



Course Title:

Higher Technician in Food Product marketing and Promotion Technologies

Year 1

Area /field	Target competences according to standard national framework	Training units	General and main content	Learning outcomes of the training unit	Outcome assessment methods and criteria	Methodologies and learning contexts and related workload (hours)	N° credits ECTS
General Linguistic, communicative and relational area	Use technical English (micro-language), related to the technological area of reference, to communicate correctly and effectively in the contexts in which it operates	Business English I	<ul style="list-style-type: none"> • English grammar revision. • Use of spoken English for everyday life. • Analysis of typical situations. • Exercises for the understanding of the written English language. • Analysis of structured texts • Reading of newspapers and specialized food magazines • Reading and summarizing specialized web pages (catalogues, reports, user manuals). • Listening to the text in English: group exercises with small conversations. • Know how to draw and write letters, passages of text in English. 	At the end of the training unit the student will be able to: <ul style="list-style-type: none"> - communicate correctly and effectively in the workplace with foreign interlocutors. - respect the label and conventions of Business English - use technical English (micro language) related to the technological area of reference - communicate correctly by e-mail - handling telephone conversations - read, understand and interpret technical industry documentation in English 	Method: Multiple choice written test and oral test in English. Criteria: The student will have to demonstrate mastery of technical terminology in the field and grammatical and syntactical correctness and fluency in conversation in the English.	Classroom: 40 hours Individual study: 60 hours	4
	Manage communication and relational processes inside and outside the	Communication - group dynamics	<ul style="list-style-type: none"> • communication structure • language functions • codes and registers • recognition of registers and codes when reading texts • applications: changing register, written and oral 	At the end of the training unit the student will be able to: <ul style="list-style-type: none"> - understand the communication process - to distinguish the content and relationship dimensions in 	Method: Oral test through simulations and role playing Criteria:	Classroom: 24 hours Individual study: 36 hours	2,5



	organization in both Italian and English.		<p>exercises</p> <ul style="list-style-type: none"> • application: text editing, nosing and graphic presentation, communication strategy planning • oral communication and contexts • public speaking • nonverbal communication • simulations • communicate to persuade • emotions • in situation exercises • group dynamics: approaches to the theme of "differences: Presentation and socialization activities: knowledge of group members, personal presentation <p>Establishing teamworking: the group as a tool for personal growth</p> <p>Creation of a positive environment that facilitates the involvement and expression of all members of the class group in mutual respect</p> <p>Group Communication Modes</p> <p>Intercultural communication</p> <p>Cognitive, metacognitive and learning strategies for entering work practice communities</p>	<p>communication exchanges</p> <ul style="list-style-type: none"> - to deepen the techniques of content construction using the principle of appropriateness of language (code) - establish a positive relationship with the interlocutor, by implementing active listening, empathy and good practices of dialogue - recognise the importance of each linguistic act (gesture, word) and the performative effect of communication (impact) - managing intercultural communication within a group - understand and oversee the main dynamics present in the groups, facilitating dialogue and fostering a positive atmosphere 	The student will have to be able to use effective communication techniques when interacting with other members of the group.		
Mastering linguistic tools and information and communication technologies to interact in work environments	Digital tools for collaborative work, presentation and communication		<p>Key assets of collaborative working tools: pace, accessibility, usability, sharing and security. Email as a contact and repository tool (risks and opportunities). Mobile and multi-channel work (access to content from PC, notebook, smartphone or tablet). Applications for collaborative exchange (video-collaboration platforms, Whatsapp, WeTransfer and Skype)</p> <p>Transparent and traceable business workflow management tools: technological solutions for the convergence of office automation, document management and management systems (coeditig, self service analytics, personal archiving)</p> <p>Platforms and web promotion tools (Facebook Ads, Google AdWords) and organic positioning and</p>	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - use online collaboration tools; - use presentation and communication tools; - intervene in digital communication activities: digital marketing, positioning and optimization on search engines (SEO). 	<p>Method: PC practice test</p> <p>Criteria: The student will have to demonstrate mastery of the use of digital tools for collaborative work.</p>	Classroom/workshop: 16 hours Individual study: 4 hours	1



			search engine optimization (SEO)				
Prepare technical and regulatory documentation that can be managed through telematic networks	IT tools for management	<ul style="list-style-type: none"> • Microsoft Word: creation and management of tables using Word, formatting of paragraphs and sections, insertion and formatting of drawings and images • Microsoft Excel: <ul style="list-style-type: none"> Basic concepts and functions Resizing, inserting, deleting rows and columns Management, insertion, copy of worksheets Cell formatting (font, background, borders, alignment, numeric formats, custom numeric formats, excluding date formats) Parameter concept of a function The sum and average functions Percentage calculations Copy a formula to another cell (copy/paste, drag and drop) Relative and absolute addressing (\$ sign) Data management/statistical functions Sorting data Automatic filter and advanced filter Validation criteria • Power Point: <ul style="list-style-type: none"> Create and save a new presentation; Develop a presentation: Add slides and change its layout; Using Structure Templates Using the Slide Scheme Insert texts in a presentation and format them Inserting drawings and images into a slideshow Graphs, diagrams and objects drawn in a presentation • Electronic mail and corporate communication: <ul style="list-style-type: none"> • MS Project. • Use of shared platforms. • Open source tools available on Internet 	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - master linguistic tools and information and communication technologies to interact in work contexts - manage information flows through the use of ICT technologies - create and format text documents (letters, reports and articles) - creating, formatting, modifying and using spreadsheets, developing standard formulas and functions and creating and formatting graphs and tables - create, format, edit and prepare professional presentations - use company email correctly - use the network securely: manage a secure network connection, use the Internet without risk and manage data and information appropriately - use applications for project management or open source tools available on the network 	<p>Method: PC practice test</p> <p>Criteria: The student will have to demonstrate mastery of the main Office Automation applications and familiarity with proper web browsing.</p>	<p>Classroom/workshop: 44 hours</p> <p>Individual study: 36 hours</p>	3	



