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

"CHEF"

QUALIFICATION PROFILE

Introduction

The presented document is developed in the framework of project CULINART**,** aimed at responding to the identified skill and training needs in the partner countries (in the Need Assessment report) and with a view to its recognition as qualification in each of the partner countries.

The development of the joint qualification is the milestone of the CULINART project and aims at improving the relevance of VET in culinary arts by developing a **joint vocational qualification** that will be competitive in the labour market and ensure a good foundation for career development and further education. The qualification will answer the needs of ESCO[1] occupational category 343: Artistic, cultural and culinary associate professionals/ **3434: Chefs** and reflects the latest requirements of employers in the restaurant and culinary industry, such as in-depth knowledge of kitchen management processes, excellent communication skills, managerial, organizational skills, etc.

For the purposes of the CULINART project, the joint VET qualification is agreed to answer the ESCO definition for **Chefs** as *culinary professionals with a flair for creativity and innovation to provide a unique gastronomic experience*. It is designed to prepare professionals in culinary arts who will have a higher level of autonomy, responsibility and theoretical knowledge (especially interdisciplinary) than the most popular vocational qualification "cook" and at the same time to give to the last the opportunity to upgrade their qualification to associate professionals.

Qualification Description

This qualification reflects the role of **Chef-cooks** who use a wide range of mastered cookery skills and sound knowledge of kitchen organisation and management to guide a team of cooks and kitchen workers in preparing food and menu items. Using analytic skills and judgement, they work with significant independence, and in cooperation with other managerial levels representatives, developing and managing the implementation of plans, policies and procedures to guide work activities. In addition to the managerial and creativity skills that they use in their daily work, they also poses a constantly upgrade their knowledge and skills according to the current trends and issues that define the environment for the food and food service sectors such as digitisation, multiculturalism, public health, resource efficiency, heritage value of gastronomy, social responsibility, etc.

For the CULINART project purposes the name of the joint VET qualification developed is set as **"Chef".** The translation of the term "Chef" could not be literally translated in the partners' languages and the translation may vary in order to achieve the best understanding of the nature and scope of the qualification.

Purpose of the qualification

The purpose of the new joint qualification is to contribute to improving the VET offer in culinary arts in response to the increasing market demand for professionals that need to excel not only in cooking but also in gastronomy as a combination of knowledge, experience, art and craft. This is important to ensure that the "Chef" qualification gives the learners the opportunity to acquire a mix of skills that combines theory and practice, allowing them to perform a specific

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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 technological advancement and automation of the basic operations in food preparation open space for jobs that combine creative and entrepreneurial skills with high-level food literacy, technical and cultural knowledge in dietology, sustainability, food chain management, creation of food experiences and so on.

In general, the purpose of the "Chef" qualification is to prepare a skillful and experienced chef-cook capable of managing all the kitchen processes, resources and staff, but also to create new dishes and introduce innovation in his work and environment.

The aim of the qualification

The joint VET **"Chef"** qualification will prepare the learners to perform both technical and management activities in restaurant business/food service, hotels or the respective units, as well as food and beverage departments. The qualification is aimed at equipping the graduates with the relevant knowledge and skills in the hospitality sector but also to help them to acquire the adequate personal and soft skills required, as well as integrated management skills.

Composition of the qualification

The joint qualification is to be composed of the following documents (deliverables):

1. a detailed **qualification profile** – the present document that is intended to outline the expected learning outcomes and competences (knowledge, job-specific and soft skills, attitudes) that the qualification graduates (professionals) are expected to possess.
2. a joint trans-national VET **curriculum**, with modular structure, strong work-based and e-learning components in the new training content, and supporting cross-border, transnational and interregional learner mobility. The curriculum is intended to transform the expected learning outcomes into training modules and to outline the training and learning strategy, recommended literature and study resources, the pre-requisites for the learners, profile of trainer/s, facilities needed, etc.
3. **assessment standards** that list the specific requirements the learners have to comply with to be successful.
4. LLL guidance and flexible pathways of the joint-qualification graduates' to further study at tertiary level in the partner countries. The document describes the progression and succession to further studies opportunities; recognition of skills acquired through work experience outside formal VET; in-company training opportunities and internship programs, etc.
5. Strategy for enhancing the joint qualification's productivity in the education institutions who decide to offer it.

The joint qualification is developed in English and then translated and adapted to VET environments of the partner countries. It may be that the developed qualification framework varies between partner countries, taking into account that some of the ULO are already included in country's compulsory curricula in the formal educational system, so it can be adapted to each country and situation. It can be supplemented by additional and/or optional Units of Learning Outcomes (ULO), respectively training modules, that are mandatory under the VET framework and legislation in partner countries.

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Qualification profile

This qualification profile is based on the developed Need Assessment Report (NAR) that takes into account the specificity of the work of the Chef-cooks. The analysis and the assessment of the needs for a new qualification in the field of the hospitality sector and the culinary arts in particular was carried out in the territory of each of the CULINART partner countries: Bulgaria, Spain, France, Italy, Portugal and Turkey. Accordingly the NAR reflects the results of the in-depth research and analysis of the country-specific needs of competences regarding the current VET training offers and business' requirements towards the culinary professionals working as Chefs.

The **purpose** of the qualification profile is to outline and classify the expected learning outcomes (specific knowledge, skills and competencies) that the qualification graduates (professionals) need to possess.

The presented **qualification profile** is the basis for the development of the joint trans-national VET curriculum for the acquisition of the "Chef" qualification.

Structure and content of the qualification profile

Title of the qualification (in English and partners' languages):	
English	**CHEF**
Bulgarian	**Главен готвач** _Alternative titles:_ _Шеф-готвач, Майстор-готвач_
Spanish	CHEF
French	Chef
Italian	CHEF
Portuguese	CHEF _Alternative titles: CHEF em Artes Culinárias_
Turkish	ŞEF
Short description:	
Chefs are culinary professionals with a flair for creativity and innovation to provide a unique gastronomic experience. They manage the kitchen and the staff to oversee the purchasing, storage, preparation, cooking and service of food. **_Occupational profile[2]:_** _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._	
Place of the qualification profile in the International Classification Systems:	
EQF level:	EQF level 5
Professional area and sector/s:	Hospitality and tourism Hotels, restaurants and catering sector Food production Kitchen management
Field[3]:	ISCED-F 2013: 1013 Hotel, restaurants and catering (811)
ISCO reference:	ISCO 08: 3434 Chefs
ESCO reference:	ESCO: 343: Artistic, cultural and culinary associate professionals 3434: Chefs

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[2] http://data.europa.eu/esco/isco/C3434
[3] ISCED-F 2013

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Reference to the partners' NQFs:	
Bulgaria	NQF 4 (III level of professional qualification) /5 (IV level of professional qualification)
Spain	NQF 4/5 (CNCP)
France	NQF 4/5
Italy	NQF 4 and 5 according to Italian Regions
Portugal	NQF 5 - Post-secondary non-tertiary qualification with credit for further study
Turkey	NQF 5

Proposed duration:

Developed in the curriculum considering the formal VET and validation system

The proposed duration of the qualification is linked to the workload in study hours drawn up in the joint curriculum. However a specific number of study hours is not assigned to the qualification profile in order to make it possible for acquisition in different learning/working context (and thus to allow the recognition, validation of the units of learning outcomes consisting the qualification).

Duration requirements according to the national legislation in the partner countries (considering the NQF credentials):
The following is be observed when composing the curriculum.

Bulgaria	For acquisition of qualification EQF level 4 (III degree of professional qualification) in Bulgaria the following requirements apply: - Training curriculum according Framework Programs "Б", "В"," "Е" - Minimum 960 studying hours (of which at least 50% practical training) - dual training form, evening training form and part-time courses are possible (reducing the minimum number of studying hours respectively) For acquisition of qualification EQF level 5 (IV degree of professional qualification)in Bulgaria the following requirements apply: - Up to 2 years in the Frame Program "Г" - Minimum 1260 studying hours (of which at least 50% practical training) when daily form of education/training is applied - dual training form, evening training form and part-time courses are possible (reducing the minimum number of studying hours respectively)
Spain	Higher Grade Training Courses (EQF5), which leads to a Superior Technical Degree, are a part of Higher Education. One can access these courses after holding the Certificate in Post-Compulsory Secondary Education (Bachillerato) or holding the corresponding access test. For acquisition of qualification EQF level 5 are necessary up to 2 years and 2000 hours.
France	NA Each level is determined by reference to a level of training achieved in relation to the targeted qualification, the degree of professional autonomy and the responsibilities targeted, and in no case to the duration of the training.
Italy	The 4 and 5 levels of the Italian NQF can be issued as a result of higher technical specialization courses or as a

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		result of higher education and higher training courses related to Regional Qualification Systems. In the case of qualifications referring to the Regional System, the duration of the courses varies according to the learners background from a minimum of 300 to a maximum of 600 hours. In the case of higher technical specialization courses, the certificate is acquired at the end of a training course of 800 - 1000 hours for level 4 and 1800-2000 hours for level 5.
	Portugal	● Minimum of 1500h and maximum 1560h studying hours ● The components of general and scientific training and technological training have between 840h and 1020 contact hours, corresponding the first 15% and the second 85% of the number of hours fixed. ● In the technological training component, the set of practical application, laboratory, workshop and / or project must correspond to at least 75% of your contact hours. ● The Workplace Training Component may not be less than 360 hours not exceeding 720h. The sum of contact and training hours in the context of work assigned to all three training components in accordance with the preceding paragraphs may not be less than 1200h nor greater a 1560h.
	Turkey	<u>Public Education Center:</u> A certificate (NQF-4) can be obtained for the public education center on the condition of 520 hours of theoretical and 320 hours of practical training. <u>Vocational High School:</u> A certificate (NQF-4), 1200 hours of theoretical lessons and a total of 10 months of internship in businesses at the end of the 10th and 11th grades can be obtained within a 4-year education. Students who are entitled to graduate also have a business certificate. For the 5th level, there is a requirement to graduate from an associate degree program, and for the 6th level, there is a requirement to graduate from the gastronomy departments of universities or technical departments.
Entry requirements for the learners:		
Minimum incoming education / qualification level (according to the partners' countries legislation)		
	Bulgaria	For EQF 4: - completed primary education - for students; - completed first high school stage and acquired first degree of professional qualification - for students; - completed XI grade and acquired second degree of professional qualification - for students; - acquired right to take state matriculation exams or acquired secondary education - for persons over 16 years of age;

