



# VICTORIAN TAFE HOSPITALITY STUDENTS EMPLOYABILITY OUTCOMES

An International Specialised Skills Institute Fellowship.

**DAMAN SHRIVASTAV**

Sponsored by Higher Education and Skills

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# 1. ABBREVIATIONS / ACRONYMS / DEFINITIONS

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<b>AITC</b>	Australian Institute of Technical Chefs	<b>LLN</b>	Language, Literacy and Numeracy
<b>ALS</b>	Assisted Learning Support	<b>LTB</b>	Les Toques Blanches
<b>AQF</b>	Australian Qualification Framework	<b>NCVER</b>	National Centre for Vocational Education Research
<b>AVTEPA</b>	Australian Vocation Education and Training Professionals Association	<b>OHS</b>	Occupational Health and Safety
<b>AVETRA</b>	Australian Vocational Education and Training Research Association	<b>PE</b>	Professional Education
<b>BHI</b>	Box Hill Institute	<b>PPP</b>	Public-Private Partnership
<b>CAVC</b>	Cardiff and Vale Collage	<b>SERI</b>	State Secretariat for Education, Research and Innovation (Switzerland)
<b>DET</b>	Department of Education and Training	<b>TAFE</b>	Technical and Further Education
<b>EAER</b>	Federal Department of Economic Affairs, Education and Research (Switzerland)	<b>VET</b>	Vocational Education and Training
<b>IRC</b>	Industry Reference Committee	<b>VPET</b>	Vocational and professional education and training
<b>ISC</b>	Industry Skills Council	<b>WASET</b>	World Academy of Science, Engineering and Technology
<b>ISS</b>	Institute International Specialised Skills Institute	<b>WKS</b>	Westminster Kingsway Collage
<b>L&amp;D</b>	Learning and Development		

## 2. ACKNOWLEDGEMENTS

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Daman Shrivastav would like to thank the following individuals and organisations who generously gave their time and their expertise to assist, advise and guide him throughout the Fellowship program.

### Awarding Body—International Specialised Skills Institute (ISS Institute)

The ISS Institute plays a pivotal role in creating value and opportunity, encouraging new thinking and early adoption of ideas and practices by investing in individuals.

The overarching aim of the ISS Institute is to support the development of a 'Better Skilled Australia'. The Institute does this via the provision of Fellowships that provide the opportunity for Australians to undertake international skills development and applied research that positively impact on Australian industry and the broader community.

The International Specialised Skills Institute was founded 29 years ago, by a small group of innovators including former Governor of Victoria Sir James Gobbo AC, CVO, QC, who had a vision of building a community of industry specialists who would lead the up-skilling of the Australian workforce. The Fellowship program builds shared learning, leadership and innovation across the broad range of industry sectors with which it works. Fellows are supported to disseminate learnings and ideas, facilitate change and advocate for best practice with peers, colleagues, government, industry and community. Since its establishment, the ISS Institute has supported over 450 Fellows to undertake skill and knowledge enhancement across a wide range of sectors, which has led to positive change, the adoption of best practice approaches and new ways of working in Australia.

The Fellowship programs are led by our partners and designed in a manner which ensures that the needs and goals desired by the partners are achieved. ISS Institute works closely with industry to develop a Fellowship program that meets key industry priorities, thus ensuring that the investment made will have lasting impact.

For further information on ISS Institute Fellows, refer to [www.issinstitute.org.au](http://www.issinstitute.org.au)

### **Governance and Management**

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## Fellowship Sponsor—Higher Education and Skills

The Victorian Government, through Higher Education and Skills (HES) of the Department of Education and Training, is responsible for the administration and coordination of programs for the provision of training and further education, adult education and employment services in Victoria and is a valued sponsor of the ISS Institute. The Fellow would like to thank them for providing funding for this Fellowship.

## Fellowship Supporters

### Employer support

Box Hill Institute generously supported this Fellowship by providing time to travel as well as supporting the Fellow with additional mentoring as required. The Fellow particularly acknowledges the following people:

- » Vivien King – Chief Executive Officer
- » Jane Trewin – Executive Director of Educational Delivery
- » Rachel Medew – Operation Manager, Culinary Arts and Hospitality
- » John Qui -General Manager, Vice – President International

### Mentor support

- » Prof. Christopher Selvarajah
- » Dr Samir Shrivastava
- » Dr Dinesh Bist

### Australian Support

- » My wife, Indika Shrivastav
- » Chef Bernd Uber – Pioneer, Black Hat

- » Tom Miligan – Technical Director, Le Cordon Bleu, Melbourne
- » Australian Institute of Technical Chefs
- » Australian Culinary Federation
- » La Chaine des Rotisseure Australia
- » Les Toques Blanches, Victoria

### Overseas support organisations and representatives

- » Chef Antone Mosimann (OBE) – Chef Entrepreneur of Mosimann’s Club, London, UK
- » Prof. Ivna Reic – Head of Subject Events Tourism and Hospitality, University of Northampton, UK
- » Prof. Nick Naumov – Programme leader of Hospitality Programme and MA International Hotel Management, University of Northampton, UK
- » Rachel Jones – Head of Hair & Beauty, Hospitality and Catering, Cardiff and Vale Collage, Wales, UK
- » Chef John Crockett – Cardiff And Vale College, Wales, UK
- » Chef Hawel Jones – Executive Chef, Lucknam Park, Colern, UK
- » Chef John William – Executive Chef, The Ritz London, UK
- » Paul Jervis – Programme Manager, Westminster Kingsway College, London, UK
- » Chef Jose – Culinary lecturer, Westminster Kingsway College, London, UK
- » Shaun Leonard – Executive Chef and Programme Manager, Business and Hotel Management School, Lucerne, Switzerland
- » Rachele Scandella – Dean, State Hotel School, Barbarigo, Venice, Italy
- » Francesca Vianello – Assistant Principal, State Hotel School, Barbarigo, Venice, Italy

- » Francesca Lascialfari – Dean, Ipsseoa Aurello Saffi, Florence, Italy
- » Alfredo Rizza- Dean, Ipsseoa Amerigo Vespucci, Milan, Italy
- » Ms Cristina Schirosi – Special Needs Students Coordinator, Ipsseoa Amerigo Vespucci, Milan, Italy
- » Mr Raffaele Rignanese – Chef and Cookery Teacher, Ipsseoa Amerigo Vespucci, Milan, Italy
- » Mr Fabio Conti – English Teacher, Ipsseoa Amerigo Vespucci, Milan, Italy
- » Ms Julianna Galbiati – English Teacher, Ipsseoa Amerigo Vespucci, Milan, Italy
- » Dr Silvia Viscomi – Dean, Ipsseoa G, Colombatto, Turine, Italy
- » Enrico Bricarello – Culinary Lecturer, Ipsseoa G, colombatto, Turine, Italy
- » Loris Malaguzzi International Centre, Reggio Emilia
- » Chef Pierre Orsi (MOF), Orsi Restaurant, Lyon, France
- » Mme Geneviève Orsi – Grand Maître, Orsi Restaurant, Lyon, France
- » Benedicta Simon – Research and Marketing, Institut Paul Bocuse, Lyon, France
- » Chef Alain Le Cossec (MOF) – Culinary ambassadeur, Institut Paul Bocuse, Lyon, France
- » Chef Joseph Viola (MOF) – Executive chef/entrepreneur, Daniel et Denise, Lyon, France
- » Kaye Budinette – Resource Centre Manager, Le Cordon Bleu, Paris, France
- » Catherine Baschet – Event and Communication Coordinator, Le Cordon Bleu, Paris, France
- » Leanne Mallard – Translator, Le Cordon Bleu, Paris, France
- » Dr Dinesh Bist – Dean, Criswick Collage, London, UK

## Organisations Impacted by the Fellowship

### Government

- » Higher Education and Skills Group
- » SkillsIQ
- » Department of Education and Training

### Industry

- » Education and Training
- » Hospitality and tourism industry
- » Professional Associations
- » TAFE institutes nationally that deliver courses in hospitality studies
- » Registered Training Organisations
- » Australian industry trade colleges/secondary schools
- » World Skills Australia
- » Community

## 3. EXECUTIVE SUMMARY

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Hospitality education is of ongoing importance in Australia. To develop and continually improve the existing programs, research is needed to determine the competencies that the industry requires from fresh hospitality graduates.

This Fellowship research examines the relative importance of learning outcomes, graduate capabilities and competencies needed by hospitality graduates from the perspective of industry professionals, students and educators, to allow educational institutions to develop curricula that better prepares graduates for positions within the industry. This proposed field of research is highly relevant to the challenges of both teaching and employment in the TAFE sector. It provides insights to educators and trainers and helps enhance graduate and employer outcomes for the hospitality industry in Australia.

The findings of this Fellowship encompass personal, professional and sectoral insights. On a personal level, linking with informed and strategic thinkers allowed for discussion of ideas and reflections, which led to the development of crucial bonds with likeminded experts. Professionally, the Fellowship created a strong foundation and evidence base of insights that will benefit educators, employers and other stakeholders in the hospitality industry. On a sectoral level, this will inform a pilot project around Work Integrated Learning in partnership with local employers, with the aim of improving vocational learning practices for students studying business, leadership and management courses.

The findings suggest that a gap exists between the expectations of industry professionals and the perceptions of VET educators regarding the competencies and graduate capabilities needed by hospitality graduates. Based on the research findings, specific recommendations are provided to government, regarding changes required to support development of curricula and administration of VET in Australia; Industry, to forge connections between industry and various stakeholders; TAFE institutes, including a raft of measures to adopt the best practices of state-of-the-art European institutes; and the ISS Institute, to address an identified skills gap. A key finding of this research is that the current 'one-training-fits-all' approach fails to reflect the industry's actual priorities.

## 4. FELLOWSHIP BACKGROUND

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This Fellowship was awarded through the ISS Institute sponsored by Higher Education and Skills, Department of Education and Training (Victoria). The aim of the Fellowship was to identify the issues to be considered in ensuring that the Victorian TAFE training system can respond to demands for competency and graduate capabilities by employers, and thereby, improve the employment outcomes of hospitality students.

The Vocational Education and Training (VET) sector is facing increased scrutiny of curriculum design due to mounting evidence of employer dissatisfaction with the lack of practical experience and job-readiness of graduates (Jackson et al. 2016; Li, Malvin & Simonson 2015). Furthermore, a labour and skills shortage has specifically been identified as a key area of concern for the Australian Tourism Industry with a current labour shortage estimated at 38,000 and with forecasts of an additional 123,125 workers required by 2020 (Deloitte Access Economics 2015). While the shortages identified relate primarily to entry level vocational roles, management level roles are also evidenced within the 30,462 skilled workers required by 2020.

Employer dissatisfaction with graduate capabilities combined with an escalating skilled labour shortage has given rise to examination of tourism and hospitality curriculum design in Australia. Government and industry stakeholders recognise the need to create work-ready graduates. Employers are increasingly demanding a highly skilled, flexible and capable workforce complete with industry experience and attributes currently considered lacking in the hospitality and tourism field (Jackson et al. 2016; Li, Malvin & Simonson 2015).

This Fellowship focused on how the European Hotel schools were attempting to enhance the employability of their hospitality graduates and the perceptions of employers and chefs about the competencies of the fresh graduates.

### Fellowship Methodology

The Fellow visited England, Wales, Northampton, Luzern, Venice, Florence, Milan, Turin, Lyon, Dijon, Salzburg, Vienna and Paris. This Fellowship embraced the qualitative approach. 28 semi-structured face-to-face Interviews were conducted and recorded with university deans, program managers, chefs and employers. The questions were asked around technical (culinary-specific), conceptual (creative-adaptive), interpersonal, administrative, leadership-management competencies, professional administrative strengths and management skills to gain knowledge of the competencies that employers expect from freshly graduated chefs. The Fellow toured site facilities and observed curriculum delivery where possible to gather empirical data on teaching practice.

### Fellowship Period

The Fellowship was awarded in July 2019. Over a six-month period, the Fellow compiled a literature review on the subject of chef's competencies and contacted various stakeholders to seek their opinion on sources of information. Hospitality Schools in Europe were also contacted. The Fellow travelled to the UK, Switzerland, Austria, Italy and France from 13 January to 10 February 2020 and conducted a series of interviews, observed trainee chefs in their work environment and attended seminars.

The Fellowship period can be broadly divided into seven key stages. These are depicted in the following image, along with descriptors for the key activities within each stage.



*Fellowship Timeline*

## Fellow Biography

### **Daman Shrivastav**

**Employment:** Hospitality Lecturer, Box Hill Institute

The Fellow is a motivated hospitality professional with over 38 years of consolidated VET education, Higher Education, hotel services, catering and facility management experience. Daman brings a wealth of skills, knowledge and expertise to successfully develop and deliver contemporary educational programs to meet the needs of students, industry and the community. Daman has a proven track record of curriculum management, operations, business establishment and growth across the hospitality industry.

The Fellow is currently a PhD candidate in the faculty of Business and Law, Swinburne University. He is working under the supervision of Prof. Christopher Selvarajah and attempting to develop a theory-based data-driven competency model for trainee chefs. The Fellow holds a Post Graduate Certificate of Professional Education and Training, majoring in Adult Education from Deakin University as well as Master of Business specialising in Hotel Management from Victoria University.

The Fellow has been employed by Box Hill Institute as Lead Hospitality Lecturer in the Faculty of Culinary Arts and Hospitality since 2008. As a Trainer, Assessor and a Higher Education lecturer, he has also been active in the amplification of dialogue between industry and training bodies.

As a panel member, the Fellow provides recommendations to governing bodies regarding education and employment in hospitality sectors. Daman has been involved in the ongoing review of the commercial cookery and hospitality qualifications in the SIT Tourism, Travel and Hospitality Training Package overseen by SkillsIQ, which is working towards developing the standards and training package.