General Scientific and technological area	<p>Make use of mathematical and statistical tools and models in the description and simulation of the different phenomenologies of the reference area, in the application and development of appropriate technologies.</p>	Applied statistics	<p>Statistics:</p> <ul style="list-style-type: none"> • General information • Descriptive statistics • Definitions, statistical data, representation mode • Data representation: tables and graphs • Central indices of a distribution (media, fashion, median) • Position and dispersion indices • Statistical interpolation, method of least squares, application with linear function • Calculation of probabilities • Events, definitions of probability • Probability Theorems (opposite probability, total probability) • Random variables discrete, continuous; breakdown function, mean value, variance, mean squared deviation; • Typical probability distributions: binomial distribution, Poisson distribution, normal distribution • Sampling and statistical inference <p>Multivariate statistical analysis applied to market research: segmentation model variables; multivariate product size and positioning; application of scaling analysis to perceptual maps; data matrix and data set using Chernoff faces, star and diamond charts.</p>	<p>At the end of the training unit the learner will be able to:</p> <ul style="list-style-type: none"> - use statistical tools and models in market research - prepare technical and commercial documentation - use the methodologies of experimental research - use statistics for data collection and representation - apply statistical tools (sheets, diagrams and control charts) and managerial tools (problems, decisions, activities) - distinguish the types of control cards (by variables, by attributes) 	<p>Method: Written test on applied statistical analysis</p> <p>Criteria: The student, starting from a business case provided, will have to demonstrate knowledge and ability to use statistics for market research.</p>	<p>Classroom/workshop: 32 hours Individual study: 28 hours</p>	2,5
	<p>Use equipment and methodologies of the experimental research for the technological applications of the reference</p>	Consumer research and consumer science	<p>Consumer science and the role of consumer research in the development of new products; Analysis of changes in the structure of food expenditure and the classification of food products according to the price/quantity variation matrix (leading, mature, critical and descending products); Engel's Law of the trend according to the income of expenditure allocated to essential needs; Food Choice models: sensory-based</p>	<p>At the end of the training unit the learner will be able to:</p> <ul style="list-style-type: none"> - understand consumer science and the role of consumer research in the development of new products. - studying and analysing changes in the structure of food expenditure - classify food products according to the price variation/quantity variation 	<p>Method: Written test on consumer research</p> <p>Criteria: The student will have to demonstrate they can carry out</p>	<p>Classroom/workshop: 20 hours Individual study: 15 hours</p>	1



	area		models of acceptance and consumer-led development of food products (Harper and Land), models based on correlation of food behavior (Cardello) and social influences (Cornell); The pyramid of consumer behavior from anthropological factors (macro level) to sensory analysis (micro level)	matrix (leading, mature, critical and descending products) - reconstruct the performance of some food products according to the income from spending on essential needs - apply different consumer research models - represent the pyramid of consumer behaviour	research on consumers, using the models studied, and to represent the results of the research carried out using graphs.		
General Legal and economic area	Understand the constituent factors of the company, the impact of the company in the territorial context of reference	National and international agri-food system	<ul style="list-style-type: none"> • The agri-food system and sectoral interdependencies • Characteristics of the agro-food system: demand, supply and market price of agro-food products; static and dynamic demand on a global scale, changes in demand and their causes in the global Food System • Definition of supply chain: characteristics of elasticity and types of integration between final consumer demand and derived demand for raw materials, semi-finished goods, capital goods, distribution and marketing logistics services. • International Organisation of Agricultural Markets, specialisation and concentration of production, supply of food raw materials and price setting • WTO and regulation of international trade 	At the end of the training unit the learner will be able to: - define and map the agri-food system and sectoral interdependencies - understand the dynamics of demand, supply and market price of agri-food products - recognise the difference between static and dynamic demand on a global scale - determine the causes of changes in demand in the global food system - know the international organization of agricultural markets, specialization and concentration of production - know the World Trade Organization and the regulation of international trade	Method: Written test Criteria: The student will have to demonstrate the ability to describe how agri-food chains work on a global scale.	Classroom: 24 hours Individual study: 36 hours	2,5
		Business economics and management of the agri-food industry	The economic and financial dimension of the business system: the values of assets as the use of resources, the values of liabilities as sources of financing, the formation of the economic result of operating, financial and fiscal management, the cash flows of operating management, income dynamics of the income statement and solidity of the balance sheet (balance sheet and budget: notions for reading company data)	At the end of the training unit the learner will be able to: - focus on the characteristics of the agro-food business... - focus on the economic and financial dimension of the business system - recognise the formation of the economic result of operating, financial and fiscal operations	Method: Written test Criteria: The student will have to demonstrate knowledge of the founding and	Classroom: 24 hours Individual study: 36 hours	2,5



			Elements of industrial accounting and analysis of the economic-management aspects related to the main industrial unitary operations of the transformations carried out on food raw materials, semi-finished and finished products (washing, peeling, size reduction, stabilization, mixing, transformation, separation)	<ul style="list-style-type: none"> - understand cash flows from operations - understand the income trend in the income statement and the solidity of the balance sheet (balance sheet and budget) - approach elements of industrial accounting: analysis of the economic-managerial aspects related to the main industrial unitary operations of the transformations carried out on food raw materials, semi-finished and finished products 	management principles of the company and the ability to prepare a budget.		
Find sources and apply the regulations governing the life of the company and its external relations at national, European and international level.	Health and safety in the workplace	Risk, damage, prevention and protection; Organisation of company prevention, Rights, duties and sanctions for the various company subjects; Supervisory, control and assistance bodies; Main types of specific risks in the sector: mechanical, electrical, machinery, equipment, falls from a height; Explosion risks; Chemical risks; Mists, oils, fumes, vapours and dusts; Biological risks; Physical risks, Noise, vibration; PPE, signs and procedures	<ul style="list-style-type: none"> - recognize the concepts of Risk, Damage, Prevention and Protection. - understand the organization of corporate prevention - be aware of the rights, duties and sanctions provided for in the regulations for the various company subjects - activate the supervisory, control and assistance bodies - recognise and distinguish the main types of specific risk in the agri-food sector - using Personal Protective Equipment correctly - respect signs and safety procedures in the workplace 	<ul style="list-style-type: none"> - activate the supervisory, control and assistance bodies - recognise and distinguish the main types of specific risk in the agri-food sector - using Personal Protective Equipment correctly - respect signs and safety procedures in the workplace 	<p>Method: Multiple-choice written test.</p> <p>Criteria: The student will have to demonstrate knowledge of occupational health and safety regulations and organisational measures for Prevention and Protection.</p>	Classroom: 16 hours Individual study: 24 hours	1,5
	Agri-food law	Regulation (EC) No 178/2002: general principles and requirements of food law. Directive 41/2004/EC - health provisions for production and marketing, Regulation (EC) 854/2004 - official controls on products of animal origin, Regulation (EC) 882/2004 - feed, food, animal health and	<ul style="list-style-type: none"> - find the sources and apply the regulations of agri-food law that govern the life of the company and its external relations at national, 	<ul style="list-style-type: none"> - find the sources and apply the regulations of agri-food law that govern the life of the company and its external relations at national, 	<p>Method: Written test.</p> <p>Criteria: The student will be required to</p>	Classroom: 28 hours Individual study: 42 hours	3



