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

# JOINT VET QUALIFICATION

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## “CHEF”

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### ASSESSMENT STANDARDS

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

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## Introduction

The presented document is developed in the framework of project CULINART - WP3 **Designing a joint VET qualification for the occupation "Chef"**.

The Assessment Standards for the **Chef** are based on the identified Learning Outcomes (LOs) and Units of Learning Outcomes (ULOs) by the CULINART partnership and are developed with a view to its recognition as qualification in each of the partner countries.

## Purpose of the assessment standards

The assessment of learners is one of the most important elements of VET system and it is essential for both learners and the teaching institution. The results of the assessment process have a profound effect on the curricular development and its quality assurance. The assessment also provides valuable information to institutions about the effectiveness of teaching and of the support offered to learners.

Learner assessment procedures must:

- be designed to measure the achievement of expected learning outcomes and other programme objectives;
- be suitable for their purposes, whether diagnostic, formative or summative;
- include clear and published qualification criteria;
- be performed by people who understand the role of assessment procedures in the progression of learners toward the acquisition of the knowledge and skills associated with the degree they are studying;
- not rely on, wherever possible, the opinion of a single examiner; take into account all the possible consequences of standards on examinations;
- ensure that assessments are performed in accordance with the procedures established by the institution;
- be subject to administrative accreditation inspections to ensure compliance with the procedures.

Learners should be provided with clear information on the assessment strategy that is being used in relation to their programme, on examination and assessment methods they will have to go through, what is expected of them and the standards that will be applied to assess their performance.

## Terminology and key terms used

- **Assessment** (competency based) is the process of collecting evidence and making judgements on whether competence has been achieved to confirm that learner can perform to the standard required in the workplace, as specified in a training package or VET accredited course.
- **Criterion** – a focus area of quality.
- **Evidence** – collection of specific qualitative and quantitative data on attributes.
- **Instrument** – a specific tool used to obtain evidence.
- **Method of collection** – what you will use to collect information on the evidence.



- **Grading scale** – a means for determining the quality level of the evidence with description of all quality levels.
- **Assessment tools** – materials for collecting and analysing the evidence.

## Principles of assessment of the learning outcomes

Assessment principles state that assessments must be **valid, reliable, flexible and fair**.

**Validity** refers to the extent to which the interpretation and use of an assessment outcome can be supported by evidence.

An assessment is valid when it:

- is appropriate for its purpose;
- has been designed to allow candidates to show that they have the required knowledge, understanding and skills to meet the standards of the qualification;
- allows all assessors to make reliable assessment decisions;
- allows the interpretation and inferences which can be drawn from the assessment outcomes to be meaningful and justifiable.

The key steps in ensuring validity are:

- get to know the units;
- create an assessment plan;
- choose assessment methods;
- develop the assessment;
- define evidence for the assessment.

**Reliability** refers to the degree of consistency and accuracy of the assessment outcomes. Reliable and valid assessments share a number of characteristics, including:

- assessing all dimensions of competency;
- using a process which integrates required knowledge and skills with their practical application for a workplace task;
- being based on evidence gathered on a number of occasions and in a range of contexts;
- covering both on and off the job components of training.

**Flexibility** refers to the opportunity for a learner to negotiate certain aspects of their assessment (for example, timing) with their assessor.

**Fair** assessment does not advantage or disadvantage learners or groups of learners. This may mean that assessment methods are adjusted for *particular learners* (such as people with disabilities or *cultural differences*) to ensure that the method does not disadvantage them because of their situation. An assessment should not place unnecessary demands on learners that may prevent a candidate from demonstrating competence (for example, an assessment should not demand a higher level of English language or literacy than that which is required to perform to the workplace standard outlined in the competencies being assessed).

**Evidence/description of performance indicators** is the information gathered which, when matched against the requirements of the unit of learning outcomes, provides proof of



competence. Evidence can take many forms and be gathered from a number of sources. Evidence can be direct, indirect or supplementary.

**Table 1**

Direct evidence	Indirect evidence	Supplementary evidence
<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Oral questioning</li> <li>• Demonstration of specific skills</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of qualities of a final product</li> <li>• Review of previous work undertaken</li> <li>• Written tests of underpinning knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Reports from supervisors</li> <li>• Work diary or logbook</li> <li>• Examples of reports or work documents</li> </ul>

The list of performance indicators as they are structured in the *detailed qualification profile* is used by the assessor to **review the possible assessment methods**. The assessment methods for each module are suggested within the *curriculum*, but the evaluators may apply also other methods and tools depending on the particular context.

