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# **METHODIC GUIDE FOR ONLINE HORECA INDUSTRY STUDENT'S INTERNSHIPS TUTORS**

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## **Abstract:**

Online internships in the HORECA industry are a specific form of virtual education that is characterized by a structured learning environment based on the active participation of one or more internship providers in order to expand the educational opportunities of the apprentices. The implementation of online internships is based on a scenario with teaching materials and instruction provided by the internship supervisor.

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## I. THEORETICAL BACKGROUND

In the aftermath of the COVID pandemic, there has been a huge expansion and development of education in an online format. Remote internships in the HORECA industry are a special form of online learning that is characterized by a structured learning environment, based on the active participation of one or more internship providers, in order to expand the educational opportunities of apprentices. The implementation of online internships is based on an internship scenario with teaching materials and instruction provided by the internship supervisor.

Online learning can be synchronous or asynchronous. Synchronous remote learning is where participants interact at the same time (e.g., video conferencing, chat). Asynchronous learning, on the other hand, is where participants communicate with each other at different times and learning is based mainly on self-work with materials in electronic form (e.g., email, online discussion forums, learning platforms). The benefits of synchronous learning are interaction between participants, exchange of knowledge and experience between participants, real-time feedback to the instructor, and organisation of learning according to a fixed schedule. Although online learning cannot fully replace real-world learning, it has many advantages. Below are the most important ones:

1. Many learning experiences in the virtual environment provide students with the same learning opportunity as face-to-face teaching, the difference being only the use of different teaching methods
2. In online practical learning, students have the opportunity to work individually, face-to-face with their instructor, which allows for a focus on the individualized needs of the student on the one hand, and the requirements of the specific learning environment (practice providers) on the other.
3. Students are largely able to work at their own pace - the lack of time pressure results in increased levels of knowledge and skill acquisition.

Online teaching, and in particular practice-based virtual training, requires a different set of knowledge, skills and experiences on the part of instructors. Many professional practice-

based learning instructors say that teaching online makes them better teachers when teaching face-to-face. Whether students are in an academic classroom, on a 'live' internship at a HORECA company, or interacting with instructors via email, their varying needs and abilities must always be considered in order to achieve the intended learning outcomes.

Appropriately selected online tools and methods and high competence of the instructor should provide students with the same conditions for assimilation of the study/practice programme as face-to-face teaching. During online practical classes, students have the opportunity to work with their instructor on a one-on-one basis, allowing for a focus on the individualised needs of the trainee. This is particularly important for practical classes, and in particular for those dealing with the tourism industry, where the basis is contact: service provider – customer.

In order to create the best possible conditions for students to acquire knowledge and skills through online learning, it is useful to become aware of the main features of online education and, in particular, those relating to online practical learning. The most important of these are listed below.

1. Students interact with the tutor on an individual way.
2. The tutor develops relationships with the students in a different way than face-to-face; the forms of building these relationships are different depending on the form of online contact – different for synchronous contact, different for asynchronous contact.
3. The tutor has more opportunities for individualisation in terms of online learning methods and tools.
4. Communication between the student and tutor takes place throughout the internship.
5. Students in a given group may start the internship on different dates (not at the same time), at a time convenient for both the intern and the instructor/tutor. Flexible timing of online practical activities is particularly important in the case of online internships in the HORECA sector when there may be seasonal fluctuations in the



- availability of services or the internship provider and adjustments to their organisational and personnel capacity.
6. Students may have more flexibility in the order in which they carry out the tasks in the internship. Depending on the model of the online curriculum, they may be redirected to complete other assignments in order to return and complete previous assignments at a different time. They may complete certain tasks in synchronous mode and others in asynchronous mode.
  7. The supervisor does not need to physically see the student-interns. Unless he/she uses e.g., video conferencing, communication will be asynchronous, i.e., mainly via email, LMS (Learning Management System), evaluated feedback, telephone, SMS etc. This may be typical of internships where students have contact with the training site but no face-to-face contact with the supervisor.
  8. Students on online internships usually have an on-site mentor who supports them when necessary and acts as a link between the intern, the internship provider, and the mentor.
  9. Some online education models rely on the instructor/teacher preparing the content in advance – the syllabus is complete and ready for delivery.

### **What are the similarities between face-to-face and online learning?**

1. Tutors are experts in their fields.
2. Tutors build relationships with their trainees and create a learning community.
3. Tutors assess mentees' work through practical assignments, written work, oral presentations and other forms of knowledge and skills testing.
4. Tutors create additional learning resources for student use, in collaboration with the online internship organizer.
5. Tutors try to link practice with the real world through virtual practice facilities and accessible competences.

In an online learning environment, students can work at their own pace, which allows them to have a sense of ownership of the learning process, something that is not always possible in face-to-face teaching.

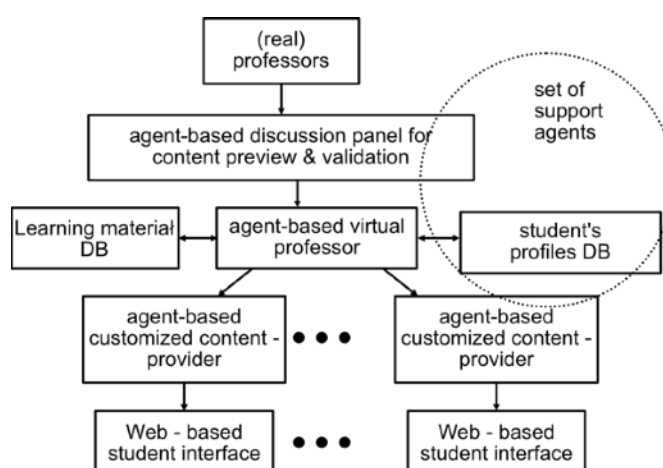
The concept of virtual environment includes virtual space, virtual identities, virtual community, virtual communication, virtual interaction, and virtual competences. Online contact allows relationships to be built regardless of location - spatial distance does not matter much.

In online education, we can use various social networking sites (including internship sites) whose primary purpose is to enhance the teaching-learning process. You can create discussion groups on social networking sites and dedicated sites for different groups. Links, resources, presentations related to the curriculum, live connections (e.g., in different working environments in the HORECA industry) etc. can be shared. Students are also able to ask questions and information can be tracked.

Key aspects of teaching through online internships:

1. The selection of internship organisers should be in line with their professional profile and the extent of their knowledge and experience in delivering full-time internships, as well as the availability of online facilities.
2. The providers should be selected according to the following criteria: familiarity with the environment, social and cultural awareness, quality assurance systems and non-discrimination policy.
3. Expanding the range of internships available to students beyond what the university can offer in conjunction with traditional internship organisers.
4. The creation of virtual, interactive teaching rooms in collaboration with internship providers.
5. Developing online learning materials specifically tailored to online internships in collaboration with internship providers, if possible linked directly to the training site to make the work experience as real as possible.
6. Providing highly qualified online instructors in areas where specialized face-to-face instructors are not available.
7. Providing flexibility for students regarding the timing of online internships, particularly taking into account the scheduling of other courses in the program of study.

8. Providing opportunities for flexible online internships for at-risk students, including migrant youth, students in isolation (e.g., due to illness), students in difficult personal circumstances, pregnant students, and those who find it difficult to continue their studies off-site – for these individuals, online internships may be the best solution.
9. Providing ECTS credit recovery programmes for those who have not completed traditional student internships to enable them to complete their studies through online internship opportunities.
10. Helping students who are currently performing below the required level to start catching up through hybrid (blended) learning with online internships.
11. Providing additional online practical classes on demand, which is particularly important in the HORECA sector.
12. Increasing the level of teaching of occupational technology skills by embedding it in the scientific and practical context of the HORECA sector.
13. Providing professional development opportunities for instructors, including mentoring, and learning communities.
14. Developing professional relationships in the context of subsequent live practice through networking between instructors and students.
15. Promoting online practice network building with other internship providers.



**Figure 1:** Architecture of the Virtual Classroom according to Vladimir Trajkovik (1998). This model, developed with the latest technologies, may be suitable for online practices for the HORECA sector, where an agent-based virtual teacher is an on-site tutor.



## II. OBJECTIVE OF STUDENT WORK PLACEMENTS

The main objective of the student work placement is to synthesise theoretical and practical knowledge acquired in higher education in the field of vocational training in order to solve specific professional tasks, to familiarise oneself with the functioning of enterprises, the economic, managerial and organisational foundations.

The methodology of online student placements places emphasis on social competences in addition to professional competences. They are of particular importance due to the fact that at present, as a result of the lockdown associated with COVID19 and the often inhibition of individual social processes, it is not possible to form them naturally. Flexibility in curricula, including internship programmes, is a necessary factor to be implemented in the online sphere as a countermeasure to the low quality of educational processes in the age of pandemics.

