

**GASTRO-GUIDE**

New professional profile for rural sustainability  
through education and promotion of agri-food  
and gastronomy

**PROFESSIONAL PROFILE**

Project number - 2021-1-ES01-KA220-VET-000034772

It is co-financed by the Erasmus+ program of the European Union.

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## INTRODUCTION

This Professional Profile is developed within the project “**GASTRO-GUIDE, new professional profile for rural sustainability through education and promotion of agro-food and gastronomy**” with the support of the Erasmus+ Programme of the European Union.

The GASTRO-GUIDE project focuses on the development of a **new professional profile** which **covers the lack of skills and knowledge** as the coach/teacher who coordinates activities so that people threatened with exclusion go to learn and experience the rural environment and heritage by themselves. Based on the GASTRO-GUIDE professional profile, they will be able to **organize learning activities** with sensations, flavours, aromas, culinary practice, **discovery as a reinforcement of learning**, and **help the rural inhabitants** to go in the labour market, mainly women, young and unemployment people.

Gastro-Guides will have 2 major roles: 1) they will provide **support to the local villagers** acting as trainers and coaches, teaching and encouraging them to be enterprising by establishing or running a small/family business that takes advantage of the local resources and, at the same time, is beneficial for the community. The Gastro-Guide will have the task to educate the locals and to support them in creating small plantations of autochthonous food products, to encourage them to preserve plants/food and to promote the use of local food products in the restaurants in order to preserve the quality local cuisine. In addition, the Gastro-Guide will teach/encourage neighbours to rehabilitate old houses and proposing guest lodgings, to be creative and make handicrafts, etc. 2) secondly, the Gastro-Guide **will act as tourist trainer agent**, by teaching the visitors about the village's culture, gastronomy, local food products, heritage, etc., with the aim to promote the village and raise its attractiveness.

The project aims to **strengthen the competences in the tourism** especially in the Gastronomy tourism in rural low development regions through the development of the professional profile of the person who works as coach/trainer to inhabitants, and to contribute to **improving living conditions of rural communities** by increasing public interest, to the growing demand to implement leisure and tourism activities in rural territories.

The professional profile will be designed by the **collaboration of experts and researchers** from the project partner organizations:

Formación Y Asesores En Seleccin Y Empleo - FASE (Spain)
Cámara Oficial de Comercio e Industria de Teruel - CÁMARA (Spain)
Asotsiatsiya Kulinarni Izkustva I Gostopriemstvo - CAHA (Bulgaria)
Social Cooperative Enterprise - SYN TOIS ALLOIS (Greece)
Graiciuno aukstoji vadybos mokykla - AVM (Lithuania)
Karaiskos Farm (Greece)
Istituto Formazione Operatori Aziendali – IFOA (Italy)
Unione Regionale Delle Camere Di Commercio Dell' Emilia-Romagna (Italy)
Women Foundation - Viva Femina (Poland)

The project mentioned above (called for short “Gastro-Guide project/GG project”) is designed to suggest solutions to existing problems related to the rural development that extend beyond the national borders of individual countries in Europe. The EU funding instruments aimed at supporting the regional development - and in particular those applied for the rural areas in the EU states – are more focused on the administrative and infrastructural investments and improvement. Additional efforts are needed when it comes to the local communities’ development and improvement of the welfare of the population in these areas. It presupposes investment in education and training, as well as forming entrepreneurial skills of the local people so they may find their place on the labor market. Here comes the first major role of the Gastro-Guide who will act as a **coach who trains the people** in disadvantaged rural areas in Europe on how to promote their own village and welcome visitors.

On the other hand, Gastro-Guide project exploits resources that are already existing in the rural areas in the partner countries, such as: cultural, historical and gastronomy heritage; tourist sights and natural givens; traditions in the agriculture and food-production; not-urbanized green and safety environment, etc. Even though, usually the local people preserve all this knowledge and traditions and are proud of them, they often remain unknown to the people outside of the particular region. Having all of these in mind, the Gastro-Guide project also focuses on the preparation of local **“ambassadors”** to communicate and promote these treasures to the rest of the world.

In designing the profile, the partnership searched for existing and commonly recognized perceptions of the words composing the title of the new professional profile in order to make sure that the chosen title of the profile will be equally (or at least similarly) accepted and adopted in all partners’ countries and will have the same meaning and contents. Doing so, a quick review of the popular definitions brought very interesting observations. For example the Oxford Dictionary<sup>1</sup> gives several definitions for “guide”:

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<sup>1</sup> <https://languages.oup.com/google-dictionary-en/>

1. (noun) a person who shows the way to others, especially one employed to show tourists around places of interest.
2. (noun) a person who advises others, especially in matters of behaviour or belief

The first one is clearly related to the physical leading or orienting of other people towards a place (usually the role of the tourist guide) The second one, however is adding the element of the coaching or tutoring performed by the coach who supports his team (in the GG case – the local people) in presenting (their place) in the best way. This is also confirmed by the definition of “guide” as a verb:

1. (verb) show or indicate the way to (someone)
2. (verb) direct or influence the behaviour or development of

Another interesting interpretation was found in the Cambridge (online) Dictionary<sup>2</sup> where the first meaning of “guide” is for “a book that gives you the most important information about a particular subject”. So, our Gastro-Guide will need to implement all these functions as a guide, a coach and an influencer.

On the other hand the term “gastro-“ by definition is related to the anatomy or medicine and in particular points out something related to the stomach. Of course, in our case, this is used figuratively to define the type of tourism or attractions that will be of interest for the Gastro-Guides as professionals. It was interesting to observe that when searching online for “gastro guide” a bunch of different books or websites appear, having the form of a guidebook or travelogues that list different eating establishments (restaurants, bars, etc.), offering food, but also unique eating experience or even recipes typical for a particular place. So we may call our Gastro-Guide the “living book” of the particular place that will show you around, recommend the best places to eat and the best things to try.

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<sup>2</sup> <https://dictionary.cambridge.org/dictionary/english/guide>

One very important definition that was also taken into account while designing the professional profile for the Gastro-Guide was the European Skills, Competences, Qualifications and Occupations classification (ESCO) for the Tourist Guide:

***Service and sales workers -> Personal service workers -> Travel attendants, conductors and guides -> Travel guides -> Tourist guide (Code 5113.1)***

Description<sup>3</sup> (as to the ESCO definition): *“Tourist guides assist individuals or groups during travel or sightseeing tours or at places of tourist interest, such as museums, art facilities, monuments and public places. They help people to interpret the cultural and natural heritage of an object, place or area and provide information and guidance in the language of their choice.”*

***Why it's important to understand the differences between the Tourist Guide and the Gastro-Guide?***

The Tourist guide profession is *regulated* more or less in most of the EU countries. In addition to the usual verification of the competences of the different Tourist guides qualifications' graduates via state/national exams according to predefined standards and obtaining a diploma/certificate, in order to execute the profession one should also obtain a license (usually nationally issued). The reason for this regulation is usually related to the understanding that the tourist guides are “the face” of the particular country/place, they provide information to visitors that is assumed to be „true” and influences the forming of opinion and attitude of tourists. That's why the profession is monitored by the authorities and aligned with the national policies and/or strategies for tourism development.

In summary, the roles that the GG projects defines for the Gastro-Guide as a professional could be categorized as follows:

- Trainers/tutor/mentor
  
- Promoter/ambassador

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<sup>3</sup> <https://esco.ec.europa.eu/en/classification/occupation?uri=http://data.europa.eu/esco/occupation/b476f45f-2c79-44d5-a4d7-fa357aa83074>

<b>Gastro-Guide's Role</b>	<b>Description</b>
<b>1) Trainers / tutor / mentor</b>	They will provide support to the local villagers acting as trainers and coaches, teaching and encouraging them to be enterprising by establishing or running a small/family business that takes advantage of the local resources and, at the same time, is beneficial for the community. The Gastro-Guide will have the task to educate the locals and to support them in creating small plantations of autochthonous food products, to encourage them to preserve plants/food and to promote the use of local food products in the restaurants in order to preserve the quality local cuisine. In addition, the Gastro-Guide will teach/encourage neighbors to rehabilitate old houses and proposing guest lodgings, to be creative and make handicrafts, etc.
<b>2) Promoter / ambassador / agent</b>	Secondly, the Gastro-Guide will act as tourist trainer agent, by teaching the visitors about the village's culture, gastronomy, local food products, heritage, etc., with the aim to promote the village and raise its attractiveness.

Having these two major domains in mind further we breakdown the responsibilities of the GGs, the activities they are expected to perform as well as the tasks they need to implement.

<b>Responsibilities (according to the role of the GG)</b>	<b>Activities and Tasks</b>	<b>Skills and competences that are necessary for the Gastro-Guide</b>
<b>1) As a Trainers / tutor / mentor</b>		
<b>Providing support to the local villagers acting as</b>	- Educate the locals and to support them in	- Knowledge of the national/regional

<p><b>trainers and coaches, teaching and encouraging them to be enterprising by establishing or running a small/family business that takes advantage of the local resources and, at the same time, is beneficial for the community.</b></p>	<p>creating small plantations of autochthonous food products</p> <ul style="list-style-type: none"> <li>- Encourage the locals to preserve plants/food and to promote the use of local food products in the restaurants in order to preserve the quality local cuisine</li> <li>- Teach/encourage neighbours to rehabilitate old houses and proposing guest lodgings, to be creative and make handicrafts, etc.</li> </ul>	<p>legislation regarding the economic operators in the agro-food chain and tourism (accounting, SME management, finances, license regimes, specific of farms, guesthouses, touristic sights, restaurants, etc, as economic operators)</p> <ul style="list-style-type: none"> <li>- Knowledge of the SME management (in practice)</li> <li>- Knowledge of entrepreneurship and sales techniques</li> <li>- Knowledge of the principles of marketing and promotion</li> <li>- Knowledge of the local cuisine (traditional dishes, food diet, products...)</li> <li>- Knowledge of the gastronomic industry</li> <li>- Knowledge of product management</li> <li>- Excellent communication and</li> </ul>
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		presentation skills – capable to convince the local people in the benefits of the suggested solutions; - Pedagogical skills and ability to present information in a structured and involving manner;
<b>2) As a promoter / ambassador / agent</b>		
<b>Act as tourist trainer agent, by teaching the visitors about the village's culture, gastronomy, local food products, heritage, etc., with the aim to promote the village and raise its attractiveness.</b>	<ul style="list-style-type: none"> <li>- Manage tourist brand of a place</li> <li>- Promoting agritourism, local products and services</li> <li>- Cooperating with regional communities and other institutions</li> <li>- Running a website/blog on local culture, incl. products/services, including gastronomy of the rural area/region</li> <li>- Designing tourist and recreational offers for various groups of recipients</li> <li>- Organizing various events, festivals, concerts, competitions,</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of the local culture, folklore, regionalism, etc</li> <li>- Excellent organizational skills</li> <li>- Knowledge of the principles of marketing and promotion Excellent communication skills (verbally and non-verbally)</li> <li>- Knowledge of how to maintain a website, publish content in social media</li> <li>- Negotiation skills</li> <li>- Knowledge of foreign languages</li> <li>- Culture and history of the local territory</li> </ul>

	rituals, etc.;; - organizing culinary, craft and other workshops; - organizing conferences, seminars and trainings as part of good practices	- Overview of the richness of the territory: common features and peculiarities. How to choose what is to be promoted. - Traditions of the local territory, incl. local products, cuisine, handcrafts, customs, etc. Link between products and territory (including the historical aspects)
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Finally, having the requirements for the Gastro—Guides set in terms of what is expected from them, we define the training needs and contents to be developed as to prepare them to implement their roles, to execute their activities and to complete successfully their tasks.

