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**CULINART:** Designing a Joint VET Qualification in Culinary Arts  
and Pilot Pathways for Continuing Training  
*Grant agreement No. 2018-1739/001-001*

# JOINT VET QUALIFICATION

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## “CHEF”

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## CURRICULUM

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Project Ref. No. 597848-EPP-1-2018-1-BG-EPPKA3-VET-JQ

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## I. INTRODUCTION

The presented document is developed in the framework of project "CULINART: Designing a Joint VET Qualification in Culinary Arts and Pilot Pathways for Continuing Training", Grant agreement No. 2018-1739/001-001, implemented by an international consortium of 9 organizations from Bulgaria, Spain, Italy, France, Portugal and Turkey and co-funded by the Erasmus+ programme of the European Union.

The curriculum for the joint VET qualification for "**Chef**" is part of the joint VET qualification developed under the CULINART project and it is based on the identified Learning Outcomes (LOs) and Units of Learning Outcomes (ULOs) by the CULINART partnership.

### Purpose of the curriculum

The purpose of the joint curriculum is to transform the expected learning outcomes (identified in the detailed qualification profile for Chef) into training modules and thus give a practical frame and guidelines towards the organization of the training.

The curriculum is developed in a way that allows the trainees to acquire a mix of skills that combines theory and practice, allowing them to perform a specific occupation, but also gives them the opportunity to progress and return to education and training, to be able to upgrade and complement their skills. The emphasis is put on the modular structure that makes the curriculum adapted for international mobility of the learners.

## II. STRUCTURE AND CONTENT OF THE CURRICULUM

The curriculum is developed in training modules following the core Units of Learning Outcomes (ULOs) that were identified to be key for the exercise the profession Chef and of most need for the business. With the presented structure each module generates a particular learning outcomes and thus enables the learners to study different training units in different organizations or countries, providing that the acquired learning outcomes from the course will be validated by the project partner institutions.



## TITLE OF THE QUALIFICATION: „CHEF“

### Short description:

Chefs are culinary professionals with a flair for creativity and innovation to provide an unique gastronomic experience. They manage the kitchen and the staff to oversee the purchasing, storage, preparation, cooking and service of food.

### **Occupational profile<sup>1</sup>:**

*Chefs design menus, create dishes and oversee the planning, organization, preparation and cooking of meals in hotels, restaurants and other eating places, on board ships, on passenger trains and in private households.*

## DESCRIPTION OF THE PROFESSION

A detailed description of the Chef's profession is given in the qualification profile including the main activities and tasks, the working environment, the requirements, etc., thus here we would like to just highlight that the scope of Chef's tasks may vary according to the type of catering establishment that s/he works in. In the small dining establishment, the chef performs all the activities in the kitchen using support staff, since in the large restaurant, in high class catering establishments or in a specialized restaurants, the Chef, depending on his job position, may perform different tasks and roles (for example: chef-de-partie, sous chef, chef de cuisine, executive chef who runs a couple of restaurants, etc). The positions vary according to the competences and experience of the Chef and normally they are based on the employee's background and demonstrated skills and competences needed for the job.

However the joint curriculum, provides knowledge, skills and competences in all areas of work of the Chef and the modular structure gives opportunity even to acting cooks or chefs to learn selected units/modules in order to acquire the qualification or to complete their previous experience.

## WORK ENVIRONMENT AND CONDITIONS

A chef works at places where food is prepared including the kitchens of the hospitality sections of private and public enterprises, restaurants, ships, trains and yachts.

Chefs do long hours at these environments and there is always the possibility of overtime during weekends, holidays or on special occasions /often taking shifts - dynamic mode/.

Chefs use a special uniform and protective working clothes, special shoes, gloves, etc., according to the normative requirements.

Chefs work in teams composed from the restaurant/hotel management representatives, kitchen staff, and other related personnel.

Work with various mechanical, thermal high-temperature and automatic kitchen equipment, electrical and/or gas appliances, cooking inventory including sharp tools, strong cleaning chemical agents, so there is risk of work-related injuries and accidents at work (burns, cuts, etc.).

<sup>1</sup> <http://data.europa.eu/esco/isco/C3434>



Chefs work in highly dynamic environment, often very stressful and conflict situations are arising requiring skills for their management and solving.

Usually special health examination and certification is needed for all the kitchen staff, including chefs, they have to regularly go to preventive medical examinations and they have to possess a valid certificate for health status.

In addition, the necessary **interpersonal skills** needed for pursuing of this profession are: strong teamwork skills and cooperation attitude, discipline, precision, responsibility, organizational skills, ability to remember, store and reproduce recipes, dexterity, agility, taste and smell sense, ability to plan and execute work in particular deadlines. It is important for the Chef to have an interest in food and nutrition and to have a creative attitude. S/he must know the culinary traditions and keep updated with new trends.

## DEFINING THE TRAINING MODULES

This is done on the bases of the pre-identified learning outcomes (LOs) in the detailed qualification profile for the occupation of "Chef" – the LOs are grouped in units (ULO) that serve as a base for the composition of the training modules. Respectively the names of the (teaching and learning) modules are aligned with the identified core Units of learning outcomes.

## CURRICULUM STRUCTURE

The curriculum is structured in 9 training modules drawn out of the identified core ULOs. It can be supplemented by additional and/or optional training modules, that are mandatory under the VET framework and legislation in partner countries or appear to be demanded by the business. Each module within the curriculum has a specific relative weight within the whole VET qualification as follows:

Module code	Module title	Relative weight of the module within the curriculum (%)
1	Health and Safety, Hygiene and Environmental Protection	5
2	Culinary Business Management, Tourism and Entrepreneurship	10
3	Kitchen Personnel Management and Administration	17,5
4	Financial and Resources Management and Book Keeping in the Culinary Business	15
5	Kitchen Production Management and Quality Assurance	15
6	Menu Research & Development. Creativity and Innovation in the Kitchen	15
7	Information and Communication Technologies in Culinary Business	7,5



8	Communication and Foreign Languages	10
9	Guest Relations and Customers' Service	5
	<b>TOTAL</b>	<b>100%</b>

In the following tables the curriculum structure is presented as a distribution of the training program in terms of modules workload (in hours), main topics, estimated workload and learning and teaching delivery methods, per module distribution with a special emphasis on the WBL and e-learning forms.

Further, each training module contents is described in details through module descriptors tables, outlining the aims/goals of the module, the intended LOs, the assessment, etc.



**Curriculum Structure (training program distribution):**

Module code and title		Module total workload (hours)	Relative weight of the module within the curriculum (%)	ECVET points	Lectures	Seminars/exercises	Self-study activities	Training practice (in the VET institution)	WBL (in company)	E-learning	Assessment	Main topics title	Topic workload (hours)
1	<b>Health and Safety, Hygiene and Environmental Protection</b>	<b>65</b>	5%	3.25	41	10	4	6	0	4	2	1.1 Health and safety at work (as per specific country regulation)	6
												2.1 Food legislation and practices	7
												2.2 Kitchen hygiene and safety	10
												3.1 Principles of sustainability and resource efficiency	6
												3.2 Corporate Social Responsibility	2
												3.3 Innovations and trends in culinary towards efficient use of resources	6
												4.1 Food products and food chain management	10
												4.2 Waste management	8
												5.1 Environmental principles and practices	6
												5.2 Eco labels and practices	4



2	<b>Culinary Business Management, Tourism and Entrepreneurship</b>	<b>130</b>	10%	6.50	48	24	24	12	6	16	11	1.1 Tourism and hospitality legislation	12
												1.2 Economics	12
												1.3 Basics of company management	14
												2.1 Entrepreneurship	10
												2.2 Business planning	16
												2.3 Culinary Business Environment	12
												3.1 Management	16
												3.2 Marketing	14
												4.1 Gastronomy as a cultural phenomenon	12
												4.2 Sensory properties of food	12
												3	<b>Kitchen Personnel Management and Administration</b>
1.2 HR management	24												
2.1 Staff management and administration	36												
2.2 HR operations and procedures in the culinary business	54												
3.1 Teamwork	24												
3.2 Leadership	24												
4.1 The training cycle	24												
4.2 Types of training in the kitchen	18												
4	<b>Financial and Resources</b>	<b>195</b>	15%	9.75	36	24	29	60	30	16	4		
												1.2 Profit and loss – concept, principles	12







6	<b>Menu Research &amp; Development. Creativity and Innovation in the Kitchen</b>	<b>195</b>	15%	9.75	44	49	10	60	24	8	8	1.1 Research and development methods	11
												1.2 Recipe and menu engineering	40
												2.1 Food chemistry	40
												2.2 Food and drinks pairing	20
												3.1 Creativity	16
												3.2 Arts and impressions	16
												3.3 Innovations and trends in food and cooking	16
												4.1 Gastronomic tourism and culinary heritage	24
												4.2 Cross-cultural and modern gastronomy	12
7	<b>Information and Communication Technologies in Culinary Business</b>	<b>97</b>	7.5%	4.85	18	36	0	19	12	12	4	1.1 ICT in culinary business	12
												1.2 Digital security	5
												2.1 ICT – basics, benefits and usage	14
												2.2 Operational systems, products and networks	16
												3.1 Social media marketing	12
												3.2 Online promotion	10
												4.1 HR management software	16
												4.2 HR operations with HRM software for culinary business	12
8	<b>Communication and Foreign Languages</b>	<b>130</b>	10%	6.50	40	48	6	18	18	0	6	1.1 Communication basics	18
												1.2 Communication techniques	20
												2.1 Interpersonal skills	12
												2.1 Professional ethics	12



												3.1 Public speaking elements and principles	6
												3.2 Preparing a speech/presentation	6
												4.1 Foreign language	36
												4.2 Professional terminology in culinary business	20
9	<b>Guest Relations and Customers ' service</b>	<b>65</b>	5%	3.25	19	14	0	20	12	0	3	1.1 Guest relations	10
												1.2 Customer standards	8
												2.1 Table setting standards	5
												2.2 Types of table setting	10
												3.1 Customer service	8
												3.2 Clients behaviour	8
												4.1 Customer care	9
												4.2 Professional serving standards	7
	<b>Total</b>	<b>1300</b>	<b>100%</b>	<b>65</b>	<b>333</b>	<b>305</b>	<b>123</b>	<b>297</b>	<b>162</b>	<b>80</b>	<b>45</b>		



### III. DESCRIPTION OF CONTENTS

#### Module Descriptor

Module title		Module Code	% of the VET qualification	EQF level
<b>HEALTH AND SAFETY, HYGIENE AND ENVIRONMENTAL PROTECTION</b>		<b>1</b>	<b>5%</b>	<b>5</b>
<b>Module Provider</b>		<b>Core module/ optional module</b>	<b>Module Type</b>	
CULINART ALLIANCE <i>(for reference please see Framework Agreement and Memorandum of Understanding)</i>		Core	Theory/Practice <i>*the module is suitable for mobility: YES</i>	
<b>Module workload</b>		<b>Pre-requisites (entry requirements)</b>	<b>ECVET Value (if applicable)</b>	
65 hours		Secondary education	3.25 ECVET credits	
<b>Assessment Methods</b>				
<b>Assessment Methods and Tools</b>		<b>Duration/Length</b>	<b>Weighting of Assessment</b>	<b>Conditions and resources for assessment</b>
<i>Written test / online questionnaire Case study and presentation</i>		<i>1 hour 1 hour</i>	<i>60% 40%</i>	<i>Classroom / online environment Personal or group assignment (case study/presentation)</i>
<b>Aim(s)/goals of the module</b>				
Develop graduate's competence to control the process of health&safety, hygiene and environmental protection measures application in a food producing establishment, while designs and implements activities towards the ensuring of safe working environment, following the applicable legislation and procedures.				
<b>Learning Outcomes (Intended Learning Outcomes)</b>				
<b>By the end of the module learners will be able to:</b>				
1. <i>Observe the health &amp; safety measures, precautions and regulations regarding food production</i>				



<p>2. <i>Control the hygiene and sanitation processes in the kitchen</i></p> <p>3. <i>Introduce and maintains sustainable practices in the kitchen - local buying</i></p> <p>4. <i>Manage the recycling in the kitchen ensuring the proper utilization of ingredients and leftovers</i></p> <p>5. <i>Implement environment protection measures proposing eco-friendly practices</i></p>		
<b>Learning and Teaching Delivery Methods</b>		
Lectures		41 hours
Seminars/ exercises		10 hours
Self-study activities		4 hours
Training practice (in the VET institution)		6 hours
WBL (in company)		0 hours
e-learning		4 hours
<b>Indicative Content of the training module:</b>		
Intended Learning Outcomes		
<b>1. Observing the health &amp; safety measures and regulations regarding food production</b>		<i>Number of hours</i>
<p><b>Knowledge:</b></p> <p>1. Knows common principles and implementation aspects of existing legislation on health and safety at work</p> <p>2. Knows risks and dangers to the health and safety of workers in the kitchen</p> <p>3. Knows culture of safety and risk perception: rules and methods of behavior</p> <p>4. Knows the safety management system in the kitchen</p> <p><b>Skills:</b></p> <p>1. Is able to collaborate with the employer, in compliance with the obligations on the protection of health and safety in the workplace</p> <p>2. Is able to use properly the work equipment and machinery, toxic substances, means of transport and safety devices</p>	<p><b>Main topic:</b></p> <p>1.1 Health and safety at work (as per specific country regulation)</p> <p><b>Proposed sub-topics:</b></p> <p>1) Basic terms and regulations for occupational health and safety. Requirements and rules for occupational health and safety at work.</p> <p>2) Concepts of risks - damage, prevention, protection, organization of corporate prevention, work environments. Accidents at work - risks of accidents in the kitchen; mechanical and electrical risks; biological and chemical risks; physical risks, noise, microclimate and lighting</p> <p>3) Basic first aid regarding work environment.</p>	<b>6</b>



<p>3. Is able to respect and share the employer's protection instructions</p> <p>4. Is able to report immediately any dangerous conditions to the employer, working to eliminate or reduce situations of serious and imminent danger</p>	<p>4) Emergency procedures - measures and action plan for natural disasters, accidents, fires.</p> <p>5) Development of plan /strategy for Health and safety at workplace</p> <p>6) Specific workwear and personal protective equipment</p>	
<p><b>Competence:</b></p> <p>1. Is capable of taking control on the safety in the company, respect of the working methods, observation of the rules on prevention and safety. Has an active role within the organization and constantly works to protect the health and safety of him/herself and all the workers of the company</p> <p>2. Is responsible for the coordination and overseeing the work activity and assurance of the implementation of the directives received, controlling the correct execution by the workers and exercising a functional power of initiative</p>		
<p><b>2. Controlling the hygiene and sanitation processes in the kitchen</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <p>1. Knows the factors causing the development of microorganisms and the main techniques of food preservation</p> <p>2. Knows legislative and regulatory references on personal hygiene, equipment and work environments</p> <p>3. Knows cleaning and sanitizing procedures</p> <p>4. Knows legislative and regulatory references on food management</p> <p>5. Knows modern technologies for food handling and storage and related quality standards</p>	<p><b>Main topic:</b></p> <p>2.1 Food legislation and practices</p> <p><b>Proposed sub-topics:</b></p> <p>1) Regulations (European and national) regarding the food safety (e.g. Regulation (EC) No 178/2002 of the European Parliament and of the Council; "Hygiene pack" (Regulations (EC) No 852/2004, (EC) No 853/2004, (EC) No 854/2004); Regulation (EC) No 882/2004; Regulation (EC) No 2073/2005, etc.)</p> <p>2) HACCP (Hazard Analysis Critical Point) system principles and steps</p> <p>3) Bookkeeping regarding food safety</p>	<p><b>7</b></p>
<p><b>Skills:</b></p> <p>1. Is able to check and store raw materials</p>		