The guide recommends the use of the developed materials in the process of distance learning, not only in the form of student practice, but also as a supplement to various subjects and thematic classes. In this way, by becoming an educational resource in the process of directional self-study, it will provide material that can be implemented within the framework of tourism study programmes internationally.

The objectives of the online internship in the HORECA industry are, in particular:

- acquiring skills of practical application of acquired theoretical knowledge on organization and tourism management
- preparing for independent work and decision-making
- knowledge of principles of operation and activities of various entities in the tourism industry
- familiarisation with marketing and forms of advertising of tourist industry entities
- familiarisation with the scope of services provided by a given entity and ways of selling services
- acquaintance with relevant documentation and principles of its maintenance
- acquiring skills in the field of work organisation, correct performance of activities on individual positions
- mastering tasks connected with office work techniques
- acquiring the habit of a high culture of customer service and fluent use of foreign language

### III. ONLINE INTERNSHIP PROGRAMME FOR STUDENTS IN THE TOURISM INDUSTRY

The duration of the online internship in the tourism industry is 14 days.

#### SAMPLE CORE CONTENT OF THE ONLINE INTERNSHIP IN THE FIELD OF TOURIST SERVICES for first-year students

1. Position of desk officer
  - Responsibilities and working technique of the desk officer
  - Equipment of a desk officer's workplace
  - Rules of contact with the office customer
  - Correspondence
2. Electronic systems for tourist office operation
  - Basic program of an office
  - Financial and accounting programme
  - Database of partners of the travel agency
  - Rules of data protection
3. Projektowanie imprez własnych biura
  - Outbound event abroad
  - Inbound event abroad
  - Domestic event
  - Local events
4. Rules of cooperation and settlements with carriers
5. Sales agency offers
6. Shaping the company's image
7. Principles of preparing an offer catalogue for the following season

#### SAMPLE CORE CONTENT OF AN ONLINE INTERNSHIP IN THE FIELD OF HOTEL SERVICES for second-year students

1. Transition through the various job positions (desk officer, receptionist, all-round entertainer, manager, and other positions)
  - Responsibilities
  - Working technique
  - Workstation equipment
  - Principles of customer contact
  - Correspondence
2. Electronic hotel operation systems
  - Basic office programme
  - Data protection principles
3. Specifics of servicing particular customers
  - Group customer
  - Individual customer
4. Direct work and cooperation in customer service
5. Principles of cooperation and settlement with partners
6. Selling offers
7. Shaping the company's image

#### EXAMPLE OF THE BASIC MERITORIAL SCOPE OF THE ORGANISATIONAL-FACTUAL PROGRAMME for third-year students

1. Within the framework of the practical placement students complete tasks related to acquiring, collecting, and processing information connected with the tourist market.
2. Students learn about the organisation and functioning of tourism service units, in particular the scope of their operation in connection with the professional interests of the intern.
3. The training covers the collection of information on the functioning of the tourism market.
4. The apprentice is to process the collected information and acquire skills to apply it in their future professional work.

## IV. LIST OF COMPETENCES ACQUIRED BY STUDENTS DURING INTERNSHIPS IN THE TOURISM INDUSTRY

### In the scope of knowledge, the student:

- characterizes the functioning, structure, and objectives of the virtual enterprise in which he/she is practicing;
- discusses the essence of the documents regulating the work in a virtual company in which he/she practises;
- characterise the substantive scope of activities undertaken in the virtual company in which he/she practises.

### In the scope of skills, the student:

- applies his/her knowledge in order to carry out the tasks assigned to him/her;
- finds, selects, and uses available information and materials needed to perform tasks in a virtual company;
- plans and executes typical projects related to the selected sphere of activity of the virtual enterprise in which he practices;
- maintains documentation related to the work position and activities undertaken;
- works in a group, taking various roles in it.

### In the scope of social competences, the student:

- fulfils entrusted tasks in a responsible manner and ensures his/her own and environment safety;
- while performing entrusted tasks, follow the rules of professional ethics.

### Specific competences in the area of tourist management:

1. Development of programmes for tourist events
2. Calculation of costs of tourist events and services
3. Ordering and reservation of tourist events and services
4. Cooperation with service providers in the field of provision of tourist events and services
5. Handling of tourist events

6. Provision of tourist information
7. Use of marketing instruments to sell tourist events and services
8. Maintaining financial accounts for tourist events and services and recording business operations
9. Preparing and collecting documentation on tourist services
10. Using industry-specific computer programmes and systems for tourist services
11. Complying with work safety, fire protection and environmental protection regulations, and ergonomic requirements
12. Applying legal regulations concerning business operations, labour law, and personal data protection
13. Use of foreign language
14. Organise the work of a small team

#### **Specific competencies in the area of hospitality services:**

1. Comprehensive service of hotel guests in accordance with their needs, applicable standards, and professional ethics
2. Reservation and sale of hotel services
3. Planning and implementation of marketing and sales activities concerning hotel services
4. Using specialized computer programs while performing professional tasks
5. Maintaining cleanliness and order on the premises of the facility providing hotel services
6. Preparing and serving breakfast according to the offer and hotel standard
7. Organise and provide additional hotel services, taking into account guests' needs and the standard of the facility
8. Complying with work safety and hygiene regulations, fire protection regulations, environment protection regulations and ergonomics requirements
9. Applying legal regulations concerning business activity, labour law and personal data protection
10. Use of foreign language and foreign sources of information
11. Organize the work of a small team



## V. LIST OF PRACTICAL TRAINING OUTCOMES FOR STUDENTS IN THE TOURISM INDUSTRY

### Tourism management:

1. Learning outcomes needed to fulfil the competence: Developing programmes for tourist events – the student:
  - characterizes types of tourist events;
  - discusses principles for organising and planning tourist events, including their legal conditions;
  - has knowledge of tourist geography of Poland and the world
  - has knowledge about natural and cultural values and attractions
  - has knowledge about current trends and directions of development in tourism and recreation;
  - has knowledge of current trends and directions of development in tourism and recreation; presents the selection of tourist personnel and the duties and principles of practical activities of persons participating in the service of an event at individual stages of its realization
  - uses cartographic studies
  - uses other sources of information;
  - identifies recipients' needs and selects services according to them
  - creates plans and programmes of tourist events for various groups of recipients
  - assesses the degree of risk and dangers in organising tourist events
  - establishes contacts with potential partners (owners of hotels, conference centres, transport companies, etc.)
  - defines requirements towards partners and co-workers in the course of tourist event organization
  - indicates the need to further develop his/her skills in the above-mentioned scope;

- can cooperate and work in a group;
  - shows creativity and consequence in realization of tasks;
  - foresees effects of actions taken.
2. Learning outcomes needed to fulfil the competence: Calculation of costs of tourist events and services – the student:
- characterizes the concept and types of costs of tourist events;
  - characterizes factors influencing the price of tourist events and services
  - lists the principles of cost calculation of tourist events and services;
  - calculates costs of individual components of a tourist event and service, including costs of own, external, and additional services;
  - calculates costs of tourist events and packages in different variants of time, price, and component services;
  - prepares necessary documentation in the scope of calculation of tourist events and services;
  - calculates costs of tourist events for groups and unit costs;
  - determines prices of tourist events and services;
  - calculates margins and VAT in tourism;
  - indicates a need to further develop his knowledge and skills in the above mentioned area;
  - can cooperate and work in a group.
3. Learning outcomes needed to fulfil the competence: Ordering and booking of tourism events and services - the student:
- selects service providers for tourism events and services;
  - establishes contacts with potential partners (owners of hotels, conference centres, transport companies, etc.);
  - selects the most beneficial way of insuring tourist participants;
  - orders, confirms, and cancels the ordered tourist services;

- draws up contracts with entities operating in the market of tourist services
  - makes reservations for tourist events and services, including online booking of services
  - uses specialist computer programmes for tourist services;
  - prepares documentation related to ordering tourist services;
  - Indicates the need for further development of his knowledge and skills in the above mentioned area;
  - can cooperate and work in a group;
  - communicates effectively with partners;
  - complies with the rules of professional ethics.
4. Learning outcomes needed to fulfil the competence: Cooperation with service providers in the implementation of tourism events and services – the student:
- discusses the principles of cooperation of persons participating in the service of an event with managers of accommodation, catering, and transport facilities;
  - defines the requirements towards his/her partners in organising a tourist event;
  - orders, confirms, and cancels the ordered tourist services;
  - characterizes contracts signed with partners;
  - negotiates terms of contracts;
  - draws up contracts with entities operating in the tourist services market
  - discusses contractor's liability for non-performance and improper performance of obligations
  - indicates the need for further development of his knowledge and skills in the above mentioned scope;
  - can cooperate and work in a group;

