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101 COMPARATIVE ANALYSIS
OF VALIDATION AND CERTIFICATION MODELS
BASED ON THE EXPERIENCE OF INTERNATIONAL PARTNERSHIP
FOR THE HORECA SECTOR





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INTRODUCTION

The hotel, restaurant and catering sector (HORECA) is an important service sector in the European economy and has grown strongly in recent years. It is defined by section H of the European Union's NACE system Rev. 1¹ which classifies economic sectors, and division 55 of the International Standard Industrial Classification (ISIC Rev. 3)². It includes:

- hotels and motels, with or without restaurant
- camping sites and other short-stay accommodation
- youth hostels and mountain refuges
- camping sites, including caravan sites
- other provision of lodgings
- restaurants
- bars
- canteens and catering.

The sector consists mainly of restaurants and bars. Together, they accounted for about two thirds of turnover and 75% of jobs in 2001. The general level of education remains lower in the HORECA sector than in the whole EU27 economy, according to the EWCS 2010³.

The sector in HORECA industry plays a key role in supporting economic and social goals, supporting the rural and regional economy. The sector also appears to be struggling to find a qualified workforce, particularly among young people. Social partners in the sector put this down to issues with education and training, as well as issues around the attractiveness of the sector as an employer. Long working hours, seasonal, part-time and temporary work can all lead to prospective employees choosing to look elsewhere in the economy for employment.

Most workers in hotels and restaurants have a level of education that corresponds to 'lower secondary' or 'upper secondary' and this group is larger than in the overall workforce of the EU27.

While the significance of the latter is diverse in different countries, there are several countries in Europe in which the differences between the level of wealth in the countryside and in the city are large, and therefore the contribution of hotel and gastronomy is significant. With high competition in the service providers are particularly sensitive to changes in the economy that affect aggregate demand and, more specifically, real price changes.

¹ <https://ec.europa.eu/eurostat/documents/3859598/8634073/CA-80-93-436.pdf/bd973dfc-cb58-478e-ae7f-2b-0b5763a491?t=1517396135000>

² <https://unstats.un.org/unsd/classifications/Family/Detail/2>

³ <https://www.eurofound.europa.eu/surveys/2010/european-working-conditions-survey-ewcs-2010>



At the same time, variable costs such as wages and raw materials (agricultural products) are significant cost items in the industry. This means that costs can rise or fall significantly, depending on external factors such as weather and its impact on harvests, wage changes, wage costs and other economic factors.

As a direct employer, the HORECA sector plays a fundamental role in supporting job creation in Europe. It gives jobs requiring a variety of skills: from high qualifications to low qualifications or the so-called “Groundbreaking” jobs for people just entering or returning to the labour market. Modern tourism is manifested in growing competition between tourist destinations in terms of quality and prices, as well as the increasing variety of tourist services offered.

This sector is the largest employer of migrant workers in Europe. It offers many groups for whom participation in the labour market can be difficult, flexible employment that allows them to take up work while performing other tasks or taking care of. This increases the mobility and active participation of employees, thanks to which the labour market becomes more flexible, adapts better and faster to changing economic conditions.

The HORECA market is a very attractive and popular sector, however, it requires more and more diverse competences and qualifications. Factors and conditions that are defined as weaknesses or threats to the industry indicate too little correlation between the competency needs of staff employed in enterprises and the qualifications of graduates of schools, universities and training companies.

Existing qualification schemes, accreditation structures and training incentives are not covering competence standards for VET trainers. The need to match and adjust competences to the needs and practices of the labour market has become the main reason for the creation of qualifications frameworks and the appointment of sector councils in the European Union.

The assumption of the development of 3 qualifications in the HoReCa4VET project is to adapt employees' competences to the current needs of entrepreneurs in the hotel and catering industry.

According to the HCB 2018 research⁴, 75% of enterprises declare a problem with finding candidates matching their needs, 30% of employers do not invest in the development of employees, claiming that there are no training offers on the market that meet their expectations.

Moreover, research indicates that the reasons why employers were not interested in investing in the professional development of employees were the following:

- the lack of attractive training offers on the labour market,
- the inability to compare them and to make the right choice (determining what knowledge and skills will be acquired by training participants);
- the lack of any guarantees that the participants will obtain the competences presented in the training offer.

