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VOCATIONAL EDUCATION AND TRAINING**

PROJECT

**PACETRAINING**

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**I.O.1 - Design, development and piloting of a  
Training Path Addressed to SN People**

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## 1. Introduction

This research focuses on the identification of the qualification in the field of hotel services and culinary arts for people with special needs (SN). The aim of the research was to not only focus on the general qualifications, but rather those which are adapted to the needs of SN. In this report the summary of the themes is provided. In the first part of the report the findings on the following topics are summarized:

- Identification and presentation of the VET system in the field of culinary arts and hotel services for SN.
- Description of the qualification according to the national/regional system (description of the core tasks and activities, functions/positions/occupations and other relevant information for the analysis and mapping the common profile in the project).
- Description of any rules existing in partner countries regarding the vocational education for people with disabilities.
- Description of the skills and competences required for the qualification according to the official documents, please provide source of information and links to the official documents.
- Introduction and design of the learning outcomes in existing qualifications.
- Description of the training program for the qualification (duration, methodology, number of theoretical and practical hours etc.).

In the second part of the report, the first proposal of the training path on the basis of partners' contribution, especially Italian partner AFP<sup>1</sup> is provided. This part includes also recommendations for setting up the training path from the scientific supervision report prepared by Prof. Vitiello, University of Turin<sup>2</sup>.

Additionally, in the part Annexes, all partners' reports are attached.

It is necessary to mention that some information/contents provided by the partners differ and were provided not fully according to the layout of the first report, therefore there were some difficulties to compare the data among partners in the first stage. Moreover, the presented VET systems show a great diversity in the context of regulations, content of training and presentation of skills and competences in partner countries.

<sup>1</sup> More information about AFP is available on the company's website: <http://www.afp-collineastigiane.com/>

<sup>2</sup> More information about Prof. Vitiello can be found on the website of the University of Turin: <https://www.unito.it/ugov/person/263122>



On the basis of the reports the VHS Cham<sup>3</sup> tried to make the skills and abilities common for all countries while taking into account the qualifications and the already existing training path in Italy<sup>4</sup>. It means that the specific training areas e.g. working in the kitchen were compared in the context of necessary knowledge, skills and abilities among partner countries. In case of having the existing training path from Italy, we tried to make a mapping exercise between described activities, tasks of the Italian training and partner countries.

The mapped skills and abilities are defined in learning outcomes. On the basis of the collected learning outcomes and what follows description of the skills competences the proposal of units is formulated.

## 2. Different systems in the Partner Countries

This chapter is based on the results provided by the project partners within the project and tries to present and summarise the systems and main findings regarding the VET system in the field of culinary arts and hotel services for SN<sup>5</sup>. To gain a common understanding, in this context special needs (SN) refers to a broader target group including all kinds of mental disabilities, not limiting the extent of the project to specific disabilities only such as Down Syndrome but to a wider panorama of mental learning limitations (mild and severe ones).

A description of the qualification including skills and competences, existing rules regarding the vocational education for people with disabilities, a description of the existing trainings for SN as well as an evidence on design of those qualifications in learning outcomes will be presented.

The aim of this report is to identify and provide an overview of the VET system in the field of culinary arts and hotel services for SN, taking into account the various systems into the different partner countries while focusing on similarities as well as differences. Furthermore, in depth research was carried out upon the qualification according to the national/regional system (with specific description of core tasks and activities, functions/positions/occupations) and other relevant information of the analysis and mapping the common profile. The report will also have a look at any existing rules regarding the vocational education for people with disabilities and to what extent there

<sup>3</sup> More information about VHS Cham is available on the organisation's website: <https://www.vhs-cham.de/>

<sup>4</sup> More information about the training path can be found in the Italian country report, see Annex

<sup>5</sup> Definition of special needs: <https://www.merriam-webster.com/dictionary/special%20needs>



are differences between partner countries. In accordance with this point, the report clearly outlines which skills and competences are required for the qualification according to the official documents.

The last part will focus on the introduction and design of the learning outcomes in existing qualification and the development of a training programme for the qualification of SN in the field of culinary arts (duration, methodology, number of theoretical and practical hours, etc.).

### **a. State of the art of national VET provision to SN in the field of culinary arts and hotel services based on legal frameworks**

The research carried out by the project partners was mainly desktop based, but existing literature in the field of education in culinary arts for SN people was taken into consideration as well. Additionally, the partner consortium's findings were based on internal research by examining their own organisations, as well as (informal) interviews with specialists and reviewing existing official documents on VET for SN from country authorities. Very fast it became clear that the presented VET systems in the partner countries Germany, Finland, Italy, Latvia and Spain show a great diversity in the context of regulations, content of training and presentation of skills and competences. Although the situation of the VET system in the corresponding field for people with disabilities differs from country to country, some similarities can be found e.g. close cooperation between VET providers and world of work (companies) as this is, for example the case in Finland and Germany. In Germany, work-based learning is a common approach in the field of training. This is also the case in SN education. There is a regulation determining that if training takes place in an institution (i.e. VET institution), at least 12 weeks of the whole training (normally 3 years) need to be carried out in a company.<sup>6</sup> The Finnish Agency for Education draws the curriculum in each qualification in close co-operation with education providers and work life. Remarkable was that in many countries the education system does not determine specific qualifications/regulations for SN learners, but there is mostly just one system for all meaning inclusivity. This is the case, for example in Latvia and Finland, while it is common to make some slight adaptations to regular training programmes in case of SN (like "adapted" evaluation procedures). In Germany the situation is different as there are several legal acts available describing special training regulations for SN. The most common ones being the following: Berufsbildungsgesetz BBiG (professional education law)<sup>7</sup>, Handwerksordnung HwO<sup>8</sup> (crafts regulation) and the German Social Security Code III<sup>9</sup>.

<sup>6</sup> Empfehlung für eine Ausbildungsregelung zum Fachpraktiker Küche (Beikoch)/zur Fachpraktikerin Küche (Beiköchin) according to § 66 BBiG/§ 42m HwO

<sup>7</sup> BBiG, §§64-67: more information available here: [https://www.gesetze-im-internet.de/bbig\\_2005/BJNR093110005.html](https://www.gesetze-im-internet.de/bbig_2005/BJNR093110005.html)

<sup>8</sup> HwO, §§42 k-n: more information available here: <http://www.gesetze-im-internet.de/hwo/BJNR014110953.html#BJNR014110953BJNG001204377>

<sup>9</sup> SGB III, Participation in working life §112: more information available here: <https://www.sozialgesetzbuch-sgb.de/sgbiii/112.html>



These documents try to make clear that disabled persons should be trained in a recognised training occupation, however their special circumstances need to be taken into consideration. The regulations also state that they can sometimes receive a compensation for disadvantages in certain learning situations, e.g. referring to the use of aids during the training or the time structure.

In many countries, there are additional programmes that were designed especially for the relevant target group and that complement other regulations. For instance, in Spain there is a programme focusing on the transition to adult life for students with special education needs carried out by specialized educational centres. In other countries, like for example in Latvia, the approach focuses on a completely inclusive system with no national qualification and training courses specifically dedicated to SN people.

A detailed description of the situation in each partner country can be found in the Annex of this document.

## **b. Description of the qualification according to the national/regional system (description of the core tasks and activities, functions/positions/occupations and other relevant information for the analysis and mapping the common profile in the project)**

In the partners' reports it became clear that SN learners should be able to receive the same qualifications as other learners meaning that they are trained according to national curricula and included into regular educational procedures. However, often their path of achieving the corresponding qualification might be distinct to the one of others. In certain cases it is, nevertheless, possible to make adaptations to regular curricula.

