



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. 1<sup>1</sup> which classifies economic sectors, and division 55 of the International Standard Industrial Classification (ISIC Rev. 3)<sup>2</sup>. 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 2010<sup>3</sup>.

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.

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

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

<sup>3</sup> <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 research<sup>4</sup>, 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.

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

<sup>4</sup> [https://www.parp.gov.pl/storage/publications/pdf/RAPORT-Aktywnosc-zawodowa-i-edukacyjna---internet\\_20200224.pdf](https://www.parp.gov.pl/storage/publications/pdf/RAPORT-Aktywnosc-zawodowa-i-edukacyjna---internet_20200224.pdf)

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 Framework<sup>5</sup>.

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

<sup>5</sup> [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.



## CYPRUS

The Cyprus Council of Ministers approved in 2012 the establishment of National Qualifications Framework (CyQF) and the adoption of the 8 levels of the European Qualifications Framework.

The National Committee for the Development and Establishment of a National Qualifications Framework in Cyprus, which consists of the Permanent Secretary of the Ministry of Education and Culture (President of the Committee), the Permanent Secretary of the Ministry of Labour and Social Insurance and the General Director of the Human Resource Development Authority or their representatives.

The CyQF includes the development and implementation of the procedures that relates to the Quality Assurance and the award of Qualifications. It is also the «tool» for the categorization of the qualifications according to skills, knowledge and competencies. It operates as a reference framework, enabling the validation and comparability of qualifications and hence the mobility of workers and learners. It is an attempt to encompass the diversity of lifelong learning, formal, non-formal and informal learning. The CyQF includes:

- All levels of formal public and private education
- **The System of Professional Qualifications of HRDA**
- Informal Learning
- Non-formal learning
- Life Long Learning

### SYSTEM OF PROFESSIONAL QUALIFICATIONS OF HRDA

The purpose of the System of Professional Qualifications is to upgrade the human resources through the evaluation and certification of the professional qualifications of the candidates. The target audience for The SVQ is aimed at employees, the unemployed and the economically inactive.

The validation of the evaluation results of the previous learning and the certification of the professional qualifications of the candidates will help the unemployed and inactive persons to find a job and the employed persons to advance themselves. In addition, companies that promote the certification of the professional qualifications of their employees, achieve the upgrade of their human resources and consequently increase their productivity and competitiveness. There is no financial burden for participants in the evaluation and certification process.

Sectors of the Economy in which Professional Qualifications Standards have been developed are the following:

- **Tourism Industry**
- Manufacturing
- Construction Industry
- Wholesale and retail trade
- Vehicle repair
- Provision of vocational training
- Communication systems and networks / computers
- Hairdresser



In the **tourism sector**, the following qualifications exist (some of them in more than one EQF levels)

1. Reception
2. **Food and Beverage Presentation**
3. **Food Preparation and Cooking**
4. Flooring
5. Tourist Office operations
6. Bakery
7. Confectionery
8. Beverages preparation and serving

### **The process of evaluation and certification of professional qualifications**

The process of assessment and certification of professional qualifications consists of four stages, which are described below.

#### **Stage 1: Determination of learning outcomes obtained through standard and / or non-formal and / or non-formal learning**

The determination of learning outcomes is carried out in an approved Centres of Evaluating Professional Qualifications(KAEP) and includes the following:

- Informing a candidate about the provisions of the Professional Qualification System and the criteria for inclusion of candidates in the PQF
- Obtaining a picture regarding the qualifications and experience of the candidate
- Counselling of the candidate, through dialogue and review, to find out
  - level of his knowledge, skills and abilities
- Counselling guidance of a candidate to locate the appropriate professional qualifications corresponding to the qualifications, experience and level of knowledge, skills and his abilities
- Preparing a candidate for his / her evaluation by asking him/her to participate in training and development, where necessary in order to meet the outcomes
- Recording of Stage 1 results in Form OP4

#### **Stage 2: Documentation of learning outcomes obtained through formal and / or non-formal**

The documentation of learning outcomes is carried out in an approved KAEP and includes the following:

- Provision by a candidate of evidence for the learning outcomes that are identified in Stage 1, by providing documentation of qualifications and experience
- Making sure that the evidence corresponds to the learning outcomes that were identified in Stage 1 and provide their satisfactory documentation
- Recording of Stage 2 results in Form OP4
- Preparation of a candidate application (Form OP3) for inclusion in the evaluation process and certification of his professional qualifications

