Digital identity** comprises *online attributes and activities*, its ultimate goal and overall outcome is to build a certain image of the person/company in the digital ecosystem, i.e., the online reputation.	Students listen to presentation and take notes. Ask questions as required.	PPT slides 5-6	Notes taken. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Therefore, it is essential to monitor and manage how a person or a company is publicly represented on the Web. Damage of the digital identity has a direct negative impact on the online reputation of a company. Online reputation is the personal or business online image that people and organizations constantly build and manage. Online reputation management encompasses all actions to create a perfect digital identity of a brand, business or person, to monitor and address any online content or comments and to react to stories in the (social) media. Online reputation management also includes any preventive and proactive strategies that would enhance the image of the brand/business/person.			
30 mins	LO2 LO3	**Managing and protecting online reputation.** Instructor asks the students to work in pairs and consider - Why is Online Reputation Management important? After the allocated time the instructor brings pairs back into main group and takes feedback then facilitates a group discussion. Display **PPT slide 7** to summarise the discussion: • Impact on customer perceptions and buying decisions • Builds transparency, trust and loyalty	Students discuss in pairs why online reputation management is important. Participate in feedback and group discussion. Students make notes of any extra points covered by the PPT slide Discuss in pairs how a company can manage and protect its online reputation.	PPT slides 7-9	Reasons listed in paired discussions. Feedback to main group. Points raised and answered within group discussions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• It is the online version of word-of-mouth • There is no “Delete” button for the reviews • You can get valuable feedback The instructor asks the students to get back into pairs and list the ways that a company can protect online reputations. After the allocated time the instructor brings the pairs back into the main group and takes feedback, then facilitates a group discussion. Display **PPT slide 8** to summarise the discussion: • Monitor all online presence of the company/brand • Set a system for monitoring and auditing the online reputation; assign a special person who is responsible for regular reports • Answer promptly and with empathy; ensure the tone of voice is neutral, especially for negative comments • Always respond to negative feedback. • Apologize if necessary • Automate online reputation management – prepare response templates, blacklists, set up a chain of command • Encourage your clients to leave reviews The instructor goes on to explain that whilst managing your own online reputation, consideration should also be given to clients’ and other stakeholders’ online reputations.	Participate in feedback and group discussion. Make notes of any extra points covered by the PPT slide		

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Display **PPT slide 9** to show other points to consider regarding management of online reputation of others: ● Listen to all perspectives and try to understand them ● Find a win-win solution, if possible. ● Keep the tone to neutral ● Consider public or private communication. Public provides better transparency, but there are personal issues that should be discussed in private ● Make improvements of the online presence and products, as per customers' recommendations, if valid, relevant and do-able			
30 mins	LO3 LO4	Display **PPT slide 10** Instructor carries out the following activity: ● Divide students into pairs or small groups ● Each group/pair select a different tourist company (e.g., hotel, restaurant, travel agency, visitor attraction, rental car company, etc.) ● Open review site accounts of this company (e.g., Trip Advisor, Holiday Check, etc.) ● Analyse customer assessments and reviews, company responses and how they contribute to the online reputation of this company. ● Discuss weak points and suggest how they can be improved	In small groups, students analyse the online reputation of a tourist company by using review sites and looking at comments and replies and how they contribute to the online reputation. Students discuss and suggest how to improve replies / actions to positive and negative comments. Students feedback findings and contribute to group discussions.	PPT slide 10	Students analyse and propose proper responses to both positive and negative comments, thus contributing to the building of online reputation. Active participation in presentation and feedback discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After the allocated time, the instructor brings the groups together and asks each group to justify their examples and facilitates a feedback discussion to fill in any gaps and give further examples as appropriate**.**			
10 mins	LO3 LO4	**How to use a company's digital identity to increase its online reputation.** Instructor displays **PPT slides 11-12** and explains how a company can use its digital identity to increase its online reputation: The availability of both more volume and more types of data enables organisations to increasingly extract operational insight from it. Different industries are at different stages in leveraging data to enhance delivery, and not surprisingly, the hospitality sector is currently ahead. **Personalised products/services**: By using personal data to deduce the interests of users, content can be customised for them. These personalised services can be monetised through subscription fees or advertisements. Spotify, for example, will individually stream a user's preferred music whenever it is connected to the Internet. **Recommendations**: By analysing a variety of data sources, entertainment choices that accurately reflect a user's interests can be suggested. These recommendations, in turn, can improve content navigation, increase usage time and boost up-selling. A well-known example is YouTube's video recommendation system, which generates	Students listen to presentation and make notes. Ask and answer questions as relevant.	PPT slides 11-12	Notes made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		recommendations based on user profile, viewing history, ratings of content and other data sources. **Targeted marketing**: The personal data that is collected can be leveraged to deliver digital ads to narrowly defined target groups. **Monetisation of consumer insight**: The data that information and entertainment services generate or collect from their customers can be highly valuable to third parties. Monetising this information – or the insight derived from it – creates an additional revenue source. However, beware of the GDPR and similar regulations. **Incorporating social media features in order to further personalise media consumption**: Many websites incorporate basic social features such as "like" and "share" widgets. Future differentiation depends on deeper and more natural ways of making use of online presence: • Tourist companies use numerous B2B (Business-to-Business) and B2C (Business-to-Customers) partnerships, most of them are in an online environment. Hence, they also contribute to the overall online reputation of the company • Where is your company registered online? – hotels in B2B, B2C platforms, Online Travel Agencies (OTAs) rely almost entirely on digital identities of registered properties and companies.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Tour operators and Travel Agents in Global Distribution Systems (GDS) and Bedbanks (wholesalers) • Attractions in web rankings and OTAs, DMOs, etc. • All cloud services – Property Management Systems (PMS), Revenue Management systems, Customer Management Systems (CRM) The instructor checks if there are any questions. During presentation of these 2 slides, the instructor may want to ask questions to keep students engaged and check understanding.			
30 mins	LO4	Display **PPT slide 13** Instructor sets a small group activity. Each small group is allocated a different hotel / accommodation property to study: ● Compare the digital identity of a hotel/accommodation property across all online channels – tour operators, bed banks, meta-search engines, OTAs, own website, social media accounts, etc. ● Evaluate the online reputation of this property and discuss how it might be improved After the allocated time, the instructor brings the students back into one group and takes feedback from each small group. The instructor facilitates a discussion on the feedback from the groups.	In small groups, students are allocated a hotel / accommodation property for them to evaluate its online reputation across different digital identities and discuss ideas on how it might be improved. Students present their findings to the main group.	PPT slide 13	Group findings from evaluation of the allocated property. Feedback given to main group. Questions asked and answered. Points raised in whole group discussion.
5 mins	All	Display **slides 14 – 15.** **Session round-up and questions.**	Students ask questions to clarify understanding.	N/A	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Managing Digital Identities
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 2 hours
Learning Level: Level 7	**Link to Matrix:** D9

Learning aim for the Lesson:
To ensure students understand, can explain and reason over the concept of digital identity management systems, their characteristics, constraints, and relation to the enhanced customer experience

Competencies / Learning Outcomes:
LO1: Understand, can explain and reason over the concept of digital identity management systems;
LO2: Assess and find ways to overcome constraints of Digital Identities;
LO3: Assess and make choices based on the characteristics of digital identity management systems;
LO4: Understand and analyze the relation between the management of digital identities and the enhanced consumer experience;
LO5: Understand and apply knowledge to manage the digital identity of a customer.

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching digital skills involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching methods such as videos and asynchronous learning through digital tools have become standardized, especially due to the COVID-19 situation.

Resources:
- D9 L7 Session 1 Managing Digital Identities Power Point Presentation
- Andrieu, J. (2018). *Five Mental Models of Identity.* URL: https://github.com/WebOfTrustInfo/rwot7-toronto/blob/master/topics-and-advance-readings/five-mental-models-of-identity.md
- Birch, D. G. (Ed.). (2007). *Digital identity management: perspectives on the technological, business and social implications*. Gower Publishing, Ltd.
- Windley, P.J. (2022) *Learning Digital Identity*. 'O'Reilly Media, Inc.'
- Building TRUSTED DIGITAL IDENTITY in the European Union https://ec.europa.eu/newsroom/dae/document.cfm?doc_id=61682
- The Role of Digital Identity in Business-Customer Relationship. URL: https://shuftipro.com/blog/the-role-of-digital-identity-in-business-customer-relationship
- What is identity and access management (IAM)? URL: https://www.microsoft.com/en-us/security/business/security-101/what-is-identity-access-management-iam

Examples of methods: • Self-Learning: Encourage learners to explore and learn independently. • Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. • Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Use of resources such as videos, podcasts, and industry publications. Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress.	• What is Identity and Access Management (IAM)? URL: https://www.fortinet.com/resources/cyberglossary/identity-and-access-management •

Core Skills		
Green:	**Digital:** D.9 Managing Digital Identities	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 – 4.** Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session.	N/A	PPT slides 1 – 4	N/A
10 mins	LO1	Display **PPT slide 5** to facilitate the discussion on the students' previous experience with Identity Management systems. **Starting Discussion: Identity Management systems** Instructor starts by asking students what previous experience they have with Identity Management systems, e.g.: • What Digital Identity Management systems are you familiar with? • What is your experience as an individual? • What is your experience as an employee/manager?	Students discuss what they already know about Identity Management systems drawing on their own experience.	PPT slide 5	Active participation in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Do you have any experience with assessing or implementing a Digital Identity Management system in your organization? • Which features or aspects of a Digital Identity Management system you have used have enhanced your customer experience or made your work as an employee/manager more efficient and effective? • What challenges have you encountered with Digital Identity Management systems, both in your personal and professional experiences? The instructor leads a discussion about the importance of proper presentation in digital environment.			
10 mins	LO4	Display **PPT slide 6** The instructor helps students remember and apply the knowledge they gained in the previous session. The facilitator's role is to guide the conversation in a way that prompts participants to recall and utilize the information they have learned about the link between the management of digital identity and the enhancement of consumer experience.	Students listen, answer questions. .	PPT slide 6	Responses to instructor questions are relevant and show understanding. Active participation.
10 min	LO1	Display **PPT slide 7** The instructor introduces the definition of Digital Identity Management Systems: • Digital identity management systems, also known as identity and access management (IAM) systems, are software solutions that enable organizations to manage and control the identities and access privileges of users within their digital ecosystem. • These systems provide a centralized framework for securely storing, authenticating, and managing user identities, roles, and permissions across various applications, systems, and resources.	Students listen, answer questions, ask questions if they need clarification.	PPT slide 7	Students understand what the definition conveys. Students ask relevant questions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Joe Andrieu, principal at Legendary Requirements, writes that "Identity systems acquire, correlate, apply, reason over, and govern information assets of subjects, identifiers, attributes, raw data, and context."			
20 min	LO1 LO2	Display **PPT slide 8** The instructor presents the constraints IAM systems face*:* ***The Proximity Constraint -*** *In the online environment, we lack the familiar sensory cues that help us perceive and understand others as we do in face-to-face interactions. Virtual interactions take place at a distance, making it challenging to establish a deep sense of knowing. To address this, organizations have developed administrative identity systems tailored to their specific requirements for identifying and managing data about their customers, employees, or citizens. However, the reverse is not true. Individuals do not possess the same capabilities for truly knowing others online, except through the limited and fragmented means provided by organizations and their platforms.* ***The Privacy Constraint*** *- In the present, digital identity systems heavily depend on extensive datasets that are often gathered without the subject's awareness or explicit consent. This data is duplicated across various systems, forming a global data ecosystem. Third-party entities utilize universal identifiers such as Social Security numbers, national ID numbers, and phone numbers to connect and correlate identity information, all of which is done without the individual's knowledge or understanding.* ***The Lack of Anonymity*** *- In the physical realm, our existence as autonomous beings allows us to navigate various domains with a certain level of anonymity. Our physical presence and the laws governing the physical world enable us to interact without constantly needing to disclose our personal information. However, in the digital realm, almost all significant transactions and interactions occur within the scope of administrative identity systems. This means that our digital activities are closely tied to identifiable and trackable digital identities, leaving behind a digital footprint that can be traced back to us.* ***The Interoperability Constraint*** *– In the online realm, while certain functionalities, like email, are standardized and interoperable due to common protocols and code, others lack such uniformity. For instance, messaging experiences are fragmented across numerous applications, with each app offering a distinct user experience. Furthermore, each app operates independently and presents a unique user interface. Therefore, many individuals have multiple messaging apps on their devices (WhatsApp, Viber, Snapchat, etc.).* ***The Scale Constraint*** *- an effective and comprehensive digital identity system must be capable of accommodating an immense number of relationships among the individuals, organizations, and entities in the online world. Often, it is not feasible to rely on a single centralized system to handle this task.*	Students listen, answer questions, give examples when asked by the instructor.	PPT slide 8	Students understand the meaning on each constraint. Students ask relevant questions and give appropriate examples.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Digital identity increasingly relies on the Federated Identity Model. We often use popular identity providers like Instagram or Google for logging into various services. However, while these major identity providers are widely used, there are countless other platforms that do not utilize social login systems. Many businesses are hesitant to relinquish control of their customer data to another entity that could potentially alter their practices in the future. ***The Autonomy Constraint** – In the realm of online identity, people have limited autonomy, few natural rights, and little influence within existing identity solutions. Each organization constructs its own administrative identity system to suit its convenience, making design choices that prioritize its own purposes and often tilting the balance of power in its favor. As a result, people find themselves without a distinct position online. We lack a digital embodiment. Nearly every online interaction we engage in is mediated by an organization's identity system and governed by its rules. We exist within someone else's realm, relying on their goodwill.* ***The Flexibility Constraint** – The issue of flexibility is closely intertwined with the problem of autonomy. Current digital identity systems are often designed with specific, limited purposes in mind. Many of these systems are constrained by fixed schemas or predefined attribute sets. Even if there was a desire to expand the schema of a IAM system to accommodate all possible cases or relationship types, it would be impractical to do so due to the sheer magnitude and complexity involved.* ***The Consent Constraint** - In the digital realm, the problem of consent is closely tied to autonomy. Operators of identity systems often collect and share our data without explicit consent, often prioritizing their own interests. While consent issues can exist in the physical world, they are limited by challenges in data collection and robust legal frameworks. However, the digital space requires explicit consent measures, especially with the increasing intrusion of digital devices into physical spaces through the Internet of Things (IoT).* The instructor gives examples, asks students to relate to their own experience with the constraints of IAM systems.			
20 mins	LO2 LO3	Display **PPT slide 9** Instructor introduces the key features of IAM systems and the approaches to overcome the systems' constraints. The instructor explains that, when choosing an IAM system for their organisation, there are several important factors to consider: ***Security:** Ensure that the identity management system provides robust security measures to protect sensitive user data and prevent unauthorized access. Look for features like encryption, multi-factor authentication, access controls, and regular security updates.* ***Scalability:** Consider the scalability of the identity management system to accommodate the growth of your business. It should be able to handle increasing user volumes, support new applications and services, and integrate with existing systems seamlessly.* ***Integration Capabilities:** Evaluate how well the identity management system can integrate with your existing IT infrastructure, including applications, databases, directories, and authentication*	Students listen, answer questions, give examples when asked by the instructor.	slides 9-10	Students understand the characteristics of IAM systems and the approaches to overcome related constraints. Students ask relevant questions and give

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		protocols. Compatibility and smooth integration are crucial to avoid disruptions and ensure a cohesive identity management ecosystem. ***User Experience:*** *A user-friendly and intuitive interface is essential for both your employees and customers. The identity management system should provide a seamless and frictionless user experience, making it easy for users to authenticate, manage their identities, and access resources.* ***Compliance and Regulations:*** *Consider whether the identity management system meets relevant compliance requirements and regulatory frameworks specific to your industry or region. Examples include GDPR, HIPAA, CCPA, or industry-specific regulations. Ensure that the system provides necessary features for compliance, such as consent management and audit trails.* ***Flexibility and Customization:*** *Look for an identity management system that offers flexibility and customization options to align with your business requirements. It should allow you to define and manage identity attributes, roles, access policies, and workflows based on your specific needs.* ***Support and Maintenance:*** *Consider the level of support and maintenance provided by the identity management system vendor. Ensure that they offer timely updates, patches, and technical assistance to address any issues or vulnerabilities that may arise.* ***Reporting and Analytics:*** *Evaluate the system's reporting and analytics capabilities to gain insights into user behaviour, access patterns, and security incidents. Advanced analytics can help identify potential risks, detect anomalies, and enhance overall security posture.* ***Cost and Return on Investment (ROI):*** *Assess the cost-effectiveness and potential return on investment of the identity management system. Consider factors such as licensing fees, implementation costs, maintenance, and ongoing support. Determine how the system's features align with your business goals and whether it offers value for the investment.* *Future-proofing: Consider the ability of the identity management system to adapt to future technological advancements and evolving security requirements. Look for a solution that offers scalability, interoperability, and the ability to integrate emerging authentication methods and standards.* The lecturer gives examples, asks students to relate to their own experience with of IAM systems. Display **PPT slide 10** The instructor emphasizes on the significance of recognizing that while you may possess a solid understanding of digital identities and their management, it is essential to consult with your IT department or seek advice from independent IT professionals who possess the necessary expertise. It is not advisable to rely solely on your own judgment or blindly trust a vendor without conducting thorough due diligence, as this can be a risky approach. The field of digital identity management is complex and constantly evolving, with new threats and challenges emerging regularly. IT professionals have the specialized knowledge and experience to navigate these complexities and provide informed guidance tailored to your specific needs.			appropriate examples.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Engaging with your IT department or seeking the advice of independent experts ensures that you make informed decisions and select the most suitable IAM system for your organization. They can help evaluate the technical requirements, assess potential risks and vulnerabilities, and recommend appropriate solutions that align with your security and operational goals. Remember, the stakes are high when it comes to digital identity management, as it involves sensitive data, privacy concerns, and potential security risks. Taking a cautious and diligent approach by involving experts will help safeguard your organization's digital assets and ensure that you make well-informed decisions.			
20 mins	LO4 LO5	IAM systems. Managing the Digital Identity Life Cycle of the Customer Display **PPT slide 11.** The instructor explains that by comprehending and efficiently handling every phase of the customer's digital identity journey (all of this implemented in the architecture of the IAM system), organizations can foster trust, provide tailored experiences, and cultivate enduring customer relationships. It is crucial to give precedence to privacy, consent, and data security at every stage of the life cycle, ensuring a favourable customer experience and adhering to relevant regulations. Display **PPT slide 12**. The instructor presents and explains the stages of the customer digital identity life cycle: ***Creation and Verification****: The creation stage involves the initial establishment of a customer's digital identity within the company's systems. This typically occurs when the customer registers or creates an account on the company's website or mobile app. It includes providing and verifying necessary information such as name, email address, and password to set up the digital identity.* ***Authentication****: Once the digital identity is created, the authentication stage comes into play. This involves authentication of the customer's identity when they log in or access their account. Authentication methods can include username and password, biometric authentication (such as fingerprints or facial recognition), or two-factor authentication for added security.* ***Data Capture and Management****: During the customer's interactions with the company, various data points are collected and associated with their digital identity. This data can include demographic information, purchase history, preferences, and engagement metrics. The company must effectively capture and manage this data to gain insights, personalize the customer experience, and make informed business decisions.* ***Personalization and Customization:*** *Leveraging the captured data, the company can deliver personalized experiences and tailored content to the customer. This stage involves utilizing customer data to provide relevant product recommendations, personalized offers, and targeted marketing communications. By personalizing the customer experience, companies can enhance engagement and foster a stronger connection with customers.*	Students listen, answer questions, give examples when asked by the instructor.	slides 11-12	Students understand the underlying principles of an IAM system that effectively manages the customer digital identity life cycle, as well as how this relates to enhanced consumer experience. Students ask relevant questions and give appropriate examples.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Consent and Privacy*: Throughout the customer digital identity life cycle, maintaining customer privacy and obtaining proper consent is crucial. Companies must adhere to privacy regulations and ensure that customers have control over their personal data. Obtaining explicit consent for data collection and usage, providing transparent privacy policies, and implementing robust security measures are essential to build trust and protect customer privacy.* ***Lifecycle Management:*** *The customer's digital identity evolves and changes over time as their needs, preferences, and engagement with the company shift. Lifecycle management involves continuously updating and maintaining the customer's digital identity to reflect any changes, such as account updates, preferences modifications, or address changes. Effective lifecycle management ensures that the customer's digital identity remains accurate and up to date. Deactivation or Termination: At some point, a customer may choose to deactivate or terminate their digital identity with the company. This could occur when they close their account, unsubscribe from services, or no longer engage with the brand. The deactivation stage involves handling the customer's data appropriately, securely deleting their information, and respecting their wishes.* The lecturer gives examples, asks students to relate to their own experience both as consumers and as employees/managers.			
20 mins	LO1 LO5	Display **PPT slide 13: Discussion and Workshop** Instructor splits the students in small groups of 2-3 and explains the task: • Open the website of a tourist company (hotel, hotel chain, travel agency/OTA, car rental company, etc. • Start a purchase process of their product and then answer the following questions: - What data is collected during the registration process, and how is it validated? Share and discuss the different options. - How does the company verify the identities of its customers? What authentication methods or technologies are employed to ensure secure access to customer accounts and transactions? - Try to modify your personal data. How is customer data updated, modified, or deleted? What privacy and data protection measures are implemented? - Are there any personalized features or preferences offered to enhance the customer experience? • Make a note of your findings and be prepared to feedback	Students work in small groups to complete the task. Students share their findings and comment on the findings of their peers.	PPT slide 13	Discussion points raised. Active participation. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	All	Display **PPT slides 14 – 15.** Session round-up and questions.	Students ask questions to clarify understanding.	Slides 14 – 15	N/A

Lesson Plan	
Programme/course: Digital Content Creation	**Subject:** Audience Insights, Content Strategies, and Creation Tools for Hospitality and Tourism
Link to Scheme of Work/Training Schedule: Week / session 1	**Duration:** 3 hours
Learning Level: EQF Level 3	
Learning aim for the lesson: This session aims to develop students' understanding of audience segmentation, content types, and practical content creation tools for the tourism and hospitality industry. Students will learn to recognize different audience types, understand their preferences, and create targeted content using appropriate platforms and tools. Through practical activities and guided discussions, students will develop skills to plan and create content that engages specific guest segments at different stages of the travel journey.	
Competencies/Learning Outcomes: LO1: Identify different types of digital content used in tourism and hospitality LO2: Recognise key audience groups and their content preferences LO3: Understand how different content types support guest engagement at various points in the travel journey LO4: Develop branded content for a specific hospitality/tourism audience segment LO5: Select appropriate formats and platforms for different guest journey stages LO6: Apply tools to create, plan, and adapt content based on guest insights and brand tone **Methodology recommendations:** ● Interactive lecture: Present key concepts using slides and explanations ● Group discussions: Encourage students to share experiences and opinions ● Video analysis: Use video content to identify audience targeting techniques ● Practical activities: Apply content creation tools in real exercises	**Resources:** ● PPT slides ● Access to video examples (Iberostar, TS Hotels) ● Internet access for viewing content examples ● Computers with Canva and AI tool access ● Whiteboard/flipchart for group discussions

• Group work: Collaborate on content planning for specific audiences **Methods examples:** • Video analysis of hotel brand campaigns • Group discussion on audience types and preferences • Persona creation exercise • Practical activity using Canva and AI tools for content creation • Content calendar planning	

Core Skills		
Green:	**Digital:**	Social:

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
3 mins	N/A	Display **PPT slides 1-2**. Welcome students and introduce the learning outcomes for this session. Outline the structure of the session and establish any ground rules. If necessary, record attendance.	Listen / Take notes / Ask questions if needed	**PPT slides 1-2**	N/A
2 mins	LO1 LO2	Display **PPT slide 3** to introduce the content topics for the session. **Briefly explain** each topic area (Audience & Personalisation, Content Types, B2B vs. B2C content, etc.) and how they connect to create effective tourism content. **Ask** students if they have experience with any of these areas in their current or previous work.	Listen / Take notes / Share relevant work experiences	**PPT slide 3**	Diagnostic assessment: Level of existing knowledge and experience
10 mins	LO1 LO3	Display **PPT slides 4-5** to introduce traveller content consumption habits and why digital content matters in tourism. **Present** key statistics from Expedia Group research and explain the seven key reasons digital content matters: search, social, conversion, journey guidance, personalization, analysis, and brand building.	Listen / Take notes / Share personal experiences with content consumption	**PPT slides 4-5**	Formative assessment: Quality of observations about content impact

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1	Display **PPT slide 6** to introduce the "Tourism Content Through a Visitor's Eyes" activity. **Organize** students into small groups. **Instruct** them to find one great example of tourism or hotel content that caught their eye and made them want to book. **Facilitate** sharing and discussion of why the content was effective and who it was targeted to.	Form groups / Find examples of tourism content / Discuss why it was effective / Share with class	**PPT slide 6**, Internet access for searching	Formative assessment: Quality of content example selection and analysis
5 mins	LO1 LO6	Display **PPT slide 7** to explore the pillars of impactful content. **Explain** the three key pillars: Content Strategy & Audience Insight, Tools for Creation & Execution, and Content as Brand Building. **Discuss** how these pillars interact and support each other in the content creation process.	Listen / Take notes / Ask questions	**PPT slide 7**	Formative assessment: Understanding of the pillars of content strategy
5 mins	LO1	Display **PPT slide 8** to introduce the Content Creation Strategy Framework. **Explain** the three key components: core content types, creating with purpose, and content quality standards. **Walk through** each content type (visual, written, interactive, audio) with tourism examples. **Ask** students to identify which content types they see most often in their own hospitality sector.	Listen / Take notes / Share observations about content types in their sector	**PPT slide 8**	Formative assessment: Quality of observations about content types
5 mins	LO2	Display **PPT slide 9** to introduce audience segmentation in tourism. **Explain** the principle "If you're talking to everyone, you're connecting with no one." **Walk through** the three main audience categories: leisure travellers, business travellers, and special interest groups. **Ask** students to identify which audience segments their business primarily serves and what specific needs these segments have.	Listen / Take notes / Identify primary audience segments for their business / Discuss specific audience needs	**PPT slide 9**	Formative assessment: Quality of audience identification
5 mins	LO2	Display **PPT slide 10** to explore demographics segmentation and beyond. **Explain** the three levels of audience understanding: demographics, psychographics, and behavioural insights. **Emphasize** that effective content requires understanding beyond basic demographics. **Ask** students to share examples	Listen / Take notes / Share examples of psychographic influences on travel decisions	**PPT slide 10**	Formative assessment: Quality of examples shared

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		of how psychographic factors (like being eco-conscious) might influence travel choices.			
15 mins	LO2 LO3	Display **PPT slide 11** for the "Reflect: What's the Message - and Who's It For?" activity. **Play** the two brand campaign videos from Iberostar Hotels and TS Hotels. **Ask** students to analyse the videos using the table provided, focusing on music, visual style, tone & messaging, guest needs shown, emotional triggers, and target audience. **Facilitate** group discussion comparing the two approaches and how each targets different audience segments.	Watch videos attentively / Analyse elements according to the table / Participate in discussion / Compare targeting strategies	**PPT slide 11**, Videos of hotel campaigns	Formative assessment: Depth of analysis and understanding of targeting differences
10 mins	LO2 LO4	Display **PPT slide 12** to introduce creating content-focused guest personas. **Explain** the persona framework for content creation, including travel goals, information needs, decision content, consumption habits, and technical considerations. **Walk through** the example persona "Anna the Wellness Traveller." **Ask** students to begin thinking about a persona relevant to their business, which they will develop further in the upcoming activity.	Listen / Take notes / Begin thinking about a relevant persona for their business	**PPT slide 12**	Diagnostic assessment: Understanding of persona concept
15 mins	LO2 LO4	Display **PPT slide 13** for the "From Audience to Content" group activity. **Divide** students into pairs or small groups. **Explain** the task: choosing an audience type, defining characteristics, identifying digital habits, sketching a content idea, and reflecting on its effectiveness. **Circulate** among groups to provide guidance. After completion, **ask** groups to share their audience-content matches with the class. **Facilitate** brief discussion of how different content ideas align with specific audiences.	Form groups / Select and define an audience / Identify digital habits / Create content concept / Present to class	**PPT slide 13**	Summative assessment: Quality of audience definition and content alignment
10 mins	LO5	Display **PPT slide 14** to present content planning by journey stage. **Explain** the six stages of the guest journey (Awareness, Interest, Planning, Booking, Experience, Post-Stay) and the appropriate content types for each. **Walk through** the examples provided,	Listen / Take notes / Identify content gaps in their business across journey stages	**PPT slide 14**	Formative assessment: Ability to identify appropriate content

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		emphasizing how content needs change throughout the journey. **Ask** students to identify gaps in their own business's content across the journey stages.			for different journey stages
10 mins	LO1 LO3	Display **PPT slides 15-16** to explain B2B vs. B2C content creation differences. **Outline** the distinct content formats for business and consumer audiences, and the appropriate channel selection for each. **Present** practical examples of B2B and B2C content in hospitality, highlighting the differences in approach. **Ask** students who work with both audiences to share challenges in creating appropriate content for each.	Listen / Take notes / Share experiences with B2B vs. B2C content creation	**PPT slides 15-16**	Formative assessment: Understanding of B2B vs. B2C distinctions
10 mins	LO3 LO6	Display **PPT slides 17-18** to discuss balancing professional and user-generated content (UGC). **Explain** the value of UGC in adding authenticity and social proof. **Present** the content mix guidance by platform and the process for using UGC effectively, from collection to integration. **Ask** students to share any experiences with collecting or using guest content in their marketing.	Listen / Take notes / Share experiences with UGC	**PPT slides 17-18**	Formative assessment: Understanding of UGC application
5 mins	LO1 LO6	Display **PPT slide 19** to explain SEO strategies for content creation. **Walk through** the six key strategies: using the right keywords, answering real questions, optimizing every page, going local, using high-quality visuals, and keeping content fresh. **Provide** hospitality-specific examples for each strategy. **Ask** students to identify which strategies they currently implement and which they could improve.	Listen / Take notes / Identify current SEO practices and areas for improvement	**PPT slide 19**	Formative assessment: Understanding of SEO application in hospitality
10 mins	LO6	Display **PPT slides 20-21** to present visual content creation tools. **Explain** the options across different price points for photography, video, graphic design, and mobile applications. **Highlight** the most accessible options for small businesses with limited budgets. Explain the use of HEX colour coding and the use of it to maintain visual content consistency.	Listen / Take notes / Share experiences with content creation tools	**PPT slide 20-21**	Formative assessment: Familiarity with content creation tools

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Ask students which tools they currently use and what their experiences have been.			
10 mins	LO5 LO6	Display **PPT slides 22-23** to discuss content planning and calendars. **Explain** the basic calendar components and efficiency tips for content planning. **Present** the suggested calendar fields and simple tool options. **Emphasize** the importance of planning content in advance while maintaining flexibility. **Ask** students about their current content planning processes.	Listen / Take notes / Share current content planning approaches	**PPT slides 22-23**	Formative assessment: Understanding of content planning principles
10 mins	LO6	Display **PPT slides 24-28** to introduce AI-assisted tools for content creation. **Present** text generation, image generation/editing, video creation/editing, audio/podcast tools, social media automation, and hospitality-specific tools. **Explain** practical applications and ethical considerations when using AI for content. **Emphasize** the importance of human review and creativity. **Ask** students if they have used any AI tools and what their experiences have been.	Listen / Take notes / Share experiences with AI content tools	**PPT slides 24-28**	Formative assessment: Understanding of AI applications in content creation
25 mins	LO4 LO6	Display **PPT slides 29-30** for the "Let's Apply It: Content in Action" and "Multi-Platform Brand Content Creation" group activity. **Introduce** the activity: designing tourism/hospitality content using Canva and AI tools. **Explain** the complete process: designing a visual, generating marketing text, creating additional images, compiling all elements, and presenting to the group. **Guide** students through accessing tools and creating their content. **Circulate** to provide assistance as needed. **Facilitate** presentations and group feedback.	Form groups / Choose a content prompt / Create content using Canva and AI tools / Present to the group / Give feedback on others' work	**PPT slides 29-30**, Computers with Canva and AI tool access	Summative assessment: Quality of content created and application of learned principles
5 mins	LO1 LO2 LO3 LO4 LO5 LO6	Display **PPT slide 31** to recap the session. Summarize the key points covered: understanding audiences, choosing appropriate content, maintaining visual consistency, using the right tools, and practicing creation. **Highlight** recommended areas for further learning. **Preview** what will be covered in Session 2:	Listen / Take notes / Ask final questions	**PPT slide 31**	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		From Content to Brand Building. **Answer** any final questions.			
Recap / Summary:		This session covered the essential elements of audience-focused content creation for tourism and hospitality. Students explored different audience segments and their preferences, building persona frameworks to guide content development. They learned about content types appropriate for different stages of the guest journey and the distinctions between B2B and B2C content approaches. The session also covered the balance between professional and user-generated content, SEO strategies, and a range of content creation tools including AI-assisted options. Through practical activities, students applied these concepts by creating audience-specific content using Canva and AI tools and analysing targeted hotel brand campaigns.			
Link to next session and/or follow up action:		Students are encouraged to develop a content calendar for their business using the template provided, focusing on at least one specific audience persona. They should experiment with at least one of the content creation tools discussed in the session and begin collecting examples of user-generated content relevant to their brand. The next session will explore how digital content directly influences booking decisions, techniques for creating problem-solving content that builds trust, developing consistent brand voice and visual identity, strategic content mapping for different customer journey stages, measuring content performance, and practical brand-building content techniques for hospitality businesses.			

Lesson Plan	
Programme/course: Digital Content Creation	**Subject:** From Brand Building to Business Results: Creating Content that Converts
Link to Scheme of Work/Training Schedule: Week / 2 sessions	**Duration:** 3 hours, divided in 2 sessions, 1,5 hours each
Learning Level: EQF Level 5	
Learning aim for the lesson: This session aims to introduce students to the fundamental concepts of digital content creation as a brand-building tool in the tourism and hospitality industry. It will explore how content shapes guest perceptions, influences booking decisions, and builds trust. Students will understand the relationship between brand promises, content types, and ethical content creation. Through discussions, case studies, and practical examples, students will learn to identify appropriate content strategies that both solve traveller problems and promote business objectives across different platforms.	
Competencies/Learning Outcomes: LO1: Understand how digital content shapes brand perception and influences booking decisions LO2: Create content that builds trust and solves traveller problems rather than just promoting services LO3: Develop a consistent brand voice and visual identity across different platforms LO4: Identify appropriate content types for different stages of the customer journey LO5: Use basic measurement techniques to track content performance and brand impact LO6: Apply practical content creation techniques for hospitality and tourism businesses **Methodology recommendations:** ● Interactive lecture: Present key concepts using slides and explanations ● Group discussions: Encourage students to share experiences and opinions	**Resources:** ● PPT slides ● Access to video content (Starbucks campaign, hotel video examples) ● Case study materials ● Whiteboard/flipchart for group discussions ● Internet access for example viewing

• Video analysis: Use video content to stimulate critical thinking • Practical examples: Show real-world applications in hospitality and tourism • Case studies: Apply learned concepts to real-world scenarios **Methods examples:** • Video analysis of hospitality content marketing examples • Group discussion on brand voice and identity • Practical activity: Content transformation exercise • Brand analysis exercise	

Core Skills		
Green:	**Digital:**	Social:

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-3**. Welcome and introduce the learning outcomes and content of the session. Housekeeping, including any ground rules to be observed during the training. If necessary, record the names of all attendees. Allow the opportunity to ask any questions.	Confirm name for 'Record of Attendance'. Listen / Take notes / Acknowledge / Ask questions	**PPT slides 1-3**	N/A
SESSION 1				**PPT slide 4**	
10 mins	LO1	Display **PPT slide 5** and conduct the ice-breaking activity "Digital Content First Impressions." **Read** the instructions aloud. Ask students to form small groups of 3-4 people to analyse how digital content creates immediate brand perceptions. **Encourage** them to identify specific visual and written elements that influenced their impression. After group discussion, **invite** input from various groups. **Highlight** key points	Share experiences with first impressions of tourism websites and social media. Discuss what digital content elements created positive or negative impressions in small	**PPT slide 5**	Diagnostic assessment: Informal observation of student engagement and quality of contributions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		about how quickly digital first impressions form and their impact on booking decisions.	groups. Share findings with the wider group.		
5 mins	LO1	Display **PPT slide 6** to introduce digital content statistics. **Explain** the significance of social media in shaping travel experiences and decisions. **Highlight** key statistics about how travellers are influenced by digital content. **Ask** students to reflect on their own travel-planning behaviours and how social media might have influenced their decisions.	Listen / Take notes / Acknowledge / Ask clarifying questions / Participate in discussions	**PPT slide 6**	Formative assessment: Q&A to check understanding
5 mins	LO1	Display **PPT slide 7** to present data on how digital content influences booking decisions and brand perception. **Walk through** each category of impact: visual content, online booking trends, social media influence, user reviews, and video content benefits. **Emphasize** the statistical evidence showing how quality content drives business results. **Ask** students to share examples from their own experiences of being influenced by online content when making travel decisions.	Listen / Take notes / Share personal experiences / Ask questions	**PPT slide 7**	Formative assessment: Q&A to check understanding
5 mins	LO1 LO2	Display **PPT slide 8** about compelling digital content. **Explain** that effective digital content is an essential business asset that builds trust, converts browsers to bookers, and turns guests into ambassadors. **Highlight** how great content solves traveller problems rather than just promoting services. **Ask** students to consider the difference between promotion and problem-solving.	Listen / Take notes / Acknowledge / Ask clarifying questions / Participate in discussions	**PPT slide 8**	Formative assessment: Q&A to check understanding
15 mins	LO1 LO2	Display **PPT slide 9** and introduce the "What Makes Content Memorable?" activity. **Play** the *"Meet Me at Starbucks"* video clip. **Facilitate** a group discussion about the emotions evoked, memorability factors, and how the content connects rather than sells. **Ask** key questions about emotional impact, storytelling	Watch video attentively / Participate in discussion / Share observations about emotional impact and storytelling techniques	**PPT slide 9** Video: "Meet Me at Starbucks"	Formative assessment: Quality of observations and discussion points

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		elements, and how the brand is positioned through the story.			
5 mins	LO1 LO2	Display **PPT slide 10** to introduce the three pillars of impactful content: Content as Brand Building, Content Strategy & Audience Insight, and Tools, Creation, and Execution. **Explain** how these elements work together to create effective content strategies.	Listen / Take notes / Acknowledge	**PPT slide 10**	N/A
5 mins	LO1 LO3	Display **PPT slide 11** to explain content as brand building. **Emphasize** that in tourism, most guests experience a brand digitally before physically. **Explain** how every post, video, or caption builds more than engagement - it builds identity. **Ask** students to reflect on their own experiences of forming impressions about hospitality businesses before visiting.	Listen / Take notes / Share personal experiences / Ask questions	**PPT slide 11**	Formative assessment: Q&A to check understanding
5 mins	LO1 LO3	Display **PPT slide 12** to introduce the concept of brand promise in hospitality. **Define** brand promise as the combination of emotion, experience, and expectation. **Explain** that content is the constant, visible reinforcement of brand promise. **Ask** students to identify examples of effective brand promises in hospitality businesses they're familiar with.	Listen / Take notes / Participate in discussions by sharing examples	**PPT slide 12**	Formative assessment: Quality of examples shared
10 mins	LO1 LO3	Display **PPT slide 13** to explore brand signals embedded in content. **Explain** the concept of brand voice and how tone and language present personality. **Walk through** the examples showing different tones (warm/personal vs. premium/refined). **Discuss** how storytelling builds connection through emotional, relatable narratives. **Ask** students to identify brands they feel have distinctive voices and what makes them recognizable.	Listen / Take notes / Participate in discussions by sharing examples of brands with distinctive voices	**PPT slide 13**	Formative assessment: Q&A to check understanding
5 mins	LO1 LO3	Display **PPT slide 14** to highlight core brand messages in every piece of content. **Explain** each element: quality promise, value proposition, service level, and	Listen / Take notes / Participate in discussions	**PPT slide 14**	Formative assessment: Q&A to check understanding

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		brand personality. **Emphasize** how these elements are communicated through both visual and written content. **Ask** students to consider how these elements might appear in content for different types of hospitality businesses (luxury hotel vs. budget hostel, etc.).			
5 min break	**SESSION 2**			**PPT slide 15**	
10 mins	LO2 LO4	Display **PPT slide 16** to present content types for brand building. **Walk through** each content type and explain its purpose: core identity content, experience showcase, social proof content, and problem-solving content. **Link** each content type to specific stages of the guest journey. **Show** examples of each content type from real hospitality businesses. **Ask** students which types of content they find most effective as travellers.	Listen / Take notes / Share preferences and experiences / Ask questions	**PPT slide 16**	Formative assessment: Quality of reflections on content effectiveness
10 mins	LO3	Display **PPT slide 17** to explain brand-building content guidelines. **Present** the three key guidelines: maintaining identity consistency across platforms, focusing on emotional benefits rather than physical features, and creating content that guests want to share. **Show** the Four Seasons example to demonstrate cohesive visual identity across platforms. **Ask** students to analyse what makes the brand presentation consistent.	Listen / Take notes / Analyse the example / Share observations	**PPT slide 17**	Formative assessment: Quality of analysis
5 mins	LO3	Display **PPT slide 18** to explain visual brand consistency principles. **Walk through** each element: colour palette, typography, imagery style, logo usage, and design elements. **Explain** how these elements work together to create a recognizable visual identity. **Ask** students to consider hospitality brands with	Listen / Take notes / Share examples of brands with strong visual identities	**PPT slide 18**	Formative assessment: Quality of examples shared

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		strong visual identities and what makes them effective.			
10 mins	LO3	Display **PPT slide 19** to discuss visual brand consistency implementation. **Explain** the importance of creating a visual style guide, tools for maintaining consistency, and common pitfalls to avoid. **Emphasize** the need for organized systems and quality control. **Ask** students to reflect on challenges they've observed in maintaining brand consistency in digital content.	Listen / Take notes / Share observations about brand consistency challenges	**PPT slide 19**	Formative assessment: Q&A to check understanding
5 mins	LO3	Display **PPT slide 20** to discuss authentic brand voice and messaging principles. **Explain** brand voice components (tone, personality traits, vocabulary, perspective) and the voice spectrum for different hospitality brand types. **Ask** students to identify which type of brand voice would be most appropriate for different types of hospitality businesses.	Listen / Take notes / Participate in matching exercises of voice types to business types	**PPT slide 20**	Formative assessment: Accuracy of voice-to-business type matching
5 mins	LO3	Display **PPT slide 21** to present the adjective mapping example for finding brand voice. **Walk through** the table showing different adjective sets for various hospitality brand types. **Invite** students to select adjectives that might apply to their own business or a business they're familiar with. **Discuss** how these adjectives translate into actual content tone and style.	Listen / Take notes / Select relevant adjectives / Discuss implications for content creation	**PPT slide 21**	Formative assessment: Appropriateness of adjective selection
5 mins	LO3	Display **PPT slide 22** to explain brand voice and messaging application. **Cover** platform-specific voice considerations, voice consistency techniques, and voice do's and don'ts. **Emphasize** the importance of adapting voice while maintaining core personality. **Ask** students to give examples of how the same message might be adapted across different platforms.	Listen / Take notes / Provide examples of platform-specific messaging	**PPT slide 22**	Formative assessment: Quality of platform adaptation examples

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO2	Display **PPT slide 23** to introduce problem-solving content vs. direct promotion principles. **Explain** why promotional content is becoming less effective and how problem-solving content builds trust and drives engagement. **Walk through** the diagram showing how problem-solving content leads to bookings. **Ask** students to reflect on how this approach differs from traditional hotel marketing.	Listen / Take notes / Share reflections on the difference between promotional and problem-solving approaches	**PPT slide 23**	Formative assessment: Q&A to check understanding
5 mins	LO2	Display **PPT slide 24** to present emotional benefits and value-rich messaging. **Contrast** promotional-only content with storytelling + promotion examples. **Emphasize** that these approaches aren't mutually exclusive but work together for maximum impact. **Ask** students to identify which example they find more compelling and why.	Listen / Take notes / Share preferences and reasoning	**PPT slide 24**	Formative assessment: Quality of analysis
15 mins	LO2	Display **PPT slide 25** for the individual activity on problem-solving content. **Explain** the instructions and share examples of promotional content. **Give** students 5 minutes to individually transform three promotional statements into problem-solving content. **Facilitate** sharing of transformations and provide feedback. **Highlight** particularly effective transformations.	Review examples / Complete transformation exercise individually / Share results / Give peer feedback	**PPT slide 25**	Summative assessment: Quality of content transformations
5 mins	LO5	Display **PPT slide 26** to explain how content impacts brand and what to measure. **Walk through** the KPIs to track in four categories: brand awareness, brand perception, brand engagement, and brand advocacy. **Explain** how to make connections between content and metrics. **Ask** students which metrics they currently track or would like to start tracking.	Listen / Take notes / Share current measurement practices	**PPT slide 26**	Formative assessment: Q&A to check understanding
5 mins	LO5	Display **PPT slide 27** to introduce practical tools for monitoring brand health. **Present** both free and paid tools, explaining the purpose of each. **Emphasize** that even simple free tools can provide valuable insights.	Listen / Take notes / Share experience with analytics tools	**PPT slide 27**	Formative assessment: Q&A to check understanding

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Ask students which tools they're familiar with or currently use.			
5 mins	LO5	Display **PPT slide 28** to show a simple monthly brand report template. **Walk through** each element of the report and explain its importance. **Emphasize** that consistent monitoring is more important than complex analytics. **Suggest** that students could implement a similar simple report in their own business.	Listen / Take notes / Ask clarifying questions	**PPT slide 28**	Formative assessment: Q&A to check understanding
15 mins	LO6	Display **PPT slide 29** for the group activity on designing a brand-building content idea. **Divide** students into pairs or small groups and assign/let them choose a content type. **Explain** the task of creating a concept for hospitality content. **Circulate** among groups to provide guidance. **Facilitate** brief presentations of content ideas. **Provide** constructive feedback on concepts.	Form groups / Choose content type / Brainstorm content ideas / Draft headline and description / Present to class	**PPT slide 29**	Summative assessment: Quality of content concepts and presentations
5 mins	LO1 LO2 LO3 LO4 LO5 LO6	Display **PPT slide 30-31** to recap the session. **Summarize** the key points covered: understanding audience, choosing the right content for the guest journey, maintaining visual consistency, using appropriate tools, and practicing content creation. **Answer** any final questions. **Point** students to the references for further reading.	Note down key points / Ask final questions	**PPT slides 30-31**	N/A
Recap / Summary:		This session covered the fundamentals of digital content creation as a strategic brand-building tool in tourism and hospitality. Students explored how digital content shapes guest perceptions and influences booking decisions through statistics and real-world examples. They learned about the relationship between brand promise, brand voice, and visual identity, and how these elements create a cohesive experience across platforms. The importance of problem-solving content versus purely promotional content was emphasized, with practical exercises to transform promotional messages. Students also gained insights into measuring content effectiveness and using various tools to monitor brand health. The session concluded with a collaborative activity to apply these concepts in creating content for specific hospitality audiences.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Link to next session and/or follow up action:		Students are encouraged to apply the content planning frameworks to their own business context, starting with an audit of existing content against the principles discussed. They should identify one content piece they could improve using the problem-solving approach and consider implementing the simple monthly reporting template. Students could deepen their skills by creating content calendars with specific formats (e.g. Reels, blog posts, seasonal emails) timed to booking patterns. They could learn to measure content performance using ROAS, engagement rates, and search data via tools like Google Analytics and Meta Insights. Further development may focus on segmenting audiences (e.g. wellness travellers, families) and automating delivery through Buffer or Mailchimp. Story-driven campaigns—such as “day in the life” guest videos—could enhance emotional connection. Lastly, learners could formalise UGC and influencer strategies and run regular content audits using a clear visual and brand voice guide.			

Lesson Plan

Programme/course: Digital	**Subject:** Artificial Intelligence (AI) Sustainability Management
Link to Scheme of Work/Training Schedule: 1 of 3 sessions	**Duration:** 1:30 (online/blended)
Learning Level: EQF Level 5	

Learning aim for the lesson:

The objectives of this course are to provide theoretical and applied knowledge of topics related to understand artificial intelligence (AI) and understand what it takes to manage AI sustainability. It also focuses on developing leadership/management skills for working with a team to develop solutions and tackle challenges using AI in businesses.

This first lesson aims in providing important theoretical and introductory information on Artificial Intelligence definitions and uses in businesses, about green and red AI and environmental sustainability, and how AI can be aligned with sustainable goals to tackle climate crisis and build a greener future.

Competencies/Learning Outcomes:

LO1. Define AI and comprehend its implication in businesses and society
LO2. Recognise and differentiate the concepts of red and green AI
LO3. Identify sustainability principles of AI and its alignment with the SDG goals

Methodology recommendations:

The methodology for these lessons is blended learning, with a critical evaluation of the student's ability to understand and apply complex concepts and skills in different contexts.

These lessons are also based on active and inquiry-based learning. The methodology encourages students to involve themselves and increases their ability to reflect, self-reflect, and act. It engages students in critical thinking to

Resources:

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Recommendations for continuous learning:

- Arpan Kumar Kar, Shweta Kumari Choudhary, Vinay Kumar Singh (2022). How can artificial intelligence impact sustainability: A systematic literature review. Journal of Cleaner Production, Volume 376, 2022, https://doi.org/10.1016/j.jclepro.2022.134120

empower them to participate actively in learning and change and to develop leadership skills and problem-solving solutions to challenges that may arise in the workplace. Methods examples: Blended learning, inquiry-based learning, reflective learning.	• Daniel Balsalobre-Lorente, Jaffar Abbas, Chang He, Ladislav Pilař, Syed Ale Raza Shah (2023). Tourism, urbanization and natural resources rents matter for environmental sustainability: The leading role of AI and ICT on sustainable development goals in the digital era. In: Resources Policy, Volume 82, 2023, 103445, https://doi.org/10.1016/j.resourpol.2023.103445 • Domínguez-Escrig, E. and Mallén-Broch, F.F. (2023). Leadership for sustainability: fostering organizational learning to achieve radical innovations". European Journal of Innovation Management, Vol. 26 No. 2, pp. 309-330. https://doi.org/10.1108/EJIM-03-2021-0151 • Firouzeh Taghikhah, Eila Erfani, Ivan Bakhshayeshi, Sara Tayari, Alexandros Karatopouzis, Bavly Hanna. Artificial intelligence and sustainability: solutions to social and environmental challenges In: Mohsen Asadnia, Amir Razmjou, Amin Beheshti (2022). Cognitive Data Science in Sustainable Computing. Artificial Intelligence and Data Science in Environmental Sensing, Academic Press, 2022, 93-108. https://doi.org/10.1016/B978-0-323-90508-4.00006-X • Rohit Nishant, Mike Kennedy, Jacqueline Corbett (2020). Artificial intelligence for sustainability: Challenges, opportunities, and a research agenda. In: International Journal of Information Management, Volume 53,2020,102104, https://doi.org/10.1016/j.ijinfomgt.2020.102104 Courses recommendation (continuous learning): • Artificial Intelligence (AI) In Hospitality: Challenges & Business Opportunities (UNWTO). https://www.unwto-tourismacademy.ie.edu/product/artificial-intelligence-ai-in-hospitality-challenges-business-opportunities • Business implications for AI. https://www.coursera.org/learn/business-implications-ai?action=enroll&aid=true

	• Environmental Sustainability and Artificial Intelligence (University of Edinburgh, online distance learning). http://www.drps.ed.ac.uk/24-25/dpt/cxefie11291.htm

Core Skills		
Green:	**Digital: X**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 min	LO1	Slides 1-4 Introduction on the subject, welcome learners, introduce the session, the assessment types and set out the learning outcomes.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 1-4 Instructor may use the white board to record key words	Engagement in the discussions
15 min	LO1	Slides 5-11 Definition of AI, and how it is changing society with business and social-economic implications. Instructor should focus on: - Explaining the differences of the technology and provide a comprehensive explanation of what is GenAI and its differences between other AI technologies. - Provide an explanation on how we should think about the use of the technology critically, with	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides Instructor may use the white board to record key words	Engagement in the discussions

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		its potential benefits and negative consequences.			
20 min	LO2	Slides 12-13 Activity: Students should read the example of implications of the use of AI from Canada Airlines known case (15 min) : https://www.cio.com/article/190888/5-famous-analytics-and-ai-disasters.html) and discuss with a colleague the three questions in slide 13. After this, they should also present to the instructor their thoughts in class discussion (5 min minutes)	Reading, making notes on important parts, discussing with colleagues, and raising reflections on the topic.	PPT Slides Internet connection/laptop /worksheet given in class	Engagement in the discussions and explanations on comprehension of the subject
5 min		Break			
5 min	LO2	Slides 14-19 Instructor should introduce the concepts of red and green AI, its environmental impacts of AI and how to set limits for measuring and reporting red/green AI technology use.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides Instructor may use the white board to record key words	Engagement in the discussions
10 min	LO3	Slide 20-23 The instructor should explain the relation between sustainable principles of AI and its relations with SDG Goals The instructor should also talk about the case-study provided (Green Butler), which uses a gamified app for training and tracking consumption in accommodations)	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 19-24 Instructor may use the white board to record key words	Engagement in the discussions
15 min	LO3	Slide 24 Activity 3: The instructor should open breakout rooms/group learners to work on a scenario-based activity in slide 25. • Provide three examples in how AI can benefit the tourism industry, and ask them to work on	Students should engage in group conversation, make notes and consider how they could actively use Ai to help in sustainability issues in tourism.	PPT Slide 25 Worksheet, white board, flip chart	Assessment of the group collaboration, how they engaged in the discussion

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		seeing solutions for the sustainable challenges presented. After working on the activity, they should discuss with the larger group your conclusion and opinion on challenges presented in implementing AI for sustainability.	They should also choose one member to speak for the large group.		
10 min	LO3	Slide 25 Discuss with the larger group, asking for one representant of each group to mention their conclusions.	Engagement with instructor to summarise how they went through the activity	PPT Slide 25 Worksheet, white board, flip chart	Assessment of the group collaboration, how they engaged in the discussion
5 min	LO1, LO2, LO3	Slide 26 Finalisation of the session, with the links for the next session	Engagement with instructor with questions	PPT slide 26 White board, flip chart	-
Recap / Summary:		1:30 hour session. The focus of the session is to: introduce principles of AI and its intersections with sustainability; assess students on understanding of the positive and negative implications of AI use in the society, and grasp examples of how AI can be positively used to tackle sustainable challenges.			
Link to next session and/or follow up action:		Next session identifies ways of using AI technologies to provide sustainability for businesses. It also looks to discuss ethical principles and practices of use of AI in businesses, with a special focus on business ethics, climate justice, work relations, and how to constructively use AI to produce positive outcomes for society, focusing on tourism and hospitality businesses. Learning outcomes are: • Identify different ways/examples of use of AI to tackle sustainability issues • Reflect on how AI can help to achieve the digital and green transition in tourism and hospitality, with case-studies • Identify legal and ethical aspects of use of AI in a business context			

Lesson Plan

Programme/course: Digital	**Subject:** Artificial Intelligence (AI) Sustainability Management
Link to Scheme of Work/Training Schedule: 2 of 3 sessions	**Duration:** 1:30 (online/blended)
Learning Level: EQF Level 5	

Learning aims for the lesson:

This course aims to provide theoretical and applied knowledge on sustainability management integrating artificial intelligence in tourism and hospitality businesses. Aligned with the Sustainable Development Goals (SDG), this lesson also aims to provide knowledge on the application of AI in businesses to help tackle environmental and social issues and to provide workers with tools to help them make the green and digital transition.

This second lesson identifies ways of using AI technologies to provide sustainability in tourism and hospitality. It also looks to identify and reflect on ethical use of AI presenting ethics and regulations regarding this and delving into how to respond to those regulations with the use of AI in tourism and hospitality businesses.

Competencies/Learning Outcomes:

LO1. Identify different intersections of tourism and hospitality with AI in businesses
LO2.Reflect on benefits and pitfalls of use of AI in tourism and hospitality
LO3.Identify legal and ethical aspects of use of AI in a business context

Methodology recommendations:

The methodology for these lessons is blended learning, with a critical evaluation of the student's ability to understand and apply complex concepts and skills in different contexts.

Resources:

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Recommendations for continuous learning:

- Arpan Kumar Kar, Shweta Kumari Choudhary, Vinay Kumar Singh (2022). How can artificial intelligence impact sustainability: A

These lessons are also based on active and problem-based and inquiry-based learning. The methodology encourages students to involve themselves and increases their ability to reflect, self-reflect, and act. It engages students in critical thinking to empower them to participate actively in learning and change and to develop leadership skills and problem-solving solutions to challenges that may arise in the workplace. Methods examples: Blended learning, inquiry-based learning, problem-based learning, reflective learning	systematic literature review. Journal of Cleaner Production, Volume 376, 2022, https://doi.org/10.1016/j.jclepro.2022.134120 ● Daniel Balsalobre-Lorente, Jaffar Abbas, Chang He, Ladislav Pilař, Syed Ale Raza Shah (2023). Tourism, urbanization and natural resources rents matter for environmental sustainability: The leading role of AI and ICT on sustainable development goals in the digital era. In: Resources Policy, Volume 82, 2023, 103445, https://doi.org/10.1016/j.resourpol.2023.103445 ● Domínguez-Escrig, E. and Mallén-Broch, F.F. (2023). Leadership for sustainability: fostering organizational learning to achieve radical innovations". European Journal of Innovation Management, Vol. 26 No. 2, pp. 309-330. https://doi.org/10.1108/EJIM-03-2021-0151 ● Firouzeh Taghikhah, Eila Erfani, Ivan Bakhshayeshi, Sara Tayari, Alexandros Karatopouzis, Bavly Hanna. Artificial intelligence and sustainability: solutions to social and environmental challenges In: Mohsen Asadnia, Amir Razmjou, Amin Beheshti (2022). Cognitive Data Science in Sustainable Computing. Artificial Intelligence and Data Science in Environmental Sensing, Academic Press, 2022, 93-108. https://doi.org/10.1016/B978-0-323-90508-4.00006-X ● Rohit Nishant, Mike Kennedy, Jacqueline Corbett (2020). Artificial intelligence for sustainability: Challenges, opportunities, and a research agenda. In: International Journal of Information Management, Volume 53,2020,102104, https://doi.org/10.1016/j.ijinfomgt.2020.102104 Courses recommendation (continuous learning): ● Artificial Intelligence (AI) In Hospitality: Challenges & Business Opportunities (UNWTO). https://www.unwto-tourismacademy.ie.edu/product/artificial-intelligence-ai-in-hospitality-challenges-business-opportunities

	• Business implications for AI. https://www.coursera.org/learn/business-implications-ai?action=enroll&aid=true • Environmental Sustainability and Artificial Intelligence (University of Edinburgh, online distance learning). http://www.drps.ed.ac.uk/24-25/dpt/cxefie11291.htm

Core Skills		
Green:	**Digital: X**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 min	LO1, LO2, LO3	Slides 1-5 Welcome learners, introduce the learning outcomes, set out the learning outcomes and remember the previous lesson. Recap previous lessons.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 1-5 Instructor may use the white board to record key words	Engagement in the discussions
15 min	LO1, LO2	Slides 6-16 The instructor should start talking about how AI can be used to tackle sustainability issues in the tourism and hospitality sector, with a set of examples from the tourism and hospitality industries uses of AI.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 6-16 Instructor may use the white board to record key words	Engagement in the discussions

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 min	LO1, LO2	Slide 17 Activity 1: The instructor should divide the students in groups/breakout rooms and ask them to reflect after the three case-studies, on the following questions: • Share opinions on how the tourism and hospitality industry is moving forward a future with the use of AI technologies in the tourism sector. • Analyse which tools they find more important to use in their subsector/organisation. • Analyse benefits and disadvantages of AI use in the industry.	Students should engage in discussions in the breakout room, sharing their point of view of how AI can change society and the future. They can take notes as well.	PPT slide 17 Worksheet, white board, flip chart	Individual assessment of participation, how students engage in the discussion
10 min	LO1, LO2	Slide 17 The instructor should open a discussion with the whole group, asking the groups to share what they discussed, focusing in analysing how the connections with learned topics and the questions, especially with an analysis of benefits and disadvantages.			
5 min	-	Break			
15 min	LO3	Slides 16-24 The instructor should start explaining ethics aspects of the use of AI, using the ~~as~~ example of OECD values-based principles, and regulations, with the EU AI Act explanation. The instructor should also focus on discussing how managers have an important role in setting,	Representants of small breakout groups should speak up, and engage with instructor, that should summarise all participants' thoughts on the subject and relate to the discussed topic	-	Notes made with the points discussed by the representant of the groups.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		following and creating awareness on regulations with employees.			
10 min	LO1, LO2, LO3	Slide 25-26 Activity: Students should be divided in groups/breakout rooms. Each group will be assigned one of the examples in the following slide of how to use AI complying with regulations and ethically. Each group will be assigned one ethic issue with using AI in the tourism and hospitality industry. Students should discuss: • The potential risks and ethical issues in using AI in each example; • What are the ethical and regulation principles connected with the cases. • Provide solutions on how to use AI ethically in each case. They should discuss in group and choose a representative to talk to the larger group after the end of breakout room session/discussion time.	Reading, making notes on important parts, discussing with the group the topics.	Internet connection/laptop /worksheet given in class	Participation in discussions, engagement to lessons
10 min	LO1, LO2, LO3	Slides 25-26 Discuss the ~~with~~ groups' ~~their~~ conclusions, asking ~~for~~ one representant from ~~of~~ each group to mention their conclusions for the large group.	Engagement with instructor to summarise how they went through the activity	Worksheet, white board, flip chart	Assessment of the group collaboration, how they engaged in the discussion
5 min	LO1, LO2, LO3	Slide 29 Finalise the session, asking for questions, and introducing the topic of the next session	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.		
Recap / Summary:		1:30 hour session. The focus of the session is to: introduce practical examples and AI technologies that can be used in tourism and hospitality; develop critical assessment on how to link AI technologies with the sector with activities and also introduce regulations and ethical and legal aspects of the use of AI by organisations.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Link to next session and/or follow up action:		The third session explores practical applications of AI in project management. It identifies how to sustainably manage AI in a business context with the use of AI technologies. Learning outcomes are: • Identify the AI lifecycle, and how to use AI for sustainability management in a business context • Integrate generative AI in ESG reporting • Understand how AI can be used and practices in a work setting			

Lesson Plan

Programme/course: Digital	**Subject:** Artificial Intelligence (AI) and Sustainability Management
Link to Scheme of Work/Training Schedule: 3 of 3 sessions	**Duration:** 1:30 (online/blended)
Learning Level: EQF Level 5	

Learning aims for the lesson:

This course aims to provide theoretical and applied knowledge on sustainability management integrating artificial intelligence in tourism and hospitality businesses. Aligned with the Sustainable Development Goals (SDG), this lesson also aims to provide knowledge on the application of AI in businesses to help tackle environmental and social issues and to provide workers with tools to help them make the green and digital transition.

This third lesson focuses on identify how to use AI with understanding of the AI lifecycle management, examples of different AI technologies for sustainability management in a business context, also in how AI can be used in businesses.

Competencies/Learning Outcomes:

LO1. Identify the AI lifecycle, and how to use AI for sustainability management in a business context
LO2. Integrate generative AI in ESG reporting
LO3. Understand how AI can be used and practices in a work setting

Methodology recommendations:

Resources:

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Recommendations for continuous learning:

- Arpan Kumar Kar, Shweta Kumari Choudhary, Vinay Kumar Singh (2022). How can artificial intelligence impact sustainability: A

The methodology for these lessons is blended learning, with a critical evaluation of the student's ability to understand and apply complex concepts and skills in different contexts. These lessons are also based on active and problem-based and inquiry-based learning. The methodology encourages students to involve themselves and increases their ability to reflect, self-reflect, and act. It engages students in critical thinking to empower them to participate actively in learning and change and to develop leadership skills and problem-solving solutions to challenges that may arise in the workplace. Methods examples: Blended learning, inquiry-based learning, problem-based learning, reflective learning	systematic literature review. Journal of Cleaner Production, Volume 376, 2022, https://doi.org/10.1016/j.jclepro.2022.134120 ● Daniel Balsalobre-Lorente, Jaffar Abbas, Chang He, Ladislav Pilař, Syed Ale Raza Shah (2023). Tourism, urbanization and natural resources rents matter for environmental sustainability: The leading role of AI and ICT on sustainable development goals in the digital era. In: Resources Policy, Volume 82, 2023, 103445, https://doi.org/10.1016/j.resourpol.2023.103445 ● Domínguez-Escrig, E. and Mallén-Broch, F.F. (2023). Leadership for sustainability: fostering organizational learning to achieve radical innovations". European Journal of Innovation Management, Vol. 26 No. 2, pp. 309-330. https://doi.org/10.1108/EJIM-03-2021-0151 ● Firouzeh Taghikhah, Eila Erfani, Ivan Bakhshayeshi, Sara Tayari, Alexandros Karatopouzis, Bavly Hanna. Artificial intelligence and sustainability: solutions to social and environmental challenges In: Mohsen Asadnia, Amir Razmjou, Amin Beheshti (2022). Cognitive Data Science in Sustainable Computing. Artificial Intelligence and Data Science in Environmental Sensing, Academic Press, 2022, 93-108. https://doi.org/10.1016/B978-0-323-90508-4.00006-X ● Rohit Nishant, Mike Kennedy, Jacqueline Corbett (2020). Artificial intelligence for sustainability: Challenges, opportunities, and a research agenda. In: International Journal of Information Management, Volume 53,2020,102104, https://doi.org/10.1016/j.ijinfomgt.2020.102104 Courses recommendation (continuous learning): ● Artificial Intelligence (AI) In Hospitality: Challenges & Business Opportunities (UNWTO). https://www.unwto-tourismacademy.ie.edu/product/artificial-intelligence-ai-in-hospitality-challenges-business-opportunities

	• Business implications for AI. https://www.coursera.org/learn/business-implications-ai?action=enroll&aid=true • Environmental Sustainability and Artificial Intelligence (University of Edinburgh, online distance learning). http://www.drps.ed.ac.uk/24-25/dpt/cxefie11291.htm

Core Skills		
Green:	**Digital: X**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 min	LO1, LO2, LO3	Slides 1-4 Introduce the subject, welcome learners, set out the learning outcomes and remember the previous lesson.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides Instructor may use the white board to record key words	Engagement in the discussions
10 min	L01	Slide 5-6 The instructor should start talking about the AI lifecycle in businesses, and how to manage the AI lifecycle. Then the instructor should introduce managing AI in organisations with a sustainability intersection, focusing on three aspects: project planning, compliance and stakeholders' engagement.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides	Engagement in the discussions

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 min	LO1, LO2	Slide 14 Students should be divided in groups/breakout rooms. They will need to develop a solution to the following situation involving sustainability management in a tourism organisation: ***A tour operator organisation specialised in travel packages, guided tours and personalised destination experiences is implementing an AI-powered project. It looks to enhance its services and profitability. They decided to use AI driven technology to enhance and developing customised travel itineraries and tours, improving stakeholders' engagement and quality of services. They are also looking to developing more sustainable choices.*** Discuss: 1- How can AI be used to promote sustainable choices? 2- How AI can be used in management aspects in the organisation, such as in its differences processes? 3- Discuss potential benefits of using AI in organisations, but ensuring the AI is being handled with ethical considerations. Give orientations to students in applying slides 7 and 10 knowledge.	Students should engage with the groups, discussing their point of view of how AI can change society and the future. They can take notes.	PPT slide Worksheet, white board, flip chart	Individual assessment of participation, how students engage in the discussion
10 min	LO1, LO2	Slide 14 The instructor should ask students to discuss with the large group.	Students should engage with trainer, discussing their point of view of how AI can change society and the future. They can take notes.	White board, flip chart.	Notes made with the points discussed by groups.
5 min	Break	-			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO3	Slide 16-20 The instructor should explain how to integrate generative AI responsibly and with sustainability management in reporting for sustainability and for ESG reporting, focusing on: - Enhancing performance of the organisation in environmental sustainability; - Improving social responsibility; - Optimising governance practices and compliance.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides Instructor may use the white board to record key words Instructor may use the white board to record key words	Engagement in the discussions
20 min	LO3	Slide 21 Activity: The group should be divided in small groups/breakout rooms and discuss how to use AI in each subsector listed below in its operations, discussing two points: 1- Use of AI for driving growth in services or revenue (e.g., to improve customer service, create products) – give 3 examples for each subsector; 2- Use of AI to optimise operations internally (e.g., to operational efficiency, data-driven decision making) – give 3 examples for each subsector; For each of these examples, students should also discuss (1) *how to use AI ethically*, and (2) *balance what AI can do*, and *what is human-decision based*. **Consider:** what AI can help with each of these aspects, and how to incorporate AI ethically and sustainably in the organisation workflow.	Participate in the discussion as requested by the instructor, choosing one representative.	Internet connection/laptop /worksheet given in class	Engagement in the discussions
10 min	LO3	Students should open the discussion with the large group, with one representative talking about the discussed points.	Participate in the discussion as requested by the instructor	PPT slides Instructor may use the white board to record key words	Participation of representatives in the discussion, engagement in the discussions
5 min	LO1, LO2, LO3	Slide 21	Active listening, asking questions.	Worksheet, white board, flip chart	-

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Finalise the session, ask if students have questions about the course. Talk about the assessment.			
Recap / Summary:		1:30 session. Students should identify different AI technologies for sustainability management in a business context, in how to integrate generative AI in ESG reporting and integrate learnings from the previous lessons in discussing sustainability and the use of AI in tourism and hospitality businesses.			
Link to next session and/or follow up action:		-			

Lesson Plan

Programme/course: Digital	**Subject:** Artificial Intelligence (AI) Sustainability Management
Link to Scheme of Work/Training Schedule: 1 of 3 sessions	**Duration:** 2:00 (online/blended)
Learning Level: EQF Level 7	

Learning aim for the lesson:

The objectives of this course are to provide theoretical and applied knowledge of topics related to understand artificial intelligence (AI) and understand what it takes to manage AI sustainability. It also focuses on developing leadership/management skills to develop solutions and tackle challenges using AI in businesses.

This first lesson aims in providing important theoretical and introductory information on Artificial Intelligence definitions and uses in businesses, about green and red AI and environmental sustainability, and how AI can be aligned with sustainable goals to tackle climate crisis and build a greener future.

Competencies/Learning Outcomes:

LO1. Define AI and comprehend its implication in businesses and society
LO2. Recognise and differentiate the concepts of red and green AI
LO3. Identify sustainability principles of AI and its alignment with the SDG goals

Methodology recommendations:

The methodology for these lessons is blended learning, with a critical evaluation of the student's ability to understand and apply complex concepts and skills in different contexts.

These lessons are also based on active and inquiry-based learning. The methodology encourages students to involve themselves and increases their ability to reflect, self-reflect, and act. It engages students in critical thinking to empower them to participate actively in learning and change and to develop

Resources:

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Recommendations for continuous learning:

- Arpan Kumar Kar, Shweta Kumari Choudhary, Vinay Kumar Singh (2022). How can artificial intelligence impact sustainability: A systematic literature review. Journal of Cleaner Production, Volume 376, 2022, https://doi.org/10.1016/j.jclepro.2022.134120

leadership skills and problem-solving solutions to challenges that may arise in the workplace. Methods examples: Blended learning, inquiry-based learning, reflective learning	• Daniel Balsalobre-Lorente, Jaffar Abbas, Chang He, Ladislav Pilař, Syed Ale Raza Shah (2023). Tourism, urbanization and natural resources rents matter for environmental sustainability: The leading role of AI and ICT on sustainable development goals in the digital era. In: Resources Policy, Volume 82, 2023, 103445, https://doi.org/10.1016/j.resourpol.2023.103445 • Domínguez-Escrig, E. and Mallén-Broch, F.F. (2023). Leadership for sustainability: fostering organizational learning to achieve radical innovations". European Journal of Innovation Management, Vol. 26 No. 2, pp. 309-330. https://doi.org/10.1108/EJIM-03-2021-0151 • Firouzeh Taghikhah, Eila Erfani, Ivan Bakhshayeshi, Sara Tayari, Alexandros Karatopouzis, Bavly Hanna. Artificial intelligence and sustainability: solutions to social and environmental challenges In: Mohsen Asadnia, Amir Razmjou, Amin Beheshti (2022). Cognitive Data Science in Sustainable Computing. Artificial Intelligence and Data Science in Environmental Sensing, Academic Press, 2022, 93-108. https://doi.org/10.1016/B978-0-323-90508-4.00006-X • Rohit Nishant, Mike Kennedy, Jacqueline Corbett (2020). Artificial intelligence for sustainability: Challenges, opportunities, and a research agenda. In: International Journal of Information Management, Volume 53,2020,102104, https://doi.org/10.1016/j.ijinfomgt.2020.102104 Courses recommendation (continuous learning): • Artificial Intelligence (AI) In Hospitality: Challenges & Business Opportunities (UNWTO). https://www.unwto-tourismacademy.ie.edu/product/artificial-intelligence-ai-in-hospitality-challenges-business-opportunities • Business implications for AI. https://www.coursera.org/learn/business-implications-ai?action=enroll&aid=true

	• Environmental Sustainability and Artificial Intelligence (University of Edinburgh, online distance learning). http://www.drps.ed.ac.uk/24-25/dpt/cxefie11291.htm

Core Skills		
Green:	**Digital: X**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 min	LO1	Slides 1-4 Introduction on the subject, welcome learners, introduce the session, the assessment types and set out the learning outcomes.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 1-4 Instructor may use the white board to record key words	Engagement in the discussions
15 min	LO1	Slides 5-12 Definition of AI, and how it has changed in society, with business and social-economic implications.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 5-10 Instructor may use the white board to record key words	Engagement in the discussions
15 min	LO2	Slides 13-15 Instructor should introduce the concepts of red and green AI, its environmental impacts of AI and how to set limits for measuring and reporting red/green AI technology use.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 14-17 Instructor may use the white board to record key words	Engagement in the discussions

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 min	LO2	Slide 16 Activity, first part: Students should read the article: *Technology convergence is leading the way for the fifth industrial revolution*, in https://www.weforum.org/stories/2025/01/technology-convergence-is-leading-the-way-for-accelerated-innovation-in-emerging-technology-areas/ and make notes on the main purpose of the article, the different topics it mentions, the importance of green AI for society.	Reading, making notes on important parts, reflecting on learned topics, the article and its intersections with the questions.	PPT Slides 18 Internet connection/laptop /worksheet given in class	-
5 min		Break			
10 min	LO2	Slide 18 Activity 2, second part: Discussion with instructor about the main points of the article. All students should give their opinion on the article and its relation to the studied topic. The instructor should mediate the discussion	Participate in the discussion as requested by the instructor	PPT slides Instructor may use the white board to record key words	Presentation of one topic regarding the article
15 min	LO3	Slide 19-23 The instructor should explain the relation between sustainable principles of AI and its relations with SDG Goals The instructor should also talk about the case-study provided (Green Butler), whichuses a gamified app for training and tracking consumption in accommodations)	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 19-24 Instructor may use the white board to record key words	Engagement in the discussions
15 min	LO3	Slide 24 Activity 3: The instructor should open a breakout rooms/group for learners to explain and reflect on AI implications for the sustainable development of the tourism industry	Students should engage in group conversation, make notes and consider how they would behave in the situations. They should also choose one member to speak for the large group.	PPT Slide 25 Worksheet, white board, flip chart	Assessment of the group collaboration, how they engaged in the discussion

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 min	LO3	Slide 24 Discuss the groups' conclusions, asking for one representant from each group to mention their conclusions for the large group.	Engagement with instructor to summarise how they went through the activity	PPT Slide 25 Worksheet, white board, flip chart	Assessment of the group collaboration, how they engaged in the discussion
5 min	LO1, LO2, LO3	Slide 25 Finalisation of the session, with the links for the next session	Engagement with instructor with questions	PPT slide 26 White board, flip chart	-
Recap / Summary:		2-hour session. The focus of the session is to: introduce principles of AI and its intersections with sustainability; assess students on understanding of the positive and negative implications of AI use in the society, and grasp examples of how AI can be positively used to tackle sustainable challenges.			
Link to next session and/or follow up action:		Next session identifies ways of using AI technologies to provide sustainability for businesses. It also discusses ethical principles and practices of use of AI in businesses, with a special focus on business ethics, climate justice, work relations, and how to constructively use AI to produce positive outcomes for society, focusing on tourism and hospitality businesses. Learning outcomes are: • Identify different ways/examples of use of AI to tackle sustainability issues • Reflect on how AI can help achieve the digital and green transition in tourism and hospitality, with case-studies • Identify legal and ethical aspects of use of AI in a business context			

Lesson Plan

Programme/course: Digital	**Subject:** Artificial Intelligence (AI) Sustainability Management
Link to Scheme of Work/Training Schedule: 2 of 3 sessions	**Duration:** 2:00 (online/blended)
Learning Level: EQF Level 7	

Learning aims for the lesson:

The objectives of this course are to provide theoretical and applied knowledge of topics related to understand artificial intelligence (AI) and understand what it takes to manage AI sustainability. It also focuses on developing leadership/management skills to develop solutions and tackle challenges using AI in businesses.

This second lesson identifies ways of using AI technologies to provide sustainability for businesses. It also identifies and reflects on the legal and ethical uses and management of AI in businesses.

Competencies/Learning Outcomes:

LO1. Identify different ways/examples of use of AI to tackle sustainability issues in tourism and hospitality
LO2.Reflect on how AI can help to achieve the green transition in tourism and hospitality, with case-studies analysis
LO3.Identify legal and ethical aspects of use of AI in a business context

Methodology recommendations:

The methodology for these lessons is blended learning, with a critical evaluation of the student's ability to understand and apply complex concepts and skills in different contexts.

These lessons are also based on active and problem-based and inquiry-based learning. The methodology encourages students to involve themselves and

Resources:

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Recommendations for continuous learning:

- Arpan Kumar Kar, Shweta Kumari Choudhary, Vinay Kumar Singh (2022). How can artificial intelligence impact sustainability: A systematic literature review. Journal of Cleaner Production, Volume 376, 2022, https://doi.org/10.1016/j.jclepro.2022.134120

increases their ability to reflect, self-reflect, and act. It engages students in critical thinking to empower them to participate actively in learning and change and to develop leadership skills and problem-solving solutions to challenges that may arise in the workplace. Methods examples: Blended learning, inquiry-based learning, problem-based learning, reflective learning	• Daniel Balsalobre-Lorente, Jaffar Abbas, Chang He, Ladislav Pilař, Syed Ale Raza Shah (2023). Tourism, urbanization and natural resources rents matter for environmental sustainability: The leading role of AI and ICT on sustainable development goals in the digital era. In: Resources Policy, Volume 82, 2023, 103445, https://doi.org/10.1016/j.resourpol.2023.103445 • Domínguez-Escrig, E. and Mallén-Broch, F.F. (2023). Leadership for sustainability: fostering organizational learning to achieve radical innovations". European Journal of Innovation Management, Vol. 26 No. 2, pp. 309-330. https://doi.org/10.1108/EJIM-03-2021-0151 • Firouzeh Taghikhah, Eila Erfani, Ivan Bakhshayeshi, Sara Tayari, Alexandros Karatopouzis, Bavly Hanna. Artificial intelligence and sustainability: solutions to social and environmental challenges In: Mohsen Asadnia, Amir Razmjou, Amin Beheshti (2022). Cognitive Data Science in Sustainable Computing. Artificial Intelligence and Data Science in Environmental Sensing, Academic Press, 2022, 93-108. https://doi.org/10.1016/B978-0-323-90508-4.00006-X • Rohit Nishant, Mike Kennedy, Jacqueline Corbett (2020). Artificial intelligence for sustainability: Challenges, opportunities, and a research agenda. In: International Journal of Information Management, Volume 53,2020,102104, https://doi.org/10.1016/j.ijinfomgt.2020.102104 Courses recommendation (continuous learning): • Artificial Intelligence (AI) In Hospitality: Challenges & Business Opportunities (UNWTO). https://www.unwto-tourismacademy.ie.edu/product/artificial-intelligence-ai-in-hospitality-challenges-business-opportunities • Business implications for AI. https://www.coursera.org/learn/business-implications-ai?action=enroll&aid=true

	• Environmental Sustainability and Artificial Intelligence (University of Edinburgh, online distance learning). http://www.drps.ed.ac.uk/24-25/dpt/cxefie11291.htm

Core Skills		
Green:	**Digital: X**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 min	-	Slides 1-5 Welcome learners, introduce the learning outcomes, set out the learning outcomes and recall the previous lesson.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 1-5 Instructor may use the white board to record key words	Engagement in the discussions
25 min	LO1, LO2	Slides 6-16 The instructor should start talking about how AI can be used to tackle sustainability issues in the tourism and hospitality sector, with a set of examples from the tourism and hospitality industries uses of AI.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 6-16 Instructor may use the white board to record key words	Engagement in the discussions
15 min	LO1, LO2	Slide 17 Activity 1: The instructor should divide the students in groups/breakout rooms and ask them to reflect on how they feel the future of	Students should engage with instructor, discussing their point of view of how AI can change society and the future. They can take notes.	PPT slide 17 Worksheet, white board, flip chart	Individual assessment of participation, how students engage in the discussion

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		the tourism and hospitality industry is moving towards the use of GenAI. Reflections should be based on examples provided, but also with a reflective approach of benefits and concerns with the use of the AI (seen also in the last lessons and recap).			
10 min	LO1, LO2	Slide 17 The instructor should lead a group discussion, asking teams to share their insights while focusing on connections to learned topics and analysing the benefits and disadvantages.			
5 min	-	Break			
20 min	LO3	Slides 18-26 The instructor should start explaining ethics aspects of the use of AI, using the example of the OECD values-based principles, and regulations, with the EU AI Act explanation. The instructor should also focus on discussing how managers have an important role in setting, following and creating awareness on regulations with employees.	Representants of small breakout groups should speak up, and engage with instructor, that should summarise all participants' thoughts on the subject and relate to the discussed topic	-	Notes made with the points discussed by the representant of the groups.
15 min	LO1, LO2, LO3	Slide 27-28 Activity 2, first part: Students should be divided in groups/breakout rooms. Each group will be assigned one of the examples in the following slide of how to use AI complying with regulations and ethically. Using the EU AI Act and the OECD values-based system discussed, *address how these real-life scenario situations should be solved with a compliance and ethical approach*.	Reading, making notes on important parts	Internet connection/laptop /worksheet given in class	-

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO1, LO2, LO3	Slides 27-28 Discuss the groups' conclusions, asking one representant from each group to mention their conclusions for the large group.	Engagement with instructor to summarise how they went through the activity	Worksheet, white board, flip chart	Assessment of the group collaboration, how they engaged in the discussion
5 min	-	Slide 29-30 Finalise the session, ask for questions, and introducethe topic for the next session	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.		
Recap / Summary:		2-hour session. The focus of the session is to: introduce practical examples and AI technologies that can be used in tourism and hospitality; develop critical assessment on how to link AI technologies with the sector with activities and also introduce regulations and ethical and legal aspects of the use of AI by organisations.			
Link to next session and/or follow up action:		The third session explores practical applications of AI in project management. It identifies how to sustainably manage AI in a business context and how to enhance ESG reporting, sustainable management plans and decision-making process with the use of AI technologies. Learning outcomes are: • Identify the AI lifecycle, and how to use AI for sustainability management in a business context • Integrate generative AI in ESG reporting • Integrate AI management in sustainability management plans and in decision-making			

Lesson Plan

Programme/course: Digital	**Subject:** Artificial Intelligence (AI) and Sustainability Management
Link to Scheme of Work/Training Schedule: 3 of 3 sessions	**Duration:** 2:00 (online/blended)
Learning Level: EQF Level 5	

Learning aims for the lesson:

The objectives of this course are to provide theoretical and applied knowledge of topics related to understand artificial intelligence (AI) and understand what it takes to manage AI sustainability. It also focuses on developing leadership/management skills to develop solutions and tackle challenges using AI in businesses.

This third lesson focuses on identifying how to use AI though an understanding of the AI lifecycle management, examples of different AI technologies for sustainability management in a business context, comprehending how AI can be used in businesses in ESG reporting and in sustainability management plans

Competencies/Learning Outcomes:

LO1. Identify the AI lifecycle, and different AI technologies for sustainability management in a business context
LO2. Integrate generative AI in ESG reporting
LO3. Integrate AI management in management plans and in decision-making

Methodology recommendations:

The methodology for these lessons is blended learning, with a critical evaluation of the student's ability to understand and apply complex concepts and skills in different contexts.

Resources:

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Recommendations for continuous learning:

- Arpan Kumar Kar, Shweta Kumari Choudhary, Vinay Kumar Singh (2022). How can artificial intelligence impact sustainability: A

These lessons are also based on active and problem-based and inquiry-based learning. The methodology encourages students to involve themselves and increases their ability to reflect, self-reflect, and act. It engages students in critical thinking to empower them to participate actively in learning and change and to develop leadership skills and problem-solving solutions to challenges that may arise in the workplace. Methods examples: Blended learning, inquiry-based learning, problem-based learning, reflective learning	systematic literature review. Journal of Cleaner Production, Volume 376, 2022, https://doi.org/10.1016/j.jclepro.2022.134120 ● Daniel Balsalobre-Lorente, Jaffar Abbas, Chang He, Ladislav Pilař, Syed Ale Raza Shah (2023). Tourism, urbanization and natural resources rents matter for environmental sustainability: The leading role of AI and ICT on sustainable development goals in the digital era. In: Resources Policy, Volume 82, 2023, 103445, https://doi.org/10.1016/j.resourpol.2023.103445 ● Domínguez-Escrig, E. and Mallén-Broch, F.F. (2023). Leadership for sustainability: fostering organizational learning to achieve radical innovations". European Journal of Innovation Management, Vol. 26 No. 2, pp. 309-330. https://doi.org/10.1108/EJIM-03-2021-0151 ● Firouzeh Taghikhah, Eila Erfani, Ivan Bakhshayeshi, Sara Tayari, Alexandros Karatopouzis, Bavly Hanna. Artificial intelligence and sustainability: solutions to social and environmental challenges In: Mohsen Asadnia, Amir Razmjou, Amin Beheshti (2022). Cognitive Data Science in Sustainable Computing. Artificial Intelligence and Data Science in Environmental Sensing, Academic Press, 2022, 93-108. https://doi.org/10.1016/B978-0-323-90508-4.00006-X ● Rohit Nishant, Mike Kennedy, Jacqueline Corbett (2020). Artificial intelligence for sustainability: Challenges, opportunities, and a research agenda. In: International Journal of Information Management, Volume 53,2020,102104, https://doi.org/10.1016/j.ijinfomgt.2020.102104 Courses recommendation (continuous learning): ● Artificial Intelligence (AI) In Hospitality: Challenges & Business Opportunities (UNWTO). https://www.unwto-tourismacademy.ie.edu/product/artificial-intelligence-ai-in-hospitality-challenges-business-opportunities

	• Business implications for AI. https://www.coursera.org/learn/business-implications-ai?action=enroll&aid=true • Environmental Sustainability and Artificial Intelligence (University of Edinburgh, online distance learning). http://www.drps.ed.ac.uk/24-25/dpt/cxefie11291.htm

Core Skills		
Green:	**Digital: X**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 min	LO1	Slides 1-4 Introduce the subject, welcome learners, set out the learning outcomes and remember the previous lesson.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides Instructor may use the white board to record key words	Engagement in the discussions
20 min	L01	Slide 5-13 The instructor should start talking about the AI lifecycle in businesses, and how to manage the AI lifecycle. Then the instructor should introduce managing AI in organisations with a sustainability intersection, focusing on three aspects: project planning, compliance, and stakeholders' engagement.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides	Engagement in the discussions

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO1	Slide 14 Students should be divided in groups/breakout rooms. They will need to develop a solution to the following situation involving sustainability management in a tourism organisation: ***A tour operator organisation specialised in travel packages, guided tours and personalised destination experiences is implementing an AI-powered project. It looks to enhance its services and profitability. They decided to use AI driven technology to enhance and developing customised travel itineraries and tours, improving stakeholders' engagement and quality of services. They are also looking to developing more sustainable choices.*** Discuss: 1- How can AI be used to promote sustainable choices? 2- How AI can be used in management aspects in the organisation, such as in its differences processes? 3- Discuss potential benefits of using AI in organisations, but ensuring the AI is being handled with ethical considerations. Give orientations to students in applying slides 7 and 10 knowledge.	Students should engage with the groups, discussing their point of view of how AI can change society and the future. They can take notes.	PPT slide Worksheet, white board, flip chart	Individual assessment of participation, how students engage in the discussion
5 min		Break			
10 min	LO1	Slide 14 The instructor should ask students to discuss with the large group.	Students should engage with trainer, discussing their point of view of how AI can change society and the future. They can take notes.	White board, flip chart.	Notes made with the points discussed by groups.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO2	Slide 15-20 The instructor should explain how to integrate generative AI responsibly and with sustainability management in reporting for sustainability and for ESG reporting, focusing on: - Enhancing performance of the organisation in environmental sustainability; - Improving social responsibility; - Optimising governance practices and compliance.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides Instructor may use the white board to record key words Instructor may use the white board to record key words	Engagement in the discussions
15 min	LO3	Slides 21-26 The instructor should present how to write a sustainable policy, and how to provide decision-making with AI driven technologies. This part should focus on the definition and design of strategies and guidelines in how to incorporate AI sustainably in the organisation processes. The instructor should also pay attention to slide 26, in what AI cannotdo, as this is also important when analysing AI part in decision-making and human decisions.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slide Worksheet, white board, flip chart Instructor may use the white board to record key words	Engagement in the discussions
20 min	LO3	Slide 27 Activity: Students should provide guidance for the case-study below, making inputs on how AI can benefit the organisation, especially in their decision-making process. The organisation is a large visitors attraction estate with a historic house and gardens, that aims to develop AI driven decision to provide more efficiency to operations. It has approximately 100 staff members, divided across management, development of activities, and operations and maintenance. They are looking for guidance in using AI and developing decisions over the following processes: • Visitor Flow Optimisation • Personalising visitor experience	Participate in the discussion as requested by the instructor, choosing one representative.	Internet connection/laptop /worksheet given in class	Engagement in the discussions

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Website development • Developing green sustainable actions to reduce the carbon footprint • Increase profitability • Optimise employees time and reduce workload **Consider:** how can AI help with each of these aspects while incorporating AI decisions ethically and sustainably in the organisation workflow?			
10 min	LO3	Slide 27 Students should open the discussion with the large group, with one representative talking about the discussed points.	Participate in the discussion as requested by the instructor	PPT slides Instructor may use the white board to record key words	Participation of representatives in the discussion, engagement in the discussions
5 min	LO1, LO2, LO3	Slide 28-29 Finalise the session, with a summary of the lesson, ask if students have questions about the course. Talk about the assessment	Active listening, asking questions.	Worksheet, white board, flip chart	-
Recap / Summary:		2-hour session. Students should identify different AI technologies for sustainability management in a business context, and how to integrate generative AI in ESG reporting and in in decision-making processes.			
Link to next session and/or follow up action:		-			

Lesson Plan

Programme/course: Digital Privacy, Ethics and Law	**Subject:** Understanding Risks, Responsibilities, and Best Practices in the Context of Tourism and Hospitality
Link to Scheme of Work/Training Schedule: Week / 3 sessions	**Duration:** 3 sessions, appr. 4 hours
Learning Level: EQF Level 3	

Learning aim for the lesson:
This session aims to introduce students to the core principles of digital privacy, data protection, and ethical data use within the hospitality and tourism industry. It will explore why responsible data handling matters, how regulations like the GDPR and the AI Act apply in practice, and what risks businesses face when managing guest information. Through case studies and group discussion, students will gain awareness of their legal responsibilities and the ethical considerations involved in using digital technologies and guest data in real-world hospitality settings.

Competencies/Learning Outcomes:
LO1: Define digital privacy and explain its ethical and legal importance in tourism and hospitality.
LO2: Identify the types of personal and behavioural data commonly collected and discuss their ethical use.
LO3: Recognise key risks related to data misuse, breaches, and unethical digital practices.
LO4: Explain how data protection, privacy, and security support both legal compliance and ethical responsibility.
LO5: Understand obligations under the GDPR and AI Act, and apply ethical reasoning to workplace scenarios involving digital data and AI tools.

Methodology recommendations:
- Interactive lecture: Present key concepts using slides and explanations
- Group discussions: Encourage students to share experiences and opinions
- Video analysis: Use video content to stimulate critical thinking
- Quiz: Assess understanding through a short quiz

Resources:
- Presentation slides covering key topics
- Access to online resources for group and individual activities, e.g., Video: "AI & Tourism - The Ethical Concerns" https://www.youtube.com/watch?v=INVCO_x-nKA
- Case study materials related to AI applications in hospitality

• Case studies: Apply learned concepts to real-world scenarios in hospitality and tourism **Methods examples:** • Quiz on basic concepts • Group discussion on data privacy and ethical conduct challenges in hospitality	

Core Skills		
Green:	**Digital:**	Social:

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Timing (mins)	**Learning Outcomes**	**Instructor Activity**	**Student Activity**	**Resources**	**Assessment**
5 mins	N/A	Display **PPT slides 1-3.** Welcome and introduce the learning outcomes and the content of the session. Housekeeping, including any ground rules to be observed during the training. If necessary, record the names of all attendees. Allow the opportunity to ask any questions.	Confirm name for 'Record of Attendance'. Listen / Take notes / Acknowledge / Ask questions	**PPT slides 1-3**	N/A
SESSION 1				**PPT slide 4**	
7 mins	LO1 LO2 LO3	Display **PPT slide 5 and explain** to students that this activity simulates a real-world scenario in hospitality where data privacy and legal responsibilities come into play. **Read** the scenario aloud and ensure everyone understands the context. Ask students to form small	Share experiences with guest's right to access data. Discuss advantages and concerns.	**PPT slide 5**	Diagnostic assessment: Informal observation of student engagement.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		groups of 3–4 people. Give them 5–7 minutes to discuss the questions on the slide. E**ncourage** them to consider both GDPR obligations and common hotel practices (e.g. identity verification, consent). After group discussion, **invite** a few groups to share their thoughts with the class. **Highlight key points such as:** - The guest's right to access data (GDPR Article 15) - The importance of verifying identity before responding - Risks of sharing data with unauthorised third parties **Use this discussion to set the** tone for the rest of the session on privacy, ethics, and compliance. Note key points on a whiteboard for later reference in GDPR and ethics sections.			Monitor participation and quality of contributions.
10 mins	LO2	Display **PPT slide 6** to briefly **introduce** the concept of personal data as defined by GDPR. Emphasise that it includes any information that can be used to identify a person, directly or indirectly. **Highlight key terms**: "identifiable", "directly or indirectly", and examples of identifiers. **Use relatable hospitality examples**: guest name, room number, booking history, loyalty card ID, CCTV footage. **Ask:** "Can you think of other types of personal data hotels might collect?", "Which of these might guests not realise are personal data?" Clarify that even data like preferences or online reviews can become personal when linked to a profile.	Listen / Take notes / Acknowledge / Ask clarifying questions / Give examples	**PPT slides 6-7**	Formative assessment: Q&A to check understanding.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Wrap up by noting that understanding what counts as personal data is the first step toward protecting it ethically and legally. then display **PPT slide 7** to types of digitally collected data. **Explain** key concepts.			
10 mins	LO2	Display **PPT slides 8 to ask** students to reflect on their hotel experiences: "What kind of data do you think hotels collect about guests?" **Encourage brief sharing** in pairs or small groups. **Guide discussion** towards why data is collected and what risks or ethical issues might arise. **Note responses** on the board to revisit during the next slide. Display **PPT slides 9 to present** a summary of the previous discussion. **Walk through each row briefly**, highlighting less obvious categories (e.g. health info, CCTV). **Emphasise purpose** of collection - not just what is collected, but why. **Ask:** "Which of these do you think guests are least aware of?" **Use this to bridge** into the importance of transparency and data responsibility**.**	Listen / Take notes / Acknowledge / Ask clarifying questions / Participate in discussions	**PPT slides 8-9**	Formative assessment: Q&A to check understanding.
10 mins	LO1 LO2 LO3	Display **PPT slide 10 to explain** that hotels face a wide range of digital risks. **Briefly walk through** each threat category with real-world relevance. **Emphasise** that risks come from both external attacks and internal misuse. **Ask** students: "Which of these risks have you seen or heard about in your workplace?" Use responses to highlight the need for prevention, awareness, and compliance. Display **PPT slide 11 to summarise** the importance of protecting guest data**. Use the visual to reinforce** the four core reasons: trust, compliance, protection, and	Listen / Take notes / Acknowledge / Ask clarifying questions / Participate in discussions	**PPT slides 10-11**	Formative assessment: Q&A to check understanding.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		prevention. Read or paraphrase the bullet points to support the central message. **Ask:** "What could happen if a guest lost trust in your business due to a data issue?" **Encourage brief discussion** to connect risk with real hospitality impact.			
10 mins	LO1 LO4	Display **PPT slide 11 to clarify** the differences and relationships between the three terms. **Start by explaining** the umbrella visual: data protection as the broad framework, with privacy and security underneath. **Emphasise** how each element plays a role: privacy is about who can access data; security is about how data is protected. **Give real-world examples** (e.g. GDPR consent forms, encrypted booking systems). **Ask:** "Can you think of examples from your workplace that relate to these areas?"	Listen / Take notes / Acknowledge / Ask clarifying questions / Participate in discussions	**PPT slides 11-12**	NA
5 min break	**SESSION 2**			**PPT slide 13**	
5 min	LO4 LO5	Display **PPT slide 14-15 to** Explain why laws like GDPR and the AI Act are important for hospitality businesses. **Walk through the reasons** these laws exist: to protect people and hold companies accountable. **Clarify the distinction**: GDPR protects personal data; the AI Act regulates the use of AI systems involving that data. **Emphasise** that following one regulation doesn't mean you're covered under both.	Listen / Take notes / Acknowledge / Ask clarifying questions / Participate in discussions	**PPT slides 14-15**	
15 mins	LO4 LO5	Display **PPT slides 16-20 to introduce** the core GDPR principles as the foundation for lawful and transparent data use in hospitality.	Listen / Take notes / Acknowledge / Ask clarifying questions / Participate in discussions	**PPT slides 16-20**	NA

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Briefly explain key terms like purpose limitation, data minimisation, and storage limitation, linking them to everyday hotel operations (e.g. using guest data only for check-in, not marketing). **Then cover rights of guests**, such as access, rectification, erasure, and portability, with simple examples like correcting booking info or transferring preferences. **Move into ethical use of data** - especially when reusing it for new purposes or working with third parties. **Emphasise** that legal compliance isn't always enough; ethical handling builds trust. **Invite students** to reflect on real-life hotel scenarios.			
15 mins	LO3 LO4 LO5	Display **PPT slide 21 to explain** that students will analyse a real GDPR violation involving a hotel in Spain fined €30,000 for scanning and using guest ID photos without proper consent. **Ask students to follow the link** and read the article. **Then divide students into small groups of 3–4** and ask them to discuss the GDPR principles that were violated, the recommendations made by the Spanish Data Protection Authority (AEPD), and what lessons can be learned from the case. **Encourage** them to think about what went wrong, how it could have been avoided, and how similar issues might arise in their own workplace. Allow about 7–10 minutes for group discussion and ask them to prepare to share their thoughts. Display **PPT slide 22 to summarise and debrief** the group activity. **Go through the GDPR principles that were violated**, explaining briefly why each one applies to this case - especially the lack of transparency, unnecessary data collection, and no clear option for	Read Article / Work in groups / Present findings / Participate in discussion / Share observations	**PPT slides 21-22** Article "Spain: Hotel fined for using photos of the IDs of their guests" at https://bdkadvokati.com/spain-hotel-fined-for-using-photos-of-the-ids-of-their-guests/	Summative assessment: Quality of student observations and discussion points.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		guests to object. **Then review the AEPD's practical recommendations,** such as using surnames instead of photos and improving internal processes for verifying guests. **Emphasise the key ethical takeaway:** offering convenience should never come at the cost of privacy. **Reinforce** that being legally compliant is not the same as being ethically responsible, and invite students to reflect on how they would balance these concerns in real hospitality situations.			
5 min break	**SESSION 3**			**PPT slide 23**	
5 mins	LO4 LO5	Display **PPT slide 24** to reinforce the understanding that GDPR and the AI Act cover different but connected areas - GDPR protects personal data, while the AI Act regulates how automated systems use that data**. Highlight** that both are needed for full digital responsibility, especially as AI becomes more common in hospitality. **Emphasise** that following GDPR doesn't mean you're automatically compliant with the AI Act. This sets the stage for the next section on AI in hospitality.	Listen / Take notes / Acknowledge /	**PPT slide 24**	NA
10 mins	LO4 LO5	Display **PPT slide 25 to introduce** the world's first legal framework focused specifically on AI - the EU AI Act. **Emphasise** that, unlike GDPR, which governs data use, the AI Act regulates how AI systems are designed and implemented, especially when they impact safety, rights, or transparency. **Point out** that this is particularly relevant for hospitality, where AI is increasingly used for guest services, security, and marketing. **Introduce the concept** of the risk-based approach, noting that different types of AI come with different levels of legal responsibility.	Listen / Take notes / Acknowledge /	**PPT slides 25-26**	NA

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Display **PPT slide 26 to illustrate** the AI Act's risk categories with concrete hospitality examples. **Walk students through the spectrum** - starting with unacceptable use (e.g. profiling or manipulating guests without consent), then high risk systems that require strict safeguards, such as facial recognition or automated decision-making. **Point out** that even limited and minimal risk systems, like chatbots or language tools, have certain obligations (e.g. transparency or minimal controls). **Ask** students to consider which of these systems they have seen in hotels and what level of risk might apply.			
10 mins	LO2 LO3 LO4	Display **PPT slide 27 as an overview** of why AI is being rapidly adopted in hospitality. H**ighlight** AI's ability to personalise services, analyse data, and automate tasks. **Then prompt students to reflect** on the ethical side: "If AI adapts based on guest data, are guests always aware of this?" **Encourage them to think critically** about where the line should be drawn between innovation and intrusion, and whether all applications are equally appropriate. Display **PPT slides 28-30 to present** each AI application area - operations, guest experience, and other uses - with examples to show how AI enhances hospitality. As you go through them, **guide students** to consider the ethical implications, such as fairness, transparency, consent, and privacy. **Ask critical questions** like: "Are guests aware of how AI uses their data?", "Can automation lead to bias?", and "Where should we draw the line between helpful and intrusive?" **Encourage discussion** about how to	Listen / Take notes / Acknowledge / Ask clarifying questions / Participate in discussions	**PPT slides 27-30**	Formative assessment: Q&A to check understanding.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		balance innovation with responsible, guest-centred practices.			
5 mins	LO3	Display **PPT slide 31** to introduce the key concerns surrounding the use of AI. **Explain** that while AI offers significant benefits in the hospitality industry, it is crucial to address several key concerns. These include potential privacy breaches and data security risks as AI systems collect and analyse vast amounts of guest data. There is also the risk of bias and discrimination, particularly in AI-driven decision-making processes like hiring or guest profiling. Job displacement is a growing concern as automation increases, necessitating a focus on reskilling and human-AI collaboration. The lack of transparency in AI decision-making, often referred to as the "black box" problem, can make it difficult to understand and justify AI-driven choices. Over-reliance on AI systems might lead to a loss of critical thinking skills among staff and the loss oh “human touch”, especially important in the tourism and hospitality industry. Additionally, the environmental impact of energy-intensive AI systems cannot be overlooked. As we as a society navigate these complex issues, it becomes clear that responsible AI implementation requires careful consideration of its wider implications and guiding principles.	Listen / Take notes / Acknowledge / Ask clarifying questions	**PPT slide 31**	N/A
15 mins	LO2 LO3 LO4	**Group Discussion:** AI Benefits and Challenges in Hospitality. Display **PPT slide 32** to introduce and play the video. **Key points to listen for:** • Privacy concerns (data collection and use) – regulations and transparency	Watch video attentively / Participate in discussion / Share observations	**PPT slide 32** **Video**: "AI & Tourism - The Ethical Concerns” https://www.youtube.com/watch?v=INVCO_x-nKA	Formative assessment: Quality of student observations and discussion points.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Job displacement – upskilling and reskilling • Bias in AI decision-making – prioritise fairness in training data • Human interaction (authenticity) – maintaining the balance between automation and human interaction **Facilitate** post-video discussion.			
10 mins	LO4 LO5	Display **PPT slides 33-34 to introduce** the importance of ethical AI in hospitality before going into detail. **Emphasise** that ethical AI supports fairness, trust, and legal compliance. **Explain** that while ethics guide behaviour, regulations enforce minimum standards, and both are needed to ensure AI is used responsibly. **Let students know** that the next slides will break down each principle - such as transparency, accountability, and fairness - in more detail. **You can ask**: "Why do you think ethical AI matters in customer service or hiring decisions?" to prepare them for deeper discussion ahead.	Listen / Take notes / Acknowledge / Ask clarifying questions	**PPT slides 33-34**	N/A
15 mins	LO3 LO4 LO5	Display **PPT slides 35-41 to go through** each AI ethics principle one by one, briefly explaining its meaning and hospitality relevance. **Emphasise** that transparency means guests should understand how decisions are made, and accountability ensures someone is responsible when AI causes harm. **Highlight** the need for fairness in hiring or pricing, and that privacy and security link directly to GDPR. Stress that human oversight is essential - AI should support, not replace, human judgment - and that social and environmental well-being encourages sustainable, inclusive AI use. **Keep the tone practical** by linking these to real examples, **then inform** students that the next slide will summarise how these ethical values	Listen / Take notes / Acknowledge / Ask clarifying questions / Participate in discussions	**PPT slides 35-41**	Formative assessment: Q&A to check understanding.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		translate into a clear checklist for implementing AI and GDPR in hospitality**.**			
10 mins	LO2 LO3 LO4 LO5	Display **PPT slides 42-44** to help students connect the ethical and legal principles they have explored with practical steps hospitality organisations can take. **Walk through each checklist section** briefly - from identifying where and how guest data is collected, to consent management, guest rights, and security measures. **Emphasise** that these steps aren't just legal requirements but part of building trust and accountability. **Point out** the importance of staff training, vendor management, and AI-specific measures like privacy-by-design and transparency in automated decision-making. **Encourage** students to reflect on how many of these actions are already in place in their workplace - or what might be missing.	Listen / Take notes / Acknowledge / Ask clarifying questions / Participate in discussions	**PPT slides 42-44**	Formative assessment: Q&A to check understanding.
10 mins	LO1 LO2 LO3 LO4 LO5	Individual Activity: **Quiz on Basic Concepts** Display **PPT slide 45 to reinforce key concepts** and promote critical thinking. **Ask** students to answer Questions 1–4 individually to test their understanding of ethical, legal, and GDPR principles. Once complete, **go over the answers** together and invite short discussion, especially around why some options may be legally correct but ethically questionable. For Question 5, **encourage students** to reflect on their own workplace and suggest one practical ethical improvement in guest data handling. This helps personalise the learning and connects it directly to their daily roles in hospitality.	Students complete the quiz individually / compare their answers with the correct answers / self-evaluate their progress / ask questions / participate in discussions	**PPT slide 45**	Summative assessment based on the correct answers, quality of participation in recap discussion self-evaluation
5 min	LO1 LO2 LO3 LO4	**Recap session** Display **PPT slide 46** to summarise key takeaways. **Allow time** for Q&A.	Note down key points.	**PPT slides 46-47**	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	LO5	Display **PPT slide 47** to suggest sources for further reading. Close the session.			
Recap / Summary:		This session covered the essentials of digital privacy, GDPR, and AI in the hospitality sector. Students explored how guest data is collected, the risks involved, and why legal compliance alone is not enough. Ethical considerations - such as fairness, transparency, and accountability - were central throughout, especially in the context of AI use. Real-life examples and case studies highlighted the importance of handling data responsibly. The session concluded with practical steps for aligning operations with both regulations and ethical best practices.			
Link to next session and/or follow up action:		Students are expected to reflect on how data and AI are used in their own workplace, considering both legal compliance and ethical practice. The checklist provides a practical tool to identify gaps and opportunities for improvement - whether in guest consent, staff awareness, or transparency in automated systems. Even small changes can contribute to greater trust, accountability, and digital responsibility in hospitality settings.			