He represents professional associations as the President of the Australian Institute of Technical Chefs, Senior Vice President of Les Toques Blanches Victoria, and Vice- Concielle de Gestronomique and Officier Maître Hotelier of La Chaine des Rotisseure in Victoria.

Daman's formal education includes a three-year diploma in Hotel Management from PUSA Institute of Hotel Management Delhi, followed by an advanced diploma in Professional Cookery from Westminster College, London. The Fellow has worked in many leading hotels globally. Daman has been a convenor, a judge and Cookery Skill Competition Pack Writer for the World Skills National Championship. In 2017, he was awarded the title World Master Chef by the World Master Chefs Society, England.

# 5. FELLOWSHIP LEARNINGS

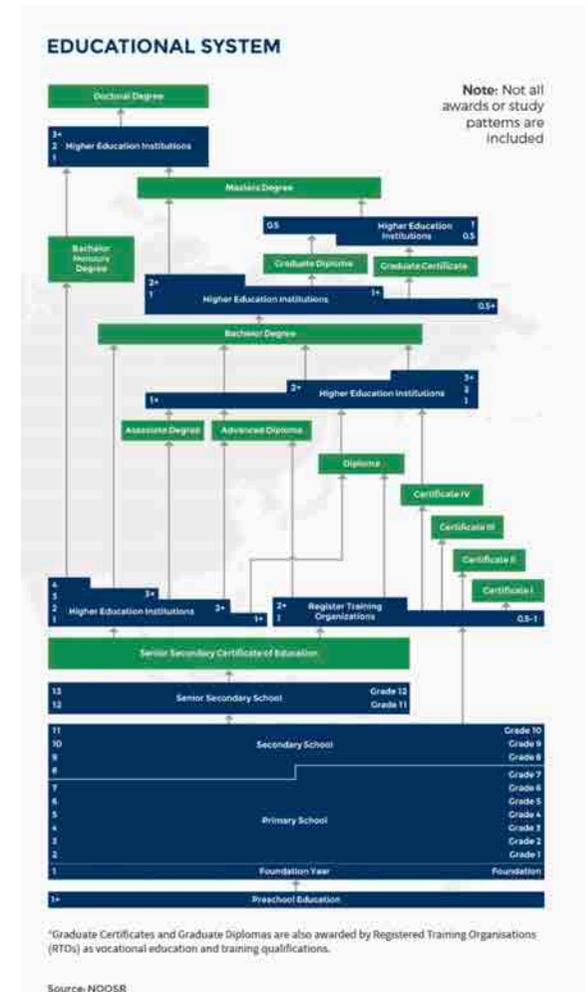
## 5.1 Introduction and overview

The Fellowship focused on the Department of Education and Training (Victoria) priority area 1, developing quality training with deep and meaningful connections to emerging or ongoing industry needs. The objective was to generate insights on the expectations of industry professionals and the perceptions of TAFE educators regarding the competencies and graduate capabilities needed by hospitality graduates to enable VET to enhance the employability of its graduates.

## 5.2 Education System: Australian Context

In Australia, like many western countries, there has been a convergence of education policy around a set of utilitarian and economic approaches to vocational education and training in vocational institutes. Such approaches are based on the assumption that there is a direct relationship between national economic growth, productivity and human capital development, resulting in the persuasive political argument that schools should be more closely aligned to the needs of the economy to better prepare ‘job-ready’ workers.

The Australian VET system has evolved gradually since the 1970s. After the Kangan Committee Report (1974), TAFE in Australia drove a significant expansion of the VET sector. The Kangan revolution was part of the Whitlam government’s (1972-1975) extensive education transformation program. Myer Kangan, and the Australian Committee on Technical and Further Education he chaired, proposed an inspirational, inclusive program of reforms for what had long been the “under-valued and under resourced” Cinderella of the education system (Fooks, 1994; Goozee, 1995, p. 6). The eponymous Kangan Committee Report was impactful, giving us: the word TAFE, the beginnings of a national system, better data, upgraded facilities, improved curriculum quality, greatly improved teacher training and more (Schofield, 1994). It envisaged TAFE (as it largely was then) as an education sector, equal to universities and colleges of advanced education, focusing on access and lifelong vocational education to enable individuals to fulfil their potential and for the broader benefit of society (Schofield, 1994).

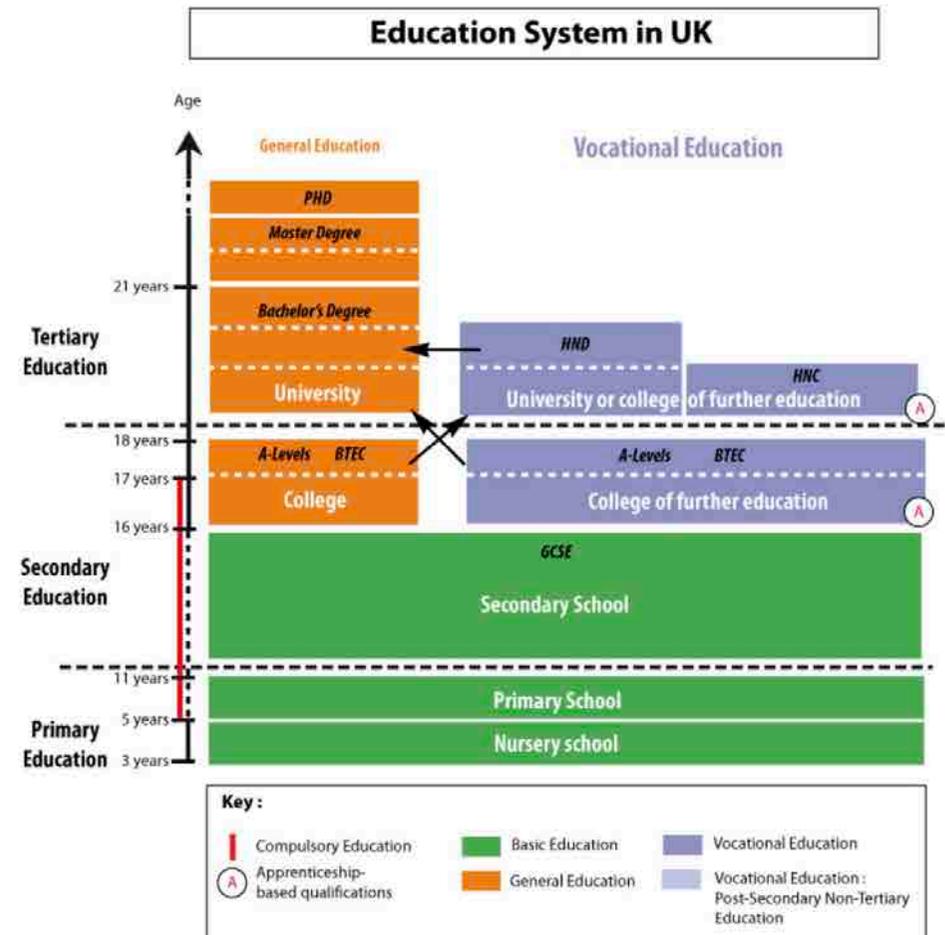


Australian Education System

Unfortunately, this golden era soon ended. Shifts in international trading patterns through the 1970s and 1980s and the emergence of strong new producers and markets in Asia and the Pacific rim undermined economic policy and industrial practices in the United Kingdom, United States, Western Europe, Australia and New Zealand. Through the 1980s, Australia slid towards what in 1990 then Treasurer Keating referred to as “...the recession we had to have” (Smith, 2016). Once again, Australia looked to European models for remedies. The Australian Council of Trade Unions (ACTU), working with the Hawke government and acknowledging the symbiosis between skills and economic prosperity, suggested a fact-finding mission to European countries that were thriving in the new economic environment (Goozee, 1995). The resulting reports and policy initiatives recognised the need to make industries more competitive through floating the dollar, tearing down tariff walls, and restructuring educational thinking through deliberate suppression of educational language and oversight of curriculum development. Terms shifted: Curriculum was replaced by training packages, learning outcomes became elements of competence, assessment criteria became performance criteria; meanwhile, responsibility for the development of qualifications was transferred from educators to industry. In the early days of Trades Recognition Australia (TRA), policymakers, industry stakeholders and even educators believed that training package documentation could be so explicit that anyone with minimal training could deliver and assess it (Jones, 2003). Consequently, the preparation needed to deliver vocational education was reduced from a bachelor or postgraduate teaching qualification to what is now a certificate IV qualification. The TRA of the late 1980s and 1990s created the industry-led, competency-based, privatised training sector that continues to this day, symbolised by the widespread use of the acronym VET as an ever-present reminder of the sector’s shift in focus from education to industry training.

### 5.3 Education: UK Context

The United Kingdom is made up of Great Britain (England, Scotland and Wales) and Northern Ireland. The education and training system is decentralised, meaning that there are both differences and similitudes in the education and training systems in each country.



UK Education System

In the United Kingdom, on-the-job vocational training was commonly practiced for a long time. Confronted with rapid developments in terms of qualifications and the labour market, the public authorities have now structured the sector and set up a modular system for validating competences. As national vocational qualifications (NVQ) recognise relatively compartmentalised working skills, horizontal mobility options have been set up to enable young people to move from one system to another. Qualifications are awarded by the relevant chambers and guilds governing the various trades and crafts.

## The vocational pathway in United Kingdom

### Secondary education

At the end of compulsory schooling at the age of 16, young people can sit examinations leading to the GCSE, level 2 (General Certificate of Secondary Education). The equivalent of the GCSE in Scotland is the Scottish Certificate of Education: Standard Grade.

Following compulsory schooling, pupils have several options:

- » Sixth-form college, which prepares pupils to take GCE A-levels, level 3 (General Certificate of Education Advanced Level), which then allows them to go on to university. In Scotland, the equivalent level is the Scottish Certificate of Education: Higher Grade.
- » Further education college to prepare for the Vocational Certificate of Education (VCE), which is at the same level as mainstream A-levels. In Scotland, this pathway corresponds to the GSVQ (General Scottish Vocational Qualifications), the NVQ (National Vocational Qualifications) or SVQ (Scottish Vocational Qualifications).

### Higher education

Students who obtain A-levels with good grades (A to C) in 3 subjects, can go on to higher education at university or other higher education establishments. Here, they can complete:

- » a Foundation Degree (FD) in 1 or 2 years. This degree allows students to take a job as a highly skilled technician or continue their vocational studies.
- » a Certificate in Higher Education, involving a 1-year course or a Diploma in a Higher Education following a 2-year course. These provide vocational qualifications or can act as a springboard to obtaining a university degree. The HND (Higher National Diploma) is taken either full-time or as a sandwich course, usually over a 2-year period. Coursework is closely linked to the needs of the working world and allows students to start their working life or pursue their studies. Some bachelor's degrees (BA – Bachelor of Arts; BSc – Bachelor of Sciences) studied at university over 3 or 4 years include work placements. This facilitates integration into the professional world and also allows students to continue with a master's degree, many of which are profession-oriented.

### Apprenticeships

There are 2 types of pre-apprenticeships:

- » The Young Apprenticeships programs, which are designed to prepare 16-year-olds to enter an apprenticeship. Pupils are enrolled in school where they study subjects coming under the national curriculum. In parallel, they devote 2 days a week (or equivalent) to working towards a vocational qualification.
- » Increased Flexibility, which is geared towards 14- to 16-year-olds and aims to improve vocational training and apprenticeship opportunities by fostering partnerships between schools and enterprises.

Sixty different certifications can be obtained through an apprenticeship lasting from 1 to 3 years. Apprentices receive a wage and most of them have the status of salaried personnel. Generally speaking, they spend one day at school and the rest of the time in the workplace. There is no age limit for being an apprentice.

### Applied Research: the UK

To ascertain how the vocational pathway operates within the UK context, the Fellow undertook applied research by meeting with deans, program managers, executive chefs, restaurateurs and researchers of hospitality.



### 5.3.1 UNIVERSITY OF NORTHAMPTON, ENGLAND, UK.

The Fellow met and interviewed Ms Ivna Reic, Head of Subject and Program Leader of Tourism & Hospitality and Mr Nick Naumov, Head of Hospitality of Bachelor and Master Program of University of Northampton on 13 January 2020.

*Right: University of Northampton*

*Left: Ms Ivna Reic, Head of Subject and Program Leader of Tourism & Hospitality, University of Northampton*

#### Background:

University of Northampton is ranked gold in the Teaching Excellence Framework, sharing knowledge, supporting creativity and striving to make a positive difference. Though one of the youngest universities in the UK, it is leading the way in adding value to society, having won multiple awards for their work in this area. In 2012, it was the first university in the UK to be named as a Changemaker Campus.



**Education and Training:**

University of Northampton provides first-class teaching, modern facilities, impressive accommodation and great learning. It also has an increased focus on seminars or tutorials that allow closer interaction between students and a member of staff in the form of discussion in small groups or one-to-one. This mimics practice in the professional world, allowing for experimentation, sharing of ideas and teamwork. University of Northampton has more than 1,000 international students from over 100 countries. The university offers a wide range of postgraduate Tourism, Events and Research degrees.

**Key Learnings:**

- » University of Northampton believes in constantly evolving, pushing the envelope and exceeding the expectations of their students, thus leading to an ongoing interest in learning and the desire to be part of the institution—not only by students but also partners and employers.
- » It offers specialised Tourism and Event Management higher degree courses.
- » Students can extend their undergraduate degree by enrolling in postgraduate studies that are directly linked to their undergraduate degree.
- » The highly competitive nature of the campus is a positive and generates pride in students.
- » The University has a broad approach to education, including the ability to access subjects from different disciplines.
- » Students are encouraged to ask the best of themselves academically.
- » Team building and teamwork are taught throughout the degree, skills that are pivotal to good hospitality management.
- » Students are taught the importance of compassion when working with others.
- » Sustainability issues are discussed through consideration of locavorism, the carbon footprint and nutrition.

- » Students are taught the difference between service and servitude, thus increasing pride in building a career in hospitality.