**Table 2**

Assessment methods	Examples
<b>Observation</b>	Real work activities at workplace
<b>Review of products</b>	Work samples/products
<b>Questioning</b>	Self-assessment form Interview Written questionnaire / test
<b>Portfolio</b>	References Work samples/products Training record Assessment record Journal/work diary/logbook Life experience information
<b>Third party feedback</b>	Interviews with, or documentation from employer, supervisor, peers
<b>Structured activities</b>	Project Presentation Demonstration Progressive tasks Simulation exercise such as role plays

**All the methods** listed in the table above **have advantages and disadvantages** when it comes to assessing learning outcomes. Depending on the nature of the learning outcome



being evaluated, one or other method will be advisable, and the joint use of several evaluation methods throughout the subject or programme will maximize the validity of the evaluation process and minimize the potential for bias. In addition, the pursuit of greater objectivity in the assessment process can lead to the use of other methods that are perhaps less widely known but that have important advantages (for example: portfolio assessment or the direct observation of performance).

Since there will always be more than one way to measure whether learners have achieved a certain learning outcomes, the key will be, therefore, **to choose the most appropriate assessment method taking into account available time and resources.**

**Below are several guidelines to follow when selecting assessment methods:**

- use multiple methods to assess each learner learning outcome;
- include both indirect and direct assessment methods;
- include both qualitative and quantitative methods;
- choose methods that allow the assessment of both strengths and weaknesses;
- use established criteria/standards when developing the assessment plan.

**Assessment tools**

Once the method is selected, the materials for collecting and analysing the evidence are then chosen or designed. These materials are called assessment tools. In general, the term **assessment tool** is used to describe a document that contains both the instrument and the instructions for gathering and interpreting evidence:

- *instruments/s* – the specific questions or activity developed from the selected assessment method/s to be used for the assessment (a profile of acceptable performance and the decision-making rules for the assessor may also be included);
- *procedures* – the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded. For example, if the evidence gathering technique being used is a workplace observation followed by a brief interview, then the assessment tool might consist of:
- *instructions* identifying the activities to be undertaken by the candidate, the key points to be observed and the performance issues to be considered by the assessor
- *a checklist* for the key observation points and decision criteria, and a series of questions and checklist for responses on required knowledge for the interview.

**Assessment plans should contain the following information:**

- what will be assessed (unit of learning outcomes);
- how assessment will occur (what methods will be used);
- when assessment will occur;
- where assessment will occur (the context of the assessment);
- the criteria for decision making (those aspects that will guide judgements);
- where appropriate, any supplementary criteria used to make a judgement on the level of performance.

**Table 3 Checklist for developing the assessment in detail**

1. What skills am I assessing?	
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2. What activities will allow a learner to demonstrate these skills?	
3. Is the assessment fair for all learners?	
4. What evidence will be generated by the assessment activities?	
5. Is the assessment proportionate to the time taken to carry it out?	
6. Does it make best use of my available resources?	
9. Does it help all assessors to make reliable assessment decisions where the same assessment task has been completed?	

### Assessment of the achieved learning outcomes

The description of learning outcomes used in the Qualification profile and Curriculum are statements and expressions of intention or goals. They are not outcomes of learning, but desired targets. Achieved learning outcomes can only be identified following the learning process, through assessments and demonstration of achieved learning in real life, for example at work.

The application of learning outcomes is a question of aligning learning outcomes statements with teaching and learning. The statements should assist teachers in identifying and combining teaching methods.

Teacher's job is to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The key is all components in the teaching and learning system – the curriculum and its intended learning outcomes, the teaching methods used, the resources to support learning, and the assessment tasks and criteria for evaluating learning – are aligned to each other and support the intended learning outcomes.

The outcomes approach requires teachers to pose and answer the questions:

- What do I intend learners to learn (what learning outcomes do I want them to achieve)?
- What teaching methods and curriculum design can be used to encourage learners to behave in ways that are likely to achieve these outcomes?
- What assessment task and criteria will tell me that learners have achieved the outcomes I intended?
- How can formative and summative assessment be combined to support the learning process and to clarify whether outcomes have been achieved?