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Use of Augmented and Virtual Reality
Link to Scheme of Work / Training Schedule: Session 1 of 2	**Duration:** 2 hours and 40 minutes
Learning Level: Level 3	**Link to Matrix:** D23

Learning Aim for the Lesson:
To ensure students understand the concepts of Virtual Reality (VR) and Augmented Reality (AR) and understand how they work, what their applications and advantages are.

Competencies / Learning Outcomes:

LO1: To understand the concepts of Augmented Reality (AR) and Virtual Reality (VR)
LO2: To understand how AR/VR work, including brief overview of devices
LO3: To understand and list the applications of AR and VR
LO4: To understand and define the advantages of AR and VR
LO5: To define Merged/Mixed Reality (MR) vs AR vs VR

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching digital skills involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching methods such as videos and asynchronous

Resources:

- D23 L3 Session 1 Managing Digital Identities Power Point Presentation
- Arnaldi, B., Guitton, P. & Moreau, G. (eds.) (2018) Virtual Reality and Augmented Reality: Myths and Realities, John Wiley&Sons Inc. Great Britain
- Correia Loureiro, S.M. (2020) Managerial Challenges and Social Impacts of Virtual and Augmented Reality, IGI Global: USA
- de Paiva Guimarães, M., & Martins, V. F. (2014, May). A checklist to evaluate augmented reality applications. In *2014 XVI Symposium on Virtual and Augmented Reality* (pp. 45-52). IEEE.
- Filipowiak, J. (2019). Application of AR & VR in different industries with an assessment of potential results https://virtualist.app/should-your-business-consider-virtual-reality-vr-benefits-and-roi
- Jung, T., tom Dieck, M.C. & Rauschnabel, P.A. (eds.) (2020) Augmented Reality and Virtual Reality: Changing Realities in a Dynamic World, Springer: Switzerland
- Tom Dieck, M.C. & Jung, T. (eds.) (2019) Augmented Reality and Virtual Reality: The power of AR and VR for business, Springer: Switzerland
- Devices The Different Types of Virtual Reality Devices (simplygeeky.net). URL:https://simplygeeky.net/virtual-reality-devices/

learning through digital tools have become standardized, especially due to the COVID-19 situation. **Examples of methods:** • Self-Learning: Encourage learners to explore and learn independently. • Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. • Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Use of resources such as videos, podcasts, and industry publications. • Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress.	• The Difference Between Virtual Reality, Augmented Reality and Mixed R (forbes.com) https://www.forbes.com/sites/quora/2018/02/02/the-difference-between-virtual-reality-augmented-reality-and-mixed-reality/ • Understanding the different types of AR devices. URL: https://uxdesign.cc/augmented-reality-device-types-a7668b15bf7a • Virtual Reality Applications: 10 Industries Using Virtual Reality in 2023 (trio.dev) URL: https://www.trio.dev/blog/virtual-reality-applications#:~:text=10%20Virtual%20Reality%20Applications%201%201.%20Healthcare%20The,...%208%208.%20Occupational%20Safety%20...%20More%20items • 9 Powerful Real-World Applications of Augmented Reality | IE (interestingengineering.com). URL: https://interestingengineering.com/innovation/9-powerful-real-world-applications-of-augmented-reality • 10 Advantages and Disadvantages of Virtual Reality (honestproscons.com) URL: https://honestproscons.com/pros-and-cons-of-virtual-reality/#:~:text=1%20Advantages%20of%20Virtual%20Reality%201.%20More%20Than,3.%20Expensive%204.%20Isolated%205.%20Unreal%203%20Conclusion • 10 Real Use Cases for Augmented RealityAR is set to have a big impact on major industries.URL: https://www.inc.com/james-paine/10-real-use-cases-for-augmented-reality.html •

Core Skills		
Green:	**Digital:** D.23 Use Augmented and Virtual Reality in Tourism	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-3**. Welcome, housekeeping and timings for the session.	Listen to introductions.	PPT slides 1-3	N/A
5 mins	LO1 LO2	**Opening Discussion.** Instructor displays **PPT slide 4** and asks the questions to start a discussion: ● Have you ever tried a virtual or augmented reality app? Share your experience and perceptions ● Would you try one during your travel? Why? For what services?	Students hold a group discussion on their previous experience with VR and AR apps. Share the perceptions and attitude as tourists/consumers.	PPT slide 4	Discussion points raised and experiences shared.
10 mins	LO1	**Augmented Reality** Instructor asks the students if any of them know what augmented reality is? The instructor facilitates a brief discussion around the definitions offered by the students. The instructor displays **PPT slide 5** to provide a clear definition of AR: ● Augmented Reality is an interactive experience of a real-world environment where the objects that reside in the real world are enhanced by computer-generated perceptual information, sometimes across multiple sensory modalities, including visual, auditory, olfactory, gustation, and somatosensory. ● AR technology allows users to see and interact with digital content in a way that integrates seamlessly with their surroundings.	Students listen to AR definition and explanation and ask questions where required.	PPT slide 5 Good sound in the room is needed – consider speakers Video about AR - https://www.youtube.com/watch?v=btc_zDS07E4	Answers to the questions. Discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After giving the definition, the instructor plays the YouTube video about using AR for tourism - https://www.youtube.com/watch?v=btc_zDS07E4			
15 mins	LO2	**Augmented Reality Devices – overview** The instructor displays **PPT slide 6** to provide information about the devices typically used with AR Technology: *Augmented reality (AR) is typically experienced through smartphones, tablets, and other devices with built-in cameras and displays.* • ***Handheld AR*** *involves the use of devices like smartphones, tablets, and smart cameras to deliver AR experiences. Smart cameras utilize AI to capture real-world moments and enhance the AR experience.* • ***Heads-up displays (HUDs)*** *show information on a transparent screen that you can see while looking at the real world. They are commonly used in vehicles and show things like speed or navigation directions without distracting you from driving.* ***AR glasses****, on the other hand, are like glasses that let you see virtual objects in the real world. They can show you things like virtual characters, maps, or information that appear as if they are right in front of you. You can interact with these virtual objects and they become part of what you see.* • ***In short, HUDs display information on a transparent screen while you see the real world, while AR glasses show virtual objects that blend into the real world and let you interact with them.*** • ***Head-mounted devices (HMDs)*** *are display devices worn on the head, more typically associated with virtual reality (VR) experiences. Some HMDs can offer a limited augmented reality (AR)-like experience by allowing users to see the real world through the device's cameras.* • *More on the different types of AR devices https://uxdesign.cc/augmented-reality-device-types-a7668b15bf7a* The instructor asks students if they have experience with any AR devices/applications.	Students listen and ask questions where required.	PPT slide 6	Answers to the questions and give relevant examples of AR devices. Discussion points raised.
15 mins	LO3	Display **PPT slide 7** The instructor introduces students to the various AR applications across industries and everyday life: • Medical Training • Retail • Repair & Maintenance • Design & Modelling	Students listen and ask questions where required, provide examples.	PPT slide 7	Answers to the questions. Discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Business Logistics • Tourism Industry • Classroom Education • Field Service • Entertainment Properties • Public Safety • Television broadcasts • Interior Design and Modelling The instructor encourages students to give other examples.			
10 mins	LO4	The instructor asks students if they can list the advantages of AR technology. The instructor displays **PPT slide 8** to summarise those general advantages of AR: 1. Quick updates of information - Real-time Information: AR allows for the display of real-time information, such as live data feeds, instructions, or annotations, directly in the user's field of view. This enables users to access up-to-date information seamlessly. 2. Immediate availability: AR technology is readily available through various devices such as smartphones, tablets, and AR headsets. Users can access AR experiences and applications without significant barriers or delays. 3. Portable: AR experiences can be accessed on portable devices like smartphones and tablets, allowing users to carry the technology with them wherever they go. This portability enhances convenience and accessibility. 4. Multilingual: AR has the potential to offer multilingual capabilities by overlaying translated text or providing audio translations. This can be beneficial	Students listen and ask questions where required, provide examples.	PPT slide 8	Answers to the questions. Discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		for users who speak different languages, enabling them to understand and interact with virtual content. 5. Easy and intuitive for the client: AR experiences are designed to be user-friendly and intuitive. The technology aims to provide a seamless and natural interaction between the user and the virtual content, making it easier for clients to understand and engage with AR applications. The instructor encourages students to share their experience and satisfaction with AR technology, as well as to give other examples of AR advantages.			
20 mins	LO1 LO2 LO3 LO4	**Discussion and Workshop** The instructor displays **PPT slide 9** to set the task for the workshop. Student are asked to search the web and find a real-world example of how AR is being used. • They should consider the following: • How AR is implemented? • What are the specific purposes of using AR technology? • What are the advantages of using AR in this specific case? After the allocated time the lecturer brings back the group together and ask student to share their findings.	Students work individually to complete the task. Students share their findings. Students participate in the discussion.	PPT slide 9	Students can identify how AR is used in different settings, the purposes it serves, the advantages of its utilisation. Students actively participate in the discussion.
10 mins	LO1 LO2	Instructor displays **PPT slide 10** and defines **virtual reality:** Virtual reality is one created by computers that allows you to experience and interact with a 3D world that isn't	Students listen to VR definition and explanation and ask questions where required.	PPT slide 10	Notes taken Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		real by putting on a head-mounted display and some form of input tracking. The display will typically be split between your eyes, creating a stereoscopic 3D effect with stereo sound, and together with the technology and the input tracking, it will create an immersive, believable experience, allowing you to explore the virtual world being generated by the computer. VR solutions need specific locations, hardware and software to be implemented. Virtual reality technology typically involves the use of a VR headset, which helps to immerse a user in a digital environment. Through the use of images, sounds and other physical sensations, the user is essentially placed within a virtual world, which they can move around and, in some cases, interact with in other ways. Although VR has a long history, it has come to the forefront of mainstream consumer technology in recent times, thanks to high-powered VR headsets produced by companies like Samsung and Sony, as well as lower-cost options from, for example, Google. The uses include gaming, watching interactive videos, viewing 360-degree images and more. While many virtual reality applications revolve around entertainment, the technology is also being utilised by marketers in a number of interesting ways. For example, VR headsets can allow marketers to go beyond providing basic images, allowing users to actually 'experience' the product they are being sold. Additionally, many businesses are experimenting with VR-based user			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		interfaces, replacing traditional computer or mobile interfaces.			
15 mins	LO2	**Virtual Reality Devices – overview** The instructor displays **PPT slide 11** to provide information about the devices typically used with VR Technology. Virtual reality devices can be broadly categorized into three standard options: • **Smartphone-Based VR Headsets:** These VR headsets are the most accessible and affordable option. They typically consist of a frame that holds a smartphone, with lenses in front of the phone's screen. The smartphone acts as the display and processing unit, running VR applications. Smartphone-based VR headsets are suitable for casual VR experiences but may have limitations in terms of graphics quality and performance. • **Standalone Headsets:** Standalone VR headsets are all-in-one devices that do not require external hardware or a PC. They have built-in displays, processors, and tracking systems, providing a more immersive experience compared to smartphone-based headsets. Standalone headsets offer greater freedom of movement and often feature higher-quality graphics, making them suitable for a wide range of VR applications. • **PC-Powered Tethered Headsets:** These VR headsets rely on a connection to a computer with sufficient processing power. They provide the highest level of immersion and visual fidelity. PC-powered tethered headsets offer advanced tracking capabilities and more sophisticated controllers. They are typically	Students listen to explanations and ask questions where required.	PPT slide 11	Notes taken Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		used for demanding VR experiences like gaming, simulations, and professional applications. These options are offered by various companies and cater to different budgets and levels of immersion.			
10 mins	LO3	Display **PPT slide 12** The instructor introduces students to some of the VR applications across industries and everyday life: 1. **Healthcare:** VR is revolutionizing healthcare by providing realistic training environments for specialists to practice precise operations and allowing practitioners to familiarize themselves with the hospital environment. It is also used in cognitive behaviour therapy to help patients with phobias and anxieties work through their problems in a controlled setting. 2. **Entertainment:** VR has a strong presence in the entertainment industry, particularly in online gaming and console gaming. It is also being incorporated into cinemas and theme parks to create immersive experiences based on movies and other adventures. 3. **Automotive**: VR assists car manufacturers in analysing road scenarios and car behaviour, enabling them to make improvements to prototypes before developing new models. It is widely used in the development of smart cars, helping them learn driving skills using artificial intelligence and virtual reality. 4. **Education:** VR is making its way into education by providing professional training opportunities for adults in various industries. It is also used for	Students listen to explanations and ask questions where required.	PPT slide 12	Students listen to explanations and ask questions where required.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		educational games, virtual field trips, and giving students immersive experiences to explore and learn about the world. 5. **Space & Military**: VR is utilized in space and military training to simulate dangerous environments and prepare trainees for real-life situations. It helps minimize risks and aids soldiers in overcoming trauma by providing a controlled environment for training. 6. **Architecture:** Architects can use VR to not only visualize but also experience the spaces they are designing. This allows them to make real-time changes, understand how the space feels, and enhance customer satisfaction. 7. **Digital Marketing:** VR finds applications in digital marketing by providing immersive experiences for customers. Retailers can show how products would look in customers' homes, and non-profits can create empathetic messaging for political issues. 8. **Occupational Safety:** VR is used for occupational safety training in workplaces with machinery or natural hazards. It allows workers to learn how to respond effectively to workplace dangers without risking their safety. 9. **Social Science and Psychology:** VR plays a crucial role in social science and psychology research, allowing patients to embody different perspectives and experience reality from various worldviews. Immersive environments have positive impacts on future social interactions. 10. **Tourism:** Virtual reality enables virtual tours of hotels, landmarks, restaurants, and other			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		destinations, giving potential travellers a preview of their experiences and helping them make informed decisions about their vacations The instructor encourages students to give other examples.			
10 mins	LO4	The instructor asks students if they can list the advantages of VR technology. The instructor displays **PPT slide 13** to summarise those general advantages of VR: The implementation of virtual reality technology has brought several benefits to various areas. Some of the positive impacts of virtual reality include: 1. Immersive Experiences: Virtual reality offers high-quality visualizations that create a sense of being in a different world, whether it's through gaming or experiencing virtual scenery. Users can feel fully immersed in games, with realistic visuals, sound effects, and other sensations. 2. Safe Training and Simulation: Virtual reality technology is valuable for training purposes, allowing users to simulate potentially dangerous real-world operations like surgery, combat, or flight. It provides a safe environment to learn and practice without risking lives. 3. Detailed Previews: Virtual reality can provide detailed and sharp views of tourist locations, enabling users to assess destinations and decide if a trip is worth their time and effort. It helps in planning vacations more effectively and avoiding disappointment. 4. Practical Applications: Virtual reality proves useful in day-to-day activities, such as shopping. For example, when shopping for interior design, virtual reality can	Students listen and ask questions where required, provide examples.	PPT slide 13	Answers to the questions. Discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		help users visualize and combine different designs with their house's interior, aiding in decision-making. 5. Enhanced Learning Possibilities: Virtual reality technology enables doctors to understand new qualities and potential side effects of medicines, providing them with a clearer idea of outcomes. Fields like content writing and editing can also benefit from virtual reality by using specialized software to detect faults and improve overall quality. The instructor encourages students to share their experience and satisfaction with VR technology, as well as to give other examples of VR advantages.			
15 mins	LO5	**Merged/Mixed Reality (MR)** Display **PPT slide 14** to introduce the concept of MR: **Merged/Mixed Reality (MR)** is the merging of real and virtual worlds to produce new environments and visualizations, where physical and digital objects co-exist and interact in real time. Mixed Reality does not exclusively take place in either the physical or virtual world, but is a hybrid of reality and virtual reality via immersive technology. To underpin the explanation, the instructor displays **PPT slide 15** and visualizes the differences between AR, VR, and MR. The instructor displays **PPT slide 16** to give further explanation about MR and how it relates to VR and AR: Mixed reality can be categorized into two forms based on how it interacts with the real world: 1. **Mixed reality that starts with the real world:** This form of mixed reality involves overlaying virtual objects onto the real world and allowing them to interact with it. Users remain in their real-world environment while digital content is added and can be interacted with. This type of	Students listen and ask questions where required, provide examples.	PPT slide 14-16	Answers to the questions. Discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		mixed reality can be seen as an advanced version of augmented reality (AR). A good example is the use of Skype on Microsoft HoloLens, where virtual objects are integrated into the user's real-world surroundings. 2. **Mixed reality that starts with the virtual world:** In this form, the digital environment replaces and is anchored to the real world. Users are fully immersed in the virtual environment, and the real world is blocked out. While this may sound similar to virtual reality (VR), the key difference is that digital objects in mixed reality overlap and interact with real-world elements, whereas in conventional VR, the virtual environment is separate from the user's real-world surroundings. Windows mixed reality headsets provide an example of experiencing this form of mixed reality.			
15 mins	LO3 LO4	**Workshop and Discussion** Display **PPT slide 17.** The instructor sets the task: 1. Watch the Caterpillar Safety Services video: https://www.youtube.com/watch?v=dUNbHkO30Bc 2. In small groups discuss: What is the purpose of the VR application? What type of employees can benefit from using the VR training application? How the initial service has been scaled to serve business needs beyond Caterpillar Inc.? 3. Prepare to feedback your findings After the student finish working in groups, the instructor brings them together to facilitate the discussion of their findings.	Students watch the video, then start working in small groups to complete the task. Students share their findings, comment on the findings of their peers.	PPT slide 17	Students can address the questions asked. Students actively participate in the discussion.
5 mins	All	Display **PPT slide 18.** **Final session round-up** and suggestions for further examples and reading.	Students ask questions to clarify understanding.	PPT slide 18	N /A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Use of Augmented and Virtual Reality
Link to Scheme of Work / Training Schedule: Session 2 of 2	**Duration:** 1 hour and 45 minutes
Learning Level: Level 3	**Link to Matrix:** D23

Learning Aim for the Lesson:
To define and understand how Virtual Reality (VR) and Augmented Reality (AR) work and can be incorporated into the tourism industry

Competencies / Learning Outcomes:
LO1: Incorporating VR, AR and related technologies in the tourism industry

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching digital skills involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching methods such as videos and asynchronous learning through digital tools have become standardized, especially due to the COVID-19 situation.

Examples of methods:

- Self-Learning: Encourage learners to explore and learn independently.

Resources:

- D23 L3 Session 2 Managing Digital Identities Power Point Presentation
- de Paiva Guimarães, M., & Martins, V. F. (2014, May). A checklist to evaluate augmented reality applications. In *2014 XVI Symposium on Virtual and Augmented Reality* (pp. 45-52). IEEE.
- Filipowiak, J. (2019). Application of AR & VR in different industries with an assessment of potential results https://virtualist.app/should-your-business-consider-virtual-reality-vr-benefits-and-roi
- Jung, T., tom Dieck, M.C. & Rauschnabel, P.A. (eds.) (2020) Augmented Reality and Virtual Reality: Changing Realities in a Dynamic World, Springer: Switzerland
- Nayyar, A., Mahapatra, B., Le, D., & Suseendran, G. (2018). Virtual Reality (VR) & Augmented Reality (AR) technologies for tourism and hospitality industry. *International Journal of Engineering & Technology*, *7*(2.21), 156-160.
- Ocampo, A. J., & Palaoag, T. (2019, February). Improving tourism experience in open data environment with mobile augmented reality: needs and challenges. In *IOP Conference Series: Materials Science and Engineering* (Vol. 482, No. 1, p. 012005). IOP Publishing. URL: https://iopscience.iop.org/article/10.1088/1757-899X/482/1/012005/pdf

• Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. • Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. • Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Use of resources such as videos, podcasts, and industry publications. • Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress	• ÖZKUL, E., & Kumlu, S. T. (2019). Augmented Reality Applications in Tourism. *Uluslararası Güncel Turizm Araştırmaları Dergisi*, *3*(2), 107-122 • Tom Dieck, M.C. & Jung, T. (eds.) (2019) Augmented Reality and Virtual Reality: The power of AR and VR for business, Springer: Switzerland • Tussyadiah, I. P., Jung, T. H., & tom Dieck, M. C. (2018). Embodiment of wearable augmented reality technology in tourism experiences. Journal of Travel research, 57(5), 597-611. • Wei, W. (2019). Research progress on virtual reality (VR) and augmented reality (AR) in tourism and hospitality. *Journal of Hospitality and Tourism Technology*. 10(4), 539-570 • Yung, R., & Khoo-Lattimore, C. (2019). New realities: a systematic literature review on virtual reality and augmented reality in tourism research. *Current Issues in Tourism*, *22*(17), 2056-2081. • Aurea for rural. URL: http://www.aurea4rural.eu/

Core Skills		
Green:	**Digital:** D.23 Use Augmented and Virtual Reality in Tourism	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-3**. Welcome, housekeeping and timings for the session.	Listen to introductions.	PPT slides 1-3	N/A
5 mins	LO1 LO2	**Opening Discussion.** Instructor displays **PPT slide 4** and asks the questions to start a discussion: • Have you ever tried a virtual or augmented reality app as a tourist? Share your experience and perceptions.	Students hold a group discussion on their previous experience with VR and AR apps. Share the perceptions and attitude as tourists/consumers.	PPT slide 4	Discussion points raised and experiences shared.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Would you try one during your travel? Why? For what services?			
10 mins	LO1	Instructor asks the students **"Why use Virtual Reality in the Travel Industry?"** and facilitates a short discussion. Instructor displays **PPT slide 5** and explains that: • Customers are looking to purchase experiences, rather than products, and virtual reality offers an effective way for marketers to give them a taste of what they can expect; • Travellers require lots of information before they book - to read descriptions, view images, look at videos, read customer reviews or seek opinions on social media – through the intelligent use of virtual reality this process can be shortened significantly • Many hotels and travel companies are now providing virtual reality elements on their websites or apps, allowing users to experience a digital version of a hotel room, or take a look at one of the nearby attractions • This immersion enables companies in the tourism industry to provide a kind of *'try before you buy'* option for the first time	Students discuss why they think VR is used in the travel industry. Students listen to the reasons why VR is used and add to the presentation with relevant examples and discussion points.	PPT slide 5	Points raised in the discussion. Notes made during presentation. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor encourages the students to ask questions or give some relevant examples that add to the presentation.			
15 mins	LO1	**Application of Virtual Reality in Tourism.** Display **PPT slide 6**. The use of virtual reality technology within the travel industry is still in its relative infancy, but a growing number of companies are experimenting with VR headsets and finding good uses for them. Below, you find some of the main applications that have been observed within hospitality businesses to date: **1. Virtual Tours of Hotels** One of the best examples of Virtual Reality in action within the travel industry is the use of the technology for providing virtual tours of hotels and hotel rooms. The key benefit of this is that it allows potential customers to experience what the hotel looks like before they arrive, offering more transparency than standard images. This *'taster'* content is generally provided on the hotel website, or the website of the distributor, and will usually require a VR headset to experience it. In many cases, the virtual experience primarily consists of a simple 360-degree image, which is also compatible with social media platforms and more basic VR technology, like Google Cardboard. **Example: Atlantis Dubai Virtual Tour VR 360**	Students listen to the presentation of the application of virtual reality in tourism and ask questions where required. Students make notes of the links available for further reading and for exploring after the lesson. Students share their thoughts, questions and experiences to add relevance and contextualisation.	PPT slide 6 More examples of virtual reality hotel tours https://www.revfine.com/virtual-reality-travel-industry/	Notes made during presentation. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		2. Virtual Booking Interface Some companies have taken the use of VR a step further, offering an entire booking process and user interface that can be experienced through a virtual reality headset. Effectively, this replaces the need to use a traditional computer mouse, or touch screen, in order to make a hotel or flight booking. When integrated with other uses for Virtual Reality, this can create a much more seamless booking experience, where the user is able to explore various rooms and facilities in a hotel, compare and contrast room types, check out local sights, and seek out key information or facts, all in the same place. **Virtual Reality travel search and booking experience.** **3. Virtual Travel Experiences** Virtual Reality is offering hotels, travel agents, and other businesses within the tourism industry the opportunity to provide prospective customers with a virtual travel experience. This means that users will be able to sample some of the main attractions that are likely to draw them to a location in the first place. For instance, a hotel in Paris may be able to provide a virtual experience of what it is like at the top of the Eiffel Tower, while a hotel near a			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		theme park may be able to provide a virtual roller-coaster experience. The primary benefit of this is the ability to sell rooms, flights and travel products based on the experiences they can enable. **Example #1: A Virtual Honeymoon to London and Hawaii** Source: VR Applications in the Travel Industry - https://www.revfine.com/virtual-reality-travel-industry/ **4. Virtual training** VR training in the hospitality industry harnesses the power of immersive technology to deliver engaging, practical, and cost-effective learning experiences. It helps employees develop essential skills, enhances safety, and improves overall training efficiency in the dynamic and customer-centric world of hospitality contextualized examples, experiences or thoughts.			
15 mins	LO1	Instructor displays **PPT slide 7** VR Training at hotels – **discussion and workshop** Shows the Hilton Hotels video https://www.youtube.com/watch?v=6KuL3QMgM84 In small groups discuss: ● What are the benefits and disadvantages of providing training using VR? ● How accessible is this for businesses?	Students participate in small group discussions on the VR training in hotels – a debate on the pros and cons, possibility to implement and adapt. Students make notes and prepare to feedback to the whole group.	PPT slide 7	Discussion points raised in the small groups. Feedback given by each group. Points raised in the whole group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After the allocated time, the instructor brings the groups back together and takes feedback from each group. The instructor facilitates a brief discussion regarding the individual groups' feedback.	Students participate in whole group discussion around the discussion feedback presented by the small groups.		
5 mins	LO1	Instructor displays **PPT slides 8-11 Virtual reality in Tourism** to highlight examples where VR is in use.	Students view examples in presentation.	PPT slides 8-11	
10 mins	LO1	**Application of Augmented Reality in Tourism.** Display **PPT slide 12** and instructor explains, unlike other purchases, travel tends to be heavily researched, as customers require lots of information before they arrive. In addition, this need for information does not stop when the customer arrives. Augmented Reality can serve to ensure much of this information is available to them, 24/7, at times it is most relevant: ● Offering enhanced booking experience ● Museum interactivity ● Destiny browsers ● Experience through gaming ● Augmented Services in restaurants ● Re-living historic life and events ● Hotel experience ● Augmented transportation ● Augmented reality translation ● Participative destination management	Students listen to how AR can be used in the tourism industry. Any student that has experienced using AR share their experience and thoughts on how effective it was.	PPT slide 12	Thoughts and AR experiences shared.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor asks if any students have used AR for any of these functions and what their thoughts/experiences were. If no student has an experience to share, the instructor gives some more information on examples.			
15 min	LO1	Instructor splits the students into small groups and then displays **PPT slides 13-17.** By using the pictures on the slides, they briefly talk about the different uses of AR by sectors; then allocate each group one of the tourism examples: ● Museums ● City tours ● Hotels ● Restaurants They ask each group to evaluate their example from two points of view – company and customers – identify advantages and disadvantages from both points of view. After the allocated time, the instructor brings the groups back together and takes feedback from each group and facilitates a brief discussion.	Students discuss in small groups the advantages and disadvantages for the customer and the company for their allocated AR example. Students feedback their findings and be prepared to explain their thoughts. All join in whole group discussion after individual group feedback.	PPT slides 13-17 Optional: Whiteboard to take notes on student ideas	Advantages and disadvantages listed. Presentation of findings and explanation/justification presented. Points raised in whole group discussion.
5 min	LO1	Instructor displays **PPT slide 18** to help students differentiate between Virtual and Augmented reality and their application in tourism industry. In the customer journey VR can start playing a significant role in the stages dream and plan, and experience (during travel). Before the trip the role	Students listen to the presentation and ask questions if required.	PPT slide 18	Notes made. Questions asked.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		of VR stands out, and during the trip especially the applications of AR, but both can be beneficial at both stages. VR can work as a tool in inspiration and demonstration, and also information. In the first stage of the journey the customer identifies a collection of products and brands and seeks information.			
15 mins	LO1	Display **PPT slide 19** discussion and activity: ● To close the initial discussion – would you try a VR/AR app for your travel? Why? For what services? ● Select a tourist company or destination and suggest how VR apps might be used, in order to improve its performance. The instructor takes feedback and facilitates a discussion around the students' answers.	Students return to the initial discussion and try to answer the same questions, but now with more knowledge and skills. Students (either as a whole group or in pairs) think of a tourist company or destination and suggest how VR apps might be used.	PPT slide 19	
5 mins	LO1	Display **PPT slides 20-21.** **Final session round-up** and suggestions for further examples and reading.	Students ask questions to clarify understanding.	PPT slides 20-21	N /A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Use of Augmented and Virtual Reality
Link to Scheme of Work / Training Schedule: Session 1 of 1	**Duration:** 2 hours and 40 minutes
Learning Level: Level 5	**Link to Matrix:** D23

Learning Aim for the Lesson:
To introduce the students to the the fundamental principles of AR and VR devices, to the process of selecting from various types, and to the concerns associated with the use of AR and VR.

Competencies / Learning Outcomes:
LO1: To understand and differentiate between the fundamental principles behind the functioning of commonly used AR and VR devices
LO2: To comprehend the process of searching, comparing, and selecting from various types of AR and VR devices
LO3: To understand and analyse the concerns associated with the use of VR and AR technologies

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Teaching digital skills becomes an essential avenue for reaching an expansive and previously untapped audience. Teaching digital skills involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching methods such as videos and asynchronous learning through digital tools have become standardized, especially due to the COVID-19 situation.

Resources:

- D23 L5 Session 1 Managing Digital Identities Power Point Presentation
- Chowdhury, Shahan & Arshad, Haslina & Parhizkar, Behrang & Obeidy, Waqas. (2013). Handheld Augmented Reality Interaction Technique. 8237. 418-426. 10.1007/978-3-319-02958-0_38. URL:https://www.researchgate.net/publication/258050022_Handheld_Augmented_Reality_Interaction_Technique
- G.,Craig. (2021). Best AR apps in 2021: Augmented reality comes to your phone. URL: https://www.tomsguide.com/round-up/best-ar-apps
- Real, Fábio & Berry, François. (2010). Smart Cameras: Technologies and Applications. 10.1007/978-1-4419-0953-4_3. URL: https://www.researchgate.net/publication/226687136_Smart_Cameras_Technologies_and_Applications
- Advantages and Disadvantages of Augmented Reality - Profolus. URL: https://www.profolus.com/topics/advantages-and-disadvantages-of-augmented-reality/
- Augmented Reality (AR) Glasses - All About Vision. URL: https://www.allaboutvision.com/resources/eye-news-trends/augmented-reality-ar-glasses/
- Best Car Heads Up Displays (HUD) in 2023. URL:https://www.caraudionow.com/best-head-up-displays/

Examples of methods: • Self-Learning: Encourage learners to explore and learn independently. • Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. • Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Use of resources such as videos, podcasts, and industry publications. • Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress.	• Best Standalone VR Headset 2023 [Expert Picks] (newvisiontheatres.com). URL: https://www.newvisiontheatres.com/best-standalone-vr-headset#:~:text=Top%209%20Best%20Standalone%20Virtual%20Reality%20Headsets%20%282023%29,6%206.%20Meta%20Quest%202%20VR%20Glasses%3A%20 • Best VR Headsets for Android Phones in 2022 (Must Have) – Smart Glasses Hub URL: https://smartglasseshub.com/best-vr-headsets-for-android-phones/ • Top 10 Best Smartphone VR Headsets in 2023 (Reviews) – FindThisBest. URL: https://www.findthisbest.com/best-vr-headsets/smartphone • The best VR headsets in 2023. URL: https://www.techradar.com/news/the-best-vr-headset • The 4 best AR glasses of 2023 | ZDNET. URL: https://www.zdnet.com/article/best-ar-glasses/ • What are heads up displays (HUDs)? How do they work? (scienceabc.com). URL: https://www.scienceabc.com/innovation/what-are-heads-up-displays-hud-how-do-they-work.html • 10 Advantages and Disadvantages of Virtual Reality (honestproscons.com). URL: https://honestproscons.com/pros-and-cons-of-virtual-reality/#:~:text=1%20Advantages%20of%20Virtual%20Reality%201.%20More%20Than,3.%20Expensive%204.%20Isolated%205.%20Unreal%203%20Conclusion • 10 Best Augmented Reality Glasses in 2023 (maxcotec.com). URL: https://maxcotec.com/blog/10-best-augmented-reality-glasses-in-2023/#:~:text=What%20are%20the%20different%20types%20of%20augmented%20reality,3%20Holographic%20Displays%20...%204%20Smart%20Glasses%20

Core Skills		
Green:	**Digital:** Use Augmented and Virtual Reality in Tourism	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-4.** Welcome, housekeeping and timings for the session.	N/A	PPT slides 1 -4	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1	**Opening Discussion** Display **PPT slide 5.** Instructor asks: • What are the similarity and the differences between Augmented Reality (AR) and Virtual Reality (VR)? • How does Merged/Mixed Reality (MR) "upgrades" AR and VR? • Which AR and VR devices have you worked with or have knowledge of? The discussion aims at recapping the already learnt on L3 and making a link to the topics of the current session.	Students answer questions, discuss.	PPT slide 5	Discussion points raised. Active participation in the discussion.
15 mins	LO1 LO2	**Hand-held AR devices – Smartphones and Tablets** Display **PPT slide 6.** The instructor gives an overview of hand-held AR devices, such as smartphones and tablets, explaining that they utilize a combination of hardware components and software to enable AR experiences. The instructor gives a breakdown of how these devices work: • **Built-in camera** - primary input for AR that captures the real-world environment in real-time • **Sensors** - determine the device's orientation, movement, and spatial position, allowing for accurate tracking and alignment of virtual content with the real world • **Display** - allows users to view the live camera feed along with the overlaid virtual objects • **Processor** - handles the complex tasks involved in AR • **AR Software** - AR applications use computer vision algorithms to understand the environment, detect surfaces, and accurately position virtual content in 3D space • **Interaction -** users interact with the AR content through touchscreens, gestures, or voice commands	Students listen, ask questions, give answers when asked.	PPT slides 6 - 7	Notes made during presentation. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Display **PPT slide 7.** The instructor explains the functioning and applications of **Smart cameras**: Smart cameras can be used in AR applications to capture real-world visuals and overlay virtual information or objects onto the live camera feed, enhancing user experiences and interactions. While both smart cameras and smartphone cameras can be used for AR, smart cameras are specifically designed for augmented reality applications, providing specialized hardware and features for accurate tracking and depth sensing. Smartphone cameras, on the other hand, offer versatility and are enhanced through powerful processors and AR frameworks to deliver AR experiences on mobile devices.			
15 mins	LO1 LO2	**Discussion and Workshop – AR Applications for hand-held devices** Display **PPT slide 8** to set the task of the workshop: • Go to https://www.tomsguide.com/round-up/best-ar-apps • Review the various AR applications for smartphones. • Do you have any of the applications already installed on your smartphone? • Which of the application you find useful or just interesting and fun? • Optional task: Some of the applications are free. You can try installing one of these applications to experience and explore its functionality. The instructor facilitates the discussion.	Students work individually. They review the AR applications in the article, and address the questions. They can complete the optional task to download and test a free application.	PPT Slide 8	Discussion points raised. Active participation. Successful test of a chosen application.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO1 LO2	**AR Glasses – how they work** Display **PPT slide 9**. The instructor gives brief description of AR glasses: *Smart glasses are the most commonly used Augmented Reality Glasses.* *They have a small screen that is also known as "eyeglass".* *AR glasses show virtual objects that blend into the real world and let you interact with them.* *The smart glasses look normal and can be used for different purposes.* Display **PPT slide 10** to explain how AR glasses work. *Optical see-through glasses allow users to view reality directly with graphical overlays, while video see-through glasses capture real-world views through cameras and combine them with computer-generated imagery.* ***Video-see through systems** enable the display of video feeds from cameras located inside head-mounted devices. This is the commonly employed approach used in AR applications on devices such as smartphones. It proves beneficial in situations where remote experiences are desired, such as operating a robot to fix a chemical plant leak or exploring a potential vacation destination. Additionally, video-see through systems are advantageous when utilizing image enhancement technologies like thermal imagery or night-vision devices.* *On the other hand, **optical see-through systems** integrate computer-generated imagery with a "through the glasses" view of the real world, typically achieved through a slanted semi-transparent mirror. If you find yourself in a mission-critical scenario and have concerns about power failure, an optical see-through solution allows you to maintain visual perception even in extreme situations. Furthermore, if achieving the utmost image quality is of utmost importance, portable cameras and fully-immersive head-mounted displays cannot match the direct view experience provided by optical see-through systems.* The instructor encourages the students to share if they have any experience with using smart glasses.	Students listen, ask questions, and reply to answers.	PPT slides 9-10	Students understand the basic principles of how AR glasses function. Students can address the question of the instructor. Discussion points raised.
15 mins	LO1 LO2	**AR glasses – different types**. Display **PPT slide 11**. The instructor presents the different products and explains that AR Glasses offer different ways to experience AR and have found applications in various	Students listen, ask questions, and reply to answers.	PPT slides 11-12	Discussion points raised. Students can compare different

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		industries. AR products can vary significantly in terms of specifications and price. **Discussion and Workshop – AR glasses comparison** Display **PPT slide 12**. Set the task of the workshop: • Visit two of the websites listed on the previous slide (or any related website of your choice). • Consider and compare design, prices, technical characteristics. • Which one would you prefer buying for personal use? Why? The instructor encourages students to give their opinions, facilitates the discussion by asking additional questions.	Students complete the task individually. Students share their findings, respond to the findings of their peers.		products, and can justify their choices. Discussion points raised.
15 min	LO1 LO2	**AR Heads-up Displays (HUDs).** Display **PPT slide 13** to explain the applications of HUDs. Heads-up displays (HUDs) are commonly used in aircraft systems, allowing pilots to see and absorb their necessary flight or mission details while allowing them to remain "head-up and eyes-out" instead of looking down or away from what is occurring in the sky before them. HUDs bring safety in automobiles by showing things like speed or navigation directions without distracting you from driving. Display **PPT slide 14** to give a brief overview of how HUDs function. ***Heads-up displays (HUDs) show information on a transparent screen that you can see while looking at the real world.*** *A HUD consists of a **light source placed** at the focal point of a reflector or lens. This generates images that appear far away. One segment is directed towards the user's eyes, while the other segment, through the glass, is aimed at the*	Students listen, ask questions, and reply to answers.	PPT slides 13-14	Notes made during presentation. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		perception of infinity. The overlapping of these two images creates the illusion of images being projected onto the glass. ***The computer** plays a crucial role by collecting information and converting it into light signals for projection. **LED and LCD technologies** are commonly used in HUDs due to their compact and robust construction.* **Popular products can be found at:** https://www.caraudionow.com/best-head-up-displays/#4_autopmall_hud https://www.tomsguide.com/best-picks/best-car-heads-up-display			
20 min	LO1 LO2	**Smartphone-Based VR Headsets – how they work.** Display **PPT slide 15.** The instructor explains the basics of how Smartphone-Based VR Headsets function: *Smartphone-based VR headsets work by using the smartphone's display, sensors, and processing power to create immersive virtual reality experiences. The smartphone is inserted into a wearable headset, which magnifies the display and splits it into two parts for each eye.* *The headset tracks the user's head movements using built-in motion sensors, adjusting the viewpoint accordingly.* *Users can install VR apps on their smartphones to access a range of VR content.* *The headsets may also have audio and control features, and some support external sensors for more precise tracking.* *Popular products can be found at:* *https://www.findthisbest.com/best-vr-headsets/smartphone* *https://www.findthisbest.com/best-vr-headsets/smartphone* **Standalone VR Headsets – how they work.** Display **PPT slide 16.** The instructor explains the basics of how **Standalone VR Headsets function:** ***Standalone VR headsets** have emerged as a popular option for experiencing virtual reality without the need for a PC or smartphone. These self-contained devices are equipped with all the necessary components to deliver a VR experience independently.* *One of the key components of standalone VR headsets is their **built-in processors and graphics processing units (GPUs).** These powerful hardware components handle the computational tasks required for rendering and running VR*	Students listen, ask questions, and reply to answers.	PPT slides 15-16	Students differentiate between the two types of VR devices. Discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		applications directly on the headset. This eliminates the need for an external device, such as a PC or smartphone, to process the VR content. *Standalone VR headsets also* ***include a variety of sensors, such as accelerometers and gyroscopes****, which track the user's movements and enable precise motion tracking. This allows users to freely move around within the virtual environment without being tethered by cords or external sensors. The freedom of movement enhances the sense of immersion and interaction in VR experiences.* *Moreover, standalone VR headsets* ***come with their own displays, ensuring a high-quality visual experience.*** *These displays are typically designed to offer a wide field of view and high resolution for a more immersive and realistic VR experience.* ***Some standalone VR headsets provide advanced features like 6DoF (six degrees of freedom)*** *controllers. These controllers allow users to track their hand movements and interact with virtual objects in a more natural and intuitive manner. The inclusion of such controllers enhances the level of interactivity and engagement in VR applications.* ***PC-Powered Tethered Headsets:*** *These VR headsets rely on a connection to a computer with sufficient processing power. They provide the highest level of immersion and visual fidelity. PC-powered tethered headsets, offer advanced tracking capabilities and more sophisticated controllers. They are typically used for demanding VR experiences like gaming, simulations, and professional applications.* The instructor asks students if they understand the basic difference between the functioning of **Smartphone-Based VR Headsets** and **Standalone VR Headsets function.**			
10 min		The instructor displays **PPT slide 17** and introduces some of the popular standalone VR devices (Oculus Quest 2, Meta Quest 2,Valve Index, PSVR 2, HTC Vive Pro 2, Meta Quest Pro, HP Reverb G2, Sony PlayStation VR2). The instructor provides links for more information for specifications, advantages, and prices of standalone VR devices: - https://www.techradar.com/news/the-best-vr-headset - https://www.pcgamer.com/best-vr-headset/	Students listen, ask questions, and reply to answers.	PPT slide 17	Notes made during presentation. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		- https://www.newvisiontheatres.com/best-standalone-vr-headset#:~:text=Top%209%20Best%20Standalone%20Virtual%20Reality%20Headsets%20%282023%29,6%206.%20Meta%20Quest%202%20VR%20Glasses%3A%20 The instructor asks if students have experience with using a specific brand. If yes, the instructor asks the students to provide feedback on quality, pros & cons, price, etc.			
20 min	LO3	**AR and VR utilization – main concerns.** Display **PPT slide 18** to introduce the main concerns related to the utilization of AR technologies: 1. ***Privacy Issues:*** *One drawback of AR is its reliance on collecting, analysing, and distributing various types of data, including Big Data. This has raised concerns about privacy rights and security. For instance, some AR devices record the real-time environment, which can raise legal concerns. Additionally, AR systems may collect and analyse user information, such as biometric data and device usage history, necessitating adherence to data protection standards, especially with the introduction of stricter regulations like the GDPR in the European Union.* 2. ***Dangers of Reality Modification****: AR blurs the distinction between the real and digital worlds, posing potential dangers. An example is the controversy surrounding the Pokémon Go game, which led to accidents and even deaths. Overlaying digital elements on the physical environment can obscure real-world hazards, making users less cautious. To address this, standards need to be established, ensuring that AR systems do not overwhelm users with excessive digital elements. Additionally, user education is crucial to prevent overreliance on AR and maintain awareness of important cues from the real world.* 3. ***Implementation Challenges****: While AR offers numerous advantages for businesses, educational institutions, and other organizations, developing and implementing AR systems can be costly and technologically demanding. This places smaller organizations at a disadvantage due to resource limitations. It should be noted that AR necessitates the use of new technologies and models. Smartphones require powerful processing capabilities to smoothly run AR applications. Progress in AR also relies on advancements in artificial intelligence technologies, particularly machine learning, deep learning, natural language processing, computer vision, and other related fields.*	Students listen, ask questions, and reply to answers.	PPT slides 18-19	Students can give relevant examples. Discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor asks students if they or someone they know have experienced any of the downsides of AR. Display **PPT slide 19** to introduce the main concerns related to the utilization of VR technologies: *Despite the numerous benefits offered by virtual reality technology, there are some drawbacks to consider when contemplating its use. The following are the disadvantages of VR that should be acknowledged:* 1. ***Inflexibility**: Unlike real-world systems, VR lacks the flexibility to make changes to pre-programmed sequences.* 2. ***Potential for Obsession:** Extended exposure to VR can lead to obsession, similar to any activity. This becomes a concern when individuals become addicted to violent or illegal activities in VR and may be prone to replicating them in the real world.* 3. ***Costly:** Despite the enjoyable and immersive experience VR provides, it remains an expensive technology. Despite price reductions over the years, VR still remains unaffordable for many people.* 4. ***Social Isolation:** Prolonged engagement with VR can lead individuals to prioritize their virtual experiences over real-world interactions. This can result in social isolation as users spend more time in the virtual realm, neglecting real-life relationships.* 5. ***Limited Transferability:** Training or practicing skills in VR may not fully translate to real-world proficiency. Actions and consequences in the virtual world do not always mirror those in reality, limiting the effectiveness of VR training for practical applications.* *In conclusion, while virtual reality can offer astounding and educational experiences, it is crucial to consider its limitations. VR can be expensive, contribute to addiction, and potentially hinder real-world skills development. Understanding the distinction between the virtual world and reality is important to ensure a balanced and healthy engagement with VR technology.* The instructor asks students if they or someone they know have experienced any of the downsides of VR.			
15 mins	All	**Discussion and Activity** Display **PPT slide 20.** The instructor sets the task: • Work in small groups of 2-3 people.	Students complete the task, share findings, discuss the findings of their peers.	PPT slide 20	Discussion points raised. Students can list relevant principles and factors that

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Discuss and make a list of the basic principles and factors to consider when choosing the right AR and VR devices. • Be prepared to share your findings. The instructor can facilitate the discussion based on the information below: ***Purpose and Use****: Determine the specific purpose and use for the AR or VR device. Consider whether it will be used for gaming, education, training, entertainment, or other specific applications. Different devices excel in different areas, so aligning the purpose with the device's capabilities is crucial.* ***Cost and Budget:*** *Understand the cost range of AR and VR devices and set a budget accordingly. Consider the device's price, additional accessories, and ongoing costs, such as content purchases or subscription fees. Evaluate the device's value for money based on its features, performance, and long-term usability.* ***Content Availability:*** *Assess the availability of compatible content for the device. Check the device's app store or content library to ensure a diverse selection of applications, games, and experiences. Consider the quality and variety of content to ensure an engaging and fulfilling experience.* ***Comfort and Ergonomics:*** *Evaluate the comfort and ergonomics of the device, especially if it will be used for extended periods. Consider factors such as weight, adjustability, padding, and ventilation. A comfortable device will enhance the overall experience and minimize discomfort during prolonged use.* ***Technical Specifications:*** *Understand the device's technical specifications, including display resolution, field of view, refresh rate, tracking accuracy, and input methods (controllers, gestures, etc.). Compare these specifications across devices to identify the ones that meet your requirements and provide the desired immersive experience.* ***Compatibility and Connectivity:*** *Consider the device's compatibility with other hardware or platforms, such as smartphones, gaming consoles, or PCs. Additionally, check the connectivity options available, such as Wi-Fi, Bluetooth, or USB, to ensure seamless integration with other devices or accessories.* ***User Reviews and Recommendations****: Research user reviews, feedback, and recommendations for different devices. Learn from others' experiences and insights to gain a better understanding of the pros and cons of each device. Look for trusted sources, online forums, or communities dedicated to AR and VR enthusiasts to gather reliable information.* ***Future-Proofing:*** *Assess the device's potential for future updates, advancements, and compatibility with upcoming technologies. Consider the device's support for*			should be considered when choosing AR or VR technologies.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		software updates, new features, and its ability to adapt to evolving industry standards.			
5 mins	All	Display **PPT slide 21 Final session round-up.**	Students ask questions to clarify understanding.	PPT slide 21	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Use of Augmented and Virtual Reality
Link to Scheme of Work / Training Schedule: Session 1 of 1	**Duration:** 2 hours
Learning Level: Level 7	**Link to Matrix:** D23

Learning Aim for the Lesson:
To familiarizing students with the needs, challenges, and criteria for implementing AR/VR technologies in the tourism industry, enabling them to evaluate the utilization of AR and VR, discern and assess the benefits and challenges in different aspects of the tourism company, and equip them with the necessary skills to tackle managerial challenges related to AR and VR utilization.

Competencies / Learning Outcomes:
LO1: To evaluate the needs, challenges, areas, and criteria for the implementation of AR/VR technologiesin the tourism industry
LO2: To be able to conduct an evaluation of AR and VR Utilization
LO3: To be able to discern and assess the benefits and challenges of AR/VR in different aspects of the tourism company:

- Visitor value
- Organisational value
- Economic value
- Stakeholder value

LO4: To be prepared for the managerial challenges related to AR and VR Utilization

Methodology Recommendations:

Teaching has become predominantly digital, encompassing various aspects beyond AI and social media. Teaching digital skills becomes an essential avenue for reaching an expansive

Resources:

- D23 L7 Session 1 Managing Digital Identities Power Point Presentation
- Chowdhury, Shahan & Arshad, Haslina & Parhizkar, Behrang & Obeidy, Waqas. (2013). Handheld Augmented Reality Interaction Technique. 8237. 418-426. 10.1007/978-3-319-02958-0_38. URL:https://www.researchgate.net/publication/258050022_Handheld_Augmented_Reality_Interaction_Technique
- G.,Craig. (2021). Best AR apps in 2021: Augmented reality comes to your phone. URL: https://www.tomsguide.com/round-up/best-ar-apps
- Real, Fábio & Berry, François. (2010). Smart Cameras: Technologies and Applications. 10.1007/978-1-4419-0953-4_3. URL: https://www.researchgate.net/publication/226687136_Smart_Cameras_Technologies_and_Applications
- Advantages and Disadvantages of Augmented Reality - Profolus. URL: https://www.profolus.com/topics/advantages-and-disadvantages-of-augmented-reality/
- Augmented Reality (AR) Glasses - All About Vision. URL: https://www.allaboutvision.com/resources/eye-news-trends/augmented-reality-ar-glasses/

and previously untapped audience. Teaching digital skills involves understanding customer connections, online opinions, corporate image, target audiences, and ethical codes. Technology and digital skills play a crucial role, but critical thinking and the choice of appropriate technologies are equally important. Teaching methods such as videos and asynchronous learning through digital tools have become standardized, especially due to the COVID-19 situation. **Examples of methods:** • Self-Learning: Encourage learners to explore and learn independently. • Active Learning: Encouraging active participation through specific case studies and real case scenarios in workshops and assignments. • Flex Learning Model: Instructors act more as facilitators, providing support as needed, while students work fluidly through course material. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Use of resources such as videos, podcasts, and industry publications. • Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress.	• Best Car Heads Up Displays (HUD) in 2023. URL:https://www.caraudionow.com/best-head-up-displays/ • Best Standalone VR Headset 2023 [Expert Picks] (newvisiontheatres.com). URL: https://www.newvisiontheatres.com/best-standalone-vr-headset#:~:text=Top%209%20Best%20Standalone%20Virtual%20Reality%20Headsets%20%282023%29,6%206.%20Meta%20Quest%202%20VR%20Glasses%3A%20 • Best VR Headsets for Android Phones in 2022 (Must Have) – Smart Glasses Hub URL: https://smartglasseshub.com/best-vr-headsets-for-android-phones/ • Top 10 Best Smartphone VR Headsets in 2023 (Reviews) – FindThisBest. URL: https://www.findthisbest.com/best-vr-headsets/smartphone • The best VR headsets in 2023. URL: https://www.techradar.com/news/the-best-vr-headset • The 4 best AR glasses of 2023 | ZDNET. URL: https://www.zdnet.com/article/best-ar-glasses/ • What are heads up displays (HUDs)? How do they work? (scienceabc.com). URL: https://www.scienceabc.com/innovation/what-are-heads-up-displays-hud-how-do-they-work.html • 10 Advantages And Disadvantages Of Virtual Reality (honestproscons.com). URL: https://honestproscons.com/pros-and-cons-of-virtual-reality/#:~:text=1%20Advantages%20of%20Virtual%20Reality%201.%20More%20Than,3.%20Expensive%204.%20Isolated%205.%20Unreal%203%20Conclusion • 10 Best Augmented Reality Glasses in 2023 (maxcotec.com). URL: https://maxcotec.com/blog/10-best-augmented-reality-glasses-in-2023/#:~:text=What%20are%20the%20different%20types%20of%20augmented%20reality,3%20Holographic%20Displays%20...%204%20Smart%20Glasses%20

Core Skills		
Green:	**Digital:** Use Augmented and Virtual Reality in Tourism	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-4.** Welcome, housekeeping and timings for the session.		PPT slides 1-4	N/A
15 mins	LO1	Display **PPT slide 5 Opening Discussion.** ● *Which are the most used AR and VR software and APPs? Consider specifications, value and impact, prices.* ● *Discuss the potential pros and cons of virtual and augmented reality use in travel industry.* Instructor facilitates the discussion to get the students drawing on what they have already learnt in the previous sessions.	Student participate in the discussion, address the questions, share opinions, exchange views	PPT slide 5	Points raised in the discussion. Student demonstrate good knowledge of the topic and underlying concepts.
10 mins	LO1	**Application of VR and AR in Tourism.** Instructor displays **PPT slide 6** and presents information on the application of VR and AR in tourism: *In the customer journey VR can start playing a significant role in the stages dream and plan, and experience (during travel). Before the trip the role of VR stands out, and during the trip especially the applications of AR, but both can be benefitted in both stages as well. As mentioned earlier, VR can work as a tool in inspiration and demonstration, and also information. In the first stage of the journey the customer identifies a collection of products and brands, and seeks information.* *For more information see also: AR&VR Applications in the Travel Industry - https://www.revfine.com/virtual-reality-travel-industry/* ***Virtual Booking Processes*** *AR/VR solutions will soon make it possible for consumers to survey the many different rooms your property offers and get important information about them before booking: like the size of the room, price, features, etc. Thus, you improve their experience, because they know what they will get beforehand.* ***Virtual Hotel Tours*** *One of the most obvious reasons for using VR and AR technologies is: virtual hotel tours. With these tours, guests can explore the hotel and destination using 360-degree video. It's a way travelers are helped to imagine their stay prior to buying and when done properly can help encourage bookings.*	Students listen to presentation and make notes. Students share any VR/AR experiences they have had that are related to the tourism industry.	PPT slide 6	Questions asked. VR / AR experiences shared.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Interactive Hotel Rooms *Interactive elements within hotel rooms can also improve the guest experience. For instance, using AR technology guests could get information about the room such as famous celebrities who stayed there, historical facts about the hotel, information about the artwork on the wall, and more.* ***Virtual Travel Experiences*** *AR and VR solutions also provide your guests with a chance to look – before they book – at the nearby landmarks, historical sights, restaurants, and museums that are near to your hotel. This helps them to plan their daily itineraries and provides incentives for them to book at your hotel.* ***Beacon Technology*** *Another potentially invaluable technology solution in the hospitality business is beacon technology. The tech is already used in some hotels and the popularity of it is expected to grow. You can use beacons to share needed information with guests such as:* *a map of the hotel and the surrounding area with information about local sights;* *a virtual key to lock or unlock the door of their room using their phone or tablet;* *an advertisement for a free drink or appetizer at the hotel restaurant, etc.* ***Gamification*** *Hotels always try to make guest vacations more enjoyable and entertaining with amenities such the hotel spa and pool. But hotels could also offer guests both AR and VR games, providing headsets and mobile apps for guests to use while on property. They can be tailored for children or adults and could even offer rewards, such as a free drink or appetizer at the hotel restaurant for completing a level or completing the game.* ***Convenient Translation Capabilities*** *Providing many of these AR/VR services in a variety of languages is one way hotels can break down the language barrier and market to a wider variety of consumer groups. Being able to tour a hotel room or property, view nearby sites and attractions, and play games – all in a guest's native language, could make the difference in whether they book or not.* The instructor asks the students if anyone has experienced any of these AR / VR applications and asks students to share their experiences. The instructor checks if there are any questions before moving on.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO2	Instructor displays **PPT slide 7** and explains the needs and challenges to incorporate VR/AR: **Technical requirements of the application.** The technical requirements in running mobile AR tourism applications vary in terms of the type of mobile platforms the users currently have. The majority of AR applications are designed for iOS platforms and Apple mobile devices because of the capability of these devices to run AR applications without the need for additional hardware. Another issue in terms of the technical requirements is the device capability and specifications. Since AR utilizes GPS and Internet Connectivity, one of the major drawbacks is the accuracy of the GPS signal that is transmitted through the device. The majority of GPS depend on the transmission of signal with the WIFI connectivity of the device. Based on experience conducted, the researcher utilized Pokemon Go as a testing application to test the accuracy of AR and GPS signal. It was found out that there are instances where the current location of the player and the location on the app differs, which leads to the conclusion that the internet connection has a major impact on the GPS signal of the device thus it provides different display in the AR feature of the game. Thus this technical requirement needs to be addressed in implementing the mobile AR for tourism to avoid wrong information in terms of location. **Acceptability of users to utilize mobile AR** The researcher is currently conducting the study in the Province of La Union; based on an initial interview, the citizens and some tourists utilize mobile applications related to tourism such as Google	Students listen to the presentation and make notes. Students ask questions if required.	PPT slide 7 Source: Ocampo, A. J., & Palaoag, T. (2019, February). Improving tourism experience in open data environment with mobile augmented reality needs and challenges. In *IOP Conference Series: Materials Science and Engineering* (Vol. 482, No. 1, p. 012005). IOP Publishing. URL: https://iopscience.iop.org/article/10.1088/1757-899X/482/1/012005/pdf	Notes made. Questions asked.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		map, Waze and Pokemon Go. However, the majority of the respondents mentioned that the utilization of the AR is challenging at some point because of problems in interconnectivity and mobile platform compatibility. Since the majority of mobile users interviewed utilize Android, the challenge in developing the MAR should be compatible with both Android and IOS devices. Though they intend to utilize the AR because of its interactivity features, the challenge of their device compatibility is one of the considerations they asked to be addressed. **Availability of Data** The majority of mobile-based tourism applications provide minimal data about a tourist destination; general information only is provided. One of the challenges that tourists experience is the accuracy of information provided by tourist applications. Information on transportation including fares is not updated, map navigation only displays main roads, accommodation, food establishments, and business establishments are non-existent. Also, tourist destinations are not updated as can be seen on the official website of the province of La Union as the target respondent of this study.			
5 mins	LO2	Display **PPT slide 8 Evaluation of AR and VR Utilization.** Instructor explains that utilization involves number of aspects and evaluation consists of various factors such as: ● **Functionality:** how the application supports the actual tasks of the users ● **Easy to learn:** how easy is learning about the application for various user groups ● **Easy to remember:** the effort required to remember how to interact with interface interactive system	Students listen to presentation and make notes.	PPT slide 8	Notes made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• **Effectiveness:** the effectiveness of the application to reach the user goal • **Efficiency:** the resources necessary for the user to interact with the application • **Satisfaction:** is the user satisfied with the application. • **Understanding:** how easy it is to understand how the application performs; this is important in unusual situations such as errors while carrying out a task with the application • **Design standards:** how the system can be adapted to a standard design interface			
10 mins	LO3 LO4	Instructor displays **PPT slide 9** and asks the students "**Should your business consider AR and VR Utilization?"** The instructor facilitates a discussion on AR/VR benefits and return on investment using the table to show different opportunities.	Students discuss the different opportunities shown in the table and then try and contextualise for the tourism industry.	PPT slide 9	Opportunities and benefits identified.
15 mins	LO3 LO4	Instructor splits the group into 5 smaller groups. Displays **PPT slide 10** to show discussion activity. The instructor allocates one tourism sub sector to each group: • How do you decide whether a VR/AR app would be suitable for your business? Why? • Which are the most important features of a VR/AR app to be integrated in the travel and tourism industry? • Consider one of the 5 tourism sub-sectors and outline what characteristics a VR/AR app should have in order to be suitable • Be prepared to feedback your findings to whole group	Students split into their small groups and participate in a group discussion on the process of selection the most appropriate VR/AR apps and then consider what characteristics a VR/AR app should have for their allocated sub-group. Students feedback to the whole group and then participate in group discussion.	PPT slide 10	Group answers to each of the questions. Feedback points given. Points raised in the discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After the allocated time, the instructor brings the groups back together and takes feedback from each group and facilitates a brief summary discussion.			
20 mins	LO3 LO4	Instructor displays **PPT slide 11** and splits the group into four smaller groups and asks them to consider what benefits AR/VR can bring in the tourism sector from one of the four perspectives below. The instructor allocates one to each small group: ● Visitor value ● Organisational value ● Stakeholder value ● Economic value After the allocated time for discussion, the instructor brings the students back into one group and takes feedback from each group. The instructor facilitates a brief discussion around their findings. Instructor displays **PPT slides 12-15** to summarise the benefits per perspective and build on the students' answers.	Students participate in a small group discussion on the benefits AR/VR can bring to their allocated perspective. Students provide feedback to the main group on their findings and then participate in whole group discussion.	PPT slide 11-15	Benefits identified in the small group discussion. Feedback points to the main group. Points raised in the discussions.
25 mins	All	Display **PPT slide 16** to set a discussion and activity – Evaluate AR/VR app. Work in small groups or in pairs ● Select an AR or a VR app (instructor to coordinate to ensure each group/pair have a different app.) ● Test it on your mobile telephones ● Evaluate its design, user friendliness and performance ● Discuss ● Make a managerial decision whether to buy or not this application setting out reasons for decision	Students work in small groups or pairs to evaluate a VR/AR apps for the tourist companies. Each group/pair must choose a different app. Be prepared to feedback the evaluation, buying decision and justifications.	PPT Slide 16	AR/VR app tested and evaluated. Evaluation points made confirm decision to buy or not. Justification points valid and reasonable.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Think from a consumer and then from a managerial perspective. Provide relevant justification for both viewpoints After the allocated time, the instructor brings the groups together to share findings from each group and summarize with a whole group discussion.	Participate in whole group discussion.		Feedback logical and complete. Valid points raised in discussion.
5 mins	All	Display **PPT slide 17 Final session round-up**	Students ask questions to clarify understanding.	PPT slide 17	N /A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Use of robotics and AI
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 1.25 hours
Learning Level: Level 3	**Link to Matrix:** D24

Learning Aim for the Lesson:
To ensure students develop an understanding of robotics and AI in tourism and hospitality context – key terms and the areas of application of robotics and AI technologies in tourism and hospitality context.

Competencies / Learning Outcomes: After the end of the session, participants should be able to: 1. Identify key terms and types of Artificial Intelligence (AI) and robots 2. Acknowledge the opportunities for the implementation of robots and artificial intelligence in tourism and hospitality companies 3. Be able to utilise a generative AI application in a tourism context	**Resources:** Laptop and projector PowerPoint presentation Wi-Fi or internet connection Flipchart paper and pens Post-it notes Pens / highlighters Students' own devices – smart phones, tablets, laptops For more information see also: Ivanov, S. and Webster, C. (Eds.) (2019). *Robots, artificial intelligence and service automation in travel, tourism and hospitality*. ISBN: 978-1-78756-688-0. Bingley, UK: Emerald Publishing.

Core Skills

Green:	**Digital:** Use of robotics and AI	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 – 3.** Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session.	Listen to introduction.	PPT slide 1 -3	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Outline the content of the session.			
15 mins	LO1 LO2	**Application of Robotics and AI Technologies in Tourism and Hospitality** – Instructor displays **PPT slide 4** to set small group work: ● Work in small groups ● Search on the internet for tourism and hospitality companies (hotels, restaurants, visitor attractions, etc.) that use robots ● Discuss what are the robots used for by these companies The instructor facilitates a whole group discussion on findings of the small groups.	Students work in small groups to identify what robots are used for by tourism and hospitality companies. Present their findings back to whole group.	PPT slide 4	Active participation in group discussions and presentation of findings.
15 mins	LO1	Display **PPT slides 5 – 10** Instructor presents the key terms: AI, types of AI, explanation of robots. The instructor asks questions to check understanding and keep students engaged. **Artificial Intelligence (AI):** ● Coined by John McCarthy in 1956 (Russell & Norvig, 2016: 17) ● The term Artificial Intelligence is defined as a computer "system's ability to correctly interpret external data, to learn from such data, and to use those learnings to achieve specific goals and tasks through flexible adaptation" (Kaplan and Haenlein, 2019: 15). ● Computer programmes do not actually have human intelligence but exhibit intelligent behaviour. Types of AI (based on Kaplan and Haenlein, 2019): ● Artificial Narrow Intelligence (weak AI) is AI applied in a specific field where it performs much better than humans (e.g. to identify tumours on magnetic resonance imaging scans of human brain, or to play chess), but it cannot be used in other fields (e.g. to identify patterns in booking data of a hotel or to translate text) because it does not possess the algorithms to successfully cope in the other field. This is the current stage of development of AI.	Students listen to presentation and take notes. Ask and answer questions as appropriate.	PPT slides 5-10	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Artificial General Intelligence (strong AI) is (close to) human level intelligence. It can successfully outperform humans in several fields. • Artificial Superintelligence is a conscious, self-aware AI that is better than humans in all fields. For the moment, this type of AI is within the realm of science fiction rather than reality. Robots • A robot is a "programmed actuated mechanism with a degree of autonomy to perform locomotion, manipulation, or positioning" (International Organization for Standardization, 2021: n.p.). • The term 'robot' was firstly introduced in 1920 by Karel Čapek in his play R.U.R—Rossum's Universal Robots Industrial robots and service robots • The first industrial robot ('Unimate') was installed in 1961 by its manufacturer Unimation at General Motors' plant in Trenton, New Jersey, where it unloaded high temperature parts from a die casting machine (Stone, 2005) For more information, please, refer to: Ivanov, S. and Webster, C. (Eds.) (2019). *Robots, artificial intelligence and service automation in travel, tourism and hospitality*. London: Routledge.			
15 mins	LO2	Instructor displays **PPT slides 11 – 13** and shows current application of Artificial Intelligence and Service robots by tourism and hospitality companies. Discusses with students other potential applications of AI and robots not mentioned on the slides, and how AI and robots can help tourism and hospitality companies in these contexts.	Students listen to presentation and make notes.	PPT slides 11-13	Questions asked and answered. Active participation in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 mins	LO3	**Generative AI Capabilities** ● Work in small groups ● Go to the website of ChatGPT (https://chat.openai.com/) ● Use ChatGPT to develop a thematic menu in a restaurant ● Evaluate the proposed menu in terms of relevance, innovativeness and coherence ● Discuss ChatGPT's capabilities and its advantages and disadvantages for the tourism industry The instructor facilitates a whole group discussion on the small group's findings.	Students work in small groups to test ChatGPT's capabilities in tourism/hospitality context.	PPT slide 14	Active participation in group discussions.
5 mins	All	**Session round up and questions.**	Students ask questions to clarify understanding.	N/A	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Use of robotics and AI
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 1.25 hours
Learning Level: Level 5	**Link to Matrix:** D24

Learning Aim for the Lesson:
To ensure students gain an understanding about advantages and disadvantages of robotics and AI technologies in tourism and hospitality context, and their positive and negative impacts on a company's operations, finances, marketing, human resource management, and society as a whole.

Competencies / Learning Outcomes:
After the end of the session, participants should:

1. Identify key terms and types of Artificial Intelligence (AI) and robotic technologies
2. Evaluate the advantages and disadvantages (strengths and weaknesses) of AI and robotic technologies in tourism and hospitality
3. Be able to assess the impacts of AI and robots on the management of tourism and hospitality companies

Resources:
Laptop and projector
PowerPoint presentation
Wi-Fi or internet connection
Flipchart paper and pens
Post-it notes
Pens / highlighters
Students' own devices – smart phones, tablets, laptops

Core Skills

Green:	**Digital:** Use of robotics and AI	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 - 4**. Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session. Outline the content of the session.	Students listen and ask any relevant questions.	PPT slides 1 -4	N/A
10 mins	LO2 LO3	Opening discussion. Display **PPT slide 5.** Benefits and disadvantages of robotics and AI technologies in tourism and hospitality: • Group discussion • Would you use robots in your own house, hotel, travel agency, restaurant? • Why yes and why not? • Point out specific activities (at home, at the hotel, at the travel agency, etc.) which you would trust to be done by a robot	Students are encouraged to share and justify their own opinions about the relevance of robots for by tourism and hospitality companies.	PPT slide 5	Active participation in group discussions.
5 mins	LO1	Display **PPT slide 6** Instructor recaps from the previous level – key terms and concepts: • Artificial intelligence (weak, strong, superintelligence) • Robots (industrial, service and social robots) Artificial Narrow Intelligence (weak AI) is AI applied in a specific field where it performs much better than humans (e.g. to identify tumors on magnetic resonance imaging scans of human brain, or to play chess), but it cannot be used in other fields (e.g. to identify patterns in booking data of a hotel or to translate text) because it does not possess the algorithms to successfully cope in the other field. This is the current stage of development of AI. Artificial General Intelligence (strong AI) is (close to) human level intelligence. It can successfully	Students listen to recap/explanation of key terms and concepts and ask questions where required.	PPT slides 6	Notes made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		outperform humans in several fields, e.g. in analysing data in bookings, in developing cooking recipes, creating artwork, etc. Artificial Superintelligence is a conscious, self-aware AI that is better than humans in all fields. For the moment, this type of AI is within the realm of science fiction rather than reality. A robot is a "programmed actuated mechanism with a degree of autonomy to perform locomotion, manipulation, or positioning" (International Organization for Standardization, 2021: n.p.). The term 'robot' was first introduced in 1920 by Karel Čapek in his play R.U.R—Rossum's Universal Robots Industrial robots are applied in manufacturing Service robots provide a useful service to humans Social robots are a subset of Service robots used to interact with humans. The robot on the phots is a social robot Pepper			
5 mins	LO2 LO3	**Cost-benefit analysis** The instructor presents an overview of the cost-benefit analysis – its scope and directions.	Students listen and ask any relevant questions.	PPT slide 7	Notes made. Questions asked and answered.
15 mins	LO2 LO3	**Benefits: Why should robots, AI and service automation (RAISA) technologies be adopted?** Instructor displays **PPT slides 8 – 12** and explains how AI and robotic technologies would positively impact the operations, human resource	Students are encouraged to provide particular examples of activities and anticipated impacts in the context of the 5 tourism subsectors.	PPT slides 8-12	Discussion points raised by the students. Relevant examples given from the

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		management, marketing and finance of the tourist companies. After presenting the five slides, the instructor facilitates a group discussion on the content. The instructor asks for examples of activities and impacts from the 5 tourism sub-sectors. This will help contextualise the content for the students.			tourism sub-sectors that show understanding.
20 mins	LO2 LO3	**Disadvantages: Why should robots and AI technologies be avoided?** Instructor splits the students into small groups and allocates each group one of the 5 sub-sectors of tourism. Asks each group to think about what some of the disadvantages may be to the sub-sector / organisations / management of AI and robotic technologies. Gives the groups 5 mins and then take feedback from each group. Facilitates a whole group discussion on points raised by each group. Instructor displays **PPT slides 13 – 17** and explains how RAISA technologies would negatively impact the operations, human resource management, marketing and finance of the tourist companies. Note: Link back to the students' points raised in earlier discussion where possible.	Students are encouraged to provide particular examples of activities and anticipated impacts in the context of the 5 tourism subsectors. Feedback ideas to main group.	PPT slides 13-17	Points raised by each sub-sector group are relevant and contextualised. Discussion points from each group well presented and questions asked and answered.
10 mins	LO1 LO2 LO3	**Customer opinion about the application of robotics and AI technologies in tourism and hospitality.** Display **PPT slide 18.** • Work in small groups	Students work in small groups to discuss customers' opinion about the use of robotics and AI technologies in tourism and hospitality, based on reviews in TripAdvisor, Booking.com,	PPT slide 18	Active participation in group discussions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Search TripAdvisor, Booking.com, YouTube, Facebook and other websites for users' comments related to robots used by tourism and hospitality companies • Discuss what are customers' perceptions towards the use of robots by these companies Feedback into the main group. The instructor facilitates discussion on findings.	YouTube, Facebook and other websites.		
5 mins	All	Display **PPT slides 19 – 20.** **Session round up and questions.**	Students ask questions to clarify understanding.	PPT slides 19 – 20	N/A

Lesson Plan

Programme / Course: Digital Skills	**Subject:** Use of robotics and AI
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 2 hours
Learning Level: Level 7	**Link to Matrix:** D24

Learning aim for the lesson:
To ensure the participants will gain knowledge about the economic aspects of robotics and AI technologies and will learn how to take justified managerial decisions regarding investment in robotics and AI technologies.

Competencies/Learning Outcomes: After the end of the session, participants should be able to: 1. Understand the economic aspects of robotics and AI technologies 2. Be able to take informed managerial decisions regarding investment in robotics and AI technologies	**Resources:** Laptop and projector PowerPoint presentation Wi-Fi or internet connection Flipchart paper and pens Post-it notes Pens / highlighters Students' own devices – smart phones, tablets, laptops

Core Skills

Green:	**Digital:** Use of robotics and AI	**Social:**

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 - 4**. Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session. Outline the content of the session.	Students listen and ask questions if required.	PPT slides 1-4	N/A
10 mins	LO1	**Opening discussion –**display **PPT slide 5.** **Operations and economic impacts of robotics and AI technologies in tourism and hospitality.** • Discuss what is necessary to integrate a robot or Ai to provide services to customers in a hotel/restaurant/travel agency/visitor attraction, etc. • Discuss how an automated service provided by a robot, chatbot or another technology would change the operations in a hotel/restaurant/travel agency/visitor attraction, etc.?	Students are encouraged to share and justify their own opinions about the launch of robots and AI applications by tourism and hospitality companies.	PPT slide 5	Active participation in group discussions.
15 mins	LO1	**The economics of robots and AI technologies in tourism and hospitality.** The instructor displays **PPT slides 6 – 9** whilst explaining the diagram: Explanations about the economic fundamentals of the use of robots and artificial intelligence in tourism and hospitality. The economic framework of robots and AI adoption in Travel, Tourism and Hospitality (TTH) companies steps on and is a continuation of the conceptual framework of the use of robots and AI technologies in travel, tourism and hospitality. The decision to invest in robotic and AI technologies is based on cost-benefit analysis. Managers of a TTH company evaluate the financial and non-financial benefits and costs related to the investments in a specific RAISA technology. Most importantly, they will decide to invest in robots and AI technologies if their use in a particular company improves its financial performance and creates value for its shareholders.	The students listen to the presentation and make notes. Students ask and answer questions as required.	PPT slides 6-9	Notes made. Questions asked and answered

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The financial performance is increased if a specific robotic/AI technology contributes positively to the competitiveness of the company, compared to other TTH companies that serve the same market segments, and if it improves the business process in the company (operations, human resources management, marketing and financial management). For example, the use of a particular robotic/AI technology may lead to decreased costs by eliminating unnecessary steps in the service delivery process, use of fewer employees, or by transferring some of the activities to consumers through self-service technologies and involving them in co-creation of TTH experiences. In the latter case, customers are transformed into 'prosumers' (= "producers" + "consumers") of TTH services (Ivanov, 2019). The particular robotic/AI solution may also increase revenues (e.g. generating higher sales volumes and/or sales at higher prices), or improve perceived service quality. A TTH company uses human employees and robotic/AI technologies as production factors to deliver services to tourists. The economic relationship between human employees and robotic/AI technologies is a complex one but in general its essence is the degree to which robotic/AI technology enhance or substitute human employees. Factors such as productivity of robotic/AI technologies and human employees, marginal rate of substitution, costs, economies of scale and scope, service capacity of the TTH company, deskilling and upskilling of jobs, and possibility of automation of specific tasks compared to automation of jobs, determine the relationship and will be elaborated further in the text.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The use of human employees generates demand for them on the labour market. The demand for labour faces the supply of human employees in terms of their quantity (number), skills and required wages, and establishes equilibrium on the labour market. In a similar manner, the decision of a TTH company to use robotic/AI technologies creates demand for them. The supply of robotic/AI technologies, with their technological characteristics, required user skills and prices, will be the limiting factor on what is practically achievable through robotic/AI technologies in a TTH company. The supply of human employees and the supply of robotic/AI technologies are mutually dependent. For example, robotic/AI technologies put specific requirements about the skills of the employees who are going to use them e.g. TTH employees may be required to have more skills in order to use a particular robotic/AI solution (upskilling), hence decreasing the potential supply of human employees with such skills. Alternatively, RAISA technologies may simplify the operations and put lower skill requirements on human employees (deskilling), thus expanding the supply of potential human employees. Additionally, high human employee wages make RAISA solutions more price competitive and increase their supply. Moreover, the use of RAISA has a negative impact on wages as prior studies have already found although some economists do not necessarily agree that robots and automation should be blamed for lower wages, but power and politics.			
10 mins	LO1	**Human employees and automation technologies – substitution vs enhancement.** Display **PPT slides 10 – 13** and instructor explains about the substitution and the enhancement effects of robots and AI technologies.	Students listen and make notes.	PPT slides 10-13	Notes made. Examples given.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Adopting robotic and AI technologies in a TTH company may incur some significant non-financial costs. First and foremost, *employees may perceive technologies as a threat for their jobs* and resist using them. Although robotic and AI technologies could make the employees more productive, and relieve them from repetitive and dull tasks, employees could consider the introduction of robots and AI in a company as an initial step for their substitution. The instructor asks students to provide specific examples on the substitution and enhancement effects of robots and AI technologies	Students provide examples of substitution and enhancement effects of robots and AI technologies.		
20 mins	LO1	**The mechanism of substitution and enhancement of tourism and hospitality jobs.** Display **PPT slides 14 – 16** and instructor explains about how robots and AI technologies substitute, enrich, enhance and create new jobs. **Slide 14** shows the processes, the tasks that constitute the processes, and the grouping of tasks into job positions before the introduction of a particular type of automation (e.g. a self-check-in kiosk at the reception, a social robot in the lobby of a hotel, a room service robot, an automated pricing module in the property management system of a hotel, autonomous vehicle for food delivery, a social media chatbot, etc.). For simplicity, the figure shows the tasks of three hypothetical processes that are grouped into three hypothetical job positions. The impact of automation on tasks is depicted in **slide 15** – some of the existing tasks are automated (marked in dark grey), while new tasks are introduced (marked in dashed ovals).	Students listen and make notes. Students provide specific examples on how robots and AI technologies substitute, enrich, enhance and create new jobs.	PPT slides 14-16	Notes made. Examples given

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The result of automation is that all tasks constituting *Process 1* are eliminated for human employees, and the whole process is now automated. The process will still be implemented within the company but without human involvement. Some tasks in *Process 2* are automated but not all of them. Automation has no impact on *Process 3*, but it has created a completely new process (*Process 4*) and new tasks for human employees for *Processes 2* and *4*. The elimination of most of the tasks performed for *Job position 1* means that the remaining two tasks can be reallocated and the whole job position is eliminated. Hence, for that job position the substitution effect is stronger than the enhancement effect and the job position is removed because it is not necessary nor economically viable. *Job position 2* loses some of the tasks that were previously performed but it is enriched with the reallocated tasks from *Job position 1*. Thus, for it the substitution and enhancement effects are relatively balanced. *Job position 3* loses a task as well but is it enhanced by newly created tasks due to automation (e.g. operating a room service robot), i.e. the enhancement effect prevails. Some of the newly created tasks are grouped into the new *Job position 4*, that did not exist before automation. Some of the existing tasks from other job positions could be reallocated to it as well.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Finally, **slide 16** shows the processes, tasks, and job positions after automation. The instructor asks students to provide specific examples on how robots and AI technologies substitute, enrich, enhance and create new jobs			
20 mins	LO2	**The decision to invest in robots and AI technologies.** Display **PPT slides 17-18** to explain about the decision to invest in robotics and AI technologies: • Financial benefits • Non-financial benefits • Financial costs • Non-financial costs The instructor asks students to provide relevant examples from the tourism, travel and hospitality industry. If the group struggle to provide an example, the instructor should have an example ready to talk through in order to contextualise the content. If using instructor's example, then the instructor should make sure students are engaged and understand by asking questions and getting the students to provide their thoughts. The instructor facilitates a group discussion on the points raised and covered.	Students provide examples if possible. If students are unable to come up with own example, they should ask and answer questions regarding the instructor's example and join in group discussion on the points raised. Ask and answer questions.	PPT slides 17-18	Examples provided and/or discussion points raised. Questions asked and answered.

35 mins	LO1, LO2	**The decision to invest in robots and AI technologies.**
		Display **PPT slide 19.**
		• Work in small groups
		• Choose a company from one of the 5 tourism subsectors:
		  ○ Hotel or another accommodation establishment
		  ○ Restaurant or another F&B outlet
		  ○ Travel agency
			Students work in small groups to identify and discuss what processes in a tourism / hospitality company can be automated, by means of what robotic	PPT slide 19
				
				Wi-Fi
					Active participation in small and whole group discussions.
					
					Presentation of small group

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		○ Visitor attraction ○ Destination management organisation • Identify a process within the company that can be automated through robotics and AI technologies • Identify appropriate robotics and AI technologies • Perform a cost-benefit analysis, including relevant financial calculations • Make a decision whether the investment in robotics and AI technologies is worth The instructor brings the small groups together and takes feedback from each group. Facilitates a whole group discussion on the small group findings and decisions on whether it was worth investing in or not.	/ AI technology, and decide whether it is worth the investment. Feedback findings and conclusion to main group.		findings and conclusion.
5 mins	All	**Display PPT slides 20 – 21.** **Session round up and questions.**	Students ask questions to clarify understanding.	PPT slides 20-21	N/A

Lesson Plan

Programme/course: Data analysis and trend prediction in tourism	**Subject:** Data analysis, Trends and decision-making in tourism.
Link to Scheme of Work/Training Schedule: 2 sessions	**Duration:** 3 hr, 1.5hours each session
Learning Level: EQF Level 3	

Learning aim for the lesson:

1. Able to define key terms related to data collection, analysis, and strategic decision-making in tourism.
2. Able to explain the significance of data analysis tools in the context of the tourism industry from social media and website/app publication outlets
3. Able to evaluate trends in tourism data to identify patterns and opportunities and
4. Able to develop data-driven recommendations for optimizing tourism operations.

Competencies/Learning Outcomes:

1. 1. Able to define key terms related to data collection, analysis, and strategic decision-making in tourism.
2. Able to explain the significance of data analysis tools in the context of the tourism industry from social media and website/app publication outlets
3. Able to evaluate trends in tourism data to identify patterns and opportunities and
4. Able to develop data-driven recommendations for optimizing tourism operations.

Methodology recommendations:

Resources:

Permatasari, Puspita & Qohar, Akhmad & Rachman, Arief. (2020). From web 1.0 to web 4.0: the digital heritage platforms for UNESCO's heritage properties in Indonesia. Virtual Archaeology Review. 11. 75. 10.4995/var.2020.13121.

Saunders, M., Lewis P. & Thornhill. A. (2019). Research Methods for Business Students (8th ed.). Pearson

Visser, M., Sikkenga, B., & Berry, M. (2021). Digital Marketing Fundamentals: From Strategy to ROI (2nd ed.). Routledge. https://doi.org/10.4324/9781003203650

a. Methods examples: Utilising social media professionally to analyse customer relationship management or design social media campaigns. b. Use of resources such as videos, podcasts, and industry publications. c. Embracing the overall digital landscape, suggesting the use of various digital methods beyond AI and social media. d. Portfolios are a useful assessment method that allows students to reflect on their learning journey and track their progress. e. Social media and marketing: Study real-time interactions with customers on various platforms, learn to manage online reviews, and maintain corporate images. f. Use of social media analytics: Use social media analytics software to evaluate results, analyse customer behaviour, and tailor your messages.	

Core Skills		
Green:	**Digital: X**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	Session 1. Social Media Analytics in Tourism				
30	Understand social media analytics and its role in	Introduction to Social Media Analytics: Overview of social	Participants share their experiences using social media for travel decisions.	PowerPoint, group discussion	Formative Feedback: Through discussions and group work.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	decision-making for tourism businesses. Learn how to analyze and compare social media platforms.	media's role in tourism decision-making.			
30	Comparing Social Media Platforms	- Choose three platforms (Facebook, Instagram, TikTok, etc.). - Identify key user demographics and engagement trends. (15 min)	Compare findings and discuss how different platforms serve different tourism audiences. (15min)	PowerPoint, group discussion	**Formative Feedback:** Through discussions and group work.
30	Social Media Analytics in Practice	Analyze a tourism brand's social media presence (provided case study or participants' examples). (15 mins)	Each group presents insights and suggests improvements. (15 mins)		End-of-session quizzes or written reflections. **Project-Based Learning:** Participants submit a benchmarking report on a tourism brand's digital presence.
	Session 2 : Benchmarking Analysis for Websites & Apps				
30	Learn how to conduct benchmarking analysis for websites and tourism apps. Develop data-driven recommendations based on digital performance metrics.	Understanding Benchmarking & KPIs (20 min) • Mini-Lecture (10 min): Explanation of benchmarking and key performance indicators (KPIs) for websites and apps.	Discussion (10 min): Examples of top-performing tourism websites and apps.		Formative Feedback: Through discussions and group work.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
30	Website Benchmarking Analysis	Demo (10 min): Walkthrough of web analytics tools (Google Analytics, SEMrush).	Group Activity (20 min): • Participants assess a tourism website's performance (speed, content, user experience). • Compare with a competitor's site and identify strengths/weaknesses.		Project-Based Learning: Participants submit a benchmarking report on a tourism brand's digital presence.
30	App Benchmarking & Performance Analysis	Mini-Lecture (10 min): Key app metrics (downloads, user engagement, speed).	Hands-on Exercise (15 min): • Analyze a tourism app's analytics and compare with a competitor. • Identify opportunities for improvement. Discussion (5 min): Share findings with the class		End-of-session quizzes or written reflections. Project-Based Learning: Participants submit a benchmarking report on a tourism brand's digital presence.
Recap / Summary:		After completing the two sessions (3 hours in total), students will be able to: Session 1: Social Media Analytics in Tourism • Understand the Role of Social Media Analytics • Analyze and Compare Social Media Platforms • Interpret Social Media Performance Data --- Session 2: Benchmarking Analysis for Websites & Apps • Understand Digital Benchmarking and Key Performance Indicators (KPIs) • Evaluate Website Performance • Analyze and Compare Mobile App Performance • Apply Data-Driven Decision-Making			
Link to next session and/or follow up action:					

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment

Lesson Plan

Programme/course: Data analysis and trend prediction in tourism	**Subject:** Data analytics and AI
Link to Scheme of Work/Training Schedule: 2 sessions	**Duration:** 3 hours, 1.5 hours each
Learning Level: EQF Level 5	

Learning aim for the lesson:

- To provide an introduction into business intelligence with a focus on understanding and applying basic data analysis techniques to create meaningful data visualisations that facilitate managerial decision-making.

Competencies/Learning Outcomes:

1. Able to define the concept of business intelligence and its role in decision-making.
2. Understand how to utilize data analysis tools to extract meaningful insights.
3. Able to evaluate the effectiveness of data utilization in improving business outcomes.
4. Able to analyse business intelligence on service quality and customer satisfaction.
5. Able to integrate the use of AI tools in data analysis for tourism and hospitality.
6. Able to identify and understand opportunities and to incorporate the use of AI into a new or renewed product or service.

Methodology recommendations:

Resources:

- Kirk, A. (2019). *Data visualisation: a handbook for data driven design*. Sage.
- Course delivered through LMS (Brightspace)

Class Learning; with online support through community forum (inc. instructor moderation)	

Core Skills		
Green:	**Digital: Understanding Data**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	SESSION 1 **Data analytics / business intelligence**				
20	Able to define the concept of business intelligence and its role in decision-making.	. Introduce "Business Intelligence" . Explain relevance of asking "the right questions" to generate business insights		PPT	Formative; completed yes / no
20	Able to evaluate the effectiveness of data utilization in improving business outcomes.	. Connect "Data Science" with Business Intelligence . Explain relevance of data analytics . Explain taxonomy of data . Explain data processing (Data consolidation; Data cleaning; Data transformation; Data reduction)		PPT	Formative; completed yes / no
25	Understand how to utilize data analysis tools to extract meaningful insights	. Explain process of data analytics (Business understanding; data understanding; data preparation; modelling; evaluation and deployment) . Explain common types of data analysis (descriptive; predictive; correlation; regression) . Introduce common data analysis tools		PPT	Formative; completed yes / no
25	Able to analyse business intelligence on service	Perform basic data analysis operations (Connect to data; create filters; make		PPT	Formative; completed yes / no

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	quality and customer satisfaction.	simple calculated fields, build common calculated fields)			
	SESSION 2: AI in content creation and data analytics				
45	Able to identify and understand opportunities and to incorporate the use of AI into a new or renewed product or service.	Introduce fundamental concepts of artificial intelligence Describe the types of tasks artificial intelligence can perform		PPT	Formative; completed yes / no
45	Able to integrate the use of AI tools in data analysis for tourism and hospitality.	Introduce practical use cases of AI Identify the limitations of AI models.		PPT	Formative; completed yes / no
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Data analysis and trend prediction in tourism xxx	**Subject:** Big Data applied to tourism and trend prediction
Link to Scheme of Work/Training Schedule: session 2	**Duration:** 3 hours – 1.5 each session
Learning Level: EQF Level 7	

Learning aim for the lesson:

1. Able to define key terms related to big data and its role in the tourism industry.
2. Understand Big Data concepts and tools in the context of the tourism industry.
3. Able to explain the process of collecting, processing, and analysing large data sets.
4. Able to apply predictive analytics techniques and develop critical thinking regarding the trends of Big Data

Competencies/Learning Outcomes: 1. Able to understanding the value and risks of data based on 4V model 2. Able to define sources of relevant data and ways to making data accessible 3. Able to do cleansing on a data set 4. Able to do basic data mining in a data set 5. Able to do descriptive statistics, and acknowledging the value, usability 6. Able to assess the data in the spectrum of true – false, and levels of processing 7. Able to describe relevant impact of big data processing on the main stakeholders **Methodology recommendations:** Course lead by an instructor, with online support by community forum. Methods examples: Narrated slides, practical exercises, quizzes, assignments.	**Resources:** *Several articles and researches online, referred to in the course *Social Media monitoring tool

Core Skills		
Green:	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20	1. Able to understanding the value and risks of data based on 4V model.	Explain the different element, opportunities and risks, related to tourism industry. Explain primary data and secondary data; existing data, created data, source of data.	Watch video on this, small quiz and linking the elements to tourism sector.	Video's, narrated PowerPoint, instructions.	Formative; complete quiz. Done as required: yes/no
20	2. Able to define sources of relevant data and ways to making data accessible.	Discus types of data, value of data, trustworthiness, accessibility, downloadability, relevance, legal.	Assignment look for data, describe the data, evaluate the data.	Video's, narrated PowerPoint, instructions.	Formative; make assignment. Done as required: yes/no
35	3. Able to do cleansing on a data set.	Make clear what cleansing is, impact of cleansing, risks and necessity. Explain choices to be made, link to research, validity, representativity, bias	Study material and clip. Cleansing a set of data as assignment.	Video's, narrated PowerPoint, instructions.	Formative; do the cleansing. Done as required: yes/no
30	4. Able to do basic data mining in a data set.	Concept of Type I and II mistakes, explain the possibilities and pitfalls of data mining, difference between public and private data, intension of	Study material and clip. Do data mining in a data set as assignment.	Video's, narrated PowerPoint, instructions.	Formative; do the data mining. Done as required: yes/no

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		data published. Explaining semantics and (cultural) bias.			
20	5. Able to do descriptive statistics, and acknowledging the value, usability.	Explain the relevance of cleansing and accessing the data reliability and veracity. Making difference between semantics-linguistic and statistical results. Relevance of KPI's and ROI	Study material and clip. Calculate the descriptive statistics, put them into perspective in a data set as assignment.	Video's, narrated PowerPoint, instructions.	Formative; do the calculations. Done as required: yes/no
30	6. Able to assess the data in the spectrum of true – false, and levels of processing.	Explain the differences between analytics, descriptives, predictive and prescriptive processing in combination with algorithms and AI. Discuss causality and ethics.	Study material and clip. Assignment using the methods on an existing data set. Create relevant algorithms.	Video's, narrated PowerPoint, instructions.	Formative; discuss the possibilities Done as required: yes/no
25	7. Able to describe relevant impact of big data processing on the main stakeholders.	Discuss causality and ethics. Have a look at sensitive data, quality of data, synthetics media.	Study material and clip. Assignment in three roles looking at data and processing.	Video's, narrated PowerPoint, instructions. Complete the total assignment.	Formative; roleplay Customer-company-legal Done as required: yes/no
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan

Programme/Course: Digital Business Planning and Development	**Subject:** Digital Tools for Tour Operators and Travel Agencies
Link to Scheme of Work/Training Schedule: Week/ session 1	**Duration:** 3 hours
Learning Level: EQF Level 3	

Learning aim for the lesson:
Introduce participants to the basics of digital tools like booking platforms, focusing on how these tools can improve operational efficiency, customer management, and marketing strategies in tour operations.

Competencies/Learning Outcomes:
LO1. Recall features of booking platforms *(Bloom's Recall, Recognize, Describe, Identify).*
LO2. Understand how digital tools improve customer engagement *(Bloom's Understand, Recognize, Describe, Differenciate, Anayze).*
LO3. Apply basic booking tasks *(Bloom's Perform, Adjust, Implement, Engage)*
LO4. Analyze a basic case study *(Bloom's Analyze, Evaluate, Contrast).*
LO5. Reflect on learning and preview next session. *(Bloom's Summarize, Reflect, Discuss, Predict)*
Methodology recommendations:
General Methodology: Blended learning approach combining instructor-led presentations, and hands-on practical activities.
Methods examples:

- Theoretical introduction using slides and relatable examples.
- Live demonstration of basic booking tools.
- Guided hands-on practice with booking platforms.
- Case study discussion focused on a simple digital transformation scenario.
- Reflection and Q&A (question and answer) session to reinforce learning.

Resources:
1. Devices and materials: Laptops, PC, or tablets, hand-outs for checklists, reflection templates.
2. For Specific Tasks

- **E-Learning Platform**:
  Moodle, or
  Microsoft Teams for hosting resources and materials.
- **Tools for Tour Operators and Travel Agencies**
  FareHarbor
  CheckFront
- **Case Study Materials**: Beginner-friendly example of a travel agency's digital success.
  i.e. Viewretreats w/ Zoho CRM.

3. For Continuous Learning
Digital sk://up: This is a digital platform with free courses to explore and develop digital competences at your own pace.

Core Skills		
Green: Explore how digital tools reduce paper usage in customer management.	**Digital:** Operate booking platforms to improve tour operations.	**Social:** Collaborate in group discussions to analyze digital strategies.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10	Introduce the B2B/B2C tourism context and recall the purpose of booking platforms LO1	Present the session context and explain why B2B and B2C tourism use different digital channels, platforms and promotional approaches. Slides#: 1, 2, 3	Take notes and ask questions	Slides 1-3 Projector B2B/B2C comparison prompts	Q&A for clarity: What is the main difference between B2B and B2C tourism communication?
20	Recall features of booking platforms and understand how they support customer engagement LO1 LO2	Introduce booking platforms, demonstrate key features and connect them with operational efficiency and customer engagement. Slides#: 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	Observe the demonstrations and ask questions about booking features, customer data and communication tools.	Booking tool demo FareHarbor and Checkfront examples Customer engagement examples	Participation in demo
60	Apply basic booking tasks LO2 LO3 LO4	Guide learners through basic booking tasks: adding prices, managing bookings, rescheduling or cancelling bookings and adjusting availability. Slides#: 15, 16, 17, 18, 19, 20	Perform tasks step-by-step on software	Pre-installed or demo software FareHarbor / Checkfront practice resources	Checklist of completed tasks
40	Analyze a basic case study LO2 LO4 LO5	Explain and guide group discussion on the digital transformation case study. Slides#: 21, 22, 23, 24, 25	Discuss and identify key takeaways	Short case study handout FareHarbor Success Stories Group discussion template	Group participation rubric
50	Reflect on learning and	Summarize session learning, connect B2B/B2C context with booking platforms, and preview the next session.	Write reflections and share takeaways	Reflection template Summary slides	Reviewed reflections

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	preview next session LO5	Slides#: 26, 27, 28			
Recap / Summary:		● Understood how B2B and B2C tourism contexts influence the choice and use of digital booking tools. ● Practiced simple tasks such as adding prices, managing bookings and adjusting availability. ● Discussed how booking platforms improve customer engagement, reduce errors and support more efficient tour operations.			
Link to next session and/or follow up action:		Session 2: Digital Tools for Tourist Attractions—focusing on augmented reality (AR), virtual reality (VR), and online ticketing systems.			

Lesson Plan

Programme/course: Digital Business Planning and Development	**Subject:** Digital Tools for Tourist Attractions: Augmented Reality (AR), Virtual Reality (VR), and Online Ticketing Systems
Link to Scheme of Work/Training Schedule: Week/Session 2	**Duration:** 3 hours
Learning Level: EQF Level 3	

Learning aim for the lesson:
Introduce participants to basic concepts and applications of augmented reality (AR), virtual reality (VR), and online ticketing systems in enhancing visitor engagement and streamlining operations in tourist attractions.

