



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”

ROADMAP

for the accreditation of the joint VET
qualification in the CULINART
partner countries

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

CULINART: Designing a Joint VET Qualification in Culinary Arts and Pilot Pathways for Continuing Training

is co-funded by the Erasmus+ programme of the European Union.

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



CONTENTS:

Foreword	3
BULGARIA	5
Prerequisites / Conditions for Accreditation of Qualification Chef with specified stages at national level	5
Action Plan.....	10
Expected impact of the accreditation of the qualification on a national level.....	15
SPAIN	18
Prerequisites / Conditions for Accreditation of Qualification Chef with specified stages at national level	18
Action Plan.....	20
Expected impact of the accreditation of the qualification on a national level.....	21
FRANCE	25
Prerequisites / Conditions for Accreditation of Qualification Chef with specified stages at national level	25
Action Plan.....	28
Expected impact of the accreditation of the qualification on a national level.....	33
ITALY	35
Prerequisites / Conditions for Accreditation of Qualification Chef with specified stages at national level	35
Action Plan.....	39
Expected impact of the accreditation of the qualification on a national level.....	40
PORTUGAL	41
Prerequisites / Conditions for Accreditation of Qualification Chef with specified stages at national level	41
Action Plan.....	44
Expected impact of the accreditation of the qualification on a national level.....	46
TURKEY	49
Prerequisites / Conditions for Accreditation of Qualification Chef with specified stages at national level	49
Action Plan.....	51
Expected impact of the accreditation of the qualification on a national level.....	53



Foreword

The Roadmap is developed under the project "CULINART: Designing a Joint VET Qualification in Culinary Arts and Pilot Pathways for Continuing Training" and is aimed at ensuring acknowledgement of the newly developed joint VET qualification for „Chef" in the partners' countries. The document is one of the deliverables that the CULINART consortium designed and adopted within the project, but also provides for measures and steps to be taken in the future and this way facilitates to project products' exploitation and sustainability even after its end.

Within the CULINART project, "*qualification*" is used as a collective term for the set of documents developed by the project consortium and consists of the following components:

- Detailed qualification profile for the occupation "Chef"
- Joint trans-national VET curriculum
- Assessment standards

The Roadmap defines how to achieve official decision on providing training for acquisition of Chef qualification in the VET systems in accordance with the joint curriculum and supporting documents developed, considering country specific procedures that should be followed. The document is used by the project partners as a basis for initiating the actions needed within the project implementation period, and further – after its end - for following the prescribed steps in effort to get the qualification accredited at national level in the partner countries.

In the CULINART partner countries - Bulgaria, Spain, France, Italy, Portugal and Turkey, the VET system needs formalizing the process of adopting the qualification at national/regional level and initiate the provision of VET training. This involves country-specific steps. Thus, each of the CULINART partners analyzed the country specifies requirements, procedures and responsible institutions, and also defined the expected results to be achieved in the process.

To that end the Roadmap for the accreditation of the new qualification is developed on a national level, taking into account national specificities. This stems from the requirement that the individual tasks and further actions of the partners in effort to get the qualification recognized are developed in an action plan and each of them are bound to specific stakeholders / responsible bodies and estimated deadlines.

However, the Roadmap for the accreditation is guided by general principles of partnership within the project consortium and follows the same structure for each partner country:

- *Prerequisites / Conditions for Accreditation of "Chef" Qualification with specified stages at national level – the section includes the specifics of the national legislation by country, specific documents, requirements and procedures relevant to the process of accreditation of a qualification;*



- *Action Plan for Recognition / Accreditation of "Chef" Qualification - describes the specific activities, responsible institutions, deadlines and expected results from the process of accreditation of the qualification;*
- *Expected impact of the accreditation of the qualification on a national level.*

The ultimate goal of the CULINART consortium is by following the roadmap to arrive at creating conditions for the recognition of the "Chef" qualification by:

- *Adjustment of the developed qualification (or its components) in a way so they answer the national requirements for accreditation/acknowledgment (if applicable);*
- *Presenting the qualification to the respective responsible bodies and following the prescribed procedures;*
- *Raising awareness and engagement among experts in the field and training providers on the provision of quality training in the profession of Chef and thus creating a network of interested organizations and stakeholders to support the efforts of the CULINART consortium for accreditation and delivery of the qualification.*

In the following sections, the above-described structure is developed for each of the partner countries.



BULGARIA

Prerequisites / Conditions for Accreditation of Qualification Chef with specified stages at national level

In Bulgaria, VET is carried out in accordance with the provisions of the **VET Law**¹ (last amendment of November 2018). VET is provided only by professions included in the **List of Professions for Vocational Education and Training** (LPVET)². The LPVET and updated by the National Agency for Vocational Education and Training (NAVET), which is the competent institution for maintaining it in accordance with the needs of the labor market.

The LPVET in Bulgaria has been developed in accordance with the traditions, experience and the results achieved in the development of the national VET system. It serves as a mechanism for coordination between employers' organizations, trade unions and state institutions, a mechanism for ensuring a link between vocational education and training and the labor market and is a tool for vocational guidance in the labor market. The LPVET is an open system and in case of proven need and necessity for a new or different professional education and training, it provides an opportunity for inclusion of both: new professions or new specialties within a given profession.

The list is structured in the following way:

Professional area: XX

Professional field: XX1

Profession: XX11

Specialty: XX111

Specialty: XX112

Professional field: XX2

Profession: XX21

Profession: XX21

Specialty: XX211

Specialty: XX212

¹ https://www.navet.government.bg/bg/media/ZPOO_2018.pdf

² https://www.navet.government.bg/bg/media/SPPOO_izm_04_2021.pdf, last amendment as of April 2021



Each specialty is linked to a particular EQF level defining the type of the graduation certificate (diploma or certificate of professional qualification/professional training) that the graduates will receive after the successful completion of the training.

A State Educational Standard (SES) is developed for each profession in the LPVET. The SESs in Bulgaria are approved by an order of the Minister of the Education and Science. Following the process of adoption of the EU legislation in the Bulgarian VET system the Unit of Learning Outcomes (ULOs) were set out as one of the main elements of the SESs. Further, the Curriculum for the professions are prepared on the basis of the State Educational Standards transferring the ULOs into training units (modules or disciplines) and assigning a specific workload and delivery methods for each training unit.

The LPVET is obligatory for all types of licensed VET providers in the country irrespective of their form of ownership (public or private, state schools - professional gymnasiums and colleges or VET centers for adult learning) or the qualification they offer (from EQF2 to EQF5). Respectively, once a profession and/or specialty is accredited and included in the LPVET, any VET provider (licensed for the particular EQF level) is allowed to include it in the training offer as long as it develops curriculum in line with the approved SES for the profession and receives a permission to deliver the qualification by the NAVET.

In general, the current legislation gives the opportunity for the LPVET to be modified, updated or complemented with new professions and specialties, but the bodies that are allowed to make suggestions for the inclusion of new professions and specialties are limited to the sector ministries or several nationally represented employers' organizations³. There is a specific procedure and set of documents to be prepared before the submission of any suggestion for adding new profession or specialty in the LPVET.

Until now the "Chef" profession is not included in the LPVET and there were no standards or curriculum developed in this regard. There are a few existing professions that have similar training contents but are either lower EQF level (such as the Cook profession, EQF 3), or lead to the acquisition of other professions (such as Restaurateur profession, with 2 specialties - at EQF4 and 5).

Following the analysis of the current LPVET and the existing qualifications in Bulgaria, and also in consultation with the National Agency's experts, the Bulgarian partners came to the conclusion that the "Chef" qualification developed under the CULINART project and aimed at EQF5 will need to be adjusted in order to meet the requirements for its accreditation at national level.

Currently in Bulgaria, according to the VET legislation, specialties at EQF5 could be delivered only by professional colleges and would lead to the acquisition of a diploma for vocational qualification level 4, which is considered the highest level

³ Bulgarian VET law, art. 54, p.2 and art. 56 (1), p.1



in the national VET system (but still does not automatically gives the right to continue to higher education). In addition, there are only a few such VET colleges in the country, the high school diploma is a must in order to be able to study there and the duration of the training is 2 years.

On the other side, the only existing currently qualification that prepares professionals to work in the kitchen is the qualification for Cook, which is set at EQF3. It is offered widely by hundreds of private VET centers and a dozen of professional schools, but it prepares the graduates to work in the industrial kitchen as line cooks and does not provide for the knowledge, skills and competences needed to manage the kitchen. In addition, there are no existing qualifications in culinary arts at the next levels EQF4 and EQF5, through which the graduated can continue to further training.

The only available higher level of education and training in the field of the culinary arts (after the Cook qualification) is provided by the Varna University of Management through its specialties:

- Gastronomy and Culinary Arts (3 years of education, Degree of "professional bachelor in..."),
- Culinary Science and Technologies (3 years of education, Degree of "professional bachelor in..."),
- Hospitality and Culinary Arts, (4 years of education, Bachelor Degree).

All of them are at EQF6 and are part of the HE system, not of the VET system.

This gives a gap between the available qualifications in the culinary arts – between the existing qualification in the LPVET for the profession of the Cook (with one specialty only: Production of culinary products and beverages at EQF3) and the next higher level of further education and training (university diploma at EQF6). In this situation, a systematic approach will be needed in order to be able to fill in this gap. Thus, the Bulgarian partners, together with the NAVET as associated partner in the CULINART project, prepared a two-phases scenario for the accreditation of the newly developed Chef qualification. For the purposes of the step-by-step approach, an application for the inclusion of a new specialty within the existing profession of "Cook" in the LPVET will be prepared. It will be called "Chef-cook" (since there is such occupation already existing in the National Classification of the Occupations and Positions, which is not linked to any qualification) and will be aimed at EQF4 (answering to the national level of vocational qualification 3) as advised by the National Agency. For this purpose, the estimated learning outcomes and their components, the total duration and workload and the general level of the developed within the CULINART qualification will be adjusted as to the requirements of the national legislation for the EQF4.