**5.3.2 CARDIFF AND VALE COLLEGE, WALES, UK**

The Fellow met and interviewed Ms Rachel Jones, Head of Hair & Beauty, Hospitality and Catering, Chef John Crockett, Senior Hospitality Lecturer and Chef Hawel Jones of Cardiff and Vale College on 14 January 2020.



*Chef John Crockett, CAVC*



Chef John Crockett, Senior Hospitality lecturer and Chef Hawel Jones of Cardiff and Vale Collage



Chef John Crockett

**Background:**

Cardiff and Vale Collage (CAVC) college was formed in September 2011 by the merger of Barry Collage and Coleg Glan Hafren. The merger was a result of the Welsh Assembly Government encouraging colleges in Wales to collaborate so that it could maximise benefits for students. In 2015, a new main campus costing £45 million was opened in Dumballs Road, Cardiff, to cater for 4,000 students. Facilities included 130 teaching rooms, film and dance studios, a theatre, a hair salon and spa and—on the top floor—a public bar and restaurant.

**Education and Training:**

CAVC courses are also aimed at adults and include professional qualifications, vocational training, Adult Basic Skills, as well as free part-time courses. Cardiff and Vale College have excellent attainment rates, with 98% of HE learners completing their course and successfully achieving their qualification. A key feature of the university's programs is the exceptional support that they provide for disabled students. A specialist and dedicated team support provide specialist assistance for learning difficulties or physical disabilities including dyslexia, dyspraxia, visual/hearing impairment, mobility issues, ADHD, ASD and serious illness. The Disabled Students' Allowance (DSA) is a non means-tested, government funded scheme that pays for any support that learners might need to ensure that are not disadvantaged during their studies at the university. Lecturers are fully engaged with their industries and the latest trends and developments. Career-focused courses are offered to boost students' chances of securing their ideal career.

**Key Learnings:***The Technical Aspect:*

- » In teaching the craft of hospitality, 49% is about the rules (i.e. the do's and don'ts—such as do you serve from the right or left or how wine is poured).
- » The remaining 51% is about personality and conveying hospitality (e.g. the warmth of the welcome, instilling a sense of care and compassion). Much of



*MS Rachel Jones, Head of Hair & Beauty, Hospitality and Catering, Chef John Crockett, Senior Hospitality lecturer*

that is innate in the personality of the student; it can be measured by how students interact with guests and each other.

*The Cultural Aspect:*

- » The cultural aspect refers to the culture of the school itself and there is a strong belief within CAVC that the hospitality industry is about working together, growing teams and supporting each other.

- » An ability to teach the importance of teamwork, leadership and investing in staff development.

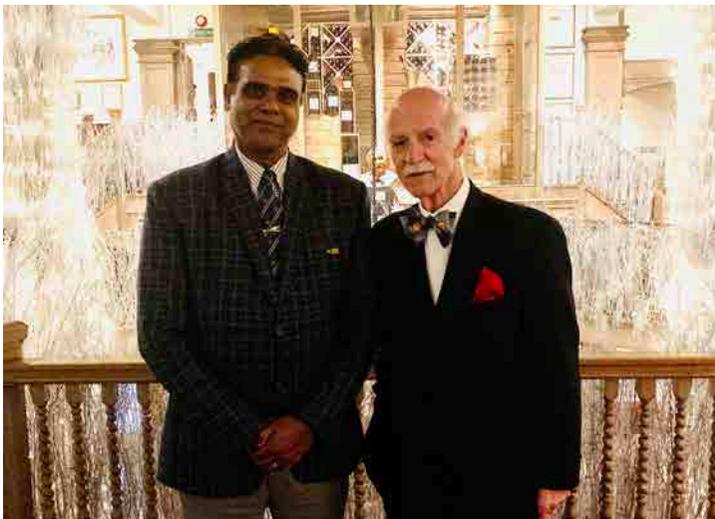
### 5.3.3 MOSIMANN'S, LONDON, UK

The Fellow met and interviewed Chef Antone Mosimann (OBE), owner of Mosimann's on 17 January 2020.

*Chef Antone Mosimann (OBE)'s Kitchen Brigade*



*Chef Antone Mosimann (OBE), owner of Mosimann's*



*Mosimann's Davidoff Room, London*

**Background:**

Helmed by legendary chef Anton Mosimann and his two sons Philipp and Mark Mosimann, Mosimann's Club is one of the most prestigious private dining clubs in the world, situated in the heart of Belgravia, London. Members come from the world over to enjoy its exemplary cuisine, wines and bespoke service, set in the luxurious and intimate atmosphere of a stunningly-converted 19th century church, with its relaxed Balcony Bar, grand Main Dining Room, and seven exquisite Private Dining Rooms.

**Education and Training:**

Anton Mosimann OBE is a Swiss chef and restaurateur who was Maître Chef des Cuisines at the Dorchester Hotel for thirteen years, during which time its restaurant achieved a rating of two stars in the Michelin guide. After leaving The Dorchester, Mosimann created a private dining club called Mosimann's, a cookery school and other enterprises in the hospitality industry. He has also presented television programs in the UK and Switzerland. In 2016, a museum dedicated to his life and culinary arts was opened in the César Ritz Colleges, located on the shores of Lake Geneva.

**Key Learnings:**

- » Chef Mosiman's kitchen and cooking style "Cuisine Naturelle", which involves the basic principles of good cooking: the use of the freshest ingredients and preparation of them in a way that brings out their flavour and goodness. It emphasises healthy and natural ingredients, avoiding additions of fat and alcohol.
- » The Club has well-trained kitchen and service staff, an international brigade.
- » It has an in-house apprentice program affiliated with César Ritz Colleges hotel school, Switzerland.
- » The kitchen is innovatively-designed.

- » A great service example was demonstrated—Chef Mosimann personally attends each and every guest on arrival.

**5.3.4 THE RITZ, LONDON, UK**

The Fellow met and interviewed Executive Chef John William MBE of Hotel Ritz, London on 15 January 2020.

*The Fellow with Chef John William and Chef Emma Cook*

**Background:**

The Ritz London is a five-star hotel located in London. A symbol of high society and luxury, the hotel is one of the world's most prestigious and best-known hotels. It was opened by Swiss hotelier Cesar Ritz in May 1906. Over the course of its history, the Ritz has become so associated with luxury and elegance that the word "ritzy" has entered the English language to denote something that is ostentatiously stylish, fancy or fashionable. After a weak beginning, the hotel began to gain popularity towards the end of World War I, and became particularly popular with politicians, socialites, writers and actors of the day. David Lloyd George held a number of secret meetings at the Ritz during the latter half of the war, and it was at the Ritz that he made the decision to intervene on behalf of Greece against Turkey. Noel Coward was a notable diner at the Ritz in the 1920s and 1930s.





*Top: Executive Chef John William MBE and kitchen staff of Hotel Ritz, London*



*Left: The Ritz, London*

### **Education and training:**

John William MBE joined the Ritz London as Executive Chef in 2004. He brought three decades of hospitality experience to the venerated kitchens of the legendary Piccadilly hotel. After studying at Westminster College, John's career began as a Commis Chef at the Percy Arms Hotel Otterburn in 1974 and includes an 18-year tenure with the Savoy Group. As Executive Chef at The Ritz, John oversees a kitchen brigade of over 60 chefs and is responsible for the menus in The Ritz Restaurant, The Palm Court, The Rivoli Bar, Room Service and the banqueting and private dining rooms. The Ritz was the first and only hotel to receive the prestigious accolade of a Royal Warrant for Banqueting and Catering Services from HRH The Prince of Wales. Recently, The Ritz Restaurant was awarded a Michelin Star in the Michelin Guide Great Britain and Ireland 2017. A longstanding member of The Royal Academy of Culinary Arts, John was appointed Executive Chairman in 2004 and is the Committee Chairman for the Academy's Annual Awards of Excellence. He continues to work tirelessly to promote the education and training of young chefs. John is also a member of the Adopt a School Committee, a scheme driven by The Prince of Wales aimed to introduce children to the five senses through food tastings across 10,000 schools throughout the UK.

### **Key Learnings:**

- » There is a leading brigade of 65 in the team, which smoothly runs the traditional Partie system.
- » An emphasis on training the apprentices in the methodology and the foundations of cooking.
- » Training young apprentices in the skills and craft of a fish, meat and sauce section to hone their skills.
- » A customer-centric approach is taken. They have integrity about selling price to ensure that they are actually giving value for money to the customer.

### 5.3.5 WESTMINSTER KINGSWAY COLLEGE, LONDON, UK

The Fellow met and interviewed Paul Jervis, Programme Manager for Professional Chefs Diploma and Chef Jose, Culinary Teacher and Game expert on 16 January 2020.



*Paul Jervis, Programme Manager for Professional Chefs Diploma, WKC, London*



*Left: Westminster Kingsway College, London Right: Westminster Kingsway College Game Seminar*

#### **Background:**

In 1908, a consultative committee that included Sir Isidore Salmon, Auguste Escoffier and Cesar Ritz was established to design training programs in professional cookery in readiness to produce graduates that could work in London's finest hotels. Westminster College began as a School of Hospitality in Vincent Square in 1910. The first course to be developed was the Cookery Technical Day School, which was soon to be formulated into the Professional Chef Diploma. Within a couple of years, the school had added food service to its course portfolio and a training restaurant was opened. Records show that this was, in fact, the UK's first Hospitality School. Following the World War II, the Vincent Rooms restaurant was extended, and in 1953 the Escoffier Restaurant was opened. Further kitchens were added as well as a wine cellar. The restaurants have evolved over a considerable

period of time alongside the School of Hospitality and Culinary Arts at Westminster Kingsway College (WKC), producing graduates who are now working in hotels and restaurants all over the world. In 1985, there was a substantial and comprehensive refit of the whole school.

### **Education and Training:**

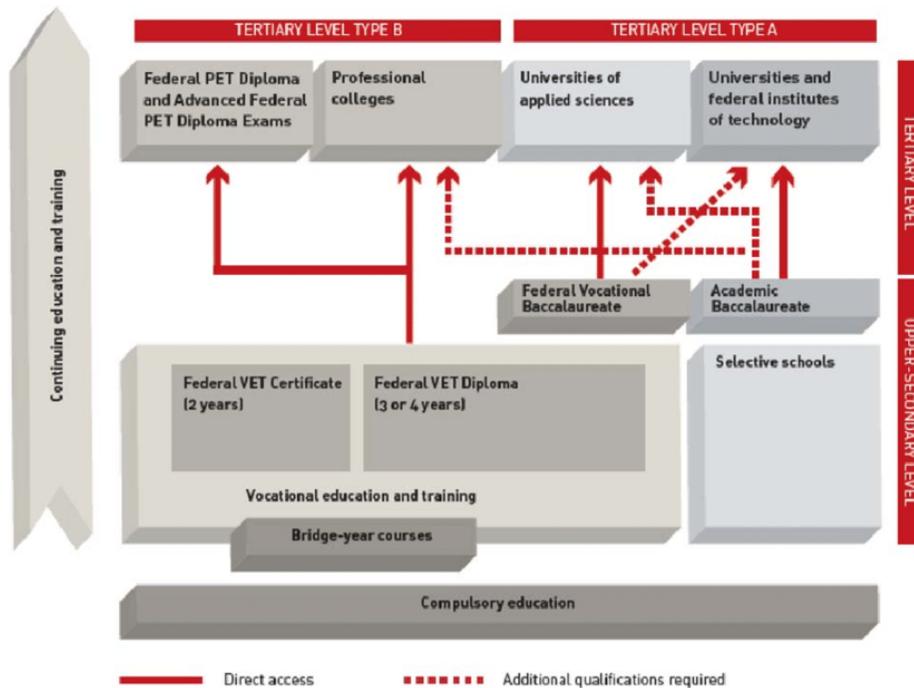
WKC was founded in September 2000 following the merger of Westminster and Kingsway Colleges. The Victoria Centre, where the School of Hospitality first opened its doors to learners in 1910, celebrated its centenary in 2010. Based in Vincent Square, The Centre houses the college's own restaurant, The Vincent Rooms, with cuisine prepared and served by second- and third-year professional chef students. WKC is one of the largest further education colleges in London and is part of the Capital City College Group, alongside City and Islington College and the College of Haringey, Enfield and North East London.

The college's specialist subjects have been given to vocational training including Hospitality, Creative Media, Performing Arts, Business and Public Administration. It also provides higher education for about 250 full-time equivalent students taking foundation degrees in Business, Hospitality Management, Culinary Arts, Travel & Tourism, Accounting and Public Administration. WKC provides community education, with a program of neighbourhood learning in partnership with Camden Council and in Westminster with local organisations. One of the college's most notable features is its assisted learning support (ALS) department. This department has around 25 staff members who contribute to one of the most progressive and comprehensive learning support departments in central London. The learner support offered can range from providing study skills for people who are re-entering education, to care and guidance for students with ASD and other learning disabilities.

### **Key Learnings:**

- » WKC embraces an evolving curriculum that provides students with cross-disciplinary—as well as hospitality front and back-of-house—learning such as: restaurant operations; hotel operations; events management; accounting; psychology and human resources; business law; ethics; marketing; investment; innovation; product development; leadership; entrepreneurial practices; and sustainability (to name but a handful). It is this approach that has made the WKC highly competitive and advantageous for students.
- » Industry pathways are encouraged through placements, partnerships and fairs that provide a means for businesses to source potential staff.
- » There is a sense of pride in the hospitality course, but staff admit it needs constant nurturing in terms of its reputation, as hospitality is not always seen as an aspirational career choice.
- » Multicultural student mix, with approx. 45% of diploma students being international ones.
- » Involvement of alumni is important and has led to some innovative initiatives and support.