<p>2. Is able to apply the self-monitoring procedures of the HACCP Food Safety Manual.</p> <p>3. Is able to check the condition and maintenance of kitchen equipment</p> <p>4. Is able to take care of the personal hygiene, the hygiene of the places, of the equipment and of the operating equipment</p> <p>5. Is able to apply procedures for cleaning and sanitization of work areas and equipment</p>	<p>4) Specific risk control measures</p> <p><b>Main topic:</b> 2.2 Kitchen hygiene and safety</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Essential principles of food safety</li> <li>2) Food handling and safety procedures</li> <li>3) Handling chemicals and hazardous substances</li> <li>4) Products preservation and labelling</li> <li>5) Good practices in storing food products</li> <li>6) Personal and personnel hygiene</li> <li>7) Sanitizing</li> <li>8) Food Diseases</li> </ol>	<p><b>10</b></p>
<p><b>3. Introducing and maintaining sustainable practices in the kitchen</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows systems of production and sale of food products: the advantages of the short chain</li> <li>2. Knows characteristics of seasonal products</li> </ol>	<p><b>Main topic:</b> 3.1 Principles of sustainability and resource efficiency</p> <p><b>Proposed sub-topics:</b></p>	<p><b>6</b></p>



<ul style="list-style-type: none"> <li>3. Knows the value of biodiversity</li> <li>4. Knows sustainable cultivation (organic, biodynamic, permaculture, fair-trade farming)</li> <li>5. Knows corporate Social Responsibility Management (CSR) in companies</li> </ul>		
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>1. Is able to identify dietary styles and customer needs with priority to menus based on sustainable products</li> <li>2. Is able to assemble seasonal products and from sustainable crops based on their agronomic, organoleptic and morphological characteristics</li> <li>3. Is able to identify trends and signals from the market on CSR management</li> </ul>	<ul style="list-style-type: none"> <li>1) Definition and governance</li> <li>2) Food Sourcing</li> <li>3) Sustainability practices</li> <li>4) Principles of environment protection</li> <li>5) 3 R's- Reduce, Reuse and Recycle</li> <li>6) GMO-free products</li> </ul> <p><b>Main topic:</b> 3.2 Corporate Social Responsibility</p> <p><b>Proposed sub-topics:</b></p> <ul style="list-style-type: none"> <li>1) Definition of CSR</li> <li>2) Triple Bottom Line Theory</li> </ul>	<p><b>2</b></p>
<p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>1. Is responsible of design and development of recipes that can communicate not only the intrinsic value of products but also the value of social and environmental sustainability</li> <li>2. Is responsible of facilitation, stimulation and accompaniment of change and innovation in culinary design and production, but also more generally in society and in the country</li> <li>3. Is responsible of anticipation of avant-garde trends, recognition of signals with respect to phenomena, orienting the values of sustainability to business</li> <li>4. Is responsible of organization of promotional events, based on the design logic and on the guidelines previously drawn up, managing the storytelling of the places where raw materials used are cultivated and</li> </ul>	<p><b>Main topic:</b> 3.3 Innovations and trends in culinary towards efficient use of resources</p> <p><b>Proposed sub-topics:</b></p> <ul style="list-style-type: none"> <li>1) Local buying</li> <li>2) Circular kitchen process</li> <li>3) Organic farming</li> <li>4) Composting and raw materials planning</li> <li>5) Recycled supplies</li> <li>6) Carbon-neutral kitchens</li> </ul>	<p><b>6</b></p>



<p>produced, in order to spread knowledge of the products and characteristics of the territory</p>		
<p><b>4. Managing the recycling in the kitchen ensuring the proper utilization of ingredients and leftovers</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows the life cycle of food products</li> <li>2. Knows concept of waste in the kitchen and proper management</li> <li>3. Knows hygiene and safety of waste in the kitchen</li> <li>4. Knows the circular kitchen</li> <li>5. Knows recipes of circular cooking</li> </ol>	<p><b>Main topic:</b></p> <p>4.1 Food products and food chain management</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Lifecycle-based approach in the Food Service sector</li> <li>2) Food supply chain</li> <li>3) Environmentally friendly food processing</li> <li>4) Diversity and seasonality</li> </ol>	<p><b>10</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to evaluate costs and recovery of costs in the circular kitchen</li> <li>2. Is able to reduce the amount of waste generated in the kitchen</li> <li>3. Is able to develop "innovative" recipes using kitchen waste</li> </ol>	<p><b>Main topic:</b></p> <p>4.2 Waste management</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Waste Prevention and Management in Culinary Operation</li> <li>2) Recycling in the Culinary Business</li> <li>3) Waste alternatives – dehydrating, fermenting, preserving, etc.</li> </ol>	<p><b>8</b></p>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is responsible of design of menus and realization of recipes taking into account the circularity of production as a "closed cycle" that involves production, consumption and reuse</li> <li>2. Is responsible of design and creation of new business models for the valorization of waste in the kitchen</li> <li>3. Is responsible of adaptation and personalization of gastronomic choices by implementing interventions on the production cycle, for a sustainable management of processes</li> <li>4. Is responsible of design the product/dish using the life cycle thinking approach</li> </ol>		





<b>5. Implementing environment protection measures proposing eco-friendly practices</b>		<i>Number of hours</i>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows common principles and implementation aspects of existing environmental legislation</li> <li>2. Knows ecological approach and environmental sustainability</li> <li>3. Knows proper management of kitchen waste</li> <li>4. Knows analysis of pollutants in the kitchen environment</li> <li>5. Knows voluntary systems of environmental management (EMAS and ISO 14000)</li> <li>6. Knows Ecological labels: environmental and energy labels</li> </ol>	<p><b>Main topic:</b></p> <p>5.1 Environmental principles and practices</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Environmental legislation</li> <li>2) Climate impacts of agriculture and tourism industries</li> <li>3) Sources of environmental pollution during the work process</li> <li>4) Energy-efficient appliances; reduced energy consumption</li> </ol>	<b>6</b>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to transfer value and meaning of a "common" responsibility into the environmental action strategy</li> <li>2. Is able to plan possible actions to safeguard/maintain the environment and the ecosystem, in coherence with the situation analyzed</li> <li>3. Is able to apply the integrated environmental management system by detecting critical variables and providing preventive measures to re-establish the expected quality levels</li> <li>4. Is able to use ecological non-food products</li> <li>5. Is able to reduce packaging and/or reuse packaging where possible</li> <li>6. Is able to choose kitchen equipment and utensils with an environmental and/or energy label</li> </ol>	<p><b>Main topic:</b></p> <p>5.2 Eco labels and practices</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Certification processes</li> <li>2) Sustainable menus</li> <li>3) Organic/Vegan/Fair trade restaurants and kitchens</li> <li>4) Eco-friendly practices</li> </ol>	<b>4</b>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is responsible of application of environmental sustainability policies: energy saving, water saving,</li> </ol>		



<p>priority to organic, local and fair-trade food products; priority to ecological non-food products</p> <ol style="list-style-type: none"> <li>2. Is responsible of definition of the environmental behaviour of your organisation</li> <li>3. Is responsible of implementation of an environmental management system</li> <li>4. Is responsible of socialization of shared environmental responsibility, involving the customers in good environmental practices</li> </ol>		
<b>Teaching premises, equipment</b>		
Classroom (for lectures and seminars delivery), computer and (presentation) software (for exercises and tests), Internet (for the case study research, e-learning components and self-study)		
<p><b>Required Reading:</b></p> <p><a href="https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32002R0178&amp;from=IT">https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32002R0178&amp;from=IT</a></p> <p><a href="https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:02004R0852-20090420&amp;from=it">https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:02004R0852-20090420&amp;from=it</a></p> <p><a href="https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:02004R0853-20130906&amp;from=IT">https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:02004R0853-20130906&amp;from=IT</a></p> <p><a href="https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=LEGISSUM:f84003&amp;from=IT">https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=LEGISSUM:f84003&amp;from=IT</a></p> <p><a href="https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32004R0882&amp;from=IT">https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32004R0882&amp;from=IT</a></p> <p><a href="https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32005R2073&amp;from=IT">https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32005R2073&amp;from=IT</a></p> <p><a href="https://ec.europa.eu/environment/emas/index_en.htm">https://ec.europa.eu/environment/emas/index_en.htm</a></p> <p><a href="https://ec.europa.eu/environment/ecolabel/index_en.htm">https://ec.europa.eu/environment/ecolabel/index_en.htm</a></p> <p><a href="https://ec.europa.eu/environment/gpp/index_en.htm">https://ec.europa.eu/environment/gpp/index_en.htm</a></p> <p><a href="https://ec.europa.eu/environment/circular-economy/index_en.htm">https://ec.europa.eu/environment/circular-economy/index_en.htm</a></p> <p><a href="https://ec.europa.eu/environment/sustainable-development/index_en.htm">https://ec.europa.eu/environment/sustainable-development/index_en.htm</a></p> <p><a href="https://www.fairtrade.net/">https://www.fairtrade.net/</a></p>		



<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32007R0834&from=IT>

<http://www.fao.org/food-safety/en/>

<http://www.fao.org/sustainability/en/>

[https://ec.europa.eu/commission/sites/beta-political/files/rp\\_sustainable\\_europe\\_30-01\\_en\\_web.pdf](https://ec.europa.eu/commission/sites/beta-political/files/rp_sustainable_europe_30-01_en_web.pdf)

*Sustainable Diets: Food for Healthy People and a Healthy Planet*

<https://www.nap.edu/read/18578/chapter/1#xiii>

*Seasonal Foods: A New Menu for Public Health*

[https://noharm-uscanada.org/sites/default/files/documents-files/896/Seasonal\\_Foods.pdf](https://noharm-uscanada.org/sites/default/files/documents-files/896/Seasonal_Foods.pdf)

<https://osha.europa.eu/en/publications>

<https://osha.europa.eu/it/publications/reports/management-of-occupational-safety-and-health-analysis-of-data-from-the-esener>

**Recommended Reading:**

<https://www.barillacfn.com/en/publications/>

<https://www.expo2020dubai.com>



Module title		Module Code	% of the VET qualification	EQF level
<b>Culinary Business Management, Tourism and Entrepreneurship</b>		<b>2</b>	<b>10%</b>	<b>5</b>
Module Provider		Core module/ optional module	Module Type	
CULINART ALLIANCE <i>(for reference please see Framework Agreement and Memorandum of Understanding)</i>		Core	Theory/Practice/WBL <i>*the module is suitable for mobility: YES</i>	
Module workload		Pre-requisites (entry requirements)	ECVET Value (if applicable)	
130 hours		Secondary education	6.5 ECVET credits	
Assessment Methods				
Assessment Methods and Tools		Duration/Length	Weighting of Assessment	Conditions and resources for assessment
<i>Written test</i>		<i>1 hour</i>	<i>20%</i>	<i>Classroom, computer, presentation equipment, Training kitchen and cooking equipment (for the practical assignment)</i>
<i>Direct observation and participation in class</i>		<i>Currently</i>	<i>20%</i>	
<i>Practical assignment (preparation of a cultural dish and presentation)</i>		<i>2 hours</i>	<i>20%</i>	
<i>Preparation of a business plan and oral presentation (individual / group assignment)</i>		<i>8 hours</i>	<i>40%</i>	
Aim(s)/goals of the module				
Develop graduate's competence to develop a food product, restaurant/food retail businesses, and other miscellaneous food related endeavors from the initial idea through early growth, according to the legislation requirements. The module includes depth discussion on the restaurant and retail food businesses, including concept development, branding and operations. The module covers also the importance of gastronomy on culture and globalization and the impact on the food industry.				



<b>Learning Outcomes (Intended Learning Outcomes)</b>		
<b>By the end of the module learners will be able to:</b>		
<ol style="list-style-type: none"> <li>1. Control the implementation of the legislation regarding the tourism sector, hospitality and culinary business</li> <li>2. Apply the entrepreneurship fundamentals and business planning principles in the restaurant industry in favor of proposing new business initiatives and optimizations in his field</li> <li>3. Apply economic, marketing and sales principles towards the client satisfaction</li> <li>4. Explores and exploiting the specifics and the meaning of the gastronomy as a cultural phenomenon</li> </ol>		
<b>Learning and Teaching Delivery Methods</b>		
Lectures		48 hours
Seminars/ exercises		24 hours
Self-study activities		24 hours
Training practice (in the VET institution)		12 hours
WBL (in company)		6 hours
e-learning		16 hours
<b>Indicative Content of the training module:</b>		
Intended Learning Outcomes		
<b>1. Controlling the application of the legislation regarding the tourism sector, hospitality and culinary business</b>		<i>Number of hours</i>
<b>Knowledge:</b> <ol style="list-style-type: none"> <li>1. Knows the specifics of the culinary business</li> <li>2. Knows national and international law applied to the tourism, hospitality and culinary business sector.</li> </ol>	<b>Main topic:</b> 1.1 Tourism and hospitality legislation	<b>12</b>
<b>Skills:</b> <ol style="list-style-type: none"> <li>1. Is able to interpret the specifics of the culinary business in terms of competition and trends</li> <li>2. Is able to apply international and national legislation in each sector of work</li> </ol>	<b>Proposed sub-topics:</b> <ol style="list-style-type: none"> <li>1) European, national and international context</li> <li>2) The Relationship between Business and the Political and Legal Environment</li> <li>3) Consumer and employment protection</li> <li>4) National/international regulations and acts</li> <li>5) Disability discrimination</li> </ol>	
<b>Competence:</b> <ol style="list-style-type: none"> <li>1. Is responsible for management and supervision of the legislation to implement and adapt to each context and sector autonomously and responsibly.</li> </ol>	<b>Main topic:</b> 1.2 Economics	<b>12</b>



	<p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) General theory of market economy</li> <li>2) Basic economic concepts</li> <li>3) Major economic entities in business</li> <li>4) Major economic problems - scarcity, resources, choice</li> </ol> <p><b>Main topic:</b></p> <p>1.3 Basics of company management</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Managing business ventures in the restaurant business</li> <li>2) Competition</li> <li>3) Jobs, job descriptions, performance appraisal</li> <li>4) Advertising and trends</li> <li>5) Monitor cash flow</li> <li>6) Expanding sales</li> <li>7) Cutting costs</li> </ol>	<b>14</b>
<b>2. Applies the entrepreneurship fundamentals and business planning principles in the restaurant industry in favour of proposing new business Initiatives and optimizations in his field</b>		<i>Number of hours</i>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows advanced entrepreneurial management practices and techniques, leadership and personal development dynamics, tools and concrete tools to create, manage and grow companies and businesses in the catering, hospitality and tourism sectors</li> <li>2. Is familiar with the tools for creating a networking and experience-sharing environment that enhances business opportunities in an international environment</li> </ol>	<p><b>Main topic:</b></p> <p>2.1 Entrepreneurship</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Essence of entrepreneurship</li> <li>2) Types of entrepreneurial skills</li> <li>3) Types and characteristics of entrepreneurial behavior</li> <li>4) Steps and skills needed for the restaurant entrepreneur</li> </ol>	<b>10</b>
<p><b>Skills:</b></p>	<p><b>Main topic:</b></p>	