The curriculum of GASTRO-GUIDE has been designed in order to enclosure the following **competences**:

- ✓ Know the local food products. How they are produced, qualities, kinds, etc.
- ✓ Know the other local attractions for visitors and tourists.
- ✓ Organize tourist packages and visits for tourists.
- ✓ Pedagogical skills in order to transmit knowledge and practical techniques so as to fit in the knowledge value process.
- ✓ Collaborate and network with other local hosts from other European regions.

## **I. Purpose, aim and composition of the GG's Professional Profile**

The purpose of the new professional profile is to contribute to improving the VET offer in culinary arts in response to the increasing market demand for professionals that need to excel not only in cooking but also in gastronomy as a combination of knowledge, experience, art and craft. This is important to ensure that the Gastro-Guide course gives the learners the opportunity to acquire a mix of skills that combines theory and practice, allowing them to perform a specific occupation, but also gives them the opportunity to progress and return to education and training, to be able to upgrade and complement their skills, as well as to support them if they choose the path of the entrepreneur or self-employed.

The Gastro-Guide professional profile is designed as a frame to structure the Gastro-Guide course developed under the project. It is a result of an extensive desk and field research for identifying the current situation in the partner countries and outlining the training needs of the Gastro-Guides. The profile, therefore, consists of the present document and the detailed curriculum for the Gastro-Guide training Course that is set out in a separate annex for easier reference of the training providers and learners.

Further the partners developed the training contents itself in the form of 5 training modules – each of them providing for the acquisition of specific competences. The Gastro-Guide Training Course is composed of the following training modules:

- 1) Fundamentals of Tourism and Hospitality
- 2) Identity and Context of Gastronomic Tourism
- 3) Entrepreneurship in agro & gastro tourism
- 4) Presentation and communication skills
- 5) Coaching and mentoring techniques

The professional profile is completing the course by giving the overall frame in which the training is to be implemented. Both the profile, the curriculum and the

training materials are developed in English and then translated to the partners languages. It may be that the developed framework varies between partner countries, taking into account that some of the ULO are already included in the country's compulsory curricula in the formal educational system (e.g. for the Tourist Guide), so it can be adapted to each country and situation. It can be supplemented by additional and/or optional Units of Learning Outcomes (ULO), respectively training modules, that are mandatory under the VET framework and legislation in partner countries.

The training course will prepare the learners to perform technical, pedagogical and management activities in supporting the local development in the rural areas by promoting and encouraging the local people in the agro-food production and services. The course is aimed at equipping the graduates with the relevant knowledge and skills in the hospitality sector but also to help them to acquire the adequate personal and soft skills required, as well as integrated management skills.

## II. Professional profile

<b>Title of the professional profile (in English and partners' languages):</b>	
<i>English</i>	<b>Gastro-Guide</b>
<i>Bulgarian</i>	Гастро-гид
<i>Spanish</i>	Gastro-Guía
<i>Lithuanian</i>	Gastro-gidas
<i>Italian</i>	Gastro-guida
<i>Polish</i>	Gastro-Przewodnik
<i>Greek</i>	Γάστρο-οδηγός
<b>Short description:</b>	
<p>Gastro-Guide is an expert who will support the local communities' development and will contribute to the rural sustainability through education and promotion of agro-food and gastronomy. Gastro-Guides are professionals who help local villagers express their knowledge to those who come in order to better welcome the tourists, by teaching them the skills of receiving visitors. He encourages his local villagers' neighbours to be enterprising by producing handmade food, rehabilitating old houses and proposing guest lodgings, helping them to be creative, handicrafts such as ceramics, etc. On one side the Gastro-Guide trains his local neighbours, and in the other side he teaches the visitors about the village's culture, gastronomy, local food products etc. The Gastro Guide makes its small village a didactic space for learning and experimentation for catering workers, food production companies and people of all ages interested in gastronomy.</p>	
<b>Place of the professional profile in the International Classification Systems:</b>	
EQF level:	EQF level 3
Professional area and sector/s:	Hospitality and tourism Hotels, restaurants and catering sector Agro-food production
Field <sup>4</sup> :	ISCED-F 2013: 1015 Travel, tourism and leisure
ISCO reference:	ISCO 08: 5113 Travel guides
ESCO reference:	ESCO: 5113 Travel guides

<sup>4</sup> ISCED-F 2013

<b>Reference to the partners' NQFs:</b>	
<i>Bulgaria, Spain, Lithuania, Italy, Poland, Greece</i>	NQF 3 (II level of professional qualification) /4 (III level of professional qualification)
<b>Proposed duration:</b>	
<b><i>Developed in the curriculum considering the formal VET and validation system</i></b>	
<p>The proposed duration of the Gastro-Guide Training is linked to the workload in study hours drawn up in the curriculum. However a specific number of study hours is not assigned to the professional profile in order to make it possible for acquisition in different learning/working contexts (and thus to allow the recognition, validation of the units of learning outcomes consisting the course).</p>	
<b>Entry requirements for the learners:</b>	
<i>Minimum incoming education / qualification level (according to the partners' countries legislation)</i>	
<i>Bulgaria</i>	For EQF 2/3: <ul style="list-style-type: none"> <li>- completed primary education - for students;</li> <li>- completed first high school stage and acquired first degree of professional qualification - for students;</li> <li>- completed XI grade and acquired second degree of professional qualification - for students;</li> <li>- acquired right to take state matriculation exams or acquired secondary education - for persons over 16 years of age</li> </ul>
<i>Spain</i>	For EQF 4: Holding the Certificate in Compulsory Secondary Education or holding the corresponding access
<i>Lithuania</i>	For EQF 2/3: <ul style="list-style-type: none"> <li>- completed primary education;</li> <li>- completed basic education.</li> <li>• When conducting <i>initial</i> vocational training for a person under</li> </ul>

	<p>the age of 16 who does not have a basic education, conditions must be created to study according to the basic education program (if applicable).</p> <ul style="list-style-type: none"> <li>• During <i>continuous</i> professional training, the achievements of a person's previous education are recognised according to the procedure established by the Minister of Education and Science.</li> </ul>
<i>Italy</i>	For EQF 4: Holding the Diploma Certificate in Upper Secondary Education or holding the corresponding access
<i>Poland</i>	For EQF 3: Holding a diploma confirming vocational qualifications: after graduating from the basic vocational school or after graduating from the first-cycle upper secondary trade school or after fulfilling the conditions referred to in Art. 10 section 3 point 2 (b) of the Act of 7 September 1991 on the system of education – and after passing the examinations confirming the qualifications in the scope of a given profession.
<i>Greece</i>	For EQF 4: Holding the Certificate in Compulsory Secondary Education or holding the corresponding access
<p><i>Other requirements (set by the project consortium)*</i></p> <p><b><i>*These requirements are defined by the GASTRO-GUIDE consortium in view of allowing a maximum number of learners in the GG course having in mind the availability of interactive educational environment (platform). They could be adjusted to a specific context if additionally agreed between the partners or training providers.</i></b></p>	
Previous training/education:	Previous education/training in tourist guiding or related specialty (e.g. geography, culinary and gastronomy, tourism and hospitality, etc.) (optional)
Minimum age:	<p><b>16 years</b></p> <p><i>The minimum age of the applicants could vary according to the national legislation in the partner countries and the specific learning paths</i></p>

	<i>*min of 16 years</i>
Language:	The Gastro-Guide Training is developed in English and translated to all partner's languages to be provided in the national language, too. Hence there are no requirements for foreign language foreseen.
<i>Other requirements according to the specifics of the country legislation</i>	
+ additional requirements on country basis (documents, certificates and health reports, etc. - if any)	
<b>Output educational/training level of the course:</b>	
<i>Documents received when the training is successfully completed:</i>	
<i>Bulgaria</i>	<ul style="list-style-type: none"> <li>- Certificate of part of profession (most probably of Tourist Guide)</li> <li>- Euro pass certificate (issued by the training providing institution/s)</li> </ul>
<i>Spain</i>	<ul style="list-style-type: none"> <li>- Certificate of part of profession (most probably of Tourist Guide)</li> <li>- Euro pass certificate (issued by the training providing institution/s)</li> </ul>
<i>Lithuania</i>	<ul style="list-style-type: none"> <li>- Certificate of part of profession (most probably of Tourist Guide)</li> <li>- Euro pass certificate (issued by the training providing institution/s)</li> </ul>
<i>Italy</i>	- Attendance Certificate
<i>Poland</i>	<ul style="list-style-type: none"> <li>- Certificate of part of profession (most probably of Tourist Guide)</li> <li>- Euro pass certificate (issued by the training providing institution/s)</li> </ul>
<i>Greece</i>	- Certificate of part of profession (most probably of Tourist Guide)

### III. Definitions and assumptions

For the purposes of the GASTRO-GUIDE project, the **Professional Profile** is defined as *a complex set of learning outcomes (LOs), designed in professional competencies and the general knowledge and skills needed to form them, grouped into separate Units of learning outcomes (ULO).* Each Unit of learning outcome is part of the complete professional profile that can be independently evaluated or validated.

The currently in force definition for “**Learning outcomes**” given in *Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning* describes the LO as “**statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy**”.<sup>5</sup> That definition alters from the previous one given in Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning where the third element of the LO (except for the knowledge and skills) was the **competence**.

The introduced descriptor in the EQF representing the **responsibility and autonomy** has the meaning of the *ability of the learner to apply knowledge and skills autonomously and with responsibility*. In addition, the meaning of the **competence** is focused on the proven ability to use not only the acquired during the learning process knowledge and skills, but also personal, social and other abilities in the real life situations and work. CEDEFOP<sup>6</sup> interprets the **competence** as *actually achieved learning outcomes, validated through the ability of the learner autonomously to apply knowledge and skills in practice, in society and at work*<sup>7</sup>.

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<sup>5</sup> Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

<sup>6</sup> European Centre for the Development of Vocational Training, <https://www.cedefop.europa.eu/bg/about-cedefop>

<sup>7</sup> Cedefop (2017). Defining, writing and applying learning outcomes: a European handbook.

Nevertheless, the professional profile designed for the “Gastro-Guide” will be described in terms of Learning Outcomes and the individual elements (knowledge, skills and competences). That’s why in the context of GASTRO-GUIDE project the following definitions will apply following the common understanding of the terminology among the project partners:

<b><i>Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning</i></b>	<b><i>Within the context of GASTRO-GUIDE project</i></b>
<b>Learning Outcomes</b> means statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy.	<b>Learning Outcomes</b> are intended as key realizations / key tasks achieved, in which the learner evidences a set of acquired knowledge, skills and competence.
<b>Knowledge</b> means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual.	<b>Knowledge</b> is described in terms of what the learner knows / is familiar with and understands.
<b>Skill</b> means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).	<b>Skills</b> are described in terms of what the learner is able to do.
<b>Competence</b> means the proven ability to use knowledge, skills and personal, social	<b>Competence</b> is described in terms of what the learner is responsible

and/or methodological abilities, in work or study situations and in professional and personal development.	for/supervises.
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For the purposes of GASTRO-GUIDE project it was decided to use the following structure to define **learning outcomes**:

- to describe knowledge, use the phrase “the learner knows / is familiar with and understands ...”
- to describe skills, use the phrase “the learner is able to ...”
- to describe competences, in terms of responsibility and autonomy using the phrase “the learner is responsible for/supervises/executes ...” + independently/in a team ...

