

TICHE ACADEMY

Training Offers



ABSTRACT

TICHE - Training Innovation for Circularity and Holistic economies - is an Erasmus project aims at establishing a **European VET Academy on Circular Economy**, based on a transnational cooperation of a very experienced and complementary partnership, (including associated partners), joining Research centers, Vet centres, University, SMEs, clusters, Umbrella organizations and international networks, public administrations, that will work together as an ecosystem to increase capacity building and responsiveness of the VET systems, according to an “European Education Area”.



Università
degli Studi
di Ferrara



LEARN MORE ABOUT THE PROJECT



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Template for the TICHE Academy training offer's detailed description

General Description of the training initiative

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|---|---|
| Training initiative (title) <i>(ex. Expert in an eco-design for circular economy in the textile and fashion industries)</i> | Collective operational preparation for employment (POEC - Préparation opérationnelle à l'emploi collective in french) WASTE MANAGEMENT AND VALORISATION 392h total From 24/04/2023 to 13/07/2023 |
| EQF Level (if applicable) | None |
| Proficiency level <i>(foundation/basic, intermediate, advanced, high specialized level)</i> | Public: Job seekers Pre-requisite: understand spoken French |
| Expected learning outcomes <i>(By the end of this course, the learners will acquire)</i> | FIXED-TERM CONTRACT / PERMANENT CONTRACT / PROFESSIONALIZATION CONTRACT / APPRENTICESHIP CONTRACT |
| Methodologies | Alternating face-to-face teaching, immersion in companies, field surveys, group soft-skills challenges (Ze Game method). |
| Mode of Learning <i>(Blended, online, onsite)</i> | In class, visit of companies and technical platforms, internship in a company |
| Assessment <i>(ex. test)</i> | We will not use summative evaluation (grade out of 20), but formative evaluation (measurement of the acquisition of expected skills), at mid-term and at the end of the course. |
| Certification and recognition | None |
| Targets | Job seekers |
| Delivery Language/s | French |

Modules of the training initiative

| Module N. | Title of the Module/s | Learning/training hours (total) |
|------------------|---|--|
| MODULE 1 | Expertise in waste management and recovery (hard skills): urban cleaning and sanitation, collection, sorting and recovery of solid waste, sanitation. | 147 hours |
| MODULE 2 | Challenges and creation of a SOFT SKILLS CV | 70 hours |
| MODULE 3 | SPORT and SOFT SKILLS | 70 hours at the beginning of the course and 35 hours spread out over the rest of the course. |
| MODULE 4 | Immersion in a company | 2 X 35 hours |

Module's detailed description

| MODULE 1 | |
|---|--|
| Title of the module: Expertise in waste management and recovery | |
| <i>Main objectives of the module</i> | |
| <ul style="list-style-type: none"> • Know the various trades of solid and liquid waste management. • Know the general functioning and the main techniques of the following fields: Urban Cleaning, Collection, Treatment and Valorization of solid waste, Wastewater Treatment. | |
| <i>Contents/subjects of the module</i> | |
| <ul style="list-style-type: none"> • The main points of regulation • The different sectors of activity • The different types of pollution and waste • Techniques of cleaning, collection, sorting and recovery of solid waste • Wastewater treatment processes | |
| Learning Outcomes The Learner will <i>(ex. Have a clear understanding of the concept of CE, its historic development, its definitions, its principles. Know key examples of CE in practice.)</i> | Assessment criteria: The learner can <i>(ex. Define the concept of CE and provide relevant examples. Identify relevant supporting concepts related to CE.)</i> |
| Knowing where you want to go, in direct employment or through further training. | Master the professional vocabulary and simple techniques of the different waste sectors. |

ACHIEVEMENTS

| Module: Expertise in waste management and recovery | | |
|---|--|--|
| Knowledge | Skills | Competencies |
| <i>(Means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge)</i> | <i>(Means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive, and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)</i> | <i>(Means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy)</i> |
| At the end of this unit the participant will know: | At the end of this unit the participant will be able to: | At the end of this unit, the participant will have acquired the responsibility and autonomy to: |
| The vocabulary, regulations, and techniques: <ul style="list-style-type: none"> • Cleaning, • Collection, • Sorting and recovery of waste, • General notions of the | <ul style="list-style-type: none"> • Recognize the different types of waste, • Know the fate and destination of all types of waste, • Define the method of recovery of any type of waste, • Know what job they want to | <ul style="list-style-type: none"> • Passing a job interview by being technically credible, • Find the structures that can hire him/her. |

| | | |
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| functioning of wastewater treatment. | do. | |
| MODULE 2 | | |
| Title of the module: Challenges and creation of a SOFT SKILLS CV | | |
| <i>Main objectives of the module</i> | | |
| <ul style="list-style-type: none"> Investigate soft skills. Develop effective communication skills (spoken and written). Develop effective presentation skills. Become self-confident individuals by mastering interpersonal skills, team management skills, and leadership skills. Develop all-round personalities with a mature outlook to function effectively in different circumstances. Take part effectively in various selection procedures adopted by the recruiters. | | |
| <i>Contents/subjects of the module</i> | | |
| <ul style="list-style-type: none"> Challenges are used to determine what soft skills you master to mention them in your resume. Soft skills such as communication, teamwork, creativity, adaptability, problem-solving, work ethic, critical thinking and conflict management are developed and honed over time. | | |
| Learning Outcomes The Learner will <i>(ex. Have a clear understanding of the concept of CE, its historic development, its definitions, its principles. Know key examples of CE in practice.)</i> | Assessment criteria: The learner can <i>(ex. Define the concept of CE and provide relevant examples. Identify relevant supporting concepts related to CE.)</i> | |
| <ul style="list-style-type: none"> Have a soft skill resume. Explain his strengths giving examples. Interact with each other. Be more confident. | Master Soft skills. | |