<ol style="list-style-type: none"> <li>1. Is able to supervise daily the operation and strategic management of the unit(s), reflecting national and international best practices</li> <li>2. Is able to effectively and efficiently manage the different areas of a company (such as marketing, people, processes, finances, etc.)</li> <li>3. Is able to develop a Business Plan and pitch it to potential partners or investors</li> <li>4. Is able to develop marketing products, build relationships with clients and increase client retention levels</li> <li>5. Is able to develop measures to plan, assess and improve client services that are consistent with the company objectives, priorities and values</li> </ol>	<ol style="list-style-type: none"> <li>4) Organisational culture</li> <li>5) Business models and applications</li> </ol> <p><b>Main topic:</b> 3.2 Marketing</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Marketing process</li> <li>2) Marketing mix</li> <li>3) Client behaviour</li> <li>4) Marketing channels</li> <li>5) Marketing techniques</li> </ol>	<p><b>14</b></p>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is responsible for applying business models, integrate marketing techniques and managing interpersonal relationships into business development, demonstrating entrepreneurial, management, operational, strategic marketing, planning, budgeting and financial management skills</li> </ol>		
<p><b>4. Explores and exploits the specifics and the meaning of the gastronomy as a cultural phenomenon</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows and understands the culture, material and immaterial resources of a country</li> <li>2. Knows the specifics of the new consumer, their motivations and trends in world tourism;</li> <li>3. Develop awareness of the need to create a differentiated offering, taking into account the idiosyncrasies and identity of each country</li> </ol>	<p><b>Main topic:</b> 4.1 Gastronomy as a cultural phenomenon</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Eating culture around the world</li> <li>2) Gastronomy and wine culture.</li> <li>3) Internationalization of Locality</li> <li>4) Food systems and trends in gastronomy</li> </ol>	<p><b>12</b></p>
<p><b>Skills:</b></p>		





<ol style="list-style-type: none"> <li>2. Is able to develop awareness of the need to create a differentiated offering, taking into account the idiosyncrasies and identity of each country</li> <li>3. Is able to create and develop culinary products from different types of contexts</li> <li>4. Is able to explore different culinary approaches taking into account heritage and culture as potentialities of gastronomic tourism</li> <li>5. Is able to create, design and adapt the gastronomic offer to the consumer's profile</li> </ol>	<p><b>Main topic:</b> 1.2 Sensory properties of food</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Appearance, texture and aroma of food</li> <li>2) Tastes and cultural preferences</li> <li>3) Ethnic group and food similarities</li> <li>4) Cuisines around the world</li> </ol>	<p><b>12</b></p>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Apply the technical, historical and innovative mastery of the culinary arts.</li> </ol>		
<p><b>Teaching premises</b></p>		
<p>Classroom (for lectures and seminars delivery), computer and (presentation) software (for exercises and tests), Internet (for the business plan and presentation preparation, e-learning components and self-study)</p>		
<p><b>Required Reading:</b> <i>Provided by the CULINART partnership</i></p> <p><b>Recommended Reading:</b>  <a href="https://www.entrepreneur.com/video">https://www.entrepreneur.com/video</a> - section with video articles and lessons (in EN)  Ariely, D. (2008), <i>Predictably Irrational: The Hidden Forces that Shape Our Decisions</i>, London: Harper Collins.  The Culinary Institute Of America. (2011) <i>The Professional Chef(9th ed)</i> America: John Wiley&amp;Sons Inc.-Education Book</p>		



Module title		Module Code	% of the VET qualification	EQF level
<b>Kitchen Personnel Management and Administration</b>		<b>3</b>	<b>17.5%</b>	<b>5</b>
<b>Module Provider</b>		<b>Core module/ optional module</b>	<b>Module Type</b>	
CULINART ALLIANCE <i>(for reference please see Framework Agreement and Memorandum of Understanding)</i>		Core	Theory/Practice/WBL <i>*the module is suitable for mobility: YES</i>	
<b>Module workload</b>		<b>Pre-requisites (entry requirements)</b>	<b>ECVET Value (if applicable)</b>	
228 hours		Secondary education	11.40 ECVET credits	
<b>Assessment Methods</b>				
<b>Assessment Methods and Tools</b>		<b>Duration/Length</b>	<b>Weighting of Assessment</b>	<b>Conditions and resources for assessment</b>
<i>Written tests (at least 3 during the module)</i>		<i>3 hours</i>	<i>40%</i>	<i>Classroom / online environment Practical tasks assignments Personal or group assignment (case study/presentation) Presentation equipment, Internet</i>
<i>Practical tasks (at least 3 during the module e.g. work schedule development, job description drafting, job interview simulation/role play, etc.)</i>		<i>3 hours</i>	<i>30%</i>	
<i>Case study, reflective report, presentation and discussion</i>		<i>3 hours</i>	<i>40%</i>	
<b>Aim(s)/goals of the module</b>				
Develop graduates' competence in planning, organizing, managing and supervising the kitchen and restaurant staff meeting the highest standards for production and quality. The module develops also teambuilding and leadership skills needed for the graduate to compose and manage an effective team, as well as teaching competences to develop the personnel's' skills and guide them towards career's growth.				
<b>Learning Outcomes (Intended Learning Outcomes)</b>				
<b>By the end of the module learners will be able to:</b>				
<ol style="list-style-type: none"> <li>1. <i>Plan and organize the kitchen personnel</i></li> <li>2. <i>Perform personnel management in a food service production facility</i></li> <li>3. <i>Perform leadership &amp; effective team building and career management</i></li> </ol>				



4. <i>Train other people (staff)</i>		
<b>Learning and Teaching Delivery Methods</b>		
Lectures		48 hours
Seminars/ exercises		64 hours
Self-study activities		40 hours
Training practice (in the VET institution)		40 hours
WBL (in company)		20 hours
e-learning		16 hours
<b>Indicative Content of the training module:</b>		
Intended Learning Outcomes		
<b>1. Planning and organizing the kitchen personnel</b>		<i>Number of hours</i>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Is familiar with the required employment laws and procedures as required per country.</li> <li>2. Understands the requirements regarding performance management and discipline from a legal point of view.</li> <li>3. Knows and understands the requirements of performance reviews following HR management principles and company guidelines/policies</li> </ol>	<p><b>Main topic:</b></p> <p>1.1 Employment laws and procedures</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) European, national and international context</li> <li>2) Employee search via labour market and online</li> <li>3) Interviewing the candidate</li> <li>4) Performance management</li> <li>5) Exit review</li> </ol> <p><b>Main topic:</b></p> <p>1.2 HR management</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Fundamentals of HR management</li> <li>2) HR management principles</li> <li>3) HR management methods and tools</li> </ol>	<b>24</b>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to apply the referent labor legislation in his sector of work.</li> <li>2. Is able to plan, develop and controls working schedules.</li> <li>3. Is able to organize and coordinate the staff in the kitchen.</li> <li>4. Is able to organize and conduct activities for interviewing, hiring, firing.</li> </ol>		<b>24</b>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Autonomously plan, structure, organize and supervise the personnel required for the daily/weekly operational</li> </ol>		



<p>needs of the establishment in order to ensure the standards are met in terms of production goals and quality of produced food.</p>		
<p><b>2. Performing personnel management in a food service production facility</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Understands how to describe the job positions properly and all the requirements specific to each department in the kitchen.</li> <li>2. Knows and applies the required HR management methods to the kitchen personnel.</li> </ol>	<p><b>Main topic:</b></p> <p>2.1 Staff management and administration</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Documentation control for job applicant, employee, retired employee</li> <li>2) Production quality assessment and corrections.</li> <li>3) Dealing with personal issues between employees (cultural, religious, sex, social)</li> <li>4) Guidelines and procedures</li> <li>5) Functional descriptions</li> <li>6) Job descriptions</li> </ol>	<p><b>36</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to work accurate with administrative documentation concerning</li> <li>2. Is able to deal with the everyday problems encountered during the production according to the various culture specifics of the team.</li> <li>2. Justifies and explains the production results as required by the company management.</li> </ol>	<p><b>Main topic:</b></p> <p>2.2 HR operations and procedures in the culinary business</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Selection</li> <li>2) Work planning</li> <li>3) Training</li> <li>4) Performance appraisal</li> <li>5) Talent management</li> <li>6) Motivation</li> </ol>	<p><b>54</b></p>
<p><b>3. Perform Leadership &amp; effective team building and Career Management</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p>	<p><b>Main topic:</b></p>	



<ol style="list-style-type: none"> <li>1. Knows and understands the types of leadership required in a everyday kitchen or food production facility management</li> <li>2. Knows and understands the types of type of actions required into building an effective team</li> <li>3. Knows and understands the proper actions and consequences for the proper growth an efficient and professional team</li> <li>4. Necessities and importance of self-continues education and growth on professional level (your professional and personal carrier of being of chef)</li> </ol>	<p>3.1 Teamwork</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Basic concepts</li> <li>2) Teambuilding. Building a team with new employees</li> <li>3) Correct involvement of new employees into a set team.</li> <li>4) Evaluation of weaker and stronger sides of each employee.</li> <li>5) Effective task delegation</li> <li>6) Assembling effective/rounded up sub-teams with the knowledge of employees stronger/weaker sides</li> </ol>	<p><b>24</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. is able to apply the type of leadership as required</li> <li>2. Guides and supports the cooks in his unit in their everyday challenges and issues</li> <li>3. Analyzes and directs the various personalities in a team towards a more efficient and productive team, supportive, building confidence, patience, problem-solving</li> </ol>	<p><b>Main topic:</b></p> <p>3.2 Leadership</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Leadership concepts</li> <li>2) Required skills for leading a team</li> <li>3) Providing everyday example of positive work and social attitude</li> <li>4) Fomenting mutual help in the team</li> <li>5) Leadership styles</li> <li>6) Self-evaluation</li> <li>7) Using feedback from employees</li> </ol>	<p><b>24</b></p>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is capable of leading a team under various stress factors towards specifics goals as required by the management of the company.</li> <li>2. To apply proper management technics based on the number of persons in the team being managed.</li> <li>2. Is able to choose and consult /advice the proper path for his own and his staff career's growth.</li> </ol>		
<p><b>4. Train other people (staff)</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p>	<p><b>Main topic:</b></p>	



<ol style="list-style-type: none"> <li>1. Knows the training cycle – needs assessment, design, delivery, evaluation.</li> <li>2. Knows and understands the needs and requirements of the training program for the trainees</li> </ol>	<p>4.1 The training cycle</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Training needs assessment</li> <li>2) Design and development of training curriculum</li> <li>3) Delivery of the training – methods</li> <li>4) Evaluation and assessment methods</li> <li>5) Adequate planning of training sessions</li> <li>6) Documentation of performed trainings</li> <li>7) Frequency of training</li> <li>8) Recertification period</li> <li>9) Train the trainers</li> </ol>	<p><b>24</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to create curriculum or training program and choose proper teaching methods to apply to the trainees based on their requirements.</li> <li>3. Has good communication skills, hand-on skills (practical skills, to show how it has to be done);</li> <li>4. Is able to actively involve the trainees in the teaching process</li> </ol>	<p><b>Main topic:</b></p> <p>4.2 Types of training in the kitchen</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Safety training</li> <li>2) Skills training</li> <li>3) Training for guest service</li> <li>4) Teamwork</li> <li>5) Cross training</li> <li>6) Training for promotion</li> </ol>	<p><b>18</b></p>
<p><b>Teaching premises</b></p>		
<p>Classroom (for lectures and seminars delivery), computer and software (for HR management and administration), Internet (for the case study, reports and presentations preparation, e-learning components and self-study), Presentation equipment</p>		
<p><b>Required Reading:</b> Provided by the CULINART partnership</p>		
<p><b>Recommended readings</b></p>		



Co-funded by the  
Erasmus+ Programme  
of the European Union



*The Culinary Institute Of America. (2011) The Professional Chef (9th ed.) America: John Wiley&Sons Inc.-Education Book*



Module title	Module Code	% of the VET qualification	EQF level
<b>Financial and Resources Management and Book Keeping</b>	<b>4</b>	<b>15%</b>	<b>5</b>
<b>Module Provider</b>	<b>Core module/optional module</b>	<b>Module Type</b>	
CULINART ALLIANCE <i>(for reference please see Framework Agreement and Memorandum of Understanding)</i>	Core	Theory/Practice/WBL <i>*the module is suitable for mobility: YES</i>	
<b>Module workload</b>	<b>Pre-requisites (entry requirements)</b>	<b>ECVET Value (if applicable)</b>	
195 hours	Secondary education	9.75 ECVET credits	
<b>Assessment Methods</b>			
<b>Assessment Methods and Tools</b>	<b>Duration/Length</b>	<b>Weighting of Assessment</b>	<b>Conditions and resources for assessment</b>
<i>Written test</i>	<i>1 hour</i>	<i>30%</i>	<i>Classroom, computer and calculation/ restaurant/ kitchen software, Internet</i>
<i>Practical task (costing)</i>	<i>1 hour</i>	<i>30%</i>	
<i>Practical task related to the planning and management of financial indicators in a food establishment</i>	<i>2 hours</i>	<i>40%</i>	
<b>Aim(s)/goals of the module</b>			
Develop graduate's competence for organizing and coordinating the financial and accounting aspect and documentation of the functioning kitchen – to be able control the different activities, products and resources needed; to ensure smooth book keeping process, to monitor and maintain effective cost controls, in regards to efficiencies, overtime and staffing, to assess excesses and to strive for efficiency and productivity.			
<b>Learning Outcomes (Intended Learning Outcomes)</b>			
<b>By the end of the module learners will be able to:</b>			
<ol style="list-style-type: none"> <li>1. <i>Implement proper food cost solutions</i></li> <li>2. <i>Develop and execute budgets in the restaurant business</i></li> <li>3. <i>Observe the accounting / book keeping processes in the restaurant</i></li> </ol>			