Competencies/Learning Outcomes:

LO1. Recall Features of AR, VR and Online Ticketing Systems.*(Bloom's Recall, Recognize, Describe, List)*

LO2. Understand AR, VR, and Ticketing Applications in Tourism. *(Bloom's Describe, Recognize, Differenciate, Analyze).*

LO3. Appy AR, VR and Ticketing in a Case Study *(Bloom's Apply, Implement, Evaluate).*

LO4. Analyze a Basic Case Study on AR, VR and Ticketing Systems. *(Analyze, Evaluate, Recognize).*

LO5. Reflect on Learning and Preview Next Session *(Bloom's Summarize, Reflect, Discuss)*

Methodology recommendations:

Resources:

1. Devices: Tablets, PC, or laptops for exploring AR/VR content and ticketing systems, and handouts

2. For Specific Tasks

- **E-Learning Platform:**
  Moodle o Google Classroom for hosting slides and case study materials.
- **AR/VR Tools:** Simple applications like
  Google Arts & Culture
  YouTube 360°.
  British Museum VR
  Acropolis Museum AR
- **Online Ticketing Platform:** Trial version of platforms like
  FareHarbor
  Eventbrite
  Vatican Museums Online Booking

General Methodology: Blended learning with a focus on practical demonstrations and simplified hands-on activities, ensuring beginners grasp the concepts effectively.

Specific Methodology:

- **Theoretical Introduction (30 minutes)**:
  - Present basic definitions, examples, and benefits of AR, VR, and online ticketing systems.
- **Demonstration (50 minutes)**:
  - Showcase simple AR/VR applications (e.g., 360° virtual tours).
  - Demonstrate the use of an online ticketing platform, explaining key features like seat selection, payment integration, and confirmation.
- **Group Discussion (50 minutes)**:
  - Analyze a case study on a tourist attraction successfully using AR/VR and online ticketing.
  - Facilitate a group discussion to identify strengths, challenges, and potential improvements.
- **Reflection (20 minutes)**:
  - Learners reflect on key takeaways from the session and discuss how they could apply these tools in real-world scenarios.

Methods examples:

1. Theoretical Presentation:

Use a PowerPoint presentation to explain what augmented reality (AR) is and how it is used in tourist attractions.

2. Practical Demonstrations:

- **Case Study Materials:** Beginner-friendly example of a tourist attraction's digital success.

  National Museum of Singapore AR
  Machu Picchu Virtual Tour
  Vatican Museums Time-Slot Booking

3. For Continuous Learning

- Digital sk://up: This is a digital platform with free courses to explore and develop digital competences at your own pace.

Guide learners in exploring a 360° virtual tour of a museum using Google Expeditions. **3. Case Studies:** Provide a case study on how a theme park used AR to enhance the visitor experience. **4. Guided Discussions or Debates:** Lead a debate on the benefits and ethical challenges of implementing AR in historical sites. **5. Individual Reflection:** Ask participants to write a brief reflection on how digital tools could benefit their local tourist destination. **6. Collaborative Group Activities:** Work in groups to design a simple strategy for implementing virtual reality (VR) in a zoo. **7. Quick Quizzes or Online Polls:** Conduct multiple-choice questions about the basic functionality of an online ticketing system.	

Core Skills		
Green: Explore how digital tools can minimize the environmental footprint of tourist attractions.	**Digital:** Understand and evaluate the use of AR/VR applications and online ticketing platforms in tourism.	**Social:** Collaborate in discussions to explore the benefits and challenges of digital tools for visitor engagement.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
40	LO1	Present basic concepts using slides and examples. Slides #1 and 2	Take notes and ask questions. Slides #1 and 2	Google Arts¬Culture YouTube 360	Q&A session.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
				FareHarbor	
40	LO2	Demonstrate simple tools like 360° videos and online ticketing. Slides# 3,4,5	Observe and interact with tools if applicable. Slides 3,4,5	Google Arts¬Culture YouTube 360 EventBrite Acropolis Museum	Participation in Q&A.
50	LO3	Evaluate, discuss and analyze real world examples. Slides # 6,7,8	Discuss and identify key takeaways. Slides # 6,7,8	National Museum Of Singapure Machu Picchu Virtual Tour Vatican Museums Online Booking	Group participation rubric.
40	LO4	Examines, Evaluate, Identifiy in real world examples. Slides 6,7,8	Write reflections and share takeaways. Slides 6,7,8	National Museum Of Singapure Machu Picchu Virtual Tour Vatican Museums Online Booking	Written reflections.
10	LO5	Summarize the key takeaways, Reflect on benefits, Discuss potential applications. Slides# 9,10	Participate with constructive reflections Slides #9 and 10	Handouts and templates for reflection	
Recap / Summary:		• Learned the basics of AR, VR, and online ticketing. • Discussed how digital tools enhance visitor engagement and streamline operations.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Evaluated a real-world example of successful implementation.			
Link to next session and/or follow up action:		Session 3: Digital Tools for Destination Management—focusing on operational efficiency in accommodation and food and beverage services.			

Lesson Plan

Programme/course: Digital Business Planning and Development	**Subject:** Digital Tools for Destination Management: Operational Efficiency in Accommodation and Food and Beverage Services
Link to Scheme of Work/Training Schedule: Week / Session 3	**Duration:** 3 hours
Learning Level: EQF Level 3	

Learning aim for the lesson:
Introduce participants to basic digital tools and strategies for improving operational efficiency in accommodation and food and beverage (F&B) services.

Competencies/Learning Outcomes:
LO1. Identify key digital tools for inventory management, online reservations, and customer feedback. *(Bloom's: Identify, Recognize, List, Remember)*
LO2. Explain how these tools streamline operations in accommodation and F&B services. *(Bloom's: Describe, Explain, Compare, Differentiate,Understand)*
LO3. Evaluate the impact of digital solutions on operational efficiency and customer satisfaction. *(Bloom's: Analyze, Evaluate, Critique, Propose)*
LO4. Reflection & Future Learning *(Bloom's Reflect)*

Methodology recommendations:

General Methodology: Blended learning approach combining theoretical presentation, practical demonstrations, and group discussions.

Methods examples:

Resources:
1. Devices and materials: Laptops, Pc, or tablets for demonstrations and group activities, and handouts.
2. For Specific Tasks
- **E-Learning Platform:** Moodle to host slides and materials.
- **PMS Tools:** Cloudbeds or RoomRaccoon for operational demonstrations.
- **Reservation Platforms:** OpenTable, or ResDiary for hands-on use.
- **Feedback Tools:** TripAdvisor, Google Reviews for showcasing customer insights.

3. For Continuous Learning
Digital sk://up: This is a digital platform with free courses to explore and develop digital competences at your own pace.

- **Theoretical Presentation (30 minutes):**
  - Present the basics of digital tools like Property Management Systems (PMS), online reservation platforms, and feedback systems using slides and visuals.
- **Demonstration (50 minutes):**
  - Showcase PMS tools such as Cloudbeds, a reservation system like OpenTable, and customer feedback tools like TripAdvisor.
- **Case Study Discussion (50 minutes):**
  - Analyze a case study on a hotel or restaurant improving operations through digital tools.
- **Reflection (20 minutes):**
  - Learners reflect on how these tools could be applied in their professional contexts.

Core Skills		
Green: Understand how digital tools can reduce operational waste, such as paper-based reservation logs.	**Digital:** Develop basic operational skills using PMS and online reservation tools.	**Social:** Collaborate in group discussions to identify the benefits of digital tools in improving guest experiences.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
40	LO1	Present basic concepts using slides. Slides 1,2,3,4,5	Take notes and ask questions. Slides 1,2,3,4	Cloudbeds OpenTable, or ResDiary TripAdvisor, Google Reviews	Q&A session.
50	LO2	Demonstrate tools like Cloudbeds and OpenTable.	Observe demonstrations and engage with tools.	Cloudbeds OpenTable, or ResDiary	Participation rubric.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Slides 6,7,8, 9, 10	Slides 5,6,7,8	Google Reviews	
45	LO3	Facilitate case study discussion. Slides #11,12, 13, 14, 15	Discuss and identify key takeaways. Slides # 9,10,11,12	Cloudbeds OpenTable, or ResDiary TripAdvisor, Google Reviews	Group discussion rubric.
45	LO4	Summarize session and guide reflections. Slides 16,17,18,19,20	Write and share reflections.	Reflection templates.	Reviewed reflections.
Recap / Summary:		• Learned the basics of PMS, online reservation, and feedback tools. • Discussed their impact on operational efficiency and customer satisfaction. • Evaluated a real-world case study to reinforce learning.			
Link to next session and/or follow up action:		Learning transitions to EQF Level 5, focusing on intermediate skills in digital transformation, where learners will deepen their understanding of digital strategies and tools to implement digital solutions strategically while addressing real-world tourism challenges. The next level emphasizes decision-making, problem-solving, and the ability to lead small-scale digital projects.			

Lesson Plan

Program/course: Digital Business Planning and Development	**Subject:** Digital Tools for Tour Operators and Travel Agencies
Link to Scheme of Work/Training Schedule: Week / session 1	**Duration:** 180 minutes
Learning Level: EQF Level 5	

Learning aim for the lesson:

To equip learners with intermediate-level digital skills for streamlining operations and enhancing customer outreach within tour operators and travel agencies.

Competencies/Learning Outcomes:

LO1. Develop skills to implement and improve online booking systems. *(Bloom's Implement)*
LO2. Analyze marketing analytics data to design customer-focused campaigns.*(Bloom's Analyze)*
LO3. Evaluate real-world challenges in digital transformation for tour operators. *(Bloom's Evaluate)*
LO4 Collaborate to propose strategic solutions for common operational problems. *(Bloom's Collaborate)*
LO5. Use digital platforms to optimize workflow and increase operational efficiency. *(Bloom's Optimize)*
LO6. Reflect on the role of digitalization in enhancing customer satisfaction.*(Bloom's Reflect)*

Methodology recommendations:

Resources:

1. Devices and materials: Laptops or tablets, hands-on and templates.
2. For Specific Tasks:

- **E-Learning Platform**: Moodle or Google Classroom.
- **Booking and Reservation Management:** FareHarbor , Checkfront , TravelPerk
- **Marketing Analytics:** GA4 and Tableau Public
- **Case Study References:** FareHarbor Customer Stories , The Battle Over Tours and Activities Reservation Systems, Triton Charters
- **Team collaboration:** Asana , Canva

3. For Continuous Learning
Digital sk://up: This is a digital platform with free courses to explore and develop digital competences at your own pace.

General Methodology: Blended learning combining practical demonstrations, group work, and theoretical discussions.

Methods examples:

- Interactive theoretical presentation (30 minutes).
- Practical demonstration of online booking platforms and marketing tools (50 minutes).
- Guided analysis of a real-world case study (50 minutes).
- Group collaboration to design a basic digital workflow (40 minutes).
- Individual reflection on key takeaways (30 minutes).

Core Skills

Green:

- Promoting eco-friendly travel options through digital booking systems, such as highlighting low-impact travel packages or paperless itineraries.
- Supporting local and sustainable tourism initiatives by using analytics tools to identify and market eco-conscious accommodations and activities.
- Reducing environmental impact in tour operations by adopting digital tools for paperless workflows and resource-efficient management.

Digital:

- Implementing online booking systems to reduce paper usage and streamline operations.
- Using marketing analytics to target eco-conscious travelers.

Social:

- Collaborating in teams to develop sustainable tourism strategies.
- Engaging in discussions on the importance of sustainability in tourism.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
30	LO1	Deliver interactive presentation using slides and examples. Introduce B2B/B2C tourism contexts and connect them to booking and marketing tool choices. Slides 1-7	Engage with content and ask questions. Slides 1-7	FareHarbor, Checkfront Demo, TravelPerk	Formative Q&A at the end of the segment
40	LO2	Demonstrate tools (e.g., Google Sheets, Google Analytics) and guide tasks. Slides 8-12	Follow along, replicate tasks on provided tools. Slides 8-12	Google Analytics, Tableau Public	Checklist of task completion.
30	LO3	Provide case study materials, guide analysis, and moderate discussions. Slides 14 and 15	Analyze and discuss case studies in groups Slides 14 and 15	FareHarbor Case Study, Triton Charters Case Study	Group analysis and key takeaways.
50	LO4	Facilitate group project, propose strategic solutions Slides 17 and 18 Then Slide 19	Collaborate to create and present a digital workflow plan. Slides 17 and 18 Then Slide 19	Asana, Miro, Canva	Presentation evaluated using rubric.
30	LO5	Prompt reflection and guide individual feedback writing. Slides 20 and 21	Write reflective summaries highlighting learning outcomes. Slides 20 and 21	Reflection prompt document or reflection template	Reflective summaries graded with rubric.
Recap / Summary:		• Summarize the key learnings: effective use of booking systems, analyzing marketing data, and collaboration for digital solutions. • Emphasize how these tools and strategies improve operational efficiency and customer engagement in tour operations.			
Link to next session and/or follow up action:		The next session will focus on **Tourist Attractions**, exploring AR / VR tools and online ticketing systems to enhance visitor experiences.			

Lesson Plan

Program/course: Digital Business Planning and Development	**Subject:** Digital Tools for Tourist Attractions—Augmented Reality (AR), Virtual Reality (VR), and Online Ticketing
Link to Scheme of Work/Training Schedule: Week / Session 2	**Duration:** 3 hours
Learning Level: EQF Level 5	

Learning aim for the lesson:

To enable learners to analyze and evaluate the application of AR, VR, and online ticketing systems to enhance visitor engagement and operational efficiency in tourist attractions.

Competencies/Learning Outcomes:

LO1. Evaluate the effectiveness of AR/VR tools for creating immersive visitor experiences. *(Bloom's Evaluate)*
LO2 Analyse how to optimize online ticketing systems to manage visitor flow and enhance customer satisfaction. *(Bloom's Analyze)*
LO3 Analyse real-world examples of digital transformations in attractions. *(Bloom's Analyze)*
LO4 Propose basic improvements to current practices using digital tools. *(Bloom's Propose)*
LO5 Reflect on learning outcomes.(*Bloom's Reflect)*

Methodology recommendations:

General Methodology: Blended learning combining theoretical input, practical demonstrations, group activities, and reflective discussions.

Methods examples:

Resources:

1. Devices and materials: Laptops or tablets, and hands-on and templates.
2. For Specific Tasks

- **E-Learning Platform:** Moodle or Google Classroom.
- **AR / VR:** Google Arts & Culture, , YouTube 360 , Machu Picchu Virtual Tour
- **Online Ticketing Systems:** Eventbrite, Vatican Museums Online
- **Case Study Materials:** National Museum of Singapore , Machu Picchu Virtual Tour , Eventbrite for Attractions
- Digital Improvement: Miro and Canva

3. For Continuous Learning
Digital sk://up: This is a digital platform with free courses to explore and develop digital competences at your own pace.

- Interactive theoretical presentation (10 minutes): Overview of AR/VR and ticketing systems.
- Demonstrations (40 minutes): Showcase 360° virtual tours, AR tools, and ticketing platforms.
- Group case study analysis (50 minutes): Evaluate a successful digital implementation in attractions.
- Collaborative project (50 minutes): Develop an improvement plan for a hypothetical tourist attraction.
- Individual reflection (30 minutes): Learners summarize their learning takeaways.
-

Core Skills

Green:
- Promoting sustainable practices through digital ticketing to reduce paper waste.
- Supporting eco-friendly visitor experiences using digital tools.

Digital:
- Implementing and evaluating AR/VR technologies for enhanced visitor engagement.
- Managing online ticketing systems for seamless customer interaction.

Social:
- Collaborating in teams to propose innovative digital strategies for attractions.
- Engaging in discussions on the ethical and sustainability implications of digital tools.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
35	LO1.	Deliver interactive presentation with examples of AR / VR and ticketing. Slides 1,2,3,5,6	Take notes, ask questions, and engage in discussion.	Presentation slides. Google Arts & Culture, YouTube 360°,	Formative Q&A at the end.
40	LO2	Demonstrate tools and guide hands-on practice with simulators. Slides 4 and 7	Explore and interact with tools to complete guided tasks.	AR / VR tools, online ticketing platforms. National Museum of Singapore, Machu Picchu Virtual Tour Eventbrite, Real-Time Ticketing Systems, Mobile Check-ins	Checklist of task completion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
45	LO3	Provide materials, guide group discussions, and moderate analyses. Slides 5 ,6 ,7	Analyse case studies and discuss findings in groups.	Printed/digital case studies. National Museum of Singapore (AR), Machu Picchu Virtual Tour (VR), Eventbrite for Attractions	Group analysis evaluated with rubric.
45	LO4	Facilitate group work, provide prompts, and supervise collaboration Slide 8 and 9	Collaborate on creating and presenting improvement plans.	Miro, Canva, Digital Planning Frameworks	Group presentation graded with rubric.
15	LO5	Prompt learners to summarize their insights and provide feedback. Slide 10	Write individual reflections based on the session.	Reflection prompt document.	Reflective summaries graded with rubric.
Recap / Summary:		• Recap the benefits of AR, VR, and ticketing systems for visitor engagement and efficiency. • Discuss key takeaways and link them to their practical applications in attractions.			
Link to next session and/or follow up action:		The next session will focus on **Destination Management**, specifically digital tools for accommodation and food & beverage services.			

Lesson Plan

Program/course: Planificación y Desarrollo del Negocio Digital (Intermedio) / Digital Business Planning and Development (Intermediate Level)	**Subject:** Digital Tools for **Destination Management**—Accommodation and Food & Beverage Services
Link to Scheme of Work/Training Schedule: Week / Session 3	**Duration:** 3 hours
Learning Level: EQF Level 5	

Learning aim for the lesson:
To enable learners to evaluate and apply digital tools for enhancing operational efficiency and customer satisfaction in accommodation and F&B services.

Competencies/Learning Outcomes:

LO1 Evaluate inventory management tools to optimize stock control in accommodation and F&B. *(Bloom's Evaluate)*
LO2 Apply digital menu design tools to improve customer engagement. *(Bloom's Apply)*
LO3 Analyse customer feedback platforms to identify areas for service improvement. *(Bloom's Analyze and Evaluate)*
LO4 Propose solutions for common operational challenges using digital tools. *(Bloom's Propose, Create)*
LO5. Reflect on nowadays applications and future. *(Bloom's Reflect)*

Methodology recommendations:

General Methodology: Blended learning combining theoretical input, practical tasks, collaborative discussions, and reflective activities.

Methods examples:

Resources:

1. Devices and materials: Laptops or tablets, hands-on and templates.
2. For SpecificTasks

- **E-Learning Platform**: Moodle or Google Classroom.
- **Inventory and Stock Management:** Google Sheets and Airtable
- **Customer Feedback:** Google Forms and Typeform
- **Case Study Materials**: Airtable
- **Digital Transformation:** Google Sheets

3. For Continuous Learning
Digital sk://up: This is a digital platform with free courses to explore and develop digital competences at your own pace.

- **Theoretical introduction (30 minutes):** Explain key tools for inventory management, menu design, and feedback analysis.
- **Practical demonstrations (40 minutes):** Showcase free or accessible tools for menu creation and inventory tracking.
- **Case study analysis (50 minutes):** Groups evaluate successful implementations of digital tools in F&B and accommodation settings.
- **Collaborative project (50 minutes):** Learners design a digital improvement plan tailored to an operational challenge.
- **Individual reflection (30 minutes):** Summarize key learnings and future applications.

Core Skills

Green:
- Reducing waste through optimized inventory management using digital tools.
- Supporting sustainable sourcing practices through analytics.

Digital:
- Implementing inventory management systems for streamlined operations.
- Designing visually appealing digital menus to enhance customer experiences.

Social:
- Collaborating on group projects to address operational challenges.
- Engaging in discussions about the role of feedback in service quality improvement.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
30	LO1	Deliver interactive presentation with examples. Slides 1,2,4	Take notes, ask questions, and participate in Q&A. Slides 1,2,4	Google Sheets, Airtable	Formative Q&A at the end of the segment.
40	LO2	Demonstrate tools like Google Sheets, Airtable, and Canva. Slide 3 and 5	Perform guided tasks using the tools. Slide 3 and 5	Canva	Checklist of task completion.
45	LO3	Provide materials, guide group discussions, and moderate analysis.	Evaluate and discuss case studies in groups.	Google Forms, Typeform, Airtable	Group analysis evaluated with rubric.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Slides 1,4,5	Slides 1,4,5		
45	LO4	Facilitate group work, provide prompts, and supervise collaboration. Slide 6 and 7 and 8	Collaborate on creating and presenting digital solutions. Slide 6 and 7 and 8	Google Sheets, Canva, Digital Planning Frameworks	Group presentation graded with rubric.
20	LO5	Guide individual reflections on learning outcomes Slides 9, 10 and 11	Write reflective summaries based on the session. Slides 9, 10 and 11	Reflection prompts, document template.	Reflective summaries graded with rubric.
Recap / Summary:		• Summarize the session's focus on digital tools for inventory management, menu design, and feedback systems. • Discuss key takeaways and link them to practical applications in accommodations and F&B services.			
Link to next session and/or follow up action:		Learners can progress to advanced-level training (EQF Level 7), focusing on strategic digital planning for the tourism industry.			

Lesson Plan

Programme/course: Digital Business Planning and Development (Advanced Level)	**Subject:** Advanced CRM Strategies for Tour Operations and Travel Agencies.
Link to Scheme of Work/Training Schedule: Week / session 1	**Duration:** 3 hours
Learning Level: EQF Level 7	

Learning aim for the lesson:

To identify and evaluate advanced digital tools and strategies to enhance CRM processes and improve operational efficiency in tour operations.

Competencies/Learning Outcomes:

LO1. Critically evaluate CRM concepts and their application in tour operations. *(Bloom's Evaluate)*
LO2. Analyze data-driven insights for market trend predictions. *(Bloom's*
LO3. Propose advanced digital strategies to enhance customer engagement.
LO4 Design a conceptual CRM strategy for a tour operator.
LO5 Reflect on CRM

Methodology recommendations:

- Interactive presentation of CRM tools and strategies.
- Case study analysis of CRM implementations in tour agencies.
- Group project to design a strategic plan for digital improvements.

Methods examples:

- Theoretical introduction (30 minutes).
- Case study analysis (60 minutes).
- Collaborative planning (90 minutes).

Resources:

1. Devices and materials: Laptop and projector, handouts, templates.

2. For Special Tasks

2. 1. E-Learning Platforms:
Moodle or Google Classroom

2.2 CRM

Salesforce's Free CRM , CRM Predictive Analytics (Expedia)

2. 3. Case Study Materials:
ViewRetreats - Zoho CRM Case Study

4. Resources for continuous learning:

Digital sk://up: This is a digital platform with free courses to explore and develop digital competences at your own pace.

Core Skills		
Green: Sustainable tour operations.	**Digital:** CRM and data analysis tools.	**Social:** Collaboration in group projects.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
30	**LO1**	Deliver an interactive presentation with examples of CRM usage in tour operations. Evaluate and analyse concepts. Slides 1, 2, 3	Take notes, ask questions, and participate in a guided discussion. Slides 1, 2, 3	Salesforce Travel CRM, HubSpot, Zoho CRM	Formative Q&A during the session.
40	**LO2**	Explain CRM use cases for customer data management and lead tracking in tour operations, analyse data driven insights and trends Slides 4, 5, ,6	Discuss in pairs the challenges and opportunities of using CRM tools. Slides 4, 5, ,6	Sample CRM data sets, simplified case studies. Expedia CRM, AI-based CRM Reports, Predictive Analytics	Group discussion feedback checklist.
50	**LO3**	Guide students through an example of interpreting CRM-generated reports. Slides 7 and 8	Analyse example CRM-generated reports in small groups and discuss findings. Slides 7 and 8	Pre-prepared CRM analytics examples. Salesforce Travel, HubSpot, Digital Strategy Frameworks	Group presentations on their analysis.
50	**LO4**	Facilitate a workshop where groups create a basic CRM integration plan. Slides 9 and 10	Collaboratively create and present CRM strategies. Slides 9 and 10	Worksheets, laptops / tablets for planning. CRM Strategy Template, Case Study Analysis	Group strategy presentations graded with rubric.
20	**LO5**	Summarize session highlights and guide individual reflections. Slide 11 and 12	Write a short reflection on CRM's role in tour operations. Slide 11 and 12	Reflection prompts, feedback forms. AI-driven CRM, ViewRetreats Case Study, CRM Automation Trends	Reflection summaries assessed for completeness.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Recap / Summary:		● Revisit CRM concepts, focusing on its importance for customer engagement and operational efficiency. ● Summarize group discussions and key takeaways from the practical activities.			
Link to next session and/or follow up action:		Introduce **Session 2**, focusing on advanced digital tools for tourist attractions, such as AR / VR technologies and their applications.			

Lesson Plan

Programme/course: Digital Business Planning and Development (Advanced Level)	**Subject:** Advanced Digital Tools for Enhancing Visitor Experiences at Tourist Attractions
Link to Scheme of Work/Training Schedule: Week / Session 2	**Duration:** 3 hours
Learning Level: EQF Level 7	
Learning aim for the lesson: To identify and evaluate digital engagement strategies, including AR / VR technologies and conceptual frameworks, to enhance visitor experiences.	
Competencies/Learning Outcomes: **LO1.** Identify the role of augmented and virtual reality in enhancing visitor engagement. *(Bloom's Identify, Recognize, Describe)* **LO2** Evaluate the impact of digital engagement tools on visitor satisfaction and attraction management. *(Bloom's Evaluate, Assess, Compare)* **LO3** Analyze conceptual frameworks for visitor flow management and personalized engagement. *(Bloom's Interpret and Differentiate)* **LO4.** Propose practical digital ideas to meet diverse visitor needs. *(Bloom's Propose, Suggest and Develop)* **LO5.** Design inclusive engagement strategies using sustainable digital practices. *(Bloom's Design, Plan, Construct)* **LO6.** Critically assess the feasibility and effectiveness of proposed strategies in hypothetical scenarios. *(Bloom's Assess, Critique and Justify)* **Methodology recommendations:** **General methodology:**	**Resources:** **1. Devices**: Laptops or tablets , handouts, templates. **2. For Specific Tasks** **2.1 E-Learning Platform**: Moodle or Google Classroom **2.2 AR / VR Concepts**: Google Arts & Culture **2.3 Case Study Materials**: Louvre Museum Digital Strategy 3**. Resources for continuous learning:** ● Digital sk://up –. This is a digital platform with free courses to explore and develop digital competences at your own pace. .

A blended learning approach combining interactive theoretical presentations, collaborative group discussions, framework analysis, and scenario-based applications to ensure learners can critically evaluate and discuss digital engagement strategies. **Methods examples**: **1. Theoretical Introduction (20 minutes):** 1. Objective: Introduce AR/VR concepts and how they can enhance visitor experiences. 2. Activity: Deliver a short presentation with a few simple real-world examples (e.g., virtual museum tours or 360° videos). 3. Method: Use basic images or pre-recorded videos to illustrate AR/VR tools. **2. Case Study Review (30 minutes):** 4. Objective: Understand how digital tools improve visitor satisfaction. 5. Activity: Provide an easy-to-follow case study (e.g., a zoo or museum implementing online ticketing). 6. Method: Discuss in pairs or small groups the benefits and limitations of the example. 3**. Brainstorming Session (40 minutes):** 7. Objective: Discuss basic ways AR / VR tools can improve visitor experiences at attractions. 8. Activity: In small groups, learners brainstorm basic ways to integrate AR/VR for visitor engagement. 9. Method: Provide prompts or guiding questions to inspire ideas. **4. Reflection (15 minutes):** 10. Objective: Connect AR/VR tools to real-world applications. 11. Activity: Learners write short answers to prompts like "How could AR/VR improve a place I know?" 12. Method: Use easy reflection worksheets. **5. Group Sharing (15 minutes):**	

13. Objective: Share ideas and discuss possible improvements. 14. Activity: Groups share one or two key points from their brainstorming session. 15. Method: Facilitator provides supportive feedback and encourages peer input.	

Core Skills		
Green: Promoting sustainable crowd management through digital tools.	**Digital:** Exploring AR/VR technologies for innovative visitor engagement.	**Social:** Collaborating in groups and addressing inclusivity in engagement strategies.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
30	LO1	Present AR / VR concepts and examples. Slides 1,2	Listen, take notes, and ask questions. Slides 1,2	Presentation slides, case studies	Q&A session.
40	LO2.	Guide group discussions on case studies. Slides 3,4,5	Analise and critique case study benefits. Slides 3,4,5	Case study documents, discussion prompts, group analysis.	Group discussion summaries.
30	LO3	Facilitate brainstorming with guided prompts. Slides 3,4,5	Collaborate in groups to generate solutions. Slides 3,4,5	Case studies, brainstorming templates with prompts.	Peer-reviewed brainstorming outcomes.
30	LO4	Provide reflection prompts. Slides 6 and 7	Write short answers relating concepts to real life. Slides 6 and 7	Reflection worksheets.	Written responses evaluated for insight.
30	LO5	Facilitate design of engagement strategies and promote sustainable digital practices. Slides 7 and 8	Engage in a group task (Slide 7) Present ideas (Slide 8)	Group presentations	Critically assess peers presentations from constructive frameworks.
20	LO6	Provide feedback and assess proposed strategies in hypothetical scenarios.and summarize improvements. Slides 9 and 10	Present ideas and engage in peer discussions. Slides 9 and 10	Template for writing reflection and peer evaluation.	Presentation rubric and peer feedback.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Recap / Summary:		Summarize the key digital engagement strategies discussed during the session, including AR/VR technologies and their applications. Highlight the importance of using these tools to improve visitor flow and satisfaction while emphasizing sustainable and inclusive practices. Revisit the practical ideas generated during the brainstorming session and their potential real-world impacts.			
Link to next session and/or follow up action:		In preparation for **Session 3**, encourage students to reflect on the digital strategies proposed and consider how similar tools could improve operational efficiency in **destination management**. Ask students to review examples of digital solutions for inventory management, reservations, and guest feedback systems before the next session.			

Lesson Plan

Programme/course: Digital Business Planning and Development (Advanced Level)	**Subject:** Practical Digital Tools for Operational Efficiency in Destination Management (accommodation, food, and beverage Services).
Link to Scheme of Work/Training Schedule: Week / session 3	**Duration:** 3 hours
Learning Level: EQF Level 7	

Learning aim for the lesson:

To identify practical digital tools for inventory management, reservation systems, and customer feedback to enhance operational efficiency and guest satisfaction.

Competencies/Learning Outcomes:

LO1. Identify digital tools for managing inventory, reservations, and feedback. *(Bloom's Idnetify, Describe, Classify).*
LO2. Evaluate case studies demonstrating successful digital integrations. *(Evaluate, Compare, Justify).*
LO3. Analyze operational challenges and propose feasible solutions. *(Analyze, Assess, Recommend).*
LO4. Propose simple workflows that address operational inefficiencies. *(Design, Develop, Structure)*
LO5. Design sustainable strategies to optimize operations in hospitality contexts. *(Create, Construct, Plan).*
LO6. Reflect on professional applications of proposed tools and strategies. *(Reflect, Interpret, Conclude).*

Methodology recommendations:

Resources:

1. Devices and materials: Laptop, hands out and templates.
2. For Specific Tasks - Digital tools
2.1 E-Learning Platforms:

- Moodle or Google Classroom

2.2 Digital Tools for Hospitality & Destination Management
MarketMan Inventory Software

3. AI-Powered Customer Feedback & Sentiment Analysis
Trustpilot , **Google Reviews AI** , **Hilton AI Sentiment Analysis**
4. Case Study References
MarketMan Case Study ,

5. **Resources for continuous learning:**

- Digital sk://up

A blended approach combining theoretical presentations, case study discussions, collaborative planning, and reflective feedback, ensuring students engage with concepts critically and practically. **Methods examples:** • **Theoretical Introduction** (20 mins): Highlight practical uses of tools like inventory apps and online reservations with clear examples. • **Group Discussions** (40 mins): Use case studies to explore challenges and successes in applying digital tools. • **Workflow Design** (60 mins): Encourage small groups to create and refine workflows using guided templates. • **Peer Review and Reflection** (30 mins): Facilitate group presentations and provide constructive feedback while guiding individual reflections.	

Core Skills		
Green: Integrating sustainable inventory and reservation practices.	**Digital:** Leveraging tools to streamline hospitality operations.	**Social:** Enhancing customer relations through feedback systems.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
25	LO1	Introduce reservation, inventory, and feedback tools. Slides 1 and 2	Listen, take notes, and ask questions. Slides 1 and 2	Case studies on MarketMan, OpenTable, Trustpilot; industry reports on digital transformation in hospitality	Q&A to check understanding.
30	LO2	Facilitate group analysis of case studies. Slides 3, 4, 5, 6	Discuss and identify key takeaways. Slides 3,4,5,6	Case study documents. MarketMan case study, Cloudbeds reservation system, AI sentiment analysis at Hilton	Group discussion summaries.
35	LO3	Guide groups Slides 6, 7	Collaboratively develop workflows. Slides 6 and 7	Workflow templates.	Group presentations graded with rubric.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
35	LO4	Facilitate workflows creation Slides 7 and 8	Collaboratively develop workflows Slides 7 and 8	Workflow design templates, automation strategy frameworks	Group presentations graded with rubric.
30	LO5	Facilitate constructions and proposals Slides 8 and 9	Collaboratively propose Slides 8 and 9	Case studies on AI-driven guest services, sustainability reports on digital adoption	Group presentations graded with rubric.
25	LO6	Provide reflection prompts and feedback. Slides 9, 10 and 11	Write reflections and discuss insights. Slides 9, 10, 11	Reflection prompts., Reflection templates.	Reflection summaries reviewed for insight.
Recap / Summary:		Summarize key tools discussed, review workflows created by students, and emphasize the potential of digital solutions in streamlining operations.			
Link to next session and/or follow up action:		Encouraging students to continued learning and practical application of knowledge.			

Lesson Plan

Programme/course: Green Skills	**Subject:** Carbon Footprint and Energy Management in Tourism
Link to Scheme of Work/Training Schedule: 1	**Duration:** 2 hours
Learning Level: 3	

Learning aim for the lesson:

The aim of this module is to provide students with knowledge and understanding of the impact of tourism on the environment, particularly in relation to carbon emissions and energy consumption. Students will explore strategies for reducing carbon footprints in tourism, examine sustainable energy management practices, and analyze policies that promote environmentally responsible tourism. By the end of the module, students will be able to identify practical solutions for reducing carbon emissions in various tourism-related activities.

Level 3 is an introductory level that will also allow students to start discussing the basic terms and examples. The introductory podcast will be providing the opportunity for first discussions.

Competencies/Learning Outcomes:

1. Understand the concept of carbon footprint and its significance in the tourism industry.
2. Identify key sources of carbon emissions in tourism-related activities.
3. Explore energy management strategies to mitigate carbon footprints.
4. Discuss sustainable tourism practices and policy measures.

Methodology recommendations:

- Integrating green skills and sustainability as a cross-cutting theme in all subjects.
- A multidisciplinary/sectoral approach is needed when teaching green skills to enhance learning outcomes.

Resources:

The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:

Webinar tool

• The integration of Sustainable Development Goals (SDGs) into teaching and learning is essential for the teaching process. • Critical engagement with green and environmental skills and promoting higher levels of critical and emotional thinking are important. • Green skills are crucial for promoting green energy management in the tourism industry. Methods examples: • Lecture and multimedia presentations. • Group discussions and interactive activities.	**If face-to-face training:** Laptop & projector Working internet connection Flipchart paper and pens

Core Skills		
Green: - Understanding the main elements of sustainability in relation with carbon footprint and energy management - Understanding climate change in relation with carbon footprint and energy management	**Digital:** Understanding how data can help understand and monitor carbon footprint and energy management	**Social:** Understanding Social Impacts of carbon footprint and energy management

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display **PPT slides 1-3.** Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slides 1-3	N/A
20 mins	all	Display **PPT slides 4-9.**	Listen to presentation, make notes and ask questions as required.	PPT slides 4-9	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Definition of terms and frame of traditional mass tourism and impacts of tourism.			
30 mins	all, in groups, max 4	Display PPT slide 10. Instructor splits the group into smaller groups.	Quick individual exercise and discussion. Internet connection for all students	Ppt slide 10	
10 mins	all	Individual use of carbon footprint tool	The participants use the online tool Discussion	PPT slide 11	
10 mins	All	Display Multimedia Material On slides 12 and 13	Watching the two videos.	Ppt slides 12-13	
30 mins	all, in groups, max 4	Display **PPT slide 14.** Instructor splits the group into smaller groups and, asks to discuss the aforementioned videos.	Discussion on the videos.	PPT slide 14 Flipchart, markers In online training: break-out rooms	
10 mins	all	Display **PPT slides 15-16.** Recap	Participants take an active role in summarising the key points on communicating sustainability.	PPT slides 15-16	
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Green Skills	**Subject:** Carbon Footprint and Energy Management in Tourism
Link to Scheme of Work/Training Schedule: 1	**Duration:** 1,5 hours
Learning Level: 5	

Learning aim for the lesson:

The aim of this module is to provide students with knowledge and understanding of the impact of tourism on the environment, particularly in relation to carbon emissions and energy consumption. Students will explore strategies for reducing carbon footprints in tourism, examine sustainable energy management practices, and analyze policies that promote environmentally responsible tourism. By the end of the module, students will be able to identify practical solutions for reducing carbon emissions in various tourism-related activities.

Level 5 is an intermediary level that allows students to start discussing the basic terms and specific subjects and examples in detail.

Competencies/Learning Outcomes:

1. Understand the concept of carbon footprint and its significance in the tourism industry.
2. Identify key sources of carbon emissions in tourism-related activities.
3. Explore energy management strategies to mitigate carbon footprints.
4. Discuss sustainable tourism practices and policy measures.
5. Examine global policies and frameworks related to carbon management in tourism.

Methodology recommendations:

- Integrating green skills and sustainability as a cross-cutting theme in all subjects.
- A multidisciplinary/sectoral approach is needed when teaching green skills to enhance learning outcomes.

Resources:

The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:

Webinar tool

If face-to-face training:

Laptop & projector

• The integration of Sustainable Development Goals (SDGs) into teaching and learning is essential for the teaching process. • Critical engagement with green and environmental skills and promoting higher levels of critical and emotional thinking are important. • Green skills are crucial for promoting green energy management in the tourism industry. Methods examples: • Lecture and multimedia presentations. • Group discussions and interactive activities.	Working internet connection Flipchart paper and pens

Core Skills		
Green: - Understanding the main elements of sustainability in relation with carbon footprint and energy management - Understanding climate change in relation with carbon footprint and energy management	**Digital:** Understanding how data can help understand and monitor carbon footprint and energy management	**Social:** Understanding Social Impacts of carbon footprint and energy management

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display **PPT slides 1-3.** Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slides 1-3	N/A
20 mins	all	Display **PPT slides 4-9.**	Listen to presentation, make notes and ask questions as required.	PPT slides 4-9	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Definition of terms and frame of traditional mass tourism and impacts of tourism.			
35 mins	all, in groups, max 4	Display PPT slide 10. Instructor splits the group into smaller groups.	Quick individual exercise and discussion. Internet connection for all students	Ppt slide 10	
10 mins	all	Individual use of carbon footprint tool	The participants use the online tool Discussion	PPT slide 11	
20 mins	All	Display Multimedia Material On slides 12,13 and 14	Watching the two videos.	Ppt slides 12-13 -14	
45 mins	all, in groups, max 4	Display **PPT slide 15.** Instructor splits the group into smaller groups and asks to discuss the aforementioned videos.	Discussion on the videos.	PPT slides 15 Flipchart, markers In online training: break-out rooms	
10 mins	all	Display **PPT slides 16-17.** Recap	Participants take an active role in summarising the key points on communicating sustainability.	PPT slides 16-17	
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Green Skills	**Subject:** Carbon Footprint and Energy Management in Tourism
Link to Scheme of Work/Training Schedule: 1	**Duration:** 1,5 hours
Learning Level: 7	

Learning aim for the lesson:

The aim of this module is to provide students with knowledge and understanding of the impact of tourism on the environment, particularly in relation to carbon emissions and energy consumption. Students will explore strategies for reducing carbon footprints in tourism, examine sustainable energy management practices, and analyze policies that promote environmentally responsible tourism. By the end of the module, students will be able to identify practical solutions for reducing carbon emissions in various tourism-related activities.

Level 5 is an intermediary level that allows students to start discussing the basic terms and specific subjects and examples in detail.

Competencies/Learning Outcomes:

1. Understand the concept of carbon footprint and its significance in the tourism industry.
2. Identify key sources of carbon emissions in tourism-related activities.
3. Explore energy management strategies to mitigate carbon footprints.
4. Discuss sustainable tourism practices and policy measures.
5. Examine global policies and frameworks related to carbon management in tourism.

Methodology recommendations:

- Integrating green skills and sustainability as a cross-cutting theme in all subjects.
- A multidisciplinary/sectoral approach is needed when teaching green skills to enhance learning outcomes.

Resources:

The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:

Webinar tool

If face-to-face training:

Laptop & projector

• The integration of Sustainable Development Goals (SDGs) into teaching and learning is essential for the teaching process. • Critical engagement with green and environmental skills and promoting higher levels of critical and emotional thinking are important. • Green skills are crucial for promoting green energy management in the tourism industry. Methods examples: • Lecture and multimedia presentations. • Group discussions and interactive activities.	Working internet connection Flipchart paper and pens

Core Skills		
Green: - Understanding the main elements of sustainability in relation with carbon footprint and energy management - Understanding climate change in relation with carbon footprint and energy management	**Digital:** Understanding how data can help understand and monitor carbon footprint and energy management	**Social:** Understanding Social Impacts of carbon footprint and energy management

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display **PPT slides 1-3.** Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slides 1-3	N/A
20 mins	all	Display **PPT slides 4-9.**	Listen to presentation, make notes and ask questions as required.	PPT slides 4-9	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Definition of terms and frame of traditional mass tourism and impacts of tourism.			
35 mins	all, in groups, max 4	Display PPT slide 10. Instructor splits the group into smaller groups.	Quick individual exercise and discussion. Internet connection for all students	Ppt slide 10	
10 mins	all	Individual use of carbon footprint tool	The participants use the online tool Discussion	PPT slide 11	
20 mins	All	Display Multimedia Material On slides 12,13 and 14	Watching the two videos.	Ppt slides 12-13 -14	
45 mins	all, in groups, max 4	Display **PPT slide 15.** Instructor splits the group into smaller groups and asks to discuss the aforementioned videos.	Discussion on the videos.	PPT slides 15 Flipchart, markers In online training: break-out rooms	
10 mins	all	Display **PPT slides 16-17.** Recap	Participants take an active role in summarising the key points on communicating sustainability.	PPT slides 16-17	
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Green Skills	**Subject:** Environmental management and Environmental Impact Assessment
Link to Scheme of Work/Training Schedule: 1	**Duration:** 2 hours
Learning Level: 3	

Learning aim for the lesson:

Based on criteria for the sustainable orientation of destinations, participants will be able to carry out an initial analysis of the current situation, understand the key impacts/metrics and propose solutions that involve both host and visitors. Based on this, examples and good practices will be developed in relation to sustainable tourism (this has already been partly covered in a previous progamme) and possibilities for implementation will be shown by means of best practices and examples. The three levels will cover a larger spectrum of types of destinations (national reserves, islands, coastal areas, cities, etc.) The more advance knowledge will include applied policies. Some initial terms will be explained in the context of all three levels.

Level 3 is an introductory level that will also allow students to start discussing the basic terms and examples. The introductory podcast will be providing the opportunity for first discussions.

Competencies/Learning Outcomes:

1. The term "environmental management" and "environmental impacts”
2. Main processes and terms
3. Basic examples of environmental management practices
4. Impact assessment
5. Tourism marketing and environmental management n relation with sustainable tourism

Methodology recommendations:

Resources:

The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:

Webinar tool

• Integrating green skills and sustainability as a cross-cutting theme in all subjects. • A multidisciplinary/sectoral approach is needed when teaching green skills to enhance learning outcomes. • The integration of Sustainable Development Goals (SDGs) into teaching and learning is essential for the teaching process. • Critical engagement with green and environmental skills and promoting higher levels of critical and emotional thinking are important. • Green skills are crucial for promoting green employment, addressing skilling and reskilling, and anticipating future workplace changes. Methods examples:	**If face-to-face training:** Laptop & projector Working internet connection Flipchart paper and pens

Core Skills		
Green: - Understanding the main elements of sustainability in relation - Understanding climate change - Linking tourism sustainability to specific destinations/activities	**Digital:** Understanding how data can help understand and monitor environmental management	**Social:** Understanding Social Impacts

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display **PPT slides 1-2.** Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slides 1-2	N/A
20 mins	all	Display **PPT slides 3-9.**	Listen to presentation, make notes and ask questions as required.	PPT slides 3-9	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Definition of terms and frame of traditional mass tourism and impacts of tourism.			
20 mins	all	Display PPT slide 10. Short individual	Quick individual excersice and discussion	Ppt slide 10	
40 mins	all, in groups, max 4	**Group Work A. Podcast and Discussion** Display **PPT slide 10.** Instructor splits the group into smaller groups and, ask to discuss the content of the Pod	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slide 11-12 Flipchart, markers In online training: break-out rooms	
10 mins	All	Display **PPT slides 13-14** Definition of climate change, its characteristicsa and the difficulty to take action. “Last Chace Tourism” and effects om	Introduction of the climate change discussion. Discussion of	Ppt slides 13-14/	
20 mins	all, in groups, max 4	Display **PPT slide 15.** Instructor splits the group into smaller groups and, asks to discuss implications and relation to one of the two examples	Each group presents a specific type of tourism and the relation to marketing. Discussion on the challenges and the action plans developed in each case. The participants ask the instructor questions if necessary and the instructor checks on the groups	PPT slide 16 Flipchart, markers	
10 mins	all	Display **PPT slides 18-20.** Climate Change effects on Tourism and the Glasgow .	Participants take an active role in summarising the key points on communicating sustainability.	PPT slides 18-20	
Recap / Summary:					

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Green Skills	**Subject:** Environmental management and Environmental Impact Assessment
Link to Scheme of Work/Training Schedule: 1	**Duration:** 1,5 hours
Learning Level: 5	

Learning aim for the lesson:

Based on criteria for the sustainable orientation of destinations, participants will be able to carry out an initial analysis of the current situation, understand the key impacts/metrics and propose solutions that involve both host and visitors. Based on this, examples and good practices will be developed in relation to sustainable tourism (this has already been partly covered in a previous progamme) and possibilities for implementation will be shown by means of best practices and examples. The three levels will cover a larger spectrum of types of destinations (national reserves, islands, coastal areas, cities, etc.) The more advance knowledge will include applied policies. Some initial terms will be explained in the context of all three levels.

Level 5 is an intermediary level that introduces allow students to start discussing the basic terms and examples. Swisstainable example offers a good opportunity to discuss .

Competencies/Learning Outcomes:

1. The terms "environmental management" and "environmental impacts"
2. Main processes and terms
3. Basic examples of environmental management practices
4. Understanding the role of a national environmental management policy for tourism
4. Impact assessment
5. Tourism marketing and environmental management in relation with sustainable tourism

Methodology recommendations:

Resources:

The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:

Webinar tool

If face-to-face training:

• Integrating green skills and sustainability as a cross-cutting theme in all subjects. • A multidisciplinary/sectoral approach is needed when teaching green skills to enhance learning outcomes. • The integration of Sustainable Development Goals (SDGs) into teaching and learning is essential for the teaching process. • Critical engagement with green and environmental skills and promoting higher levels of critical and emotional thinking are important. • Green skills are crucial for promoting green employment, addressing skilling and reskilling, and anticipating future workplace changes. Methods examples:	Laptop & projector Working internet connection Flipchart paper and pens

Core Skills		
Green: - Understanding the main elements of sustainability in relation - Understanding climate change - Linking tourism sustainability to specific destinations/activities	**Digital:** Understanding how data can help understand and monitor environmental management	**Social:** Understanding Social Impacts

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display **PPT slides 1-2.** Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slides 1-2	N/A
20 mins	all	Display **PPT slides 3-9.**	Listen to presentation, make notes and ask questions as required.	PPT slides 3-9	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Definition of terms and frame of traditional mass tourism and impacts of tourism.			
40 mins	all, in groups, max 4	**Group Work A. Swisstainable PPT slide 10 -19.** Instructor splits the group into smaller groups and, ask to discuss the content of the policy and make links to other countreis	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slide 10-192 Flipchart, markers In online training: break-out rooms	
10 mins	All	Display **PPT slides 20-25** Definition of climate change, its characteristicsa and the difficulty to take action. “Last Chance Tourism” and effects om	Introduction of the climate change discussion. Discussion of	Ppt slides 20-25/	
20 mins	all, in groups, max 4	Display **PPT slide 26 UNWTO policy on climate change.** Instructor splits the group into smaller groups and, asks to discuss implications and relation to one of the two examples	Each group presents a specific type of tourism and the relation to marketing. Discussion on the challenges and the action plans developed in each case. The participants ask the instructor questions if necessary and the instructor checks on the groups	PPT slide 26 Flipchart, markers	
10 mins	all	Display **PPT slides 27.** Environmental effect	Participants take an active role in summarising the key points on communicating sustainability.	PPT slides 18-20	
Recap / Summary:					

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Green Skills	**Subject:** Environmental management and Environmental Impact Assessment
Link to Scheme of Work/Training Schedule: 1	**Duration:** 1,5 hours
Learning Level: 7	

Learning aim for the lesson:

Based on criteria for the sustainable orientation of destinations, participants will be able to carry out an initial analysis of the current situation, understand the key impacts/metrics and propose solutions that involve both host and visitors. Based on this, examples and good practices will be developed in relation to sustainable tourism (this has already been partly covered in a previous progamme) and possibilities for implementation will be shown by means of best practices and examples. The three levels will cover a larger spectrum of types of destinations (national reserves, islands, coastal areas, cities, etc.) The more advance knowledge will include applied policies. Some initial terms will be explained in the context of all three levels.

Level 7 is an advanced level that goes beyond the state of art in environmental management and introduces up to date debates. It also refers to examples of policies in two destinations (Venice and Astypalaia) that are related to environmental impacts and the confrontation of tourism impacts.

Competencies/Learning Outcomes:

1. The term "environmental management" and "environmental impacts”
2. Main processes and terms
3. Advanced understanding of debates on environmental management and climate change.
4. Understanding the role of particular measures and strategies and the dilemmas that might t occur.
5. Tourism marketing and environmental management in relation with sustainable tourism and connection to think of examples/best practices

Methodology recommendations:

Resources:

The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:

Webinar tool

• Integrating green skills and sustainability as a cross-cutting theme in all subjects. • A multidisciplinary/sectoral approach is needed when teaching green skills to enhance learning outcomes. • The integration of Sustainable Development Goals (SDGs) into teaching and learning is essential for the teaching process. • Critical engagement with green and environmental skills and promoting higher levels of critical and emotional thinking are important. • Green skills are crucial for promoting green employment, addressing skilling and reskilling, and anticipating future workplace changes. Methods examples:	**If face-to-face training:** Laptop & projector Working internet connection Flipchart paper and pens

Core Skills		
Green: - Understanding the main elements of sustainability in relation - Understanding climate change - Linking tourism sustainability to specific destinations/activities	**Digital:** Understanding how data can help understand and monitor environmental management	**Social:** Understanding Social Impacts

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display **PPT slides 1-2.** Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slides 1-2	N/A
20 mins	all	Display **PPT slides 3-5.**	Listen to presentation, make notes and ask questions as required.	PPT slides 3-6	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Definition of terms and frame of traditional mass tourism and impacts of tourism.			
20mins		Display **PPT slides** 6-13 Instructor introduces the Doughnut Economy approach, the Nature based approach but also other debates on green taxing.	Listen to presentation, make notes and ask questions as required.	PPT – 6-13	
30 mins	all, in groups, max 4	**Group Work A. Slied 14 -.** Instructor splits the group into smaller groups and, ask to discuss the content of the policy and make links to other countreis	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slide 14 Flipchart, markers In online training: break-out rooms	
10 mins	All	Display example to Slide **15 -17** **Venezia entry ticket**	Introduction of the example Discussion of implications and the effectiveness	Ppt slides 15-17	
10 mins	all, in groups, max 4	Display **PPT slide 18-20** **Astypalaia project .** Instructor introduces the Astypalaia project.	Introduction of the example Discussion of implications and the effectiveness	PPT slide 18-20	
10 mins	all	Display **PPT slides 23.** Discussion	Participants take an active role in summarising the key points on environmental management.	PPT slides 21-23	
Recap / Summary:					
Link to next session and/or follow up action:					

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment

Lesson Plan

Programme/course: Green Procurement and Sharing Economy	**Subject: Introduction to Green Procurement and Sharing Economy**
Link to Scheme of Work/Training Schedule: Week / session 1	**Duration:** 3 hours
Learning Level: EQF Level 3	
Learning aim for the lesson: To introduce students to the concepts of the sharing economy and green procurement, emphasising their role in promoting sustainability.	

Competencies/Learning Outcomes:
1. Explain and understand the definition, core principles, and key concepts of the sharing economy, including benefits and impacts.
2. Describe the preconditions and identify key pioneers that contributed to the development of the sharing economy.
3. Identify examples of key industries in the sharing economy.
4. Explain the definition and key concepts of green procurement.
5. Compare traditional procurement and green procurement by analysing their key principles and examples.
6. Evaluate the role of collaborative consumption and green procurement in driving sustainability efforts.
 	
Methodology recommendations:
Interactive lecture, group discussions, case studies, and individual quizzes.
 	
Methods examples:
Practical exercises, such as analysing case studies or hypothetical scenarios, to apply the learned concepts in real-world contexts within the hospitality industry
Teamwork Assignments: Group work to enhance collaborative skills and learning from each other.
	Resources:
	● TV/Projector and PowerPoint slides from the presentation;
	● Printed handouts with quiz questions;
	● Internet access to research the assigned platform
	  ○ Fairbnb (https://fairbnb.coop/how-it-works)
	  ○ Too Good To Go (https://www.toogoodtogo.com/en-us/about-us)
	  ○ Olio (https://olioex.com/)
	  ○ ShareWaste (https://sharewaste.com/)
	  ○ The Clothing Loop (https://www.clothingloop.org/)
	  ○ **Hilton's video** (https://www.youtube.com/watch?v=qLSbqKn2w2E)
	● Blank sheets and pens
	● Devices (laptops/tablets) for group work - optional
	● Online collaboration tools (Google Docs, shared folders) - optional

Peer Evaluation: To assess learning outcomes and student progress through discussion of completed tasks. Quiz for summative self-evaluation.	

Core Skills		
Green: Environmental sustainability practices through procurement and sharing economy principles.	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-3.** Welcome and introduce the learning outcomes and the content of the session. Housekeeping, including any ground rules to be observed during the training. If necessary, record the names of all attendees. Allow the opportunity to ask any questions.	Confirm name for 'Record of Attendance'. Listen / Take notes / Acknowledge / Ask questions.	**PPT slides 1-3**	N/A
15 min	LO6	**Group Discussion.** Display **PPT slides 4-5.**	**Whole group** participates in group discussion, offering insights into cost,	**PPT slides 4-6** and group discussion guidelines.	Diagnostic assessment based on group

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Present the scenario about relocation and using shared services to make it more practical for the students, given a long-term yet temporary relocation. Ask them to imagine moving to a new city for work for a year. Highlight how they might approach not buying everything they need, but rather renting or borrowing certain items. After this setup, ask: "Have you ever shared, rented, or borrowed something instead of owning it? What was it, and why did you choose to use it? " Let students think about their responses and share examples from their experiences. **Facilitate** a group discussion. Display **PPT slide 6 to link the discussion findings** to the concepts of the Sharing economy and Green Procurement.	convenience, and environmental impacts.		contributions and discussion engagement.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Further guidance *available in: PANTOUR WP5 Assessment Green Procurement and Sharing Economy L3.*			
20 min	LO1	**Sharing Economy Basics.** Display **PPT slides 7-9.** **Present** the definition and core concepts, key components and processes. **Allow time** for Q&A and discussion.	Listen / Take notes / Acknowledge / Ask questions.	**PPT slides 7-9**	Formative feedback during Q&A.
10 min	LO1	**The Digital Backbone: Platforms, Apps, and Data** Display **PPT slide 10.** **Explain** the role of digital platforms in facilitating access to shared goods and services. **Highlight** how digital platforms are central to the sharing economy's success, making it easier to connect users and providers. **Discuss** how data and algorithms not only improve user experience but also ensure that services are efficient and reliable. **Ask** students if they a familiar with particular platforms.	Listen / Take notes / Acknowledge / Ask questions. Students discuss examples of sharing economy platforms they are familiar with.	**PPT slide 10**	Formative feedback during Q&A.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO2	**Sharing Economy: Revolution and Evolution** Display **PPT slide 11.** **Explain:** the sharing economy has evolved through three key stages: the Pre-Digital Era (1970s-1990s), where community-driven, non-profit models like tool libraries and car-sharing cooperatives focused on sustainability and mutual trust; the Digital Emergence (2000-2008), where early digital platforms such as Zipcar and Freecycle facilitated sharing while emphasizing social good, community, and waste reduction; and the Commercialisation and Scaling stage (2008-present), which marked a shift toward large-scale, profit-driven platforms like Airbnb and Uber, focusing on convenience, monetisation, and global scalability, while still promoting access over ownership.	Listen / Take notes / Acknowledge / Ask questions.	**PPT slide 11**	Formative feedback during Q&A.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Allow time for Q&A.			
10 min	LO3	**Adaptivity and Rapid Expansion** Display **PPT slide 12.** **Explain:** The sharing economy now extends far beyond ride-sharing and accommodation rentals. Platforms such as TaskRabbit (handyman services), BlaBlaCar (carpooling), WeWork (co-working spaces), LendingClub (P2P lending), JustPark (shared parking spaces), Stashbee (shared parking and storage spaces), and even Rover (dog-sitting services) showcase its rapid expansion into various industries. This growth is fuelled by the sharing economy's flexible and scalable model, allowing underutilised resources and services to be shared, rented, or lent where there is demand. Technology, data analytics, and AI have played key roles in fine-tuning these platforms, enabling more efficient service matching and smoother scalability	Listen / Take notes / Acknowledge / Ask questions.	**PPT slide 12**	Formative feedback during Q&A.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		across sectors. The agility of the sharing economy has allowed it to keep its original focus and fuel its own sustainability into a wide range of industries. **Allow time** for Q&A.			
25 min	LO1 LO2 LO3	**Group Activity: Exploring the Deeper Impact of Sustainability - Focused Platforms** Display **PPT slide 13.** **1. Present** the task and give instructions to students to explore sustainability-focused platforms (Fairbnb, Too Good to Go, etc.). 2. **Assign** groups. 3. **Monitor** - circulate to answer questions, guide research efforts. Provide additional resources if needed. 4. **Support and encourage** students on presenting findings concisely and answering questions effectively. ***Further guidance*** *available in: PANTOUR WP5 Assessment Green*	**Group activity** exploring sustainability platforms and their impacts. Students work in small groups to complete the task / groups present findings / students ask and answer questions	**PPT slide 13** Internet access to research the assigned platform • Fairbnb (https://fairbnb.coop/how-it-works) • Too Good To Go (https://www.toogoodtogo.com/en-us/about-us) • Olio (https://olioex.com/) • ShareWaste (https://sharewaste.com/) • The Clothing Loop (https://www.clothingloop.org/) Blank sheets and pens Devices (laptops/tablets) for group work - optional Online collaboration tools (Google Docs, shared folders) - optional	Formative assessment based on group contributions and discussion engagement.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Procurement and Sharing Economy L3.			
15 min	LO1	**Sharing Economy: Benefits and Impacts** Display **PPT slide 14** and explain: The sharing economy empowers users by offering cost savings, convenience, and access to a wide range of goods and services without the need for ownership. It maximises asset value for owners by allowing them to monetise underutilised resources while promoting economic sustainability through reduced ownership costs. Additionally, it supports circular economy principles by conserving resources, reducing waste, and encouraging the reuse of goods. By lowering carbon footprints and raising awareness about sustainable practices, the sharing economy fosters both environmental and social responsibility, driving local economic development.	Listen / Take notes / Acknowledge / Ask questions.	**PPT slide 14**	Formative feedback during Q&A.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Allow time for Q&A.			
10 min	LO4	**Introduction to Green Procurement.** Display **PPT slide 15.** **Emphasize** the similar impact: Highlight that both concepts reduce waste and promote resource efficiency, but one is driven by individuals sharing assets and the other by organisations making environmentally conscious procurement choices. **Facilitate** understanding of procurement: Clarify that procurement is not simply purchasing but involves strategic decisions to acquire goods and services that align with environmental sustainability and ethical standards. Display **PPT slide 16** to explain the core of the Green Procurement concept. **Explain** that the life-cycle perspective is a key aspect of GP, focusing on the environmental impact of	Listen / Take notes / Acknowledge / Ask questions.	**PPT slides 15 - 16**	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		products and services from raw material extraction through production, usage, and eventual disposal.			
15 min	LO5	**Principles of Traditional Procurement and Green Procurement.** Display **PPT slide 17** to **explain** that procurement is much more than purchasing. Procurement is focused on the Total Cost of Ownership (TCO), not on the price of the goods and services. TCO is a procurement approach used to determine all expenses associated with a particular purchase over its entire lifecycle. Display **PPT slide 18** to **explain** that given the comprehensive nature of procurement, green procurement involves considering the entire lifecycle of a product or service. **Allow time** for Q&A.	Listen / Take notes / Acknowledge / Ask questions.	**PPT slides 17 - 18**	Formative feedback during Q&A.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO4 LO6	**Group Discussion: Green Procurement Practices at Hilton** Display **PPT slide 19.** This activity guides students through understanding green procurement by analysing Hilton's approach to sustainability at different stages of the product life cycle - sourcing, transportation, usage, and disposal. **1. Present** the task and give instructions. 2. **Watch** the video. 3. **Assign** groups. 4. **Monitor** - circulate to answer questions, guide research efforts. Provide additional resources if needed. 5. **Support and encourage** students on presenting findings concisely and answering questions effectively. ***Further guidance*** *available in: PANTOUR WP5 Assessment Green Procurement and Sharing Economy L3.*	**Group activity** exploring analysing the green procurement practices presented in the video. Students work in small groups to complete the task / groups present findings / students ask and answer questions	**PPT slide 19** **Technology**: ● Access to a computer, tablet, or smartphone with an internet connection for students to watch Hilton's video on green procurement practices. ● A projector or screen (if the video is shown to the whole class). **Video Link**: Hilton's Green Procurement Video. **Writing Materials**: ● Pens/pencils and paper for students to take notes during the group discussions. ● Whiteboard and markers (or flipchart paper) for the instructor to summarize key points from each group during the final discussion.	Formative assessment based on group contributions and discussion engagement.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO4 LO5 LO6	**Green procurement importance and impacts. Holistic Approach.** Display **PPT slide 20** to summarise the key impacts of Green Procurement. Display PPT **slide 21** to explain why there is a need for a holistic approach to Green Procurement. **Allow time** for Q&A.	Listen / Take notes / Acknowledge / Ask questions.	**PPT slides 20-21**	Formative feedback during Q&A.
15 min	LO1 LO2 LO3 LO4 LO5 LO6	Individual Activity: Quiz Display **PPT slide 22 to give instruction.** **Hand-out** the quiz sheets. Use the handout with the answers to the quiz to provide feedback after the students complete the quiz. ***Further guidance*** *available in: PANTOUR WP5 Assessment Green Procurement and Sharing Economy L3.*	**Students complete the quiz individually** / compare their answers with the correct answers / self-evaluate their progress / ask questions	**PPT slide 22**	Summative assessment based on the correct answers, self-evaluation
5 min	LO1 LO2 LO3 LO4 LO5	**Recap session** Display **PPT slide 22** to summarise key takeaways about sharing economy and green procurement.	Note down key points.	**PPT slides 22-23**	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	LO6	**Allow time** for Q&A. Display **PPT slide 23** to suggest sources for further reading. Close the session.			
Recap / Summary:		**Sharing Economy**: • Access over ownership • Digital platforms • Benefits and impacts **Green Procurement**: • Reduction of environmental impacts by considering a product's entire lifecycle • Holistic approach to avoid trade-offs and maximize environmental benefits • Importance **Key Concepts**: • Both approaches promote sustainability by minimising waste and optimizing resource use. • Sharing reduces the need for new products, while green procurement ensures eco-friendly purchases.			
Link to next session and/or follow up action:		Briefly discuss the next session on the advanced concepts, processes and impacts of the Sharing economy and Green Procurement.			

Lesson Plan

Programme/course: Green Procurement and Sharing Economy	**Subject: Introduction to Green Procurement and Sharing Economy**
Link to Scheme of Work/Training Schedule: Week / session 1	**Duration:** 3 hours
Learning Level: EQF Level 5	

Learning aim for the lesson: The aim of this lesson is to equip students with a deep understanding of Green Procurement (GP) and the Sharing Economy (SE), highlighting their environmental, social, and economic benefits. Learners will explore challenges in implementing GP, including KPIs and the role of suppliers, as well as the unintended consequences of SE, such as labour concerns and environmental impacts. Additionally, learners will examine how regulations are shaping the sharing economy and the need for responsible innovation.

Competencies/Learning Outcomes:

1. Gain deeper understanding of the drivers and principles of Green procurement (GP) and the Sharing economy (SE)
2. Identify and critically evaluate the challenges and solutions in implementing GP
3. Understand the suppliers' impact on GP and key performance metrics, and develop a set of key environmental criteria for supplier evaluation
4. Critically evaluate the scalability and adaptation of GP practices in the hospitality industry
5. Examine the role of digital platforms in enabling the sharing economy and facilitating the efficient use of resources
6. Critically discuss the unintended consequences and regulatory challenges associated with the sharing economy

Methodology recommendations:
Interactive lecture, group discussions, case studies, and individual quizzes.

Methods examples:

Resources:

- TV/Projector and PowerPoint slides from the presentation;
- Printed handouts with quiz questions;
- Internet access to complete group activity task
    - Hilton's *"Travel with Purpose"* GP practices found at Hilton ESG Environment Page.
    - Hotel Doolin's GP practices, detailed at Hotel Doolin Green Initiatives.
- Blank sheets and pens
- Devices (laptops/tablets) for group work - optional
- Online collaboration tools (Google Docs, shared folders) - optional

Practical exercises, such as analysing case studies or hypothetical scenarios, to apply the learned concepts in real-world contexts within the hospitality industry Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. Peer Evaluation: To assess learning outcomes and student progress through discussion of completed tasks.	

Core Skills		
Green: Environmental sustainability practices through procurement and sharing economy principles.	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-3.** Welcome and introduce the learning outcomes and the content of the session. Housekeeping, including any ground rules to be observed during the training. If necessary, record the names of all attendees. Allow the opportunity to ask any questions.	Confirm name for 'Record of Attendance'. Listen / Take notes / Acknowledge / Ask questions.	**PPT slides 1-3**	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO1	Group Discussion. The Environmental benefits of the Sharing Economy and Green Procurement Display **PPT slide 4**. Divide students into small groups of 3-4 to collaboratively discuss both a SE and a GP practice. Explain the task. Facilitate a group discussion. *Further guidance available in: PANTOUR WP5 Assessment Green Procurement and Sharing Economy L3.* Display **PPT slide 5**. Use the slide to reinforce the already discussed at L3 Workshop impacts and benefits of both GP and the SE. Emphasise that while the environmental impacts - such as reducing carbon emissions, conserving resources, and minimising waste - are similar for both practices, the benefits extend beyond just environmental sustainability. Highlight that: GP indirectly supports social benefits, such as promoting ethical labour practices and boosting local economies through sustainable sourcing. The SE enhances resource efficiency and cost savings, while encouraging community engagement and unlocking	**Whole group** participates in group discussion, offering insights into cost, convenience, and environmental impacts.	**PPT slides 4-5**	Diagnostic assessment (based on L3 workshop Learning Outcomes) and on group contributions and discussion engagement.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		new business opportunities through shared access to underutilised resources. This demonstrates that both GP and SE contribute not only to environmental sustainability but also to broader social and economic benefits.			
10 min	LO1	Display **PPT slide 6**. Discuss Green vs. Sustainable Procurement, addressing environmental, social, and economic factors. Display **PPT slides 7-8**. Provide hypothetical examples of GP practices related to supplier's profile. Lead the discussion to clarify why the terms "green procurement" and "sustainable procurement", although referring to distinct sustainability areas, are hard to be completely separated. Focus on the fact that a procurement decision that reduces environmental harm but violates social rules does not align with the broader goals of sustainability.	Engage with the content / ask questions / reflect on examples	**PPT slides 6-8**	N/A
15 min	LO2	**GP Challenges and Solutions.** Display **PPT slide 9.** Address challenges in GP implementation, such as costs, supplier engagement, and technology barriers. Display **PPT slide 10** to	Engage with the content / ask questions / reflect on examples	**PPT slides 9-10**	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		present solutions, including training, investment, and supply chain mapping.			
20 min	LO3	Case Study Workshop: Comparative Workshop on GP Practices Display **PPT slide 11** to introduce the task and give instructions. **Explain:** Participants will work in two groups to analyse the green procurement practices of either Hilton or Hotel Doolin. Each group will present its findings, followed by a joint discussion comparing the approaches of both hotels. The goal of the activity is to demonstrate how both large and small hotels can effectively implement green procurement strategies, tailored to their respective scale and resources. **During the discussion**, the focus will be on how the scale and approach differ between large global chains like Hilton and smaller boutique hotels like Hotel Doolin, while emphasizing that the overarching sustainability goals are shared. The activity will conclude by highlighting that both small and large hotels can adopt green procurement practices that align with their specific operational needs, size, and resources.	**Group activity:** Analyse the case study and present key takeaways, comparing GP strategies between the two hotels. Students work in small groups to complete the task / groups present findings / students ask and answer questions	**PPT slide 11** ● TV/Projector and PowerPoint slides from the presentation; ● Printed handouts with quiz questions; ● to complete group activity task ○ Hilton's *"Travel with Purpose"* GP practices found at Hilton ESG Environment Page. ○ Hotel Doolin's GP practices, detailed at Hotel Doolin Green Initiatives. ● Blank sheets and pens ● Devices (laptops/tablets) for group work - optional Online collaboration tools (Google Docs, shared folders) - optional	Formative assessment based on group contributions and discussion engagement.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO4	**Suppliers' Environmental Contribution - Driving GP's Success** Display **PPT slide 12**. Discuss how suppliers contribute to the success of GP. Display **PPT slide 13**. Explain the importance of KPIs in assessing the performance of both the organisation and its suppliers. Point out that KPIs can differ across industries and should be tailored accordingly. For example, in the tourism industry, KPIs such as CO2 emissions reduction, water usage, and waste management are often prioritised due to the high resource consumption in hotels and travel services. Adjustments to these KPIs may focus more on areas like energy efficiency and plastic reduction, which are particularly relevant in hospitality operations. **Allocate time for Q&A.**	Engage with the content / ask questions / reflect on examples	**PPT slides 12-13**	N/A
15 min	LO4	**Suppliers' Assessment.** Display **PPT slide 14.** **Introduce** the concept of assessing suppliers' environmental impact using a checklist. Explain the importance of standardizing evaluation criteria for all suppliers. **Allocate time fir Q&A.** Display **PPT slides 15-16.**	Engage with the content / ask questions / suggest examples	**PPT slides 14-16**	NA

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Introduce the concept of using certifications to assess suppliers' environmental performance. Explain that certifications provide third-party verification of a supplier's sustainability practices and offer a standardized way to compare suppliers. Provide examples of commonly used environmental certifications			
20 min	LO4	**Group Activity: Develop Key Environmental Criteria Checklist** Display **PPT slide 17.** 1. **Explain the activity:** Walk students through the assessment tasks, including the group activity where they will create *a Key Environmental Criteria Checklist*. **2. Organise students into small groups** 3. **Provide guidance:** Walk around the room, listen to group discussions, and offer support if needed. Encourage students to think critically about what makes a good question for each area and how to evaluate supplier responses. 4. **Facilitate group presentations:** After the group discussions, have each group present their checklist to the class. Allow other students to ask questions and offer feedback on the presented criteria. **5. Debrief the class:** Summarise the key takeaways from the group activity and	**Group activity:** Developing *Environmental Criteria Checklist*. Students work in small groups to complete the task / groups present findings / students ask and answer questions	**PPT slide 17**	Summative assessment based on group contributions and discussion engagement.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		presentations, highlighting any strong or innovative criteria developed by the students.			
10 min	LO5	**Digital Platforms and the SE** Display **PPT slide 18.** **Present** the role of digital platforms (e.g., Airbnb, Uber) in driving the SE, focusing on scalability, trust, and resource efficiency. **Explain** that the SE has revolutionised how we access and provide goods and services, largely thanks to the power of digital technology. At the core of this transformation are digital platforms, mobile apps, and data analytics. These technologies serve as the foundation, enabling efficient connections between users and service providers, facilitating transactions, and continuously improving the user experience. **Guide** students through the characteristics of the platforms that contribute to the expansion of the SE.	Engage with the content / ask questions / give examples	**PPT slide 18**	N/A
20 min	LO6	Display **PPT slides 19-20**. **Discuss** the negative consequences of SE, such as housing shortages, labour issues, and regulatory challenges.	Engage with the content / ask questions / give examples	**PPT slides 19-21** **video link** https://www.youtube.com/watch?v=-T2D1x1NtMI	Formative feedback

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Clarify that, while the sharing economy offers numerous benefits, the very factors driving its growth may undermine the original goals it aimed to achieve. Display **PPT slide 21.** **Watch with students the video** https://www.youtube.com/watch?v=-T2D1x1NtMI Ask students: • What are the main issues caused by the SE, as highlighted in the video? • How are cities addressing the challenges brought by platforms like Airbnb? • Do you think the solutions presented in the video are enough to balance innovation with community well-being? Why or why not? Encourage students to address the questions and participate in a discussion.			
20 min	LO6	Increasing Regulation and Accountability in the Sharing Economy. Display **PPT slides 22-24**. **Discuss** the growing trend of increased regulation in the sharing economy, particularly focusing on issues like housing	Engage with the content / ask questions / give examples	**PPT slides 22-24**	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		affordability, labour rights, and community impact. **Highlight** examples of regulatory responses in major cities such as: Amsterdam, Barcelona, New York City. **Cover** the new European Parliament's Platform Work Directive, which improves working conditions for platform workers by addressing misclassification and providing protections such as minimum wage and collective bargaining rights. **Emphasize** the broader accountability of platforms regarding data privacy, environmental impact, and urban planning. Allocate time for Q&A.			
5 min	LO1 LO2 LO3 LO4 LO5 LO6	**Recap session** Display **PPT slide 25** to summarise key takeaways about sharing economy and green procurement. **Allow time** for Q&A. Display **PPT slide 26** to suggest sources for further reading. Close the session.	Note down key points.	**PPT slides 25-26**	N/A
Recap / Summary:		• Green Procurement and Sharing Economy Impacts • Green vs. Sustainable Procurement • Challenges in GP Implementation • Suppliers' Role • Digital Platforms in SE growth • Unintended Consequences of SE • Increasing Regulation			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Link to next session and/or follow up action:		Briefly discuss the next session on the advanced concepts, processes and impacts of the Sharing economy and Green Procurement.			

Lesson Plan

Programme/course: Green Procurement and Sharing Economy	**Subject: Introduction to Green Procurement and Sharing Economy**
Link to Scheme of Work/Training Schedule: Week / session 1	**Duration:** 3 hours
Learning Level: EQF Level 7	

Learning aim for the lesson: Students will gain a comprehensive understanding of Green Procurement (GP) principles within the circular economy framework and learn to apply Life Cycle Analysis in evaluating its effectiveness. They will develop skills to create organisational sustainability strategies using GP knowledge and critically evaluate its impacts on business operations through industry case studies. The course aims to enable students to design procurement actions that align with circular economy principles and engage stakeholders effectively. Additionally, students will critically assess the role of the Sharing Economy (SE) in sustainable consumption, examine business and regulatory adaptations to the SE, and analyse key trends and policies shaping its evolution and growth.

Competencies/Learning Outcomes:

1. Understand and discuss Green Procurement (GP) principles within the circular economy framework
2. Analyse Life Cycle Analysis application, evaluating its effectiveness
3. Apply GP knowledge to create organisational sustainability strategies
4. Critically evaluate GP impacts on business operations using industry case studies
5. Design procurement actions aligning with circular economy principles and stakeholder engagement
6. Critically assess the Sharing economy's (SE) role in sustainable consumption and its associated concerns
7. Examine business and regulatory adaptations to the SE
8. Analyse key trends and policies shaping the SE's evolution and growth

Methodology recommendations:
Interactive lecture, group discussions, case studies, and individual self-assessment assignments.

Resources:

- TV/Projector and PowerPoint slides from the presentation;
- Printed handouts with quiz questions;
- Internet access to complete group activity task
    - Marriott International's sustainability page: https://serve360.marriott.com/sustain/
    - Airbnb's Responsible Hosting guidelines: https://www.airbnb.com/help/topic/1246
- Blank sheets and pens
- Devices (laptops/tablets) for group work - optional
- Online collaboration tools (Google Docs, shared folders) – optional

Methods examples: Group case study analyses Individual self-assessments Practical application exercises Guided discussions Video content analysis Independent research Reflective learning tasks Industry-specific scenario evaluations	

Core Skills		
Green: Environmental sustainability practices through procurement and sharing economy principles.	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	**PPT slides 1-3** Welcome and introduce the session's learning outcomes and content. Housekeeping and ground rules.	Listen, take notes, ask questions.	PPT slides 1-3	N/A
10 mins	LO1	**Lecture and discussion on Circular Economy principles and businesses' role in implementing sustainable and green procurement decisions.** Display **PPT slide 4** Present the key principles of Circular Economy, emphasising its relevance to GP and SE. Use real-world examples to illustrate concepts. Encourage student participation by asking open-ended questions about their understanding and	Listen, take notes, ask questions. Participate in discussion, ask questions.	PPT slides 4-6	Formative assessment via discussion

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		experiences with circular economy principles. Display **PPT slide 5** **Discuss** how the framework helps organisations identify where they can implement circular practices in procurement and collaborate with suppliers for greater impact. **Explain** that these concepts form the founding elements of sustainable procurement. Explain that sustainable procurement is a holistic approach that considers the entire lifecycle of products and services. **Emphasise** that **GP**, which focuses on minimising environmental impact, is an inseparable part of sustainable procurement. It is not just an add-on, but a fundamental aspect that should be integrated into all procurement decisions. Display **PPT slide 6** Highlight how businesses can make balanced, responsible decisions that consider both immediate and long-term impacts. Procurement must consider the full life cycle cost of products - Total cost of ownership (TCO), not just upfront expenses. In addition, procurement decisions should minimise environmental impact, support local communities, and ensure ethical labour practices.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Leadership plays a crucial role in integrating sustainability into procurement strategies and driving accountability across the supply chain. **Allocate time for Q&A.**			
15 mins	LO2	**Present and discuss Life Cycle Analysis (LCA) application, and in particular, in in tourism and hospitality.** Display **PPT slide 7** and explain the Key Stages in LCA. **Raw Material Extraction**: Assessing the environmental impact of obtaining raw materials from nature. **Materials Processing**: Evaluating the effects of converting raw materials into usable forms. **Manufacturing**: Analysing the impacts of turning processed materials into products. **Distribution**: Considering the environmental costs of packaging and transporting the product. **Use, Maintenance, and Repair**: Assessing the impact of the product during its operational life, including energy consumption and maintenance. **End-of-Life**: Evaluating the environmental consequences of disposal, recycling, or reuse.	Listen, take notes, ask questions. Engage in group discussion, analyse examples.	PPT slides 7-9	Formative assessment via group work

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Display **PPT slide 8** to explain that effective LCA requires tailoring the approach to each industry's specific characteristics and challenges. Display **PPT slide 9** to present examples off LCA in tourism and hospitality. In addition to the information on the slide explain that in the tourism and hospitality sector, LCA is particularly complex due to the interconnected nature of services and the indirect environmental impacts. LCA supports businesses in the tourism and hospitality industry to make more informed decisions about their operations, investments, and sustainability initiatives. This can lead to more environmentally friendly practices, cost savings, and improved marketing to eco-conscious travellers. An LCA in the tourism industry might focus on a specific aspect, such as comparing the environmental impact of different types of accommodations (e.g., large resorts vs. eco-lodges), or it might take a broader view of an entire vacation package, including transportation, accommodation, and activities. **For example, a tour operator might use LCA to:** • Compare the environmental impact of different vacation packages (e.g., the			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		effects of implementing water conservation measures in water-scarce destinations) • Assess the benefits of investing in more efficient transportation options			
30 mins	LO3 LO4	**Case study: Marriott International's GP initiatives. Group activity and presentation.** Display **PPT slide 10** to introduce the task. *Detailed instructions in PANTOUR WP5 Assessment Green Procurement and Sharing Economy L7*	Analyse case study, present findings.	PPT slide 10, Marriott's website, Group presentation materials	Summative assessment via case study analysis
10 mins	LO5	**Present key elements of GP policies.** Display **PPT slide 11** to discuss the key components of a GP policy, integrating environmental concerns, reflecting organisational commitment to sustainability. **Emphasise** aligning GP policies with organisational strategy. Encourage students to share examples from their experience. Display **PPT slide 12** to explain strategies for collaboration with suppliers. Give examples, stress that smaller businesses can start with clear communication of green criteria, and offering incentives to suppliers who meet	Listen, take notes, ask questions. Engage in group discussion, analyse examples.	PPT slides 11-13	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		eco-friendly standards, while larger organisations can engage in joint product development and co-invest in sustainable technologies. Supporting suppliers through training, mentorship, and resource sharing helps drive continuous improvement, fostering long-term partnerships and aligning both business operations and supply chains with sustainability goals. Display **PPT slide 13** to discuss strategies for measuring and communicating GP practices. **Highlight** the importance of consistent and authentic communication. **Invite** students to share innovative communication ideas.			
5 mins	LO 5	Display **PPT slide 14** and **slide 15** to present **GP resources, standards, and certification and ecolabels in tourism and hospitality.**	Listen, take notes, ask questions.	PPT slides 14-15	N/A
5 mins	LO5	Display **PPT slide 16** to introduce **GP communication strategy implementation.**	Listen, take notes, ask questions.	PPT slide 16	N/A
5 mins	LO5	**Strategies for Implementing GP: External Stakeholder Engagement and Partnerships** Display **PPT slide 17** and give details: Besides supplier's there are other external stakeholders whose diverse expertise can	Listen, take notes, ask /answer questions, give and discuss examples.	PPT slide 17	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		be leveraged to tackle complex sustainability issues, e.g., Encourage **customers** to participate in sustainability efforts by offering eco-friendly options and transparent information on GP practices, enhancing trust and consumer engagement. **Local communities:** Important for understanding local environmental concerns and impacts. **Investors**: Demonstrate the long-term financial and reputational value of GP practices, highlighting the positive impact on risk management, cost efficiency, and brand loyalty. **Industry associations:** Provide valuable insights, resources, networking opportunities. **Environmental NGOs:** Offer expertise and can help validate GP efforts. **Government agencies:** Crucial for staying compliant with regulations and accessing support.			
20 mins	LO6	Display **PPT slide 18** to introduce the task for the individual activity **GP in your Organisation.** *Detailed instructions in PANTOUR WP5 Assessment Green Procurement and Sharing Economy L7*	Students work individually, complete the task, give examples, ask questions, and engage in a discussion.	PPT slide 18	Summative assessment through self-evaluation and summative feedback

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1 LO6	Present **PPT slide 19** and discuss GP and SE at the Environmental Juncture. **Explain** the similarities and differences between Green Procurement and Sharing Economy in terms of: 1. Resource efficiency and utilization 2. Lifecycle analysis vs. extended product lifespans 3. Stakeholder engagement methods 4. Organisational vs. economy-wide sustainable practices **Encourage** students to identify synergies between GP and SE approaches.	Engage in discussion, compare and contrast GP and SE	PPT slide 19	Formative assessment via discussion
10 mins	LO6	Present **PPT slide 20** to **discuss** SE Market Expansion. Provide details: **Global scalability:** Sharing economy platforms are asset-light, which allowed them to expand quickly without owning physical assets. This enabled their rapid global growth without heavy capital investments, unlike traditional businesses. **Digital and mobile infrastructure:** The rise of smartphones has enabled platforms to manage bookings and payments, allowing quick market penetration where internet access is widespread. **Localised adaptation:**	Take notes, analyse Airbnb data	PPT slide 20	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Platforms like Uber adapt to local market needs, such as using motorbikes (UberMoto), especially popular in Southeast Asia. These localisation strategies helped them compete in diverse regions. **Venture capital's role:** VC funding has fuelled the growth of platforms like Uber and Airbnb, enabling them to scale quickly by raising billions. This funding prioritises growth over profitability, allowing platforms to offer subsidised services and capture market share. **Growth over profit:** VC-backed platforms often focus on rapid growth, offering discounts and promotions, which leads to high user adoption but delayed profitability. **Market domination:** With VC support, platforms engage in aggressive tactics like pricing wars, leading to market dominance and driving out smaller competitors and challenging traditional providers. **Exit strategies:** VC firms seek returns through IPOs or acquisitions. Airbnb's 2020 IPO, valuing it at over $100 billion, provided a lucrative exit for early investors.			
10 mins	LO6 LO7	Present **PPT slide 21** to explain that while the sharing economy has created new job opportunities, optimised resource use and	Students listen, take notes ask questions, give examples.	PPT slide 21	Formative feedback based in

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		supported sustainability, its core drivers - technological innovation, peer-to-peer networks, and deregulation - have generated unintended social, environmental, and economic challenges and corresponding criticism. Encourage students to share their own experiences.			questions asked and examples given.
10 mins	LO7	**Levelling the Field: Key Areas of Regulations for SE.** Present **PPT slide 22**. Explain: The sharing economy actors have increasingly been held to the same regulatory standards, tax obligations, and competitive pressures as traditional businesses. Efforts are being made to remove unfair advantages or differences that previously allowed sharing economy companies to operate under looser regulations. **Examples:** 1. On EU Level **EU Platform-to-Business Regulation (2019)** on promoting fairness and transparency for business users of online intermediation services; **EU DAC7 Directive (2021)** requires platforms to collect and report taxpayer information; **EU Platform Work Directive (expected to be adopted in 2025)** reclassifies gig	Students listen, take notes ask questions.	PPT slide 22	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		workers as employees, granting rights like paid leave and pensions; **GDPR (2016)** applies equally to any organisation (inside or outside the EU) that processes the personal data of EU citizens; **The Digital Services Act (2024)** regulates online platforms and intermediaries to prevent illegal activities and disinformation, ensure user safety, protect fundamental rights, and promote a fair and transparent online environment; **EU AI Act (2024)** - targets developers, providers, and users of AI systems within the EU to ensure ethical AI use, especially in high-risk applications. **2. On National and Municipal Levels** **Incorporating SE activities into national legislation** – for example, treating short-term rental providers as hotel service providers and taxing them accordingly, ensuring compliance with traditional hospitality regulations. Examples: **ELAN Law (2018) in France,** besides limiting platforms like Airbnb to a maximum of 120 rental nights per year for primary residences with heavy fines for violations, also introduces measures such as the Mobility Lease - a short-term rental option aimed at students and professionals - and promotes digitalisation			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		of rental processes to modernise the housing sector. **The Passenger Transportation Act Amendment (2021) in Germany** provides a legal framework for ride-hailing services like Uber, requiring them to operate under specific licensing regulations, including restrictions such as the return-to-base rule. **Berlin, Paris, Amsterdam and other major cities in Europe** are restricting short-term rentals to protect housing and local communities – local taxes, permits, registration. **Direct bans or strict regulations forcing out several SE platforms**, including Uber, in various European countries due to concerns over safety, fair competition, and non-compliance with taxi laws (e.g., Bulgaria, Denmark, Hungary). **Extreme measure like** Barcelona's plans to shut all holiday apartments by 2028.			
10 mins	LO7	**The SE Platforms' Response: Evolving Trends.** Present **PPT slide 23** to present the SE platforms response to criticism and regulations. **Highlight** how platforms are proactively addressing regulatory challenges through safety standards and tech-driven solutions. Discuss service expansion strategies like loyalty programs and new	Students listen, take notes ask questions.	PPT slide 23	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		offerings (e.g., Airbnb Experiences). Emphasize the role of AI and improved algorithms in enhancing user experience and security. Finally, cover sustainability efforts and social responsibility measures, including eco-friendly initiatives and gig worker protections. Throughout the presentation, encourage students to consider how these developments address the stakeholder concerns and regulatory issues discussed earlier, and prompt them to think critically about the future implications of these trends for the sharing economy.			
25 mins	LO7 LO8	Case study: Airbnb's regulatory challenges and adaptations. Group discussion and presentation. *Detailed instructions in PANTOUR WP5 Assessment Green Procurement and Sharing Economy L7*	Analyse case study, participate in discussion.	PPT slide 24, Airbnb's website, presentation materials	Formative assessment via case study analysis
5 mins	All	**Recap session** Display **PPT slide 25** to summarise key takeaways about sharing economy and green procurement. **Allow time** for Q&A. Display **PPT slide 26** to suggest sources for further reading. Close the session.	Note down key points.	PPT slides 24-25	N/A
Recap / Summary:		• Principles of Circular Economy and Green Procurement • The importance of Life Cycle Analysis in implementing GP • Strategies for implementing GP, including policy development, supplier collaboration, and stakeholder engagement • Drivers, concerns, challenges and evolving trends in the Sharing Economy, including regulatory responses and platform adaptations			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Link to next session and/or follow up action:					

Lesson Plan

Programme / Course: Green / Social Skills	**Subject:** Communicating Sustainability
Link to Scheme of Work / Training Schedule Session 1 of 2	**Duration:** 2 hours
Learning Level: 5	**Link to Matrix:** G5

Learning Aim for the Lesson:
In principle, the communication of sustainable offers also pursues the classic communication goals: Conveying information, influencing attitudes and triggering actions. The development of a communication strategy for sustainable products is subject to the same rules as "classic" communication: definition of goals, target groups, messages and channels. This training unit builds on basic marketing knowledge.

In the training, participants deal with the marketing of sustainable tourism products. For this purpose, suitable customer groups as well as target group-specific marketing strategies are considered. Different advertising media and distribution channels are presented. With the focus on "communicating sustainability", principles of good writing against the background of complex issues are specifically taught. The session is intended to encourage people to define important steps and consciously implement them in their own everyday life.

Competencies / Learning Outcomes:

1. Advertising and sustainability. Contrast or strategy?
2. Definition of important terms and basics
3. Sustainability as a reason for booking? General trends in society, tourism and marketing
4. Essential principles of good communication of complex issues

Methodology Recommendations

- Integrating green skills and sustainability as a cross-cutting theme in all subjects.
- A multidisciplinary/sectoral approach is needed when teaching green skills to enhance learning outcomes.
- The integration of Sustainable Development Goals (SDGs) into teaching and learning is essential for the teaching process.

Resources:
The training is possible both online and as a face-to-face session. Appropriate resources are needed depending on the case.

If online training:
Webinar tool
Working internet connection

If face-to-face training:
Laptop & projector
Working internet connection
Flipchart paper and pens

Note to Instructor – prepare in advance:
Central texts on the topic of sustainability. e.g. advertising texts, excerpts from reports, blogs, statements about the attitude of a company / institution / region to climate and environmental protection.

- Critical engagement with green and environmental skills and promoting higher levels of critical and emotional thinking are important.

Examples
Emphasis on effective communication, especially with people from different cultures and age groups.
Enhancement of personality traits related to reliability, resourcefulness, flexibility, and adaptation to changing environments.
Cultivation of analytical and critical thinking, generation of innovative ideas, and problem-solving skills.
Use of resources such as podcasts, and industry publications.

Core Skills

Green:	**Digital:**	**Social:**
GCommunicating Sustainability		

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	All	Display **PPT slides 1-2** Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slides 1-2	N/A
10 mins	All	Display **PPT slides 3-4** The participants watch a short advertising video. The subsequent discussion about the perception of advertising and sustainability develops into a discussion about whether advertising can be sustainable at all, given that its main purpose is to promote consumption.	The participants discuss whether advertising can be sustainable. In this context, differences and similarities between classic advertising and sustainable advertising can be contrasted on the flipchart.	PPT slides 3-4 Flipchart (Online Whiteboard)	Discussion, theses of differences and similarities of "classic" and sustainable advertising/communication.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	All	Display **PPT slides 5-7** Clarification of different terms around the communication of sustainability and sustainable communication.	The participants follow the lecture, ask questions and bring their previous knowledge into the discussion.	PPT slide 5-7	Development of an understanding of the term, refined awareness of the topic, active participation in the discussion.
15 mins	All	Display **PPT slides 8-14** **Keynote lecture** The development of a communication strategy for sustainable products is subject to the same rules as "classic" communication: definition of goals, target groups, messages and channels. Nevertheless, there are also differences and reservations as to whether sustainability is economically viable. In addition to classic elements, essential principles must also be taken into account in the communication of topics related to sustainability.	Participants follow the presentation and give their assessment of feasibility, hurdles in implementation etc. for discussion afterwards.	PPT slides 8-14 Flipchart for further content, feedback etc. from the discussion (Online Whiteboard)	In-depth examination of the topic, possibly drawing conclusions for one's own work in everyday life, active participation in the discussion.
25 mins	All	Display **PPT slide 15** **Instructor to have found a few samples of text on the topic of sustainability prior to session.** **Small group work** Each group receives a central text on the topic of sustainability and has the task of evaluating it. The participants are told what criteria they should use to look at the text and that their results will then be presented and discussed by the rest of the participants. The instructor goes around the room, answers questions or gives individual feedback.	Based on good and bad practices, the participants are asked to evaluate the text presented: How does it come across? Does the sustainability of the product/service come across clearly? Does it sound convincing/ does it arouse curiosity? The individual assessments are recorded on the flipchart as well as suggestions for optimisation.	PPT slide 15 Central texts on the topic of sustainability. These can be e.g. advertising texts, excerpts from reports, blogs, statements about the attitude of a company / institution / region to climate and environmental protection.	Evaluation competence of marketing texts on the topic of sustainability, also on the basis of own experiences, implementation in definite measures, also with the help of the application of prior knowledge in the elaboration of arguments and optimisation proposals.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
			If necessary, the participants ask the instructor questions.	Flipchart, pens (Online whiteboard) In online training: break-out rooms	
20 mins	All	Display **PPT slide 16** **Each group present their results.** After all the groups have presented, the instructor facilitates a discussion to summarise the groups‘ findings and thoughts.	Each group presents its results. At the end, everyone takes part in a group discussion.	PPT slide 16 Flipchart, pens (Online Whiteboard)	Demonstration of the results. Active participation in feedback discussions.
5 mins	All	Display **PPT slide 17** The instructor asks the group a question to move into the next topic: **What’s hard about writing?**	Participation in the brief opening discussion	PPT slide 17	Answers given and thoughts presented.
10 mins	All	Display **PPT slides 18-23** **Keynote lecture** Texts on sustainability are often bulky factual texts. How can the content be used convincingly in tourism, which advertising media are suitable and which essential principles of good communication should generally be observed? Introduction to the basics of writing complex issues, tips and tricks for good communication and examples from tourism.	Participants follow the presentation and give their assessment of feasibility, hurdles in implementation etc. for discussion afterwards. participants can draw conclusions about their own work in everyday life and actively bring this into the discussion.	PPT slided 18-23 Flipchart for further content, feedback etc. from the discussion (Online Whiteboard)	Questions asked and answered and contextualised discussion points made.
10 mins	All	**Group discussion** Helpful hints examples for the implementation of sustainability communication in participants‘ own region or their own offer. Practical examples from the participants' environment can be shared or discussed.	Participants share any examples they have seen/ experienced/ use of sustainable communication, especially of interest any that are from own region or offer.	Any weblinks or literature that participants can access to share examples.	Examples of communicating sustainability and definite implementation perspectives in one's own destination / own offer.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	All	Display **PPT slides 24-26** **Conclusion and questions** Session summary and opportunity for participants to ask concluding questions. Link to session 2.	The participants ask questions.	PPT slides 24-26	N/A

Lesson Plan

Programme / Course: Green / Social Skills	**Subject:** Communicating Sustainability
Link to Scheme of Work / Training Schedule Session 2 of 2	**Duration:** 2 hours 15 mins
Learning Level: 5	**Link to Matrix:** G5

Learning Aim for the Lesson:
In the training session, participants deal with the marketing of sustainable tourism products. This training unit builds on essential basic marketing knowledge as well as the contents of session 1.

From the first session, the participants know the principles of good communication of complex issues and have discussed and evaluated rough communication strategies on different topics (e.g. e-mobility offers, environmentally friendly energy use, climate-friendly tourism concepts, etc.). The second session deals with application possibilities in destination management as well as the planning of first communication steps.

As an in-depth session, the training also deals with the essential building blocks of internal communication. In order to build a sustainable destination including a brand, a convincing communication and cooperation strategy with regional providers, multipliers and stakeholders is needed. The seminar is intended to encourage participants to define important steps and to consciously implement them in their own everyday life.

Competencies / Learning Outcomes:

1. Tasks and measures in destinations
2. A convincing communication and cooperation strategy
3. Essential building blocks of internal communication
4. Storytelling as an effective tool for communication

Methodology Recommendations

- Integrating green skills and sustainability as a cross-cutting theme in all subjects.
- A multidisciplinary/sectoral approach is needed when teaching green skills to enhance learning outcomes.
- The integration of Sustainable Development Goals (SDGs) into teaching and learning is essential for the teaching process.

Resources:
The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:
Webinar tool
Working internet connection

If face-to-face training:
Laptop & projector
Working internet connection
Flipchart paper and pens

- Critical engagement with green and environmental skills and promoting higher levels of critical and emotional thinking are important.

Method Examples

- Emphasis on effective communication, especially with people from different cultures and age groups.
- Enhancement of personality traits related to reliability, resourcefulness, flexibility, and adaptation to changing environments.
- Cultivation of analytical and critical thinking, generation of innovative ideas, and problem-solving skills.
- Use of resources such as podcasts, and industry publications.

Core Skills

Green:	**Digital:**	**Social:**
Communicating Sustainability		

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	All	Display **PPT slides 1-3** Welcome; Outline the objectives, tasks and timing of the training. Short recap Session 1	N/A	PPT slides 1-3	N/A
30 mins	All	Display **PPT slides 4-13** **Keynote Lecture** The tourism providers in a destination are usually diverse. Especially when it comes to sustainability, there are often different standards and levels of development. However, the guest experiences the offer as an overall experience. Therefore, the DMO faces diverse challenges in communication internally and externally. The	The participants follow the presentation, ask questions and give their assessment of the feasibility, obstacles to implementation, etc. for discussion.	PPT slides 4-13 Flipchart, pens (Online Whiteboard)	Active participation in the discussion and sharing examples / experiences from work or personal experience.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		lecture gives an insight into important tasks and proposed measures. In-depth examination of the topic of the communication task of the DMO, focus on sustainability. Where possible, drawing conclusions / examples from participants‘ own work in everyday life to keep participants engaged and check, able to relate to own experiences. Key points are expanded and deepened in parallel on the flipchart or online whitboard.			
10 mins	All	**Summary Part 1 of Session 2** All developed and presented contents are summarised and evaluated once again through instructor asking questions to check understanding.	Participants take an active role in summarising the key points on communicating sustainability.	Flipchart (Online Whiteboard)	Reflection of the contents, consolidation, evaluation through own input.
15 mins	All	Display **PPT slides 14-21** **Keynote Lecture** Why stories? How does good storytelling work and what types are there? A lecture provides the participants with essential basics and repeatedly encourages them to think and share their experiences. This enables the participants to take the first steps independently. In-depth discussion of the topic of storytelling, especially with regard to the communication of sustainability. Where possible, drawing conclusions / examples from participants‘ own work in everyday life, to keep participants engaged and check able to relate to own experiences.	Participants follow the presentation, ask questions and give their assessment of feasibility, hurdles in implementation etc. for discussion afterwards.	PPT slides 14-21 Flipchart, pens (Online Whiteboard)	Active participation in the discussion and sharing examples / experiences from work or personal experience.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Key points are expanded and deepened in parallel on the flipchart or online whitboard.			
5 mins	All	Display **PPT slide 22** The instructor asks the group the question **Which story type are you?** and facilitates a whole group discussion to check that students understood and can relate their own preferences to the context of the lecture.	Participation in the group discussion and contextualising own preferences to story type to the information given in the lecture.	PPT slide 22	Reflecting on the presentation and transferring it to your own work / preference / experiences.
30 mins	All	Display **PPT slide 23** **Small group work** Divided into small groups of a maximum of four per group, the participants write a small teaser text for a booking platform. The participants are told what criteria they should use to consider the text and that their result will then be presented and discussed by the rest of the participants. The Instructor goes around the room, answers questions or gives individual feedback.	Based on what they have learned so far, the participants should create a story about their product / destination. The aim is to present themselves convincingly as a sustainable provider / sustainable destination to potential guests. The essential criteria presented in the lecture are to be taken into account. If necessary, the participants can ask the Instructor questions.	PPT slide 23 Flipchart, pens (Online Whiteboard) In Online-Training: Break-out Rooms	Writing skills used with a view to storytelling as an instrument of communication, especially with a focus on sustainability, ability to translate what has been learned into measures with the help of prior knowledge and own experience.
25 mins	All	Display **PPT slide 24** The groups present their results. After each group has presented their work, the instructor facilitates a whole group discussion about what was experienced in the group, how the participants found doing the task and using the discussion to sum up the activity.	Each group presents its results. At the end, everyone takes part in a group discussion.	PPT slide 24 Flipchart, pens (Online Whiteboard)	Demonstration of the results. Active participation in feedback discussions.
10 mins	All	Display **PPT slides 25-26** **Conclusion and questions**	The participants ask questions.	PPT slides 25-26	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Summary of findings from both sessions and opportunity for participants to ask concluding questions.			

Lesson Plan

Programme / Course: Plastic Waste Reduction	**Subject:** Reducing the Use of Plastics in Tourism Businesses
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 1 hour 10 min
Learning Level: Generic	**Link to Matrix:** G2

Learning Aims for the Lesson:

1. To provide a comprehensive understanding of increasingly problematic role of plastic for the environment, wildlife and tourism industry
2. To teach participants how to assess effectively the various types of plastic waste present in tourism businesses, enabling them to identify and understand the specific sources and quantities of plastic waste.
3. To provide learners with the knowledge and strategies necessary to effectively reduce the utilization of single-use plastics within a tourism business.