The description of the qualifications also differs from country to country. However, it was noticed that mainly three different working areas are addressed when referring to SN people in the culinary arts and hotel services: cooking, waitressing and general hotel services.

In Spain the description of the qualification is based on the lowest grade with focus Bakery and Pastry qualifications, Housing and Laundry qualifications, Kitchen and Restoration qualifications. The German VET system is broad and it regulates, for example, the following professions in the field of the hotel and restaurant industry, assistant for the hotel and hospitality industry, specialist in the kitchen, specialist for housekeeping. Remarkable is the fact that one does not need a school leaving certificate for the training as a specialist in the hospitality industry. According to the Finnish system, the qualification in the hotel, restaurant and catering services is divided into three competence areas, i.e. customer service (with the corresponding job title waiter/waitress), hotel services (hotel receptionist) and food service (cook). In Italy, the qualification targets the field of bar and restaurant, service, secretary assistant (reception) and assistant cleaning service (room service). In Latvia, professions are categorised in different groups (based on a Cabinet regulation), whereas according to this system people with mental disabilities work in



professions that are included in the group “service and sales staff” (5<sup>th</sup> group), “skilled workers and craftsmen” (7<sup>th</sup> group) and “simple professions” (9<sup>th</sup> group)<sup>10</sup>.

It is remarkable that many of the described qualifications focus upon assistant services, it means the levels of 3 and 4 in professional education are indicated, this is related to the regular education. The existing regulations, laws regarding of vocational education for SN learners aim to follow the rules of the regular education, however taking into account the cognitive process and abilities of the SN learners, the levels of EQF in case of vocational learning for SN learners are indicated as level 1 and 2 in partners' reports.

This is the reason why the partners decided to concentrate on EQF levels from 1 to max 3 for designing their training path which will be explained in detail later in this report.

### **c. Description of any rules existing in partner countries regarding the vocational education for people with disabilities**

In all partner countries there is an evidence of regulation of the vocational education for people with disabilities in the field of culinary arts or hotel services. Those regulations are issued e.g. on the national level through legal acts. To mention some examples, in Germany the corresponding documents are the „Rahmenregelung Für Ausbildungsregelungen FÜR behinderte Menschen gemäß § 66 BBiG/§ 42m HwO Empfehlung des Hauptausschusses des Bundesinstituts Für Berufsbildung vom 17. Dezember 2009 (geändert am 15. Dezember 2010)“<sup>11</sup> comprising of a framework regulation for training regulations for disabled people in line with other laws). In Latvia the Vocational Education Law, Law on Social Services and Social Assistance describes specific rules regarding VET education for SN. The Spanish Government published Royal Legislative Decree 1/2013, of 29 November, which approves the Consolidated Text of the General Law on the rights of persons with disabilities and their social inclusion<sup>12</sup>. Expanding these regulations there are also several additional approaches that support VET with SN learners. Through systematic and pedagogic support for students based on the students' personal objectives and skills as well as special arrangements for teaching and studying the acquisition of skills and competences is promoted. In Italy, for example, there are – rather than national documents – some regional initiatives that focus on this aspect (GUIDELINES FOR SOCIAL INCLUSION, whereas the Piedmont Region has e.g. produced GUIDELINES FOR TRAINING FOR PERSONAL DISABLED PEOPLE).

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<sup>10</sup> Detailed information about each of the professions and the corresponding skills, knowledges and competences can be found in the individual countries' reports, see Annex.

<sup>11</sup> The full document is available here: <https://www.bibb.de/dokumente/pdf/HA136.pdf>

<sup>12</sup> The full document is available here: [http://www.garrigues.com/sites/default/files/docs/Labour-Updates-14-2013\\_1.pdf](http://www.garrigues.com/sites/default/files/docs/Labour-Updates-14-2013_1.pdf)

#### **d. Description of the skills and competences required for the qualification according to the official documents**

The analysis of the partners' reports revealed that in each country there is a focus on skills and competences related to the qualification which are applicable or designed for the people with disabilities.

In Germany not only skills and competences are required, but also some preconditions like good physical condition (as many activities are carried out standing and walking), contact and service orientation, or manual skills (e.g. when cutting ingredients).<sup>13</sup>

The apprentices learn, for example:

- How to serve food and drinks and to prepare for certain work
- How to prepare simple food and drinks
- How to properly store goods and control stocks
- Which hygiene regulations must be observed in the hospitality industry
- How to decorate rooms and tables for different occasions
- How to clean and maintain guest rooms and their furnishings

As already mentioned above, in Finland there is a focus on the following three professions: waiter/waitress, hotel receptionist and cook, whereas for each of them the profile of the skills and competences is individually described:

Profile of skills and competences - Waiters/Waitress

Composition of the qualification:

□ Vocational units consist of compulsory and optional units. Compulsory units of the competence area in customer services are working in hotel and restaurant services, customer service and sales as well as serving meals and beverages. Examples of optional units include sales and serving of beverages, cafeteria services, fast food services, conference services, catering for special occasions as well as ship catering services.

Profile of skills and competences – Hotel Receptionist

Composition of the qualification:

□ Vocational units consist of compulsory and optional units. Compulsory units of the competence area in hotel services are working in hotel and food preparation services, customer service and sales as well as customer service at a hotel reception. Examples of optional units include hotel reservation activities, cafeteria services, conference services, catering for special occasions as well as ship catering services.

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<sup>13</sup> For comprehensive information have a look at these documents:

<https://www.bibb.de/veroeffentlichungen/de/bwp/show/6180>; [https://www.bildung-mv.de/export/sites/bildungsserver/downloads/160823\\_RP\\_Fachpraktiker\\_Gastgewerbe.pdf](https://www.bildung-mv.de/export/sites/bildungsserver/downloads/160823_RP_Fachpraktiker_Gastgewerbe.pdf)



Profile of skills and competences – Cook

Composition of the qualification:

□ Vocational units consist of compulsory and optional units. The compulsory units of the competence area in food service are working in hotel and restaurant services, preparation of lunch dishes as well as preparation of dishes. Examples of optional units include preparation of à la carte dishes, preparation of catering and banquet dishes, service and distribution kitchen functions as well as food production in an institutional kitchen, fast food services, cafeteria services and ship catering services.

Whereas in Germany and Finland the skills and competences are described in the form of specific services SN people can offer or carry out in the end, the situation is slightly different in Italy, where the skills and competences are described as working process activities and skills.

Working processes:

- Making a product (FaL);
- Carrying out functional operations (FaL);
- Interaction with people and roles (FaL);
- Applying hygiene and safety rules in the working context (FaL)

The additional documents provided by the Italian partner revealed also what tasks are covered, e.g. serving food and drinks; preparation for certain work; preparation of simple food and drinks, storing goods, decoration of rooms and tables, cleaning and maintain rooms, application and following hygiene regulations etc.

In Latvia, the description of the profile with skills and competence of the profession Cook Assistant focuses on presentation of common skills, specific skills in the profession and general skills/abilities. Common skills can, for instance, be the following: organizing the own workplace, observing rules of work and personal hygiene, complying with labour safety and protection regulations. Specific skills in the profession Cook Assistant refer to preparing semi-finished products, preparing basic sauces, salads, snacks, sweet dishes, drinks or the food card etc. General skills/abilities are communication skills, working in a team, working under the cook's supervision and self-presentation abilities.<sup>14</sup>

In Spain, the description of qualifications for Bakery and Pastry qualifications, Housing and Laundry qualifications, Kitchen and Restoration concentrates on the presentation of the relevant practical skills, abilities and competences to carry out these professions.