- communicates effectively with counterparties;
  - respect the rules of professional ethics.
5. Learning outcomes needed for the competence: Service of tourist events – the student:
- characterizes the principles of tourist event service according to its type and type of client group;
  - briefs tourist staff for the planned tourist event;
  - applies methods of tourist guide and tour leader;
  - characterizes the way of behaviour in emergency and extraordinary situations of individual persons serving the tourist event;
  - can apply appropriate solutions and principles of behaviour in emergency and unusual situations occurring during the event;
  - discusses the scope of tasks and responsibilities of persons working in service of a tourist event on various positions (tour leader, resident, guide, etc.);
  - monitors the progress of the tourist event;
  - plans and organises clients' free time;
  - services tourist events for various groups of customers;
  - cooperates with service providers in the execution of tourist events and services;
  - services conferences, congresses, fairs and tourism exchanges, and other types of events;
  - observes the principles of customer service;
  - prepares, maintains, and collects documentation related to tourist events and services;
  - takes over and handles clients' complaints during tourist events;
  - is ready to take up professional role of a tourist event organiser, with the awareness of respect to the good and safety of customers;

- Indicates the importance of proper selection of staff to ensure the satisfaction of clients participating in a tourist event;
- indicates the need for further development of his/her knowledge and skills in the above-mentioned scope;
- can cooperate and work in a group;
- communicates effectively with customers;
- shows creativity in action.

6. Learning outcomes for the competence: Providing tourist information – the student:

- characterises the analogue and digital part of the Polish Tourist Information System;
- defines tourist values, tourist development and transport accessibility of Poland and selected regions of the world;
- creates tourist information about tourist attractions, tourist development and tourist products of a given region;
- creates and updates tourist information databases;
- provides practical information and advice to tourists about a given region in accordance with the principles of customer service
- uses various sources of geographic and tourist information
- cooperates with participants in the tourist market;
- prepares promotional materials, guides, and catalogues of tourist services;
- Indicates the need for further development of his knowledge and skills in the above mentioned scope;
- communicates effectively with customers;
- respects principles of professional culture.

7. Learning outcomes needed to fulfil the competence: Applying marketing instruments to sell tourism events and services – the student:

- introduces new tourist services and products to the market;



- determines and negotiates prices of tourist services and events
  - develops pricing strategies;
  - uses existing and creates new distribution channels;
  - uses various instruments of promotion in sales of tourist services and events (advertising, public relations, sales promotion, personal selling, direct marketing)
  - indicates the need for further development of his/her knowledge and skills in the above-mentioned area;
  - can cooperate and work in a group;
  - effectively communicates with counterparties;
  - respects the principles of professional ethics.
8. Learning outcomes needed to fulfil the competence: Keeping financial accounts of tourist events and services and recording business operations – the student:
- records participants' payments and prepares documents confirming payment for tourist services and events;
  - prepares statements of costs and settles costs of individual tourist services provided by service providers, including costs of accommodation, catering, insurance, transfers, transport and costs of attractions and additional services
  - prepares accounting of incomes and costs of a tourist event;
  - observes the principles of taxation of tourist services and events
  - settles costs of conferences, fairs, and tourism exchanges; - prepares accounts of revenues and costs of tourism events
  - maintains accounting records of tourist events and services, observing the principles of accounting;
  - prepares full documentation related to settlements of tourist events and services;
  - indicates a need to further develop his knowledge and skills in the above mentioned area;

- can cooperate and work in a group;
9. Learning outcomes needed to fulfil the competence: Preparing and collecting documentation on tourism management – the student:
- records participants' payments and prepares documents confirming payment for tourist services and events;
  - keeps accounting records of events and tourist services, observing the principles of accounting;
  - completes invoices, bills, vouchers, proofs of payment, tickets in the event folder;
  - indicates the need to further develop his/her knowledge and skills in the above-mentioned scope.
10. Learning outcomes needed to fulfil the competence: Use of industry-specific computer programs and systems for handling tourism services – the student:
- discusses the basic commands of a system used to handle tourist services;
  - uses specialist software for tourist services
  - makes comprehensive service of an exemplary customer with the use of dedicated software;
  - shows the need for further development of his knowledge and skills in the above-mentioned scope.
11. Learning outcomes needed to fulfil the competence: Compliance with occupational safety and health, fire protection and environmental protection regulations and ergonomics requirements – the student:
- knows basic principles of safety and hygiene at work and ergonomics in handling tourism services;
  - knows basic principles of shaping the work environment and human activity;

- knows basic methods, tools, techniques for analysing and assessing the work environment and human activity;
  - identifies potential sources of threats at a given workstation;
  - knows how to behave in dangerous situations, applying safety rules;
  - shows a responsible attitude towards his/her own work safety and the safety of others;
  - understands the need and knows the possibilities of self-development of knowledge in the field of safety and hygiene at work and ergonomics;
  - foresees the consequences of his/her own actions.
12. Learning outcomes needed to fulfil the competence: Application of legal regulations, concerning running a business, labour law and personal data protection - the student:
- has basic knowledge of entrepreneurship and the principles of undertaking and conducting business activity;
  - knows sources of economic, labour, and personal data protection law and is able to access them;
  - solves uncomplicated factual states in the scope of economic law, labour law and personal data protection;
  - understands the need of updating and deepening his/her legal knowledge in the scope of business law, labour law and personal data protection.
13. Learning outcomes needed to fulfil the competence: Use of a foreign language – the student:
- uses foreign language sources of information to perform the tasks of the job;
  - conducts a conversation on typical subjects related to professional matters;
  - is able to write texts connected with his/her professional assignments;
  - understands the need to improve their skills in the use of foreign language.

14. Learning outcomes needed to fulfil the competence: Organizing the work of a small team – the student:

- has basic knowledge of human resource management and project management;
- he/she is able to coordinate team work;
- identifies errors committed in teamwork and indicates a proposal to correct them;
- communicates effectively with other team members;
- applies methods of conflict resolution and negotiation;
- indicates the need for further development of his/her knowledge and skills in the above scope.

### **Hospitality services:**

1. Learning outcomes needed to fulfil the competence: Comprehensive service of hotel guests in accordance with their needs, applicable standards, and professional ethics – the student:

- characterizes the principles related to service of a hotel guest;
- characterizes psycho-physical features of employees necessary for service in the hotel industry
- characterizes possibilities of solving conflicts with a hotel guest;
- uses various sources of hotel knowledge;
- serves guests according to their specific needs
- observe principles of culture and ethics
- indicates the need for further development of his/her knowledge and skills in the above-mentioned scope;
- completes tasks in a group, taking various roles in it.

2. Learning outcomes needed to fulfil the competence: Booking and selling hotel services – the student:

- characterizes the tasks and tools of a hotel receptionist;

- builds offers adapted to the category of a guest (individual, group, business);
  - Identifies the needs of a hotel guest and on this basis selects an offer of hotel services to him/her;
  - selects promotion tools according to the character of hotel services;
  - comply with the principles of reservation of services for individual guests and groups;
  - uses the systems of reservation of accommodation services;
  - document the process of reservation of accommodation services;
  - co-operates with other hotel departments in reserving accommodation services by providing the necessary data concerning the booked services;
  - demonstrates the need to further develop their knowledge and skills in this area;
  - completes tasks in a group, taking various roles in it.
3. Learning outcomes needed to fulfil the competence: Planning and implementation of marketing and sales activities for hospitality services – the student:
- characterizes the newest marketing tools used in selling hotel services;
  - explains the importance of a pro-image way of operation;
  - uses sales platforms;
  - in marketing activities uses such tools as: social media, product placement, content marketing, CSR, loyalty marketing
  - creates marketing plans;
  - applies marketing mix assumptions to the sale of hospitality services;
  - indicates the need for further development of his/her knowledge and skills in the above-mentioned area;
  - completes tasks in a group, taking various roles in it.
4. Learning outcomes needed to fulfil the competence: Use of specialized computer programs when performing professional tasks – the student:



- discusses the basic functionalities of programmes used to carry out professional tasks;
  - perform professional tasks with the use of dedicated software;
  - indicates the need for further development of his/her knowledge and skills in the above-mentioned area.
5. Learning outcomes needed to fulfil the competence: Maintaining cleanliness and order on the premises of the facility providing hotel services – the student:
- characterises the work positions in the housekeeping department;
  - characterizes types of accommodation units and their equipment;
  - characterise types of cleaning works;
  - organises the work of housekeeping staff;
  - supervises the supply of cleaning materials to the hotel;
  - coordinates the work on preparing the hotel to welcome guests;
  - observes the rules of material responsibility concerning the facility equipment and guests' property;
  - observes the procedures for dealing with items left by guests;
  - points out the need for further development of his/her knowledge and skills in the above scope;
  - performs tasks in a group, taking various roles in it.
6. Learning outcomes needed to fulfil the competence: Preparing and serving breakfast according to the offer and standard of the hotel – the student:
- describes the types of hotel breakfasts;
  - organises the work of persons responsible for preparing meals;
  - observe the principles of preparing menus;
  - supervises the supply of food products to the hotel;

- indicates the need for further development of his/her knowledge and skills in the above scope;
  - completes tasks in a group, taking various roles in it.
7. Learning outcomes needed to fulfil the competence: Organise and implement additional hotel services, taking into account the needs of guests and the standard of the facility – the student:
- describes hotel additional services;
  - accepts and executes guests' orders as regards additional services;
  - organises additional services according to the order;
  - prepares documentation concerning the reception and execution of orders for additional services;
  - indicates the need for further development of his/her knowledge and skills in this field;
  - performs tasks in a group, taking various roles in it.
8. Learning outcomes needed to fulfil the competence: Compliance with occupational safety and health, fire protection and environmental protection regulations and ergonomics requirements – the student:
- knows basic principles of safety and hygiene at work and ergonomics in hotel work;
  - knows basic principles of work environment design and human activity;
  - knows basic methods, tools, techniques for analysing and assessing the work environment and human activity;
  - identifies potential sources of danger at the given position;
  - knows how to behave in dangerous situations, applying safety rules;
  - shows a responsible attitude towards his/her own work safety and the safety of others;
  - understands the need and knows the possibilities of self-development of knowledge in the field of safety and hygiene at work and ergonomics;

- foresees the consequences of his/her own actions.
9. Learning outcomes needed to fulfil the competence: Application of legal regulations on conducting business activity, labour law and personal data protection – the student:
- has basic knowledge of entrepreneurship and the principles of undertaking and conducting business activity;
  - knows sources of economic, labour, and personal data protection law and is able to access them;
  - solves uncomplicated factual states in the scope of economic law, labour law and personal data protection;
  - understands the need of updating and deepening his/her legal knowledge in the scope of business law, labour law and personal data protection.
10. Learning outcomes needed to fulfil the competence: Use of foreign language and use of foreign language information sources – the student:
- uses foreign-language sources of information to perform the tasks of the job;
  - holds conversations on typical subjects related to professional matters;
  - is able to write texts connected with his/her professional assignments;
  - understands the need to improve their skills in the use of foreign language.
11. Learning outcomes needed to fulfil the competence: Organising the work of a small team – the student:
- has basic knowledge of human resource management and project management;
  - knows how to coordinate the implementation of team tasks;
  - identifies errors committed in teamwork and indicates a proposal to correct them;
  - communicates effectively with other team members;
  - applies methods of conflict resolution and negotiation;
  - indicates the need for further development of his/her knowledge and skills in the above scope.

## VI. TASKS OF ONLINE STUDENT INTERNSHIP SUPERVISORS AND MENTORS

Online student internship mentors in the tourism sector are usually people with industry experience/employees of the tourism industry (including hospitality) who guide students according to the curriculum through the practical aspects of working in the industry.

### 1. Building relationships

One of the distinctive features of online learning is that all interactions must be deliberately sought and encouraged. Online learning environments do not have the natural social opportunities, i.e. those of fully face-to-face education environments. Therefore, instruments are important to help teachers connect with students in a way that promotes deep practice-based learning. Building relationships with students in fully online settings may require different and more purposeful strategies than in face-to-face groups, and this is particularly applicable to online placements.

One of the most used strategies is the use of communication and feedback tailored to individual students' needs. Experienced online teachers use communication to convey to students that they are present at online internship sites and care about interns. This is done by responding quickly to student messages, being flexible in the way they communicate (email, SMS, video call) and individualising messages with students' names and interests.

Another way to build relationships with students online is to utilise effective online teaching practices directly related to the relevant area of the HORECA sector. Strategies such as posting welcome videos, showcasing actual workstations, teacher contact information and office hours, providing content in multiple formats, posting additional videos, and offering on-demand academic sessions and hands-on remedial classes serve to humanize the relationship with the instructor and the sense of being noticed and oriented to effective online practice. Creating interpersonal connections with online students, as well as with their local online mentor, is crucial to the success of online internships. This can be achieved through effective individual and group communication, encouraging engagement in virtual activities, productive and development-focused feedback, and plenty of

opportunities for apprentices to ask questions. All of this promotes learning in a way that is meaningful to students.

## 2. Communication

Effective communication promotes an impactful learning environment, whether face-to-face or online, and is probably the most important (and most common) activity that online instructors engage in. Communication can create or destroy a good student experience. We know that a learner's mood has a big impact on their behaviour and academic performance. Therefore, it is important that students feel positive about as many aspects of the learning environment as possible. In contrast to face-to-face education, remote education teachers often do not control many aspects of the online environment. Creating interpersonal connections with online students is crucial to their success in online education. It takes skill, time, energy, and heart to build a professional relationship with each student through the heavily practice-based subject areas of online practice, thereby maintaining positive communication with students throughout the course and contributing to their success.

## 3. Identification of skills and needs supply in the hospitality industry (HORECA)

The following are the fifteen most important soft skills in the HORECA industry:

- 1) **Active listening** – suspending your own ideas, accepting any cultural differences, and trying to understand exactly what the guest is saying.
- 2) **Communication** – the ability to clearly transfer understanding and effectively explain to the customer what you plan to do in this situation and gain agreement.
- 3) **Enthusiasm** – love for your chosen profession; enjoyment of your work combined with a professional approach.
- 4) **Accuracy** – a commitment to completing all tasks that need to be done is essential. Any oversight can have a bad outcome: from illness, poor food handling or allergies, to an unhappy customer due to negligence.



- 5) **Teamwork** – the ability to coordinate your own tasks with others, and to step in and help others when needed, showing respect, and accommodating any differences.
- 6) **Dealing with stress in a healthy way** – the hospitality business is unpredictable, requiring the ability to deal with change with a smile, being ready for anything.
- 7) **Constantly focusing on the customer** – recognising customer expectations and providing appropriate service (special meal, celebrating festivities, holidays, feasts, etc.).
- 8) **Working long and non-standard hours** – requires a strong work ethic, viewing workload as a natural part of the job; work can also be very physically demanding.
- 9) **Multitasking** – there are a countless number of tasks to complete, while listening to guests, working with a team, and performing multiple job roles; multitasking as an aptitude can be enhanced through practice-based training.
- 10) **Cultural awareness** – this is key in the hospitality business as many guests are tourists from a wide range of geographical, social, and cultural backgrounds; sensitivity to cultural differences and appropriate customer support is a prerequisite to providing quality service.
- 11) **Commitment to work** – this means always giving your best and being proud of your work and a strong belief that you are serving your customers to the best of your ability.
- 12) **Language skills** – this is one of the most important and sought-after skills; employers appreciate that you can relate to customers in a more personal way and make their experience even more unique and comfortable.
- 13) **Flexibility** – a HORECA professional can shift gears and be flexible in the moment, taking on a variety of tasks and dealing with whatever is needed; having a broad skill set allows you to be resourceful and irreplaceable.

- 14) **Reliability** – having a 'can do' attitude helps you stay positive and makes those around you feel heard and satisfied.
- 15) **Honesty** – always be honest, even if no one is monitoring your work; you must be a trustworthy person with impeccable behaviour at work.

The above-mentioned skills are present in all segments of the HORECA sector. It is especially important to make students aware of the importance of these skills by illustrating them with real-life examples, including in online internships, linking these skills to specific tasks and cases as live presentations and links to online work environments.