It is important to be mentioned that the requirements toward the candidates for enrollment in qualifications of EQF4 in Bulgaria are: completed primary education (for school students) or acquired right to take state matriculation exams or completed secondary education (for adults over 16 years). In addition, the



qualification for “Chef-cook” once accredited and listed in the LPVET will be available to be included in the training offers of all professional secondary schools (for students) as well as to be delivered to adult learners by the VET centers. The latter may also choose to offer partial qualification and certification of selected training units as to the needs of the learners.

Once having the EQF level 4 “covered”, the next step will be to prepare an application for the accreditation of the CULINART qualification at the next EQF level 5. It is possible that the name of the qualification will be altered as to the national context and appear as qualification in Culinary Arts, for example, but the contents will be as to the developed set of documentation within the project since it is already aligned with the EQF5 requirements. Basically, this will be the next level of the Chef-cook vocational qualification, upgraded with the deeper knowledge, higher levels of autonomy and responsibility, and respectively – longer duration and workload. Having the legislation for the validation of vocational qualifications (in terms of knowledge, skills and competencies) in force in Bulgaria since 2015, this gradation and the two consecutive levels of qualification will also allow for the learners to receive recognition and certification of their prior learning and to continue to further studies up to the level they wish.

This path was chosen in order to ensure the smooth transition and advancement through the consecutive levels and to allow for more flexibility of the learners to choose their learning path. Another very strong motive is that the CULINART project seeks to improve the immediate employability of the Chef’s qualification graduates and also to give the flexibility to the learners through the recognition of their prior learning and validation of their competences acquired before. Thus they could select particular training units in order not to duplicate what they have already learnt or are able to do, and to upskill in these areas where they need improvement for their further career advancement.

Finally, having accredited the Chef qualification directly at EQF5 in Bulgaria with the long training cycle (at least 2 years) as delivered by the professional colleges was not assessed as the best solution. Even though this is the most advanced (post-secondary) vocational qualification, it requires a high school (secondary education) diploma from the learners to be able to apply for the qualification and will not allow for interested persons with lower degree to study. Moreover that the professional college would not offer partial or shorter education than it is foreseen in the curriculum.

Following the applicable legislation and procedures in Bulgaria the accreditation of the Chef qualification includes the following **steps**:

- **Application** for inclusion of the profession of Chef-cook in LPVET. The application for this inclusion under VET Law can only be submitted by a sector ministry and / or employers’ organisation. Thus the leading partner will search for collaboration with the eligible nationally represented employers’ organizations to prepare and submit the application for the new



qualification to be added to the List of professions. In addition, the proposal must provide information on the competences inherent in the new qualification and justification that it does not overlap the competences of the currently existing qualifications in the LPVET. The motives and justification for the need to add to the LPVET the qualification "Chef-cook" will be based on the analysis and needs assessment implemented within the CULINART project and the developed project outputs such as the detailed qualification profile for the occupation "Chef", the joint VET curriculum and the assessment standards.

- Additions to the List of Professions are made on the basis of a **procedure** that regulates the main stages and actors involved in the process of discussion and assessment of the submitted application feasibility by the competent authorities. After receiving the proposal in the National Agency for Vocational Education and Training, it is reviewed and considered by the specialized Expert Committee in the corresponding professional field. The Expert Committee is composed of representatives of the national authorities, educational experts and established professionals in the field of the application and it may reject or approve the application for further assessment. In case of approval from the Expert Committee, the proposal is then forwarded for discussion and approval by the Management Board of the National Agency (NAVET), which is a tripartite body comprising representatives of state institutions, employers' organizations and trade unions. Again, the Management board may reject or accept the proposal.
- Upon successful completion of the conciliation procedure, the Minister of Education and Science issues an **Order** to include the new profession/specialty in the LPVET. The order defines the title of the qualification and indicates the level of professional qualification of the new profession/specialty, but still does not provide for its contents (in terms of ULOs). The level of professional qualification depends on the level of complexity of the work activities and competences and the level of responsibility in exercising it. Different levels are set in the National Qualification Framework (linked to the European Qualification Framework) and in the VET Law. The detailed qualification profile developed within the framework of the CULINART project describing the main learning outcomes, taking into account the requirements of the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF), will be used as a reference.
- The next step is the development of the vocational standard - the **State Educational Standard (SES)**, which is the basis for the development of curriculum and training programs that provide training leading to the acquisition of vocational qualifications. SES are developed and updated by the National Agency for Vocational Education and Training (NAVET) and approved by the Minister of the Education and Science (MES). The development, evaluation, coordination and updating of the SES is carried



out with the active involvement of the social partners. It is important to note that experts proposed by the submitters of the proposal for updating the LPVET participate actively in the development of the state educational standard for a new profession.

- The development of the SES for the Chef qualification will use the developed Detailed qualification profile within the project, while the Units of Learning Outcomes will be adapted for both the desired level of accreditation in Bulgaria (EQF 4 and EQF5) according to the “Methodological Guidelines for the Development of a SES for Professional Qualification” and “Internal Rules for the Terms and Conditions for Development of State Educational Standards for Qualification for Professions”.
- After the development of the SES by the NAVET in cooperation with the social partners and with the support from the Bulgarian partner in CULINART, it is necessary that the **training documentation** for providing the qualification itself to be developed. This is done by the VET providers who decide to deliver the qualification based of the SES and in the case of CULINART, the developed joint trans-national VET curriculum will be used as a reference with the respective adjustments as to the different levels.
- Next **National examination programs** need to be developed for the organization and implementation of the obligatory vocational qualification exams. According to the Bulgarian legislation, the institution which develops and approves the exam programs is MES. The developed within the CULINART project Assessment Standards are suitable for this purpose and will come in use in the development of the exams materials.
- An important step in the process of the further training delivery is the preparation of individuals who will be involved in the **work-based learning (WBL)**. According to an Order of the Minister of Education and Science for the WBL (dual) training system in Bulgaria (in force since 2019) a special Mentors’ Training Program, should be also followed. The program is intended for individuals who wish to be mentors in companies in conducting on-the-job training and thus the companies who decide to host and provide the WBL components of the curriculum will need to complete it.

Action Plan

The implementation of the steps described above requires the fulfillment of the following objectives, for which specific activities, responsible institutions, deadline for implementation and expected results are indicated:

- Creating conditions for the recognition and development of the needed documentation;
- Raising awareness and engagement among experts in the field and training providers on the provision of quality training.



The intention of the Bulgarian partners is first to submit the lower level of qualification, e.g. Chef-cook at EQF4 (in Bulgaria vocational qualification level 4). Having it accredited at national level, they will continue with the higher level (e.g. Culinary Arts at EQF5). Since in the process of consultations of the proposals adjustments of these scenarios are possible, for the purposes of the roadmap here is presented the action plan for the application process for the EQF4 qualification for Chef-cook, while the other will follow the same procedure once the first one is completed.

Activities	Responsible institution	Estimated period of implementation	Expected outcomes
1. Creating conditions for the recognition and development of the documentation			
Consultations with nationally recognized employer's organizations and invitation to support the application of the new qualification	The Bulgarian partners in CULINART	January 2021 – May 2021	Nationally recognized employer's organizations to agree to support the proposal of the BG partners for the submission of application to NAVET justifying and requesting the new qualification to be included in the LPVET
Development of the set of documents needed for the application (in Bulgarian language)	International College Ltd. and Varna University of Management, Bulgaria with the support of NAVET as associated partner	January 2021 – May 2021	Developed set of documents needed for the application, following the national requirements and guidance by the NAVET
Submission of a justified proposal to the NAVET	International College Ltd. and Varna University of Management, Bulgaria,	May 2021	Drafted and submitted proposal to NAVET



	with the support from employers' organization/s		
Presentation sessions before the national VET authorities	International College Ltd. Varna University of Management, NAVET representatives	May-June 2021	Formal meeting for presentation of the qualification
Review and discussion of the proposal, assessment of its feasibility	NAVET, Expert Committee in the sector "Hospitality, food services and catering, travels, tourism and leisure"	June 2021	A positive evaluation of the application and an invitation from NAVET's responsible experts to be sent to the Committee's members for discussion of the proposal within the expert group A positive evaluation of the proposal on behalf of the Expert Committee, approval of the application by NAVET and suggestion to the NAVET's Management Board for inclusion of the new qualification in the LPVET
Submission of the proposal to the Management Board of NAVET	NAVET experts	June 2021	Proposal accepted by the Management Board of NAVET and positively evaluated for inclusion in the LPVET
Presentation of the approved proposal to the Minister of	NAVET	September 2021	Issued Order for inclusion of the qualification in the LPVET – since this



Education and Science for the issuance of an Order			procedure is scheduled to be executed twice a year, according to a previously approved plan, it is possible that this step is delayed by external conditions
Developing a SES for the profession by adapting the developed within the project qualification profile	Expert Team, coordinated by the NAVET Professional Qualification and Licensing Directorate in cooperation with the applicants (BG partners)	October 2021	SES developed
Submission of a draft SES to the MES for approval	NAVET	November 2021	SES approved by the MES
Publication of SES in the State Gazette	MES	February 2022	Regulation published in the State Gazette
Development by the competent institutions of a curriculum	MES, Centres for Vocational Training for adults	June 2022	Curriculum developed (for in-school and by VET centers delivery of the qualification)
Licensing of VET providers to train adults in the new profession	NAVET	November 2022	Vocational training centers apply for license in the new profession/specialty and start providing the qualification
Same procedure to be followed for the qualification's accreditation at EQF5			



2. Raising awareness and engagement among experts in the field and training providers on the provision of quality training in the profession of Chef

NAVET Information Day for VET centers and potential providers of the qualification	NAVET	June 2021 October 2021	Information on the possibilities for acquiring the new qualification
Expert Committees meetings on Hospitality, Catering and Travel, Tourism and Leisure	NAVET, Expert Committees	June 2021 November 2021	Creating engagement and promoting new qualification/s
Round tables*	NAVET Bulgarian project partners	September- December 2021	Introducing the new qualification
Public discussions*	Institutions and other VET stakeholders	November 2021	Promotion of the new qualification and discussion regarding the SES development
Working meetings of the Interdepartmental Council on Tourism at the Ministry of Tourism*	Institutions and other VET stakeholders	November 2021	Creating engagement and promoting new qualifications
E-mail newsletter to all VET Centers licensed for qualification delivery in the Tourism sector*	NAVET Bulgarian project partners	December 2021 and periodically	Encouraging VET Centers to expand their license and to enrich their training offer with the new profession/speciality

*in case of positive assessment of the proposal by the Management Board



Expected impact of the accreditation of the qualification at national level in Bulgaria

Stakeholder identification:

- National Agency for Vocational Education and Training - maintains the LPVET, prepares suggestion for adding of new professions/specialties and develops State Educational Standards;
- Applicants for licensing (on average between 60 and 80 applications for licensing or license modification are submitted annually to NAVET);
- Licensed VET centers and CIVGs (963 licensed institutions operate in Bulgaria as of April 2021);
- Citizens using vocational training services in VET Centers (the trend in recent years shows that approximately 80,000-90,000 persons are trained at the VET Centers annually);
- Business - expects the VET system to prepare skilled workforce answering their needs of updated and applicable qualification.