Competencies / Learning Outcomes:

1. To describe the importance of plastic reduction for sustainable tourism development
2. To assess the sources of plastic waste in a tourism business
3. To identify ways of reducing the use of single-use plastics in a tourism business

Methodology recommendations:

The topic is complex to teach due to its systemic complexity and involvement of multiple stakeholders. It should be integrated as a cross-cutting theme at all levels of company activities. A multidisciplinary and multisectoral approach would enhance learning outcomes. Sustainability certification like GreenKey and its indicators, could be used as a tool for teaching this topic.
Case-based, problem-solving, and project-based teaching methods can be effective. Involving industry professionals and practical examples enhances the learning experience. Utilizing various teaching resources like videos, podcasts, and industry publications

Resources:

- G2 Reducing Plastic Waste PowerPoint Presentation.
- Plastics, Environment and Wildlife resource on the lifecycle of plastics. (n.d.). Retrieved from WWF Australia website: https://wwf.org.au/blogs/the-lifecycle-of-plastics/
- Plastic pollution quiz. (n.d.). Retrieved from Earth Day website: https://www.earthday.org/plastic-pollution-quiz/
- Plastic in Paradise: The battle for the Galápagos Islands' future. (n.d.). Retrieved from YouTube website: Plastic in paradise: the battle for the Galápagos Islands' future - YouTube
- Reducing single-use plastic waste: a practical guide. By Anne de Jong (2022, September 2). Retrieved from Good Tourism Institute: https://goodtourisminstitute.com/library/reduce-plastic-practical-guide/
- SELF-ASSESSMENT CHECKLIST FOR HOTELS/HOSTELS 2022-2025. (2023, March). Retrieved from Tobago Beyond website: https://www.tobagobeyond.com/sites/default/files/2023-03/Green-key-self-assessment-checklist-large-accommodation-hotels-hostels.pdf

can be effective. Creating active learning environments through discussions, brainstorming, and engaging students. Co-creation of the curriculum and giving students protagonist roles can lead to innovative teaching methodologies. Methods examples: • Role-playing as a sustainability manager in an organization, integrating sustainability into activities and creating a plan. • On-site visits to observe sustainability actions and initiatives in practice • Involving industry professionals as guest speakers. • Engaging students in discussions, brainstorming and events related to the topic • Incorporating real-life situations and multidisciplinary perspectives. • Online quizzes or self-assessments Etc.	• Free Travel without Plastic guides in English and Spanish. (n.d.). Retrieved from Travel Without Plastic website: https://www.travelwithoutplastic.com/shop • Global Tourism Plastics Initiative. (n.d.). Retrieved from United Nations World Tourism Organization website: https://www.unwto.org/sustainable-development/global-tourism-plastics-initiative

Core Skills		
Green: Establish basic knowledge of plastic waste and the importance of reducing the use of single-use plastics in tourism businesses.	**Digital:**	**Social:**

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time, they may remove or update content.

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1	Display **PPT slides 1-2** and set out the learning outcomes for the session. Display **PPT slide 3** and ask participants to consider the lifecycle of plastics to establish	Students to guess approximately how many years it takes for the following plastic items to degrade in landfill:	PPT slides 1-3 List of the lifecycle of plastics https://wwf.org.au/blogs/the-lifecycle-of-plastics/	Questions asked and answered. Discussion points made by the participants.

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
		awareness of the issue. Ask each item in turn (answers in brackets). Facilitate participant feedback and summarise discussion. Give students link for further reading.	• Plastic bag (20) • Coffee cup (30) • Plastic straw (200) • 6-pack rings (400) • Plastic water bottle (450) • Coffee pod (500) • Plastic cup (450) • Disposable nappy (500) • Plastic toothbrush (500)		
20 mins	LO1	Show the Plastics in Paradise video (12 minutes) on **PPT slide 4.** Facilitate participant feedback and summarise discussion.	Students to note down during the video why plastic is increasingly problematic for the environment, wildlife and tourism industry ready to feedback into post video discussion.	PPT slide 4 Plastics in Paradise video on the Galapagos Plastic in paradise: the battle for the Galápagos Islands' future - YouTube	Questions asked and answered. Discussion points made by the participants.
15 min	LO3	Discussion on Tourism sector practices that can reduce plastic waste **PPT slide 5**	Discussion on Tourism sector practices that can reduce plastic waste based on the Reducing single-use plastic waste: a practical guide.	PPT slide 5 Reducing single-use plastic waste: a practical guide https://goodtourisminstitute.com/library/reduce-plastic-practical-guide/	
25 mins	LO2 LO3	Display **PPT slide 6** focus on how to assess and reduce the use of plastic in the tourism business. This task could form a final assessment.	Ask participants to complete a self assessment check list for hotels/hostels and consider the associated recommendations to reduce the use of plastic.	PPT slide 6 SELF-ASSESSMENT CHECKLIST FOR HOTELS/HOSTELS 2022-2025 https://www.tobagobeyond.com/sites/default/files/2023-03/Green-key-self-ass	Assessment form(s) completed. Recommendations made by participants on how to reduce plastic and tutor feedback.

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
				essment-checklist-large-accommodation-hotels-hostels.pdf	

Lesson Plan

Programme/course: Green	**Subject**: Circular Economy in Tourism
Link to Scheme of Work/Training Schedule: Session 1 of 2	**Duration:** 2 hours
Learning level: 3	

This lesson explores the concept of circular economy and systems thinking. It introduces circular strategies and practices various stakeholders can apply in tourism to achieve sustainable development and more efficient resource use.

Competencies/Learning Outcomes: 1. define the concept of circular economy and the role of the tourism industry in circular transition 2. understand the concept of systems thinking and how it can be approached in tourism 3. understand the specifics of circular transformation in different tourism industries and market contexts considering “asset-heavy” and “asset-light” industry actors 4. list different circular strategies and practices that can be applied in tourism to achieve more efficient use of resources	**Resources:** Powerpoint presentation Flipcart paper and pens (if delivered in the classroom) **Suggested readings and videos:** Ellen MacArthur Foundation, What is circular economy, https://www.ellenmacarthurfoundation.org/podcasts/what-is-the-circular-economy Ellen MacFoundation, Explaining circular economy, https://www.youtube.com/watch?v=zCRKvDyyHmI&t=13s Ellen MacArthur Foundation, Circular economy, https://www.ellenmacarthurfoundation.org/ The PowerHub, What is Circular Economy, https://www.youtube.com/watch?v=lhMooyLGWkc TedXTalks, Circular Economy: A simple explanation, https://www.youtube.com/watch?v=cbm1MCTobVc 2030Builders, Systems thinking for sustainability, https://2030.builders/system-thinking/ CE 360 Alliance, Circular Economy in Travel and Tourism, https://circulareconomy.europa.eu/platform/sites/default/files/circular-economy-in-travel-and-tourism.pdf WTTC, Circular economy, https://wttc.org/Portals/0/Documents/WTTC-Harvard-LearningInsight-CircularEconomy.pdf

	Circularise, R-strategies for the circular economy, https://www.circularise.com/blogs/r-strategies-for-a-circular-economy European Circular Economy Stakeholder Platform, Categorisation system for the circular economy, https://circulareconomy.europa.eu/platform/sites/default/files/categorisation_system_for_the_ce.pdf TUDelft, The R strategies, https://circularityforeducators.tudelft.nl/article/the-r-strategies/ UNWTO, Integrating circular economy principles in tourism, https://www.unwto.org/sustainable-development/circular-economy CenTOUR project, Circular Economy Best practices in the Tourism Industry, https://circulartourism.eu/wp-content/uploads/2021/04/Centour_bestpractices_handbook18032021.pdf FACET project, Best practices, https://www.projectenportfolio.nl/wiki/index.php/PR_00342

Core Skills		
Green: Circular Economy in Tourism	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display PPT slide 1. Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slide 1	N/A
20 mins	1,2,3	Display PPT slides 2-9.	Listen to presentation, make notes and ask questions as required. Watch the video if used.	PPT slides 2-9. A video: Ellen MacFoundation, Explaining circular economy,	Notes made and questions asked.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
				https://www.youtube.com/watch?v=zCRKvDyyHmI&t=13s or The Circular Economy - What is it? (youtube.com) could be used to reinforce content.	
10 mins	1	Ask students to summarise the slides 2-9: How would they define circular economy in their own words? Ask students to give examples of related to their own experience. You can also split the students into small groups for a discussion.	Answer to the questions asked.	PPT slides 2-9.	Questions asked to check students' understanding.
20 mins	4	Display PPT slides 10-18.	Listen to presentation, make notes and ask questions as required.	PPT slides 10-18.	Notes made and questions asked.
10 mins	4	Ask students to give examples of circular practices related to their own experience. You can also split the students into small groups for a discussion.	Answer to the questions asked.	PPT slides 10-18.	Questions asked to check students' understanding.
40 mins	4	Group discussion. Display PPT slide 19. The instructor splits the group into smaller groups of three or four students.	The students actively deal with the points from the presentation. Everything is recorded on the flipchart / whiteboard (online).	PPT slide 19. Flipchart, pens	Demonstration of the findings. Participation in small group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor presents the key questions for a group discussion: • Think about organising a music festival. • What circular practices would you recommend the festival organiser to think about? What could they do in order the festival to become more sustainable using circular practices as tools? • Give five suggestions to the organiser. Each group present their findings, answering the questions above. After all groups have presented, the instructor facilitates a whole group discussion to summarise the findings.	The participants ask the instructor questions if necessary. Each group presents its results. All results are jointly discussed and summarised.		Discussion points made by the students.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Conclusion and questions. Display PPT slide 20. Summary of the session. Opportunity for participants to ask concluding questions.	The participants ask any remaining questions.	PPT slide 20.	N/A
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Green	**Subject**: Circular economy in tourism, session 2: circular business models
Link to Scheme of Work/Training Schedule: Session 2 of 2	**Duration:** 1,5 hours
Learning Level: EQF Level 3	

This lesson explores the concepts of a circular business model. It introduces how to generate business value by employing these in the changing tourism business environment to minimise waste and maximise resource use.

Competencies/Learning Outcomes: 1. define the concept of a circular business model 2. list various circular business models 3. Identify the main circular business models in tourism	**Resources:** Powerpoint presentation Flipcart paper and pens (if delivered in the classroom) Veolia, Five circular economy business models, Five Circular Economy Business Models (youtube.com) OECD, Business models for the circular economy, https://www.oecd.org/en/publications/business-models-for-the-circular-economy_g2g9dd62-en.html Ellen MacArthur Foundation, Are circular business models actually better for environment?, https://www.youtube.com/watch?v=2Y5gvrWhBFI Financial Times, The restaurants moving towards zero waste, https://www.youtube.com/watch?v=QwLnbCQBqrk Ecobnb, https://ecobnb.com/ Nolla, zero-waste restaurant in Helsinki, https://www.dw.com/en/nolla-the-zero-waste-restaurant-in-finland/video-55595611 Hotel Svart, zero emission construction https://www.svart.no/ ResQ, https://www.resq-club.com/ Skipperi, https://www.skipperi.ca/fleet

Core Skills

Green:	Digital:	Social:
Circular economy in tourism		

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display PPT slide 1. Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slide 1	N/A
20 mins	1,2	Display PPT slides 2-7.	Listen to presentation, make notes and ask questions as required. Watch the video if used.	PPT slides 2-9. A video: Veolia, Five circular economy business models, Five Circular Economy Business Models (youtube.com) could be used to reinforce content.	Notes made and questions asked.
10 mins	1,2	Ask students to summarise the slides 2-7: How would they define circular economy business model in their own words? You can also split the students into small groups for a discussion.	Answer to the questions asked.	PPT slides 2-7.	Questions asked to check students' understanding.
20 mins	3	Show students practical examples of circular business models. Display PPT slides 9-11 and company websites.	Listen to presentation and videos, make notes and ask questions as required.	PPT slides 9-11 and company websites. Video: Financial Times, The restaurants moving towards zero waste, https://www.youtube.com/watch?v=QwLnbCQBqrk	Notes made and questions asked.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 mins	3	Group discussion. PPT slide 12. Discuss in groups: • What do you think are the main characteristics of circular business models in tourism? • Do you have any other practical examples of circular business models you have come across?	The students actively deal with the points from the presentation. Everything is recorded on the flipchart / whiteboard (online). The participants ask the instructor questions if necessary. Each group presents its results. All results are jointly discussed and summarised.	PPT slide 12.	Demonstration of the findings. Participation in small group discussion. Discussion points made by the students.
10 mins	all	Conclusion and questions. Display PPT slide 13. Summary of the session. Opportunity for participants to ask concluding questions.	The participants ask any remaining questions.	PPT slide 13.	N/A
Recap / Summary:					
Link to next session and/or follow up action:					

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment

Lesson Plan

Programme/course: Green	**Subject**: Circular Economy in Tourism
Link to Scheme of Work/Training Schedule: Session 1 of 2	**Duration:** 2 hours
Learning level: 5	

This lesson explores the concept of circular economy, its principles, and its application in tourism. The lesson introduces how circular economy can be used as a tool to apply sustainable development concepts into practice, support to achieve sustainable development and more efficient resource use in tourism.

Competencies/Learning Outcomes: 1. understand the concept of circular economy and the role of the tourism industry in circular transition 2. assess circular transformation in different tourism industries and market contexts considering “asset-heavy” and “asset-light” industry actors 3. apply systems thinking and understand the systemic approach in circular economy. 4. understand the requirements of circular transformation including its opportunities, barriers, challenges in tourism 5. analyse, optimise, and rethink resource use in tourism by applying easy-to-use circular strategies and practices	**Resources:** Powerpoint presentation Flipcart paper and pens (if delivered in the classroom) **Suggested readings and videos:** Ellen MacArthur Foundation, What is circular economy, https://www.ellenmacarthurfoundation.org/podcasts/what-is-the-circular-economy Ellen MacArthur Foundation, Explaining circular economy, https://www.youtube.com/watch?v=zCRKvDyyHmI&t=13s Ellen MacArthur Foundation, Circular economy, https://www.ellenmacarthurfoundation.org/ The PowerHub, What is Circular Economy, https://www.youtube.com/watch?v=lhMooyLGWkc TedXTalks, Circular Economy: A simple explanation, https://www.youtube.com/watch?v=cbm1MCTobVc 2030Builders, Systems thinking for sustainability, https://2030.builders/system-thinking/ CE 360 Alliance, Circular Economy in Travel and Tourism, https://circulareconomy.europa.eu/platform/sites/default/files/circular-economy-in-travel-and-tourism.pdf WTTC, Circular economy, https://wttc.org/Portals/0/Documents/WTTC-Harvard-LearningInsight-CircularEconomy.pdf UNECE, Applying principles of circular economy to sustainable tourism https://unece.org/sites/default/files/2022-05/CEP-SS_Sustainable_Tourism.IP_.03.e.pdf Cirtoinno project, Destination: A circular Tourism Economy, https://circulareconomy.europa.eu/platform/sites/default/files/cirtoinno-handbook_eng-rev.-4.pdf

	Circularise, R-strategies for the circular economy, https://www.circularise.com/blogs/r-strategies-for-a-circular-economy European Circular Economy Stakeholder Platform, Categorisation system for the circular economy, https://circulareconomy.europa.eu/platform/sites/default/files/categorisation_system_for_the_ce.pdf TUDelft, The R strategies, https://circularityforeducators.tudelft.nl/article/the-r-strategies/ UNWTO, Integrating circular economy principles in tourism, https://www.unwto.org/sustainable-development/circular-economy CenTOUR project, Circular Economy Best practices in the Tourism Industry, https://circulartourism.eu/wp-content/uploads/2021/04/Centour_bestpractices_handbook18032021.pdf FACET project, Best practices, https://www.projectenportfolio.nl/wiki/index.php/PR_00342 Incircle project, Circular tourism tools guidelines, https://www.incircle-kp.eu/media/1228/circular-tourism-tools-guidelines-incircle-replication-package_eng.pdf FACET project, Circular economy toolkit for tourism entrepreneurs, https://projectenportfolio.nl/images/9/93/Toolkit_wiki_versie_FACET_.pdf

Core Skills		
Green: Circular Economy in Tourism	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display PPT slide 1. Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slide 1	N/A
20 mins	1,2,3,4	Display PPT slides 2-9.	Listen to presentation, make notes and ask questions as required.	PPT slides 2-10. A video: Ellen MacFoundation, Explaining circular economy,	Notes made and questions asked.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
			Watch the video if used.	https://www.youtube.com/watch?v=zCRKvDyyHmI&t=13s or The Circular Economy - What is it? (youtube.com) could be used to reinforce content.	
10 mins	1	Ask students to summarise the slides 2-10: How would they define circular economy in their own words? Ask students to give examples of related to their own experience. You can also split the students into small groups for a discussion.	Answer to the questions asked.	PPT slides 2-10.	Questions asked to check students' understanding.
20 mins	5	Display PPT slides 11-19.	Listen to presentation, make notes and ask questions as required.	PPT slides 11-19.	Notes made and questions asked.
10 mins	5	Ask students to give examples of circular practices related to their own experience. You can also split the students into small groups for a discussion.	Answer to the questions asked.	PPT slides 11-19.	Questions asked to check students' understanding.
40 mins	5	Group discussion. Display PPT slide 20. The instructor splits the group into smaller groups of three or four students.	The students actively deal with the points from the presentation.	PPT slide 20. Flipchart, pens	Demonstration of the findings.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor presents the case by showing the website of Restaurant Nolla and three videos. Students can be asked to watch the videos also before the session. Key questions for a group discussion: ● Why can the restaurant be characterised as a circular restaurant? ● What circular principles and practices do they follow? Each group present their findings, answering the questions above. Afterer all groups have presented, the instructor facilitates a whole group discussion to summarise the findings.	Everything is recorded on the flipchart / whiteboard (online). The participants ask the instructor questions if necessary. Each group presents its results. All results are jointly discussed and summarised.		Participation in small group discussion. Discussion points made by the students.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Conclusion and questions. Display PPT slide 21. Summary of the session. Opportunity for participants to ask concluding questions.	The participants ask any remaining questions.	PPT slide 21.	N/A
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Green	**Subject**: Circular economy in tourism, session 2: circular business models
Link to Scheme of Work/Training Schedule: Session 2 of 2	**Duration:** 2,5 hours
Learning Level: EQF Level 5	

This lesson explores the concepts of a circular business model and its applications in the changing tourism business environment. It introduces how to generate business value and develop a business towards circular economy in tourism. The lesson also increases participants' competencies in identifying business model innovation opportunities and analysing them in practice.

Competencies/Learning Outcomes:

1. understand the concepts of circular business model and its various applications in tourism
2. assess the capabilities needed from a company for circularity
3. analyse circular business models using the business model canvas tool

Resources:

Powerpoint presentation
Template for circular business model canvas (Ecocanvas)
Flipcart paper and pens (if delivered in the classroom)
Laptops

Veolia, Five circular economy business models, Five Circular Economy Business Models (youtube.com)
OECD, Business models for the circular economy, https://www.oecd.org/en/publications/business-models-for-the-circular-economy_g2g9dd62-en.html
Swithers, Circular economy business strategies, https://www.theswitchers.eu/wp-content/uploads/2020/03/Strategies-for-the-Development-of-Circular-Economy-Business-Model-FINAL...-1.pdf
SITRA, Sustainable growth with circular economy business models, https://www.sitra.fi/en/publications/sustainable-growth-with-circular-economy-business-models/
Nordic Innovation, Nordic Circular Economy Playbook, https://pub.nordicinnovation.org/Nordic-Circular-Economy-Playbook/#
Harward Business Review, https://hbr.org/2013/05/a-better-way-to-think-about-yo

	Osterwalder, Business Model Canvas, https://youtu.be/RpFiL-1TVLw Optima Training, Business model canvas, https://www.youtube.com/watch?v=I8nwNcCfyig BlueTribeMedia, Sustainable business model canvas, https://www.youtube.com/watch?v=fYhpfI_JIMU

Core Skills		
Green: Circular economy in tourism	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display PPT slide 1. Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slide 1	N/A
20 mins	1,2	Display PPT slides 2-7.	Listen to presentation, make notes and ask questions as required. Watch the video if used.	PPT slides 2-9. A video: Veolia, Five circular economy business models, Five Circular Economy Business Models (youtube.com) could be used to reinforce content.	Notes made and questions asked.
10 mins	1,2	Ask students to summarise the slides 2-7: How would they define circular economy business model in their own words? You can also split the students into small groups for a discussion.	Answer to the questions asked.	PPT slides 2-7.	Questions asked to check students' understanding.
30 mins	1,2	Show students practical examples of circular business models. Display PPT slides 9-11 and company websites.	Listen to presentation and videos, make	PPT slides 9-11 and company websites.	Notes made and questions asked.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
			notes and ask questions as required.	The instructor can also show a video: Financial Times, The restaurants moving towards zero waste, https://www.youtube.com/watch?v=QwLnbCQBqrk	
20 mins	3	Display PPT slides 13-15. Show students also a video about business model canvas of your choice.	Listen to presentation and videos, make notes and ask questions as required.	PPT slides 13-15 Videos e.g., Osterwalder, https://youtu.be/RpFiL-1TVLw and BlueTribeMedia, Sustainable business model canvas, https://www.youtube.com/watch?v=fYhpfI_JIMU	Notes made and questions asked.
50 min	3	Group work. PPT slide 16. By using the Ecocanvas, students analyse the main features of a business model of one of the following companies: ● Ecobnb, https://ecobnb.com/ ● Hotel Svart, https://www.svart.no/ ● ResQ, https://www.resq-club.com/ ● Skipperi, https://www.skipperi.ca/fleet ● Restaurant Nolla, https://www.restaurantnolla.com/ Alternative companies for the analysis can be explored on the internet. First, students explore the company's business model from their webpages and other online sources. Then, they	The students actively deal with the points from the presentation. Everything is recorded on the flipchart / whiteboard (online). The participants ask the instructor questions if necessary. Each group presents its results.	PPT slide 16. Ecocanvas. Laptops.	Demonstration of the findings. Participation in small group discussion. Discussion points made by the students.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		collaborative analyse its main features by using Ecocanvas. Each group presents their findings. After all groups have presented, the instructor facilitates a whole group discussion to summarise the findings.	All results are jointly discussed and summarised.		
10 mins	all	Conclusion and questions. Display PPT slide 17. Summary of the session. Opportunity for participants to ask concluding questions.	The participants ask any remaining questions.	PPT slide 17.	N/A
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Green	**Subject**: Circular Economy in Tourism
Link to Scheme of Work/Training Schedule: Session 1 of 2	**Duration:** 2 hours
Learning level: 7	

This lesson explores the circular economy in tourism as a tool to manage its negative environmental impacts. It promotes the adoption of a systems thinking mindset to see the bigger picture, solve issues and to take managerial decisions. The lesson also supports in accelerating and managing the circular transition at the organisation and destination level from a strategic perspective.

Competencies/Learning Outcomes: 1. assess the concept of circular economy in tourism and the characteristics of its different sectors in circular transition 2. adopt a systems thinking mindset 3. manage the circular transition in a tourism company or a destination	**Resources:** Powerpoint presentation Flipcart paper and pens (if delivered in the classroom) **Suggested readings and videos:** Ellen MacArthur Foundation, What is circular economy, https://www.ellenmacarthurfoundation.org/podcasts/what-is-the-circular-economy Ellen MacArthur Foundation, Circular economy, https://www.ellenmacarthurfoundation.org/ Ellen MacArthur Foundation, Business and circular economy https://www.ellenmacarthurfoundation.org/resources/business/overview TedXTalks, Circular Economy: A simple explanation, https://www.youtube.com/watch?v=cbm1MCTobVc 2030Builders, Systems thinking for sustainability, https://2030.builders/system-thinking/ CE 360 Alliance, Circular Economy in Travel and Tourism, https://circulareconomy.europa.eu/platform/sites/default/files/circular-economy-in-travel-and-tourism.pdf

	WTTC, Circular economy, https://wttc.org/Portals/0/Documents/WTTC-Harvard-LearningInsight-CircularEconomy.pdf Cirtoinno project, Destination: A circular Tourism Economy, https://circulareconomy.europa.eu/platform/sites/default/files/cirtoinno-handbook_eng-rev.-4.pdf CenTOUR project, Circular Economy Best practices in the Tourism Industry, https://circulartourism.eu/wp-content/uploads/2021/04/Centour_bestpractices_handbook18032021.pdf FACET project, Best practices, https://www.projectenportfolio.nl/wiki/index.php/PR_00342 Incircle project, Circular tourism tools guidelines, https://www.incircle-kp.eu/media/1228/circular-tourism-tools-guidelines-incircle-replication-package_eng.pdf FACET project, Circular economy toolkit for tourism entrepreneurs, https://projectenportfolio.nl/images/9/93/Toolkit_wiki_versie_FACET_.pdf FACET project, Accelerating the adoption of the circular economy in the tourism and leisure sector, https://projectenportfolio.nl/images/8/86/Whitepaper_3_-_accelerating_circular_economy_in_tourism.pdf CenTOUR project, Managing the transition to circular economy for tourism providers, https://circulartourism.eu/wp-content/uploads/2021/02/CIRCULAR-ECONOMY-TRANSITION-FOR-TOURISM-PROVIDERS.pdf

Core Skills		
Green: Circular Economy in Tourism	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display PPT slide 1. Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slide 1	N/A
30 mins	1,2	Display PPT slides 2-8.	Listen to presentation, make notes and ask questions as required. Watch the video if used.	PPT slides 2-10. During the session students could be asked to watch the video: TedXTalks, Circular Economy: A simple explanation, https://www.youtube.com/watch?v=cbm1MCTobVc	Notes made and questions asked.
10 mins	1,2	Ask students to summarise the slides 2-8: How would they define circular economy in their own words?	Answer to the questions asked.	PPT slides 2-8.	Questions asked to check students' understanding.
30 mins	3	Display PPT slides 9-14.	Listen to presentation, make notes and ask questions as required.	PPT slides 9-14. You can utilise the contents and the templates in the following handbook to assist you: Microsoft Word - CIRCULAR ECONOMY TRANSITION FOR TOURISM PROVIDERS.docx (circulartourism.eu)	Notes made and questions asked.
40 min	2,3	Group discussion. Display PPT slide 15. The instructor splits the group into smaller groups of three or four students.	The students actively deal with the points from the presentation. Everything is recorded on the flipchart / whiteboard (online).	PPT slide 15. Flipchart, pens You can utilise the templates in the following handbook to assist you: Microsoft Word - CIRCULAR	Demonstration of the findings. Participation in small group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Assess the current state of circularity in your organisation/company and the circularity gap. Discuss with the group: What are your current circular practices: what do you already do and what you don't do in terms of circularity? What are your strengts and weaknessess in circular transformation? What could be your main opportunities? Prioritise the aspects you should consider to make your organisation more circular. Each group presents their findings, answering the questions above. After all groups have presented, the instructor facilitates a whole group discussion to summarise the findings.	The participants ask the instructor questions if necessary. Each group presents its results. All results are jointly discussed and summarised.	ECONOMY TRANSITION FOR TOURISM PROVIDERS.docx (circulartourism.eu) You can also tailor the contents of the groupwork based on the needs of the participants by using the handbook. To get a fuller picture of circular practices, also use the slides at level 5.	Discussion points made by the students. Encourage the students to continue to elaborate their ideas with this handbook: Microsoft Word - CIRCULAR ECONOMY TRANSITION FOR TOURISM PROVIDERS.docx (circulartourism.eu)

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Green	**Subject**: Circular economy in tourism, session 2: circular business models
Link to Scheme of Work/Training Schedule: Session 2 of 2	**Duration:** 2 hours
Learning Level: EQF Level 7	
This lesson supports participants in making a successful business model transformation from a strategic perspective in a tourism company.	
Competencies/Learning Outcomes: 1. understand the concept of circular business model and compare the viability of different business models 2. design a circular business model for a tourism company using the circular business model canvas tool 3. develop a roadmap for a successful business transformation journey in a tourism company	**Resources:** Powerpoint presentation Template for circular business model canvas (Ecocanvas) Flipcart paper and pens (if delivered in the classroom) Veolia, Five circular economy business models, Five Circular Economy Business Models (youtube.com) OECD, Business models for the circular economy, https://www.oecd.org/en/publications/business-models-for-the-circular-economy_g2g9dd62-en.html Swithers, Circular economy business strategies, https://www.theswitchers.eu/wp-content/uploads/2020/03/Strategies-for-the-Development-of-Circular-Economy-Business-Model-FINAL...-1.pdf SITRA, Sustainable growth with circular economy business models, https://www.sitra.fi/en/publications/sustainable-growth-with-circular-economy-business-models/ Nordic Innovation, Nordic Circular Economy Playbook, https://pub.nordicinnovation.org/Nordic-Circular-Economy-Playbook/# Optima Training, Business model canvas, https://www.youtube.com/watch?v=I8nwNcCfyig BlueTribeMedia, Sustainable business model canvas, https://www.youtube.com/watch?v=fYhpfI_JIMU

Core Skills		
Green: Circular economy in tourism	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display PPT slide 1. Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slide 1	N/A
20 mins	1	Display PPT slides 2-8.	Listen to presentation, make notes and ask questions as required. Watch the video if used.	PPT slides 2-8. A video: Veolia, Five circular economy business models, Five Circular Economy Business Models (youtube.com) could be used to reinforce content.	Notes made and questions asked.
10 mins	1	Ask students to summarise the slides 2-8: How would they define circular economy business model in their own words? You can also split the students into small groups for a discussion.	Answer to the questions asked.	PPT slides 2-8.	Questions asked to check students' understanding.
30 mins	1	Show students practical examples of circular business models. Display	Listen to presentation and videos, make notes and ask questions as required.	PPT slides 9-12 and company websites.	Notes made and questions asked.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		PPT slides 9-12 and company websites.		The instructor can also show a video: Financial Times, The restaurants moving towards zero waste, https://www.youtube.com/watch?v=QwLnbCQBqrk	
20 mins	2,3	Display PPT slides 13-15. Show students also a video about business model canvas of your choice.	Listen to presentation and videos, make notes and ask questions as required.	PPT slides 13-15 Videos e.g., Osterwalder, https://youtu.be/RpFiL-1TVLw and BlueTribeMedia, Sustainable business model canvas, https://www.youtube.com/watch?v=fYhpfI_JIMU	Notes made and questions asked.
50 min	2,3	Group work. PPT slide 16-17. By using the Ecocanvas, students design a business model for a new company or redesign the existing one. Students can take one of the student's own company as an example or an imaginary one. Each group presents their findings. After all groups have presented, the instructor facilitates a whole group discussion to summarise the findings.	The students actively deal with the points from the presentation. Everything is recorded on the flipchart / whiteboard (online). The participants ask the instructor questions if necessary. Each group presents its results. All results are jointly discussed and summarised.	PPT slide 16-17. Ecocanvas. Laptops. The instructor could use and recommend the students to use later various assignments to support companies in their circular journey in SITRA's playbook: https://www.sitra.fi/en/publications/sustainable-growth-with-circular-economy-business-models/ or https://pub.nordicinnovation.org/Nordic-Circular-Economy-Playbook/#51712	Demonstration of the findings. Participation in small group discussion. Discussion points made by the students.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Conclusion and questions. Display PPT slide 18. Summary of the session. Opportunity for participants to ask concluding questions.	The participants ask any remaining questions.	PPT slide 18.	N/A
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan	
Programme / Course: Green Skills	**Subject**: Sustainability in Tourism
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 2.5 hours
Learning Level: 5	**Link to Matrix:** G9
This session provides basic knowledge on the topic of Sustainability in Tourism. Students will get an overview of the fields of action of a (sustainable) DMO and practical examples of sustainability management in destinations. Based on criteria for the sustainable orientation of destinations, participants will be able to carry out an initial analysis of the current situation in the destination. Based on this, the first elements of a sustainability strategy will be developed and possibilities for implementation will be shown by means of best practice examples.	
Competencies / Learning Outcomes: 1. The term "sustainability" and "sustainable tourism” 2. Market overview and relevant customer groups for sustainable tourism products 3. Global and European reference frameworks Certifications and standards 4. Fields of action and practical examples of sustainable tourism development 5. Importance and benefits of certifications and labels 6. Criteria for the sustainable orientation of enterprises 7. Impact measurement of sustainability 8. Elements of a sustainability strategy for companies 9. Communication of sustainability 10. Tips and work instructions for immediate implementation **Methodology Recommendations**	**Resources:** The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case. G9 Sustainable Tourism Handout **If online training:** Webinar tool **If face-to-face training:** Laptop & projector Working internet connection Flipchart paper and pens

● Integrating green skills and sustainability as a cross-cutting theme in all subjects. ● A multidisciplinary/sectoral approach is needed when teaching green skills to enhance learning outcomes. ● The integration of Sustainable Development Goals (SDGs) into teaching and learning is essential for the teaching process. ● Critical engagement with green and environmental skills and promoting higher levels of critical and emotional thinking are important. ● Green skills are crucial for promoting green employment, addressing skilling and reskilling, and anticipating future workplace changes. **Method Examples** ● Emphasis on effective communication, especially with people from different cultures and age groups. ● Enhancement of personality traits related to reliability, resourcefulness, flexibility, and adaptation to changing environments. ● Cultivation of analytical and critical thinking, generation of innovative ideas, and problem-solving skills. ● A food waste campaign could be implemented with a local restaurant to increase customer awareness and measure waste reduction. ● Role-playing as a sustainability manager in an organization, integrating sustainability into activities and creating a plan.	

Core Skills		
Green: Sustainable Tourism	**Digital:**	**Social:**
Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.		

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display **PPT slides 1-2.** Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slides 1-2	N/A
25 mins	all	Display **PPT slides 3-19.** Definition of terms and frame of reference as well as general market trends in tourism and the importance of sustainability for a growing target group of travelers. Action goals and demands in the 3 dimensions of sustainability.	Listen to presentation, make notes and ask questions as required.	PPT slides 3-19	Notes made and questions asked.
20 mins	all, in groups, max 4	**Group Work.** Display **PPT slide 20.** Instructor splits the group into three and allocates each group one of the demands/one action goal for their group. The group need to develop an approach for sustainable tourism. Alternatively, examples can be assigned in advance. The following steps to be followed: ● Design of possible implementation measures based on a strengths and weaknesses analysis	The participants actively deal with the points from the presentation on the topic of sustainability in tourism and consolidate the contents by repeating and applying them. Everything is recorded on the flipchart / whiteboard (online).	PPT slide 20 Flipchart, pens In online training: break-out rooms	By actively addressing the issue of sustainability in tourism, participants develop a deeper understanding of the dimensions of sustainability and learn to evaluate approaches to

		● Analysis taking into account all three sustainability dimensions ● Presentation of the proposals on the flipchart / whiteboard (online)	The participants ask the instructor questions if necessary.		solutions. A first approach to options for action is achieved by developing own proposals for measures.
20 mins	all, in groups, max 4	Display **PPT slide 21.** Each group present their findings, answering the questions: ● Which tourism business/industry did you choose? Why? ● What action goals have you formulated for the dimension? ● What do the solutions in the individual fields of action look like? ● Which strengths and weaknesses should be taken into consideration? After all groups have presented back, instructor facilitates a whole group discussion to summarise the findings.	Each group presents its results. Discussion on the challenges and the action plans developed in each case.	PPT slide 21 Flipchart, pens	Demonstration of the results. Active participation in feedback discussions.
20 mins	all	**Display PPT slides 22-27.** Instructor presents on: ● Actors/ action levels in sustainable tourism ● Instruments and measures of sustainable tourism development ● Elements of a strategy	Listen to presentation, make notes and ask questions where required. Share exampes of own experience where possible.	PPT slides 22-27	Notes made and questions asked.

		● Criteria for a sustainable orientation ● Communication Where possible include local best practice examples and/or include participants own experience to contextualize.			
25 mins	all, in groups, max 4	**Group Work.** Display **PPT slide 28.** The instructor asks the participants to get back into the three groups they were working in previously. The groups are to look at the example from the previous activity: ● Critically evaluate the example again. ● Formulate measures to minimise possible negative impacts ● Incorporate possible elements of a sustainability strategy ● Consider all actors / levels to be (more) involved ● Present the proposals on the flipchart / whiteboard (online) Participants are issued with the G9 Sustainable Tourism handout (either hard copy or electronic) to help them with the task.	The participants have to draw conclusions from the previous group work and the contents learned in the lecture: ● What additional challenges might arise? ● What measures can be taken to minimise possible negative impacts? From this, the participants develop tips and work instructions (catalogue / checklist) for immediate implementation. Everything is recorded on the flipchart / whiteboard (online).	PPT slide 28 Flipchart, pens G9 Sustainable Tourism Handout	Measures to minimise possible negative impacts identified. Joint elaboration of tips and work instructions for immediate implementation (see checklist). Active participation in group discussions.

20 mins	all	Display **PPT slide 29.** Each group present their findings, answering the questions: ● What measures do you recommend to maximise benefits? ● What specific measures do you recommend to minimise possible negative impacts? ● Which specific steps of a sustainability strategy do you suggest? ● Which actors / levels should be (more) involved? After all groups have presented back, instructor facilitates a whole group discussion to summarise the findings.	Each group presents its results. Discussion on the challenges and the action plans developed in each case.	PPT slide 29 Flipchart, pens	Demonstration of the results. Active participation in feedback discussions.
10 mins	all	**Conclusion and questions.** Display **PPT slides 30-32.** Summary of the session. Opportunity for participants to ask concluding questions.	The participants ask any remaining questions.	PPT slides 30- 32 Flipchart, pens	N/A

Lesson Plan

Programme/course: Sustainable Resources Management	**Subject:** Understanding Sustainability and Sustainable Resources Management
Link to Scheme of Work/Training Schedule: Session 1 of 3	**Duration:** 1.5 hour
Learning Level: EQF Level 3	

Learning aim for the lesson:

This lesson is an introduction to sustainable resource management and will allow learners to develop knowledge and understanding of sustainability and introduce the three pillars of sustainability: environmental, economic and social. The class will examine how the three pillars can be applied in the hospitality sector and conclude with a reflection on how to improve and maintain viable sustainability strategies and long-term solutions for a variety of businesses in the hospitality sector.

Competencies/Learning Outcomes:

LO1. To define and understand the meaning of sustainability LO2. Brief introduction to the three pillars of sustainability: environmental, economic and social
LO3. Examine how the three pillars of sustainability can be applied in the hospitality sector
LO4. Review and reflect on how to improve and maintain viable sustainability strategies and long-term solutions for businesses in the hospitality sector

Methodology recommendations:

Resources:

- Brundtland Report: https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf
- Concrete Technology and Sustainably Development from Past to Future. 10.26392/SSM.2019.02.01.001. In: https://www.researchgate.net/figure/Fig-1-Significant-three-pillars-of-sustainability-8_fig1_332848682
- University of Colorado. Sustainability and Animal Agriculture. https://agnext.colostate.edu/2021/08/05/sustainability-and-animal-agriculture/
- The Environmental Pillar: UN Link: https://sdgs.un.org/goals
- The Social Pillar: https://sdgs.un.org/goals/goal1

The student will develop an understanding and knowledge on the meaning of sustainability. The lesson will introduce the three pillars of sustainability: environmental, economic and social and develop competencies on how to apply sustainable strategies regarding the pillars and the hospitality sector, reflecting on long-term strategies and solutions for business management and growth. **Methods examples:** PowerPoint slides with embedded videos, break-out discussions during lectures and individual reflective assessment. Flipped classroom, problem-based learning and active learning are methods examples for this session.	• The Economic Pillar: https://sdgs.un.org/goals/goal8 • PowerPoint presentation • Reflection **Other References:** • **United Nations (UN) Sustainable Development Goals (SDGs)**: UN Sustainable Development Goals • **The European Environment Agency (EEA)**: EEA Sustainability This website provides environmental data related to sustainability across Europe, emphasizing the importance of balancing the three pillars. • **OECD – Organisation for Economic Co-operation and Development:** **https://www.oecd.org/en/topics/policy-issues/sustainable-development-goals-sdgs.html** The website focuses on policies and frameworks for economic and social sustainability, with reports and data on how countries can understand and develop sustainably. **Suggested video resources:** **What is Sustainable Development?" by the United Nation**: What is Sustainable Development? **Duration**: 2 minutes • **Summary**: A quick video from the United Nations that explains the basics of sustainable development and the three pillars: environmental, economic and social. **Sustainable Development Goals (SDGs) Explained" by the United Nations:** SDGs Explained

	● **Duration**: 3 minutes ● **Summary**: An introduction to the United Nations' Sustainable Development Goals, illustrating how they relate to sustainability across environmental, economic and social aspects. ● **Sustainable Practices in Hospitality:** https://youtu.be/VW0BFeHOxjI?si=MLvyp3HqSn9mJFVF **Duration:** 2 minutes ● **Summary:** Brief overview of three pillars applied in in sustainable management development for the hospitality sector ● **Sustainability in the Hospitality Industry: Challenges and Opportunities: Cornell University:** https://www.youtube.com/live/aZL9cNpZ_Ww?si=_AIVxAiIwCgNtOdO ● **Duration:** 60 minutes ● **Summary**: the video highlights the importance of sustainability in shaping the future of the hospitality industry, evaluating the challenges and focusing on opportunities for innovation, cost savings, and improving customer satisfaction. Sustainable development strategies will allow industry stakeholders to embrace new sustainable business models for long-term growth and competitive advantage. **Case Studie Resources Examples:** ● **Silo Restaurant, London UK** https://www.silolondon.com/pages/zero-waste-philosophy The restaurant is a pioneer in zero-waste dining in the UK and has received praise for its commitment to sustainable practices. The unique approach has helped develop awareness of food waste and sustainability in the hospitality industry.

	• **Chez Panisse, California, USA**: https://guide.michelin.com/us/en/article/sustainable-gastronomy/sustainability-green-star-chez-panisse Chez Panisse is recognized in the sustainable food movement in California, USA. Its founder, Alice Waters, is considered an influential figure in promoting sustainability and local food systems in the restaurant industry. • **Nolla Restaurant, Helsinki Finland**: https://www.restaurantnolla.com/restaurant Operating as a zero-waste restaurant, serving as an example for other restaurants to reduce waste and operate sustainably. Their sustainable practices have attracted attention and garnered them a loyal customer base, without compromising on the quality of food.

Core Skills		
Green: **X**	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display **PPT slides 1–2.** Welcome students and set out the learning outcomes for the lesson. Start the class by asking the learners what they think sustainability is and why it's important? Get students to write their answers down on a post- it stickers and place on whiteboard or in the chat box (if online)	Engage in a discussion of what students think the meaning of sustainability is? Answer the question and provide feedback either via the chat (if online), verbally or both.	PPT slides 1-2 Use post it stickers and whiteboard with students answers as discussion point	Personal reflection and discussion

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1	**Display PPT Slide 3** Following the discussion on what sustainability is, get the group to search and discuss the images on the slide and how the images are related to sustainability and the previous discussion.	Students should search the images in the PPT and identify the meaning in relation to sustainability.	PPT slide 3	Discussion and Feedback
5 min	LO1	**Display PPT Slide 4** In Slide 7, the instructor should discuss the definition of sustainability, using the Brundtland report as a reference.	Students listen and can engage in question(s)	PPT Slide 4	Student engagement
10 mins	LO2	**Display PPT slides 5 -9** Instructor introduces and presents an overview of the three pillars of sustainability: environmental, economic and social. PPT slide 6 uses Venn diagram to discuss in greater detail.	Students listen to the presentation and watch the video listed in resources (optional).	PPT slides 5-6 UN video and resources	Questions asked and answered. All students engaged.
15 min	LO2	**Display PPT Slides 10-11** Activity: session breakout Students should be divided in small groups/breakout sessions	Students feedback their thoughts from the small group discussions and then participate in whole group discussion.	PPT slides 5-9 Whiteboard, flipchart or a virtual Padlet	Participation in small group discussion. Answers arrived at by the groups.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		and instructor should use slide 10 to explain the activity. Each group will be given one of the pillars (environmental, economic and social) and will be asked how (under their assigned pilar) sustainable actions can be introduced into the workplace.			Points raised in group discussion. Groups asked to evaluate their findings.
5 mins	LO2	**Display PPT slide 11** Ask the groups to report back on their discussion. Follow on to ask the students what some of the actions would be for implementing sustainable practices in the workplace, listing a few for each pillar, justifying why.	Participate in whole group discussion after all group feedback.	Whiteboard or flipchart to take down main points.	Points raised in group discussion. Groups asked to evaluate their findings and present actions.
10 mins	LO2, LO3	Display **PPT slides 12-15** **Focus on**: Why the three pillars are important for sustainable development in the hospitality sector? Link the sustainable pillars to the hospitality sector with focus on environmental, economic and social ideas and strategies.	Students listen to presentation Participate in a Q&A as slides proceed.	**PPT slides 12-15** Use video on Sustainable Practices in Hospitality (optional) as an introduction.	Questions asked and answered. Discussion points made by the students, noting any links to earlier discussion and progress made. All students engaged.
20 mins	LO3,-LO4	**Activity: Slide 16**	The students return to earlier groups and develop strategies regarding		Participation in small group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor will ask the students to return to their group and develop sustainable development strategies for a family-run restaurant. The instructor will assign one group to each pillar, and they must incorporate practices that address all three pillars of sustainability, such as: **Environmental:** how their restaurant will reduce energy, conserve water, and manage food waste and recycling systems. **Social:** how their restaurant will benefit the local community. Will they hire local staff, buy local food products, or support community events? Strategies can also include EDI, employee training, or collaborations with local businesses. **Economic**: how their restaurant will financially be viable. Focus on how sustainability can attract clientele (green tourism) reduces long-term costs, green advertising and the restaurant market share.	assigned sustainability pillar and a family run restaurant. Students record and present findings on pillars, linking the three together and discussing areas that are challenging. Participate in whole group discussion after all group present pillar and provide feedback.	Whiteboard, flipchart or a virtual Padlet PPT slide 18	Strategies arrived at by the groups. Work presented and discussed by group.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 min	LO4	**Slide PPT 17** Ask groups to reflect about questions and strategies above presenting challenges and solutions.		Whiteboard or flip chart to take down main points. Use the resource video (eCornell link) and restaurants examples that have adapted and use the three pillars of sustainability in their businesses with successful outcomes	Points raised in group discussion.
5 min	LO4	**Slide PPT 18 -19** Summarize the key findings and discussions around the three pillars of sustainability and adapting the pillars to the hospitality sector. How can knowledge and understanding of the pillars allow students to make informed decisions and long-term plans for future development in hospitality.	Students listen to final summary of lesson and Q & A (if needed)	Whiteboard or flipchart.	All points raised in the lesson
Recap / Summary:		Summarise main issues and revisit learning objectives. Ask the students to provide their own understanding of key issues. Students listen to summary and then provide their own understanding of the key issues.			
Link to next session and/or follow up action:		The instructor should link the session to the next, introducing the following topics with a summary of information that they will entail:			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• What is a sustainable food system? • How are food systems connected to the SDGs. • Build awareness to connect sustainable resource management to the UN SDGs, in particular SDG2 and SDG12. • Reflect on values, attitudes and behavior in relation to food sustainability and the SDGs.			

Lesson Plan

Programme/course: Sustainable Resources Management	**Subject:** Sustainable Food Systems and the Sustainable Development Goals
Link to Scheme of Work/Training Schedule: Session 2 of 3	**Duration:** 1.5 hour
Learning Level: EQF Level 3	

Learning aim for the lesson:

This lesson explores topics of sustainable resource management, introducing the concept of food systems and promoting the connection between food system and the UN Sustainable Development Goals (SDGs).

Competencies/Learning Outcomes:

LO1. Identify points from the previous lesson: define sustainability, identify and differentiate the three pillars of sustainability.
LO2. Define food systems and sustainable food systems.
LO3. Understand the UN Sustainable Development Goals Framework, particularly SDG2 and SDG12.
LO4. Reflect on values, attitudes and behaviour in relation to food sustainability.

Methodology recommendations:

Resources:

- UN Resources relating to SDGs: https://sdgs.un.org/goals
- The 2030 Agenda information: https://sdgs.un.org/goals
- The UN General Assembly Resolution
- The Sustainable Development Goals Report 2023: Special Edition: https://unstats.un.org/sdgs/report/2023/
- FAO Resources relating to SDGs/FAO Website on SDGs and Agricultural Systems: https://www.fao.org/sustainable-development-goals-helpdesk/overview/agrifood-systems-and-the-2030-agenda/en
- PowerPoint presentation
- Reflection

Other References:

The student should define sustainability, food systems and sustainable resources management. The student should also understand how to connect the UN Sustainable Development Goals to food systems, reflecting as well to behaviours in relation to food sustainability. **Methods examples:** Powerpoint slides with embedded videos, break-out discussions during lecture and individual reflective assessment. Flipped classroom, problem-based learning and active learning are methods examples for this session.	• Urbanist. Grow. Eat. Compost. Repeat., accessed in 02.10.24 • Extract from Onederra-Armendi et al., (2023) Characterisation of food governance for alternative and sustainable food systems: a systematic review **Suggested video resources :** These suggested videos can be used to reinforce the message to the students. However, be selective as to which are the most appropriate as we would not recommend using more than 2 – 3 videos max in the whole session: • FAO SDGs video explainer • What are Agrifood systems? • Podcast FAO (2021): Exploring Good Practices for Food Systems Transformations, Episode 1 - In Conversation with Herman Brouwer, Advisor at WCDI. •

Core Skills		
Green: **X**	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display **PPT slides 1–3.** Greet students and set out the learning outcomes for the lesson. Start the lesson by quickly recapping the meaning of sustainability, the differences between the three pillars of	Engage in a discussion of what their understanding of the concepts in the previous session Answer the questions either via the chat (if online), verbally or both.	PPT slides 1-3	Discussion

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		sustainability, and how it could be applied in the hospitality sector.			
10 mins	LO2	**Display PPT slides 4-6** Following the recap, start to present the concept of food systems and sustainable food systems.	Students should listen to the presentation and ask questions if appropriate.	PPT slides 4-6	
5 min	LO3	**Display PPT Slide 7** In Slide 7, the instructor should ask questions to create interest and start a discussion about the Sustainable Development Goals.	Students should engage in the discussion on the Sustainable Development Goals.	PPT Slide 7	Students should be assessed by their participation in the discussion
10 mins	LO3	**Display PPT slides 8-9** Instructor to use presentation to introduce an overview of the SDGs. The video from FAO presents the goals and links them to food sustainability. The instructor should make a reflection after the video about the importance of learning the goals for future	Students listen to the presentation (and watch the video if used).	PPT slides 8-9 UN and FAO videos and resources.	Questions asked and answered. All students engaged.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		sustainability in the hospitality sector. The instructor can use the video about the SDGs and Agricultural systems to help alternative the delivery and focus the students' attention			
10 min	LO3	**Slide 10** Activity: session breakout Students should be divided in small groups/breakout sessions and instructor should use slide 10 to explain the activity. They should enter the website of the SDG (if in classroom, the instructor can give copies of the goals infographics), and they can choose a different goal of the agenda. After reading the material, they should engage in the discussion about the importance of the goals with the group, and what they learned about it. If possible, students should make links to the hospitality sector and the food systems.	Students feedback their thoughts from the small group discussions and then participate in whole group discussion	PPT slide 13 Whiteboard or a virtual Padlet	Participation in small group discussion. Answers arrived at by the groups. Points raised in group discussion.
5 mins	LO3	Ask groups to report back on group discussion. Follow on to ask	Participate in whole group discussion after all groups feedback.	Whiteboard to take down main points.	Points raised in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		the students to elaborate about their own experience or behaviour in hospitality work environment. Talk about how both hospitality staff and their customers have an impact on resource use and management.			
20 mins	LO4	Display **PPT slides 9-17** Focus on: Explaining the Development Goals and its relation with food systems. Also, focus on: ● SDG2 ● SDG6 ● SDG12 Show second video from FAO, about agrifood systems. Then, instructor should present the information of the SDG Progress Report of 2023, to enter in a further reflection with the group about progress with the food systems.	Watch Video Students listen to presentation Participate in a Q&A as slides proceed.	Choose from UN and FAO videos and resources. **PPT slides 6-12**	Questions asked and answered. Discussion points made by the students, noting any links to earlier discussion and progress made. All students engaged.
20 mins	LO4	**Activity: Slide 18**			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Quiz: instructor should ask students to complete the quiz, and give them 10 minutes to complete. After the completion, the instructor should show the answers and explain them with the slides.	Students feedback with their answers and questions.	Whiteboard or a virtual Padlet PPT slide 18	Points raised in the correction
5 mins	-	**Slide 19** Ask groups about questions, and explain the next session.		Whiteboard to take down main points.	Points raised
Recap / Summary:		Summarise main issues and revisit learning objectives. Ask the students to provide their own understanding of key issues. Students listen to summary and then provide their own understanding of the key issues.			
Link to next session and/or follow up action:		The instructor should link the session to the next, introducing the following topics with a summary of information that they will entail: • Explain the concept of sustainable hospitality practices. • Understand the theory of sustainable practices and the role of the hospitality industry has in implanting these practices. • Identify different sustainable practices that can be applied in hospitality to achieve more efficient use of resources.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment

Lesson Plan

Programme/course: Sustainable Resources Management	**Subject:** Sustainable Practices in Hospitality
Link to Scheme of Work/Training Schedule: 3 of 3	**Duration:** 1.5 hours
Learning Level: 3	

Learning aim for the lesson:

This lesson introduces what are circular food systems and how to develop sustainable business best practices in the food and beverage sector. It also explores sustainable practices and how these can be implemented to achieve sustainable work practices within the hospitality industry.

Competencies/Learning Outcomes:

LO1. Connect food systems to food business practices in the hospitality sector
LO2. Understand why circular practices are important in the sector
LO3. Recognise sustainable and unsustainable practices in the hospitality sector
LO4. Reflect on values, attitudes and behaviour about sustainable hospitality practices through individual and group work

Methodology recommendations:

The student should be able to define circular food systems and sustainable resources management. The student should also understand how to develop best practices in business regarding the food and beverage sector (including accommodation providers as hotels with food services),

Resources:
Resources:
Powerpoint presentation
Flipcart paper and pens (if delivered in the classroom)
Resources:
Suggested readings and videos:
Ellen MacArthur Foundation Food and the circular economy deep dive
https://www.ellenmacarthurfoundation.org/food-and-the-circular-economy-deep-dive

Ellen MacArthur Foundation Five Benefits of a circular economy for food
https://www.ellenmacarthurfoundation.org/articles/five-benefits-of-a-circular-economy-for-food

identifying sustainable and unsustainable practices. The instructor should develop the session with real-world application of knowledge, and students should be encouraged to participate and share their knowledge about the topics. **Methods examples:** Can be delivered online or in-person; Powerpoint slides with embedded videos, break-out discussions during lecture and individual reflective assessment. Flipped classroom, problem-based learning and active learning are methods examples for this session.	The European Green Deal **https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en** A healthy Food System for People and Planet **https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal/agriculture-and-green-deal_en** Circular Economy Models in Agro-Food Systems: A Review **https://www.mdpi.com/1041858** From Linear to Circular https://circularityforeducators.tudelft.nl/article/from-linear-to-circular/ Tokyu Hotels has unveiled the world's first hydrogen hotel in Japan **https://globetrender.com/2021/06/19/tokyu-hotels-first-hydrogen-hotel-japan/** Sustainability in the hospitality industry **https://www.deloitte.com/uk/en/Industries/consumer/blogs/sustainability-in-the-hospitality-industry.html** More plants, better meat, Kings College London **https://thesra.org/news-insights/case-studies/more-plants-better-meat-kings-college-london/** The six most sustainable restaurants in the world https://www.ktchnrebel.com/most-sustainable-restaurants-worldwide/ The evolution of culinary and hospitality education offerings to include sustainability job opportunities. EHL Hospitality college as an example https://hospitalityinsights.ehl.edu/sustainability-in-the-hospitality-industry-careers https://hospitalityinsights.ehl.edu/sustainable-restaurant-bistronomy

Core Skills		
Green: **X**	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	**Display PPT slide 1-3** Welcome. Outline the objectives, tasks, and timing of the training. Recap previous lessons, focusing on the definitions of sustainable food systems and the SDG goals (especially G2, G6, and G12).	Students should engage in the discussion, remembering the previous session	PPT slide 1,2,3	Participation in the discussion
15 mins	LO2, LO3	**Display PPT slides 4-6** The instructor should talk about the topics of food systems and how the hospitality sector has an important part in providing sustainability. The instructors should also display slide 5, explain the circular food system diagram, and provide examples of circular practices in the industry. Slide 6 focuses on key benefits of circular food systems to sustainability, and the instructor can talk about each of them, also giving examples of beneficial practices for the topics.	Listen to presentation, make notes and ask questions as required.	PPT slide 4,5,6	Questions asked to check students' understanding

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The following links will benefit the instructor for these slides. https://ec.europa.eu/commission/presscorner/api/files/attachment/874820/Farm%20to%20fork_EN_2023.pdf https://mywaste.ie/resources-and-campaigns/ https://doi.org/10.3390/su13063453			
10 mins	LO3, LO4	**Display PPT slides 7-10** The instructor should explain the difference between sustainable and unsustainable practices in the sector, focusing on existing workplace issues with sustainability. The following information would benefit the instructor during these slides. https://green-business.ec.europa.eu/news/circ-hotel-pioneering-circular-economy-hotel-industry-2023-10-19_en https://green-business.ec.europa.eu/news/circ-hotel-pioneering-circular-economy-hotel-industry-2023-10-19_en	Listen to presentation, make notes and ask questions as required.	PPT slide 7,8, 9,10,	Questions asked to check students' understanding
10 mins	LO3, LO4	**Display PPT slides 11-12** The instructor should display slides 11 and 12 which shows daily practical examples of how to provide more sustainability regarding resources management, especially food management. https://green-business.ec.europa.eu/document/download/ce64b451-a9fc-4b6a-9c2e-2ace3b1ead1f_en?filename=Good%20practices%20EN.pdf	Listen to presentation, make notes and ask questions as required.	PPT slide 11-12	Questions asked to check students' understanding

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 mins	LO3, LO4	**Display PPT slides 13** Activity: case-study analysis, hotel sustainability The instructor should pass a video for the group about the case-study hotel (Red Carnation Hotel Group). After displaying the video, the instructor should divide the class in small groups, and those small groups should choose one of the hotels and discuss how they are tackling sustainability issues. Important points: ask students to make notes to further discussion with the large group on: important points the hotel is tackling for resource managing, and additional action they must do. https://www.linkedin.com/posts/redcarnationhotels_worldenvironmentday-maketravelmatter-climateaction-activity-7204157530808225792-Oo8H https://redcarnationhotels.com/sustainability	Following slide 13 complete the task, discuss.	PPT slide 13	
10 min	LO3, LO4	Discussion with the large group about actions for sustainability in the hotels.	Each group should ask a representative to talk about the points.	-	Students discussion and participation; points taken on the topic
15 min	LO3, LO4	**Display slide PPT 14, and then Slide PPT 9** The instructor should ask students to refer to slide 9 (Unsustainable work practices), and choose one problem, talking about a solution they would have to tackle it in their own workplace	Students should participate in the discussion	PPT slides 14 and 9	Students discussion and participation
10 min	all	**Display slides 15, 16**	The participants ask any	PPT slide 15,16	500-word reflective report.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Summarise all learning outcomes, ask if anyone has questions, and talk about the assessment	remaining questions.		
Recap / Summary:		In this lesson, it was possible to understand how food systems work and relate them to sustainability in the hospitality sector. It was also possible to recognise sustainable and unsustainable practices in the sector, and how attitudes and behaviour in relation to sustainable hospitality practices will lead for achieving sustainability for the future.			
Link to next session and/or follow up action:		Post-session assessment: students should complete a 500-word reflective piece on their learning outcomes. This piece should have the following points: • What have you learned about sustainable resources management? • Why is it important to implement sustainable practices in your workplace? • What changes could you make in the immediate future to practices in your workplace? • What long-term activity should be undertaken to enable positive change in current unsustainable work practices?			

Lesson Plan

Programme/course: Sustainable Resources Management	**Subject:** Understanding the link between hospitality and agriculture
Link to Scheme of Work/Training Schedule: Session 1 of 3	**Duration:** 2 hours
Learning Level: EQF Level 5	

Learning aim for the lesson:

Overall aim is to understand the link between hospitality and agriculture:

1. Linking previous learnings and work practices to the meaning of Sustainability and the United Nations Sustainable Development Goals (SDGs);
2. Explore farm to fork strategies towards more sustainable food production in hospitality sector (e.g. trends such as 'trimming to trash', 'from field to fork')
3. Reflect on their own values, attitudes and behaviour in relation to food sustainability

Competencies/Learning Outcomes:

1. Linking previous learnings and work practices to the United Nations Sustainable Development Goals (SDGs);
2. Explore farm to fork strategies towards more sustainable food production in hospitality sector (e.g. trends such as 'trimming to trash', 'from field to fork')
3. Reflect on their own values, attitudes and behaviour in relation to food sustainability

Methodology recommendations:

Resources:

- UN Resources relating to SDGs
  - The 2030 Agenda information: https://sdgs.un.org/goals
- FAO Website on SDGs and Agricultural Systems: https://www.fao.org/sustainable-development-goals-helpdesk/overview/agrifood-systems-and-the-2030-agenda/en
- PowerPoint presentation
- Project Drawdown: https://drawdown.org/programs/drawdown-science/food
- Vermeulen S. J. et al. (2012)
- Sustainability in the Hospitality Industry: Principles of sustainable operations *By Willy Legrand, Philip Sloan, Joseph S. Chen* ISBN 9781138915367
- IFOAM – https://www.organicseurope.bio/what-we-do/eu-organic-regulation/

Can be delivered online or in-person; Powerpoint slides with embedded videos, break-out discussions during lecture and assessment as part of discussions and/or quiz.	• EU Parliament on GMO: https://www.europarl.europa.eu/topics/en/article/20151013STO97392/eight-things-you-should-know-about-gmos#:~:text=Are%20GMOs%20allowed%20in%20the,in%20the%20EU%20so%20far. • https://agriculture.ec.europa.eu/farming/organic-farming/organicsglance_en – see FAQs document • Regulation (EU) 2018/848 of the European Parliament and of the Council of 30 May 2018 on organic production and labelling of organic products and repealing Council Regulation (EC) No 834/2007 (OJ L 150, 14.6.2018 p.1) ELI: http://data.europa.eu/eli/reg/2018/848/oj • FairTrade International Website: https://www.fairtrade.net/ • Lang, T (2005) "Origin Unknown", Guardian, 3 August 2005 • Via Campesina Website: https://viacampesina.org/en/europe-ecvc-puts-forth-concrete-suggestions-to-guarantee-fair-prices-to-peasant-farmers/ • Biodynamic Agriculture: https://tabledebates.org/glossary/biodynamic-agriculture • Agroecology Explained: https://tabledebates.org/building-blocks/agroecology • Farm to Fork Strategy: https://food.ec.europa.eu/horizontal-topics/farm-fork-strategy_en **Suggested video resources** These are suggested videos which can be used to reinforce the message to the students. However, be selective as to which are the most appropriate as we would not recommend using more than 2 – 3 videos max in the whole session. • FAO What are agri-food systems: https://www.youtube.com/watch?v=dWapyp6JatM

Core Skills		
Green: X Exploring how understanding where your food comes from, agriculture and the food supply chain can benefit sustainable resource management in the hospitality sector.	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display **PPT slides 1–2.** Greet students and set out the learning outcomes for the lesson.	Students listen to the introduction and ask questions if necessary	PPT slides 1-2	
10 min	LO1	Display slides 3-6	Explain the 3 Pillars of Sustainability and the 3 Sustainable Development Goals (2, 6 and 12) that make links with agriculture, food systems and sustainable management of water, food production and waste and production	PPT slides 3-6	Questions asked and answered
5 mins	LO1	Display slide 7 Optional to Play video and then explain how agriculture fits into a sustainable food system.	Students watch the video if used.	PPT slide 7 (optional) and 8 FAO What are agri-food systems: https://www.youtube.com/watch?v=dWapyp6JatM	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Display slide 8 – what are food systems			
20 mins	LO2	Display slides 9-13 Instructor to use the presentation to introduce a timeline of how agriculture developed historically, leading into an overview of conventional agriculture and how it impacts sustainability under social, economic and environmental pillars.	Students listen to the presentation. Encourage students to think about the question "*Why should hospitality managers bother about agricultural practices and food sourcing*" during the next section and encourage them to put their thoughts into the chat. Participate in a Q&A as slides proceed.	PPT slides 9-13	Questions asked and answered. Discussion points made by the students. All students engaged.
10 minutes		**BREAK**		PPT slide 14	
15 mins	LO2, LO3	Display PPT slides 16-20 Focus on now, What does sustainable agriculture look like, emphasising for hospitality how good food and cooking starts with agriculture and how the food is produced. The food you serve can only	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 15-20	Questions asked and answered. Discussion points made by the students, noting any links to earlier

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		be as good as the agricultural practices used to produce it.			discussion and progress made. All students engaged.
15 mins	LO2, LO3	<u>Breakout Activity 1: Agricultural Practices</u> Breakout rooms either virtually or physically, students divide up into smaller groups (3 to 4 students	The students return to earlier groups and reflect on the question: Why should hospitality managers bother about agricultural practices and food sourcing? Students feedback their thoughts from the small group discussions and then participate in whole group discussion. Participate in whole group discussion after all groups feedback.	Whiteboard or a virtual Padlet PPT slide 21	Participation in small group discussion. Answers arrived at by the groups. Points raised in group discussion.
15 mins	LO2, LO3	Display PPT slides 22-26 Focus on now, Organic certification process, what it means, food labelled organic and other sustainable agriculture approaches, namely biodynamic agriculture and	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 22-26	Questions asked and answered. Discussion points made by the students, noting any links to earlier

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		agroecological agriculture.			discussion and progress made. All students engaged.
20 mins	LO2, LO3	Display slide 27 Breakout Activity 3: Quiz Individually students take Quiz using either Powerpoint or alternative medium. Instructor corrects it after.	Participate filling the quiz	PPT slide 27 Swith to use of link/quiz maker, and instructor should use PPT presentation with answers	Individually students take Quiz using either Powerpoint or alternative medium.
5 min	LO1, LO2, LO3	Display slides 28 Ask if anyone has any questions, introduce the points of the next session	Participate asking questions.	PPT slides 28	Questions asked and answered. Students engaged.
Recap / Summary:		Summarise main issues and revisit learning objectives. Ask the students to provide their own understanding of key issues. Students listen to summary and then provide their own understanding of the key issues.			
Link to next session and/or follow up action:		Next session topics: • Applying the concept of sustainability and how to balance the three pillars in the hospitality sector context i.e. balancing environmental, social and economic to maintain resource availability for future generations. • Linking previous learnings and work practices to the United Nations Sustainable Development Goals (SDGs) in particular SDG2 and SDG12. • From the list of sustainable hospitality practices, recognise critically un-sustainable practices to achieve more sustainable resource management. • Explore case studies to investigate how to build social responsibility with community partnerships.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Reflect on their own values, attitudes and behaviour in relation to food sustainability.			

Lesson Plan

Programme/course: Sustainable Resources Management	**Subject:** Sustainable Practices in Hospitality
Link to Scheme of Work/Training Schedule: 2 of 3	**Duration:** 2 hours
Learning Level: 5	

Learning aim for the lesson:

This lesson will allow students to develop knowledge and understanding of what sustainable food practices are and why they are important in the hospitality sector. The lesson will evaluate why sustainable practices within the sector are necessary in achieving the Sustainable Development Goals with a focus on SDG 2 and SDG 12. With the use of Case Studies learners will have an understanding on how to implement sustainable practices within their workplace.

Competencies/Learning Outcomes: 1. Applying the concept of sustainability and how to balance the three pillars in the hospitality sector context i.e. balancing environmental, social and economic to maintain resource availability for future generations. 2. Linking previous learnings and work practices to the United Nations Sustainable Development Goals (SDGs) in particular SDG2 and SDG12. 3. From the list of sustainable hospitality practices, recognise critically unsustainable practices to achieve more sustainable resource management. 4. Explore case studies to investigate how to build social responsibility with community partnerships.	**Resources:** **Resources:** Powerpoint presentation Flipcart paper and pens (if delivered in the classroom) **Resources:** **Suggested readings and videos:** Ellen MacArthur Foundation Food and the circular economy deep dive https://www.ellenmacarthurfoundation.org/food-and-the-circular-economy-deep-dive Ellen MacArthur Foundation Five Benefits of a circular economy for food https://www.ellenmacarthurfoundation.org/articles/five-benefits-of-a-circular-economy-for-food

5. Reflect on their own values, attitudes and behaviour in relation to food sustainability. **Methodology recommendations:** The student should be able to apply the concept of sustainability. The student should also understand how to develop best practices in business regarding the food and beverage sector (including accommodation and event providers as hotels with food services), identifying sustainable and unsustainable practices. The instructor should develop the session with real-world application of knowledge, and students should be encouraged to participate and share their knowledge about the topics. **Methods examples:** Can be delivered online or in-person; Powerpoint slides with embedded videos, break-out discussions during lecture and individual reflective assessment. Flipped classroom, problem-based learning and active learning are methods examples for this session.	The European Green Deal **https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en** A healthy Food System for People and Planet **https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal/agriculture-and-green-deal_en** Circular Economy Models in Agro-Food Systems: A Review **https://www.mdpi.com/1041858** Understanding circularity in tourism https://akjournals.com/view/journals/204/44/1/article-p65.xml#B25 From Linear to Circular https://circularityforeducators.tudelft.nl/article/from-linear-to-circular/ Tokyu Hotels has unveiled the world's first hydrogen hotel in Japan **https://globetrender.com/2021/06/19/tokyu-hotels-first-hydrogen-hotel-japan/** Exploring Circularity: A Review to Assess the Opportunities and Challenges to Close Loop in Nepali Tourism Industry https://doi.org/10.3126/jota.v3i1.31362 Sustainability in the hospitality industry **https://www.deloitte.com/uk/en/Industries/consumer/blogs/sustainability-in-the-hospitality-industry.html** More plants, better meat, Kings College London **https://thesra.org/news-insights/case-studies/more-plants-better-meat-kings-college-london/** CIRC-HOTEL: Pioneering Circular Economy in the Hotel Industry https://green-business.ec.europa.eu/news/circ-hotel-pioneering-circular-economy-hotel-industry-2023-10-19_en The six most sustainable restaurants in the world

	https://www.ktchnrebel.com/most-sustainable-restaurants-worldwide/ The evolution of culinary and hospitality education offerings to include sustainability job opportunities. EHL Hospitality college as an example https://hospitalityinsights.ehl.edu/sustainability-in-the-hospitality-industry-careers https://hospitalityinsights.ehl.edu/sustainable-restaurant-bistronomy

Core Skills		
Green: **X**	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO 01,02	**Display PPT slide 1-3** Welcome. Outline the objectives, tasks, and timing of the training. Recap previous lessons.	Students should engage in the discussion, remembering the previous session	PPT slide 1,2,3	Participation in the discussion
10 mins	LO 01,02	**Display PPT slide 4** Focus on the SDG goals especially SDG 2 and SDG 12 and how these are linked with hotels, accommodation and event providers.	Learners are asked to keep these in mind when going through the lesson and how these specific goals are applicable to sustainable hotels, accommodatio	PPT slide 4	Participation in the discussion

			n and event providers in the tourism industry.		
10 mins	LO 01, LO 03	**Display PPT slides 5-6** Tourism and sustainable tourism is introduced in slide 5 outlining the need for connecting circular tourism with sustainable resource management. The instructor should explain the difference between sustainable and unsustainable practices in the sector, focusing on existing workplace issues with sustainability (slide 6). The following information would benefit the instructor during these slides. https://akjournals.com/view/journals/204/44/1/article-p65.xml#B25 https://doi.org/10.3126/jota.v3i1.31362 https://green-business.ec.europa.eu/news/circ-hotel-pioneering-circular-economy-hotel-industry-2023-10-19_en https://ec.europa.eu/commission/presscorner/api/files/attachment/874820/Farm%20to%20fork_EN_2023.pdf https://mywaste.ie/resources-and-campaigns/ https://doi.org/10.3390/su13063453	Listen to presentation, make notes and ask questions as required.	PPT slide 5,6	Questions asked to check students' understanding
5 mins	LO 01, LO 03, LO 05	**Display PPT slides 7** The instructor should display slide 7 and discuss why we are looking at sustainability in the tourism industry focusing on hotels and accommodation and event providers.	Listen to presentation, make notes and ask	PPT slide 7	Questions asked to check students'

			questions as required.		understanding
15 mins	LO 01, LO 03, LO 05	**Display PPT slide 8** The instructor should explain how hotels can manage sustainability, implementing sustainable resource management practices in different aspects (restaurants, bars, accommodation, events). The instructor should display slides 8. Hotel management for sustainability is discussed including integration and certification. The pre reading report is displayed on page 4 and 5.	Pre-reading requirement. The learners are asked to discuss the findings they found most interesting from the blog. This can include facts and figures, and information regarding managing for sustainability.	PPT slide 8	Learner discussion and participation; points taken on the topic.
10 mins	LO 01, LO 03, LO 05	**Display PPT slides 9** The instructor displays slide 9. This slide continues with examples in hotels. Participants are asked to give further examples from their personal experience in the workplace. This document provides further examples in hotels https://green-business.ec.europa.eu/document/download/ce64b451-a9fc-4b6a-9c2e-2ace3b1ead1f_en?filename=Good%20practices%20EN.pdf	Learners are asked to reflect on the information provided and give further examples from their personal experience in the workplace.	PPT slide 9	Discussion and questions asked to check students' understanding
10 mins		The instructor should allow for a 10 min break before moving onto slide 10			

10 min	LO 01, LO 02, LO 03, LO 05	**Display PPT slides 10 and 11** The instructor should display slides 10 and 11. Sustainability for event management is introduced. Here the main points on why events should be managed sustainably should be discussed. Further detail and resources can be found here and discussed during the lesson swapcard	Listen to presentation, make notes and ask questions as required.	PPT slide 10 and 11	Students' discussion and participation
5 min	LO 01, LO 03, LO 05	**Display slide PPT 12** The instructor should display slide 12. Sustainable practices within accommodation are discussed. This is a useful example of a hotel implementing sustainable practices, especially in accommodation. https://www.fallshotel.ie/eco-policies.html	Listen to presentation, make notes and ask questions as required.	PPT slides 12	Students discussion and participation
20 mins	LO All	**Display slide PPT 13** Activity: case-study analysis, hotel sustainability The instructor should play a video for the group about the case-study hotel (Hotel Doolin Green Leader). After displaying the video, the instructor should divide the class in small groups, Ask each group to search Hotel Doolin , learners will see examples of sustainable initiatives in place in. Ask the learners to discuss within their group the initiatives that could be introduced into their own workplace. Ask one person from each group to share the suggestions from their group. 20 minutes for activity. Important points: ask students to make notes to further discussion with the large group on: important points the hotel is tackling for resource managing, and additional action they must do.	Listen to the video, engage in discussion within their group, make notes.	PPT slide 13	Learner discussion and participation; points taken on the topic.
15 min	LO all	**Display slides 14** Display slides 14 and have a discussion within the group. Troubleshoot any barriers there may be and provide solutions. This is an opportunity to share ideas and discuss what the learners can now see as to solutions to unsustainable practices within their workplace.	Engage in discussion, idea generation and problem solving.	PPT slide 14	Learner discussion and participation; points taken on the topic.

5 mins	LO all	**Display slides 15-16** Summarise all learning outcomes, ask if anyone has questions. Instructor should introduce the next session points.	The participants ask any remaining questions.	PPT slide 15	
Recap / Summary:		This lesson focused on applying the concept of sustainability, linking previous learnings with the list of sustainable and unsustainable hospitality practices. It aimed in exploring case studies in hospitality to investigate how to build social responsibility with community partnerships, reflecting on their own values, attitudes and behaviour in relation to food sustainability			
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Sustainable Resources Management	**Subject:** Farm to Fork Strategies Towards Sustainable Food Practices in the Hospitality Sector
Link to Scheme of Work/Training Schedule: Session 3 of 3	**Duration:** 2 hours
Learning Level: EQF Level 5	

Learning aim for the lesson:

This lesson will allow students to develop knowledge and understanding of what sustainable food system are and why they are important in the hospitality sector. The lesson will evaluate why sustainable food sourcing and production is important if operating a restaurant or a bar using the three pillars: environmental, economic and social as guideline along with SDG2, SDG6 and SDG12. It will define the concept of farm to fork and connect strategies that can be implemented for sustainable practices in restaurants and bars. In conclusion, the students will review and reflect on why sustainable food strategies are important and how to incorporate the strategies for restaurants and bars evaluating opportunities, challenges and solutions

Competencies/Learning Outcomes:

- To define and understand the meaning of food sustainability regarding the hospitality sector: restaurants and bars.
- To revise and incorporate SDG2, SDG6 and SDG12 to green standards of practice (SOPs) in the hospitality sector
- To understand the farm to fork strategy and other practices that can be implemented in restaurants and bars
- Review and reflect on how to incorporate food sustainability strategies for restaurants and bars evaluating the opportunities and challenges.

Resources:

- Brundtland Report: https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf
- Concrete Technology and Sustainably Development from Past to Future. 10.26392/SSM.2019.02.01.001. In: https://www.researchgate.net/figure/Fig-1-Significant-three-pillars-of-sustainability-8_fig1_332848682
- University of Colorado. Sustainability and Animal Agriculture. https://agnext.colostate.edu/2021/08/05/sustainability-and-animal-agriculture/

Methodology recommendations:

The student will develop an understanding and knowledge on sustainable practices that can be used in the hospitality sector, specifically restaurants and bars. The lesson will revise and incorporate three SDGs: SDG2: zero hunger, SDG6: clean water and sanitation and SDG12: responsible consumption and production and incorporate green SOPs for the hospitality sector, specifically restaurants and bars. Students will reflect on the different strategies presented and the opportunities and challenges for current and future business application.

Methods examples:

PowerPoint slides with embedded videos, break-out discussions during lectures and individual reflective assessment. Flipped classroom, problem-based learning and active learning are methods examples for this session.

- The Environmental Pillar: UN Link: https://sdgs.un.org/goals
- The Social Pillar: https://sdgs.un.org/goals/goal1
- The Economic Pillar: https://sdgs.un.org/goals/goal8

- PowerPoint presentation
- Reflection

Other References:

- **European Commission: Farm to Fork Strategy**

https://food.ec.europa.eu/horizontal-topics/farm-fork-strategy_en

- **United Nations (UN) Sustainable Development Goals (SDGs)**:

UN Sustainable Development Goals

- United Nations (UN) Sustainable Development Goal (SDG) 12: Ensuring Sustainable Consumption and Production Patterns: https://sdgs.un.org/goals/goal12

- **The European Environment Agency (EEA)**:

EEA Sustainability

This website provides environmental data related to sustainability across Europe, emphasizing the importance of balancing the three pillars.

- **OECD – Organisation for Economic Co-operation and Development:**

https://www.oecd.org/en/topics/policy-issues/sustainable-development-goals-sdgs.html

The website focuses on policies and frameworks for economic and social sustainability, with reports and data on how countries can understand and develop sustainably.

	• **Slow Food:** https://www.slowfood.com/ The Slow Food movement is a global initiative that promotes traditional, sustainable, and local food cultures as an alternative to the fast or processed food lifestyles. • **EU Commission, what is Food 2030? Circularity and resource efficiency:** https://research-and-innovation.ec.europa.eu/research-area/environment/bioeconomy/food-systems/food-2030_en • **Case Study: Blue Hill and Stone Barns: NY, USA.** **Website:** https://www.bluehillfarm.com/ **Mission Statement:** https://stonebarnscenter.org/mission/ • **Case Study: The Midnight Apothecary (London, UK)** **Website**: https://www.themidnightapothecary.co.uk/ **Suggested video resources:** **What is Sustainable Development?" by the United Nation**: What is Sustainable Development? **Duration**: 2 minutes • **Summary**: A quick video from the United Nations that explains the basics of sustainable development and the three pillars: environmental, economic and social. **Sustainable Development Goals (SDGs) Explained" by the United Nations:** SDGs Explained • **Duration**: 3 minutes • **Summary**: An introduction to the United Nations' Sustainable Development Goals, illustrating how they relate to sustainability across environmental, economic and social aspects.

	Sustainable Practices in Hospitality: https://youtu.be/VW0BFeHOxjI?si=MLvyp3HqSn9mJFVF **Duration:** 2 minutes • **Summary:** Brief overview of three pillars applied in in sustainable management development for the hospitality sector **European Commission: Farm to Fork Video:** • **Summary**: short video from the European Commission refers to the food production and supply chain concept that emphasizes the journey of food from its origin on the farm to its consumption on the table (fork). https://audiovisual.ec.europa.eu/en/video/I-196217?lg=EN • **Slow Food Farms Video**: https://youtu.be/jwNeZWCqDZA **Summary:** Slow Food farms are farms that work with the principles of the Slow Food movement, focusing on sustainable, ethical, and traditional farming practices. The farms aim to produce food that is good for the environment, local economies, and animal welfare. • **WRAP (Waste and Resources Action Programme):** WRAP offers food waste audit templates and guides, including tools that help businesses understand where waste occurs and how to make reductions. Free Template and Resources: https://www.wrap.ngo/resources/tool/food-loss-and-waste-data-capture-sheet

Core Skills		
Green: **X**	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display **PPT slides 1–2.** Welcome students and set out the learning objectives of the lesson.	Students listen and reflect on the previous two lessons on sustainable resource management.	PPT slides 1-2	Personal reflection and brief discussion
5 mins	LO1	**Display PPT Slide 3** The instructor will have a quick revision of the previous two lessons, identifying their understand of the concept of sustainability, linking the UN Sustainable goals and list sustainable and unsustainable practices.	Students listen and can ask questions regarding what the lessons outcomes will achieve and how.	PPT slide 3	Student engagement and questions asked and answered.
5 min	LO1	**Display PPT Slide 4** In Slide 4 the instructor should discuss the definition of sustainability, using the Brundtland report as a reference.	Instructor can ask students what they think sustainability means and discuss. Students can then listen and engage in question(s) and feedback	PPT Slide 4 Whiteboard, flipchart	Student engagement, questions and discussion
15 min	LO1 -LO2	**Display PPT Slide 5** Activity: session breakout Students should be divided in small groups/breakout sessions	Students feedback their thoughts from the small group discussions and then participate in whole group discussion.	PPT slides 5 Whiteboard, flipchart or a virtual Padlet	Participation in small group discussion. Answers arrived at by the groups.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		and instructor should use slide 6 to explain the activity. Each group will draft a working definition of what they think Farm to Fork means regarding the hospitality sector, aligning with SDGs discussed in lesson 1 and 2. Groups can use online resources to support definitions and findings			Points raised in group discussion. Groups asked to evaluate and present their findings.
20 min	LO1- LO2	**Display PPT slide 5** Ask the groups to report back on their definitions and present and discuss with the class. Once presentations are completed, the class will amalgamate all the information from their insights to write a definition of Farm to Fork for the hospitality sector.	Participate in whole group discussion after all group present definitions and then work to amalgamate the definition	Whiteboard or flipchart to take down main points.	Points raised in group discussion. Groups asked to evaluate their findings and discuss.
5 min		**Break**			
15 mins	LO1 -LO3	Display **PPT slides 6-11** **Focus on**: What the farm to fork initiative is and how the four strategies for restaurants and bars that can help reduce carbon footprint or food miles, food waste, promote local economies, adapt seasonal produce for menus and remodel sustainable	Students listen to presentation Participate in a Q&A as slides proceed.	**PPT slides 8-13** Use videos on Sustainable Practices in Hospitality Sector, European Commission Farm to Fork Video or Slow Food Farms Video (all optional)	Questions asked and answered. Discussion points made by the students, noting any links to earlier discussion and progress made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		practices for long-term business and development.		Use SDG 12 when discussing Trimming to trash as resource (optional)	All students engaged.
15 mins	LO1 -LO3	**Activity: Slide 12** The instructor will ask the students to return to their group and devise practical strategies to reduce food waste in either a Michelin stat restaurant, a bistro, a café or a bar, which the instructor will assign. The groups must brainstorm and incorporate practices that address all three pillars of sustainability considering the following aspects: • Menu design • Healthy food options • Inventory management and sourcing • Education: staff training • Customer engagement and transparency • Developing partnerships with local farmers and producers who practice sustainable agriculture	The students return to earlier groups and develop strategies regarding food waste and creating an action plan based on the type of food business they are assigned Students record and present findings on the different aspects presented, linking and discussing areas that are opportunities and challenges. Participate in whole group discussion after all group present and provide feedback.	Whiteboard, flipchart or a virtual Padlet PPT slide 12	Participation in small group discussion. Action plans arrived at by the groups. Work presented and discussed by group.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The students must present their action plans and provide rationale			
10 min	LO1-LO3	**Slide PPT 13 -15** Ask groups to reflect about questions and action plans on food waste for their assigned business above presenting challenges and solutions. Use slide to present and discuss key area for consideration.		Whiteboard or flip chart to take down main points. Use the resource listed in the next 2 slides on how restaurants and bars can adapt the farm to fork strategies, use links to discuss further	Points raised in group discussion.
5 min	LO1-LO3	**PPT Slide 16** Present some of the challenges and solutions that hospitality business face trying to incorporate farm to fork strategies	Students listen to final summary of lesson and Q & A (if needed)	Whiteboard or flipchart.	All points raised in the lesson
5min	LO1-LO3	**PPT Slide 17** Outline the key steps/strategies that restaurants and bars can use to get started	Students listen to final summary of lesson and Q & A (if needed)	Whiteboard or flipchart	
5min	LO1 -LO3	**PPT Slide 18** Conclude the session highlighting the learning objectives and rationale for the farm to fork strategies.	Students listen to final summary of lesson and Q & A (if needed)	Whiteboard or flipchart	All points raised in the lesson

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10min	LO1-LO3	**PPT Slide 19-20** **Present the written proposal: Green Plan: Developing Sustainable Resource Practices for the Future of the Hospitality Sector** Please see assessment sheet criteria for more information		All resources that have been provided over the 3 lessons	Assessment aim, objectives and criteria available separately
Recap / Summary:		Summarise main issues and revisit learning objectives. Ask the students to provide their own understanding of key issues. Students listen to summary and then provide their own understanding of the key issues.			
Link to next session and/or follow up action:		The instructor should explain the final assessment (written proposal), also in the attached assessment document.			

Lesson Plan

Programme/course: Sustainable Resources Management	Subject: Understanding the concept of systems thinking in the context of sustainable resources management in the hospitality industry
Link to Scheme of Work/Training Schedule: Session 1 of 3	Duration: 3 hours
Learning Level: EQF Level 7	

Learning aim for the lesson:

Overall aim is to understand the link between hospitality and agriculture:

- Apply systems thinking and analyse the complex interaction between the three pillars of sustainability: economic, environmental, and social in the hospitality sector to maintain resource availability for future generations;
- Linking previous learnings and work practices to the United Nations Sustainable Development Goals (SDGs) in particular SDG2, SDG7, SDG6 and SDG12;
- Reflect on their own values, attitudes and behaviour in relation to food sustainability

Competencies/Learning Outcomes:	Resources:
• Understand the concept of systems thinking; • Identify the key components and actors in sustainable resource management; • Apply systems thinking in the application of sustainable solutions to resource management in the hospitality sector; • Linking these practices with Sustainable Development Goals (SDGs) in particular SDG2, SDG7, SDG6 and SDG12; • Ability to reflect on own values, attitudes and behaviour in relation to sustainable resource management	• PowerPoint presentation • Meadows, D. (2008) Thinking in Sytems: A Primer. Edited by Diana Wright, Sustainability Institute, Chelsea Green Publishing White River Junction, Vermont. • Meadows, D (1997) A Philosophical Look at System Dynamics Lecture from Dartmouth College (YouTube Video) • Systems thinking - This collection of key insights and tools explores how to develop and advance a systems mindset for dealing with complex problem-solving and transitioning to the circular economy.

Methodology recommendations: Can be delivered online or in-person; PowerPoint slides with embedded videos, break-out discussions during lecture and assessment as part of discussions and/or quiz.	• UN Resources relating to SDGs & The 2030 Agenda information: https://sdgs.un.org/goals • Sustainability in the Hospitality Industry: Principles of sustainable operations *By Willy Legrand, Philip Sloan, Joseph S. Chen* ISBN 9781138915367 **Case Studies:** • https://www.tourismni.com/business-guidance/business-support/saving-energy-and-reducing-waste/ • https://www.bluecity.nl/en/zakelijke-programma-s/het-nieuwe-nassen **Suggested video resources** These are suggested videos which can be used to reinforce the message to the students. However, be selective as to which are the most appropriate as we would not recommend using more than 2 – 3 videos max in the whole session. https://www.youtube.com/watch?v=-X-HmNsciNw

Core Skills		
Green: X Exploring how to apply systems thinking to sustainable resource management in the hospitality sector.	Digital:	Social:

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins		Display PPT slides 1–2		PPT slides 1-2	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Greet students and set out the learning outcomes for the lesson.	Students listen to the introduction and ask questions if necessary		
10 mins	LO1	Display PPT slides 3-4 Icebreaker	Ask the question: What comes to mind when you think of a system in the hospitality industry Set up a poll here to generate results for discussion: https://www.mentimeter.com/ OR https://answergarden.ch/	PPT slides 3-4	Questions asked and answered. Students share examples from their own experience, some of which might include supply chains, energy systems, waste management systems etc.
10 mins	LO1	Display slides 5-8	Students listen to the presentation. Ask questions if necessary	PPT Slides 5-8	
20 mins	LO1	Display slide 9 and introduce discussion questions. Go back to Slide 8 and pause on this slide.	Students review the image of a food waste system. Encourage students to think about the questions:	PPT slide 9	Questions asked and answered. Discussion points made by the students.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
			1. What issues represented on the map are most important to you? Why? 2. What is missing from the map that might be important? Why? 3. Who do you think has the most power to influence the food we eat? Why? 4. Who are some of the people affected by the food choices you make? Who benefits the most from your food choices? 5. How can communities exercise more control over the food they eat? 6. If you were invited to design a healthier, more sustainable food system, where would you focus your attention? Why? 7. After studying the Food System Map, what new insights do you have? How will these insights affect your personal actions?		All students engaged.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
			Participate in a Q&A during this discussion as a whole group.		
15 mins	LO1, LO2	Following discussion about Slide 9. Display PPT slides 9-11 Summarise what a sustainable food system looks like. Mention that hospitality also has other sub-systems for energy, water etc.	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 9-11	Questions asked and answered. Discussion points made by the students, noting any links to earlier discussion and progress made. All students engaged.
15 mins	LO2, LO3	<u>Breakout Activity: Each group identifies with a stakeholder in a hospitality food system.</u> Breakout rooms either virtually or physically, students divide up into smaller groups (3 to 4 students)	The students form groups with a minimum of three in each, and reflect on the question: How to create a sustainable food system in Hospitality? How does each stakeholder have an influence? Students feedback their thoughts from the small group discussions and then participate in whole group discussion. 10 minutes in groups and then 5 minutes to report back in whole group.	Whiteboard or a virtual Padlet PPT slide 12-13	Participation in small group discussion. Answers arrived at by the groups. Points raised in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
			Participate in whole group discussion after groups feedback.		
15 mins	BREAK (PPT Slide 14 Displayed)				
30 mins	LO2, LO3	Display PPT slides 15-19 Ask students if they have heard about SDGs before. Outline what the SDGs are, and explain how they apply to all (governments, companies, individuals). Focus on how can apply to hospitality and integrate with strategy and KPIs around sustainable resource management. Focus on SDG2, 6, 8, and/or 12 in more detail and dig a little deeper to look at targets that might apply to hospitality. Finish on Slide 19 to emphasise that will try to map the SDGs in the next section to	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 15-18 Finish and pause by displaying Slide 19	Questions asked and answered. Discussion points made by the students, noting any links to earlier discussion and progress made. All students engaged.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		activities in hospitality resource management.			
30 mins	LO1, LO2, LO3	Display PPT slides 20-25 Discuss how Sustainable Resource Management (SRM) in hospitality refers to the efficient and responsible use of resources, under five areas (i) energy, (ii) water,(iii) food & beverage, (iv) waste and (v) other materials. Process through the five areas, one slide for each area outlining the overall aim under each resource followed by examples of how to achieve sustainable management of the resource.	Students listen to presentation Participate in a Q&A as slides proceed. The slides are transitioned to allow for students to contribute with prompts from the tutor.	PPT slide 20-25	Questions asked and answered. Discussion points made by the students, noting any links to earlier discussion and progress made. All students engaged.
15 mins	LO1, LO2, LO3	Display Slide 26 Case Study Discussion	Students watch at least one video for circa 2 minutes and this followed by discussion.	PPT slide 26 with link Use one video from Tourism NI, to start activity. https://www.youtube.com/@tourismni	Questions asked and answered. Discussion points made by the students, noting any links to

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
					earlier discussion and progress made. All students engaged.
10 min	LO1, LO2, LO3	Display slides 27 Finish section by linking how sustainable resource management is achieved by reference to the three pillars.	Participate asking questions.	PPT slide 27	Questions asked and answered. Students engaged.
Recap / Summary (5 Mins)	Summarise main issues and revisit learning objectives. Ask the students to provide their own understanding of key issues. Students listen to summary and then provide their own understanding of the key issues.				
Link to next session and/or follow up action:	Next session topics: · Revise the definition of sustainability and its relevance in the hospitality sector · To evaluate the importance of adapting sustainable policies and practices for short and long-term business success and compliance · Understand the key Sustainable Development Goals (SDG2, SDG7, SDG6 and SDG12) that have a direct impact on the hospitality sector · To understand and define change management strategies discuss effective protocols and procedures for sustainable initiatives · Evaluate and reflect how change management initiatives can be applied successfully in the hospitality sector				

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment

Lesson Plan

Programme/course: Sustainable Resources Management	**Subject:** Sustainable Resource Management: Change Management and Awareness for Sustainable Development Policies and Procedures
Link to Scheme of Work/Training Schedule: Session 2 of 3	**Duration:** 3 hours
Learning Level: EQF Level 7	

Learning aim for the lesson:

This lesson will allow students to develop knowledge and competencies of what sustainable change management and awareness is in the hospitality sector and how to develop policies and procedure for future short- and long-term sustainable development goals.

Students will become familiar with the interplay between resource management, change management, and policies and development. They will be able to identify and critically assess sustainable policies and suggest ideas and innovative adaptions. They will develop knowledge on change management and be able to demonstrate the ability to design and implement awareness campaigns or change strategies for sustainability in the workplace, using collaborative problem-solving and strategic communication skills.

This lesson will align structured balances for theoretical learning, interactive debates and discussions for practical applications in real world settings.

Competencies/Learning Outcomes:

- Revise the definition of sustainability and its relevance in the hospitality sector
- Understand the key Sustainable Development Goals (SDG2, SDG7, SDG6 and SDG12) that have a direct impact on the hospitality sector
- To evaluate the importance of adapting sustainable policies and practices for short and long-term business success and compliance

Resources:

- Brundtland Report: https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf
- The Environmental Pillar: UN Link: https://sdgs.un.org/goals
- The Social Pillar: https://sdgs.un.org/goals/goal1
- The Economic Pillar: https://sdgs.un.org/goals/goal8

- To understand and define change management strategies discuss effective protocols and procedures for sustainable initiatives
- Evaluate and reflect how change management initiatives can be applied successfully in the hospitality sector

Methodology recommendations:

The student will develop an understanding and knowledge on sustainable management resources and awareness for the development of future policies and procedures that can be used in the hospitality sector. The lesson will revise and give an overview on the UNs sustainable development goals with focus on SDG2, SDG6 and SDG12. The lesson will then identify change management, and the challenges involved, and tools needed to create awareness with management and staff that will build capacity for employee buy in and long-term application and success.

Methods examples:

PowerPoint slides with embedded videos, break-out discussions during lectures and class discussions, debates and reflections. Flipped classroom, critical problem-based and active learning are methods examples for this session.

- UN SDG Development Goals: http://sdgs.un.org/goals
- SDG2: Zero Hunger: https://sdgs.un.org/goals/goal2
- SDG6: Clean Water and Sanitation: https://sdgs.un.org/goals/goal6
- SDG7: Affordable and Clean Energy: https://sdgs.un.org/goals/goal7
- SDG12: Responsible Consumption and Production: https://sdgs.un.org/goals/goal12
- UNs Integrated Water Resource Management Portal (IWRM): http://www.iwrmdataportal.unepdhi.org
- **Books:** Kotter, J.P. (1996) *Leading Change*. Harvard Business Review Press
- **Books**: Burns, B. (2004). *Managing Change. A Strategic Approach to Organizational Dynamics*. Peason International.
- **Books:** Bowell, T., & Kemp, G. (2015). *Critical Thinking: A Concise Guide*. Routledge
- Debate Outline and Format
- Class Discussion
- PowerPoint presentation
- Reflection

Other References:

- **United Nations (UN) Sustainable Development Goals (SDGs)**: UN Sustainable Development Goals
- United Nations (UN) Sustainable Development Goal (SDG) 12: Ensuring Sustainable Consumption and Production Patterns: https://sdgs.un.org/goals/goal12
- **The European Environment Agency (EEA**):
- EEA Sustainability
- This website provides environmental data related to sustainability across Europe, emphasizing the importance of balancing the three pillars.

- **OECD – Organisation for Economic Co-operation and Development:**

	• **https://www.oecd.org/en/topics/policy-issues/sustainable-development-goals-sdgs.html**
	• The website focuses on policies and frameworks for economic and social sustainability, with reports and data on how countries can understand and develop sustainably.
	• **EU Commission, what is Food 2030? Circularity and resource efficiency:** https://research-and-innovation.ec.europa.eu/research-area/environment/bioeconomy/food-systems/food-2030_en
	• **Case Studies:** Hilton Global Foundation Unveils Record $5.3 Million Commitment Towards Organizations Championing People and Planet: https://stories.hilton.com/releases/hilton-global-foundation-unveils-record-5-3-million-commitment-towards-organizations-championing-people-and-planet
	• Hilton's initiatives, such as energy-efficient infrastructure and community water projects, align with SDG 6 (Clean Water and Sanitation), SDG 12 (Responsible Consumption and Production), and others: Travel With Purpose | Hilton ESG
	  o Travel With Purpose
	• **Case Studies: Wastewater Management Programmes:** Indian Hotels Company Limited (IHCL): https://www.ihcltata.com/responsibility/paathya/
	• **Case Studies: Hawksmoor:** Sustainability at UK-based Hawksmoor: https://thehawksmoor.com/sustainability-at-hawksmoor/
	• **Plan-Do-Check-Act (PDCA) Approach**: Hotels often use the framework for developing and refining Sustainability Management Systems (SMS). The approach includes planning sustainability policies, implementing practices, checking performance against benchmarks, and adjusting achieve goals
	  o Link: GSTC
	• **Hotel Carbon Measurement Initiative (HCMI)**: Developed by the Sustainable Hospitality Alliance, HCMI provides a standardized methodology for calculating and tracking carbon emissions in hotels. It is widely used to benchmark performance, inform decision-making, and align with sustainability commitments like the Glasgow Declaration.
	  o World Sustainable Hospitality Alliance

	Greenview Portal: A platform recognized by the Global Sustainable Tourism Council (GSTC), it offers tools for ongoing tracking of energy, water, waste, and greenhouse gas emissions. It integrates sustainability metrics into operational procedures and supports real-time monitoring and benchmarking o Link: GST **Case Study SDG7: Hilton International Environmental Impact:** https://esg.hilton.com/environment/ **Travel with Purpose Report: Hilton** (2023) https://esg.hilton.com/wp-content/uploads/sites/4/2024/05/2023-Travel-with-Purpose-Report-ADA-final.pdf **Building and operating green hotels:** https://esg.hilton.com/wp-content/uploads/sites/4/2024/05/Green-Hotels-Infographic.pdf **Suggested video resources:** **What is Sustainable Development?" by the United Nation**: What is Sustainable Development? **Duration**: 2 minutes ● **Summary**: A quick video from the United Nations that explains the basics of sustainable development and the three pillars: environmental, economic and social. **Sustainable Development Goals (SDGs) Explained" by the United Nations:** SDGs Explained ● **Duration**: 3 minutes ● **Summary**: An introduction to the United Nations' Sustainable Development Goals, illustrating how they relate to sustainability across environmental, economic and social aspects.