ACHIEVEMENTS

| | | |
|---|--|--|
| Module: Title | | |
| Knowledge | Skills | Competencies |
| <i>(Means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge)</i> | <i>(Means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive, and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)</i> | <i>(Means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy)</i> |
| At the end of this unit the participant will know: | At the end of this unit the participant will be able to: | At the end of this unit, the participant will have acquired the responsibility and autonomy to: |
| <ul style="list-style-type: none"> Good communication and interpersonal skills, Leadership, | How well you interact and treat others is crucial for career success. Trust develops through positive interactions and | Soft skills training is to improve soft skills, the person must be open to feedback and make decisions to change behaviors. |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • Problem solving, • Work ethic, • Teamwork. <p>These are characteristics that can be carried over to any position.</p> | relationships, and productivity increases in environments where soft skills flourish. | Training can provide tips and strategies for developing better practices, such as active listening and empathizing with others. And practicing can strengthen areas where deficiencies exist. |
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MODULE 3 (not produced by IRFEDD)

Title of the module: SPORT and SOFT SKILLS

Main objectives of the module

- Remobilizing through sport
- Knowing the types of jobs and professional practices and how they are changing

Contents/subjects of the module

- General physical conditions
- Operationality at work
- Managing emotions, conflict and stress
- Self-knowledge
- Mental preparation
- Sports practice

Learning Outcomes The Learner will

(ex. Have a clear understanding of the concept of CE, its historic development, its definitions, its principles. Know key examples of CE in practice.)

- Managing your professional practice
- Maintaining a high level of fitness for professional practice

Assessment criteria: The learner can

(ex. Define the concept of CE and provide relevant examples. Identify relevant supporting concepts related to CE.)

- Job surveys in the field
- Group soft-skills challenges
- Practising sport

ACHIEVEMENTS

Module: SPORT and SOFT SKILLS

| Knowledge | Skills | Competencies |
|---|--|--|
| <i>(Means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge)</i> | <i>(Means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive, and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)</i> | <i>(Means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy)</i> |
| At the end of this unit the participant will know: | At the end of this unit the participant will be able to: | At the end of this unit, the participant will have acquired the responsibility and |

| | | |
|--|---|---|
| | | autonomy to: |
| <ul style="list-style-type: none"> Knowing the types of jobs and professional practices and how they are changing | <ul style="list-style-type: none"> Managing your professional practice | <ul style="list-style-type: none"> Maintaining a high level of fitness for professional practice |

MODULE 4

Title of the module: Immersion in a company

Main objectives of the module

- Investigate information and communicate.
- Identify waste and products to be sorted.
- Understand process for garbage collection.
- Perform waste collection and waste manual sort.
- Be familiar with recycle different garbage materials.
- Sewage treatment.
- Environmental protection.

Contents/subjects of the module

An immersion period is a period during which a new employee becomes familiar with a company's culture, values, processes, and operations. The purpose of an immersion period is to help the new employee quickly acclimate to the company and their new role, so that they can become productive and contribute to the organization's success as soon as possible.

During an immersion period, the new employee may have the opportunity to meet with coworkers, supervisors, and other stakeholders, to gain a better understanding of the company's expectations, workflows, and communication channels. By taking the time to properly onboard new employees, companies can improve retention rates, increase employee engagement, and foster a positive work environment.

Learning Outcomes

The Learner will

(ex. Have a clear understanding of the concept of CE, its historic development, its definitions, its principles. Know key examples of CE in practice.)

- Intellectual skills: This type of learning outcome enables the learner to understand rules, concepts, or procedures.
- Cognitive strategy: In this type, the learner uses his or her thinking abilities to make strategies and organize, learn, think, and behave.
- Verbal information.
- Motor skills.
- Attitude.

Assessment criteria:

The learner can

(ex. Define the concept of CE and provide relevant examples. Identify relevant supporting concepts related to CE.)

Identify:

- The 5 waste techniques: refuse, reduce, reuse, repurpose, and then recycle.
- Recycling Policy:

(How does the company deal with the different types of residential waste? Do they offer assorted bins or mixed bins for disposal? How do they handle non-recyclable waste?)

- Experience.
- Company Capacity to handle the volume of waste production in an area.
- Services offered.
- Customer Service.

ACHIEVEMENTS

| Module: Title | | |
|---|--|---|
| Knowledge | Skills | Competencies |
| <i>(Means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge)</i> | <i>(Means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive, and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)</i> | <i>(Means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy)</i> |
| At the end of this unit the participant will know: | At the end of this unit the participant will be able to: | At the end of this unit, the participant will have acquired. the responsibility and autonomy to: |
| Students receive a “behind the scenes” look at organizations and the variety of careers that exist within them. | Work immersion enables the students to acquire and develop the skills of teamwork, communication, attendance and punctuality, productivity and resilience, initiative and proactivity, judgment and decision-making, dependability and reliability, attitude, and professionalism. | Specifically, the students can: gain relevant and practical skills under the guidance of experts and workers; appreciate the importance and application of the principles and theories taught in school; enhance their technical knowledge and skills; enrich their skills in communications and human relations; develop good work habits, attitudes, appreciation, and respect for work. These prepare them to meet the needs and challenges of employment or higher education. |