The LO are grouped in **Units of Learning Outcomes (ULO)**. In the context of the GASTRO-GUIDE project, a Unit of Learning Outcome is understood as a *component of a the professional profile consisting of a coherent set of knowledge, skills and competence that can be independently assessed and validated.*

Since a difference need to be made between the intended learning outcomes (desired learning outcome with a view to a successful performance of a particular profession) and the effective achieved learning outcomes (learning outcomes actually achieved after a learning process) that could be measured and evaluated in the context of GASTRO-GUIDE project, a **Unit of Learning Outcome** is composed by a set of components that include not only the description of the expected learning outcomes in terms of knowledge, skills and competence, but also the means and the criteria for their evaluation. To that end each ULO is associated with the respective **assessment tools** and **performance criteria** that are measurable, observable and provide qualitative and quantitative information on the performance based on real work situations. Detailed evaluation procedures, criteria and tools are provided further in the appendixes to the training contents (training modules). Components of a Unit of Learning Outcome, taken together with assessment tools, allow the comparison of the expected learning outcomes with the achieved learning outcomes, and to know the extent to which learning outcomes have been achieved.

*Given that learning outcomes provide a reference point for the recognition and validation of non-formal and informal learning, focus should be on the learning to have been achieved, not on a particular time required<sup>8</sup>. That's why the duration of the training is not specified here in the professional profile in terms of workload of learning/studying hours, but is further developed in the curriculum respecting the different training schemes and context possible for the training delivery.*

## IV. Defining the EQF level

Defining the exact EQF level of the new professional profile regarding the NQFs of the partner countries went through a process of researching and analyzing the specifics of the EQF levels – 3 and 4 in order to choose the one that suits best to the purposes of the Gastro-Guide profile, given the country specifics and context.

<b>Essential Skills and Competences</b>	<b>Essential/Optional Knowledge</b>	<b>Optional Skills and Competences</b>
<i>build a network of suppliers in tourism</i>	<i>local geography</i>	<i>advise on nature conservation</i>
<i>conduct educational activities</i>	<i>sightseeing information</i>	<i>apply foreign languages in tourism</i>
<i>educate on sustainable tourism</i>	<i>ecotourism</i>	<i>demonstrate intercultural competences in hospitality services</i>
<i>create solutions to problems</i>	<i>environmental impact of tourism</i>	<i>distribute local information materials</i>
<i>ensure health and safety of visitors</i>	<i>animal species</i>	<i>identify plants characteristics</i>
<i>engage local communities in</i>	<i>geographical areas</i>	<i>inspire enthusiasm for</i>

<sup>8</sup> [https://www.cedefop.europa.eu/files/4156\\_en.pdf](https://www.cedefop.europa.eu/files/4156_en.pdf)

<i>the management of natural protected areas / conservation of local resources</i>	<i>relevant to tourism</i>	<i>nature</i>
<i>escort visitors to places of interest</i>	<i>local area tourism industry</i>	<i>maintain relationship with suppliers</i>
<i>provide visitor information</i>	<i>natural areas maintenance</i>	<i>promote recreation activities</i>
<i>monitor visitor tours</i>	<i>plant species</i>	<i>provide tourism related information</i>
<i>inform visitors at tour sites</i>	<i>tourism market</i>	<i>welcome tour groups</i>
<i>maintain customer service</i>	<i>tourism sector policies</i>	<i>speak different languages</i>
<i>manage tourist groups</i>	<i>marketing mix</i>	<i>support local economies</i>
<i>support local tourism</i>	<i>marketing principles</i>	
<i>select visitor routes</i>	<i>plan digital marketing</i>	
<i>train guides</i>	<i>marketing and advertising</i>	
<i>use different communication channels</i>	<i>execute marketing plan</i>	
<i>apply different teaching strategies</i>	<i>plan marketing strategy</i>	
<i>develop a pedagogical concept</i>	<i>adult education</i>	
<i>use pedagogic strategies</i>	<i>entrepreneurship</i>	
<i>identify opportunities / demonstrate entrepreneurship</i>		
<i>identify new business opportunities</i>		

## V. Work environment and conditions

In this chapter we will describe the working environment of the Gastro-Guide in the general case focusing on several different aspects:

*Working conditions (lighting, noise, air-condition)*

The typical working conditions of the Gastro-Guide are as follows:

- implement various activities indoor (in office, in agency, working from home, etc.) as well as outdoor (visiting local people, business and communities to guide, advise, train; organizing and tour-guiding trips and touristic visits/excursions in the region, etc.);
- traveling a lot with different vehicles;
- often working outside, sometimes in unfavorable weather conditions (hot/cold weather, rain, snow, etc.);
- facing challenges requiring a good health and physical shape (long trips, hard terrains requiring climbing stairs, cliffs, exploring farms/fields, etc.);
- working usually in distant areas (rural, villages), sometimes with limited connectivity, etc.

*Different working areas (working with data, people and machines)*

The Gastro-Guide would typically work in various areas and sets therefore s/he needs a broad area of competences. Thus for example s/he is supposed to:

- work with many people – locals and visitors, representatives of institutions, organizations, others;
- collect, use and analyze large volumes of data and information;
- use machines for implementing his/her tasks, etc.

This imposes the Gastro-Guide to different risks that s/he needs to understand and mitigate, such as the health risks:

- meeting and working with many people could result in: spreading diseases, acts of aggression, high stress levels, etc.
- travelling a lot and using different vehicles increases the risk of road accidents;
- using ICT technologies for data collection, processing and analysis brings the risk of data breach, as well as other machine-related incidents like electric shock.

In such or similar cases the Gastro-Guide should understand and apply the health and safety rules and principles; the communication and conflict resolution skills, the stress management skills, etc.

*Possibilities of working individually or as a team*

The work of the Gastro-Guide could be self-organized and performed individually (if being a freelancer or independent expert providing services), as well as in a team with other professionals (forming a team of experts with various expertise for implementing a particular project at the territory or networking with other Gastro-guides), or as an employee in a company (for example a travel agency or a destination management organization, where the Gastro-Guide is employed to develop a particular region/destination).

The work setting is to be defined by the Gastro-Guide himself/herself or could be adjusted as to the type of tasks that need to be implemented, i.e. working alone while planning, developing strategies, preparing training and working in teams when organizing a training, event, festival, etc.

*Professional illnesses and accidents*

Like all professionals the Gastro-Guide is not assured against professional illnesses or accidents. Since the professional profile is new, there is no data collected of the most oftenly met illnesses or accidents, still there are some risks (as mentioned above) that should be closely observed and controlled, such as: chronic stress at the workplace, risk of injuries related to the trips or crossing hard terrains; risks of infections, etc.

## VI. The methodological approach

The whole new professional profile for Gastro-Guide and the training course in particular are developed in a view of further trans-national implementation. To that end it was designed in Units of Learning Outcome that are one crucial ECVET technical component for the viability of the ECVET implementation. ECVET<sup>9</sup> requires not only qualifications to be described in terms of Learning Outcomes, but also Learning Outcomes to be grouped together in Units, measurable and assessable. To that end the methodology for the development of the professional profile followed these main steps:

### A. Identifying the expected Learning Outcomes of the profile

The first step was to **identify the expected Learning Outcomes of the course**. The whole training referential of the profile was described in terms of learning outcomes following one of the basic principles for the ECVET implementation.

Doing that the following principles were observed:

- Learning outcomes should be clearly identified and described in accordance with a common conceptual framework in order to allow a reciprocal understanding of the qualification;
- Paying specific attention to the title of the LO in order to ensure its recognition by the respective stakeholders, its uniformity when evaluated and certified;
- Focusing on the outcomes that are actually demanded by the business and ensure smooth entering to the labour market, reflecting not the training contents, but the expected performance of the learner at real work situations;
- Ensuring that the expected learning outcomes in the units could be achieved regardless of where and how they have been achieved (in formal or non-formal training, study, work, etc.) following the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training.

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<sup>9</sup> European credit system for vocational education and training; <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet>

- Since the learning outcomes are statements that express the main work activities / tasks that the learner has to perform to prove a specific competence they are expressed in a simple, short and objective statement, beginning by the action verb that indicates the main work task that the learner has to perform, conjugated in the infinitive.

## B. Defining Units of Learning Outcomes (ULOs)

The second step was to **group** Learning Outcomes into **Units** and **define** the Units of Learning Outcome that compose the course.

Doing that the following principles were observed:

- ULOs are designed as a major groups (clusters) of LOs complementing each other and with a view of the coherence, interconnectivity, reciprocity and interdependence of knowledge, skills and competence associated with each LO among each other;
- The ULOs' title is designed to be as short as possible and reflects the importance of the Learning Outcome(s) for the labour market reflecting the global learning outcomes that are contained in the unit, and not focusing only on some of them;
- Each unit of LO includes all necessary LO (not only technical and methodological knowledge, skills and competence, but also, attitudes and other social, personal and transversal competence important for the professional profile;
- They are designed in a way allowing one ULO to be completed independently of other units of LO (as much as it is possible) allowing the learner to achieve the qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes;
- They are formulated in a clear and understandable way for all the stakeholders (national and regional institutions, social partners, representatives of educational

and training institutions, teachers, trainers, learners, etc.) and allowing them to be „manageable” for all the key actors involved;

- They are suitable for VET training and could be acquired in a different environment and in a different educational and training context (for students in VET schools, for adult learners, for work-based learning, apprenticeship programs and mobility) and could be evaluated and validated independently;
- The ULOs are described towards the occupational activities and key technical tasks for the Gastro-Guides ensuring that after acquiring all the ULOs, the graduates will be able to perform effectively all the work activities and tasks indicated in the professional profile.

### C. Setting performance criteria for the learning outcomes

Having all the ULOs composing the profile listed we need to set specific measurable statements defining performance required to meet the learning outcomes. In the context of the Gastro-Guide project we use performance criteria that define and clarify the level and quality of performance necessary to meet the requirements of the learning outcome. They serve as indicators of the means by which the learner will proceed to satisfactory performance of the learning outcome.

**Performance criteria** define and specify the level that the learner should reach to demonstrate that the learning outcome is acquired and the working task/ action can be performed in a real work situation. They represent a broad statement of the criterion for acceptable performance and thus they correspond to the evaluation criteria and assessment standards that specify what has to be evaluated and what the required performance level is.

It is important to be noted that the performance criteria are not considered as evaluation criteria or assessment tools/standards. They are not referring to methods, instruments or evaluation specifications, thus allowing the various users of the professional profile (VET providers) to determine the methods and tools that are most appropriate in a given context. For this reason, these methods and tools are proposed as optional in the professional profile.

## D. Assessment of the Units of Learning Outcomes

Assessment is the process of collecting evidence/proof of performance criteria achievement and making judgements on whether competence has been acquired. It confirms if the learner is able to perform according to the defined in the professional profile evaluation criteria and standards.