The following different uses of assessment are often distinguished:

- Formative – assessment activities which are used primarily to help learner learning by providing feedback during the learning process. This enables teacher/instructor and learner to modify teaching and learning activities to improve learning.



- Diagnostic – activities which identify learning difficulties or issues and indicate where help or change is needed.
- Summative – an assessment of learning that has taken place at the end of a module or a whole programme. This designed primarily to measure achievement but also involve ranking, certifying competence or accountability.

Assessing what learners have learned using methods enable learners to demonstrate the intended learning and, in the case of formative assessment, give feedback to help learners improve their learning. Then comes evaluating how well learners match learning intentions and, from this, sets grades and/or qualification.

Formative assessment can act as a bridge between the teaching and learning phase and the summative assessment. Formative assessment enables a learner to reflect on progress in relation to intended outcomes, turning these into a critical tool directly supporting the learning process. When used to support formative assessment, reflection (both learner and teacher) becomes possible, potentially avoiding a narrow interpretation of the outcomes in question.

The teacher must be sure that assessment tasks mirror the learning process.

### Providing feedback on learners work

Giving specific and clear feedback to learners on their work helps their performance and what they need to do next. Feedback also helps learners understand the standards against which their work is being judged, enabling them to become better in future at judging their performance.

Feedback works in three directions:

1. *Teacher/trainer to learners* – the teacher gives guidance to learner about their current achievement and the next steps they need to take.
2. *Learners to teacher* – the teacher receives feedback from learners about their learning.
3. *Learner to learner* – peer assessment.

Teacher/trainer feedback on learner work needs to be:

- *Focused* – it should include two or three areas for improvement, referenced to the learning outcomes.
- *Accessible* – it should be given unambiguous and clear.
- *Constructive* – it should include specific guidance for improvement and point towards the relevant criteria for success.
- *Supportive* – it should be given in a positive tone and make clear the support that is available for the learner.
- *Related to the learning outcomes* that have been shared with learners.
- *Challenging* – it should encourage the learner to think more deeply the knowledge and skills they acquired.



## Assessment criteria

**Learners meet the intended learning outcomes to different degrees.** A few only meet minimally acceptable standards, other fall in between and a third group will reach excellence. These levels of performance – articulated through assessment specifications – can be clarified using learning outcomes statements. **Assessment criteria are then applied to support the evaluation and grading.**

**Levels of the achieved learning outcomes** are described based on the intended learning outcomes and performance indicators defined in the *detailed qualification profile* at five levels: **poor, satisfactory, good, very good and excellent** based on Bloom’s taxonomy action verbs.

**Table 4 Revised Bloom’s Taxonomy action verbs**

Definition	1.Remembe ring	II.Underst anding	III.Appli ng	IV.Analysin g	V.Evaluatin g	VI.Creatin g
Bloom’s Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, an answer.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	Choose Define Find List Match Name Omit Recall Relate Select Show	Classify Compare Contrast Demonstrate Explain Extend Illustrate Infer Interpret Outline Relate	Apply Build Choose Construct Develop Experiment with Identify Interview Make Use of	Analyze Assume Categorize Classify Compare Conclusion Contrast Discover Dissect Distinguish Divide	Agree Appraise Assess Award Choose Compare Conclude Criteria Criticize Decide Deduct	Adapt Build Change Choose Combine Compile Compose Construct Create Delete Design





	Spell	Rephrase	Model	Examine	Defend	Develop
	Tell	Show	Organize	Function	Determine	Discuss
	What	Summarize	Plan	Inference	Disprove	Elaborate
	When	Translate	Select	Inspect	Estimate	Estimate
	Where		Solve	List	Evaluate	Formulate
	Which		Utilize	Motive	Explain	Happen
	Who			Relationships	Importance	Imagine
	Why			Simplify	Influence	Improve
				Survey	Interpret	Invent
				Take part in	Judge	Make up
				Test for	Justify	Maximize
				Theme	Mark	Minimize
					Measure	Modify
					Opinion	Original
					Perceive	Originate
					Prioritize	Plan
					Prove	Predict
					Rate	Propose
					Recommend	Solution
					Rule on	Solve
					Select	Suppose