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		For EQF 5: Secondary education
	Spain	For EQF 4: Holding the Certificate in Compulsory Secondary Education or holding the corresponding access For EQF 5: holding the Certificate in Post-Compulsory Secondary Education (Bachillerato) or holding the corresponding access test.
	France	EQF level 3/4
	Italy	EQF 3 = professional qualification
	Portugal	For acquisition of qualification EQF level 5 in Portugal the following requirements apply: • Holders of a secondary education course or legally equivalent qualification; • 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; • holders of a professional qualification from the level 4; • Holders of a specialization diploma technological degree or a teaching degree or diploma who want their requalification professional.
	Turkey	NQF 4 - Secondary education
Other requirements (set by the project consortium)* ****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.***		
Practical experience regarding the qualification:		Previous education/training in cooking/culinary arts with practical elements OR Minimum time spent in the culinary industry *This requirement could be considered fulfilled:* - *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* - *Through evidences of previously acquired competences in non-formal or in-formal training schemes or working experience in the industry.* ****A practical exam could be applied to prove the minimum competence to enroll the qualification course*** *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.*
Minimum age:		**16/18 years** *The minimum age of the applicants could vary according to the national legislation in the partner countries and the specific learning paths* **min of 16 years with parental consent*
Language:		The qualification is developed in English and translated to the all partner's languages to be provided in national

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	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[4]) is a requirement.
Other requirements according to the specifics of the country legislation	
+ additional requirements on country basis (documents, certificates and health reports, etc. - if any)	

Output educational/training level of the qualification:		
Documents received when the qualification is successfully completed:		
Bulgaria	-	Euro pass certificate (issued by the training providing institution/s)
	-	Certificate of professional qualification III/IV degree of professional qualification
Spain	-	Euro pass certificate (issued by the training providing institution/s)
	-	Certificate of professional qualification level 4/5 *in case that the qualification is approved to be included in the National list of professions for VET*
France	-	Training certificate showing objectives, content, duration and the evaluation of the learning outcomes.
	-	Europass certificate.
Italy	-	In the case of higher education and advanced training courses related to the Regional Qualification System, a Certificate of Professional Qualification is issued for both level 4 and level 5.
	-	In the case of higher technical specialisation level 4 courses: higher technical specialisation certificate.
	-	In the case of higher technical specialization level 5 courses: Diploma of Tecnico Superiore.
Portugal	-	Euro pass certificate (issued by the training providing institution/s)
	-	Certificate of professional qualification V level (post-secondary but not higher education)* *In case that the qualification is approved to be included in the National list of professions for VET*
Turkey	-	Euro pass certificate (issued by the training providing institution/s)
	-	Certificate of professional qualification 4 level (post-secondary but not higher education)
	-	Certificate of opening a business (legal obligation to open a food and beverage business)

Definitions and assumptions

For the purposes of the CULINART project, the **Qualification Profile** is defined as *a complex set of learning outcomes (LOs), designed in professional competencies and the general knowledge and skills needed to form them, grouped into separate Units of learning outcomes (ULOs)*. Each Unit of learning outcome is part of the complete professional qualification that can be independently evaluated or validated.

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[4] Common European Framework of Reference for Languages

The currently in force definition for **"Learning outcomes"** given in *Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning* describes the LO as ***"statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy".[5]*** That definition alters from the previous one given in Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning where the third element of the LO (except for the knowledge and skills) was the **competence**.

The introduced descriptor in the EQF representing the **responsibility and autonomy** has the meaning of the *ability of the learner to apply knowledge and skills autonomously and with responsibility*. In addition, the meaning of the **competence** is focused on the proven ability to use not only the acquired during the learning process knowledge and skills, but also personal, social and other abilities in the real life situations and work. CEDEFOP[6] interprets the **competence** *as actually achieved learning outcomes, validated through the ability of the learner autonomously to apply knowledge and skills in practice, in society and at work*[7].

Nevertheless, the qualification profile designed for the "Chef" qualification will be described in terms of Learning Outcomes and the individual elements (knowledge, skills and competences). That's why in the context of CULINART project the following definitions will apply following the common understanding of the terminology among the project partners:

Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning	*Within the context of CULINART project*
Learning Outcomes means statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy.	**Learning Outcomes** are intended as key realizations / key tasks achieved, in which the learner evidences a set of acquired knowledge, skills and competence.
Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual.	**Knowledge** is described in terms of what the learner knows / is familiar with and understands.
Skill means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).	**Skills** are described in terms of what the learner is able to do.
Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.	**Competence** is described in terms of what the learner is responsible for/supervises

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[5] Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning
[6] European Centre for the Development of Vocational Training, https://www.cedefop.europa.eu/bg/about-cedefop
[7] Cedefop (2017). Defining, writing and applying learning outcomes: a European handbook.

For the purposes of CULINART project it was decided to use the following structure to define **learning outcomes**:

- to describe knowledge, use the phrase "the learner knows / is familiar with and understands …"

- to describe skills, use the phrase "the learner is able to …"

- to describe competences, in terms of responsibility and autonomy using the phrase "the learner is responsible for/supervises/executes …" + independently/in a team …

The LO are grouped in **Units of Learning Outcomes** (ULO). In the context of the CULINART project, a Unit of Learning Outcome is understood as a *component of a qualification consisting of a coherent set of knowledge, skills and competence that can be independently assessed and validated*.

Since a difference need to be made between the intended learning outcomes (desired learning outcome with a view to a successful performance of a particular profession) and the effective achieved learning outcomes (learning outcomes actually achieved after a learning process) that could be measured and evaluated in the context of CULINART project, a **Unit of Learning Outcome** is composed by a set of components that include not only the description of the expected learning outcomes in terms of knowledge, skills and competence, but also the means and the criteria for their evaluation. To that end each ULO is associated with the respective **assessment tools** and **performance criteria** that are measurable, observable and provide qualitative and quantitative information on the performance based on real work situations. Detailed evaluation procedures, criteria and tools are provided further in the assessment standards that are part of the joint qualification. Components of a Unit of Learning Outcome, taken together with assessment tools, allow the comparison of the expected learning outcomes with the achieved learning outcomes, and to know the extent to which learning outcomes have been achieved.

Given that learning outcomes provide a reference point for the recognition and validation of non-formal and informal learning, focus should be on the learning to have been achieved, not on a particular time required[8]. That's why the duration of the qualification is not specified here in the qualification profile in terms of workload of learning/studying hours, but is further developed in the joint curricula for the qualification respecting the different training schemes possible for the qualification acquisition.

Defining the EQF level

Since the new joint qualification developed under the CULINART project is intended to answer the needs of ESCO occupational category *343 Artistic, cultural and culinary associate professionals* and the occupation of *Chefs* (3434) it has to target a higher level of qualification, as set in the application form – EQF 4 or higher.

Defining the exact EQF level of the new joint qualification regarding the NQFs of the partner countries went through a process of researching and analyzing the specifics of the both EQF levels – 4 and 5 in order to choose the one that suits best to the purposes of the Chef qualification, given the country specifics and context.

Analyzing the scope and the complexity of the activities responsibilities and the competences of the Chef necessary for the implementation of his work tasks, the CULINART project partners united around the view that the Chef qualification should be associated with EQF level 5.

Here are the key considerations of the project team to choose this levels:

- EQF 5 qualifications, established at the crossroads between VET, higher education and general education, play an important role in providing access to employment and career

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[8] https://www.cedefop.europa.eu/files/4156_en.pdf

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advancement, as well as enable further learning and progression to and within higher education;

- EQF level 5 qualifications are suitable to up-skill individuals already in employment and provide them with advanced technical and/or management skills offering various access and progression routes from and to employment and to higher education. Level 5 qualifications primarily provide access to and advancement in the labor market;
- Usually learners enrolled in programs leading to an EQF 5 qualification are a heterogeneous group as regards their prior education, age, and/or work experience and it's especially attractive for learners with VET background and already in employment, but also for students with qualification higher or at the same level;
- There is a significant chance that EQF level 5 graduates continue to HE (for example in Austria 50% of the VET college graduates continue to a tertiary level according to the CEDEFOP study, 2014[9])
- EQF 5 qualifications accommodate also adults and non-traditional learners with low formal qualifications and provides access though validation of working experience and thus are a boon to lifelong learning[10](especially in the case of hospitality industry this is very common issue);
- EQF level 5 qualifications appeal to learners as they open up prospects on several fronts – immediate employment, career advancement, and further learning. At the same time, their focus on advanced technical and managerial skills makes them valuable to employers[11];

The second group of solid motives in favor of choosing EQF level 5 were the conclusions from the Focus group discussions that focused the requirements of the business towards the following skills and competences necessary for the occupation of the Chef position: the employers require from the Chef to know how to apply methodology and procedures of management, planning and organization of the kitchen processes and operations, transformation of planning into production controlling the process, perform quality control, surveying, management of production on site (labor, equipment, products) including timetables, cost control systems, profit and loss knowledge, how to organize non-formal and support informal learning on the job. In addition, this level professionals are involved in all stages of kitchen management processes: taking part in planning, organizing, executing (taking care of the main workflow and distribution of tasks) as well as monitoring and assessing of results and overall quality.

One of the main topics discussed during the forums was that in addition to the typically professional competences of the cook, a broader scope of competences and skills (such as organizational, social and personal) is necessary for a person to become a Chef. Considering this as important aspect of development of the new qualifications and assessing non-formally acquired skills, following competencies were mentioned as important for this level:

Organisational	Personal	Social
Leadership and Management and distribution of tasks	Flexibility (ability to adapt to new situations)	Communication with customers and upper management
Planning materials, products, tools, equipment and resources	Autonomy, responsibility and decision making	Ability to work in an international context
Management of risk and problem solving	Critical and self critical abilities	Negotiation competence
Quality control	Entrepreneurship and creativity	Conflict management

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Training of others	Capacity to applying knowledge and imbedding innovations	Customer orientation
	Learning to learn	Ability to work in team
	Quality orientation	

Considering the EQF CULINART project is more focused at Continuing VET Training (CVET) and this was the third main motive for **choosing the EQF level 5** for the Chef qualification.

Doing that the following descriptors defining the levels in EQF will apply in developing the "Chef" qualification:

Descriptors defining levels in the European Qualifications Framework (EQF)[12]

EQF Level	Knowledge	Skills	Responsibility and autonomy
EQF Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

In **Annex 1** there are given the references to the partner's countries NQFs and the descriptors defining the levels therein.

