



Programma di
apprendimento
permanente



Programma di
apprendimento
permanente

**LIFELONG LEARNING PROGRAMME
LEONARDO DA VINCI**

PROJECT

F.A.N.T.E.

FOSTERING AND TEACHING ENTREPRENEURSHIP

PROMOTED BY:

**AFP COLLINE ASTIGIANE SCARL – SCUOLA ALBERGHIERA
AGLIANO TERME - (AT)**



FANTE

- **4 weeks internship**
- **Internship along the training pathway of the learners (IVT)**
- **Learning outcomes assessed abroad according to the ECVET procedure**



Objectives

- **Language skills development**
- **Implementation of professional techniques in the field of culinary arts and tourist services.**
- **Implementation of the link between formal training and labour market**
- **Making learners conscious of their attitudes and skills**
- **Fostering entrepreneurial skills**



THE INTERNATIONAL PARTNERS



FLORIANA - MALTA



BOCHUM - GERMANY



CACERES - SPAIN



Programma di
apprendimento
permanente

THE LOCAL PARTNERS

- 1 – NATIONAL TOURIST INSTITUTE TOMMASO D'ORIA – CIRIE' (TO)**
- 2 – NATIONAL CULINARY ARTS INSTITUTE MARCO POLO - GENOVA**
- 3 – CHAMBER OF COMMERCE OF ASTI**
- 4 – UNIVERSITY OF TORINO – FACULTY OF EDUCATIONAL SCIENCES**
- 5 – REGIONE PIEMONTE – GENERAL DIRECTORATE FOR VOCATIONAL TRAINING**
- 6 – REGIONE PIEMONTE – GENERAL DIRECTORATE FOR TOURISM PROMOTION**
- 7 – JOB CENTER – DISTRICT OF ASTI**
- 8 – HOTEL AND RESTAURANT ASSOCIATION - ASTI**
- 9 – CLUB UNESCO - ASTI**



THE PARTICIPANTS

102 STUDENTS

Selected among:

Students in compulsory education and training between 16 and 18 y.o.

- **AFP Colline Astigiane – Agliano Terme e Asti** **42 Mobilities**
- **Istituto Tommaso D'Oria – Ciriè (TO)** **30 Mobilities**
- **IPSSAR Marco Polo – Genova** **30 Mobilities**



Programma di
apprendimento
permanente

THE ECVET

- 1 – Identification of the Learning Outcomes based on regional and national qualification framework (FBL) and relevant EQF level**
- 2 – Grouping of the Los into Learning Units**
- 3 – Sharing of the LU content with international partners**
- 4 – Definition of assessment methods to be carried out by the host company tutor**
- 5 – Validation and recognition of the assessment results**
- 6 – All the above steps are defined and stated in the MoU**



EXAMPLE OF LEARNING UNIT

Skills	Competence	Knowledge
Knowledge of all the kitchen departments and the most relevant internal activities	Identifying instruments and equipments for the different activities.	Knowledge of each different machines and equipments and its relevant use
Ability to communicate with colleagues and supervisors properly	Use of organizational communication criterion	Knowledge of the roles attributed to each working companion
Use of proper terminology concerning gastronomy and catering in two languages	Use of proper working terminology	Knowledge of the most used and essential terms
Keep clean the workplace and kitchen equipments	Use of procedures and protocols of hygiene and cleaning of workstation	Knowledge of cleaning methods and products suitable for each specific equipment



Programma di
apprendimento
permanente

THE ASESSMENT PROCEDURE

<p>Evaluation methods, Validation and recognition</p>	<p>:</p> <p>The trainee will be subject to an evaluation sheet filled by the host company tutor who is assigned with the task of evaluating all the aspects of the learning units. The questionnaire is made up of 13 questions relevant to the different areas of the two learning units whose results are expected to be achieved by the trainee. The skills acquired and the relevant learning outcomes will be evaluated on a scale of 3 (1 = basic; 2 = intermediate; 3 = advanced).</p> <p>The results of the evaluation done by the host company tutor will be validated by the sending Institution and will form part of the trainee portfolio through the recognition of the relevant credits.</p> <p>The achievement of the foreseen Learning Outcomes stated in the present Units will be validated with n.1 point of credit in the Country of origin for the admittance to the final qualification exam.</p>
<p>Evaluator profile</p>	<p>:</p> <p>The evaluator is the host company tutor. The companies and the tutors are selected within those whose professionals have a large experience in the field study object of the evaluation and commonly host international trainee with the task of teaching and evaluating the acquired skills.</p>



THE ASSESSMENT SURVEY

Please, answer the following question

Legenda:

1 = basic

2 = intermediate

3 = advanced

Question	Score		
	1	2	3
Does the trainee knows all the Kitchen departments and the most relevant internal activities?	1	2	3
Can the Trainee identify equipments for the different activities to be carried out?	1	2	3
Does the Trainee know all the different machines and equipments and its relevant use?	1	2	3
Does the Trainee communicate properly with colleagues and supervisors properly?	1	2	3
Does the Trainee know the roles and the tasks attributed to each working companion?	1	2	3
Does the Trainee use proper terminology concerning gastronomy and catering in two languages?	1	2	3
Does the Trainee know the most commonly used and essential working terms?	1	2	3

A total number of 13 questions have been prepared for the assessment of the 2 learning units.



THE POTENTIALS OF ECVET FOR MOBILITY PROMOTERS/ORGANIZERS

- 1 – Transparency of relationship with the international partners and distribution of tasks through the subscription of the Memorandum of Understanding.**
- 2 – Construction of an international network for the definition of proper Learning Outcomes and Learning Units.**
- 3 – Identification of the training requests and needs of the Labour Market through surveys – results used while identifying the Learning Outcomes**
- 4 – Implementation of the dialogue between VET Providers and Job Offerers**



Programma di
apprendimento
permanente

THE POTENTIALS OF ECVET FOR THE PARTICIPANTS/STUDENTS

- 1 – Acceptance of the mobility/training/learning pathway**
- 2 – Proper construction of self expectations and self evaluation by being conscious of the expected results**
- 3 – Transparent evaluation and assessment procedure shared by both partners in the Country of origin and abroad.**
- 4 – acceptance of self professional plan through the subscription of the Learning Agreement.**
- 5 – Enhancement of personal attitudes.**



ECVET: ISSUES TO SOLVE FOR A PROPER IMPLEMENTATION

- 1 – Lack of participation by the Labour Market representatives: a “suasion” activity is required.**
- 2 – Adequacy of the international Network: the construction of a Mutual Trust with International Partners is essential.**
- 3 – Lack of financial resources to cover the intellectual work required along the experimentation phase.**
- 4 – The Project Manager shall be able to coordinate all the actors involved by having a complete view of all the project components, timing and deadlines.**



ECVET: ISSUES SOLUTION PROCESS

- 1 – Investigate and collect the training requests and needs of the Labour Market through surveys/interviews and other tools.**
- 2 – Share the results with the trainers within the VET providers context.**
- 3 – Identify common matrix within the National/local systems involved.**
- 4 – Desing LUs by mixing all the results according to the proper EQF level.**
- 5 – Distribute the identified LOs into LUs coherently with the duration of the mobility.**



Programma di
apprendimento
permanente

CONTACTS

AFP COLLINE ASTIGIANE Scarl
Reg. San Rocco 74
14041 Agliano Terme (AT) – Italy
Tel +39 0141 954079
Fax +39 0141 954177

Matteo.gazzarata@virgilio.it

Matteo.gazzarata@gmail.com

Contact person: Mr. Matteo Gazzarata