Possible scenarios:

Option 1 "Qualification does not receive accreditation"

This option will result in:

- The LPVET will not be modified and the qualification will not be included in the list; the VET providers could not organize and conduct professional training courses for the delivery and certification of the full qualification.

Negative impact:

In the case of rejection of qualification for several positions in the field of culinary arts there will be no possibility for acquiring a qualification regulated by the law.

Corrective measures:

The application form will be reworked and resubmitted following the guidance and recommendations received as a feedback by the respective responsible authorities and bodies.

Positive impact / Possible solutions:

The training and the developed material can still be offered by the VET centers as part of other existing qualifications. For this selected training units (modules) will be adapted and tailored to the needs of the learners and delivered as short professional courses (usually such courses are implemented by a request from employers).



Another possible solution is to include selected training units/modules of the developed qualification into the existing curricula implemented by the VET centers for related professions in the professional fields 811 Hotels, restaurants and catering or 541 Food and beverage Industry technologies as part of the elective vocational preparation (there is a particular workload dedicated to elective training modules or disciplines that the VET centers can offer in addition to the obligatory vocational preparation prescribed by the SES for the different professions).

Option 2 "Qualification gets accreditation"

This is the main and most desired option.

Negative impact:

Obtaining accreditation of the qualification will have no negative consequences except for the time-consuming procedures until its official approval.

Positive effects:

Obtaining qualification's accreditation will benefit the following stakeholders:

- National Agency for Vocational Education and Training - will meet the requirements of the business to maintain the LPVET up-to-date and in accordance with their needs; will be able to offer a State Educational Standard in line with the constantly evolving labour market;
- Applicants for licensing - will be able to apply for licensing in the new profession/specialty and offer attractive qualification;
- Licensed VET Centers - will have the opportunity to enrich their licenses with the new qualification, as well as to incorporate some of the "learning outcomes" into curricula and programs in other similar professions;
- Vocational high schools - an opportunity to receive admission to a new and attractive profession/specialty, to attract more young people willing to acquire the qualification and to graduate with valuable for the business certificate for vocational qualification at higher EQF;
- Citizens and adults using vocational training services at the VET centers will have another opportunity to acquire a new and modern qualification or if they are already working in the field - they will be able to improve their outdated qualification and upskill towards a career advancement. The acquisition of the offered qualification is also suitable for graduates who are starting a business activity in this area since in addition to the hard professional skills it will equip them also with the managerial and entrepreneurial competences to run a new initiative;
- The business will receive skilled workforce trained according to their needs and requirements in terms of knowledge and skills;
- Project partners (and the CULINART Alliance members in general) will benefit from the opportunity to for mobility of their trainees and trainers



across the partner countries while their learning abroad will be acknowledged and recognized within the alliance.

Potential risks:

There is a risk that not enough competent teachers and instructors (also company tutors for the WBL) available at the start of the training delivery. This can be overcome by engaging in the teaching process of people who are already working as Chefs, or in the food services and culinary industry in general, and by the intensive preparation of the teachers and trainers.

Effect on the administrative burden for individuals and legal entities:

Accreditation of the qualification will not lead to changes in the administrative burden for citizens or businesses. It will expand opportunities for licensing in one more profession/specialty and offering training services in one more qualification. The only effort to be made by the VET centers wishing to deliver the qualification will be to apply for expending of their licenses for the delivery of the new qualification.

How does the act affect micro, small and medium-sized enterprises (SMEs)?

Having a skilled workforce is one of the basic prerequisites for starting and successfully developing any business. Having the ability to absorb knowledge and skills to take up any position in culinary businesses will naturally contribute to the success of this business.



SPAIN

Prerequisites / Conditions for Accreditation of Qualification Chef with specified stages at national level

In Spain there are two possibilities for a qualification to be accredited in a way so it is nationally recognized:

1. The competence to publish new certificates of professionalism corresponds exclusively to the state administration. The regions or communities cannot publish their own certificates.

The Ministry of Labour and Social Economy manages the State Public Employment Service. This service acts in accordance with the National Catalogue of Professional Qualifications and the guidelines set by the European Union, with the collaboration of the National Reference Centres, prepares and updates the **certificates of professionalism**, which will be approved by royal decree and published in the Official State Gazette.

Royal Decree 34/2008, of 18 January, regulates the certificates of professionalism. These certificates of professionalism are official and valid throughout the national territory and do not constitute a regulation of professional practice.

2. The initiative to register or publish a **new speciality** is very open to all vocational training / agents, such as FASE (Formación y Asesores en Selección y Empleo SL.)

Prior to this, its acceptance and inclusion must be proposed by the **public bodies** that are competent to do so:

- State Public Employment Service /SEPE/
- Ministry of Labour
- Autonomous Regions
- Vocational training bodies of the regional administrations

The following bodies can propose new specialities:

- National Reference Vocational Training Centres (CRN).
- Sectoral Joint Structures of the Social Agents through the FUNDAE State Foundation for Employment Training (Fundación Estatal para la Formación en el Empleo)
- Other administrations
- Accredited training centres and entities
- Companies
- Others.

Following the above described opportunities and procedures it is clear that, given the current situation in Spain, the "Chef" qualification and training programme developed under the CULINART project can be proposed to be integrated in the



framework of training for employment within the SEPE's Catalogue of Training Specialities, because there are currently insurmountable difficulties to be presented as a new certificate of professionalism.

However, once registered in the Catalogue of Specialities, it will be also sent to the SEPE at a later date to be taken into account in order to:

1. Serve as a basis for the design of the specific professionalism certificate of "Chef de cuisine".
2. To improve the itinerary and competences of the current certificate of professionalism of "Chef de cuisine".

Another solution is also possible in the case of Spain since the CULINART Chef qualification (or its selected units) may be suggested as a complement to the certificate of professionalism Kitchen Management and Production H0TR0110. The current certificate of professionalism of Kitchen Management and Production does not include among its training modules subjects that are essential in the management of a production or industrial kitchen. Some very important competences remain to be dealt with in order to complete the professional profile of the Chef adapted to the new trends and realities and within a wider context than the restaurant. And especially taking into account customer's trends and the preferences of the new generations of customers.

The Modern Kitchen Management certificate is developed in 1,100 hours and includes:

- Treatment of culinary goods: handling techniques, food preservation, culinary preparation, supplying goods and mise en place (60 hours in total only)
- Creative and signature cuisine techniques
- Pastry-making processes
- Food tasting
- Safety, hygiene and environmental protection
- Design of gastronomic offers
- Organisation of kitchen processes
- Kitchen management

The itinerary proposed by the CULINART project and agreed by the project partners from several countries includes these new training contents in the form of ULOs that can enrich and improve the professional profile:

- Implementing environmental protection measures by proposing ecological practices.
- Energy and water saving strategies
- Culinary Business Management, Tourism and Entrepreneurship
- Controlling the application of legislation related to the tourism, hotel and catering sector
- Economics



- Main characteristics of business management
- Culinary business environment
- Application of economic, marketing and sales principles for customer satisfaction
- Marketing
- Management and administration of kitchen staff (HR)
- Realisation of leadership and effective team building and career management
- Training others (staff)
- Managing and monitoring compliance with quality standards
- Preparation of children's and dietary menus
- Information and communication technologies in the culinary business
- Using social media and channels for promotion and branding
- Soft skills: Interpersonal skills, Public speaking
- Customer services

Action Plan

The following activities are planned to be undertaken by the Spanish partners in CULINART according to the chosen path for the "Chef" qualification to be proposed as new speciality for training for employment within the SEPE's Catalogue of Training Specialities:

Activities	Responsible institution	Estimated period of implementation	Expected outcomes
1. Creating conditions for the recognition and development of the qualification			
Studying the formal ways to present the proposal to the competent authorities	FASE and Gastro Alianza	April-May 2021	Analysed possibilities and chosen procedure to present the qualification proposal
Developing and discuss the proposal for SEPE	FASE and Gastro Alianza Discussing in cooperation of culinary arts	May 2021	Developed proposal and covered pre-requisites Presentation of the Qualification
Submission of the proposal to SEPE	FASE	June 2021	Review of the proposal and positive decision expected



Proposal received and assessed by SEPE	SEPE	July - December 2021	Review of the proposal and positive decision expected
Qualification to be integrated in the framework of training for employment within the SEPE's Catalogue of Training Specialities	SEPE	After positive assessment of the proposal	The qualification to be listed in the SEPE's Catalogue of Training Specialities
2. Raising awareness and engagement among experts in the field and training providers on the provision of quality training in the profession of Chef			
Public authorities SEPE could ask complementary information and organize a meeting	SEPE	September - October 2021	Information on the possibilities for acquiring the new qualification
Working meetings within FASE and GASTRO ALIANZA to work/adjust the proposal if needed and promote it among professionals in the sector (in case of positive evaluation)	FASE and GASTRO ALIANZA	November 2021 and beyond	Promoting the Qualification among stakeholders

Expected impact of the accreditation of the qualification at national level

Identification of interested parties:

The National Public Employment Service (SEPE), depending on the Ministry of Labour in Spain has created the Catalogue of Training Specialities as an instrument that includes the organisation of all the training offer, formal and non-formal, developed within the framework of the Vocational Training System for employment in the labour field.