<sup>14</sup> More information can be found here:  
<http://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0033.pdf>



To achieve a Bakery and Pastry qualification, one needs to be aware of basic processes in this field, must have knowledge about customer service practices and possess communicative skills. Within the title Housing and Laundry qualification, the students learn how to prepare and fine-tune rooms, select and collect textile materials, carrying out washing, ironing and finishing activities of clothes, among similar. Specific competences for a qualification in kitchen and restoration, the learner must be able to carry out basic operations regarding the reception, storage and distribution of materials, execute packaging or conservation processes, as well as performing pre- and post-service operations.

### **e. Introduction and design of the learning outcomes in existing qualifications**

The situation of having a description in learning outcomes is different from country to country. In some countries, the skills and competences are only partly described in LO, which is for example the case in Germany. In this country, the qualification is not fully described in learning outcomes. The framework of teaching describes the teaching fields and the acquired knowledge and skills. The Ministry of Education, Science and Culture in Mecklenburg-Western Pomerania prepared a draft framework plan for the qualification

Specialist in the hospitality service (“Fachpraktiker im Gastgewerbe”)<sup>15</sup> designed in learning outcomes. The defined learning/teaching fields are described in the context of knowledge, skills and competences. Some specific examples can be found in the national German report in the annex of this document.

There is a complete lack of LO for this field in other countries. This is, for instance, the case in Italy. In Italy, the regional system in Piedmont accepts the description of learning outcomes when ECVET credits need to be recognized, but the qualifications are not designed following these guidelines. At the moment there is no Learning Outcomes design for “Work training” (FaL) qualification.

In Latvia and Spain the situation is similar. There is no official description in learning outcomes, but the qualifications are well described in practical operations, which allows to transfer them to learning outcomes. In Latvia, all Professional standards and qualifications are made according to the needs of professions for labor market, taking into account learning outcomes, however there are no specific standards for SN people.

In Spain, the description of qualifications for Bakery and Pastry qualifications, Housing and Laundry qualifications, Kitchen and Restoration includes the description in the context of practical operations which can contribute to definition of the learning outcomes for the specific areas of work.

<sup>15</sup> The framework plan for this specific profession is available here: [https://www.bildung-mv.de/export/sites/bildungserver/downloads/160823\\_RP\\_Fachpraktiker\\_Gastgewerbe.pdf](https://www.bildung-mv.de/export/sites/bildungserver/downloads/160823_RP_Fachpraktiker_Gastgewerbe.pdf)

However, there are also countries where the qualification is described in learning outcomes.



This is the case in Finland. The Finish report, which can be found in the Annex of this document, presents the summary description of the skills and competences in the context of learning outcomes for three professions: waiter / waitress, hotel receptionist and cook. The descriptions of the learning outcomes provided by the partner organisation are the basis for setting up the learning outcomes of the training path for SN people in our project.

## **f. Description of the training program for the qualification (duration, methodology, number of theoretical and practical hours etc.)**

The training programs for the specified above qualifications differ in the context of duration, methodology, division of the theoretical and practical hours.

For example the Spanish Basic Professional Title in Bakery and Pastry training program includes 2000 hours, where 240 hours is carried out in work centre, the training lasts 2 years, some slight adaptation of the training are provided in case of SN learners. Apart from content related topics focus is given on communication skills and foreign languages. Also in Germany the training programmes are designed generally for 3 years or 2 years and are carried out according to the regulation of the dual system of vocational training, this means that the practical part is carried out in the company or in a special training centre providing vocational trainings for SN Learners.

In Latvia, similar like in Spain the vocational training programs which are provided in a regular education are adapted to the needs and abilities of SN Learners. For example, there is a sample of program in Catering services "Cook's assistant", professional code 2281102, the first level of professional qualification, two year studies after primary school and student gets the Certificate of vocational basic education. Some schools in Latvia offer it for students with special needs. The curriculum of this program is adapted for SN students in Jūrmala Professional Secondary School of Social Integration. The duration of this program is one year. The number of theoretical and practical lessons are 748 to 216 and the number of qualification practice lessons are 420. In Latvia, there are currently various projects implemented e.g. from European Social Fund to support vocational education and labour market integration of SN learners.<sup>16</sup>

In comparison, the training program in Italy (Piemonte region) lasts much shorter 600 hours with division 50 theoretical hours, 250 practical hours and 300 practical training in company. Here the experiential learning and "learning by doing" play an important role in the process of learning.

Also the training program in the context of duration, methodology and structure differs from other training programmes in partner countries. First of all the focus is given on achievement of vocational competences and general competences e.g. competences in mother tongue, foreign language, mathematic skills etc. The training programme is not tied to the specific numbers of hours but the development of skills and competences.

However, during the analysis of the partners' reports it was decided to map the same

areas/units common for all partner countries as a basis for the creation of new training path dedicated to the acquisition of skills and competences.

To clarify the difference between skills and competences, the report refers to the official definition on ECVET and EQF related documents, whereas they are described as follows:

<b>Skill(s)<sup>17</sup></b>	The ability to apply knowledge and use know-how to complete tasks and solve problems.
<b>Competence(s)<sup>18</sup></b>	The proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional or personal development.

The common areas are related to the processes of communication, cooperation in team and in working environment, working in the kitchen, serving and recommending food and drinks including preparation of the restaurant, bar areas; working in the magazine; working in the housekeeping services (housing and laundry); working in merchandise management. Therefore, it was decided to classify/arrange the description of knowledge, skills and abilities around those working areas as learning units.

<sup>16</sup> Information from the Latvian report.

<sup>17</sup> European Commission, The European Credit System for Vocational Education and Training ECVET. Get to know ECVET better. Questions and Answers, November 2009

<sup>18</sup> European Commission, The European Credit System for Vocational Education and Training ECVET. Get to know ECVET better. Questions and Answers, November 2009

### 3. The Pacetraining path for SN in the context of learning outcomes

Training path: Mapping knowledge, skills/abilities

The description of knowledge, skills and abilities is based on the reports received from the partners based on which three different training paths will be developed for the different professions.

When designing the units the following aspects were taken into account:

- Description of the qualifications according to European Qualifications Framework is available in the partners' reports. According to the partners' reports from Germany, Finland and Latvia, the qualification is based/graded on level 3 or max 4 of the EQF. In Italy it is based on level 1 or level 2. Level 3 and 4 of the EQF refer to a certain degree of independency and self-management (e.g. level 3 requires the ability to solve problems using simple rules and tools). As in many countries SN education is included in general national curricula, it would be most appropriate to base the training path for SN at least on level 3. This provides also the opportunity to make grading when carrying out the assessments of knowledge, skills and abilities.

The grading in the assessment can then be structured the following way: level 3 would refer to the targeted learning outcomes and whenever a person is not able to reach this aim, a downgrading to level 2 or level 1 is possible. SN people often work under supervision and in a structured context because they frequently face problems when working autonomously. This refers to Level 1 of the EQF and means that a person can carry out only simple tasks, and in the context of responsibility and autonomy all tasks are carried out under direct supervision in a structured context. On the level 2 the person is able to solve routine problems using simple rules and tools and in the context of responsibility and autonomy, s/he still works under supervision with some autonomy. However, as indicated in the report, the vocational paths for the professions in the field of hotel services and culinary arts aim at level 3 or 4 of EQF, the aim of the new training path would be to follow the same direction and go in line with that.