HORECA industry is a very demanding segment, both in terms of the quality and parameters of the products and the professionalism of the staff. Therefore, industry entities undertake activities related to market monitoring and then quick response to any emerging maladjustment. It is dominated by the principle that in order to become an important player on the market, you have to follow changes and adapt your offer to its needs, especially in terms of human resources. The problem also concerns the lack of information about the skills acquired during the training and the lack of their validation by an external entity.

⁴ https://www.parp.gov.pl/storage/publications/pdf/RAPORT-Aktywnosc-zawodowa-i-edukacyjna---internet_20200224.pdf



There is a need of constantly following of the changes and adjustment the offer to the labour market needs, especially in terms of staff competences. Lack of practical skills and experience in the profession does not allow to become a potential job candidate, frequently having insufficient preparation to perform practical professional tasks.

HORECA market is a very attractive and popular sector, however, it requires more and more diverse competences and qualifications. Factors and conditions that are defined as weaknesses or threats to the industry indicate too little correlation between the competency needs of staff employed in enterprises and the qualifications of graduates of schools, universities and training companies.

The need to match and adjust competences to the needs and practices of the labour market has become the main reason for the creation of qualifications frameworks and the appointment of sector councils in the European Union.

Conducted research in the partners' countries indicate that the reasons why employers were not interested in investing in the professional development of employees were the following:

- the lack of attractive training offers on the labour market,
- the inability to compare them and to make the right choice (determining what knowledge and skills will be acquired by training participants);
- the lack of any guarantees that the participants will obtain the competences presented in the training offer.

The problem also concerns the lack of information about the skills acquired during the training and the lack of their validation by an external entity. The industry is dominated by the principle that in order to become an important player on the market, you have to follow changes and adapt your offer to its needs, especially in terms of human resources.

However, the lack of practical skills and experience in the profession does not allow including the applicants as potential candidates for work. Additionally, a large surplus is also constituted by technical graduates who do not have adequate preparation to perform practical professional tasks. Vocational (formal) education is still too general and theoretical, thus preventing employment.

According to experts, the developed market qualifications will complement the skills acquired in formal and informal education, as they are the response to the needs of the labour market identified in the conducted research. Confirmed qualifications will provide employers with qualified staff and will enable and facilitate employment for the employees in appropriate positions.

The developed qualifications in the HoReCa4VET project will make it possible to carry out the validation and certification procedure for people who have acquired learning outcomes within non-formal education and informal learning. It can also be a starting point necessary to start professional promotion.



COMPARATIVE ANALYSIS OF VALIDATION AND CERTIFICATION MODELS

The main objective of the HoReCa4VET project is the development of the educational materials with the aspects of the validation and certification model with the use of e-platform and development of course materials and educational packages. The development of the procedural solutions of validation and certification of qualification will introduce innovative aspect of the project.

The goal is to increase access to lifelong learning of formal, informal and non-formal nature in the HORECA industry by developing and implementing validation and certification models in accordance to European Qualifications Framework⁵.

The aim of the IO1 was the identification of the validation and certification models based on the analysis of the actual state in partner countries built on verification of available training materials, regulations, job description, competence standards regarding the existing tools of the validation and certification process.

Requirements for validation and certification and entities performing validation and certification developed in the project, specifying the requirements will be the basis for conducting validation in various institutions. The requirements will apply to:

- validation methods used to verify learning outcomes required for qualifications, but also (if necessary) to identify and document learning outcomes;
- human resources, i.e. competence requirements for persons carrying out validation;
- the manner of conducting validation as well as organizational and material conditions necessary for proper validation.

The requirements can be supplemented with additional guidelines for institutions and persons designing and conducting validations, as well as for persons applying for qualifications.

The partnerships will try to develop the models/systems of validation and certification of VET trainers requirements in the HORECA sector.

The proposed qualifications are in line with the education system policy related to offering students additional professional skills for 3 professions from HORECA industry (1. Creating flavours & decorating dishes. 2. Kitchen work management. 3. Management in the HORECA industry) and are the basis for describing validation and certification methods at a later stage.

Developed validation and certification model will be the material necessary for the development of future courses and training programs and will be a catalogue of skills for people who want to develop and acquire and confirm qualifications, as well as a set of skills that can be confirmed in non-formal education. The target group of the project includes mainly persons conducting or interested in conducting training in HORECA. Additional

⁵ [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H0615\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H0615(01)&from=EN)



the target group composed of VET institutions, employees of enterprises, employees of institutions occupying with development, validation and confirmation of professional qualifications and competences, sectoral and local governmental organisations, HR specialists, professional and personal advisers will extend the offer of high quality learning opportunities.