Description of the profession

Work environment and conditions

- *Working conditions (lighting, noise, air-condition);*
- *Different working areas (working with data, people and machines);*
- *Possibilities of working individually or as a team;*
- *Professional illnesses and accidents.*

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 in 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

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[12] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H0615(01)&from=EN, accessed 11.06.2019

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chemical agents, so there is risk of work-related injuries and accidents at work (burns, cuts, etc.).

Chefs work in a 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.

Chef's work activities and tasks

In general these work activities and tasks are inherent to the occupational profile and should not be considered as an element of the qualification profile, but for the purpose of matching the expected work activities that the learner should be able to execute (respectively able to demonstrate sufficient competences for their realization in a real working environment), here we will list the main key tasks which a Chef performs and on the basis of which the learning outcomes are drawn up.

The occupational profile for "Chef "according to ESCO and also in ISCO-08 classification lists the main tasks of the Chef as follows[13]:

Lead Statement:

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.

Task statement:

(a) planning and developing recipes and menus, estimating food and labour costs, and ordering food supplies;
(b) monitoring quality of dishes at all stages of preparation and presentation;
(c) discussing food preparation issues with managers, dieticians, kitchen and waiting staff;
(d) supervising and coordinating the activities of cooks and other workers engaged in food preparation;
(e) inspecting supplies, equipment and work areas to ensure conformity with established standards;
(f) determining how food should be presented, and creating decorative food displays;
(g) instructing cooks and other workers in the preparation, cooking, garnishing and presentation of food;
(h) participating in the recruitment of kitchen staff and monitoring their performance;
(i) preparing, seasoning and cooking speciality foods and complex dishes;
(j) explaining and enforcing hygiene and food safety regulations.

Following these we could describe the chef as a highly skilled professional cook who manages and oversees the operations of a restaurant or dining facility, responsible for the food that comes out of a kitchen, from conception to execution.

- S/he elaborates the menus with the company manager, creating new recipes.

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[13] https://www.ilo.org/public/english/bureau/stat/isco/docs/d8a.pdf

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- S/he manages everything related to the kitchen, from the creation to the conception of the dishes, including the respect of hygiene rules.
- S/he manages the team of cooks and passes on her/his knowledge.
- S/he is supervising the supply, the cost of the productions and the selling price.
- S/he makes most of the administrative decisions and maintains a high level of quality.
- S/he is involved in the process of the kitchen personnel management (interviewing, hiring and training new kitchen personnel).

In this sense the main work activities of the Chef are:

1. Ensures the effective implementation of the safety, hygiene and environment protection regulations and measures
2. Supports the restaurant management taking decisions in his professional area and suggesting measures for optimizations
3. Manages the kitchen staff effectively leading, motivating and training a team of cooks and ensures the proper book keeping (documentation)
4. Plans, organizes and controls the financial execution of the budget and manages the resources needed
5. Manages the kitchen production in terms of products and processes and ensures high quality of the performance
6. Makes autonomously research on new products, technologies, trends, etc. & develops new recipes, menus, etc.
7. Follows and introduces innovation in the kitchen and demonstrates creativity in his/her field
8. Introduces and applies information technologies in the culinary business
9. Effectively communicates with his superiors, subordinates and the clients ensuring smooth communication flow, including in foreign language/s

The methodological approach

The whole new VET qualification for "Chef" and the qualification profile in particular are developed in a view of further trans-national implementation. To that end it was designed in Units of Learning Outcome that are one crucial ECVET technical component for the viability of the ECVET implementation. ECVET[14] requires not only qualifications to be described in terms of Learning Outcomes, but also Learning Outcomes to be grouped together in Units, measurable and assessable. To that end the methodology for the development of the qualification profile followed these main steps:

1. Identifying the expected Learning Outcomes of the qualification

The first step was to **identify the expected Learning Outcomes of the qualification**. The whole training referential of the qualification was described in terms of learning outcomes following one of the basic principles for the ECVET implementation.

Doing that the following principles were observed:

- Learning outcomes should be clearly identified and described in accordance with a common conceptual framework in order to allow a reciprocal understanding of the qualification;

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[14] European credit system for vocational education and training; https://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet

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- Paying specific attention to the title of the LO in order to ensure its recognition by the respective stakeholders, its uniformity when evaluated and certified;

- Focusing on the outcomes that are actually demanded by the business and ensure smooth entering to the labour market, reflecting not the training contents, but the expected performance of the learner at real work situations;

- Ensuring that the expected learning outcomes in the units could be achieved regardless of where and how they have been achieved (in formal or non-formal training, study, work, etc.) following the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training.

- Since the learning outcomes are statements that express the main work activities / tasks that the learner has to perform to prove a specific competence they are expressed in a simple, short and objective statement, beginning by the action verb that indicates the main work task that the learner has to perform, conjugated in the infinitive.

2. Defining Units of Learning Outcomes (ULOs)

The second step was to **group** Learning Outcomes into **Units** and **define** the Units of Learning Outcome that compose the qualification.

Doing that the following principles were observed:

- ULOs are designed as a major groups (clusters) of LOs complementing each other and with a view of the coherence, interconnectivity, reciprocity and interdependence of knowledge, skills and competence associated with each LO among each other;

- The ULOs' title is designed to be as short as possible and reflects the importance of the Learning Outcome(s) for the labour market reflecting the global learning outcomes that are contained in the unit, and not focusing only on some of them;

- Each unit of LO includes all necessary LO (not only technical and methodological knowledge, skills and competence, but also, attitudes and other social, personal and transversal competence important for the professional profile;

- They are designed in a way allowing one ULO to be completed independently of other units of LO (as much as it is possible) allowing the learner to achieve the qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes;

- They are formulated in a clear and understandable way for all the stakeholders (national and regional institutions, social partners, representatives of educational and training institutions, teachers, trainers, learners, etc.) and allowing them to be „manageable" for all the key actors involved;

- They are suitable for VET training and could be acquired in a different environment and in a different educational and training context (for students in VET schools, for adult learners, for work-based learning, apprenticeship programs and mobility) and could evaluated and validated independently;

- The ULOs are described towards the occupational activities and key technical tasks for the occupation of Chef ensuring that after acquiring all the ULOs, the graduates will be

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able to perform effectively all the work activities and tasks indicated in the qualification profile.

3. Setting performance criteria for the learning outcomes

Having all the ULOs composing the qualification listed we need to set specific measurable statements defining performance required to meet the learning outcomes. In the context of the CULINART project we use performance criteria that define and clarify the level and quality of performance necessary to meet the requirements of the learning outcome. They serve as indicators of the means by which the learner will proceed to satisfactory performance of the learning outcome.

Performance criteria define and specify the level that the learner should reach to demonstrate that the learning outcome is acquired and the working task/ action can be performed in a real work situation. They represent a broad statement of the criterion for acceptable performance and thus they correspond to the evaluation criteria and assessment standards that specify what has to be evaluated and what the required performance level is.

Doing that the following principles were observed:

- To describe the performance criteria linked to the particular work activities and in a context of a real work situation allowing the evaluation of a given learning outcome and the achievement of the latter and respective set of knowledge, skills and competence;

- Be observable, measurable and provide qualitative important information on the expected performance;

- To state clear expectations allowing the learners to know what they have to do to demonstrate that they have achieved the learning outcomes;

- Describe performances that are significant, essential, and verifiable meaning that performances can be verified or observed and that they represent more than one limited aspect of behavior and that the performance is considered to be essential for success in completing the qualification/ULO.

It is important to be noted that the performance criteria are not considered as evaluation criteria or assessment tools/standards. They are not referring to methods, instruments or evaluation specifications, thus allowing the various users to determine the methods and tools that are most appropriate in a given context. For this reason, these methods and tools will be determined outside the qualification profile (in the assessment standards).

4. Assessment of the Units of Learning Outcomes

Assessment is the process of collecting evidence/proof of performance criteria achievement and making judgements on whether competence has been acquired. It confirms if the learner is able to perform according to the defined in the qualification evaluation criteria and standards.

Evidence of performance criteria is the information gathered which, when matched against the requirements of the assessment standards, provides proof of competence. Evidence could vary in form and could be collected with different methods and from different sources. In general, we can distinguish direct, indirect or supplementary evidence:

Direct evidence	- Direct observation

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	- Oral questioning
	- Demonstration of specific skills
Indirect evidence	- Assessment of qualities of a final product
	- Review of previous work undertaken
	- Written tests of underpinning knowledge
Supplementary evidence	- Reports from supervisors
	- Work diary or logbook
	- Examples of reports or work documents

There are also a variety of possible assessment methods amongst which the assessor could choose according to the specific of the performance criteria that he is searching evidence for. Here are some examples:

Observation - Real work activities at workplace (practical observation of the apprentice in the working environment)

Review of products - Work samples/products

Questioning - Self-assessment form, Interview, Written questionnaire

Portfolio – References, Work samples/products, Training record, Assessment record, Journal/work diary/logbook, Life experience information

Third party feedback - Interviews with, or documentation from employer, supervisor, peers

Structured activities – Project, Presentation, Demonstration, Progressive tasks, Simulation exercise such as role plays

The assessment tools are chosen on the basis of the selected assessment method and represent a document/material containing both - the instruments and the guidelines/instructions needed for the collection and interpretation of the evidence.

As we specified above the detailed methods, tools or evaluation criteria, are determined outside the qualification profile (in the assessment standards developed). Here in the qualification profile we only give basic directions for the possible assessment tools that, when applying the qualification in real terms, the assessor could use or modify according to the specifics of the given context.

5. Relative weight allocation or ECVET Credit Points assignment

A Unit of learning outcomes is the coherent combination of learning outcomes, which can be autonomously evaluated and validated. In order to be transferred, learning outcomes have to be assessed. These procedures are of extreme importance in order to ensure the validation and recognition processes of learning outcomes, as well as credit transfer and accumulation. In order to do that the last step was to determine the quantitative measures that reflect the numerical representation of the ratio between the overall "weight" of the learning outcomes in a qualification (=100%) and the relative "weight" of each ULO within the qualification (=n% of all). The percentage allocation is possible and applicable only if all the units that constitute a qualification have been defined.

The "relative weight" of the different ULOs in the CULINART project "Chef" qualification is defined based on the combination of the following approaches:

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- The relative importance of the learning outcomes which constitute the unit of learning outcomes for: employment and labour market realization, career progression, transfer to other qualification levels, social integration, etc.;

- The complexity, scope and volume of learning outcomes consisting in the particular ULO;

- The learner's efforts needed for the acquisition of the knowledge, skills, attitudes and competences defined in the ULO.