It is a proposal open to the participation of different public and private entities, training centres and even companies.



Any of them can submit a new speciality. SEPE receives the proposal to include the speciality in the catalogue, studies it and decides on its inclusion if it is correct and acceptable. In this way it aims at keeping the vocational training offer up to date. This new Chef pathway meets the requirements and serves to expand the offer of training pathways in the hotel and catering sector with new curricular and current subjects.

FASE

As an applicant for admission and as a training centre approved by the public administrations with no. 170 FASE will be able to present a new speciality. If accepted and included in the SEPE's Catalogue of Training Specialities, it will be able to offer this training in its training catalogue for students/trainees, public administrations and companies.

GASTRO ALIANZA

One of the objectives of the Gastro Alianza association is to promote the personal and professional development and employability of all people who work in the fields related to gastronomy, by means of education and training, non-formal and collaborative learning and accreditation that improve personal, social and labour development, etc. Thus the association will be able to promote another possibility in benefit of its stakeholders.

Aragonese Employment Institute (INAEM) and regional employment and training service - once the speciality of Chef has been admitted and published, the INAEM in the region of Aragon and the other regional public training services in Spain can include this speciality in their public calls for unemployed and employed people to be taught by the collaborating training centres.

Others:

- Accredited vocational training centres throughout Spain that participate in the calls for vocational training courses in hotel and catering for the unemployed, employed and other groups.
- Non-accredited vocational training centres that offer vocational training to companies and individuals.
- Citizens using the vocational training services of public and private centres;
- Enterprises: expect the VET system to prepare skilled labour.

Possible scenarios:

Option 1 "The qualification does not receive accreditation"

This option will result in:

The SEPE requires FASE as applicant to make the corrections it deems appropriate in order to be admitted as a speciality.



Corrective measures:

FASE will modify those aspects required without substantially varying the itinerary that has been agreed by the CULINART project partners.

Negative impacts:

In case the qualification is rejected there will be no possibility to acquire a qualification regulated by law.

Option 2 "Qualification gets inclusion"

This is the main and recommended option.

Negative impacts:

Obtaining accreditation of the qualification will have no negative consequences.

Positive impacts:

Obtaining admission to the qualification will lead to the following for each stakeholder:

- *The course can be applied for by public and private training centres that participate in the calls for applications opened by the public administrations that manage vocational training in Spain:*
 - *SEPE and FUNDAE (State Foundation for Training in Employment)*
 - *Public Employment Services of the Spanish regions, such as INAEM in the region of Aragon.*
- *Participants in the courses: they will get a diploma certifying that they have taken advantage of the training according to the qualification which will help a lot for mobility in the labour market or to find a new job in Spain or in Europe.*
- *New chefs have an accreditation that will help them in their professional career and for unemployed people it will help them to find earlier and better employment.*
- *Accredited vocational training centres: they will have a new training speciality to offer their students.*
- *Companies - will receive qualified manpower trained according to the needs already stated in terms of knowledge and skills;*
- *Project partners and other public and private entities will receive opportunities for mobility of trainees and their trainers.*

Possible risks:

There is a risk that the long duration of the qualification will make it difficult to be implemented by employed workers who will have to follow the training at the same time as working.



The SEPE does not disseminate the qualification sufficiently to be known by companies and participants, unemployed or employed.

Effect on the administrative burden for individuals and legal entities:

The accreditation of the qualification is not expected to create additional administrative workload for individuals or companies, but will give the possibility to have a license in one more profession (as to the individual) and for the SME's (VET centres) to offer training services in one more qualification.

How does the law affect micro, small and medium-sized enterprises (SMEs)?

SME's need skilled workforce, not only trained in specific culinary skills, but also having a broad training which a chef should have. Having a well-trained chef, skilled in all the topics which covers CULINART curriculum, guarantees the success of the business. Especially the new subjects that have been included in the Chef pathway respond to current realities and most needed skills.



FRANCE

Prerequisites / Conditions for Accreditation of Qualification Chef with specified stages at national level

In France the process for accrediting new qualifications is managed by *France Compétences* that has among its duties the instruction of applications for registration in the National Directory of Professional Certifications (RNCP).

Professional certifications registered allow for the validation of acquired skills and knowledge necessary to perform professional activities. They have to be defined in particular by:

- A reference framework of activities that describes the work situations and activities performed, the trades or jobs targeted.
- A competence reference framework identifying the skills and knowledge.
- An assessment reference frame which defines the criteria and methods of assessment of the acquired knowledge.

Professional certifications are classified by EQF level of qualification and field of activity and are made up of blocks of competencies (equivalent to units of learning outcomes), homogeneous and coherent sets of skills contributing to the autonomous exercise of the professional activity and which can be assessed and validated.

Registration requests are made through an online process through which the following data has to be transmitted:

- The level of qualification;
- The field of activity;
- The structuring of the certification in blocks of competences (in the CULINART case reference will be sought with the units of learning outcomes);
- If necessary, the correspondences with other professional certifications and their blocks of competences;
- The reference material of the professional certification project and any other document constituting the professional certification;
- The bulletin n°3 of the criminal record of the submitter (the manager of the Lycée C. et A. Dupuy – Greta du Velay).
- The data of organisations other than Lycée C. et A. Dupuy – Greta du Velay that would be interested to prepare for the certification or to organize examination sessions (in a first instance we will not include this possibility);
- Supporting documents: legal document attesting to the legal existence of the certifying body, certification document, minutes of the juries or equivalent, Booklet n°2 for the validation of prior learning, documents



- concerning the organization of the evaluation tests and the implementation of procedures for their control;
- Activities, competences and assessment frameworks (also developed within the CULINART qualification set of documents);
 - Presentation of the organisation, rules for the validation of the certification, survey on the profession of chef (the latter is implemented within the need assessment stage of the project);
 - The title of the certification referring to the occupation and function targeted. It must be the exact wording that appears on the document given to the person who has acquired the certification (diploma). The chosen title within the CULINART project and agreed by the partners is "Chef". However if needed this will be adjusted as to the national context and specificity of the wording;
 - The level of qualification following the new nomenclature linked to the national framework of professional certifications set by decree n°2019-14 of January 8, 2019 corresponding to the EQF. The level targeted with the developed qualification within the CULINART project is EQF5;
 - The description of the methods for acquiring the certification by adding the blocks of competences or by equivalence. It is needed to specify how the certification is obtained through the validation of the blocks of competences (eq. Units of Learning Outcomes), in particular, if it requires the validation of all the blocks of competences identified or if we include optional blocks, by the validation of a part of the units only (which are the core units, and which are the optional ones). It is also needed to specify if there are additional validations in addition to the validation of the units/blocks (e.g.: dissertation, professional thesis, professional experience, internship...). All the data required is available in the documents developed under the project.

The key prerequisite has been established by the law of September 5 (Art L. 6113-1 of the Labor Code) that requires a division into blocks of competences for any application for registration of a certification from January 1, 2019: "Professional certifications [...] are made up of blocks of competences, homogeneous and coherent sets of skills contributing to the autonomous exercise of a professional activity and which can be assessed and validated.". In the CULINART qualification these Blocks of competences are called Units of Learning Outcomes (ULOs).

In addition, the *France Compétences* specifies that:

- According to a professionalizing logic and by the fact that they are made up of professional skills, the blocks of competences facilitate access and adaptation to a targeted profession. They represent a modular and progressive access to the certification, within the framework of a training course or a validation of prior learning process, or a combination of these access methods. They also allow the registration in a logic of training pathway.



- Access to professional certification is possible, either through training, through validation of prior learning or through the implementation of a combination of both. The validation of the professional certification can be acquired: (1) by the sum of the blocks of competences constituting the certification, if necessary via specific assessments or (2) by the validation of the blocks of competences completed by one or more modalities of validations aiming mainly at attesting the capacity of the candidate to mobilize in a coordinated way the competences of the various blocks.

The pre-requisites for entering the training system or for asking to be certified through the validation of prior learning (if the certification is asked without training) need to be precise. In the CULINART context all this data is available in detailed qualification profile and the next documents comprising the Chef qualification.

Indication of the ways of accessing the certification needs to be done: training as a pupil or student, under an apprenticeship contract, after a continuing education course, under a professionalisation contract, by individual application and by validation of prior learning (validation of experience – VAE in French).

Composition of the jury awarding the certification

For each of the possible access routes, the qualification provider have to specify the composition of the jury that issues the certification (that is different from the selection jury for entering the training course).

Correspondences with existing certifications

The possible correspondences must be analyzed and specified (total or partial, unilateral or shared) between existing certifications and the one suggested by the CULINART project. An equivalence is assessed from:

- Professional certification to professional certification (total equivalence).
- Block(s) of competences to block(s) of competences (partial equivalence).

In both cases, the number of the certification or the number(s) of the block(s) must be filled in.

Table presenting the professional insertion

Figures have to be given for at least two promotions of certification holders, from the most recent to the oldest, with the following data:

- The total number of certified persons per class.
- The number of certified persons following a validation of experience process.
- The overall job insertion rate 6 months after obtaining the certification (professional insertion for any job).
- The rate of integration into the profession targeted by the certification 6 months after obtaining the certification.



The insertion rates are calculated in relation to the number of respondents to the surveys, excluding those who are continuing their studies, and not in relation to the total number of certified people.

An important pre-requisite is that two promotions are therefore required as a minimum before registering the offered by the CULINART qualification.

[Link to the description of the certification](#)

The new qualification promoter needs to present the description of the certification on its website and to give the related hypertext link.

Documents concerning the organisation of the evaluation tests and the implementation of procedures for their control. They will include:

- The tasks of the person responsible for organising the tests.
- The procedure for authorising the jury.
- The procedure for informing and convening the candidate.
- The description of the assessment.
- How results are communicated to candidates.
- The process of catching up if necessary.
- The modalities of physical delivery of the certification.
- The description of the modalities of treatment of the dysfunctions.
- The description of the modalities of regulation of the evaluation process leading to the certification.
- The means of appeal.