Evidence of performance criteria is the information gathered which, when matched against the requirements of the assessment standards, provides proof of competence. Evidence could vary in form and could be collected with different methods and from different sources. In general, we can distinguish direct, indirect or supplementary evidence:

<b>Direct evidence</b>	<ul style="list-style-type: none"> <li>- Direct observation</li> <li>- Oral questioning</li> <li>- Demonstration of specific skills</li> </ul>
<b>Indirect evidence</b>	<ul style="list-style-type: none"> <li>- Assessment of qualities of a final product</li> <li>- Review of previous work undertaken</li> <li>- Written tests of underpinning knowledge</li> </ul>
<b>Supplementary evidence</b>	<ul style="list-style-type: none"> <li>- Reports from supervisors</li> <li>- Work diary or logbook</li> <li>- Examples of reports or work documents</li> </ul>

There are also a variety of possible assessment methods amongst which the assessor could choose according to the specific of the performance criteria that he is searching evidence for. Here are some examples:

**Observation** - Real work activities at workplace (practical observation of the apprentice in the working environment)

**Review of products** - Work samples/products

**Questioning** - Self-assessment form, Interview, Written questionnaire

**Portfolio** – References, Work samples/products, Training record, Assessment record, Journal/work diary/logbook, Life experience information

**Third party feedback** - Interviews with, or documentation from employer, supervisor, peers

**Structured activities** – Project, Presentation, Demonstration, Progressive tasks, Simulation exercise such as role plays

The assessment tools are chosen on the basis of the selected assessment method and represent a document/material containing both - the instruments and the guidelines/instructions needed for the collection and interpretation of the evidence.

As we specified above the detailed methods, tools or evaluation criteria, are to be specified by the training providers. Here in the qualification profile we only give basic directions for the possible assessment tools that, when applying the course in real terms, the assessor could use or modify according to the specifics of the given context.

Hence, based on the adopted syllabus for training of Gastro-Guides, the project partners developed a set of performance criteria describing the excellent student graduating the Gastro-Guide training. They reflect the maximum level of achievement of the learner in the course according to the intended learning outcomes for each training module.

Thus, the excellent student upon completion of the Gastro-Guide course will demonstrate:

- a deeper knowledge and understanding of the fundamentals of tourism and hospitality industry, including: ability to define and classify tourism, destinations and visitor attractions; to understand explain the concept of tourism demand and supply; define and explain tourist accommodation product and hospitality services; to define and classify rural tourism and explain impacts of tourism in rural areas; to explain how gastronomic tourism, food tourism, culinary tourism, sustainable tourism, agritourism meet motivations of different types of visitors and to explain contemporary forms of gastronomic tourism and its future perspectives (M1);

- a deeper knowledge and understanding of the identity and context of gastronomic tourism, including: ability to recognize and explain gastronomic culture and understand the drivers of the gastro-tourists; ability to perform a SWOT analysis and apply it to local gastronomy; ability to develop a Strategic Development Plan and apply it to local gastronomy (M2);
- a deeper knowledge and understanding of the entrepreneurial process in agri-food tourism, including: ability to guide the entrepreneurial actions to optimize the effects of the business practices on environment, on cultural, the local development and rural living policies; ability to analyze the strategies of local entrepreneurs from the entrepreneurial viewpoint; ability to explain/teach an implementation plan for an innovative idea in agro & gastro tourism; ability to envision a future state and developing strategies, goals, objectives and action plans to achieve them (M3)
- a deeper knowledge on how to utilize presentation and communication skills in favor of promoting the place, including: developing marketing strategies and projects for the valorization of agri-food chains; setting up communication by developing skills to enhance the experiential dimension as an attractive factor in which the visitor of the place can feel involved in a pathway of knowledge of the reality and the territory (M4)
- a deeper understanding of the coaching and mentoring as concepts and application of different techniques to support the locals (M5).

Further the Gastro-Guide project partners developed a set of quizzes in the form of multiple choice tests for each training module which define the profile of the excellent student in the GG course. They are set as to the units of learning outcomes adopted for each training module and at the same time meet the requirements set in the performance criteria above. The succession of the students in making these quizzes will determine the level of their achievements. Respectively if all answers are correct, the student performs excellently and fully covers the professional profile for a Gastro-guide. Lower grades (wrong answers) will mean respectively decreasing grading and poorer performance, meaning that there is more to be learnt in order to fully cover the

intended learning outcomes, respectively - to meet the professional profile of the Gastro-guide.

The project partner will not suggest a scale for positioning of the results of the quizzes developed because it needs to be adjusted to the existing grading scale in each partners' countries. In addition, the curriculum suggests different assessment tools that can also be used and combined in forming the final grade of the learner in the Gastro-Guide course.

Hence, having the quizzes as a frame (or as a maximum level of succession measured at the end of each module) the course providers may decide to alter the assessment strategy so it answers their specific context and requirements.

The questionnaires are presented in a separate annex to this profile - Annex 1.

## **VII. Job opportunities**

<b><u>OCCUPATIONAL PROFILE</u></b>	
<b>COUNTRY</b>	Bulgaria / Greece / Italy / Lithuania / Poland / Spain
<b>JOB TITLE</b>	Gastro-Guide
<b>SECTOR/SPECIALITY</b>	Tourism / Hospitality / Tourist Guiding
<b>COMPANY</b>	<p>All travel agencies or tourist companies hire or engage in other forms of employment or cooperation with tourist guides.</p> <p>The Gastro-Guides may be employed by such a company or organization that sells touristic services.</p> <p>Another very feasible option is for the Gastro-Guides to be self-employed experts and specialist who run their own small businesses or provide their services upon agreement/contracting to third parties.</p>
<b>JOB PURPOSE</b> (short description)	<p>A Gastro-Guide is responsible for planning and selecting a range of tourist attractions (places, events, etc.) to create and/or guide a tour presenting the local interesting sights and typical features in the area of gastro and agri-tourism to the visitors. Identifies and applies marketing and promotional tools and mechanisms for promoting the region and its attractions by raising awareness and offering organized visits and tourist experience. By fully understanding tourists'/visitors' needs, they are able to offer suitable touristic programs in order to present the region in the best possible way, maximize the tourists' experience and provide support and assistance to the guests.</p> <p>Second major responsibility of a Gastro-Guide is to support the local business, producers, as well as the community living in a rural area in turning their livelihood into a source of income (business).</p>
<b>REPORTS TO</b> (“upstream” connections)	<p>A Gastro-Guide reports to the employer (if the case) when s/he is engaged on a labour contract or as an external expert/specialist.</p> <p>When the Gastro-Guide is self-employed s/he does not need to</p>

	<p>report to anyone.</p>
<p><b>MANAGES</b>        (“downstream”        connections/span of        control)</p>	<p>A Gastro-Guide manages assistant Gastro-guides if they are hired in the same company/organization but mostly as a mentor and tutor, then a direct manager.</p> <p>When the Gastro-Guide is an owner/manager (small business) s/he manages own staff.</p>
<p><b>CONNECTED TO</b>        (horizontal connections)</p>	<p>The Gastro-Guide is relatively independent in his/her job, but at the same time builds and retains (working/business) connections with many different professionals from other working fields. In this meaning the Gastro-Guide is connected to the local business and residents, tour agents and organizers of tourist activities, etc.</p>
<p><b>KEY RESPONSIBILITIES</b>        (main activities)</p>	<p>Activities typically involve:</p> <ul style="list-style-type: none"> <li>● organize and/or provide education and/or training to local people and SMEs regarding: establishing or expanding small business focused on gastronomy and/or rural tourism; preserving plants/food that are typical for the region; promoting the use of local food products in the restaurants in order to preserve the quality local cuisine; rehabilitating old houses and proposing guest lodgings to increase their income and establish touristic infrastructure in the village; fostering creativity and exploring cultural resources to attract visitors to the place, e.g. handicrafts, souvenirs, etc.;</li> <li>● supports the locals by personal/group guidance, mentoring or coaching in their business-related activities and in matters related to the gastronomy and rural tourism in the region;</li> <li>● managing the tourist brand of the place and promoting agritourism, local products and services;</li> <li>● sustains contrast communication and cooperation with</li> </ul>

regional authorities and other institutions;

- works for building and fostering the local communities as a driver of the social-economy life of the place;
- creates and/or sustains the online presentation of the place by: running a website/blog on local culture, incl. products/services, gastronomy of the rural area/region, traditions, crafts, etc.;
- acts as the local tourist guide of the place specialized in gastro- and/or rural tourism by: designing and promoting tourist and recreational offers for various groups of recipients; organizing various events, festivals, concerts, competitions, rituals, etc.; organizing culinary, craft and other workshops; organizing conferences, seminars and trainings as part of good practices;
- other activities as required by the specifics of the place and/or the context in which the Gastro-Guide operates.

## KEY SKILLS AND COMPETENCIES

(technical/area specific skills and soft skills acquired in formal, non-formal and informal contexts)

### Technical/area specific skills and competencies

- Ability to define tourist destinations and visitor attractions
- Ability to understand tourism supply and demand issues
- Ability to understand operational issues in the accommodation business and diversity of it
- Ability to define rural tourism and understand requirements for facilities and services in rural tourism
- Ability to define gastronomic tourism, it's forms and agritourism
- Ability to define sustainability in gastronomic tourism
- Ability to recognize what gastronomic culture is, know how to define it and list its sections
- Ability to perform a SWOT analysis and apply it to local gastronomy.

- Ability to develop a Strategic Development Plan and apply it to local gastronomy
- Ability to investigate the entrepreneurial process in agri-food topic, in the development of collective projects;
- Ability to understanding and guide the entrepreneurial actions, and the effects of the business practices on environment, on cultural, the local development and rural living policies
- Ability to analyze the strategies of local entrepreneurs from the entrepreneurial viewpoint in theory and practice,
- Ability to apply methodological approaches to explain/teach an implementation plan for an innovative idea with a main theme in agro & gastro tourism
- Ability to envision a future state and developing strategies, goals, objectives and action plans to achieve it
- Ability to develop marketing strategies and projects for the valorisation of agri-food chains
- Ability to enhance the experiential dimension as an attractive factor in which the visitor of the place can feel involved in a pathway of knowledge of the reality and the territory
- Ability to understand the difference and processes of coaching and mentoring and apply both techniques as needed

**Soft skills:**

- Communication and cooperation skills
- Organizational skills
- Entrepreneurial thinking
- Learning skills and self-management
- Critical thinking

	<ul style="list-style-type: none"> <li>● Problem solving</li> <li>● Ethical and social responsibility</li> <li>● ICT skills</li> </ul>
<b>EXPERIENCE REQUIRED</b> (years spent in the role)	<p>Since the professional profile is quite new, there will not be a formal requirement for the person to have experience as a Gastro-guide. Hence any tour guiding experience could be considered an advantage, as well as other relevant experience of working in a rural area, teaching/tutoring in the area of gastro- and agri-tourism, providing support to SME and local business, etc.</p>
<b>EDUCATION/ TRAINING/ QUALIFICATIONS REQUIRED</b>	<p>Following the diverse profile of the gastro-guide: as a local expert and guide in gastro- and agri-tourism, as promoter of the region and as a tutor and mentor of the locals, a wide variety of educational/qualification areas (or combination of them) could be set as a requirement. The latest will depend on the specific tasks the Gastro-Guide will be assigned with when being employed.</p> <p>Hence, in general a relevant education/qualification in tourism/marketing/business studies, etc. at EQF 3 should be considered as a minimum for applying for the position</p>
<b>EQF LEVEL</b> (or other European standards)	<b>EQF 3</b>
<b>NATIONAL QUALIFICATION LEVEL</b>	<i><b>As to the National legislations of the partner countries</b></i>
<b>OTHER REQUIREMENTS</b>	<p>Honesty, helpfulness, responsibility. Good mental and physical health (stamina, coordination, agility, attention, concentration, language fluency, etc.).</p> <p>Foreign language (usually English) is also considered as a key advantage allowing the Gastro-Guide to also lead groups of international tourists.</p>