	Sustainable Practices in Hospitality: https://youtu.be/VW0BFeHOxjI?si=MLvyp3HqSn9mJFVF **Duration:** 2 minutes ● **Summary:** Brief overview of three pillars applied in in sustainable management development for the hospitality sector **Leading Change by John P. Kotter. 8-step Change Model: Animated Summary:** https://youtu.be/xMhfhuB2SME?si=iX9OLNEVl094ug4C **Duration**: 5:35min **Summary:** this video will give an overview of John Kotter 8 step model for change **WRAP (Waste and Resources Action Programme):** WRAP offers food waste audit templates and guides, including tools that help businesses understand where waste occurs and how to make reductions. Free Template and Resources: https://www.wrap.ngo/resources/tool/food-loss-and-waste-data-capture-sheet

Core Skills		
Green: **X**	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display **PPT slides 1–2.** Welcome students and have a quick revision of the previous two lessons.	Students listen and reflect on the previous two lessons on sustainable resource management.	PPT slides 1-2	Personal reflection and brief discussion

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	**Display PPT Slide 3** The instructor will set out the learning objectives for lesson three and revising some of the material from lesson 1 of the programme.	Students listen and can ask questions regarding what the lessons outcomes will achieve and how.	PPT slide 3	Student engagement and questions asked and answered.
5 min	LO1	**Display PPT Slide 4** In Slide 4 the instructor should give a brief overview of the 17 UN Sustainable Development Goals (SDGs) using link as a resource and highlighting the three pillars of sustainability: environmental, economic and social.	Students can then listen and engage in question(s) and feedback	PPT Slide 4 Whiteboard, flipchart UN videos and resources	Student engagement, questions and discussion
5 mins	LO1	**Display PPT slides 5** Instructor introduces and presents an overview of why the sustainable development goals are important for people, planet and partnerships.	Students listen to the presentation and watch the video listed in resources (optional).	PPT slides 5 UN video and resources	Questions asked and answered. All students engaged.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO 1 -LO2	**Display PPT Slide 6** Activity: session breakout Students should be divided in small groups/breakout sessions and instructor should use slide 6 to explain the activity. Each group will be asked what SDGs they think are important in the hospitality sector and why? Groups are encouraged to research online to provide references for their answers. Groups are also encouraged if currently working in the hospitality sector to critically think and align their findings with real-life examples.	Students feedback their thoughts from the small group discussions and then participate in whole group discussion.	PPT slides 6 Whiteboard, flipchart or a virtual Padlet	Participation in small group discussion. Answers arrived at by the groups. Points raised in group discussion. Groups asked to critically evaluate and present their findings.
10min	LO1 -LO2	**Display PPT slide 7** Ask the groups to report back on their discussion. Follow on to ask the students/groups to give rationale for their findings	Participate in whole group discussion after all group feedback.	Whiteboard or flipchart to take down main points.	Points raised in group discussion. Groups asked to evaluate their findings and discuss.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		and their importance in the hospitality sector.			
5min		**PPT slide 8 Break**			
15 mins	LO1-LO2	Display **PPT slides 9-12** **Focus on**: What the key SDGs for this lesson are: SDG2 zero hunger, SDG6 clean water and sanitation and SDG12 responsible consumption and production. Highlight in each of the slides the importance of sustainable policies and procedures in the hospitality sector and adaption considerations for managers and employees.	Students listen to presentation Participate in a Q&A as slides proceed.	**PPT slides 9-12** Use videos on Sustainable Practices in Hospitality Sector, European Commission and UN links for SDG2, SDG6 and SDG12 (all optional)	Questions asked and answered. Discussion points made by the students, noting any links to earlier discussion and progress made. All students engaged.
5 mins	LO1 -LO3	**PPT slide 13** The instructor will present to the group challenges that hospitality businesses face when trying to incorporate sustainable practices and procedures	Students listen to presentation Participate in a Q&A as slides proceed.	PPT 13 Whiteboard, flipchart or a virtual Padlet	Participation in small group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1-LO4	**Slide PPT 14** The instructor will define what change management is using Kotter's (1996) definition. The slide will illustrate the overall aim of change management, which is to facilitate smooth transitions, minimize resistance, use, use clear communication and ensure that the benefits are measurable over time.	Students engage and listen to the presentation	**Books for additional reading and references:** **Books:** Kotter, J.P. (1996) *Leading Change*. Harvard Business Review Press **Books**: Burns, B. (2004). *Managing Change. A Strategic Approach to Organizational Dynamics*. Peason International. Other resource can be used for change management at the instructor's discretion.	Student engagement, questions and discussion. Have they used change management in work before? Open discussion idea
10 min	LO1-LO4	**PPT Slide 14 -15.** The instructor will now narrow down why change management is important for achieving sustainable development goals (short and long-term). What are the some of the benefits and where can management expect there to be hurdles or resistance. The use of Kotter's (1996) Change	Students listen to and engage with final summary of PPT 14-15.	Whiteboard or flipchart. **Leading Change by John P. Kotter. 8-step Change Model: Animated Summary:** https://youtu.be/xMhfhuB2SME?si=iX9OLNEVl094ug4C **Duration**: 5:35min **Summary:** this video will give an overview of John Kotter 8 step model for change	All points raised in the lesson

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Management Model is an effective tool of the processes that management need to consider when implementing change in an organisation.			
10min	LO1-LO4	**PPT Slide 16 -18** The instructor will list some of the key aspects for creating awareness with management and staff. Clear, effective communication must be a multidisciplinary approach for measured success. Clean communication must align with education and training, think about who your audience is and what they need to know for short and long-term success.	Students listen to presentation Participate in a Q&A as slides proceed.	Whiteboard or flipchart	Student engagement and questions
20min	LO1-LO5	**PPT Slide 19-20** **Group** **Debate**: Developing a Culture of Sustainability in the Hospitality Sector is a Significant Challenge, but one that can be Overcome with the Right Strategies	The lecturer will divide the team into two equal groups (1 x affirmative and 1 x opposition.) Once the groups are allocated, the instructor will use slide 18 to outline area(s) for consideration. The	**Resource: Critical Thinking: A Concise Guide"** by Tracy Bowell & Gary Kemp This book provides a thorough introduction to argumentation theory and critical thinking skills, helping students build logical arguments and critique the opposition's claims. Hard copies of debate considerations can be printed out for instructor to use and record finding. Whiteboard or flipchart	Students are encouraged to work as a team, allocate positions in the groups and research supporting evidence for the debate

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Format: divide the class into two teams: **affirmative team** (supporting the statement) and **opposition team** (against the statement). Each team will be given preparation time to research and structure their argument under the following criteria and steps: 1. **Opening statements** (2.5 minutes per team) (5 total) 2. **Main Arguments** (5 minutes per team) (10 total) 3. **Rebuttal and Counterarguments** (5 minutes per team) (10 total) 4. **Closing Statements** (2.5 minutes per team) (5 total) The lecturer will assess the arguments for clarity, evidence and overall persuasiveness.	instructor will be clear in the time for preparing for the debate and then the criteria in which they will provide feedback.		

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The lecturer will give the class a final synopsis of the debate using the following headings: 1. **The quality of the arguments** was rationally presented and supported by evidence. Were the arguments clearly articulated? 2. **Critical Thinking**: did the teams address the rebuttals and counterarguments effectively? What was good? What could be improved? 3. **Presentation Skills**: was the delivery from each team engaging, articulated and persuasive? 4. **Teamwork**: did the teams effectively work together to present their case?			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		5. **Use of references**: did the teams use academic sources to support their points?			
25mins	LO1-LO5	**PPT 20** **Active Debate** Instructor must pay attention to times to keep to class schedule**.**	Students will present their findings, with the instructor moderating.	Blackboards, flipchart and padlets	The instructor will be assessing the following: quality of the arguments, critical thinking, teamwork, presentation skills and use or resource to support findings.
10min	LO1-LO5	**PPT 21 Synopsis of the debate and findings:** The instructor will give an overview of the two teams using the criteria outlined in the slide.	Student will listen and will be encouraged to ask questions and engage in findings.	Blackboard, flipcharts	Feedback from the instructor on the two groups and the assessment criteria.
5min	Break	**PPT22 Break**		Encourage students to take a break	
15 min	LO1-LO5	**PPT23-26** Present Case Studies aligning with SDG2, SDG6 and SDG12 and discuss how these companies have adapted sustainable	Present the case studies to the group, using the links to illustrate how the companies align the SDG into their business models for short and	**Case Studies:** Hilton Global Foundation Unveils Record $5.3 Million Commitment Towards Organizations Championing People and Planet: https://stories.hilton.com/releases/hilton-global-foundation-unveils-record-5-3-million-commitment-towards-organizations-championing-people-and-planet	Students will review and discuss the case studies in class.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		procedures in policies with their organisations. Discuss KPIs and setting measurable goals and monitoring tools for different areas within the hospitality sector.	long-term adaption and success.	Hilton's initiatives, such as energy-efficient infrastructure and community water projects, align with SDG 6 (Clean Water and Sanitation), SDG 12 (Responsible Consumption and Production), and others: Travel With Purpose | Hilton ESG Travel With Purpose **Case Studies: Wastewater Management Programmes:** Indian Hotels Company Limited (IHCL): https://www.ihcltata.com/responsibility/paathya/ **Case Studies: Hawksmoor:** Sustainability at UK-based Hawksmoor: https://thehawksmoor.com/sustainability-at-hawksmoor/ **Plan-Do-Check-Act (PDCA) Approach**: Hotels often use the framework for developing and refining Sustainability Management Systems (SMS). The approach includes planning sustainability policies, implementing practices, checking performance against benchmarks, and adjusting achieve goals GSTC **Plan-Do-Check-Act (PDCA) Approach**: Hotels often use the framework for developing and refining Sustainability Management Systems (SMS). The approach includes planning sustainability policies, implementing practices, checking performance against benchmarks, and adjusting achieve goals Link: GSTC	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
				Hotel Carbon Measurement Initiative (HCMI): Developed by the Sustainable Hospitality Alliance, HCMI provides a standardized methodology for calculating and tracking carbon emissions in hotels. It is widely used to benchmark performance, inform decision-making, and align with sustainability commitments like the Glasgow Declaration. Link: World Sustainable Hospitality Alliance **Greenview Portal**: A platform recognized by the Global Sustainable Tourism Council (GSTC), it offers tools for ongoing tracking of energy, water, waste, and greenhouse gas emissions. It integrates sustainability metrics into operational procedures and supports real-time monitoring and benchmarking Link: GST **WRAP (Waste and Resources Action Programme):** WRAP offers food waste audit templates and guides, including tools that help businesses understand where waste occurs and how to make reductions. Free Template and Resources: https://www.wrap.ngo/resources/tool/food-loss-and-waste-data-capture-sheet	
5min	LO1-LO5	**PPT27** Final Slide of the lesson, outline the importance for	Students engage and listen.	**Whiteboard** **Flipcharts**	Final overview of the lesson, students are

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		change management initiatives for successfully adapting sustainable development goals (SDGs) for short and long-term compliance and industry standards.			encouraged to reflect what they have learnt and how they will apply this to their own jobs/work situations
5 min	-	**PPT28** Introduce next session	Students engage and listen.		
Recap / Summary:		Summarise main issues and revisit learning objectives. Ask the students to provide their own understanding of key issues. Students listen to summary and then provide their own understanding of the key issues.			
Link to next session and/or follow up action:		The instructor should link the session to the next, introducing the following topics with a summary of information that they will entail: • Linking previous learnings and work practices to the United Nations Sustainable Development Goals (SDGs) in particular SDG2, SD7, SDG6 and SDG12; • Identify opportunities and challenges from adopting sustainable hospitality practices and be able to formulate key performance indicators (KPIs) to measure progress; • Recognise and promote sustainable innovation that contributes to resource-efficiency. • Reflect on their own learning, values, attitudes and behaviour in relation to managing a more food system.			

Lesson Plan

Programme/course: Sustainable Resources Management	**Subject:** Sustainable Practices in Hospitality
Link to Scheme of Work/Training Schedule: 3 of 3	**Duration:** 3 hours
Learning Level: 7	

Learning aim for the lesson:

This lesson aims to recognise sustainable practices in hospitality, looking to progress in identifying opportunities and challenges from adopting sustainable hospitality practices and be able to formulate key performance indicators (KPIs) to measure progress. It also looks to recognise and promote sustainable innovation that contributes to resource-efficiency, presenting case-studies on sustainable practices in hospitality.

Competencies/Learning Outcomes: Apply systems thinking and analyse the complex interaction between the three pillars of sustainability: economic, environmental, and social in the hospitality sector to maintain resource availability for future generations; 1. Linking previous learnings and work practices to the United Nations Sustainable Development Goals (SDGs) in particular SDG2, SDG6 and SDG12; 2. Identify opportunities and challenges from adopting sustainable hospitality practices and be able to formulate key performance indicators (KPIs) to measure progress;	**Resources:** Powerpoint presentation Flipcart paper and pens (if delivered in the classroom) **Resources:** **Suggested readings and videos:** Ellen MacArthur Foundation Food and the circular economy deep dive https://www.ellenmacarthurfoundation.org/food-and-the-circular-economy-deep-dive Ellen MacArthur Foundation Five Benefits of a circular economy for food https://www.ellenmacarthurfoundation.org/articles/five-benefits-of-a-circular-economy-for-food The European Green Deal https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en

3. Recognise and promote sustainable innovation that contributes to resource-efficiency. 4. How to create awareness within teams on new procedures and practices and creating strategies for the organisation to create a culture of change. 5. Reflect on their own learning, values, attitudes and behaviour in relation to managing a more food system. **Methodology recommendations:** The student should be able to apply the concept of sustainability. The student should also understand how to develop best practices in business regarding the food and beverage sector (including accommodation and event providers as hotels with food services), identifying sustainable and unsustainable practices. The instructor should develop the session with real-world application of knowledge, and students should be encouraged to participate and share their knowledge about the topics. **Methods examples:** Can be delivered online or in-person; Powerpoint slides with embedded videos, break-out discussions during lecture and individual reflective assessment. Flipped classroom, problem-based learning and active learning are methods examples for this session.	A healthy Food System for People and Planet **https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal/agriculture-and-green-deal_en** Circular Economy Models in Agro-Food Systems: A Review **https://www.mdpi.com/1041858** Understanding circularity in tourism https://akjournals.com/view/journals/204/44/1/article-p65.xml#B25 From Linear to Circular https://circularityforeducators.tudelft.nl/article/from-linear-to-circular/ Tokyu Hotels has unveiled the world's first hydrogen hotel in Japan **https://globetrender.com/2021/06/19/tokyu-hotels-first-hydrogen-hotel-japan/** Exploring Circularity: A Review to Assess the Opportunities and Challenges to Close Loop in Nepali Tourism Industry https://doi.org/10.3126/jota.v3i1.31362 Sustainability in the hospitality industry **https://www.deloitte.com/uk/en/Industries/consumer/blogs/sustainability-in-the-hospitality-industry.html** More plants, better meat, Kings College London **https://thesra.org/news-insights/case-studies/more-plants-better-meat-kings-college-london/** CIRC-HOTEL: Pioneering Circular Economy in the Hotel Industry https://green-business.ec.europa.eu/news/circ-hotel-pioneering-circular-economy-hotel-industry-2023-10-19_en The six most sustainable restaurants in the world https://www.ktchnrebel.com/most-sustainable-restaurants-worldwide/ The evolution of culinary and hospitality education offerings to include sustainability job opportunities. EHL Hospitality college as an example https://hospitalityinsights.ehl.edu/sustainability-in-the-hospitality-industry-careers

	https://hospitalityinsights.ehl.edu/sustainable-restaurant-bistronomy https://akjournals.com/view/journals/204/44/1/article-p65.xml#B25 https://doi.org/10.3126/jota.v3i1.31362 https://green-business.ec.europa.eu/news/circ-hotel-pioneering-circular-economy-hotel-industry-2023-10-19_en https://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/Publications/sustainable-tourism-understanding-the-opportunity.pdf?ext=.pdf https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal/climate-action-and-green-deal_en https://instituteofsustainabilitystudies.com/insights/guides/importance-of-sustainable-innovation-for-the-future/ https://green-business.ec.europa.eu/document/download/8e2989a9-63e5-4c56-abd2-0f51f6b4c198_en?filename=3%20Mariana%20Nicolau_CSCP.pdf https://finance.ec.europa.eu/eu-finance-podcast-future-finance/one-about-financing-transition-sustainable-economy_en

Core Skills		
Green: **X**	**Digital:**	**Social:**

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO 01,02	**Display PPT slide 1-3** Welcome. Outline the objectives, tasks, and timing of the training. Recap previous lessons.	Learners should engage in the discussion, remembering the previous session and learning outcomes	PPT slide 1,2,3	Participation in the discussion

10 mins	LO 01,02	**Display PPT slide 4-6** Tourism and sustainable tourism is introduced outlining the need for connecting circular tourism with sustainable resource management in slide 4. The papers linked will help with recent studies on the topic. https://akjournals.com/view/journals/204/44/1/article-p65.xml#B25 https://doi.org/10.3126/jota.v3i1.31362 In slide 5 the purpose of introducing sustainable work practices in the hospitality industry will be discussed. How sustainable practices will be introduced will be highlighted depending on the particular business, size and location. What an unsustainable practice is will be defined and examples of what these are. This article from the European Commision is a valuable insight and a useful resource containing figures https://green-business.ec.europa.eu/news/circ-hotel-pioneering-circular-economy-hotel-industry-2023-10-19_en	Learners should engage with the material and link sustainable, unsustainable practices and challenges with their role.	PPT slide 4,5,6	Participation in the discussion
5 mins	LO all	**Display PPT slides 7-8** Sustainable innovation is introduced to the learners and the link with SDGs are reintroduced here to link with previous lessons. Reading for the topic Insitute of Sustainability Studies Circular sustainability	Listen to presentation, make notes and ask questions as required.	PPT slide 7,8	Questions asked to check students' understanding

5 mins	LO 03	**Display PPT slide 9** The instructor should display slide 9 and discuss why we are looking at sustainability. This slide continues with examples of hotels. Participants are asked to give further examples from the learner's personal experience in the workplace. Encourage the learners to keep the SDGs in mind when reflecting on the examples. This document provides further examples in hotels https://green-business.ec.europa.eu/document/download/ce64b451-a9fc-4b6a-9c2e-2ace3b1ead1f_en?filename=Good%20practices%20EN.pdf Learners should be asked to reflect on examples they see in their own workplace or have experienced while staying in a hotel and give examples.	Listen to presentation, make notes, provide examples and ask questions as required.	PPT slide 9	Questions asked to check students' understanding
20 mins	LO All	**Display PPT slide 10** The instructor should display slide 10 and explain the task to the learners. Allow the group 20 minutes for the task, encourage critical thinking. One person will present from each group.	Learners are asked to participate in the task and work within their group.	PPT slide 10	Learner discussion and participation within their working group and the wider group. Points taken on the topic and presented to the wider group
10 mins	LO 01,02	**Display PPT slides 11-12** The instructor displays slide 11. In the following slides the various tools that can be used to implement successful sustainable strategies will be introduced. These will vary depending on the organisation for example size, location, type of hospitality business. By in from all stakeholders is important to create successful long last change. In slide 12 EMS systems will be introduced. This will be a method to enabling a business to implement sustainability strategy within a business and documenting the KPI's. Recommended Reading:	Learners are asked to reflect on the information provided and give further examples from their personal experience in the workplace.	PPT slide 11,12	Discussion and questions asked to check students' understanding

		Philip Sloan, Willy Legrand and Joseph S. Chen. (2013). Sustainability in the hospitality industry principles of sustainable operations. New York: Routledge. p.267.			
15 mins		**Break** The instructor should allow for a 15 min break before moving onto slide 13			
10 min	LO All	**Display PPT slide 13** The instructor should display slide 13**.** Here the main points on ISO14001 should be discussed. The video should be displayed and watched by the learners.	Listen to presentation, watch video, make notes and ask questions as required.	PPT slide 13	Students' discussion and participation
10 min	LO All	**Display slide PPT 14 -15** The instructor should display slides 14 and 15. Here EMAS will be discussed. The following material will be useful for these slides Case study - getting staff involved Fact sheet for the tourism industry	Listen to presentation, make notes and ask questions as required.	PPT slides 14,15	Students discussion and participation
10 mins	LO All	**Display slide PPT 16** Slide 16 will be displayed, follow the link and look through the hotel and the sustainable initiatives it has adopted through the green financing. Pan Pacific Orchard is GSTC-certified a prestigious Global Sustainable Tourism Council (GSTC) certification for Sustainable Tourism. This podcast is very interesting in relation to transition finance to help companies make the green tradition https://finance.ec.europa.eu/eu-finance-podcast-future-finance/one-about-financing-transition-sustainable-economy_en.	Engage with the online material presented participate in discussion within their group, make notes.	PPT slide 16	Learner discussion and participation; points taken on the topic.

		This podcast will also touch on Green Accounting.			
10 min	LO all	**Display slide 17** Display slides 17 and introduce Green Reporting. This podcast on sustainability reporting offers an insight into the topic. Reporting in line with the EU CSRD this document provides clear instruction for all business sizes in the hospitality industry REporting in line with TCFD recommenadations Corporate Sustainabilty Reporting Directive (CSRD) Whitebread report https://www.pwc.nl/en/topics/sustainability/esg/corporate-sustainability-reporting-directive/csrd-double-materiality-assessment.html Within the wider group take 10 minute discussing how this will affect the business the learners work in?	Engage in discussion, idea generation and problem solving.	PPT slide 17	Learner discussion and participation; points taken on the topic.
5 mins	LO All	**Display slide 18** During slide 18 environmental auditing will be discussed, how audits can be used as a KPI and how these should be assessed and improvements made following any identification of areas that require further work. The following will provide further detail on the topic https://www.unwto.org/hotel-energy-solution https://www.hes-unwto.org/hes_4/microsite/index.php?LangID=1	Listen to presentation, make notes and ask questions as required.	PPT slide 18	Learner discussion and participation; points taken on the topic.
15 mins	LO All	**Display slide 19,20,21** Understanding externalities and the role these have in the hospitality industry are introduced and discussed. Follow the links in slide 21 and link with the SDGs.	Listen to presentation, make notes and ask questions as required.	PPT slide 19,20,21	Learner discussion and participation; points taken on the topic.

30 mins	LO all	**Display slide 22** Breakout session – ask the learners to participate in the breakout session task, working within their groups ask each group to present their ideas. Following the presentations discuss the common themes and main learning points from the activity.	Work within their group to formulate ideas, reflect on their own experience and bring new knowledge into practice.	PPT slide 22	Learner discussion with their working group and presentation to wider group.
10 mins	LO all	**Display slide 23,24** Summarise all learning outcomes from this lesson and from the level, ask if anyone has questions. Instructor should introduce the next session points.	Ask questions, take notes	PPT slide 23,24	Learner discussion and participation; points taken on the topic.
10 mins	LO all	**Display slide 25** Introduce the final assessment for the level, provide detail and answer any questions the learners may have.	The participants ask any remaining questions.	PPT slide 25	Learner discussion and participation; points taken on the topic.
Recap / Summary:		Lesson summary: Sustainability should involve practices and principles related to responsible tourism and hospitality Sustainable practices offer challenges and opportunities for businesses, and it needs to be developed systematically in the sector SDG look to provide a framework for sustainable innovation practices. Environmental Management Systems provide important guideline son organisation's activities to promote environmental practices. Programme summary: These lessons explored the concept of sustainable resource management and systems thinking. It introduces sustainable hospitality food system practices and how to apply them in tourism to achieve sustainable development and more efficient use of resources. The learning outcomes are the following: Apply systems thinking and analyse the complex interaction between the three pillars of sustainability: economic, environmental, and social in the hospitality sector to maintain resource availability for future generations; Linking previous learnings and work practices to the United Nations Sustainable Development Goals (SDGs) in particular SDG2, SDG6 and SDG12; Identify opportunities and challenges from adopting sustainable hospitality practices and be able to formulate key performance indicators (KPIs) to measure progress;			

	Recognise and promote sustainable innovation that contributes to resource-efficiency; How to create awareness within teams on new procedures and practices, and creating strategies for the organisation to create a culture of change; Reflect on their own learning, values, attitudes and behaviour in relation to managing a more food system.
Link to next session and/or follow up action:	(Final assessment – separate document with instructions)

Lesson Plan

Programme / Course: Promoting an inclusive organisational culture	**Subject:** Promoting an inclusive organisational culture
Link to Scheme of Work / Training Schedule: 1 session	**Duration:** 2 hours
Level: EQF Level 7 (suitable to be adapted for in-house and students)	**Link to Matrix:** new content

Learning Aim for the Lesson:
Promoting an inclusive organisational culture which involves fostering values, behaviours, and practices that respect diversity, ensure equal opportunities, and remove barriers for all individuals. It requires leadership commitment, continuous staff training, and the integration of accessibility and inclusion principles into every aspect of operations.

Competencies / Learning Outcomes:
LO1. Explain the importance of accessibility training in the tourism industry.
LO2. Identify existing gaps in accessible tourism training and their impact on service quality.
LO3. Describe strategies to promote an inclusive tourism organisational culture.
LO4. Develop a step-by-step action plan to foster an inclusive culture within a tourism organisation.

Recommended methodologies:

An effective methodology for this session should combine active participation with reflective practice. Apply gap analysis exercises where learners identify shortcomings in current accessible tourism training and discuss their effects on service quality. Facilitate group brainstorming sessions to generate strategies for fostering an inclusive organisational culture. Guide learners through collaborative projects to develop step-by-step action plans tailored to real or simulated tourism

Resources:
L7 Presentation
L7 Worksheet
Whiteboard and pens
If online – use the chat function and padlets
Toolkit guidelines online access

Useful Publications:

Accessible Tourism Training projects and related initiatives:

ACCESS-IT project resources (database): https://tinyurl.com/y53p2vkz
D.I.A.N.A. – Developing Inclusive and Accessible Natural Areas – Erasmus+ project (KA210 VET) https://dianaerasmus.eu/toolkit
T-Guide – Tourist Guides for Intellectually Disabled in Europe (LdV, 2012-2015, SAN & ENAT). It produced resources for training tourist guides in guiding people with learning difficulties or other intellectual impairments. www.t-guide.eu
Access Angels – Guardian Angels of Accessible Travelers in Rural Areas (2016-1-PL01-KA202- 026504, ENAT).

organisations. Use peer feedback and instructor guidance to refine proposals, ensuring they are practical and aligned with accessibility standards. **Methods examples:** ● Group work with diverse participants to learn teamwork and collaboration. ● Incorporating personal development and self-knowledge as integral parts of teaching social skills. ● Using videos, such as case studies, to analyse and teach customer service skills ● Encouraging reflection and incorporating analytical elements into academic skills ● Hybrid Flexible (Hy-Flex) learning, combining online and in-person approaches. ● Practice and real-world experiences to learn and apply social skills. ● Organize debates or panel discussions where students can critically evaluate different approaches to social skills training in the tourism industry	https://www.accessibletourism.org/?i=enat.en.enat_projects_and_good_practices.1994 P.A.S.T.4Future – Promoting Accessible and Sustainable Tourism for Future (P.A.2/S.O.2.1 – N. 176, GAL MOLISE).. https://past4future.italy-albania-montenegro.eu/ ELEVATOR. https://www.accessibletourism.org/elevator European Greenways. https://www.aevv-egwa.org/greenways/ A recent project, co-funded by the EU COSME programme, "Greenways Heritage", combines the Greenways and UNESCO Heritage Sites with 15 routes defined as "tourist packages" in 9 European countries. This gives many insights into how to design and market accessible tourism in rural areas, based on the Greenways concept for active, environmentally sustainable holidays. **Suggested academic articles for students**: ● Ambrose, I. and Veitch, C.G. (2013) Accessible Tourism Training Course, NGO PARSA, Tbilisi, Georgia. ● Buhalis, D. and Darcy, S. (2011) "*Accessible Tourism: Concepts and Issues*". Channel View Publications. ● Buhalis, D., Darcy, S. and Ambrose, I. (eds) (2012) Best Practices in Accessible Tourism. Channel View Publications. ● Darcy, S., & Dickson, T.J. (2009). A Whole-of-Life approach to tourism: The case for accessible tourism experiences. *Journal of Hospitality and Tourism Management.* 16(1): 32-44. ● Finkelstein, V. (2004) Representing Disability. In J. Swain, S. French, C. Barnes, and C.Thomas (Eds.) *Disabling Barriers – Enabling Environments* (2nd ed.), pp. 13-20, London: Sage. ● Sapey, B., (2001) From stigma to the social exclusion of disabled people. In T. Mason, C. Carlisle, C.Watkins and E. Whitehead.(Eds). *Stigma and social exclusion in healthcare*, London, Routledge. ● Smith, R.W. (1987). Leisure of disabled tourists: Barriers to participation. *Annals of Tourism Research,* 14 (3): pp. 376-389.

	• Thompson, N., (2016) *Anti-discriminatory Practice*, Equality, Diversity and Social Justice, 6th edition, London, Palgrave.

Core Skills		
Green:	**Digital:**	**Social:** This session focuses on promoting an inclusive organisational culture in tourism by highlighting the importance of accessibility training and its role in enhancing service quality. Students will identify gaps in current training, explore strategies to embed inclusivity, and develop practical step-by-step action plans to foster a welcoming and accessible environment within tourism organisations.

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
5 min	N/A	Display **PPT slide 2**	Make note of the learning outcomes, topics and assignment introduction. Ask and answer questions as required.	PowerPoint: slide 2 Whiteboard or post it notes in classroom. Online whiteboard or padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	LO1	Go through **PPT slide 3 -** Describe the value of Accessibility Training in the Tourism Industry	Listen, take notes, ask questions	PowerPoint: (slide 3) Whiteboard or post it notes in classroom. Online whiteboard or padlet (virtual).	Formative judgment based on the quality of answers and suggestions.

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
				Use chat function (virtual).	
10 min	LO1	Display **PPT slide 4** –Analyse results of Barriers to provide accessible services Survey	Students listen, write points and to make questions when needed.	PowerPoint: (slide 4) Whiteboard or post it notes in classroom. Online whiteboard or padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	LO2	Go through **PPT slide 5** -Introduce Gaps in Accessible Tourism Training	Comment, ask and answer questions as required.	PowerPoint: (slide 5) Whiteboard or post it notes in classroom. Online whiteboard or padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	LO3	Display **PPT slide 6 –** Detail key focus areas to consider for deciding to improve accessibility	Listen, take notes, ask questions	PowerPoint: (slide 6) Whiteboard or post it notes in classroom. Online whiteboard or padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
10 min	LO3	Go through **PPT slide 7.** List several strategies to Promote an Inclusive Tourism Organisational Culture	Listen, take notes, ask questions	PowerPoint: **(slide7)** Whiteboard or post it notes in classroom. Online whiteboard or padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	N/A	Break		N/A	N/A
30 min	LO4	Continue with display **PPT slides 8 -16** explaining the different Steps of the Action Plan for Building an Inclusive Organisational Culture and exploring related actions and training proposals including demonstrations and best practices	Discuss these steps within the group and feedback.	PowerPoint**: (slide 8-16)** Whiteboard or post it notes in classroom. Online whiteboard or padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
30 min	All	Go through **PPT slide 17.** Activity: Recognising Accessible Solutions for Tourism	Students will work in small teams to **co-create an "Inclusive Tourism Culture Charter"** for a fictional tourism company. The charter should reflect values, attitudes, and practical commitments to promoting inclusivity, accessibility, and respect for diversity within a tourism organisation. **Learning Objective**: To **understand and internalise** the principles of inclusive tourism culture	PowerPoint: (**slide 17)** Whiteboard or post it notes in classroom. Online whiteboard or padlet (virtual).	Formative judgment based on the quality of collected group info sheet

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
			To **collaboratively define** how organisational culture can be shaped to ensure accessibility and respect for all. To **translate inclusive values** into actionable policies and behaviours for staff and management Each group must: • **Choose a fictional company type** (e.g., hotel, tour operator, museum, travel agency). • **Discuss and agree on key inclusive values** (e.g., dignity, respect, accessibility, collaboration). • **Identify specific actions or staff behaviors that reflect these values**. • **Write and creatively present their charter.**	Use chat function (virtual).	
5 min	All	Display **PPT slide 18.** Final Quotes	Listen, ask questions, answer questions.	PowerPoint**: (slide 18)** Whiteboard or post it notes in classroom. Online whiteboard or padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min **Recap / Summary:**		Display PPT **slide 19 -** Sum up session, answer any final questions	Listen, make notes, ask questions.	PPT **slide 19** Whiteboard or post it notes in classroom. Online whiteboard or padlet (virtual). Use chat function (virtual).	N/A

Lesson Plan

Programme / Course: Social Skills	**Subject:** Written Communication Skills
Link to Scheme of Work / Training Schedule: Session 1 of 1	**Duration:** 3 hours
Learning Level: EQF Level 3	**Link to Matrix:** S14

Learning Aim for the Lesson:
This module will develop basic skills required to enable students to write emails and letters, complete forms and develop appropriate skills to engage with social media.

Competencies / Learning Outcomes:

1. To understand the importance of good written communication and be able to identify examples of different types of written communication within a tourism business context
2. To develop key written communication skills which will allow the student to communicate better with guests, fellow employees and managers within the tourism business.
3. To enhance writing skills in terms of writing letters and emails and learn how these documents should be structured
4. To be able to effectively complete written forms
5. To enhance written communication skills required to engage effectively with social media

Methodology recommendations:
Mentoring and coaching are highly effective methods for teaching social skills. Soft skills and green skills need to be taught through practice and receiving feedback. Balancing theory and practice is important in teaching environmental sustainability modules. Involving industry professionals and practical examples enhances the learning experience. The university should consider the use of emerging technologies and teach critical skills in response to post-pandemic changes. Assessments should be designed strategically, focusing on what students need to know and becoming holistic student

Resources:
Laptop & projector
Wi-Fi or internet connection
Flipchart paper & pens
S14 L3 Business letter handout
S14 L3 Student worksheet
https://www.youtube.com/watch?v=3q2zEH0XZmw
(dos and don’ts when writing an effective business email)
S14 L3 Assessment Brief
Student laptops if completing assessment electronically

graduates. Problem-based assessments can be a valuable approach for developing communication and analytical skills.

Examples of methods:

- Teamwork Assignments: Group work to enhance collaborative skills and learning from each other.
- Incorporating examples, posters, and other forms of assessment to foster holistic learning experiences.
- Hybrid Flexible (Hy-Flex) learning, combining online and in-person approaches.
- Emphasis on emotional intelligence, empathy, and effective stress management in reskilling courses for adult professionals.
- Arranging modules supported by program reviews.

Core Skills		
Green:	**Digital:**	**Social:** Written Communication Skills

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 min	LO1	Display **PPT slides 1-3.** Instructor outlines the learning outcomes of the session to the students. Outlines key tasks carried out in the hospitality sector that use written communication skills and tells students that the session will be focusing on these types of written communication.	Students listen to the introduction and ask any questions if required.	PPT slides 1-3	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Checks if any students have any questions before moving on.			
20 min	LO1	Puts students into small groups, display **PPT slide 4** and asks groups to discuss why good written communication is so important. After allocated time, brings groups back together and asks each group to feedback to the whole group. Using **PPT slide 5** discusses the factors, paying particular attention to any factors which have not arisen in the discussion from the groups.	In small groups students should discuss why good written communication is important and build up a list of factors. Students use their worksheet to record their answers and then add to this the ideas that came from other groups and instructor's discussion and slide 5.	PPT slides 4-5 L3 Student Worksheet	Reasons why good written communication skills identified. Feedback to whole group. Discussion points / comments made during group discussion.
5 min	LO1	Asks the students why written communication skills are important for them as employees? After a brief discussion, displays **PPT slide 6** and highlights any additional answers to students' own answers.	Students briefly list why written skills are important as an employee. Listen to additional reasons given by the instructor.	PPT slide 6	Reasons identified why written communication skills are important as an employee.
20 min	LO1	Displays **PPT slide 7** and discusses the four types of written communication: ● Instructional ● Informational ● Persuasive ● Transactional (The instructor should not provide examples at this point as students will be required to undertake a related task on the next slide). Display **PPT slide 8.**	Students listen to the explanation of 4 types of written communication. On their worksheet students should individually do the exercise linking the types of written communication with the activity. Students self-mark their answers as the instructor goes through them	PPT slides 7-8 L3 Student Worksheet Instructor may like to use a flip chart to document the groups ideas.	Classification of written communication types correctly identified.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Individually, on their worksheet students should do the activity outlined on this slide. It should take about 5-10 minutes for each student to do this, and the instructor will then initiate a discussion regarding which type of written communication each is and why (see speaker notes on slide for answers).			
15 min	LO1	Displays **PPT slide 9** and asks students to briefly discuss the question in pairs. "**Which category of written communication does social media belong?"** After a few minutes brings the group back together and discussess this with the whole group highlighting the fact that social media may do a number of different things from providing information to persuading people to buy products/services etc. Emphasizes the importance of being aware of the objectives of the social media posting prior to writing.	Students will discuss the question in pairs and then feed into the whole group discussion.	PPT slide 9	Points made in answer to the question about which written communication category social media belongs to.
5 min	LO2	Using **PPT slide 10** highlights that you need to know the different types of written communication that each tool provides so you can decide which is best tool for your purpose.	Students listen to presentation and ask questions as required	PPT slide 10	Notes made.
10 min	LO2	Displays **PPT slide 11** and explains what needs to be considered when creating written communication.	Students listen to presentation and ask questions as required	PPT slide 11	Notes made.
15 min	LO3	Display **PPT slides 12-15 Writing an email.** Presents the slides and explains what needs to be considered when writing an email.	Students listen to presentation and watch video on the do's and don'ts when writing effective business email.	PPT slides 12-15 https://www.youtube.com/watch?v=3q2zEH0XZmw	Notes made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructors may also like to show the short YouTube video. As going through the slides, instructor keeps the students engaged by asking questions and asking for thoughts / comments / examples / experiences of ineffective emails received etc.	Respond to instructor appropriately, when asked questions, asked to comment, provide examples / experiences etc.	(do's and don'ts when writing an effective business email).	Examples given.
15 min	LO3	Display **PPT slide 16 Individual exercise.** Each student should read the sample letter and answer the questions on the slide / in their worksheet. After allocated time, instructor brings the group together and goes through the answers to explain the way to format a letter, the difference between a formal and informal letter etc. Students can self-mark their worksheet and add any notes to fill gaps and correct answers. Instructor to encourage questions and comments and facilitates a brief discussion about the exercise.	Students look at the sample letter handout and answer the questions that are displayed on the slide and written in their answer sheet. Students self-mark own work as instructor is going through the answers. Students ask and answer questions, make comments and participate in group discussion.	PPT slide 16 S14 L3 Business Letter Handout L3 Student Worksheet	Answers given to the questions. Discussion points made. Questions asked and answered. Examples and comments given.
5 min	LO4	Instructor displays **PPT slide 17** and talks through the considerations when completing a form.	Listen to presentation and ask any questions required.	PPT slide 17	Notes made Questions asked.
15 min	LO5	Display **PPT slides 18-20.** Discusses the issue of how to communicate via social media (encouraging group discussion and student engagement through questioning where possible) and using the case-study provided in the slides (good practice in hospitality reviewing in a website and response of a hotel manager).	Listen to presentation and ask any questions required. Participate in group discussion. Provide any examples of social media communication, either good or bad that will help to	PPT slides 18-21	Answers given to the questions. Discussion points made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Facilitates a discussion and asks students to give any examples of their own experiences (bad or good) with social media. If time allows, displays **PPT slide 21** and gives the students an opportunity to look at some social media posts. Asks the students to comment on their findings and how replies could be improved or if they are good, what makes them good.	demonstrate the message being given by the instructor.		Examples and comments given.
50 min	LO2 LO3 LO4 LO5	Displays **PPT slide 22** and outlines assessment (5 mins) and gives students 45 mins to complete the assessment tasks: ● Compose an email ready to send to the people on your current mailing list who have attended the festival before to let them know of the date of the festival for this year and encourage them to attend ● Write a business letter inviting a celebrity chef Ms. Angela Peters to attend the opening of the festival and to provide a cookery demonstration on 22nd August ● Write a social media post for Twitter encouraging people to attend	Students complete the assessment following the instructions on the assessment brief and submit their assessment at the end of the session.	PPT slide 22 S14 L3 Assessment Brief Student laptops if completing assessment electronically.	Assessment answers handed in at end of the session.
Recap / Summary:		Recommended readings: ● Kher, S. (2016, March 20). 8 Practical tips for better communication on social media. Retrieved January 21, 2021, from https://sumankher.com/2016/03/20/8-tips-for-better-communication-on-social-media/ ● Kher, S. (2020, February 13). 6 Tips to Write Better Content For Social Media. Retrieved from https://sumankher.com/2020/02/13/tips-content-social-media/			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		● Stoller-Conrad, J. (2016, March 9). How to improve your writing skills at work. Forbes. Retrieved January 21, 2021, from https://www.forbes.com/sites/nextavenue/2016/03/09/how-to-improve-your-writing-skills-at-work/?sh=b59c1fd899b6 ● Davis, E. (n.d.). 8 ways to improve your professional writing skills. Glassdoor Blog. Retrieved January 21, 2021, from https://www.glassdoor.com/blog/improve-professional-writing-skills/			

Lesson Plan

Programme / Course: S2 Age Related Accessibility Skills In-house Course	**Subject:** Basic techniques to support visitors with accessibility requirements related to their age
Link to Scheme of Work / Training Schedule: 1 session	**Duration:** 1h30min
Level: 3	**Link to Matrix:** S2

Learning Aim for the Lesson:
For students to gain an understanding of the senior tourist market, and age-related accessibility requirements and then propose action that the business could take to better meet the needs of senior visitors.

Competencies / Learning Outcomes: Describe the key facts related to the potential size of the senior tourist market and the value to the tourism market Describe the key facts related to the tourism and leisure behaviour of senior tourists List the common health/accessibility issues associated with ageing Identify actions that can be taken to improve service for the senior tourist market Recommended methodologies: This topic involves awareness of the importance of diversity and inclusion. Group work involving people from diverse backgrounds is an effective method for teaching these social skills, and fostering teamwork and collaboration are also essential. Age-related awareness and inclusivity skills need to be taught through practice as well as receiving feedback. Socialization and group activities can help develop an understanding of relationships and their benefits in various aspects of life. Managing emotions and responding appropriately to others' emotions and diverse backgrounds is important for respecting and acting according to the situation. Thus, practising cooperation and	**Resources:** PowerPoint presentations: ● S2 L3 Course Introduction ● Senior Tourists – A Growing Market ● Senior Tourists – Health and Accessibility Issues ● S2 L3 Assignment

sharing skills can enhance awareness of different people's needs and skills related to customer service. Nevertheless, improving social skills is a continuous process that requires time and effort, leading to more fulfilling relationships and a better quality of life. Methods examples: Group work with diverse participants to learn teamwork and collaboration. Incorporating personal development and self-knowledge as integral parts of teaching social skills. Using videos, such as case studies, to analyse and teach customer service skills Encouraging reflection and incorporating analytical elements into academic skills Hybrid Flexible (Hy-Flex) learning, combining online and in-person approaches. Practice and real-world experiences to learn and apply social skills. Ask students to recall examples of good customer service they have experienced in the tourism industry Organize debates or panel discussions where students can critically evaluate different approaches to social skills training in the tourism industry	

Core Skills		
Green:	**Digital:**	**Social:** Age-related accessibility skills

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Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-2** Introduction to the age-related accessibility skills course and topics that will be covered.	Make note of the learning outcomes, topics and assignment introduction. Ask and answer questions as required.	PowerPoint**: slides 1-2**	Questions asked and answered. Student ready to start the course.

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Go through **PPT slides 3-6** presentation of data that demonstrates the size and value of the senior tourist market. Facilitate a discussion among the group to discuss the size and value of the senior tourist market and why it is important for the tourism industry to be aware of it.	Whole group discussion about the facts and figures presented in slides 1 – 7 and why this data is important to the tourism industry.	PowerPoint: **Senior Tourists – a growing Market (slides 1–7)**	Checking students' understanding and readiness to move on to the next piece of learning.
15 mins	LO2	Display **PPT slide 7** – split the students into smaller groups and ask them each to consider all the bulleted questions or allocate a question per small group. Bring the group back together and take feedback from each group. Facilitate discussion and show **PPT slides 8-9** to sum up discussion.	Activity: **Does age matter?** Compare the requirements of a 25 year old tourist with those of a tourist aged 55+ Discuss in small group then feedback to the group.	PowerPoint: **Senior Tourists – a growing market (slides 7–9)**	Discussion items: All students engaged in small group discussion. Questions and comments made in group feedback.
15 mins	LO3 LO4	Introduce health and accessibility issues and show **PPT slide 10**. Use **PPT slide 11** to set a group activity. Split learners into small groups and give them time to discuss the question on the slide. Take feedback and facilitate whole group discussion.	Activity: **In what ways do we change as we get older?** Suggest ways in which people change physically and mentally as they age. Discuss ideas with group and feedback into the main group. Watch presentation, comment, ask and answer questions as required.	PowerPoint: **PPT Slides 10-11**	Discussion items. All students engaged in small group discussion regarding how people change as they get older. Questions and comments made in group feedback. Comments and questions answered

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
					and asked during presentation. Actions identified for improvements to service and questions and comments made in group feedback.
5 min	N/A	Break			
20 min		Continue with presentation of data that describes health and accessibility issues that are common in older people and the impact this can have on their activities. Show **PPT slides 17 – 22** explaining and involving learners in discussion. Show **PPT slide 23** and in same groups ask learners to identify three things that their department could do quickly and at low cost. After the group have come up with ideas take feedback and facilitate discussion around the suggestions.	Activity: **Action you could take** Identify three things that you and your department could do quickly and at low cost to improve your service to senior visitors. Discuss ideas within the allocated group and feedback to the main group.	PowerPoint**: PPT slides 17-23**	Comments and questions answered and asked during presentation. Actions identified for improvements to service and questions and comments made in group feedback.
20 mins	All	Review some of the key points arising from the presentations and discussion and conclude by showing **PPT slide 24.** Explanation of how the ideas presented in the students' reports may be used to inform the development of the business.	Listen, ask questions, answer questions. Make notes as required. Confirm understanding of assignment.	PowerPoint: **slide 24**	Report produced (either verbally or written) that demonstrates how the student could apply the knowledge within their own workplace.

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
		Set date for submission.			
5 mins	All	Sum up session, answer any final questions and link to any other forthcoming sessions. Present the assignment. Display PPT **slide 25** Confirm the date for assignment submission.	Listen, make notes, ask questions.	N/A	N/A

Assignment

Compile a report wither written or verbally to:

a) Identify the range of customer services provided by your department in the business
b) Using the knowledge you have gained about accessibility and the inclusion needs and preferences of senior visitors
   I. Identify the ways in which current customer services are meeting these needs and preferences
   II. Identify what changes could be made to improve services for this group of visitors
   III. Identify actions that management could take to assist you and departmental colleagues improve services for these visitors
c) Based on your research present your recommendations for action by you, your departmental colleagues and by the business overall to improve services for senior visitors.

You may choose to present your recommendations to your instructor either in a short written report (illustrated with photos if you wish) or verbally in the form of a video made using your telephone. Your line manager will be aware of the work you are doing and will arrange an opportunity for your ideas to be discussed at a staff meeting.

Lesson Plan

Programme / Course: Customer Orientation	**Subject:** Effective Customer Service
Link to Scheme of Work/Training Schedule: Session 1 of 2	**Duration:** 1 hour 30 minutes
Learning Level: Level 3	**Link to Matrix:** S8

Learning Aim for the Lesson:

To gain a basic working knowledge of how we can provide effective customer service to customers and strategies to overcome common customer complaints and poor customer experiences.

Competencies / Learning Outcomes:

- Understand customer needs and expectations
- Deal with customer complaints with effective service
- Solve problems in customer services to overcome poor customer experiences

Recommended methodologies:

Teaching social skills related to customer service is challenging because it requires real-life interactions and cannot be fully replaced by theory or online courses. Soft skills need to be taught through practice and receiving feedback, as involving industry professionals and practical examples enhances the learning experience.
Increasing self-knowledge and personal development are crucial aspects of teaching social skills, and mentoring and coaching are highly effective methods for teaching social skills. Social Skills need Group development facilitation, smaller groups, etc. and general observation. In this sense, role-play different scenarios where students can practice and apply their social skills in tourism, such as handling customer complaints or

Resources:
Flip chart paper and pens
S8 L3 Customer Orientation Presentation Power Point

communicating effectively with tourists. Another option would be design a group project where students have to create a social skills training program for tourism professionals.

Methods examples:

- Provide case studies or real-world scenarios related to social skills in tourism and have students analyse them to identify appropriate social behaviors.
- Organize debates or panel discussions where students can critically evaluate different approaches to social skills training in the tourism industry.
- Incorporating examples, posters, and other forms of assessment to foster holistic learning experiences.
- Problem-based assessments that develop communication, written, and verbal skills.
- The "Students in Action" project in the School of Tourism (TU Dublin) focused on one destination and involved multiple modules and skills development could be used as an example.

Core Skills		
Green:	**Digital:**	**Social: X** Customer service, including strategies to support positive customer interactions and overcome negative customer experiences.

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	All	**Display PPT slides 1-2.** Welcome and introduce yourself.	**Whole group**	PPT slides 1-2.	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Housekeeping, including any ground rules to be observed during the training. If necessary, record the names of all attendees. Allow participants the opportunity to ask any questions.	Confirm name for 'Record of Attendance'. Listen / Take notes / Acknowledge / Ask questions.		
5 mins	LO1	**Display PPT slide 3.** **Explain: A customer is…** Read out the quote and discuss its meaning and significance with the group. When facilitating the discussion, place emphasis on the customer being considered as someone you look after **consistently and with care**; just as you would a member of your own family or a dear friend.	**Whole group** Contribute thoughts on the meaning of the quote.	PPT slide 3	Formative judgment based on the quality of suggestions.
15 mins	LO1	**Display PPT slide 4.** **Activity: Who are your customers?** Lead a question and answer with the group to determine who their customers are. What are the main demographics and characteristics of their typical customers? Do they purchase products, services or experiences? This is to set the scene so that you are able to contextualise discussions and facilitate activities during the session.	**Whole group** Share insight as to the type of customers they are typically used to providing products and services for.	PPT slide 4.	Formative judgment based on the quality of suggestions.
5 mins	LO1	**Display PPT slide 5.** **Explain: Needs and expectations**	**Whole group** Suggest what they believe are the differences between	PPT slide 5.	Formative judgment based on the quality of suggestions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Ask the group to define the difference between customer needs and expectations – record answer on flipchart or whiteboard. Once they have made suggestions share the preprepared definitions.	customer needs and customer expectations.		
20 mins	LO1	**Display PPT slide 6.** **Activity: What do your customers require?** Split into small groups. Ask the group to consider their customers and to consider the product(s), service(s) or experience(s) they to their customers'. Ask the groups to answer the question: What are their customers' needs and expectations? Allow groups 10 minutes to complete this then lead feedback. Once groups have shared their customers' needs and expectations, discuss: ● How well do they think they understand their customers need and expectations? ● What would happen if you didn't meet these? ● How well do you think you perform in this area?	**Small groups** Identify what their customers' needs and expectations are and record answers on flipchart paper. Feedback answers and contribute to any discussions.	PPT slide 6. Flip chart paper and pens.	Formative judgment based on the quality of suggestions.
5 min	N/A	**Break**			
10 mins	LO2	**Display PPT slide 7.** **Discussion: Common complaints** Lead a group discussion.	**Whole group** Contribute to discussion around common customer	PPT slide 7.	Formative judgment based on the quality of suggestions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Ask the group 'What are the most common complaints that you receive from your customers?' Record answers on word cloud generator Expand the discussion – using the following prompt questions: ● What are the primary causes of these complaints? ● Are there recurring complaints? ● Is there a theme to the types or focus of the complaints? ● How do you feel when a customer is directing a complaint to you? ● How well do you respond when a customer is complaining? Final question: ● Is the customer always correct?	complaints that they receive in the workplace.		
5 mins	LO2	**Display PPT slide 8-10** Instructor should explain the impact of poor customer service	**Whole group** Suggest what the impact of poor customer service might be.	PPT slide 8.	Formative judgment based on the quality of suggestions.
15 mins	LO3	**Display PPT slides 11-12.** **Activity: Solving common causes of complaints** Split students into small groups and issue each group with flip chart paper and pens. Assign each group a selection of the common causes of bad customer experiences (share equally among the small groups depending on the number).	**Small groups** Review the selection of complaints that the have been issued and suggest how we can make improvements in the workplace to reduce/stop these being problems that customers complain about.	PPT slide 11-12. Flip chart paper and pens.	Formative judgment based on the quality of suggestions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Groups are required to suggest how we can make improvements in the workplace to reduce/stop these being problems that customers complain about. Allow 10 minutes for groups to complete this and then initiate feedback. After each group has presented their solutions ask the other groups to suggest any other solutions that would also help to improve the problem.	Feedback and provide rationale to answers.		
5 min	LO1, LO2, LO3	**Display PPT Slide 13** Summary of the session, instructor should highlight the main points	Listen, take notes, ask questions	PPT slide 12	N/A
Summary:		This session has examined: ● Identify the customer and the importance of good customer services ● Primary causes of a bad customer experience ● Strategies to be effective during every customer interaction ● Strategies to minimise the impact of a bad customer experience			

Lesson Plan

Programme / Course: Customer Orientation	**Subject:** Effective Customer Service
Link to Scheme of Work/Training Schedule: Session 2 of 2	**Duration:** 1 hour 30 minutes
Learning Level: Level 3	**Link to Matrix:** S8

Learning Aim for the Lesson:

To gain a basic working knowledge of how we can provide effective customer service to customers and personalised services in tourism and hospitality.

Competencies / Learning Outcomes:

1. Understand effective interactions in customer service
2. List strategies to be as effective as possible during every customer interaction
3. Define the key components of a personalised service and outline methods to make it more effective

Recommended methodologies:

Teaching social skills related to customer service is challenging because it requires real-life interactions and cannot be fully replaced by theory or online courses. Soft skills need to be taught through practice and receiving feedback, as involving industry professionals and practical examples enhances the learning experience.
Increasing self-knowledge and personal development are crucial aspects of teaching social skills, and mentoring and coaching are highly effective methods for teaching social skills. Social Skills need Group development facilitation, smaller groups, etc. and general observation. In this sense, role-play different scenarios where students can practice and apply their

Resources:

Flip chart paper and pens
S8 L3 Customer Orientation Presentation Power Point

social skills in tourism, such as handling customer complaints or communicating effectively with tourists. Another option would be design a group project where students have to create a social skills training program for tourism professionals.

Methods examples:

- Provide case studies or real-world scenarios related to social skills in tourism and have students analyse them to identify appropriate social behaviors.
- Organize debates or panel discussions where students can critically evaluate different approaches to social skills training in the tourism industry.
- Incorporating examples, posters, and other forms of assessment to foster holistic learning experiences.
- Problem-based assessments that develop communication, written, and verbal skills.
- The "Students in Action" project in the School of Tourism (TU Dublin) focused on one destination and involved multiple modules and skills development could be used as an example.

Core Skills		
Green:	**Digital:**	**Social: X** Customer service, including strategies to support positive customer interactions and overcome negative customer experiences.

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1, LO2, LO3	**Display PPT slide 1-3.** **Introduce the lesson and explain the previous lesson learning outcomes.**	Listen, ask questions, take notes	PPT slide 1-3	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO1, LO2	**Display PPT slides 4-7** **Introduce the topic and explain: Effective interactions** Share strategies for facilitating effective customer interactions.	**Whole group** Listen, take notes, ask questions.	PPT 4-7	
20 mins	LO2	**Display PPT slide 8.** **Activity: Effective interactions** Split into small groups. Issue with flip chart paper and pens. Advise groups they should refer to the 7 suggested examples for effective customer interactions (as just explained by the tutor). Groups are required to answer the following questions: ● How can these be applied to your business or organisation? ● How can you apply these to your role? ● What are the potential positive impacts of implementing these strategies? (focus on the positive impact)	**Small groups** Consider the suggested examples for effective customer interactions. Apply these to their workplace and answer the questions: ● How can these be applied to your business or organisation? ● How can you apply these to your role? ● What are the potential positive impacts of implementing these strategies? (focus on the positive impact) Record answers on flipchart and be prepared to feedback and discuss when required.	PPT slide 8 Flip chart paper and pens.	Formative judgment based on the quality of suggestions.
5 min	N/A	**Break**			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO3	**Display PPT slide 9.** **Question and explanation: Personalised service** Ask the group what they think 'personalised service' is and what some of the benefits of providing a personalised service might be? Once the group have made some suggestions – summarise what 'personalised service' means and some of the benefits of providing a personal service. See slide notes for further info.	**Whole group** Suggest what 'personalised service' means and what the benefits of providing a personalised service might be.	PPT slide 9.	Formative judgment based on the quality of suggestions.
15 mins	LO3	**Display PPT slide 10.** **Activity: Providing a personal service** Split into small groups. Issue with flip chart paper and pens. Groups consider their business or organisation and customer group and identify realistic ways that they could personalise the service that they offer. How can they personalise the service for their customers? Allow 10 minutes to complete then facilitate feedback and discussion.	**Small groups** Identify methods to personalise their current service offer (must be realistic, in terms of time, money, ethics etc). Feedback suggestions and discussion where required.	PPT slide 10. Flip chart paper and pens.	Formative judgment based on the quality of suggestions.
5 min	LO3	**Display slide 11** Explain tips on how to provide personalised services	Listen, ask questions, take notes	PPT slide 11	
15 min	LO3	**Display slide 12.** **Activity 3, Providing a Personal Service.** Each student should think about one of the situations presented in the slide and choose one. Then, think about strategies to create a personalised	**Individual activity** Identify methods to personalise their current service offer	PPT slide 12	Formative judgment based on the quality of suggestions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		service offer. Then, they should share with the group **.**	Feedback suggestions and discuss where required.		
5 mins	LO1, LO2, LO3	**Display PPT slide 13.** **Recap session** Allow participants the opportunity to ask any questions. Close the session.	**Whole group** Listen / Take notes / Ask questions.	PPT slide 13.	
Summary:		This session has examined: ● Strategies to be effective during every customer interaction ● Components of a personalised service ● Strategies to provide a good personalised service			

Lesson Plan

Programme/course: Age Related Accessibility for Businesses	**Subject:** Programme activities, events and exhibitions catered to different age audiences
Link to Scheme of Work/Training Schedule: Session 1 of 2	**Duration:** 2 hours
Level: Generic	**Link to Matrix:** S2

Learning aim for the lesson:
This lesson helps students to gain an understanding of the older visitor market including its size, its diversity, its requirements and preferences and to explore the relevance of this knowledge to the activities, events or exhibitions offered by their business.

Competencies / Learning Outcomes: Describe the key facts related to the potential size of the senior tourist market and the value to the tourism market Describe the key facts related to the tourism and leisure behaviour of senior tourists List the common health/accessibility issues associated with ageing Identify actions that can be taken to improve service for the senior tourist market **Recommended methodologies**: This topic involves awareness of the importance of diversity and inclusion. Group work involving people from diverse backgrounds is an effective method for teaching these social skills, and fostering teamwork and collaboration are also essential. Age-related awareness and inclusivity skills need to be taught through practice as well as receiving feedback. Socialization and group activities can help develop an understanding of relationships and their	**Resources**: Mind the Gap https://www.youtube.com/watch?v=uNgEQvPj1N8&t=0s&index=77&list=PLC648CE68AB900757 Accessible Tourism – why we do it (UK) https://www.youtube.com/watch?v=Hrq6bOJuGfI&index=161&t=0s&list=PLC648CE68AB900757 Profiting through accessible tourism (VisitEngland, UK) https://www.youtube.com/watch?v=m9xdAakCGEQ What we have learned (Accessible conference/concert/theatre venue, (UK) https://www.youtube.com/watch?v=SZCtS1V2wow&index=199&t=0s&list=PLC648CE68AB900757 Laptop and screen Internet S2 S1 Age Related Accessibility for Businesses Presentation PART 1 and 2

benefits in various aspects of life. Managing emotions and responding appropriately to others' emotions and diverse backgrounds is important for respecting and acting according to the situation. Thus, practising cooperation and sharing skills can enhance awareness of different people's needs and skills related to customer service. Nevertheless, improving social skills is a continuous process that requires time and effort, leading to more fulfilling relationships and a better quality of life. **Methods examples:** Group work with diverse participants to learn teamwork and collaboration. Incorporating personal development and self-knowledge as integral parts of teaching social skills. Using videos, such as case studies, to analyse and teach customer service skills Encouraging reflection and incorporating analytical elements into academic skills Hybrid Flexible (Hy-Flex) learning, combining online and in-person approaches. Practice and real-world experiences to learn and apply social skills. Ask students to recall examples of good customer service they have experienced in the tourism industry Organize debates or panel discussions where students can critically evaluate different approaches to social skills training in the tourism industry	

Core Skills		
Green:	**Digital:**	**Social:** Age Related Accessibility Skills

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-3** Introduce the age-related accessibility course and the topics that will be covered.	Listen to the introduction. Ask and answer questions as required	PPT slides 1-3	N/A
10 mins	LO2	Display **PPT slide 4** and show the introductory video (3.56 mins). A video on the benefits and business case for Accessible Tourism produced by ENAT for the European Commission was recorded at the European Commission Conference. Briefly describe the link between ageing and accessibility that will be explored during the course. Invite initial observations, comments from the students on the interviews in the video.	Give initial reactions to the interviews in the video.	PPT slide 4 **"Mind the Accessibility Gap**" 6th June 2014 https://www.youtube.com/watch?v=uNgEQvPj1N8&t=0s&index=77&list=PLC648CE68AB900757	Student comments will provide an indication of their engagement with the topic.
25 mins	LO1 LO2	Display **PPT slides 5-12.** These slides provide some indications of the size and value of the domestic and international senior visitor market. Split the students into small groups or pairs and ask them to consider whether their business can afford to ignore the senior tourist market. After allocated time, bring back together into one group and go around the groups / pairs getting feedback.	Students listen to presentation and ask questions as required. Small group/paired discussion then feedback the outcomes to the larger group and participate in whole group discussion. Ask questions as required.	PPT slides 5-12	Student engagement with the paired / group discussions will provide an indication of their engagement and understanding of the topic. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Facilitate the discussion, ensuring all group members have the opportunity to engage. Summarise the points raised during the discussion and check if there are any questions before moving on.			
30 mins	LO3	Display **PPT slides 13-22** These slides show research into senior tourists' interests, preferences and accessibility needs. After presentation, ask students to work in same pairs / groups and discuss what they currently do (or could do) to address some of these needs. After allocated time, bring back together into one group and go around the groups / pairs getting feedback. Facilitate the discussion, ensuring all group members have the opportunity to engage. Summarise the points raised during the discussion and check if there are any questions before moving on.	Students listen to presentation and ask questions as required. Small group/paired discussion then feedback the outcomes to the larger group and participate in whole group discussion. Ask questions as required.	PowerPoint: Senior Tourists – meeting needs, interests and preferences.	Student engagement with the paired / group discussions will provide an indication of their engagement and understanding of the topic. Questions asked and answered.
5 min	N/A	**Break**			
30 mins	LO1 LO2 LO3 LO4	Display **PPT slide 23** to show a series of short videos in which tourism businesses describe their experiences in addressing the accessibility needs of their visitors:	Students watch the three videos. Small group/paired discussion then feedback the outcomes to	PPT slide 23 **Accessible Tourism – why we do it (UK)**	Key points from videos identified and articulated during small group / paired discussion and during feedback session.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Accessible Tourism – why we do it (UK) (2.50 mins) • Profiting through accessible tourism (VisitEngland, UK) (4.20mins) • What we have learned (Accessible conference/concert/theatre venue, (UK) (1.01 mins) After videos, ask students to work in same pairs / groups and discuss what the key points are to be learnt from these videos. After allocated time, bring back together into one group and go around the groups / pairs getting feedback. Facilitate the discussion, ensuring all group members have the opportunity to engage. Summarise the points raised during the discussion and check if there are any questions before moving on.	the larger group and participate in whole group discussion. Ask questions as required.	https://www.youtube.com/watch?v=Hrq6bOJuGfI&index=161&t=0s&list=PLC648CE68AB900757 **Profiting through accessible tourism (VisitEngland, UK)** https://www.youtube.com/watch?v=m9xdAakCGEQ **What we have learned (Accessible conference/concert/theatre venue, (UK)** https://www.youtube.com/watch?v=SZCtS1V2wow&index=199&t=0s&list=PLC648CE68AB900757	Whole group discussion points made.
10 mins	LO1 LO2 LO3 LO4	Display **PPT slide 24** Facilitate a group discussion on the relevance of the information presented to the business during the session, exploring: • How successfully the business is engaging with the older visitor market	Students participate in whole group discussion. Ask any questions required.	Display PPT Slide 24	Discussion points made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• The extent to which stereotypes of older adults' impact on business operations and service • Actions the business could take to benefit more from the older visitor market Summarising the outcomes of the discussion and check if there are any questions.			
5 mins	All	Display PPT slide 25 Make a summary of the discussion and introduce the next session which will be looking at aspects of accessibility with reference to the 7 Principles of Universal Design.	Questions to ensure understanding and clarity re. the next session.	Display PPT Slide 25	Questions asked and answered.

Lesson Plan

Programme / Course: Age Related Accessibility for Businesses	**Subject:** Programme activities, events and exhibitions catered to different age audiences
Link to Scheme of Work / Training Schedule: Session 2 of 2	**Duration:** 1 hour 30 mins
Level: Generic	**Link to Matrix:** S2

Learning Aim for the Lesson:
This lesson aims to help students to understand, reflect and identify factors accessibility principles with reference to the 7 Principles of Universal Design.

Competencies / Learning Outcomes: Describe the key facts related to the potential size of the senior tourist market and the value to the tourism market Describe the key facts related to the tourism and leisure behaviour of senior tourists List the common health/accessibility issues associated with ageing Identify actions that can be taken to improve service for the senior tourist market **Recommended methodologies:** This topic involves awareness of the importance of diversity and inclusion. Group work involving people from diverse backgrounds is an effective method for teaching these social skills, and fostering teamwork and collaboration are also essential. Age-related awareness and inclusivity skills need to be taught through practice as well as receiving feedback. Socialization and group activities can help develop an understanding of relationships and their benefits in various aspects of life. Managing emotions and responding appropriately to others' emotions and diverse backgrounds is important for respecting and acting according to the situation. Thus, practising cooperation and sharing skills can enhance awareness of different people's needs and skills related to customer service. Nevertheless, improving social skills is a continuous process that	**Resources** S2 Age Related Accessibility for Businesses Presentation S2 Age Related Accessibility for Businesses Assignment Brief Laptop and screen Internet

requires time and effort, leading to more fulfilling relationships and a better quality of life. Methods examples: ● Group work with diverse participants to learn teamwork and collaboration. ● Incorporating personal development and self-knowledge as integral parts of teaching social skills. ● Using videos, such as case studies, to analyse and teach customer service skills ● Encouraging reflection and incorporating analytical elements into academic skills ● Hybrid Flexible (Hy-Flex) learning, combining online and in-person approaches. ● Practice and real-world experiences to learn and apply social skills. ● Ask students to recall examples of good customer service they have experienced in the tourism industry ● Organize debates or panel discussions where students can critically evaluate different approaches to social skills training in the tourism industry	

Core Skills		
Green:	**Digital:**	**Social:** Age Related Accessibility Skills

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-3.** Welcome students, recap from session 1, go through the aims and objectives of session 2. Check if any questions before moving on.	Listen to session 1 recap, this session's aims and objectives. Ask questions as required.	PPT slides 1-3	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
25 mins	LO1 LO2 LO3	Display **PPT slides 4-14.** These slides introduce the concept of the 7 Principles of Universal Design, illustrating them with examples of their successful application in a tourism context. As going through the slides, ask students to give examples from their own businesses, organisations to being to put the learning into context and keep the students engaged. After finished presentation, ask students if they can give any examples where adaptations had not been made and thus created a barrier to accessibility. Instructor may have to have a couple of examples ready to share. Check if there are any questions.	Students listen to presentation and add in examples from their own businesses or organisations of accessibility adaptations. Students give examples where barriers have been created due to accessibility adaptations having not been made.	PPT slides 4-14	Examples given of changes made to increase accessibility.
5 min	N/A	**Break**			
15mins	LO1 LO2	Split students into pairs or small groups and ask them to consider how the value of the 7 principles concept could enhance tourism products to ensure they are accessible to and inclusive of older visitors. After allocated time, bring pairs / small groups together and take feedback from each group. Facilitate a group discussion to summarise the key points raised during the discussion. Check if there are any questions.	Students discuss) in pairs or small groups) the 7 principles concept in relation to tourism and prepare to feedback to the whole group. Students participate in a summary discussion.	None	Student engagement with group discussion will provide an indication of their engagement and understanding of the topic.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
30 mins	LO1 LO2 LO3 LO4 LO5 LO6	Display **PPT slide 15** and introduce the Assignment: **Age Related Accessibility in Tourism Businesses.** **Task:** With reference to the 7 Principles of Universal Design and in relation to access by and inclusion of older visitors, write a professional report that includes the following evaluations based on your place of work: • Evaluate your department's/business's marketing/promotion/publicity • Evaluate the physical accessibility of your department or business • Evaluate the methods you use to communicate information to visitors • Evaluate the customer service provided by staff and volunteers • Make recommendations re. cost-effective changes that could be made to enhance access by and appeal to older visitors • Submit your recommendations in the form of a detailed report for assessment and for discussion with colleagues and senior management	Students listen to assignment brief and ask any questions as required. Students start to plan their assignment and ask instructor any questions or for support. Check submission date.	PPT slide 15 S2 Age Related Accessibility for Businesses Assignment Brief	Submission of assignment. Students demonstrate how they can contextualise their new knowledge and apply it to their own work situation.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		You may wish to research case studies of similar businesses who have incorporated the principles of accessibility and inclusivity and use examples of actions they have taken to illustrate what can be achieved and to support your recommendations. Suggested length: 2,500 words. Instructor provides clarification and answers any questions. Instructor sets submission date. Instructor gives the students opportunity to work individually to start planning their assignment. Instructor answers any questions, provides support as required.			
5 min	LO1, LO2, LO3, LO4	Display Slide **PPT 16** Instructor should summarise the key points of the lesson, and ask if there is any question left.	Students listen and ask any questions as required.		

Lesson Plan

Programme / Course: Basic Techniques to support people with accessibility requirements	**Subject:** Understanding Disability
Link to Scheme of Work / Training Schedule: Week / session 1	**Duration:** 1 hour 45 minutes
Learning Level: EQF Level 3 (suitable to be adapted for in-house and students)	**Link to Matrix:** S4

Learning Aim for the Lesson:
The overall aim of the lesson is to give students a basic understanding of who disabled people are, understand the meaning of impairment and disability and by tackling some misconceptions about disability, to encourage positive attitudes and increase confidence of students in supporting/providing an inclusive experience for disabled guests.

Competencies / Learning Outcomes: 1. Know about the diverse range of disabled people 2. Understand why and how discrimination occurs 3. Know about inclusive language	**Resources:** S4 L3 S1 Presentation Whiteboard and pens If online – use the chat function and padlets Internet Access https://www.youtube.com/watch?v=bwW6mYdJ7Xc Disability - how you see me Useful websites for independent research: https://www.equalityhumanrights.com/en https://www.un.org/en/content/disabilitystrategy/ https://www.scope.org.uk/

Core Skills

Green:	**Digital:**	**Social:** S4 Understanding Disability

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	All	Introductions **Display PPT slide 1-2. Learning Objectives.**	Students listen to introduction and learning outcomes and ask any questions as required.	PPT slides 1-2	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		This is a basic introduction to understanding disability with the aim of raising awareness, to encourage positive attitudes and increase confidence. For more detailed training recommend Disability Equality Training provided by disability specialists i.e., disabled people/organisations. e.g., in Wales. https://www.disabilitywales.org/services/			
20 mins	LO1	Ask the group first what do they know about disability? What is the universal symbol for disability? Do they know a person with a disability? Where have they seen disabled people represented? Facilitate a brief opening discussion – answers could be recorded on a whiteboard. **Display PPT slide 3. Who are Disabled People?** Run through the slide. This is to change the mind set of 'Us' and 'Them' and start to break down stereotypes. Watch the YouTube clip in **Slide 4** and facilitate a brief discussion. **Display PPT slide 5. Medical Model of Disability x Social Model of Disability.** Instructor explains the two models and asks students for their thoughts. **Display PPT slides 6 and 7. Statistics.** To emphasise the numbers of people who have a disability and the market potential of providing good access.	Students participate in an opening discussion about disability, the universal sign for disability and discuss their experiences/awareness of disability. Students watch the YouTube clip and then instructor facilitates a discussion to get observations about the clip. Students share thoughts on the two models of disability. Students comment on the statistics presented.	PPT slides 3-6 Whiteboard and markers or online whiteboard. https://www.youtube.com/watch?v=bwW6mYdJ7Xc Disability - how you see me (3 mins)	Points made in the discussions. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructors note – you may wish to replace European Union statistics with your own country statistics. **Display PPT slide 6**. Explain the point here is not just the numbers but also to highlight that the number of wheelchair users is less than for sensory impairment.			
20 mins	LO2	**Display PPT slide 8. The Charter of Fundamental Rights of the European Union.** Show the slide – very basic introduction. Ask the students what they know about the legislation. *Instructors note – you may need to replace this slide with legislation relevant to your country*. **Display PPT slide 9. Discrimination.** Give examples of how discrimination occurs. Ask the students if they can think of any more examples? Have they any first-hand experiences they can share? Then ask the students why they think it happens (especially if there in legislation)? **Display PPT slide 10. Guide dog owner refused entry to a restaurant.** Play the audio and ask the students to work in pairs or small groups to answer the questions on the slide. After allocated time bring the group back together and take feedback/ facilitate a discussion on answers.	Students consider if they think about legal obligations. Is it included in any in-house training? Students share experiences. Students offer examples they are aware of in their workplaces or have seen/heard on the news. Students make suggestions on why discrimination still happens. Watch the clip and in small groups/pairs answer the questions: 1. What did the staff do and why did they take that action? 2. What should the staff have done? 3. Why did this happen? 4. How did it impact the customer?	PPT slides 8-13 https://www.rte.ie/news/dublin/2023/0119/1349581-guide-dog/#:~:text=A%20paralympian%20has%20spoken%20about,daughter%20and%20guide%20dog%20Juno. (3.53 mins)	Points made in the discussions. Answers given regarding the clip. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 min	LO2	**Display PPT slide 11. Task 1: Discuss in groups** 1. What did the staff do with the Paralympic athlete tried to access services with his guided dog? 2. What should the staff have done? 3. Why does this still happen? Share your thoughts about it. Explain to students that they should think about how discrimination occurs in a daily basis and to reflect on inclusion.	Be prepared to feedback and discuss your answers with the tutor and rest of group.		Points made in the discussions
5 min	N/A	**Break**			
15	LO3	**Display PPT slide 12. Stereotyping.** Explain incidents of discrimination can be due to persistent stereotyping. Emphasise the best practice in attitude and talk about how students may be able to carry out the actions. Ask students their thoughts on how confident they would feel in a workplace environment. **Example of Blind and Partially People, Slide 13.** Ask the group what they know about vision impairment. The stereotype is - no sight at all and most find it harder to understand partial sight. **Display PPT slide 13** which gives impressions of the different ways of seeing: ● There are many types of sight impairment caused by birth, disease, accident or getting older ● This means people can also see in different ways ● Therefore, avoid making assumptions ● Levels of vision will determine the needs of individuals	Students think about stereotyping and discuss positive actions they can do to overcome prejudice and bias. Students join in with discussion about not making assumptions		Points made in the discussions. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Symbols of Disability. Ask the group how they would know if an individual is blind/partially sighted? **Display PPT slide 14** and emphasise the importance not to make assumptions as not all visually impaired people use these aids. A person might say 'I can't see very well'.			
25 mins	LO2, LO3	**Display PPT slide 15. Inclusive Language.** Ask the group to work in pairs and to write down words, phrases they are aware of and/or use. After allocated time seek feedback then briefly show the students the guidelines from the Gov. UK site *Instructors note – you may wish to replace the link with a site from own country.* [be aware that there could be discussion about political correctness, but emphasis isn't so much about political correctness but more about not offending people and being respectful]. **Display PPT slide 16. Facts about language and disability.** Run through the slide depicting some research findings from Leonard Cheshire. Facilitate a discussion with students about whether they worry about saying the wrong thing and why. Show the YouTube clip and facilitate a summary discussion. Ask students if they have any questions.	Students work in pairs and write down words they associate with disability personally or those that are used in their organisation. Feedback to rest of group. Students participate in discussion about whether they worry about saying the wrong thing. Students watch the YouTube clip.	PPT slides 13-14 https://www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability Inclusive Communication Tips https://www.leonardcheshire.org/get-involved/support-our-work/words-hurt Words Hurt: Kray-Z Legz 'The Language of Disability' (with subtitles) (1.13 mins)	Points made in the discussions. Questions asked and answered.
Recap / Summary:		**Display PPT slide 17 and 18. Final Thoughts.** Review slide and allow time for questions (5 mins)			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The session has raised some basic awareness around disability perception, stereotypes and reasons for discrimination with the aim of encouraging positive and confident attitudes.			
Link to next session and/or follow up action:		Independent task see **PPT slide 16.** *Not compulsory but recommended.* Next session: Communication skills.			

Lesson Plan

Programme / Course: Basic Techniques to Support People with Accessibility Requirements	**Subject:** Communication Skills
Link to Scheme of Work / Training Schedule: Session 2 of 2	**Duration:** 2 hours
Learning Level: EQF Level 3 (can be for in-house/ student/ face-to-face and live online	**Link to Matrix:** S4

Learning Aim for the Lesson:
The overall aim of the lesson is to give students some basic communication skills so that they can communicate effectively with disabled guests and visitors. This means staff will be enablers of accessible and inclusive experiences.

Competencies / Learning Outcomes:
1. Understand the meaning of communication
2. Identify some principles of good communication
3. Develop some initial basic communication skills to support people with accessibility requirements

Methodology Recommendations:

This topic should consider the use of emerging technologies and teach critical skills in response to post-pandemic changes. Assessments should be designed strategically, focusing on what students need to know and becoming holistic student graduates. Problem-based assessments can be a valuable approach to developing communication and analytical skills. Socialization and group activities can help develop an understanding of relationships and their benefits in various aspects of life, and such social skills as active listening and nonverbal communication contribute to effective communication with customers disability and create disability awareness. Managing emotions and responding appropriately to others' emotions is important for respecting and acting according to the situation. The use of examples and participatory games, as utilising real case studies and encouraging active student participation for knowledge acquisition is also important.The development and integration of values

Resources:
S4 L3 S2 Presentation
Pen and paper
Whiteboard and pens
http://www.disabilityartsonline.org.uk/crippen_cartoons_profile
https://www.rnib.org.uk/sites/default/files/Top_tips_for_Learning_Disabilities-COMMS.pdf
https://rnid.org.uk/coronavirus-response/how-to-communicate-with-deaf-people-hearing-loss/
https://www.mencap.org.uk/learning-disability-explained/communicating-people-learning-disability
https://www.youtube.com/watch?v=xuVP_c2TcMw BSL Fingerspelling
Guiding blind and partially sighted people - Giles - YouTube
How to guide a blind or partially sighted person - YouTube

(ethical, social, and work values) in the work environment are central, including accessibility awareness. Examples of methods: ● Group work with diverse participants to learn teamwork and collaboration. ● Provide case studies or real-world scenarios related to social skills in tourism and have students analyze them to identify appropriate social behaviors. ● Conduct group discussions to explore the impact of differences and the importance of inclusion in the tourism industry. ● Integration of emerging technologies and interdisciplinarity in course design. ● Incorporating examples, posters, and other forms of assessment to foster holistic learning experiences. ● Problem-based assessments that develop communication, written, and verbal skills. ● The "Students in Action" project in the School of Tourism (TU Dublin) focused on one destination and involved multiple modules and skills development could be used as an example. ● Encouraging reflection and incorporating analytical elements into academic skills. ● Content improvements, specifically focusing on survival/resilience strategies as a contemporary subject.	

Core Skills		
Green:	**Digital:**	**Social:** S4 Communication Skills

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	All	**Display PPT slides 1-2.** **Introductions and Learning Objectives.**	Listen to the introduction and recap from previous session.	PPT slides 1-2	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Recap on previous session and check if there are any questions. Explain this is a basic introduction and a taster to some practical skills.	Ask any questions as required.		
10 mins	LO1	**Display PPT slide 3 and 4. What is Communication?** Show the slide and ask the group the following: 1. Imagine you are on holiday in country where you don't speak the language. How do you communicate? (e.g., gestures, write things down, show pictures, language apps). 2. What is a communication difficulty/who can have issues with communication? (See slide).	Students call out their answers.	PPT slide 3-4	Answers given to the questions.
20 mins	LO1 LO2	**Listening and following instructions.** **Display PPT slide 5** and explain that you are going to describe the picture which only you can see and the students are to draw the picture based on your description. Once complete, ask the students to show their pictures. There should be a mix of pictures and none will look like the original. After you've had an opportunity to look at the students' pictures, **display PPT slide 6** and ask students to explain why they think the pictures didn't come out the same? Facilitate a discussion. The outcome should be that without seeing and hearing, it is difficult to create an accurate picture. If dependant on verbal communication, the communication needs to be very clear.	Students listen to the instructions from the instructor, draw the image being described. Discuss your observations on what make good instructions and describe what they have learnt about communication here?	PPT slides 5 - 6	Quality of pictures drawn from verbal instructions. Participation in group discussion and points raised why the picture may not look like the original. Points identified that relate the outcome of the exercise to good communication skills.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Verbal detailed description can be useful when describing a room, a layout, a plate setting or a view for a visually impaired person.			
15 mins	LO2	**Communication Skills Hints and Tips, PPT Slide 6.** Split the students into pairs or small groups and ask them to write a list of actions to consider for good communication skills to support people with accessibility requirements. After the allocated time bring the group back together and take feedback from each pair / small group. **Display PPT slides 7-8** and talk through the slides. Depending on time, ask the students to look up the three organisations for their guidelines on communication. If no time in lesson encourage students to visit websites in their own time.	In groups or pairs students write a list of good communication skills and issues to think about it. Be prepared to feedback to the instructor and rest of group.	PPT slides 6 - 8 https://www.rnib.org.uk/sites/default/files/Top_tips_for_Learning_Disabilities-COMMS.pdf https://rnid.org.uk/coronavirus-response/how-to-communicate-with-deaf-people-hearing-loss/ https://www.mencap.org.uk/learning-disability-explained/communicating-people-learning-disability	Communication skills identified. Points made in feedback.
15 mins	LO3	**Display PPT slide 9 Fingerspelling. Then Slide 10 (task).** Explain this is not sign language (BSL) as that requires professional training. Learning the alphabet and spelling out words, and short sentences can make a significant difference if you don't know how to sign.	**Watch the clip.** Finger the letters as it goes through and repeat. **In pairs:** Spell your name. Spell a word and your partner has to work it out. Repeat taking turns.	PPT slide 9 https://www.youtube.com/watch?v=xuVP_c2TcMw BSL Fingerspelling (1.2min)	Words correctly spelt using finger spelling. Words understood as partner spells them out.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Ask students to watch the clip and sign along with it. Then in pairs spell out random words to practice. (It may be beneficial to repeat the clip).			
5 min	N/A	**Break**			
10 mins	LO3	**Display PPT slide 11 and 12 Deaf/Blind Alphabet.** Explain this is often referred to as dual sensory loss. As with types of visual impairment discussed in session 1, it is similar for someone who is deaf/blind, there can be varying degrees of sight and hearing. Ask the students to copy the signs on their own hand and then in pairs practice signing their name.	Students look at the letters on slide and then practice in pairs. Try spelling out name and then words to see if partner can understand.	PPT slide 10	Words correctly spelt using deaf/blind spelling technique. Words understood as partner spells them out.
10 mins	LO3	**Display PPT slide 13 Braille.** Explain that it can't be assumed all blind people read braille. Approximately 4% of the UK non-or partially sighted population read Braille. *Note: you may want to swap this statistic for own country's statistic.* In the Braille Cell, each dot is given a number and the letters are combinations of the dots. Ask the group where braille can be used in their institution and facilitate a discussion. Answers could include: menus, in the lift, room numbers, any information that the customer needs really. But if not available you need alternatives – audio or staff to read aloud though not ideal.	Students think about where Braille can be useful in their organisation and make suggestions to group in discussion.	PPT slide 11	⠃⠗⠁⠊⠇⠇⠑ - Learn Braille in One Lesson - YouTube 7 mins – in own time for interest.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 mins	LO3	**Display PPT slide 14 Orientation and Communication.** Set the task as per instructions on the slide (making sure all necessary safety precautions are followed). Explain to students that in this exercise they are relying on memory and familiarity. If it is a new place, then they can't rely on knowing where things are or the route to take. Ask the students to return to their seats and then facilitate a discussion on what can be done to support. e.g., good to offer to show a guest around the room describing the layout; explain the layout of the public toilets initially. **Display PPT slide 15 Guiding Skills.** Show the slide and briefly explain the principle is to offer an arm to the person so that the sighted person is in the front. Provide links for students to watch YouTube videos on guiding in their own time.	**Undertake only if safe to do so:** ● Stand up in the room/ your room ● Make sure there are no obstacles ● Close your eyes ● Keeping eyes closed, what can you remember about the layout of the room and its contents ● If you had to move, would you be able to make it to the door and/or move around the room? ● How do you know all this information to help you get around?	PPT slides 12 – 13 Guiding blind and partially sighted people - Giles - YouTube How to guide a blind or partially sighted person - YouTube	Ability to explain what is in room and move around and then relate that to be able to offer support. Practical ideas identified. Discussion points raised in group discussion. Questions asked and answered.
10 mins	LO3	Display **PPT slide 16** and explain the task. Split students into pairs or small groups and ask them to discuss and write down practical ideas that they could use in their organisation to support disabled people (with any disability) and be prepared to feedback. After the allocated time bring the group back together and take feedback from each pair / small group and facilitate a summary discussion.	Students discuss and list practical ideas to help support disable people in organisation and feedback answers to main group. Students participate in whole group summary discussion.		Practical ideas identified. Discussion points raised in group discussion. Questions asked and answered.
5 mins	All	Round things up and take any questions.	Chance to ask questions before departing.	None	
Recap / Summary:		This session has focussed on the importance of communication as part of accessibility and inclusivity and has provided an introduction to some basic communication skills.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Link to next session and/or follow up action:		Revisit the how to communicate and how to guide resources to build up the skills and confidence.			

Lesson Plan

Programme / Course: Skills Related to Disabilities and Appropriate Infrastructure	**Subject:** Provision of Accessible Information: Context and Background
Link to Scheme of Work / Training Schedule: Session 1 of 3	**Duration:** 2 hours
Learning Level: EQF Level 5 (Managers) (Target groups: Industry organizations, Companies, Universities Governments)	**Link to Matrix:** S4

Learning Aim for the Lesson:
As a first session to set the scene to accessible information and its significance to disabled people. Initial discussions will be centred on identifying existing knowledge of disability, visitor experience and alternative formats, and establish if these are based on stereotypes and unconscious bias. Types of information and methods in brief will be discussed leading into recognising the reasons for action. Managers do not need to know the detail of producing accessible information (Information computer technology, web and app design/programming, specific details of standards etc) however managers are to be encouraged to have an overview as leaders, planners, delegators, for compliance (European Charter of Fundamental Rights, local legislation, public sector standards, indicators) market value of increased accessibility and for that 'buy in' to embedding accessibility into an organisation's operations.

Competencies / Learning Outcomes:

LO1. To have an overview of accessible information in the context of accessible/inclusive tourism
LO2. To recognise the significance of accessibility and specifically accessible information in the travel system
LO3. To establish an understanding of various forms of platforms of information, and commitment to creating or enhancing accessible information as a strategic goal

Methodology Recommendations:

This topic should consider the use of emerging technologies and teach critical skills in response to post-pandemic changes. Assessments should be designed strategically, focusing on what students need to know and becoming holistic student graduates. Problem-based assessments can be a valuable approach to developing communication and analytical

Resources:
S4 L5 S1 Presentation
Internet access
Access to YouTube
Teams/Zoom (if delivered virtually)
Whiteboard/Online collaboration tool (if delivered virtually)
S4 L4 S1 Worksheet

Useful Publications

- VisitEngland Winning More Visitors A guide for destination managers on providing Access Information on destination websites
- https://www.ict4ial.eu/what-meant-accessible-information
- Accessible Tourism United Nations World Tourism Organisation

Suggested academic articles for students

skills. Socialization and group activities can help develop an understanding of relationships and their benefits in various aspects of life, and such social skills as active listening and nonverbal communication contribute to effective communication with customers disability and create disability awareness. Managing emotions and responding appropriately to others' emotions is important for respecting and acting according to the situation. The use of examples and participatory games, as utilising real case studies and encouraging active student participation for knowledge acquisition is also important.The development and integration of values (ethical, social, and work values) in the work environment are central, including accessibility awareness.

Examples of methods:

- Group work with diverse participants to learn teamwork and collaboration.
- Provide case studies or real-world scenarios related to social skills in tourism and have students analyze them to identify appropriate social behaviors.
- Conduct group discussions to explore the impact of differences and the importance of inclusion in the tourism industry.
- Integration of emerging technologies and interdisciplinarity in course design.
- Incorporating examples, posters, and other forms of assessment to foster holistic learning experiences.
- Problem-based assessments that develop communication, written, and verbal skills.
- The "Students in Action" project in the School of Tourism (TU Dublin) focused on one destination and involved multiple modules and skills development could be used as an example.
- Encouraging reflection and incorporating analytical elements into academic skills.

- Buhalis, D. (2019). "Technology in tourism-from information communication technologies to eTourism and smart tourism towards ambient intelligence tourism: a perspective article", *Tourism Review*, Vol. 75 No. 1, pp. 267-272. https://doi-org.ezproxy.cardiffmet.ac.uk/10.1108/TR-06-2019-0258
- Buhalis, D., & Darcy, S. (Eds.). (2011). *Accessible tourism: Concepts and issues*. Bristol, UK: Channel View Publications.
- Darcy, S., & Dickson, T.J. (2009). A Whole-of-Life approach to tourism: The case for accessible tourism experiences. *Journal of Hospitality and Tourism Management.* 16(1): 32-44.
- Finkelstein, V. (2004) Representing Disability. In J. Swain, S. French, C. Barnes, and C.Thomas (Eds.) *Disabling Barriers – Enabling Environments* (2nd ed.), pp. 13-20, London: Sage.
- Sapey, B., (2001) From stigma to the social exclusion of disabled people. In T. Mason, C. Carlisle, C.Watkins and E. Whitehead.(Eds). *Stigma and social exclusion in healthcare*, London, Routledge.
- Smith, R.W. (1987). Leisure of disabled tourists: Barriers to participation. *Annals of Tourism Research,* 14 (3): pp. 376-389.

  Thompson, N., (2016) *Anti-discriminatory Practice*, Equality, Diversity and Social Justice, 6th edition, London, Palgrave.

• Content improvements, specifically focusing on survival/resilience strategies as a contemporary subject.	

Core Skills		
Green:	**Digital:**	**Social:** provide accessible information using digital design for websites, social media and film, and tourism information systems to support the representation of people with disabilities.

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1	**Display PPT slides 1-2** and introduce the session and aim of the session. Ask the students the question – Who are disabled people? Ask the group: • To make suggestions and list on the whiteboard. This is to open the discussion • To give examples of disabled people they know personally/ any in public life and visitors if employees. [They can draw on people they know but there is no expectation for personal declaration; examples of people in public life – Tanni Grey-Thompson; Steven Hawking; Andrea Boccelli; Warwick Davis etc)	An introduction to the session – students should be prepared to answer the question and make suggestions as well as discuss. Shout out or write down answers.	PPT slides 1-3 Whiteboard or post it notes in classroom. Online whiteboard or padlet (virtual). Use chat function (virtual).	Discussion points raised and answers given.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Discuss these observations, did they have to think, which people were mentioned first, etc. Disabled people are members of society just like everyone else with idiosyncrasies just like everyone else however disabled people are arguably not equal citizens in many areas of life. Accessible information is one area/ one barrier **Visible and Invisible disabilities**: Different kinds of impairments and not all visible or show their impairment: e.g. some people may use a wheelchair occasionally; not all blind and vision impaired people use a white cane or have a guide dog; a person with autism and so on. **Display PPT slides 3,** and run through the diverse range of people to sum up initial discussions.			
10 min	LO1	**Display PPT slides 4, 5 and 6.** Explain the social and medical model of disability. Run through the statistics to emphasise the number of people with disabilities.	Students listen, write points and to make questions when needed.	PPT slides 4-6 Whiteboard or post it notes in classroom. Online whiteboard or padlet (virtual).	
20	LO1	**Unconscious Bias and Stereotyping** Ask the group what they understand about unconscious bias. Show the YouTube clip: Understanding Unconscious Bias - The Royal Society 3 mins	Watch the short video. Student in their pairs discuss the aspects the clip raised in relation to their own	PPT slide 4 Access to Internet/Wi-Fi/ good audio	Points raised by the pairs and the ability to put into context.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		In pairs, students to identify these aspects in a particular organisation or their own organisation and feedback to the instructor. **Display PPT slide 7** and run through Unconscious Bias definition. Instructor asks the students to watch the second clip and read the ECU doc in own time as follow up to session. **Stereotyping –** Instructor explains about stereotypes and give examples. e.g. disabled people are to be pitied; disabled people are heroes/inspirational; not capable (education and employment); all blind people read braille; people's appearance and so on. Explain there is a need to move beyond stereotyping and making assumptions but recognise as individuals.	organisation or an organisation they know. Pairs contribute to group discussion. Students to watch the second clip in own time and also scan the ECU document even though it is education-based, the principles will generally apply. Make notes and reflect. Bring this to the next session. This applies not just to attitudes about disability but all characteristics.	YouTube clip: [Understanding Unconscious Bias - The Royal Society](https://www.youtube.com) 3 mins Students watch in own time: [How to Outsmart Your Own Unconscious Bias | Valerie Alexander | TEDxPasadena](https://www.youtube.com) 17.23 https://www.ecu.ac.uk/wp-content/uploads/2014/07/unconscious-bias-and-higher-education.pdf	Points raised in the group discussion and questions asked and answered.
20		**Display PPT slide 8 - Definitions** Run through the definitions. Emphasise that organisations to be accessible and non-discriminatory should be striving for the social model of disability – breaking down barriers of society, not placing the situation on the person's impairment. This will, in the long-term, enhance the values of the organisation. Explain that language and terminology:	Students listen to the definitions. In pairs or small groups, students discuss what they can do within an organisation to break down the barriers created by society. Be prepared to feedback discussion points	PPT slide 5 Swain J., French S., Barnes C., & Thomas C. (ed) (2013). *Disabling Barriers – Enabling Environments*, 3rd edition, Sage	Ideas put forward on how to break down barriers relevant and show understanding. All contributing to the paired / small group discussions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Relates to how view and perceive people with disabilities. • Communicates a message to visitors and staff • Through communications, marketing and face to face. Ask the students/employees to go into pairs or small groups and discuss what they can do in an organisation to break down the barriers society creates. After allocated time, instructor brings the pairs / small groups together, takes feedback from each and facilitates a discussion. Instructor gives a brief summary and asks the group why they think this is significant for them as managers/level 7 students – where does it fit in to their roles? • Creating a culture of inclusion • Duty to provide accessibility and make reasonable adjustments • Provide leadership in these areas, budgeting, monitoring and know how to delegate etc.	Discuss with each other and the instructor why this is significant/relevant to them in their roles.	Publications, London.	Feedback given to the whole group. Points raised. Questions asked and answered during discussions.
5 min	N/A	**break**	N/A		
15 mins	LO2	**Accessible Information Context** The instructor explains that now going to look more specifically at accessible information but first need to contextualise.	In groups/Pairs discuss the significance/relevance of each reason and discuss. Feedback to the instructor and group.	PPT slides 6-7 Business Support Guide Easy Does It VisitBritain	Points raised in paired / small group discussion relevant and shows understanding of

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Display PPT slide 9 and explain accessible tourism is a combination of organisational/staff; physical environment and accessible information – all using Universal Design embedded (from the start as opposed to adding on and for the benefit of all) [This will link also with the S7 age and accessibility skill set] Check if any questions.	Listen to explanation of accessible information and ask questions as required.	Easy Does It Business Guide S2 Age Accessibility – 7 Principles of Universal Design	the importance of becoming more accessible. Feedback given to the group
20 mins	LO3	**Accessible Information Formats** Instructor splits students into small groups or pairs to think about alternative formats to make information more accessible. Students fill in: ● Types of accessible formats ● User/visitor personal assistive technology ● Tourism information systems – digital and non-digital ● When and why would visitors use these information systems ● What considerations are there also for content as well as accessibility? After allocated time, instructor takes feedback from groups / pairs, taking an example from each group/pair until all examples have been fed back. **Display PPT slide 10** to summarise discussions. Instructor shows the YouTube clip. The context is the NHS however the principles are the same and students hear from disabled people of their experiences with information.	Complete worksheet in groups or pairs. Feedback to the instructor and discuss. Watch YouTube Film and make notes ready to feedback and discuss with instructor.	PPT slides 8-9 Worksheet 1 https://www.youtube.com/watch?v=V7xBGYGZwyU What is accessible information? 5.37 mins	Answers given and shared from Worksheet 1 Points made in group discussion about YouTube clip

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After clip played, Instructor facilitates a whole group discussion and asks for observations. **Display slide 11 – Decision-making Process** to emphasis information is part of the decision-making process but tourism systems are complex – therefore lead into next section.			
10 mins	LO4	**Display slide 12 – Additional Aspects to consider** and talk through the slide. Explain that platforms include: ● websites of destination organisations; accommodation; restaurants; travel; booking companies and so on ● Social media – Facebook, Twitter, Instagram etc ● Printed brochures, signage, menus, leaflets ● Audio-visual films embedded, on Youtube etc Standards – organise and establish, also mechanism to measure; communicate values. More detail will be provided in Session 2 Instructor asks students who do they think is responsible for this, senior members, specific departments? The answer will depend on the type of organisation and workforce numbers. More detail in Session 2 Representation: Linked with stereotyping and a sense of belonging. All individuals wish to see themselves otherwise limited representation fuels the misconceptions and further marginalisation. Think about this as well when developing / reviewing an accessibility policy.	Students listen to explanations and ask and answer questions as required.	PPT slide 10	Questions asked and answered. Points made in discussions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Check if any questions.			
5 mins **Recap / Summary:**		This session has provided an overview of accessible information in the context of accessible/inclusive tourism with the aim of helping students/employees to recognise the significance of accessibility and specifically accessible information in the travel system. Various formats and platforms of information provision and production have been identified. This aims to establish understanding and commitment to creating or enhancing accessible information for all.			
5 mins **Link to next session and/or follow up action:**		**PPT slide 13** - Explain the content of the next session – focusing on policy level considerations and actions. ● Students – follow up this session by reading the academic articles and browse the VisitBritain (DMO) Webpage ● Employees – follow up by reflecting on existing practices, types of existing customers and roles within the workforce (e.g. communications and marketing) ● All – watch the YouTube TED Talk on Unconscious Bias (making notes to bring to next session where applicable)			

Lesson Plan

Programme / Course: Skills Related to Disabilities and Appropriate Infrastructure	**Subject:** Practicalities and Technicalities: Creating Accessible Information
Link to Scheme of Work / Training Schedule: Session 3 of 3	**Duration:** 2 hours
Learning Level: EQF Level 5 (Managers) (Target groups: Industry organizations, Companies, Universities Governments)	**Link to Matrix:** S4

Learning Aim for the Lesson:
The overall aim of this lesson is to address the practicalities and technical aspects of creating accessible information. It provides a context and consolidates the previous learning regarding implementing an accessible information policy. It is recommended that information creators such a web developers and designers attend an in-depth training course with the specialist providers. An additional aim is to provide signposting to other organisations and examples of good practice.

Competencies / Learning Outcomes:

LO1. Awareness and understanding of the principles of producing accessible information and alternative formats
LO2. Realise the use of various assistive technologies
LO3. Create comprehensive content as well as accessible content, and create accessible formats using UNWTO guidelines
LO4. Consolidate the role of accessible information in strategic planning, and commitment to access information as part of a holistic accessible tourism approach.

Methodology Recommendations:

This topic should consider the use of emerging technologies and teach critical skills in response to post-pandemic changes. Assessments should be designed strategically, focusing on what students need to know and becoming holistic student graduates. Problem-based assessments can be a valuable approach to developing communication and analytical skills. Socialization and

Resources:
S4 L4 S3 Presentation
Toolkit guidelines online access
Whiteboard/flipchart and pens
Padlet or similar for online

Useful Training Videos:
Government Digital Service: Accessible digital information public sector
https://www.youtube.com/watch?v=0OhQ9gb54ew
https://www.youtube.com/watch?v=s_DPQRGL_QU
https://www.youtube.com/watch?v=HFoBDY7UrP8
https://www.unwto.org/archive/global/publication/unwto-recommendations-accessible-information-tourism
https://figshare.cardiffmet.ac.uk/articles/presentation/The_Challenges_of_Accessible_Tourism_Information_Systems_for_Tourists_with_Vision_Impairment_Sensory_communications_beyond_the_screen/12286397
https://www.youtube.com/watch?v=omjVM1lwkII
https://www.w3.org/WAI/standards-guidelines/wcag/

group activities can help develop an understanding of relationships and their benefits in various aspects of life, and such social skills as active listening and nonverbal communication contribute to effective communication with customers disability and create disability awareness. Managing emotions and responding appropriately to others' emotions is important for respecting and acting according to the situation. The use of examples and participatory games, as utilising real case studies and encouraging active student participation for knowledge acquisition is also important.The development and integration of values (ethical, social, and work values) in the work environment are central, including accessibility awareness. Examples of methods: ● Group work with diverse participants to learn teamwork and collaboration. ● Provide case studies or real-world scenarios related to social skills in tourism and have students analyze them to identify appropriate social behaviors. ● Conduct group discussions to explore the impact of differences and the importance of inclusion in the tourism industry. ● Integration of emerging technologies and interdisciplinarity in course design. ● Incorporating examples, posters, and other forms of assessment to foster holistic learning experiences. ● Problem-based assessments that develop communication, written, and verbal skills. ● The "Students in Action" project in the School of Tourism (TU Dublin) focused on one destination and involved multiple modules and skills development could be used as an example.	

• Encouraging reflection and incorporating analytical elements into academic skills. • Content improvements, specifically focusing on survival/resilience strategies as a contemporary subject.	