Another approach to present the complementary information about the units of LO and their importance in the whole qualification in numerical form is to attribute ECVET points to the qualification and units, representing the qualification and each unit by a specific number of ECVET credit points.

According to the ECVET European Recommendation[15] credit for learning outcomes (credit) "*means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programs or qualifications*". In this regard, the assigned ECVET credit points to each ULO express the volume of Learning Outcomes involved in the unit and make possible the transfer and accumulation of credits, making possible the accumulation of learning outcomes in order to achieve the qualification or to obtain a recognition of Learning Outcomes achieved in other contexts. Allocation of credit points to the qualification will be based on the developed Framework Agreement for the delivery of the joint VET qualification concluded memorandum of understanding for the mutual recognition of the learning outcomes of the partner organizations. These documents are developed in the next project implementation stages and guarantee the inclusion of the joint training curriculum in the training offers of the partner training institutions, the transparency of the qualification and the mobility of the learners.

Since the ECVET system development and implementation is at different stages among the partner countries, in the context of CULINART project, the implementation of a credit system will be decided, in addition to the attribution of ECVET points, in the aforementioned document and thus make it possible to attribute credits to assessed learning outcomes. For the purposes of the current qualification profile only a percentage allocation will be used to demonstrate the relevance and importance of the different ULOs towards the entire qualification.

Following the above described methodology, in the CULINART Project the following structure will be used to define Units of Learning Outcome:

Components and structure of a Unit of Learning Outcome

Unit of Learning Outcome (ULO)			
Title of the Unit:		**Reference to the qualification:**	**Learning outcomes reference to EQF:**
Name of the ULO		*Name of the qualification*	*EQF …*
	Performance indicators	**Assessment tools**	**Relative weight of the**

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[15] Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET).

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			ULO from the whole qualification (%)
Learning outcome 1	*Name of the LO*	*Tool 1* *Tool 2* *Tool 3*	…..%
Knowledge			
Skills			
Competence			
Learning outcome 2	*Name of the LO*		
Knowledge			
Skills			
Competence			
Learning outcome "n"	*Name of the LO*		

Units of Learning Outcomes:

There is no question that before becoming a Chef one must be an excellent cook or a specialized technician in the food preparation. Since there are various qualifications offered for cooks, this is not the focus of the current qualification profile. The idea of being a chef is pre-supposing that all the necessary knowledge, skills and competence needed for a cook are already acquired and mastered. That's why the present qualification profile will focus only on the crucial competence that a chef needs to implement his/her specific work activities and tasks.

To that end there are two types of ULO defined in the qualification profile:

- **core units** – they are mandatorily in order to obtain the Chef qualification and they constitute the core of a qualification;

- **optional units** (free choice) - these units are not considered the core of the qualification but are necessary to configure it. In other words, they may be selected from a set of ULOs to complete the qualification. The existence of the optional units provides greater flexibility in the planning of an individual's educational path.

The mandatory ULOs are the core of the qualification, and must represent between 80% and 90% of all its competences. The competences corresponding to the remaining 10% to 20% are optional and may be identified from a set of competences which respond to the specific needs of the qualification in a given context (professional, local, regional, future skills, innovation in the field, new technologies, digital skills and their impact on professional tasks).

Core Units of learning outcomes:

Qualification profile is based on the Need Assessment Report developed by the partnership. Each partner country elaborated their country specific research and having analysed and compared them, the common tasks, duties and corresponding knowledge, skills and competences have been identified.

For the purpose of the joint Chef qualification and nobilities of students, the following core Units of Learning Outcomes were agreed upon by the partnership:

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1. Health and Safety, Hygiene and Environmental Protection

2. Culinary Business Management, Tourism and Entrepreneurship

3. Kitchen Personnel Management and Administration (HR)

4. Financial and Resources Management and Bookkeeping in the Culinary Business

5. Kitchen Production Management and Quality Assurance (processes)

6. Menu Research & Development, Creativity and Innovation in the Kitchen

7. Information and Communication Technologies in Culinary Business

8. Communication and Foreign Languages

9. Guest Relations and Customers' service

Optional Units of learning outcomes:

Respecting the CEDEFOP recommendations that "the learning outcomes should allow for individual and local adaptation and interpretation and should support alternative learning pathways and choices, reflecting differences between individuals and the contexts in which they learn"[16] here in the optional ULO's other possible units could be identified and defined to complete and/or supplement the qualification if and when it is required by specific country contexts and regulations.

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[16] https://www.cedefop.europa.eu/files/4156_en.pdf

Job opportunities:

The present qualification enables the person who acquires it to become a skilled and experienced chef in the gastronomy industry and culinary arts fields. After acquiring the "Chef" qualification developed in the CULINART project a person could occupy numerous job positions in the hospitality, restaurant, food service and production, culinary arts and other related sectors.

This qualification provides a pathway to work as a Chef-cook in eating establishments such as restaurants, hotels, clubs, pubs, cafés, coffee shops, etc. The types of organizations and establishments in which a person who has acquired the "Chef" qualification can work and/or build a career and also the positions on which he may be employed might vary according to the country specific labor legislation and context. Detailed overview of the job positions will be developed further with the particular professions and positions for the partner countries in the Strategy for enhancing the joint qualification's productivity (a subject to further development in the CULINART project).

Here we give only some examples for common positions so that the learner can get an idea of the opportunities that this qualification has to offer:

- Chef
- Executive chef
- Head chef
- Chef de cuisine
- Sous-chef / Second Chef
- Chef de partie
- industrial chef
- Banqueting chef
- Pastry chef
- Saucier
- Commis chef
- Personal / private chef
- Restaurant owner
- Private caterer
- Food writer
- Kitchen Manager / Supervisor
- Food Blogger
- Food Innovator
- Food Designer

Reference of the EQF level 5 qualification to the partner countries' NQFs

EQF level 5 and the corresponding NQF level:	NQF level	Knowledge	Skills	Responsibility and autonomy
Bulgaria	*EQF level 5 = NQF level 5* *or in national context - IV level of professional qualification*	**Knowledge:** ✓ possesses extensive factual and theoretical knowledge in a broad context in the field of training or work ✓ knows how to process, use, and analyze complex specific information ✓ knows the principles of planning, organization and control of processes in a particular field of activity ✓ develops evaluation criteria	**Skills:** ✓ plans, organizes and controls activities, incl. manufacturing process ✓ makes a reasoned assessment of the quality of the implementation of the activities ✓ makes suggestions for optimizing activities ✓ possesses business communication skills ✓ performs complex operations with the help of various tools, machines, apparatus, measuring instruments ✓ controls and assists staff by explaining or demonstrating proper performance of an activity ✓ assesses the quality of the manufactured product and the work of the team members ✓ develops an action plan using available resources ✓ makes proposals related to improving the facilities, staff and activities of the enterprise	**Competence:** *Autonomy and responsibility* ✓ works independently under changing conditions, being responsible for both the fulfillment of his personal tasks and the tasks assigned to the team for which he is responsible ✓ bears responsibility for the work of the team he manages ✓ makes a reasoned assessment of both the team members and the quality of the performance ✓ bears responsibility for the proper use of the facilities ✓ possesses responsible behavior and is actively involved in public life *Learning competencies* ✓ assesses gaps in their own knowledge, skills and competences and takes measures to improve their skills, both individually and through participation in training, seminars, etc. ✓ uses a variety of ways to expand and update his professional qualifications ✓ assesses the need for staff training and offers appropriate opportunities *Communicative and social competencies* ✓ Effectively communicates at different levels ✓ manages the work of working groups / teams ✓ publicly presents different types of information

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				✓ makes analyzes, oral and written presentations, formulates instructions, tasks, explanations, using the relevant terminology in both Bulgarian and foreign languages *Professional competencies* ✓ performs complex activities under changing conditions, and assumes managerial responsibilities for the work of others and for the allocation of resources
Spain	*EQF level 5 = NQF level 5 EQF level 5 = Spanish level 3 (CNCP)*	**Knowledge:** ✓ Specialised knowledge in a study or professional field, with critical comprehension for transferring, integrating and innovating knowledge.	**Skills and abilities:** ✓ Advanced technological knowledge application and integration when defining and developing both predictable and not predictable working procedures. ✓ Management and supervision of the work techniques and outcomes, carried out by oneself and other people. ✓ To communicate knowledge, abilities, feelings and activities properly in predictable and not predictable contexts. ✓ Correct management of technological resources in a work or study field. ✓ Analysis of the consequences of one's and other's actions in predictable and not predictable contexts. ✓ Analysis of varied and wide information, necessary for evaluating and solving problems within its study or professional field. ✓ Search for creative and innovative solutions when solving problems in a study or professional field.	**Competence:** ✓ Self-management of education in a study or professional field with the aim of making progress to higher training levels or of improving the application of new knowledge. ✓ Autonomy and responsibility for carrying out predictable and unpredictable activities in a professional field, and in charge of supervising the activities by subordinate people ✓ Responsibility and autonomy so as to implement and supervise workplace risk prevention, people safety, work quality and protection of the environment where the professional activity is carried out.
Italy	*Uses EQF level descriptors as a basis for referencing its formal qualifications to the EQF levels*	***Knowledge:*** Comprehensive, integrated and specialized knowledge. ✓ Awareness of the areas of knowledge	***Skills:*** ✓ Use, also through adaptations,reformulations and reworkings, a wide range of methods, practices, protocols and tools, consciously and selectively also in order to modify them, by activating an exhaustive set of cognitive, relational, social skills that allow to find technical solutions also unconventional.	***Autonomy and Responsibility:*** ✓ Ensure compliance of the objectives achieved on their own, and from other resources, identifying and planning review and development interventions, by identifying the decisions and by contributing to the process of implementation, in a context determined, complex and exposed to cyclical and unforeseen changes.