The new solutions will positively affect the lifelong learning process, raise the level of competence and qualifications, and also corresponds to the directions of intervention indicated in the EU strategies connected to the improvement of the quality of training and development of the creativity and innovation of learners, better matching training professional to economic and social needs and requirements of the labour market, popularizing adult learning and better matching adult training to socio-economic needs, developing the national qualifications system and the validation system.



COMMON LEARNING OUTCOMES FOR HORECA4VET PROJECT

On the basis of the national reports, there were selected the common learning Outcomes for 3 Qualifications:

1. Creating flavours & decorating dishes
2. Kitchen work management
3. Management in the HORECA industry

The learning outcomes were also assessed by the selected beneficiaries (150 participants/companies) in all Partners' countries.

QUALIFICATION 1. CREATING FLAVOURS & DECORATING DISHES

Same or similar qualifications in Poland, RN Macedonia, Cyprus, Turkey and Spain are the following:

- Waiter/waitress.
- Restaurant maître or Head waiter/waitress.
- Maître assistant in a restaurant sector or hall.
- Food Preparation and Cooking.
- Culinary Technician.
- Cook – qualification: Preparing and serving dishes.
- Food and catering technician - qualification: Preparation and serving of dishes and/or Organization of nutrition and catering services.
- Pastry – cook - qualification: Preparation and decoration of pastry products (non-formal education)
- Patisserie chef.
- Employee specialised in candy and confectionary production.
- Employee specialised in Cocoa and chocolate products.
- Master Confectioner.
- Patisserie head in general.

- Pastry decorator chef.
- Catering technician - qualification: Preparation and serving of dishes and / or Organization of nutrition and catering services.
- Food and Beverages Presentation.
- Service Attendant - levels 2, 3 and 4.

From the analyses of the National Reports, the following table is a compilation of the common Learning outcomes and Validation Criteria for **Qualification 1: Creating Flavours and Decorating Dishes** in all of the countries or at list two of them. The differences are small and are not included in this final document.

QUALIFICATION 1: CREATING FLAVOURS AND DECORATING DISHES

Approximate workload [h] for Qualification 1 is 200 h

0. Set of learning outcomes: Creating flavours

Learning Outcomes	Work area / Skill units	Validation Criteria
Selects appropriate equipment, depends on circumstances, for the pre-treatment, heat treatment and storage of products	Uses kitchen equipment and tools	<ul style="list-style-type: none"> ■ Selects and uses (in terms of prepared dishes) sets of knives in a safe manner ■ Professionally performs chopping and serving according to the select cuisine ■ Operates machines, devices and equipment necessary for the food preparation ■ Implements correct methods and equipment for the preservation and packaging of raw, semi-cooked and final culinary preparations, ensuring future use or later consumption in adequate conditions
Prepares dishes in accordance with the required service or order		<ul style="list-style-type: none"> ■ Monitors the quality and quantity of prepared dishes in accordance with the accepted order ■ Selects means and methods of storage and transport of prepared dishes in the context of taste and health values
Independently prepares dishes and culinary novelties typical of a given cuisine culture	Performs basic provision, pre-processing and culinary preservation operations	<ul style="list-style-type: none"> ■ Explains and presents recipes specific to a given cuisine culture ■ Provides advantages and disadvantages associated with food preparation in the context of a particular cuisine culture ■ Prepares different culinary products and carries out other pre-processing work, to further use in recipes or for sale ■ Packages, preserves and restores raw, semi elaborated and culinary preparations commonly used ■ Takes into account the availability of products on the market e.g. seasonal products, fresh fish, etc. ■ Analyses the economic aspect of food preparation depending on the chosen cuisine (based on the given taste range, preparation time, availability of products, price of products)