## VIII. Curriculum with the Learning Outcomes and assessment

Title of the Unit:		Learning outcomes reference to EQF:	
1. FUNDAMENTALS OF TOURISM AND HOSPITALITY		EQF level 3	
		<b>Assessment methods and tools suggested</b>	<b>Relative weight of the module from the whole curriculum (%)</b>
<b>Learning outcome 1</b>	<i>Define and classify tourism, destinations and visitor attractions</i>	<i>Tool 1 – Self-assessment questionnaires.</i>  <i>Tool 2 – Presentation on selected theme(s)</i>  <i>Tool 3 – Survey on selected theme(s)</i>  <i>Tool 4 – Written assignment (task) on selected</i>	20 %
<i>Knowledge</i>	1. Know types of tourism. 2. Know how to define tourist destinations and how can a destination attract tourists		
<i>Skills</i>	1. Able to define and classify tourism 2. Able to define visitor attractions		
<i>Competence</i>	1. Destination awareness 2. Awareness of visitor attractions		
<b>Learning outcome 2</b>	<i>Explain the concept of tourism demand and supply</i>		

<i>Knowledge</i>	<ol style="list-style-type: none"> <li>1. Know types of tourists and their motivation factors</li> <li>2. Know components of tourism supply</li> <li>3. Know how individual businesses approach supply</li> <li>4. Know the significance of the tourism supply chain in understanding how tourism businesses meet demand</li> <li>5. Know interconnections between different elements of tourism</li> </ol>	<i>theme(s)</i>  <i>Tool 5 - Assessment based on criteria</i>  <i>Tool 6 – Knowledge testing</i>	
<i>Skills</i>	<ol style="list-style-type: none"> <li>1. Able to understand tourism supply and demand issues.</li> </ol>		
<i>Competence</i>	<ol style="list-style-type: none"> <li>1. Awareness of tourism demand and supply and how they are affected by different factors</li> </ol>		
<b>Learning outcome 3</b>	<i>Define and explain tourist accommodation product and hospitality services</i>		
<i>Knowledge</i>	<ol style="list-style-type: none"> <li>1. Know the diversity of accommodation and hospitality services.</li> <li>2. Understand operational issues in the accommodation business.</li> </ol>		
<i>Skills</i>	<ol style="list-style-type: none"> <li>1. Able to define and classify accommodation products and hospitality services</li> <li>2. Able to define the range of operational issues affecting the accommodation sector</li> </ol>		

<i>Competence</i>	1. Awareness of accommodation products and hospitality services
<b>Learning outcome 4</b>	<i>Define and classify rural tourism, explain impacts of tourism in rural areas</i>
<i>Knowledge</i>	<ol style="list-style-type: none"> <li>1. Know types of rural tourism and diversity of attractions included within rural tourism</li> <li>2. Know how rural areas meet different visitor motivations</li> <li>3. Understand requirements for facilities and services in rural tourism</li> <li>4. Know sustainability aspects in tourism</li> </ol>
<i>Skills</i>	<ol style="list-style-type: none"> <li>1. Able to define rural tourism.</li> <li>2. Able to define changes in demand for facilities and services in rural areas.</li> <li>3. Able to analyze the opportunities in the rural area</li> </ol>
<i>Competence</i>	<ol style="list-style-type: none"> <li>1. Awareness of sustainable rural tourism</li> <li>2. Critical thinking</li> </ol>
<b>Learning outcome 5</b>	<i>Explain how gastronomic tourism, food tourism, culinary tourism, sustainable tourism, agritourism meet motivations of different types of visitors</i>
<i>Knowledge</i>	<ol style="list-style-type: none"> <li>1. Know forms of gastronomic tourism</li> <li>2. Know the differences between gastronomic tourism, food tourism,</li> </ol>

	culinary tourism, sustainable tourism and agritourism 3. Know destination and gastronomic values		
<i>Skills</i>	1. Able to define gastronomic tourism and agritourism. 2. Able to define sustainability in gastronomic tourism. 3. Able to recognize gastronomic tourist behaviour		
<i>Competence</i>	1. Awareness of how gastronomic tourism, food tourism, culinary tourism, sustainable tourism, agritourism meet motivations of different types of visitors		
<b>Learning outcome 6</b>	<i>Explain contemporary forms of gastronomic tourism and its future perspectives</i>		
<i>Knowledge</i>	1. Know contemporary forms of gastronomic tourism.		
<i>Skills</i>	1. Able to define contemporary forms of gastronomic tourism and its future perspectives.		
<i>Competence</i>	1. Awareness of contemporary forms of gastronomic tourism and its future perspectives		

Title of the Unit:		Learning outcomes reference to EQF:	
2. IDENTITY AND CONTEXT OF GASTRONOMIC TOURISM		EQF level 3	
		<b>Assessment methods and tools suggested</b>	<b>Relative weight of the module from the whole curriculum (%)</b>
<b>Learning outcome 1</b>	<i>Understanding gastronomic culture and use it to promote gastronomic culture in rural areas</i>	<i>Tool 1 - Multiple choice test</i> <i>Tool 2 - Presentation of tourist attractions in a local area</i>	20 %
<i>Knowledge</i>	Knows what gastronomic culture is and can list its sections.		
<i>Skills</i>	Able to define culture and its components in order to be able to promote gastronomic culture in rural areas.		
<i>Competence</i>	Raising awareness of gastronomic culture and its promotion		
<b>Learning outcome 2</b>	<i>Performing a SWOT and applying it to local gastronomy.</i>		
<i>Knowledge</i>	2. Knows what a SWOT is and how to		

	make a SWOT analysis		
<b>Skills</b>	2. Apply the knowledge of creating a SWOT to gastronomy.		
<b>Competence</b>	2. Can apply the SWOT approach to gastronomy and draw the relevant conclusions.		
<b>Learning outcome 3</b>	<i>Know what a Strategic Development Plan means, know to explain it and understand all its parts.</i>		
<b>Knowledge</b>	1. Knows what a Strategic Development plan is and list its parts.		
<b>Skills</b>	1. Be able to apply the knowledge and create a Strategic Development Plan.		
<b>Learning outcome 4</b>	<i>Know how to prepare a Strategic Development Plan and how to apply it to local gastronomy.</i>		
<b>Knowledge</b>	1. Knows what a Strategic Development Plan for Gastronomic Tourism is.		
<b>Skills</b>	1. Be able to create a Strategic Development Plan for Gastronomic Tourism		

<b>Title of the Unit:</b>		<b>Learning outcomes reference to EQF:</b>	
3. <i>ENTREPRENEURSHIP &amp; SUSTAINABLE INNOVATION IN AGRO &amp; GASTRO TOURISM</i>		EQF level 3	
		<b>Assessment methods and tools suggested</b>	<b>Relative weight of the module from the whole curriculum (%)</b>
<b>Learning outcome 1</b>	<i>Investigate the entrepreneurial process in agri-food topic, in the development of collective projects, understanding entrepreneurial action, the effects of the business practices on environment, on cultural, the local development and rural living policies</i>	Tool 1 - <i>Development and gathering of students learning data based on questions placed in course assignments. These questions must be used to assess student outcomes, to be measured into tests, research reports, and papers during training period</i> Tool 2 -Multiple	20 %
<i>Knowledge</i>	1. Knows the principles of agro and gastro-tourism 2. Knows how to enable community members to know how to work professionally as entrepreneurs. Knows how to enable access to business needs and advice.		
<i>Skills</i>	1. Skills in dealing with problems-challenges in real conditions. 2. Skills in adaptability and flexibility in matters related to the agro and gastro-		

	tourism.	<i>test at the end of the topic Tool 3 - Class presentation and discussion/evaluation of good practices</i>  <i>Tool 4 - Demonstration by the team through simulation of best practice</i>
<i>Competence</i>	<ol style="list-style-type: none"> <li>1. Ability to capitalize the emerging business ideas.</li> <li>2. Ability to adapt the business model of each region and to adapt to the needs of the present era.</li> </ol>	
<b>Learning outcome 2</b>	<i>Analyze and understand the strategies of local entrepreneurs from the entrepreneurial viewpoint in theory and practice.</i>	
<i>Knowledge</i>	<ol style="list-style-type: none"> <li>1. Knows main principles of entrepreneurship</li> <li>2. Knowledge of the business environment and the diversity it presents by region.</li> <li>3. Knowledge of the adaptation required from theory to good practices and the implementation of ideas in relation to solving problems and needs.</li> </ol>	
<i>Skills</i>	<ol style="list-style-type: none"> <li>1. Skills related to entrepreneurship and the strategy followed for optimal efficiency.</li> <li>2. Skills through training - practice for introducing young people to the business sector of their country and their active participation in society.</li> </ol>	
<i>Competence</i>	<ol style="list-style-type: none"> <li>1. Recognize the business environment in the area and understand and place it on a</li> </ol>	

	<p>real basis.</p> <p>2. Shape the daily form of local entrepreneurship and ability to create and develop its future dynamics and perspective.</p>		
<b>Learning outcome 3</b>	<p><i>Use methodical approaches to explain/teach an implementation plan for an innovative idea with a main theme in agro &amp; gastro tourism, and be able to envision a future state and developing strategies, goals, objectives and action plans to achieve it</i></p>		
<i>Knowledge</i>	<p>1. Knows how to facilitate and deliver educational programs and training to community members with a specific focus on small businesses in the fields of cuisine and rural tourism.</p> <p>Knows how to develop and marketing recreational and tourism-related offers for diverse recipient groups</p>		
<i>Skills</i>	<p>1. Skills on directing entrepreneurial actions and grasp the impact of company practices on the environment, culture, local development, and rural living policies.</p> <p>Skills on creating marketing plans and projects to increase the value of agri-food chains.</p>		

<p><i>Competence</i></p>	<p>1. Create and develop the future dynamics and perspectives of local entrepreneurship.</p> <p>2. Employ methodical approaches to teach an implementation strategy for an innovative agro-gastro tourism proposal. Develop strategies, goals, objectives, and action plans to achieve a desired future state.</p>		
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<b>Title of the Unit:</b>		<b>Learning outcomes reference to EQF:</b>	
4. <i>PRESENTATION AND COMMUNICATION SKILLS</i>		<i>EQF level 3</i>	
		<b>Assessment methods and tools suggested</b>	<b>Relative weight of the module from the whole curriculum (%)</b>
<b>Learning outcome 1</b>	<i>Developing marketing strategies and projects for the valorisation of agri-food chains</i>	<i>Tool 1 - Project work. Prepare a marketing plan for the agri-food product;</i> <i>Presentation of the Project Work, discussion and evaluation</i> <i>Tool 2 - Project work. Conduct a presentation using communication techniques and tools;</i> <i>Demonstration by the team through simulation,</i>	20 %
<i>Knowledge</i>	1. Knows different communication types and techniques 2. Knows main principles of marketing 3. Knows the marketing communication mix 4. Knows the principles for building a communication strategy		
<i>Skills</i>	1. Apply effective communication tools and communication technology 2. Apply the professional terminology in tourism, hospitality and agro-food sector 3. Apply different presentation techniques		