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			✓ Typically: analysis and evaluation, effective communication with respect to the technical field and management of criticalities	
France	*EQF level 5 = NQF level 5 EQF level 5 = French Level IV*	**Level definition:** ✓ Personnel holding jobs at a supervisory highly skilled worker level and able to provide proof of a level of training equivalent to that of the vocational certificate (BP), technical certificate (BT), vocational baccalaureate or technological baccalaureate.		**Learning outcomes:** ✓ A level IV qualification involves a higher level of theoretical knowledge than the previous level. This activity concerns mainly technical work that can be executed autonomously and/or involve supervisory and coordination responsibilities.
Portugal	*EQF level 5 = NQF level 5*	**Knowledge:** ✓ Comprehensive, specialized, factual and theoretical knowledge in a particular field of study or work and awareness of the limits of this knowledge.	**Skills:** ✓ A comprehensive range of cognitive and practical skills needed to design creative solutions to abstract problems	**Competence:** ✓ To manage and supervise in study or work contexts subject to unpredictable changes. To review and develop your performance and that of others.
Turkey	*EQF level 5 = NQF level 5*	**Knowledge:** ✓ Possess theoretical and practical knowledge required for expertise in an area of work or learning.	**Skills:** ✓ Analyse data that belong to complicated and interrelated activities in an area or work or learning, ✓ evaluate results with an interrogative approach, ✓ draw conclusions, ✓ define appropriate tasks and methods and apply them or have them applied systematically; ✓ develop evidence- based solutions to unique and/or unforeseen problems encountered for the first time; ✓ transfer knowledge and skills to others.	**Competence:** ✓ Take limited responsibility in performing complicated activities in environments where unforeseen changes take place; ✓ undertake supervision and audit over activities which are performed by others under one's responsibility; ✓ satisfy learning needs in line with learning goals, ✓ guide people under one's responsibility related to the determination of their learning needs and development of their performance.

TEMPLATE for Unit of Learning Outcomes

Unit of Learning Outcomes (ULO)			
Title of the Unit:		**Reference to the qualification:**	**Learning outcomes reference to EQF:**
Name of the ULO		*Name of the qualification*	*EQF …*
	Performance indicators	**Assessment methods and tools suggested**	**Relative weight of the ULO from the whole qualification (%)**
Learning outcome 1	*Name of the LO*	*Tool 1* *Tool 2* *Tool 3*	*…..%*
Knowledge			
Skills			
Competence			
Learning outcome 2	*Name of the LO*		
Knowledge			
Skills			
Competence			
Learning outcome "n"	*Name of the LO*		

Core Unit of Learning Outcomes 1 – *Health and Safety, Hygiene and Environmental Protection*

Unit of Learning Outcomes 1					
Title of the Unit:				**Reference to the qualification:**	**Learning outcomes reference to EQF:**
1. Health and Safety, Hygiene and Environmental Protection				*"CHEF"*	*EQF level 5*
		Performance indicators	**Assessment methods and tools suggested**	**Relative weight of the ULO from the whole qualification (%)**	
Learning outcome 1	*Observing the health & safety measures, precautions and regulations regarding food production*	*LO 1*	*Tool 1 – written test* *Tool 2 – case study*	*5%*	
Knowledge	1.Knows common principles and implementation aspects of existing legislation on health and safety at work 2. Knows risks and dangers to the health and safety of workers in the kitchen 3. Knows culture of safety and risk perception: rules and methods of behaviour 4. Knows the safety management system in the kitchen	*Demonstrates professional health and safety-related management functions and activities*			
Skills	1. Is able to collaborate with the employer, in compliance with the obligations on the protection of health and safety in the workplace 2. Is able to use properly the work equipment and machinery, toxic substances, means of transport and safety devices 3. Is able to respect and share the employer's protection instructions 4. Is able to report immediately any dangerous conditions to the employer, working to eliminate or reduce situations of serious and imminent danger				

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Competence	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 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			
Learning outcome 2	*Controlling the hygiene and sanitation processes in the kitchen*	*LO 2*		
Knowledge	1. Knows the factors causing the development of microorganisms and the main techniques of food preservation 2. Knows legislative and regulatory references on personal hygiene, equipment and work environments 3. Knows cleaning and sanitising procedures 4. Knows legislative and regulatory references on food management 5. Knows modern technologies for food handling and storage and related quality standards	*Demonstrate applying principles and standards in food safety and sanitation*		
Skills	1. Is able to check and store raw materials 2. Is able to apply the self-monitoring procedures of the HACCP Food Safety Manual. 3. Is able to check the condition and maintenance of kitchen equipment 4. Is able to take care of the personal hygiene, the hygiene of the places, of the equipment and of the operating equipment 5. Is able to apply procedures for cleaning and sanitization of work areas and equipment			
Competence	1. Is responsible of management of supply flows, according to needs, establishing the methods of storage and preservation of raw materials 2. Is capable to prepare the raw materials, in accordance with the assigned time and on the basis of the work plan received, selecting, cleaning and processing the food and providing, where necessary, for the conservation of the same 3. Is responsible for the implementation of the operations of care of the packaging and sanitation equipment of the places and of the operating material according to the indications received, applying the procedures of self-control for the safety of the food products			

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	4. Is capable to maintain of the cold chain for fresh or cooked products to be preserved			
Learning outcome 3	*Introducing and maintaining of sustainable practices in the kitchen - local buying*	*LO 3*		
Knowledge	1. Knows systems of production and sale of food products: the advantages of the short chain 2. Knows characteristics of seasonal products 3. Knows the value of biodiversity 4. Knows sustainable cultivation (organic, biodynamic, permaculture, fair-trade farming) 5. Knows corporate Social Responsibility Management (CSR) in companies	*Discuss concepts related to organic farming, sustainable food production and cooking, use of local and seasonal products, and other green initiatives. Demonstrates social responsibility for creating and supporting sustainable food systems.*		
Skills	1. Is able to identify dietary styles and customer needs with priority to menus based on sustainable products 2. Is able to assemble seasonal products and from sustainable crops based on their agronomic, organoleptic and morphological characteristics 3. Is able to identify trends and signals from the market on CSR management			
Competence	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 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 3. Is responsible of anticipation of avant-garde trends, recognition of signals with respect to phenomena, orienting the values of sustainability to business 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 produced, in order to spread knowledge of the products and characteristics of the territory			
Learning outcome 4	*Managing the recycling in the kitchen ensuring the proper utilization of ingredients and leftovers*	*LO 4*		
Knowledge	1. Knows the life cycle of food products 2. Knows concept of waste in the kitchen and proper management 3. Knows hygiene and safety of waste in the kitchen	*Develops waste management procedures and*		

	4. Knows the circular kitchen 5. Knows recipes of circular cooking	*controls their* *implementation*	
Skills	1. Is able to evaluate costs and recovery of costs in the circular kitchen 2. Is able to reduce the amount of waste generated in the kitchen 3. Is able to develop "innovative" recipes using kitchen waste		
Competence	1. Is responsible of design of menus and realisation of recipes taking into account the circularity of production as a ""closed cycle"" that involves production, consumption and reuse 2. Is responsible of design and creation of new business models for the valorisation of waste in the kitchen 3. Is responsible of adaptation and personalization of gastronomic choices by implementing interventions on the production cycle, for a sustainable management of processes 4. Is responsible of design the product/dish using the life cycle thinking approach		
Learning outcome 5	*Implementing environment protection measures proposing eco-friendly practices*	*LO 5*	
Knowledge	1. Knows common principles and implementation aspects of existing environmental legislation 2. Knows ecological approach and environmental sustainability 3. Knows proper management of kitchen waste 4. Knows analysis of pollutants in the kitchen environment 5. Knows voluntary systems of environmental management (EMAS and ISO 14000) 6. Knows Ecological labels: environmental and energy labels	*Demonstrate ability to propose and perform environment protection measures, incl. water and energy saving, etc.*	
Skills	1. Is able to transfer value and meaning of a "common"responsibility into the environmental action strategy 2. Is able to plan possible actions to safeguard/maintain the environment and the ecosystem, in coherence with the situation analysed 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 4. Is able to use ecological non-food products 5. Is able to reduce packaging and/or reuse packaging where possible 6. Is able to choose kitchen equipment and utensils with an environmental and/or energy label		

Competence	1. Is responsible of application of environmental sustainability policies: energy saving, water saving, priority to organic, local and fair-trade food products; priority to ecological non-food products 2. Is responsible of definition of the environmental behaviour of your organisation 3. Is responsible of implementation of an environmental management system 4. Is responsible of socialisation of shared environmental responsibility, involving the customers in good environmental practices			

Core Unit of Learning Outcomes 2 - *Culinary Business Management, Tourism and Entrepreneurship*

Unit of Learning Outcomes 2				
Title of the Unit:			**Reference to the qualification:**	**Learning outcomes reference to EQF:**
2. Culinary Business Management, Tourism and Entrepreneurship			*"CHEF"*	*EQF level 5*
		Performance indicators	**Assessment methods and tools suggested**	**Relative weight of the ULO from the whole qualification (%)**
Learning outcome 1	*Controlling the implementation of the legislation regarding the tourism sector, hospitality and culinary business*	*LO 1*	*Tool 1 - Written group work about legislation to be applied in each sector (tourism, hospitality,*	
Knowledge	1. Knows the specifics of the culinary business 2. Knows national and international law applied to the tourism, hospitality and culinary business sector.	*Demonstrates deep knowledge of the applicable legislation and his role of controlling the*		*10 %*
Skills	1. Is able to interpret the specifics of the culinary business in terms of competition and trends			

	2. Is able to apply international and national legislation in each sector of work	*regulations application concerning the culinary business*	*cooking); Oral presentation of the work, discussion of conclusions and improvements to be made (if applicable).*	
Competence	1. Is responsible for management and supervision of the legislation to implement and adapt to each context and sector autonomously and responsibly.			
Learning outcome 2	*Appling the entrepreneurship fundamentals and business planning principles in the restaurant industry in favour of proposing new business Initiatives and optimizations in his field*	*LO 2*	*Tool 2 - Direct observation and participation in class (may include case study and discussion; presentations; role-playing; training of techniques); Production of case studies and problem solving; Final project that will consist of the elaboration and presentation of a business plan.*	
Knowledge	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 2. Is familiar with the tools for creating a networking and experience-sharing environment that enhances business opportunities in an international environment	*Demonstrate active behaviour and cooperation with the management of the restaurant or hotel proposing optimizations in the restaurant\kitchen and participating in the decision-making process when it comes to business initiatives*		
Skills	1. Is able to create your own business project 2. Is able to design a high impact business that aligns personal goals with market opportunities 3. Is able to develop a systemic and innovative vision regarding the models of entrepreneurial management 4. Is able to make a precise strategic diagnosis to the internal and external potentialities and constraints 5. Is able to apply techniques of strategic management and operational management of the business aiming at its launch and sustained growth in a globalized world 6. Is able to think and act out of the box, finding creative solutions to achieve the desired results			
Competence	1. Is responsible to Integrate independently entrepreneurial management knowledge and new business approaches		*Tool 3 - Preparation and oral presentation of a business plan using IT.*	
Learning outcome 3	*Applying economic, marketing and sales principles towards the client satisfaction*	*LO 3*		
Knowledge	1. Knows specific marketing tools and principles 2. Knows basics of sales psychology and factors affecting consumer buying behaviour 3. Knows main methods of marketing research	*Demonstrate ability to orient the work toward achieving of goals (customer*	*Tool 4 - Practical proof of the various*	