These documents describe the way in which the provider/s assume responsibility for the correct implementation of the evaluation procedures up to final certification, and how they monitor them.

Action Plan

Step 1: Evaluation of the adequacy of the project

Evaluation of the adequacy of the project with the proven needs of the labor market in terms of skills or profession: "What is the real need expressed by the economic actors concerned and what are the sources that attest to the reality of this need" (methodological guide). This step is already performed within the previous project activities and the related results and analysis are published within the developed in the prepared Needs Assessment Report.

Step 2: Checking the existence of sister certifications

This steps require a verification that the certification project does not already exist. If a similar certification was already registered in the Specific Directory, there would have been two possible options: creating a partnership with the existing certification body or continuing with the qualification as offered by the CULINART



project, bearing in mind that only the needs of the labor market can justify its creation and registration.

Three existing certifications offer blocks of competences that could potentially be similar to some included in the qualification of Chef. They are:

- 1) BP - Arts de la cuisine – Professional certificate in culinary arts (Level 4)
- 2) Responsable en cuisine et restauration - Catering and restaurant manager (Level 6)
- 3) Responsable en cuisine gastronomique - Manager of gastronomic kitchen (Level 5)

Only the first one, certified by the Ministry of Education is described by blocks of competences. The others have been not been updated, and have registered when it was not compulsory to use these blocks. It is then more difficult to identify blocks that could be similar to the CULINART project's qualification. If nevertheless, several of the professional skills certified are identical to the ones suggested by CULINART, the full path is not exactly the same. In addition, n°2 and n°3 are only available in specific locations. They are described below.

1) BP - Arts de la cuisine

<https://www.francecompetences.fr/recherche/rncp/23592/>

Certifying body: Ministry of education

Level 4

Targeted activities:

The holder of the *Brevet Professionnel Arts de la cuisine* is "a highly qualified cook" mastering the professional techniques of the profession of cook in catering. S/he is able to follow the evolution of his/her activity and to have a prospective view of his/her profession. S/he works in the restaurant sector, giving priority to raw and fresh products, culinary know-how, creativity and a balanced diet. S/he may manage one or more employees.

- Block of competences n° 1 - Conception and organisation
- Block of competences n° 2 - Preparation et production of kitchen products
- Block of competences n° 3 – Management of a production unit (restaurant)
- Foreign language
- Arts
- Expression and knowledge of the world

Sectors of activity:

The holder of the BP Arts de la cuisine works primarily in kitchens with a gastronomic vocation. After professional experience, s/he will occupy a position of responsibility in the kitchen and evolve in all forms and concepts of catering. S/he may be required to create, take over and manage a company or a catering unit.

Type of jobs available: Highly qualified cook



Correspondence with the codification of jobs:

G1602 - Kitchen staff

G1601 - Management of kitchen staff

2) Responsable en cuisine et restauration (Catering and restaurant manager)

<https://www.francecompetences.fr/recherche/rncp/27814/>

Certifying body: *Institut Paul Bocuse - Hôtellerie et arts culinaires*

Level 6

Targeted activities:

S/he manages the entire production process by integrating the company's objectives and the changes in the restaurant market. His/her sense of entrepreneurship and innovation combined with his/her mastery of the methods of supplying, processing and preserving food products enables him/her to anticipate and make operational and strategic decisions at the level of his/her department and/or the company. The main activities of the job are the organisation, design and provision of goods and services, communication, argumentation and motivation, control and measurement of quality and economic performance, anticipation and decision making in the short and medium, or even long term, innovation and entrepreneurship.

Depending on the nature of the catering activity and the projects managed, s/he works towards a sustainable and responsible development by taking into consideration:

- new technologies developed in the kitchen industry
- culinary creativity and the evolution of restaurant concepts
- the relationship with the customers and their expectations in terms of food balance and safety, and the socio-cultural approach to eating habits
- the evolution of information and communication technologies for the benefit of customers, suppliers and employees
- recruitment, planning and supervision of kitchen brigades
- the accounting and financial management and the optimization of results
- the impact of the qualitative and economic results of the unit and/or the company

Competences:

- Management of the culinary production
 - managing supplies (purchases, packaging, storage of goods)
 - Designing the catering offer (menus)
 - organizing the culinary production



- optimizing production tools
- measuring qualitative and economic performance
- Marketing of services
- analyzing the market and its components
- using marketing tools
- Managing and optimizing customer relations
- Management of teams
- Managing the team at the administrative level: recruitment, training...
- Leading and motivating the team with a view to performance
- Planning and budgeting staffing needs with the objective of improving productivity
- Accounting and finance
- Calculating and analyzing costs and ratios specific to the restaurant business
- Developing and monitoring budget and operating forecasts
- Analyzing and interpreting accounting and financial statements
- Developing a financing plan

Sectors of activity:

Gastronomic catering, Traditional catering, Catering, events, On-board catering (maritime, rail, air), Food processing, Hotel-restaurant chain, Tourism and leisure company.

Type of jobs available: Chef de cuisine, Executive chef (coordination of several kitchens), Director of kitchens, Director of catering, Caterer

Correspondence with the codification of jobs:

G1601 - Management of kitchen staff

G1402 - Hotel and restaurant management

3) Responsable en cuisine gastronomique (Manager of gastronomic kitchen)

<https://www.francecompetences.fr/recherche/rncp/26924/>

Certifying body: Centre de formation d'Alain Ducasse

Level 5

Targeted activities:

The holder of the diploma has a portfolio of skills that covers essential functions applied to the needs of culinary production, supply, storage, organisation, hygiene and management of a catering establishment, both in France and abroad. It allows its holder to complete his initial culinary training, to acquire current techniques that are perfectly in line with the expectations of the catering job market, so that s/he can more quickly reach professional maturity to occupy positions of great responsibility in the kitchen.

Certified skills:



- Organising and supplying
- Proposing culinary services according to specific constraints
- Cooking
- Using rationally the available tools
- Planning tasks and managing time
- Managing a kitchen
- Respecting the rules of hygiene and safety
- Applying notions of nutrition
- Using new technologies
- Communicating
- Managing

Business sectors:

Commercial catering, collective catering, companies related to the hotel industry

Type of jobs available:

The most common jobs among the holders of the certification are those of *Chef de partie* who participates in culinary production in the commercial catering sector with a gastronomic tendency, with a very rapid evolution towards positions of *Sous-chef* (from 3 months to 1 year), after finishing the training.

Correspondence with the codification of jobs:

G1602 - Kitchen staff

G1601 - Management of kitchen staff

Step 3: Formalising the reference frame of competences and the evaluation reference frame

This step is also completed by the developed within the CULINART project deliverables "Qualification profile" and "Assessment standards".

Step 4: Setting up procedures to control the organisation of the assessment

Setting up procedures to control the organization of the evaluation tests. In concrete terms, the juries that deliver the certification are set up. This will be finalized first term of 2022, following the ISO, Qualiopi and Ministry of education standards operating in Lycée. C. et A. Dupuy – Greta du Velay.

Step 5: Searching for financing the course

The financing of the course includes the payment of the staff (mainly trainers), the premises, the access to equipment, the raw material and the wages of the participants (variable according to their status: unemployed, employed under



apprenticeship or professionalisation contract). The work done within the CULINART project is sufficient to propose the training offer of Chef to:

- 1) the new competence operator for the catering sector Akto for financing it under continuous training, professionalisation contract, and apprenticeship and
- 2) the Region and to Pôle emploi in order to recruit unemployed. The French partner will be able to submit applications as soon as they publish a new call for training offer (estimated in September 2022). It is envisaged to have of various status (unemployed, continuous training, reconversion or professionalisation contract and apprenticeship) with a stress on this last financing possibility) in order to reach a number of 12 participants.

Step 6: Delivery of the course to 2 classes (as a minimum)

Recruitment of the first group of learners in Autumn 2021.

Ending of the 1st delivery of the course: November 2022.

Ending of the 2nd delivery of the course: November 2023

Step 7: Preparation and writing of the file to be submitted

This files need to be organized in a dossier as described above and can be submitted only after the successful completion of at least two classes (actually delivered courses). Files will be organised and updated in 2023.

Step 8: Submission of the file to France Compétences

The estimated period for the submission is in January 2024. The French partner will compile and submit the documents to the France Compétences.

The average time between the moment the file is submitted and the notification of decision (favorable or not) is 7 months after that so the feedback on the successful (or not) accreditation of the Chef qualification in France is expected after the middle of 2024.

Expected impact of the accreditation of the qualification on a national level

France Compétences examines applications according to 9 criteria:

1. The suitability of the jobs held in relation to the occupation targeted by the professional certification based on the analysis of at least two promotions of holders of the professional certification project.



2. The impact of the certification project in terms of access to or return to employment, assessed for at least two promotions of holders and compared to the impact of certifications targeting similar or nearby occupations.
3. The quality of the activities, competences and evaluation frameworks.
4. The implementation of procedures to control the organization of the assessments.
5. The taking into account of the legal and regulatory constraints related to the exercise of the profession targeted by the certification project.
6. The possibility of accessing the certification through the validation of experience.
7. The coherence of the blocks of competences that make up the professional certification project and their specific assessment methods.
8. If necessary, the coherence of the total or partial correspondences set up with equivalent professional certifications and the same level of qualification and their blocks of competences.
9. The methods of associating the national joint employment commissions of the professional branches in the development or validation of the reference systems. Our certification is not concerned by this.

The success rate for the admissibility phase is 60%. Approximately one third of the files are returned to the applicant for additional information. Finally, 5% are declared inadmissible.

In case of insufficiency on one or more of the criteria, the commission of the professional certification will be able to appreciate the relevance of the certification as a whole with regard to the other criteria if they are judged satisfactory or very satisfactory.

Given the heavy preparation work already implemented within the CULINART project (needs analysis, reference frame, etc.), the positive results of the piloting, the main remaining uncertainty resides in the insertion rate of the two first classes.

If the pandemic is not further extending, we can expect a favourable professional integration rate. We should have no difficulties in proving a positive impact of the certification in terms of access or return to employment and justifying that the skills acquired enable the holders of the certification of Chef to carry out a full-time professional activity related to the targeted occupation.