Prepares dishes characteristic of a given cuisine	Prepares cooked meals, baked and grilled meats	<ul style="list-style-type: none"> ■ Applies heat processing procedures to meat in which nutrient losses are minimized; ■ Uses herbs and spices, funds and sauces in the preparation of meat using modern trends in the preparation of meat dishes ■ Determines the freshness and quality of the meat ■ Knows the roasting temperature of different types of meat ■ Knows how to cut raw, cooked and roasted meat
	Applies in practice heat treatment of fish, crabs and seafood	<ul style="list-style-type: none"> ■ Determines the freshness of fish, crabs and seafood ■ Uses different ways to clean fish, crabs and seafood ■ Uses funds and sauces in the preparation of fish, crabs and seafood ■ Knows different types of freshwater and marine fish and crabs ■ Knows the types of seafood ■ Uses herbs and spices to prepare meat from fish, crabs and seafood ■ Knows how to choose the most appropriate heat processing, while preserving the nutritional value ■ Knows the energy and nutritional value of certain species of fish, crabs and seafood
	Prepares soups, stews and pastries	<ul style="list-style-type: none"> ■ Applies the procedures used in order to maintain the maximum nutritional value of the food ■ Knows herbs and spices and knows how to use them properly ■ Knows how to prepare additives for soups, stews and pastries ■ Knows the composition of individual dishes ■ Knows the food products that are suitable for making soups, soup additives, stews, pastries ■ Knows the procedures for heat processing of different types of soup additives ■ Respects the principles of storage and use of unused food ■ Knows work tools and tools for decorative processing of food/ dish
	Prepares simple cold and hot appetizers	<ul style="list-style-type: none"> ■ Heats food, if needed; ■ Cools products; ■ Knows the working tools and tools for decorative processing of food products ■ Knows the rules for combining food products ■ Uses basic food supplements to get a harmonious meal ■ Cook the pasta ■ Knows the composition of individual - special dishes ■ Knows the principles of storage and use of unused food
	Prepares salads	<ul style="list-style-type: none"> ■ Prepares salad dressings; ■ Prepares salads ■ Prepares buffet from different types of salads ■ Selects appropriate heat processing of different types of food products in order to maintain the nutritional value of food ■ Combines vegetables with fruits; ■ Knows how to combine salads with dressing ■ Knows how to store salads to keep them fresh

	Prepares vegetable dishes - vegetarian dishes	<ul style="list-style-type: none"> Heats food, if needed Knows the composition of vegetable dishes Knows the working tools and tools for decorative processing of food products Knows the procedures to maintain maximum nutritional value of food Knows how to prepare vegetable dishes, such as cold and hot appetizers Understands the importance of vegetables in the daily diet; Knows the different types of vegetable production - eco, organic
Follows trends in gastronomy and cooking	Knows and applies gastronomic trends in cooking	<ul style="list-style-type: none"> Experiments in combining food products available in a given cuisine Prepares new dishes in line with emerging trends e.g. in healthy food Demonstrates commitment to developing skills and knowledge It is up to date with trends in business and industry Tests new ingredients and dishes by practicing and thinking about different ways of preparation and cooking techniques Prepares dishes according to specific recipes with particular emphasis on their taste in the scope of individual as well as collective orders Contributes to reviewing and refreshing of the menus according to business and customer requirements
Applies and respects rules and techniques referring to the preparation and finishing of courses in front of the customers	Restaurant services	<ul style="list-style-type: none"> Understands and applies working instructions referring to setting up of special restaurant services
Uses the necessary accessories related to serving dishes in a given cuisine culture under varying conditions	Distinguishes and uses different appliances, tools and inventory in the kitchen related to serving dishes in a given cuisine culture under varying conditions	<ul style="list-style-type: none"> Justifies the choice of crockery/ cutlery for the offered dish Checks the cleanliness of the knives, their sharpness and proper storage Chooses a colour scheme adequate to the service and the offered dish Determines and justifies the quantity and quality of utensils necessary for the order or service
Selects the technique of decorating and serving dishes	Prepares decorative elements from special tables (marzipan, persipan, nougat, ticino or grijaz as well as from sugar and chocolate, caramel)	<ul style="list-style-type: none"> Knows techniques for forming and decorating with special tables Makes decorative elements from edible and inedible items/elements. Shapes and decorates products from all tables (marzipan, nougat, ticino or grijaz) Knows techniques for forming light and dark caramel products (infusion, traction, blowing, breaking, croquette, candying and caramelization) Creates decorative arrangements using prepared elements and carvings from napkins, vegetables, fruits, etc.
Interprets ingredients used for thickening and jelling when decorating dishes		<ul style="list-style-type: none"> Interprets and combines ways of preparation of ingredients that thicken and jelly the given dishes Distinguishes products used for thickening and gelling according to the origin and method of application