In order to structure the common training path for the SN people, it was therefore decided to focus more on these levels of the EQF. To draw up a training path, the EQF suitable levels must be taken into account as well as the duration of the piloting phase as proposed in the application form (300 hours maximum or 30 days). As far as EQF level is concerned the following principle has been applied:



- Description of the main fields of work for the qualification, in all partners reports the following working fields appeared: working in the kitchen; serving and recommending food and drinks including preparation of the restaurant, bar areas; working in the storage; working in the economic services (housing and laundry); working in merchandise management. Therefore, it was decided to classify/arrange the description of knowledge, skills and abilities around those working areas as learning units.

- Description of the knowledge, skills and abilities according to the working processes for each working area: making a product; carrying out functional operations; interaction with people and roles; applying hygiene and safety rules in the working context. Additionally, when designing the training path the partners also tried to focus on the following aspects of competences which are applicable for all of the three training paths:

#### Professional Competences:

Part of this competence is the action competence which refers to an individual's capacity of carrying out possible actions under supervision within the culinary arts sector.

The professional competence also means that a person is prepared and able to solve easy tasks and problems based on basic knowledge and abilities in a goal-orientated appropriate, methodical way under guidance and evaluate the results with the help of other persons.

#### Soft-skills:

The soft-skills can be expressed in three different competences. First of all, the self-competence meaning that a person is able to meet requirements when receiving exact instructions and guidelines. It also refers to having appropriate reservations regarding family, profession and public life, to think through and assess them to a certain degree and develop new talents. A person having this competence also has critical abilities, self-confidence to some degree, is reliable and has a sense of responsibility and duty. Part of it is also the development of thoughtful values and a self-determined bond to those values. The other part of soft skills consists of the social competence which means that a person is able to live and design social relations, to communicate with others in an understandable and appropriate way. Special focus is also upon developing social responsibility and solidarity up to a certain degree. The last competence that connects with soft skills is the communication competence. It refers to a person being able to understand and take part in communicative situations. It also means to perceive and understand what oneself and the partner want to express while communicating.

#### Transversal skills:

These skills can be described with two competences. The first one is the methodical competence which means that a person is prepared and able to approach and process tasks and problems in a goal-orientated way under supervision. The other important part of transversal skills is the learning competence. It means that a person is prepared and able to understand and assess information about issues and context under guidance and jointly. Moreover, the person who has this competence is prepared to apply learning



techniques and structures, which were developed by others, under supervision.

Skills which are related to the General Principles of EU (EU Regulation n.1303/2013 Paragraph II art.7 e art.8<sup>19</sup> about General Principles) should also not be neglected when designing the learning path:

- Promotion of equality between men and women and non-discrimination
- Sustainable development
- Safety rules in the working context
- Food hygienic rules (HACCP)

They are also an integral part of the learning units.

Additionally, in order to develop the training path applicable to the SN learners, the recommendations and feedbacks from the scientific report<sup>20</sup> prepared by professor Vitiello, University of Turin were taken into account. One of the recommendations is related to the cognitive functioning. Prof Vitiello points out that one of the most important limiting factors is the level of intellectual functioning, many of the described knowledge, skills and abilities summarised under specific learning outcomes “can be acquired by people with mild intellectual disability, but very few, if any, by people with moderate intellectual disability.” Therefore, the appropriateness and adjustment of the learning outcomes during the training and assessment of the skills and abilities should be taken into account to the cognitive skills of SN learners e.g. some of the described skills and abilities can be not appropriate for learners with moderate intellectual disability, e.g. knowing how to work with equipment or how to operate machines could be carried out strictly under direct supervision with clear, repeatable instructions. Another recommendation was related to the tasks which apply some skills and abilities to solve specific problems or require interpersonal or social interaction, therefore those tasks during the training should be managed properly and adjusted to the abilities of SN learners.

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<sup>19</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32013R1303>

<sup>20</sup> The report can be found in the Annex 5 of this document



The following learning outcomes are defined in units related to the specific fields identified in the project application:

- cooking sector,
- dealing with the storage – valid for both cooking and service sector,
- service sector (here focus on serving and recommending food and drinks)
- hotel service sector (here focus on housekeeping services and merchandise management)

Each learning unit defines the learning outcome with focus on what a learner is expected to know, be able to do and understand at the end of a programme or course. In the definition of the knowledge, skills and abilities the cognitive processes of the individual learners are taken into account, e.g. which of the tasks can be carried out with autonomy, under supervision with some autonomy and with direct supervision of trainer or supervisor. The defined knowledge, skills and abilities correspond mostly to the following levels, depending on the complexity of tasks and works:

- to the level 3 of EQF, as some of the tasks carried out in the specific sectors are based on processes of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials or information. This means that the person is able to take responsibility for completion of tasks in work.

In some cases, e.g. where completion of tasks is more complex or requires a level of cognitive functioning broadly within the normal range

- to the level 2 of EQF, where mostly basic cognitive and practical skills are required in order to carry out tasks and to solve routine problems using simple rules and tools, here the activities or tasks are carried out under supervision with some autonomy



- to the level 1 of EQF, where basic skills are required to carry out simple tasks and work is carried out under direct supervision in a structured context.<sup>21</sup>

Also the description of learning outcomes with knowledge, skills and abilities in the context of cognitive skills and completion of tasks from the level of autonomy, through supervision with some autonomy and direct supervision can fully support the assessment of tasks and abilities carried out during the training or working tasks. The ULO are divided per sector:: cooking, restaurant services and hotel services, additionally an extra column stating the degree of difficulty of each SKA is added (**E** = easy, **M** = medium degree of difficulty, **D** = difficult) so that the matching of each SKA with the EQF levels is simpler.

Correlation between the level of difficulty of skills/abilities and the standards set by the European Qualification Framework

	<b>Knowledge</b> <i>In the context of EQF, knowledge is described as theoretical and/or factual</i>	<b>Skills</b> <i>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)</i>	<b>Responsibility and autonomy</b> <i>In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility</i>
<b>Level E (Easy)</b> <b>Level 1</b>	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
<b>Level M (Medium)</b> <b>Level 2</b>	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and	Work or study under supervision with some autonomy

<sup>21</sup> Descriptors defining levels in the European Qualifications Framework (EQF), <https://ec.europa.eu/ploteus/en/content/descriptors-page>



		tools	
<b>Level D (Difficult) Level 3</b>	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems
<b>Level D (Difficult) Level 4</b>	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

## COOKING – LEARNING UNIT N. 1

Learning Unit Title	Learning Outcomes	Knowledge	Skills/Abilities	Level
LO1 - WORKING IN THE KITCHEN	<b>S/he is able to carry out preparative tasks and apply cooking methods when preparing, cooking and serving simple dishes according to recipes</b>	Knowing the different types of raw materials and their use	S/he is able to differentiate raw materials according to sensory and nutritional – psychological criteria and to select them depending on their intended use	<b>E</b>
		Knowing preparation procedures and cooking methods	S/he is able to prepare simple dishes according to recipes and under supervision	<b>M</b>
		Having knowledge of operating conditions when working with equipment	S/he is able to operate with kitchen equipment, including small electric appliances	<b>M</b>
		Understanding how simple cooking tasks work and being aware of the necessary circumstances to preserve products	S/he is able to finish and present simple cooking tasks according to the definition of the products and protocols established for their conservation	<b>D</b>
	<b>S/he is able to plan and organize the work in the kitchen</b>	Being aware of the working procedures in the kitchen	S/he is able to work under cook's control	<b>E</b>
		Having knowledge of basic relation and communication techniques in the working context	S/he is able to identify and apply basic communication forms in the working context	<b>E</b>
		Being aware of cleaning and disinfecting procedures	S/he is able to clean and disinfect tools, equipment and installations assessing the repercussion on the hygienic-sanitary quality of the products	<b>E</b>
		Being aware of the benefits of a clean workplace and knowing what can be prepared in advance	S/he is able to fine-tune the workplace, prepare the necessary resources and wash materials, utensils, tools and equipment to	<b>M</b>



			ensure their subsequent use in optimal hygienic-sanitary conditions	
		Being aware of accident prevention and safety regulations	S/he is able to organise his/her workplace according to the safety regulations and s/he is able to apply working rules and personal hygiene to perform raw materials pre-treatment under supervision with some autonomy	<b>M</b>
		Understanding the importance of environment protection	S/he is able to act sustainably when preparing dishes	<b>D</b>