### Why it is important to use common assessment criteria?

1. Common and agreed criteria for learning outcome's assessment in Joint Transnational VET Curriculum provide reliable basis for the assessment that cover the entire learning/teaching process – on-going (formative assessment), intermediate (summative of each module) and final (leading to recognition and certification and therefore should ensure adequate and supporting learners' knowledge, skills and competences development and achievements during the learning).
2. The same criteria could be used for curriculum assessment implemented as school-based, work-based, and for learner's/trainee's self-evaluation (see different assessment forms in the annexes) as well as assessment of qualification (vocational knowledge, skills, and competences acquired as a result of formal and informal learning).
3. The defined assessment criteria for each learning outcome grouping in the module could be used for assessment of acquired competence/s during the mobility/WBL and ensure the common understanding of assessment demands (combined module and placement).

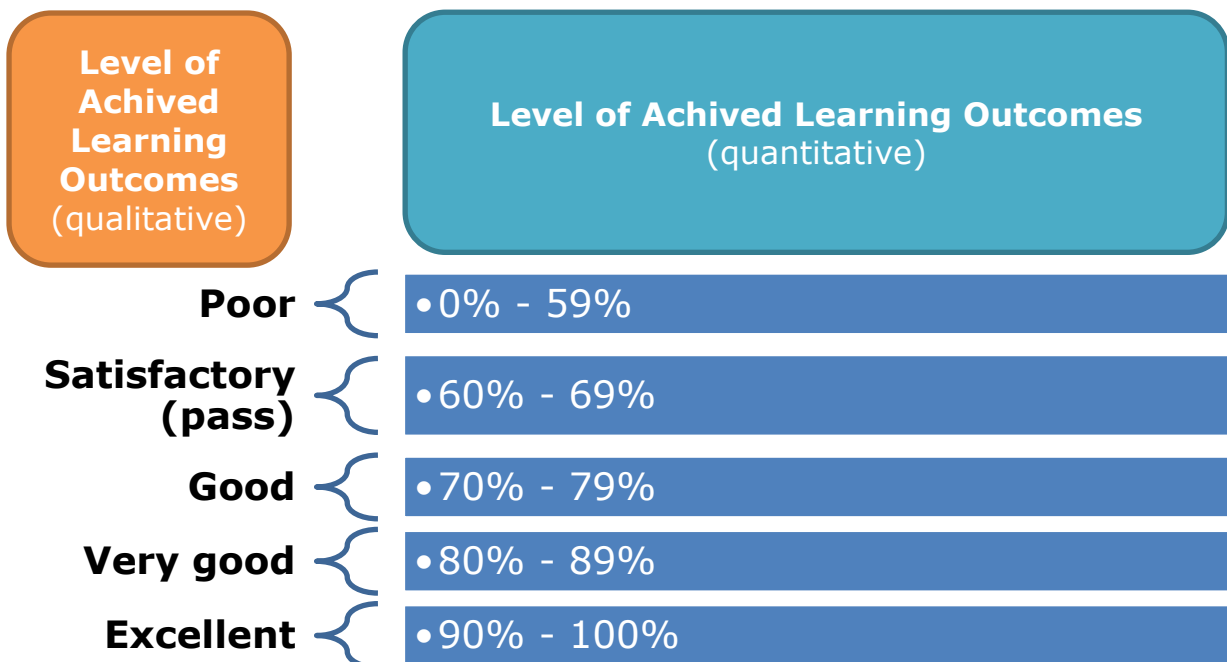


In order to have common and agreed Assessment criteria CULINART partner countries elaborated Assessment criteria for nine modules of Joint Curriculum based on the "Assessment criteria of Module" and taking into consideration level of mastery in assessment criteria:

- **Poor** – poor knowledge, showing lack of ability to perform tasks;
- **Satisfactory (pass)** – limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction;
- **Good** - good use of knowledge, showing good ability to perform and complete task; follows the instructions;
- **Very good** – very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently;
- **Excellent** – outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively.

The overall assessment of a separate learning module could comprise of one or more assessment components (according to the curriculum and the specifics of the provided qualification course), and a weighting of the individual assessment components should also be determined (when the case) summing up in a total of maximum 100% of achievement of the intended learning outcomes. When selecting the assessment methods depending on the qualification course context (profile of the learners, full or partial qualification course, etc.) and in order to align the criterion the VET qualification providers and the evaluators, are encouraged to use the following scale to quantify the learners achievements according to the levels of achieved learning outcomes as listed above:

**Diagram 1 Grading scale**





**Example:**

Assessed learning module: N

Chosen assessment methods:

1. Written test (relative weight in the final grade for the module 40%)
2. Practical assignment (relative weight in the final grade for the module 60%)

Maximum number of points for the test: 100 p.