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	4. Knows marketing and communication mix and relationships of its components	*satisfaction) and results (sales maximization)*	*gastronomic offerings before a jury; Cultural and technical visits to restaurants, hotels, among others.*	
Skills	1. Is able to supervise daily the operation and strategic management of the unit(s), reflecting national and international best practices 2. Is able to effectively and efficiently manage the different areas of a company (such as marketing, people, processes, finances, etc.) 3. Is able to develop a Business Plan and pitch it to potential partners or investors 4. Is able to develop marketing products, build relationships with clients and increase client retention levels 1. Is able to develop measures to plan, assess and improve client services that are consistent with the company objectives, priorities and values			
Competence	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			
Learning outcome 4	*Exploring and exploiting the specifics and the meaning of the gastronomy as a cultural phenomenon*	*LO 4*		
Knowledge	1. Knows the culture, material and immaterial resources of each country 2. Knows the specifics of the new consumer, their motivations and trends in world tourism; 3. Develop awareness of the need to create a differentiated offering, taking into account the idiosyncrasies and identity of each country	*Demonstrates deep knowledge about the regions and cultures and applies it in the working context to optimize the available resources*		
Skills	1. Is able to develop awareness of the need to create a differentiated offering, taking into account the idiosyncrasies and identity of each country 2. Is able to create and develop culinary products from different types of contexts 3. Is able to explore different culinary approaches taking into account heritage and culture as potentialities of gastronomic tourism 4. Is able to create, design and adapt the gastronomic offer to the consumer's profile			
Competence	Apply the technical, historical and innovative mastery of the culinary arts.			

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Core Unit of Learning Outcomes 3 - *Kitchen Personnel Management and Administration*

Unit of Learning Outcomes 3				
Title of the Unit:			**Reference to the qualification:**	**Learning outcomes reference to EQF:**
3. Kitchen Personnel Management and Administration			*"CHEF"*	*EQF level 5*
		Performance indicators	**Assessment methods and tools suggested**	**Relative weight of the ULO from the whole qualification (%)**
Learning outcome 1	*Planing and organizing the kitchen personnel*	LO 1	*Tool 1 – Written test*	
Knowledge	1. Is familiar with the required employment laws and procedures as required per country. 2. Understands the requirements regarding performance management and discipline from a legal point of view. 3. Knows and understands the requirements of performance reviews following HR management principles and company guidelines/policies	*Demonstrate knowledge of management practices, employment law and policies and procedures. Identify legal issues associated with*	*Tool 2 – practical task (work schedule development)*	
Skills	1. Is able to apply the referent labor legislation in his sector of work. 2. Is able to plan, develop and control working schedules . 3. Is able to organize and coordinate the staff in the kitchen. 4. Is able to organize and conduct activities for interviewing, hiring, firing.	*performance management and discipline. Prepare and conduct a*	*Tool 3 – case study*	*17.5%*
Competence	1. Autonomously plan, structure, organize and supervise the personnel required for the daily/weekly operational needs of the establishment in order to ensure the standards are met in terms of production goals and quality of produced food.	*performance review and establish performance indicators respecting the HR management principles and the*		

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		culture and style of the organization.	
Learning outcome 2	*Performing personnel management in a food service production facility*	*LO 2*	
Knowledge	1. Understands how to describe the job positions properly and all the requirements specific to each department in the kitchen. 2. Knows and applies the required HR management methods to the kitchen personnel.	*Prepare an effective work schedule taking into account multiple staff variables.*	
Skills	1. Is able to work accurate with administrative documentation concerning 2. Is able to deal with the everyday problems encountered during the production according to the various culture specifics of the team. 3. Justifies and explains the production results as required by the company management.	*Supervises the subordinates during the production process. Developes work schedule, job description creation, recruitment and selection.*	
Competence	1. The learner is capable of planning and organizing the required production load in the various departments under his care and t deliver high quality performance through the selection and engagement of the respective personnel needed.		
Learning outcome 3	*Performing Leadership & effective team building and Career Management*	*LO 3*	
Knowledge	1. Knows and understands the types of leadership required in a every day kitchen or food production facility management. 2. Knows and understands the types of type of actions required into building an effective team. 3. Knows and understands the proper actions and consequences for the proper growth an efficient and professional team. 4. Necessities and importance of self-continues education and growth on professional level (your professional and personal carrier of being of chef)	*Demonstrate effective supervision of others in work production by providing clear instructions, effective criticism, and redirection by applying various theories on leadership and motivation. Supports and guides the team members in their career advancement.*	
Skills	1. is able to apply the type of leadership as required 2. Guides and supports the cooks in his unit in their everyday challenges and issues 3. Analyzes and directs the various personalities in a team towards a more efficient and productive team, supportive, building confidence, patience, problem-solving	*Demonstrates teamwork and ability to build and manage teams. Identify*	

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Competence	1. Is capable of leading a team under various stress factors towards specifics goals as required by the management of the company. 2. To apply proper management technics based on the number of persons in the team being managed. 3. Is able to choose and consult /advice the proper path for his own and his staff career's growth.	*conflict resolution approaches.*
Learning outcome 4	*Training other people (staff)*	*LO 4*
Knowledge	1. Knows the training cycle – needs assessment, design, delivery, evaluation. 2. Knows and understands the needs and requirements of the training program for the trainees	*Demonstrate knowledge about the training cycle – needs assessment, design, delivery, evaluation.*
Skills	1. Is able to create curriculum or training program and choose proper teaching methods to apply to the trainees based on their requirements. 2. Has good communication skills, hand-on skills (practical skills, to show how it has to be done); 3. Is able to actively involve the trainees in the teaching process	*Demonstrates good teaching skills, explains variety of professional issues to others using the proper methods and terminology, creates*
Competence	1. The learner is capable of explaining and transmits the requirements of profession via everyday example, past experience and lessons learned. 2. Is able to explain and promote the concepts of LLL and continuous education program.	*factors that help people to learn*

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Core Unit of Learning Outcomes 4 - *Financial and Resources Management and Book Keeping in culinary business*

Unit of Learning Outcomes 4				
Title of the Unit:			**Reference to the qualification:**	**Learning outcomes reference to EQF:**
4. Financial and Resources Management and Book Keeping			*"CHEF"*	*EQF level 5*
		Performance indicators	**Assessment methods and tools suggested**	**Relative weight of the ULO from the whole qualification (%)**
Learning outcome 1	*Implementing proper food cost solutions*	*LO 1*	*Tool 1 – written test*	
Knowledge	1. Knows and understand the concept of food costing 2. Knows and understand basic math principles and calculations 3. Knows and understands the variable of food costing (seasons, products, imports, packing) 4. Knows how to apply the concept of food costing to recipes, menu 5. Understands the inventory control, purchase and delivery processes, principles of proper supplier selection, ingredients selection, the principle behind proper ingredients selection 6. Knows and understands the P&L in the food service industry, the values of correct and adequate bookkeeping	*Demonstrates P&L knowledge; Analyze a P&L and implement changes based on financial data; Analyze and prepare an annual operating budget for a complex food operation. Apply concepts of menu mix and portion cost to produce a menu at a targeted food cost*	*Tool 2 – calculation task/costing* *Tool 3 – practical task related to the planning and management of financial indicators in a food establishment*	*15%*
Skills	1. Applies the concept of food cost to a recipe, menu, purchasing order; 2. Uses and operate basic and appropriate math functions related to costing issues in the food service industry 3. Plans and executes costing based on seasonality, availability, procurement of product as needed or required by the production facility;			

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	4. Creates and adapt food costing concepts to recipes, menu and event planning 5. Is able to properly carry an inventory, properly plan and order items according to the currents needs 6. Is able to recognize and analyze the quality of purchased items 7. Is able to differentiate and select suppliers according to the needs 8. Is able to analyze the PL statement sheet and take actions as needed 9. Is able to create, feed and maintain a proper adequate working bookkeeping system according to the needs of the establishment 10.Is able to create formulas on excel as needed	
Competence	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. 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	
Learning outcome 2	*Developing and executing budgets in the restaurant business*	*LO 2*
Knowledge	1. Knows and understands the necessity and complexity of creating a budget 2. Knows and understands the need of creating a balanced and realistic budget 3. Respect the limitations of budgeting	*Demonstrate ability to prepare a capital budget with effective project justifications and payback analysis*
Skills	1. Is able to analyze the possibilities and the needs of the food service establishment 2. Is able to develop a budget proposal for a food production unit or establishment	
Competence	1. Is capable of creating a balanced budget in accordance with the needs of the establishments in effective manner 2. Is able to implement and control his proposed budget 3. Collaborates with various departments as required to streamline the budget proposals and to have a final document 4. Develops and implements strategies for purchasing and control of the business	

Learning outcome 3	*Observing the accounting / book keeping processes in the restaurant*	LO 3	
Knowledge	1. Knows and understand the concepts between food costing versus P&L; 2. Recognize and analyze various documents used in the accounting such as invoices, transfers, protocols	*Demonstrates ability to analyze accounting and financial documents and support the record keeping according to the applicable regulations in the sector;* *Demonstrate ability to write well-balanced menus that meet the needs of the customers and are operationally functional and profitable*	
Skills	1. Is able to deal with the various documents required by the accounting, purchasing, ordering, production departments, inventory tracking, etc.		
Competence	1. Is capable of analyze, manage and track documentation related to the accounting; 2. Controls the proper bookkeeping in the restaurant		
Learning outcome 4	*Managing the supply chain and inventory system in the restaurant*	LO 4	
Knowledge	1. Understands the food supply systems 2. Knows and understands how to design and use an inventory system 3. Knows and understands the rules behind the inventory systems - first in- first out, rotation, proper delivery timing, proper storage, proper stock taking, etc. 4. Knowledge the legislation applicable to supply chain and stocking	*Demonstrates knowledge about the local and global food production and delivery systems, including resource allocation;* *Use and troubleshoot a food inventory and ordering system;* *Demonstrates knowledge and skills for properly storage all food items*	
Skills	1. Is able to work with specialized software for restaurant inventory and supplies management; 2. Is able to take inventory in a organized manner		
Competence	1. Is capable of taking an inventory in a organized and proper way 2. Is capable of managing the supplies in the restaurant		