## COOKING – LEARNING UNIT N. 2

Learning Unit Title	Learning Outcomes	Knowledge	Skills/Abilities	Level
LO2 - WORKING IN THE KITCHEN-STORAGE	<b>S/he is able to examine goods regarding weight, quantity and visible damage and to control orders and delivery notes as well as understands the necessity of controlling inventory levels</b>	Observing the terms of sale and storage of products and semi-finished products considering the requirements and conditions of goods' storage (food labels, storage life, first in- first out)	S/he is able to examine goods according to weight, quantity, storage life and visible damage, as well as controlling delivery notes	<b>M</b>
		Understanding the necessity of controlling inventories considering weight, quantity, quality, storage life and food label	S/he is able to control inventories on a regular basis and in an appropriate way under supervision by considering weight, quantity, quality and storage life	<b>M</b>
		Understanding why it is necessary to deal with and store documents in an organized way	S/he is able to deal with documents responsibly and to organize their storage according to the instructions and supervision	<b>D</b>
		Being aware of data protection regulations	Able to apply the data protection regulation e.g. does not publish, misuse or abuse personal data	<b>D</b>
	<b>S/he knows how to storage goods and s/he is able to store goods correctly</b>	Knowing the main tasks of a storage for culinary institutions and describe workflows	S/he is able to order and store goods based on requirements for the storage (first in- first out, weight, volume, value of money) and under supervision	<b>E</b>
		Knowing the basic content of sales contracts and recognizing occurring problems	S/he is able to enter simple sales contracts and to react to occurring problems in a business-friendly way and with supervision	<b>M</b>
		Knowing about communication media used in a storage	S/he is able to use communication media	<b>M</b>
			S/he is able to react in an appropriate way to problems with sale contracts	<b>D</b>



## RESTAURANT SERVICES – LEARNING UNIT N. 1

Learning Unit Title	Learning Outcomes	Knowledge	Skills/Abilities	Level
<b>LO1 - SERVING AND RECOMMENDING FOOD AND DRINKS</b>	<b>S/he is able to carry out preparative tasks and to apply serving techniques/ways for food and drinks in the restaurant and at the buffet</b>	Knowing the most important work equipment, ways and methods of serving food and drinks	S/he is able to serve simple dishes according to recipes	<b>E</b>
			S/he is able to prepare equipment, tools and household items from the restaurant area and bar area, to recognise and to relate their basic applications and/or operation under control and supervision	<b>E</b>
		Knowing about the different types of drinks (infusion drinks and mixed drinks)	S/he is able to prepare infusion drinks and simple mixed drinks	<b>E</b>
		Knowing how to set and decorate the table	S/he is able to prepare table linen and to decorate the tables under supervision with some autonomy	<b>M</b>
		Understanding different ways of serving/serving techniques of food and drinks	S/he is able to apply different ways of serving food and drinks correctly and appropriately	<b>M</b>
		Knowing the different serving temperatures of drinks	S/he is able to control the different serving temperatures of drinks	<b>M</b>
	<b>S/he is able to plan and organise the work in the restaurant and at the buffet</b>	Describing planned tasks in the restaurant and at the buffet	S/he is able to carry out planned tasks at the restaurant and to prepare or to refill the buffet according to the instructions received and guidelines	<b>D</b>
		Being aware of what belongs to post-service operations	S/he is able to carry out post-service operations, to identify and apply the basic procedures and techniques, after the development of the different types of	<b>D</b>



			service under supervision with some autonomy	
		Understanding the importance of carrying out the work in a responsible and appropriate way	S/he is able to plan and to assess own work, assume responsibility for own tasks	<b>D</b>



## RESTAURANT SERVICES – LEARNING UNIT N. 2

Learning Unit Title	Learning Outcomes	Knowledge	Skills/Abilities	Level
<b>LO1 - SERVING AND RECOMMENDING FOOD AND DRINKS</b>	<b>S/he is able to plan and organise the work in the restaurant and at the buffet</b>	Knowledge of how to plan and assess own work, know own responsibilities in the context of working in a team	S/he is able to plan the tasks and activities and to assess own work in the context of working in a team	<b>D</b>
		Knowing about legal regulations of the restaurant	S/he is able to comply with the legal regulations of the restaurant	<b>D</b>
	<b>S/he is able to conduct simple sales and s/he is able to present simple offers of food and drinks.</b>	Knowing the function of the host: personal appearance and behaviour, conversations with guests, presentation of food/beverages	S/he is able to conduct guest orientated talks and to accept complaints and forwards those to a supervisor	<b>M</b>
		Having product-related knowledge (e.g. regarding drinks)	S/he is able to conduct simple sales talks based on a drinks menu while taking sensory and ingredients-related aspects into consideration	<b>M</b>
				<b>M</b>
		Knowing different methods of payment and generating guests' bills. Understanding material calculations and simple price setting	S/he is able to deal with different methods of payment and calculating simple bills and to issue correctly calculated invoices under supervision with some autonomy	<b>D</b>
		Having basic knowledge about the offered products, especially regarding nutrition-related and sensory aspects	S/he is able to select food and drinks based on nutrition-related and sensory aspects according to the specifications and under supervision with some autonomy	<b>D</b>
	<b>S/he is aware of</b>	Knowing how to present oneself when dealing with guests or colleagues	S/he is able to apply self-presentation skills	<b>E</b>



	<b>communication and self-presentation modes and is able to apply them in interaction with team and guests when selling</b>	Knowing how to deal with and talk with clients while taking communication rules into consideration	S/he is able to conduct simple sales talks and to apply communication rules	<b>E</b>
		Knowledge on different modes of interaction in a team and in the context of other cultures	S/he is able to work in a team and to recognise the benefits of working in a team	<b>M</b>
		Being aware of communication rules when recommending and selling (e.g. regarding drinks)	S/he is able to use foreign language terms while selling foods	<b>D</b>
			S/he is able to attend and communicate the possible suggestions and claims made by customers in the field of their responsibility by following the established rules	



## RESTAURANT SERVICES – LEARNING UNIT N. 3

Learning Unit Title	Learning Outcomes	Knowledge	Skills/Abilities	Level
<b>LO2 - WORKING IN THE RESTAURANT-STORAGE</b>	<b>S/he is able to examine goods with regard to weight, quantity and visible damage, and to control orders and delivery notes as well as to understand the necessity of controlling inventory levels</b>	Observing the terms of sale and storage of products and semi-finished products, considering event-related and seasonal products	S/he is able to examine goods including event-related and seasonal products according to weight, quantity and visible damage, as well as controlling delivery notes	<b>M</b>
		Understanding the necessity of controlling inventories	S/he is able to control inventories on a regular basis and in an appropriate way under supervision	<b>M</b>
		Understanding why it is necessary to deal with and store documents in an organised way	S/he is able to deal with documents responsibly and to organise their storage according to the specification and supervision	<b>D</b>
		Being aware of data protection regulations	S/he is able to apply the data protection regulation e.g. does not publish, misuse or abuse personal data	<b>D</b>
	<b>S/he knows how to storage goods and is able to store them correctly</b>	Knowing the main tasks of storage in restaurants and for buffet dressing, and describe workflows	S/he is able to order and store goods for the restaurant and buffet based on a recipe and under supervision	<b>E</b>
		Knowing the basic content of sales contracts and recognising occurring problems	S/he is able to enter simple sales contracts and react to occurring problems in a business-friendly way and with supervision	<b>M</b>
		Knowing about communication media used in a storage	S/he is able to use communication media	<b>M</b>
			S/he is able to react in an appropriate way to problems with sales contracts	<b>D</b>