## 5.4 Education: Swiss Context



Swiss Education System

Vocational and Professional Education and Training (VPET) in Switzerland is the joint responsibility of the confederation, the cantons and professional organisations. This is called the public-private partnership of VPET. Professional organisations are the umbrella term used for the non-governmental stakeholders in VPET. The professional organisations are responsible for the development of qualifications and they ensure the involvement of the economy. The cantons are represented at the national level through the Swiss Conference of Cantonal Ministers of Education (EDK). The Confederation is represented by the State Secretariat for Education, Research and Innovation (SERI).

The Swiss VET education system is mainly designed to prepare students for entry into vocational programs through orientation programs to introduce the nature and areas of work in a hospitality environment prior to commencing the vocational learning. Switzerland also offers a “dual” VET system that includes learner-centred approaches with contextualised training strategies based on job mapping to capabilities of the individuals. This has been found to be a very effective tool. The VET focus is on employment skill sets and flexible methods to achieve VET qualifications. The VET settings are flexible, ensuring that the structure and duration of the VET programs responds to the learner’s needs. LSNs break down the qualification requirements into short skill sets and include opportunities to practice in real workplaces.

### Applied Research: Switzerland

To ascertain how the vocational pathway operates within the Swiss context, the Fellow undertook applied research by meeting with deans, program managers, executive chefs, restaurateurs and researchers of hospitality.

#### 5.4.1 BUSINESS AND HOTEL MANAGEMENT SCHOOL, (BHMS) LUCERNE, SWITZERLAND.

The Fellow met and interviewed Mr Shaun Leonard, Program Manager Culinary Arts and Hospitality of the Business and Hotel Management School on 21 January 2020.



Top: Mr Shaun Leonard, BHMS Bottom: Mr Shaun Leonard, BHMS kitchen



Mr Shaun Leonard, Program Manager Culinary Arts and Hospitality of the Business and Hotel Management School

**Background:**

The Business and Hotel Management School (BHMS) is one of the world's leading hospitality schools, located in the heart of Lucerne. Over 1,000 students per year study in the Business and Hospitality industry on BHMS campuses. BHMS is also a member of Bénédict Switzerland, a private educational organization founded in 1928 that educates more than 15,000 full and part-time students each year. BHMS was established in 1998 as a branch of the Bénédict School in Switzerland located in St. Gallen, Zurich, Lucerne and Bern.

**Education and Training:**

Culinary Arts programs at BHMS combine a hands-on approach to culinary operations with more advanced techniques and creativity. The highlights of the program include classic European cooking methods, cuts, stocks and sauces as a foundation stone, before practicing these skills with international and contemporary menus in a working restaurant environment. The BHMS Culinary Arts Programs develop students' contemporary skills in food preparation and presentation, à la carte cuisine, pastry and desserts and kitchen management through hands-on training and classroom learning. Over the course of 3 years, students acquire all the fundamental skills necessary to work in the world's finest dining establishments in one of the fastest-growing industries.

Hospitality Management programs at BHMS, such as the Diploma in Business and Hospitality management, Higher Diploma in Business and Hospitality Management, Bachelor Degree in Hospitality Management, Postgraduate Diploma in Hospitality Management and MSc. Degree in International Hospitality Business Management MBA dual degree are specifically designed for young adults and professionals wishing to enter the international hotel and hospitality field and who aspire to a management career in the tourism sector.

BHMS offers a complete business curriculum to all Bénédict Schools. The awards are accredited through the Swiss Association of Commerce Schools (VSH) with a recognized Office and Commerce Diploma as well as a certified Swiss Confederation

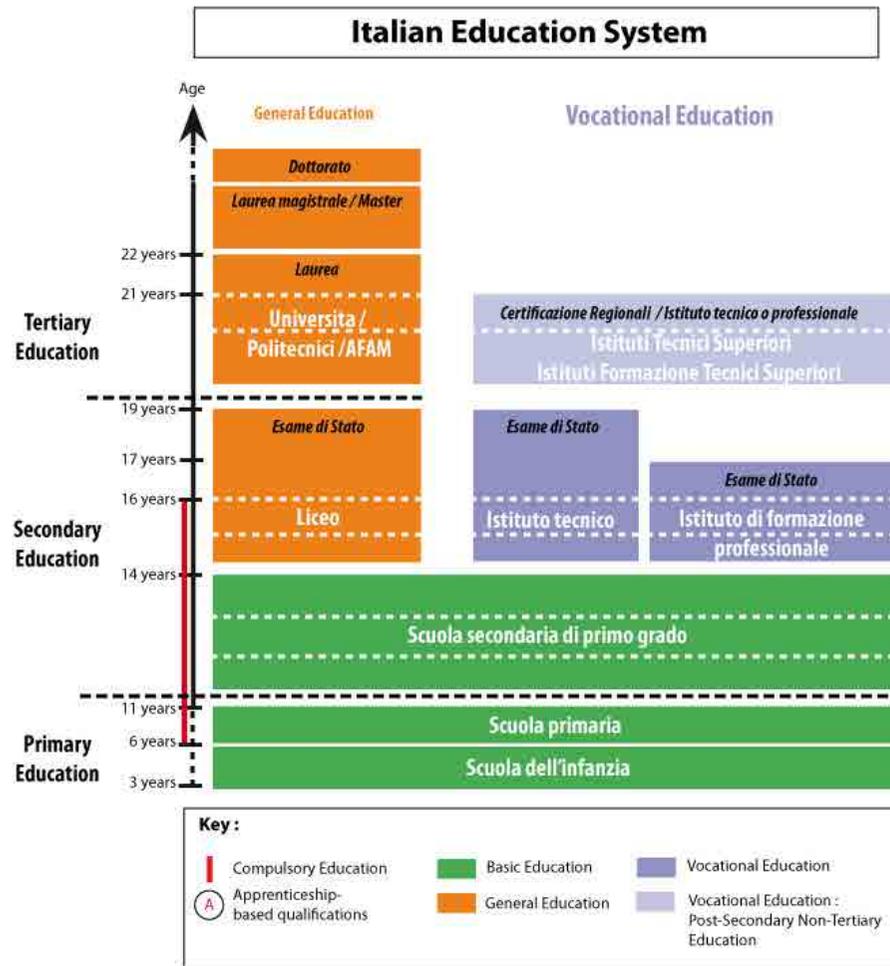
“Fähigkeitszeugnis” as Businessman/Businesswoman. The extra-occupational trade school is also certified through the VSH with a certified Diploma.

VET is very popular among young people in Switzerland, with nearly 75% of pupils going into this field when they leave compulsory schooling. Its distinction is the way it combines mainstream education, vocational training and practical training for 14 to 19-year-olds. The educational pathways are varied and flexible, with horizontal mobility always an option towards tertiary education and even universities.

**Key Learnings:**

- » Large education group under which a diverse range of colleges are available to students.
- » Excellent course structure, quality and delivery of vocational, undergraduate and postgraduate hospitality and business management programs.
- » Various courses offered at BHMS provide students with high quality academic education complemented by vocational core competencies.
- » Integral paid industry training opportunities are incorporated, where student performance, behaviour and professional attitude are assessed by the employer.
- » Heavily involved in training culinary students for international cook-offs such as Bocuse D'OR, Culinary Olympics and Young Chef Olympiad.
- » Seeks opportunities for undergraduate and postgraduate partnership programs to extend to Australian hotel schools.

## 5.5 Education: Italian Context



Italian Education System

Italy has reformed its education and training system by focusing on vocational training and apprenticeships through work-study program. The education

system and vocational training system (Sistema di istruzione and sistema della formazione professionale) have been brought together and are considered as a right and a duty (diritto-dovere) to be practised for 12 years (from 5 to 18 years of age). This approach has given vocational training a positive image, as it is promoted on equal terms with the mainstream program. It guarantees that each young person has a mainstream or vocational qualification before entering the job market. Vocational education streams have been reorganised and enhanced and apprenticeship contracts have been modified.

The regions are largely responsible for vocational education and training and are in charge of defining the diplomas.

The vocational pathway in Italy

### Secondary education

The first compulsory cycle of schooling takes place over an 8-year period and includes primary school (5 years) and secondary school (3 years), finishing with a final examination.

Students can then choose:

- » To continue their studies in the upper secondary school for 5 years (Licei, istituto tecnico, istituto professionale) ending with the esame di stato examination, which enables students to enter higher education.
- » To enrol for vocational training under the aegis of the regions for 3 years to complete a vocational qualification (Certificato di qualifica professionale). This enables them to start working or to go to upper secondary school to continue their studies or specialise in a post-qualification course. This specialisation gives students the possibility to join the IFTS (Istruzione Formazione tecnica superiore/non-university higher technical training) and the ITS (Istituti tecnici superiori).

- » To enrol in vocational training, which alternates between work experience and the classroom and allows young people to acquire basic knowledge plus skills they will be able to put into practice in the job market.

Horizontal mobility in both directions is possible between the mainstream education system and vocational training.

### Higher education

Vocational training centres have been set up in the regions where schools, universities, enterprises and research teams collaborate on the same theme. Higher technician diplomas can be awarded after 4 to 6 semesters of courses according to the specialty studied in the higher technical institutes (ITS – Istituti tecnici superiori). Higher vocational training leading to a diploma (2 semesters) is offered by the regions in relation to local and regional requirements in the frame of the IFTS (Istruzione Formazione tecnica superiore). Universities propose vocational diplomas in the fields of health, paramedical sciences and the arts—over a variable duration—and also profession-oriented master's degrees.

### Apprenticeships

Work-study programs are designed, put into practice, monitored and assessed under the responsibility of the school or training establishment according to agreements signed with enterprises. As yet, they are few and far between. Apprenticeships are open to young people aged 15 to 18 in the frame of compulsory schooling but are also available to 18- to 29-year-olds. They combine periods at the training centre—at least 120 hours per year—with training in the workplace in the frame of a specific work contract. According to the age and level of the apprentices, the duration of the contract varies between 18 months and 4 years. It results in a vocational qualification registered in the student's training passport. As an incentive to adopt this new tool, employers are exempt from paying certain social contributions.

### Applied Research: Italy

To ascertain how the vocational pathway operates within the Italian context, the Fellow undertook applied research by meeting with deans, program managers, executive chefs, restaurateurs and researchers of hospitality.

#### 5.5.1 IPSEOA ANDREA BARBARIGO, VENICE, ITALY

The Fellow met and interviewed Mrs Rachele Scandella, Dean and Mrs Francesca Vianello, Assistant Principal of IPSEOA Andrea Barbarigo on 29 January 2020.



*IPSEOA Andrea Barbarigo, Venice*



Top: Barbarigo Institute, Venice Bottom: IPSEOA Andrea Barbarigo students



Mrs Rachele Scandella Dean and Mrs. Francesca Vianello , Assistant Principle IPSEOA Andrea Barbarigo

**Background:**

The Professional Institute for Services for Food and Wine and Hospitality Andrea Barbarigo represents an opportunity for highly professional qualified training in Venice, given the strong tourist vocation of the economic system of the city and the hinterland. In Venice, 75% of the activities are concentrated in the field of tourism. The Barbarigo Institute strives to become the “Pole of Excellence” in the tourism sector. Since 2000, the Barbarigo Institute has been housed in the former convent of San Giovanni in Laterano, where the hall, kitchen and tourist reception laboratories are located; a few meters away, the prestigious branch of Palazzo Morosini in Barbaria de le tole welcomes the Institute’s recent graduates.

**Education and Training:**

The students choose among three different specializations: cooking, waitressing/ bartending or reception. Every week, they attend a practical lesson and every year they do an internship in various hotels or restaurants. They are certified at the end of the two-year period in fulfilling the compulsory education. A general, study and work competence is developed in a context in which the student is personally or collectively involved in dealing with solutions, bringing to term tasks and solving problems. This involve activation and operational coordination of what the student knows, can do, knows how to be or can collaborate with others.

**Key Learnings:**

- » A hotel school setting within the historical Morosini Palace, which is close to Frari Church and Rialto Bridge with state-of-art facilities and live classrooms.
- » Andrea Barbarigo is a specialised high school who delivers a vocational education to young school kids with special needs, providing pathways to higher degrees.
- » Emphasis on teachers’ competencies and professional development to deliver a quality education.
- » Prevocational training – Education which is mainly designed to introduce

participants to the world of work and to prepare them for entry into vocational programs.

- » Orientation programs to introduce the nature and areas of work in a hospitality environment prior to commencing the vocational learning.
- » Learner-centred approaches – Contextualised training strategies based on job mapping to capabilities of the individuals has been found to be a very effective tool.

Focus on employment skill sets and flexible methods to achieve VET qualifications – The VET settings are flexible, ensuring that the structure and duration of the VET programs responds to the learner’s needs. The qualification requirements are broken down into short skill sets and include opportunities to practice in real workplaces.

### 5.5.2 INSTITUTE PROFESSIONALE PER I SERVIZI ENOGASTRONOMICI E L’OSPITALITA ALBERGHIERA, SAFFI, FLORENCE, ITALY

The Fellow met and interviewed Mrs Francesca Lascialfari, Dean of IPSEOA SAFFI on 30 January 2020.



*Mrs. Francesca Lascialfari, Dean of IPSEOA SAFFI, Florence*



*IPSEOA SAFFI, Florence Italy*



*IPSEOA SAFFI staff, Florence Italy*

**Background:**

The Institute offers study and training courses aimed at creating professionals in the restaurant, hotel and tourism sectors, operating in close synergy with the most significant economic realities of the Florentine territory. The more than 20-year experience of the school guarantees students the acquisition of specific professional skills related to the tourism sector, through careful practical-theoretical training in the classroom and in the laboratory, and a solid basic culture, which includes the study of two foreign languages (English + French / Spanish / German). In addition to the State Diploma, the Institute offers the possibility of obtaining a third level regional qualification in the third year of study. It is recognized at the national and European level and is useful for increasing the possibilities of access to the labour market.

