



# REFLECTIVE LEARNING PORTFOLIO



## INTRODUCTION SHEET

Name and surname: .....

Receiving Organization: .....

Qualification: .....

EQF level: .....

Covered Period: From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Unit(s) of Learning Outcome / Learning Experience:

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Covered Key Technical Outcome:

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Practical activity – Performance Criteria:

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.....

Tutor's identification: .....

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Learner's Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Tutor's Signature: \_\_\_\_\_

## CHECKLIST OF DOCUMENTS INCLUDED IN THE PORTFOLIO

*Curriculum Vitae* ☐

Documentation related to the organization where the internship / practicum took place (organizational chart, organizational rules and regulations, organizational prospects, worksheets, work datasheets, etc). ☐

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Documentation related to the acquired / developed knowledge, skills and competence used to study, and learn (books, articles, research documents, instructions, recipes, research websites, etc). ☐

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Evidences of the work done (documents, materials, work documents used/produced/filled for you during your learning experience / practicum, worksheets, technical datasheet, a daily production plan, register of confectioned products, stock registration, diagrams, measurements, charts, made recipes, photos of your final work, observation sheet, etc). ☐

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Logbook ☐

Personal Monitoring ☐

Team Work – specific evidences concerning Team Work ☐

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Study Case – specific evidences concerning the study case described (models, worksheets, evidences of specific activities performed or products done. Examples: menu with retail prices, register map of carried out tasks, a daily production plan, a register of a confectioned product, etc.). ☐

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Questionnaire of Impressions about the Training ☐

Appreciation Sheet of the Portfolio ☐

Other. ☐

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## INTRODUCTION

## THE PROFILE OF THE ORGANIZATION IN WHICH THE LEARNING EXPERIENCE TAKES PLACE

1. Brief description of the organization (name, type of organization, goods and services provided, organizational culture)

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2. Description of the location

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3. Description of the activities carried out

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3. Facilities provided to the learner

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4. Obligations of the learner towards the organization

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5. Health and safety rules

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6. Other important information

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## **ORGANIZATIONAL RULES AND REGULATIONS – SAFETY STANDARDS**



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**REFLECTIONS ABOUT THE LEARNING EXPERIENCE:  
ACHIEVEMENTS AND DEVELOPMENT OF KNOWLEDGE, SKILLS AND COMPETENCE**



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## LOGBOOK

Please insert here the *Logbook* of the training period.





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## PERSONAL MONITORING

Please insert here the *Personal Monitoring* documentation of the training period.



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## **COMPENDIUM OF DOCUMENTATION USED**

Please specify and insert here important materials used during your learning experience / practicum (regulations, internal cards, instructions, books, articles, research documents, charts, recipes, drawings, websites, etc).

## COMPENDIUM OF EVIDENCES

Please specify and insert here the evidences of your work / practicum, samples of your work and results – documentation, materials, work documents used/produced/filled for you during your learning experience / practicum, worksheets, technical datasheet, a daily production plan, register of confectioned products, stock registration, diagrams, measurements, charts, made recipes, photos of your final work, observation sheets, etc.



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## DATA ABOUT TEAM WORK

Please insert here information about:

1. People who worked with you in team;
2. Tasks that you had in the team;
3. Other aspects related with the team.

## STUDY CASE

The Learner is invited to choose a small study case – previously agreed with the tutor or other professional responsible for monitoring the training – related with one or more key technical outcome and describe it here.

Examples:

1. The learner is invited to describe the way a certain technique is applied.
2. The learner is invited to describe the way in which a certain machine works.
3. The learner has to explain the role and technological parameters for each component of the machine.
4. The learner has to create a list with raw and auxiliary materials used to create a product with a certain machine.

## **ADDITIONAL EVIDENCES ON STUDY CASE OR DEPENDING ON SPECIFIC TASKS**

If applicable, please insert here specific evidences concerning the study case you described, or about other specific tasks or activities performed for you – models, sheets and other evidences related with other specific tasks, specific activities or products that you intend that should be more specified. Example: menu with retail prices, register map of carried out tasks, a daily production plan, a register of a confectioned product, etc.



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## **CONCLUSION**

## QUESTIONNAIRE OF IMPRESSIONS ABOUT THE TRAINING

This questionnaire should be filled by the learner every 3 months. It is designed to formalize feedback from your training so that the team involved can improve their activity and better match your needs. The information will be used to recommend future organizations to perform internships and consider areas that could be improved upon.

Scale: **1– Insufficient; 2– Sufficient; 3– Satisfactory; 4– Good; 5– Very good; 6– Excellent**

Name and surname: .....

Organization: .....

Department: .....

Covered Period: From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Tutor: .....

1. Describe your position and/or duties during the training:

.....

2. How much independence were given to you or were you properly “phased in” to increase independence?

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
|   |   |   |   |   |   |

3. Appreciate the guidance provided to you during the training period.

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
|   |   |   |   |   |   |

4. How can this training be improved:

.....  
.....