## VII. COMPETENCES OF SUPERVISORS AND MENTORS OF ONLINE STUDENT INTERNSHIPS

Online internships are an important part of online learning, which requires the mentor to have:

- 1) **communication competences** – the necessary knowledge and skills to enable efficient communication with the student, to give clear instructions, to receive feedback; in remote internships it is extremely important to adapt one's communication skills to function in a virtual environment;
- 2) **technological competence** – knowledge and skills necessary to provide the trainee with access to a virtual environment in which he/she will have the opportunity to achieve the assumed objectives of the work placement; it is necessary to have a high degree of sophistication in the use of information technology selected for the implementation of remote practice - the use of appropriate applications and virtual communication and learning platforms;
- 3) **administrative competence** – knowledge and skills to ensure the efficient conduct of the internship and effective quality management of the internship;
- 4) **responsiveness** – knowledge and skills necessary to provide efficient and effective feedback addressed to the trainees and to the unit where the course and outcome of the professional practice is reported;
- 5) **monitoring of the learning process** – knowledge and skills necessary for the correct assessment of actions taken by the student, the timeliness of the completion of individual stages of the remote practice and the effectiveness of the remote learning platform in terms of ensuring the ability to achieve the assumed objectives of the work placement;
- 6) **social competences** – an open and unprejudiced attitude, responding appropriately to different personality types, national characteristics, etc., the ability to understand the problems and concerns of the remote practice participants, targeting the individual - the remote practice participant and the

- group, taking care to support students during the implementation of the practice;
- 7) **pedagogical competences** – the ability to maintain the motivation of each participant of the remote practice, taking into account the objectives, managing the interaction, correct construction and provision of feedback messages, supporting the different learning styles represented by the trainees, effective planning of the trainees' learning strategies
  - 8) **assessment skills** – necessary to assess the quality of the learning process, satisfaction of the work placement participants, evaluation, and assessment of the work placement, tracking the student's progress during the work placement;
  - 9) **time and stress management competences** – knowledge and skills necessary to cope with stressful situations and work under time pressure;
  - 10) **problem-solving competences** – knowledge and skills concerning: possibilities of occurrence and solving problems, planning, and introducing solutions preventing difficult situations, introducing corrective and remedial measures.

## VIII. REMOTE STUDENT-TUTOR COMMUNICATION

Ways of communicating online with students should reflect the diversity of remote education recipients. Many synchronous tools are available to help increase the effectiveness of communication with students. Technologies such as email, texts, websites, electronic portfolios, online surveys, and video chat applications (e.g., Skype and Google Hangout) have made communication between tutor and student more disciplined, efficient, productive, and rewarding for both parties.

Below are some methods that can be used when communicating with students.

- **VoiceThread** – <http://voicethread.com> – is an online platform that allows teachers and students to upload images, videos or documents, record audio, video, or text comments, and then invite others to record comments. You can use VoiceThread with students in a variety of ways, for example during live introductory work, to review or to create presentations using images, video, and audio.
- **Google Hangouts** – <https://plus.google.com/hangouts> – is a message, video, and voice app. With the message feature, you can have a private conversation with a single class member, a small group, or talk to all participants at once. Using the video feature, you can turn a conversation into a video chat.
- **Wikis** – is a collaborative tool that allows users to co-create and modify pages of course-related material. You can use this tool for group assignments because it is simple to identify which students have participated in the project and made a contribution.
- **GoToMeeting** – [www.gotomeeting.com](http://www.gotomeeting.com) – is video conferencing software that allows users to collaborate in real time. You can use GoToMeeting to conduct learning sessions. A whiteboard can be used to share a screen or illustrate a learning concept. Class participants can connect to the meeting using a computer or smartphone. GoToMeeting also allows you to register viewing of the session at a later date.
- **Podcasting applications** – e.g., [www.speaker.com](http://www.speaker.com) – podcasting, i.e., a series of audio files can be regularly distributed to summarise learning content and made available to students as a study guide.

## IX. ORGANISATION AND REGULATIONS FOR ONLINE INTERNSHIPS

### SAMPLE REGULATIONS FOR REMOTE WORK PLACEMENTS IN THE HORECA INDUSTRY

#### §1

##### General provisions

1. Work placement may be carried out through the use of methods and techniques of distance learning (hereinafter referred to as remote placement) under the terms of these Regulations.
2. Training through the use of methods and techniques of distance learning is understood as a didactic process organised with the use of infrastructure and IT software allowing for work in synchronous and asynchronous systems, which enables contact between all participants involved in the process.
3. The remote placement can be carried out if it ensures the achievement of all the learning outcomes set out in the study programme assigned to the placement.
4. In matters not covered by these regulations, the current regulations for internships shall apply accordingly.

#### §2

##### Objectives of remote work placements

Objectives of remote work placements are, in particular:

1. practical verification of theoretical knowledge acquired during studies,
2. learning about the professional environment, dealing with difficult situations and solving professional conflicts,
3. getting to know the specificity of work on different positions in the HORECA industry and familiarizing oneself with different work workshops,
4. gain practical knowledge of issues related to the selected specialization in the HORECA industry



5. getting to know their own possibilities on the job market, preparing for practical work in the HORECA sector,
6. shaping student's creativity and innovativeness,
7. establishing professional contacts which can be used when looking for a job,
8. gaining experience in performing professional duties independently and in a team,
9. shaping high professional culture and work organization, corresponding to modern trends in economy, administration, science, and culture.

### §3

#### Organisation of the remote work placement

1. The remote placement takes place using distance learning methods and techniques that ensure synchronous and asynchronous contact between the persons involved in the placement.
2. Before the start of the remote work placement the supervisor of the placement provides the student with information on the IT tools necessary to complete the remote work placement.
3. The University provides the student with free access to the necessary tools throughout the duration of the remote work placement.
4. Only IT tools ensuring adequate protection of the processed information, including personal data, may be used to carry out the remote placement.
5. In the event of problems with the functioning of IT tools, the student reports the problem to the supervisor.
6. A student who does not have appropriate computer equipment or Internet access may use the IT infrastructure resources owned by the university to carry out the remote placement.
7. The university shall, by separate agreement with the student, define the rules for the use of university-owned equipment.

8. Before using a given tool for remote work placements, the student should be trained in its use; the training should include:
  - 1) the functionality of the software used to carry out the tasks covered by the placement;
  - 2) the technical measures in place to secure the information processed, including personal data;
  - 3) the procedure to be followed in the event of the malfunctioning of a given tool.
9. The student chooses a remote work placement from among the available placement scenarios in the following areas: mass tourism, leisure, urban-business tourism and health tourism, and cultural tourism and ecotourism.
10. Online work placements may take place during the summer holidays and/or during the academic year, as long as they do not interfere with teaching activities.
11. The conditions for the placement of students with a severe or moderate disability are considered on a case-by-case basis by the person responsible for the delivery of online placements at the university, while respecting the total duration of the placement.

## §4

### Responsible persons for the organisation of remote work placements

1. Online internship supervisors and the persons and bodies responsible for internships at a given higher education institution shall supervise and control online placements.
2. Supervisors of online placements at a given higher education institution shall be appointed by authorised persons.
3. The tasks of online placement supervisors shall include:
  - 1) conducting introductory classes;
  - 2) conducting consultations;

- 3) participating in reporting meetings organised by the persons responsible for placements at the University;
- 4) reviewing and giving opinions on the student's documentation of the placement;
- 5) giving an opinion on the student's achievement of the subject learning outcomes.

## §5

### Rights and obligations of students undertaking remote work placements

6. Before starting the remote work placement, the student should be trained in the tools to carry out the placement using distance learning methods and techniques.
7. Before starting the remote placement, the student should obtain the information necessary for the proper implementation of the placement.
8. During the remote work placement the student is obliged to:
  - 1) perform the work placement programme in accordance with the applicable curriculum, rules, and procedures,
  - 2) contact with the internship supervisor, in accordance with the established schedule,
  - 3) comply with health and safety requirements and ergonomic principles while working at a computer.
4. Breaks in the student's placement due to illness or other fortuitous events will result in an appropriate extension of the placement duration.
5. In the event that the student grossly violates the rules of the remote placement, work discipline or does not comply with the requirements of the supervisor related to the proper implementation of the professional tasks, the supervisor of the placement may dismiss the student from the online placement.

## §6

### Monitoring of distance work placements.

1. The purpose of monitoring remote work placements is to identify and verify progress towards learning objectives, in particular:
  - a) providing feedback on the completed tasks,
  - b) adjusting the planned tasks, if necessary,
  - c) explaining how to perform new tasks,
  - d) discussing ways to solve possible problems.
2. Monitoring is carried out remotely.
3. The monitoring schedule is determined by the supervisor with the student.
4. The frequency of meetings between the supervisor and the student should ensure ongoing assessment of the completed tasks.
5. The monitoring of online placements must respect the student's privacy and ensure full protection of his/her personal data.
6. The student should be informed in advance about the detailed rules of conducting the monitoring, including the tools used for online communication and the form of transferring the documents.

## §7

### Successful completion of remote placements

1. The condition for the successful completion of a remote placement is the fulfilment of the tasks set out in the placement programme and the submission by the student of the documentation required by the university, including the evaluation questionnaire (Appendix 1) and the report within 2 weeks of the completion of the placement.
2. If the student fails to complete the placement within the specified time limit or receives a negative opinion from the placement supervisor, the placement will not be passed.