<p>Interprets and perceives the application of sauces and dressings that serve as decor art of ready meals</p>		<ul style="list-style-type: none"> ■ Describes the division and types of sauces and dressings used to decorate dishes ■ Distinguishes between different types of sauces and dressings according to texture, colour, appearance, taste ■ Classifies and explains sauces and dressings according to products and preparation technique ■ Knows how to conserve and store and the required temperature of sauces and dressings for ready meals ■ Demonstrates the use of sauces and dressings in a cold buffet ■ Interprets recipes for preparing sauces and dressings from various products, spices, alcohol, natural colours, etc.
<p>Performs fruit and vegetable carving using a variety of cutting methods</p>	<p>Knows the techniques of carving of fruits and vegetables</p>	<ul style="list-style-type: none"> ■ Independently creates decorations from vegetables, fruits, flowers, etc. ■ Distinguishes between different types of carving and cutting of fruits and vegetables ■ Makes decor products from vegetables and fruits for different occasions ■ Applies carving technique with vegetables and fruits for various occasions and events in catering
<p>Knows the technique of decorating a buffet</p>	<p>Decorating buffet</p>	<ul style="list-style-type: none"> ■ Knows how to prepare "mise en place" a place for distributing food; ■ Properly uses tools, knives and equipment in preparation, finishing and serving ■ Decorates and serves canapés and cocktails according to requirements ■ Ensures that the served food is at the appropriate temperature for holding and serving ■ Analyses activities to increase guest satisfaction
<p>Serves, and delivers dishes in appropriate plates</p>	<p>Serving and presentation of food in a plate</p>	<ul style="list-style-type: none"> ■ Knows rules and combinations when serving individual dishes on a plate ■ Prepares portions according to norms ■ Knows how to cool or heat dishes Serves meals ■ Delivers food on an order basis ■ Carries the right portion of food in the plate from the kitchen to the correct customer ■ Records the delivery of food
<p>Composes the colours on the plate and the arrangement of dishes</p>		<ul style="list-style-type: none"> ■ Distinguishes procedures and ways of decorative elements in ready meals ■ Uses appropriate decoration in garnishing the meals; ■ Presents and places the side dishes ■ Decorate plates; ■ Displays the dish with regard to the artistic value ■ Creates own spatial compositions of prepared dishes
<p>Organizes the order of serving dishes</p>		<ul style="list-style-type: none"> ■ Selects and justifies the selection of a person to perform assigned tasks in the field of serving dishes (soups, salads, desserts, etc.) ■ Arranges with the team the time frame for serving individual dishes and table decoration ■ Serves dishes while maintaining their nutritional properties (hot, fresh, etc.)

Maintains cleanliness and personal hygiene while performing professional tasks in the kitchen		<ul style="list-style-type: none"> ■ Applies the rules regarding personal hygiene and order/ tidiness at the workplace ■ Washes, cleans and disinfects machines and devices used for professional tasks/ preparing meals ■ Uses jewellery, perfume and cosmetics according to the workplace rules ■ Maintains health certificate from regular health checks
Applies safe working rules at the workplace with particular attention to emerging innovations		<ul style="list-style-type: none"> ■ Operates equipment in accordance with the user manual ■ Respect the safety rules at the workplace/workplace (in relation to heating, cooling, etc.) ■ Wears protective clothing ■ Implements sanitary hygiene regulations ■ Knows the regulations for fire protection
Comply with the environmental protection rules		<ul style="list-style-type: none"> ■ Segregates waste: paper, glass, plastics, aluminium, food waste; ■ Stores waste: paper, glass, plastics, food waste, used oil, etc. ■ Supervises waste segregation (e.g. used oils, food leftovers, etc.) ■ Intervenes if losses are generated in terms of quantity and/or quality of surplus food ■ Monitors quantities in order to minimise waste and litter ■ Implements corrective plans for the quantities of generated waste
Applies hygiene requirements in a catering company		<ul style="list-style-type: none"> ■ Analyses Occupational Health, Safety and Environmental Protection Legislation and methods ■ Analyses the methods of reducing environmental risks ■ Analyses the activities related to the Food Safety and Quality Management System ■ Applies the principles of cleaning, washing and disinfecting dishes, machines and equipment ■ Comply with the storage conditions of chemical preparations Handles correctly mistakes ■ Uses general hygiene standards and HACCP in food distribution

QUALIFICATION 2. KITCHEN WORK MANAGEMENT

Same or similar qualifications in Poland, RN Macedonia, Cyprus, Turkey and Spain are the following:

- Specialist Chef, level 5 of the Macedonian Qualification Framework
- Culinary Technician, level 4 of the Macedonian Qualification Framework
- Gastronomy, Nutrition and Dietetics Manager level 6/A of the Macedonian Qualification Framework
- Chef (Level 4 Turkish QF)
- Cook, level 3 of the Polish Qualification Framework
- Food and Catering Service Technician, level 4 of the Polish Qualification Framework
- Kitchen Management and Production, level 3 Spanish QF
- Restaurant and Catering Management, level 3 Spanish QF
- Process Management in Restaurants and Catering Services, level 3 Spanish QF