Unione europea
Fondo sociale europeo



Regione Emilia-Romagna



			<p>animal welfare. Community food safety management order: DG SANCO, RASFF, EFSA. Risk analysis, rapid alert system and precautionary principle. Veterinary, animal health and food hygiene controls. Food information and communication rules</p>	<p>European and international level.</p> <ul style="list-style-type: none"> - understand the general principles and requirements of food law (Regulation (EC) No 178/2002) - mastering the health provisions for production and marketing (Directive 41/2004/EC) - discern official controls on products of animal origin (Regulation (EC) 854/2004) - include Regulation (EC) 882/2004 on feed, food, animal health and animal welfare - interpreting the Community Food Safety Management Order: DG SANCO, RASFF, EFSA - comply with veterinary, animal health and food hygiene controls - master and respect the rules of food information and communication 	<p>demonstrate knowledge of the obligations imposed on businesses in the sector by current food legislation.</p>		
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General Organisational and management area	<p>-Acknowledge, evaluate and solve conflicting situations and work-related problems of different nature: technical-operational, relational, organizational;</p> <p>-Manage relationships and collaborations within the internal organizational structure of the work contexts evaluating their effectiveness;</p> <p>-Manage external relations and collaborations - interpersonal and institutional - evaluating their effectiveness</p>	Company organization and customer relationship	Organizational structure of work division (basic components of line and staff) and coordination mechanisms (supervision, hierarchy, standardization, mutual adaptation); Functional organizational models, by processes, matrix and projects; Artifacts and logic of organizational action: organizational chart, levels, roles, tasks and responsibilities, procedures, flows and time regimes; The evolution of the sales function within the organization: customer centrality and role of marketing interface between the customer and other business functions	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - recognize the organizational structure of division of work (line and staff) and coordination mechanisms (supervision, hierarchy, standardization, mutual adaptation) - distinguish different organizational models (functional, process, matrix and project) - interpret the organisation chart and the system of levels, roles, tasks and responsibilities - respect working time procedures, flows and regimes - understand the evolution of the commercial/marketing function within the organisation - enter a community of practice - manage relationships and collaborations within the internal organizational structure of the work context - manage external relations with customers 	<p>Method: Written test and role play.</p> <p>Criteria: The student will have to demonstrate competence in the different organisational models by answering open-ended questions in which they are asked to argue the answers given. In addition, the student, by participating in a role play, will have to demonstrate skills and competence in the relationship with internal or external clients.</p>	Classroom: 16 hours Individual study: 24 hours	1,5
F e U	Manage the	Agricultural and	• The main tree and plant crops and crops for	At the end of the training unit the	Method:	Classroom/wor	1



	production and transformation processes within the specializations and peculiarities of "Made in Italy"	agro-industrial technologies	<p>consumption and industrial use and cultivation techniques for optimising product characteristics depending on their use</p> <ul style="list-style-type: none"> • Main zootechnical breeding techniques and biological, physical, chemical and organoleptic characteristics of the production according to the animal welfare of the industrial destination and consumption. • Machines and plants of the food industry. • Transformation processes (extraction, concentration, crystallization, mixing, forming, cooking). • Storage processes (drying and freeze-drying, refrigeration and freezing, pasteurization and sterilization). • Good Hygienic Practices for the prerequisites of suitability for human consumption. • Automation and layout of industrial plants. 	<p>student will be able to:</p> <ul style="list-style-type: none"> - distinguish the main tree and plant crops for consumption and industrial use - distinguish cultivation techniques for the optimisation of product characteristics according to destination - recognize the main techniques of animal husbandry - recognise the biological, physical, chemical and organoleptic characteristics of animal production in relation to animal welfare, industrial use and consumption - be aware of the machines and plants used in the food industry - know the processes of transformation and conservation 	<p>Multiple-choice and/or open-ended written test.</p> <p>Criteria: The student will have to demonstrate the ability to identify primary production and breeding, as well as processing technologies and processes.</p>	<p>kshop: 20 hours Individual study: 10 hours</p>	
		Production chains in the Italian agri-food industry: technologies, organization and products I	<ul style="list-style-type: none"> • Definition and organization of supply chain as a domain of techniques, relationships and strategies that can be activated by companies, food cultures: agricultural and animal production, processing industry (first, second and third processing), logistic-distribution function (pre-marketing, storage, transport and wholesale and retail marketing), collective catering and domestic and out-of-home consumption, food services R&D, Mktg and marketing for foreign countries. Comparison of the country system with the main European competitors: Germany, France, Netherlands 	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - define the supply chain as a space of techniques, relationships and strategies that can be activated by companies - mapping the Italian food supply chains (Made in Italy) - differentiate the different levels of the chain: agricultural and animal production, processing industry, logistic-distribution function, collective catering and domestic and out-of-home consumption, food services R&D, Mktg and marketing for abroad - compare the country system with the main European competitors - highlight the main technologies in 	<p>Method: Written test.</p> <p>Criteria: The student will have to show that he/she knows how to define the organization of the supply chains in the agro-food system.</p>	<p>Classroom/workshop: 64 hours Individual study: 32 hours</p>	4



				use at different levels of the supply chain location - the main organizational forms of the agri-food system are evidential			
	Packing and packaging techniques	<ul style="list-style-type: none"> • Packaging functions, characteristics and performance of packaging materials used in contact with food, technologies and application areas for the most common food packaging (paper and cardboard, metal, glass, plastics, flexible packaging laminates, wood), packaging machines, packaging technologies. • National and EU legislation on packaging. • Sustainable packaging (focus green and cyclicity of resources): innovative, eco-friendly and recycled materials, eco-design solutions and analysis of the packaging portfolio in perspective from cradle to cradle to encourage recovery, reuse and recyclability of food packaging from the design phase (for recycling). • Food waste: reducing packaging. • Laboratory analysis of substances in contact with food and drafting declarations of conformity • Customization of food packaging for promotional purposes • New applications (from packaging to labeling) and potential developments in Packaging 4.0: RFID, smart labels, IoT and Smart Materials to support storage, traceability and safety and reduce food waste 	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - describe the functions of packaging and wrapping and the characteristics and performance of packaging materials used in contact with food - recognise and distinguish the most common food packaging (paper and cardboard, metal, glass, plastics, flexible packaging laminates, wood) - associate the types of packaging with the machines used for packaging and packaging technologies - know and apply national and Community legislation on packaging - recognise innovative, environmentally friendly and recycled materials for sustainable packaging - understand packaging reduction solutions to reduce food waste - make customization of food packaging for the promotional communication of the food product 	<p>Method: Written test with business case analysis.</p> <p>Criteria: The student will have to solve a business case by demonstrating that he or she knows how to recognize the packaging and packaging techniques of food products and by proposing an idea of personalization of the packaging of a food product.</p>	Classroom/workshop: 24 hours Individual study: 11 hours	1,5	
-Manage production processes according to the principles of eco-compatibility and sustainability	Sustainability and eco-compatibility of agro-industrial supply chains	<p>Environmental, economic and social sustainability of production and transformation: circular economy approach (growth within).</p> <p>Sustainability of food products: management of pollutant and greenhouse effect emissions into the atmosphere, wastewater and waste management of the food industry.</p> <p>Integral enhancement of resources for circularity: enhancement of by-products and waste from the</p>	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - discern the concepts of environmental, economic and social sustainability of productions and processing. - Evaluate the production cycle taking as reference the concept of Circular Economy 	<p>Method: Written test with business case analysis</p> <p>Criteria: The student will have to solve a business case by</p>	Classroom: 32 hours Individual study: 21 hours	2	