## QUESTIONNAIRE FOR REMOTE WORK PLACEMENT

**1. Please tick the appropriate mark in your opinion, taking 1 as the lowest and 5 as the highest:**

	1	2	3	4	5
How do you rate your satisfaction with the remote work placement?					
How do you rate the content of the remote work placement?					
To what extent did you develop your professional skills?					
To what extent were you able to use the knowledge you gained at the university during the remote work placement?					

**2. What skills did your remote work placement enable you to develop?**

*(Please list them from most to least important in your opinion)*

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**3. To what extent were your expectations towards your mentor at the host institution fulfilled?**

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**4. Do you see any deficits in your preparation for your future career?**

*(Please list them from most to least important in your opinion)*

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**5. What have you been most satisfied with during your remote internship?**

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**6. What have you been most dissatisfied with during the remote internship?**

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## X. MONITORING OF ONLINE PRACTICES

The purpose of monitoring online internships is to identify and control progress towards educational objectives.

General principles of online internship monitoring:

- Online internships must be monitored in a manner that respects the privacy of the intern and fully protects the intern's personal data, regardless of whether the intern uses private or university equipment to complete the remote internship.
- Monitoring of online internships should not violate the privacy of the intern or the intern's family or impede the use of home facilities for their intended purpose.
- The adopted principles of monitoring should define its purpose (rationale), scope and manner of monitoring.
- The rules of monitoring of remote internships should take the form of regulations which will clearly and precisely define the rights and obligations of the intern and the remote internship supervisor.
- The intern should be informed about the monitoring in advance.
- The intern shall confirm that he/she is familiar with the monitoring of remote internships.
- The scope of the monitoring of remote internships should include the following: work performance, inventory, maintenance, servicing or repair of the provided equipment and its installation, health, and safety.
- The way in which monitoring is carried out must be adapted to the location and nature of the internship.
- Monitoring must be closely related to the duties performed.
- The monitoring should be performed by means of suitable software that can easily and in a way that does not put a burden on the intern to send the necessary information to the internship supervisor (time tracking software, daily practice reporting software, telephone contact, e-mail).

Below are sample guidelines for conducting remote internship monitoring:

1. Identify the style of supervision provided – are you more of a control person or do you prefer the student to sort everything out themselves?
2. How and by whom will remote internship tasks be assigned?
3. How and from whom will feedback be given?
4. When and how will the student be able to communicate with you?

What should you pay particular attention to when planning remote practice supervision?

- frequency of meetings and commitment to meetings by both parties;
- frequency of reporting and feedback (how often does the student submit work and how long does it take to receive feedback from the supervisor);
- communication channels - with what tools and in what form information is to be sent between the student and the practice supervisor;
- requirements concerning the documentation sent by the student;
- agreement with the student on work periods, availability, and deadlines for the submission of work results (taking into account semester breaks, sessions and holidays).

Defining clear rules, principles, and tools according to which the monitoring of remote internships will be carried out is helpful in establishing mutual expectations of the student and the internship supervisor. It is worth noting that students give up on virtual internships quite easily (especially when they are not an obligatory part of the study programme). Moreover, limited personal involvement and interaction with the supervisor (including lack of feedback), passive supervision (where the supervisor always waits for the student to initiate contact), one-sided communication and lack of space for flexibility or skill development lead to less commitment on the part of the student to the internship. Clear goals, support and good organisation can help students to stay motivated over time and work effectively.

Weekly reports and individual project reviews are definitely motivating and beneficial for work at home, especially when the amount and frequency of supervision is neither too

infrequent nor too frequent. A clear structure and frequent reporting ensure that the supervisor can provide feedback as progress is made, helping students along the way - rather than leaving feedback for the end when the project has made significant progress or perhaps even finished. Of course, it is important that performance monitoring is for feedback and developmental purposes, rather than to exercise control over students. Feedback and supervision support continuous learning and further contributes to the successful achievement of the next stages of the internship, ensuring its completion.

The following are the issues that should be addressed during the student's follow-up online meetings with the supervisor:

1. How is the situation in general (from the supervisor's and student's point of view)?
2. The workload.
3. Evaluation of communication between supervisor and student and student and other supervisors.
4. Evaluation of working hours/involvement.
5. Progress towards the set objectives.
6. Responding to questions about assignments.
7. Provision of feedback.
8. Explanation of new assignments.

## XI. ASSESSMENT, REPORTING, VERIFICATION OF ONLINE INTERNSHIPS

Online internships are subject to assessment for the achievement of learning outcomes. The assessment is carried out by the online practice supervisor.

Guidance for practice assessors:

1. Explain how the student will be assessed and by whom.
2. Specify the scope and timing of the assessment (mid-term and final or final only).
3. You can use the following assessment sheets for the achievement of learning outcomes, which contain a detailed list of learning outcomes, divided into the field of tourism and hospitality.
4. When assessing the placement using the following cards, select for assessment those learning outcomes that are relevant to the student's work tasks in the online placement.

### Tourism management

No.	Learning outcomes for this competence	Assessment of mastering the learning effect					Methods of verifying the learning effect
		where 1 means lack of mastering and 5 means full mastering					
		1	2	3	4	5	
Name of competence: Development of tourism event programmes							
1.	Characterizes types of tourist events;						
2.	Discusses principles for organizing and planning tourist events, including their legal conditions						
3.	Has knowledge of tourist geography of Poland and the world						
4.	Has knowledge of natural and cultural values and attractions						
5.	Has knowledge about current trends and directions of development in tourism and recreation						

6.	Presents the selection of tourist staff and the duties and principles of practical activities of persons participating in the service of an event at various stages of its realization						
7.	Uses cartographic studies						
8.	Uses other sources of information						
9.	Identifies recipients' needs and selects services according to them						
10.	Creates plans and programmes of tourist events for various groups of recipients						
11.	Evaluates risks and dangers when organising tourist events						
12.	Establishes contacts with potential partners (owners of hotels, conference centres, transport companies, etc.)						
13.	Defines the requirements towards their partners and co-workers when organising a tourist event						
14.	Indicates the need for further development of his/her skills in the above-mentioned scope						
15.	Can cooperate and work in a group						
16.	Predicts the consequences of actions taken						
Name of competence: Calculation of costs of events and travel services							
1.	Characterizes the concept and types of costs of tourist events						
2.	Characterizes factors influencing the price of tourist events and services						
3.	Specifies the principles of cost calculation of tourist events and services						
4.	Calculates costs of individual components of a tourist event and service, including own costs, third-party costs, and additional costs						
5.	Calculates costs of tourist events and packages with different time variants, prices, and component services						

6.	Prepares the necessary documentation for the calculation of tourist events and services						
7.	Calculates costs of tourist events for groups and unit costs						
8.	Determines prices for tourist events and services						
9.	Calculates margins and VAT in tourism						
10.	Indicates the need for further development of his/her knowledge and skills in the above scope						
11.	Can cooperate and work in a group						

Name of competence: Ordering and making reservations for travel events and services

1.	Selects service providers for tourism events and services						
2.	Establishes contacts with potential partners (owners of hotels, conference centres, transport companies, etc.)						
3.	Selects the best way to insure tourist participants						
4.	Orders, confirms and cancels ordered tourist services						
5.	Draws up contracts with entities operating in the tourist services market						
6.	Carries out reservations for tourist events and services, including online booking of services						
7.	Uses specialist computer programmes used in tourism management						
8.	Prepares documentation related to ordering of tourist services						
9.	Indicates the need for further development of his/her knowledge and skills in the above scope						
10.	Can cooperate and work in a group						
11.	Communicates effectively with contracting parties						
12.	Observes rules of professional ethics						

Name of competence: Cooperation with service providers in the implementation of tourism events and services



1.	Describes the principles of cooperation of persons participating in the operation of the event with managers of accommodation, catering, and transport services						
2.	Defines the requirements towards their contracting parties in the organisation of a tourist event						
3.	Orders, confirms and cancels ordered tourist services						
4.	Characterizes contracts concluded with contracting parties						
5.	Negotiates terms of contracts						
6.	Draws up contracts with entities operating in the tourist services market						
7.	Discusses contractor's liability for non-performance and improper performance of obligations						
8.	Indicates the need for further development of his/her knowledge and skills in the above scope						
9.	Can cooperate and work in a group						
10.	Communicates effectively with contracting parties						
11.	Observes rules of professional ethics						