	4. Apply different techniques to communicate a product, a chain, a territory, using the traditional and new media	<i>discussion and evaluation</i>  <i>Tool 3 – Multiple choice Test</i>	
<i>Competence</i>	1. Is capable to interact with visitors effortlessly and in a professional manner in the multicultural environment, using a variety of communication tools, technology and strategies  2. Is capable of optimizing the promotion activities from a technical, legal and economic point of view, implementing marketing and communication strategies.		
<b>Learning outcome 2</b>	Set up communication by developing skills to enhance the experiential dimension as an attractive factor in which the customer can feel involved in a pathway of knowledge of the reality and the territory		
<i>Knowledge</i>	<ul style="list-style-type: none"> <li>- Smartphone photography</li> <li>- Instagram features</li> <li>- Photo, video and story formats on Instagram</li> <li>- Followers and communities on Instagram</li> <li>- What, how much and when to share on Instagram</li> <li>- International best practices in using</li> </ul>		

	<p>Instagram for businesses tourism and hospitality</p> <p>6. - Mobile photographer as ambassador of your territory</p>		
<i>Skills</i>	<p>1. Apply techniques to involve the public by stimulating the collective narration of the territory/product – storytelling</p> <p>2. Use visual communication and visual storytelling in marketing</p>		
<i>Competence</i>	<p>Is capable to use social channels and the web in marketing strategies</p>		

<b>Title of the Unit:</b>		<b>Learning outcomes reference to EQF:</b>	
5. COACHING, MENTORING TECHNIQUES		EQF level 3	
		<b>Assessment methods and tools suggested</b>	<b>Relative weight of the module from the whole curriculum (%)</b>
<b>Learning outcome 1</b>	<i>Understand the process of coaching/mentoring. Understand the difference between coaching and mentoring.</i>	<i>Tool 1 - Writing/Oral test</i> <i>Tool 2 - On line presentation and evaluation</i> <i>Tool 3 – Filling questionnaires</i> <i>Tool 4 – Self-learning exercises.</i>	20 %
<i>Knowledge</i>	To know the definition of coaching; To know definition of mentoring; To know how to provide coaching/mentoring services. To know the stages of mentoring/coaching.		
<i>Skills</i>	Active listening; Have confidence and an assured manner; Be motivated to continue developing and growing; Provide feedback.		

<i>Competence</i>	Ability to choose the right method to educate gastro guides. Managing the relations with clients.		
<b>Learning outcome 2</b>	<i>Acquire Pedagogical, Organizational and Management skills</i>		
<i>Knowledge</i>	To know how to develop provide coaching/mentoring services. To know the stages of mentoring/coaching		
<i>Skills</i>	Pedagogical skills ICT and media skills Organization and management skills		
<i>Competence</i>	Explains their role in relation to the mentee; Describes own mentoring/coaching process and style to mentee so that mentee is empowered to make an informed decision to concerning mentoring/coaching		
<b>Learning outcome 3</b>	<i>Understand the benefits of both process: coaching and mentoring</i>		
<i>Knowledge</i>	To know how to empower others.		
<i>Skills</i>	Communication; Empathy;		

	Help someone grow.		
<i>Competence</i>	Ability to share own knowledge and expertise; Ability to learn from others. Ability to build a relationship of engagement and trust.		
<b>Learning outcome 4</b>	<i>Understand the agreement between the Mentee and coach/mentor</i>		
<i>Knowledge</i>	To know how to understand needs of a client		
<i>Skills</i>	Goal setting; Prioritize; Build rapport.		
<i>Competence</i>	Ability to establish the rules of cooperation.		
<b>Learning outcome 5</b>	<i>Knowledge how to evaluate the collaboration</i>		
<i>Knowledge</i>	To Know how to assess the learning/guidance process		
<i>Skills</i>	Listening and follow up; Identify goals; Motivation; Conflict management.		
<i>Competence</i>	Ability to evaluate process of mentoring/coaching		

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**ANNEX 1:**

The Gastro-Guide project partners developed a set of questionnaires in the form of multiple choice test, from which 10 are compulsory and 20 complementary.

**Mandatory Evaluation for Module 1: FUNDAMENTALS OF TOURISM AND HOSPITALITY.**

<b>What are activities of people travelling and staying in a place away from their home environment for leisure, business or other purposes? (1.1)</b>	
X	Tourism
	Tourism Management
	None of the answers are correct

<b>What is any person visiting a country, other than that in which he/she usually resides, for a period of at least 24 hours? (1.1)</b>	
	Excursionist
X	Foreign Tourist
	Visitor

<b>Is it true that tourist attraction is a named site with a specific human or natural feature which is the focus of visitor and management attention? (1.3)</b>	
X	Yes
	No

<b>What type of tourists are tourists which give very little importance to relaxation? (1.4)</b>	
	Budget Travellers
X	Adventurers
	None of the answers are correct

<b>Is it true that transport service, food service, accommodation service, service at the places of attraction are regulatory components of tourism supply? (1.5)</b>	
	Yes
X	No

<b>Is it true that seasonality is when demand for rooms is spread across seasons, but more precisely according to weeks and days? (2.4)</b>	
	Yes
X	No

<b>What is accommodation, which covers a wide variety of accommodation such as: stand-alone self-catering houses, cottages, apartments, well-designed and spacious log cabins or any type of accommodation where the visitor caters for themselves? (3.3)</b>	
	A Bed and Breakfast accommodation
X	Self-Catering Accommodation
	None of the answers are correct

<b>Is it true that for tourism to be sustainable, it needs to protect local culture, improve social and individual wellbeing, and preserve the environment? (4.3)</b>	
X	Yes
	No

<b>What are the categories of gastronomic motivation? (4.4)</b>	
	Physical motivators and cultural motivators
	Interpersonal motivators, status and prestige motivators
X	All of the above answers are correct

<b>Is it true that miso, tempeh, kefir, beer, yogurt are CBD-Infused Foods &amp; Drinks? (4.6)</b>	
	Yes
X	No

## Complementary Evaluation for Module 1: FUNDAMENTALS OF TOURISM AND HOSPITALITY

What is tourism, which includes individually organized tours to find first-hand information about a place, local culture, and environment? (1.1)	
	Mass Tourism
X	Alternative Tourism
	None of the answers are correct

What is a physical or cultural feature of a place that can satisfy tourists' leisure based need? (1.1)	
X	Attraction
	Cultural Heritage
	Dark Tourism
	Destination

What is the ability to reach to a place of destination by opting one or multiple means of transportation? (1.2)	
	Accommodation
	Attraction
	Activities
	Amenities
X	Accessibility

What is type of tourist destination, where tourists spend most of their time on occasional excursions to nearby places of attraction? (1.2)	
	Centred Destination
	Multi-Centre Destination
X	Base Destination
	Touring Destination

	Transit Destination
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<b>Why visitor attractions are important? (1.3)</b>	
	They attract visitors from overseas
	They are stimulating domestic tourism
	Contributing to the local and national economy
X	All of the above answers are correct

<b>What type of tourists are tourists which are into holidaying for the sake of enjoyment? (1.4)</b>	
X	Intrinsic Tourists
	Extrinsic Tourists
	None of the answers are correct

<b>What is the total number of persons who travel or wish to travel to use the tourist facilities away from their places of work and residence? (1.4)</b>	
X	Tourism demand
	Tourism Supply
	None of the answers are correct

<b>Is it true that intrinsic factors of motivation are attitudes of tourist, tourist's perception, values or beliefs, personality of the tourist? (1.4)</b>	
X	Yes
	No

<b>What is the business of selling hospitality and tourism products? (1.5)</b>	
	Tour Operators
X	Travel Agents
	None of the answers are correct

<b>Is it true that the tourism supply of an industry is derived by summing the value of tourism products sold by the tourism industry to the tourists It takes into account accommodation services, food, transport, and other retail sales? (1.5)</b>	
X	Yes
	No

<b>What are the characteristics of tourist accommodation? (2.3)</b>	
	Seasonality, occupancy levels, location
	Different grading systems, properties, high fixed costs, regulatory codes and laws
X	All of the above answers are correct

<b>Is it true that boutique hotels are a new category of property in the hotel sector which have been described as townhouses or small style-led properties that are often furnished in a themed, individual style and focus on providing guests with high-quality, personalized experiences? (2.4)</b>	
X	Yes
	No

<b>What is tourism, which refers to leisure travel that has as its primary purpose the experiencing of places and activities that represent the past? (3.1)</b>	
X	Heritage tourism
	Nature-based tourism/ecotourism
	Agri-tourism

<b>What is tourism, when tourists appreciate food as a part of the essential experience, but the emphasis is not on food? (4.1)</b>	
	Gourmet tourism (or gastronomic/cuisine tourism)
X	Culinary tourism
	Rural/urban tourism

<b>What are the examples of food tourism activities? (4.1)</b>	
	Food Tours (food or beverage tours)
	Visits to Local Producers
	Food and Cultural Festivals
	Tasting Sessions
X	All of the above answers are correct

<b>Is it true that gastronomic tourism is a type of tourism that is based on visiting food producers, food festivals, restaurants and special places in order to taste a special type of food, to watch a food being produced or to eat a food cooked by a famous chef? (4.1)</b>	
X	Yes
	No

<b>What are the motivators which attract the tourist to travel to a specific destination for gastronomy purpose? (4.4)</b>	
	Pull motivators
X	Push motivators

<b>What are gastronomic experiences that enable tourists to recuperate their mental and physical energy? (4.4)</b>	
	Cultural motivators
	Interpersonal motivators
	Status and prestige motivators
X	Physical motivators

<b>Is it true that historic, traditional, cultural, culinary heritage, natural and others motivators are push gastronomic motivators? (4.4)</b>	
	Yes
X	No

Is it true that self-fulfilment, self-esteem, social and safety needs are push motivators? (4.4)	
X	Yes
	No

## Mandatory Evaluation for Module 2: IDENTITY AND CONTEXT OF GASTRONOMIC TOURISM

In order to do a Gastronomy SWOT, a field research is needed:	
	To obtain information about the territory and its potential gastronomic tourist attractiveness
	To obtain the opinions of local and external agents
	To know the documentary sources that may exist, previous studies or previous analyses
X	All the above are correct

For the gastronomic SWOT analysis is important:	
	To make an assessment of the hotel and catering trade in the area
	To assess the level of Professionals' training in the area
	To evaluate the local agricultural products
X	All the above are correct

For the gastronomic SWOT analysis is important:	
	Wrong promotional strategies
X	The variety of quality local products and gastronomic heritage
	Competition from other territories
	Abandonment of traditional farming and handicraft activities

<b>Gastronomic tourism:</b>	
X	Is to get to know and learn, experience, eat, taste and enjoy the gastronomic culture of a territory
	Doesn't have to do with the rural areas
	Is important only for tourists
	Is important only for local inhabitants

<b>To create the strategic plan for gastronomic tourism one needs:</b>	
X	Measurable strategic objectives
	Non-measurable factors
	Any information
	No need for resources

<b>Some common cultural activities in rural areas include:</b>	
	Deep-sea fishing tournaments.
X	Religious and spiritual events, arts and crafts, outdoor recreation, heritage and history events, agriculture and ranching.
	Building competitions
	Urban street art festivals

<b>The priority objective of the strategic plan is:</b>	
	To increase inefficiency and reduce productivity.
X	To organize and promote experiential, flavour and sensory tourism, making the most of the available resources of all kinds in each area and coordinating the different sectors related to gastronomic tourism.