	<p>-Apply methodologies for environmental and strategic impact assessments (VIA and VAS)</p>		<p>agro-food industry; industrial symbiosis for the enhancement of organic materials (e.g. Barilla's Cartacrusca project to obtain paper from bran) and the energy use of residues from the agro-food industry; cascade management and reuse of water resources; Reduction of food waste in the production phase (collection, processing, storage, transport), in the distribution phase (unsold management) and in the consumption phase (spending habits, portioning, expiry date management, conservation methods). Industrial biotechnology to improve the quality and safety of food and drink (taylor-made microbial cultures for the dairy sector, the bakery industry, the wine sector) Eco-friendly products: environmental labelling (EPD, Ecolabel, ISO14067, Oeko-tex) LCA studies, foot carbon print, foot water print; ; The environmental and social sustainability of the supply chains: UNI EN ISO 14001:2005 certification of the environmental management system, EMAS III regulation - EC Regulation n.1221/2009 on sector/territorial eco-management, ethical-social certification according to SA 8000 (social accountability).</p>	<ul style="list-style-type: none"> - understand the proper management of pollutant and greenhouse gas emissions into the atmosphere, waste water and waste in the food industry - recognise the energy use of residues from the agro-food industry - understand the principles of environmental labelling (EPD, Ecolabel, ISO14067, Oeko-tex) the LCA studies, foot carbon print, foot water print - understand the steps to implement an environmental management system certified according to the UNI EN ISO 14001:2015 standard - interpret: EMAS III Regulation, EC Regulation 1221/2009 on sectoral/territorial eco-management, social and ethical certification according to SA 8000 (social accountability) 	<p>demonstrating that they know the steps for the implementation of an environmental management system.</p>		
<p>Enforce EU, national and regional standards on environmental safeguard and protection, quality and safety, import and export</p>	<p>Food safety and HACCP</p>	<p>Codex Alimentarius (CAC RCP-1) and HACCP method; Regulation 852/2004 and general application of self-control procedures based on HACCP principles (Hazard Analysis and critical control point); Prerequisites and good processing practices (GMP); Responsibility profiles for food business operators (FBO); Management of non-compliance and non-compliant products; Application of self-control: Construction of flow chart, conduction of hazard analysis, determination of ccp with monitoring system; definition of documentation and records; Overview</p>	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - master the Codex Alimentarius (CAC RCP-1) and the HACCP (Hazard Analysis and Critical Control Point) method. - apply self-control procedures based on HACCP principles - know the prerequisites of food safety - apply good manufacturing practices (GMP) 	<p>Method: Multiple-choice written test.</p> <p>Criteria: The student will have to demonstrate knowledge of food safety and HACCP procedures.</p>	<p>Classroom: 32 hours Individual study: 21 hours</p>	<p>2</p>	



			of major hazards (biological, chemical and physical); GMP (Good Manufacturing Practice); SOP (Standard Operating Procedures); SSOP (Sanitization Standard Operating Procedures)	<ul style="list-style-type: none"> - be aware of the responsibility profiles for food business operators (FBO) - manage non-conformities and issues of non-compliant products - apply GMP (Good Manufacturing Practice), SOP (Standard Operating Procedures) and SSOP (Sanitization Standard Operating Procedures) on materials, processes and products for quality improvement. 			
Apply control systems on materials, processes and products for quality improvement	Voluntary certification of agri-food products	<ul style="list-style-type: none"> • PDO and PGI products (Reg CE 510/2006), Traditional Specialities Guaranteed (Reg CE 509/2006), Organic production (Reg CE 834/2007) and common organization of the wine market (Reg CE 491/2009); Voluntary product specifications BRC (British Retailer Consortium) and IFS (International Food Standard); GLOBALGAP for fruit and vegetables; No GMO certification; Nutritional values of the product, maximum daily consumption acceptable under Regulation (EU) n. 1169/2011 and the English voluntary labelling scheme "Traffic Light" (traffic light system). • The enhancement of the agro-food chain through certifications • The characteristics of the product specifications, the role of the Producers' Consortia, the product's recognisability for consumers • Seminars/Testimonials from certification companies 	<ul style="list-style-type: none"> - recognise the main voluntary product certifications - recognise products with a PDO and PGI mark (Reg CE 510/2006) - distinguish the characteristics of Traditional Specialities Guaranteed (Reg CE 509/2006) - recognise and differentiate organic production (Reg EC 834/2007) and the common organisation of the market in wine (Reg EC 491/2009) - know the standards and apply the BRC (British Retailer Consortium) and IFS (International Food Standard) voluntary product specifications. - take advantage of the opportunities of GLOBALGAP certification to support the marketing of fruit and vegetables - take advantage of the opportunities of NO GMO certification for GMO risk products - know and be able to apply the English voluntary labelling scheme 	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - recognise the main voluntary product certifications - recognise products with a PDO and PGI mark (Reg CE 510/2006) - distinguish the characteristics of Traditional Specialities Guaranteed (Reg CE 509/2006) - recognise and differentiate organic production (Reg EC 834/2007) and the common organisation of the market in wine (Reg EC 491/2009) - know the standards and apply the BRC (British Retailer Consortium) and IFS (International Food Standard) voluntary product specifications. - take advantage of the opportunities of GLOBALGAP certification to support the marketing of fruit and vegetables - take advantage of the opportunities of NO GMO certification for GMO risk products - know and be able to apply the English voluntary labelling scheme 	<p>Method: Multiple-choice and/or open-ended written test.</p> <p>Criteria: The student will have to demonstrate knowledge of voluntary product certifications and the opportunities and benefits that their implementation generates for the company.</p>	Classroom: 32 hours Individual study: 21 hours	2



				"Traffic Light" (traffic light system) - promote the valorisation of the agro-food chain through certifications			
Carry out or interpret analyses on productions and agro-food products	Quality control of agri-food products, traceability and food labelling	Chemical and microbiological analysis. Industrial and food microbiology The evaluation and quality control of the raw material. Quality control in production and laboratory. Quality control of the finished product. Controls in the development of new products and technologies. The management of shelf life and challenge tests. ISO 22000:2018 standard for the certification of food safety management systems (Food Safety Management) The guarantee of traceability of food, feed and food-producing animals. The ISO 22005 standard - Traceability System in the Food and Feed Chain. Labelling of food products.		At the end of the training unit the student will be able to: - perform and interpret chemical and microbiological analyses on agri-food products. - carry out the evaluation and quality control of the raw material, the processing process and the finished product - perform risk analysis, shelf life and challenge test management - know and interpret the ISO 22000:2005 standard for the certification of food safety management systems (Food Safety Management) - know the ISO 22005 standard on the Traceability System in the food and feed chain - ensure traceability of food, feed and food-producing animals - respect the principles of food labelling	Method: Practical test - workshop. Criteria: The student will have to demonstrate practical competence in carrying out microbiological analyses on certain agri-food products.	Classroom/workshop: 32 hours Individual study: 13 hours	2
Apply possible integrations between logistics platforms and marketing tools	Logistics and supply chain management	<ul style="list-style-type: none"> • Definitions, effective and efficient flow concept • Historical development of logistics in the agri-food and logistics sector as a strategic market access option for raw materials, semi-finished products and food products • Agro-food supply chain management, wholesale markets (fruit and vegetables, fish, poultry, meat) and concentration of agri-food products: rationary controls, health controls, price formation, foreign platform, long distance carriers. • Logistics and transport in the agri-food system: outsourcing of the service, sharing of vehicles and 		At the end of the training unit the student will be able to: - retrace the historical evolution of logistics in the agri-food sector. - recognise the agro-food supply chain management, the wholesale markets (fruit and vegetables, fish, poultry, meat) and the concentration of agro-food products - understand the logistics and transport system in the agri-food system	Method: Multiple-choice and/or open-ended written test. Criteria: The student will have to demonstrate knowledge of the operational cycle of corporate	Classroom/workshop: 56 hours Individual study: 24 hours	3