Qualification 2: Kitchen work management

Approximate workload [h] for Qualification 2 is 200 h

1. Set of learning outcomes: Organising the work of the kitchen team

Learning Outcomes	Work area / Skill units	Validation Criteria
Plans the work of the team	Workplace planning and organization	<ul style="list-style-type: none"> ■ Identifies employees' development prospects and problems they face ■ Discusses career development prospects and issues with employees ■ Provides advice and support to each employee to use identified perspectives and solve problems ■ Supervises actions in crisis situations so that the team does not become disorganized in crisis situations ■ Cooperates with other departments ■ Applies methods of employee motivation
Cooperates with people responsible for hiring (supervisor, owner, etc.)		<ul style="list-style-type: none"> ■ Determines the demand for employees in terms of the tasks performed in accordance with the principle of rational management ■ Justifies the demand for employees to those who decide on hiring and firing employees ■ Supports the development of job descriptions ■ Assesses the candidates' suitability to perform the job according to established criteria ■ Assesses candidates in terms of suitability for performing tasks in accordance with the adopted criteria ■ Applies the legal requirements related to equal treatment and non-discrimination
Defines the goals and tasks of the team		<ul style="list-style-type: none"> ■ Explains rules for selecting people to perform assigned tasks ■ Provides an example of appropriate and inappropriate communication of tasks to perform by the team ■ Considers the constructive team proposals, is open to cooperation, makes decisions ■ Verifies documentation required for food production ■ Explains the principles of communicating with co-workers and explains the importance of adhering to the principles of culture and ethics
Defines the way of performing individual tasks		<ul style="list-style-type: none"> ■ Identifies the staff competences required to perform the tasks in the kitchen ■ Delegates tasks as a basis for achieving intended objectives ■ Performs actions under time pressure, coping with stress ■ Analyses data regarding the competition markets ■ Presents the job descriptions to employees ■ Verifies, together with employees, the division and methods of preparation of individual dishes ■ Prepares a workable schedule and schedule

Collaborates on provision processes, reception and storage of beverages, raw and semi-prepared products, culinary preparations and other materials		<ul style="list-style-type: none"> Prepares the order and procures necessary products for work Organizes work tasks and staff schedule in the kitchen depending on the way and system of work Knows standards and norms for food preparation Checks food stocks, reports shortages, prioritizes expiring food Creates budget data related to production processes
Create and maintain good effective work relations	Team Work	<ul style="list-style-type: none"> Maintains good relationships with all the work groups Is always polite and friendly with all members of good work Participates creatively in group works and meeting and happily offer help to others and ask for help Encourages and supports associates
Monitors and evaluates the work of the team	Evaluation and improvement of performance	<ul style="list-style-type: none"> Monitors and evaluates the individual performance and progress of employees in relation to the tasks performed in terms of preparation and shipment of food and beverages Monitors and evaluates team activities and progress in accordance to the adopted goals Assesses the employees according to established rules and criteria Pedagogically treats employees and younger cooks, for their advancement and learning in the profession Assesses the degree of implementation of sets of learning outcomes against the schedule of activities
Designs the gastronomic offers	Promotion and sale of services and products	<ul style="list-style-type: none"> Prepares working documentation and calculation for the performed work and consumed material Gives an example to others by working in a way that minimizes waste Negotiates orders with customers, gives offers on menus according to the list of dishes, adjusted according to needs Behaves in accordance to the values and culture of the company

2. Set of learning outcomes: Communication with the customer

Learning Outcomes	Work area / Skill units	Validation Criteria
Characterizes the elements of professional customer service		<ul style="list-style-type: none"> Identifies the specificity of served customers Is focused on building customer satisfaction Selects elements that make up the image of the institution and its conscious creation Applies the highest standards of customer service Knows how to use modern means of communication
Identifies and analyses the „difficult customer”		<ul style="list-style-type: none"> Characterises ways of dealing with a difficult customer Applies principles for dealing with complaints both to the customer and to colleagues
Identifies techniques for dealing with difficult situations		<ul style="list-style-type: none"> Applies methods of dealing with difficult situations in contact with the customer Copes with difficult emotions and is under control in conflict situations