## Complementary Evaluation for Module 2: IDENTITY AND CONTEXT OF GASTRONOMIC TOURISM

The questionnaire for a SWOT analysis should be done:	
X	In an objective way that does not guide the answers
	In a subjective way to obtain the answers you want
	No, no need for a questionnaire
	No, the questions' topics don't matter

The SWOT gastronomic analysis should be done according to the knowledge of professionals on:	
	The territory and tourism
	Gastronomy, food and traditions
	The labour market and the environment
X	All the above are true

Promoting the local products:	
	Is not important, since tourists will come anyway
	Doesn't influence the SWOT analysis
X	Is crucial to attract tourists
	Should be done through all possible means: websites, advertisements, social media

Some threats to gastronomic tourism:	
X	Poor preservation of traditions
	Gastronomic tourism as a new market
	The variety of resources
	Growing environmental awareness

<b>Tourism can bring benefits to other productive sectors:</b>	
	Gastronomic tourism promotes the purchase of regional agricultural products
	By increasing the demand for hotel services
	By increasing the sale of handicrafts and shopping in local businesses
X	All the above are correct

<b>Gastronomic tourism:</b>	
	Is important for the sustainability of territories
	Is crucial for rural areas at risk of depopulation
	Has evolved in recent times, acquiring its own personality
X	All the above are correct

<b>The strategic plan for gastronomic tourism includes:</b>	
	Organising and promoting experiential, flavour and sensory tourism
	Making the most of the available resources of all kinds in each area
	Coordinating the different sectors related to gastronomic tourism
X	All the above are correct

<b>The strategic plan for gastronomic tourism:</b>	
X	Will emphasize the services, products, heritage, nature and areas of special or differential value
	Is not important for rural areas
	Can be achieved only by experts
	Is not important for tourism development

<b>The strategic plan for gastronomic tourism is a tool that allows to:</b>	
X	To plan, act, evaluate and correct
	To act only

	To plan only
	To have a reduced view of the gastronomic tourism

<b>The trends in tourism, gastronomy, food and leisure consumption:</b>	
X	Are very important for creating the Strategic Plan for gastronomic tourism
	Are not important
	Are important only for the local inhabitants
	Are important only for tourists

<b>Rural society was characterized by:</b>	
	By an abundance of skyscrapers and bustling city life.
	By a lack of agriculture and heavy reliance on industrialization.
X	Its traditionalism, its closed spirit, its dependence on the forces of nature and its strong social cohesion
	Advanced technology and high-speed internet connectivity.

<b>The culinary heritage is:</b>	
	Is primarily focused on using synthetic ingredients and artificial flavors.
	A recent invention by modern chefs who wanted to create a sense of history and tradition.
X	A factor of communication and cultural transmission, manifesting traditions and natural singularities of a place
	An imaginary concept created by food bloggers to attract more followers on social media.

<b>Gastronomy is currently an element of:</b>	
	Gastronomy is unrelated to the study of quantum mechanics
X	Attraction and an authentic tourist experience, consolidated as a primary form of leisure.
	An element of professional wrestling

<b>Some characteristics of culture are:</b>	
	It is made up only of material elements
X	It is dynamic and diverse
	It is the same in everywhere
	It is not transmitted from generation to generation

<b>Culture is:</b>	
	The environment
	The language
X	All the above are correct
	The history of the place

<b>To learn about the gastronomic culture in a rural area is a ... for the next generations</b>	
	A opportunity
X	A strength
	A weakness
	A threats

<b>To define the specific objectives, one of the most used methodologies is that of ... objectives</b>	
	Clever
X	Smart
	Intelligent
	Wise

<b>Segment the market. Segmentation is divided into four categories:</b>	
	Behaviour, psychographics, conduct, location
	Site, psychographics, conduct, location

X	Demographics, psychographics, conduct, location
	Demeanour, psychographics, conduct, location

<b>Calculate the budget. The estimated costs and revenues of the entire project must be quantified within ... years.</b>	
	2 years
X	3-5 years
	3-7 years
	3-5 months

<b>The priority objective of the strategic plan is:</b>	
	To organize and decrease experiential, flavour and sensory tourism
	To ignore market trends and competitor analysis.
X	To organize and promote experiential, flavour and sensory tourism, making the most of the available resources of all kinds in each area and coordinating the different sectors related to gastronomic tourism.

### **Mandatory Evaluation for Module 3: ENTREPRENEURSHIP & SUSTAINABLE INNOVATION IN AGRO & GASTRO TOURISM**

<b>Which of the following is not an alternative thematic tourism (Chapter 1)?</b>	
	Luxuries hotels and casino
X	Health and wellness tourism
	None of the answers are correct

<b>Training a Gastro-Guide include some basic principles. Choose the correct answer(Chapter 1)</b>	
	The new skills and abilities to be presented and acquired
	To improvise and be creative

	Making it clear that problems need to be solved immediately and quickly
X	All the answers above

<b>Here are some examples of activities that are good for a Gastro Guide to apply. Choose the wrong answer (Chapter 2)</b>	
	Creation of small farms with production of local varieties, usually organically grown
X	Development of industrialised farms
	Creation of catering facilities with menus of local recipes and local products supported by the historical route of the region
	Revival of festivals and events that reflect local traditions, habits and social life

<b>The objectives of the European Union within its borders are: Choose the wrong answer (Chapter 3)</b>	
	Promoting peace, its values and the well-being of its citizens
	Creation of an internal market
	Protection and improvement of the quality of the environment
X	Encourages peoples to concern themselves only with their nation-states and not with the Union
	Combating social exclusion and discrimination

<b>Erasmus+ and Marie Skłodowska-Curie Actions are European Projects. (Chapter 3)</b>	
	No
X	Yes

<b>Strategic Partnerships/Partnerships are a decentralized activity and involve collaborative projects that allow participating organizations to deal with important issues together, develop partnerships and share innovative practices (Chapter 3)</b>	
	No
X	Yes

**A business plan is a statement in logical steps of what we want to do and what is likely to happen. If you've ever written a business idea on a piece of paper with a few tasks to complete and a simple**

<b>timeline, you've started writing a business plan or at least the basics of one (Chapter 4)</b>	
	No
X	Yes

<b>In an attempt to promote a historical route, which of the below practices are good to be followed? (Chapter 5)</b>	
	Wait for tourists to find out alone all the information about
X	Placement of signs at the exits and entrances to the villages
	Wait the television-shows to make a big reportage for your place but you don't know when this will happen

<b>The process of solving a problem has some steps you must follow. Choose the wrong answer. (Activity 1)</b>	
	Defining a problem
	Once the problem has been identified, it is important to assess its severity
	In the next step the problem should be analyzed
	A good analysis of the problem will drive the entrepreneurs in the next step which is the developing of solutions.
	The solutions must be implemented effectively
X	The problem and the solution has to be secret and not publicized not even to the colleagues and your team. You are the only one to work with it.

<b>Which of the following steps are considered as good practices for a Gastro Guide, so they can develop the rural food tourism in their local areas?</b>	
	Clearly state the reasons behind the lack of investments in a concise and measurable way
	Consider the costs associated with the problem, including financial, operational, and reputational costs
	Identify the root causes of the problem, including any underlying factors or contributing factors
	Generate a list of potential solutions of the problem
	Assign responsibilities and set deadlines for implementation
X	All the above

## Complementary Evaluation for Module 3: ENTREPRENEURSHIP & SUSTAINABLE INNOVATION IN AGRO & GASTRO TOURISM

<b>Choose the option that fits within the spectrum of agro-gastro tourism (Chapter 1)</b>	
	Mass Tourism
X	Visits to wineries
	None of the answers are correct

<b>What activities are linking the entrepreneurship and agro-tourism (Chapter 1)? Choose the correct answer.</b>	
X	Accommodation on farms
	Finding Hotels for mass tourism
	Tourism for people in retirement

<b>Is there a need to develop skills to motivating and inspiring others when we manage and supervise a team? (Chapter 2)</b>	
	Anyone knows his skills. We don't need to do anything more.
	It's better to stand with the traditional way, so what's the need of innovations?
X	We have to work as a team and discover new skills and practices

<b>A Gastro Guide must be? (Chapter 2). Choose the correct answer</b>	
	Well aware of the advantages and beauties of their region.
	Able to inform tourists about all the history and traditions of the place
	Able to provide sufficient information about the local products and gastronomic habits of the locals
X	All the above answers are correct
	No one of the above

<b>The residents of a community are important to work as a team so they can have some benefits. What kind of benefits? Choose the wrong answer (Chapter 2)</b>	
	Encourages creativity and learning
	Combine different, subversive and complementary strengths and ideas
	Reduce stress
	Improve team performance.
	Improve their interpersonal relationships
X	Earning more money and recognition

<b>Working with a team offers: Choose the wrong answer (chapter 2)</b>	
X	Increases the workload and responsibilities
	Combine different, subversive and complementary strengths and ideas
	Allows creativity to expand thanks to the views of others
	Helps create more effective solutions to problems

<b>What are the priorities of the EE programs? Recognize some of them below (Chapter 3)</b>	
	Clean air, clean water, healthy soil and biodiversity renovated
	Energy-efficient buildings
X	All answers are correct
	More public transit
	Products with a longer lifespan that can be repaired, recycled and reused

<b>Do the European Projects offer opportunities for the young people? (Chapter 3)</b>	
X	Yes
	No

<b>All projects co-funded by the EU should aim at: (Chapter 3)</b>	
	Protection, health and safety of participants
	Multilingualism
	Participation in democratic life, common values and civic participation
	An European and international dimension
X	All the above answers are correct

<b>In line with the Erasmus+ Programme Regulation, emphasis should be placed on grassroots sport. Projects in the field of sport supported by Erasmus+ should lead to increased participation in sport, voluntary and physical activity activities. (chapter 3).</b>	
X	Yes
	No

<b>What are the target groups involved in “Mobility” of Erasmus+ Project? (Chapter 3)</b>	
	Hotel owners and tourists
	People who work in the Banking and economic system
X	Teachers, students and people involved in education

<b>Which skills are essential in a new business venture? (Chapter 4)</b>	
X	All the answers are correct
	The business idea
	The business plan
	The market
	The financing
	The entrepreneur's profile

<b>A Swot analysis is important for a new entrepreneur because : (Chapter 4)</b>	
X	It shows us our weaknesses and opportunities
	Enables us to find financing
	Helps you find partners

<b>If you create a business plan for your enterprise you should be able to: (Chapter 4)</b>	
	Work alone without colleagues and employees
X	Monitor step by step your work and your goals
	None of them

<b>What are the characteristics of the cultural routes? (Chapter 5)</b>	
	Thematic: routes that include a specific thematic element
	Historical: routes which revolve around monuments and cultural features of a specific period or era
	Mixed cultural itineraries: itineraries that include elements of cultural and natural heritage, regardless of type or period, as part of the overall cultural identity of a place
X	All of the above answers are correct
	None of the above

<b>Is it possible for a Gastro Guide and the people of an area to create and development a historic route in their place? Is this a good practice for the Gastro Guide activities? (Chapter 5)</b>	
X	Yes
	No

<b>In an attempt to promote a historical route via internet, which of the below practices should be followed? (Chapter 5)</b>	
	Creation of a website
	Detailed guides, links and maps for the different sites

	Specialized information on links to social services (telephone numbers, addresses, opening hours, etc.)
X	All the answers are correct

<b>Albert Einstein said, “If I had only one hour to save the world, I would spent fifty-five minutes defining the problem, and only five minutes finding the solutions”. How important is for an entrepreneur to identify the root cause of a problem? (Activity 1)</b>	
	There is no need for an entrepreneur to be proactive in gathering information and understanding the boarder context in which the problem exists.
	Irrelevant, you should spent more time trying to solve the problem instead of trying to define it
X	Very important, because it can be used to identify actionable opportunities, develop solutions and implement them effectively.

