

THE GENERAL INTERNAL QUALITY REPORT

The project ‘Language skills and intercultural issues in the hospitality industry: unity in diversity in the EU labour market’ is the continuation of the previous project ‘The Key Skills’ but there are three new partners Turkey, Lithuanian and Czechia so all the modules designed for the Key Skills project were translated in to the four new languages (Turkish, Lithuanian, Czech and Swedish). The new partners were responsible for translating modules in to their national languages, Lithuania also translated in to Swedish.

While translating the modules; **Hotel reception, Restaurant, Restaurant kitchen, Hotel business centre, Management offices, City getting-oriented** the partners tried to preserve the specificities of a given language/culture and guidelines in Key Skills project were followed.

The curriculum prepared in the previous project was updated and changed for blended-learning course format.

City getting oriented module was enlarged by adding video and audio based tasks. This made the learning module more interactive and challenging.

The old partners (IT, HR, SLO, UK, LV, RO) added some glossaries in their national languages to the **Restaurant kitchen** module and the new partners also added their own national dishes to the module and they were all translated in all languages. The tasks about the national dishes were created by all the partners.

The old partners also added five case studies to the previous modules, in total 30 case studies (revealed and non-revealed, text based, interned based) were prepared.

The Hotel Business Centre module was created with two-sub modules, Welcome Speeches Business and Welcome Speeches Conference. Each partner translated the learning material in to the languages they are responsible for. There are 2 speeches for each tourist destination

(Seaside, Village and Ski Resort) for both sub-modules and tasks which aim to enhance the users' comprehension and intercultural skills.

The Management Offices module was created with six sub-modules; Staff recruitment, managing the hotel, managing the staff, promoting the hotel, attracting the guests, international collaboration. The partners designed materials for the languages they are responsible for and created different types of tasks to help the users in their business life.

Hotel Front Office, Off-site Services, Conference and Business Services, Hotel Management, Catering Service, Financial Management modules were created by old partners (IT, HR, SLO, UK, LV, RO). Reading, listening, grammar tasks were created and also 6 case studies with different tasks for each module (totally 36) were prepared. Additionally, other problem based and creativity developing tasks for the face to face phase were created, too.

A module on intercultural competence (**Intercultural Module**) enriched with nine case studies dealing with cultural sensitivities of each partner country was added. 1) An English Ex-pat on Dubrovnik Customs, 2) The Rainbow of Italy, 3) The American Tourists Stay in Latvian Guest house, 4) Dine with a Local in Transylvania, 5) The American Tourists visit to a Slovenian Farm House, 6) Are the Czechs rude?, 7) 'Yes' or 'No' in Turkish, 8) First Impressions-Lithuania, 9) Six Cities of British Isles.

Apart from the case studies the intercultural module consist of 5 parts: 1) Introductory Part, 2) Warm-up, 3) The case, 4) Tasks to the case, 5) Questions for discussion.

There are also face to face tasks that were created for Intercultural Module.

Each partner created its own **Country Module** to give information about its cultural, ethic and traditional characteristics and uploaded it to the learning platform. Each country module has three sub-modules: 1) Hospitality and Tourism (essential information about the country) 2) National Traditions, 3) Tourist Attractions. Each sub-module consists of a warm up activity, a reading text with tasks, a video or audio file with tasks and a writing task.

The curriculum for A1 Course was prepared by VOS, SPS a OA Caslav team and the guidelines were created by VSS Murska Sobota and they were translated by all the partners in the languages that they are responsible for and uploaded to the learning program.

The **Welcome Module** was created by all the partners, there are 3 sub-modules Well come to the Hotel, Welcome to the restaurant and Welcome to tourist information centre. Warm up, reading, grammar, video and writing tasks were prepared for each sub-modules. Also some games, face to face tasks and additional learning materials were added to the module.

All the partners created the **Hotel Module**, there are 3 sub-modules under this module: Jobs in a hotel, Hotel Services and facilities and Hotel maps. Warm up, reading, grammar, video and writing tasks were prepared for each sub-modules. Also some games, face to face tasks and additional learning materials were added to the module.

The **Restaurant Module** was created by all the partners, there are 3 sub-modules Taking an order, Dealing with a complaint and Jobs in a restaurant. Warm up, reading, grammar, video and writing tasks were prepared for each sub-modules. Also some games, face to face tasks and additional learning materials were added to the module.

The Welcome, Hotel and Restaurant Modules videos were filmed in English language in a fictitious reception and restaurant at TURIBA University. Some partners used this videos some (Turkish and Latvian team) filmed their own videos. Travel Agency and Welcome to Tourist Information Centre videos were filmed by partners in the regional offices they visited in their hometown.

All partners created the module **Professional Skills** consisting of three sub-modules Booking accommodation, At the reception desk and Booking a holiday at travel agency. Warm up, reading, language use and video tasks were prepared for each sub-modules. Also face to face tasks and additional learning materials were added to the module.

The Piloting of the courses were done by all the partners and the e-learning platform was checked and improved after the piloting. The B2/C1 and B1/A2 courses were piloted in VET

institutions of the partners and with industry representatives in 2017 autumn and A1 courses was piloted in 2018 spring. Feedback questionnaires were filled in and evaluated in piloting reports. These reports were uploaded on the google docs folder created especially for this purposes.

Partners (except UK, Lithuania and Slovenia) organised **Multiplier Events**, UK attended the ME in Italy and Slovenia attended the ME in Czechia and Lithuania had a joint ME with Latvia. The teachers and/or the representatives from the industry were the participants of these multiplier events. Feedback questionnaires were filled in and evaluated and the partners wrote reports about the every multiplier event. These reports were uploaded on the google docs folder.

After each transnational meeting and after every six month period questionnaires for quality check were prepared by Slovenian and Turkish partners, all partners filled these questionnaires and by analysing these questionnaires the **internal evaluation reports** were written and uploaded to the google drive docs.

We had 3 Outputs and they consisted of several activities. One partner was responsible for the whole output: Italy was responsible for Output 1, Romania – for Output 2 and Czechia for Output 3.

After each activity (internal quality report of face to face tasks, internal quality report of B2/C1 intercultural language course, internal quality report of country module, internal quality report of VET Piloting, internal quality report of mobile application, internal quality report of digital maps, internal quality report of curriculum, internal quality report of hotel business centre and management offices etc.) the partner responsible for certain activity wrote an **internal quality report** which was uploaded on the google drive. Later on, after finishing an Output, the partner responsible for the whole Output compiled an internal quality report which has been uploaded on the google drive and on the public part of the project webpage. Moreover, every six months **internal quality reports** were written by all partners reporting overall work done (financial report, content report and dissemination report) in the period and

uploaded on google drive docs. Timesheets concerning the work done were written every month by each partner and sent to the coordinator once in 6 months together with other reports. By writing these internal quality reports we had chance to monitor how the project improved.

When we evaluate the results of the activities, we can say that everything is completed in the best quality. We did more than we wrote at the application form for instance we created 31 parts instead of 20 under the sub modules of intercultural module. More or less everything was finished on time. We only extended the piloting time from April 2018 to June 2018 because it was difficult to organize earlier piloting in some countries.

We didn't encounter any special difficulties, we only spend much time on creating case studies and piloting. Because the case studies should be connected with students future professions and also they should take their attention.

As a conclusion, all the partners of the project spent a great effort on every step of the project, they did their best to accomplish the activities and the outputs. After completing every activity and output, we made evaluations to monitor what we achieved and what we couldn't and we reported all these. There was a good collaboration among all project partners.

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The responsible person for the quality reports