Maximum number of points for the practical assignment: 100 p.

Learners' points achieved for the test (LPT): 45 p.

Learners' points achieved for the practical assignment (LPP): 80 p.

**Defining the final grade:**

$$LPT*40\% + LPP*60\% = X \text{ points}$$

As in the example:  $18 + 48 = 66$  points =====> level of achievement: **Satisfactory**

When different quantitative and/or qualitative indicators are used for assessment and grading (according to the national legislation and/or context in the partner countries or other EU members) they are converted according to the given **Diagram 1**.

**Table 5 Assessment criteria of Module/Part of module (template)**

Intended Learning outcomes	Performance indicators	Levels of the Achieved Learning Outcomes				
		Poor	Satisfactory (pass)	Good	Very good	Excellent
		(poor knowledge, showing lack of ability to perform tasks)	(limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction)	(good use of knowledge, showing good ability to perform and complete task; follows the instructions)	very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently	(outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively)



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LO 1							
<b><i>Final grade</i></b>							



**Annex 1 - Assessment form of module for teacher or workplace tutor/instructor**

<b>Module</b>	
<b>EQF</b>	
<b>Name of learner</b>	
<b>Name and profile of assessor(s)</b>	
<b>Date of module/placement</b>	

<b>Grading scale</b>	<ul style="list-style-type: none"> <li>- <b>Poor</b> – poor knowledge, showing lack of ability to perform tasks;</li> <li>- <b>Satisfactory (pass)</b> – limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction;</li> <li>- <b>Good</b> - good use of knowledge, showing good ability to perform and complete task; follows the instructions;</li> <li>- <b>Very good</b> – very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently;</li> <li>- <b>Excellent</b> – outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively</li> </ul>
<b>Assessment method(s)</b>	<i>To be filled in</i>
<b>Learning outcomes</b>	<i>To be filled in</i>

**Assessment criteria**

<b>Intended Learning outcomes</b>	<b>Performance indicators</b>	<b>Levels of the Achieved Learning Outcomes</b>				
		<b>Poor</b>	<b>Satisfactory (pass)</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
		(poor knowledge, showing lack of ability to perform tasks)	(limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction)	(good use of knowledge, showing good ability to perform and complete task;	(very good use of relevant knowledge, showing consistency in following instructions and	(outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works



					follows the instructions)	performing tasks; can work independently )	independently and creatively)
LO 1							
LO 2							
<b>Final grade</b>							



## Annex 2 - Assessment form for learner's self-evaluation

<b>Module</b>	
<b>EQF</b>	
<b>Name of learner</b>	
<b>Date of module/placement</b>	

<b>Grading scale</b>	<ul style="list-style-type: none"> <li>- <b>Poor</b> – poor knowledge, showing lack of ability to perform tasks;</li> <li>- <b>Satisfactory (pass)</b> – limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction;</li> <li>- <b>Good</b> - good use of knowledge, showing good ability to perform and complete task; follows the instructions;</li> <li>- <b>Very good</b> – very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently;</li> <li>- <b>Excellent</b> – outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively</li> </ul>
<b>Learning outcomes</b>	<i>To be filled in</i>

### Assessment criteria

Intended Learning outcomes	Performance indicators	Levels of the Achieved Learning Outcomes				
		Poor	Satisfactory (pass)	Good	Very good	Excellent
		(poor knowledge, showing lack of ability to perform tasks)	(limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction)	(good use of knowledge, showing good ability to perform and complete task; follows the instructions)	(very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently )	(outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively)



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LO 1							
LO 2							
<b>Final grade</b>							





### Annex 3 - Assessment form for wok-based learning (WBL) / in a learning mobility

<b>Module</b>	
<b>EQF</b>	
<b>Name of learner</b>	
<b>Name and profile of assessor(s)</b>	
<b>Date of module/placement</b>	