**Education and training:**

After a common 2-year period, the students can choose one of the following professionalising addresses: Food and Wine, Sala / Sale or Tourist Reception. At the end of the third year of attendance, the students admitted to take the qualification exam in the context of the Vocational Education and Training Project (IeFP), obtain—on the basis of the chosen address—one of the following qualifications: Catering operator, Preparing meals, Catering Operator Room and Sales Services and Tourist receptionist. At the end of the five-year period, the pupils will obtain the Diploma of Service Technician for Food and Wine and Hospitality in the various areas.

The decisive role of the curriculum is the “School-Work Alternation”, which takes place in internship periods at accredited structures in the area, meetings with sector experts and educational activities closely linked to the working reality.

The employment rate of new graduates is constantly growing, in line with the positive trend of the data on the tourism sector in recent years, which confirms Tuscany in second place among the Italian regions in terms of attendance.

The Vocational Education Graduate has specific technical, economic and skills regulations in the food and wine and hotel hospitality chains, requiring areas to intervene to ensure throughout the cycle of organization and management of services that they are able to use the techniques for managing food and wine services and organization marketing, reception, catering and hospitality services; organize pertinent activities, with reference to the plants, equipment and facilities; apply the rules relating to the conduct of the business, the quality certifications, the safety and health in the workplace; use professional communication and relationship techniques oriented to communicate in at least two foreign languages; find and process data relating to the sale, production and provision of services with the use of IT tools and application programs; activate synergies between hospitality-reception services and food and wine services; and take care of the planning and programming of events to enhance the heritage of the environmental, artistic, cultural, handicraft resources of the territory and the typicality of its products.

The profile of the Service Technician for Food and Wine and Hospitality presents the following articulations: “Food and Wine”, “Services of hall and sales” and “Tourist reception”. Each of these has one specificity. In the food and wine section, the graduate is able to intervene in the valorisation, production, transformation, conservation and presentation of the products food and wine; operate in the production system by promoting local traditions, national and international, and identifying new food and wine trends. In the room service section, the graduate is able to carry out operational and management activities in relation to administration, production, organization, supply and sale of food and wine products and services; to interpret the development of food and wine chains to adapt production and sales in relationship to market and customer demand, enhancing typical products. In the tourist accommodation section, the graduate is able to intervene in the different areas of reception activities, to manage and organise related services.

**Key Learnings:**

- » This institute have 800+ students of which almost 200 have special needs.
- » There are 20 specialist teachers to cater these students.
- » There are 5 kitchens, 2 pastry kitchens, 2 training restaurants and wine study rooms.
- » It is a purpose-built institute to provide on-the-job training, encouragement of entrepreneurship, pride in service and academic success.

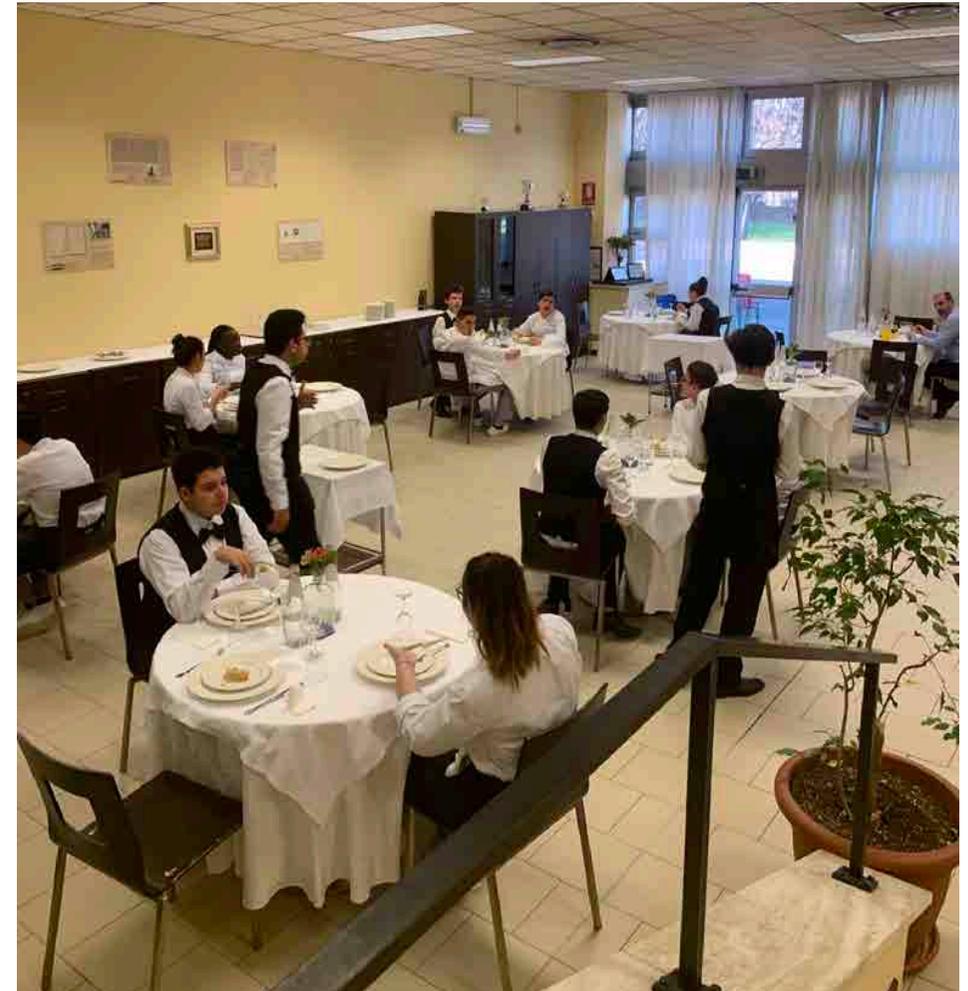
IPSEOA SAFFI runs a 5-year program for high school students starting at the age of 14. By the time they turn 19, they are well competent, industry ready and employable.

**5.5.3 IPSEOA “AMERIGO VESPUCCI” MILAN, ITALY**

The Fellow met and interviewed Alfredo Rizza, Dean, Ms Cristina Schirosi, Special Needs Students Coordinator, Mr Raffaele Rignanese, Chef and Cookery Teacher, Fabio Conti, English Teacher and Ms Julianna Galbiati, English Teacher of Ipsseoa Amerigo Vespucci on 31 January 2020.



*Alfredo Rizza- Dean, MS Cristina Schirosi, Special Needs Students Coordinator, Fabio Conti , English Teacher and MS.Giulianna Galbiati, English Teacher of Ipsseoa Amerigo Vespucci on 31st January 2020*  
*Ms Cristina Schirosi, Special Needs Students Coordinator, Ipsseoa Amerigo Vespucci, Milan*



*MS Cristina Schirosi, Special Needs Students Coordinator, Mr. Raffaele Rignanese, Chef and Cookery Teacher. Fabio Conti , English Teacher and MS.Giulianna Galbiati, English Teacher of Ipsseoa Amerigo Vespucci on 31st January 2020*

*Ipsseoa Amerigo Vespucci students*

**Background:**

Amerigo Vespucci Professional Institute for Food and Wine Services and Hospitality was born in Milan in 1962, as the city's first higher institute in the tourism-hotel sector. Its founder is Professor Albano Mainardi, a pioneer of Italian hotel education. Since the beginning, the Institute has become rooted in the territory, evolving into a sure reference for all operators in the sector, improving its training offer over time and gradually expanding its user base. In 1978, the need to create a second hotel complex led to the birth, in the west of the city, of a branch that later became autonomous: the current hotel institute Carlo Porta. In 1999, the Ipseoa Vespucci was provided with a new office in via Litta Modignani, which in 2000 became the third Milanese hub. These events confirm the validity and success of a professional education that satisfies both the demand for training and the demands of a particularly dynamic labour market.

Culture and professionalism combined with curiosity, creativity and resourcefulness are the tools that we provide to students for their full and successful insertion in the professional field.

**Education and Training:**

At Amerigo Vespucci the tourism and hotel courses offer safe and interesting career prospects to trained young people. Chef, maître, room division or food and beverage manager, hotel manager, are some examples of traditionally understood professional goals of its students. At the end of the five-year professional education path of the Services sector, which involves “Services for food and wine and hotel hospitality”, the student must be able to act in the quality system relating to the production chain of interest; use manufacturing techniques and management tools in the production of food and wine, catering and tourist-hotel services and products; enhance promoting local, national and international traditions by identifying new supply chain trends; check and use the organoleptic and gastronomic foods; propose combinations of food and drink for a reciprocal one enhancement; prepare and create menus consistent with the context and needs of customers, and also in relation to specific dietary needs.

In the first two years, the teacher of “Services for food and wine and hotel hospitality – kitchen sector” defines—within the collegial planning of the class council—the student’s path to achieve the learning outcomes described in terms of skills, with reference to the knowledge and skills needed at the conclusion of the five-year course, plus the technical, economic and regulatory skills required in the supply chains of the food and wine and hotel hospitality industries.

**Key Learnings:**

- » Vocational training practices in IPSEOA AMERIGO VESPUCCI are mainly focused on:
- » Active industry participation, especially in training delivery and skills assessment.
- » Compulsory Work Integrated Learning for marketing, management, leadership and business economics courses.
- » Ongoing consultation with employers on skills in demand to meet skills shortages.
- » Specialise culinary short courses.

The Fellow was impressed with the cultural mindset and expectations of the Dean Alfredo Rizza who said, “Everything is catered towards hospitality. It is a management curriculum with a focus on marketing – and it has the customer in mind. So, it has a twist towards customer experience, service orientation, [and] customer orientation. That’s the secret ingredient. That is something that we pay much attention to. We always say – diamond in, diamond out”.

### **5.5.3 CENTRO INTERNAZIONALE LORIS MALAGUZZI, RIGGIO EMILIA, ITALY**

The Fellow visited and toured Centro Internazionale Loris Malaguzzi as a conversation visit on 2 February 2020 and met with Riggio Emilia Approach teachers.



*Reggio Emilia Student work*

**Background:**

The Loris Malaguzzi International Centre is a place of encounter and exchange for those who intend to innovate education and culture—in Reggio Emilia, in Italy and in the world. It is a space open to every age, to ideas, to diverse cultures; a space that—starting from experience in the city’s municipal infant-toddler centres and preschools—produces research, experimentation and innovation on the content and processes of education for 0 to 99-year-olds.



*Reggio Emilia*

**Education and Training:**

The Loris Malaguzzi International Centre is a living manifesto of the Reggio Emilia Approach®. A central figure in the history is Loris Malaguzzi, who together with the Municipality and several local administrators and citizens, especially women, contributed to the birth and development of Reggio Emilia’s network of municipal infant-toddler centres and preschools. Teachers, educators, students and those who are simply curious are accompanied around the Centre’s different ateliers of light, digital, marks and drawing, paper, clay, and others weaving different languages, and also visit exhibitions generated by research projects realised in Reggio Emilia’s municipal infant-toddler centres and preschools.

**Key Learnings:**

» Reggio Emilia approach, which is an educational philosophy focused on preschool and primary education, is a student-centred and constructivist pedagogy that uses self-directed, experiential learning in relationship-driven environments.

The visit to Reggio Emilia Town and attending a workshop at I.Centro Internazionale per la difesa e la promozione dei diritti e delle potenzialità dei bambini e delle bambine provided the Fellow with a deeper understanding of the philosophy, approach and implementation of Reggio Emilia.

### 5.5.4 ISTITUTO PROFESSIONALE STATALE “G COLOMBATTO”, TURIN, ITALY

The Fellow met and interviewed Dr Silvia Viscomi, Dean and Mr Enrico Bricarello, Culinary Lecturer of IPSEOA G, Colombatto on 2 February 2020.



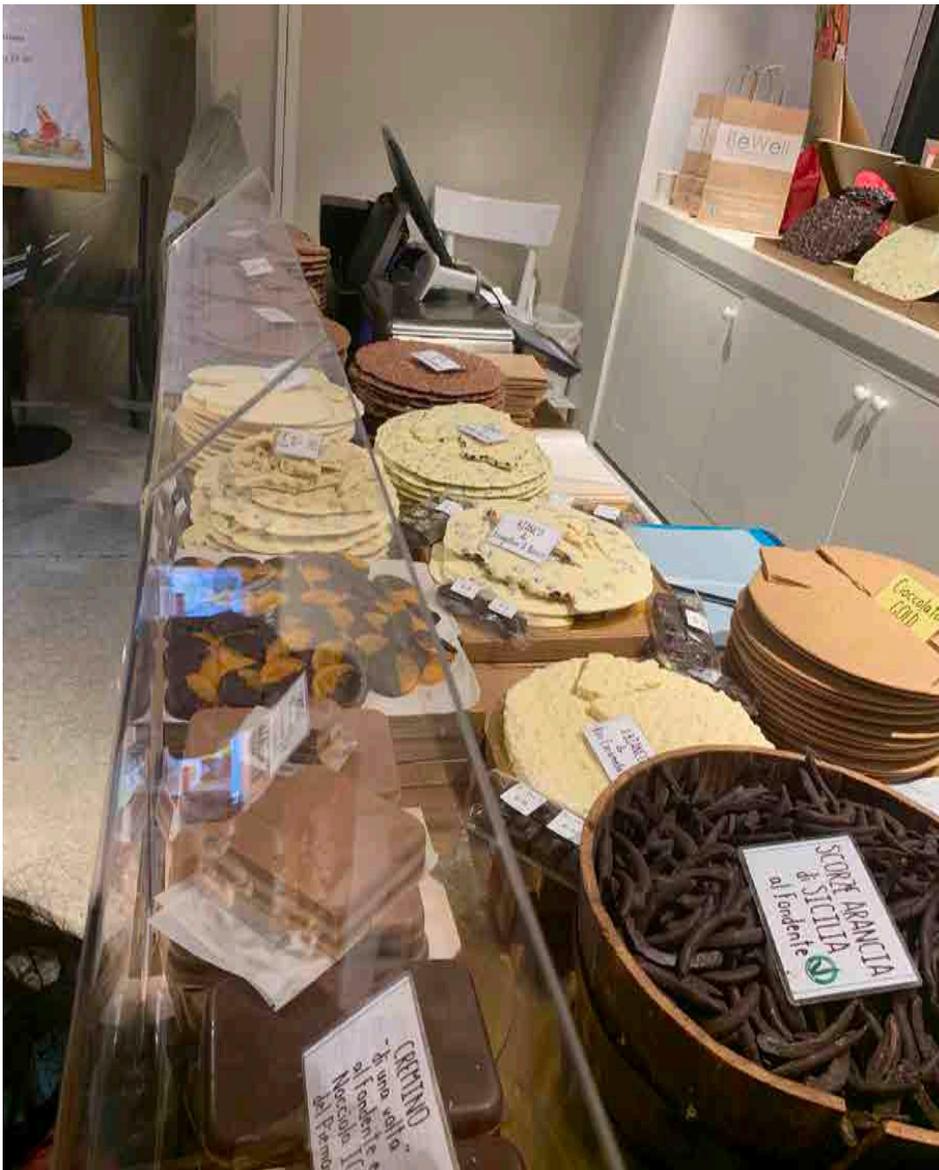
*Dr. Mr. Enrico Bricarello, Culinary Lecturer of IPSEOA G, Colombatto , Turin*