## HOTEL SERVICES – LEARNING UNIT N. 1

Learning Unit Title	Learning Outcomes	Knowledge	Skills/Abilities	Level
<b>LO1 - WORKING IN THE HOUSEKEEPING SERVICE</b>	<b>S/he is aware of the importance of the housekeeping service for the guests' well-being and the organisation's success and is able to act accordingly</b>	Being aware of the importance of the quality of services for guests' satisfaction and the success of the institution	S/he is able to act according to the economic service aspect under supervision	<b>E</b>
		Understanding the importance of environment protection	S/he is able to selectively collect waste materials or waste under conditions of hygiene and safety, preserving and protecting the environment and generally act sustainably	<b>E</b>
		Having knowledge about accident prevention measures and safety regulations	S/he is able to assume and comply with the risk prevention and labour safety measures in undertaking work activities and to avoid personal injuries or work-related disasters under supervision with some autonomy	<b>M</b>
		Knowing relevant legal regulations	S/he is able to comply with legal rules regulating housekeeping services	<b>M</b>
	<b>S/he is able to plan rational workflows when cleaning, maintaining and decorating guest rooms and controlling them according to defined criteria</b>	Having material based knowledge and being aware of field-related specific terms	S/he is able to use technical terms when appropriate	<b>E</b>
		Knowing about the criteria of different cleaning and care products and how to select the appropriate ones	S/he is able to select cleaning agents and care products according to economic and ecological criteria and is able to compare costs	<b>E</b>
		Thinking about rational workflows to clean, maintain and decorate rooms	S/he is able to plan rational workflows when cleaning, maintaining and decorating guestrooms according to the specifications	<b>M</b>



			and under supervision	
		Considering composition and conservation when selecting materials	S/he is able to select and collect textile materials and products for cleaning, and to arrange clothing and household linen, according to the composition labels and conservation mode	<b>M</b>
		Being aware of quality standards and universal accessibility	S/he is able to comply with the standards of quality, universal accessibility and design for all that affect professional activity	<b>D</b>



## HOTEL SERVICES – LEARNING UNIT N. 2

Learning Unit Title	Learning Outcomes	Knowledge	Skills/Abilities	Level
<b>LO1 - WORKING IN THE HOUSEKEEPING SERVICE</b>	<b>S/he is aware of communication modes and is able to apply them in interaction with customers</b>	Knowledge of communication modes in different social or professional contexts and by different means, channels	S/he is able to provide guests with simple information and to forward guests requests	<b>E</b>
		Knowledge of basic terms to communicate in usual working situations	S/he is able to use the rules of courtesy in the relationship with customers, also considering the corporate image of the company or working place	<b>E</b>
			S/he is able to communicate clearly and accurately in different social or professional contexts and by different means, channels	<b>M</b>
		Knowing the rules of courtesy in the relationship with customers, being aware of communication in different social contexts or professionals	S/he is able to attend to the client, demonstrating interest and concern to resolve satisfactorily clients' needs	<b>M</b>
		Knowledge of basic terms in a foreign language to communicate in common working situations	S/he is able to communicate in common working situations, s/he possesses basic linguistic resources in a foreign language	<b>D</b>
	<b>S/he is able to carry out</b>	Knowing aims and tasks of merchandise management	S/he is able to comply with simple inventory	<b>E</b>
		Perceiving and understanding own intentions and needs of others	S/he is able to understand and shape communication situations in the working	<b>E</b>



<b>LO2 - WORKING IN MERCHANDISE MANAGEMENT</b>	<b>simple tasks related to inventory, ordering goods and transactions</b>		place	
		Knowing where and which goods should be ordered	S/he is able to conduct inventory and order goods, and when necessary, to compare offers under supervision with some autonomy.	<b>M</b>
		Having basic knowledge of legal transactions and possible problems in sales contracts and the consequences	S/he is able to act responsibly, under support of supervisor, when problems with sales contracts occur	<b>D</b>
		Knowing the basics of payment transactions and understanding the basics of electronic data processing	S/he is able to understand simple payment transactions and apply data processing	<b>D</b>



The aim of the professional training of disabled people is to enable them to work under supervision and give them the opportunity to act independently when possible.

The following teaching principles should be considered when working with learning disabled trainees:

- Consistent embedding of learning contents in specific professional situations
- Designing learning processes in a way that is less abstract and theoretical
- Addressing different senses in training contents
- Reducing learning contents and separating them in smaller portions
- Horizontal and vertical differentiation in lessons
- Continuous and implicit revision and practicing while using a wider range of exercises
- Assisting in self-organization of learning processes (e.g. offering planning steps, ways to solve problems)
- Assisting in controlling and assessing learning results (sample solutions, analysis framework, evaluation sheets)
- Immediate feedback about learning success and immediate correction of mistakes

Within the framework of implementing the professional training path, the responsible organisations are supposed to make modifications and specific supplements, e.g. regarding individual support, performance assessment and learning venue.

Learning should be work-related and practical.



## ANNEXES



Annex n. 1 – Scientific supervision report by Prof. Benedetto Vitiello – University of Torino

**ERASMUS+**  
**STRATEGIC PARTNERSHIP IN THE FIELD OF  
VOCATIONAL EDUCATION AND TRAINING**

PROJECT

**PACETRAINING**

N. 2017-1-IT01-KA202-006052 CUP G86J17000780006

**ASSESSMENT OF THE PACETRAINING SN TRAINING  
COURSE**

**By Prof. Benedetto Vitiello  
University of Torino**



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- 3. Conclusions.....

## 1. RATIONALE

The Pacetraining Project aims to develop a validated training course that can be used to provide people with special needs, who live in different EU countries, with the necessary knowledge, skills and competences for working in the field of culinary arts and hotel services.

The program is based on a train-the-trainers approach, which is an especially efficient method in vocational education. To validate the course, data will be systematically collected to test the effectiveness of the program in achieving the stated educational and training goals.

The pilot course will address the following questions:

- 1) How successful is the course (maximum 300 hours) in providing the students with the basic knowledge, skills and abilities (SKAs) necessary for working in the hotel services and culinary sectors?
- 2) Is there any particular SKA that cannot be mastered by most of the students?
- 3) Are there subgroups of students, based on type of disability, level of functioning, age, or other individual characteristics) for whom certain units of teaching are not successful?

## 2. METHODOLOGY

### **Population**

People with special needs who are interested in vocational training in culinary arts and hotel services will be enrolled in the training course in Finland, Germany, Italy, Latvia and Spain. The samples will be well characterized with respect to demographics variables, specific disorder causing the disability, level of functioning, and previous experience with hotel services/culinary arts (with respect to both training or work).

### **Educational targets**

A review of the specific qualifications required for people with special needs to work in the field of hotel services and culinary arts in each of the countries involved in the study (Finland, Germany, Italy, Latvia and Spain) was conducted. Although there is some variability in the norms and regulations across countries, there is a common set of basic qualifications. These have been identified and will constitute the learning outcomes to be achieved by the end of the course (see 01 Country Report-summary of the reports). Each of these learning outcomes has been associated with a number of very specific and well-

defined KSAs. The KSAs refer to practical tasks that a operator in hotel services and/or culinary arts must be able to conduct as part of her/his routine work.