For all professional certifications registered with the RNCP, the activity, skills and assessment guidelines will be published on the *France Compétences* website, along with the RNCP sheet for the certification.

The accreditation will have a positive impact by creating a new way to be qualified as Chef in a new location.



ITALY

Prerequisites / Conditions for Accreditation of Qualification Chef with specified stages at national level

The qualification Chef, as is proposed in the CULINART project, is to be located at post-secondary level where the Italian system features higher technical training (IFTS, ITS) and short programmes or courses (post-IVET). Hence, basically 2 categories for which, in theory, an accreditation path is viable can be identified:

1. Courses at Higher Technical Institutes (ITS)

These offer non-academic training opportunities at tertiary level, for a total of 29 national professional profiles, as identified and described in the inter-ministerial decree of 7 September 2011, laying down general rules for ITS diplomas and related national professional profiles, assessment and certification of skills, and supplemented by ministerial decree of 5 February 2013 (Decree 82/2013). These programmes train specialised technicians in six technology areas considered strategic for the country's development. Both young people and adults with at least an upper secondary education diploma can access ITS programmes. They also represent one of the possible ways to complete an apprenticeship programme with the purpose of promoting young people's return to the VET system.

At least 50% of the training must be delivered by providers from the labour market and the professions. They can last two or three years. Corresponding qualifications are issued at EQF level 5. ITS are set up as foundations (Fondazione di Partecipazione). The national legislation provides that the founders include:

- a higher secondary education institution, either private or public that, in keeping with Article 13 of Law 40/2007, belongs to a technical or vocational association (based in the foundation province);
- a training provider accredited by the region for higher education (based in the foundation province);
- an enterprise in one of the sector covered by the ITS;
- a university department or other body;
- a local authority (municipality, province, metropolitan city, mountain community).

At present 86 ITS are active, offering 222 programmes. For the two year period 2018-2020, the ITS Tech & Food Foundation offers three courses aimed at the preparation of Higher Technicians with highly specialized and innovative skills:

- 1) The course of "Technician for food design and production technologies"
- 2) The course of "Technician for marketing technologies and enhancement of food products"
- 3) The course of "Technician for new technologies and intelligent packaging in the meat sector"



These courses are inbound of a particular workload and number of training hours: 2,000 hours of which 1,200 delivered in the classroom and 800 of internships in the company.

Such ITS pathways are not so coherent with the profile investigated since they are more focuses on technologies and marketing applied to the Food Chain. Up to now, ITS focused on Culinary and Gastronomy are not yet designed nor implemented.

At the time of the CULINART project, the Chef profession was not included in the 222 programmes and there were no standards for the profession. The accreditation of the Chef qualification through this path includes the following steps:

Step 1: The addresses and the planning of the training offer of the ITS are published in the Decision of the Region every 3 years.

Step 2: Criteria and procedures for the selection of ITS courses are published in the Region's annual public notice.

Step 3: Project proposal of the ITS pathway (two-year duration) is submitted with the application in response to the Regional Notice. The application for accreditation also contains the identification of the network of the ITS Foundation to be set up.

Step 4: The selection of project proposals takes place with a Decree of the Region approving the applications and the allocation of funding from ministerial and regional resources.

2. Post-IVET programmes

People who have completed the three- or four-year VET courses and those who have obtained an upper secondary diploma can access specific training organised by regions or the autonomous provinces. These training courses are generally targeted at young unemployed people, adults, migrants and the disabled. They generally last 400 to 600 hours and are jointly financed by the European Social Fund (ESF). Upon completion, a regional vocational certificate commonly referred to as a 'second level qualification' is awarded. These courses aim at the acquisition of theoretical, technical and managerial skills, though practical work is included and completion of a traineeship is generally required. These courses are organised by training centres accredited by the regions and are not homogeneously offered in the country. They lead to a qualification certificate awarded by the regions according to their own specific register, and are not recognized nationally. Indeed, there is no national register of qualifications for regional courses yet. Corresponding qualifications may vary from EQF levels 4 to 7.

At Regional Level, no qualification exists that is referred to the profile of "Chef", meant as specialist working in (star level) Restaurant, with managerial competences, and with capacity of inventing/researching new dishes using peculiar raw material of the territory. The accreditation of the Chef qualification through this path includes the following steps:



PHASE 1 PROPOSITION

Content

The "proposition" phase concerns the proposal of a new qualification to be included in the Repository. In order to be assessable, the proposal has to contain the elements identifying and characterizing the professional profile of reference.

The identifying elements of the professional profile, to be indicated in the proposal, are:

- the (initial proposed) title;
- a (first) summary description.

The elements characterizing the professional profile, to be indicated in the proposal, are:

- the job roles related to the professional figure - they make it possible to verify that the proposal concerns a figure present and identifiable in the world of work;
- the connotative competences of the profile - they allow to verify that the proposal concerns a profile that can be trained through education-training-work paths;
- the working and professional contexts taken as reference - they make it possible to verify that the proposition concerns a figure who has useful skills to operate in evolved and technologically advanced processes with respect the specific field of operation.

The proposal should be formalised on a specially prepared form.

Subjects involved

The "possibility of a widespread proposal of new job profile" is foreseen. The proposal for the insertion of new qualifications in the Repository may, therefore, be made by any actors and stakeholders. More specifically by:

- subjects of the training system;
- bodies (public and private) providing employment services;
- trade unions, employers' and professional organisations, equal opportunities councilors;
- provincial/regional bodies set up for institutional collaboration, consultation and social participation;
- other subjects otherwise interested in obtaining qualifications.

Modalities

The applicant sends the proposal to the competent Regional Service using a specific form. The proposal may be submitted at any time.

Further, the Regional Service:

- examines the proposal in collaboration with the applicant;



- evaluates the proposal on the basis of the defined criteria and draws up the required evaluation form
- periodically informs of the progress of proposals and their outcomes.

The phase ends, within 30 days of the Regional Service receiving the proposal, with the acceptance or rejection of the proposal and the transmission of the relevant communication to the applicant.

A proposal that has received a positive assessment moves on to the next phase 2 - Preliminary analysis.

PHASE 2 PRELIMINARY ANALYSIS

Content

The 'preliminary analysis' stage concerns the description of the new Qualification. The description is drafted in accordance with the established procedures and contains:

- identification elements: title - summary description - professional area - related/related profiles/related to the job profile;
- the professional standards: competence units - skills - knowledge;
- indications for the assessment of the units of competence: object of observation - indicators – modalities.

Subjects involved

The preliminary analysis is carried out by the competent Regional Service. The Regional Service works in collaboration with experts from the labour and training system.

Modalities

The Regional Service:

- carries out specific analyses;
- acquires the necessary cognitive elements;
- draws up the descriptive elements of the qualification.

This phase concludes, within 30 days from the start of the communication to the applicant, with the drafting of the descriptive to be submitted to the following phase 3 - Verification.

PHASE 3 VERIFICATION

The verification phase concerns the examination and validation of the proposed and described new qualification. It concerns all the sections of the description of the Qualification: identification elements, professional standards, indications for the evaluation of competence units.

In order to ensure an adequate examination of the proposed qualifications, the necessary supporting information materials are prepared.

Subjects involved



The examination is carried out by specific commissions appointed by the Regional Authority. The Committee identifies the "professional area experts" who make up the commission, which is known as a "sub-commission". The commissions are assisted by the competent Regional Service.

Modalities

Verification takes place as follows:

- the CRT appoints a sub-committee of experts for the professional area concerned;
- the sub-committee meets with representatives of the Regional Service (indicatively, three meetings are foreseen within a maximum of 6 weeks)

In preparation for the meetings, the Regional Service prepares supporting materials and carries out any further analysis. The phase ends with the drafting by the Regional Service of the final proposal to be submitted to the next phase 4-Approval.

PHASE 4 APPROVAL

Content

The approval phase concerns the measure of adoption of new qualifications to be included in the regional Repository.

Subjects involved

The approval of new qualifications is a competence of the Regional Council (L.R. 12/03). The competent Regional Service prepares the necessary acts for the issuing of the measure.

Modalities

The approval of new qualifications takes place according to the following procedure:

- the Regional Service sends the final proposal to the CRT for the required opinions and prepares the necessary acts for approval;
- the Regional Council examines the proposal and issues the relative measure.

The phase ends with the decision to adopt the new qualification and the updating of the Qualifications Repository.

Action Plan

The first road of accreditation is hardly viable implying the constitution of a new Body legally valid for the delivery of the qualification.

The Italian partner - IFOA is planning the second road with the Emilia-Romagna Regional Authority and in partnership with a Training body delivering Chef course



at level EQF3 and EQF4. Already two meetings took place during the month of June 2021 and further contacts will follow in July 2021 to draft the proposal. A meeting is also planned with the competent offices of the Emilia Romagna Region, Education and Training Department in September 2021.

Further, once having the proposal drafted and agreed with the national partnering organization for the delivery of the qualification, IFOA will follow the procedures and deadlines as described above.

Expected impact of the accreditation of the qualification on a national level

The new qualification, if approved, will be available in the Regional Repository and consequently, referenced to the National Atlas of jobs and qualifications.

Students awarded with EQF 4 title will have the chance to upgrade their preparation to EQF level 5 with especially increased chance to find a job in a higher position on the labor market.



PORTUGAL

Prerequisites / Conditions for Accreditation of Qualification Chef with specified stages at national level

Since the beginning of Covid-19 pandemic the need of focusing on the new strategic framework for cooperation in education and training, promoting lifelong learning, mobility and transnational collaboration to support the setting-up of the European education area 2025 becomes more and more important. The aim is to develop further inclusive, responsive, attractive and innovative vocational education and training (VET) that promotes education success for all, employability and helps learners to adjust even to severe and unexpected societal and labour-market changes. Another objective is VET to support the transition towards a digital and greener economy.

In this light, VET in Portugal currently offers a wide range of programmes accessible to young people and adults, with flexibility in type and duration: promoting equal opportunities and supporting the integration of vulnerable groups are its main features.