*Dr. Silvia Viscomi , Dean and Mr. Enrico Bricarello, Culinary Lecturer of IPSEOA G, Colombatto*

**Background:**

The history of the hotel-oriented school in Turin are represented by some still existing attendance registers dating back to the 1929/1930 school year. Prior to that, in 1910, a French Language School for Hotel Waiters and Garzoni was set up, while from 1923 the Municipality appointed a representative at the Hotelier's Practical School. In 1931 the Municipality of Turin, at the request of the T. Tasso Elementary School, provided "the complete furnishings of a bedroom which must be used for the practical exercises of the students of the hotel start-up course". In 1939, the name of the School was changed to the Commercial Start-up School



Chocolate workshop at IPSEOA G, Colombatto, Turin

with Hotel Specialization and, in 1949, to the State Commercial and Tourist School - Hotel. In 1979, the Institute was named after the Principal Colombatto in recognition of their efforts. The Institute occupies a vast complex organized in two blocks; the central one located in Via Gorizia 7 and a branch located in front of the main office, in via Ada Negri (former Montale didactic direction), which hosts the post-qualification classes.

#### **Education and Training:**

The Colombatto Institute boasts a great tradition and experience in Hotel Professional Education. The school serves young people who aspire to high-level training in the catering and hotel sectors. The course of study is five years and is divided into: the first two years and then three years divided into four specialisation addresses, from which students can choose at the end of the second year. The students' preparation, from the end of the 2nd year, is completed with Pathways for Transversal Skills and Orientation company placements at the best restaurants, hotels and travel agencies selected by the Institute. Some professional opportunities at the end of the five-year period include: Chef, Maître and room manager, Sommelier, Waiter, Barman, confectioner, Head of company and school canteens, food and beverage Manager, Receptionist, Exhibition hostess / steward, Tourist guide, Animator or Travel agency manager.

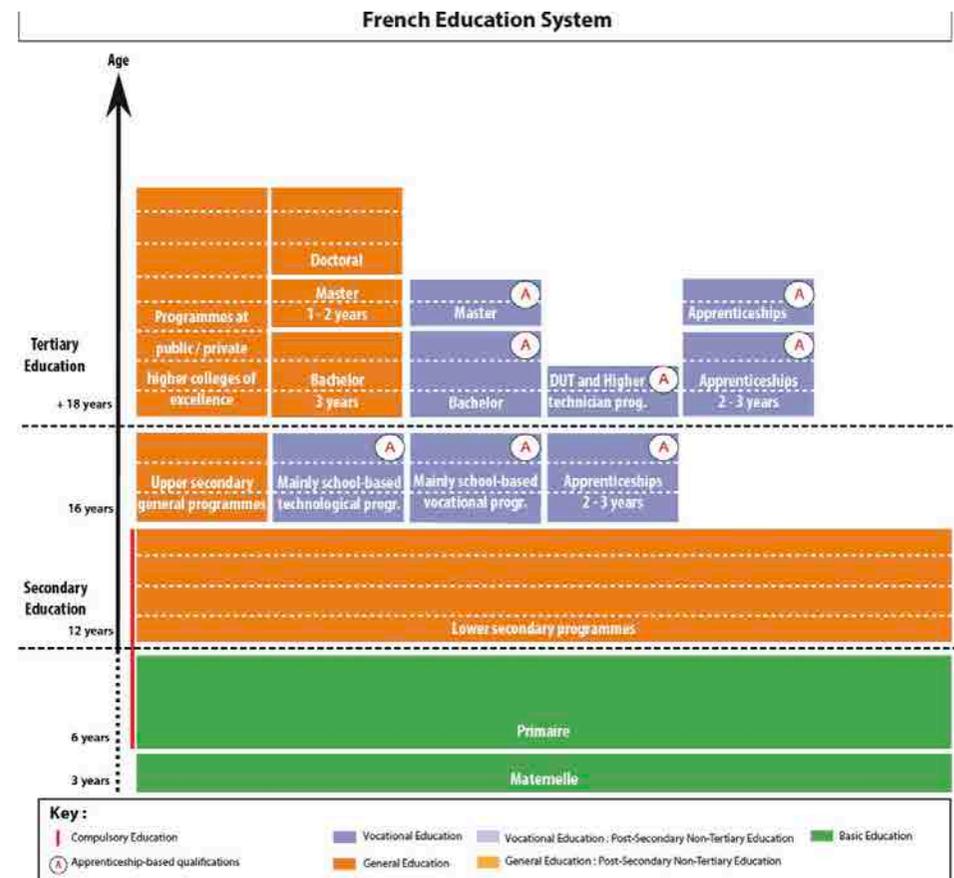
#### **Key learnings:**

- » IPSEOA G, Colombatto is keen to increase its international connections to promote the school and attract more international students.
- » The Institute also believes that a greater diversity of students will lead to better learnings and outcomes for all.
- » Partnerships with external businesses feature strongly in the Institute's approach. While it is a state school university, it has a strong relationship with the private sector.

- » The curriculum covers an array of subjects, such as those in the sciences, which generally sit outside of traditional hospitality courses.
- » It has a Hotel School that delivers training using an in-house front office with concierge, reception, hotel rooms, cloak room, conference/meeting rooms and bars, plus four training restaurants with their own kitchens.

It is heavily involved in culinary competitions both nationally and internationally.

## 5.6 VET Education: French Context



French Education System

Vocational education in France has become a major lever in improving the level of training for young people. The reform aims to improve both the employment rate of young people and the rate of students continuing in higher education. In secondary education, the vocational stream is characterised by developing the

relationship between schools and enterprises together with innovative educational methods. In the vocational pathway, diplomas can be obtained either through schooling or apprenticeships. Continuing Vocation and Education Training (CVET) applies to those entering the world of work or already in work, both young people and adults. The objectives of CVET include promoting professional integration or reintegration; maintaining people in work; encouraging the development of skills and access to different levels of professional qualification; and contributing to economic and cultural development and social progress.

## The vocational pathway in France

### Secondary education

In France, after going to college (lower secondary school from 11 to 15 years), pupils opt either to continue studies in mainstream and technological education or select the vocational stream.

- » The vocational stream prepares pupils with the aim of obtaining a diploma:
- » CAP (Certificat d'Aptitude Professionnelle): a certificate of vocational aptitude taken after 2 years of study.
- » BP (Brevet professionnel): a certificate of vocational aptitude in 2 years after the CAP.

BAC professionnel: the vocational high-school leaving certificate taken after 3 years of study.

The vocational pathway enables pupils to learn a trade by gradually moving from the school environment to the world of work, in particular through dual training courses with some time spent in the workplace and other periods at school. These diplomas can be prepared through schooling at a vocational high school or through an apprenticeship in a Centre de Formation pour Apprentis (CFA – apprenticeship training centre).

“Lycée des métiers” (high school for trades) is a label of excellence awarded to over 800 vocational high schools.

### Higher education

After the baccalauréat, students can continue their studies and obtain vocational diplomas in 2 years, which opens up good professional prospects:

- » Brevet de Technicien Supérieur (BTS – higher technician diploma) and Brevet de Technicien Supérieur Agricole (BTSA – higher technician diploma in agriculture).
- » Diplôme Universitaires de Technologie (DUT – university technology diploma).

These can both be followed by directly entering the job market; alternatively, students can do an additional year of study:

- » Licence Professionnelle – a vocational bachelor's degree.
- » Formation Complémentaire – additional training.

There is also a broad range of specialised schools and institutes offering vocational training following the high-school leaving certificate that is recognised in the job market, with admission being based on competitive examinations or on the student's record:

- » schools in the social sector that train social-service assistants, teachers of children with special needs, teachers for young children etc.
- » paramedical schools offering training for around 15 different professions including nursing, physiotherapy, speech therapy etc.
- » accounting and management, architecture and art schools etc.

After leaving the educational system, training can continue through lifelong adult education and validation of professional experience.

### Apprenticeships

In France, apprenticeships are available for all vocational diplomas from the CAP up to the master's degree including engineering and business schools.

### Applied Research: France

To ascertain how the vocational pathway operates within the French context, the Fellow undertook applied research by meeting with deans, program managers, executive chefs, restaurateurs and researchers of hospitality.

#### 5.6.1 RESTAURANT PIERRE ORSI, LYON, FRANCE

The Fellow met and interviewed Mr Pierre Orsi MOF, Chef-Restaurateur and Mme. Geneviève Orsi, Maître d'hôtel of Orsi Restaurant on 5 February 2020.



*Mme. Geneviève Orsi, Maître d'hôtel, Orsi Restaurant, Lyon*



*Mr Pierre Orsi MOF, Chef-Restaurateur, Orsi Restaurant, Lyon with Indika and Diya Shrivastav*

#### Background:

Grand Chef Relais & Châteaux, Pierre Orsi is at the helm of his Lyon-based produce-lead restaurant of the same name. His cuisine delights every epicurean, with the use of seasonal, high quality produce to create masterpieces, making him one of France's most notable and acclaimed chefs. Chef Orsi completed his apprenticeship with Chef Paul Bocuse. The demands, perfection, sureness of touch and the rigour of Monsieur Bocus acted as inspiration for Pierre to want to follow in his culinary footsteps.

**Education and Training:**

Pierre Orsi restaurant is known for its remarkable attention to detail. Pierre Orsi's affiliation with Relais & Châteaux underscores their commitment to specific values, courtesy and an unfailingly warm welcome. Beyond that, there is a continuing devotion to the well-being of the client while following a comfortable and refined bourgeois home in the Lyon tradition. The emphasis is on creating a familial and convivial environment. The restaurant is in essence a large family, with as its goal providing impeccable service and ensuring the well-being of clients. They say passion is at the heart of their work and their relationship with guests, and is what they strive to express each day. As Relais & Châteaux emphasises, they are engaged in the "haute couture" of gastronomy. Orsi restaurant is not only a reflection of the importance of top-quality products and ingredients but also of innovation and creativity.

**Key Learnings:**

- » In meeting with Chef Pierre Orsi, the Fellow was keen to explore the themes of sourcing the most appropriate chefs and employees.
- » Chefs Orsi views the technical and cultural aspects of Trainee Chefs as being imperatives to his business.
- » A focus on maintaining strategic partnerships with other education institutions and industry peers, remain conversant with and responsive to current industry issues.
- » Utilising technology is considered as critical in building skills and knowledge for trainee cooks.
- » Many issues and development of culinary scene were covered in the conversation. Food sampling, a kitchen tour and a meeting with the Chef's brigade was included.

A different perspective was gained on classic French gastronomy with the techniques utilised in this restaurant with the use of seasonal, high quality produce to create master-pieces.

**5.6.2 INSTITUT PAUL BOCUSE, ÉCULLY CADEX, LYON, FRANCE**

The Fellow met and interviewed Ms Benedicta Simon, Manager Research, Science and Innovation Centre and Chef Professor Alain Le Cossec MOF of Institut Paul Bocuse on 5 February 2020.



*Chef Professor Alain Le Cossec MOF, Institut Paul Bocuse, Lyon*



Top: Institut Paul Bocuse, Lyon Bottom: Chef Professor Alain Le Cossec MOF, Institut Paul Bocuse, Lyon



Chef Professor Alain Le Cossec MOF, Institut Paul Bocuse, Lyon



**Background:**

Inspired by the visionary leadership of its two iconic founders, Paul Bocuse and Gérard Péliçon, Institut Paul Bocuse has developed into a renowned International School of Culinary Arts, Hospitality and Food Service Management. Institut Paul Bocuse is among an elite group of internationally-renowned higher education institutions offering courses in hospitality, food service and culinary arts management. Institut Paul Bocuse have developed a unique educational model that distinguishes them from traditional higher education programs. Since 1990, they have been the custodians of French know-how and hospitality at the highest standards of excellence.

**Education and Training:**

Institut Paul Bocuse is the only International French school with more than 60 different nationalities studying on campus. They offer 1,200 students a unique multi-cultural learning experience. As part of the Institut Paul Bocuse family, there are 900 students in Lyon and those on their 9 international campuses share precisely the same values and the same programs of study. This institute is backed by Hervé Fleury and with Jean Moulin. Institut Paul Bocuse was the first-ever school to introduce hospitality and cooking into a university's program portfolio by creating a professional degree course in the subject. In 2008, they opened their Centre for Food and Hospitality Research, which was the first-ever in Europe. With doctoral students on campus, the learning community has access to the highest level of studies and benefits directly from a centre dedicated to researching new trends and whose work inspires the content of the courses.

**Key learnings:**

» In terms of selection process, students are interviewed to assess for emotional intelligence. While there is an academic requirement, Institut Paul Bocuse looks for something more: "what's the motivation for being there". The school is keen to ensure that their students have the hospitality DNA from which to expand upon.