4. <i>Manage the supplies and inventory system in the restaurant</i>		
<b>Learning and Teaching Delivery Methods</b>		
Lectures		36 hours
Seminars/ exercises		24 hours
Self-study activities		29 hours
Training practice (in the VET institution)		60 hours
WBL (in company)		30 hours
e-learning		16 hours
<b>Indicative Content of the training module:</b>		
Intended Learning Outcomes		
<b>1. Implements proper food cost solutions</b>		<i>Number of hours</i>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows and understand the concept of food costing</li> <li>2. Knows and understand basic math principles and calculations</li> <li>3. Knows and understands the variable of food costing (seasons, products, imports, packing),</li> <li>4. Knows how to apply the concept of food costing to recipes, menu</li> <li>5. Understands the inventory control, purchase and delivery processes, principles of proper supplier selection, ingredients selection, the principle behind proper ingredients selection</li> <li>6. Knows and understands the P&amp;L in the food service industry, the values of correct and adequate book keeping.</li> </ol>	<p><b>Main topic:</b> 1.1 Food costing</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Suppliers selection</li> <li>2) Ingredients selection</li> <li>3) Food price break-down, taxes ID</li> <li>4) Ingredients substitution (price, seasonality, quality)</li> <li>5) Edible and trim parts</li> <li>6) Identifying real Actual purchase cost and Actual purchase quantity</li> <li>7) Managing waste</li> <li>8) Balancing food cost through the menu</li> <li>9) Documentation and record keeping</li> </ol>	<b>20</b>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Applies the concept of food cost to a recipe, menu, purchasing order;</li> <li>2. Uses and operate basic and appropriate math functions related to costing issues in the food service industry;</li> </ol>	<p><b>Main topic:</b> 1.2 Profit and loss – concept, principles</p> <p><b>Proposed sub-topics:</b></p>	<b>12</b>



<ol style="list-style-type: none"> <li>3. Plans and executes costing based on seasonality, availability, procurement of product as needed or required by the production facility;</li> <li>4. Creates and adapt food costing concepts to recipes, menu and event planning;</li> <li>5. Is able to properly carry an inventory, properly plan and order items according to the currents needs,</li> <li>6. Is able to recognize and analyze the quality of purchased items,</li> <li>7. Is able to differentiate and select suppliers according to the needs,</li> <li>8. Is able to analyze the PL statement sheet and take actions as needed;</li> <li>9. Is able to create, feed and maintain a proper adequate working bookkeeping system according to the needs of the establishment;</li> <li>10. Is able to create formulas on excel as needed</li> </ol>	<ol style="list-style-type: none"> <li>1) Income and profit concepts</li> <li>2) Food cost ID</li> <li>3) Desired food cost in different types of establishment</li> <li>4) Menu engineering based on cost</li> <li>5) Control of the expenses</li> <li>6) Stock control and adequate storage</li> </ol>	
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Implements management functions of running a profitable foodservice establishment, including the control process and managing revenue and expenses; create smart working costing systems or solutions; runs a precise cost control system; able to collaborate with the accountancy, purchases department, managers or owners.</li> <li>2. Applying the financial management concepts in the context of a restaurant kitchen trough the use of effective cost controlling measures and cost technics to achieve profitable results.</li> </ol>		
<p><b>2. Develops and executes budgets in the restaurant business</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p>	<p><b>Main topic:</b></p>	



<ol style="list-style-type: none"> <li>1. Knows and understands the necessity and complexity of creating a budget</li> <li>2. Knows and understands the need of creating a balanced and realistic budget</li> <li>3. Respect the limitations of budgeting</li> </ol>	<p>2.1 Budget planning</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Budget Identification</li> <li>2) Identifying all expenses of the establishment</li> <li>3) Identifying needs of the establishment</li> <li>4) Development of a balanced budget plan</li> <li>5) Authorization of the proposed plan with administration and other departments</li> <li>6) Budget control and evaluation</li> <li>7) Future budget planning</li> </ol>	<p><b>24</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to analyze the possibilities and the needs of the food service establishment</li> <li>2. Is able to develop a budget proposal for a food production unit or establishment</li> </ol>		
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is capable of creating a balanced budget in accordance with the needs of the establishments in effective manner;</li> <li>2. Is able to implement and control his proposed budget</li> <li>3. Collaborates with various departments as required to streamline the budget proposals and to have a final document</li> <li>4. Develops and implements strategies for purchasing and control of the business</li> </ol>	<p><b>Main topic:</b></p> <p>2.2 Budget implementation</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Execution – elements</li> <li>2) Track spending</li> <li>3) Documentation</li> <li>4) Preparing budget reports</li> <li>5) Audit and evaluation</li> </ol>	<p><b>24</b></p>
<p><b>3. Observes the accounting / book keeping processes in the restaurant</b></p>		<p><i>Number of hours</i></p>





4. Knowledge the legislation applicable to supply chain and stocking	4) Logistics 5) Correct storage and rotation of supplies	
<b>Skills:</b> 1. Is able to work with specialized software for restaurant inventory and supplies management; 2. Is able to take inventory in a organized manner	<b>Main topic:</b> 4.2 Inventory management	<b>24</b>
<b>Competence:</b> 1. Is capable of taking an inventory in a organized and proper way 2. Is capable of managing the supplies in the restaurant	<b>Proposed sub-topics:</b> 1) Reasons to do inventory 2) Organization of an inventory 3) Record of the results 4) Comparison with previous inventories 5) Making right conclusions 6) Types of inventories ( Paper vs Computer)	
<b>Teaching premises</b>		
Classroom (for lectures and seminars delivery), computer and software (for the practical lessons/tasks related to calculation, administration and costing), Internet		
<b>Required readings</b>		
<i>Kotas,R., Jayawardena, C. (2010), Profitable Food and Management, Hodder&amp;Stoughton</i> <i>Dopson, L. R., &amp; Hayes, D. K. (2015). Food and beverage cost control. John Wiley &amp; Sons.</i>		
<b>Recommended readings</b>		
<i>Davis,B., Lockwood, A. (2012), Food and Beverage Management, BH, 5th edition</i> <i>Davis, B., Lockwood, A., Pantelidis, I., &amp; Alcott, P. (2013). Food and beverage management. Routledge.</i> <i>Foskett, D. et al (2011), Food and Beverage Management, Goodfellow Publishers, 3th edition</i> <i>Kotas, R. (2014). Management accounting for hotels and restaurants. Routledge.</i> <i>Ninemeier, J. (2010), Management of Food and Beverage Operations, Educational Institute of the American Hotel Motel Associ., 5th edition</i> <i>Dopson, L. R., &amp; Hayes, D. K. (2015). Food and beverage cost control. John Wiley &amp; Sons.</i>		



Module title		Module Code	% of the VET qualification	EQF level
<b>Kitchen Production Management and Quality Assurance</b>		<b>5</b>	<b>15%</b>	<b>5</b>
<b>Module Provider</b>		<b>Core module/optional module</b>	<b>Module Type</b>	
CULINART ALLIANCE <i>(for reference please see Framework Agreement and Memorandum of Understanding)</i>		Core	Theory/Practice/WBL <i>*the module is suitable for mobility: YES</i>	
<b>Module workload</b>		<b>Pre-requisites (entry requirements)</b>	<b>ECVET Value (if applicable)</b>	
195 hours		Secondary education	9.75 ECVET credits	
<b>Assessment Methods</b>				
<b>Assessment Methods and Tools</b>	<b>Duration/Length</b>	<b>Weighting of Assessment</b>	<b>Conditions and resources for assessment</b>	
<i>Written tests</i>	<i>2 hours</i>	<i>30%</i>	<i>Classroom, presentation and IT equipment and Internet, Training Kitchen</i>	
<i>Case study, presentation, explanation of a certain recipe, its origin and method of preparation</i>	<i>1 hour</i>	<i>10%</i>		
<i>Practical examination - tasks, related to the demonstration of advanced techniques in the preparation of different types of dishes, as well as presenting the final dish</i>	<i>1 hour</i>	<i>60%</i>		
<b>Aim(s)/goals of the module</b>				
Develop graduate competence in preparing and presenting food of high quality, using classic and modern techniques. The module includes in-depth review of world cuisines, variety of techniques in preparing and presenting food. Important part of module is quality control and time management in the process of preparing food.				
<b>Learning Outcomes (Intended Learning Outcomes)</b>				
<b>By the end of the module learners will be able to:</b>				
1. <i>Manage the kitchen production process going through the classical and modern cooking techniques</i>				





<p>4. Is able to properly cook using classic and modern techniques according to proper standards</p>	<p>1.2 Kitchen processes management – concept, principles</p>	
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is able to efficiently realize /produce the required workload using the proper technics;</li> <li>2. Is capable of direct and control the production process towards the required results.</li> </ol>	<p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Kitchen workflow in general</li> <li>2) Brigade system and application in modern culinary world</li> <li>3) Kitchen workflow organization and management</li> <li>4) Kitchen processes control</li> <li>5) Kitchen processes corrections</li> </ol>	
<p><b>2. Managing and controlling the compliance with the quality standards</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows the standards of quality that are required by the company and the respective legislation;</li> <li>2. Knows the requirements for each standard involved in food production;</li> <li>3. Knows how to develop quality standards;</li> <li>4. Knows how to apply quality standards through all the process - from purchasing to discarding</li> </ol>	<p><b>Main topic:</b></p> <p>2.1 Culinary production quality control</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Quality standards from Law perspective</li> <li>2) Quality expectations of customers</li> <li>3) Differences and commons in quality standards</li> <li>4) Identifying quality standards for the establishment</li> <li>5) Creating Quality standards</li> <li>6) Application of quality standards at all levels of production</li> <li>7) Ways to control and correct established standards</li> <li>8) Required documentation</li> </ol>	<p style="text-align: center;"><b>10</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to create, to established, to follow and correct as needed to respect the quality standards as previously established;</li> <li>2. Is able to analyze, supervise and response as needed in order to maintain the quality standards</li> </ol>	<p><b>Main topic:</b></p> <p>2.2 Internal quality standards</p>	<p style="text-align: center;"><b>10</b></p>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Ensures high quality of the kitchen production trough the application of the established quality standards;</li> <li>2. Is able to differentiate and resolve issues on the spot by taking corrective actions as warranted</li> </ol>		





	<p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Ingredient specifications</li> <li>2) Approved supplier list</li> <li>3) Approved recipes</li> <li>4) Product standards</li> <li>5) In-process standards</li> <li>6) Packaging/Labeling standards</li> <li>7) Sanitation</li> </ol>	
<p><b>3. World cuisines and food cultures implementation (incl. Cuisines and Cultures of Europe, Americas, Mediterranean, Asia, etc.)</b></p>		<p>Number of hours</p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Identifies key ingredients and flavor profiles typical for the different world cuisines;</li> <li>2. Knows and understands the technics and how to apply the proper one for each ingredient from specific cultures</li> </ol>	<p><b>Main topic:</b> 3.1 World cuisines</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Mediterranean Cuisine. Key ingredients and flavor profiles. Mediterranean diet.</li> <li>2) European Cuisines. Key ingredients and flavor profiles</li> <li>3) American (North, Central, South)Cuisines. Key ingredients and flavor profiles</li> <li>4) Middle East Cuisines. Key ingredients and flavor profiles</li> <li>5) Asian Cuisines. Key ingredients and flavor profiles</li> </ol>	<p style="text-align: center;"><b>30</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to prepare various dishes specific for the different cuisines using the proper cooking techniques and the right gesture</li> </ol>		
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is capable of applying the proper cooking technique for each specific cuisine and ingredients as needed.</li> </ol>		
	<p><b>Main topic:</b> 3.2 Unique and common cooking techniques of world cuisines</p>	<p style="text-align: center;"><b>24</b></p>



	<p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Common cooking techniques around the world</li> <li>2) Unique cooking techniques and cooking equipment of different countries and regions.</li> <li>3) Possible/acceptable substitutions for unique equipment and ingredients</li> <li>4) Artisan food and technologies</li> </ol>	
<b>4. Preparing menus for kids and diet menus (healthy lifestyle, vegan, vegetarian, special diets due to allergies, etc.)</b>		<i>Number of hours</i>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows the risks associated and the solutions possible for each specific diets In case of non-compliance;</li> <li>2. Knows the list of allergens and the different allergies, intolerances; Knows the basic nutrition requirements for each culinary or dietary need</li> </ol>	<p><b>Main topic:</b></p> <p>4.1 Special menus and diets</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Common religious diets. Restrictions and substitutions</li> <li>2) Common lifestyle diets. Restrictions and substitutions</li> <li>3) Common health-related diets</li> <li>4) Restrictions and substitutions</li> <li>5) Children menu, diet and dishes design</li> </ol> <p><b>Main topic:</b></p> <p>4.2 Allergies and Intolerances</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Common allergies</li> <li>2) Common intolerances</li> <li>3) Risks and possible substitutions</li> <li>4) Basic medical assistance</li> </ol>	<b>10</b>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to prepare dishes according to specific dietary requirements;</li> <li>2. Is able to be extremely precise and detailed in his everyday production work</li> </ol>		
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Develops and prepares special menus for kids or diet menus being detail oriented and meeting the special requirements</li> </ol>		
<b>5. Presentation, plating and decoration of culinary production</b>		<i>Number of hours</i>
<b>Knowledge:</b>	<b>Main topic:</b>	



<ol style="list-style-type: none"> <li>1. Knows and understands the history and evolution of plating styles</li> <li>2. Knows the concepts of architecture and composition, color harmony; the concept of high volume plating vs. fine dining vs. field kitchens</li> </ol>	<p>5.1 History and development of food presentations and decorations</p>	<b>8</b>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to create a harmony in the plate in terms of colors and textures;</li> <li>2. Is able to respect the plating as imposed by the quality standards and recreate the same plating style and vision as required;</li> <li>3. Is able to resolve issues of plating of the last minute.</li> </ol>	<p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Classic styles of plating styles and plates decorations.</li> <li>2) Nouvelle cuisine and changes brought to plating style</li> <li>3) Fusion and molecular tendencies and changes brought to plating style</li> <li>4) Modern plating concepts and styles evolution</li> <li>5) Fine dining versus Casual versus Fast food</li> </ol>	
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Be capable of presenting a dish and evaluate the various components to make sure that there is harmony and high quality; be efficient and economical in your gestures while plating; be precise in gestures and plating details of each dish.</li> </ol>	<p><b>Main topic:</b></p> <p>5.2 Harmony in the plate</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Colours</li> <li>2) Textures</li> <li>3) Flavours</li> <li>4) Aromas</li> <li>5) Height</li> <li>6) Quantity and Design Balance</li> </ol>	<b>8</b>
<p><b>6. Implementing food production equipment management</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>2. Knows and understands the requirement of each machine and appliance used in the kitchen;</li> <li>3. Knows and understands the proper use of the machines</li> <li>4. Knows and understands the safety rules when using the equipment</li> </ol>	<p><b>Main topic:</b></p> <p>6.1 Kitchen equipment</p> <p><b>Proposed sub-topics:</b></p>	<b>11</b>