<b>The tourism industry, including the food and beverage sector, generates significant amounts of waste on a daily basis. These waste, if not properly managed, can have negative impacts on the environment, local communities, and the reputation of the tourism industry Choose the wrong answer (Activity 1)</b>	
X	A necessary bad practice since it cannot be done otherwise
	Local communities must recognize the problem and try to solve it accordingly
	The tourism industry faces significant challenges in managing food waste effectively including a lack of infrastructure, cultural attitudes, and limited resources.

<b>The Business Model Canvas is a strategic management tool for stakeholders. Which of the following is/are incorrect? (Activity 1)</b>	
	It provides a clear and concise way of communicating and collaborating with stakeholders
X	Is designed primarily for service-based businesses, which makes it less suitable for and product-based businesses.
	Is a visual representation that describes a company's value proposition, customer segments, channels, customer relationships, revenue streams, key resources, key activities, key partners, and cost structure.
X	It cannot be changed or modified once it has been created, even if the business grows and evolves.
	It can be used to identify new business opportunities and to validate existing business models
	It helps social enterprises to ensure that the unique characteristics and missions of the enterprise re considered in the business planning process

## Mandatory Evaluation for Module 4: PRESENTATION AND COMMUNICATION SKILLS

<b>Is it true that by communicating food we can increase and/or influence consumption choices (2.3)</b>	
X	Yes
	NO

<b>What is Integrated Territorial Marketing? (2.4)</b>	
	It is the set of strategies aimed at promoting a specific geographical area.
X	Businesses are working to improve their services, while public intervention is aimed at upgrading and improving infrastructure and stimulating tourism through the organisation of events.
	It succeeds in attracting the right clientele, i.e. tourism in line with the characteristics of the area.

<b>What are Porter's five forces? (3.1.2)</b>	
X	Direct competitors, suppliers, customers, potential entrants, producers of substitute goods
	Availability of raw materials, market changes, customers, producers of substitute goods, direct competitors
	None of the previous answers

<b>How many faces has the Kapferer Prism got? (3.1.3)</b>	
	5
X	6
	7

<b>Is it true that with experience and relationship marketing the 4p becomes 7?</b>	
X	Yes
	No

<b>How many are the elements of communication? (3.2.4)</b>	
	3
	4
X	6

<b>What does it mean to do tourist reception? (4.5)</b>	
	Report
	Communication
X	Caring for relationships, communication and personal, interpersonal and social skills

<b>Is it true that in order to be incisive public speaking must aim at the target and make conciseness one's best friend? (4.1)</b>	
X	Yes
	No

<b>What elements characterise postmodern tribes? (5.3)</b>	
	The web,
	The Territory
	The totem pole
X	All of the above answers are correct

<b>What is the recipe for growing a social profile, in professional terms? (7.6)</b>	
	Using quality photos and making reposts
X	Constancy, rigor and perseverance
	Engaging influencers and storytelling

## Complementary Evaluation for Module 4: PRESENTATION AND COMMUNICATION SKILLS

<b>What are the 3 dimensions of a plate? (2.3)</b>	
	Creativity, supply chain, sharing
X	The product, the origins, the experience
	None of the answers is correct

<b>What is good storytelling for? (2.4)</b>	
X	It enhances the history of a place, ignites the imagination of travelers, stimulates curiosity and possible discoveries;
	To tell the autobiography of the territory
	To increase the economic value of the product

<b>Is it true that brand building is one of the steps to create a territorial marketing plan? (2.5)</b>	
X	Yes
	No

<b>What is Marketing? (3.1)</b>	
	Marketing is the social and managerial process by which a person or group obtains what constitutes the object of their needs and desires by creating, offering and exchanging products and value with others.
	It is a dynamic process that, through a careful study of the social and economic context in which it wants to operate, defines and implements strategies to position a product or service within a specific market.
X	Both answers are correct

<b>On what does the bargaining power of suppliers depend? (3.1.2)</b>	
	The number of important suppliers
	Number of major customers

	Difficulties in accessing distribution
X	None of the previous answers is complete

<b>Is it true that Kapferer's model (or Prism) is a useful tool to build the identity of a brand, a Brand? (3.1.3)</b>	
X	Yes
	No

<b>How many are the fundamental levers of the marketing mix? (3.1.4)</b>	
X	4
	5
	6

<b>Is it true that the marketing mix is 'the set of marketing levers that the company defines and employs to satisfy the consumer and achieve its market objectives? (3.1.4)</b>	
X	Yes
	No

<b>The concept of promotion has changed in recent decades. What areas does it cover? (3.1.4)</b>	
	advertising
	sales force communication (personal selling)
	public relations
X	All previous answers are correct
	None of the previous answers

<b>How many axioms of communication are there? (3.2.2)</b>	
X	5
	4

	6
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<b>How can communication be? (3.2.2)</b>	
	Both analogue and digital
	Symmetrical or complementary
X	All previous answers are correct

<b>How many paradoxes does P. Watzlawick have? (3.2.4)</b>	
X	3
	5

<b>Is it true that between a destination with a high level of attractions and one with perhaps lower levels but with serious work on hospitality strategies and techniques, it is the latter that comes out on top? (4.3)</b>	
X	Yes
	No

<b>What is the cardinal principle of hospitality? (4.5)</b>	
	Knowing how to communicate effectively
X	The centrality of the user
	Knowing how to listen actively:

<b>What should the tourist receptionist do? (4.5)</b>	
	He must know how to communicate effectively and relate to the customer in the right way;
	He must necessarily know the relationship styles adopted by people and thus be able to relate to his interlocutors in the best possible way;
	Adopting an Assertive Style
X	All of the above answers are correct

<b>Which are the 3 basics in public speaking? (4.1)</b>	
X	capture attention, give the audience time to memorize the message and process the questions, close the speech with a catchphrase that stimulates a call to action.
	Knowing how to communicate effectively Adopting an Assertive Style Being an active listener
	field: personal skills, interpersonal and social

<b>How many products can our eyes examine in 3 seconds? (5.2)</b>	
	Between 15 and 20
X	Between 10 and 15
	Approximately 15

<b>With reference to tribal marketing, what are the basic elements of neo-tribes? (5.3)</b>	
	Physiological needs, high level of autonomy, need for self-esteem,
	Kinship bond, shared emotions and passions, need for self-realisation
X	the sharing of a common feeling of belonging; the sharing of interests and values; the presence of a communication network.

<b>How many dimensions are there in the Fraytag Pyramid? (6.3)</b>	
	5
X	6
	7

<b>How many elements are needed to build an effective storytelling? (6.5)</b>	
X	8
	7
	6

## Mandatory Evaluation for Module 5: COACHING, MENTORING TECHNIQUES

Is mentoring and coaching the same method? (1.1)	
	YES
X	NO

Who's task is to expand the Client's awareness and lead the Client to find the best answers for himself? (1.3)	
	Psychologist
X	Coach
	Mentor

Is it true that in both Coaching and Mentoring, the client (Coachee or Mentee) is at the center? (1.5)	
X	Yes
	No

Are teaching skills included among one of pedagogical competences ? (2)	
	No
X	Yes
	None of the answers are correct

Which skills refer to the ability to work with, understand and motivate other people individually or in a group? (2.2.2)	
X	Human skills
	Technical skills
	ICT skills

<b>Is it true that Stage III of mentoring concentrates on planning activities that will lead the mentee from the analysis of the initial situation to the designated result ? (3)</b>	
X	Yes
	No

<b>Is it true that Travel Packages are a new concept ? (3.2)</b>	
	Yes
X	No
	None of the answers are correct

<b>A common logo or branding can enhance promotion and demonstrate the professionalism behind the product. (3.2.3)</b>	
X	True
	False

<b>A good coach has a support network of specialists and uses it depending on the client need. (4)</b>	
X	True
	False
	All of the above answers are correct

<b>Mentoring, especially for new employees, is also a kind of socializing (which is assumed by the principle of inclusion), getting to know the group and the team with which you work (5)</b>	
X	True
	False

## Complementary Evaluation for Module 5: COACHING, MENTORING TECHNIQUES

<b>Method that allows you to effectively set and achieve important goals, increase satisfaction with professional and private life, become a more conscious leader, manager or parent is called? (1.1)</b>	
X	Coaching
	Mentoring
	Training

<b>A person who helps his/her client discover the right path to the goal, using his skills, techniques, tools, is called?(1.2)</b>	
X	Coach
	Mentor
	Vocational Guidance Specialist

<b>Expert, an example to follow, gives advice and tips, shares his/her experience? (1.4)</b>	
X	Mentor
	Coach
	Trainer

<b>A method that usually focuses on the goal defined in the initial contract and during work sessions concentrates on defining and implementing a solution that allows you to achieve this goal? (1.4)</b>	
	Supported Employment
	Mentoring
X	Coaching

<b>Is it true that in both Coaching and Mentoring, the client (Coachee or Mentee) is at the center? (1.5)</b>	
	No
X	Yes

<b>Is it true that both the Coach and the Mentor are responsible for building this relationship and, at the beginning, creating conditions that will be comfortable for the client? (1.5)</b>	
X	Yes
	No

<b>Interpretation and communication skills, creativity, cooperation, pragmatic and information and media skills are? (2)</b>	
X	Pedagogical competences
	Technical competences
	None of the answers are correct

<b>Is it true that conceptual, human and technical skills are basic managerial/managerial skills? (2.2)</b>	
X	Yes
	No

<b>Technical skills are the ability and knowledge to use the equipment, techniques and procedures involved in performing a specific task. It consists of specialist knowledge and the ability to operate within this specialty? (2.2.1)</b>	
	False
X	True
	None of the answers are correct

<b>Is it true that Conceptual skills refer to the mental ability to analyse and diagnose complex situations? It involves seeing the organization as a whole and understanding how its parts will affect the whole? (2.2.3)</b>	
X	Yes
	No

<b>Analysis of the initial situation and determining what and for what reason should be changed, which stage of coaching is it? (3)</b>	
X	Stage I
	Stage II
	Stage III

<b>How many stages has the most popular coaching conversation model - the GROW model (3.1)</b>	
	One stage
	Two stages
X	Four stages

<b>Goal, Reality, Options, Wrap-up are stages of ?(3.1)</b>	
X	GROW model
	OSCAR model
	CLEAR model

<b>What is the travel package? (3.2.1)</b>	
X	Combination of two or more products, presented as a single sale, giving the customer an advantage over buying them separately
	Culinary tourism
	Buying several plane tickets

<b>Identification of your business needs, for example, need more weekday bookings, longer stays, more off-season tour sales, is an example of ? (3.2.2)</b>	
X	creating the travel package
	Food and Cultural Festivals
	Planning vacation

<b>Is it true that you should promote the package not only at its launch but also during current promotional opportunities in terms of advertising, e.g. adapt to local events, holiday seasons.? (3.2.3)</b>	
X	Yes
	No

<b>Is it a good advice to listen to your customers and watch online reviews to gather feedback? (3.2.3)</b>	
X	Yes
	No

<b>The coaching contract is a joint, verbal agreement preceded by a discussion between the coach and the client? (4)</b>	
X	Yes
	No
	All of the above answers are correct

<b>Will (co-deciding on the shape and content of undertaken educational activities) - is one of the factors to assess cooperation with coach. (5)</b>	
X	Yes
	No

<b>Mentoring/coaching can be treated as training of skills acquired earlier and passed on by experienced employees to learners (coach-player relationship).(5)</b>	
X	True
	False