Name of competence: Management of tourist events

1.	Characterises the principles of tourist event service depending on its type and the type of client group						
2.	Provides briefings to tourist staff on the planned execution of a tourist event						
3.	Applies the methods of tourist guide services and tour guiding						
4.	Characterises the way of behaviour in emergency and extraordinary situations of individual persons servicing a tourist event						
5.	Is able to apply appropriate solutions and principles of conduct in emergency and unusual situations occurring during the event						

6.	Discusses the scope of tasks and responsibilities of people working at the service of a tourist event on various positions (tour leader, resident, guide, etc.)						
7.	Monitors the progress of the tourist event						
8.	Plans and organises clients' free time						
9.	Manages tourist events for various groups of clients						
10.	Cooperates with service providers in the execution of tourist events and services						
11.	Serves tourism conferences, congresses, fairs and exchanges and other types of events						
12.	Observes the principles of customer service						
13.	Prepares, maintains, and collects documentation related to tourist events and services						
14.	Receives and handles customer complaints during the execution of the tourist event						
15.	Is ready to take on the professional role of a tourism event organiser, with the awareness of respecting the welfare and safety of clients						
16.	Indicates the importance of proper selection of staff to ensure the satisfaction of clients participating in a tourist event						
17.	Indicates the need for further development of his/her knowledge and skills in the above scope						
18.	Can cooperate and work in a group						
19.	Communicates effectively with the client						
20.	Is creative in his/her actions						
Name of competence: Providing tourist information							
1.	Describes the analogue and digital part of the Polish Tourist Information System						

2.	Defines tourist values, tourist development and transport accessibility of Poland and selected regions of the world						
3.	Develops tourist information on tourist attractions, tourist development and tourist products of a given region						
4.	Creates and updates tourist information databases						
5.	Provides practical information and advice to tourists about a given region in accordance with customer service principles						
6.	Uses various sources of geographical and tourist information						
7.	Cooperates with tourism market participants						
8.	Develops promotional materials, guides, and catalogues for tourist services						
9.	Indicates the need for further development of his/her knowledge and skills in the above scope						
10.	Communicates effectively with the client						
11.	Observes rules of professional culture						

Name of competence: Use of marketing instruments to sell tourism events and services

1.	Introduces new tourist services and products on the market						
2.	Determines and negotiates prices for tourist services and events						
3.	Develops pricing strategies						
4.	Uses existing and creates new distribution channels						
5.	Uses various instruments of promotion in selling tourist services and events (advertising, public relations, sales promotion, personal selling, direct marketing)						
6.	Indicates the need for further development of his/her knowledge and skills in the above scope						
7.	Can cooperate and work in a group						

8.	Communicates effectively with contracting parties						
9.	Observes rules of professional ethics						
Name of competence: Keeping financial accounts of events and travel services and recording business operations							
1.	Records participants' payments and prepares documents confirming payment for tourist services and events						
2.	Prepares cost statements and settles the costs of individual tourist services supplied by service providers, including the costs of hotel, catering, insurance, guides, transport and the costs of attractions and additional services						
3.	Prepares accounting of incomes and costs of the tourist event						
4.	Observes the principles of taxation of tourist services and events						
5.	Settles the costs of tourist conferences, fairs, and exchanges						
6.	Keeps accounting records of tourist events and services, observing accounting principles						
7.	Prepares full documentation on the billing of events and tourism services						
8.	Indicates the need for further development of his/her knowledge and skills in the above scope						
9.	Can cooperate and work in a group						
10.	Observes rules of professional ethics						
Name of competence: Preparation and collection of documentation for tourist services							
1.	Records participant payments and prepares supporting documents of payment for travel services and events						
2.	Keeps accounting records of events and travel services, observing accounting principles						

3.	Completes invoices, receipts, vouchers, proofs of payment, tickets in the event file						
4.	Indicates the need for further development of his/her knowledge and skills in the above scope						
Name of competence: Use of industry-specific computer programs and systems to support tourism management							
1.	Discusses the basic commands of the system used for handling tourism management						
2.	Uses specialist software for tourism management						
3.	With the use of dedicated software, performs complex service of an exemplary client						
4.	Indicates the need for further development of his/her knowledge and skills in the above scope						
Name of competence: Observance of occupational health and safety, fire protection and environmental protection regulations and ergonomic requirements							
1.	Knows basic principles of safety and hygiene at work and ergonomics in tourism management						
2.	Knows basic principles of shaping the work environment and human activity						
3.	Knows basic methods, tools, techniques for analysis and assessment of the work environment and human activity						
4.	Identifies potential sources of danger at the specific workstation						
5.	Knows how to behave in hazardous situations using safety rules						
6.	Shows a responsible attitude towards his/her own work safety and the work safety of others						
7.	Understands the need and knows the possibilities of self-development of knowledge in the field of safety, hygiene, and ergonomics of work						
8.	Anticipates consequences of his/her own actions						

Name of competence: Application of business laws, labour laws and protection of personal data							
1.	Has basic knowledge of entrepreneurship and the principles of taking up and running a business						
2.	Knows sources of economic, labour, and personal data protection law and is able to access them						
3.	Solves uncomplicated factual states in the scope of economic law, labour law and personal data protection						
4.	Understands the need to update and deepen his/her legal knowledge in the field of business law, labour law and personal data protection						
Name of competence: Use of a foreign language							
1.	Uses foreign-language sources of information to carry out the tasks of his/her job						
2.	Can hold conversations on typical subjects related to professional matters						
3.	Can write texts connected with professional assignments						
4.	Understands the need to improve his/her foreign language skills						
Name of competence: Organising the work of a small team							
1.	Has basic knowledge of human resources management and project management						
2.	Is able to coordinate teamwork						
3.	Identifies mistakes made in teamwork and indicates the proposal to correct them						
4.	Communicates effectively with other team members						
5.	Applies methods of conflict resolution and negotiation						
6.	Indicates the need for further development of his/her knowledge and skills in the above scope						



## Hospitality services

No.	Learning outcomes for this competence	Assessment of mastering the learning effect where 1 means lack of mastering and 5 means full mastering					Methods of verifying the learning effect
		1	2	3	4	5	
Name of competence: Comprehensive service to hotel guests in accordance with their needs, applicable standards, and professional ethics							
1.	Characterises the principles connected with servicing a hotel guest						
2.	Identifies psycho-physical characteristics of employees necessary for service in the hotel industry						
3.	Characterizes possibilities of resolving conflicts with a hotel guest						
4.	Uses various sources of hospitality knowledge						
5.	Serves guests in accordance with their specific needs						
6.	Observes principles of culture and ethics						
7.	Indicates the need for further development of his/her knowledge and skills in this field						
8.	Realizes tasks in a group, taking various roles in it						
Name of competence: Booking and selling hospitality services							
1.	Characterises the tasks and work tools of a hotel reception employee						
2.	Builds offers adapted to the category of guest (individual, group, business)						
3.	Identifies the needs of the hotel guest and on this basis selects an appropriate offer of hotel services						
4.	Selects promotional tools according to the character of hospitality services						
5.	Observes the principles of reservation of services for individual guests and groups						
6.	Uses the systems of reservation of hotel services						
7.	Documents the process of reservation of hotel services						

8.	Cooperates with other hotel departments when booking accommodation services by providing the necessary data concerning the booked services						
9.	Indicates the need for further development of his/her knowledge and skills in this field						
10.	Realizes tasks in a group, taking various roles in it						
Name of competence: Planning and implementation of marketing and sales activities for hospitality services							
1.	Characterises the latest marketing activities used to sell hospitality services						
2.	Explains the importance of a pro-image approach						
3.	Uses sales platforms						
4.	Uses tools such as: social media, product placement, content marketing, CSR, loyalty marketing in marketing activities						
5.	Creates marketing plans						
6.	Applies the assumptions of marketing mix for the sale of hospitality services						
7.	Indicates the need for further development of his/her knowledge and skills in this field						
8.	Realizes tasks in a group, taking various roles in it						
Name of competence: Use of specialized computer programs in the performance of professional tasks							
1.	Discusses the basic functionalities of programmes used to carry out professional tasks						
2.	Completes professional tasks with the use of dedicated software						
3.	Indicates the need for further development of his/her knowledge and skills in this field						
Name of competence: Maintaining cleanliness and order on the premises of a facility providing hotel services							
1.	Characterises jobs in the housekeeping department						
2.	Characterises types of housing units and their equipment						

3.	Characterises types of cleaning work						
4.	Organises the work of the housekeeping department						
5.	Supervises the supply of cleaning products to the hotel						
6.	Coordinates work on preparing the hotel for guests						
7.	Observes the principles of material responsibility with regard to hotel equipment and guests' property						
8.	Observes procedures for dealing with items left by guests						
9.	Indicates the need for further development of his/her knowledge and skills in this field						
10.	Realizes tasks in a group, taking various roles in it						