<b>Grading scale of the hosting organization (company / VET provider in mobility)</b>	<ul style="list-style-type: none"> <li>- <b>Poor</b> – poor knowledge, showing lack of ability to perform tasks;</li> <li>- <b>Satisfactory (pass)</b> – limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction;</li> <li>- <b>Good</b> - good use of knowledge, showing good ability to perform and complete task; follows the instructions;</li> <li>- <b>Very good</b> – very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently;</li> <li>- <b>Excellent</b> – outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively</li> </ul>
<b>Assessment method(s)</b>	<i>To be filled in</i>
<b>Learning outcomes</b>	<i>To be filled in</i>

#### Assessment criteria

Intended Learning outcomes	Performance indicators	Levels of the Achieved Learning Outcomes				
		Poor	Satisfactory (pass)	Good	Very good	Excellent
		(poor knowledge, showing lack of ability to perform tasks)	(limited knowledge, showing fair ability to perform tasks; needs constant guidance)	(good use of knowledge, showing good ability to perform and complete task;	(very good use of relevant knowledge, showing consistency in following instructions and	(outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works



				and instruction)	follows the instructions )	performing tasks; can work independentl y)	independentl y and creatively)
LO 1							
LO 2							
<b>Final grade</b>							



**Annex 4 - Assessment criteria module sheet**

<b>Module 1 Health and Safety, Hygiene and Environmental Protection</b>							
<b>Intended Learning outcomes</b>		<b>Performance indicators</b>	<b>Levels of the Achieved Learning Outcomes</b>				
			<b>Poor</b>	<b>Satisfactory (pass)</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
			(poor knowledge , showing lack of ability to perform tasks)	(limited knowledge , showing fair ability to perform tasks; needs constant guidance and instruction )	(good use of knowledge , showing good ability to perform and complete task; follows the instructions)	(very good use of relevant knowledge , showing consistency in following instructions and performing tasks; can work independently)	(outstanding use of knowledge , showing excellent ability to plan, perform and complete task; works independently and creatively)
LO 1	Observing the health & safety measures, precautions and regulations regarding food production	<i>Demonstrates professional health and safety-related management functions and activities</i>					
LO 2	Controlling the hygiene and sanitation processes in the kitchen	<i>Demonstrate applying principles and standards in food safety and sanitation</i>					



LO 3	Introducing and maintaining of sustainable practices in the kitchen - local buying	<i>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.</i>					
LO 4	Managing the recycling in the kitchen ensuring the proper utilization of ingredients and leftovers	<i>Develops waste management procedures and controls their implementation</i>					
LO 5	Implementing environment protection measures proposing eco-friendly practices	<i>Demonstrate ability to propose and perform environment protection measures, incl. water and energy saving, etc.</i>					
<b>Final grade</b>							

**Module 2 Culinary Business Management, Tourism and Entrepreneurship**

Intended Learning outcomes	Performance indicators	Levels of the Achieved Learning Outcomes				
		Poor	Satisfactory (pass)	Good	Very good	Excellent



			(poor knowledge , showing lack of ability to perform tasks)	(limited knowledge , showing fair ability to perform tasks; needs constant guidance and instruction )	(good use of knowledge , showing good ability to perform and complete task; follows the instructions)	(very good use of relevant knowledge , showing consistency in following instructions and performing tasks; can work independently)	(outstanding use of knowledge , showing excellent ability to plan, perform and complete task; works independently and creatively)
LO 1	Controlling the implementation of the legislation regarding the tourism sector, hospitality and culinary business	<i>Demonstrates deep knowledge of the applicable legislation and his role of controlling the regulations application concerning the culinary business</i>					
LO 2	Applying the entrepreneurship fundamentals and business planning principles in the restaurant industry in favour of proposing new business Initiatives and optimizations in his field	<i>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</i>					
LO 3	Applying economic, marketing and sales principles towards the client satisfaction	<i>Demonstrate ability to orient the work toward achieving of goals (customer satisfaction) and results (sales maximization)</i>					



LO 4	Exploring and exploiting the specifics and the meaning of the gastronomy as a cultural phenomenon	<i>Demonstrates deep knowledge about the regions and cultures and applies it in the working context to optimize the available resources</i>					
<b>Final grade</b>							