Core Skills		
Green:	**Digital:**	**Social:** Practicalities and Technicalities: Creating Accessible Information

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 mins	LO1	**Display PPT slide 1.** Instructor welcome students. Recaps on session 2 and asks students for any observations or questions. **Display PPT slide 2**. Introduce the session. This is the final session, but further training is available from various organisations regarding the detailed production of accessible information. Run through the learning objectives **Display PPT slide 3.** Explain there are various resources that provide toolkits and guidelines, UNWTO, UKAFF and AbiliyNet. Check with students if any are aware of this and/or have used them in the past. If anyone has, allow them to share experience. Explain this session will utilise the UNWTO guidelines mainly. **Display PPT slide 4.**	Feedback on any reflections and observations Questions/feedback/progress on assignment if relevant Offer the instructor or ideas and examples	PPT slides 1-4 UNWTO Recommendations on Accessible Information in Tourism | UNWTO	Questions asked and answered during session 2 recap. Discussion points made during introductory discussions. Experiences shared of toolkit if applicable.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		UNWTO Recommendations Accessible Information in Tourism Explain you will be using the UNWTO recommendations as a key resource for this session. Run through the slide steps A – D. It is important to emphasise this mindset. Ask the group to think about customers and types of impairments some may have (sensory, motor, learning…). Then ask them what alternative formats they are aware of. It might be a reminder or as a quick 'test'. Facilitate a brief discussion.			
15 mins	LO2	**Display PPT slide 5.** Research by Wales Council of the Blind and Cardiff Metropolitan University: Customer with vision impairment user experiences. Students can view the full slides in Figshare and the book chapter. Instructor to click on link and quickly go through the presentation. Visually impaired people of a small sample of 9 people undertook the research. Instructor facilitates a brief discussion on the presentation and recommends that students revisit it in their own time. **Display PPT slide 6. Challenges for Digital Information.** Go through the slide explaining the challenges and ask for any observations/comments	Offer the instructor your thoughts/ideas Offer the instructor your thoughts / ideas on the research The Challenges of Accessible Tourism Information Systems for Tourists with Vision Impairment. Sensory communications beyond the screen (cardiffmet.ac.uk) Watch in independent study time	PPT slide 5 Cardiff Metropolitan University: Customers with vision impairment user experiences: Figshare	Discussion points raised about the research. Observations and comments made regarding challenges for digital information and basic expectations.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Display PPT slide 7. Basic Expectations. Explain to the students that these are basic expectations that every organisation should be meeting. Check if there are any questions.			
20 mins	LO3	**Display PPT slide 8. Alternative Formats.** Explain each of the formats and ask the group about their experience of any of these in use in their organisation. **Task**: Research own organisation or random selection. What can they find about offering alternative formats? Initial reaction to accessibility of webpages. After allocated time, instructor calls the group together and gets some feedback on students' experiences of alternative formats offered. **Display PPT slide 9. UNWTO Information Platforms.** **Task**: Ask the group what formats do they access/offer information, give some examples to start them thinking: Print – menus, fire regulations, brochures; Audio-visual – promotional films, virtual tours. Facilitate a discussion about formats their organisation offers or experiences they have where they have seen alternative format is the tourism / hospitality industry.	Give the instructor examples of your organisation provision so far. **Task:** Student to research their own organisation online (students choose attraction, accommodation, restaurant) and look for information about alternative formats, including options on the web page. For example – is there an offer to contact to request Large print, Braille etc. If not able to research own organisation, choose a tourism related organisation to research. **Task:** Explain formats of information and examples.	PPT slides 8-9 Internet and internet capable devices for research.	Research carried out and feedback given on alternative formats found. Discussion points raised about knowledge and experience of alternative formats in the hospitality and tourism industry.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO3	**Assistive Technologies** Instructor explains that accessible formats can be impacted by the customers' own equipment or assistive technologies. Instructor asks students if they know what that means? After taking brief feedback instructor gives examples on **PPT slide 10**. Instructor shows the **YouTube clip (5.48 mins).** This covers a range of organisations and services with general threads described. Instructor to ask for feedback/observations from the group after the video.	Does the group understand the term assistive technologies? Give examples if they can on the whiteboard Watch the film and be prepared to feedback observations.	PPT slide 10 https://www.youtube.com/watch?v=omjVM1lwkII (91) Assistive Technologies - YouTube 5.48 mins	List of assistive equipment given. Points made during discussions.
5 min	N/A	**Break**			
5 mins	LO3	**Display PPT slides 11 – 12. UNWTO Accessible Information Content.** These are key slides as the actual content provided can range from basic to detailed. An important part of the customer planning. Instructor to explain the points on the slide and ask students for their thoughts / experiences / observations and facilitate a brief discussion.	Students listen to the recommendations and then raise points in a group discussion, sharing relevant experiences where possible.	UNWTO Recommendations on Accessible Information in Tourism | UNWTO content page 8 Page 15 UNWTO	Points raised in the discussions.
20 mins	LO3	**Display PPT slide 13. UNWTO Toolkit pages 9-19.** Instructor talks through the slide which is a very brief summary. The toolkit is very detailed. **Task**: Ask the group to open the document and look at the guidelines in more detail. This can be done individually, in pairs or a small group.	Task: Individually/in pairs/small group briefly read the guidelines for each type of information. Answer the 4 questions. **Questions to answer:**	PPT slides 13-16 Web Content Accessibility Guidelines (WCAG) Overview | Web Accessibility Initiative (WAI) | W3C	Answers given to the 4 questions and feedback to the main group. Discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After allocated time, instructor brings the group back together and takes feedback / answers. Answers include: Everyone can immediately produce LP in emails, SMS, posters; Captions are embedded in zoom/Teams Software asks for alt text More complex - Accessible web pages, films, BSL, Audio, Braille, might require expertise/outsourcing **Display PPT slide. 14 Web Content Guidelines.** Signposting to this resource as this is a requirement for public sector providers. **Display PPT slides 15-16. Checklist.** Run through the checklist – this should remind the students of policy/strategy highlighted in session 2. Check if there are any questions.	1. Which formats are straight forward to produce? 2. Which ones could be prioritised? 3. Which personnel are involved? 4. Overall reaction to the guidance (useful, too complicated..) Students feedback their answers and join in a group discussion. Students listen to presentation and ask and answer questions as required.		
20 mins	LO4	**Display PPT slides 17-19** and talk through the slides clicking on links where time permits. Even if just a brief visit to each site so that students can get a taste. Then advise students to visit each site in their own time. **Display PPT slide 20. Good Food Guide example.** Instructor explains that this makes it easier for visually impaired diners to eat out at hundreds of restaurants in UK by providing accessible menus	Students listen to presentation and ask questions as required. Students make comments and observations. Students add in answers to the question on what the impact would be if menus were inaccessible.	PPT slides 17-22 Home - Digital Accessibility Centre (DAC) | VisitBritain Good Food Talks	Notes made. Comments made and discussion points raised. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		on their website or iPhone app. This is to mitigate a person needing to read out the menu in person. Instructor asks the group: If menus are inaccessible, the person will often have to ask their group or the server to read out the menu. What could be the impact of that? Facilitate a discussion - Answers looking for could include: 1. Loss of independence 2. Realistic to read the whole menu? Restricts choice 3. Time needed 4. Awkwardness for both However, if no alternative the server can make an important contribution **Display PPT slide 21. Providers.** Instructor runs through the organisations briefly. Show the web pages if appropriate to give the group an idea, e.g. Pia would be a good example to show as well as the Easy Read. However, it requires budgeting embedded in financial management of the organisations. **Display PPT slide 22. Wales Millennium Stadium.** Instructor explains that this is a good example of accessible content and provision Website not completely accessible however.	Students listen to the specialist organisations and what services they can offer. Make comments and ask questions as appropriate	Access and Facilities | Wales Millennium Centre (wmc.org.uk)	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor checks if there are any questions.			
5 mins	LO4	**Display PPT slide 23. Key Points.** **Task:** Ask Students to identify 3-5 action points to take back to their organisation (including from previous sessions). If not working, students can identify action points that they feel would contribute if they were working. Instructor goes around the group and asks for one of the actions identified.	Task: Answer the questions as instructed. Each student to share one action with the group.	PPT slide 23	Action points identified. Questions asked and answered.
5 mins	Assessment Review and Questions	Check progress with the students / employees.	Students ask and assessment-related questions and give update on feedback.		
Recap / Summary:		This session has intended to provide the detail of the types of information, platforms and how to produce accessible information. Students may pursue the finer details or at least managers will have a more informed overview. Suppliers/providers of toolkits may be good sources for completing auditing of web sites for example. All participants will now appreciate the importance of accessible information as part of a wider accessibility strategy that goes beyond the legal compliance but embedded from the beginning as part of universal design.			
Link to next session and/or follow up action:		No further sessions. Follow up required where the assessment has been set. Richards, V., Matthews, N**.,** Williams, O.J., & Khan, Z. (2021) The challenges of accessible tourism information systems for tourists with vision impairment: Sensory communication beyond the screen, *ICT Tools and Applications for Accessible Tourism*, IGI Global, DOI: 10.4018/978-1-7998-6428-8.ch002			

Lesson Plan

Programme / Course: Social Skills	**Subject:** Accessible Tourism
Link to Scheme of Work / Training Schedule: Session 1 of 2	**Duration:** 2 hours
Learning Level: 5	**Link to Matrix:** S4

Learning Aim for the Lesson:
This training helps students to develop awareness skills about accessibility in tourism. It is based on a general introduction to the topic, followed by a discussion of the importance of catering services for people with disabilities, with the social model. During the training, the students will be familiarised with the barriers to accessibility in society and will receive an overview of the barrier-free customer journey people with disabilities go through, and the skills necessary for the tourism and hospitality workforce.

Competencies / Learning Outcomes:
After this module, the student will:

c. Define accessibility and recognise the importance of accessibility awareness for a more inclusive society
d. Demonstrate knowledge of accessibility needs and be conscious of barriers people with disabilities face in their daily lives
e. Recognise the importance of accessible tourism and develop skills related to the basic requirements of services for people with disabilities.

Methodologies recommendations:

This topic deals with the awareness of the importance of inclusion for the tourism sector and how it also benefits society. Managing emotions and responding appropriately to others' emotions is important for respecting and acting according to the situation. Practising cooperation and sharing skills can enhance work attitude and ethical behaviour. It is also important to respect

Resources:
The training is possible both online and as a classroom lesson. Depending on the delivery method, appropriate resources are required.
PowerPoint Presentation
Handout 1

Online Training:
Delivery platform (E.g. Zoom, Teams, Webex)

Classroom Lesson:
Laptop and projector
Internet connection
Flipchart paper and pens
Realistic working environment (e.g. tourism business)
If available: Wheelchair, simulation glasses etc.

personal space and understand how diverse backgrounds can improve interactions with different people. Improving social skills related to this topic is a continuous process that requires time and effort, leading to more fulfilling relationships and a better quality of life. Methods examples: ● Group work with diverse participants to learn teamwork and collaboration. ● Incorporating personal development and self-knowledge as integral parts of teaching social skills. ● Using videos, such as case studies, to analyze and teach customer service skills. ● Hybrid Flexible (Hy-Flex) learning, combining online and in-person approaches. ● Socialization and group activities to develop an understanding of relationships. ● Volunteering or joining work groups to practice respecting personal space and interacting with diverse backgrounds.	

Core Skills		
Green:	**Digital:**	**Social: X** Accessibility Skills

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time, they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display **PPT slides 1 – 2**. **Welcome**: outline the objectives, tasks and timing of the training. Move on to **PPT slide 3** and introduce the first part of the lesson, explaining what accessibility means.	Students should listen to the presentation, and ask and answer questions as appropriate.	PPT slides 1 – 3	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1, LO2	Display **PPT slide 4-7.** Instructor to explain the Social Model if Disability, the differences between this model and the medical model. In addition, ask what the students already know about accessibility.	Students should listen to presentation, and ask and answer questions as appropriate.	PPT slide 5 Flipchart and pens	Participation asking questions.
10 minutes	LO1, LO2	Display **PPTs Slide 8**. The instructor should explain task 1, ask the group to discuss to watch the video, and then discuss examples of barriers people with disabilities face when travelling.	Students should watch the video, and discuss in groups the questions. After the discussion, they should feed in a larger discussion with the instructor with the main points discussed	PPT slide 8 Internet, YouTube access.	Active participation in group discussions.
20 mins	LO3	Display **PPT slides 9-13** Instructor to use the presentation to expand on the points and give the students a good understanding on ● What is accessible tourism ● Characteristics of service quality in terms of a sustainable, accessible destination, also with regard to UNWTO definitions, SDG Global Goals ● Demographic change and age accessibility ● Existing barriers ● What is universal design and its principles ● Recommendations on accessible tourism	Students should listen to presentation, and ask and answer questions as appropriate.	PPT slides 6 – 31	Engagement, questions being asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 mins	LO3	Display **PPT slide 15: Task 2.** Recognizing Accessible Solutions for Tourism. Instructor should divide the students into small groups and allocated one of the 7 types of tourist activities provided on slide 14 for each group. They should design an info sheet related to accessibility for one of these activities specified in slide 14. The instructor walks through the (virtual) room (in case of online class), answers questions or give individual feedback.	Students should prepare the info sheet and then present for the whole group. The students prepare for the presentation of the results and ask questions to the instructor if necessary.	PPT slide 15 Worksheet and use of computer to develop the info sheet. In online training use break-out rooms.	Correct identification of barriers in offers along the customer journey, and awareness raising for guests with disabilities.
5 min	N/A	Break	N/A	N/A	N/A
20 min	LO3	Students should present their info sheet ideas to the bigger group for 5 minutes, and instructor should call each group, ask questions and engage other people to ask questions related to the group. (One responsible student should make the presentation for each group).	Students should present their info sheet ideas, with one responsible student being able to explain the main ideas and others feeding in the end of the presentation.	Computer and PPT presentation app.	Identify student's awareness and knowledge of how to solve problems related to barriers to accessibility. Participation and engagement in the task.
15 mins	LO3	Display **PPT slides 16-21.**	Students should listen to the presentation, and ask and answer questions as appropriate.	PPT slide 16-21 Flipchart and pens	Engagement, questions being

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Explain to students the 5 requirements for accessible tourism on slide 16, and then start explaining the examples of inclusive experience in each one of them.			asked and answered.
10 mins	LO3	Display **PPT slide 22.** The instructor should explain task 3, dividing groups and asking them to discuss what could be improved in accessibility in tourism and hospitality. The instructor asks students questions to check their understanding.	Everyone takes part in a group discussion s.	PPT slide 22	Active participation in group discussions.
5 mins	LO1, LO2, LO3	Closure and link to session 2 with a summary of the topic (slide 23) and an indication of when and where this session will take place.	Students should listen to the presentation, and ask and answer questions as appropriate.	PPT slide 23	Engagement, questions being asked and answered.

Lesson Plan

Programme / Course: Social Skills	**Subject:** Accessibility
Link to Scheme of Work / Training Schedule Session 2 of 2	**Duration:** 2 hours
Learning Level: 5	**Link to Matrix:** S4

Learning Aim for the Lesson:
This training builds from session 1 to help students to develop skills of accessibility in tourism and hospitality, with problem-based learning and a solution-focused approach. The students will develop skills to implement a 'tourism for all' system based on the best practice case from Germany. This system is used as an example to monitor the quality of services in terms of accessibility sustainability and to manage barrier-free destinations and accessible experiences in tourism.

Competencies / Learning Outcomes:

After this module, the student will

1. Identify requirements for barrier-free infrastructure, service and marketing with regard to a barrier-free customer journey

2. Comprehend procedures and criteria for the German certification and labelling system 'Tourism for All'

3. Integrate helpful advice for the implementation of a comparable quality system in a region/destination or in an international context using the 'Tourism for All' best practice example

Methodologies recommendations:

Resources:
The training is possible both online and as a classroom lesson. Depending on the delivery method, appropriate resources are required.
PowerPoint Presentation
Handout 2

Online Training:
Delivery platform (e.g. Zoom, Teams, Webex)

Classroom Lesson:
Laptop and projector
Internet connection
Flipchart paper and pens
Realistic working environment (e.g. tourism business)
If available: wheelchair, simulation glasses etc.

This topic deals with the awareness of the importance of inclusion for the tourism sector and how it also benefits society. Managing emotions and responding appropriately to others' emotions is important for respecting and acting according to the situation. Practising cooperation and sharing skills can enhance work attitude and ethical behaviour. It is also important to respect personal space and understand how diverse backgrounds can improve interactions with different people. Improving social skills related to this topic is a continuous process that requires time and effort, leading to more fulfilling relationships and a better quality of life. Methods examples: ● Group work with diverse participants to learn teamwork and collaboration. ● Incorporating personal development and self-knowledge as integral parts of teaching social skills. ● Using videos, such as case studies, to analyze and teach customer service skills. ● Hybrid Flexible (Hy-Flex) learning, combining online and in-person approaches. ● Socialization and group activities to develop an understanding of relationships. ● Volunteering or joining work groups to practice respecting personal space and interacting with diverse backgrounds.	

Core Skills		
Green:	**Digital:**	**Social: X** Age-related accessibility skills Accessibility skills Skills related to disabilities and appropriate infrastructure

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1 – 3.** **Welcome**: outline the objectives, tasks and timing of the training. Present slide remember Lesson 1 and remember key points of this session	Listen to presentation, make notes, ask questions	PPT slides 1 – 3 Laptop and projector	N/A
15 mins	LO1, LO2	Display **PPT slides 4 – 7.** The instructor should present the requirements for accessible tourism, and present the "Tourism for All" labelling system which is a best practice example for this lesson.	Listen to presentation, make notes, ask questions	PPT slides 4 – 7 Laptop and projector	Actively engaged in the presentation and ask questions if needed.
20 mins	LO1	Display **PPT slides 8-10.** Group work (max 4 per group). Create a customer-oriented barrier-free product in a sample destination, aim it towards a specific target group with disabilities, e.g. bicycle tour, museum tour for people with hearing disabilities, sound-nature experience for people with visual impairments. In the first step students carry out the task of developing a customer-oriented and barrier-free offer. The instructor walks through the (virtual) room, answers questions or gives individual feedback.	By actively dealing with the topic of "product design", identify barriers and good examples of barrier-free product. At the same time the students consider the marketability of the offer. Record on flipchart or PowerPoint presentation ready to present back to the whole group. The students ask questions to the lecturer if necessary.	PPT slides 8-10 Images, websites etc. of companies/offers along the service chain Flipchart and pens In online training: break-out rooms	Development of a customer-oriented accessible product, targeting a specific group of people with disabilities
20 mins	LO1	Each group should present their results in approximately 5 minutes. After all presentations facilitate a group discussion about what the group thinks, feedback on the presentations and answer any questions.	Each group presents their results. At the end, everyone takes part in a group discussion.	Flipchart, use of PowerPoint app.	Demonstration of the results. Active participation in group discussions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 min	N/A	break	N/A	N/A	N/A
10 mins	LO1	Display **PPT slides 11 – 15** Instructor to explain barrier-free offers for different target groups The instructor should facilitate a group discussion encouraging students to give more ideas and suggestions for barrier-free offers (this is to prepare for the upcoming group work).	Listen to the presentation, make notes and ask questions	PPT slides 11 – 15	Active participation in group discussions.
25 mins	LO1, LO2	**Display PPT slide 16** Task 2: Barriers-offer free solutions In pairs, students are divided into groups. Each group should choose one of the examples of touristic activity, target group and barriers encountered. Then, discuss what are the barriers they encounter, and what would be the solutions to tackle these barriers in one specific touristic activity. Follow the table example (and they should use your worksheet to the answers) After finalised, the instructor should engage students in sharing some examples of solutions they found.	In pairs, students should discuss and develop a barrier-free solution for one tourist activity They should use the worksheet to develop it.	PPT slides 21 – 23	Development of a customer-oriented accessible product, targeting a specific group of people with disabilities.
15 mins	LO3	Display **PPT slides 18-21** What does accessibility mean for destination management, which key factors are important?	Listen to the presentation, make notes and ask questions	PPT slides 18-21	Actively engaged in the presentation and ask questions if needed.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		How can a destination communicate Accessibility together? Helpful hints for the implementation of uniform quality systems in one's own region or in an international context using the example of the German information and labelling system "Reisen für Alle" (Tourism for All).			
10 mins	LO1, LO2, LO3	**Conclusion and questions.** Summary of the findings of both sessions on accessibility, and opportunity for students to ask final questions. Issue Handout to all students (either hard copy or send electronically).	The students ask questions.	N/A	N/A

Lesson Plan

Programme / Course: Engagement of Stakeholders in Accessible Product Development	**Subject:** Engagement of Stakeholders in Accessible Product Development
Link to Scheme of Work / Training Schedule: 1 session	**Duration:** 3 hours
Level: EQF Level 7 (suitable to be adapted for in-house and students)	**Link to Matrix:** new content

Learning Aim for the Lesson:
Guiding students through the key steps in creating accessible tourism services, from assessing needs and removing barriers to implementing inclusive design solutions. It equips participants with the knowledge and tools to ensure tourism experiences are welcoming and usable for all visitors.

Competencies / Learning Outcomes:

LO1. Explain the process of stakeholder engagement in accessible tourism planning.
LO2. Identify effective ways to engage different types of stakeholders.
LO3. Describe the structure and components of a participatory planning process.
LO4. Evaluate best practices in participatory planning and their impact on inclusive tourism development.

Recommended methodologies:

To teach the session "Engagement of Stakeholders in Accessible Product Development," participatory and experiential learning methodologies are highly recommended. Begin with guided discussions and real-world case studies to explain stakeholder engagement processes and highlight best practices. Use role-playing and stakeholder mapping exercises to help learners identify and understand diverse stakeholder perspectives. Incorporate workshops or simulations to demonstrate participatory planning structures and components. Encourage collaborative group

Resources:

L7 Presentation
Whiteboard and pens
If online – use the chat function and Padlet
Toolkit guidelines online access

Useful Publications:

- https://sdgs.un.org/goals/goal17
- https://www.cermi.es/en/cermi
- https://www.catalunyarural.cat/
- ENAT Website https://www.accessibletourism.org/?i=enat.en.accessible-cities.2038
- https://www.fresno.gov/news/accessible-fresno-small-business-initiative-to-help-businesses-with-ada-compliance-as-they-reopen-following-covi

projects where learners design inclusive tourism strategies, fostering critical thinking and practical application. This approach promotes active learning, empathy, and a deeper grasp of inclusive development principles.

Methods examples:

- Group work with diverse participants to learn teamwork and collaboration.
- Incorporating personal development and self-knowledge as integral parts of teaching social skills.
- Using videos, such as case studies, to analyse and teach customer service skills
- Encouraging reflection and incorporating analytical elements into academic skills
- Hybrid Flexible (Hy-Flex) learning, combining online and in-person approaches.
- Practice and real-world experiences to learn and apply social skills.
- Organize debates or panel discussions where students can critically evaluate different approaches to social skills training in the tourism industry

d-19-closures/

- http://travability.travel/Submissions/a-blueprint-for-accessible-tourism.html

Suggested academic articles for students:

- Bahadorestani, A., Naderpajouh, N., & Sadiq, R. (2020). Planning for sustainable stakeholder engagement based on the assessment of conflicting interests in projects. Journal of Cleaner Production, 242, 118402.
- Jones, C., & Pound, L. (2008). Leadership and management in the early years: From principles to practice. McGraw-Hill Education (UK).
- Mathur, V. N., Price, A. D., & Austin, S. (2008). Conceptualizing stakeholder engagement in the context of sustainability and its assessment. Construction Management and Economics, 26(6), 601-609.
- Rachel Perkins, Catheryn Khoo-Lattimore, Charles Arcodia. (2020). Understanding the contribution of stakeholder collaboration towards regional destination branding:

  A systematic narrative literature review. Journal of Hospitality and Tourism Management, Volume 43, Pages 250-258 (https://www.sciencedirect.com/science/article/pii/ S1447677020301364)
- Samuel Adeyinka-Ojo, Catheryn Khoo-Lattimore, Vikneswaran Nair. (2014).
- A Framework for Rural Tourism Destination Management and Marketing Organisations. Procedia - Social and Behavioral Sciences. 144. 151–163

Core Skills

Green:	**Digital:**	**Social:** This session explores how to engage stakeholders in accessible tourism planning by identifying effective engagement

		strategies for diverse groups. It also covers the structure and elements of participatory planning, and evaluates best practices that enhance inclusive tourism development.

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Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
5 min	N/A	Display **PPT slide 2**	Make note of the learning outcomes, topics and assignment introduction. Ask and answer questions as required.	PowerPoint: slide 2 Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	LO1	Go through **PPT slide 3 -** Explain the process of stakeholder engagement in accessible tourism planning	Listen, take notes, ask questions	PowerPoint: (slide 3) Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	LO1, LO2	Display **PPT slide 4** – name the main Stakeholders, with real examples	Students listen, write points and to make questions when needed.	PowerPoint: (slide 4) Whiteboard or post it notes in classroom.	Formative judgment based on the quality of answers

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
				Online whiteboard or Padlet (virtual). Use chat function (virtual).	and suggestions.
5 min	LO1	Go through **PPT slide 5** – index The Process of Stakeholders Engagement	Comment, ask and answer questions as required.	PowerPoint: (slide 5) Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	LO1	Display **PPT slide 6 –** Explain Reasons for participation	Listen, take notes, ask questions	PowerPoint: (slide 6) Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
10 min	LO1	Go through **PPT slide 7 ,8–** Detail Benefits of Participation	Listen, take notes, ask questions	PowerPoint: **(slide7-8)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual).	Formative judgment based on the quality of answers and suggestions.

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
				Use chat function (virtual).	
5 min	LO2	Display **PPT slide 9 –** Suggest some advices to the Identifying of interest groups	Listen, take notes, ask questions	PowerPoint: (slide 9) Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
20 min	LO1, LO2	Go through **PPT slide 10 – Activity 1: Identify Stakeholders**	**Exercise Objective:** Students will learn how **to identify stakeholders, answering these questions:** • What organizations or individuals have an interest in planning accessible tourism? • Who are the people who represent them? • What is the information / knowledge they need? • Who will be directly affected by the results of the event / project? • Who is directly responsible for making decisions on the issues discussed? Who influences this issue / region / organization? • Who was not involved but should have been involved? Who are the key „movers and shakers" that can help further drive results and decisions? And who are the opponents or „blockers"? ● Compile students answers and elaborate conclusions.	PowerPoint: (slide 6) Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	N/A	Break		N/A	N/A

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
5 min	LO2	Continue with display **PPT slide 11 –** name some Ways to Engage Stakeholders	Listen, take notes, ask questions	PowerPoint: **(slide 11)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	LO3	Go through **PPT slide 12 - Planning the Participatory Process**	Listen, ask questions, answer questions.	PowerPoint: (**slide 12)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of collected group info sheet
5 min	LO3	display PPT **slide 13 –** introduce 5 Key Sections of a Participatory Plan Structure	Listen, take notes, ask questions	PowerPoint: **(slide 13)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
5 min	LO4	Display PPT **slide 14**– Describe some of the Best Practices in Participatory Planning, with real examples.	Listen, take notes, ask questions	PowerPoint: **(slide 14)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
10 min	ALL	Go through PPT **slide 15** – show and explain figure 1 Proposal for participation between different stakeholders	Listen, take notes, ask questions	PowerPoint: **(slide 15)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
10 min	ALL	Go through PPT **slide 16** – show and explain figure 2 Cooperation with DMOs	Listen, take notes, ask questions	PowerPoint: **(slide 16)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
15 min	ALL	Display PPT **slide 17-19** – Explain how to engage Local	Listen, take notes, ask questions	PowerPoint: **(slide 17-19)**	Formative judgment based on

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
		Communities, Organizations working on Diverse Abilities and Public institutions & Environmental Bodies		Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	the quality of answers and suggestions.
5 min	N/A	Break		N/A	N/A
5 min	ALL	Continue with display **PPT slide 20**– Detail how Partnering and networking with local businesses	Listen, take notes, ask questions	PowerPoint: **(slide 20)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	ALL	Go through PPT **slide 21 –** Describe Examples of joint offers	Listen, take notes, ask questions	PowerPoint: **(slide 21)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
10 min	ALL	Display PPT **slide 22-23.** Introduce 5 steps of Organization	Listen, take notes, ask questions	PowerPoint: **(slide 22-23)**	Formative judgment based on

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
		of awareness campaigns		Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	the quality of answers and suggestions.
5 min	LO3	Go through PPT **slide 24,25 –**Identify two ways of fundraising	Listen, take notes, ask questions	PowerPoint: **(slide 24-25)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
20 min		Display PPT **slide 26. Activity 2:** Mapping Stakeholders and Designing Collaboration Channels	**Exercise Objective:** Participants will learn how to map the key stakeholders involved in accessible tourism and design effective collaboration channels to maintain close and productive relationships with them. Step-by-Step **Instructions**: 1. **Identify Stakeholders: (see results of Activity 1)** 2. **Assess Stakeholder Roles:** Determine what role each stakeholder will play (e.g., advisor, partner, collaborator). Consider what each stakeholder brings to the table—whether expertise, financial resources, or advocacy power. 1. **Design Collaboration Channels:** E.g. Regular Meetings, Online Platforms, Workshops and Training Sessions, Feedback Loops 1. **Develop a Collaboration Action Plan:**	PowerPoint: **(slide 26)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.

Timing (mins)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
			Create a timeline for engaging each stakeholder group, specifying key actions and responsibilities. Designate a lead contact person for each stakeholder group to ensure consistent communication.		
5 min **Recap / Summary:**		Go through PPT **slide 27 -** Sum up session, answer any final questions	Listen, make notes, ask questions.	PPT **slide 27** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	N/A

Lesson Plan

Programme / Course: Social Skills	**Subject:** Gender Equality Skills
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 2 hours
Learning Level: N/A (Generic)	**Link to Matrix:** S1

Learning Aim for the Lesson:
The objective of gender equality in the tourism industry is to create a workplace in which women and men have the same opportunities and rights. This session examines key gender equality issues and concepts including gender stereotyping, pay discrimination, sexual harassment and equal opportunities. Additionally, it assists students in developing skills for how to deal with gender inequality situations at work, identifying key approaches in how to tackle it.

Competencies / Learning Outcomes:

z. Understand the importance of gender equality in the workplace

aa. Identify issues with regard to gender inequalities in the workplace
bb. Understand Gender Equality in the context of Tourism and Hospitality
cc. Identify key approaches to tackle gender inequality in the workplace
dd. Understand the importance of developing gender equality skills in personal and professional life

Methodologies recommendations:

This topic should take into consideration that respecting personal space and understanding diverse backgrounds is essential in interactions with different people. Improving and developing gender equality skills is a continuous process that requires time and effort, leading to more equitable culture in the workplace. Gender equality skills need also group development facilitation, smaller groups, etc. and general observation. The development and integration of values (ethical, social, and work values) in the work environment are central, including priorities such as key approaches to tackle gender inequality in the workplace. Socialization and group activities can help

Resources:
Laptop or PC
Wi-Fi or internet connection.
Pens / paper/ highlighters.
Whiteboard or flipchart and post-it notes
Assessment brief
https://www.weforum.org/reports/gender-gap-2020-report-100-years-pay-equality
When will we reach gender equality? Harvard Business Review
https://www.youtube.com/watch?v=HchyqPO8K0I&t=23s

develop an understanding of building equitable relationships and bring benefits to the work environment.

Methods examples:

- Promotion of gender equality and opposition to discrimination, with emphasis on emotional intelligence in reskilling courses for adult professionals.
- Integration of values (social justice, and work ethics) in the work environment.
- Development of balanced interpersonal relationships with colleagues of all genders.
- Emphasis on effective communication, especially with people from different cultures and age groups help to promote equality values in the workplace.
- Cultivation of analytical and critical thinking, generation of innovative ideas, and problem-solving skills might benefit the teaching of those skills.
- Organize debates or panel discussions where students can critically evaluate different approaches to tackle gender inequality training in the tourism industry.
- Facilitate the creation of a group project where students design and present innovative solutions to improve social interactions in the industry.
- Conduct group discussions to explore the impact of cultural differences on social interactions in the industry.

Core Skills		
Green:	**Digital:**	**Social:** Gender Equality Skills

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO2	Instructor to display **PPT slides 1-4.** Instructor to welcome students, address session overview and learning outcomes for the session. Instructor to open a discussion related to **PPT slide 4** images, asking the students what are the messages of the images related to gender equality. Instructor should conduct the discussion outlining that the images relate to barriers women face in advancing in career compared to men and the persistent pay gap in the workplace. Use the white board to write key words, such as: ● Gender gap ● Barriers ● Exclusion ● Representation ● Supervisory and management positions ● Inequality	Students to make note of learning outcomes and session overview. Students participate in opening discussion about gender equality by saying what the images on slide 4 are saying, what they mean. Discuss the theme with the group.	PPT slides 1-4 Whiteboard to note key words.	Suggestions / discussion points raised in opening discussion.
15 min	LO2	Instructor to display **PPT slides 5-8.** Instructor to explain what gender equality is, and that it is one of the sustainable development goals of the UN. Highlight that gender equality is a fundamental right and promotes economic participation and equal opportunities in society. Instructor to explain why gender equality matters, addressing **PPT slide 6**. Then, explain that the	Students make notes and ask questions as relevant.	PPT slides 5-8 https://www.weforum.org/reports/gender-gap-2020-report-100-years-pay-equality, 25.01.21	Notes made Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		gender gap in the workplace is still an issue to be tackled, especially post-COVID-19 (**PPT slide 7**), because of the setback it brought on women (health related issues, domestic violence, unemployment and lack of opportunities to advance in the career). Instructor to refer to table in **PPT slide 8** to highlight the causes and effects of inequality in the workplace. Instructor refers the students to some additional reading as follow up to session **Gender-gap-2020-report-100-years-pay-equality.**			
15 mins	LO1 LO2	Instructor to display **PPT slides 9.** Instructor to lead and explain the **group activity**: Students to discuss in small groups the causes and effects of gender inequality in the workplace, based on what was outlined and in the table on **PPT slide 8**. Bring groups together and take feedback and facilitate whole group discussion with students. Discussions should include: ● That gender equality benefits everyone; the aim is to achieve equal outcomes for men and women (equal pay for work, removal of barriers/equal participation, access to leadership roles, elimination of discrimination)	Group activity: Students to discuss in groups and join in whole group for a larger discussion.	PPT slides 9	Participation in the small group discussions. Findings of the small group discussions. Participation in the whole group discussion, points raised, questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• It is achieved when people have access to the same opportunities, regardless of gender • Gender equality in the workplace can lead to improved productivity, economic contributions, 'fair', increased organisational performance, reputation, enhanced ability to attract and retain tourism employees etc.			
15 mins	LO2	Instructor displays **PPT slide 10** to highlight actions to create a culture of equality in the workplace. Explain that gender inequality can be tackled, but is structural and cultural, and changing must come from behaviours and policies. Display **PPT slide 11** to play the video: When will we reach gender equality? Harvard Business Review (5.25 mins). Instructor to facilitate a discussion with students on what caught their attention in the video, addressing barriers and facilitator to reach gender equality in the workplace.	Students to discuss the theme with the instructor, ask, and answer questions as required.	PPT slides 10-11 When will we reach gender equality? Harvard Business Review (5.25 mins) https://www.youtube.com/watch?v=HchyqPO8K0I&t=23s	Discussion points raised. Questions asked and answered.
5 min	N/A	**Break**			
20 mins	LO2 LO3 LO4	Instructor to display **PPT slide 12** and split the group into three small groups. Instructor allocates one scenario to each group to discuss how to address the situation of gender inequality in the workplace in the tourism sector.	Group activity: Students to reflect in a discussion on bad practices and discrimination in the workplace in the tourism and hospitality industry,	PPT slide 12	Participation in the small group discussions. Findings of the small group discussions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After allocated time, bring the groups back together and take feedback from each on how they addressed the problem. After each individual group feedback, check if other two groups have anything to add or would tackle it differently. After all groups' feedback, facilitate a brief summary discussion.	and how to deal with them.		Participation in the whole group discussion, points raised, questions asked and answered.
15 mins	LO2 LO3 LO4	Instructor to display **PPT slides 13-18.** Instructor to further highlight and explain the importance of gender equality in the tourism industry and explore key issues. For example, tourism employment is highly gendered, and that challenges and barriers exist regarding gender equality in the industry. Explain/explore statistics and employment characteristics. Emphasising that while there's been progress made to achieve more gender inclusion, but there's still a lot more work to be done within the travel and tourism industry.	Students to take notes, make comments, ask and answer questions as required. Students to participate in the group discussion regarding the two case studies.	PPT slides 13-18	
15 mins	LO4 LO5	Instructor to display **PPT slide 19** and explain the paired activity. Ask students, in pairs, to discuss gender stereotypes in the workplace. Students to reflect on personal experiences they had or seen at work, and to discuss how they should tackle this situation of discrimination if it happened to them or a colleague.	Pair activity: Students to pair to discuss stereotyping in the workplace. Then they should share their reflections or personal experiences if comfortable.	PPT slide 19	Engagement in paired discussions. Paired findings related back to whole group and participation in whole group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After allocated discussion time, instructor takes feedback from any of the pairs that are happy to share (note instructor to be sensitive if a student is not comfortable sharing their experience with the whole group). Instructor facilitates a whole group discussion.			
5 mins	LO1 LO4 LO5	Instructor to display **PPT slide 20** and provide an overview of how managers can improve gender equality and providing direction and training for staff. Emphasise that managers are in a unique position to effect change and lead by example. Instructor to highlight how as an employee you could improve gender equality in the workplace. Highlight that representation matters, and companies and employees should use example of female leaders, should represent women in actions, words and initiatives. For example, using more female images in presentations at work, and actually seeing more female workers in leadership positions.	Students to make notes and ask any questions.	PPT slide 20	Notes made. Questions asked.
5 mins	LO1 LO5	Instructor to display **PPT slide 21** and summarise key points covered in session and check if there are any final questions and/or comments. Instructor displays **PPT slide 22** and explains the post-assessment activity: ● Students should make one post-session assessment reflecting the barriers women face in advancing at work and how to	Students listen to summary and ask any final questions and/ or make any final comments. Students listen to the assessment brief and make a note of submission date.	PPT slide 21-22 Assessment brief	Final comments made and questions asked. Grade from submitted assessment.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		address them as an employer or employee at the tourism workplace			
Readings recommendation:		This session is based on the following readings: **Twelve small actions with big impact for generation equality,** United Nations Women. https://www.unwomen.org/en/news/stories/2020/2/compilation-small-actions-big-impact-for-generation-equality , 26.01.21 **The gender gap in employment: what's holding women back?** International Labour Organisation, . https://www.ilo.org/infostories/en-GB/Stories/Employment/barriers-women#intro, 26.01.21 **Understanding the gender gap**. International Labour Organisation, 2019. https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---act_emp/documents/publication/wcms_735949.pdf, 26.01.21 **Tourism for Development Report, World Bank, 2017** http://documents1.worldbank.org/curated/en/401321508245393514/pdf/120477-WP-PUBLIC-Weds-oct-18-9am-ADD-SERIES-36p-IFCWomenandTourismfinal.pdf, 25.01.21			

Lesson Plan

Programme / Course: Social Skills	**Subject:** S.1 Gender Equality Skills.
Link to Scheme of Work / Training Schedule: Session 1 of 2	**Duration:** 2 hours
Learning Level: Level 5 – HR Department	**Link to Matrix:** S1

Learning Aim for the Lesson:
The objective of gender equality in the tourism industry is to create a workplace in which women and men have the same opportunities and rights. Training and direction from the human resource department play an important role in achieving equality of opportunities and treatment for all employees. This session examines key gender equality issues and concepts including gender stereotyping, pay discrimination, sexual harassment and equal opportunities. Additionally, it assists students in developing HR planning to reach gender balance and equality in any tourism business.

Competencies / Learning Outcomes:

1. Understand the importance of gender equality in the workplace and key EU gender equality policy/law
2. Identify issues with regard to gender inequalities in the workplace
3. Understand the role of the HR department in improving gender equality in the workplace

Methodologies recommendations:

This topic should take into consideration that respecting personal space and understanding diverse backgrounds is essential in interactions with different people. Improving and developing gender equality skills is a continuous process that requires time and effort, leading to more equitable culture in the workplace. Gender equality skills need also group development facilitation, smaller groups, etc. and general observation. The development and integration of values (ethical, social, and work values) in the work environment are central, including priorities such as key approaches to tackle gender inequality in the workplace. Socialization and group activities can help develop an understanding of building equitable relationships and bring benefits to the work environment.

Resources:
Laptop or PC required for this online session and discussion board.
Wi-Fi or internet connection
Handouts – reading.
Pens / paper/ highlighters for note taking
Whiteboard or flipchart and post-it notes for brainstorming

Methods examples:

- Promotion of gender equality and opposition to discrimination, with emphasis on emotional intelligence in reskilling courses for adult professionals.
- Integration of values (social justice, and work ethics) in the work environment.
- Development of balanced interpersonal relationships with colleagues of all genders.
- Emphasis on effective communication, especially with people from different cultures and age groups help to promote equality values in the workplace.
- Cultivation of analytical and critical thinking, generation of innovative ideas, and problem-solving skills might benefit the teaching of those skills.
- Organize debates or panel discussions where students can critically evaluate different approaches to tackle gender inequality training in the tourism industry.
- Facilitate the creation of a group project where students design and present innovative solutions to improve social interactions in the industry.
- Conduct group discussions to explore the impact of cultural differences on social interactions in the industry.

Core Skills		
Green:	**Digital:**	**Social:** S.1 Gender Equality Skills

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-3.** Instructor to welcome students, address housekeeping and timings for the session. Outline the aim and objectives including explaining that (PPT 2): ● The session will explore gender equality and is aimed at employees in the HR/talent management department of tourism organisations ● The objective of gender equality in the tourism industry is to create a workplace in which women and men have the same opportunities and rights ● Training and direction from the human resource department plays an important role in achieving equality of opportunities and treatment for all employees Instructor to also explain key learning outcomes of the session (PPT 3) emphasising that the first session will focus on LO's 1 to 5 and session 2 will build on these as well as address the remaining LO's.	N/A	PPT slides 1-3	N/A
5 mins	LO1	Display **PPT slide 4.** Instructor to discuss the Council of Europe's definition of gender equality (4) highlighting the importance of gender equality at all levels of society. Instructor to go on to discuss how this also relates to gender equality in the workplace and what this	Students to make notes.	PPT slides 4-5	All students making notes.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		means (display **PPT slide 5**). Emphasising that workplace gender equality means: ● Equal job opportunities and fairness for employees and job applicants regardless of gender			
20 mins	LO1, LO2	Display **PPT slide 6.** Students to watch the OECD YouTube clip re. gender equality: https://www.youtube.com/watch?v=j85fGU3PeeY Instructor to explain that gender equality is one of the UN sustainable development goal and to highlight the importance of gender equality in the tourism industry. Display **PPT slide 7** and split students into small groups and ask them to discuss the following 3 questions: 1. What is the aim of gender equality in the workplace? 2. When is it achieved? 3. Why is it important? Bring groups together and take feedback and facilitate whole group discussion with students. Discussions should include: ● That gender equality benefits everyone; the aim is to achieve equal outcomes for men and women (equal pay for work, removal of barriers/equal participation, access to	Students to make notes, watch the OECD YouTube clip and participate in small group discussion. Feedback to whole group and join in whole, group discussion.	PPT slides 6-7	Participation in the small group discussions. Findings of the small group discussions. Participation in the whole group discussion, points raised, questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		leadership roles, elimination of discrimination). ● It is achieved when people have access to the same opportunities, regardless of gender. ● Gender equality in the workplace can lead to improved productivity, economic contributions, 'fair', increased organisational performance, reputation, enhanced ability to attract and retain tourism employees etc.			
10 mins	LO1, LO2	Display **PPT slide 8.** Instructor to highlight that Gender Equality is a key objective of the EU and briefly outline the key EU gender equality law/policy relevant to the tourism industry – the principle of equal opportunities and equal treatment of men and women and directive 2006/54/EC. Display **PPT slide 9**: Instructor to explain that in addition to the above, goal 5 of the 2030 Agenda for Sustainable Development focuses on gender quality. Instructor to highlight the role of tourism businesses and HR departments in adhering to key policy and guidelines.	Students to make notes.	PPT slides 8-9	N/A
10 mins	LO2, LO3	Display **PPT slides 10-11.** Instructor to further highlight and explain the importance of gender equality in the tourism industry and explore key issues. For example, tourism employment is highly gendered and that challenges	Students to make notes and join in discussion regarding statistics.	PPT slides 10-11	Points raised by students during discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		and barriers exist regarding gender equality in the industry. Explain/explore statistics and employment characteristics. Ask students to comment, share their thoughts on the statistics. Emphasising that while there's been tremendous progress made to achieve more gender inclusion there's still a lot more work to be done within the travel and tourism industry.			
10 mins	LO1	Display **PPT slide 12.** Instructor to facilitate individual reflection task and encourage students to be honest in their answers. Instructor to ask if any students would like to share their reflections (not compulsory) – use this task to link to the causes of gender equality covered in PPT's (13, 14 & 15).	Students to reflect on personal practices regarding gender inclusion and to identify three reasons for the way they act (Handout 1).	PPT slide 12 Handout 1: Self-reflection Task.	Findings from Self-Reflection Task.
5 min	N/A	**Break**			
20 mins.	LO2, LO3	Display **PPT slides 13-15.** Instructor to explain some causes of gender inequality in the workplace. ● Explain how gender stereotyping is a widely held belief or generalisation about the behaviours and characteristics attributed to women and men. They can be conscious or unconscious and can shape perceptions and attitudes, and influence participation in the workplace.	Students to make notes and participate in paired activity related to Handout 2: Gender Equality Scenarios. Read and discuss scenarios. Pairs to feedback into whole group discussion.	PPT slides 13-15 Handout 2. Gender Equality Scenarios.	Engagement in paired discussions. Paired findings related back to whole group and participation in whole group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• How pay discrimination and unequal opportunities may reduce staff morale and impact on efficiencies and staff commitment. They can also lead to loss of staff / higher staff turnover. • Sexual harassment may result in the increased risk of anxiety, depression, and post-traumatic stress disorder, as well as diminished self-esteem, self-confidence, and psychological well-being Overall, the existence of any of these reduces the advancement of gender equality. Highlight these as barriers to gender equality in the workplace. Instructor to put students into pairs to read and discuss scenarios and address the questions on Handout 2. Instructor to facilitate discussion and feedback to whole group of key findings.			
20 mins.	LO2, LO3	Display **PPT slide 16.** Instructor to provide an overview of how the HR department can improve gender equality and providing direction and training for staff. Emphasise that HR professionals are in a unique position to effect change as they are in charge of their organizations' recruiting, diversity and compensation efforts. Display **PPT slide 17**: Instructor to split students into small groups of 3 or 4. Facilitate small group brainstorming session to identify 4 ways in which the	Students to participate in small group brainstorming session identifying ways in which HR can impact directly on gender equality and feedback on key findings. Small groups to write their ideas on post-it notes.	PPT slides 16-17 Post-It notes for Brainstorming.	Points raised in brainstorming activity.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		HR depart can impact on gender equality in the workplace. Encourage students to place their post-notes on a wall/flip chart/whiteboard (any suitable surface). The Instructor to review post-it notes and summarise findings for students.			
10 mins	LO2, LO3	Display **PPT slide 18**: Discuss key points – incorporating and commenting on those identified by students in previous task. ● The importance of avoiding gender biased language in job descriptions and ensuring a recruitment and selection process that is designed for gender inclusivity and is transparent. ● Equal Pay and transparency: emphasise the need to move away from discretionary pay systems instead develop a system provide clear criteria that are easily understood and quantifiable. ● Again evaluation and promotions should not be discretionary but should have clear and quantifiable criteria ● Stress how adopting systems such as flexible working hours for example, and that encourage a better work/life balance for all staff – is a very effective means of motivating and retaining staff ● Ensure that training and other supports/opportunities are designed to be	Students to make notes and join in discussion.	PPT slide 18	Notes made. Students engaged. Discussion points raised. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		applicable and relevant to all staff irrespective of gender. ● Design and implement a clear policy for implementing equality in the workplace.			
5 mins	All	Display **PPT slide 19.** Summarise key points covered in session and outline what will be covered in the next session.	Students to make notes.	PPT slide 19	Questions asked and answered.
Link to next session and/or follow up action:		Two assessments of a reflection and draft action plan to be submitted after the next session.			

Lesson Plan

Programme / Course: Social Skills	**Subject:** S.1 Gender Equality Skills.
Link to Scheme of Work / Training Schedule: Session 2 of 2	**Duration:** 2 hours
Learning Level: Level 5 – HR Department	**Link to Matrix:** S1

Learning Aim for the Lesson:
The objective of gender equality in the tourism industry is to create a workplace in which women and men have the same opportunities and rights. Training and direction from the human resource department plays an important role in achieving equality of opportunities and treatment for all employees. This session examines key gender equality issues and concepts including gender stereotyping, pay discrimination, sexual harassment and equal opportunities. Additionally, it assists students in developing HR planning to reach gender balance and equality in any tourism business.

Competencies / Learning Outcomes:

1. Identify issues with regard to gender inequalities in the workplace
2. Understand the role of the HR department in improving gender equality in the workplace
3. Identify key approaches to implementing gender equality in the workplace

Methodologies recommendations:

This topic should take into consideration that respecting personal space and understanding diverse backgrounds is essential in interactions with different people. Improving and developing gender equality skills is a continuous process that requires time and effort, leading to more equitable culture in the workplace. Gender equality skills need also group development facilitation, smaller groups, etc. and general observation. The development and integration of values (ethical, social, and work values) in the work environment are central, including priorities such as key approaches to tackle gender inequality in the workplace. Socialization and group activities can help

Resources:
Laptop or PC required for this online session and discussion board.
Wi-Fi or internet connection
Handouts – reading.
Pens / paper/ highlighters for note taking
Whiteboard or flipchart & post-it notes for brainstorming

develop an understanding of building equitable relationships and bring benefits to the work environment.

Methods examples:

- Promotion of gender equality and opposition to discrimination, with emphasis on emotional intelligence in reskilling courses for adult professionals.
- Integration of values (social justice, and work ethics) in the work environment.
- Development of balanced interpersonal relationships with colleagues of all genders.
- Emphasis on effective communication, especially with people from different cultures and age groups help to promote equality values in the workplace.
- Cultivation of analytical and critical thinking, generation of innovative ideas, and problem-solving skills might benefit the teaching of those skills.
- Organize debates or panel discussions where students can critically evaluate different approaches to tackle gender inequality training in the tourism industry.
- Facilitate the creation of a group project where students design and present innovative solutions to improve social interactions in the industry.
- Conduct group discussions to explore the impact of cultural differences on social interactions in the industry.

Core Skills		
Green:	**Digital:**	**Social:** Gender Equality Skills

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-2.** Instructor to welcome students, address housekeeping and timings for the session. Outline the aim and objectives including explaining that this session builds on the previous by exploring the role of the HR Department in Gender Equality and addressing learning outcome 5, 6, & 7.	N/A	PPT slides 1-2	N/A
5 mins	LO1, LO2, LO3	Display **PPT slide 3.** Recap on previous session and emphasise how this session will build on this to explore gender equality in the workplace, the HR department's role in this and approaches to achieving a gender equal workplace. Check if any questions before moving on.	Listen and ask any questions.	PPT slide 3	N/A
10 mins	LO1, LO2	Display **PPT slide 4.** Instructor to recap on the ways in which HR can impact on gender equality which were addressed in session 1: ● Explaining each key area: recruitment & selection, pay equality & transparency, training & evaluation, work life balance & designing & Implementing Policies & Action Plans and hos HR can influence a more gender equal approach I each of these areas. Instructor to use questions throughout recap to make sure students understood session 1 and to ensure students are engaged and ready to move on	Students to take notes and ask and answer questions to clarify any points.	PPT slide 4	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
25 mins	LO1, LO2	Display **PPT slides 5-6.** Instructor to emphasise the importance of a gender inclusive recruitment process as a first step in achieving gender inclusiveness. PPT 5: Instructor to facilitate students in undertaking the task in small groups to design a gender equal recruitment and selection process and to make notes on how the process might differ for different sized tourism organisations. Facilitate feedback from groups and discuss/summarise their findings. PPT 6: Instructor explain the process key points involved in ensuring gender equality in designing a selection and recruitment process. Discuss how this might differ across different sized tourism organisations e.g. smaller organisations may not have a selection panel, however the same process of applying weightings based on criteria can still apply an should be consistently used.	Students, in small groups, to complete the task to design an inclusive recruitment & selection process and answer the question on how the process might differ for different sized organisations. Take notes on the content of PPT 6 and instructor's explanation/discussion.	PPT slides 5-6	Outcomes of small group task including a gender equal candidate selection process and notes on how the process might differ. All students engaged in the activity. Presenting feedback to the whole group and questions asked and answered.
15 mins	LO3	Display **PPT slide 7** and facilitate students to complete the tasks on Handout 3 in small groups. Facilitate feedback session encouraging students to think about how they can use these lessons in the context of their own organisation.	A small group exercise that requires students to consider the examples in Handout 3 and undertake the corresponding tasks, reflecting on any lessons that they can apply in their organisations and feeding back their findings to the class.	PPT slide 7 Handout 3: Gender Inclusivity Examples from the Travel & Tourism Industry.	Outcomes from the small group task. Feedback given by each group and all students engaged. Questions asked and answered/points raised in whole group discussion during feedback.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 min	N/A	**Break**			
5 mins	LO1, LO3	Display **PPT slide 8.** Explain the role of the HR department in designing a 'Dignity & Respect at Work' policy. Emphasise the importance of communicating and sharing this with all staff as a means of eliminating workplace harassment but also to provide a confidential means of reporting any harassment issues.	Students to make notes.	PPT slide 8	Notes made.
10 mins	LO3	Display **PPT slide 9.** Instructor to highlight the importance of developing gender equality action plans to guide employees and provide practical implementation measures in the workplace. Instructor to discuss the content of an action plan, for example, developing a gender equality taskforce, desk research/audits/gender analysis research in the workplace, reviewing recruitment, equal opportunities, direction for training, developing objectives etc. Instructor to discuss how plans can be implemented, monitored and communicated to staff and the importance of measuring outcomes and evaluating the action plan.	Students to make notes on the content of a gender equality action plan and to raise points in the discussion. Ask and answer questions.	PPT slide 9	Questions asked and answered. Discussion points raised and made. Engagement in the discussion.
15 mins	LO3	Display **PPT slide 10.** Instructor to explain the importance of setting a clear Vison and SMART objectives, and what these entail. Display **PPT slide 11.** Instructor to explain example of Vision and objectives and ask class to comment on if these meet	Students to make notes and to comment on examples provided.	PPT slides 10-11	Comments made in reply to the instructor's questions and examples provided.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		the requirement of SMART objectives and if they are clear in the context of achieving gender equality.			
20 mins	LO3	Display **PPT slide 12**. Instructor to encourage the class to reflect on their own workplace and to comment on how the HR department can and should be involved in developing this plan, any challenges they can see developing /implementing this plan and how these might be overcome. Display **PTT slide 13** and discuss these key points making reference to any additional points highlighted by students This could include for example: ● Needs the support & long-term commitment of senior management ● Time and resources need to be allocated ● Recognition that the plan will take time to be developed and implemented, and for change to take place. ● Responsibilities and ownership of key actions need to be clearly assigned	Students to reflect on their own workplace and to comment on how the HR department should/could be involved in this plan. Any difficulties and challenges that they can see in implementing this and how these can be overcome. Students to take notes and join in with discussion.	PPT slides 12-13	Reflection comments made by students about their own workplace and responses by other students to the reflections. All students engaged in the reflection / discussion.
5 mins	LO1, LO2, LO3	Display **PPT slides 14- 15.** PPT 14: Instructor to provide a summary of the key points and check if there are any questions. PPT 15: Explain the assignments and marking scheme.	Students to complete assessments post session.	PPT slides 14-16 Copies of Assessments & Marking Schemes.	Students to complete tow assessment tasks and submit to the instructor for marking.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Assessment:		**ASSESSMENT 1** – PASS/FAIL. Reflection of current gender equality practice in the tourism workplace. Students to provide a summary of current practice in their own workplace and identify strengths and weaknesses. Students to identify any barriers/challenges in addressing gender equality and suggest ways to improve gender equality. **ASSESSMENT 2** – PASS/FAIL. Students to provide a one page draft gender equality action plan for their own tourism workplace, including a minimum of three gender equality objectives.			
Link to next session and/or follow up action:		Follow up action of instructor feedback on Assessments 1 and 2.			

Lesson Plan

Programme/course: Social Skills	**Subject:** Inclusivity, cultural sensitivity and cross-cultural communication
Link to Scheme of Work/Training Schedule: 1	**Duration:** 2 hours
Learning Level: 3	

Learning aim for the lesson:

This session provides basic knowledge on the topics of inclusivity, cultural sensitivity and cross-cultural communication in tourism.

Students will get a comprehensive overview of the concept and meaning of inclusivity, understand the importance of cultural sensitivity, and recognize how essential cross-cultural communication is in tourism. As level 3 is an introductory level, it will allow students to start discussing the basic terms and examples.

Competencies/Learning Outcomes:

1. The concept of inclusiveness in tourism
2. Who is involved in inclusivity actions
3. The concept of cultural sensitivity in tourism
4. How to recognize and overcome cross-cultural communication barriers
5. Developing communicative abilities in spoken conversations.
6. Improving confidence and engagement in cross-cultural communication.

Methodology recommendations:

Students will be asked to identify and evaluate certain practices from their social environment or elsewhere associated with:

a) inclusivity and

b) cultural sensitivity and cross-cultural communication in tourism.

Resources:

The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:

Webinar tool

If face-to-face training:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app).

This methodology encourages students to become actively involved and develops their ability to reflect on their own performance and take action. It engages students in critical thinking to empower them to participate actively in learning and change. Two assessments (one practical activity and one short essay) with pass or fail marking. Methods examples:	

Core Skills		
Green: - Understanding the concept of inclusiveness in tourism - Understanding cultural sensitivity in tourism - Recognize and overcome cross-cultural communication barriers	**Digital:** Understanding how data can help recognise communication barriers	**Social:** Understanding Social Impacts of inclusivity

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display **PPT slides 1-3.** Welcome; outline the objectives, main topics and timing of the training.	N/A	PPT slides 1-3	
20 mins	1 & 2	Display **PPT slides 4-7.** Definition of inclusiveness, groups involved in inclusivity actions and a useful example	Listen to presentation, make notes and ask questions as required.	PPT slides 4-7	
25 mins	1 & 2 in groups, max 4	**Group Work A.** Display **PPT slide 8.** Instructor splits the group into smaller groups and ask to discuss the content of one activity per group	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slides 8 Flipchart, markers In online training: break-out rooms	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
25 mins	3	Display **PPT slide 9-11**. Definition of cultural sensitivity in tourism	Listen to presentation, make notes and ask questions as required.	Ppt slide 9-11	
10 mins	4	Display **PPT slide 12**. Explanation of cultural communication barriers	Listen to presentation, make notes and ask questions as required.	Ppt slide 12	
20 mins	3 & 4 in groups, max 4	**Group Work B.** Display **PPT slide 13.** Instructor splits the group into smaller groups and ask to discuss the content of one activity per group	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slides 13 Flipchart, markers In online training: break-out rooms	
10 mins	all	Display **PPT slide 14.** Summary of main points	Participants take an active role in summarising the key points on inclusivity and cultural sensitivity	PPT slides 14	
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Social Skills	**Subject:** Inclusivity, cultural sensitivity and cross-cultural communication
Link to Scheme of Work/Training Schedule: 1	**Duration:** 3 hours
Learning Level: 5	

Learning aim for the lesson:

This session focuses on acquiring specialized knowledge about inclusivity, cultural sensitivity, and cross-cultural communication in tourism.

Students will get a comprehensive overview of how inclusivity is achieved, what the concept of cultural sensitivity entails, and how cross-cultural communication in tourism can be enhanced.

Competencies/Learning Outcomes:

1. The concept of inclusiveness in tourism
2. The importance of inclusivity in tourism
3. Who is involved in inclusivity actions
4. The concept of cultural sensitivity in tourism
5. The importance of cultural sensitivity
6. The necessity of cross-cultural communication.
7. Developing communicative abilities in spoken conversations.
8. Improving confidence and engagement in cross-cultural communication.

Methodology recommendations:

Resources:
The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:

Webinar tool

If face-to-face training:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app).

Students will be asked to identify and evaluate certain practices from their social environment or elsewhere associated with: a) inclusivity and b) cultural sensitivity and cross-cultural communication in tourism. Students will be asked to provide a draft action plan with initiatives towards achieving a) inclusivity, b) cultural sensitivity and c) cross-cultural communication in tourism based on their working environment or elsewhere. This methodology encourages students to become actively involved and develops their ability to reflect on their own performance and take action. It engages students in critical thinking to empower them to participate actively in learning and change. Two assessments (one practical activity and one short essay) with pass or fail marking. Methods examples:	

Core Skills		
Green: - Understanding the concept of inclusiveness in tourism - Understanding cultural sensitivity in tourism - Recognize and overcome cross-cultural communication barriers	**Digital:** Understanding how data can help recognise communication barriers	**Social:** Understanding Social Impacts of inclusivity

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 mins	all	Display **PPT slides 1-3.** Welcome; outline the objectives, main topics and timing of the training.	N/A	PPT slides 1-3	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
35 mins	1 - 3	Display **PPT slides 4-12.** Definition of inclusiveness, the importance of inclusivity, groups involved in inclusivity actions, an interesting example and the Theory of Change	Listen to presentation, make notes and ask questions as required.	PPT slides 4-12	
30 mins	1 - 3 in groups, max 4	**Group Work A.** Display **PPT slide 13.** Instructor splits the group into smaller groups and ask to discuss the content of one activity per group	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slides 13 Flipchart, markers In online training: break-out rooms	
30 mins	4 - 6	Display **PPT slide 14-17**. Definition of cultural sensitivity in tourism, the importance of cultural sensitivity and cross-cultural communication	Listen to presentation, make notes and ask questions as required.	Ppt slide 14-17	
30 mins	4 - 6 in groups, max 4	**Group Work B.** Display **PPT slide 18.** Instructor splits the group into smaller groups and ask to discuss the content of one activity per group	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slides 18 Flipchart, markers In online training: break-out rooms	
25 mins	4 - 6	Display **PPT slide 19**.	Visit website of the transnational project	PPT slides 19 and the website	
15 mins	all	Display **PPT slide 20.** Summary of main points	Participants take an active role in summarising the key points on inclusivity and cultural sensitivity	PPT slides 20	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Social Skills	**Subject:** Inclusivity, cultural sensitivity and cross-cultural communication
Link to Scheme of Work/Training Schedule: 1	**Duration:** 3 hours
Learning Level: 7	

Learning aim for the lesson:

This session focuses on acquiring specialized knowledge about inclusivity, cultural sensitivity, and cross-cultural communication in tourism.

Students will get a comprehensive overview of how inclusivity is achieved, what the concept of cultural sensitivity entails, and how cross-cultural communication in tourism can be enhanced.

Competencies/Learning Outcomes:

1. The concept of inclusiveness in tourism
2. The importance of inclusivity in tourism
3. Who is involved in inclusivity actions
4. Inclusivity development initiatives
5. The concept of cultural sensitivity in tourism
6. The importance of cultural sensitivity
7. The necessity of cross-cultural communication
8. Who are the main actors towards achieving cultural sensitivity
9. How to recognize and overcome cross-cultural communication barriers.

Methodology recommendations:

Resources:
The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:

Webinar tool

If face-to-face training:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app).

Students will be asked to identify and evaluate certain practices from their social environment or elsewhere associated with: a) inclusivity and b) cultural sensitivity and cross-cultural communication in tourism. Students will be asked to provide a draft action plan with initiatives towards achieving: a) inclusivity, b) cultural sensitivity and c) cross-cultural communication in tourism based on their working environment or elsewhere. This methodology encourages students to become actively involved and develops their ability to reflect on their own performance and take action. It engages students in critical thinking to empower them to participate actively in learning and change. Two assessments (one practical activity and one short essay) with pass or fail marking. Methods examples:	

Core Skills		
Green: - Understanding the concept of inclusiveness in tourism - Understanding cultural sensitivity in tourism - Recognize and overcome cross-cultural communication barriers	**Digital:** Understanding how data can help recognise communication barriers	**Social:** Understanding Social Impacts of inclusivity

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 mins	all	Display **PPT slides 1-3.**	N/A	PPT slides 1-3	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Welcome; outline the objectives, main topics and timing of the training.			
30 mins	1 - 4	Display **PPT slides 4-13.** Definition of inclusiveness, the importance of inclusivity, groups involved in inclusivity actions and inclusivity development initiatives	Listen to presentation, make notes and ask questions as required.	PPT slides 4-13	
30 mins	1 - 4 in groups, max 4	**Group Work A.** Display **PPT slide 14.** Instructor splits the group into smaller groups and ask to discuss the content of one activity per group	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slides 14 Flipchart, markers In online training: break-out rooms	
35 mins	5 - 7	Display **PPT slide 15-24**. Definition of cultural sensitivity in tourism, the importance of cultural sensitivity and cross-cultural communication, the main actors towards cultural sensitivity, cross cultural communication barriers	Listen to presentation, make notes and ask questions as required.	Ppt slide 15-24	
30 mins	5 - 7 in groups, max 4	**Group Work B.** Display **PPT slide 25.** Instructor splits the group into smaller groups and ask to discuss the content of one activity per group	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slides 25 Flipchart, markers In online training: break-out rooms	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
25 mins	5 - 7	Display **PPT slide 26**.	Visit website of the transnational project	PPT slides 26 and the website	
15 mins	all	Display **PPT slide 27.** Summary of main points	Participants take an active role in summarising the key points on inclusivity and cultural sensitivity	PPT slides 27	
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan	
Programme / Course: Social Skills	**Subject**: Skills related to intercultural understanding
Link to Scheme of Work / Training Schedule Session 1 of 2	**Duration:** 2 hours
Learning Level: 5	**Link to Matrix:** S20
Learning Aim for the Lesson: Applying social skills in concrete situations and promoting awareness of one's own cultural values is essential to the travel industry. This module helps students to develop skills related to customer-business intercultural understanding in tourism, as an important part of customer services and to deal with colleagues from different cultural backgrounds.	
Competencies / Learning Outcomes: **At the end of the lesson, you will:** LO1. Identify what is cultural intelligence, and different cultural behaviours and values in intercultural settings. LO2. Develop awareness of intercultural communication and apply successful strategies for actions LO3. Develop skills related to intercultural competencies to apply in the travel and tourism work environment. Methodology recommendations: This topic should take into consideration the importance of social skills for workers who might have different cultural backgrounds. Also, the sessions should provide an understanding of how to develop intercultural intelligence and awareness related to the customer's culture and background. The development and integration of values (ethical, social, and work values) in the work environment are central, including priorities. Practising cooperation and	**Resources:** The training is possible both online and as a face-to-face seminar. Appropriate resources are required depending on the case. S20 Intercultural Understanding handout (note this handout covers sessions 1 and 2 and so may need to be split appropriately). **Online-Training** Webinar-Tool **Face-to-Face** Laptop & Projector Working internet connection Flipchart paper and pens

sharing skills can enhance work attitude and ethical behavior. Respecting personal space and understanding diverse backgrounds can improve interactions with different people, as socialization and group activities can help develop an understanding of relationships and their benefits in various aspects of life. Group work involving people from diverse backgrounds is an effective method for teaching social skills, and fostering teamwork and collaboration.

Example of methods:

- Group work with diverse participants to learn teamwork and collaboration.
- Incorporating examples, posters, and other forms of assessment to foster holistic learning experiences.
- Problem-based assessments that develop cultural intelligence, communication, written, and verbal skills.
- Volunteering or joining work groups to practice respecting personal space and interacting with diverse backgrounds.
- Courses or training programs addressing intercultural awareness, communication skills, and cross-cultural management.
- Teamwork Assignments: Group work to enhance collaborative skills and learning from each other.
- Emphasis on emotional intelligence, empathy and global citizenship in reskilling courses for adult professionals.
- Awareness of the need for continuous knowledge and skill updating, fostering a learning culture focused on lifelong learning.

Core Skills

Green:	Digital:	Social: X Skills related to intercultural understanding

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO3	Display **PPT slides 1-3**. Welcome the students; Outline the objectives, tasks and timing of the training.	N/A	PPT slides 1-3	N/A
15 mins	LO3	Display **PPT slides 4-7.** Introduce the topic of how the tourism industry was affected by Covid-19 and what has changed for the business.	Listen to presentation. Ask questions if necessary. Take part in discussion if necessary.	PPT slides 4-7	N/A
10 mins	LO3	Display **PPT slides 8** Divide students into groups and ask them to discuss 'how did Covid-19 affect your business?' Ask them to share at the end with the whole group their experiences.	Discuss in groups and then with the whole group.	PPT slides 11-13	Group discussion.
20 mins	LO1	**Display slides 9-15** and introduce the topic of intercultural communication with the last bullet point of slide 9 (reputation/delivery of services). Then start explanation on two main topics: ● The importance of cross-cultural communication in tourism and hospitality ● Theoretical approaches to intercultural communication, low-context and high-context intercultural communication End with showing the video in **slide 15.**	Listen to presentation. Ask questions if necessary. Take part in discussion if necessary.	PPT slides 9-15 Internet connection	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO2	**Display slide 16** and ask students to imagine situations at work where they should take action as managers. Both situations are related to cross-cultural communication issues.	Discuss in groups.	PPT slide 16	Group discussion.
10 min	N/A	Break	N/A	N/A	N/A
15 mins	LO1	Display **PPT slides 15-19** and introduce the topic 'What is cultural intelligence?' Explain theories related to different types of cultural intelligence and building cultural intelligence among teams.	Listen to the presentation. Ask questions if necessary.	PPT slides 15-19	N/A
5 min	LO1, LO2, LO3	Display **slide 21** and make a summary of the importance of communicating in intercultural environments and building intercultural intelligence to work in tourism and hospitality.	Listen to the presentation. Ask questions if necessary.		
20 mins	LO1, LO2, LO3	Display **PPT slide 22.** The Instructor should explain the exercise and split students into pairs or small groups. Then they should work with the worksheet questions and discuss them, sharing their experience. Students should show their discussion points.	The students should reflect on how to create successful relationships with customers and work teams with intercultural communication and cultural intelligence skills. Each group prepare to present their results.	PPT slide 22	Relevant points discussed and agreed upon, prepared ready to feedback to the main group.
5 mins	N/A	**Display PPT slide 23** and explain the next lesson, making links to lessons learned in this module.	N/A	PPT slide 23	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		At the end instructor to facilitate a whole group discussion about what was experienced during the exercise. Instructor to check if there are any questions before moving on	After presentations whole group takes part in a group discussion.		

Lesson Plan

Programme / Course: Social Skills	**Subject**: Intercultural Understanding
Link to Scheme of Work / Training Schedule Session 2 of 2	**Duration:** 2 hours
Learning Level: 5 (Managers)	**Link to Matrix:** S20

Learning Aim for the Lesson:
This training builds from Lesson 1 and provides knowledge for applying skills in an intercultural environment and in work situations. This lesson also focuses on customer and business relationships at the management level. On completion of the training, the student will resolve possible conflicts with customers, and build successful strategies as managers learning from new intercultural challenges.

Competencies / Learning Outcomes:

At the end of the lesson, you will:

1. Understand international customers' behaviour, as much as develop an awareness of stereotyping and biased behaviours that might lead to intercultural conflicts.
2. Define intercultural competence and apply principles for promoting awareness of one's own culture and other's culture in the work environment.
3. Create strategies for successful actions in intercultural challenging situations at work.

Methodology recommendations:

This topic should take into consideration the importance of social skills for workers who might have different cultural backgrounds. Also, the sessions should provide an understanding of how to develop intercultural intelligence

Resources:
The training is possible both online and as a face-to-face seminar. Appropriate resources are required depending on the case.
S20 Intercultural Understanding handout (note this handout covers sessions 1 and 2)

Online-Training
Webinar-Tool

Face-to-Face
Laptop & Projector
Working internet connection
Flipchart paper and pens

and awareness related to the customer's culture and background. The development and integration of values (ethical, social, and work values) in the work environment are central, including priorities. Practising cooperation and sharing skills can enhance work attitude and ethical behavior. Respecting personal space and understanding diverse backgrounds can improve interactions with different people, as socialization and group activities can help develop an understanding of relationships and their benefits in various aspects of life. Group work involving people from diverse backgrounds is an effective method for teaching social skills, and fostering teamwork and collaboration. Example of methods: ● Group work with diverse participants to learn teamwork and collaboration. ● Incorporating examples, posters, and other forms of assessment to foster holistic learning experiences. ● Problem-based assessments that develop cultural intelligence, communication, written, and verbal skills. ● Volunteering or joining work groups to practice respecting personal space and interacting with diverse backgrounds. ● Courses or training programs addressing intercultural awareness, communication skills, and cross-cultural management. ● Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. ● Emphasis on emotional intelligence, empathy and global citizenship in reskilling courses for adult professionals. ● Awareness of the need for continuous knowledge and skill updating, fostering a learning culture focused on lifelong learning.	
Core Skills	

Green:	Digital:	Social: X Skills related to intercultural understanding

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-4** Welcome the students; Outline the objectives, tasks and timing of the training. Highlight the main points of the last session.	Listen and ask questions as required	PPT slide 1 -4	N/A
10 mins	LO1	Display **PPT slides 5-6.** Display slide 5 and ask students if they know where their guests come from. Then start explaining the importance of knowing such information, with slide 6.	Listen and ask and answer questions as required	PPT slides 5-6	Engagement with the topic.
10 mins	LO1	Display **PPT slide 7** Group work. The Instructor explains the exercise and splits students into pairs or small groups. The instructor asks are the unique behaviours associated with guests from different nationalities examples, and what is special about guests from their top 3 countries.	The students should write on the worksheet characteristics of their TOP three source markets.	PPT slide 7 Worksheet	Evidence of segmenting of their target groups and cultural understanding.
20 mins	LO2	**Display PPT slides 8-13** Display slide 8 and start explaining intercultural contexts and definitions. Show a video on Youtube, 'What are the do's and don'ts in the intercultural context?' (2'30)	Instructor to explain the topics and students to make notes and ask questions. Students should participate in the discussions in class giving their opinion/sharing their experiences.	PPT slides 8-13	Active participation in feedback discussions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After video, share with students their opinion on how intercultural communication can be used and conflicts can be avoided at work with intercultural understanding. Instructor continue explaining the theoretical framework for intercultural contexts, and introduce the topic of 'What Is Stereotyping', and how to avoid it in the workplace. Make questions to students at this point, ask to give examples of stereotypes of different cultures, and ask them if they believe in such stereotypes and why (deconstruct their pre-concepts of other cultures through the explanation of misconceptions and myths related to stereotyping). Instructor to continue explaining about intercultural awareness in tourism and hospitality businesses.			
15 mins	LO2	Display **PPT slide 15.** Individual Exercise: Create an "intercultural superhero/superheroine". The instructor explains the exercise and answers questions.	The students are to create a superhero/superheroine. He/she has all the qualities and competences necessary to be a good host for international guests.	PPT slide 15 Worsheet	The answer should show awareness of intercultural skills needed for an intercultural host-guest understanding and respect
5 min	N/A	Short break	N/A	N/A	N/A
10 mins	LO2, LO3	Display **PPT slides 16-18.**	Students listen to presentation , ask questions and make notes.	PPT slide 16-22	Discussion points raised and notes made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Definition of intercultural competence, intercultural competence profile and skills related to it. The instructor should explain the different types of skill student's should develop to have intercultural competence.			
15 min	LO2, LO3	Display **PPT slides 19-22.** Instructor should give practical examples to students of how to apply intercultural competence skills in tourism and hospitality. Three situations are shown in slide 18, and students should interact with the instructor questions in each situation, giving examples of how to proceed/apply their knowledge shared in the last two sessions on intercultural understanding and skills. Then the instructor should analyse each situation, starting with slide 19, showing examples of what to do in each situation.	Students listen to presentation , ask questions and make notes. Students should participate actively in the discussion of slide 18.	PPT slides 18-21	Discussion points raised and notes made. Active participation in feedback discussions
25 mins	LO1, LO2, LO3	Display **PPT slides 23-25.** Group Work. The Instructor splits the students into three groups and explain the instructions to each group (A-C). Note each group has a separate task.	In small groups, the students carry out the task they have been allocated: A) a pocket guide / info sheet / infographic B) a SWOT of a destination on its way to an	PPT slide 23 - 25 handout	Students use all the knowledge they have learned and apply it to a concrete case study.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Give students 15 minutes to develop tasks, and then 10 minutes to present (3 minutes each group)	international relevant image C) a customer-oriented product that highlights the regional/cultural identity of the destination.		
5 mins	LO1, LO2, LO3	**Conclusion and questions** Display **PPT slide 26.** Summary of insights from Session 2 on intercultural understanding, the opportunity for students to ask concluding questions.	Students ask questions and raise any last points.	PPT slide 26	Questions asked and answered.

Lesson Plan	
Programme / Course: Social Skills	**Subject**: Cultural Awareness and Expression
Link to Scheme of Work / Training Schedule Session 1 of 2	**Duration:** 2 hours
Learning Level: 5	**Link to Matrix:** S17
Learning Aim for the Lesson: This training helps students to develop cultural and intercultural awareness. In addition, it focuses on the development of the ability to actively deal with personal attitudes, values, prejudices and biases. This lesson provides an understanding of how one's cultural perception can affect travel behaviour and guests' expectations of destinations. It is crucial to develop, in addition to the awareness of the individual attitudes, values and perceptions of culture, cultural competences related to intercultural awareness.	
Competencies / Learning Outcomes: 1. Developing the cultural attitude of the service provider/organisation through the diversity lens. 2. Recognise intercultural awareness as an important competence to work in the tourism industry, and develop skills for dealing with cultural differences in the workplace 3. Manage the potential impacts of cultural differences on guests, and customer services and employers' relationships and communication. **Methodology recommendations:** This topic should take into consideration the importance of social skills to bring understanding on different cultures (cross-cultural skills). Also, the sessions should provide an understanding of how to develop cultural intelligence and awareness related to the customer's culture and background. The development and integration of values (ethical, social, and work values) in the work environment are central to the development of these skills. Practising cooperation and sharing skills can enhance work attitude and	**Resources:** The training is possible both online and as a face-to-face seminar. Appropriate resources are required depending on the case. S17 Cultural Awareness handout. **Online-Training** Webinar-Tool **Face-to-Face** Laptop & Projector Working internet connection Flipchart paper and pens

ethical behaviour, and respecting personal space and understanding of diverse backgrounds can improve interactions with different people, as socialisation and group activities can help develop an understanding of relationships and their benefits in various aspects of life. Group work involving people from diverse backgrounds is an effective method for teaching social skills, and fostering teamwork and collaboration.

Example of methods:

- Group work with diverse participants to learn teamwork and collaboration.
- Incorporating examples, posters, and other forms of assessment to foster holistic learning experiences.
- Problem-based assessments that develop cultural intelligence, communication, written, and verbal skills.
- Volunteering or joining work groups to practice respecting personal space and interacting with diverse backgrounds.
- Courses or training programs addressing intercultural awareness, communication skills, and cross-cultural management.
- Teamwork Assignments: Group work to enhance collaborative skills and learning from each other.
- Emphasis on emotional intelligence, empathy and global citizenship in reskilling courses for adult professionals.
- Awareness of the need for continuous knowledge and skill updating, fostering a learning culture focused on lifelong learning.
- Provide case studies or real-world scenarios related to social skills in tourism and have students analyse them to identify appropriate social behaviours.
- Conduct group discussions to explore the impact of cultural differences on social interactions in the tourism industry.
- Have students examine and compare cultural norms and etiquette in different countries and discuss how they impact social interactions in tourism.

Core Skills

Green:	Digital:	Social: X Cultural awareness and expression

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1, LO2, LO3	**Display PPT slides 1-3**. Welcome the students; Outline the objectives, tasks and timing of the training.	n / a	PPT slide 1 -3	n / a
10 mins	LO1	**Display PPT slide 3-4.** How Culture can be defined? Students to give 3 examples of traditional culture. Explain then the definition of culture in slide 4.	The students respond to an introductory question to introduce them to the topic.	PPT slide 3-4 Internet, Survey-Tool, e.g. Menti	Answers given to the question.
20 min	LO1	**Display PPT slide 5. Task 1:** Read the text exercise: the students should read the text in the handout/or on their phones/computers and group to discuss the three questions related to the definition of culture present in the text.	The students should reflect on the text and discuss the questions, giving answers based on their interpretation of it.	PPT slide 5	Interpretation and discussion
20 mins	LO2	**Keynote, display PPT slides 6-11.** Definition of key impressions and presentation of main models for cultural awareness.	Listen to presentation and ask questions as required	PPT slide 4--10	Questions asked and answered. Notes made.
5 min	N/A	**Break**	N/A		
20 mins	LO2	**Display PPT slide 12. Task 2:** Students should follow the instructions and discuss in groups or pairs their own culture identity and what they think makes them unique. This is a prerequisite for understanding other cultures.	The students should pack their own "backpack". The students strongly focus on reflecting on their own culture and cultural identity.	PPT slide 12	Thoughts and ideas on own culture discussed
10 mins	LO3	**Display PPT slide 13-15.** Instructor should explain the concept of intercultural understanding and awareness, and	Listen to presentation and ask questions as required.	PPT slides 13-15 Whiteboard / Flipchart paper and pens	Questions asked and answered. Notes made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		display the video. The, should continue with the graphic and the Iceberg model from E.T. Hall. After feedback, instructor facilitates a discussion about what was experienced in the whole group.			
20 mins	LO3	**Display PPT slides 16. Task: small groups exercise** The instructor should explain the task, that first should be developed individually (10 minutes) and then discuss in small groups.	Through active engagement with the topic, the students identify how cultural differences might impact work and daily life, and share if possible how they feel in these situations, and how to overcome this.	PPT slide 16	Students engage in the task and in discussions related to the topic
10 mins	LO3	**Display PPT slides 17-18.** Instructor should explain the summary of this session, with main points discussed. Instructor should also present the next session and make links to this one (it will be more focused on cultural awareness skills applied to the work environment).	Students to make questions, take notes.	PPT slide 17-18	N/A

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IKUD Seminare: www.ikud.de/glossar/cultural-awareness-interkulturelle-sensibilisierung.html

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	Birgit Mandel (2013 / 2012): Kulturelle Bildung im Tourismus. In: KULTURELLE BILDUNG ONLINE: https://www.kubi-online.de/artikel/kulturelle-bildung-tourismus Mandel, Birgit (2012): Tourismus und Kulturelle Bildung: Potentiale, Voraussetzungen, Praxisbeispiele und empirische Erkenntnisse. München: kopaed. Orlovius-Wessely A. (1995) Interkulturelle Kommunikation im europäischen Tourismus. In: Fontanari M.L., Rohte S. (eds) Management des europäischen Tourismus. Gabler Verlag, Wiesbaden. Bertelsmann Stiftung und Fondazione Cariplo (2008): Interkulturelle Kompetenz – Die Schlüsselkompetenz im 21.Jahrhundert? Bundeszentrale für politische Bildung https://www.bpb.de/gesellschaft/bildung/kulturelle-bildung/59917/kulturbegriffe Hoopes, David D. (1979): Intercultural Communication Concepts and the Psychology of Intercultural Experience, In: Pusch, M. D. (Hrsg.): Multicultural Education: A Cross-Cultural Training Approach, Chicago, S. 9-38. Ang-Stein, Claudia (2015): Interkulturelles Training. Systematisierung, Analyse und Konzeption einer Weiterbildung, Wiesbaden: Springer Fachmedien. Thomas, Alexander (2011) Interkulturelle Handlungskompetenz. Gabler Verlag. Wiesbaden Hanisch, Horst (2019): Der interkulturelle und Auslands-Knigge 2100. Bonn Hanisch, Horst (2019): Der kleine interkulturelle Kompetenz-Knigge 2100. Bonn Chang, Celine; Droux, Susanne; Gruner, Axel (2015): Internationale Gäste : gewinnen und begeistern ; erfolgreich durch interkulturelle Kompetenz. Matthaes Verlag. Stuttgart. IHK Krefeld. Pocket Guides Interkulturelle Kompetenz. https://www.ihk-krefeld.de/de/international/aussenwirtschaftspraxis2/leitfaeden-links-und-literatur-zur-interkulturellen-kompetenz.html Prof. Dr. Dr. H.C. Karl-Heinz Flechsig Die Entwicklung interkultureller Kompetenz als ein zentrales Ziel globalen Lehrens und Lernen von mit Bezügen zu dem Sieben Stufen Modell von Hoopes und anderen Lernprozessmodellen. Hofstede, G., Mayer, P., Sondermann, M., & Lee, A. (2017). Lokales Denken, globales Handeln: Interkulturelle Zusammenarbeit und globales Management(6., vollständig überarbeitete und aktualisierte Auflage.). München: dtv Beyer M., Frommhold T. (2017) Nachhaltiger Tourismus in deutschen Tourismusdestinationen – eine Bestandsaufnahme. In: Lund-Durlacher D., Fifka M., Reiser D. (eds) CSR und Tourismus. Management-Reihe Corporate Social Responsibility. Springer Gabler, Berlin, Heidelberg Marco d'Eramo (Hrsg.), 2018: Die Welt im Selfie: Eine Besichtigung des touristischen Zeitalters. Suhrkamp Freyer/Naumann/Schuler (Hrsg.), 2008: Standortfaktor Tourismus und Wissenschaft – Herausforderungen und Chancen für Destinationen. Deutsche Gesellschaft für Tourismuswirtschaft e.V.: Erich Schmidt Verlag Horst W. Opaschowski (Hrsg.) 2002: Touristen sind immer die anderen. Tourismustheorie und Tourismuskritik. In Freizeit- und Tourismusstudien Marion Thiem. (Hrsg.), 1994: Tourismus und kulturelle Identität : die Bedeutung des Tourismus für die Kultur touristischer Ziel- und Quellgebiete. Forschungsinstitut für Freizeit und Tourismus (FIF) der Universität Bern				

Lesson Plan	
Programme / Course: Social Skills	**Subject**: Cultural Awareness and Expression
Link to Scheme of Work / Training Schedule Session 2 of 2	**Duration:** 2 hours
Learning Level: 5	**Link to Matrix:** S17
Learning Aim for the Lesson: This training helps students to develop skills related to understanding the cultural attitudes and competencies as services providers, designed for tourism providers and regional stakeholders in tourism and hospitality. This lesson also looks to develop problem-solving skills, cultural intelligence and intercultural awareness skills, as the student will also learn how to aggregate important elements of a cultural awareness organisational strategy plan together, defining, implementing and measuring first steps.	
Competencies / Learning Outcomes: 1. Developing the cultural attitude of the service provider/organisation through the diversity lens. 2. Recognise intercultural awareness as an important competence to work in the tourism industry, and develop skills for dealing with cultural differences in the workplace 3. Manage the potential impacts of cultural differences on guests, and customer services and employers' relationships and communication. **Methodology recommendations:** This topic should take into consideration the importance of social skills to bring understanding on different cultures (cross-cultural skills). Also, the sessions should provide an understanding of how to develop cultural intelligence and awareness related to the customer's culture and background. The development and integration of values (ethical, social, and work values) in the work environment are central to the development of these skills. Practising cooperation and sharing skills can enhance work attitude and	**Resources:** The training is possible both online and as a face-to-face seminar. Appropriate resources are required depending on the case. S17 Cultural Awareness handout. **Online-Training** Webinar-Tool **Face-to-Face** Laptop & Projector Working internet connection Flipchart paper and pens

ethical behaviour, and respecting personal space and understanding of diverse backgrounds can improve interactions with different people, as socialisation and group activities can help develop an understanding of relationships and their benefits in various aspects of life. Group work involving people from diverse backgrounds is an effective method for teaching social skills, and fostering teamwork and collaboration.

Example of methods:

- Group work with diverse participants to learn teamwork and collaboration.
- Incorporating examples, posters, and other forms of assessment to foster holistic learning experiences.
- Problem-based assessments that develop cultural intelligence, communication, written, and verbal skills.
- Volunteering or joining work groups to practice respecting personal space and interacting with diverse backgrounds.
- Courses or training programs addressing intercultural awareness, communication skills, and cross-cultural management.
- Teamwork Assignments: Group work to enhance collaborative skills and learning from each other.
- Emphasis on emotional intelligence, empathy and global citizenship in reskilling courses for adult professionals.
- Awareness of the need for continuous knowledge and skill updating, fostering a learning culture focused on lifelong learning.
- Provide case studies or real-world scenarios related to social skills in tourism and have students analyse them to identify appropriate social behaviours.
- Conduct group discussions to explore the impact of cultural differences on social interactions in the tourism industry.
- Have students examine and compare cultural norms and etiquette in different countries and discuss how they impact social interactions in tourism.

Core Skills

Green:	Digital:	Social: X Cultural awareness and expression

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1, LO2, LO3	**Display PPT slides 1-3**. Welcome the students; Outline the objectives, previous sessions main points, tasks and timing of the training.	Listen and ask questions if required.	PPT slide 1 -3	n / a
5 mins	LO1	**Display PPT slide 4.** Ask students to reflect on the two images, relating them to work/corporate culture differences	Answer question and debate with the whole group	PPT slide 3	Interact and engage with the discussed topic
10 mins	LO1	**Display PPT slides 5-7.** Instructor explains the different levels of organizational culture.	Listen to presentation. The students focus on the culture of tourism industry, strengthen their awareness of aims and challenges of their work.	PPT slide 5 - 7 Whiteboard / Flipchart paper and pens	Notes made. Questions asked and answered.
15 mins	LO1	**Display PPT slide 8. Task: Corporate and Group culture.** The instructor should facilitate a discussion around the question, after students write in the worksheet the cultural characteristics of their own organisation	The students participate in a group discussion about the differences between different businesses and departments.	PPT slide 8	Discussion points made. All participating.
10 mins	LO2	**Display PPT slide 9-10** Instructor explains the opportunities and challenges of cross-cultural teams and networks, showing the meaning of diversity according to the model of four levels of diversity. Definition of key impressions and discussion.	Listen to presentation. Ask questions and discuss in group. The students get a more differentiated insight focusing on the organizational level of cultural awareness. This is a prerequisite for a successful strategy in destinations.	PPT slide 8 - 9	Notes made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 mins	LO2	**Display PPT slide 11.** Individual Exercise. The Instructor explains the exercise. The instructor advises students to use the handout	The students should think about mapping their own cultural characteristics, and sharing differences and similarities with colleagues. The students focus on how diversity affects their own (working) life and reflect possible effects to other people, guests, stakeholder etc.	PPT slide 10 S17 Cultural Awareness handout	Results of exercise
5 min	N/A	**Break**			
15 mins	LO2	**Display PPT slide 12-15** Instructor should start explaining the importance of intercultural awareness in the tourism industry, both in the work environment and for the guest/customer experience	Students listen to the presentation and ask questions	PPT slide 12-15	Active participation asking questions
15 mins	LO2, LO3	**Display PPT 16-19** The instructor should explain how to apply intercultural competences in tourism and hospitality, with 3 examples for the industry (3 situations).	Students, should listen and ask questions.	PPT slide 16-19 Whiteboard / Flipchart paper and pens	Active participation asking questions
20 mins	LO2, LO3	**Display PPT 20: Task 3, Group Work** After the students have learned about the importance of cultural awareness as an individual and on a company level, the presentation moves to develop a SWOT analysis for intercultural understanding/best practice in the tourism and hospitality business, based on their own company/organisations or past experiences in other organisations (10 minutes)	Listen to presentation. Ask Questions. Participation in a group discussion.	PPT slide 20	Notes made. Participation in group discussion. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After that, they should discuss the results with the whole group (10 minutes)			
5 mins	LO1, LO2, LO3	**Conclusion and questions** **Display PPT slide 21** Summary of insights from Session 1 and 2 on cultural identity and awareness, opportunity for students to ask concluding questions.	Students listen to summary and ask questions as required.	PPT slide 21	n / a

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Beyer M., Frommhold T. (2017) Nachhaltiger Tourismus in deutschen Tourismusdestinationen – eine Bestandsaufnahme. In: Lund-Durlacher D., Fifka M., Reiser D. (eds) CSR und Tourismus. Management-Reihe Corporate Social Responsibility. Springer Gabler, Berlin, Heidelberg
Birgit Mandel (2013 / 2012): Kulturelle Bildung im Tourismus. In: KULTURELLE BILDUNG ONLINE: https://www.kubi-online.de/artikel/kulturelle-bildung-tourismus
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Freyer/Naumann/Schuler (Hrsg.), 2008: Standortfaktor Tourismus und Wissenschaft – Herausforderungen und Chancen für Destinationen. Deutsche Gesellschaft für Tourismuswirtschaft e.V.: Erich Schmidt Verlag
Hanisch, Horst (2019): Der interkulturelle und Auslands-Knigge 2100. Bonn
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Hofstede, G., Mayer, P., Sondermann, M., & Lee, A. (2017). Lokales Denken, globales Handeln: Interkulturelle Zusammenarbeit und globales Management(6., vollständig überarbeitete und aktualisierte Auflage.). München: dtv
Hoopes, David D. (1979): Intercultural Communication Concepts and the Psychology of Intercultural Experience, In: Pusch, M. D. (Hrsg.): Multicultural Education: A Cross-Cultural Training Approach, Chicago, S. 9-38.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment

Horst W. Opaschowski (Hrsg.) 2002: Touristen sind immer die anderen. Tourismustheorie und Tourismuskritik. In Freizeit- und Tourismusstudien

IHK Krefeld. Pocket Guides Interkulturelle Kompetenz.
https://www.ihk-krefeld.de/de/international/aussenwirtschaftspraxis2/leitfaeden-links-und-literatur-zur-interkulturellen-kompetenz.html

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Kompetenzzentrum Tourismus des Bundes www.kompetenzzentrum-tourismus.de

Kultusminister Konferenz (2016):
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https://www.eupedia.com/forum/threads/26956-Map-of-Individualism-(vs-Collectivism)?s=19f3d387bc29a7b49030ad65ba0794f6

Marco d'Eramo (Hrsg.), 2018: Die Welt im Selfie: Eine Besichtigung des touristischen Zeitalters. Suhrkamp

Marion Thiem. (Hrsg.), 1994: Tourismus und kulturelle Identität : die Bedeutung des Tourismus für die Kultur touristischer Ziel- und Quellgebiete. Forschungsinstitut für Freizeit und Tourismus (FIF) der Universität Bern

Orlovius-Wessely A. (1995) Interkulturelle Kommunikation im europäischen Tourismus. In: Fontanari M.L., Rohte S. (eds) Management des europäischen Tourismus. Gabler Verlag, Wiesbaden.

Prof. Dr. Dr. H.C. Karl-Heinz Flechsig Die Entwicklung interkultureller Kompetenz als ein zentrales Ziel globalen Lehrens und Lernen von mit Bezügen zu dem Sieben Stufen Modell von Hoopes und anderen Lernprozessmodellen.

Thomas, Alexander (2011) Interkulturelle Handlungskompetenz. Gabler Verlag. Wiesbaden

Tissen, Oliver (Autor): Interkulturelle Kommunikation in der Unternehmenskultur. Handlungsempfehlungen für kulturelle Trainings (2020)

Lesson Plan

Programme / Course: Social Skills	**Subject**: Skills related to awareness of local customs (e.g., food, arts, language, crafts)
Link to Scheme of Work / Training Schedule Session 1 of 2	**Duration:** 1h 30min
Learning Level: 5	**Link to Matrix:** S18

Learning Aim for the Lesson:
This training deals with cultural awareness and skills related to aspects of the development of sustainable offers in tourism and travel. As a suggestion for the conceptual development of tourism offers, the concept of cultural interpretation is presented in this module: Evaluation of analyses and strategies; development of ideas; selection and endorsement of ideas and the definition of goals, integration of sustainability aspects and their anchoring. The special demands on social competencies are highlighted, but also the opportunities that tourism activities bring with them.

Competencies / Learning Outcomes:
Demonstrate knowledge of cultural differences and develop an awareness of local customs/cultural importance in tourism and travel and for local communities
Define and identify economic, cultural and environmental sustainability and its importance for tourism offers
Understand demand and changes in the tourism market and requirements for sustainable tourism products

Methodologies recommendations:
For this topic, group work involving people from diverse backgrounds is an effective method for teaching intercultural awareness skills. These skills need to be taught through practice and receiving feedback. Increasing self-knowledge and personal development are crucial aspects of teaching social skills. Mentoring and coaching are highly effective methods for teaching social skills. Balancing theory and practice is important in teaching environmental sustainability modules. Involving industry professionals and practical examples also enhances the learning experience. Assessments should be designed strategically, focusing on what students need to know and

Resources:
The training is possible both online and as a face-to-face seminar. Appropriate resources are required depending on the case.

Online-Training:
Webinar-Tool

Face-to-Face:
Laptop & Projector
Working internet connection
Flipchart paper and pens

becoming holistic student graduates. Socialization and group activities can help develop an understanding of cultural differences and cross-cultural skills.

Methods examples:

- Assign students to evaluate and provide constructive feedback on their peers' social skills performances in role-plays or simulations.
- Group work with diverse participants to learn teamwork and collaboration.
- Incorporating personal development and self-knowledge as integral parts of teaching social skills.
- Using videos, such as case studies, to analyze and teach customer service skills.
- Employing mentoring and coaching to effectively teach social skills.
- Socialization and group activities to develop understanding of relationships.
- Training courses or videos explaining nonverbal communication and body language.
- Practice and real-world experiences to learn and apply social skills.
- Incorporating activities that promote cooperation and sharing skills.
- Volunteering or joining work groups to practice respecting personal space and interacting with diverse backgrounds.
- Emphasis on emotional intelligence, empathy, and effective stress management in reskilling courses for adult professionals.
- Integration of values (ethical, social, and work values) in the work environment.

Core Skills

Green:	Digital:	Social:
		Skills related to awareness of local customs (e.g., food, arts, language, crafts)

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slide 1-2**. Welcome the students; Outline the objectives, tasks and timing of the training.	N/A	PPT slide 1-2	N/A
5 mins	All	Display **PPT slide 3 Survey.** How will the tourism world change? <u>Note</u>: This could be sent as a question using a survey tool, or instructor facilitates a brief discussion.	The participants respond to an introductory question as an introduction to the topic.	PPT slide 3 Internet, Survey-Tool, e.g. Menti	Answers to survey / question.
20 mins	LO1	Key note, display **PPT slides 4-9.** Explain cultural awareness on local customs, how to respect local cultures, with a special focus on immaterial culture. Focus on the importance of sustainability in offers for a growing target group of travellers, also opportunities for nature and cultural offerings. Display **PPT slide 9** and split the students into pairs or small groups to carry out the activity. After allocated time, bring the group together and take feedback from the students. Allow other groups / pairs the opportunity to comment. Facilitate a short summary discussion.	Listen to presentation and ask questions as required. Participate in paired/small group activity: Assess the initial situation of your (cultural) offer and aAsk yourself the following questions: ● What living traditions (intangible cultural heritage) are present? ● Are there special qualities or experience potentials? ● What is unique, not interchangeable (unique selling proposition)? ● What are the strengths and weaknesses, opportunities and threats? (SWOT analysis) Students note down significant key points ready to present findings.	PPT slide 4-9	Notes made and questions asked. Results from activity and presentation of findings show understanding of the key points.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 mins	LO1, LO2, LO3	Key note, display **PPT slide 10-15.** Trends in tourism should be presented. In slide 15, the students should be divided in groups to discuss the potential of trends in thir counry/region. The students should reflect how it could be sustainable for local communities and give examples of how local businesses could adapt to those trends.	Listen to presentation and ask questions as required. Students participate in group discussion.	PPT slides 10-15	Active participation in feedback discussions.
5 min	N/A	**Break**			
15 min	LO2	**Display PPT slides 17-23** Instructor should display slides explaining principles of sustainability, what is sustainable tourism and how to develop sustainability for tourism products.	Listen to presentation and ask questions as required. Students participate in group discussion	PPT Slides 17-23	Active participation in feedback discussions
20 mins	LO3	Display **PPT slide 24.** **Group Work** The same groups from the first activity now work together and choose a suitable product that is worth developing further (e.g. the already most sustainable, the most successful, etc.). Work on the second step of product development based on the key questions. The instructor goes around the room, answers questions or individual feedback. After allocated time, the instructor brings the groups together and each group present their results. After each group present their results,	Students discuss and evaluate the sustainability of certain products and also of the saleability, e.g. based on the analysis or own experiences. **Create a mind map "Sustainable cultural product"** and develop creative ideas for offers. Ask yourself the following questions: ● Who do I want to address? How can I surprise these target groups? ● Where and how should sustainability (in all 3	PPT slide 24 Flipchart paper and pens Online-Training: Break-out Rooms	Presentation of the results. Evaluation of the other groups. Active participation in feedback discussions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		the other groups are given an opportunity to ask questions or make comments. After all presented instructor facilitates a summary discussion.	dimensions) be considered in the offer? • What is the responsibility of the individual fields of action in the company? • What measures can be formulated to minimise possible negative impacts? Each group presents their results, and all take part in a summary group discussion.		
10 mins	All	**Conclusion and questions. PPT slides 25-26.** Summary of insights from Session 1 on sustainability and product development, opportunity for participants to ask concluding questions. Link to session 2.	Students listen to session recap and ask questions if required.	PPT slides 25-26	N/A
Sources		• WTO. (1995). Charter for Sustainable Tourism. World Conference on Sustainable Tourism. Lanzarote. • WTO, WTTC, Earth Council. (1996). Agenda 21 for the Travel and Tourism Industry: Towards Environmentally Sustainable Development. • UNWTO. (2015). Tourism and the Sustainable Development Goals. Madrid. UNWTO. (2017). UNWTO Tourism Highlights. 2017 Edition. Madrid • DTV. (2015). DTV-Praxisleitfaden "Nachhaltigkeit im Deutschlandtourismus. Anforderungen, Empfehlungen, Umsetzungshilfen". Berlin. • Hiltermann Consulting www.hiltermannconsulting.de • Lenke, Peter (2004): Nachhaltigkeit im Kulturtourismus am Beispiel des Engagements von Studiosus: Bestandsaufnahme, Grenzen und Perspektiven. • Pein, Sandra (2014): Der Wirtschaftsfaktor Tourismus und seine Umsatzmöglichkeiten • Hochschule Luzern, Institut für Tourismuswirtschaft ITW, Fabian Weber, Barbara Taufer (2016): Nachhaltige Tourismusangebote Leitfaden zur erfolgreichen Entwicklung und Vermarktung nachhaltiger Angebote in Tourismusdestinationen.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Lohmann, Martin, NIT, Institut für Tourismus- und Bäderforschung in Nordeuropa, Kiel (2016): Brauchtum als Destination-Asset - Bedeutung von Tradition und Brauchtum für den Tourismus. www.nit-kiel.de/wp-content/uploads/2020/07/Lohmann_MV_Brauchtum_2016_Kurzfassung.pdf (22.2.2021) • Umweltbundesamt www.umweltbundesamt.de/themen/wirtschaft-konsum/nachhaltiger-tourismus#bedeutung-des-tourismus (22.2.2021) • TourismusZukunft www.tourismuszukunft.de (22.2.2021) • TourismusPlan B www.tourismusplanb.de(22.2.2021) • BTE Tourismus- und Regionalplanung www.bte-tourismus.de/2014/12/06/nachhaltiger-tourismus-2/ (22.2.2021)			

Lesson Plan

Programme / Course: Social Skills	**Subject**: Skills related to awareness of local customs (e.g., food, arts, language, crafts)
Link to Scheme of Work / Training Schedule Session 2 of 2	**Duration:** 2h 00min
Learning Level: 5	**Link to Matrix:** S18

Learning Aim for the Lesson:
Comprehensive sustainable offers are demanding and rare so far and yet they can be an opportunity to stand out from the mass of tourism offers. The process of developing sustainable offers is fundamentally the same as for other tourism products. Nevertheless, the different aspects of sustainability should be actively considered from the beginning and consistently. In the second part of the training, the focus is completely on creating an offer in tourism. Negative effects are contrasted with opportunities. Together they work out what is crucial for sustainable cultural tourism and which competencies are necessary for this.

- **Competencies / Learning Outcomes:**
- Demonstrate knowledge of cultural differences and develop an awareness of local customs/cultural importance in tourism and travel and for local communities
- Define and identify economic, cultural and environmental sustainability and its importance for tourism offers
- Understand demand and changes in the tourism market and requirements for sustainable tourism products

- **Methodologies recommendations:**
- For this topic, group work involving people from diverse backgrounds is an effective method for teaching intercultural awareness skills. These skills need to be taught through practice and receiving feedback. Increasing self-knowledge and personal development are crucial aspects of teaching social skills. Mentoring and coaching are highly effective methods for teaching social skills. Balancing theory and practice is important in teaching environmental sustainability

Resources:
The training is possible both online and as a face-to-face session.
S18 L5 Handout

Online Training:
Webinar-Tool

Face-to-Face:
Laptop & Projector
Working internet connection
Flipchart paper and pens

modules. Involving industry professionals and practical examples also enhances the learning experience. Assessments should be designed strategically, focusing on what students need to know and becoming holistic student graduates. Socialization and group activities can help develop an understanding of cultural differences and cross-cultural skills.

Methods examples:

- Assign students to evaluate and provide constructive feedback on their peers' social skills performances in role-plays or simulations.
- Group work with diverse participants to learn teamwork and collaboration.
- Incorporating personal development and self-knowledge as integral parts of teaching social skills.
- Using videos, such as case studies, to analyze and teach customer service skills.
- Employing mentoring and coaching to effectively teach social skills.
- Socialization and group activities to develop understanding of relationships.
- Training courses or videos explaining nonverbal communication and body language.
- Practice and real-world experiences to learn and apply social skills.
- Incorporating activities that promote cooperation and sharing skills.
- Volunteering or joining work groups to practice respecting personal space and interacting with diverse backgrounds.
- Emphasis on emotional intelligence, empathy, and effective stress management in reskilling courses for adult professionals.
- Integration of values (ethical, social, and work values) in the work environment.