### **Appropriateness of the KSAs to people with special needs**

Most the identified KSAs are appropriate learning objectives for people with a variety of disabilities, including also Down's syndrome and autism spectrum disorder (ASD). People with Down's syndrome are usually sociable and eager to learn. With adequate instruction and training, they can become proficient at performing basic tasks in a repetitive manner. Likewise, people with ASD can be trained to routine tasks in both the cooking and hotel service sectors. Because of the tendency of people with ASD to repeat routines with great attention to detail, it is expected that many tasks can be generally taught with success. However, one should also expect some difficulties in the capacity of shifting from one task to another or adjusting to changes or unexpected events. The flexibility of people with ASD in front of change is often limited. This aspect needs to be taken into account in the training course. With gradual exposure to managing change, these skills can be acquired.

Beyond the specific type of disability that the trainees might have, the most important limiting factor is the level of intellectual functioning. Many of the KSAs can be acquired even by people with mild intellectual disability, but very few, if any, by people with moderate intellectual disability.

The following is an appraisal of the appropriateness of the single KSAs that have been proposed by each learning unit:

### **Learning Unit n.1 - Cooking sector**

Knowing preparation procedures and cooking methods.	<b>Appropriate for Down's syndrome, ASD and other forms of mental disabilities with cognitive functioning in the normal range or with mild intellectual disability. Not appropriate for people with moderate intellectual disability.</b>
Able to prepare simple dishes according to recipes and under supervision.	
Being aware of the benefit of a clean workplace and knowing what can be prepared in advance.	
Fine-tunes the workplace, prepares the necessary resources and washes materials, utensils, tools, and equipment to ensure their later use in optimal sanitary conditions.	
Understanding how simple cooking tasks work and being aware of the necessary	



circumstances to preserve products.	
Finishes and presents simple cooking tasks according to definition of the products and relative protocols.	
Having knowledge of operating conditions when working with equipment.	<b>Appropriate for Down's syndrome, ASD and other forms of mental disabilities with cognitive functioning in the normal range. Some, but not all, people with mild intellectual disability may be able to acquire and apply skills in work place. Not appropriate for people with moderate intellectual disability.</b>
Being able to operate with machines	
Having knowledge of basic social interaction and communication skills in the working context.	<b>Generally appropriate. However, people with ASD have varying degrees of deficit in social communication. Therefore, difficulties should be anticipated in some cases. Not appropriate for people with moderate intellectual disability.</b>
Identify and apply communication skills in the working context.	
Ability to work under cook's control.	<b>Generally appropriate to different types of disabilities, unless there is oppositional behavior, poor impulse control, or low frustration tolerance (which may occur in some cases).</b>

## Learning Unit n. 2 - Dealing with storage - Valid for both cooking and service sector

Observing the terms of sale and storage of products and semi-finished products.	<b>Appropriate for Down's syndrome, ASD and other forms of mental disabilities with cognitive functioning in the normal range or with mild intellectual disability. Not appropriate for people with moderate intellectual disability.</b>
Examines goods according to weight, quantity and visible damage, as well as controlling delivery notes.	
Knowing the main tasks of a magazine for culinary institutions and describe workflows.	
Orders goods based on a recipe and under supervision.	
Understanding the necessity of controlling inventories.	
Controls inventories on a regular basis and	



in an appropriate way under supervision.	
Understanding why it is necessary to deal with and store documents in an organized way.	<b>Appropriate for Down's syndrome, ASD and other forms of mental disabilities with cognitive functioning in the normal range. Some, but not all, people with mild intellectual disability may be able to acquire and apply skills in work place. Not appropriate for people with moderate intellectual disability.</b>
Deals with documents responsibly and organizes the storage of documents according to the specification and supervision.	
Knowing the basic content of sales contracts and recognizing occurring problems.	<b>Generally appropriate. However, people with ASD have varying degrees of deficit in social communication. Therefore, difficulties should be anticipated in some cases. Not appropriate for people with moderate intellectual disability.</b>
Enters simple sales contracts and reacts to occurring problems in a business-friendly way.	
Being aware of data protection regulations.	<b>Generally appropriate to different types of disabilities, unless there is oppositional behavior, poor impulse control, or low frustration tolerance (which may occur in some cases).</b>
Does not publish, misuse or abuse personal data.	<b>Appropriate for people with different types of disability who have a level of cognitive functioning broadly within the normal range. These KSAs may be difficult to learn by people with intellectual disability (across different disability types).</b>
Knowing about communication media that is used in a magazine.	
Uses communication media.	
Reacts in an appropriate way to problems with sales contracts.	

### Learning Unit n.1 – Restaurant Service sector

Knowing the most important work equipment, ways and methods of serving food and drinks.	<b>Appropriate for Down's syndrome, ASD and other forms of mental disabilities with cognitive functioning in the normal range or with mild intellectual disability. Not appropriate for people with moderate intellectual disability.</b>
Serves simple dishes according to recipes. Prepares equipment, tools and household items from the restaurant area and bar area, recognizing and relating their basic applications and/or operation under	



control and supervision.	<p><b>Appropriate for people with different types of disability who have a level of cognitive functioning broadly within the normal range. These KSAs may be difficult to learn by people with intellectual disability (across different disability types).</b></p>
Knowing how to set and decorate the table.	
Able to prepare table linen and decorates tables under supervision.	
Describing planned tasks in the restaurant and at the buffet.	
Able to carry out planned tasks at the restaurant and preparing or refilling the buffet according to the specification and guidelines.	
Knowing different methods of payment and generating guests' bills. Understanding material calculations and simple price setting.	
Deals with different methods of payment and calculating simple bills. Issues correctly calculated invoices.	
Having basic knowledge about the offered products, especially regarding nutrition-related and sensory aspects.	
Being able to select food and drinks on nutrition-related and sensory aspects according to the specifications and under supervision.	
Knowing about different types of drinks (infusion drinks and mixed drinks).	
Being able to prepare infusion drinks and simple mixed drinks.	
Knowing about legal regulations of the restaurant.	
Complies with the legal regulations of the restaurant.	
Being aware of what belongs to post-service operations.	
Carries out post-service operations, identifying and applying the basic	



procedures and techniques, after the development of the different types of service under supervision.	
Knowing how to present oneself when dealing with guests or colleagues.	<b>Appropriate for Down's syndrome, ASD and other forms of mental disabilities with cognitive functioning in the normal range or with mild intellectual disability. Not appropriate for people with moderate intellectual disability.</b>
Applies self-presentation skills.	<b>Appropriate for Down's syndrome, ASD and other forms of mental disabilities with cognitive functioning in the normal range or with mild intellectual disability. Not appropriate for people with moderate intellectual disability. People with ASD typically have deficit in social reciprocity and may find some of the tasks that require interpersonal contact difficult to learn. But, depending on the severity of ASD, many should be able to learn such tasks.</b>
Understanding the importance of carrying out the work in a responsible and appropriate way.	
Plans and assess own work, assumes responsibility for own tasks.	
Knowledge how to plan and assess own work, know own responsibilities in the context of working in a team They plan and assess their work, assume responsibility for their own tasks in the context of working in a team.	
Able to plan the tasks and activities and assess own work in the context of working in a team.	
Knowledge on different modes of interaction in a team and in the context of other cultures.	
Works in a team and recognizes the benefits of working in a team.	
Communication: Knowing how to deal with and talk with clients while taking communication rules into consideration.	
Conducts simple sales talks and applies communication rules.	
Knowing the function of the host: personal appearance and behavior, conversations with guests, presentation of food/beverages.	
Conducts guest orientated talks and can accept complaints and forwards those to a supervisor.	<b>Appropriate for people with different types of disability who have a level of cognitive functioning broadly within the normal range. These KSAs may be difficult to learn by people with intellectual disability (across different disability types).</b>
Being aware of communication rules and having product-related knowledge (e.g. regarding drinks).	
Uses foreign language based terms while	