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Core Unit of Learning Outcomes 5 - *Kitchen Production Management and Quality Assurance (processes)*

Unit of Learning Outcomes 5				
Title of the Unit:			**Reference to the qualification:**	**Learning outcomes reference to EQF:**
5. Kitchen Production Management and Quality Assurance			*"CHEF"*	*EQF level 5*
		Performance indicators	**Assessment methods and tools suggested**	**Relative weight of the ULO from the whole qualification (%)**
Learning outcome 1	*Managing the kitchen production process going through the classical and modern cooking techniques*	LO 1	*Tool 1 – written test*	
Knowledge	1. Knows and understands the various technics and methods used in the everyday workload preparation and functioning food service 2. Knows and understands the differences between technics applied for classical cuisine verses modern cuisine 3. Knows and understands the requirements necessary in the production process for a functioning kitchen	*Demonstrates master level of autonomously applying fundamental and advanced culinary techniques and supervises the subordinates in the food production process*	*Tool 2 – case study, explanation of a certain recipe, its origin and method of preparation*	*15%*
Skills	1. Is able to use and implement the proper technics required both in classical and modern cuisine as needed in each recipe 2. Is able to apply the proper and required technics for a functioning service 3. Is able to oversee the appropriate technics required in the production 4. Is able to properly cook using classic and modern technics according to proper standards			

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			Tool 3 – practical task, related to the demonstration of advanced techniques in the preparation of different types of dishes, as well as presenting the final dish	
Competence	1. Is able to efficiently realize /produce the required workload using the proper technics 2. Is capable of direct and control the production process towards the required results			
Learning outcome 2	*Managing and controlling the compliance with the quality standards*	LO 2		
Knowledge	1. Knows the standards of quality that are required by the company and the respective legislation 2. Knows the requirements for each standard involved in food production 3. Knows how to develop quality standards 4. Knows how to apply quality standards through all the process - from purchasing to discarding	*Demonstrates knowledge and skills in the preparation of different types of dishes, including from classical and contemporary cuisines and controls the high standards of the kitchen production;* *Demonstrate appropriate principles of plate presentation*		
Skills	1. Is able to create, to established, to follow and correct as needed to respect the quality standards as previously established 2. Is able to analyze, supervise and response as needed in order to maintain the quality standards			
Competence	1. Ensures high quality of the kitchen production trough the application of the established quality standards 2. Is able to differentiate and resolve issues on the spot by taking corrective actions as warranted			
Learning outcome 3	*World cuisines and food cultures implementation (incl. Cuisines and Cultures of Europe, Americas, Mediterranean, Asia, etc.)*	LO 3		
Knowledge	1. Identifies key ingredients and flavor profiles typical for the different world cuisines 2. Knows and understands the technics and how to apply the proper one for each ingredient from specific cultures	*Demonstrates advanced abilities in preparing and certain dishes applying specific receipts, showing consistency*		
Skills	1. Is able to prepare various dishes specific for the different cuisines using the proper cooking technics and the right gesture			
Competence	1. Is capable of applying the proper cooking technic for each specific cuisine and ingredients as needed			
Learning outcome 4	*Preparing menus for kids and diet menus (healthy lifestyle, vegan, vegetarian, special diets due to allergies, etc.)*	LO 4		
Knowledge	1. Knows the risks associated and the solutions possible for each specific diets In case of non-compliance;	*Demonstrates knowledge and skills in*		

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	2. Knows the list of allergens and the different allergies, intolerances; Knows the basic nutrition requirements for each culinary or dietary need	*applying nutrition concepts to menu planning and recipes in order to meet nutritional guidelines*		
Skills	1. Is able to prepare dishes according to specific dietary requirements; 2. Is able to be extremely precise and detailed in his everyday production work			
Competence	1. Develops and prepares special menus for kids or diet menus being detail oriented and meeting the special requirements			
Learning outcome 5	*Presentation, plating and decoration of culinary production*	*LO 5*		
Knowledge	1. Knows and understands the history and evolution of plating styles 2. Knows the concepts of architecture and composition, color harmony; the concept of high volume plating vs. fine dinning vs. field kitchens	*Demonstrates abilities in applying presentation skills following established quality standards, following production standards*		
Skills	1. Is able to create a harmony in the plate in terms of colors and textures 2. Is able to respect the plating as imposed by the quality standards and recreate the same plating style and vision as required 3. Is able to resolve issues of plating of the last minute			
Competence	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			
Learning outcome 6	*Implements food production equipment management*	*LO 6*		
Knowledge	1. Knows and understands the requirement of each machine and appliance used in the kitchen 2. Knows and understands the proper use of the machine 3. Knows and understands the safety rules when using the equipment 4. Knows and understands proper storing and cleaning of the kitchen equipment 5. Knows and understands new technologies as they appear in the everyday workloads	*Demonstrates professional competence in maintaining the condition of equipment and make adjustments as required within scope of responsibility*		
Skills	1. Is able to use, clean and store adequately any individual piece of equipment 2. Is able to ensure basic everyday maintenance of the equipment 3. Is able to use advanced technologies in the everyday workload 4. Is able to deal with problem-solving with the equipment in everyday issues			

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	5. Is able to exercise professional handling the equipment (to put it in a proper use)				
Competence	1. Is capable of use the tools, equipment and machines properly and demonstrate to other the proper use of the equipment; 2. Ensures the maintenance of tools, equipment and appliances and controls their usage				
Learning outcome 7	*Exercising effective time management during production*	*LO 7*			
Knowledge	1. Knows and understands the proper technics in effort to lighten the everyday workload; 2. Knows and understands how to synthesis a production worksheet; 3. Knows and understands the principle behind the mass production and time management; 4. Knows and understands the concept of planning and delegation as needed	*Demonstrates efficient time management of the personnel and processes in the kitchen*			
Skills	5. Is able to grasp quickly and systemize/coordinate, resume and overview the production load and deadlines; 6. Is able to be flexible during the production when the time is short and to find a quick solution; 7. Is able to perform multitasking				
Competence	8. Effectively manages the time of the team, and processes in the kitchen demonstrating flexibility and problem-solving skills.				

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Core Unit of Learning Outcomes 6 - *Creativity and Innovation an the Kitchen. Menu Research & Development*

Unit of Learning Outcomes 6					
Title of the Unit:				**Reference to the qualification:**	**Learning outcomes reference to EQF:**
6. Creativity and Innovation in the Kitchen. Menu Research & Development				*"CHEF"*	*EQF level 5*
			Performance indicators	**Assessment methods and tools suggested**	**Relative weight of the ULO from the whole qualification (%)**
Learning outcome 1	*Planning and developing recipes and menus*		*LO 1*	*Tool 1 – written test*	
Knowledge	1. Knows the existing food products, ingredients, technologies and history behind them (families, seasonality, labels, standards of use, weight, yield...); 2. Knows the basic researching methods and sources of information; 3. Knows sales pricing based on the cost of the products, the multiplier coefficient, the average ticket, competitors, marketing positioning, the psychological price, the company's strategy, etc. 4. Knows the legal framework with customer information and communication obligations (allergenic risks, origin of products, etc.) 5. Knows dietary balance and consistency of proposals 6. Knows equipment and materials related to production and storage 7. Knows food and drink pairings		*Develops dishes and menus in accordance with seasonality, catering concept, available budget, etc., based on optimal use of products taking into account the requirements of the service* *Demonstrate ability to autonomously research new recipes, foods and dishes and*	*Tool 2 – practical test (receipt development, visual, pairing)* *Tool 3 – practical task (create a new dish, black box challenge)*	*15 %*
Skills	1. Master the culinary techniques associated with each dish 2. Graphically represent the dish 3. Evaluate the quantities and calculate the yields 4. Elaborate the technical sheets				

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	5. Set the selling price 6. Organize in space and time (creation of planograms / tasks scheduling table) 7. Identify material and manpower needs 8. Is be able to examine and analyze specific items such as products, technics, recipes 9. Is able to conduct a proper research into new ingredients, new technics, food cultures	*applies the results in the workplace*		
Competence	1. Has the ability to autonomously research new recipes, foods and dishes and applies the results in the workplace 2. Capable of designing a cooking service adapted to a given context 3. Adapt the cooking services based on customer feedback			
Learning outcome 2	*Researching new recipes, technologies and products to ensure an attractive menu*	*LO 2*		
Knowledge	1. Knows basics of food chemistry 2. Knows different cooking techniques 3. Knows cuisines around the world (products, spices, preparations, associations...) 4. Knows different culinary culture 5. Knows taste associations	*Demonstrates the ability to conduct authentic research on new products and dishes and apply the results in the workplace*		
Skills	1. Ensure a culinary supervision 2. Mastering new food technologies 3. Analyse a dish to make it evolve 4. Experiment with product associations and modifications 5. Elaborate and analyse a tasting sheet			
Competence	1. Create recipes to design new dishes and menus			

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Learning outcome 3	Creating new dishes with an artistic expressions	LO 3		
Knowledge	1. Explain the concepts of creativity and artistic expression in cooking; 2. Knows and understand artistic colorful presentation, color balance, symbioses between textures, colors and technics applied to the dish; 3. Knowledge about composition, aromas, textures, plating; 4. Knows and understand concept behind food pairing; 5. Knows and understand the evolution styles in plating; 6. Knows the types of innovations – technological, organizational, etc.	Demonstrates creativity when designing recipe or dish in terms of unusual food combination, innovative shapes, contemporary layout ideas, reworking or modernizing traditional techniques and presentation, etc.		
Skills	1. Is able to control the cooking technics in an effort to apply new and more advanced technics; 2. Apply concepts of art, history, culture, travel in the conception of new dishes; 3. Is able to use available ingredients and using proper cooking technics to transform them into a new concept; 4. I sable to apply new technics or ideas on already existing concept or recipe in order to innovate and create something new. 5. Is able to identify and analyze food innovations			
Competence	1. Researches and tests new food products and techniques for preparation and presentation of the dishes; 2. Generate innovative and creative ideas to come up with new recipes, preparations of food and beverages and new ways to present the products.			
Learning outcome 4	Analyzes the social, historical, and cultural impact on- and of food and apply it towards a creative process	LO 4		
Knowledge	1. Has general knowledge of history of food and ingredients through times and their impact on cultures throughout the world 2. Has advanced knowledge about the type of cuisines such as Mediterranean, Asian, French, Italian, etc. and explains the cultural background and food origin 3. Understands the concept of European gastronomic heritage: cultural and educational aspects	Demonstrates specific knowledge of the impact of various ingredients of different cultures and cooking nowadays		
Skills	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			