Core Skills		
Green:	**Digital:**	**Social:** Skills related to awareness of local customs (e.g., food, arts, language, crafts)

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	All	Display **PPT 1-3.** Welcome the students; summarise session 1, outline the objectives, tasks and timing of the session 2 training.	Listen to introduction and ask questions as required.	PPT slides 1-3	N/A
5 mins	LO1	Display **PPT 4-6.** Brief revision of the topic "sustainability" and sustainability in cultural tourism.	Listen to revision on sustainability and ask questions as required.	PPT slides 4-5	Questions asked and answered.
25 mins	LO1	Display **PPT slide 7-12.** Present the topic of traditions as a cultural experience. **Slide 12**: working in the same small groups as session 1 – students revisit the product that they looked at in session 1 and use the key questions on slide 12 to think about culture as the basis of a tangible tourist offer. After allocated time, instructor brings the groups together and each group present their ideas. After each group has presented, the other groups are given the opportunity to make comments and ask questions.	Listen to presentation and make notes. Ask questions as required. Students use the information from the presentation to engage with the product and stage it as a sustainable cultural product. The students ask the instructor questions if necessary and prepare to present their ideas to the whole group.	PPT slides 7-12 Flipchart paper and pens. Online: breakout rooms.	Questions asked and answered. Presentation of details regarding the product and culture as the basis of the tourist offer. Questions asked and answered, and points made during group feedback and discussions.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		After all groups have presented, instructor facilitates a summary discussion.			
10 mins	LO2	Display **PPT slide 13-16.** Explain negative impacts of tourism / cultural tourism as an introduction to the new thematic section. <u>Note</u>: this can either be set up as an online survey question, or the instructor can ask the class and facilitate a short discussion.	The students respond to a question and are introduced to the next part of the topic.	PPT slide 13-16 Survey tool, e.g. Menti	Answers to the question.
15 mins	LO2	Display **PPT slide 17. Group. discussion** Raising awareness of negative effects with the aim of enabling students to assess and implement measures to minimise them?	Listen to presentation and ask any questions as required.	PPT slides 17	Questions asked and answered.
5 min	N/A	**Break**			
15 mins	LO1, LO2	Display **PPT slide 18-24.** In-depth analysis of the product development, reference to the criteria of sustainability and concrete reference to action by differentiating between company and destination level. New: Topic "Communicating sustainability".	Listen to presentation. Ask questions as required.	PPT slides 18-24	Questions asked and answered.
15 mins	LO3	Display **PPT slide 25-27.** To conclude the product development process, the presentation addresses the measurability of sustainability and quality assurance, opportunities and challenges.	Listen to presentation and gain in-depth insight into the topic of "measurability of sustainability" and "quality assurance". Ask questions as required.	PPT slides 25-27	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 min	LO2, LO3	Display **PPT slide 28.** **Exercise** In the same small groups, the students create a mind map on the principle of "maximising benefits for stakeholders while minimising negative impacts". After allocated time, instructor brings the groups together and each group present their ideas. After each group has presented, the other groups are given the opportunity to make comments and ask questions. After all groups have presented, instructor facilitates a summary discussion.	Actively participate in the creation of the mind map, incorporate their own ideas, be able to evaluate statements made by other students. The students ask the instructor questions if necessary and prepare to present their mindmap to the whole group.	PPT slide 28 Flipchart paper and pens Online training: Mind Map Screen	Presentation of mind maps. Questions asked and answered, points made during group feedback and discussions.
10 mins	All	**Conclusion and questions.** Summary of insights from Session 1 and 2 on sustainability and product development, opportunity for students to ask concluding questions.	Students ask questions.	PPT slide 29	Questions asked and answered from overall topic summary.
Sources		• WTO. (1995). Charter for Sustainable Tourism. World Conference on Sustainable Tourism. Lanzarote. • WTO, WTTC, Earth Council. (1996). Agenda 21 for the Travel and Tourism Industry: Towards Environmentally Sustainable Development. • UNWTO. (2015). Tourism and the Sustainable Development Goals. Madrid. UNWTO. (2017). UNWTO Tourism Highlights. 2017 Edition. Madrid • DTV. (2015). DTV-Praxisleitfaden "Nachhaltigkeit im Deutschlandtourismus. Anforderungen, Empfehlungen, Umsetzungshilfen". Berlin. • Hiltermann Consulting www.hiltermannconsulting.de • Lenke, Peter (2004): Nachhaltigkeit im Kulturtourismus am Beispiel des Engagements von Studiosus: Bestandsaufnahme, Grenzen und Perspektiven. • Pein, Sandra (2014): Der Wirtschaftsfaktor Tourismus und seine Umsatzmöglichkeiten			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Hochschule Luzern, Institut für Tourismuswirtschaft ITW, Fabian Weber, Barbara Taufer (2016): Nachhaltige Tourismusangebote Leitfaden zur erfolgreichen Entwicklung und Vermarktung nachhaltiger Angebote in Tourismusdestinationen. • Lohmann, Martin, NIT, Institut für Tourismus- und Bäderforschung in Nordeuropa, Kiel (2016): Brauchtum als Destination-Asset - Bedeutung von Tradition und Brauchtum für den Tourismus. www.nit-kiel.de/wp-content/uploads/2020/07/Lohmann_MV_Brauchtum_2016_Kurzfassung.pdf (22.2.2021) • Umweltbundesamt www.umweltbundesamt.de/themen/wirtschaft-konsum/nachhaltiger-tourismus#bedeutung-des-tourismus (22.2.2021) • TourismusZukunft www.tourismuszukunft.de (22.2.2021) • TourismusPlan B www.tourismus planb.de(22.2.2021) • BTE Tourismus- und Regionalplanung www.bte-tourismus.de/2014/12/06/nachhaltiger-tourismus-2/ (22.2.2021)			

Lesson Plan

Programme / Course: Social	**Subject:** Diversity in Religious Beliefs
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 1 hour 30 mins
Learning Level: EQF L3	**Link to Matrix**: S5

Learning Aim for the Lesson:
This module helps students to develop vital skills related to diversity in religious beliefs. As the service industry, such skills are important in terms of customer service and dealing with colleagues.

Competencies / Learning Outcomes:
The key learning objectives are:

1. To reflect on how your own cultural background/experiences, attitudes, values and biases might influence your ability to assist customers from diverse cultural populations
2. To develop an understanding of how history, values, beliefs, religious beliefs and behaviours can impact visitor behaviour and expectations
3. To develop skills of appropriate behaviour regarding diversity in the workplace and among visitors.

Methodology recommendations:

Respecting personal space and understanding diverse backgrounds can improve interactions with different people. Improving social skills focusing on cultural understanding is a continuous process that requires time and effort, leading to more fulfilling relationships and a better quality of life. Teaching social skills is challenging because it requires real-life interactions and cannot be fully replaced by theory or online courses. Group work involving people from diverse backgrounds is an effective method for teaching social skills, and fostering teamwork and collaboration. Increasing self-knowledge and personal

Resources:
Laptop
Wi-Fi/internet connection
S5 L3 Presentation
S5 L3 Worksheet
S5 L3 Handout 1
S5 L3 Handout 2
S5 L3 Assessment questions
Flipchart or whiteboard and markers

development are crucial aspects of teaching social skills. Problem-based assessments can be a valuable approach for developing cross-cultural understanding skills. Socialization and group activities can also help develop an understanding of intercultural relationships and their benefits in various aspects of life. Examples of methods: ● Group work with diverse participants to learn teamwork and collaboration. ● Using videos, such as case studies, to analyze and teach customer service skills. ● The "Students in Action" project in the School of Tourism (TU Dublin) focused on one destination and involved multiple modules and skills development could be used as an example. ● Portfolios are mentioned as a useful assessment method that allows students to reflect on their learning journey and track their progress. ● Encouraging reflection and incorporating analytical elements into academic skills are important methods as well for social skills. ● Teamwork Assignments: Group work to enhance learning from each other. ● Have students examine and compare cultural norms and etiquette in different countries and discuss how they impact social interactions in tourism. ● Conduct group discussions to explore the impact of cultural differences on social interactions in the tourism industry.	

Core Skills		
Green:	**Digital:**	**Social: X** Religious Diversity

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 min	LO1	Display **PPT slides 1-3** to introduce the session and set out the aims and objectives of the module. Display **PPT slide 4** and ask the question **"What does religious diversity mean?"** Facilitate a brief opening discussion on what students think it means. Check if there are any questions before moving on.	Listen to session introduction. Participate in opening discussion about the meaning of religious diversity. Make notes in the worksheet and ask questions.	PPT slides 1-4	Points made in discussion. Questions asked and answered.
15 min	LO2	Display **PPT slide 5** and explain that the map highlights the number of world religions. Understanding the dominant religions in countries can affect the way we behave as tourists, visitors and employees. It may also help you understand visitors from those countries. Display **PPT slide 6** and ask the group to work in pairs to carry out the activity. Display slide 7 and ask students to discuss these questions. After allocated time, take feedback from the group on their findings	Explore tourism data relating to your country / area. Where are the top 3 countries tourists come from? What are the most common religions in these countries? Students make notes in their worksheet ready to feed into group discussion.	PPT slides 5-7 S5L3 worksheet	Notes made. Top 3 countries and most common religions identified. Points made in discussion.
20 min	LO2	Display **PPT slides 8-9** and explain the differences in the five most common religions. Display **PPT slide 10** and ask the students to work in small groups to discuss how religious beliefs may affect visitors' behaviours, requirements etc. in tourism and hospitality? Note: Instructor may wish to allocate each group a specific area to look at e.g. a tourism sub-sector, a	Listen to explanation on the differences in the five most common religions. Work in small group to identify how religious beliefs may affect visitors' behaviours, requirements etc. in allocated area e.g. tourism sub-group, activity, religion.	PPT slides 8-10 S5 L3 Handout 1 S5 L3 Handout 2 S5 L3 Worksheet Flipchart or whiteboard	Behaviours / requirements identified. Group discussion points. Presentation of feedback to whole group

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		religion or activity to ensure that a wide range of behaviours / requirements are covered. After allocated time, instructor takes feedback from each group. During feedback, instructor may wish to use a flipchart or whiteboard to record the answers. After each feedback, give remaining groups opportunity to add, comment or ask questions.	Students make notes in their worksheet ready to feed into group discussion.		Comments made, questions asked and answered during small group feedback and whole group summary discussion.
10 min	LO2	Display **PPT slide 11** to check all these have been covered and to sum up the discussion points. Display **PPT slides 12 and 13** and explain how religious beliefs may affect tourism and hospitality employees, and then explain skills necessary to deal appropriately with religious diversity.	Make notes in the worksheet and ask questions.	PPT slides 12-13 S5 L3 Worksheet Flipchart or whiteboard	Behaviours / requirements identified. Group discussion points. Presentation of feedback to whole group.
5 min	N/A	Small break			
20 min	All	Display **PPT slide 14** and ask students to work in pairs to work through the 4 scenarios, making a brief note for each what they may need to consider ensuring they are practicing good religious diversity. After **allocated** time, take feedback from the pairs and **display PPT slide 16** to guide the summary discussion. Check if there are any questions before moving to the summary and explanation on the assessment.	Students work in pairs to discuss each of the scenarios and write down their ideas in the worksheet. Feedback answers and participate in discussion. Ask and answer questions as required.	PPT slides 16-17 S5 L3 Worksheet S5 L3 Handout 1 S5 L3 Handout 2	Considerations identified for each scenario. Findings presented and participation in group discussion. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 min	All	**Assessment** Display **PPT slide 17.** Issue multiple choice assessment questions to the students. This can be done either as a printed paper, emailed in a format that allows the students to mark their choice of answer or, if possible, set up online through SurveyMonkey, Googleform, BrightSpace etc.	Students listen to assessment explanation and prepare to take to 10 question MCQ test.	Slide 18 S5 L3 Assessment Questions	Result of multiple choice assessment.

Lesson Plan

Programme / Course: Social Skills	**Subject:** Religious Diversity for HR Managers (Target groups: Industry organizations, Companies, Governments)
Link to Scheme of Work / Training Schedule: Session 1 of 1	**Duration:** 2 hours
Learning Level: EQF Level 5 (HR managers)	**Link to Matrix:** S5

Learning Aim for the Lesson:
This module is designed for HR managers in tourism businesses to help them develop skills related to diversity in religious beliefs. This is a key skill for HR managers in the service industry and will focus on increasing awareness of this topic, implementing appropriate policies and developing appropriate training for employees. Understanding different religions in the workplace is essential in combating discrimination and harassment.

Competencies / Learning Outcomes:

At the end of the lesson, you will:

1. Develop awareness of your own cultural background/experiences, attitudes, values, and biases that might influence your ability to assist customers from diverse cultural populations
2. Identify gaps in understanding of religious diversity among employees, supporting and guiding employees and managers in terms of dealing with issues relating to religious diversity
3. Develop the skills to contribute to the development of appropriate policies relating to religious diversity, implementing HR policies regarding religious diversity in terms of employees and visitors

Methodology recommendations:

Respecting personal space and understanding diverse backgrounds can improve interactions with different people. Improving social skills focusing on cultural understanding is a continuous process that requires time and effort,

Resources:
Laptop and projector
Wi-Fi
Flip chart or whiteboard
S5 L5 Religious Diversity (HR) Worksheet
S5 L5 Religious Diversity (HR) Assessment
S5 L5 Religious Diversity (HR) Presentation

leading to more fulfilling relationships and a better quality of life. Teaching social skills is challenging because it requires real-life interactions and cannot be fully replaced by theory or online courses. Group work involving people from diverse backgrounds is an effective method for teaching social skills, and fostering teamwork and collaboration. Increasing self-knowledge and personal development are crucial aspects of teaching social skills. Problem-based assessments can be a valuable approach for developing cross-cultural understanding skills. Socialization and group activities can also help develop an understanding of intercultural relationships and their benefits in various aspects of life.

Examples of methods:

- Group work with diverse participants to learn teamwork and collaboration.
- Using videos, such as case studies, to analyze and teach customer service skills.
- The "Students in Action" project in the School of Tourism (TU Dublin) focused on one destination and involved multiple modules and skills development could be used as an example.
- Portfolios are mentioned as a useful assessment method that allows students to reflect on their learning journey and track their progress.
- Encouraging reflection and incorporating analytical elements into academic skills are important methods as well for social skills.
- Teamwork Assignments: Group work to enhance learning from each other.
- Have students examine and compare cultural norms and etiquette in different countries and discuss how they impact social interactions in tourism.
- Conduct group discussions to explore the impact of cultural differences on social interactions in the tourism industry.

Core Skills		
Green:	**Digital:**	**Social: X** Diversity in Religious Beliefs

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-3.** Introduce the session, learning aims and objectives and the importance of this issue.	Students take notes.	PPT slides 1-3	N/A
10 mins	LO1	The instructor asks the students **"What is religious Diversity?"** and facilitates a brief introductory discussion. Display PPT slides 4-5 and highlight the religious diversity around the world to explain why thinking about religious diversity awareness, sensitivity and policies matters. Display PPT slide 6, and explain how religious diversity varies in different countries (give 3 countries examples, for example, a good sample is Ireland, Canada and Japan). Put students into small groups to organize group discussions.	Students participate in the opening discussion. Students take notes and ask questions.	PPT slides 4-6 Whiteboard or flipchart Internet connection	Participation and engagement of students in the opening discussion.
15 mins	LO1	Task 1: Put students into small groups for 5 minutes to organize group discussions related to PPT slide 6. Facilitate feedback from groups and discuss / summarise their findings in the bigger group discussion.	<u>Group discussion</u>: In small groups students share their impressions about the interactive map, and which countries/regions they knew about main religions and which ones they did not know. Then, the group should feed this back to a bigger group discussion.	Tablets/computers/phones to analyse the interactive map if available (if not available, the instructor should show the map to the whole class and then start the group discussion)	Students' participation/feedback in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor may wish to use a whiteboard or flip chart to record the ideas the groups feedback.			
15 mins	LO2	Display PPT slides 7, 8 and video at 9. Discuss how a culture of inclusion is beneficial for organisations and how managers/HR departments should see religious diversity and inclusion as an important part of the working culture.	Students take notes and ask questions	PPT slide 7-9 Whiteboard or flipchart Internet connection	Discussion points raised.
10 mins	LO1, LO2	Task 2: The instructor should show slide 10 and ask students to work in pairs for 10 minutes and discuss "**How might religious beliefs affect customers and employees in the tourism sector?"** Students can make notes in their worksheets ready to feedback. After the allocated time – take brief feedback.	Students work in pairs to discuss the questions. Feedback answers into group discussions	PPT slide 10 S5 L5 Religious Diversity (HR) Worksheet	Answers written in worksheet and points raised during discussion.
10 min	N/A	Small break	N/A	N/A	N/A
15 mins	LO3	Task 3: ask students to read the case study and discuss the questions on PPT slide 11 working in small groups for 10 minutes. <u>Note</u>: Both the case study and the questions are on the worksheet and so it may be easier for students to access that rather than trying to read the case study from the PPT slide. After the allocated time, the instructor brings the group together and facilitates a discussion	Students read the case study and discuss it in their groups. Identify best practices and key ways in which managers can support their employees' religious beliefs and strategies that could be implemented by answering the questions. Students fill in the answers on their worksheets.	PPT slides 11 S5 L5 Religious Diversity (HR) Worksheet Whiteboard or flipchart	Points made in the discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		around the case study and the student's answers.	Students feedback on their answers and participate in the group discussion.		
15 mins	LO3	Display PPT slide 12, 13 and 14. Instructor to go through the slide explaining the recommendations for employers on how a business should deal with religious diversity. Instructor asks the students to spend a few minutes thinking about what a zero-tolerance approach might look like in own organisation.	Student takes notes and answer questions	PPT slide 12-14	
15 mins	LO1, LO2, LO3	Split the students into small groups and display PPT slide 15. Ask the groups to discuss the discriminatory situations in the workplace and how they would address them as HR managers. <u>Note</u>: Instructor may wish to allocate one situation to each group if time is short. After allocated time take feedback from the groups. To avoid repetition ask each group to feedback on different scenarios. Instructor may wish to use a white board or flip chart to record the ideas the groups feedback.	Group discussion: Students should participate in the discussion, following one case discussion after the other.	PPT slide 15	Students' participation in group discussion and presentation of their findings.
10 mins	LO1, LO2, LO3	Display PPT slides 16 and 17 Instructor to make a summary of the important parts of the training, and especially what is the role of the manager in assuring diversity of religion or belief.	Students to complete assessment.	PPT slide 15-16 S5 L5 Religious Diversity (HR) Assessment	Assessment results.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor to explain the assessment and students should use their phone/computer or tablet to complete it. In case the students don't have access to the platform at the end of the lesson, the instructor will need to ask them for the assessment as homework. Instructor to explain the assessment. Note: The instructor must set the assessment up in advance using an online platform or create an assessment sheet to hand out or email.			
Link to next session and/or follow up action:		1) CIPD (2023). Religion and belief. https://www.cipd.co.uk/news-views/viewpoint/religion-belief#66502 2) ACAS (2018) Religion or belief discrimination https://archive.acas.org.uk/index.aspx?articleid=1856 3) Society for Human Resource Management (2009). Religion and Corporate Culture. https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/documents/08-0625religionsr_updtfinal.pdf 4) European Network against Racism (2015). Managing religious diversity in the workplace: a good practise guide. ENAR, Brussels. https://www.diversite-europe.eu/sites/default/files/equalatwork_2016_lr.pdf			

Lesson Plan

Programme / Course: Social	**Subject:** Religious Diversity for Managers (Target groups: Industry organizations, Companies, Governments)
Link to Scheme of Work / Training Schedule: Session 1 of 1	**Duration:** 2 hours
Learning Level: EQF Level 5	**Link to Matrix:** S5

Learning Aim for the Lesson:
This module is designed for managers in tourism businesses to help them develop skills related to diversity in religious beliefs. This is a key skill for managers in the service industry and will focus on increasing awareness of this topic, implementing appropriate policies and developing training for employees.

Competencies / Learning Outcomes:

At the end of the lesson, you will:

1. Develop awareness of your own cultural background/experiences, attitudes, values, and biases that might influence your ability to assist customers from diverse cultural populations
2. Identify biases related to religious diversity in your company/organisation and devise appropriate training.
3. Interpret and distinguish the needs of culturally and religiously diverse visitors, demonstrating cultural sensitivity, and reflecting on different behaviours, traditions and rituals across the world

Methodology recommendations:

Respecting personal space and understanding diverse backgrounds can improve interactions with different people. Improving social skills focusing on cultural understanding is a continuous process that requires time and effort, leading to more fulfilling relationships and a better quality of life. Teaching social skills is challenging because it requires real-life interactions and cannot be fully replaced by theory or online courses. Group work involving people

Resources:
Laptop and projector
Wi-Fi
S5 L5 Religious Diversity (Managers) Worksheet
S5 L5 Religious Diversity (Managers) Assessment
S5 L5 Religious Diversity (Managers) PowerPoint
Flip chart or white board

from diverse backgrounds is an effective method for teaching social skills, and fostering teamwork and collaboration. Increasing self-knowledge and personal development are crucial aspects of teaching social skills. Problem-based assessments can be a valuable approach for developing cross-cultural understanding skills. Socialization and group activities can also help develop an understanding of intercultural relationships and their benefits in various aspects of life.

Examples of methods:

- Group work with diverse participants to learn teamwork and collaboration.
- Using videos, such as case studies, to analyze and teach customer service skills.
- The "Students in Action" project in the School of Tourism (TU Dublin) focused on one destination and involved multiple modules and skills development could be used as an example.
- Portfolios are mentioned as a useful assessment method that allows students to reflect on their learning journey and track their progress.
- Encouraging reflection and incorporating analytical elements into academic skills are important methods as well for social skills.
- Teamwork Assignments: Group work to enhance learning from each other.
- Have students examine and compare cultural norms and etiquette in different countries and discuss how they impact social interactions in tourism.
- Conduct group discussions to explore the impact of cultural differences on social interactions in the tourism industry.

Core Skills

Green:	Digital:	Social: X Diversity in Religious Beliefs

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display PPT slides 1-3. Introduce the session, learning aims and objectives and the importance of this issue.	Students take notes.	PPT slides 1-3	N/A
15 mins	LO3	The instructor asks the students **"What is religious Diversity?"** and facilitates a brief introductory discussion. Display PPT slides 4-5 and highlight the religious diversity around the world to explain why thinking about religious diversity awareness, sensitivity and policies matters. Display PPT slide 6 , and explain how religious diversity vary in different countries (give 3 countries examples, for example, a good sample is Ireland, Canada and Japan). Put students into small groups to organize group discussions.	Students participate in the opening discussion. Students take notes and ask questions.	PPT slides 4-6 Whiteboard or flipchart Internet connection	Participation and engagement of students in the opening discussion.
15 mins	LO3	Put students into small groups for 5 minutes to organize group discussions related to PPT slide 6. Facilitate feedback from groups and discuss / summarise their findings in the bigger group discussion.	Group discussion: In small groups students share their impressions about the interactive map, and which countries/regions they knew about main religions and which ones they did not know.	Tablets/computers/phones to analyse the interactive map if available (if not available, the instructor should show the map to the whole class and then start the group discussion)	Students' participation/feedback in group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor may wish to use a whiteboard or flip chart to record the ideas the groups feedback.	Then, the group should feed this back to a bigger group discussion.		
15 min	LO2	Display PPT slides 7, 8 and video at 9. Discuss how a culture of inclusion is beneficial for organisations and how managers should see religious diversity and inclusion as an important part of the working culture.	Students take notes and ask questions.	PPT slides 7-9	N/A
20 mins	LO1 and LO2	The instructor should show slide 10 and ask students to work in pairs for 10 minutes and discuss "**How might religious beliefs affect customers and employees in the tourism sector?"** Students can make notes in their worksheets ready to feedback. After the allocated time – take brief feedback.	Students work in pairs to discuss the questions. Feedback answers into group discussions.	PPT slide 10	Feedback and discussion points in group discussions.
15 mins	LO2	Display PPT slide 11 and 12. Explain to students how a business should deal with religious discrimination and strategies to apply compliance related to religious diversity in the workplace. Engage with students before slide 12 asking them to say what their companies are already doing to tackle discrimination or improve awareness of religious diversity in the work environment.	Students participate engaging with instructor in relation to compliance of companies of addressing religious diversity and discrimination in the workplace	PPT slides 11-12 Whiteboard or flipchart	Points made during the discussion with instructor.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 mins	LO1, LO2, LO3	Display PPT slide 13. Split students into small groups and ask them to discuss the discriminatory situations in the workplace and how they would address them as managers. Note: Instructor may wish to allocate one situation to each group if time is short. After allocated time take feedback from the groups. To avoid repetition ask each group to feedback on different scenarios. Instructor may wish to use a white board or flip chart to record the ideas the groups feedback.	Group discussion: Students share their understanding of why the situation is discriminatory and how to tackle discrimination in the workplace.	PPT slide 13 Whiteboard or flipchart	Students' participation in group discussion and presentation of their findings.
15 mins	LO1, LO2, LO3	Display PPT slide 14 Instructor to explain the assessment and students should use their phone/computer or tablet to complete it. In case the students don't have access to the platform at the end of the lesson, the instructor will need to ask them for the assessment as homework. Note: The instructor must set the assessment up in advance using an online platform or create an assessment sheet to hand out or email.	Students are to complete the assessment.	PPT slide 14 S5 L5 Religious Diversity (Managers) Assessment	Online survey with questions regarding all three outcomes.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Link to next session and/or follow up action:		Recommended readings for this session: 1) Linkedin (2022). Examples of Religious Discrimination in the Workplace. https://www.linkedin.com/pulse/examples-religious-discrimination-workplace-/, research in: 13/04/23 2) Workforce,com (2019). An expensive lesson on religious accommodation. https://workforce.com/news/expensive-lesson-religious-accommodations, research in: 13/04/23 3) European Network against Racism (2015). Managing religious diversity in the workplace: a good practise guide. ENAR, Brussels. https://www.diversite-europe.eu/sites/default/files/equalatwork_2016_lr.pdf.			

Lesson Plan

Programme / Course: Social Skills	**Subject:** Willingness to change
Link to Scheme of Work / Training Schedule: Session 1 of 1	**Duration:** 2 hours
Learning Level: Level 5	**Link to Matrix:** S10

Learning Aim for the Lesson:
The session is aimed at calling the attention of the students to the personal and systemic requirements posed by changes in the workplace in order to manage them successfully. For it, it uses the Gotthard Therme Hotel case study

Competencies / Learning Outcomes: Recognise that change is an ongoing necessity Demonstrate readiness to contribute ideas that will enhance or shape any proposed changes Facilitate honesty and constructiveness with any feedback Implement change. Recommended methodologies: Real case-case scenarios as in this lesson are important because they bring problem-solving skills which are valuable to develop analytical skills. Involving industry professionals and practical examples enhances the learning experience. Teaching social skills is challenging because it requires real-life interactions and cannot be fully replaced by theory or online courses. Group work involving people from diverse backgrounds is an effective method for teaching social skills, and fostering teamwork and collaboration. Increasing self-knowledge and personal development are crucial aspects of teaching social skills. Mentoring and coaching are highly effective methods for teaching social skills, and also the integration of values (ethical, social, and work values) in the work environment to promote change.	**Resources:** Case study handout 1 Case study document Laptop & projector Wi-Fi or internet connection Flipchart paper & pens Blu Tack Pens / highlighters

Methods examples:

- Practice and real-world experiences to learn and apply social skills.
- Observation methods, such as participants acting as customers or mystery shoppers, allow for hands-on learning and analysis of service quality.
- Incorporating activities that promote cooperation and sharing skills.
- Teamwork Assignments: Group work to enhance collaborative skills and learning from each other.
- Use of Multimedia Textbooks: Using tools like Miro and OER Fluid Boards is suitable for collaboration between groups and enhance critical thinking, problem solving, etc.
- Emphasis on emotional intelligence, empathy, and effective stress management in reskilling courses for adult professionals.
- Enhancement of personality traits related to reliability, resourcefulness, flexibility, and adaptation to changing environments.

Core Skills		
Green:	**Digital:**	**Social:** Willingness to change

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-2**. Welcome, housekeeping and timings for the session. Outline the aims and objectives of the session.	Students may ask questions and make comments.	PPT slides 1-2	N/A
15 mins	LO1	**The importance of understanding changes.**	Students discuss what they know about business changes.	PPT slide 3-4 Case study handout 1	Active participation in group discussions about

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Start by asking students what they think about changes and whether they have experiences concerning changes introduced in a business: ● What is the reason for change in a business? ● How the business environment may induce changes? ● How the internal environment that is managers, employees, owners may induce changes? Display **PPT slide 3** to summarise discussion. Give students **Case study handout 1** to read (allow 5 mins) and then display **PPT slide 4** to introduce the Gotthard Therme Hotel as a case study. Go through the reasons why change is needed. Facilitate a group discussion to analyse the sources of changes at Gotthard Therme Hotel.	Group discussion on why change is needed in the hotel front desk processes. Students read case study handout 1 and join in discussion to identify why change is needed.		change and their own experiences. Points made in answer to the questions asked. Participation in group discussion regarding the changes required.
35 mins	LO2 LO4	**How to manage changes?** Now that a need for change has been identified, ask the students to think about: ● Why some staff may resist change? In pairs, students to have a 5 minutes to discuss this and then instructor takes some feedback from the pairs. Display **PPT slide 5** to reinforce the summary discussion. The instructor splits the students into small groups and asks them to discuss the following questions and prepare to feedback to main group:	Students, in pairs, discuss the issues of change management and then feedback their thoughts. In small groups, students discuss how the hotel could involve employees in the change and then feedback their discussion points.	PPT slides 5-6 Flipchart and pens Blu Tack	Participation in paired, small group and whole group discussions. Points raised. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• How could the hotel involve employees in the change process and why is this important? • How might the staff display signs of resistance and what could the hotel do to overcome the resistance. Instructor calls the group together and takes feedback from each group and then displays **PPT slide 6** and facilitate a summary discussion on how to involve staff in change.			
5 min	N/A	**Break**			
10 mins	LO2 LO4	The instructor then displays **PPT slides 7–9** and explains the actions the hotel took to support staff with the change: • Create an atmosphere of trust and collaboration • Be open to change and willing to share constructive feedback • Develop a system to overcome any resistance to change	Students listen to presentation and asks questions where needed.	PPT slides 7 - 9	Questions asked and answered.
25 mins	All	Divide students back into small teams of 3 to 4 members and give out the **full case study**. Ask students to read through the remaining case study. Then in their small groups they are to create a short presentation that explains: 1. The benefits of the changes for customer service 2. The benefits of the changes for partners 3. Challenges encountered	Student teams should discuss the case and should develop their presentation on the problems and challenges found in the case, by answering the six questions. The teams should prepare a short presentation of their findings and discussion points.	Full case study Paper and pens Flipchart and pens Blu Tack	Active participation in team discussions and presentation created.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		4. Lessons learnt 5. Anything that they would recommend the hotel should have done differently 6. Identify they key actions that they thought the hotel carried out that were particularly beneficial The instructor visits the teams as they are working and answers their questions and facilitates discussions within the small teams.			
25 mins	All	After allocated time, the instructor brings the groups back into the main group and gives the floor to the teams to present their findings and after each presentation asks if there are questions or comments from the rest of the group.	The teams present their findings and recommendations.	Paper and pens Flipchart and pens Blu Tack	All involved in the presentation of the teams' information. Questions asked and answered.
10 mins	All	The instructor presents summary of findings by displaying **PPT slides 10-13**. Check if there are any questions and summarise the session.	Students listen to the summary and ask questions/make comments as appropriate.	PPT slide 10-13 Flipchart and pens Blu Tack	Students ask and answer questions.

Lesson Plan

Programme/course: Social Skills	**Subject:** Crisis Management, Risk Assessment and Resilience in Tourism
Link to Scheme of Work/Training Schedule: 1	**Duration:** 2 hours
Learning Level: 3	

Learning aim for the lesson:

The aim of the Crisis Management, Risk Assessment and Resilience in Tourism module is to equip participants with theoretical knowledge and practical skills for the prevention, response and recovery from crises that may affect tourism, such as natural disasters, pandemics, terrorist attacks and economic crises. The course covers basic crisis management concepts, analyzing strategies for planning and responding to emergencies. In addition, risk assessment through methodologies for identifying and evaluating potential threats, formulating appropriate communication strategies, and taking measures to improve the resilience of tourism destinations and businesses are addressed. In addition to theoretical training, participants will have the opportunity through the study of real-life tourism crisis incidents to become even more familiar with the relevant concepts. Particular emphasis is placed on the importance of communication in times of crisis. Finally, the course prepares participants to implement effective resilience strategies, ensuring the sustainability of tourism in an ever-changing environment. Level 3 is an introductory level which will also allow students to start discussing key terms and examples. Participants will gain a comprehensive overview of the fundamental concepts and importance of crisis management and risk assessment in tourism and understand and recognize the importance of achieving resilience in the tourism industry.

Competencies/Learning Outcomes:

- Concept and description of risk and crises in tourism
- Types of risks and crises in tourism
- Crisis management in tourism
- The role of communication in crisis management in tourism
- Fundamentals of tourism resilience

Methodology recommendations:

- Presentation of basic concepts, principles and tools through lectures.

Resources:

The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:

Webinar tool

• Reporting and analysis of real crisis cases in the tourism sector (Case Studies). • Report and evaluation of the impact and response strategies applied to known crisis incidents in tourism • Application of crisis management scenarios through role-playing (Simulations & Crisis Scenarios) • Involvement of participants in working groups to develop crisis management plans. • Development of communication skills for effective crisis management. • Data analysis to assess the resilience of specific tourist destinations. • A combination of written tests, individual assignments and group presentations.	**If face-to-face training:** Laptop & projector PowerPoint Presentation App (or PDF, Google Slides or similar app) Working internet connection Flipchart paper and pens

Core Skills		
Green: - Understanding environmental issues as climate changes and natural disasters	**Digital:** - Understanding how digitality effect at communication and crisis management - Understanding how data can help understand and monitor risk assessment and tourism resilience	**Social:** - Understanding Social Impacts by crisis in tourism (natural disasters, health-related, human-made, financial and technological crisis.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	all	Display **PPT slides 1-3.** Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slides 1-3	N/A
15 mins	all	Display **PPT slides 4-10.** Definition of terms and concept of crisis and crisis management in tourism industry.	Listen to presentation, make notes and ask questions as required.	PPT slides 4-10	
10 mins	all	Display PPT slide 11. Short individual study	Quick individual study and discussion	Ppt slide 11	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
25 mins	all, in groups, max 4	**Display PPT slide 12.** **Group activity A** The trainer divides the group into smaller groups and asks them to discuss the content that the groups have identified through online resources	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slides 11-12 Flipchart, markers In online training: break-out rooms	
15 mins	All	Display **PPT slides 13-21** Fundamentals of communication in crisis management in tourism.	Listen to presentation, make notes and ask questions as required.	PPT slides 13-21	
30 mins	all, in groups, max 4	**Display PPT slide 22.** **Group activity B** The trainer divides the group into smaller groups and asks them to discuss the content that the groups have identified through online resources	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slide 22 Flipchart, markers In online training: break-out rooms	
10 mins	all	Display **PPT slides 23-25.** Fundamentals of tourism resilience	Listen to presentation, make notes and ask questions as required.	PPT slides 23-25	
10 mins	all	Display **PPT slides 26.** Summarizing key points of module	Participants take an active role in summarising the key points.	PPT slide 26	
Recap / Summary:					
Link to next session and/or follow up action:					

Lesson Plan

Programme/course: Social Skills	**Subject:** Crisis Management, Risk Assessment and Resilience in Tourism
Link to Scheme of Work/Training Schedule: 1	**Duration:** 2,5 hours
Learning Level: 5	

Learning aim for the lesson:

The aim of the Crisis Management, Risk Assessment and Resilience in Tourism module is to equip participants with theoretical knowledge and practical skills for the prevention, response and recovery from crises that may affect tourism, such as natural disasters, pandemics, terrorist attacks and economic crises. The course covers basic crisis management concepts, analyzing strategies for planning and responding to emergencies. In addition, risk assessment through methodologies for identifying and evaluating potential threats, formulating appropriate communication strategies, and taking measures to improve the resilience of tourism destinations and businesses are addressed. In addition to theoretical training, participants will have the opportunity through the study of real-life tourism crisis incidents to become even more familiar with the relevant concepts. Particular emphasis is placed on the importance of communication in times of crisis. Finally, the course prepares participants to implement effective resilience strategies, ensuring the sustainability of tourism in an ever-changing environment. Level 5 aims to develop an understanding of key concepts of crisis management, risk assessment and resilience in tourism. In addition to theoretical training, participants analyse real-life incidents and evaluate response strategies and prevention methods. Through group work, they use tools and approaches to assess the current situation, develop crisis management plans, make informed decisions and design effective communication techniques, acquiring valuable skills for their professional careers.

Competencies/Learning Outcomes:

- Concept, types and description of risk and crises in tourism
- Impact of crises on the various entities in the tourism sector
- Risk and crisis management in tourism
- The role of communication in crisis management in tourism
- Fundamentals of tourism resilience

Methodology recommendations:

Resources:
The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:

• Presentation of basic concepts, principles and tools through lectures. • Reporting and analysis of real crisis cases in the tourism sector (Case Studies). • Report and evaluation of the impact and response strategies applied to known crisis incidents in tourism • Application of crisis management scenarios through role-playing (Simulations & Crisis Scenarios) • Involvement of participants in working groups to develop crisis management plans. • Development of communication skills for effective crisis management. • Data analysis to assess the resilience of specific tourist destinations. • A combination of written tests, individual assignments and group presentations.	Webinar tool **If face-to-face training:** Laptop & projector PowerPoint Presentation App (or PDF, Google Slides or similar app) Working internet connection Flipchart paper and pens

Core Skills		
Green: - Understanding environmental issues as climate changes and natural disasters	**Digital:** - Understanding how digitality effect at communication and crisis management - Understanding how data can help understand and monitor risk assessment and tourism resilience	**Social:** - Understanding Social Impacts by crisis in tourism (natural disasters, health-related, human-made, financial and technological crisis.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	all	Display **PPT slides 1-3.** Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slides 1-3	N/A
25 mins	all	Display **PPT slides 4-14.** Definition of terms and concept of crisis and crisis management in tourism industry.	Listen to presentation, make notes and ask questions as required.	PPT slides 4-14	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	all	Display PPT slide 15. Short individual study	Quick individual study and discussion	PPT slide 15	
40 mins	all, in groups, max 4	**Display PPT slide 16.** **Group activity A** The trainer divides the group into smaller groups and asks them to discuss the content that the groups have identified through online resources	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slide 16 Flipchart, markers In online training: break-out rooms	
20 mins	all	Display **PPT slides 17-25.** Fundamentals of communication in crisis management in tourism.	Listen to presentation, make notes and ask questions as required.	PPT slides 17-25	
30 mins	all, in groups, max 4	**Display PPT slide 26.** **Group activity B** The trainer divides the group into smaller groups and asks them to discuss the content that the groups have identified through online resources	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slide 26 Flipchart, markers In online training: break-out rooms	
10 mins	all	Display **PPT slides 27-29.** Definition of terms and concept of crisis and crisis management in tourism industry	Listen to presentation, make notes and ask questions as required.	PPT slides 27-29	
10 mins	all	Display **PPT slides 30.** Summarizing key points of module	Participants take an active role in summarising the key points.	PPT slide 30	
Recap / Summary:					
Link to next session and/or follow up action:					

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment

Lesson Plan

Programme/course: Social Skills	**Subject:** Crisis Management, Risk Assessment and Resilience in Tourism
Link to Scheme of Work/Training Schedule: 1	**Duration:** 3 hours
Learning Level: 7	

Learning aim for the lesson:

The aim of the Crisis Management, Risk Assessment and Resilience in Tourism module is to equip participants with theoretical knowledge and practical skills for the prevention, response and recovery from crises that may affect tourism, such as natural disasters, pandemics, terrorist attacks and economic crises. The course covers basic crisis management concepts, analyzing strategies for planning and responding to emergencies. In addition, risk assessment through methodologies for identifying and evaluating potential threats, formulating appropriate communication strategies, and taking measures to improve the resilience of tourism destinations and businesses are addressed. In addition to theoretical training, participants will have the opportunity through the study of real-life tourism crisis incidents to become even more familiar with the relevant concepts. Particular emphasis is placed on the importance of communication in times of crisis. Finally, the course prepares participants to implement effective resilience strategies, ensuring the sustainability of tourism in an ever-changing environment. Level 7 focuses on advanced analysis and strategic crisis management in tourism. Participants develop critical thinking and complex problem-solving skills, proactively assessing risks and designing resilient tourism systems. Through research and applied case studies, they propose crisis management and communication strategies. At the same time, they use tools and data to predict and respond to crises.

Competencies/Learning Outcomes:

- Concept, types and description of risk and crises in tourism
- Impact of crises on the various entities in the tourism sector
- Assessment and classification of risks in tourism
- Risk and crisis management in tourism
- The role of communication in crisis management in tourism
- Fundamentals of tourism resilience
- Tourism Resilience Building Cycle

Resources:

The training is possible both online and as a face-to-face seminar. Appropriate resources are needed depending on the case.

If online training:

Webinar tool

Methodology recommendations: ● Presentation of basic concepts, principles and tools through lectures. ● Reporting and analysis of real crisis cases in the tourism sector (Case Studies). ● Report and evaluation of the impact and response strategies applied to known crisis incidents in tourism ● Application of crisis management scenarios through role-playing (Simulations & Crisis Scenarios) ● Involvement of participants in working groups to develop crisis management plans. ● Development of communication skills for effective crisis management. ● Data analysis to assess the resilience of specific tourist destinations. ● A combination of written tests, individual assignments and group presentations.	**If face-to-face training:** Laptop & projector PowerPoint Presentation App (or PDF, Google Slides or similar app) Working internet connection Flipchart paper and pens

Core Skills		
Green: - Understanding environmental issues as climate changes and natural disasters	**Digital:** - Understanding how digitality effect at communication and crisis management - Understanding how data can help understand and monitor risk assessment and tourism resilience	**Social:** - Understanding Social Impacts by crisis in tourism (natural disasters, health-related, human-made, financial and technological crisis.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	all	Display **PPT slides 1-3.** Welcome; outline the objectives, tasks and timing of the training.	N/A	PPT slides 1-3	N/A
10 mins	all	Display **PPT slides 4-10.** Definition of terms and concept of crisis and crisis management in tourism industry.	Listen to presentation, make notes and ask questions as required.	PPT slides 4-10	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 mins	all	Display **PPT slides 11-16.** Definition and methodology of assessment and classification of risks in tourism.	Listen to presentation, make notes and ask questions as required.	PPT slides 11-16	
30 mins	all, in groups, max 4	**Display PPT slide 17.** **Group activity A** The trainer divides the group into smaller groups and asks them to discuss the content that the groups have identified through online resources	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slide 17 Flipchart, markers In online training: break-out rooms	
20 mins	all	Display **PPT slides 18-21.** Definition and fundamentals of crisis management in tourism.	Listen to presentation, make notes and ask questions as required.	PPT slides 18-21	
10 mins	all	Display PPT slide 22. Short individual study	Quick individual study and discussion	PPT slides 22	
20 mins	all	Display **PPT slides 23-31.** Fundamentals of communication in crisis management in tourism.	Listen to presentation, make notes and ask questions as required.	PPT slides 21-31	
40 mins	all, in groups, max 4	**Display PPT slide 32.** **Group activity B** The trainer divides the group into smaller groups and asks them to discuss the content that the groups have identified through online resources	Attendants discuss (online). The participants ask the instructor questions if necessary and the instructor checks on the groups.	PPT slide 32 Flipchart, markers In online training: break-out rooms	
15 mins	all	Display **PPT slides 33-36.** Fundamentals of tourism resilience	Listen to presentation, make notes and ask questions as required.	PPT slides 33-36	
10 mins	all	Display **PPT slides 37.** Summarizing key points of module	Participants take an active role in summarising the key points.	PPT slide 37	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Recap / Summary:					
Link to next session and/or follow up action:					

PANTOUR
PACT FOR NEXT TOURISM GENERATION SKILLS

Lesson Plan	
Programme / Course: Social	**Subject:** Resilient Problem Solving for Small Tourism Hospitality Businesses
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 2 hours 30 mins
Learning Level: ECQ5	**Link to Matrix:** S6
Learning Aim for the Lesson: Effective resilient problem-solving skills enable employees and small business owners to tackle business problems resiliently and assess the impact of alternative solutions. Focusing on the needs of small tourism businesses, this interactive session will focus on developing creative resilient problem-solving skills, tools and techniques that are applicable to a wide range of business issues and opportunities. The session is suitable for all levels of personnel.	
Competencies / Learning Outcomes: 1. Recognise the importance of resilient problem solving for small businesses. 2. Reflect on the attributes of good resilient problem solvers. 3. Critically analyse the barriers to resilient problem solving and explore ways of overcoming these. 4. Assess the critical skills involved in resilient problem solving. 5. Identify the different roles and responsibilities of resilient problem solving in small businesses. 6. Apply the basic steps of effective resilient problem solving. 7. Reflect on the domains of resilient problem solving. 8. Evaluate their own approach to resilient problem solving and identify ways of improving this. **Methodology recommendations:**	**Resources:** Laptop Projector S.6 Presentation Small Businesses S.6 Worksheet Small Businesses S.6 Assessment Small Businesses

When teaching resilient problem-solving for tourism & hospitality businesses, it is important to balance between theory and practical application. Incorporating industry professionals and real-world examples can enhance the learning experience. Engaging students through participatory games and case studies can also aid in knowledge acquisition and skill development. Group work involving individuals from diverse backgrounds can foster teamwork and collaboration. Moreover, to create an active learning environment, lecturers should on the one hand encourage discussions, brainstorming, and engagement from students and on the other facilitate the usage of digital teaching methods, including videos and asynchronous learning. Mentoring and coaching can also be highly effective in this regard. Finally, assessments that focus on problem-solving can have a pedagogical positive effect on the develoment of green, social and digital skills. **Methods examples:** ● Role-playing as a sustainability manager in an organization, integrating sustainability into activities and creating a plan. ● On-site visits to observe sustainability actions and initiatives in practice, such as visiting a UNESCO heritage site. ● Presenting different future scenarios at various levels to develop critical thinking and explore connections. ● Involving industry professionals as guest speakers. ● Use of resources such as videos, podcasts, and industry publications. ● Problem-solving and project-based learning. ● Assessment methods that encourage co-creation, problem-solving, and critical thinking. ● Incorporating real-life situations and multidisciplinary perspectives.	

• Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress. • Utilising social media professionally to analyze customer relationship management or design social media campaigns. • Integration of emerging technologies and interdisciplinarity in course design. • Self-Learning: Encourage learners to explore and learn independently. • Asynchronous Learning: Use digital tools like Google Meet or Zoom for remote learning, especially when in-person classes are not possible. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Use of Technology: Online tools, AI like ChatGPT, and virtual working spaces like zoom's break out rooms are used for teaching and learning. • Use of resources such as videos, podcasts, and industry publications. • Group work with diverse participants to learn teamwork and collaboration. • Incorporating personal development and self-knowledge as integral parts of teaching social skills.	

Core Skills		
Green:	**Digital:**	**Social:** Resilient Problem Solving

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-2.** Outline learning aim and objectives.	Listen to learning objectives and ask any questions if required.	PPT slides 1-2	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1, LO5	Instructor asks the students **"What is problem solving?" and "What is Resilience?"** Instructor facilitates a brief discussion around this question to introduce the subject. Instructor displays **PPT slide 3-4** and points out that resilient problem solving is everyone's responsibility and provides an example that is appropriate to the students e.g. 1. A staff member during the high season has resigned, and his/her position must be filled immediately. 2. Finding staff during the high season in a short period of time is particularly difficult. Use the scenario to discuss this issue with the group (encouraging student participation in discussion). The students should arrive at the conclusion that the front lines employees and the management should cooperate to solve this problem in the short term and	Students discuss what resilient problem solving is. Students discuss the scenario of: 1. A staff member during the high season has resigned, and his/her position must be filled immediately. 2. Finding staff during the high season in a short period of time is particularly difficult. Students should agree on who would be involved in solving the problem resiliently.	PPT slides 3-4	Points raised during the discussion on what resilient problem solving is. Scenario discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		prevent it for happening again in the long term.			
20 mins	LO1	Display **PPT slide 5** to show a small group activity. Instructor splits the students into small groups and asks them to list and discuss the reasons why resilient problem solving is important and be prepared to feedback to the larger group. Instructor issues **S.6 Small Business Worksheet** for the students to work on. Students complete Q.1. After allocated time, the instructor takes feedback from each group. Display **PPT slide 6 i**n the bigger group discussion tease out the issues raised and discuss any from PPT 5 that have not come from the groups.	Participants should list on their worksheet in the Q.1 section the reasons why resilient problem solving is important and then discuss it within their own group and prepare to feedback into the whole group. Small groups feedback into the main group and then participate in the whole group discussion. Students should add to the list in their worksheet in Q.2 any other issues that arise from the discussion or on PPT 5.	PPT slides 5-6 S.6 Small Business Worksheet Q.1 and Q.2	Reasons listed for why resilient problem solving is important. Q.1 on worksheet completed. Points raised in whole group discussion and additions added into Q.2
10 mins	LO1 LO2	Instructor displays **PPT slide 7** and goes through each point explaining and expanding why resilient problem solving is a necessary skill: ● An essential skill at management level ● Shows a proactive thinker ● Demonstrates essential competencies	Students listen to instructor explanation and add in their own ideas and discussion points. Students make notes on their worksheet Q.3.	PPT slide 7 S.6 Small Business Worksheet Q.3	Points raised in discussion and notes made in worksheet Q.3.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Builds confidence and know how • Builds opportunities for team working and solving staff issues • Contributes to customer experience and satisfaction • Supports the success of the business • Supports an effective working relationship between colleagues, teams and other stakeholders Instructor to also note additional relevant comments from students.			
15 mins	LO2 LO4	Instructor displays **PPT slides 8-9** and discusses the characteristics and skills of resilient problem solvers. Instructor encourages student discussion by asking questions and asking for opinions as they work through the points.	Students listen and take notes. Students add in their thoughts and points whilst instructor is going through the PPT slides. Students make notes on worksheet Q.4.	PPT slides 8-9 S.6 Small Business Worksheet Q.4.	Points and questions raised during discussion. Points noted on worksheet Q.4.
10 mins	LO2 LO8	Instructor displays **PPT slide 11** and asks students to spend a few minutes to reflect on their own resilient problem solving characteristics and what they may need to work on.	Students should reflect on their own characteristics in terms of resilient problem solving and what they may need to work on. They can write down their reflection on their worksheet in Q.5.	PPT slide 11 S.6 Small Business Worksheet Q.5	Reflection list made with list of characteristics they have and need to develop.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO6	Instructor displays **PPT slide 11** and outlines the stages of resilient problem solving: ● Identify the issues ● Be clear about what the problem is and who needs to be involved in the solution ● Understand everyone's interests ● List the possible solutions and evaluate the options ● Select an option or options ● Document what has been agreed ● Agree on contingencies, monitoring, and evaluation ● Explore and consider any long-term implications	Students listen to presentation and ask questions if required.	PPT slide 11	Notes made. Questions asked and answered.
15 mins	LO6	Instructor displays **PPT slides 12-13** and discusses the different approaches to resilient problem solving using relevant country/industry examples: ● Root cause analysis ● CATWOE method ● The 5 Whys? ● How do problems relate?	Students listen to presentation and ask questions where relevant. Students add in their points and where possible, give contextualised examples to show understanding and help make the discussion industry relevant.	PPT slides 12-13	Notes made. Questions asked and answered. Relevant and contextualised examples given.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		As going through the approaches, the instructor should give contextualised examples and ask questions and opinions from students. The instructor may encourage the students to provide examples, where relevant.			
15 mins	LO7	Instructor displays **PPT slides 14-15** and discusses the domains of Resilient Problem Solving using relevant country/industry examples: ● social domain ● governance domain ● economic domain ● ecological domain As going through the domains, the instructor should give contextualised examples and ask questions and opinions from students. The instructor may encourage the students to provide examples, where relevant.	Students listen to presentation and ask questions where relevant. Students add in their points and where possible, give contextualised examples to show understanding and help make the discussion industry relevant.	PPT slides 12-13	Notes made. Questions asked and answered. Relevant and contextualised examples given.
25 mins	LO3, LO6	Instructor asks the groups – **"What barriers would there be to solving problems resiliently?"** Instructor facilitates a brief discussion on the barriers that may be faced.	In groups students need to work on the task thinking about how barriers can be overcome (using the Worksheet Q.6 to record the ideas). Each small group should prepare to feedback their findings.	PPT slides 16-18 S.6 Small Business Worksheet Q.6	Answers given to question about barriers to resilient problem solving. Points raised in small group discussion and all participating.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor then moves on to display **PPT slides 16-17** going through the barriers and why they may be created: ● Confirmation bias – tendency to only search for information that confirms your existing ideas ● Mental set – relying too heavily on the way you have always solved problems before ● Functional fixedness – when people become stuck thinking the same way ● Unnecessary constrains – when people are overwhelmed, they invent and impose additional limits on solution avenues ● Irrelevant information These barriers can be created by: ● Perspective ● Emotions ● Workplace culture ● Environment ● Intellect	They should then record on the Worksheet Q.6 additional ideas that come from the bigger group discussion.		Feedback given to whole group. Points raised in whole group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor displays **PPT slide 18** and splits the students into small groups to think about how the barriers may be overcome. Students to make notes in their Worksheet Q.6 and prepare to feedback to whole group. After allocated time, instructor takes feedback from each group and facilitates a brief discussion.			
15 mins	LO6, LO7	Instructor to display **PPT slide 19** and set an individual task and guide students on the personal reflection activity. This acts as a formative assessment as it gives them practice at an activity similar to what they have to do to complete the training. Instructor may ask one or two students to share if time permits and any students feel comfortable sharing.	This personal reflective activity should take students about 10 minutes. Students think about a problem in their company and then, using the content from today's session, plan how they are going to solve it and identify any barriers that are going to make it difficult.	PPT slide 19 S.6 Small Business Worksheet Q.7	Problems identified and actions listed on how the problem can be solved resiliently. Barriers highlighted that may cause difficulties.
5 mins	ALL	Instructor displays **PPT slide 20** and checks if there are any questions. Instructor asks students to reflect on the session and list three key things they have learnt and write in Worksheet Q.8.	Students reflect on what they have learnt and ask any questions they may have. Students complete their three key learnings from lesson in Q.8.	PPT slides 20-21 S.6 Small Business Worksheet Q.8	Three key lessons learnt. The assessment will be pass/fail and will involve students writing a 1,500 reflective report addressing the following:

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor displays **PPT slide 21** and sets the assessment and due dates etc. Instructor to check if there are any questions.	Students make notes regarding the assessment and make note of the submission date.	S.6 Small Businesses Assessment	• Identify of a problem that exists in your small business (250 words) • Evaluate the approach that has been taken to address this problem in the past (250 words) • Outline ways in which this problem could be addressed resiliently using the approaches outlined in the module (750 words) • Evaluate your skills and personal characteristics that will help you to address this problem resiliently (250 words)

PANTOUR
PACT FOR NEXT TOURISM GENERATION SKILLS

Lesson Plan	
Programme / Course: Social	**Subject:** Resilient Problem Solving for Medium Tourism Hospitality Business
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 2 hours 45 mins
Learning Level: 5	**Link to Matrix:** S6
Learning Aim for the Lesson: Effective resilient problem-solving skills enable employees and business owners to tackle business problems resiliently and assess the impact of alternative solutions. Focusing on the needs of medium sized tourism businesses, this interactive session will focus on developing creative resilient problem-solving skills and assessing tools and techniques that are applicable to a wide range of business issues and opportunities. The session is suitable for all levels of personnel.	
Competencies / Learning Outcomes: 1. Recognise the importance of resilient problem solving for medium sized businesses. 2. Discuss the link between resilient problem solving and performance improvement. 3. Reflect on the attributes of good resilient problem solvers. 4. Critically analyse the barriers to resilient problem solving and explore ways of overcoming these. 5. Assess the critical skills involved in resilient problem solving. 6. Apply the basic steps of effective resilient problem solving. 7. Reflect on the domains of resilient problem solving. 8. Explore a team approach to resilient problem solving within medium sized tourism organisations. 9. Evaluate their own approach to resilient problem solving and identify ways of improving this.	**Resources:** Laptop Projector S6 Presentation Medium Businesses S6 Worksheet Medium Businesses S6 Assessment Medium Businesses

Methodology recommendations: When teaching resilient problem-solving for tourism & hospitality businesses, it is important to balance between theory and practical application. Incorporating industry professionals and real-world examples can enhance the learning experience. Engaging students through participatory games and case studies can also aid in knowledge acquisition and skill development. Group work involving individuals from diverse backgrounds can foster teamwork and collaboration. Moreover, to create an active learning environment, lecturers should on the one hand encourage discussions, brainstorming, and engagement from students and on the other facilitate the usage of digital teaching methods, including videos and asynchronous learning. Mentoring and coaching can also be highly effective in this regard. Finally, assessments that focus on problem-solving can have a pedagogical positive effect on the develoment of green, social and digital skills. **Methods examples:** ● Role-playing as a sustainability manager in an organization, integrating sustainability into activities and creating a plan. ● On-site visits to observe sustainability actions and initiatives in practice, such as visiting a UNESCO heritage site. ● Presenting different future scenarios at various levels to develop critical thinking and explore connections. ● Involving industry professionals as guest speakers. ● Use of resources such as videos, podcasts, and industry publications. ● Problem-solving and project-based learning. ● Assessment methods that encourage co-creation, problem-solving, and critical thinking. ● Incorporating real-life situations and multidisciplinary perspectives.	

• Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress. • Utilising social media professionally to analyze customer relationship management or design social media campaigns. • Integration of emerging technologies and interdisciplinarity in course design. • Self-Learning: Encourage learners to explore and learn independently. • Asynchronous Learning: Use digital tools like Google Meet or Zoom for remote learning, especially when in-person classes are not possible. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically • Use of Technology: Online tools, AI like ChatGPT, and virtual working spaces like zoom's break out rooms are used for teaching and learning. • Use of resources such as videos, podcasts, and industry publications. • Group work with diverse participants to learn teamwork and collaboration. • Incorporating personal development and self-knowledge as integral parts of teaching social skills.	

Core Skills		
Green:	**Digital:**	**Social:** Resilient Problem Solving

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-2.** Outline learning aim and objectives.	Listen to learning objectives and ask any questions if required.	PPT slides 1-2	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1 LO2	Instructor asks the students **"What is problem solving?" and "What is Resilience?"** Instructor facilitates a brief discussion around this question to introduce the subject. Instructor displays **PPT slide 3-4** and points out that resilient problem solving is everyone's responsibility and provides an example that is appropriate to the students e.g. 1. A staff member during the high season has resigned, and his/her position must be filled immediately. 2. Finding staff during the high season in a short period of time is particularly difficult. Use the scenario to discuss this issue with the group (encouraging student participation in discussion). The students should arrive at the conclusion that the front line employees and the management should cooperate to solve this problem in the short term and prevent it for happening again in the long term.	Students discuss what resilient problem solving is. Students discuss the scenario of: 1. A staff member during the high season has resigned, and his/her position must be filled immediately. 2. Finding staff during the high season in a short period of time is particularly difficult. Students should agree on who would be involved in solving the problem resiliently.	PPT slide 3-4	Points raised during the discussion on what resilient problem solving is. Scenario discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 mins	LO1 LO2	Display **PPT slide 5** to show a small group activity. Instructor splits the students into small groups and asks them to list and discuss the reasons why resilient problem solving is important and be prepared to feedback to the larger group. Instructor issues **S.6 Medium Business Worksheet** for the students to work on. Students complete Q.1. After allocated time, the instructor takes feedback from each group. Display **PPT slide 6 i**n the bigger group discussion tease out the issues raised and discuss any from PPT 5 that have not come from the groups.	Participants should list on their worksheet in the Q.1 section the reasons why resilient problem solving is important and then discuss it within their own group and prepare to feedback into the whole group. Small groups feedback into the main group and then participate in the whole group discussion. Students should add to the list in their worksheet in Q.2 any other issues that arise from the discussion or on PPT 5.	PPT slides 5-6 S.6 Medium Business Worksheet Q.1 and Q.2	Reasons listed for why resilient problem solving is important. Q.1 on worksheet completed. Points raised in whole group discussion and additions added into Q.2
10 mins	LO1 LO2	Instructor displays **PPT slide 7** and goes through each point explaining and expanding why resilient problem solving is a necessary skill: ● An essential skill at management level ● Shows a proactive thinker ● Demonstrates essential competencies ● Builds confidence and know how	Students listen to instructor explanation and add in their own ideas and discussion points. Students make notes on their worksheet Q.3.	PPT slide 7 S.6 Medium Business Worksheet Q.3	Points raised in discussion and notes made in worksheet Q.3.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Builds opportunities for team working and solving staff issues • Contributes to customer experience and satisfaction • Supports the success of the business • Supports an effective working relationship between colleagues, teams and other stakeholders Instructor to also note additional relevant comments from students.			
15 mins	LO3 LO5	Instructor displays **PPT slides 8-9** and discusses the characteristics and skills of resilient problem solvers. Instructor encourages student discussion by asking questions and asking for opinions as they work through the points.	Students listen and take notes. Students add in their thoughts and points whilst instructor is going through the PPT slides. Students make notes on worksheet Q.4.	PPT slides 8-9 S.6 Medium Business Worksheet Q.4.	Points and questions raised during discussion. Points noted on worksheet Q.4.
10 mins	LO3 LO9	Instructor displays **PPT slide 10** and asks students to spend a few minutes to reflect on their own resilient problem solving characteristics and what they may need to work on.	Students should reflect on their own characteristics in terms of resilient problem solving and what they may need to work on. They can write down their reflection on their worksheet in Q.5.	PPT slide 10 S.6 Medium Business Worksheet Q.5	Reflection list made with list of characteristics they have and need to develop.
10 mins	LO6	Instructor displays **PPT slide 11** and outlines the stages of resilient problem solving:	Students listen to presentation and ask questions if required.	PPT slide 11	Notes made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Identify the issues • Be clear about what the problem is and who needs to be involved in the solution • Understand everyone's interests • List the possible solutions and evaluate the options • Select an option or options • Document what has been agreed • Agree on contingencies, monitoring, and evaluation • Explore and consider any long-term implications			
15 mins	LO6	Instructor displays **PPT slides 12-13** and discusses the different approaches to resilient problem solving using relevant country/industry examples: • Root cause analysis • CATWOE method • The 5 Whys? • How do problems relate? As going through the approaches, the instructor should give contextualised examples and ask questions and opinions	Students listen to presentation and ask questions where relevant. Students add in their points and where possible, give contextualised examples to show understanding and help make the discussion industry relevant.	PPT slides 12-13	Notes made. Questions asked and answered. Relevant and contextualised examples given.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		from students. The instructor may encourage the students to provide examples, where relevant.			
15 mins	LO7	Instructor displays **PPT slides 14-15** and discusses the domains of Resilient Problem Solving using relevant country/industry examples: ● social domain ● governance domain ● economic domain ● ecological domain As going through the domains, the instructor should give contextualised examples and ask questions and opinions from students. The instructor may encourage the students to provide examples, where relevant.	Students listen to presentation and ask questions where relevant. Students add in their points and where possible, give contextualised examples to show understanding and help make the discussion industry relevant.	PPT slides 14-15	Notes made. Questions asked and answered. Relevant and contextualised examples given.
25 mins	LO4	Instructor asks the groups – **"What barriers would there be to solving problems resiliently?"** Instructor facilitates a brief discussion on the barriers that may be faced. Instructor then moves on to display **PPT slides 16-17** going through the barriers and why they may be created:	In groups students need to work on the task thinking about how barriers can be overcome (using the Worksheet Q.6 to record the ideas). Each small group should prepare to feedback their findings. They should then record on the Worksheet Q.6 additional ideas that come from the bigger group discussion.	PPT slides 16-18 S.6 Medium Business Worksheet Q.6	Answers given to question about barriers to resilient problem solving. Points raised in small group discussion and all participating. Feedback given to whole group.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Confirmation bias – tendency to only search for information that confirms your existing ideas • Mental set – relying too heavily on the way you have always solved problems before • Functional fixedness – when people become stuck thinking the same way • Unnecessary constrains – when people are overwhelmed, they invent and impose additional limits on solution avenues • Irrelevant information These barriers can be created by: • Perspective • Emotions • Workplace culture • Environment • Intellect Instructor displays **PPT slide 18** and splits the students into small groups to think about how the barriers may be			Points raised in whole group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		overcome. Students to make notes in their Worksheet Q.6 and prepare to feedback to whole group. After allocated time, instructor takes feedback from each group and facilitates a brief discussion.			
15 mins	LO1 LO4 LO6	Instructor to display **PPT slide 19** and set an individual task and guide students on the personal reflection activity. This acts as a formative assessment as it gives them practice at an activity similar to what they have to do to complete the training. Instructor may ask one or two students to share if time permits and any students feel comfortable sharing.	This personal reflective activity should take students about 10 minutes. Students think about a problem in their company and then, using the content from today's session, plan how they are going to solve it and identify any barriers that are going to make it difficult.	PPT slide 19 S.6 Medium Business Worksheet Q.7	Problems identified and actions listed on how the problem can be solved resiliently. Barriers highlighted that may cause difficulties.
15 mins	LO8	Instructor displays **PPT slides 20-21** and discusses issues relating to taking a team approach to resilient problem solving and the eight strategies that will help. As they are going through the slides, instructor asks questions and asks students for their thoughts and points of view.	Students listen to presentation and ask and answer questions as required. Students add any comments or thoughts.	PPT slides 20-21	Questions asked and answered. Thoughts and points shared. Notes made.
5 mins	ALL	Instructor displays **PPT slide 22** and checks if there are any questions.	Students reflect on what they have learnt and ask any questions they may	PPT slides 22 -23	Three key lessons learnt.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor asks students to reflect on the session and list three key things they have learnt and write in Worksheet Q.8. Instructor displays **PPT slide 23** and sets the assessment and due dates etc. Instructor to check if there are any questions.	have. Students complete their three key learnings from lesson in Q.8. Students make notes regarding the assessment and make note of the submission date.	S.6 Medium Business Worksheet Q.8 S.6 Medium Businesses Assessment	The assessment will be pass/fail and will involve students writing a 1,500 reflective report addressing the following: • Identify of a problem that exists in your business (250 words) • Outline ways in which this problem could be addressed resiliently using the approaches outlined in the module (750 words) • Evaluate your skills and personal characteristics that will help you to address this problem resiliently (250 words) • Develop a strategy of how a team approach could be used in your business to enhance resilient problem solving (250 words)

PANTOUR
PACT FOR NEXT TOURISM GENERATION SKILLS

Lesson Plan	
Programme / Course: Social	**Subject:** Resilient Problem Solving for Large Tourism Hospitality Business
Link to Scheme of Work / Training Schedule:	**Duration:** 3 hours
Learning Level: 5	**Link to Matrix:** S6
Learning Aim for the Lesson: Effective resilient problem-solving skills enable employees and business owners to tackle business problems resiliently and assess the impact of alternative solutions. Focusing on the needs of large tourism businesses, this interactive session will focus on developing creative resilient problem-solving skills and assessing tools and techniques that are applicable to a wide range of business issues and opportunities. The session is suitable for all levels of personnel.	
Competencies / Learning Outcomes: 1. Recognise the importance of resilient problem solving for large sized businesses. 2. Discuss the link between resilient problem solving and performance improvement. 3. Reflect on the attributes of good resilient problem solvers. 4. Critically analyse the barriers to resilient problem solving and explore ways of overcoming these. 5. Assess the critical skills involved in resilient problem solving. 6. Apply the basic steps of effective resilient problem solving. 7. Reflect on the domains of resilient problem solving. 8. Explore a team approach to resilient problem solving within large sized tourism organisations. 9. Evaluate their own approach to resilient problem solving and identify ways of improving this.	**Resources:** Laptop Projector S.6 Presentation Large Businesses S.6 Worksheet Large Businesses S.6 Assessment Large Businesses

Methodology recommendations: When teaching resilient problem-solving for tourism & hospitality businesses, it is important to balance between theory and practical application. Incorporating industry professionals and real-world examples can enhance the learning experience. Engaging students through participatory games and case studies can also aid in knowledge acquisition and skill development. Group work involving individuals from diverse backgrounds can foster teamwork and collaboration. Moreover, to create an active learning environment, lecturers should on the one hand encourage discussions, brainstorming, and engagement from students and on the other facilitate the usage of digital teaching methods, including videos and asynchronous learning. Mentoring and coaching can also be highly effective in this regard. Finally, assessments that focus on problem-solving can have a pedagogical positive effect on the develoment of green, social and digital skills. **Methods examples:** ● Role-playing as a sustainability manager in an organization, integrating sustainability into activities and creating a plan. ● On-site visits to observe sustainability actions and initiatives in practice, such as visiting a UNESCO heritage site. ● Presenting different future scenarios at various levels to develop critical thinking and explore connections. ● Involving industry professionals as guest speakers. ● Use of resources such as videos, podcasts, and industry publications. ● Problem-solving and project-based learning. ● Assessment methods that encourage co-creation, problem-solving, and critical thinking. ● Incorporating real-life situations and multidisciplinary perspectives.	

• Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. • Peer Evaluation and Goal-Oriented Evaluation: To assess learning outcomes and student progress. • Utilising social media professionally to analyze customer relationship management or design social media campaigns. • Integration of emerging technologies and interdisciplinarity in course design. • Self-Learning: Encourage learners to explore and learn independently. • Asynchronous Learning: Use digital tools like Google Meet or Zoom for remote learning, especially when in-person classes are not possible. • Role-Playing and Real Case Scenarios: Simulation of real-world situations to allow students to apply learned skills practically. • Use of Technology: Online tools, AI like ChatGPT, and virtual working spaces like zoom's break out rooms are used for teaching and learning. • Use of resources such as videos, podcasts, and industry publications. • Group work with diverse participants to learn teamwork and collaboration. • Incorporating personal development and self-knowledge as integral parts of teaching social skills.	

Core Skills		
Green:	**Digital:**	**Social:** Resilient Problem Solving

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-2.** Outline learning aim and objectives.	Listen to learning objectives and ask any questions if required.	PPT slide 1-2	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1 LO2	Instructor asks the students **"What is problem solving?" and "What is Resilience?"** Instructor facilitates a brief discussion around this question to introduce the subject. Instructor displays **PPT slide 3-4** and points out that resilient problem solving is everyone's responsibility and provides an example that is appropriate to the students e.g. 1. A staff member during the high season has resigned, and his/her position must be filled immediately. 2. Finding staff during the high season in a short period of time is particularly difficult. Use the scenario to discuss this issue with the group (encouraging student participation in discussion). The students should arrive at the conclusion that the front line employees and the management should cooperate to solve this problem in the short term and	Students discuss what resilient problem solving is. Students discuss the scenario of: 1. A staff member during the high season has resigned, and his/her position must be filled immediately. 2. Finding staff during the high season in a short period of time is particularly difficult. Students should agree on who would be involved in solving the problem resiliently.	PPT slide 3-4	Points raised during the discussion on what resilient problem solving is. Scenario discussion points raised.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		prevent it for happening again in the long term.			
20 mins	LO1 LO2	Display **PPT slide 5** to show a small group activity. Instructor splits the students into small groups and asks them to list and discuss the reasons why resilient problem solving is important and be prepared to feedback to the larger group. Instructor issues **S.6 Large Business Worksheet** for the students to work on. Students complete Q.1. After allocated time, the instructor takes feedback from each group. Display **PPT slide 6 i**n the bigger group discussion tease out the issues raised and discuss any from PPT 5 that have not come from the groups.	Participants should list on their worksheet in the Q.1 section, the reasons why resilient problem solving is important and then discuss it within their own group and prepare to feedback into the whole group. Small groups feedback into the main group and then participate in the whole group discussion. Students should add to the list in their worksheet in Q.2 any other issues that arise from the discussion or on PPT 5.	PPT slides 5-6 S.6 Large Business Worksheet Q.1 and Q.2	Reasons listed for why resilient problem solving is important. Q.1 on worksheet completed. Points raised in whole group discussion and additions added into Q.2
10 mins	LO1 LO2	Instructor displays **PPT slide 7** and goes through each point explaining and expanding why resilient problem solving is a necessary skill: ● An essential skill at management level ● Shows a proactive thinker ● Demonstrates essential competencies	Students listen to instructor explanation and add in their own ideas and discussion points. Students make notes on their worksheet Q.3.	PPT slide 7 S.6 Large Business Worksheet Q.3	Points raised in discussion and notes made in worksheet Q.3.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Builds confidence and know how • Builds opportunities for team working and solving staff issues • Contributes to customer experience and satisfaction • Supports the success of the business • Supports an effective working relationship between colleagues, teams and other stakeholders Instructor to also note additional relevant comments from students.			
15 mins	LO3 LO5	Instructor displays **PPT slides 8-9** and discusses the characteristics and skills of resilient problem solvers. Instructor encourages student discussion by asking questions and asking for opinions as they work through the points.	Students listen and take notes. Students add in their thoughts and points whilst instructor is going through the PPT slides. Students make notes on worksheet Q.4.	PPT slide 8-9 S.6 Large Business Worksheet Q.4.	Points and questions raised during discussion. Points noted on worksheet Q.4.
10 mins	LO3 LO9	Instructor displays **PPT slide 10** and asks students to spend a few minutes to reflect on their own resilient problem solving characteristics and what they may need to work on.	Students should reflect on their own characteristics in terms of resilient problem solving and what they may need to work on. They can write down their reflection on their worksheet in Q.5.	PPT slide 10 S.6 Large Business Worksheet Q.5	Reflection list made with list of characteristics they have and need to develop.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO6	Instructor displays **PPT slide 11** and outlines the stages of resilient problem solving: ● Identify the issues ● Be clear about what the problem is and who needs to be involved in the solution ● Understand everyone's interests ● List the possible solutions and evaluate the options ● Select an option or options ● Document what has been agreed ● Agree on contingencies, monitoring, and evaluation ● Explore and consider any long-term implications	Students listen to presentation and ask questions if required.	PPT slide 11	Notes made. Questions asked and answered.
15 mins	LO6	Instructor displays **PPT slides 12-13** and discusses the different approaches to resilient problem solving using relevant country/industry examples: ● Root cause analysis ● CATWOE method ● The 5 Whys? ● How do problems relate?	Students listen to presentation and ask questions where relevant. Students add in their points and where possible, give contextualised examples to show understanding and help make the discussion industry relevant.	PPT slides 12-13	Notes made. Questions asked and answered. Relevant and contextualised examples given.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		As going through the approaches, the instructor should give contextualised examples and ask questions and opinions from students. The instructor may encourage the students to provide examples, where relevant.			
15 mins	LO6	Instructor displays **PPT slides 14-15** and discusses the process of relating problems within a large organisation to find solutions. Instructor simplifies the interrelationship diagram on PPT slide 13 into a five step process shown on PPT slide 14.	Students listen to presentation and ask questions as required.	PPT slides 14-15	Notes made and questions asked.
15 mins	LO7	Instructor displays **PPT slides 16-17** and discusses the domains of Resilient Problem Solving using relevant country/industry examples: ● social domain ● governance domain ● economic domain ● ecological domain As going through the domains, the instructor should give contextualised examples and ask questions and opinions from students. The instructor may encourage the students to provide examples, where relevant.	Students listen to presentation and ask questions where relevant. Students add in their points and where possible, give contextualised examples to show understanding and help make the discussion industry relevant.	PPT slides 16-17	Notes made. Questions asked and answered. Relevant and contextualised examples given.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
25 mins	LO4	Instructor asks the groups – **"What barriers would there be to solving problems resiliently?"** Instructor facilitates a brief discussion on the barriers that may be faced. Instructor then moves on to display **PPT slides 18-19** going through the barriers and why they may be created: ● Confirmation bias – tendency to only search for information that confirms your existing ideas ● Mental set – relying too heavily on the way you have always solved problems before ● Functional fixedness – when people become stuck thinking the same way ● Unnecessary constraints – when people are overwhelmed, they invent and impose additional limits on solution avenues ● Irrelevant information These barriers can be created by:	In groups students need to work on the task thinking about how barriers can be overcome (using the Worksheet Q.6 to record the ideas). Each small group should prepare to feedback their findings. They should then record on the Worksheet Q.6 additional ideas that come from the bigger group discussion.	PPT slides 18-20 S.6 Large Business Worksheet Q.6	Answers given to question about barriers to resilient problem solving. Points raised in small group discussion and all participating. Feedback given to the whole group. Points raised in the whole group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Perspective • Emotions • Workplace culture • Environment • Intellect Instructor displays **PPT slide 20** and splits the students into small groups to think about how the barriers may be overcome. Students to make notes in their Worksheet Q.6 and prepare to feedback to whole group. After allocated time, instructor takes feedback from each group and facilitates a brief discussion.			
15 mins	LO1 LO4 LO6	Instructor to display **PPT slide 21** and set an individual task and guide students on the personal reflection activity. This acts as a formative assessment as it gives them practice at an activity similar to what they have to do to complete the training.	This personal reflective activity should take students about 10 minutes. Students think about a problem in their company and then, using the content from today's session, plan how they are going to solve it and identify any barriers that are going to make it difficult.	PPT slide 21 S.6 Large Business Worksheet Q.7	Problems identified and actions listed on how the problem can be solved resiliently. Barriers highlighted that may cause difficulties.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor may ask one or two students to share if time permits and any students feel comfortable sharing.			
15 mins	LO8	Instructor displays **PPT slides 22-23** and discusses issues relating to taking a team approach to resilient problem solving and the eight strategies that will help. As they are going through the slides, instructor asks questions and asks students for their thoughts and points of view.	Students listen to presentation and ask and answer questions as required. Students add any comments or thoughts.	PPT slides 22-23	Questions asked and answered. Thoughts and points shared. Notes made.
5 mins	ALL	Instructor displays **PPT slide 24** and checks if there are any questions. Instructor asks students to reflect on the session and list three key things they have learnt and write in Worksheet Q.8. Instructor displays **PPT slide 25** and sets the assessment and due dates etc. Instructor to check if there are any questions.	Students reflect on what they have learnt and ask any questions they may have. Students complete their three key learnings from lesson in Q.8. Students make notes regarding the assessment and make note of the submission date.	PPT slides 24-25 S.6 Large Business Worksheet Q.8 S.6 Large Businesses Assessment	Three key lessons learnt. The assessment will be pass/fail and will involve students writing a 1,500 reflective report addressing the following: • Identify of a problem that exists in your business (250 words) • Outline ways in which this problem could be addressed resiliently using the approaches outlined in the module (750 words)

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
					• Evaluate your skills and personal characteristics that will help you to address this problem resiliently (250 words) • Develop a strategy of how a team approach could be used in your business to enhance resilient problem solving (250 words)

Lesson Plan

Programme / Course: Social Skills	**Subject:** S.9 Level 3 Ethical Conduct and Respect
Link to Scheme of Work / Training Schedule: Session 1 of 1	**Duration:** 2 hours
Learning Level: Level 3 – all employees/departments	**Link to Matrix:** S9

Learning Aim for the Lesson:
Creating a culture of ethics and respect is important for any tourism business. Ethical practice includes acceptable standards of behaviour and maintaining integrity in the workplace. It is common practice for organisations to introduce a formal code of ethics to provide guidance to employees. This session introduces what ethics and respect is, why it is important, highlights best practice examples of ethical behaviour and enables students to identify the ethical issues that they may encounter as employees.
This is a 2 hour classroom based session aimed at employees working in the tourism industry (any subsector).

Competencies / Learning Outcomes:

1. Define and describe ethical conduct and respect
2. Understand the importance of ethical behaviour and respect in the workplace
3. Provide examples of different types of ethical and moral behaviour
4. Identify key moral principles and positive behaviour such as politeness and courteousness
5. Understand and be able to follow a staff code of conduct
6. Improve compliance and best practice of ethical conduct and respect, for example, fairness, equality and diversity.

Methodology recommendations:

Teaching social skills is challenging because it requires real-life interactions and cannot be fully replaced by theory or online courses. Group work involving people from diverse backgrounds is an effective method for teaching

Resources:
Laptop or PC.
Wi-Fi / internet connection
Handouts / reading material.
Pens / paper/ highlighters / whiteboard for note taking.
Ethics in the workplace:
https://www.youtube.com/watch?v=zytc1qJTq-8
Ethical issues in employment:
https://www.youtube.com/watch?v=AylEkNHOhNs

Additional Reading:
How to demonstrate respect in the workplace:
https://www.thebalancemoney.com/career-planning-6265513
How to show respect in the workplace:
https://www.indeed.com/career-advice/career-development/workplace-respect
8 keys to a more respectful workplace:
https://www.youtube.com/watch?v=94rx_2n_zfc

social skills, fostering teamwork and collaboration. Soft skills and social skills need to be taught through practice and receiving feedback. Socialization and group activities can help develop an understanding of relationships and their benefits in various aspects of life. The development and integration of values (ethical, social, and work values) in the work environment is central. To ensure participants are engaged and have good learning outcomes, the process should often start with practical experience before moving to theory. Assessments should be designed strategically, focusing on what students need to know and becoming holistic student graduates. Methods examples: ● Using videos to analyze and teach Ethics in the workplace. ● Encouraging reflection and incorporating analytical elements into academic skills. ● Socialization and group activities to develop understanding of relationships. ● Incorporating activities that promote cooperation and sharing skills. ● Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. ● End Point Assessment: Assessing students at the end of the learning process to evaluate the understanding and application of learned concepts. Etc.	

Core Skills		
Green:	**Digital:**	**Social:** Ethical Conduct and Respect.

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	N/A	Display **PPT slides 1-3**. Welcome, housekeeping and timings for the session. Outline the aim and objectives/learning outcomes of the session. Instructor to explain that the session will explore ethics and respect in the tourism workplace (for any tourism subsector).	Students to make notes and ask any questions.	PPT slides 1-3	N/A
10 mins	LO1 LO2	Display **PPT slide 4.** Instructor to define and discuss ethics in the workplace. Instructor to highlight key characteristics and definitions of ethics, for example: ● Employee conduct in the workplace ● Behavioural standards ● Treatment of others/co-workers ● Moral principles, etc. Instructor to emphasise the importance of ethics in the workplace and the key issue of 'respect'. Instructor asks – What is respect? and facilitates a brief group discussion, steering the group to think of respect from a workplace perspective as well as from a personal perspective.	Students to make notes. Students participate in the group discussion about respect and what it is.	PPT slide 4	Notes made. Discussion points raised/ answers given in answer to the question about respect.
10 mins	LO1 LO2 LO3	The instructor asks the group "Why workplace ethics are important – what are the benefits?"	Students to participate in discussion and explain why	PPT slide 5	Answers given to the question about why workplace

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor gets answers from the group – the instructor may want to write up the answers on whiteboard. Instructor displays **PPT slide 5** and goes through the points with the group on the importance of ethics and respect and the key benefits/advantages of good employee ethical behaviour. For example, to improve employee trust, relationships and providing a process for dealing with conflict. Instructor encourages the class to discuss the topic / key benefits to check understanding of workplace ethics.	workplace ethics are important and list the benefits.		ethics are important and what the benefits are. All students engaged in answering the question.
25 mins.	LO3 LO4 LO6	Instructor to display **PPT slide 6** and explain the group activity: Students to work in small groups to: ● Discuss and list ethical and unethical workplace behaviours ● Discuss whether these behaviours differ for employees and employer. Instructor to facilitate the group activity and distribute **Handout 1** to help guide discussion. Students to use the handout to read through the examples and complete the table.	Students to participate in the small group activity. Complete **Handout 1** and discuss ethical and unethical behaviours and whether these behaviours differ for employees and employers Students to rejoin main group and give feedback on their discussions and findings. Students listen to instructor's summary of key discussion points and ask and answer questions as appropriate.	PPT slide 6 Handout 1	Discussion points raised in small group discussion and answers given on handout 1. Feedback given by each small group.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Instructor to allow 15 mins for the activity and 10 mins for groups to feedback discussion and answers to the group. Instructor to summarise key discussion. For example: ● Ethical behaviour includes mutual respect, honesty, integrity, taking responsibility for actions. ● Unethical behaviour includes verbal abuse, harassment, theft, disrespect etc. Instructor to highlight employer responsibility for ethics (lead and follow by example) and issues here can include: ● Unrealistic expectations ● Pressure ● Harassment Instructor checks if there are any questions before moving on.			
10 mins	LO2 LO3	Instructor displays **PPT slide 7** and briefly summarises and ties together key discussion points and highlights respect in the workplace as a key issue. **PPT slide 8** – option, instructor to play these two short YouTube videos (or one) to highlight above points OR students to watch in their own time.	Students to make notes and/or watch videos and give brief feedback.	PPT slides 7-8 Ethics in the workplace: https://www.youtube.com/watch?v=zytc1qJTq-8 Ethical issues in employment:	Notes made. Comments made regarding the video(s).

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		If played in the classroom, instructor to get brief feedback from students after watching.		https://www.youtube.com/watch?v=AylEkNHOhNs	
20 mins	LO3 LO4 LO6	Instructor displays **PPT slide 9** and explains the group activity. Students to work in small groups. Students to consider how they can demonstrate respect in their own tourism workplace. Instructor to allow 10 mins for the group activity and 5 mins for groups to feedback to the class. Instructor to facilitate discussion and summarise key issues, for example, showing respect includes treating others with kindness, courtesy and politeness, encouraging others to share their ideas, treating people the same regardless of age, gender etc, praising and encouraging each other for their work and efforts, actively listening to others. Instructor checks if there are any questions. Display **PPT slide 10** as additional reading/websites etc.	Students to participate in the group activity to discuss how they can demonstrate / show respect in the tourism workplace. Students feedback their findings to the main group. Students listen to the summary and ask / answer questions as required. Students note the additional reading.	PPT slides 9-10 Additional reading websites: How to demonstrate respect in the workplace: https://www.thebalancemoney.com/career-planning-6265513 How to show respect in the workplace: https://www.indeed.com/career-advice/career-development/workplace-respect 8 keys to a more respectful workplace: https://www.youtube.com/watch?v=94rx_2n_zfc	Discussion points raised in the small groups. Feedback given by each small group.
10 mins	LO5	Instructor displays **PPT slides 11-12** to explain and define an employee/staff code of conduct – what is it and why it is important, key content etc to guide behaviour and highlight key principles of an organisation. Instructor checks if there are any questions.	Students to make notes.	PPT slides 11-12	Notes made. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15 mins	LO5 LO6	Instructor displays **PPT slide 13** and explains the group activity. Instructor to split students into small groups. Students to consider key components / sections of an employee code of conduct. Instructor to allow 10 mins for this activity and 5 mins for groups to feedback to the class. Instructor to facilitate group discussion and answers and highlight that all employees (at all levels) should adhere to the code of conduct.	Students to participate in the small group activity to consider the key components of an employee code of conduct. Students participate in small group feedback and then in whole group discussion.	PPT slide 13	Points raised in small group discussion. Feedback given to whole group. Participation in whole group discussion.
5 mins.	LO5, LO6.	Instructor to display **PPT slide 14** and summarise key content following the group activity and further emphasise the importance of the code of conduct. Display **PPT slide 15.** Instructor to highlight ways to improve compliance and solve any unethical issues, for example, following the code of conduct, training and consequences.	Students to make notes.	PPT slides 14-15	Notes made.
10 mins.	LO3, LO5, LO6.	Instructor displays **PPT slide 16** to briefly summarise key issues outlined in the session and to explain/circulate the individual assessment. Instructor to set submission date for assessment. Instructor to check if there are any final questions.	Students to make notes and complete / submit the assessment. Students to ask any final questions.	PPT slide 16 S.9 Level 3 Assessment Brief Ethical Conduct and Respect.	Students to review and summarise their staff code of conduct and complete a reflection on ethics in their own tourism workplace. To be submitted post session.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Recap / Summary:		Total session 2 hours. Individual assessment to be submitted post session.			
Link to next session and/or follow up action:		Follow up action of instructor: feedback on Assessment. ON completion, students could progress to S.9 Level 5 Ethical Conduct and Respect.			

Lesson Plan

Programme / Course: Social Skills	**Subject:** Ethical Conduct and Respect
Link to Scheme of Work / Training Schedule: Session 1	**Duration:** 4 hours
Learning Level: EQF Level 7	**Link to Matrix:** S9

Learning Aim for the Lesson:
The objective of this lesson is to promote a fair, equitable and professional work environment in the tourism business. Ethical practice includes acceptable standards of behaviour and maintaining integrity in the workplace. This session highlights some of the needed skills to guarantee the safety and health of workers in the performance of their duties.

Competencies / Learning Outcomes: 1. Effective Communication: Ability to communicate clearly and effectively with others, respectfully expressing views and concerns. 2. Ethical decision-making: ability to analyze situations and make decisions that conform to ethical values and current regulations. 3. Respect and empathy: ability to understand and value cultural differences, gender, race and other aspects, promoting a work environment free of discrimination and harassment. 4. Integrity and transparency: ability to act with honesty, transparency and impartiality in all labor actions and decisions. 5. Teamwork: ability to work as a team, respecting the opinions and contributions of others, promoting an environment of collaboration and mutual support.	**Resources:** Laptop and projector Wi-fi or internet connection Flip chart or white board PowerPoint Student worksheet 3 Assessment 3

6. Conflict management: ability to handle conflict situations constructively, seeking solutions and beneficial agreements for all parties involved. 7. Occupational health and safety: knowledge and application of occupational health and safety regulations to guarantee a safe and healthy work environment for all workers. 8. Social responsibility: awareness of the social responsibility of the organization and its impact on society, promoting actions that contribute to the common good. **Methodology recommendations:** Teaching social skills is challenging because it requires real-life interactions and cannot be fully replaced by theory or online courses. Group work involving people from diverse backgrounds is an effective method for teaching social skills, fostering teamwork and collaboration. Soft skills and social skills need to be taught through practice and receiving feedback. Socialization and group activities can help develop an understanding of relationships and their benefits in various aspects of life. Active listening and nonverbal communication, such as maintaining eye contact and using appropriate body language, contribute to effective communication skills. Managing emotions and responding appropriately to others' emotions is important for respecting and acting according to the situation. The development and integration of values (ethical, social, and work values) in the work environment is central. To ensure participants are engaged and have good learning outcomes, the process should often start with practical experience before moving to theory. Assessments should be designed strategically, focusing on what students need to know and becoming holistic student graduates.	

Methods examples: ● Encouraging reflection and incorporating analytical elements into academic skills. ● Socialization and group activities to develop understanding of relationships. ● Incorporating activities that promote cooperation and sharing skills. ● Teamwork Assignments: Group work to enhance collaborative skills and learning from each other. ● End Point Assessment: Assessing students at the end of the learning process to evaluate the understanding and application of learned concepts. Etc.	

Core Skills		
Green:	**Digital:**	**Social:** Ethical Conduct and Respect

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1	Display **PPT slides 1-3** Welcome students and give an introduction to the session and to some of the topics that will be discuss during the session. Instructor let students know why the topic of the session is important and how it will help	Students listen to introduction of session, make notes and ask any questions.	PPT slides 1-3	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		them in their academic or professional life.			
10 mins	LO1 LO2	Display **PPT slides 4-5** Indicate the aim and objectives/learning outcomes of the session.	Students make notes and ask questions if required.	PPT slides 4-5	
15 mins	LO2 LO3 LO4	Display **PPT slides 6-7** Introduction to the course. To promote an initial evaluation and encourage a brief discussion to start the course, students should be asked the three reflective questions on the topic that allow them to reflect on sharing their ideas and experiences.	Students take notes, ask and answer questions.	PPT slides 6-7	
10 mins	LO1 LO2	Display **PPT slides 8-9** Define and explain ethical conduct and respect.	Students make notes and ask questions if required.	PPT slides 8-9	
5 mins	N/A	**Break**			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
50 mins	LO2 LO4 LO5 LO6	Display **PPT slides 10-11** Use **Worksheet 1**. Expose what are unethical behaviors. Ask students for examples of unethical behavior. Encourage students to share their responses and discuss among themselves. Guide the discussion in a productive direction.	Students take notes, ask and answer questions. Oral Production – Debate	PPT slides 10-11	Active Student Participation: Are students actively participating in the discussion and sharing examples of unethical behavior? Do they feel comfortable talking and discussing in the group?
10 mins	LO5 LO6	Display **PPT slide 12.** Instructor justify why ethics and respect are important.	Students make notes and ask questions.	PPT slide 12	
5 mins	N/A	**Break**			
50 mins	LO1 LO2 LO4 LO5 LO6	Display **PPT slide 13** Use **Worksheet 2**. Define and list ethical values. Ask students if they agree or disagree with the list of values and encourage an exchange of opinions.	Students take notes, ask and answer questions. Oral Production – Negotiation dynamic.	PPT slide 13	Clarity and understanding: Do students understand the list of values presented and the principles that are promoted in the exchange of opinions?

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
					Student participation: Are students actively participating in the discussion and expressing their opinions clearly and coherently? Do they feel comfortable sharing their ideas and discussing in the group? Reflection and argument: Can students reflect and justify why they agree or disagree with the list of values presented? Can they argue and debate their opinions in a constructive and respectful way? Respect and tolerance: Can students express their opinions in a respectful and tolerant way, even if they disagree with the opinions of other

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
					classmates? Can they listen and consider the points of view of others without judging them?
10 mins	LO1 LO2 LO6	Display **PPT slide 14** Finish the topic. Ensure that all course topics and learning objectives have been covered and that students have had the opportunity to acquire the necessary knowledge and skills.	Students ask questions	PPT slide 14	
5 mins	N/A	**Break**			
60 mins	LO2 LO3 LO4 LO5 LO6	Display **PPT slides 15-16** Use **Worksheet 3.** Introduce the activity and explain how it will be carried out. Promote a space for students to reflect and share their ideas. Practical case.	Students take notes, ask and answer questions. Oral and Written Production – Practical case	PPT slides 15-16	Why is it important to understand the seriousness of discrimination in the workplace? What effective measures can be taken to prevent and address situations of discrimination? How can you foster a culture of inclusion and diversity in a company?

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
					How can the measures implemented to prevent and address situations of discrimination in the workplace be evaluated?
Recap / Summary:		4 hours session. The assessments will be based on the session reflection			
Link to next session and/or follow up action:		Feedback on the session			

Lesson Plan

Programme / Course: Social	**Subject:** Promoting a Positive Work Environment
Link to Scheme of Work / Training Schedule: Session 1 of 2	**Duration:** 1h 30min
Learning Level: Level 7	**Link to Matrix:** S11

Learning Aim for the Lesson:
This lesson aims to give a broad understanding of organisation cultures and support the learners to identify and evaluate different barriers and facilitators to creating a positive work environment. It also aims to identify personal experiences, building case studies throughout the training that could help comprehend workplace practices that are considered positive in the industry.

Competencies / Learning Outcomes:

Describe a positive work environment/positive organisational culture
Critically assess theories related to organisational culture
Critically analyse different work environments to identify barriers and facilitators to creating positive work environments
Appraise and evaluate different types of organisational environments/organisational cultures.

Research methodologies:
In this topic, social skills teaching is challenging because it requires effective methods with the group working, involving people from diverse backgrounds. Teaching social skills, fostering teamwork and collaboration requires time and efforts. Socialization and group activities can help develop an understanding of relationships and their benefits in various aspects of life. Active listening and nonverbal communication, such as maintaining eye contact and using appropriate body language, contribute to effective communication skills. Managing emotions and responding appropriately to others' emotions is important for respecting and acting according to the situation. Practicing cooperation and sharing skills can enhance work attitude and ethical behavior,

Resources:
Laptop and projector
Wi-fi or internet connection
Flip chart or white board
PowerPoint Presentation 1
Student worksheet 1
Assessment 1
Youtube Video:
https://www.youtube.com/watch?v=PYJ22-YYNW8 (access 30.10.20)

and respecting personal space and understanding diverse backgrounds can improve interactions with different people. **Methods examples:** Portfolios are mentioned as a useful assessment method that allows students to reflect on their learning journey and track their progress. Encouraging reflection and incorporating analytical elements into academic skills. Hybrid Flexible (Hy-Flex) learning, combining online and in-person approaches. Socialization and group activities to develop understanding of relationships. Training courses or videos explaining nonverbal communication and body language. Practice and real-world experiences to learn and apply social skills. Emphasis on emotional intelligence, empathy, and effective stress management in reskilling courses for adult professionals. Integration of values (ethical, social, and work values) in the work environment. Development of balanced interpersonal relationships with travelers and colleagues. Promotion of gender equality and opposition to discrimination. Emphasis on effective communication, especially with people from different cultures and age groups. Enhancement of personality traits related to reliability, resourcefulness, flexibility, and adaptation to changing environments.	

Core Skills		
Green:	**Digital:**	**Social:** Promoting a positive work environment

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Introduction: Display **PPT slides 1–3** to welcome students and give an introduction to the session and set out the learning outcomes. Display **PPT slide 4** and ask students if they have worked in positive and/or negative work environments, and what makes a positive work environment. Instructors may need to prompt or give an example to start the discussion going.	Listen to the introduction and ask any questions. Engage in the discussion giving examples of aspects of a positive and negative work environment through personal experiences.	PPT slides 1-4 Instructor may use the white board to record key words on aspects of positive and negative working environment.	Valid discussion points made. Engaged in the discussion.
15 mins	LO1	Using **PPT slide 5** the instructor should define and explain a positive work environment culture, relating to: ● A healthy work environment ● Leadership and organisation culture ● Balance of work-life ● Organisation's values and diversity of ideas ● Collaboration and effective communications skills. The instructor then goes on to ask the students why having a positive work	Students listen to presentation and ask and answer questions as required. Students participate in a group discussion on why having a positive work environment is important.	PPT slides 5-7	Points identified in group discussion about why a positive work environment is important.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		environment is important? Facilitate a brief discussion. Then display **PPT slides 6-7** and go through the presentation points. Check if there are any questions before moving on.			
15 mins	LO2	Using **PPT slides 8-12**, the Instructor explains: • What is an organisational culture • The three types of values. organisations have (social culture, material culture and ideological culture). • The cultural profile of organisations. In addition to the PPT presentation, the instructor may find it useful to note key points on a whiteboard.	Students listen to the presentation and ask and answer questions as required.	PPT slides 8-12 White board and marker pens	Notes made from presentation. Questions asked and answered.
20 mins	LO3	Display **PPT slide 13**. Instructor organises the students into small groups to appraise and evaluate different types of organisation culture: • Discuss in small groups the organisation cultures you worked.	In small groups students discuss the different organisation cultures they have worked, addressing barriers and positive aspects of them. Students use the **Lesson 1 Worksheet** to record their discussion points.	PPT slide 13 Lesson 1 Worksheet	Points identified during the small group discussions. Feedback given to the main group. Participation in whole group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Address barriers and positive aspects of it. • Identify and write in your worksheet the positive and negative aspects of the company/work environments Instructor checks that students have the **Lesson 1 Worksheet** to record their discussions. After the allocated time, the Instructor takes feedback from each of the small groups on the different aspects of organisation culture they identified as positive and the barriers they encountered to introduce a good work environment. The instructor may find it useful to refer to the white board answers from the earlier activity, and reinforce their first discussion on the subject, analysing which aspects the students found most important and which barriers they found most significant after the group discussion.	Student groups feedback their discussion points and participate in group discussion.		
5 min	N/A	**Break**			
20 mins	LO4	Using **PPT slides 14-17**, the instructor introduces and explains the concept	Students listen to the presentation and ask and answer questions when required.	PPT slides 14-17 White board.	Notes made during the presentation.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		of organizational culture according to Quinn and Cameron (1999): ● The clan culture ● The Adhocracy culture ● The hierarchy culture ● The Market culture And to Handy (1999) and Harrison (1972): ● The power culture ● The role culture ● The task culture ● The person culture The instructor should make correlations of the culture the learners described with the organizational cultures discussed. The instructor may find it useful to use the whiteboard to stress explanation key points. The instructor, where possible, should keep students engaged by asking questions and student thoughts on points being presented.	Participate in any group discussion that evolves.		Questions asked and answered. Discussion points made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO3	Use **PPT slide 18** to click on the link to play the video **Michael C. Bush, CEO Great Place to Work** to identify why it is important to keep a positive and balanced work culture. After video finishes, the instructor discusses the points made in the video and checks if there are any questions.	Students watch video. Ask and answer questions as required after the video.	PPT slide 18 Internet Connection. Youtube Video: https://www.youtube.com/watch?v=PYJ22-YYNW8 (access 30.10.20)	Notes made during video
5 mins	LO3	Instructor displays **PPT slide 19** and summarises the key learnings of the lesson and explaining what will be covered in next lesson. Instructor checks if there are any questions from the session. Instructor displays **PPT slide 20** and explains the session assessment.	Students listen to the summary and ask any questions required. Students make note of the assessment and due date.	PPT slides 19-20 Assessment 1	**Post Session:** Assessment 1: producing a 2 to 5 pages essay about the importance of the organisation culture to promote a positive work environment, with examples of positive practices in the workplace, with one case-study, discussed in the session and based in readings and field work (recommendation of reading Chapter 2 and 5, Understanding and Managing Organisational Culture (O'Donnel and Boyle, IPA, 2008)
Recap / Summary:	1.5 hour session. The assessment 1 will be based on the session reflection and the recommended reading:				

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		O'Donnel, O., Boyle, Richard (2008). Understanding and Managing Organisational Culture. Dublin, IPA/Colour Books. (specifically, chapter 2, Organisational Culture: lessons from the literature and chapter 5, Conclusions and Recommendations).			
Link to next session and / or follow up action:		Session 2 will build on this session with literature discussion, explanation on topics on developing strategies to address barriers and take advantage of facilitators to achieve a positive working environment. A second assessment will be required post session.			

Lesson Plan

Programme / Course: Social	**Subject:** Promoting a Positive Work Environment
Link to Scheme of Work / Training Schedule: Session 2 of 2	**Duration:** 1h 30min
Learning Level: Level 7	**Link to Matrix:** S11

Learning Aim for the Lesson:
The objective of this lesson is to help students to understand the importance of developing effective communication skills, and to reflect on the importance of collaboration skills to create a good work environment. The student should also develop strategies to address barriers and take advantage of facilitators, promoting a balanced working environment.

Competencies / Learning Outcomes:

1. Understand the importance of effective communication skills and leadership skills in the workplace, as much as the concept of sustainability in work-life projects.
2. Reflect on the importance of sharing and respecting beliefs, values and experiences, promoting a healthy and balanced working environment.
3. Develop strategies to address barriers and take advantage of facilitators.
4. Analyse and assess the application of the theoretical knowledge in a real case work situation.