<p>selling foods.</p> <p>Conducts simple sales talks based on a drinks menu while taking sensory and ingredients-related aspects into consideration.</p> <p>Attends and communicates the possible suggestions and claims made by customers in the field of their responsibility, follows the established rules.</p>	
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### Learning Unit n.1 - Hotel Service sector

<p>Being aware of the importance of the economic service for guests' satisfaction and the success of the institution.</p>	<p><b>Appropriate for people with different types of disability who have a level of cognitive functioning broadly within the normal range. These KSAs may be difficult to learn by people with intellectual disability (across different disability types).</b></p>
<p>Being able to acts according to the economic service aspect under supervision.</p>	<p><b>Appropriate for Down's syndrome, ASD and other forms of mental disabilities with cognitive functioning in the normal range or with mild intellectual disability. Not appropriate for people with moderate intellectual disability.</b></p>
<p>Having knowledge about accident prevention measures and safety regulations.</p>	
<p>Assumes and complies with the risk prevention and labor safety measures in the realization of work activities avoiding personal injuries or work-related disasters under supervision.</p>	
<p>Understanding the importance of environment protection.</p>	
<p>Selectively collects waste materials or waste under conditions of hygiene and safety, preserving and protecting the environment and generally acts sustainably.</p>	
<p>Knowing corresponding legal regulations.</p>	
<p>Complies with legal regulations in economic service.</p>	
<p>Having material based knowledge and</p>	



being aware of field-related specific terms.	<p><b>Appropriate for people with different types of disability who have a level of cognitive functioning broadly within the normal range. These KSAs may be difficult to learn by people with intellectual disability (across different disability types).</b></p>
Being able to use technical terms when appropriate.	
Knowing about the criteria of different cleaning and care products and how to select appropriate ones.	
Being able to select cleaning agents and care products according to economic and ecological criteria and is able to compare costs.	
Thinking about rational workflows to clean, maintain and decorate rooms.	
Plans rational workflows when cleaning, maintaining and decorating guestrooms according to the specifications and under supervision	
Considering composition and conservation when selecting materials.	
Able to select and collect textile materials and products for cleaning and arrangements of clothing and household linen, according to the labels of composition and conservation.	
Being aware of quality standards and universal accessibility.	
Complies with the standards of quality, universal accessibility and design for all that affect their professional activity.	
Knowledge on communication modes in different social contexts or professionals and by different means, channels	<p><b>Appropriate for Down's syndrome, ASD and other forms of mental disabilities with cognitive functioning in the normal range or with mild intellectual disability. Not appropriate for people with moderate</b></p>
Being able to provide guests with simple information and forwards guests requests.	
Knowing the rules of courtesy in the relationship with customers, being aware of communication in different social contexts	

or professionals	<b>intellectual disability.</b>
Attends to the client, demonstrating interest and concern to resolve satisfactorily clients' needs.	
Knowledge of basic terms in a foreign language to communicate in usual working situations.	<b>Appropriate for people with different types of disability who have a level of cognitive functioning broadly within the normal range. These KSAs may be difficult to learn by many people with intellectual disability (across different disability types).</b>
Being able to use the rules of courtesy in their relationship with customers, taking into account the corporate image of the company or working place.	
Communicate clearly, accurately and clearly in different social contexts or professionals and by different means, channels.	
Communicate in usual working situations, basic linguistic resources in a foreign language.	

## Learning Unit n.2 - Hotel Service sector

Knowing aims and tasks of merchandise management.	<b>Appropriate for people with different types of disability who have a level of cognitive functioning broadly within the normal range. These KSAs may be difficult to learn by many people with intellectual disability (across different disability types).</b>
Compiles simple inventory.	
Knowing where and which goods should be ordered.	
Conducts inventory and orders goods, when necessary, compares offers under supervision.	
Having basic knowledge about legal transactions and possible problems in sales contracts and the consequences.	
Being able to act responsibly when problems with sales contracts occur under support of supervisor.	<b>Appropriate for Down's syndrome, ASD and other forms of mental disabilities with cognitive functioning in the normal range or</b>



Knowing the basics of payment transactions and understanding the basics of electronic data processing.	<b>with mild intellectual disability. Not appropriate for people with moderate intellectual disability.</b>
Understands simple payment transactions and applies data processing.	
To perceive and understand own intentions and needs of others.	
Ability to understand and shape communication situations in the working place.	

 **Educational intervention**

The intervention consists in a curriculum-based training course in hotel services and culinary arts that has been specifically developed for people with special needs. A maximum of 300 hours of training.

 **Measures of KSAs**

Rating scales will be prepared with each of the KSAs constituting an element to be rated by the instructors as having been acquired or not.

 **Approach**

The project will adopt a prospective design, with repeated, within-subject, assessments conducted before and after the training. The assessments will be conducted by at least two instructors for each student in order to ensure reliability and validity of the rating.

 **Data analyses**

Descriptive statistics will be applied to the data. An 80% or greater rate of students having acquired all the basic KSAs at the end of the course will be considered an index of success of the course, overall and in each of the student subgroups.



### 3. CONCLUSIONS

1) The basic premises of the project have been clearly defined in terms of aims and educational outcomes. Educational outcomes have been identified to be consistent with the qualification required in each of the participating country. This approach gives external validity to the outcomes. Each educational outcome has been linked to specific knowledge, skills and abilities (KSA), which can be measured.

The educational intervention (the training program) has also been developed and manualized, with specific modules for each learning unit. The duration of the program will be up to 300 hours total, which can be considered adequate for achieving the learning objectives. All this is quite good and straightforward.

2) It seems to me that it still needs to be specified or developed:

- a) What is the number of participants in the pilot project, at each site and total? The sample size determines the statistical power of the study in terms of proving a reasonably precise estimate of success. Will there be at least 100 students overall?
- b) Can the specific admission criteria (age, disability, etc.) and exclusion criteria (e.g., violent behavior, oppositional behavior, IQ lower than 60?) be specified?
- b) What is the prespecified success rate of the program? For example: to have at least 80% of the students acquiring all the KSAs (?) Or 70%?
- c) What are the main subgroups in which the students can be divided in order to see if there are certain subgroups for whom learning certain KSA is more difficult than others? For example, subgroups can be created based on age (lower than 18, 18-21, 22-25?), intellectual disability (none, mild, moderate?), type of disability (Down, autism, etc?), or physical disability vs. mental disability vs. both?
- d) rating scales need to be prepared. The items of these scales will be basically the various SKAs, each of which will be rated by expert rater if acquired in a yes/no fashion. If preferable, one could also have a 3 level, or greater, scoring system, such as

- 0=not at all,
- 1=minimally,
- 2 = in good part, but not fully,
- 3 = fully acquired.

The granularity of the score depends on the expected use and implications of partial scores. If there is an intent to administer the scale multiple times during the course in order to identify the KSAs that need more training for each individual student, a more



detailed score will be desirable. If the main interest is simply to document the final successful learning of the KSAs, then a pass/fail two-score system will be sufficient. At a minimum, I recommend having a baseline (before starting course) to document the starting point, and then a final one at the end of the course. Or, a baseline, an intermediate (e.g., 2-3 weeks before the end) and a final one. It would be good if the final scoring could be done by more than one rater to ensure reliability of the scores.

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