			<p>return loads, management of loads and routes thanks to ICT systems, intermodality and logistics platforms for urban distribution and home delivery services for online purchases (e-commerce).</p> <ul style="list-style-type: none"> • In-company flow logistics and warehouse management, JIT logistics • Freight and customs for international logistics • Cold chain management through ICT systems on board • Contractual aspects in logistics and flow management • Marketing of fresh products: "outsourcing" and the role of logistics platforms • Implications of new information technologies in industry-distribution relations for the optimization of the shelf-life of products and the prevention of food waste • Advanced identification methods using RFID technology 	<ul style="list-style-type: none"> - master the principles of internal logistics and warehouse management in an agri-food company - approach external distribution logistics, also at international level - recognise the characteristics of the marketing of fresh products: "outsourcing" and the role of logistics platforms - encourage the introduction of new ICT technologies in the industry-distribution relations for the optimization of the shelf-life of products and the prevention of food waste - understand RFID technologies food labelling 	logistics and mastery of the main Supply Chain Management tools.		
Specific technical skills of the profile	Manage import and supply of raw materials and semi-finished food products	Purchasing marketing	Trade balance of food raw materials: typical supply chain needs (cereals, milk, meat, vegetables and fruit) and supply markets. The analysis of the purchase markets for raw materials and semi-finished food products: identification of the main reference markets, supply/demand ratio in relation to the company's needs; classification of supplies according to the internal needs of the production cycle; evaluation of suppliers according to quality criteria, regulatory aspects and tariff preferences between countries. Characteristics of supply on short and 0 km supply chain.	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - manage the import and supply of raw materials and semi-finished food products. - recognise the trade balance of food raw materials, the characteristic needs of the supply chain and the supply markets - to carry out the analysis of the markets for the purchase of raw materials and semi-finished food products - classify supplies according to the internal requirements of the production cycle - assess suppliers according to quality criteria, regulatory aspects and tariff preferences between 	<p>Method: Written test.</p> <p>Criteria: The student will have to demonstrate knowledge of the purchasing function and be able to carry out an analysis of a purchasing market: identification of the main reference markets, demand/offer ratio in relation to the</p>	Classroom/workshop: 32 hours Individual study: 16 hours	2



				countries - recognise the characteristics of short supply chain and 0 km supply.	needs of a hypothetical company.		
Manage market relations with large-scale retail and food retailing	Marketing of agri-food products I	<ul style="list-style-type: none"> • Marketing techniques and strategies in agribusiness: role and functions. • Segmentation and competitiveness analysis. • Attractiveness and targeting analysis. • Market analysis: research and sampling techniques. • Analysis of consumer behaviour. • Strategic and operational marketing in relation to trends in the evolution of global demand for food products: population ageing, active ageing and demand for health products and functional and ready-to-eat (high service content) foods in mature markets, new consumer availability in emerging markets • Marketing mix: product policy, pricing policy, sales and distribution policy, communication and promotion policy. • Direct marketing 	<ul style="list-style-type: none"> • Marketing techniques and strategies in agribusiness: role and functions. • Segmentation and competitiveness analysis. • Attractiveness and targeting analysis. • Market analysis: research and sampling techniques. • Analysis of consumer behaviour. • Strategic and operational marketing in relation to trends in the evolution of global demand for food products: population ageing, active ageing and demand for health products and functional and ready-to-eat (high service content) foods in mature markets, new consumer availability in emerging markets • Marketing mix: product policy, pricing policy, sales and distribution policy, communication and promotion policy. • Direct marketing 	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - use marketing and marketing techniques and strategies in the agri-food sector. - perform market segmentations and competitive analysis - carry out market analysis using research and sampling techniques - apply the principles of strategic and operational marketing in the face of trends in the evolution of global demand for food products - apply the Marketing mix technique: product policy, pricing policy, sales and distribution policy, communication and promotion policy - use Direct marketing tools 	<p>Method: Written test.</p> <p>Criteria: The student will have to show that they can develop a marketing plan.</p>	Classroom/laboratory: 40 hours Individual study: 22 hours	2,5
	Internship/traineeship I	The first year's internship takes as reference the technical-professional skills common to the agro-food sector (logistics and supply chain management, product safety and quality control and labelling) within a specific supply chain.		During the internship in the company the student will be able to exercise and apply independently the skills and knowledge acquired during the classroom/workshop phase.	<p>Method: Observation and assessment of the intern's work performance with evaluation of the actual exercise of knowledge and skills. Self-evaluation and re-elaboration of the experience by the student.</p> <p>Criteria: The evaluation approach chosen</p>	Classroom/workshop: 320 hours Individual study and internship report: 0 hours The scheduling of the internship will be done with the following procedure: - Design and preparation - Stipulation	13



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					<p>involves the evaluation judgment of the company tutor and the subsequent feedback with the self-evaluation of the student by the educational tutor of the institution. The result of the combination of external and self-evaluation constitutes the summary report of the experience, which will be one of the objects of the final examination.</p>	<p>internship agreement - Management and monitoring - Evaluation</p> <p>Participants are given the opportunity to carry out part or the entire period of internship at food companies abroad.</p>	
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Year 2

Area /field	Target competences according to standard national framework	Training units	General and main content	Learning outcomes of the training unit	Outcome assessment methods and criteria	Methodologies and learning contexts and related workload (hours)	N° credits ECTS
General Linguistic, communicative and relational area	Use technical English (micro-language), related to the technological area of reference, to communicate correctly and effectively in the relevant contexts	Business English II	<ul style="list-style-type: none"> • Talking on the phone: How to effectively conduct an English-language negotiation on the phone. • How to effectively manage a negotiation in English in the presence of the other party. • Making orders, complaints. Providing explanations. Making demands. Making and changing appointments. • Trade: Talking about import/export. Set targets. Making statements. Examining proposals, rejecting offers. Making concessions. Closing a deal. • Role of competition in negotiation. Explain the company's strategies. Talk about future projects. • Role of conflict in negotiation. Different styles of negotiating. Conflict management. • Company structures: Outline the different types of companies. Present a company. • Describing and presenting products. • Discuss the importance of cultural awareness in the business world. Social English. • Describe the company's activities and business performance. Manage and explain numbers and statistics. • Problem solving. Preparation for the B1 language certification exam (PET) with final simulation test	At the end of the training unit the student will be able to: <ul style="list-style-type: none"> - effectively conduct a negotiation in English over the phone and in the direct presence of the other party. - place orders, complain - provide explanations, make requests, schedule and change appointments - use commercial terminology, talk about import/export - examine written business proposals, reject bids, make concessions, close a deal - explain your company's business strategies - describe and present food products - manage and explain numbers and statistics 	Method: Multiple choice written test and oral test in English. Criteria: The student will have to demonstrate mastery of the technical terminology of the sector and business and to be able to conduct a negotiation with a potential foreign client.	Classroom: 28 hours Individual study: 42 hours	3
	Conduct, negotiate and develop	Team Working	Team life cycle; Motivation, Role of team leader; Team building; Team management; Criticality and conflict management; Performance	At the end of the training unit the student will be able to: <ul style="list-style-type: none"> - develop activities in teams to address 	Method: Practical test	Classroom/Outdoor Training: 20 hours	2