**Module 3 Kitchen Personnel Management and Administration**

Intended Learning outcomes	Performance indicators	Levels of the Achieved Learning Outcomes					
		Poor	Satisfactory (pass)	Good	Very good	Excellent	
		(poor knowledge, showing lack of ability to perform tasks)	(limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction)	(good use of knowledge, showing good ability to perform and complete task; follows the instructions )	(very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently)	(outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively)	
LO 1	Planing and organizing the kitchen personnel	<i>Demonstrate knowledge of management practices, employment law and policies and procedures.</i>  <i>Identify legal issues associated with performance management and discipline.</i>  <i>Prepare and conduct a performance review and establish performance indicators</i>					



		<i>respecting the HR management principles and the culture and style of the organization.</i>					
LO 2	Performing personnel management in a food service production facility	<i>Prepare an effective work schedule taking into account multiple staff variables. Supervises the subordinates during the production process. Develops work schedule, job description creation, recruitment and selection.</i>					
LO 3	Performing Leadership & effective team building and Career Management	<i>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. Demonstrates teamwork and ability to build and manage teams. Identify conflict resolution approaches.</i>					
LO 4	Training other people (staff)	<i>Demonstrate knowledge about the training cycle – needs</i>					



		<p><i>assessment, design, delivery, evaluation. Demonstrates good teaching skills, explains variety of professional issues to others using the proper methods and terminology, creates factors that help people to learn</i></p>				
	<b>Final grade</b>					

**Module 4 Financial and Resources Management and Book Keeping**

Intended Learning outcomes	Performance indicators	Levels of the Achieved Learning Outcomes				
		Poor	Satisfactory (pass)	Good	Very good	Excellent
		(poor knowledge, showing lack of ability to perform tasks)	(limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction)	(good use of knowledge, showing good ability to perform and complete task; follows the instructions )	(very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently)	(outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively)
LO 1	Implementing proper food cost solutions	<p><i>Demonstrates P&amp;L knowledge; Analyze a P&amp;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</i></p>				





		<i>portion cost to produce a menu at a targeted food cost</i>					
LO 2	Developing and executing budgets in the restaurant business	<i>Demonstrate ability to prepare a capital budget with effective project justifications and payback analysis</i>					
LO 3	Observing the accounting / book keeping processes in the restaurant	<i>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</i>					
LO 4	Managing the supply chain and inventory system in the restaurant	<i>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</i>					
		<b>Final grade</b>					



**Module 5 Kitchen Production Management and Quality Assurance**

Intended Learning outcomes		Performance indicators	Levels of the Achieved Learning Outcomes				
			Poor	Satisfactory (pass)	Good	Very good	Excellent
			(poor knowledge, showing lack of ability to perform tasks)	(limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction)	(good use of knowledge, showing good ability to perform and complete task; follows the instructions)	(very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently)	(outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively)
LO 1	Managing the kitchen production process going through the classical and modern cooking techniques	<i>Demonstrates master level of autonomously applying fundamental and advanced culinary techniques and supervises the subordinates in the food production process</i>					
LO 2	Managing and controlling the compliance with the quality standards	<i>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</i>					



LO 3	World cuisines and food cultures implementation (incl. Cuisines and Cultures of Europe, Americas, Mediterranean, Asia, etc.)	<i>Demonstrates advanced abilities in preparing and certain dishes applying specific receipts, showing consistency</i>					
LO 4	Preparing menus for kids and diet menus (healthy lifestyle, vegan, vegetarian, special diets due to allergies, etc.)	<i>Demonstrates knowledge and skills in applying nutrition concepts to menu planning and recipes in order to meet nutritional guidelines</i>					
LO 5	Presentation, plating and decoration of culinary production	<i>Demonstrates abilities in applying presentation skills following established quality standards, following production standards</i>					
LO 6	Implements food production equipment management	<i>Demonstrates professional competence in maintaining the condition of equipment and make adjustments as required within scope of responsibility</i>					
LO 7	Exercising effective time management during production	<i>Demonstrates efficient time management of the personnel and processes in the kitchen</i>					
		<b>Final grade</b>					