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	2. Is able to understand and explain the impact that specific food has on each culture and history				
Competence	1. Is capable to develop new dishes and recipes having in mind the identity, meaning and history behind the recipe				

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Core Unit of Learning Outcomes 7 - *Information and Communication Technologies in Culinary Business*

Unit of Learning Outcomes 7					
Title of the Unit:				**Reference to the qualification:**	**Learning outcomes reference to EQF:**
7. *Information and Communication Technologies in Culinary Business*				*"CHEF"*	*EQF level 5*
			Performance indicators	**Assessment methods and tools suggested**	**Relative weight of the ULO from the whole qualification (%)**
Learning outcome 1	*Using modern ICTs in culinary arts and culinary business*		*LO 1*	*Tool 1 – written test*	
	Knowledge	1. Knows the different technologies that can be used in catering and cooking. 2. Knows different information channels and sources of information about cooking techniques, different recipes and kitchen management	*Demonstrates capability in using modern ICT adapted to culinary arts and business, improving each area of his work: inside and*	*Tool 2 - practical exercises of using ICT software and applications.*	
	Skills	1. Is able to choose the most convenient ICT for each situation and type of establishment. 2. Is able to search, find, systematize and extract useful information from various information sources			

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Competence	1. Uses the most appropriate information and communication technologies for the improvement of resources, the improvement in the quality of the service, the adaptation to the client and the personalization of the service.	*outside of the establishment*
Learning outcome 2	*Using specialized software*	*LO 2*
Knowledge	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. 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.	*Demonstrates ability to manage ICT equipment and software for the best function of the entire kitchen, at maximum level of professionalism.* *Is capable of choosing the best applications and use them to minimize the purchase costs, to manage the stock/inventories, make statistics and use them to have the best efficiency possible of all software available*
Skills	1. Is able to use all the ICT equipment that is usually used in hospitality sector. 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.	
Competence	1. Act as a modern chef, using ICT in order to accomplish his tasks in the modern kitchen which implies using different software not only for kitchen machinery or electronic automation remote controls. 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.	
Learning outcome 3	*Using Social media and channels for promotion and branding*	*LO 3*

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Knowledge	1. Knows the social media and channel branding and realize its benefits for the culinary arts and culinary business 2. Knows the general principles of digital marketing, advertising and communication	*Demonstrates ability to use the social media for the benefit of the company, by targeting the right audience, providing quality contents, increasing the number of visitors to the restaurant's web page or FB and thus make known the restaurant and attract more customers*		
Skills	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. 2. Uses Customer Support in order to ensure the client's satisfaction and keep the clients informed at all times 3. Motivate followers to share their culinary experiences with others, giving good recommendations on behalf of the establishment			
Competence	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 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 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			
Learning outcome 4	*Using IT system in staff and HR management*	*LO 4*		
Knowledge	1. Knows different Human Resources management programs 2. Knows various functionality of HRM software	*Demonstrates ability to use the HR applications in order to increase the benefits of the company by using the right employee for the right task, taking advantage of the available human*		
Skills	1. Is able to use the HR management programs in order to manage the employee presence, productivity, selection, schedule, shifts, distribution of tasks etc.			
Competence	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.			

		resources at their best, ensuring that each employee is working at his best efficiency		

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Core Unit of Learning Outcomes 8 - *Communication and Foreign Languages*

Unit of Learning Outcomes 8				
Title of the Unit:			*Reference to the qualification:*	*Learning outcomes reference to EQF:*
8. Communication and Foreign Languages			*"CHEF"*	*EQF level 5*
		Performance indicators	**Assessment methods and tools suggested**	**Relative weight of the ULO from the whole qualification (%)**
Learning outcome 1	*Communicating effectively at the workplace*	*LO 1*	*Tool 1 - A test about the communication itself, (types and rules) will assess on the knowledge of the learner. Another case study with questions about real life situations will asses on the skills of the learner to apply the knowledge to real life situations. Preparing and having a talk in front of fellow*	*10 %*
Knowledge	1. Knows different communication techniques and basics of communication 2. Is familiar with communication barriers, verbal and non-verbal techniques 3. Knows main principles of intercultural communication 4. Knows main principles of communication with specific clients (individual, organised groups of guests, guests with special needs, VIP guests) 5. Is familiar with clients' feedback collection methods	*Demonstrates ability to conduct communication that is clear and well-organized with regard to subject, purpose, and audience. Demonstrate ability to work collaboratively with and to lead professionally in a team, including engaging in effective communication*		
Skills	1.Is able to use effective communication tools and communication technology 2.Is able to use the professional terminology			

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	3.Is able to observe professional etiquette in communication 4.Is able to Collect client feedback		*workers will assess on his ability for speaking in public.*
Competence	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 2.Is capable of observe the basic principles of professional and general ethics in working with clients, colleagues, employers		*Tool 2 – case study about solving conflict situation in a professional manner*
Learning outcome 2	*Using interpersonal skills*	LO 2	*Tool 3 - presentation in a foreign language*
Knowledge	1. Knows basic of psychology 2. Knows basic of stress management 3. Knows principles of conflict management 4. Knows different styles of behaviour in a conflict situation and problem solving strategies	*The learner will be able to demonstrate at all times depending on each circumstance, ability to manage relationship challenges, show empathy, assertiveness through decisions, words and behaviour when deal with people*	
Skills	1. Is able to feel empathy and assertiveness towards the other persons he comes in contact with 2. Is able to maintain an atmosphere of open and constructive clarification of difference 3. Is able to recognize the prerequisites for conflict and to proactively prevent the conditions that give rise to conflicts 4. Is able to resolve problems and conflict situations		
Competence	1. Depending on each circumstance, he will be able to manage relationship challenges, show empathy, assertiveness through decisions, words and behavior. 2. Demonstrates ways how to resolve conflict situation in constructive and peaceful manner independently, following the best practices 3. Demonstrates her/his ability to solve problems, offering effective solutions depending on work situation 4. Demonstrates knowledge of the principles of professional ethics		
Learning outcome 3	*Public speaking*	LO 3	

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Knowledge	1. Knows the public speaking process and the types 2. Know show to make key points: who, what, whom, medium, effect 3. Knows the stages of preparation the presentation/speech	*Demonstrates ability to prepare speeches adapted to the audience, to connect with the audience while delivering the speech or making the presentation*
Skills	1. Is able to prepare the presentation/speech, adapts it to the audience, delivers the speech 2. Is able to observe the audience in front of which he speaks and to detect signals for different types of listeners	
Competence	1. Is capable to prepare presentation/speech in a professional manner according to the audience 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)	
Learning outcome 4	*Using foreign languages and terminology related to the professional activity*	*LO 4*
Knowledge	1. Knows professional terminology in foreign language 2. Knows basic communication terms in other languages	*Demonstrates ability to switch languages depending on the receptor (either customer, fellow worker) and depending on the type of speech (orders for cooks, presentation to a customer or to an large audience)*
Skills	1. Is able to read and understand professional texts in a foreign language (specialized literature, technical documentation, etc.) 2. Is able to use a foreign language when searching for information from the Internet and other sources 3. Is able to use a foreign language (written and spoken) when communicating with partners and guests	
Competence	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	

Unit of Learning Outcomes 9				
Title of the Unit:			**Reference to the qualification:**	**Learning outcomes reference to EQF:**
9. *Guest Relations and Customer Services*			*"CHEF"*	*EQF level 5*
		Performance indicators	**Assessment methods and tools suggested**	**Relative weight of the ULO from the whole qualification (%)**
Learning outcome 1	*Provides attendance and Catering Service*	*LO 1*	*Tool 1 – written test*	
Knowledge	1. Knows concepts related to attendance, communication, assertiveness, perception, empathy, interpersonal relationship, team management, attendant profile, quality, catering service 2. Knows standards in different types of organisations in the culinary business 3. Knows about the new working practices in the profession	*Demonstrate ability to apply the concepts autonomously and dynamically, tailoring the service to each customer, allowing him to advise and manage employees*	*Tool 2 – Presentation of group work in order to generate visual assimilation of content (can be PPT presentations, videos, etc).*	*5%*
Skills	1. Is able to apply the assumptions associated with customer service concepts in catering 2. Is able to apply professional standards 3. Is able to describe different types of customers			
Competence	1. Is capable to appropriately apply and develops concepts learned towards ensuring clients' satisfaction			
Learning outcome 2	*Provides table service*	*LO 2*		
Knowledge	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	*Demonstrates ability to independently perform a table and bar service correctly,*		

	3.	Knows restaurant inventory used in service, including glasses, plates, utensils, serving vessels of different type, etc.	*placing and removing dishes and drinks effectively, allowing them to advise and manage employees*		
Skills	1. 2. 3.	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 Is able to use different ways of serving guests Is able to plan the necessary sets of tables or seats according to the estimated customer receipt or in a different occasion			
Competence	1. 2. 3.	Is capable to serve customers appropriately by placing and removing dishes and drinks in the correct order and location Is capable to use the proper available inventory for serving according to the context of the service Is capable to control and confirm if the table composition is properly set-up and ready for customers' reception and services			
Learning outcome 3		*Recognizing customer's behavior and managing the feedback*	*LO 3*		
Knowledge	1. 2. 3. 4.	Knows the ways to treat guests Recognize nonverbal language Recognize types of person's emotional reactions and signals Knows the standard and features of servicing foreign guests	*Demonstrates abilities to interpret nonverbal language in order to better serve the client, enabling them to advise and manage employees*		
Skills	1. 2.	Is able to identify the signals given by the clients through their behavior, emotions, etc. Is able to identify the level of satisfaction/dissatisfaction of the client and acting accordingly to ensure positive impression			
Competence	1.	Is capable of applying different techniques to win the guest and turn him into regular customer			
Learning outcome 4		*Serving food and drinks in accordance with the requirements and the specific context*	*LO 4*		
Knowledge	1. 2.	Knows the processes of bartending Knows the basics of sommelier	*Demonstrates advanced knowledge and competence to assist properly different types of customers*		
Skills	1. 2.	Is able to assists guests in their choice of food and beverage Is able to serve VIP guests individually or in a team with due care in accordance with the standards in service			
Competence	1.	Is capable in active participation in serving guests, working effectively in a team			

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	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			

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