<p>5. Knows and understands proper storing and cleaning of the kitchen equipment</p> <p>6. Knows and understands new technologies as they appear in the everyday workloads</p>	<p>1) Kitchen equipment identification. Classic and modern.</p> <p>2) Safety requirements and rules.</p> <p>3) Correct cleaning.</p> <p>4) Correct storage.</p> <p>5) Correct use.</p> <p>6) Small Equipment vs larger production equipment selection.</p> <p>7) Foreign equipment use.</p>	
<p><b>Skills:</b></p> <p>1. Is able to use, clean and store adequately any individual piece of equipment</p> <p>2. Is able to ensure basic everyday maintenance of the equipment</p> <p>3. Is able to use advanced technologies in the everyday workload</p> <p>4. Is able to deal with problem-solving with the equipment in everyday issues</p> <p>5. Is able to exercise professional handling the equipment (to put it in a proper use)</p>	<p><b>Main topic:</b></p> <p>6.2 Knives and other kitchen utensils</p>	<b>6</b>
<p><b>Competence:</b></p> <p>1. Is capable of use the tools, equipment and machines properly and demonstrate to other the proper use of the equipment;</p> <p>2. Ensures the maintenance of tools, equipment and appliances and controls their usage</p>	<p><b>Proposed sub-topics:</b></p> <p>1) Kitchen knives. Types. Steels.</p> <p>2) Different knife for different purpose</p> <p>3) Knives sharpening</p> <p>4) Knives handling rules</p> <p>5) Classic kitchen utensils</p> <p>6) Modern kitchen gadgets</p>	
<p><b>7. Exercising effective time management during production</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <p>1. Knows and understands the proper technics in effort to lighten the everyday workload;</p> <p>2. Knows and understands how to synthesize a production worksheet;</p> <p>3. Knows and understands the principle behind the mass production and time management;</p> <p>4. Knows and understands the concept of planning and delegation as needed</p>	<p><b>Main topic:</b></p> <p>7.1 Time management</p> <p><b>Proposed sub-topics:</b></p> <p>1) Organization of task planning (Yearly, monthly, weekly, daily)</p> <p>2) Balancing the team (Moving staff around to create balanced, strong and efficient teams and shifts)</p>	<b>6</b>
<p><b>Skills:</b></p>		



<ol style="list-style-type: none"> <li>1. Is able to grasp quickly and systemize/coordinate, resume and overview the production load and deadlines;</li> <li>2. Is able to be flexible during the production when the time is short and to find a quick solution;</li> <li>3. Is able to perform multitasking)</li> </ol>	<ol style="list-style-type: none"> <li>3) Importance of briefings and debriefings</li> <li>4) Schedule creation</li> <li>5) Types of planning according to the team size &amp; enterprise needs</li> </ol>	<b>6</b>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Effectively manages the time of the team, and processes in the kitchen demonstrating flexibility and problem-solving skills.</li> </ol>	<p><b>Main topic:</b> 7.2 Efficient production</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Knowing your deadlines</li> <li>2) Multi-tasking</li> <li>3) Importance of delegation</li> <li>4) Flexibility and problem solving</li> </ol>	
<p><b>Teaching premises</b></p>		
<p>Classroom (for the theoretical and seminar classes delivery); training kitchen / restaurant – training premises for practical training with specialized teaching facilities for cooking, equipped with separate workplace for each trainee and a workplace for the teacher, and the minimum kitchen equipment needed for the training in order to obtain the desired competences (e.g. sinks, worktops, cooking equipment – stoves, convection ovens, cooking ranges, etc., refrigerators, ventilation, scales and other measurement and small tools, kitchen cabinets and storage, kitchen and tableware, cutlery and utensils, catering equipment and other specialized equipment and machineries); personal protective equipment; computer and Internet (for the planning tasks).</p>		
<p><b>Required Reading:</b> <i>Provided by the CULINART partnership</i></p> <p><b>Recommended readings</b> Walker, John R. (2014) <i>The restaurant form concept to operations</i>, John Wiley and Sons, 7th Edition Philip Pauli, P. (1999). <i>Classical cooking the modern way (3rd ed)</i>. Canada: John Wiley &amp; Sons, Inc. The Culinary Institute of America, P. (2009). <i>Baking &amp; Pastry: Mastering the Art and Craft. (2nd ed)</i>. Canada: John Wiley &amp; Sons, Inc.</p>		



Module title	Module Code	% of the VET qualification	EQF level
<b>Menu Research &amp; Development. Creativity and Innovation in the Kitchen</b>	<b>6</b>	<b>15%</b>	<b>5</b>
<b>Module Provider</b>	<b>Core module/ optional module</b>	<b>Module Type</b>	
CULINART ALLIANCE <i>(for reference please see Framework Agreement and Memorandum of Understanding)</i>	Core	Theory/Practice/WBL <i>*the module is suitable for mobility: YES</i>	
<b>Module workload</b>	<b>Pre-requisites (entry requirements)</b>	<b>ECVET Value (if applicable)</b>	
195 hours	Secondary education	9.75 ECVET credits	
<b>Assessment Methods</b>			
<b>Assessment Methods and Tools</b>	<b>Duration/Length</b>	<b>Weighting of Assessment</b>	<b>Conditions and resources for assessment</b>
<i>Written tests</i>	<i>2 hours</i>	<i>20%</i>	<i>Classroom and training kitchen/restaurant, equipment and materials for practical examinations</i>
<i>Practical task / examination (menu/receipt development and presentation)</i>	<i>4 hours</i>	<i>40%</i>	
<i>Practical task / examination (black box challenge)</i>	<i>2 hours</i>	<i>10%</i>	
<i>Direct observation during classes</i>	<i>Currently</i>	<i>30%</i>	
<b>Aim(s)/goals of the module</b>			
<p>The aim of this module is to develop and promote the creative skills, innovative thinking and creativity of the trainees in conditions of limited budget and time. Is also focuses much more on time and budget targets, while combining non-standard and more efficient solutions. Special emphasis is placed on the development of the ability of trainees to offer non-traditional techniques when working with traditional products, as well as to bring innovative ideas in the preparation, presentation and serving of the culinary product. Thus the module is focused on the development of menu options that reflect knowledge of nutrition and food ingredients, promote general health and well-being, respond to a range of nutritional needs and preferences and address modifications for special diets, food allergies and intolerances, as required. It also develops the trainee creativity skills and gives a comprehensive insight of the current innovations in the sector.</p>			





<p>6. Knows equipment and materials related to production and storage</p> <p>7. Knows Food and drink pairings</p>		
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Master the culinary techniques associated with each dish</li> <li>2. Graphically represent the dish</li> <li>3. Evaluate the quantities and calculate the yields</li> <li>4. Elaborate the technical sheets</li> <li>5. Set the selling price</li> <li>6. Organize in space and time (creation of planograms / tasks scheduling table)</li> <li>7. Identify material and manpower needs</li> <li>8. Is be able to examine and analyze specific items such as products, technics, recipes</li> <li>9. Is able to conduct a proper research into new ingredients, new technics, food cultures</li> </ol>	<ol style="list-style-type: none"> <li>3) Food Pricing</li> <li>4) Menu composition</li> <li>5) Balancing menu Price and Dietary wise</li> <li>6) Balancing menu with Food and Drinks</li> <li>7) Seasonality of products</li> <li>8) Staff skills</li> <li>9) Space available</li> <li>10) Location</li> <li>11) Laws &amp; Restrictions</li> <li>12) Local health / HACCP code</li> <li>13) Local Heritage</li> </ol>	
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Has the ability to autonomously research new recipes, foods and dishes and applies the results in the workplace</li> <li>2. Capable of designing a cooking service adapted to a given context</li> <li>3. Adapt the cooking services based on customer feedback</li> </ol>		
<p><b>2. Researching of new recipes, technologies and products to ensure an attractive menu</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows basics of food chemistry</li> <li>2. Knows different cooking techniques</li> <li>3. Knows cuisines around the world (products, spices, preparations, associations...)</li> <li>4. Knows different culinary culture</li> <li>5. Knows taste associations</li> </ol>	<p><b>Main topic:</b></p> <p>2.1 Food chemistry</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Chemical and Physical processes of cooking</li> <li>2) Myth and Facts in Culinary world</li> </ol>	<p><b>40</b></p>





<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Ensures a culinary supervision</li> <li>2. Mastering new food technologies</li> <li>3. Analyzes a dish to make it evolve</li> <li>4. Experiments with product associations and modifications</li> <li>5. Elaborates and analyses a tasting sheet</li> </ol>	<ol style="list-style-type: none"> <li>3) Identification of a variety of Molecular Cuisine ingredients</li> <li>4) New cooking technologies and equipment</li> <li>5) Research for Modified Foods. Benefits and Disadvantages</li> <li>6) Evolving a classic dish</li> </ol>	
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Creates recipes to design new dishes and menus</li> </ol>	<p><b>Main topic:</b> 2.2 Food and drinks pairing</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Oenology. Wines and food pairing basics</li> <li>2) Distilling spirits. Spirits and food pairing basics</li> <li>3) Mixology. Cocktails and food pairing basics</li> <li>4) Soft drinks. Minimum and maximum on the menu</li> </ol>	<p><b>20</b></p>
<p><b>3. Creating new dishes with an artistic expressions</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Explain the concepts of creativity and artistic expression in cooking;</li> <li>2. Knows and understand artistic colorful presentation, color balance, symbioses between textures, colors and technics applied to the dish;</li> <li>3. Knowledge about composition, aromas, textures, plating;</li> <li>4. Knows and understand concept behind food pairing;</li> <li>5. Knows and understand the evolution styles in plating;</li> <li>6. Knows the types of innovations – technological, organizational, etc.</li> </ol>	<p><b>Main topic:</b> 3.1 Creativity</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Creativity concepts</li> <li>2) Creative thinking</li> <li>3) Methods for stimulating creativity</li> <li>4) Inspiration in from the past</li> <li>5) Tendencies vs Fads</li> </ol>	<p><b>16</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to control the cooking technics in an effort to apply new and more advanced technics;</li> </ol>	<p><b>Main topic:</b> 3.2 Arts and impressions</p> <p><b>Proposed sub-topics:</b></p>	<p><b>16</b></p>



<ol style="list-style-type: none"> <li>2. Apply concepts of art, history, culture, travel in the conception of new dishes;</li> <li>3. Is able to use available ingredients and using proper cooking technics to transform them into a new concept;</li> <li>4. I sable to apply new technics or ideas on already existing concept or recipe in order to innovate and create something new.</li> <li>5. Is able to identify and analyze food innovations</li> </ol>	<ol style="list-style-type: none"> <li>1) Colour concepts and schemes</li> <li>2) Composition</li> <li>3) Textures</li> <li>4) Flavours</li> <li>5) Emotion. Nostalgia and humor</li> <li>6) Creative plates and utensils</li> </ol>	
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Researches and tests new food products and techniques for preparation and presentation of the dishes;</li> <li>2. Generate innovative and creative ideas to come up with new recipes, preparations of food and beverages and new ways to present the products.</li> </ol>	<p><b>Main topic:</b> 3.3 Innovations and trends in food and cooking</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Types of innovations</li> <li>2) Technological food innovations</li> <li>3) Product innovations in culinary</li> <li>4) Organizational innovations in culinary business</li> <li>5) Researching innovations and trends in food and culinary</li> </ol>	<p><b>16</b></p>
<p><b>4. Analyzing the social, historical, and cultural impact on - and of food and apply it towards a creative process</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Has general knowledge of history of food and ingredients through times and their impact on cultures throughout the world;</li> <li>2. Has advanced knowledge about the type of cuisines such as Mediterranean, Asian, French, Italian, etc. and explains the cultural background and food origin</li> <li>3. Understands the concept of European gastronomic heritage: cultural and educational aspects</li> </ol>	<p><b>Main topic:</b> 4.1 Gastronomic tourism and culinary heritage</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Gastronomic tourism and tourist profile</li> <li>2) European gastronomic heritage. French cuisine</li> <li>3) History and food cultures of Europe, Asia, America</li> <li>4) Global exchange of food cultures</li> <li>5) Food as a social tool</li> <li>6) Food and drinks ceremonies around the world</li> <li>7) Knowledge of the cycles of food evolution</li> </ol>	<p><b>24</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to analyze the particularity of each ingredients and find a way to match them together to create a perfect dish in terms of technical implementation</li> </ol>	<p><b>Main topic:</b></p>	



2. Is able to understand and explain the impact that specific food has on each culture and history	4.2 Cross-cultural and modern gastronomy	<b>12</b>
<b>Competence:</b>	<b>Proposed sub-topics:</b>	
1. Is capable to develop new dishes and recipes having in mind the identity, meaning and history behind the recipe	<ol style="list-style-type: none"> <li>1) Fusion cuisine</li> <li>2) Modern cuisines - Nouvelle cuisine, Contemporary American cuisine, etc.</li> <li>3) Mixed cuisines</li> <li>4) Migrants' food consumption</li> <li>5) Molecular gastronomy</li> </ol>	
<b>Teaching premises</b>		
<p>Classroom (for the theoretical and seminar classes delivery); training kitchen / restaurant – training premises for practical training with specialized teaching facilities for cooking, equipped with separate workplace for each trainee and a workplace for the teacher, and the minimum kitchen equipment needed for the training in order to obtain the desired competences (e.g. sinks, worktops, cooking equipment – stoves, convection ovens, cooking ranges, etc., refrigerators, ventilation, scales and other measurement and small tools, kitchen cabinets and storage, kitchen and tableware, cutlery and utensils, catering equipment and other specialized equipment and machineries; personal protective equipment; computer and Internet (for the planning tasks).</p>		
<b>Required Reading</b>		
<p><i>Karen Page &amp; Andrew Dornenburg (2008), The Flavor Bible. Little, Brown &amp; Company</i>  <i>Karen Page (2017), Kitchen Creativity. Little, Brown &amp; Company</i>  <i>Getz, D., Robinson, R., Andersson, T. D., &amp; Vujicic, S. (2014). Foodies and food tourism. Oxford: Goodfellow Publishers</i>  <i>Cesar Vega, Job Ubbink, Erik Van Der Linden, 2012, Kitchen as laboratory</i>  <i>Nathan Myhrvold, Chris Young, Maxime Bilet, 2011, Modernist Cuisine: The Art and Science of Cooking</i>  <i>Michael J Gibney, Susan A Lanham-New, Aedin Cassidy, Hester H Vorster. A John, Introduction to Human Nutrition, Second Edition, Edited on behalf of The Nutrition Society</i></p>		
<b>Recommended Reading</b>		
<p><i>Albors-Garrigos, J., Barreto, V., García-Segovia, P., Martínez-Monzó, J., &amp; Hervás-Oliver, J. L. (2013). Creativity and innovation patterns of haute cuisine chefs. Journal of Culinary Science &amp; Technology, 11(1), 19-35.</i>  <i>Borkenhagen, C. (2017). Death of the secret recipe: "Open source cooking" and field organization in the culinary arts. Poetics, 61, 53-66.</i>  <i>Bouty, I., &amp; Gomez, M. L. (2013). Creativity in haute cuisine: Strategic knowledge and practice in gourmet kitchens. Journal of culinary science &amp; technology, 11(1), 80-95.</i>  <i>Deroy, O., Michel, C., Piqueras-Fizman, B., &amp; Spence, C. (2014). The plating manifesto (I): from decoration to creation. Flavour, 3(1), 6.</i></p>		



*Pinel, F., Varshney, L. R., & Bhattacharjya, D. (2015). A culinary computational creativity system. In Computational creativity research: towards creative machines (pp. 327-346). Atlantis Press, Paris.*

*Stierand, M., Dörfler, V., & MacBryde, J. (2014). Creativity and innovation in haute cuisine: Towards a systemic model. Creativity and Innovation Management, 23(1), 15-28.*