The National Qualifications System (NQS) is a key component of education and training and has reorganised VET into a single system. Its governance model actively involves different VET stakeholders, such as providers, sectoral councils for qualification, and social partners. VET programmes within the national qualifications system lead to a double certification: an education and professional certification comprising general, scientific, technological and work-based learning components, enabling permeability with general programmes.

REGULATIONS AND VET SYSTEM

In Portugal, vocational training is governed by the Constitution of the Portuguese Republic (CRP), the Labor Code and the National Qualifications System (Sistema Nacional de Qualificações, SNQ). The current VET system in Portugal is the result of a 2007 largescale reform, which reorganised VET into a single system - the SNQ. This was done under the joint supervision of the Ministry of Education, the Ministry of Labour, Solidarity and Social Security, and in connection with the Ministry of State, Economy and Digital Transition.

In 2015, a new legal framework (Decree-Law No 37/2015 / Decreto-Lei No 37/2015, de 10 de março) was adopted, defining the ways to access professions and practice them. According to the new framework, these are:

- (a) tertiary education qualifications;
- (b) non-higher qualifications included in the National Qualifications Catalogue (catálogo nacional de qualificações, CNQ), including qualifications acquired through the recognition, validation and certification of competences



(reconhecimento, validação e reconhecimento de competências) process (RVCC process);

(c) non-higher qualifications not included in the CNQ;

(d) diplomas or certificates obtained by passing exams without previous training (Cedefop and Directorate-General of Employment and Industrial Relations, 2019).

The legislation that introduced SNQ (introduced in 2007 and updated in 2017), also set up objectives and tools, to support the implementation of policy developments, for instance the National Qualifications Framework (QNQ), the national credit system for VET, the system for anticipating qualification needs (SANQ), and the guidance and registration instrument of individuals' qualifications and competences (Qualifica passport). It is in line with the recommendation of the European Parliament and of the Council on the establishment of the European qualifications framework for lifelong learning. VET programmes within the SNQ lead to a double certification: an education and professional certification.

In Portugal VET has been carried out within SNQ reorganising VET into a single system. It is coordinated by the Education and Labour Ministries including the main VET stakeholders: ANQEP, Directorate-General for Education (Direção Geral da Educação, DGE), the General Directorate for Employment and Industrial Relations, IEFP, bodies responsible for funding VET policies, sectoral councils for qualification (CSQ), Qualifica centres (adult qualification centres, supervised by ANQEP), basic and secondary education institutions (supervised by the Directorate-General for School Establishments (DGEstE), vocational and professional training centres (supervised by IEFP), centres of vocational excellence and accredited VET providers (In Portugal, the term *certificação* is used for the accreditation of VET providers).

ANQEP as a national agency for VET is jointly supervised by the Education and Labour Ministries. Together with IEFP they share the responsibility for carrying out VET policies. At regional and local level, policies are implemented by regional authorities for VET, supervising regional and local structures: adult qualification centers, basic and secondary education institutions, vocational and professional training centers.

The Directorate-General for Employment and Industrial Relations (DGERT) is the public body that coordinates the implementation of the Directive on recognition of professional qualifications (Directive No 2005/36/EC of the European Parliament and of the Council of 7 September).

The Directorate-General of School Establishments is responsible for managing schools, including those providing VET programmes and implementing regional administrative measures.

Another important actor within the Portugal SNQ in the context of the CULINART qualification accreditation are the Sectoral Councils For Qualification (CSQ). They



are consultative bodies created within the SNQ framework, supporting ANQEP in updating the CNQ. They have as main task the identification of strategic and essential skills and competences for the different sectors of the economy in response to labour market needs. Identifying developments related to skill needs is also the responsibility of the sectoral councils for qualification. These technical and consultative working groups, coordinated by ANQEP, are ensuring the active participation of stakeholders and they propose the inclusion, exclusion and update of the qualifications available in the CNQ.

DEVELOPING VET QUALIFICATIONS IN PORTUGAL

As a strategic tool of the national qualifications system, the National Qualifications Catalogue includes and regulates non-higher qualifications under the responsibility of ANQEP. ANQEP is responsible for designing VET qualifications in cooperation with sectoral councils for qualification (CSQ). The design methodology of qualifications (revised in June 2020) is in line with the European recommendations on education and training, focusing on transparency and recognition of qualifications at European and international levels. It satisfies the CNQ objectives through the structuring of qualifications into **competence units**, which are based on and described in **learning outcomes** and allowing to obtain credits. Using this methodology, ANQEP plans a wide range of sectoral studies to identify the needs for qualifications and competences, and to develop qualifications standards to be included in the CNQ.

The National Qualifications Catalogue (CNQ)⁴ was launched in 2008. Its objectives comprise developing qualifications standards and defining the necessary key competences to foster personal and social development and the competitiveness of the economy, strengthening transparency of qualifications and easing the recognition and validation of competences. CNQ qualifications are structured by certification level and training areas. In October 2020, the CNQ included 390 qualifications in 47 areas of education and training with 7 427 training units of short duration.

Each CNQ qualification standard is composed of:

- (a) a professional profile, including the work tasks linked to the qualifications and the necessary knowledge and skills to perform them;
- (b) a training framework, defining the content and the competences that a learner should acquire to get the double (education and professional) certification. The framework consists of a basic training component (school-based) and a technological training component structured in autonomously certifiable units of 25- to 50-hours duration, promoting flexibility and

⁴ <http://www.catalogo.anqep.gov.pt/Home/CNQ/>



permeability among different qualifications in the same education and training field;

(c) a framework for recognition and validation of competences (RVCC), fostering the recognition of prior formal or informal learning, easing the acquisition of an education certificate and/or a vocational qualification (DGERT, 2019).

Further, the accreditation of the new qualification is within the competence of the above mentioned authorities, but nevertheless the result from the accreditation attempt at national level, the Portuguese partners will create conditions so they are able to deliver the Chef qualification (or its selected parts as to the framework agreement) as members of the CULINART Alliance in the form of short qualification courses certified and recognized within the consortium.

Action Plan

The targeted activities towards the CULINART qualification accreditation were initiated with the project proposal development itself. The Portugal partner in the project Proandi obtained a written agreement by the ANQEP (January 2018) to be involved as an associated partner in the process of preparation of the project in order to assure the close cooperation with the national agency throughout the whole project implementation period. Since then, the ANQEP was multiple times consulted in support of the Chef qualification's development and future accreditation in Portugal. Representatives of the agency actively participated in the events organized and conducted within the CULINART project.

Other key actors were also engaged in the project activities and took part in the focus group discussions organized in February 2019 for identification of the training needs in light of market requirements and trainees' expectations. Among these were: ANQEP, IEFP, hotel, restaurant and tourism business representatives; trainers, teachers and schools' representatives, university and higher education representatives, national and local partners, etc. Unfortunately the pandemic situation made this cooperation harder, especially when the planned transnational meeting with the participation of the ANQEP and IEFP was canceled.

Unfortunately, in the case of Portugal the CULINART partners, even being the proactive party who presents the newly developed qualification, are not in position to suggest inclusion of the qualification in the National Qualifications Catalog (this function is entitled to the Sectoral Councils for Qualification), neither could initiate the procedure for update of the Catalog or to influence the periods when this will be done by the ANQEP. In this case, the Portugal partners will put extra efforts in the presentation of the project outputs and will provide them to the respective bodies and will remain available for further cooperation when it is requested by the authorities.



Activities	Responsible institution	Estimated period of implementation	Expected outcomes
1. Creating conditions for the recognition and development of the Chef qualification			
Preliminary consultations with the interested parties and key actors	The Portuguese partner Proandi	Within the project implementation period	These consultations were conducted in the process of the project implementation and the development of the CULINART qualification
Having the final (fine-tuned) documentation ready to be presented to the ANQEP (in Portuguese language)	The Portuguese partners: Proandi and ADRAT	Around the end of the CULINART project and after the final adjustment of the qualification as to the stakeholder's feedback	Documentation to be presented for possible accreditation
Planning and conduction of presentation sessions with the national authorities	Portuguese partners and representatives of ANQEP and IEFP	May – June 2021	Discussing the possibilities and further steps for the qualification's accreditation Collection of feedback on the qualification's feasibility and chances to be accredited
Opened call for an international competition to redefine the national qualifications catalog	ANQEP plans and organizes the opening of the calls and the estimated period for the next one is not yet determined	After a decision by the ANQEP	A call will be opened and published for update of the CNQ by ANQEP
Preparation of documentation according to the	Portuguese partners	Within the selection of proposals procedure in the	Submission of the proposal in the required form and conditions



open call's requirements		frame of the opened call	
Cooperation and support in the process of analysis of the qualification for possible accreditation and inclusion in the CNQ	Portuguese partners	In the process of the ongoing call for revision of the catalog	Positive evaluation of the proposal and its acceptance as qualification related to the Tourism and leisure sector Inclusion of the Chef qualification in the National Qualifications Catalog
2. Raising awareness and engagement among experts in the field and training providers on the provision of quality training in the qualification			
Presentation of the developed within the CULINART qualification to the stakeholders in the frame of the project	Portuguese partners	May-June 2021	Raised awareness about the developed qualification among potential VET providers and WBL-hosting organizations to join the CULINART Alliance
Continuing communication with the representatives of the Employment and Vocational Training Institute to of Portugal (IEFP) and ANQEP for supporting the accreditation	Portuguese partners IEFP ANQEP	Continuing activity	Having the qualification analyzed and accepted by the national authorities for inclusion in the CNQ following the next call for update of the catalog

Expected impact of the accreditation of the qualification on a national level

Stakeholder identification:

- The national agency responsible for VET - ANQEP - will benefit from the ready-made new qualification which is in line with the current needs and



requirements of the business and thus will fulfil its obligation to keep the National Qualifications Catalog up-to-date with the latest developments in the professional field of Tourism and leisure, and more specifically – in the culinary industry.

- VET providing institutions who will be able to expand their training offer.
- Potential learners - the qualification must also be recognized and valued by young people and adults and by society in general.
- Business entities hiring the employees who graduate from the VET system and require these to be well prepared and ready to step into the world of work.