- » It is a magnificent mecca of gastronomy, with state-of-art kitchens and class rooms, and highly qualified experienced chef instructors.
- » Discussion with Ms Benedicta Simon of Research, Science and Innovation Centre about multi-disciplinary approach on social science including food cultures, culinary practice; cognitive science including multi-sensory perception, nutrition, information and consumer choice, sustainability and waste.
- » The research and development of new concepts, creativity, expertise in situ diagnosis and situational technical evaluations like comparison of products vs. market competition, technical and sensory performance and sales pitches.
- » Chef professor Alain Le Cossec MOF is involved in the Bocuse d'OR culinary competition.
- » There is a close relationship between students and teachers; they encourage a family-like atmosphere.
- » Significant emphasis is placed on the development of soft skills, emotional intelligence, customer orientation and good appearance.
- » The Advisory Board seeks feedback and input from industry leaders and alumni to share thoughts about the program and make adaptation recommendations.

### 5.6.3 RESTAURANT DANIEL ET DENISE, LYON, FRANCE

The Fellow met and interviewed Chef Joseph Viola (MOF), Executive Chef/entrepreneur of Restaurant Daniel et Denise on 5 February 2020.



*Chef Joseph Viola (MOF), Executive Chef/entrepreneur of Restaurant Daniel et Denise, Lyon*



*Restaurant Daniel et Denise, Lyon*



#### **Background:**

Chef Joseph Viola received the Meilleur Ouvrier de France (Chef of the Year) award in 2004. He runs three bouchons in Lyon named Daniel & Denise: Each of them has been awarded a Bib Gourmand by the Michelin Guide. Chef Viola's goal for Daniel & Denise Créqui, Daniel & Denise Saint-Jean in the Vieux-Lyon, Daniel & Denise Croix-Rousse and Daniel & Denise gourmet store in Villeurbanne are one and the same. He wants to promote the flavours of traditional French dishes, showcasing their subtlety with elegance and generosity in a friendly atmosphere. Daniel & Denise has become a local institution in Lyon with its three gourmet bouchons dedicated to "la cuisine canaille" that celebrates classic bistro fare. This type of cuisine calls for meals shared in a joyful, relaxed atmosphere. Daniel et Denise Saint Jean is a bouchon with a tale to tell. The establishment is in Vieux Lyon, in an old building where much has happened, such as a woman hiding her children there during the World War II. Today, the wood panelling and pictures on the walls give the restaurant a warm, friendly atmosphere.

**Education and Training:**

Joseph Viola grew up in Saulxures-sur-Moselle. Leaving his native Vosges, he bought this bouchon from Félix Guérin in 2012 after working for many a great name, including 10 years under the guidance of Jean-Paul Lacombe at Léon de Lyon. The restaurant offers typical Lyon-style home cooking served by extremely courteous staff. This is traditional bouchon cuisine at its very best—Joseph Viola is not a man to accept anything less. Delicious dishes like calf's liver, quenelles and floating islands, all made with consummate skill, and accompanied by the gentle yet warm welcome extended by his the Executive Chef's wife, Françoise. The restaurant also boasts a dining-room suitable for both private and corporate events, decorated with the latest shades and stylish furniture.

**Key Learnings:**

- » A different perspective was gained on Lyonnaise gastronomy with the techniques utilised in Chef Joseph Viola's restaurant.
- » Traditional Lyonnaise bouchons delivers the best of the city's culinary traditions in an extraordinary way.
- » Low-key, down-home, local clientele for this dining experience; cosy but modern decor with de rigueur gingham cloths and beautifully logoed napkins.
- » A tour of the kitchen revealed a smartly-designed kitchen following the classic methodology of the cooking and brigade system.

**5.6.7 NUIT SAINT GEORGES, DIJON, FRANCE.**

The Fellow visited the Cote d'OR vineyards famous for varieties of red wine and Pinot noir, Chardonnay wines, and the Dijon mustard factory on 6 February 2020.



*Dijon*



*Nuits-Saint-Georges*

### **Background:**

Nuits-Saint-Georges wine is produced in the communes of Nuits-Saint-Georges and Premeaux-Prissey in the Côte de Nuits subregion of Burgundy. The Appellation d'origine contrôlée (AOC) Nuits-Saint-Georges may be used for red and white wine with Pinot noir and Chardonnay as the main grape variety, respectively. The name of the appellation is sometimes written simply as Nuits, without the Saint-Georges part. The word "Nuits" has nothing to do with "nighttime" but comes from the Latin for walnuts, Nutium. The production of red wine dominates greatly; around 97% and only around 3% white wine. There are no Grand Cru vineyards within Nuits-Saint-Georges.

Dijon holds an International and Gastronomic Fair every year in autumn. With over 500 exhibitors and 200,000 visitors every year, it is one of the ten most important fairs in France. Dijon is also home, every three years, to the international flower show Florissimo. Dijon is famous for Dijon mustard, which originated in 1856, when Jean Naigeon of Dijon substituted verjuice, the acidic "green" juice of not-quite-ripe grapes, for vinegar in the traditional mustard recipe.

### **Key Learnings:**

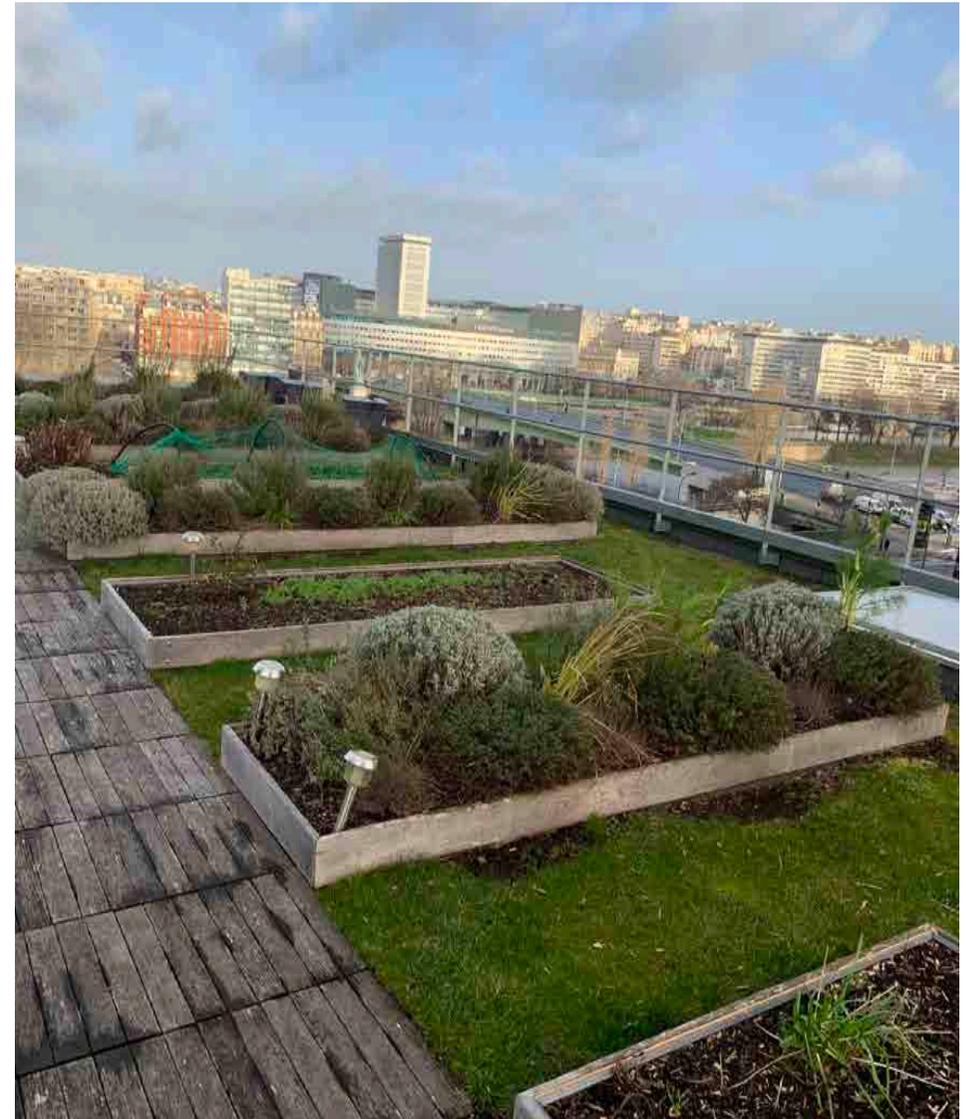
- » Gained knowledge of four appellation: Chateau Chalon (AOC), Arbois (AOC), L'Etoile (AOC) and Cotes-du-Jura (AOC).
- » La Percée du Vin Jaune is a wine festival in jura to celebrate vin jaune, a type of white wine that is matured in oak casks after being fermented.
- » Learnt the processing and manufacturing process of Dijon mustard and tasted a variety of different flavours, including cognac, blue cheese, and walnut and blackcurrant.

### 5.6.8 LE CORDON BLEU, PARIS, FRANCE

The Fellow met and interviewed Catherine Baschet, Event and Communication Coordinator, Kaye Budinette, Resource Centre Manager and Leanne Mallard, Translator of Le Cordon Bleu on 9 February 2020.



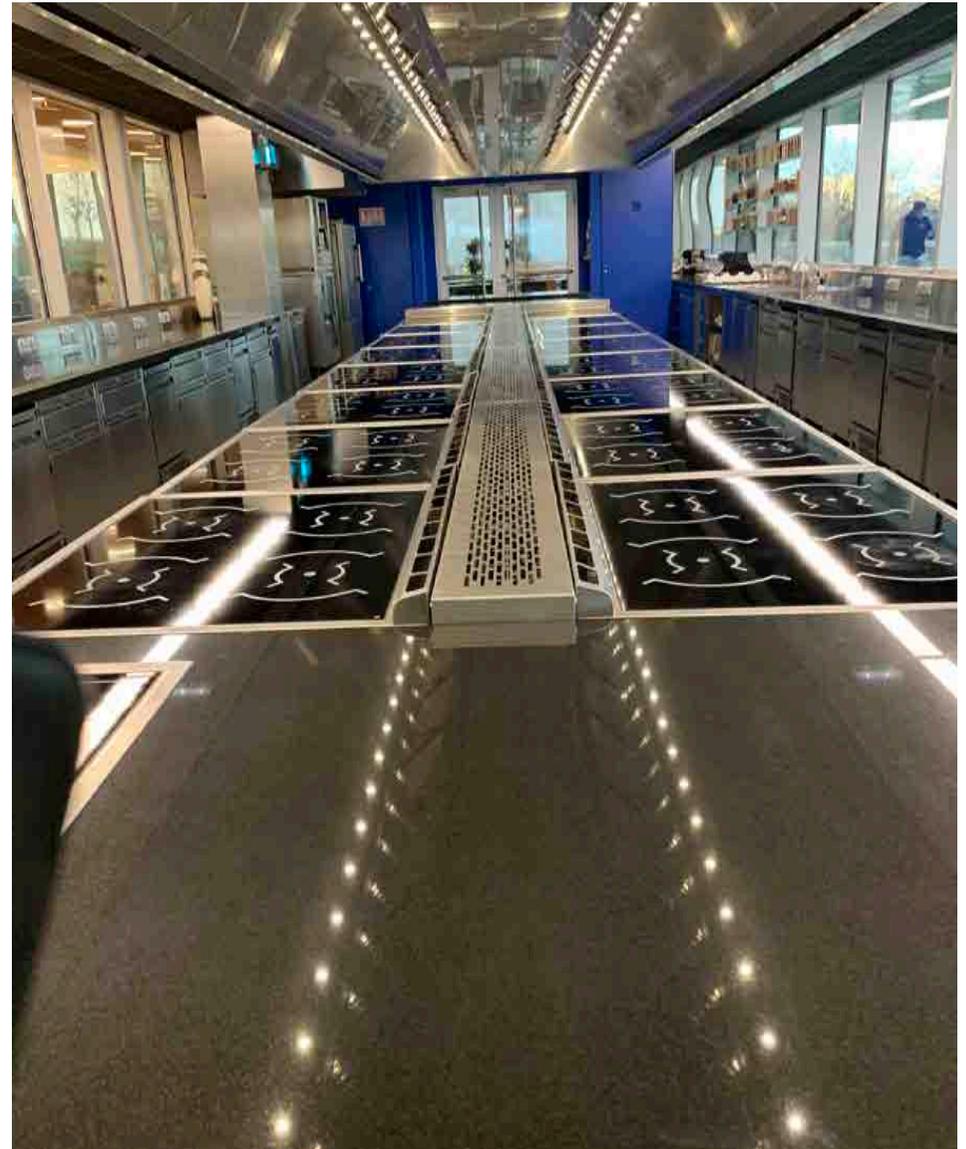
*Catherine Baschet, Event and Communication Coordinator, Mme Leanne Mallard, Translator, Le Cordon Bleu, Paris*



*Le Cordon Bleu Rooftop Herb Garden*



*Le Cordon Bleu, Paris*



*Le Cordon Bleu, Paris*

**Background:**

Le Cordon Bleu (LCB) Paris is located by the Seine River and close to the Eiffel Tower. Le Cordon Bleu Paris features state-of-the-art facilities providing the latest and most innovative opportunities in culinary and hospitality management. Le Cordon Bleu was founded in 1895 in Paris. It is the leading global network of culinary arts and hospitality management institutes with more than 35 schools in over 20 countries.

**Education and Training:**

Their teaching methodology “watch, do, learn” is conveyed in demonstrations followed by practical sessions overseen by their Chefs. All Le Cordon Bleu programs are taught in French and/or English. They train 20,000 students from over 100 countries each year. Studying at Le Cordon Bleu enables students to meet people from all over the world. Le Cordon Bleu Paris offers various programs, from certificate courses to executive education courses to international students. LCB Paris has launched two Bachelor of Business programs taught in English. At LCB Paris, all BA students have an opportunity to obtain a certificate in Cuisine or Pastry during their second year. Students can attend any LCB campus in the world to complete this compulsory course.