*The Culinary Institute of America, P. (2009). Baking & Pastry: Mastering the Art and Craft. (2nd ed). Canada: John Wiley & Sons, Inc.*

*The Culinary Institute Of America. (2011) The Professional Chef (9th ed) America: John Wiley&Sons Inc.-Education Book*

*The Culinary Institute Of America. (2012). Garde Manager (4th ed). America: John Wiley & Sons ,Inc.-Education book*

*McGivern, Y. (2013)*

*Thomas Keller, 1999, French Laundry Cookbook*

*This, Herve, 2009, Building a Meal: From Molecular Gastronomy to Culinary Constructivism (Arts and Traditions of the Table: Perspectives on Culinary History)*

*This, Herve, 2008, Molecular Gastronomy Exploring the Science of Flavor*



Module title	Module Code	% of the VET qualification	EQF level
<b>Information and Communication Technologies in Culinary business</b>	<b>7</b>	<b>7.5%</b>	<b>5</b>
<b>Module Provider</b>	<b>Core module/optional module</b>	<b>Module Type</b>	
CULINART ALLIANCE <i>(for reference please see Framework Agreement and Memorandum of Understanding)</i>	Core	Theory/Practice/WBL <i>*the module is suitable for mobility: YES</i>	
<b>Module workload</b>	<b>Pre-requisites (entry requirements)</b>	<b>ECVET Value (if applicable)</b>	
97 hours	Secondary education	4.85 ECVET credits	
<b>Assessment Methods</b>			
<b>Assessment Methods and Tools</b>	<b>Duration/Length</b>	<b>Weighting of Assessment</b>	<b>Conditions and resources for assessment</b>
<i>Written test / online questionnaire</i>	<i>1 hour</i>	<i>30%</i>	<i>Classroom / online environment Kitchen hardware and kitchen, restaurant, HRM software</i>
<i>Practical examination (kitchen hardware and software)</i>	<i>1 hour</i>	<i>30%</i>	
<i>Practical examination (using ICT software: internet /social media applications)</i>	<i>1 hour</i>	<i>20%</i>	
<i>Practical examination (using HR software applications)</i>	<i>1 hour</i>	<i>20%</i>	
<b>Aim(s)/goals of the module</b>			
Develops graduates competence in using current and emerging information technologies in the culinary industry. This includes industry specific software solutions, the use of social media and different channels for promotion and branding. The module also include sufficient knowledge, skills and competencies on using specific staff and HRM software needed for the chef's work. The module is intended to prepare the learner and provide him/her with knowledge of the functioning of all the hardware in the kitchen and the software related to the culinary business, especially the apps related to marketing and the social media, as well as the applications related to the management of the HR in the culinary business.			
<b>Learning Outcomes (Intended Learning Outcomes)</b>			
<b>By the end of the module learners will be able to:</b>			



<ol style="list-style-type: none"> <li>1. Use modern ICTs in culinary arts and culinary business</li> <li>2. Use specialized software</li> <li>3. Use Social media and channels for promotion and branding</li> <li>4. Use IT system in staff and HR management</li> </ol>		
Learning and Teaching Delivery Methods		
Lectures		18 hours
Seminars/ exercises		36 Hours
Self-study activities		0 Hours
Training practice (in the VET institution)		19 hours
WBL (in company)		12 Hours
e-learning		12 Hours
Indicative Content of the training module:		
Intended Learning Outcomes		
1. Using modern ICTs in culinary arts and culinary business		Number of hours
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows the different technologies that can be used in catering and cooking.</li> <li>2. Knows different information channels and sources of information about cooking techniques, different recipes and kitchen management</li> </ol>	<p><b>Main topic:</b></p> <p>1.1 ICT in culinary business</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Internet sources of information</li> <li>2) Web channels</li> <li>3) Recording and storage of information</li> <li>4) Usage of cloud services</li> <li>5) The benefits of using ICT in the culinary sector</li> </ol>	<b>12</b>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to choose the most convenient ICT for each situation and type of establishment.</li> <li>2. Is able to search, find, systematize and extract useful information from various information sources</li> </ol>	<p><b>Main topic:</b></p> <p>1.2 Digital security</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Security risks</li> <li>2) Firewalls and antivirus programs</li> </ol>	<b>5</b>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Uses the most appropriate information and communication technologies for the improvement of resources, the improvement in the quality of the service,</li> </ol>		



<p>the adaptation to the client and the personalization of the service.</p>	<p>3) Email filters 4) Protection of information</p>	
<p><b>2. Using specialized software and hardware</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <p>1. Knows how to use the software: ICT equipment such as computer, touch monitor, printers, cash register, remote controls etc. and the software created for restoration and management in the kitchen that facilitate communications and internal processes, back office applications, facilities automation and electronic control of machinery and facilities, energy and safety control, etc.</p> <p>2. Knows the most common applications such as iphone, iPad, Smartphone and tablets. Knows the application that transforms iPad into a point of sale terminal or digital chart, POS software for hospitality, payments from mobile phones, other apps to keep track of inventory and analysis, take orders, etc. especially applied to the culinary arts business.</p>	<p><b>Main topic:</b></p> <p>2.1 ICT – basics, benefits and usage</p> <p><b>Proposed sub-topics:</b></p> <p>1) Hardware (How to use the Hardware in the kitchen: description of the main hardware used in the culinary business (and their components) and the operating procedures)</p> <p>2) Software (How to use the various software: description and explanation of the main software related to culinary business)</p> <p>3) Specialized software for culinary business (How to use and implement specialized software for culinary business: how to choose the best software according to your culinary business and personalize it)</p>	<p><b>14</b></p>
<p><b>Skills:</b></p> <p>1. Is able to use all the ICT equipment that is usually used in hospitality sector.</p> <p>2. Is able to use the most suitable applications in each circumstance: reservation and order systems within the establishment or from outside, inventories, stock management, online purchases and restocking, statistics, reports, costs, accounting, etc.</p>	<p><b>Main topic:</b></p> <p>2.2 Operational systems, products and networks</p> <p><b>Proposed sub-topics:</b></p> <p>1) Frequently used products and applications (such as MS Office Pack, etc.)</p> <p>2) Networks (internal and external)</p>	<p><b>16</b></p>
<p><b>Competence:</b></p> <p>1. Act as a modern chef, using ICT in order to accomplish his tasks in the modern kitchen which implies using different</p>		



<p>software not only for kitchen machinery or electronic automation remote controls.</p> <p>2. Choosing the most suitable apps taking into account the user-friendly, the suitability of the accessible information, the effectiveness of the steps taken, permanent accessibility, ease of communication, usage costs, process automation, etc. in order to increase the competitiveness of the restaurant, using the resources he has or using new applications and software.</p>		
<p><b>3. Using Social media and online channels for promotion and branding</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows the social media and channel branding and realize its benefits for the culinary arts and culinary business</li> <li>2. Knows the general principles of digital marketing, advertising and communication</li> </ol>	<p><b>Main topic:</b></p> <p>3.1 Social media marketing</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Channels</li> <li>2) Building audience</li> <li>3) Goal-settings and objectives</li> <li>4) Resources</li> </ol>	<p style="text-align: center;"><b>12</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to use the most suitable applications in each circumstance: reservation and order systems within the establishment or from outside, inventories, stock management, online purchases and restocking, statistics, reports, costs, accounting, etc.</li> <li>2. Uses Customer Support in order to ensure the client's satisfaction and keep the clients informed at all times</li> <li>3. Motivate followers to share their culinary experiences with others, giving good recommendations on behalf of the establishment</li> </ol>	<p><b>Main topic:</b></p> <p>3.2 Online promotion</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Media platforms – Facebook, Instagram, Twitter, YouTube, Pinterest, LinkedIn, TikTok</li> <li>2) Branding</li> <li>3) Building content</li> <li>4) Tools for promotion</li> </ol>	<p style="text-align: center;"><b>10</b></p>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is capable to arouse interest in the gastronomic offer or the activities it offers, by creating new channels, attracting new clients by transmitting identity and values</li> </ol>		





<p>2. The learner is be able to improve the communication with customers and suppliers, by knowing the needs and habits of the customers and suppliers, using the most appropriate apps and channels</p> <p>3. Is capable of establishing a strong presence in the social media, connecting and building relationships so that more and more visitors would pass from visiting the webpage to visiting the restaurant</p>		
<p><b>4. Using IT system in staff and HR management</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <p>1. Knows different Human Resources management programs</p> <p>2. Knows various functionality of HRM software</p>	<p><b>Main topic:</b></p> <p>4.1 HR management software</p>	<p><b>16</b></p>
<p><b>Skills:</b></p> <p>1. Is able to use the HR management programs in order to manage the employee presence, productivity, selection, schedule, shifts, distribution of tasks etc.</p>	<p><b>Proposed sub-topics:</b></p> <p>1) Types of HRM software products</p> <p>2) Components – employee/staff, benefits, payroll, compensation, performance</p> <p>3) Functionality</p> <p>4) HR automation</p>	
<p><b>Competence:</b></p> <p>1. By using the IT system of HR management the learner will be able to increase the productivity of the employees proposing good schedules, distribution of tasks, shifts adapted to the competences and qualifications of each employee and according to the needs of the company.</p>	<p><b>Main topic:</b></p> <p>4.2 HR operations with HRM software for culinary business</p> <p><b>Proposed sub-topics:</b></p> <p>1) Planning</p> <p>2) HR reports</p> <p>3) HR analyses</p> <p>4) Budgeting</p>	<p><b>12</b></p>
<p><b>Teaching premises</b></p>		
<p>Classroom (for lectures and seminars delivery), computer laboratories, computer for each trainee and the teacher, specialized kitchen, restaurant and HRM software, Internet, specialized kitchen and restaurant hardware (terminals, etc.)</p>		



**Required Reading**

<https://www.posist.com/restaurant-times/resources/human-resource-structure-for-your-restaurant.html>  
<https://smallbusiness.chron.com/role-responsibilities-hr-restaurant-24835.html>  
<https://zipschedules.com/blog/managing-human-resources-in-the-restaurant-industry.html>  
<https://opentextbc.ca/humanresourcesinfoodservices/chapter/planning-process/>

**Recommended Reading**

Mark Garcia, *How to Become a Rock Star Chef in the Digital Age: A Step-by-Step Marketing*, Morgan James Publishing, 2018  
 Rachel Hofstetter, *Cooking Up a Business: Lessons from Food Lovers who Turned Their Passion Into a Career--and how You Can, Too*, A Perigee Book, 2013  
 Charles Ho, *7 Proven Restaurant Marketing Strategies to Increase Your Restaurant Business Today!*, CreateSpace Independent Publishing Platform, 2013  
 Sari Edelstein, *Managing Food and Nutrition Services: For the Culinary, Hospitality, and Nutrition professionals*, Jones and Bartlett Publishers, 2008  
 Bhargave, A., Jadhav, N., Joshi, A., Oke, P., & Lahane, S. R. (2013). *Digital Ordering System for Restaurant Using Android. International journal of scientific and research publications*, 3(4), 1-7.  
 Leach, S. H. (2015), "Restaurant operation system and method., U.S. Patent Application No. 15/312,810.

Module title	Module Code	% of the VET qualification	EQF level
<b>Communication and Foreign Languages</b>	<b>8</b>	<b>10%</b>	<b>5</b>
<b>Module Provider</b>	<b>Core module/optional module</b>	<b>Module Type</b>	
CULINART ALLIANCE (for reference please see Framework Agreement and Memorandum of Understanding)	Core	Theory/Practice/WBL *the module is suitable for mobility: YES	
<b>Module workload</b>	<b>Pre-requisites (entry requirements)</b>	<b>ECVET Value (if applicable)</b>	
130 hours	Secondary education	6.50 ECVET credits	



<b>Assessment Methods</b>			
<b>Assessment Methods and Tools</b>	<b>Duration/Length</b>	<b>Weighting of Assessment</b>	<b>Conditions and resources for assessment</b>
<i>Written test / online questionnaire (on communication)</i>	<i>1 hour</i>	<i>30%</i>	<i>Classroom / online environment Computers for the language test</i>
<i>Practical exercises/examination on interpersonal skills</i>	<i>1 hour</i>	<i>20%</i>	
<i>Practical exercises/examination on public speaking: writing a speech and oral presentation</i>	<i>2 hours</i>	<i>20%</i>	
<i>Practical exercises/examination and written (online) test on foreign language applied to culinary business</i>	<i>2 hours</i>	<i>30%</i>	
<b>Aim(s)/goals of the module</b>			
<p>Develops graduate competence in effective communication at the workplace, including improving their business communication skills, from overcoming barriers, providing feedback, and understanding body language to negotiating, dealing with confrontation, and being more assertive. The module delivers a comprehensive overview of the main communication styles and provides guidance on how to improve your skills to get the best results in the workplace. The module also introduces the learner to the public speaking building skills for presentation in front of an audience as well as communication in a the foreign languages often used in culinary business as working language.</p>			
<b>Learning Outcomes (Intended Learning Outcomes)</b>			
<p><b>By the end of the module learners will be able to:</b></p> <ol style="list-style-type: none"> <li>1. <i>Communicate effectively in the workplace</i></li> <li>2. <i>Use interpersonal skills</i></li> <li>3. <i>Speak in front of a public</i></li> <li>4. <i>Use foreign languages and terminology related to the professional activity</i></li> </ol>			
<b>Learning and Teaching Delivery Methods</b>			
Lectures		40 Hours	
Seminars/ exercises		48 Hours	
Self-study activities		6 Hours	
Training practice (in the VET institution)		18 Hours	
WBL (in company)		18 Hours	
e-learning		0 Hours	
<b>Indicative Content of the training module:</b>			
Intended Learning Outcomes			



<b>1. Communicating effectively in the workplace</b>		<i>Number of hours</i>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows different communication techniques and basics of communication</li> <li>2. Is familiar with communication barriers, verbal and non-verbal techniques</li> <li>3. Knows main principles of intercultural communication</li> <li>4. Knows main principles of communication with specific clients (individual, organized groups of guests, guests with special needs, VIP guests)</li> <li>5. Is familiar with clients' feedback collection methods</li> </ol>	<p><b>Main topic:</b></p> <p>1.1 Communication basics</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Communication process</li> <li>2) Communication tools</li> <li>3) Communication rules and styles</li> <li>4) Cross-cultural communication</li> </ol>	<b>18</b>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to use effective communication tools and communication technology</li> <li>2. Is able to use the professional terminology</li> <li>3. Is able to observe professional etiquette in communication</li> <li>4. Is able to Collect client feedback</li> </ol>	<p><b>Main topic:</b></p> <p>1.2 Communication techniques</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Verbal and non-verbal communication</li> <li>2) Communication barriers</li> <li>3) Types of listening; listening skills</li> <li>4) Providing feedback</li> </ol>	<b>20</b>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is capable to interact with colleagues and clients effortlessly and in a professional manner in the multicultural environment, using a variety of communication tools and communication technology</li> <li>2. Is capable of observe the basic principles of professional and general ethics in working with clients, colleagues, employers</li> </ol>		
<b>2. Using interpersonal skills</b>		<i>Number of hours</i>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows basic of psychology</li> <li>2. Knows basic of stress management</li> <li>3. Knows principles of conflict management</li> </ol>	<p><b>Main topic:</b></p> <p>2.1 Interpersonal skills</p> <p><b>Proposed sub-topics:</b></p>	<b>12</b>