Conducts a conversation with the customer		<ul style="list-style-type: none"> Actively listens to the customer's statements Applies the messages requested in customer service Clarifies doubtful, controversial or problematic issues
Recognises an assertive attitude as respecting own and the customer's boundaries		<ul style="list-style-type: none"> Applies an assertive attitude in solving conflict situations with customers The customer is always right", „the customer is always the master”, „the customer is allowed everything” within the limits of norms

3. Set of learning outcomes: Organisation of in-house training (in the kitchen)

Learning Outcomes	Work area / Skill units	Validation Criteria
Identifies and analyses training needs within the team	Guidance and training to personnel	<ul style="list-style-type: none"> Monitors and evaluates the quality of the kitchen's work and check whether it is in accordance with accepted standards Proposes professional development projects to employees Develops a proposal for individual and group training
Corrects any identified irregularities		<ul style="list-style-type: none"> Reviews trainee assessment methods to ensure each assessment is fair and valid Cooperates substantively and methodically with other trainers (specialists, masters, cooking enthusiasts)
Prepares and conducts training		<ul style="list-style-type: none"> Prepares and conducts presentations on the identified issues Prepares a workstation for exercises that provides optimal learning conditions Conducts exercises with methods using methods appropriate to the goal, participants' abilities, equipment capabilities, in compliance with health and safety and fire protection regulations Provides an appropriate level of involvement of persons participating in the activities Communicates with a group of participants in accordance with the principles of interpersonal communication Presents information in a clear and understandable way, use language appropriate to the level of the group of participants Is able to give feedback to the subordinates regarding their performance
Applies assessment criteria and methods to check the assumed learning outcomes		<ul style="list-style-type: none"> Provides ongoing feedback to trainees on learning outcomes Collects and analyses feedback from trainees on the quality and effectiveness of training Manages the group process at every stage of the training group development Ensures the integration of the group of participants to the extent necessary to achieve the learning objectives Flexibly responds to the needs of participants by changing the methods and techniques of conducting training Resolves conflict situations without harming the group and the training process
Maintains safety in the workplace	Maintains a safe and healthy working environment	<ul style="list-style-type: none"> Recognizes possible dangers and reports to the correct person, following the correct procedures in the workplace Report immediately to the responsible person presence of person in the workplace that may be of threat and loss or damage in personal belongings, equipment or other

QUALIFICATION 3. MANAGEMENT IN THE HORECA INDUSTRY

Same or similar qualifications in Poland, RN Macedonia, Cyprus, Turkey and Spain are the following:

- Official Master's Degree in Hotel and Catering Management (level 7 QF Spain)
- Management in the HORECA industry PQF 6 (Poland)
- Chef specialist level 5/B of the Macedonian Qualification Framework
- Graduated Hotel and Restaurant manager level 6/A of the Macedonian Qualification Framework
- Gastronomy, Nutrition and Dietetics Manager level 6/A of the Macedonian Qualification Framework
- Management in service sector level 6/A of the Macedonian Qualification Framework
- Service manager as "restaurant manager", Level 5 Turkish QF
- Hospitality and Tourism Manager

Approximate workload [h] is 200 h

1. Set of learning outcomes: Managing the team of employees in a facility (kitchen-hotel)

Learning Outcomes	Work area / Skill units	Validation Criteria
Organizes and supervises the warehouse management of food products and other products necessary for the operation of the kitchen and hotel		<ul style="list-style-type: none"> ■ Monitors the quantity and quality of orders for kitchen and hotel operations ■ Follows food storage procedures ■ Controls the food and beverage consumption system ■ Performs quality and inventory control ■ Logistics control: process analysis and documentation and productivity assessment
Organises and supervise waste management		<ul style="list-style-type: none"> ■ Implements a rational waste management scheme in the kitchen and hotel ■ Corrects the process of rational waste management in the kitchen and hotel ■ Complies with the waste management regulations
Ensures the current functioning of the kitchen and hotel		<ul style="list-style-type: none"> ■ Communicates with customers ■ Supervises organized parties and events ■ Supervises the operation of the kitchen, the hall and the hotel ■ Monitors the operation of the equipment and facilities in the kitchen and hotel ■ Evaluates to all kinds of publications, innovations and technological developments related to the profession
Conducts sales conversations with savoir vivre the field of cuisine and hotel		<ul style="list-style-type: none"> ■ Negotiates delivery terms and concludes contracts with suppliers ■ Produces a procurement plan within a specified time horizon ■ Organizes the supply of food and other products and necessary resources for the operation of the hotel and kitchen (e.g. cleaning agents)