<p>activities in working groups to address problems, propose solutions, help produce, order and evaluate collective results.</p>		<p>management:</p> <ul style="list-style-type: none"> • Different types of groups in organizations: Group and working group • Characteristics of task-oriented groups • The needs of the group and those of individuals • Roles and functions within working groups • Effective communication within the task-oriented group • Feedback: why it is important and how it is given/received • Emotions: from disturbance to motivational leverage • Core elements of leadership • The main leadership styles • Self-diagnosis of your leadership style • Identification of areas of growth and leadership development 	<p>problems, propose solutions, help produce, order and evaluate results</p> <ul style="list-style-type: none"> - discuss, negotiate solutions to work issues in a shared way - collaborate proactively in teamwork - understand the role of the team leader and the different components of the working group (responsibility system) - collaborative capacity building - build professional confidence 	<p>Criteria: The student, in a team working situation, will have to demonstrate the ability to cooperate, to listen and to propose solutions.</p>	<p>Individual study: 30 hours</p>	
<p>Assess the implications of information flows with respect to the effectiveness and efficiency of the management of production or service processes, also identifying alternative solutions to ensure quality</p>	<p>Analysis, use and protection of digital data</p>	<p>Introduction to complex predictive models (inferential statistics and non-linear systems) based on non-linear data sets, raw data and large data piers to reveal ratios and dependencies and to forecast results and behaviour. Presentation of analysis and data mining tools with emerging technologies based on cloud computing and distributed computing: Hadoop, MapReduce and NoSQL databases Data protection: General data protection regulation no. 2016/679 and the data protection organizational structure Enterprise Network and Data Protection Plan: Device configuration, backup and cybersecurity processes against the dangers of device theft and cryptolocker viruses</p>	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - analyze, manage, interpret big data and open data; - know and apply the right level of data protection (EU Reg. 679/2016 - GDPR); - know and adopt different copyright and licensing rules to be applied to data, digital information and content; - apply different behavioural rules and know-how in the use of digital technologies and in the interaction with digital environments 	<p>Method: Written test</p> <p>Criteria: The student will have to demonstrate knowledge of digital data protection regulations.</p>	<p>Classroom: 16 hours Individual study: 24 hours</p>	<p>1,5</p>



General Legal and economic area	Use negotiation strategies and techniques with reference to the market contexts in which companies in the reference sector operate also to strengthen their image and competitiveness	Negotiation techniques appropriate to the interlocutor and the target/suppliers/clients/distributors	<p>Negotiation</p> <ul style="list-style-type: none"> • The need for negotiation • Power and negotiation • Conflict management • The role of the negotiator • Negotiation styles: the role of context, beliefs, thinking habits, professional environment. <p>The negotiation process</p> <ul style="list-style-type: none"> • Techniques and styles • Control • The tricks of the trade • A method of negotiation • The negotiation process aimed at everyday life and uncomplicated situations: the three-stage model. • The complex negotiation process: the eight-stage negotiation process. <p>Negotiation strategy and tactics</p> <ul style="list-style-type: none"> • Identification of distances • Techniques and psychology of negotiation • Which elements allow you to improve your negotiation method • Analysis of the arguments • Method of asking questions, how to deal with objections • Developing a strategy • How and why negotiation is put at risk: common mistakes made by negotiators and recovery techniques. <p>Purpose and negotiating partners</p> <ul style="list-style-type: none"> • Supply Chain and Suppliers: commercial negotiation, analysis and overcoming of obstacles and objections, closing of negotiations, • Customers: approach and conquest of attention, identification of needs and motivations of purchase, gratification and customer loyalty 	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - apply negotiation techniques in negotiations with suppliers, customers and distributors. - differentiate and understand different negotiating styles - respect the negotiation process, maintain control, and actively listen to the needs and interests of the interlocutor - know and use psychological techniques in negotiations - analyse the dialogue by distinguishing between good arguments and communication fallacies - develop negotiating strategies before negotiations 	<p>Method: Oral exam with role play</p> <p>Criteria: The student will have to demonstrate the ability to conduct a business negotiation with a client or supplier, using techniques learned in the classroom.</p>	<p>Classroom: 28 hours Individual study: 42 hours</p>	2,5
G e c	-knowing and contribute to	Techniques for quality	Input-output approach for systems; Process analysis (supplier, company and customer):	At the end of the training unit the student will be able to:	Method: Written test with	Classroom: 32 hours	3



	<p>manage the organisational models of quality that favour innovation in the enterprises of the sector of reference;</p> <p>-Analyze, monitor and control, for the part of competence, the production processes in order to formulate proposals/identify solutions and alternatives to improve the efficiency and performance of technological and human resources employed with a view to continuous improvement.</p>	<p>management and performance management</p>	<p>identification, sequence and interaction; Deming cycle and PDCA approach to process management; Improvement objectives: optimization of resources and elimination of waste, cost reduction and control of results; Improvement programs and performance indicators (KPIs); ISO standards for performance improvement and techniques for continuous improvement of technologies (DOE); UNI-EN-ISO 9001:2015 Standard: in-depth analysis with practical examples</p>	<ul style="list-style-type: none"> - analyze, monitor and control, for the part of competence, the production processes - make proposals/identify solutions and alternatives to improve the efficiency and performance of technological and human resources used in production processes - employ continuous improvement models (Deming Cycle and PDCA approach to process management) - develop improvement programmes and performance indicators (KPIs) - be familiar with the ISO 9001:2015 Quality System Certification and ISO 22000:2005 Food Safety Management System Certification Standards - apply techniques for the continuous improvement of technologies (DOE) 	<p>business case analysis</p> <p>Criteria: The student, starting from a business case provided, will have to demonstrate the ability to apply the procedures of the quality management system.</p>	<p>Individual study: 48 hours</p>	
	<p>-Organize and manage, with a good level of autonomy and responsibility,</p>	<p>Project Management</p>	<p>The project plan and planning toolboxes; Planning and scheduling results: Work Breakdown Structure (WBS); Activity Breakdown Structure / PBS Product Breakdown Structure (ABS); Assignment of responsibilities (compared</p>	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - apply the methodology and tools of Project Management in the planning and management of the work 	<p>Method: Written test with business case analysis</p>	<p>Classroom: 28 hours Individual study: 42 hours</p>	<p>3</p>