**Key Learnings:**

- » A state-of-the-art facility in the heart of Paris with a very high standard.
  - » A well-structured programs such as Grand Diplome in Cuisine- Pastry- Bouangerie, Diploma in Culinary Management, Wine and Management, Advance Studies in Taste including placement into the industry.
  - » The rooftop herb garden, beehives, state-of-the-art wine tasting room, well-designed kitchens, theory and demonstration rooms were the highlight.
  - » Strong emphasis on the provision of small class sizes, access to considerable resources (books and databases) and pastoral care.
- » A strong focus for LCB is to find people who have a good mindset, combining management and hospitality; this is notable given that a hospitality mindset is generally more intangible than a management one but invaluable when building a strong industry.
  - » LCB also has a consultancy part of their business to provide advice to hospitality enterprises.

## 6. PERSONAL, PROFESSIONAL AND SECTORAL IMPACT

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### Personal

The Fellowship experience has had a significant impact on the Fellow. It has not only enabled the Fellow to attain considerable skills and knowledge but has also given the Fellow an opportunity to travel across UK and Europe, meeting diverse groups of people and experience varied cultural practices. The Fellow has benefited enormously from the knowledge acquired during meaningful discussions with hospitality industry experts and other researchers. The Fellowship opportunity was insightful, inspiring and also somewhat therapeutic for the Fellow personally, providing a chance to meet with peers to discuss common challenges experienced in the delivery of workforce readiness programs.

Connecting with knowledgeable and strategic thinkers in such a unique capacity allowed for an open sharing of insights and reflections, which created strong bonds with likeminded individuals. Visiting hotels, restaurants and educational facilities has given the Fellow great insight into the standards, curriculum and business models of some of the world's most successful hospitality training schools. This will directly inform his work and decision making when it comes to promoting and encouraging the establishment of hospitality courses that are tailored to Australian needs and requirements.

### Professional

This Fellowship provided the Fellow with an understanding of competencies and capabilities of hospitality students in the European and UK VET. He obtained empirical data on how the training institutes were attempting to meet the needs

of employers and improve the employability of their graduates. The Fellowship has also generated knowledge that can assist the Fellow to develop opportunities within the VET sector for hospitality students and educators to help reduce the shortage of skilled chefs in Victoria.

Developing global connections with individuals and organisations who are testing and iterating innovative models and approaches to complex systemic issues has created the opportunity for ongoing collaboration, sharing of lessons learned and the potential to scale best practice approaches across global markets. Professionally, the Fellow has grown as a learner and will be better equipped as a teacher in the future due to seeing universal characteristics of learning and engagement.

The knowledge gained from this Fellowship will be shared and it will help fellow VET educators improve training quality.

Since returning, the Fellow has had the opportunity to talk with many people in the sector about his experiences and, in turn, synthesise the learning. The Fellow has met with peers working in the not-for-profit sector who run programs aimed at early school leavers, spoken to VET trainers about new applications of blended learning, had conversations with members of a school council who have experience in transferring international ideas into working applications in Australia and also spoken with students about ways we could better cater to their needs..

## Sectoral

The Fellow has had several opportunities to share lessons and insights with colleagues and sector partners through conversations and speaking engagements. In capturing lessons learned from those delivering innovative programs at significant scale, the Fellow has established a strong foundation and evidence base to be able to share insights which will benefit educators, employers and other stakeholders in the hospitality industry. In addition, this fellowship has supported the priorities of Skills First, including developing capacity and capability, innovative hospitality training practices and to increase hospitality teacher quality within the VET sector as well as building industry capability and developing Victoria's current and future workforce. This study will make a practical contribution for education stakeholders through offering insights into how hospitality students experience VET training, to enhance their personal capacity, and their pathways to gain employment. This Fellowship has provided insights for hospitality agencies and stakeholders, with a view to implementing more effective strategic planning, policy making and market development. Additionally, having knowledge of the determinant attributes that influence competencies, graduate capability and future employability.

The Fellow looks forward to implementing a pilot project around Work Integrated Learning in partnership with local employers, with an intention to effect positive change in vocational learning practices for students studying business, leadership and management courses.

# 7. RECOMMENDATIONS AND CONSIDERATIONS

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Initial analysis of the interview data reveal that technical (culinary-specific) competencies were ranked the highest, followed by administrative competencies with budget and strategic planning, leadership-management competencies, conceptual competencies, administrative competencies (professional administrative strengths), interpersonal competencies and leadership-management competencies (management skills) in that order. Then came the ability to innovate, the ability to change, professionalism, the ability to motivate others and the ability to conduct staff appraisals. Somewhat surprisingly, the effective handling of staff complaints was rated as the least important. A fuller picture is expected to emerge after a qualitative data analysis with Nvivo.

This study suggests that a gap likely exists between the expectations of industry professionals, and the perceptions of TAFE educators regarding the competencies and graduate capabilities needed by hospitality graduates. This research study also indicates the relative importance of graduate capabilities and competencies needed by hospitality graduates, from the perspective of industry professionals, students and educators. The knowledge gained can help educational institutions develop curricula that enhances graduate employability.

## Government

- » More emphasis on VET delivered to school students
- » Ensure all training has a connection to context/application and has clarity on transferability of skills
- » To assess the VET in School Teacher's qualification delivering hospitality units

- » More quality focused training and assessment not only compliance
- » SkillIQ – Industry Reference Committee (IRC) to engage more industry professionals in committee and consultation process

## Industry

- » Practitioners in industry will have to be engaged in a constructive dialogue with those charged to deliver the training and education of Hospitality Students
- » Engage with Curriculum Managers
- » Field visits
- » Guest Speakers from Industry
- » Hospitality Shows at School level

## TAFE Institutes

- » Introduce more master's degree programs
- » Flexible delivery to target senior hospitality managers to update their qualifications
- » Bachelor and master's degrees to be badged/affiliated by top European association/universities such as: Swiss Hotel Association (Switzerland), Institut Paul Bocuse (France), University of Northampton (England) Cardiff and Vale Collage (Wales)
- » Emphasis on study abroad programs with European colleges

- » Build strong industry placement system for students
- » Assess/Evaluate Trainer's/lecturers' REAL delivery in subject area
- » Create sustainable Industry engagement strategy
- » Quality focused delivery
- » Launch pilot programs and pop up courses
- » Industry nights organized by alumni
- » Master classes by industry experts: General Managers, HR Managers, Finance managers, Food and beverage Managers, Executive chefs, Executive Housekeeper, Front Office Manager, Marketing
- » Culinary and Patisserie teachers to compete in cook-off competitions
- » More student involvement in cook-offs, charity, sports and events
- » Revisit and review teacher's professional development programs
- » Monitor, assess and evaluate actual delivery in classroom environment

## ISS Institute

Shortage of skilled chefs persists in Australia. Bringing professionals such as Chef Mr Enrico Bricarello, Culinary Lecturer of IPSEOA G, Colombatto, Turin, Italy to assist in closing the skill gaps identified would be extremely beneficial to the hospitality industries of Australia and TAFE institutes.

## Key Finding

The key finding of this research is that a 'one-training-fits-all' approach, utilised by many hospitality organisations, fails to reflect the modern challenges of the industry. The actual job classification should be the determining factor in competency development, to include both job-specific and generic management, supported through the selection and implementation of training and development activities.

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# 9. APPENDICES

## Appendix 1: Interviews

Listed below are the names of some of the key VET stakeholders in Australia and overseas that the Fellow had an opportunity to meet during the Fellowship.

Views and opinions of the individuals listed below have greatly influenced Fellows understanding of most effective strategies, practices and business models to meet skill shortages

DAY/Date	Activities	Country	Outcome
Monday 13th Jan	<p><b>Northampton</b></p> <p><b>University of Northampton</b></p> <p>Interviewed:</p> <ul style="list-style-type: none"> <li>» Ms Ivna Reic ( Head of Subject Events Tourism and Hospitality)</li> <li>» Nick Naumov, (leader of franchised Hospitality Programme and MA International Hotel Management)</li> </ul>	England/UK	
Tuesday 14th Jan	<p><b>Cardiff</b></p> <p><b>Cardiff And Vale College (CAVC)</b></p> <p>Interviewed:</p> <ul style="list-style-type: none"> <li>» John Crockett ( Senior Chef Lecturer)</li> <li>» Ms Rachel Jones ( Head of Hair &amp; Beauty, Hospitality and Catering)</li> <li>» Chef Hawel Jones ( Mechlin Star Chef)</li> </ul>	Wales/UK	

DAY/Date	Activities	Country	Outcome
Wednesday 15th Jan	<p><b>London</b></p> <p><b>The Ritz</b> Interviewed:</p> <ul style="list-style-type: none"> <li>» Executive Chef John William</li> <li>» Tour of the kitchen</li> </ul>	England/UK	
Thursday -16th Jan	<p><b>London</b></p> <p><b>Westminster Kingsway Collage</b> Interviewed:</p> <ul style="list-style-type: none"> <li>» Chef Jose ( Expert Chef Game)</li> <li>» Attended Game Seminar</li> </ul>	England/UK	
Friday 17th -Jan	<p><b>London</b></p> <p><b>Dorchester Hotel/Mosimann's Club</b> Interviewed:</p> <ul style="list-style-type: none"> <li>» Chef Anton Mosimann</li> <li>» Tour of the club kitchen</li> </ul> <p><b>Westminster Kingsway Collage</b> Interviewed:</p> <ul style="list-style-type: none"> <li>» Paul Jervis (Programme Manager for Professional Chefs Diploma)</li> <li>» Tour of the college</li> </ul>	England/UK	

DAY/Date	Activities	Country	Outcome
Monday 20th Jan 1	<p><b>Lucerne</b></p> <p><b>Business and Hotel Management School (B.I.M.S.)</b> Interviewed:</p> <ul style="list-style-type: none"> <li>» Shaun Leonard – Programme Manager</li> <li>» Tour of the hotel school</li> </ul>	Switzerland	
Saturday 25th Jan	<p><b>Salzburg</b> Visit to several local food markets, Michelin star restaurants</p>	Austria	
Monday 27th Jan	<p><b>Vienna</b> Visit to food and gastronomy venues and Michelin Star restaurants</p>	Austria	
Wednesday 29th Jan	<p><b>Venice</b></p> <p><b>State Hotel School, Barbarigo, Calle Bianca, Cappello</b> Interviewed:</p> <ul style="list-style-type: none"> <li>» Mrs Rachele Scandella – Dean</li> <li>» Mrs Francesca Vianello – Assistant Principal\</li> </ul>	Italy	
Thursday 30th Jan	<p><b>Florence</b></p> <p><b>Ipsseoa Aurellio Saffi</b> Interviewed:</p> <ul style="list-style-type: none"> <li>» Mrs Francesca Lascialfari – Dean</li> <li>» Tour of the State Hotel School</li> </ul>	Italy	

DAY/Date	Activities	Country	Outcome
Friday 31st Jan	<p><b>Milan</b></p> <p><b>Ipsseoa Amerigo Vespucci</b> Interviewed:</p> <ul style="list-style-type: none"> <li>» Mr Alfredo Rizza – Dean</li> <li>» Tour of the college</li> </ul>	Italy	
Sunday 2nd Feb	<p><b>Turin</b> Attended:</p> <p>IFSE Italian food style Education in PIOBESI TORINESE CASTLE</p>	Italy	
Monday 3rd Feb	<p><b>Riggio Emilia</b></p> <p><b>Loris Malaguzzi International Centre</b> » Professional Development Seminar</p> <p><b>Turin</b></p> <p><b>Ipsseoa G, colombatto</b> Interviewed:</p> <ul style="list-style-type: none"> <li>» Chef Enrico (Senior Culinary Lecturer)</li> <li>» Tour of the college</li> </ul>	Italy	

DAY/Date	Activities	Country	Outcome
Wednesday 5th Feb	<p><b>Lyon</b></p> <p><b>Orsi Restaurant</b> Interviewed:</p> <ul style="list-style-type: none"> <li>» Chef Pierre Orsi ( MOF) – Chef/Owner</li> <li>» Tour of the kitchen</li> </ul> <p><b>Ecully Cadex</b></p> <p><b>institut Paul Bocuse</b> Interviewed:</p> <ul style="list-style-type: none"> <li>» Ms Benedicta Simon (Research, Science and Innovation Centre)</li> <li>» Chef Professor Alain Le Cossec (MOF)</li> <li>» Tour of the Institute</li> </ul> <p><b>Lyon</b></p> <p><b>Chez Daniel et Denise Restaurant</b> Interviewed:</p> <ul style="list-style-type: none"> <li>» Chef Joseph Viola MOF ( Chef – Owner)</li> <li>» Tour of the kitchen</li> </ul>	France	
Thursday 6th Feb	<p><b>Dijon</b></p> <ul style="list-style-type: none"> <li>» Visit to mustard production farms</li> </ul> <p><b>Nuit St. Georges</b></p> <ul style="list-style-type: none"> <li>» Visit to local restaurants, farmer’s markets</li> </ul>	France	

DAY/Date	Activities	Country	Outcome
Sunday 9th Feb	<p><b>Paris</b></p> <p><b>Chaine des Rotisseures-III de Paris</b> Interviewed:</p> <p>» Vivien Florence</p>	France	
Monday 10th Feb	<p><b>Paris</b></p> <p><b>Le Cordon Bleu</b> Interviewed:</p> <p>» Mme Catherine Baschet</p> <p>» Mme Kaye Budinette</p> <p>» Mme Leanne Mallard</p> <p>» Tour of the Institute</p>	France	



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Published by International Specialised Skills Institute, Melbourne | [www.issinstitute.org.au](http://www.issinstitute.org.au)

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