Name of competence: Preparing and serving breakfast according to the offer and standard of the hotel

1.	Discusses the types of hotel breakfast						
2.	Organizes the work of those responsible for preparing meals						
3.	Observes the principles of food storage						
4.	Observes the principles for preparing menus						
5.	Supervises the supply of food to the hotel						
6.	Indicates the need for further development of his/her knowledge and skills in this field						
7.	Realizes tasks in a group, taking various roles in it						

Name of competence: Organising and providing additional hotel services, taking into account the needs of guests and the standard of the facility

1.	Describes the hotel's additional services						
2.	Receives and executes guests' orders for additional services						
3.	Organizes additional services according to the order						
4.	Prepares documentation concerning the receipt and execution of orders for additional services						

5.	Indicates the need for further development of his/her knowledge and skills in this field						
6.	Realizes tasks in a group, taking various roles in it						
Name of competence: Comply with occupational health and safety, fire protection and environmental protection regulations and ergonomic requirements							
1.	Knows basic principles of safety and hygiene at work and ergonomics in the hotel industry						
2.	Knows basic principles of shaping the work environment and human activity						
3.	Knows basic methods, tools, techniques for analysing and assessing the work environment and human activity						
4.	Identifies potential sources of threats at a given work position						
5.	Is able to act in dangerous situations using safety rules						
6.	Shows a responsible attitude towards his/her own and others' work safety						
7.	Understands the need and knows the possibilities of self-development in the field of safety, hygiene, and ergonomics of work						
8.	Anticipates consequences of his/her own actions						
Name of competence: Application of business, labour law and personal data protection legislation							
1.	Has basic knowledge of entrepreneurship and the principles of taking up and running a business						
2.	Knows sources of economic, labour, and personal data protection law and is able to access them						
3.	Solves uncomplicated factual situations in the scope of economic, labour, and personal data protection law						
4.	Understands the need to update and deepen his/her legal knowledge in the field of business, labour, and personal data protection law						
Name of competence: Use of a foreign language and use of foreign language information sources							

1.	Uses foreign language sources of information to perform the tasks of the job						
2.	Can hold a conversation on typical subjects related to professional matters						
3.	Is able to write texts connected with his/her professional assignments						
4.	Understands the need to improve one's foreign language skills						
Name of competence: Organising the work of a small team							
1.	Has basic knowledge of human resources management and project management						
2.	Is able to coordinate teamwork						
3.	Identifies mistakes made in teamwork and indicates the proposal to correct them						
4.	Communicates effectively with other team members						
5.	Applies methods of conflict resolution and negotiation						
6.	Indicates the need for further development of his/her knowledge and skills in this field						

## XII. ONLINE INTERNSHIP EVALUATION – FEEDBACK FOR STUDENTS

Feedback delivered correctly should include the criteria within which the evaluation is carried out and the range of activities evaluated. Feedback should not apply to all activities but should be limited to a selected and previously agreed upon range of activities. For feedback to have the intended effect, it is necessary to provide it while the task being evaluated is still in progress or just after its completion.

Effective feedback aims to determine the level of understanding and skill development of the student in order to plan the next steps towards achieving the learning outcomes.

Effective feedback from a tutor is information that:

- focuses on the quality of work and/or learning processes;
- motivates and challenges the student to further develop their knowledge and skills;
- does not give praise, reward or punishment;
- recognises what the student has done well and identifies what has been poorly understood or misunderstood;
- focuses on the quality of work and relates to specific skills and knowledge;
- is directly related to the learning objectives;
- can be spoken, communicated by gesture, or formalised in writing;
- is given regularly and in a timely manner – it must be given during the assessment task or shortly after completion of the assessment task;
- takes into account the individual needs of the student;
- is formulated after the questions below have been answered:
  - 1) What can the student do?
  - 2) What cannot the student do?
  - 3) How does the student's work compare with that of other students?
  - 4) What can the student do better?
- is given during individual meetings with the student.

Tutors should review the quality of trainees' work and provide regular and timely formative feedback. Progress assessment should be carried out at least once a week. The information provided to students may also include an update of the activities set for the week, the results of previous work submitted and other relevant information regarding the organisation of the internship.



### **XIII. ONLINE DIGITAL TOOLS AND METHODS FOR ONLINE INTERNSHIP MANAGEMENT**

#### **1. The distance learning environment**

The distance learning environment through which online remote internships are delivered is the MOODLE (Modular Object-Oriented Dynamic Learning Environment) platform. This remote learning environment is based on Apache, PHP and MySQL or PostgreSQL and can be accessed via web browsers. A great advantage of the platform is that it can be run on the leading operating systems - Windows, Linux, and Mac OS X.<sup>1</sup> From the implementation point of view, this learning environment is freely available and does not involve licence purchase costs. MOODLE is one of the most popular and highest rated open Learning Management Systems in the world.<sup>2</sup>

The MOODLE environment provides access to advanced tools for developing, implementing, and sharing course curricula that cover practical aspects of education. International course planning is facilitated by the fact that the environment is multilingual, allowing it to run in multiple languages depending on where the course is delivered.

At the heart of the Moodle environment are courses containing resources and activities. There are around twenty different types of activities available within courses (forums, glossaries, wikis, assignments, quizzes, surveys, SCORM players, databases, etc.). The key point in course design and management is that each activity can be highly customised. The main strength of the activity-based model lies in combining activities into sequences and groups that can help guide participants through learning pathways. In this way, each activity can build on the outcomes of previous courses already delivered.

From the point of view of the online internship supervisor, the most important elements of the MOODLE environment are primarily its functionalities related to supervision of the progress of the internship and assessment of the intern's competence growth. The calendar built into the system is used to ensure efficient delivery of the internship schedule and its individual elements. It enables planning and tracking of planned elements of the

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<sup>1</sup> <https://moodle.org>

<sup>2</sup> <https://elearningindustry.com/the-best-learning-management-systems-top-list>

practice and its progress. The calendar allows for the assignment of specific deadlines for the completion of individual elements of the practice, the scheduling of meetings with the practice participants, etc.

For the purposes of tracking, the tutor has at his/her disposal modules for reporting the activity completion of the online practice user and for monitoring the completion of the whole course.

In the table below you will find links to additional materials related to each module of the MOODLE environment, which are useful during the online practice:

No.	Module name	Link
1.	Managing courses	<a href="https://docs.moodle.org/311/en/Courses">https://docs.moodle.org/311/en/Courses</a>
2.	Course	<a href="https://docs.moodle.org/311/en/Course_homepage">https://docs.moodle.org/311/en/Course_homepage</a>
3.	Activity completion	<a href="https://docs.moodle.org/311/en/Activity_completion">https://docs.moodle.org/311/en/Activity_completion</a>
4.	Grades	<a href="https://docs.moodle.org/311/en/Grades">https://docs.moodle.org/311/en/Grades</a>
5.	Calendar	<a href="https://docs.moodle.org/311/en/Using_Calendar">https://docs.moodle.org/311/en/Using_Calendar</a>

## 2. Communication tools

In order to maintain efficient communication with online internship users, the use of videoconferencing tools is essential. Depending on the institution supervising the implementation of a specific online internship, the following platforms are recommended:

1. MS Teams
2. Zoom
3. Cisco Webex

All of the above applications have a similar range of communication solutions available, including those key to online internship delivery:

1. videoconferencing connections,
2. chat,
3. attendance list,

4. user screen sharing,
5. call recording function,
6. file sharing function.

In addition, it is important to note that depending on the resources of the university responsible for the implementation of individual internship programmes, these platforms allow for full or partial integration with the MOODLE e-learning environment, which increases the possibility of efficient response to any problems occurring during the implementation of the internship.

In the table below you will find links to instructional materials helpful in using the various platforms:

No.	Platform name	Link
1.	Cisco Webex	<a href="https://www.youtube.com/c/CiscoSystems/search?query=webex">https://www.youtube.com/c/CiscoSystems/search?query=webex</a>
2.	MS Teams	<a href="https://www.youtube.com/c/microsoft365/playlists?view=50&amp;sort=dd&amp;shelf_id=6">https://www.youtube.com/c/microsoft365/playlists?view=50&amp;sort=dd&amp;shelf_id=6</a>
3.	Zoom	<a href="https://www.youtube.com/playlist?list=PLKpRxBfeD1kGI3UM5cE6oOOFf67mZN0fg">https://www.youtube.com/playlist?list=PLKpRxBfeD1kGI3UM5cE6oOOFf67mZN0fg</a>

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