Research methodologies:
In this topic, social skills teaching is challenging because it requires effective methods with the group working, involving people from diverse backgrounds. Teaching social skills, fostering teamwork and collaboration requires time and efforts. Socialization and group activities can help develop an understanding of relationships and their benefits in various aspects of life. Active listening and nonverbal communication, such as maintaining eye contact and using appropriate body language, contribute to effective communication skills. Managing emotions and responding appropriately to others' emotions is

Resources:
Laptop and projector
Wi-Fi or internet connection
Flip chart or white board
PowerPoint
Student worksheet 2
Assessment 2
Youtube video https://www.youtube.com/watch?v=VtKkTjtyYMw , 19.11.20

important for respecting and acting according to the situation. Practicing cooperation and sharing skills can enhance work attitude and ethical behavior, and respecting personal space and understanding diverse backgrounds can improve interactions with different people.

Methods examples:

- Portfolios are mentioned as a useful assessment method that allows students to reflect on their learning journey and track their progress. Encouraging reflection and incorporating analytical elements into academic skills.
- Hybrid Flexible (Hy-Flex) learning, combining online and in-person approaches.
- Socialization and group activities to develop understanding of relationships.
- Training courses or videos explaining nonverbal communication and body language.
- Practice and real-world experiences to learn and apply social skills.
- Emphasis on emotional intelligence, empathy, and effective stress management in reskilling courses for adult professionals.
- Integration of values (ethical, social, and work values) in the work environment.
- Development of balanced interpersonal relationships with travelers and colleagues.
- Promotion of gender equality and opposition to discrimination.
- Emphasis on effective communication, especially with people from different cultures and age groups.
- Enhancement of personality traits related to reliability, resourcefulness, flexibility, and adaptation to changing environments.

Core Skills

Green:	Digital:	Social: Promoting a positive work enviro

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Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display **PPT slides 1-4** the instructor welcomes back the students to the second session. The instructor explains the aims of the session, the learning outcomes and then conducts a brief recap of session 1. The instructor may ask the students some questions during the recap to check understanding of topics covered in session 1. Instructor to check if there are any questions before moving on. The instructor displays **PPT slide 5** and asks if these are common situations in the workplace: ● Overload of work ● Working late hours ● Stress with performance ● Lack of communication The instructor then introduces a discussion about effective communication skills and why they are important to promote a positive work environment, based on a reflexion on the images on PPT slide 5.	Students listen to the introduction of lesson 2 and the recap of lesson 1. Questions asked and answered during the introduction and recap. Engage in the discussion expressing their opinion of effective communication skills in the workplace, especially in regard to the four scenarios listed on PPT 5.	PPT slides 1 - 5	N/A

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 mins	LO1	Using **PPT slides 6-14** The instructor should define and explain what are effective communication skills and leadership skills that aim in reducing conflicts in the workplace and improve a healthy and balanced work-life. To keep the students engaged, the instructor may want to encourage the students to give their thoughts before presenting a slide, for example: **Prior to PPT slide 6** – what is the importance of effective communication? **Prior to PPT slide 8** – what are examples of verbal communication and examples of non-verbal communication? **Prior to PPT slide 10** – What barriers may there be in the workplace to effective communication? **Prior to PPT slide 12** – What are some key points for communicating clearly? **Prior to PPT slide 13** – What are important qualities for a good leader? Summarise the presentation and discussion by **using the link in PPT**	Students listen to presentation and make notes. Students participate in discussions and ask and answer questions. Students watch the video.	PPT slides 6 - 15 short video (Youtube): https://www.youtube.com/watch?v=VtKkTjtyYMw , 19.11.20	Notes made. Points raised in discussion. Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		slide 15 to play the video about effective leadership. The instructor may want to use the white board to emphasise key elements of communication and leadership skills as going through the presentation. Check if any questions before moving on.			
20 minutes	LO3	The instructor displays **PPT slide 16** and introduces a small group activity. The instructor divides the students into small groups and asks them to develop strategies to address barriers and increase positivity in the workplace in a specific scenario. Each group will receive a situation/scenario in the workplace that shows a barrier to be addressed, and they must design an action plan to promote a positive work environment. The steps that they should take will include: 1. Presentation of the problem 2. Define the problem and brainstorm ideas 3. Work towards a solution based on the lessons and prior discussion	In small groups, students discuss how to address the specific barrier given in a scenario by the instructor. All groups should have different barriers and the instructor should assign one specific barrier per group.	PPT slides 16 - 17 Worksheet 2	Discussion points and actions agreed in the small groups. Participation in the small group discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		4. Present the solution specifically addressing positivity in the workplace 5. Debate in class about how the group came to that solution. Instructor to issue **Worksheet 2** and display **PPT slide 17**. The instructor allocates each group one of the four problems. Make sure that each group knows which problem number they are working on.			
5 min	N/A	**Break**			
20 mins	LO3	After allocated time, the instructor brings the groups together. The instructor asks for team leaders from each group to explain how they would address the problem and promote a positive work environment. After each small group feedback, the instructor facilitates a brief whole group discussion on whether the rest of the group agree with the actions.	One learner/team leader from each group should feedback on the small group discussions and how they would overcome this if they were leaders. After each small group feedback, all student participate in whole group discussion on the small group's actions.	Completed Worksheet 2	Actions identified and presentation given by each small group. Participation in the whole group discussion.
10 mins	LO3 LO2	The instructor **displays PPT slide 18** and explains different barriers and	Students listen to explanation and ask questions if required.	PPT slide 18	Notes made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		facilitators to promote a positive work environment. Instructor may refer to the white board to their first activity, and reinforce their first discussion on the subject, analysing which aspects they found most important and which barriers they found most significant after the group discussion.			Questions asked and answered.
5 mins	LO1, LO2 and LO4	Instructor displays **PPT slide 19** and summarises the key learnings of the module and checks if there are any questions or final points.	Students listen to the summary and ask any questions if required.	PPT slide 19	Questions asked and answered.
5 mins	LO4	The instructor displays **PPT slide 20** and explains the assessment. The instructor gives the students **Assessment 2,** which is a post session activity. The instructor sets the submission date and checks if there are any questions.		PPT slide 20 Assessment 2	**Post Session** **Assessment 2:** Learners will write an essay with a critical reflection on the given situation/scenario-based situation in class. The learner should describe the best actions taken, and how it would promote a better and positive work environment. The assessment will consist of a 4-8 pages essay with (1) theoretical explanation of the importance of effective communication and leadership skills in the workplace, (2) should describe the scenario-based

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
					learning example used in the session and (3) show how to improve it using critical and problem-solving skills.
Recap / Summary:	The assessment 2 will be based on reflection of both sessions and the recommended reading: Davenport, L.J., Allisey, A.F., Page, K.M., LaMontagne, A.D. and Reavley, N.J. (2016), "How can organisations help employees thrive? The development of guidelines for promoting positive mental health at work", International Journal of Workplace Health Management, Vol. 9 No. 4, pp. 411-427. Houston, Elaine. The Importance of Positive Relationships in the Workplace. https://positivepsychology.com/positive-relationships-workplace/, access in 19.11.20 Ackerman, Courtney E. Positive Leadership: 30 Must-Have Traits and Skills. https://positivepsychology.com/positive-leadership/, access in 19.11.20				

Lesson Plan

Programme/course: Responsible Leadership in Tourism	Subject: Understanding Responsible Tourism
Link to Scheme of Work/Training Schedule: Session 1 of 3	Duration: 2 hours
Learning Level: EQF Level 5	

Learning aim for the course/lesson:

This course looks to prepare managers for a sustainable future, focused on responsible and ethical practices. It targets employees in management/leadership positions in the tourism and hospitality sectors, who want to develop their responsibility and ethical leadership skills. It takes a dual approach: to develop ethical responsibility within organisations when managing/leading teams and act responsibly with local stakeholders externally.

The aim of this lesson is to introduce responsible tourism principles and their links to sustainability, showing the importance of this approach to minimise tourism impacts on society, the economy and the environment, together with the development of ethical and sustainable practices.

Competencies/Learning Outcomes:

LO1. Define responsible tourism and its significance to tourism development, exploring the Global Code of Ethics for Tourism.

LO2. Make links between the three pillars of sustainability with responsible tourism practices.
LO3. Understand the role of responsible leadership for Responsible Tourism development.

Methodology recommendations:
Can be delivered online or in-person (blended learning); PowerPoint slides with embedded videos, break-out discussions during lecture and assessment as part of discussions and/or quiz.

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Sources of information/recommendations for continuous learning are:

- Freire, Carla, and Joana Gonçalves (2021). "The Relationship between Responsible Leadership and Organizational Citizenship Behavior in the Hospitality Industry" *Sustainability* 13, no. 9: 4705.

	https://doi.org/10.3390/su13094705. https://www.mdpi.com/2071-1050/13/9/4705 ● Ting, H., A. M. Morrison, C. M. Leong, R. Kumarusamy, and Ql L. Leong (2021). "Responsibility, responsible tourism and our response." *Journal of Responsible Tourism Management* 1, 2021: 1-9. In: https://jrtm.org/doi/10.47263/JRTM.01-02-01.pdf ● Hailey Stainton. What is responsible tourism, and why does it matter? https://tourismteacher.com/responsible-tourism/ ● Harold Goodwin. What is Responsible Tourism? https://responsibletourismpartnership.org/what-is-responsible-tourism/ ● CRME. Responsible Management (RM) Literature Base. https://responsiblemanagement.net/responsible-management-literature-list/ Courses recommendation for continuous learning: ● The Open University. Leadership Challenges in Turbulent Times (free course). https://www.open.edu/openlearn/money-business/leadership-challenges-turbulent-times/content-section-1.3 ● Coursera. Managing Responsibly: Practicing Sustainability, Responsibility and Ethics. (free course) https://www.my-mooc.com/en/mooc/responsiblemgmnt/ ● Coursera. Global sustainability and corporate social responsibility: Be sustainable. (free course) https://www.coursera.org/learn/global-sustainability-be-sustainable#modules
Core Skills	

Green:	Digital:	Social: X

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	ALL	Display PPT slides 1–3 Greet students and set out the learning outcomes for the lesson. Also explain the assessments and grading for the course	Students listen to the introduction and ask questions if necessary	PPT slides 1-2	
10 mins	LO1	Display PPT slides 4 Icebreaker: what is responsible tourism? The instructor should ask students to fill the word cloud (and if in class, to fill it with their phones/computer or say the words to be filled by the instructor) Then the instructor should start debating the different words that come from the word cloud, connecting it with the definition of	Answer the question: How would you define responsible tourism?	PPT slides 3	Questions asked and answered. Students share examples on what they feel is responsible tourism. Instructor should give cues on how responsibility is connected to ethics and values in organisations and interconnected with society.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Cape Town (following topic)			
15 mins	LO1	Display slides 5-9 The instructor should discuss two concepts: responsible tourism and ethical tourism. The instructor should make connections with examples of how organisations can work on responsible ways, also linking with ethics in the workplace (which will be future topics)	Students listen to the presentation Ask questions if necessary	PPT Slides 5-9	
20 mins	LO1	Display slides 10-11 and introduce the activity. 5 min: On Slide 10, the instructor should explain the activity and ask students to think about the questions. 10 min: The instructor should ask the group to join in small groups/breakout rooms and discuss their thoughts.	• How do you think tourists/consumers activities and interests have progressed in the past 10-20 years in behaviours and attitudes regarding ethics and responsible practices in tourism? • Where there changes in products, like tours, sightseeing's behaviours, care with the environment, travel choices?	PPT slides 10-11	Questions asked and answered. Discussion points made by the students.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		5 min: The instructor should show slide 11 and ask groups to bring their thoughts and discussions for the larger group	• List three changes you noticed in the past years in your worksheet. • Discuss in small groups/breakout rooms if any of them reflect a more responsible or ethical approach to tourism or not.		
5 min	Break (display slide 12)				
15 mins	LO1, LO3	Display slides 13-15 Outline to students the principles of sustainability. Explaining its definition, the three pillars of sustainability, the three Ps (people, profit and planet), making links with the corporate social responsibility and responsible tourism.	Students listen to presentation Ask questions if needed.	PPT slides 13-15	Questions asked and answered.
10 min	LO1, LO2	Display slide 16: Activity 3 The instructor should ask the students to connect each of the the	Students should participate trying to connect each topic with sustainability or responsibility in tourism	Slide 16	Students participating in the activity.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		topics with sustainability or responsibility in tourism. The instructor should explain each one of them after students identify, connecting the previous slides with this activity, especially slides 7 and 15 Answers: 1- Sustainable tourism 2- Responsible tourism 3- Sustainable tourism 4- Sustainable tourism 5- Responsible tourism 6- Responsible tourism 7- Responsible tourism			
5 min	LO2, LO3	Display slides 18-19 The instructor should also show examples in practices in tourism	Students listen to presentation Ask questions if needed.	Slides 18-19	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		that incorporate sustainable and responsible principles			
25 mins	LO1, LO2, LO3	Display Slides 19-20 Activity 5 min: The instructor should explain the activity, which is a role-playing problem-solving activity to be made in small groups. 15 min: The instructor should ask students to present solutions regarding responsible practices in tourism, also identifying risks and opportunities to develop them. 5 min: Students should present their strategies for each assigned business (the group should designate one student to present it to the larger group.)	Students should discuss in small groups and write on the worksheet their solutions: • Identifying the issues present in the organisation regarding responsible tourism practices; • Provide solutions on how to develop/adapt the business to a more responsible approach; • Identify risks and opportunities on developing a responsible practice. • Include a collaborative approach and sustainable actions in the proposed solutions. Participate in a Q&A during this discussion as a whole group.	PPT slide 19-20	Questions asked and answered. Discussion points made by the students, noting any links to earlier discussion and progress made. All students engaged.
10 min	LO1, LO2, LO3	Display slides 21-22 Finish the section by summarising learnings, and linking responsible	Students listen and ask questions if needed.	PPT slides 20-21	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		tourism to responsible leadership in tourism Present the next session and answer questions if needed.			
Recap / Summary		The main points of the session/recap: • Understand what is responsible tourism, the Tourism Global Code of Ethics • Comprehend the importance to develop responsible tourism practices, and acknowledge examples of it. • Understand what is sustainability, the three pillars of sustainability and the differences between responsible tourism and sustainable tourism activities. • Understand corporate social responsibility in the tourism sector, with examples of practices and development of competences on corporate practices.			
Link to next session and/or follow up action:		Next session topics: • Discuss the role of responsible leadership in achieving responsible tourism goals. • Highlight the importance of accountability for developing a responsible leadership. • Explore principles such as transparency, and stakeholder engagement and ethical decision making in organisations. • Develop strategies for diversity internal management and inclusive leadership for fostering an inclusive work environment. • Develop strategies for leadership for social and economic sustainability.			

Lesson Plan

Programme/course: Responsible Leadership in Tourism	Subject: Principles of Responsible Leadership
Link to Scheme of Work/Training Schedule: Session 2 of 3	Duration: 2 hours
Learning Level: EQF Level 5	

Learning aim for the course/lesson:

This course looks to prepare managers for a sustainable future, focused on responsible and ethical practices. It targets employees in management/leadership positions in the tourism and hospitality sectors, who want to develop their responsibility and ethical leadership skills. It takes a dual approach: to develop ethical responsibility within organisations when managing/leading teams and act responsibly with local stakeholders externally.

The aim of this lesson is to explore principles of responsible leadership, such as the role of responsible leaders, specific traits and the development of skills related to accountability, transparency, ethical management and management strategies to develop social and economic sustainability in tourism organisations.

Competencies/Learning Outcomes:

LO1. Discuss the role and principles of responsible leaders in achieving responsible tourism goals
LO2. Highlight the importance of accountability for developing a responsible leadership
LO3. Explore principles such as transparency, and stakeholder engagement and ethical decision making in organisations
LO4. Develop strategies for diversity internal management and inclusive leadership for fostering an inclusive work environment.
LO5. Develop strategies for leadership for social and economic sustainability.

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Sources of information/recommendations for continuous learning are:

- Freire, Carla, and Joana Gonçalves (2021). "The Relationship between Responsible Leadership and Organizational Citizenship Behavior in the Hospitality Industry" *Sustainability* 13, no. 9: 4705.

Methodology recommendations: Can be delivered online or in-person (blended learning); PowerPoint slides with embedded videos, break-out discussions during lecture and assessment as part of discussions and/or quiz.	https://doi.org/10.3390/su13094705. https://www.mdpi.com/2071-1050/13/9/4705 ● Ting, H., A. M. Morrison, C. M. Leong, R. Kumarusamy, and Ql L. Leong (2021). "Responsibility, responsible tourism and our response." *Journal of Responsible Tourism Management* 1, 2021: 1-9. In: https://jrtm.org/doi/10.47263/JRTM.01-02-01.pdf ● Hailey Stainton. What is responsible tourism, and why does it matter? https://tourismteacher.com/responsible-tourism/ ● Harold Goodwin. What is Responsible Tourism? https://responsibletourismpartnership.org/what-is-responsible-tourism/ ● CRME. Responsible Management (RM) Literature Base. https://responsiblemanagement.net/responsible-management-literature-list/ Courses recommendation for continuous learning: ● The Open University. Leadership Challenges in Turbulent Times (free course). https://www.open.edu/openlearn/money-business/leadership-challenges-turbulent-times/content-section-1.3 ● Coursera. Managing Responsibly: Practicing Sustainability, Responsibility and Ethics. (free course) https://www.my-mooc.com/en/mooc/responsiblemgmnt/ ● Coursera. Global sustainability and corporate social responsibility: Be sustainable. (free course) https://www.coursera.org/learn/global-sustainability-be-sustainable#modules
Core Skills	

Green:	Digital:	Social: X

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display PPT slides 1–2 Greet students and set out the learning outcomes for the lesson.	Students listen to the introduction and ask questions if necessary	PPT slides 1-2	
5 mins	LO1	Display PPT slides 3-4 Recap	Ask the question: What is responsible tourism? Also ask student if they remember the Cape Town Declaration of Responsible Tourism. After that, recap the Global Code of Ethics in Tourism	PPT slides 3-4	Questions asked and answered. Students share examples on what they feel is responsible tourism and also recap the Global Code of Ethics in Tourism.
10 mins	LO1	Display slides 5-6	Students listen to the presentation. Ask questions if necessary. In Slide 6, the instructor should ask students to enter the work	PPT Slides 5-6	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
			cloud to generate a discussion of responsible leadership traits. After choosing words to describe responsible leadership, the instructor should discuss the words that came into the cloud to prepare for a discussion of the 7 principles for responsible leadership.		
10 mins	LO1, LO2	Display slide 7-9. The instructor should explain 7 principles that guide responsible leaders, and start to explain as well respect, transparency and accountability as important characteristics of responsible leaders.	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 7-9	Questions asked and answered.
10 mins	LO1, LO2, LO3	Display slides 10-11 Activity: developing trust in the workplace The instructor should divide the group in small/breakout rooms.	Students should discuss in small groups and write on the worksheet their solutions on: • How to seek a solution with respect;	PPT slide 10-11	Discussion points made by the students, noting any links to earlier discussion.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Each group will be responsible to one problem explained in slide 11. The groups should proceed to discuss and then discuss with the larger group the actions to address the proposed problem.	• How to seek a solution as a leader building accountability; • How to seek a solution as a leader in a transparent way.		
5 mins	LO1, LO3	Slide 12-13 The instructor should discuss diversity management and inclusivity, providing examples of strategies for diversity internal management.	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 12-13	Questions asked and answered. Discussion points made by the students, noting any links to earlier discussion and progress made.
15 min	L01, LO4	Slide 14 Activity: instructor should present the activity which aims to develop diversity management skills,	Students should discuss in small groups and write down on the worksheet their strategies for developing inclusive practices with the co-hort of workers described in the slide	PPT Slide 14	Discussion points made by the students, noting any links to earlier

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		where students will have to propose inclusive practices in the example provided (situational and problem-solving activity)			discussion and progress made.
5 mins	BREAK (PPT Slide 15 Displayed)				
10 mins	LO1, LO4	Slide 16 The instructor should ask for students to share examples of practices and policies they created for the example, asking them to explain the rationale behind it.	Students should assign one representative to talk about the strategies they created, to discuss with the larger group. All students are welcomed to explain the rationale as well if required.	PPT slides 16	Discussion points made by the students, noting any links to earlier discussion and progress made.
20 mins	LO1, LO2, LO3, LO5	Display Slides 17-23 The instructor should explain different principles of responsible leadership: ethical stakeholder engagement and decision-making; and promoting social and	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slide 17-23	Questions asked and answered. All students engaged.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		environmental sustainability.			
15 min	LO1, LO2, LO3, LO5	Display slides 24-25 Activity: Leadership Skills Development The Instructor should ask students to choose a number from 1 to 5, each number with a responsible leadership trait discussed. (they are on slide 25). After choosing, the instructor should open slide 25, and each student will acknowledge their trait. After that, the instructor should come back to slide 24 and ask students to write in the worksheet how they would apply this trait in a work context (could be fictional or real situation). This is a situational exercise and role-playing exercise, where students should be able to act as a leader that when seeing	Students should develop the exercise in the worksheet to be delivered at the end of the lesson for the instructor. They should think in the work context environment and answer the following questions: 1) What is the scenario of the application of the principle (what is happening, what is the problem, who is involved); 2) How you would apply this principle, involve other parts, and also considering ethical decision-making; 3) The student should also describe: resistance factors, and enabler factors involved the application of this principle.	PPT slide 24-25	Questions asked and answered. Students engaged.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		this specific situation/problem, will act as a responsible leader and develop actions based on the principles learned to develop leadership skills. The activity should be done in the worksheet for the lesson.			
10 min	ALL	Slides 26-27 The instructor should ask how the students developed their strategies in the previous activity, asking if they have any questions or want to share anything. Then the instructor should present a summary of the lesson, followed with the explanation of the next lesson.	Students listen to presentation Participate in a Q&A as slides proceed.	Slides 26-27	Questions asked and answered. Students engaged.
Recap / Summary (5 Mins)		The main points of the session/recap: • Responsible leadership is about establishing relationships and accountability based on values and shared vision. • Important principles of responsible leadership are: respect, transparency, accountability, ethical decision making, diversity management and inclusivity, ethical stakeholders' engagement, social and environmental sustainability.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Developing strategies for diversity internal management and inclusive leadership must involve creating an inclusive work culture. • Responsible leadership development leads to a positive and meaningful work environmental, where everyone feels respected and also improving sustainability of the organisation.			
Link to next session and/or follow up action:		Next session topics: • Develop skills on how to make ethical decisions in challenging situations. • Highlight the impact of leader's choices on the environment and community. • Explore real-world scenarios where responsible leadership is crucial. • Apply ethics principles in business plans, onboarding experience and in internal team management.			

Lesson Plan

Programme/course: Responsible Leadership in Tourism	Subject: Developing Ethical Decision-Making Skills
Link to Scheme of Work/Training Schedule: Session 3 of 3	Duration: 2 hours
Learning Level: EQF Level 5	

Learning aim for the course/lesson:

This course looks to prepare managers for a sustainable future, focused on responsible and ethical practices. It targets employees in management/leadership positions in the tourism and hospitality sectors, who want to develop their responsibility and ethical leadership skills. It takes a dual approach: to develop ethical responsibility within organisations when managing/leading teams and act responsibly with local stakeholders externally.

The lesson aims to develop ethical decision-making skills, by real-world scenarios and applicable solutions for integrating ethical principles in the work context.

Competencies/Learning Outcomes:

LO1. Develop skills on how to make ethical decisions in challenging situations.
LO2. Highlight the impact of leaders' choices on the environment and community in tourism.
LO3. Explore real-world scenarios where responsible leadership is crucial for implementing best practices in tourism and hospitality.
LO4. Apply ethics principles in business plans, onboarding experience and in internal team management.

Methodology recommendations:

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Sources of information/recommendations for continuous learning are:

- Freire, Carla, and Joana Gonçalves (2021). "The Relationship between Responsible Leadership and Organizational Citizenship Behavior in the Hospitality Industry" *Sustainability* 13, no. 9: 4705. https://doi.org/10.3390/su13094705. https://www.mdpi.com/2071-1050/13/9/4705

Can be delivered online or in-person (blended learning); PowerPoint slides with embedded videos, break-out discussions during lecture and assessment as part of discussions and/or quiz.	• Ting, H., A. M. Morrison, C. M. Leong, R. Kumarusamy, and Ql L. Leong (2021). "Responsibility, responsible tourism and our response." *Journal of Responsible Tourism Management* 1, 2021: 1-9. In: https://jrtm.org/doi/10.47263/JRTM.01-02-01.pdf • Hailey Stainton. What is responsible tourism, and why does it matter? https://tourismteacher.com/responsible-tourism/ • Harold Goodwin. What is Responsible Tourism? https://responsibletourismpartnership.org/what-is-responsible-tourism/ • CRME. Responsible Management (RM) Literature Base. https://responsiblemanagement.net/responsible-management-literature-list/ Courses recommendation for continuous learning: • The Open University. Leadership Challenges in Turbulent Times (free course). https://www.open.edu/openlearn/money-business/leadership-challenges-turbulent-times/content-section-1.3 • Coursera. Managing Responsibly: Practicing Sustainability, Responsibility and Ethics. (free course) https://www.my-mooc.com/en/mooc/responsiblemgmnt/ • Coursera. Global sustainability and corporate social responsibility: Be sustainable. (free course) https://www.coursera.org/learn/global-sustainability-be-sustainable#modules

Core Skills		
Green:	Digital:	Social: X

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display PPT slides 1–2 Greet students and set out the learning outcomes for the lesson.	Students listen to the introduction and ask questions if necessary	PPT slides 1-2	
5 mins	LO1	Display PPT slides 3-4 Recap Ask the question: how responsible What is responsible tourism? What are the traits of responsible leaders? The instructor should start as an icebreaker and see what students remember of previous lessons, with emphasis on skills	Answer the question: What is responsible leadership?	PPT slides 3-4	Questions asked and answered. Students should share examples of principles of responsible leadership seen in class.
10 mins	LO1	Display slides 5-6 The instructor should start a discussion of ethical leadership with explaining the concept of ethics (different concepts, and also making a difference between values/moral and ethics.	Students listen to the presentation. Ask questions when needed.	PPT Slides 5-6	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1, LO2	Display slides 7 Activity: ethics and responsible leadership The instructor should ask students to fill the word cloud generator with what comes to their mind when they think about ethical behaviours in the workplace. Then, discuss with the larger groups the words that appeared, making connections with responsible leadership traits. This exercise should be an introduction on ethical	Students should fill the cloud generator and also participate in the discussion after.	PPT slides 7	Discussion points made by the students, noting any links to earlier discussion and progress made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		leadership, building from previous knowledge of students and the previous lessons with what will be introduced.			
20 mins	LO1, LO2	Display slides 8-12 The instructor should start the explanation of ethical decision-making skills, highlighting ethical leaders traits and also recapping the ethical decision-making process presented in lesson 1. After that, the instructor should start making links to the tourism sector, with examples of ethical approaches to dilemmas in the sector on how to impact positively destinations, develop sustainability, develop cultural awareness respecting local culture and promote the empowerment of the community.	Students listen to the presentation. Ask questions when needed.	PPT slide 8-12	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor should try to engage with students when presenting the examples in the sector, asking them if they are aware of organisations that have been developing ethical and responsible tourism in their region.			
15 min	LO1, LO2, LO3	Slides 13-14 Activity: developing ethical decision-making skills The instructor should divide the class in small groups/break out rooms, and ask the students to choose one of the situations presented in slide 14, and provide solutions with ethical decision-making: • Identifying ethical issues;	Students should follow the instructions, discuss in the group/breakout rooms and fill the worksheet to present their strategies.	Slides 13-14	Discussion points made by the students, noting any links to earlier discussion and progress made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Providing solutions on how to solve the issue with ethical decision-making mindset; • Identify risks and opportunities on developing an ethical practice. • Include in the proposed solutions sustainable actions. This is a problem-solving exercise, which aims to build decision-making skills with an ethical approach to tourism activity, based on the learnt lessons.			
5 min	Break (PPT slide 15 displayed)				
5 min	LO1, LO2, LO3	Slide 16 The instructor asks a representative of each group to speak to the larger group showing the strategies they created and decisions made on the specific problems	Students should present their strategies/solutions for each chosen case.	Slide 15	Students presentation, and ability of developing solutions with the case-study, critical thinking and comprehension of the

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		presented, with the following questions: • What are the ethical issues presented? • How to approach this situation with ethical decision-making skills? What are the proposed solutions? • What are the risks and opportunities of developing this solution?			decision-making skills necessary to each case.
10 mins	LO3	Slide 17-22 In slide 17, the instructor should explain strategies in hiring onboarding practices with a responsible/ethical approach, also presenting a case-study in the hospitality sector (the Nem Adom Café, in Budapest).	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 16-18	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		In slide 20, the instructor should present ethical principles in internal team management, highlighting fairness and collaboration importance. The instructor should present the case-study in slide 20 of the CCD, on internal management by developing a diversity management plan.			
15 min	LO2, LO3	Slide 23 Activity: developing decision-making skills The class should follow the instructor and try to find solutions for each of the cases, where they need to make ethical decisions for employees. Each case will be presented by the instructor, and then the group should discuss the best approach to solve the issues.	Students should follow the instructions and discuss their strategies/solutions to the whole group.	PPT slide 23	Discussion points made by the students, noting any links to earlier discussion and progress made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 min	LO1, LO3, LO4	Slide 23 The instructor should ask the groups to share their thoughts, and what were the ethical-decision making skills they applied for each case, starting from the first situation to the third.	Students should follow the instructions and discuss their strategies/solutions to the whole group.	PPT slide 23	Discussion points made by the students, noting any links to earlier discussion and progress made. The instructor should and ability of students of developing solutions with the case-study, critical thinking and comprehension of the decision-making skills necessary to each case.
5 mins	LO2, LO3, LO4	Slides 24-25 The instructor should present ethics principles in management plans, with strategies in the workplace to develop ethical practices.	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 23	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	ALL	Display Slides 24-25 The instructor should present a summary of the lesson, and also explain the post-session activity, where students should provide an essay of 1000-2000 words with the following topic: 'Diversity management and ethical decision-making in the workplace' They should follow the assessment sheet instructions.	Students listen to presentation Students should ask questions if required.	PPT slide 24-25	Questions asked and answered. All students engaged.
Recap / Summary		The main points of the session/recap: • Ethics implications in decision-making are multiple, and as the guiding principle of organisations, understanding ethical decision-making is essential to bring value, respect, trust with services and a good work environment. • Ethical decision-making in tourism is also essential to bring sustainability to the industry, such as in understanding the complexities of developing business in communities, the impact of tourism in destinations, and impact of tourism in sustainability as well in local and macro scenarios.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Ethical decision-making is present in all steps of internal management, since hiring, to onboarding and in work processes. Understanding how to make the most ethical decision requires a clear view on values of the organisation and building a respectful and responsible culture. • Applying ethics in business and management plan also require the integration of ethical practices in the development of steps, assessment, actions and constant review.			
Link to next session and/or follow up action:		Next session topics: -			

Lesson Plan

Programme/course: Responsible Leadership in Tourism	Subject: Understanding responsible tourism
Link to Scheme of Work/Training Schedule: Session 1 of 4	Duration: 2 hours
Learning Level: EQF Level 7	

Learning aim for the course/lesson:

This course looks to prepare managers for a sustainable future, focused on responsible and ethical practices. It targets employees in management/leadership positions in the tourism and hospitality sectors, who want to develop their responsibility and ethical leadership skills. It takes a dual approach: to develop ethical responsibility within organisations when managing/leading teams and act responsibly with local stakeholders externally.

The aim of this lesson is to make an introduction to responsible tourism principles and its links to sustainability, showing the importance of this approach to minimise tourism impacts on society, economy and the environment, together with the development of ethical and sustainable practices.

Competencies/Learning Outcomes:

LO1. Define responsible tourism and its significance to tourism development, exploring the Global Code of Ethics for Tourism.

LO2. Make links between the three pillars of sustainability with responsible tourism practices.
LO3. Understand the role of responsible leadership for Responsible Tourism development.

Methodology recommendations:
Can be delivered online or in-person (blended learning); PowerPoint slides with embedded videos, break-out discussions during lecture and assessment as part of discussions and/or quiz.

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Sources of information/recommendations for continuous learning are:

- Freire, Carla, and Joana Gonçalves (2021). "The Relationship between Responsible Leadership and Organizational Citizenship Behavior in the Hospitality Industry" *Sustainability* 13, no. 9: 4705.

	https://doi.org/10.3390/su13094705. https://www.mdpi.com/2071-1050/13/9/4705 ● Ting, H., A. M. Morrison, C. M. Leong, R. Kumarusamy, and Ql L. Leong (2021). "Responsibility, responsible tourism and our response." *Journal of Responsible Tourism Management* 1, 2021: 1-9. In: https://jrtm.org/doi/10.47263/JRTM.01-02-01.pdf ● Hailey Stainton. What is responsible tourism, and why does it matter? https://tourismteacher.com/responsible-tourism/ ● Harold Goodwin. What is Responsible Tourism? https://responsibletourismpartnership.org/what-is-responsible-tourism/ ● CRME. Responsible Management (RM) Literature Base. https://responsiblemanagement.net/responsible-management-literature-list/ Courses recommendation for continuous learning: ● The Open University. Leadership Challenges in Turbulent Times (free course). https://www.open.edu/openlearn/money-business/leadership-challenges-turbulent-times/content-section-1.3 ● Coursera. Managing Responsibly: Practicing Sustainability, Responsibility and Ethics. (free course) https://www.my-mooc.com/en/mooc/responsiblemgmnt/ ● Coursera. Global sustainability and corporate social responsibility: Be sustainable. (free course) https://www.coursera.org/learn/global-sustainability-be-sustainable#modules
Core Skills	

Green:	Digital:	Social: X

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins		Display PPT slides 1–3 Greet students and set out the learning outcomes for the lesson. The instructor should then introduce how evaluation will be, with the presentation of assessment marks.	Students listen to the introduction and ask questions if necessary	PPT slides 1-2	
5 mins	LO1	Display PPT slides 3 Icebreaker	Ask the question: What is responsible tourism? Also ask student if they know what was the Cape own Declaration of Responsible Tourism.	PPT slides 3	Questions asked and answered. Students share examples on what they feel is responsible tourism. Instructor should give cues on how responsibility is connected to ethics and values in organisations

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
					and interconnected with society.
10 mins	LO1	Display slides 4-5	Students listen to the presentation. Ask questions if necessary	PPT Slides 4-5	
5 min	LO1	Display slide 6 On Slide 6, the instructor should explain the Bramwell theory on responsible tourism (both on individual, collective, consumer and producers' perspectives).	Students listen to the presentation. Ask questions if necessary	PPT slides 6	Questions asked and answered. Discussion points made by the students.
15 min	LO1	Slide 7 Introduce the activity Slide 7, the instructor should divide the class in groups/break-out rooms, and ask for them to discuss the	Students should discuss in small groups the questions: • What are the definitions of responsible tourism that are more related to your own perspective? Why?		The instructor should consider if the group has understood well the different definitions of responsible leadership, and if they can relate

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		questions. After 15 minutes, they should share with the larger group what they discussed and conclusions. The instructor should analyse the student's critical thinking skills, ability to make connections and reflect on abstract concepts (conceptual thinking). The instructor should analyse the student's critical thinking skills, ability to make connections and reflect on abstract concepts (conceptual thinking).	• Can you give real examples of practices regarding this perspective? • In your organisation, people perceive responsible these practices in responsible tourism? • What is your take on what responsible tourism should be about? Students can also look for online examples of each perspective to support their arguments. Participate in a Q&A during this discussion as a whole group.		the theory with practice, exemplifying how these perspectives take place. The instructor should consider if the group has understood well the different definitions of responsible leadership, and if they can relate the theory with practice, exemplifying how these perspectives take place.
10 mins	LO1, LO3	Display slides 8-9 The instructor should explain the Global Code for Ethics in Tourism, and its articles, making correlation with responsible tourism.	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 8-9	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1, LO3	Slide 10 Activity: instructor should present the activity which is a discussion and ethics and responsibility in tourism. The instructor should make links to discussion from 25 years ago when the Code of Ethics was adopted, and see with students if attitudes and behaviours have changed.	The students should share their thoughts, and also give examples on how they see changes happening in their country/region.	PPT slide 10	Discussion points made by the students, noting any links to earlier discussion and progress made.
5 mins	BREAK (PPT Slide 11 Displayed)				
20 mins	LO1, LO2	Display PPT slides 12-17 Outline to students the principles of sustainability. Explaining its definition, the three pillars of sustainability, the three Ps (people, profit and planet), making links with the corporate social responsibility and responsible tourism. The instructor should	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 12-17	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		also show examples in practices in tourism that incorporate sustainable and responsible principles			
25 mins	LO1, LO2, LO3	Display Slides 18-19 Activity The instructor should explain the activity which is a role-playing problem-solving activity to be made in small groups. After dividing the groups, the instructor should ask students to present solutions regarding responsible practices in tourisms, also identifying risks and opportunities to develop them. After 15 minutes discussing it, students should present their strategies for each assigned business (one student should be designated by the group to present it for the larger group.)	Students should discuss in small groups and write on the worksheet their solutions on: • Identifying the issues present in the organisation regarding responsible tourism practices; • Provide solutions on how to develop/adapt the business to a more responsible approach; • Identify risks and opportunities on developing a responsible practice. • Include in the proposed solutions a collaborative approach, and sustainable actions. Participate in a Q&A during this discussion as a whole group.	PPT slide 18-19	Questions asked and answered. Discussion points made by the students, noting any links to earlier discussion and progress made. All students engaged.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor should focus on analysing the problem-solving skills of students, and also if they made right connections with the learnings.			
5 min	LO1, LO2, LO3	Display slides 20-21 Finish section by linking responsible tourism and leadership responsible practices as in previous activity. Present the next session and answer questions if needed.	Participate asking questions.	PPT slide 20-21	Questions asked and answered. Students engaged.
Recap / Summary		The main points of the session/recap: • Understand what is responsible tourism, the Tourism Global Code of Ethics • Comprehend the importance to develop responsible tourism practices, and acknowledge examples of it. • Understand what is sustainability, the three pillars of sustainability and the differences between responsible tourism and sustainable tourism activities. • Understand corporate social responsibility in the tourism sector, with examples of practices and development of competences on corporate practices.			
Link to next session and/or follow up action:		Next session topics: • Discuss the role of responsible leadership in achieving responsible tourism goals. • Highlight the importance of accountability for developing a responsible leadership. • Explore principles such as transparency, and stakeholder engagement and ethical decision making in organisations. • Develop strategies for diversity internal management and inclusive leadership for fostering an inclusive work environment.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Develop strategies for leadership for social and economic sustainability.			

Lesson Plan

Programme/course: Responsible Leadership in Tourism	Subject: Principles of Responsible Leadership
Link to Scheme of Work/Training Schedule: Session 2 of 4	Duration: 2 hours
Learning Level: EQF Level 7	

Learning aim for the course/lesson:

This course looks to prepare managers for a sustainable future, focused on responsible and ethical practices. It targets employees in management/leadership positions in the tourism and hospitality sectors, who want to develop their responsibility and ethical leadership skills. It takes a dual approach: to develop ethical responsibility within organisations when managing/leading teams and act responsibly with local stakeholders externally.

The aim of this lesson is to explore principles of responsible leadership, such as the role of responsible leaders, specific traits and development of skills related to accountability, transparency, ethical management and management strategies to develop the social and economic sustainability in tourism organisations.

Competencies/Learning Outcomes:

LO1. Discuss the role and principles of responsible leaders
LO2. Highlight the importance of accountability for developing a responsible leadership
LO3. Explore principles such as transparency, stakeholder engagement, and ethical decision making in organisations
LO4. Develop strategies for diversity internal management and inclusive leadership for fostering an inclusive work environment.
LO5. Develop strategies for leadership for social and economic sustainability.

Methodology recommendations:

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Sources of information/recommendations for continuous learning are:

- Freire, Carla, and Joana Gonçalves (2021). "The Relationship between Responsible Leadership and Organizational Citizenship Behavior in the Hospitality Industry" *Sustainability* 13, no. 9: 4705.

Can be delivered online or in-person (blended learning); PowerPoint slides with embedded videos, break-out discussions during lecture and assessment as part of discussions and/or quiz.	https://doi.org/10.3390/su13094705. https://www.mdpi.com/2071-1050/13/9/4705 ● Ting, H., A. M. Morrison, C. M. Leong, R. Kumarusamy, and Ql L. Leong (2021). "Responsibility, responsible tourism and our response." *Journal of Responsible Tourism Management* 1, 2021: 1-9. In: https://jrtm.org/doi/10.47263/JRTM.01-02-01.pdf ● Hailey Stainton. What is responsible tourism, and why does it matter? https://tourismteacher.com/responsible-tourism/ ● Harold Goodwin. What is Responsible Tourism? https://responsibletourismpartnership.org/what-is-responsible-tourism/ ● CRME. Responsible Management (RM) Literature Base. https://responsiblemanagement.net/responsible-management-literature-list/ Courses recommendation for continuous learning: ● The Open University. Leadership Challenges in Turbulent Times (free course). https://www.open.edu/openlearn/money-business/leadership-challenges-turbulent-times/content-section-1.3 ● Coursera. Managing Responsibly: Practicing Sustainability, Responsibility and Ethics. (free course) https://www.my-mooc.com/en/mooc/responsiblemgmnt/ ● Coursera. Global sustainability and corporate social responsibility: Be sustainable. (free course) https://www.coursera.org/learn/global-sustainability-be-sustainable#modules
Core Skills	

Green:	Digital:	Social: X

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display PPT slides 1–2 Greet students and set out the learning outcomes for the lesson.	Students listen to the introduction and ask questions if necessary	PPT slides 1-2	
5 mins	LO1	Display PPT slides 3-4 Recap	Ask the question: What is responsible tourism? Also ask student if they remember the Cape Town Declaration of Responsible Tourism. After that, recap the Global Code of Ethics in Tourism	PPT slides 3-4	Questions asked and answered. Students share examples on what they feel is responsible tourism. Recap on the Global Code of Ethics in Tourism.
10 mins	LO1	Display slides 5-6	Students listen to the presentation. Ask questions if necessary. In Slide 6, the instructor should ask students to enter the work	PPT Slides 5-6	

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
			cloud to generate a discussion of responsible leadership traits. After choosing words to describe responsible leadership, the instructor should discuss the words that came into the cloud to prepare for a discussion of the 7 principles for responsible leadership.		
10 mins	LO1, LO2	Display slide 7-9. The instructor should explain 7 principles that guide responsible leaders. Instructor should start to explain respect, transparency and accountability as important characteristics of responsible leaders as well.	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 7-9	Questions asked and answered.
10 mins	LO1, LO2, LO3	Display slides 10-11 Activity: developing trust in the workplace The instructor should divide the group in	Students should discuss in small groups and write on the worksheet their solutions on:	PPT slide 10-11	Discussion points made by the students, noting any links to

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		small/breakout rooms. Each group will be responsible to one problem explained in slide 11. The groups should proceed to discuss and then discuss with the larger group the actions to address the proposed problem.	• How to seek a solution with respect; • How to seek a solution as a leader building accountability; • How to seek a solution as a leader in a transparent way.		earlier discussion.
5 mins	LO1, LO3	Slide 12-13 The instructor should discuss diversity management and inclusivity, providing examples of strategies for diversity internal management.	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 12-13	Questions asked and answered. Discussion points made by the students, noting any links to earlier discussion and progress made.
15 min	L01, LO4	Slide 14 Activity: instructor should present the activity which aims to develop diversity	Students should discuss in small groups and write down on the worksheet their strategies for developing inclusive practices	PPT Slide 14	Discussion points made by the students, noting any links to earlier

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		management skills, where students will have to propose inclusive practices in the example provided (situational and problem-solving activity)	with the cohort of workers described in the slide		discussion and progress made.
5 mins	BREAK (PPT Slide 15 Displayed)				
10 mins	LO1, LO4	Slide 16 The instructor should ask for students to share examples of practices and policies they created for the example, asking them to explain the rationale behind it.	Students should assign one representative to talk about the strategies they created, to discuss with the larger group. All students are welcomed to explain the rationale as well if required.	PPT slides 16	Discussion points made by the students, noting any links to earlier discussion and progress made.
20 mins	LO1, LO2, LO3, LO5	Display Slides 17-23 The instructor should explain different principles of responsible leadership: ethical stakeholder engagement and decision-making; and	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slide 17-23	Questions asked and answered. All students engaged.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		promoting social and environmental sustainability.			
15 min	LO1, LO2, LO3, LO5	Display slides 24-25 Activity: Leadership Skills Development The Instructor should ask students to choose a number from 1 to 5, each number with a responsible leadership trait discussed. (they are on slide 25). After choosing, the instructor should open slide 25, and each student will acknowledge their trait. After that, the instructor should come back to slide 24 and ask students to write in the worksheet how they would apply this trait in a work context (could be fictional or real situation). This is a situational exercise and role-playing exercise, where students should be able to act as a	Students should develop the exercise in the worksheet to be delivered at the end of the lesson for the instructor. They should think in the work context environment and answer the following questions: 1) What is the scenario of the application of the principle (what is happening, what is the problem, who is involved); 2) How you would apply this principle, involve other parts, and also considering ethical decision-making; 3) The student should also describe resistance enabling factors involved the application of this principle.	PPT slide 24-25	Questions asked and answered. Students engaged.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		leader that when seeing this specific situation/problem, will act as a responsible leader and develop actions based on the principles learned to develop leadership skills. The activity should be done in the worksheet for the lesson.			
10 mins	ALL	Slides 26-27 The instructor should ask how the students developed their strategies in the previous activity, asking if they have any questions or want to share anything. Then the instructor should present a summary of the lesson, followed with the explanation of the next lesson.	Students listen to presentation Participate in a Q&A as slides proceed.	Slides 26-27	Questions asked and answered. Students engaged.
Recap / Summary		The main points of the session/recap: • Responsible leadership is about establishing relationships and accountability based on values and shared vision.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Principles of responsible leadership are: respect, transparency, accountability, ethical decision making, diversity management and inclusivity, ethical stakeholders' engagement, social and environmental sustainability. • Developing strategies for diversity internal management and inclusive leadership must involve creating an inclusive work culture. • Responsible leadership development leads to a positive and meaningful work environmental, where everyone feels respected while improving the sustainability of the organisation.			
Link to next session and/or follow up action:		Next session topics: • Understand the theory of social exchange and reciprocity, and how responsible leaders can develop employee engagement. • Develop strategies for promoting well-being and manage stress, producing a positive work environment. • Understand how responsible leaders engage with local communities. • Discuss the benefits of empowering residents through tourism.			

Lesson Plan

Programme/course: Responsible Leadership in Tourism	Subject: Building Stakeholder Engagement
Link to Scheme of Work/Training Schedule: Session 3 of 4	Duration: 2 hours
Learning Level: EQF Level 7	

Learning aim for the course/lesson:

This course looks to prepare managers for a sustainable future, focused on responsible and ethical practices. It targets employees in management/leadership positions in the tourism and hospitality sectors, who want to develop their responsibility and ethical leadership skills. It takes a dual approach: to develop ethical responsibility within organisations when managing/leading teams and act responsibly with local stakeholders externally.

The aim of this lesson is to develop stakeholders' engagement skills for leaders, with a dual perspective: employee and internal engagement and community engagement.

Competencies/Learning Outcomes:

LO1. Understanding the theory of social exchange and reciprocity, and how responsible leaders can develop employee engagement.
LO2. Developing strategies to promote well-being and manage stress, producing a positive work environment.
LO3. Understanding how responsible leaders engage with local communities.
LO4. Discussing the benefits of empowering residents through tourism.

Methodology recommendations:

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Sources of information/recommendations for continuous learning are:

- Freire, Carla, and Joana Gonçalves (2021). "The Relationship between Responsible Leadership and Organizational Citizenship Behavior in the Hospitality Industry" *Sustainability* 13, no. 9: 4705.

Can be delivered online or in-person (blended learning); PowerPoint slides with embedded videos, break-out discussions during lecture and assessment as part of discussions and/or quiz.	https://doi.org/10.3390/su13094705. https://www.mdpi.com/2071-1050/13/9/4705 ● Ting, H., A. M. Morrison, C. M. Leong, R. Kumarusamy, and Ql L. Leong (2021). "Responsibility, responsible tourism and our response." *Journal of Responsible Tourism Management* 1, 2021: 1-9. In: https://jrtm.org/doi/10.47263/JRTM.01-02-01.pdf ● Hailey Stainton. What is responsible tourism, and why does it matter? https://tourismteacher.com/responsible-tourism/ ● Harold Goodwin. What is Responsible Tourism? https://responsibletourismpartnership.org/what-is-responsible-tourism/ ● CRME. Responsible Management (RM) Literature Base. https://responsiblemanagement.net/responsible-management-literature-list/ Courses recommendation for continuous learning: ● The Open University. Leadership Challenges in Turbulent Times (free course). https://www.open.edu/openlearn/money-business/leadership-challenges-turbulent-times/content-section-1.3 ● Coursera. Managing Responsibly: Practicing Sustainability, Responsibility and Ethics. (free course) https://www.my-mooc.com/en/mooc/responsiblemgmnt/ ● Coursera. Global sustainability and corporate social responsibility: Be sustainable. (free course) https://www.coursera.org/learn/global-sustainability-be-sustainable#modules
Core Skills	

Green:	Digital:	Social: X

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display PPT slides 1–2 Greet students and set out the learning outcomes for the lesson.	Students listen to the introduction and ask questions if necessary	PPT slides 1-2	
5 mins	LO1	Display PPT slides 3-4 Recap	Ask the question: What is responsible leadership? Also describe the 7 principles of responsible leadership seen in the last lesson	PPT slides 3-4	Questions asked and answered. Students should share examples of principles of responsible leadership seen in class.
20 mins	LO1	Display slides 5-9 In slides 5-7, the instructor should explain the social exchange and reciprocity theory. In slide 8, the instructor should continue to explain the three kinds of reciprocity with examples (benefits with	Students listen to the presentation. Ask questions if necessary.	PPT Slides 5-9	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		both parties, benefits not equal, and between parties in a group). Examples should focus on work situations where it is possible to see how social exchange are clearly developed in teams			
20 mins	LO1, LO2	Display slide 10-11 Activity: applying reciprocity in a work context This activity, called reciprocity ring, is a team building activity where students can see how to help colleagues with difficulties. This is a good activity for developing reciprocity and empathy skills, which are essential for leaders. The instructor should divide the group in small/breakout rooms. Students should define something they would like help in a work context from colleagues. After sharing their needs, each student	Students should discuss in small groups, and then share with the larger group how they felt about the exercise, identifying issues and solutions found.	PPT slide 10-11	Sharing of thoughts and discussion points made by the students.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		should try to help one student, offering solutions, practical tips, etc.			
5 min	Break (PPT slide 12 displayed)				
10 mins	LO2	Slide 13-14 The instructor should discuss how to promote a positive work environment with developing responsible leadership skills on building trust and transparency with team members. Also, the instructor should present examples on slide 14, that can promote work life balance and wellbeing in organisations.	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 12-13	Questions asked and answered. Discussion points made by the students, noting any links to earlier discussion and progress made.
20 min	LO2	Slides 15-16 Activity: the instructor should present the activity, is a solving-problem activity to develop skills in promoting wellbeing and a positive work environment.	Students should develop the activity individually and then discuss with the larger group how they approached the issues with the skills learned in class and with other solving-problem skills.	PPT Slides 15-16	Discussion points made by the students, noting any links to earlier discussion and progress made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor should ask for students to find solutions to improve the work environment for three team members that are facing difficulties, taking notes on how they would resolve these issues as managers. They can use examples from slide 15. After writing down on the worksheet, the instructor should ask students to share their approach to these issues.			
25 mins	LO3, LO4	Slides 17-24 The instructor should explain the stakeholders' theory to introduce community engagement. For that, they should start on explaining the stakeholders' theory and the three approaches to the theory, giving emphasis on the normative approach (connected to responsible leadership). After that, the instructor should present how to apply the normative approach in community	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 17-24	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		engagement. The instructor should use examples from the sector. In slides 23-24, the instructor should present the case-study of the Geopark Code of Practice in Ireland, where community engagement was crucial to develop tourism and sustainable and responsible practices in the region. Mention that the code of practices used included strong participation of stakeholders to develop destinations.			
5 mins	ALL	Display Slides 25-26 The instructor should explain the post-session activity, related to the case-study presented. The instructor should ask them to: 1) Make connections with the presentation, highlighting how	Students listen to presentation Students should ask questions if required.	PPT slide 25-26	Questions asked and answered. All students engaged.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		community engagement was built; 2) Present steps you would make in a responsible leadership position to further the community involvement in this tourism destination. 3) If citing sources online, present them in the references. 4) If citing AI information, present what information was sought and add it to the references.			
5 mins	ALL	Slide 27 Then the instructor should present a summary of the lesson, followed with the explanation of the next lesson.	Students listen to presentation Participate in a Q&A as slides proceed.	Slides 26-27	Questions asked and answered. Students engaged.
Recap / Summary		The main points of the session/recap: • The theories of social exchange and reciprocity are essential to understand how to develop stakeholder engagement. • Developing strategies for promoting well-being and a positive work environment must encompass several actions, following a reciprocity approach. • Stakeholder theory is helpful for understanding how to engage ethically and responsibly with local communities. • The case-study of community engagement presented highlights how responsible tourism is essential for developing sustainable destinations.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
Link to next session and/or follow up action:		Next session topics: • Develop skills on how to make ethical decisions in challenging situations. • Highlight the impact of leaders' choices on the environment and community in tourism. • Explore real-world scenarios where responsible leadership is crucial for implementing best practices in tourism and hospitality. • Apply ethics principles in business plans, onboarding experience and in internal team management.			

Lesson Plan

Programme/course: Responsible Leadership in Tourism	Subject: Developing Ethical Decision-Making Skills
Link to Scheme of Work/Training Schedule: Session 4 of 4	Duration: 2 hours
Learning Level: EQF Level 7	

Learning aim for the course/lesson:

This course looks to prepare managers for a sustainable future, focused on responsible and ethical practices. It targets employees in management/leadership positions in the tourism and hospitality sectors, who want to develop their responsibility and ethical leadership skills. It takes a dual approach: to develop ethical responsibility within organisations when managing/leading teams and act responsibly with local stakeholders externally.

The aim of this lesson is to develop ethical decision-making skills, with real world scenarios and applicable solutions on how to make choices and to embed ethics principles in the work context.

Competencies/Learning Outcomes:

LO1. Develop skills on how to make ethical decisions in challenging situations.
LO2. Highlight the impact of leaders' choices on the environment and community in tourism.
LO3. Explore real-world scenarios where responsible leadership is crucial for implementing best practices in tourism and hospitality.
LO4. Apply ethics principles in business plans, onboarding experience and in internal team management.

Methodology recommendations:

Resources to be used in these lessons are:

- Laptop and projector
- Wi-fi or internet connection
- Flip chart or whiteboard
- PowerPoint Presentation App (or PDF, Google Slides or similar app)

Sources of information/recommendations for continuous learning are:

- Freire, Carla, and Joana Gonçalves (2021). "The Relationship between Responsible Leadership and Organizational Citizenship Behavior in the Hospitality Industry" *Sustainability* 13, no. 9: 4705. https://doi.org/10.3390/su13094705. https://www.mdpi.com/2071-1050/13/9/4705

Can be delivered online or in-person (blended learning); PowerPoint slides with embedded videos, break-out discussions during lecture and assessment as part of discussions and/or quiz.	• Ting, H., A. M. Morrison, C. M. Leong, R. Kumarusamy, and Ql L. Leong (2021). "Responsibility, responsible tourism and our response." *Journal of Responsible Tourism Management* 1, 2021: 1-9. In: https://jrtm.org/doi/10.47263/JRTM.01-02-01.pdf • Hailey Stainton. What is responsible tourism, and why does it matter? https://tourismteacher.com/responsible-tourism/ • Harold Goodwin. What is Responsible Tourism? https://responsibletourismpartnership.org/what-is-responsible-tourism/ • CRME. Responsible Management (RM) Literature Base. https://responsiblemanagement.net/responsible-management-literature-list/ Courses recommendation for continuous learning: • The Open University. Leadership Challenges in Turbulent Times (free course). https://www.open.edu/openlearn/money-business/leadership-challenges-turbulent-times/content-section-1.3 • Coursera. Managing Responsibly: Practicing Sustainability, Responsibility and Ethics. (free course) https://www.my-mooc.com/en/mooc/responsiblemgmnt/ • Coursera. Global sustainability and corporate social responsibility: Be sustainable. (free course) https://www.coursera.org/learn/global-sustainability-be-sustainable#modules

Core Skills		
Green:	Digital:	Social: X

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO1	Display PPT slides 1–2 Greet students and set out the learning outcomes for the lesson.	Students listen to the introduction and ask questions if necessary	PPT slides 1-2	
5 mins	LO1	Display PPT slides 3-4 Recap Ask the question: how can responsible leaders produce employee and stakeholder engagement? Also describe how to engage with teams internally and stakeholders externally	Answer the question: What is responsible leadership?	PPT slides 3-4	Questions asked and answered. Students should share examples of principles of responsible leadership seen in class.
10 mins	LO1	Display slides 5-6 The instructor should start a discussion of ethical leadership with explaining the concept of ethics (different concepts and differentiate between values/moral and ethics.	Students listen to the presentation. Ask questions when needed.	PPT Slides 5-6	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 mins	LO1, LO2	Display slides 7 Activity: ethics and responsible leadership The instructor should ask students to fill the word cloud generator with what comes to their mind when they think about ethical behaviours. Then, discuss with the larger group the words that appeared, making connections with responsible leadership traits. This exercise should be an introduction on ethical leadership, building from previous knowledge of students and the previous lessons .	Students should fill the cloud generator and also participate in the discussion after.	PPT slides 7	Discussion points made by the students, noting any links to earlier discussion and progress made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 mins	LO1, LO2	Display slides 8-12 The instructor should start the explanation of ethical decision-making skills, highlighting ethical leaders' traits and recapping the ethical decision-making process presented in lesson 1. After that, the instructor should start making links to the tourism sector, with examples of ethical approaches to dilemmas in the sector on how to impact positively destinations, develop sustainability and cultural awareness respecting local culture and promote the empowerment of the community.	Students listen to the presentation. Ask questions when needed.	PPT slide 8-12	Questions asked and answered.
20 min	LO3	Slides 13-14 Activity: developing ethical decision-making skills	Students should follow the instructions, fill the worksheet and then present	Slides 13-14	Discussion points made by the students, noting any links to

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor should divide the class in small groups/break out rooms and ask the students to choose one of the situations presented in slide 14. They should provide solutions with ethical decision-making: • Identifying ethical issues; • Providing solutions on how to solve the issue with ethical decision-making mindset; • Identify risks and opportunities on developing an ethical practice. • Include in the proposed solutions sustainable actions. The instructor asks then to students to present it to the larger group, asking them to assign a representative, showing the strategies, they created and decisions made on the	their strategies/solutions to the whole group.		earlier discussion and progress made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		specific problems presented. This is a problem-solving exercise, which aims to build decision-making skills with an ethical approach with the learnt lessons.			
5 min	Break (PPT slide 15 displayed)				
10 mins	LO3	Slide 16-18 The instructor should explain strategies in hiring onboarding practices with a responsible/ethical approach. The instructor should present a case-study in the hospitality sector (the Nem Adom Café, in Budapest). The instructor should present examples on slide 14, that can promote work life balance and wellbeing in organisations.	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 16-18	Questions asked and answered.
10 min	LO3	Slides 19-21		PPT Slides 19-21	Questions asked and answered.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		The instructor should present ethical principles in internal team management, highlighting fairness and collaboration importance. The instructor should present the case-study in slide 20 of the CCD, on internal management with diversity management skills.	Participate in a Q&A as slides proceed.		
10 min	LO2, LO3	Slide 22 Activity: developing decision-making skills The class should follow the instructor and try to find solutions for each of the cases, where they need to make ethical decisions for employees. Each case will be presented by the instructor, and then the group should discuss the best approach to solve the issues.	Students should follow the instructions, present their strategies/solutions to the whole group.	PPT slide 22	Discussion points made by the students, noting any links to earlier discussion and progress made.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
5 mins	LO2, LO3	Slide 23 The instructor should present ethics principles in management plans.	Students listen to presentation Participate in a Q&A as slides proceed.	PPT slides 23	Questions asked and answered.
10 mins	ALL	Display Slides 24-25 The instructor should present a summary of the lesson, and explain the post-session activity, where students should develop an ethics/responsible management plan. They should follow the worksheet instructions.	Students listen to presentation Students should ask questions if required.	PPT slide 24-25	Questions asked and answered. All students engaged.
Recap / Summary		The main points of the session/recap: • Ethics implications in decision-making are multiple, and as the guiding principle of organisations, understanding ethical decision-making is essential to bring value, respect, trust with services and a good work environment.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		• Ethical decision-making in tourism is also essential to bring sustainability to the industry, such as in understanding the complexities of developing business in communities, the impact of tourism in destinations, and impact of tourism in sustainability as well in local and macro scenarios. • Ethical decision-making is present in all steps of internal management, since hiring, to onboarding and in work processes. Understanding how to make the most ethical decision requires a clear view on values of the organisation and building a respectful and responsible culture. • Applying ethics in business and management plan also require the integration of ethical practices in the development of steps, assessment, actions and constant review.			
Link to next session and/or follow up action:		Next session topics: -			

Lesson Plan

Programme/Course: Cooperation and networking	**Subject:** Introduction to the concept of cooperation and networks in the tourism-hospitality sector and collaborative strategies for the design of sustainable tourism packages.
Link to Scheme of Work/Training Schedule: Week/ session 1	**Duration:** 2 h 45 min
Learning Level: EQF Level 5	

Learning aim for the lesson:
To introduce the fundamental concepts of cooperation and networking in the tourism-hospitality sector, with emphasis on the importance of partnerships for success.
To develop effective collaboration strategies between tour operators and travel agencies to design sustainable tourism packages.

Competencies/Learning Outcomes:

1. Define the key concepts of cooperation and networks in the tourism context. LO2
2. To understand how networks improve the competitiveness of tourism enterprises. LO3
3. Identify the benefits of cooperation between different tourism sub-sectors. LO2
4. To analyse practical cases of cooperation in the tourism sector. LO4
5. Evaluate best practices in network building in tourism. LO5
6. Recognise common barriers to cooperation in tourism. LO3
7. Identify the needs for cooperation between tour operators and travel agencies. LO3
8. Develop collaboration strategies that include tourism suppliers and destinations. LO5
9. Apply sustainability concepts in the design of tourism packages. LO4

Resources:

- Slides.
- Case studies.
- E-learning platform for discussion.
- Articles on networks in the tourism sector.
- Information on ecotourism and cooperation between sustainable tourist attractions: https://ecotourism.org/
- Analysis of the importance of collaboration for the sustainability and resilience of tourism: https://www.weforum.org/communities/travel-and-tourism-industry-community/

10. Evaluate examples of collaborative and sustainable tourism packages. LO5

11. Develop negotiation skills and effective cooperation in partnership building. LO4

Methodology recommendations:

1. Theoretical presentation with slides.
2. Case study: analysis of examples of cooperation in the tourism sector.
3. Group discussion to generate opinions on the importance of networks.

Methods examples:

1. PowerPoint presentation.
2. Case study (PDF).
3. E-learning platform for online discussion.

Core Skills		
Green: Recognise the need for cooperation in sustainable tourism projects. Apply sustainable practices in the design of tourism packages.	**Digital:** Use of digital platforms for case analysis and online discussion. Use of online collaborative tools.	**Social:** Encourage group interaction and collaborative work. Negotiate and work as a team to reach agreements.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15	Presentation of the basic concepts of cooperation and networks. LO2, LO3	Theoretical presentation (definition, importance of networks in tourism). Slides 1-3	Listen and take notes on the concepts presented.	Slides on cooperation and networks	Short question at the end: 'What is a collaborative network?' (multiple choice)
15	Understanding of inter-enterprise cooperation in tourism. LO3, LO4	Presentation on examples of inter-enterprise cooperation in tourism. Slides 4 and 5	Reflect on examples presented and share own examples.	Case study on travel agencies and tour operators.	Written analysis of the case study (summary of the lessons).

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
18	Discuss the benefits and barriers of networking in tourism. LO4, LO5	Lead discussion on barriers to cooperation and how to overcome them. Slides 6-8	Participate in the discussion, identify barriers and propose solutions.	Forums on the e-learning platform	Participation in online discussion (evaluation of ideas and proposed solutions).
18	Application of knowledge in practical cases. LO5, LO6	Present a case study of a successful collaborative network. Slides 9-10	Group analysis of the case and evaluation of the strategy employed.	Case study of collaboration in tourism destinations.	Group summary of best network practices.
15	Closing of the session and recapitulation of key learning. LO4, LO5	Summary of key points. Slides 11-12	Reflect on the key points and how to apply them in practice.	Summary slides	Question: 'Why are networks essential for business success?'
15	Introduction to the design of sustainable tourism packages. LO3, LO4	Theoretical presentation on package design. Slides 13 and 14	Taking notes and asking questions on collaboration in package design.	Templates for sustainable package design.	Short question: 'What defines a sustainable tourism package?'
15	Understand the process of collaboration between tour operators and agencies. LO4, LO5	Explain the stages of collaboration in package tour design. Slides 15 and 16	Reflect on examples presented and discuss in small groups.	Case study of successful collaborations.	Group response on the stages of collaborative design.
18	Application of strategies in a package design simulation. LO5	Guide the simulation of a sustainable tourism package design. Slide 17	Actively participate in the simulation, developing a proposal for collaboration.	Platform for simulation and negotiation.	Performance in the simulation (evaluation of the quality of the proposal).
18	Presentation and evaluation of the results of	Evaluate the proposals for package tours developed by the teams. Slide 18	Presenting and justifying the collaboration proposals for tourism packages.	Online presentations of proposals.	Group evaluation of the collaboration proposal.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	the team work. LO5				
18	Closing and recapitulation of the lesson. LO5	Summary of the key concepts and analysis of the proposals. Slide 19 -20	Reflecting on the creation process and the learning acquired.	Session summary slides	Final question on the keys to effective collaboration in tourism.
Recap / Summary:		This first session introduced the key concepts of cooperation and networking in the tourism sector. Through real examples, the common barriers faced by actors in the sector were illustrated and the most effective strategies to overcome them were discussed. Students recognised the importance of these networks to improve competitiveness within the sector. In addition, during the session, students designed collaboration strategies between tour operators and travel agencies, integrating sustainability principles into the development of tourism packages. The negotiation process was simulated and collaboration proposals were evaluated, providing an opportunity to apply the knowledge acquired.			
Link to next session and/or follow up action:		The next session will address how to establish collaborative networks between local tourist attractions to promote sustainability and increase visitor influence.			

Lesson Plan	
Programme/Course: Cooperation and networking	**Subject:** International, public-private and intersectoral cooperation networks for sustainable tourism destination management using digital networking tools.
Link to Scheme of Work/Training Schedule: Week / session 2	**Duration:** 2 h. 45 min
Learning Level: EQF Level 5	

Learning aim for the lesson:

Develop practical cooperation and networking strategies between tourism attractions, public bodies, private enterprises and complementary sectors, using digital collaboration tools, role play and negotiation to support sustainable destination management.

Competencies/Learning Outcomes:	Resources:
1. Identify opportunities for collaboration between attractions, public bodies, private enterprises and complementary sectors. LO4 2. Design cross-promotional strategies to attract visitors and improve destination sustainability. LO3 3. Analyse international and multisectoral examples of cooperation in tourism and related sectors. LO4 4. Evaluate benefits, risks and feasibility of public-private and intersectoral cooperation. LO5 5. Use Teams, Slack, Miro, LinkedIn and shared online workspaces to support cooperation. LO5 6. Apply negotiation, communication and role-play techniques to reach balanced stakeholder agreements. LO5 7. Develop a practical collaborative action plan for a sustainable tourism destination. LO6 Methodology recommendations: 1. Presentation with international and multisectoral examples. 2. Case study analysis of public-private and intersectoral cooperation. 3. Digital stakeholder mapping and collaborative planning. 4. Role play and negotiation between destination stakeholders. 5. Group presentation, peer feedback and individual reflection. Methods examples: 1. International case comparison: tourism boards, transport, cultural attractions and private businesses. 2. Miro / online whiteboard: stakeholder map and cooperation workflow. 3. Teams or Slack: simulated channels, responsibilities and task tracking. 4. LinkedIn: partner identification and professional networking. 5. Role play: municipality/DMO, attractions, accommodation, transport, residents and technology partners.	· Slides. · International and multisectoral cooperation case studies. · E-learning platform for discussion and simulations. · Microsoft Teams or videoconferencing tool. · Slack or Teams channels for stakeholder communication. · Miro / online whiteboard for stakeholder mapping. · LinkedIn for professional networking and partner identification. · Shared online documents or collaborative workspaces. · Templates for stakeholder analysis, cooperation agreements and action planning. · Tourism destination management trends: https://futurepartners.com/ · Tourism policy and public-private cooperation: https://www.oecd.org/en/topics/tourism.html

Core Skills		
Green: Promote sustainable destination management through cooperation, shared resources and responsible cross-promotion.	**Digital:** Use Teams, Slack, Miro, LinkedIn and collaborative platforms to coordinate tourism networks.	**Social:** Develop teamwork, negotiation, stakeholder communication and collaborative decision-making skills.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15	Introduction to international, public-private and intersectoral cooperation networks. LO4, LO5	Present the purpose of cooperation networks beyond local attractions: destination competitiveness, sustainability, visitor distribution and shared value. Introduce examples of international destination cooperation, city cards, cultural routes, transport-attraction partnerships and tourism-business clusters. Slides 1-4	Identify possible cooperation partners in a tourism destination and distinguish local, international, public-private and intersectoral forms of cooperation.	Slides; short international/multisectoral examples; stakeholder map template.	Concept check: students define one type of cooperation and give one tourism-related example.
15	Understand the benefits and barriers of cooperation between different tourism and non-tourism actors. LO3, LO4	Explain benefits and barriers of cooperation: shared promotion, improved visitor experience, resource optimisation, sustainability, data sharing, governance, trust and power imbalance. Slides 5-8	Discuss in pairs how a tourism attraction could cooperate with transport, hospitality, culture, retail, education or technology partners.	Case comparison: local attraction network vs. multisectoral destination partnership.	Short written analysis of two benefits and two barriers, including one possible solution.
18	Use digital networking tools to support cooperation. LO5	Demonstrate how Teams, Slack, Miro, LinkedIn and shared online documents can support partner identification, coordination, brainstorming, task allocation and follow-up. Slides 9-10	Create a basic digital cooperation workspace: define channels, roles, shared files, meeting rhythm and one collaborative board for stakeholder mapping.	Microsoft Teams or Slack; Miro or online whiteboard; LinkedIn; shared document template.	Evaluation of the digital workspace proposal: clarity of channels, suitability of tools and relevance to cooperation needs.
18	Analyse international and multisectoral cooperation cases. LO4, LO5	Provide a practical case scenario: a heritage destination wants to increase visits outside peak times through cooperation with local government, attractions, accommodation, transport, restaurants, cultural organisations, community groups and international tour operators.	Analyse the case in groups: identify stakeholders, objectives, possible conflicts, digital coordination needs and sustainability opportunities.	Case study sheet; stakeholder analysis matrix; Miro board or shared document.	Group case-study sheet assessing stakeholder roles, expected benefits and cooperation risks.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Slides 8-11			
18	Apply negotiation skills through stakeholder role play. LO5, LO6	Assign roles and facilitate a negotiation simulation. Suggested roles: municipality/DMO, museum or attraction, hotel association, transport provider, local restaurant/retail group, residents/community representative, technology or marketing partner and international operator. Slides 11-12	Negotiate a cooperation agreement including shared objectives, responsibilities, communication channels, promotional actions, data-sharing limits and sustainability commitments.	Role cards; negotiation brief; online meeting room or classroom setup; shared agreement template.	Performance in the role play: negotiation quality, balance between stakeholders, clarity of commitments and sustainability focus.
15	Understand the principles of public-private cooperation in sustainable tourism. LO4, LO5	Present key principles of public-private cooperation: governance, shared funding, accountability, transparency, inclusion of local community and measurable outcomes. Slides 16-20	Identify which responsibilities should belong to public actors, private actors and joint governance bodies.	Slides; PPP responsibility matrix.	Multiple choice and short-answer question on the role of public-private cooperation.
18	Design a collaborative network and cross-promotio n action plan. LO5, LO6	Guide students to transform the negotiation results into a realistic action plan for a sustainable destination network. Require inclusion of international, public-private and intersectoral cooperation elements. Slides 21-22	Develop a group action plan: partner list, shared objective, target visitors, cross-promotion actions, digital tools, responsibilities, timeline and sustainability indicators.	Action-plan template; Miro/shared document; Teams or Slack channel structure.	Assessment of draft action plan: feasibility, digital coordination, stakeholder balance, sustainability and expected visitor impact.
18	Present and evaluate collaborative network proposals. LO6	Moderate group presentations and peer feedback. Encourage students to justify the chosen partners, tools and governance model. Slide 23	Present the collaborative network proposal and respond to questions from classmates acting as stakeholders or decision makers.	Presentation platform; shared board; peer feedback form.	Group evaluation: creativity, practicality, clarity of stakeholder roles, use of digital networking tools and quality of justification.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15	Evaluate transferability to other destinations, countries or sectors. LO4, LO5	Lead a reflection on how the same cooperation model could be adapted to a different destination, country or sector such as culture, gastronomy, mobility, education, events or rural development. Slide 25	Write an individual reflection explaining what would need to change if the network were transferred to another context.	Reflection prompt; examples of international and cross-sector adaptation.	Individual reflection: quality of reasoning, awareness of context and identification of adaptation needs.
15	Recap and summary of the lesson. LO5, LO6	Summarise key learning: cooperation types, digital networking tools, stakeholder negotiation, public-private governance and sustainable destination planning. Slides 24-25	Reflect on the role of cooperation networks in sustainable tourism and identify one tool they would use in a real professional context.	Summary slides; final discussion prompt.	Final question: Which stakeholder and digital tool would be most important for making a tourism cooperation network work in practice?
Recap / Summary:		The session strengthened students' ability to design cooperation networks that go beyond basic local collaboration. Students analysed international, public-private and intersectoral examples, explored how digital networking tools can support coordination, and practised negotiation through stakeholder role play. They created a collaborative action plan for a sustainable tourism destination, considering stakeholder roles, digital workflows, cross-promotion, feasibility, sustainability and visitor impact.			
Link to next session and/or follow up action:		The next session will focus on fostering collaboration between tourist accommodations to optimise resources and services, including the exchange of sustainable practices. The collaborative network model developed in this session will provide the basis for analysing how accommodations can cooperate with other tourism stakeholders and digital platforms.			

Lesson Plan

Programme/Course: Cooperation and networking	**Subject:** Encourage collaboration between tourist accommodations to optimise resources and services, focusing on programmes for the exchange of sustainable practices.
Link to Scheme of Work/Training Schedule: Week/ session 3	**Duration:** 2 hours
Learning Level: EQF Level 5	

Learning aim for the lesson:
Develop strategies to foster collaboration between tourist accommodations, focusing on sustainability and exchange of practices.

Competencies/Learning Outcomes:

1. Identify opportunities for cooperation between tourist accommodations to improve sustainability. LO5
2. Develop strategies for exchanging sustainable practices between accommodations. LO6
3. Evaluate the benefits of collaboration in optimising resources and services. LO6
4. Apply sustainability knowledge in the creation of collaborative networks. LO5
5. Develop negotiation and collaboration skills between tourist accommodation. LO5

Methodology recommendations:

- Case study of successful collaboration between accommodations.
- Negotiation simulation on sustainable practices.
- Analysis and discussion of the advantages of practice exchange programmes.
- **Methods examples:**

Resources:

- Case studies of successful collaborations.
- Slides on collaboration between tourist accommodations.
- E-learning platform for simulations and discussion.
- Tools for the creation of sustainable exchange proposals.
- News and information on the tourism industry, covering all sub-sectors. https://skift.com/
- Standards and resources for sustainable tourism, relevant to the design of tourism packages. https://www.adventuretravel.biz/

• Case studies of successful collaborations. • E-learning platform for simulations and discussion. • Tools for the creation of exchange proposals. sostenible.	

Core Skills		
Green: Promoting sustainability in the tourism industry.	**Digital:** Use of tools for practice sharing and online collaboration.	**Social:** Teamwork and negotiation to achieve sustainable agreements.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15	Introduction to collaboration between tourist accommodations. LO6	Presentation on the importance of collaboration between accommodations. Slide 1	Reflecting on the opportunities for collaboration in the industry.	Presentation on exchange of sustainable practices.	Short question: 'What sustainable practices can tourist accommodations exchange?'
25	Analyse the benefits of inter-housing collaboration. LO5	Guide the discussion on the benefits and challenges of collaboration. Slides 2 and 3	Participate in the discussion and propose examples of collaboration.	Case study of collaboration in sustainable practices.	Evaluation of participation and proposals.
40	Simulation of exchange of sustainable practices. LO5 LO6	Guide the simulation of an exchange of practices agreement between tourist accommodations. Slide 4	Participate in the simulation, negotiating a sustainable practices exchange agreement.	Simulation and negotiation tools.	Evaluation of exchange proposals.
25	Presentation of exchange proposals between accommodation. LO5 LO6	Evaluate the exchange proposals submitted by the groups. Slide 5	Present their proposals and receive feedback.	Presentation by videoconference or platform.	Group evaluation of the feasibility of the proposals.
15	Wrap-up and closing of the session. LO5 LO6	Summary of key strategies to foster collaboration between tourist accommodations.	Reflect on the importance of sharing sustainable practices.	Summary slides.	Final question: 'What are the best practices of exchange between

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
		Slide 6 - 7			tourist accommodations?’
Recap / Summary:		Students learned about the importance of collaboration between tourist accommodations to improve sustainability. Through simulations and case studies, they developed strategies for sharing sustainable practices, which optimise resources and services.			
Link to next session and/or follow up action:		The following course will focus on the analysis and evaluation of longer-term collaborative networks and how to maximise their impact on sustainability and tourism growth.			

Lesson Plan

Programme/Course: Cooperation and networking	**Subject:** Introduction to the concepts of collaborative networks in the tourism sector and evaluation of collaborative networks between tour operators and travel agencies for the creation of sustainable tourism packages.
Link to Scheme of Work/Training Schedule: Week/ session 1	**Duration:** 2h. 45 min.
Learning Level: EQF Level 7	

Learning aim for the lesson:
Introduce the fundamental concepts of collaborative networks in the tourism sector, with an emphasis on the importance of partnerships for success.
Evaluate existing collaborative networks between tour operators and travel agencies and how these can be optimised to create sustainable tourism packages.

Competencies/Learning Outcomes:

1. Define the key concepts of cooperation and networks in the tourism context. LO1
2. To understand how networks improve the competitiveness of tourism enterprises. LO2
3. Identify the benefits of cooperation between different tourism sub-sectors. LO4
4. To analyse practical cases of cooperation in the tourism sector. LO4
5. Evaluate best practices in network building in tourism. LO5
6. To recognise common barriers to cooperation in the tourism sector. LO5
7. Analyse collaborative networks between tour operators and travel agencies. LO6
8. To evaluate the impact of these networks on the creation of sustainable tourism packages. LO6
9. Identify best practices to establish strategic alliances that favour sustainability. LO6

Resources:

- Slides on cooperation and networks.
- Case study on travel agencies and tour operators.
- E-learning platform for discussion.
- Articles on networks in the tourism sector.
- Videoconferencing tools (Zoom, Microsoft Teams).
- Information on partnerships for sustainable tourism. https://www.unwto.org/
- News and analysis on the hospitality industry, including accommodation and food. https://www.hospitalitynet.org/

10. To propose improvements in the collaboration between tour operators and tourism service providers. LO5

11. To apply theories of cooperation networks to design long-term sustainable strategies. LO6

Methodology recommendations:

- Theoretical presentation with slides.
- Case study: analysis of examples of cooperation in the tourism sector.
- Group discussion to generate opinions on the importance of networks.

Methods examples:

- PowerPoint presentation.
- Case study (PDF).
- E-learning platform for online discussion.

Core Skills		
Green: Develop the capacity to understand how collaborative networks can contribute to sustainable tourism, favouring the preservation of the environment in tourist destinations.	**Digital:** Acquire digital skills to use technological tools that facilitate the creation and management of collaborative networks in the tourism sector.	**Social:** To foster communication and cooperation skills within multidisciplinary teams, promoting a culture of joint work among tourism stakeholders.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15	Introduction to the basic concepts of cooperation and networks. LO1 LO2 LO3	Theoretical presentation (definition and importance of networks in tourism). Slides 1-3	Listen and take notes on the concepts presented.	Slides on cooperation and networks	Short question: 'What is a collaborative network?'
15	Understanding of inter-company cooperation in	Presentation on examples of cooperation in tourism. Slides 4 and 5	Reflect on the case presented and discuss its strengths.	Case study on travel agencies and tour operators.	Summary analysis of the case study.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	tourism. LO4 LO5				
18	Discuss the benefits and barriers of networking in tourism. LO5 LO6	Lead discussion on barriers to cooperation. Slide 6	Participate in the discussion, identify barriers and propose solutions.	Forums on the e-learning platform	Participation in online discussion.
18	Application of knowledge in practical cases. LO5 LO6	Presentation of a case study on a successful collaborative network. Slide 7	Group analysis of the case and evaluation of the strategy employed.	Case study on tourist destinations.	Group summary of best practices.
15	Recapitulation of key learning. LO4 LO5	Summary of key points seen so far. Slides 8 and 9	Reflect on key points and how to apply them.	Summary slides	Question: 'Why are networks essential for business success?
15	Introduction to collaborative networks in sustainable tourism. LO1 LO2 LO3	Theoretical presentation on the relationship between networks and sustainability. Slides 10 - 13	Listening and taking notes on the concepts presented.	Slides on networks and sustainability	Short question: 'How do collaborative networks contribute to sustainability?'
15	Study of collaboration networks between tour operators and agencies. LO5 LO6	Presentation of a case study of successful collaboration. Slides 14 and 15	Reflect on the case and discuss its implications.	Case study on tour operators and travel agencies.	Summary of analysis: impact of the network on sustainability.
18	Identifying best practices and improvements in networks. LO6	Guiding the discussion on best practices and how to improve them. Slides 16 and 17	Participate in the discussion and propose improvements.	Forums on e-learning platform	Participation in forums and proposing improvements.
18	Simulation of negotiation and creation of	Simulation of negotiations between tour operators and suppliers.	Participate in the simulation of the creation of alliances.	Videoconference platform, simulation guides.	Evaluation of performance in the simulation: were

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	strategic alliances. LO6	Slide 18 and 19			sustainable agreements reached?
18	Wrap-up and preparation for the next session. LO5 LO6	Summary of key learning and closure of the session. Slides 20 and 21	Reflect on the applicability of what has been learned.	Summary slides	Concluding question: 'What strategies would you use to build sustainable partnerships?'
Recap / Summary:		This session explored the key concepts of collaborative networks and their impact on the tourism sector. Through the analysis of real cases, examples of cooperation between tour operators and travel agencies were examined, highlighting their benefits and challenges. Students reflected on how these networks can improve competitiveness and promote the sustainability of the sector. In addition, they evaluated collaborative strategies for the design of sustainable tourism packages, identifying good practices and proposing improvements. To consolidate their learning, they participated in negotiation simulations, applying the knowledge acquired.			
Link to next session and/or follow up action:		The next session will focus on collaborative strategies for strengthening tourism attractions through sustainable partnerships.			

Lesson Plan

Programme/Course: Cooperation and networking	**Subject:** Collaborative strategies for strengthening tourism attractions through sustainable partnerships and long-term collaborative network management in tourism destinations
Link to Scheme of Work/Training Schedule: Week/ session 2	**Duration:** 2h 45 min
Learning Level: EQF Level 7	

Learning aim for the lesson:
Develop collaborative strategies to strengthen the presence of tourism attractions through long-term partnerships that promote sustainability; and skills to manage long-term collaborative networks in tourism destinations.

Competencies/Learning Outcomes:

1. Analyse collaborative networks in the tourist attractions sector. LO3
2. Assess the impact of partnerships on sustainability and visitor flow. LO4
3. Identify opportunities for improvement in collaboration between tourism stakeholders. LO2
4. Design strategies to maximise the sustainability and operational efficiency of attractions. LO5
5. Apply concepts of collaborative networks in tourist attraction contexts. LO2
6. Identify the key elements of long-term network management. LO6
7. Evaluate the impact of collaborative networks on the sustainable development of tourism destinations. LO6
8. Develop management strategies to maintain effective networks. LO6
9. Analyse successful and unsuccessful cases of collaborative networks management. LO3

Resources:

- Slides.
- Case studies.
- E-learning platform for discussion and simulations.
- Videoconferencing tools for simulations.
- Global standards for sustainable tourism and cooperation. https://www.gstcouncil.org/
- Organisation that promotes sustainability in the hotel industry. https://sustainablehospitalityalliance.org/

10. Propose solutions to improve the management of collaborative networks in tourism destinations. LO7

Methodology recommendations:

- Theoretical presentation on collaborative strategies in tourist attractions.
- Case study on successful collaborations between tourist attractions.
- Group discussion on opportunities and barriers of networking in tourist attractions.
- Simulation of the design of strategic alliances for tourist attractions.

Methods examples:

- PowerPoint presentation.
- Case study.
- Interactive simulations.
- Online discussion forums.

Core Skills		
Green: Encourage the integration of responsible environmental practices in the design and operation of collaborative networks to ensure the sustainability of tourism destinations.	**Digital:** Develop advanced digital skills for the design, implementation and management of collaborative networks, using online communication and management tools.	**Social:** Promote the integration of local communities and other social actors in the design of networks, ensuring that all sectors benefit equitably.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15	Introduction to collaborative strategies in tourist	Theoretical presentation on best practices in collaboration. Slides 1-3	Listening and taking notes on the strategies presented.	Slides on collaborative strategies	Short question: 'How can partnerships strengthen tourism attractions?'

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	attractions. LO1 LO2				
18	Case study of collaboration in tourist attractions. LO3 LO4	Presentation of a case study of a successful attraction partnership. Slides 4-6	Reflect on the case and discuss its effectiveness.	Case study on attraction collaboration	Summary of the analysis: evaluation of the partnership.
18	Identification of opportunities and barriers in collaborative networks. LO4 LO5	Facilitate a discussion on opportunities for collaboration in attractions. Slides 7-9	Participate in discussion, reflect on barriers and solutions.	Forums on e-learning platform	Evaluation of proposals for improvement.
18	Strategic alliance design simulation. LO5 LO6	Guiding the simulation to design a strategic alliance between attractions. Slide 10-12	Participate in the simulation and propose collaborative strategies.	Videoconference platform, simulation guides.	Performance evaluation: solutions proposed in the simulation.
15	Recapitulation of key points. LO4 LO5 LO6	Summary and conclusion of key points covered. Slides 13-14	Reflect on how to apply what has been learned in the future.	Summary of slides	Question: 'What collaborative strategies would you apply in a tourist attraction?'
15	Introduction to long-term network management. LO1 LO2	Presentation on the essential elements for managing long-term collaborative networks. Slides 15 and 16	Listening and taking notes on the concepts presented.	Slides on network management	Short question: 'What are the main challenges of long-term network management?'
18	Analysis of case studies on collaborative networks in tourist destinations. LO3 LO4 LO5	Presentation of a successful and an unsuccessful case of network management. Slides 17 and 18	Reflect on the cases and discuss what made them successful or unsuccessful.	Case study on collaborative tourism destinations	Summary analysis of the cases.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
15	Identification of best practices in network management. LO5 LO6	Guiding the discussion on best practices and management strategies. Slide 19	Participate in the discussion and propose new management solutions.	Forums on e-learning platform	Participation in the discussion and presentation of solutions.
18	Designing management strategies for long-term networks. LO6 LO7	Facilitate a group exercise on the design of management strategies for a tourism destination. Slide 20	Participate in the design and discussion of management strategies.	Videoconference platform, exercise guides.	Evaluation of the group exercise: how sustainable are the proposed strategies?
15	Wrap-up and closing of the session. LO6 LO7	Summary of key learning and link to the next session.	Reflect on how to apply what they have learned in network management in their respective contexts.	Summary of slides	Final question: 'How would you ensure the sustainability of collaborative networks in a tourism destination?'
Recap / Summary:		Students analysed collaborative strategies to strengthen tourist attractions, identifying opportunities and barriers. They applied collaborative theories in simulations and discussed how to maximise sustainability. In addition, in this session, students learned the keys to managing long-term collaborative networks in tourism destinations. They analysed success and failure cases, discussed the main challenges in network management, and participated in an exercise to design effective strategies.			
Link to next session and/or follow up action:		The next session will focus on evaluating and measuring the impact of collaborative networks on the development of tourism destinations, with an emphasis on key indicators of success.			

Lesson Plan

Programme/Course: Cooperation and networking	**Subject:** Assessing and measuring the impact of collaborative networks on tourism destination development
Link to Scheme of Work/Training Schedule: Week/ session 3	**Duration:** 2 h 40 min
Learning Level: EQF Level 7	

Learning aim for the lesson:
Develop skills to assess and measure the impact of collaborative networks on the development and sustainability of destinations through the use of key success indicators.

Competencies/Learning Outcomes:

1. Identify the key success indicators for measuring the impact of collaborative networks in tourism destinations. LO2
2. Evaluate how collaborative networks contribute to the development and sustainability of tourism destinations. LO3
3. Apply tools and techniques to measure the impact of networks in the tourism sector. LO4
4. Develop reports and recommendations based on the analysis of the impact of networks. LO5
5. Propose improvement measures to optimise the effectiveness of collaborative networks in the future. LO6

Methodology recommendations:

- Theoretical presentation on the measurement and evaluation of the impact of networks.
- Case study on measuring the impact of networks in tourism destinations.
- Group discussion on key indicators and measurement methodologies.

Resources:

- Slides on key success indicators.
- Case study on impact measurement in tourism destinations.
- Measurement and evaluation tools (surveys, indicators, data analysis).
- E-learning platform for group discussion and collaboration.
- Organisation that promotes responsible tourism and addresses social issues in the sector. https://www.thetravelfoundation.org.uk/
- International Association of Hotel Schools, where you can find information on how the hospitality sector is collaborating. https://www.eurhodip.com/

- Practical work to design an evaluation report on the impact of networks in a tourist destination.

Methods examples:

- PowerPoint presentation
- Case study on impact measurement in tourism destinations.
- Analysis and discussion of key indicators.
- Group work to design an evaluation report.

Core Skills		
Green: Use environmental indicators to assess the impact of collaborative networks and their contribution to the long-term sustainability of tourism destinations.	**Digital:** Apply digital data analysis tools to measure the impact of collaborative networks in the tourism sector and manage information effectively.	**Social:** Develop the capacity to assess social relations and the impact of networks on local communities, ensuring that equitable development and social inclusion are promoted.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20	Introduction to impact assessment and measurement. LO2 LO3	Presentation on the main key indicators for measuring the impact of networks. Slides 1-4	Listen and take notes on measurement concepts.	Slides on impact measurement	Short question: 'What indicators would you use to measure the success of a collaborative network?'
30	Case study on impact measurement in tourist destinations. LO4 LO5	Presentation of a case study on measuring the impact of a network in a tourist destination. Slides 5 and 6	Reflect on the case and discuss the effectiveness of measurement methods.	Case study on impact measurement	Summary analysis of the case study.
40	Analysis of key indicators of success in	Guide the discussion on the selection and application of key indicators.	Participate in the discussion and select the most relevant indicators.	Discussion forums on the e-learning platform.	Active participation in the discussion and proposal of indicators.

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
	collaborative networks. LO5 LO6	Slide 7			
50	Designing an impact assessment report. LO6	Facilitation of a practical exercise to design an impact assessment report. Slide 8	Working in groups to design the impact assessment report of a collaborative network in a tourism destination.	E-learning platform, evaluation guides	Evaluation of the report: quality and relevance of the proposed recommendations.
20	Wrap-up and closing of the session. LO6	Final summary of learning and conclusions on impact measurement. Slide 9 and 10	Reflect on the applicability of measurement tools in their professional contexts.	Summary of slides	Final question: 'How would you use the key success indicators in your own tourism destination?'
Recap / Summary:		In this final session, students learned how to evaluate and measure the impact of collaborative networks on the development of tourism destinations. They discussed key indicators and worked on the creation of impact assessment reports. Students acquired useful tools to measure the effectiveness of collaborative networks.			
Link to next session and/or follow up action:		Students now have a comprehensive understanding of how collaborative networks can transform the tourism sector. They are equipped to manage, evaluate and measure collaborative networks, driving sustainability and development in their respective tourism destinations.			

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment

Lesson Plan

Programme / Course: The Universal Design Key Legal Frameworks and International Standards.	**Subject:** The Universal Design Key Legal Frameworks and International Standards**.**
Link to Scheme of Work / Training Schedule: 1 session	**Duration:** 2 hours
Level: EQF Level 7 (suitable to be adapted for in-house and students)	**Link to Matrix:** new content

Learning Aim for the Lesson:
The aim of this unit is to explore Universal Design principles within the context of tourism, focusing on the key legal frameworks and international standards that support accessibility. Learners will gain the knowledge and skills to interpret these guidelines and apply them to create more inclusive tourism services.

Competencies / Learning Outcomes:
LO1. Explain the principles of Universal Design and how they apply to tourism services.
LO2. Summarize key EU policies, international laws, and regulations related to accessibility in tourism. Recognize international standards that influence accessible tourism service delivery.
LO3. Discuss ethical principles that guide inclusive practices in tourism.
LO4. Apply legal and ethical guidelines to propose improvements to accessible tourism services.

Recommended methodologies:
For this learning session, an effective learning methodology should combine theoretical and practical approaches. Start with interactive lectures to introduce the principles of Universal Design and their application to tourism services, supported by real-world examples. Use case studies to explore EU policies, international laws, and accessibility regulations, encouraging students to identify their implications for tourism. Incorporate analysis of recognised international standards to connect theory with industry practice. Organise group discussions and role-playing exercises to examine ethical principles and their role in inclusive tourism. Assign practical projects where students apply legal

Resources:
L7 Presentation
Whiteboard and pens
If online – use the chat function and Padlets
Toolkit guidelines online access

Useful Publications:
- ACCESS-IT project resources (database): https://tinyurl.com/y53p2vkz
- D.I.A.N.A. – Developing Inclusive and Accessible Natural Areas – Erasmus+ project (KA210 VET) https://dianaerasmus.eu/toolkit/
- Amadeus (2017) Report: Voyage of Discovery. Working towards inclusive and accessible travel for all. https://amadeus.com/documents/en/airlines/research-report/voyage-of-discovery.pdf
- European Commission (2014) Final Report: 'Mapping of Skills and Training Needs to Improve Accessibility in Tourism Services in Europe'. (Pierre Hausemer, Ivor Ambrose, Kei Ito and Monika Auzinger). https:/ www.t-guide.eu/?i=t-guide.en.publications.1596

and ethical guidelines to design or improve accessible tourism services. Integrating guest speakers from the tourism sector and accessibility advocacy groups can enrich perspectives and promote critical thinking. Finally, use formative assessments, such as peer feedback, to consolidate learning and ensure application of concepts in realistic contexts.

Methods examples:

- Group work with diverse participants to learn teamwork and collaboration.
- Incorporating personal development and self-knowledge as integral parts of teaching social skills.
- Using videos, such as case studies, to analyse and teach customer service skills
- Encouraging reflection and incorporating analytical elements into academic skills
- Hybrid Flexible (Hy-Flex) learning, combining online and in-person approaches.
- Practice and real-world experiences to learn and apply social skills.
- Organize debates or panel discussions where students can critically evaluate different approaches to social skills training in the tourism industry

- European Commission (2015) Final Report: 'Mapping and Performance Check of the Supply of Accessible Tourism Services in Europe'. (EWORX, ENAT and VVA Study Team). https:/
- www.accessibletourism.org/?i=enat.en.reports.1740
- European Commission (2016) EU tourism skills: ‚Mapping and performance check of the supply side of tourism education and training'. (Centre for Strategy and Evaluation Services). https:/ ec.europa.eu/growth/content/eu-tourism-skills-mapping-and-performance-check-supply- side-tourism-education-and-training-0_en
- European Parliament, Transport and Tourism Committee (2018). Study Report – 'Transport and Tourism for Persons with Disabilities and Persons with Reduced Mobility' (Centre for Research and Technology Hellas, European Disability Forum (EDF) and European Network for Accessible Tourism (ENAT).
- https:/ www.accessibletourism.org/?i=enat.en.reports.2057
- ELEVATOR project (2018) Accessible Tourism Training Report. Co-funded by the Erasmus+ Programme of the European Union. ELEVATOR (2015-1-CZ01-KA204-014014). https:/ www.accessibletourism.org/?i=enat.en.elevator-project-library.2071
- ELEVATOR project (2018) Accessible Tourism Guides – Visitors, Industry, Policy Makers. https:/ www.accessibletourism.org/?i=enat.en.elevator-project-library
- Greenways (2013) 'Guide to best practices and recommendations for accessible Greenways'. Greenways4Tour project co-financed by the European Union under the preparatory action "Sustainable Tourism". https:/ www.aevv-egwa.org/download/greenways4tour/G4T_Guide-to-best-practices-for-accesible- Greeways.pdf

- UNWTO, Accessible Tourism - Main page: https:/ www.unwto.org/accessibility

Suggested academic articles for students:

- Ambrose, I. and Veitch, C.G. (2013) Accessible Tourism Training Course, NGO PARSA, Tbilisi, Georgia.
- Buhalis, D. and Darcy, S. (2011) Accessible Tourism: Concepts and Issues". Channel View Publications.
- Buhalis, D., Darcy, S. and Ambrose, I. (eds) (2012) Best Practices in Accessible Tourism. Channel View Publications.
- Darcy, S., & Dickson, T.J. (2009). A Whole-of-Life approach to tourism: The case for accessible tourism experiences. *Journal of Hospitality and Tourism Management.* 16(1): 32-44.
- Finkelstein, V. (2004) Representing Disability. In J. Swain, S. French, C. Barnes, and C.Thomas (Eds.) *Disabling Barriers – Enabling Environments* (2nd ed.), pp. 13-20, London: Sage.
- Sapey, B., (2001) From stigma to the social exclusion of disabled people. In T. Mason, C. Carlisle, C.Watkins and E. Whitehead.(Eds). *Stigma and social exclusion in healthcare*, London, Routledge.
- Smith, R.W. (1987). Leisure of disabled tourists: Barriers to participation. *Annals of Tourism Research,* 14 (3): pp. 376-389.
- Thompson, N., (2016) *Anti-discriminatory Practice*, Equality, Diversity and Social Justice, 6th edition, London, Palgrave.

Core Skills

Green:	Digital:	Social:
		This session covers the principles of Universal Design and their application to tourism services, providing an overview of key EU policies, international laws, and accessibility regulations. It examines international standards that shape accessible tourism, explores the ethical principles behind inclusive practices, and guides learners in applying legal and ethical frameworks to propose improvements for accessible tourism service delivery.

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

Timing (min)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
5 min	N/A	Display **PPT slides 1-2** Introduction to The Universal Design, Key legal Frameworks and International Standards course and topics that will be covered.	Make note of the learning outcomes, topics and assignment introduction. Ask and answer questions as required.	PowerPoint**: slides 1-2** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	LO1	Go through **PPT slides 3-4 -** Describe 7 principles of Universal design and how they apply to tourism services in Europe	Listen, take notes, ask questions	PowerPoint: **(slides 3–4)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
10 min	LO1	Display **PPT slide 5-6** – Define Accessible Tourism and presentation of data that demonstrates its "state of art" and value	Students listen, write points and to make questions when needed.	PowerPoint: **(slides 5–6)**	Formative judgment based on the quality of answers and suggestions.
10 min	LO2	Go through **PPT slide 7-8 -**Introduce EU Policies and legislation and summarize,	Comment, ask and answer questions as required.	PowerPoint: **(slides 7-8)** Whiteboard or post it notes in classroom.	Formative judgment based on the quality of answers

Timing (min)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
		international laws, and regulations related to accessibility in tourism.		Online whiteboard or Padlet (virtual). Use chat function (virtual).	and suggestions.
15 min	LO2	Display **PPT slide 9-10** - International Standards. Show some real examples of their application in buildings, activities or web design.	Listen, ask questions about real examples of International Standards and their implementation, answer questions as required.	PowerPoint: **(slide 9-10)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
10 min	LO2	Go through **PPT slide 11-12** – Introduce Accessible Tourism Destination as an example of applicacion of International Accessibility Standars. Show Business and destination benefit of accessibility	Listen, take notes, ask questions	PowerPoint: **(slide 11-12)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	N/A	Break		N/A	N/A
10 min	LO3	Continue with display **PPT slide 13** explaining	Discuss these principles within the group and feedback.	PowerPoint**: (slide 13)**	Formative judgment based on

Timing (min)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
		Key ethical principles that guide accessible tourism and their application in tourism.		Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	the quality of answers and suggestions.
5 min	All	Go through **PPT slide 14 -** Review the Existing Barriers for Accessible Tourism.	Listen, ask questions, answer questions. Make notes as required.	PowerPoint: (**slide 14)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min	All	Display **PPT slide 15 –** Classify 7 types of services/tourist activities to develop established UNWTO and ENAT recommendations	Listen, ask questions, answer questions.	PowerPoint: (**slide 15)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	
25 min	All	Go through **PPT slide 16. Task: Recognising Accessible Solutions for Tourism**	• Each group should be allocated in one of the elements mentioned in the former slide (number 15), and develop an info sheet for accessibility for this touristic activity (it could be in any subsector of tourism) • The info sheet should cover:	PowerPoint:(**slide 16)** Whiteboard or post it notes in classroom.	Formative judgment based on the quality of collected

Timing (min)	Learning Outcome	Instructor Activity	Student Activity	Resources	Assessment
			○ Size of business, location and type of service provided ○ A marketing text highlighting how your business thinks accessibility and how it caters for accessible use • Please access and read the Recommendations on Accessible Tourism present on pages 6-12 of the UNWTO (2013) document to use as guideline: https://www.accessibletourism.org/resources/accesibilityen_2013_unwto.pdf	Online whiteboard or Padlet (virtual). Use chat function (virtual).	group info sheet
5 min	All	Display **PPT slide 17.** Emphasize four tips to Adapt Accessible Services to Legal and Ethical Requirements	Listen, ask questions, answer questions.	PowerPoint**: (slide 17)** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	Formative judgment based on the quality of answers and suggestions.
5 min **Recap / Summary:**		Display PPT **slide 18 -** Sum up session, answer any final questions	Listen, make notes, ask questions.	PPT **slide 18** Whiteboard or post it notes in classroom. Online whiteboard or Padlet (virtual). Use chat function (virtual).	N/A