Possible scenarios:

Option 1 "Qualification does not receive accreditation"

This option will result in:

- *The CNQ will not be modified; the VET providers could not undertake professional training in the Chef qualification.*
- *Some of the knowledge or skills or modules of the qualification developed under the project may be integrated (or modified in order to make them more attractive) into existing curricula and related professions delivered by the Portuguese VET providers.*

Negative impacts:

In the case of rejection of qualification for several positions in the field of culinary arts there will be no possibility for acquiring a qualification regulated by the law.

Option 2 "Qualification gets accreditation"

This is the main and recommended option.

Negative impacts:

Obtaining accreditation of the qualification and its inclusion into the CNQ will have no negative consequences.

Positive effects:

Obtaining qualification accreditation will lead to:

- VET- an opportunity to receive admission to a new and attractive profession, to attract more young people to acquire a qualification.
- Potential VET learners in culinary arts will have another opportunity to acquire a new qualification or if they are working in the field of services or hospitality to improve their qualification.



- The restaurants, eating establishments and companies in the culinary business will receive skilled workforce trained according to current trends and developments in the sector.
- Project partners (and not only) - an opportunity for the organization and implementation of international mobility of trainees and trainers for .



TURKEY

Prerequisites / Conditions for Accreditation of Qualification Chef with specified stages at national level

In Turkish education system, VET programs are available for students in secondary education and higher education levels (Özer, Çavuşoğlu & Gür, 2011; Özer, 2018; Özer, 2019a; Özer, 2019b).

In secondary education level, VET is structured as a four-year education and training program. In secondary VET education, students can select two types of VET institutions: vocational and technical Anatolian high schools (VTAHs) and vocational training centers. VTAHs present both academic and vocational skills to students, and it is expected that graduates from VTAHs can both select to participate in workforce directly and/or continue to higher education. In the first year in VTAHs (9th grade), the common curriculum, which is academically weighted and valid for all high school types in Turkey, is implemented. At 10th grade, students can select their vocational fields according to their interests and level of academic achievement. After choosing vocational field, branches can be selected by students in 11th grade and students receive diplomas when they complete successfully all courses in 12th grade. VET is presented in 54 fields and 199 branches in VTAHs (MEB, 2018a).

The second school type in the VET system in Turkey is vocational training center (VTC). Students in VTCs take courses in schools one day per week, and they do on-the-job training at workplaces in other four days for a period of four years. VET is presented in 27 fields and 142 branches in VTCs. Students select their fields and branches in the beginning of 9th grade. Students who enroll in the VTCs and who successfully complete the courses and on-the-job training in the first three years are entitled with certificate of journeyman. When they complete four years, they receive certificate of mastership (MEB, 2018a).

In Turkey, employment and labor force participation ratios of VTAH graduates are higher than general high school graduates (Özer, 2019a). Labor force participation ratio of VTAH graduates is 66.1% while the ratio of general high school graduates is 54.2% in 2018. In the same year, employment ratio of VTAH graduates is 57.4% while it is 46.7% for general high school graduates (Özer, 2019a). In spite of comparatively higher employment ratios of VTAH graduates, employment ratios of graduates in their field of training are lower than 10% in most fields (MoNE, 2018b; Özer, 2019a). Therefore, VTAH graduates are not employed in their field of training and this issue becomes a skill mismatch problem to a wider perspective.



For these reasons, there is a necessity for a program based on common qualification and certification systems in the field of vocational education in Turkey. The new program and pilot application's results revealed by the CULINART project suggest that the training program will be functional.

The qualification for Chef, as is proposed in the CULINART project, is not existing in the Turkish VET system and in theory, there are two options for which an accreditation path can be identified:

1. The developed curriculum to be adjusted and delivered by separate providers (state schools and VTCs) as a series of vocational courses (mostly on regional level in a highly developed touristic regions such as Mugla)

There is an existing opportunity to put the curriculum laid out within the scope of CULINART project (or its selected parts) into practice in Turkey as courses can be opened in tourism schools that provide education at high-school level. In order to open these courses, approval from the Ministry of National Education is required, but it is possible to open courses with the permission obtained. Ministry permission is required also for the accreditation of education and its implementation at the national level. To obtain such permission it is needed that the developed qualification together with the proposed training program and the pilot implementation process and results of the program are provided to the Ministry of National Education accompanied with a detailed report. After the program has been positively evaluated it can be implemented in the form of courses. However, all these situations may include periodic training to be delivered at a certain time and in a certain place but this does not establish the full qualification to be recognized at the national level.

However, currently there are no conditions to implement the full Chef qualification in the formal education system and institutions since it's still not accredited. In Turkey, the authorized body in this regard is the Board of Education. After obtaining its recommendations and approval, the program needs to be taken to the training areas by the Ministry. However, for this, both the European qualifications framework, national professional standards and other conditions must be provided.

2. The qualification to be nationally accredited by the Ministry of Education and included in the national training plan

Although it is possible to implement the Chef qualification at the institutional level or in private vocational training centers, it does not seem likely currently to be included in the national training plan and to receive a national recognition in the form in which it is developed within the CULINART project. After the proper consultations, adjustments and alignment of the proposed qualification with the national law and requirements, a dully justified and functional program proposal could be taken to the attention of the Ministry of National Education of Turkey. However the procedures are quite complicated, affected by other external factors and will take a lot of time even if initiated by the respective bodies.



Since the first possible path is more vital and achievable as a step forward towards the qualification's accreditation, the Turkish partner will attempt it, and in its position of a Provincial Directorate for National Education will put efforts at this stage in raising the awareness and engagement among experts in the field and training providers, as well as the respective institutions at regional level, that have the potential to implement the qualification, and to attract them in support of the qualification accreditation.

Action Plan

Activities	Responsible institution	Estimated period of implementation	Expected outcomes
Phase 1. Determining the conditions by taking into account the basic characteristics of the qualification and the training program and negotiating with the sector and vocational training institutions about the "Chef" training curriculum and its practical application into training activities			
Presenting the qualification and reporting the created within the scope of the project and pilot training activities results	The Turkish partner Mugla Provincial Directorate of National Education	June 2021	Presentation session with representatives of the VET sector in tourism and gastronomy: branch managers responsible for vocational training;. Vocational training center representatives; Curriculum development specialists affiliated to the Directorate of National Education, etc.
Presenting the qualification and sharing and discussing the possibilities for provision in one-on-one meetings	The Turkish partner Mugla Provincial Directorate of National Education	July-October 2021	At least the following interested parties will be addressed and consulted in the process: - Vocational Training Center of Bodrum



			Public Education Center of Bodrum Vocational High Schools (Bodrum MTAL, Bodrum Turgtreis MTAL.) Muğla Sitki Koçman University Faculty of Tourism District Directorate of National Education Provincial Directorate of National Education Foodrum Bodrum
Considering the flexibility of the Education Program and adjusting it to the specific regional and physical conditions	The Turkish partner Mugla Provincial Directorate of National Education with the support of the involved interested parties	November 2021 – March 2022	At this stage, taking into account the harmony between the requirements of the program and the regional conditions necessary adjustments, corrections or additions will be made, agreed the project consortium.
Phase 2. Elaborating the training program and presenting it to the authorities in the form of a curriculum together with the basic indicators in accordance with the legislation			
Development and submission of the training program to the National Education Directorate as a report with the signature and approval of the consulted stakeholders	The Turkish partner Mugla Provincial Directorate of National Education with the support of the involved interested parties	April – June 2022	Submitted proposal for a new training program for the Chef qualification to be delivered Obtained approval by the Directorate of National Education



Design of the educational program to be made in cooperation with the relevant unit of the National Directorate.	The Turkish partner Mugla Provincial Directorate of National Education with the support of the involved interested parties	After the approval to be given by the Directorate of National Education	Developed and approved by the Directorate of National Education educational program for Chef
Determining the places where the education program will be implemented at local level	The Turkish partner Mugla Provincial Directorate of National Education and the interested institutions in provision of the program	After the approval to be given by the Directorate of National Education In the process of preparation for the implementation	Selected providers to deliver the program A pilot application can be requested in this section.
Determining the teachers who will implement the program and taking them to pre-training.	The Turkish partner Mugla Provincial Directorate of National Education and the interested institutions in provision of the program	In the process of preparation for the implementation	The teachers will be prepared to deliver the program
The institutions where the program will be implemented complete the necessary preparations	The Turkish partner Mugla Provincial Directorate of National Education and the interested institutions in provision of the program	Finalization of the preparations for implementation	Ensured conditions and resources for the implementation of the courses The program is available for delivery to the learners

Expected impact of the accreditation of the qualification on a national level



We believe that if accreditation of the proposed qualification for Chef is achieved, the gaps between the reality in the sector and the vocational preparation provided through the training programs of the educational institutions will be filled. One of the most disturbing aspect shared by the sectoral organizations is that students who do internships in actual restaurants, hotels and other touristic establishments do not possess up-to-date knowledge and skills.

In the constantly changing world, the last development in the different economy sectors should be taken into account, especially in the gastronomy sector where the trends follow the rapidly evolving consumers' behavior and preferences. It's not only the prospective and current learners who lack competences and experience, but also the current employees could hardly catch up with the latest innovations. It is clear that the workforce for the culinary and gastronomy sector needs to be trained in a new modern way in order to decrease the deficiencies in this respect.

Another positive aspect of the Chef qualification that will have a significant impact on the attractiveness of the VET training for Chef in Turkey, is the fact that the qualification is jointly delivered by the CULINART Alliance members. The international character of the qualification, the possibilities for mobility and the mutual recognition of the results of the qualification among the project partners and abroad will make the Chef qualification even more welcomed.

In general, the target groups who will benefit from the positive evaluation and accreditation of the newly-developed qualification are not only the direct participants in the educational process (providers and learners), but also the employers and the final customers in terms of improvement of the employees performance and the consumers' experience.

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

CULINART: Designing a Joint VET Qualification in Culinary Arts and Pilot Pathways for Continuing Training

is co-funded by the Erasmus+ programme of the European Union.

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.