<p>4. Knows different styles of behaviour in a conflict situation and problem solving strategies</p>	<p>1) Empathy 2) Assertiveness 3) Verbal and non-verbal communication 4) Negotiation and problem solving 5) Decision making 6) Conflict management 7) Self-confidence</p>	
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to feel empathy and assertiveness towards the other persons he comes in contact with</li> <li>2. Is able to maintain an atmosphere of open and constructive clarification of difference</li> <li>3. Is able to recognize the prerequisites for conflict and to proactively prevent the conditions that give rise to conflicts</li> <li>4. Is able to resolve problems and conflict situations</li> </ol>	<p><b>Main topic:</b> 2.1 Professional ethics</p>	<p><b>12</b></p>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Depending on each circumstance, he will be able to manage relationship challenges, show empathy, assertiveness through decisions, words and behavior.</li> <li>2. Demonstrates ways how to resolve conflict situation in constructive and peaceful manner independently, following the best practices</li> <li>3. Demonstrates her/his ability to solve problems, offering effective solutions depending on work situation</li> <li>4. Demonstrates knowledge of the principles of professional ethics</li> </ol>	<p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Communication principles (The 7 Cs)</li> <li>2) Interpersonal ethics</li> <li>3) Duty-based ethics</li> <li>4) Truthfulness and confidentiality</li> <li>5) Ethical code at the workplace</li> </ol>	
<p><b>3. Public speaking</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows the public speaking process and the types</li> <li>2. Know how to make key points: who, what, whom, medium, effect</li> <li>3. Knows the stages of preparation the presentation/speech</li> </ol>	<p><b>Main topic:</b> 3.1 Public speaking elements and principles</p>	<p><b>6</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to prepare the presentation/speech, adapts it to the audience, delivers the speech</li> </ol>	<p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Types of public speaking</li> <li>2) Message</li> <li>3) Attitude</li> <li>4) Channel</li> </ol>	



<p>2. Is able to observe the audience in front of which he speaks and to detect signals for different types of listeners</p>	<p>5) Feedback</p>	
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is capable to prepare presentation/speech in a professional manner according to the audience</li> <li>2. Is able to cope with stress before and during the public speaking, controlling himself and to dominate the speech (delivers the speech with no notes or few)</li> </ol>	<p><b>Main topic:</b> 3.2 Preparing a speech/presentation</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Speeches – types, audience</li> <li>2) Wording, outlining</li> <li>3) Delivering</li> <li>4) Informative/persuasive speaking Topics, ideas, ice breakers</li> </ol>	<p><b>6</b></p>
<p><b>4. Using foreign languages and terminology related to the professional activity</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows professional terminology in foreign language</li> <li>2. Knows basic communication terms in other languages</li> </ol>	<p><b>Main topic:</b> 4.1 Foreign language</p>	<p><b>36</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to read and understand professional texts in a foreign language (specialized literature, technical documentation, etc.)</li> <li>2. Is able to use a foreign language when searching for information from the Internet and other sources</li> <li>3. Is able to use a foreign language (written and spoken) when communicating with partners and guests</li> </ol>	<p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Basic grammar</li> <li>2) Writing skills (notes, essays)</li> <li>3) Business communication</li> <li>4) Verbal skills (situations)</li> </ol>	
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is capable to use a foreign language (written and oral) at a level that allows him to communicate effectively on professional topics, according to the audience</li> </ol>	<p><b>Main topic:</b> 4.2 Professional terminology in culinary business</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Foods and products</li> <li>2) Basic operations with food and in the kitchen</li> <li>3) Cooking techniques</li> <li>4) Measurements and seasoning</li> </ol>	<p><b>20</b></p>
<p><b>Teaching premises</b></p>		



Classroom (for lectures and seminars delivery), computer for foreign language lessons/tests, Internet

**Required Reading**

<https://www.ecpi.edu/blog/communication-skills-for-chefs-how-can-you-communicate-effectively-in-the-kitchen>

<https://opentextbc.ca/workinginfoodserviceindustry/chapter/strategies-for-effective-communication/>

<https://wearechefs.com/7-ingredients-for-effective-kitchen-communication/>

**Recommended Reading**

*Normore, Anthony, Javidi, Mitch, Long, Larry, ed. Handbook of Research on Strategic Communication, Leadership, and Conflict,*

*Alan Barker, Improve Your Communication Skills: How to Build Trust, Be Heard and Communicate with Confidence, Kogan Page, 2019*

*Mark McWilliams, ed., Food and Communication: Proceedings of the Oxford Symposium on Food and Cookery 2015*

*Jerry Fischetti, An Assessment of Interpersonal Communication Training at The Culinary Institute of America, Rochester Institute of Technology, 2003*



Module title	Module Code	% of the VET qualification	EQF level
<b>Guest Relations and Customers' Service</b>	<b>9</b>	<b>5%</b>	<b>5</b>
<b>Module Provider</b>	<b>Core module/optional module</b>	<b>Module Type</b>	
CULINART ALLIANCE <i>(for reference please see Framework Agreement and Memorandum of Understanding)</i>	Core	Theory/Practice/WBL <i>*the module is suitable for mobility: YES</i>	
<b>Module workload</b>	<b>Pre-requisites (entry requirements)</b>	<b>ECVET Value (if applicable)</b>	
65 hours	Secondary education	3.25 ECVET credits	
<b>Assessment Methods</b>			
<b>Assessment Methods and Tools</b>	<b>Duration/Length</b>	<b>Weighting of Assessment</b>	<b>Conditions and resources for assessment</b>
<i>Written test / online questionnaire</i>	<i>1 hour</i>	<i>30%</i>	<i>Classroom / online environment</i>
<i>Group/individual work and practical presentation</i>	<i>1 hour</i>	<i>20%</i>	
<i>Direct observation in class</i>	<i>Currently</i>	<i>20%</i>	<i>Training restaurant facilities</i>
<i>Practical excursive/examination (simulation of a situation in guest service)</i>	<i>1 hour</i>	<i>20%</i>	
<b>Aim(s)/goals of the module</b>			
Develops graduate competence in customer service in food service, restaurants and hospitality industry. The module emphasizes on customer service skills that can be applied in a wide variety of settings. This includes table service with respective standards, as well as interpersonal relations with customers in order to ensure positive impression.			
<b>Learning Outcomes (Intended Learning Outcomes)</b>			
<b>By the end of the module learners will be able to:</b>			
1. <i>Provide attendance and catering service</i>			





<p>2. Provide table service</p> <p>3. Recognize customer's behavior and managing the feedback</p> <p>4. Serve food and drinks in accordance with the requirements and the specific context</p>		
Learning and Teaching Delivery Methods		
Lectures		19 Hours
Seminars/ exercises		14 Hours
Self-study activities		0 Hours
Training practice (in the VET institution)		20 Hours
WBL (in company)		12 Hours
e-learning		0 Hours
Indicative Content of the training module:		
Intended Learning Outcomes		
1. Providing attendance and catering service		Number of hours
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>Knows concepts related to attendance, communication, assertiveness, perception, empathy, interpersonal relationship, team management, attendant profile, quality, catering service</li> <li>Knows standards in different types of organizations in the culinary business</li> <li>Knows about the new working practices in the profession</li> </ol>	<p><b>Main topic:</b></p> <p>1.1 Guest relations</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>Brand development and maintaining</li> <li>Customers types</li> <li>Dealing with complaints</li> <li>Satisfactory assessment</li> </ol>	<b>10</b>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>Is able to apply the assumptions associated with customer service concepts in catering</li> <li>Is able to apply professional standards</li> <li>Is able to describe different types of customers</li> </ol>	<p><b>Main topic:</b></p> <p>1.2 Customer standards</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>Assisting customers</li> <li>Quality standards</li> <li>Special events</li> </ol>	<b>8</b>
<p><b>Competence:</b></p>		



1. Is capable to appropriately apply and develops concepts learned towards ensuring clients' satisfaction	4) Gift cards 5) VIP guests	
<b>2. Providing table service</b>		<i>Number of hours</i>
<b>Knowledge:</b> 1. Knows how to serve at the table the dishes included in the menu, as well as the drinks chosen by the customer 2. Knows the requirements for table composition for different occasions 3. Knows restaurant inventory used in service, including glasses, plates, utensils, serving vessels of different type, etc.	<b>Main topic:</b> 2.1 Table setting standards  <b>Proposed sub-topics:</b> 1) Table setting according to different events 2) Utensils 3) Napkins 4) Glasses 5) Plates	<b>5</b>
<b>Skills:</b> 1. Is able to select and use proper vessels and utensils according to the specifics of the foods and drinks served and the context of the serving 2. Is able to use different ways of serving guests 3. Is able to plan the necessary sets of tables or seats according to the estimated customer receipt or in a different occasion	<b>Main topic:</b> 2.2 Types of table setting  <b>Proposed sub-topics:</b> 1) Formal table setting 2) Fine dining setting 3) Casual setting 4) Buffet table setting 5) Breakfast table setting 6) Custom table setting	<b>10</b>
<b>3. Recognizing customer's behavior and managing the feedback</b>		<i>Number of hours</i>
<b>Knowledge:</b>	<b>Main topic:</b>	



<ol style="list-style-type: none"> <li>1. Knows the ways to treat guests</li> <li>2. Recognize nonverbal language</li> <li>3. Recognize types of person's emotional reactions and signals</li> <li>4. Knows the standard and features of servicing foreign guests</li> </ol>	<p>3.1 Customer service</p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Welcoming guests, seat guests</li> <li>2) Serving guests</li> <li>3) Consulting and persuading guests</li> <li>4) End-of-Service and farewell guests</li> </ol>	<p><b>8</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to identify the signals given by the clients through their behavior, emotions, etc.</li> <li>2. Is able to identify the level of satisfaction/dissatisfaction of the client and acting accordingly to ensure positive impression</li> </ol>	<p>3.2 Clients behaviour</p> <p><b>Main topic:</b></p> <p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Types of customers behaviour</li> <li>2) Collecting feedback</li> <li>3) Online reviews</li> <li>4) Brand reputation</li> </ol>	<p><b>8</b></p>
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is capable of applying different techniques to win the guest and turn him into regular customer</li> </ol>		
<p><b>4. Serving food and drinks in accordance with the requirements and the specific context</b></p>		<p><i>Number of hours</i></p>
<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Knows the processes of bartending</li> <li>2. Knows the basics of sommelier</li> </ol>	<p><b>Main topic:</b></p> <p>4.1 Customer care</p>	<p><b>9</b></p>
<p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Is able to assists guests in their choice of food and beverage</li> <li>2. Is able to serve VIP guests individually or in a team with due care in accordance with the standards in service</li> </ol>	<p><b>Proposed sub-topics:</b></p> <ol style="list-style-type: none"> <li>1) Guest psychology</li> <li>2) VIP guests</li> <li>3) Foreign guests</li> <li>4) Assisting guests</li> </ol>	
<p><b>Competence:</b></p> <ol style="list-style-type: none"> <li>1. Is capable in active participation in serving guests, working effectively in a team</li> </ol>	<p><b>Main topic:</b></p> <p>4.2 Professional serving standards</p> <p><b>Proposed sub-topics:</b></p>	<p><b>7</b></p>



<p>2. Is capable to make independent decisions in assisting the guest in their choice and in serving guests, in a professional manner and in accordance with the type of guest</p>	<p>1) Bartending basics 2) Sommelier basics 3) Customer experience with food and serving 4) Special offers</p>	
<p><b>Teaching premises</b></p>		
<p>Classroom (for lectures and seminars delivery), computer for tests, Internet, Training restaurant facilities</p>		
<p><b>Required Reading:</b> <i>Provided by the CULINART partnership</i></p> <p><b>Recommended readings:</b> <i>Payne-Palacio, J. (2016). Foodservice Management: principles and practices. Pearson Education.</i> <i>Hickey, P. J., R. F. Cichy (2005) Managing Service in Food and Beverage Operations. 3<sup>rd</sup> ed., American Hotel and Lodging Educational Institute</i></p>		



## IV. PREREQUISITES FOR THE LEARNERS

<b>Entry requirements for the learners:</b>	
<i>Minimum incoming education / qualification level (according to the partners' countries legislation)</i>	
<i>Bulgaria</i>	<p>For EQF 4:</p> <ul style="list-style-type: none"> <li>- completed primary education - for students;</li> <li>- completed first high school stage and acquired first degree of professional qualification - for students;</li> <li>- completed XI grade and acquired second degree of professional qualification - for students;</li> <li>- acquired right to take state matriculation exams or acquired secondary education - for persons over 16 years of age;</li> </ul> <p>For EQF 5: Secondary education</p>
<i>Spain</i>	<p>For EQF 4: Holding the Certificate in Compulsory Secondary Education or holding the corresponding access</p> <p>For EQF 5: holding the Certificate in Post-Compulsory Secondary Education (Bachillerato) or holding the corresponding access test.</p>
<i>France</i>	EQF level 3/4
<i>Italy</i>	EQF 3 = professional qualification
<i>Portugal</i>	<p>For acquisition of qualification EQF level 5 in Portugal the following requirements apply:</p> <ul style="list-style-type: none"> <li>• Holders of a secondary education course or legally equivalent qualification;</li> <li>• those who have obtained approval in all 10th and 11th year subjects and having been enrolled in the 12th grade of a teaching course secondary or legally equivalent qualification have not completed it;</li> <li>• holders of a professional qualification from the level 4;</li> <li>• Holders of a specialization diploma technological degree or a teaching degree or diploma who want their requalification professional.</li> </ul>
<i>Turkey</i>	NQF 4- Secondary education
<p><i>Other requirements (set by the project consortium)*</i></p> <p><b>* These requirements are defined by the CULINART consortium in view of ensuring the full participation of motivated learners and protecting their health considering the WBL and mobility components of the qualification which requires a certain minimum experience, age and health status. They could be adjusted to a specific context if additionally agreed between the VET institutions and WBL providers.</b></p>	
Practical experience regarding the qualification:	<p>Previous education/training in cooking/culinary arts with practical elements</p> <p>OR</p> <p>Minimum time spent in the culinary industry</p> <p><i>This requirement could be considered fulfilled:</i></p> <ul style="list-style-type: none"> <li>- if sufficient evidences for previous education/training are provided (documents/certificates/diplomas) showing that the applicant has practical experience in real working environment (WBL, dual training, apprenticeship, etc.) or</li> <li>- Through evidences of previously acquired competences in non-formal or in-formal training schemes or working experience in the industry.</li> </ul>



	<p><b>*A practical exam could be applied to prove the minimum competence to enroll the qualification course</b>  <i>In case that the applicant cannot provide evidences or cannot demonstrate experience, the training institution could provide a pre-training allowing the applicant to acquire the minimum needed for admission to the course.</i></p>
Minimum age:	<p><b>16/18 years</b>  <i>The minimum age of the applicants could vary according to the national legislation in the partner countries and the specific learning paths</i>  <i>*min of 16 years with parental consent</i></p>
Language:	<p>The qualification is developed in English and translated to the all partner's languages to be provided in national language, too. Since it contains also mobility components the working language for the mobility modules is English and a minimum level (B1 according to the CEFR<sup>2</sup>) is a requirement.</p>
<p><i>Other requirements according to the specifics of the country legislation</i></p>	

## V. PROFILE OF TEACHERS / TRAINERS

The education and qualification requirements for the teachers/trainers delivering the CHEF qualification will be set in details for each particular course and in accordance with the current national legislation in the partner countries. Since each of the CULINART Alliance members will provide the qualification (or some of the training modules comprising it) by organizing training activities on site (in a particular country), they should select and engage the teachers / trainers in the course in such a way, so the training is considered eligible in the particular national context. To that end, the providers have to comply with the national/regional legislation and in particular with the requirements for the selection of teachers/trainers. In some cases the state educational standards for acquiring VET qualification specifies the requirements for teachers/trainers only in the particular sector-specific or profession-specific parts of the vocational education and training. The requirements also may differ for teachers in theory and trainers /instructors in practice.