	<p>the working environment, the social context and the technological system of reference in order to achieve the expected production results</p> <p>-Knowing, analyse, apply and monitor, in the specific contexts, management models for the production processes of goods and services</p>		<p>to OBS, Organizational Breakdown Structure); Resource allocation and calculation of timed needs; Sequencing and scheduling of activities according to schedule and duration (GANTT diagram); Management of time aspects: Three value estimate (PERT) and critical path (CPM); Implementation of the project base plan: execution and control (modification of specifications and checkpoints).</p>	<ul style="list-style-type: none"> - draft a project plan and the planning toolboxes - prepare the planning of project activities according to the Work Breakdown Structure (WBS) model of work breakdown - prepare Gantt diagrams for project timing - understand the assignment of responsibilities in the project team - implement actions to monitor the progress of the project - evaluate the interim and final results of the project 	<p>Criteria: The student, starting from a business case provided, will have to demonstrate the ability to use Project Management tools correctly.</p>		
<p>Technical and professional skills common to the area of new technologies for Made in Italy.</p>	<p>Manage production and transformation processes within the specializations and peculiarities of "Made in Italy".</p>	<p>Production chains in the Italian agri-food industry: technologies, organization and products II</p>	<ul style="list-style-type: none"> • Food processing technologies and processes, production organization, supply markets, product specifications, characteristics of food products (with respect to safety standards, specifications and quality requirements of the reference market) of the following supply chains: <ol style="list-style-type: none"> 1 Milk and dairy products supply chain. 2 Cured meats and sausages supply chain. 3 Wine and alcoholic beverages sector. 4 Cereals, pasta and bakery products supply chain. 5 Chain of oils, fats and derivatives. 6 Canned vegetable, animal and fish products. • Radio frequency systems (RFID, TTI) and I4.0 	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - describe technologies, transformation processes, production organization, supply markets, product specifications of the Made in Italy supply chains. - milk and dairy products - cured meats and sausages - wine and spirits - cereals, pasta and bakery products - oils, fats and derivatives - vegetable, animal and fish preserves - Identify and understand the functionality of digital technologies to 	<p>Method: Written test.</p> <p>Criteria: The student will have to demonstrate the ability to analyze a given supply chain in detail.</p>	<p>Classroom/workshop: 84 hours Individual study: 22 hours</p>	4



			(IoT, Blockchain) technologies for traceability and integrated food safety and supply chain efficiency	support traceability and integrated food safety in the supply chain			
	Propose technological solutions that introduce innovative and competitive product and process elements	Product development workshop	The innovation cycle from the marketing brief to the production transposition and launch: 1) development of new product ideas based on consumer research (consumer science and sensory segmentation of preference); 2) skimming of ideas based on complexity factors - implementation difficulties and low profitability (micro business plan of the new product, estimating costs, revenues and investments necessary to achieve it); 3) product classification of the new product and the production cycle that determines its sensory profile; 4) testing: sensory verification of preference through visual perception, odours, savoury and tactile sensations; 5) conception and development of primary and secondary packaging solutions functional to the shel-life of the product; 6) decision and implementation in production, quality, procurement and logistics; 7) elaboration of a commercial plan for the launch of the new product (under its own brand and as a Private Label)	The training unit is carried out as a workshop in subgroups. Each group will have to carry out a marketing plan for the launch of a new product. The work will have to respect the following steps: 1) development of new product ideas based on consumer research 2) skimming ideas based on complexity factors and drawing up a micro business plan of the new product, estimating costs, revenues and investments necessary to achieve it (3) product classification of the new product 4) Testing: sensory verification of preference by visual perception, odours, savoury and tactile sensations. 5. decision and transposition in the fields of production, quality, procurement and logistics 6. drawing up a business plan for the launch of the new product	Method: Evaluation of the results of the group work Criteria: The group will have to demonstrate that they understand the innovation cycle from the marketing brief to the production transposition and launch.	Classroom/workshop: 72 hours Individual study: 18 hours	3,5
Specific technical skills of the	Manage market relations with large-scale retail and food retailing	Marketing of agri-food products II	<ul style="list-style-type: none"> Trade marketing: identification of the wholesalers and distribution centres of the large-scale retail trade and the customers downstream of the first level intermediaries (owned and associated outlets, retailers, restaurants and catering services, etc.).), mapping distribution 	At the end of the training unit the student will be able to: - apply trade marketing techniques - managing market relations with the food retail sector and applying retail marketing techniques	Method: Written test. Criteria: The student, starting from a business case	Classroom/laboratory: 60 hours Individual study: 26 hours	4



			<p>channels according to the reference market; qualitative-quantitative methods of analysis of the preferences of the distribution system; formulation of sales proposals by product, service, format, brand, promotional policies and exhibition material; one-to-one communication (trade fairs, newsletters, PR activities, sector periodic) and one-to-one communication (meetings, telephone calls, presentations to purchasing managers) of the offer.</p> <ul style="list-style-type: none"> • Sale of Private Label products by distributors: typology (premium, first price, brand sign and umbrella, organic, fair trade, children's products), price characteristics compared to the leading industrial brand and marginality for the industrial producer / subcontractor • Retail marketing: differentiated articulation and presence of supermarkets, traditional and specialized stores in different Italian regions and foreign countries; the main players in the Italian retail sector: Coop Italia, Conad, Interdis, Carrefour, Auchan, SPAR, Esselunga and Gruppo PAM; presence and role of purchasing groups and joint ventures of foreign groups with local operators; discount format • Circuit of sales of organic and typical products of the region • The specific demand for products in the HO.RE.CA sector, street food and informal food sector, vending machines (snacks and drinks) • Portals and specialized information channels on food markets, products and technologies • Contracts and payment systems • Marketing budget 	<ul style="list-style-type: none"> - formulate sales proposals by differentiated mix of product, service, format, brand, promotional policies and display material - manage the one to many communication (trade fairs, newsletters, PR activities, sector periodic) and one to one (meetings, phone calls, presentations to purchasing managers) communication of the offer - managing the sale of distributors' Private Label products - understand the sales circuit of organic and typical products of the territory - meet the specific demand for products in the HO.RE.CA sector, street food and informal food sector, vending machines - correctly apply the rules of contracts and payment systems - prepare a marketing budget 	<p>provided, will have to demonstrate that they can prepare a marketing budget.</p>		
Design and manage integrated communication	Business and product communication	Intercultural communication Communication from the point of view of the cultural history of the region, description of the agricultural landscape and the environment.	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - describe the agricultural landscape and the environment 	<p>Method: Written test.</p> <p>Criteria:</p>	<p>Classroom/workshop: 40 hours</p> <p>Individual</p>	2	