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



Intended Learning outcomes		Performance indicators	Levels of the Achieved Learning Outcomes				
			Poor	Satisfactory (pass)	Good	Very good	Excellent
			(poor knowledge, showing lack of ability to perform tasks)	(limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction)	(good use of knowledge, showing good ability to perform and complete task; follows the instructions)	(very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently)	(outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively)
LO 1	Planning and developing recipes and menus	<i>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</i>  <i>Demonstrate ability to autonomously research new recipes, foods and dishes and applies the results in the workplace</i>					
LO 2	Researching new recipes, technologies and products to ensure an attractive menu	<i>Demonstrates the ability to conduct authentic research on new products and dishes and apply the results in the workplace</i>					
LO 3	Creating new dishes with an artistic expressions	<i>Demonstrates creativity when designing recipe or dish in terms of</i>					



		<i>unusual food combination, innovative shapes, contemporary layout ideas, reworking or modernizing traditional techniques and presentation, etc.</i>					
LO 4	Analyzing the social, historical, and cultural impact on- and of food and apply it towards a creative process	<i>Demonstrates specific knowledge of the impact of various ingredients of different cultures and cooking nowadays</i>					
	<b>Final grade</b>						

**Module 7 Information and Communication Technologies in Culinary Business**

Intended Learning outcomes	Performance indicators	Levels of the Achieved Learning Outcomes					
		Poor	Satisfactory (pass)	Good	Very good	Excellent	
		(poor knowledge, showing lack of ability to perform tasks)	(limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction)	(good use of knowledge, showing good ability to perform and complete task; follows the instructions )	(very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently)	(outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively)	
LO 1	Using modern ICTs in culinary arts and culinary business	<i>Demonstrates capability in using modern ICT adapted to culinary arts and business, improving each area of his work: inside and outside</i>					



		<i>of the establishment</i>					
LO 2	Using specialized software	<p><i>Demonstrates ability to manage ICT equipment and software for the best function of the entire kitchen, at maximum level of professionalism.</i></p> <p><i>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</i></p>					
LO 3	Using Social media and channels for promotion and branding	<p><i>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</i></p>					
LO 4	Using IT system in staff and HR management	<p><i>Demonstrates ability to use the HR applications in order to increase the benefits of the company by using the right</i></p>					



		<i>employee for the right task, taking advantage of the available human resources at their best, ensuring that each employee is working at his best efficiency</i>					
	<b>Final grade</b>						

**Module 8 Communication and Foreign Languages**

Intended Learning outcomes		Performance indicators	Levels of the Achieved Learning Outcomes				
			Poor	Satisfactory (pass)	Good	Very good	Excellent
			(poor knowledge, showing lack of ability to perform tasks)	(limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction)	(good use of knowledge, showing good ability to perform and complete task; follows the instructions )	(very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently)	(outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively)
LO 1	Communicating effectively at the workplace	<i>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</i>					



LO 2	Using interpersonal skills	<i>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</i>					
LO 3	Public speaking	<i>Demonstrates ability to prepare speeches adapted to the audience, to connect with the audience while delivering the speech or making the presentation</i>					
LO 4	Using foreign languages and terminology related to the professional activity	<i>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)</i>					
		<b>Final grade</b>					

**Module 9 Guest Relations and Customers' service**

Intended Learning outcomes	Performance indicators	Levels of the Achieved Learning Outcomes				
		Poor	Satisfactory (pass)	Good	Very good	Excellent





			(poor knowledge, showing lack of ability to perform tasks)	(limited knowledge, showing fair ability to perform tasks; needs constant guidance and instruction)	(good use of knowledge, showing good ability to perform and complete task; follows the instructions )	(very good use of relevant knowledge, showing consistency in following instructions and performing tasks; can work independently)	(outstanding use of knowledge, showing excellent ability to plan, perform and complete task; works independently and creatively)
LO 1	Providing attendance and Catering Service	<i>Demonstrate ability to apply the concepts autonomously and dynamically, tailoring the service to each customer, allowing him to advise and manage employee</i>					
LO 2	Providing table service	<i>Demonstrates ability to independently perform a table and bar service correctly, placing and removing dishes and drinks effectively, allowing them to advise and manage employees</i>					
LO 3	Recognizing customer's behavior and managing the feedback	<i>Demonstrates abilities to interpret nonverbal language in order to better serve the client, enabling them to advise and manage employees</i>					
LO 4	Serving food and drinks in	<i>Demonstrates advanced</i>					



	accordance with the requirements and the specific context	<i>knowledge and competence to assist properly different types of customers</i>					
	<b>Final grade</b>						

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