For the purposes of the joint VET qualification for "Chef" the CULINART consortium defines the following minimum general requirements\* toward the trainers/teachers/instructors:

<b>Requirements towards the TEACHERS/TRAINERS (theory)</b>	<b>Requirements towards the teachers/instructors in practice training</b>	<b>Requirements towards the tutors in WBL</b>
Persons with professional qualification or higher education degree in specialties/ programs in the fields of tourism, hospitality, food technologies, etc.	Persons with professional qualification or higher education degree in specialties/ programs in the fields of tourism, hospitality, food technologies, etc.	The practical training in a real work environment (WBL) is organized in a company under the guidance of a mentor / tutor appointed by the employer. The mentor/tutor is an

<sup>2</sup> Common European Framework of Reference for Languages



corresponding to the training module that they teach.	corresponding to the training module that they teach and/or People with practical experience in the industry (minimum of 5 years) for the training modules related to their profession.	employee of the enterprise, possessing a professional qualification in the profession in which the training is carried out and/or at least 3 years of work experience in the same profession and has been completed a training for mentors/tutors (provided by the employer or the authorities).
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\* These requirements are defined by the CULINART consortium in view of ensuring the quality of the delivered qualification. They could be adjusted according to the national/regional legislation of the countries, providing the qualification course as well as to a specific context if additionally agreed between the VET institutions and WBL providers.

## VI. FACILITIES AND RESOURCES

In general the requirement towards the training facilities are also usually defined within the national legislation of the VET provider country of origin. In order to ensure the quality of delivery of the joint VET qualification for Chef, the CULINART consortium defines the following minimum general requirements\*:

### **EXAMPLE: Requirements for the facilities**

#### **Theoretical training**

Theoretical training is provided in class rooms/halls or other suitable premises, the furnishings and equipment of which include as a minimum (according to the specify of the training topic): teacher's workplace (work table and chair), workplace for each trainee (work table and chair), study board, furniture (mainly cabinets for various purposes), place for exhibiting visual materials, IT equipment (such as a computer, technical equipment – screen or monitor, a multimedia projector and other auxiliary didactic equipment. In addition, when the training module contains topics related to the professional competences, other auxiliary teaching tools may be used, such as: samples, catalogs, video materials, as well as specialized literature in the field of the industry. For the training modules containing IT competences, it is also necessary for the training institution to provide a computer laboratory with a separate device for the teacher and for each learner, access to internet and software provided for the industry.

#### **Practical training**

The training kitchen / restaurant for practical training within the VET providing institution should be equipped with separate workplace for each trainee and a workplace for the teacher, and the minimum kitchen equipment needed for the training in order to obtain the desired competences (such as a sinks, worktops, cooking equipment – stoves, convection ovens, cooking ranges, etc., refrigerators, ventilation, scales and other measurement and small tools, kitchen cabinets and storage, kitchen and tableware, cutlery and utensils, catering equipment and other specialized equipment and





machineries. In addition, during the practical training the trainees and the trainers need to be equipped with personal protective equipment such as clothing, shoes, gloves, hats, etc.

*\* These requirements are defined by the CULINART consortium in view of ensuring the quality of the delivered qualification. They could be adjusted according to the national/regional legislation of the countries, providing the qualification course as well as to a specific context if additionally agreed between the VET institutions and WBL providers.*

Following the accreditation procedures within the partner countries for the joint VET qualification for “Chef” the CULINART partners may adjust the defined here parameters in order to address the national/regional legislation requirements. When developing the accreditation applications they will further:

- Specify places for theoretical training: rooms, halls, training units, etc.
- Specify places for practical training: training workshops, laboratories, sections, units, farms, catering establishments, financial units, cooperatives, government agencies, etc.
- Describe the equipment and furnishings required for the training to form the competencies set out in the qualification.
- Describe the requirements for the necessary tools, machines, equipment, computers, IT, technical documentation, etc.

## VII. GUIDANCE ON THE ORGANISATION OF THE TRAINING and the delivery of curriculum

### Preparation of the course:

Before the actual offering and delivery of the qualification the providing organizations need to establish the following:

- Develop a training course class schedule by distributing the workload according to the specific context of the course and the available resources of the provider
- Suitable premises and facilities according to the requirements for the particular training module (see chapter VI)
- Select teachers, trainers and instructors to perform the training (see chapter V)
- Select and prepare training materials and/or (e-learning) environment
- Arrange the WBL learning with a hosting company from the industry (if applicable)
- Prepare the learning agreement with the trainees (if applicable)
- Review and complement the required and the recommended reading per module (according to the language of delivery of the qualification, it may exclude some titles or to add readings in national language). Also to check for new and updated OERs that could add value to the training. The resources are considered by default to be free and open for the trainees.





## Structuring the course:

Even though it's based on the identified ULOs for the CHEF qualification the curriculum is composed of topics (main and sub-topics) in which the training contents is structured when delivering the qualification course. The main topics are key for the complete acquisition of the competences and are composed of suggested sub-topics that the training providers should include in the training. Of course these could be adjusted or complemented by other key sub-topics required by the particular context of delivery of the qualification.

Within the curriculum structure a general workload of study hours is distributed to each main topic, while the specific number of hours allocated to each sub-topic within the main topic is left to the decision of the VET provider or trainer, who is free to determine the number of hours for sub-topic according to the particular context, and available resources of the organization delivering the training (e.g. human resources – teachers, trainers, instructors, etc.; technological resources – computers and IT equipment, training facilities and premises, etc.; educational resources – available study and training materials, students books, presentations, e-learning platforms and/ or software, video materials, etc.; materials, products and consumables, etc.).

Analogically, the distribution of the number of study hours per sub-topic across the different training (learning and teaching) delivery methods is flexible and provided for the qualification delivery organization to decide, again – according to the available training resources – as long as it meets the total number of hours planned for the particular delivery method when concerning the whole module. For example, if a VET provider uses an e-learning platform for delivery of the courses, it could upload there training materials (such as module books, presentations, quizzes, exercises, etc.) through which the learners can acquire the needed knowledge and also be assessed in an e-learning mode, thus contact study hours (lectures, seminars, etc.) will not be needed to a such extend. Or if the VET provider can offer written or video resources for the trainees to study at home for example for one sub-topic, these will be planned within their self-study preparation, resulting in less hours needed for in-class preparation.

This gives flexibility to the qualification providing institutions to observe the particular context and available resources and at the same time ensures the balanced and comprehensive way of delivery of the course following the same frame and structure.

Here is an example of the distribution of the workload planned within Module 1 across the sub-topics and according to the planned delivery methods:



## CHEF Curriculum Training course class schedule (EXAMPLE)

Module 1								
Health and Safety, Hygiene and Environmental Protection	Lectures	Seminars/ exercises	Self-study activities	Training practice (in the VET institution)	WBL (in company)	E-learning		TOTAL
<b>Module workload:</b>	<b>41</b>	<b>10</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>4</b>		<b>65</b>
<b>Topic 1.1: Health and safety at work (as per specific country regulation)</b>								<b>6</b>
1.1.1. Basic terms and regulations for occupational health and safety. Requirements and rules for occupational health and safety at work.	1							1
1.1.2. Concepts of risk. Accidents at work	1							1
1.1.3. Basic first aid regarding work environment.	1							1
1.1.4. Emergency procedures - measures and action plan for natural disasters, accidents, fires.	1							1
1.1.5. Development of plan /strategy for Health and safety at workplace		1						1
1.1.6. Specific workwear and personal protective equipment	1							1
<b>Topic 2.1: Food legislation and practices</b>								<b>7</b>
2.1.1. Regulations (European and national) regarding the food safety	1							1
2.1.2. HACCP system principles and steps	1	1		1				3
2.1.3. Book keeping regarding food safety	1							1
2.1.4. Specific risk control measures	1			1				2
<b>Topic 2.2 Kitchen hygiene and safety</b>								<b>10</b>
2.2.1. Essential principles of food safety	1							1
2.2.2. Food handling and safety procedures	1							1



2.2.3. Handling chemicals and hazardous substances	1							1
2.2.4. Products preservation and labelling		1						1
2.2.5. Good practices in storing food products		1	1					2
2.2.6. Personal and personnel hygiene	1							1
2.2.7. Sanitizing	1			1				2
2.2.8. Food Diseases	1							1
<b>Topic 3.1 Principles of sustainability and resource efficiency</b>								<b>6</b>
3.1.1. Definition and governance	1							1
3.1.2. Food Sourcing	1							1
3.1.3. Sustainability practices		1						1
3.1.4. Principles of environment protection	1							1
3.1.5. 3 R's- Reduce, Reuse and Recycle	1							1
3.1.6. GMO-free products	1							1
<b>Topic 3.2 Corporate Social Responsibility</b>								<b>2</b>
3.2.1. Definition of CSR	1							1
3.2.2. Triple Bottom Line Theory	1							1
<b>Topic 3.3 Innovations and trends in culinary towards efficient use of resources</b>								<b>6</b>
3.3.1. Local buying	1							1
3.3.2. Circular kitchen process	1							1
3.3.3. Organic farming	1							1
3.3.4. Composting and raw materials planning	1							1
3.3.5. Recycled materials and consumables	1							1
3.3.6. Carbon-neutral kitchens	1							1
<b>Topic 4.1 Food products and food chain management</b>								<b>10</b>
4.1.1. Lifecycle-based approach in the Food Service sector	1	1						2



4.1.2. Food supply chain	1	1				1		3
4.1.3. Environmentally friendly food processing	1		1			1		3
4.1.4. Diversity and seasonality		1				1		2
<b>Topic 4.2 Waste management</b>								<b>8</b>
4.2.1. Waste Prevention and Management in Culinary Operation	1	1						2
4.2.2. Recycling in the Culinary Business	1		2					3
4.2.3. Waste alternatives – dehydrating, fermenting, preserving, etc.	1			1		1		3
<b>Topic 5.1 Environmental principles and practices</b>								<b>6</b>
5.1.1. Environmental legislation	1							1
5.1.2. Climate impacts of agriculture and tourism industries	1		1					2
5.1.3. Sources of environmental pollution during the work process	1							1
5.1.4. Energy-efficient appliances; reduced energy consumption	1			1				2
<b>Topic 5.2 Eco labels and practices</b>								<b>4</b>
5.2.1. Certification processes	1							1
5.2.2. Sustainable menus		1						1
5.2.3. Organic/Vegan/Fair trade restaurants and kitchens	1							1
5.2.4. Eco-friendly practices	1							1
<b>TOTAL</b>	<b>41</b>	<b>10</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>4</b>		<b>65</b>



## Recognition and transfer

The developed joint VET qualification for "Chef" will be (initially) delivered by the established CULINART Alliance - a cooperation structure that facilitates the inauguration of the newly developed joint qualification and will sustain its delivery after the project lifetime. The Alliance is based on a Framework Agreement for the Delivery of the Joint Qualification and Memorandum of Understanding on the recognition of the learning outcomes.

Even though the "Chef" qualification is structured in units of learning outcomes and each unit is represented with its relative weight (percentage) towards the full qualification, in order to give more simple numerical representation and easier recognition (and transfer) of the achieved learning outcomes on an institutional level within the CULINART partnership for this piloting experience the CULINART consortium will introduce a system for allocation of points for each unit of learning outcome within the qualification, based on the ECVET approach.

Since the different stages of ECVET adoption in the partner countries are still a challenge, and aligning the systems is not practically possible, for the purposes of the CULINART project the CULINART consortium agrees that the total number of hours of the newly developed joint VET qualification for "Chef" is **1300** and the CULINART Alliance adopts a credit system of **1 ECVET point = 20 hours of total learning** to be used for the validation and recognition of the learning outcomes assessed in the different contexts of delivery (by the CULINART partners and/or Alliance members). To that end the overall qualification is attributed **65 ECVET credits**. Following the structure of the curriculum then each module has a certain number of ECVET points allocated to it and related to the achievement of the intended learning outcomes composing the module.

Thus following ECVET principles the learners enrolled in the CULINART "Chef" qualification will receive recognition of the ECVET points achieved through the completed units of learning outcomes (modules from the curriculum fully assessed, validated and recorded), even if the learner has not successfully completed the full number of units needed to obtain the full qualification. This also facilitates the ECVET mobility within the partnership by granting recognition of the learning periods spent-abroad. When a learner successfully completes a module from the curriculum (respectively a set of learning outcomes expected for the particular unit), the achieved results will be proven and the learner will gain the ECVET points allocated to that unit of LOs, and hence will obtain the certain number of credits.

The credit transfer then refers to the process of taking certain learning outcomes achieved in one context and transferring them into another context (within the CULINART partnership and Alliance). Practically this will be done through validation and recognition of the granted ECVET credits of the learners by all the partnering institutions within the CULINART Alliance based on the assessed outcomes. In the framework of CULINART project the credit transfer is foreseen in the Memorandum of Understanding.

Another benefit for the learners of the unit structure of the curriculum is that it gives opportunities for more flexible or individualized pathways for obtaining the qualification – the training could be attended in different countries (including in learning mobility), the learner can take one or a few units at a time according to his/her personal preferences and availability, and most of all – the learner can "skip" the training in some units for which he/she can prove that the LOs are already acquired in informal and non-formal learning. For the application of ECVET approach and recognition of learning outcomes achieved in an informal and non-formal learning contexts or outside of the scope of the CULINART Memorandum of Understanding (for example in a VET institution which is not part of the Alliance), the partners will apply the procedures and mechanisms for the identification, validation, and recognition of these learning outcomes foreseen in the respective legislation (or as instructed by the competent institution which is empowered to award units/qualifications or to give credit at national level). The partners will strive to finalize the validation of informal and non-formal learning procedures through the award of the corresponding units and the associated ECVET points (whenever



its possible) and thus to avoid duplication of efforts for placing training when the learner have already achieved the expected learning outcomes in an external context.

For more details regarding the allocation of ECVET points and the transfer of credits, please see the CULINART Memorandum of Understanding.

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