Ensures the operation of the business in compliance with regulations	Maintains safe and healthy working environment	<ul style="list-style-type: none"> ■ Applies health and safety and fire protection rules ■ Applies the principles of property protection ■ Applies environmental protection regulations ■ Complies with the principles of the HACCP system ■ Monitors the level of hygiene in the restaurant area
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2. Set of learning outcomes: Communication with the customer

Learning Outcomes	Work area / Skill units	Validation Criteria
Characterises elements of professional customer service	Business Communication	<ul style="list-style-type: none"> ■ Identifies the specific characteristics of the customers served ■ Focuses on building customer satisfaction ■ Selects elements that make up the image of the institution and its conscious creation ■ Applies the highest standards of customer service ■ Has B1 level listening, speaking, writing, reading skills in foreign language
Identifies techniques for dealing with difficult situations		<ul style="list-style-type: none"> ■ Applies methods of dealing with difficult situations in contact with the customer ■ Deals with difficult emotions and is self-controlled in conflict situations
Recognizes the attitude of assertiveness as respecting own and customer's boundaries		<ul style="list-style-type: none"> ■ Applies an assertive attitude in resolving conflict situations with customers ■ Supervises compliance with the principles of „The customer is our Lord”, „the customer is always right, the customer is free to do whatever he wants” within the limits of the norms

3. Set of learning outcomes: Facility marketing (kitchen-hotel)

Learning Outcomes	Work area / Skill units	Validation Criteria
Plans promotional and advertising activities	Positive Image to Customers	<ul style="list-style-type: none"> ■ Identifies customer needs ■ Develops communication strategy ■ Develops a plan of promotional activities for the kitchen / hotel in accordance with the principle of rational management ■ Selects promotional activities appropriate to the cuisine and hotel offer ■ Plans activities in the area of building the image of the kitchen and hotel ■ Uses new technologies and media to promote online communications and social media ■ Applies tools and techniques to measure the effectiveness of promotional activities



Organises promotional and marketing activities		<ul style="list-style-type: none"> ■ Develops a menu tailored to customers' needs as well as according to circumstances ■ Uses promotion tools ■ Conducts marketing activities aimed at increasing the hotel's reputation ■ Organizes special events ■ Cooperates with the local media in promoting the specialties and the hotel's accommodation offer
Conducts financial operations		<ul style="list-style-type: none"> ■ Defines the pricing policy for the services offered (discounts, rebates, cards, etc.) ■ Makes budget preparation studies ■ Monitors daily turnover ■ Monitors expenses ■ Analyzes food and beverage income and expenses ■ Analyses the effectiveness of promotional and advertising activities ■ Supervises the keeping of financial records and the payment of public levies



CONCLUSIONS AND RECOMMENDATIONS

Comparative analysis was based on methods and tools existing in each partner country for the validation and certification process. The subject of the research was the analysis of the actual state in partner countries based on testing of available training materials, ordinances, etc. regarding the existing tools of the validation and certification process.

Existing qualification schemes, accreditation structures and training incentives do not cover the competence standards for VET trainers in the HORECA sector.

The data taken from the analysis of the conducted surveys and questionnaires allowed for the statement, that partnership has developed the proper requirements for validation and certification model, as well as the developed learning outcomes were in line with the needs of the stakeholders.

Moreover, research indicates that the reasons why employers were not interested in investing in the professional development of employees were the following:

- the lack of attractive training offers on the labour market,
- the inability to compare them and to make the right choice (determining what knowledge and skills will be acquired by training participants);
- the lack of any guarantees that the participants will obtain the competences presented in the training offer.

The problem also concerns the lack of information about the skills acquired during the training and the lack of their validation by an external entity.

Lack of practical skills and experience in the profession does not allow including the applicants as potential candidates for work.

Developed learning outcomes for 3 qualifications will complement the skills acquired in formal and informal education, as they are the response to the needs of the labour market identified in the conducted research. Confirmed qualifications will provide employers with qualified staff and will enable and facilitate employment for the employees in appropriate positions.

The developed learning outcomes are designed to introduce and prepare participants for active participation in the HoReCa sector. The main aims of this project were to encourage tourism and hospitality industry to improve employee training and development, and to adopt a lifelong approach to training.

The developed qualifications will make it possible to carry out the validation and certification procedure for people who have acquired learning outcomes within non-formal education and informal learning. It can also be a starting point necessary to start professional promotion.