5. How changed are you as a person after this experience:

|              | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------|---|---|---|---|---|---|
| Competencies |   |   |   |   |   |   |
| Skills       |   |   |   |   |   |   |
| Knowledge    |   |   |   |   |   |   |
| Attitudes    |   |   |   |   |   |   |
| Behaviour    |   |   |   |   |   |   |

6. Describe in a few words how did this experience contributed to your specific career development:

.....  
.....

7. Please classify the general quality of the training / practicum:

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
|   |   |   |   |   |   |

8. Would you recommend the organization where your training / practicum took place to other learners?

Yes ☐



No ☐



Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Signature: .....



## APPRECIATION SHEET OF THE PORTFOLIO

This tool should be filled by the tutor after the delivery of the *Reflective Learning Portfolio* by the learner.

This appreciation sheet, by itself, doesn't have the purpose to evaluate the learning outcomes developed by the learner. The *Reflective Learning Portfolio* can be used to assess if the learner developed the expected learning outcomes after the training period, but the tutor should use Tool\_16 to register the assessment results.

Scale: **1– Insufficient; 2– Sufficient; 3– Satisfactory; 4– Good; 5– Very good; 6– Excellent**

|  | Appreciation             |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        |
| 1. The <i>Reflective Learning Portfolio</i> has a logical order.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The <i>Reflective Learning Portfolio</i> is easy to be read.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The <i>Reflective Learning Portfolio</i> is useful.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The <i>Reflective Learning Portfolio</i> is complete.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The <i>Reflective Learning Portfolio</i> is relevant for the training period.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The <i>Reflective Learning Portfolio</i> reflects the learner's activity.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Technical terms are correctly applied in the <i>Reflective Learning Portfolio</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 8. Observations:

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Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Signature: \_\_\_\_\_

## BIBLIOGRAPHIC REFERENCES

- Berechet, Gabriela, (2006). *Manualul Practic al Bucătarului*. Bucharest: THR Publisher.
- Bratu, Luliana, (2002). *HACCP - de la Teorie la Practică*. Sibiu: University Publisher *Lucian Blaga*.
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- Klenowski, V. (2003). *Developing Portfolios for Learning and Assessment: Process and Principles*.  
Londres: Routledge Falmer.
- Marin, Viorel (coord.) (2007). *Ghid Național de Bune Practici Pentru Siguranța Alimentelor – Sistemul de Siguranța Alimentelor HACCP, Produse Culinare*. Bucharest: Uranus Publisher.
- McAfee, O.; Leong, D. (2002). *Assessing and Guiding Young Children's Development and Learning*.  
3rd Edition. Boston: Allyn and Bacon.
- Pîrjol, Gabriela, et al. (1999). *Tehnologie Culinară*. Bucharest: Didactică și Pedagogică Publisher.

## WEBSITE REFERENCES

- <https://eurodesk.eu/>
- [https://interwork.sdsu.edu/main/ma\\_student\\_affairs/rfp](https://interwork.sdsu.edu/main/ma_student_affairs/rfp)
- <http://www.tvet.ro/index.php/ro/harta-site/153-cap4p10.html>

## ANNEX I – TECHNICAL SHEET

### 1- This tool **aims to provide**:

- a. a tool to assess the learning outcomes developed by learners during an internship / a learning period abroad;
- b. a support for the assimilation and reflection on the learning outcomes acquired or developed during the internship / training period abroad and its registration;
- c. a model of a *Reflective Learning Portfolio* to be developed by the learner with the aim to put in evidence the learning outcomes acquired or developed during the internship / training period abroad.

### 2- This framework is intended **to be used** in monitoring and evaluating:

- a. the development of knowledge, skills and competence related to specific key technical outcomes by learners during an internship;
- b. the capacity to apply previously acquired knowledge and skills in a real work context;
- c. the learners' team work;
- d. the learners' know-how;
- e. the learners' capacity on reflective learning and exploring the meaning and the consequences of the content of learning experiences for future actions.
- f. the activity and support provided by the tutor during the training period.

### 3- This framework is intended **for the use of** schools, public bodies and other private enterprises who participate in European mobility projects.

### 4- This framework is intended **to be applied** in the context of ECVET implementation, specifically, to monitor, assess, validate, recognize and certificate units of learning outcome acquired by VET learners in a variety of learning contexts, such as, when learners participate in European mobility projects.

The *Reflective Learning Portfolio* is used during the learning experience for learners' reflective learning. Learners are asked to develop the *Portfolio* and collect the materials for the portfolio during the entire period of the learning experience in order to reflect on the practical training and in order to use the technical terminology properly. The *Reflective Learning Portfolio* is used as a support tool for trainees in the process of acquiring new theoretical knowledge and development of their technical vocabulary and to become aware of their own competencies.

The *Reflective Learning Portfolio* should be periodically supervised by the tutor.

### 5- **Phase and Stage of the Pedagogical Circuit** in which the framework **should be used**:

**Phase 2: Implementing Mobility**

**Stage 5: Monitoring and Evaluating**