	and product plans		Business communication: definition and objectives. Corporate communication as a marketing lever. Public relations and specializations. Relations with internal and external stakeholders (local authorities, Slow-Food principals, associations of typical products, Gall and area or sector associations, etc.). Product and trade-oriented communication. Communication plan	- apply corporate communication techniques as marketing leverage - public relations management - manage all relations with both internal and external stakeholders (local authorities, Slow-Food principals, associations of typical products, Gall and aggregations of areas or sectors, etc.). - formulate a Communication Plan, integrating traditional and digital tools	The student will have to demonstrate that they can draw up an integrated communication plan.	study: 17 hours	
	Establish the right relationship with the customer and learn about sales strategies and business techniques	Sales techniques and strategies	Effective and persuasive communication Levers of persuasion Effective arguments in the sale of an agri-food product The sales plan and sales network Sales strategy on existing customer and prospect customer. Phases of the sale. Introduction to GNP. Customer management: satisfaction and loyalty. Customer portfolio management. Pre and after-sales service. Customer satisfaction. Complaints management and problem solving. Short supply chain and sales strategies and policies. Sales budget. Sales analysis and control reports	At the end of the training unit the student will be able to: - use the levers of persuasion and effective arguments in the sale of an agri-food product - prepare the sales plan - organize and manage the sales network - differentiate the sales strategy between existing and prospective customers - apply techniques and tools for customer satisfaction and customer loyalty - manage complaints, implementing organisational measures to this end - carry out analysis of sales and draw up control reports	Method: Written test. Criteria: The student will have to demonstrate the ability to prepare a sales budget and monitor its performance through performance analysis.	Classroom/workshop: 28 hours Individual study: 12 hours	2
	Establish a position in the foreign market and develop the product and brand	Processes of internationalisation of food products	<ul style="list-style-type: none"> How to understand if the company and its product have the possibility to take advantage of certain opportunities abroad: international context, business check-up and competitive positioning dashboard, sector benchmark and reference competitor Logical and operational scheme to deal with the choice of foreign markets: map of export opportunities by sector and by product, importing countries and country focus, 	At the end of the training unit the student will be able to: - seize opportunities for business development abroad - adopt criteria and methods for classifying foreign markets - deal with the choice of markets abroad - develop the commercial and marketing export plan - calculate estimates of market potential	Method: Written test with business case analysis. Criteria: The student, analyzing a business case of a company that wants to	Classroom/workshop: 60 hours Individual study: 27 hours	3,5



			<p>elaboration of the commercial and marketing export plan; support methodologies and accessibility to institutional cluster policy initiatives for internationalization (missions, incoming, mandates and participation in trade fairs).</p> <ul style="list-style-type: none"> • Criteria and methods for classifying markets. • Methods of estimating market potentials in selected countries. • Criteria and methods for planning activities and strategies for entry and presence abroad: direct and indirect relationship with foreign demand and alliances; production program and sales targets; management of distribution channels, e-commerce tools and logistics solutions for product delivery/service and presence on marketplaces. • Articulation of success factors on the market and analysis of competitors. • Competitive advantage, positioning and marketing mix. • Operations: aim at the presence of the product/brand and identify a strategic location. • Creation of a winning image for promotion and advertising. • How to make offers to potential foreign customers. • Focus on the markets of interest: regulatory, legal and regulatory aspects of exports (EU and national customs legislation; certifications required for export; trademark and intellectual property protection instruments abroad; origin of goods and tariff preferences between countries). • International trade techniques and management of the supply cycle from "origin" to "destination": sales contracts, banking and insurance procedures for international payments, customs, tax, insurance and certification aspects of the goods/products transferred; logistics 	<p>in the selected countries</p> <ul style="list-style-type: none"> - planning strategies and actions of presence abroad - evaluate e-commerce tools and logistics solutions for product delivery/assistance and marketplaces presence - oversee regulatory, legal, regulatory and contractual aspects of exports 	<p>internationalize, will have to demonstrate the ability to prepare a business plan.</p>		
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			aspects and international transport and shipping contracts				
	Manage web visibility and online sales of the company products (e-Commerce)	Web marketing and E-commerce management	<p>Web marketing: international web strategies; how to choose a domain and set up a worldwide network.</p> <ul style="list-style-type: none"> - How they work and what we need Search Engines for. - On-site" optimization, accessibility and Web Usability. - Accessibility and Web Usability. - SEO strategies. - Social Networks (Facebook and Twitter). - Use of statistics for our strategies. - Permission Marketing. - Planning a Mail campaign and Managing the Follow Up. - Methods of collecting addresses and building the database. - E - Coommerce: daily management of e-commerce. - Mail marketing and Sales. - SEO and PPC: Google Marketing. - Affiliation Marketing. - Design a promotional campaign. - Google Anlytics and analysis metrics. 	<p>At the end of the training unit the student will be able to:</p> <ul style="list-style-type: none"> - use web marketing actions - understand the importance of SEO strategies - manage the company's presence on social networks - man the e-reputation - Plan a Mail campaign and Manage the Follow Up - implement and manage an E-Coomerce - use Google Anlytics and commercial data analysis metrics 	<p>Method: Practice test.</p> <p>Criteria: The student will have to show that they can carry out a web marketing campaign.</p>	<p>Classroom/workshop: 56 hours Individual study: 18 hours</p>	3
		Internship/traineeship II	<p>The second year's internship takes as reference the distinctive technical and professional skills related to purchasing marketing, marketing, internationalization, web-marketing and e-commerce.</p>	<p>During the internship in the company the learner will be able to exercise and apply independently the skills and knowledge acquired during the classroom/workshop phase.</p>	<p>Method: Observation and verification of the intern's work performance with evaluation of the actual exercise of knowledge and skills. Self-evaluation and re-elaboration of the experience by the trainee.</p>	<p>Internship: 480 hours Individual study and internship report: 100 hours</p> <p>The scheduling of the internship will be made according to</p>	23



					<p>Criteria: The evaluation approach chosen involves the evaluation of the company tutor and the subsequent feedback with the self-evaluation of the student by the educational tutor of the institution. The result of the combination of external and self-evaluation constitutes the summary report of the experience, which will be one of the objects of the final examination.</p>	<p>the following procedure: - Design and preparation - Stipulation internship agreement - Management and monitoring - Evaluation</p> <p>Participants are given the opportunity to carry out part or the entire period of internship at food companies abroad.</p>	
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Rules of progression (preparatory)

The training success at the end of the first year, given by the achievement of 60 credits, is a necessary condition to access the second year of the course.

At the end of the second year, at the end of the entire course, the diploma of Higher Technician is obtained after passing a final examination. The diploma indicates the technological area and the national figure of reference, which allows access to public exams and universities with the recognition of university credits. The EUROPASS certificate is also issued in Italian and English.

Mobility period

Participants are given the opportunity to carry out part or the entire period of internship abroad at food companies. It is foreseen the recognition of credits without any further activity or learning verification requested to the student.

Flexibility/customizations

In order to standardize the incoming knowledge, there are personalized preparatory modules of English realignment (30 hours); Mathematics (12 hours); Principles of nutrition (12 hours); Microbiology and food hygiene (12 hours). These hours are to be considered in addition to the course hours provided.

It is also included in the course activities of catch up during the course and preparation for the final exam.

Criteria for the calculation of credits

The calculation criterion applied is as follows:

1 credit = sum of classroom/workshop/stage/individual study/25 hours (subject to adjustments).

Course venue

FONDAZIONE ITS TECH&FOOD C/O IFOA

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