### Stage 3: Evaluation of learning outcomes obtained through formal and / or non-formal

- The evaluation of the learning outcomes is carried out in an approved KAEP by Assessors, subject to the approval of the HRDA, and includes the following:
- Submission to the HRDA, through the KAEP, of a candidate application for the acquisition of a professional qualification
- Check the compatibility of the application with the criteria for inclusion of candidates in evaluation process to obtain the professional qualification for which it is submitted the application
- Deciding whether to approve the application for inclusion of the candidate in the procedure assessment and certification of professional qualifications
- Evaluation of a candidate based on a specific Professional Qualification Framework, by a two-member team of Evaluators
- Carrying out audits for the purposes of quality assurance, transparency and objectivity of the evaluation, as well as the verification of methods and procedures evaluation

### Stage 4: Certification of Professional Qualifications obtained through formal, non-formal and informal learning

- The certification of professional qualifications is decided by the HRDA and includes the following:
- Verification and validation of the results of the evaluation of professional qualifications of candidates.
- Awarding of a professional qualification certificate.

In Cyprus, there are not exist the same qualifications as the project's objectives but there are two other Qualifications under the System of Vocational Qualifications developed by HRDA that have some same or similar work areas and learning outcomes with the present below.

## FOOD AND BEVERAGE PRESENTATION - LEVEL 3

This qualification responds for the demand of the HORECA sector in the field of food and beverage prestation. The target group for the Qualification are working people in the food and beverage industry or **unemployed people or inactive people**.

**In order the participant to be assessed in this Qualification he must fulfil one of the criteria below.**

Qualification: Training programme certificate, its content is consistent with relevant Professional Qualification-Level 3 and No work experience

**OR**

Qualification: At least Level 3 in nonrelevant professional field or qualification the at least Level 2 in relevant professional field and 1 year work experience in relative professional field

**OR**

Qualification: At least Level 2 in nonrelevant professional field and 2 years' experience in relevant professional field

**OR**

No qualification and 3 years work experience in relevant professional field

The holder of this qualification will be able to communicate with clients, offer qualitative service to them, use correct methods of presenting Food and drinks depending on the occasion. The holder will also have the skills to create and maintain good interpersonal relations with colleagues and clients, as know the right implementation of Health and Safety Rules and the procedures to be followed in case of emergency.

### Requirements for validation and entities conducting validation

#### Verification methods:

#### Food and Beverage Presentation-Level 3

The procedure before the validation is the one described above(see *The process of evaluation and certification of professional qualifications*).

The validation of the candidates skills and knowledge for the Professional Qualification-Level 3 will use the following exam methods

- Observation of the work of the candidate under real working conditions
- Oral examination during the observation of the work
- Simple written exam with multiple choice questions and true/false questions

The achievement of the learning outcomes should be assessed by a committee of two persons(evaluators)

The evaluators must be certified Professional Trainers by HRDA, must possess relevant Qualification of Level 4 and work experience of 20 years of which 5 years in Level 4 in the relevant field and training work experience of 120 hours.

### Food and Beverage Presentation-Level 3

This qualification covers 12 Work Areas. Here we present the work areas which are relevant with the 3 Qualifications of the Project.

Work Area	Title of Sub Work Area	Learning Outcomes	Verification criteria	Creating flavours & decorating dishes	Kitchen work management	Management in the HORECA industry
1. Create and maintain good effective work relations	1.1. Create and Maintain good relations	To prove his competence in this area he must: <ol style="list-style-type: none"> <li>1. Maintain good relations with colleagues and associates in business</li> <li>2. Always be polite, friendly and cooperative with other colleagues and associates</li> <li>3. Always find the chance to discuss with colleagues and associates regarding work matters</li> <li>4. Deliver quickly and effectively all necessary information and directions to customers, colleagues and associates</li> <li>5. Avoid and stop the leakage of confidential information to non-authorised persons</li> <li>6. Follow the work rules</li> <li>7. Handle effectively mistakes</li> <li>8. Report deviations</li> </ol>	<ul style="list-style-type: none"> <li>What is the correct procedure for handling and argument with a colleague?</li> <li>What is the correct procedure for handling and argument with an associate?</li> <li>How are directions and information delivered correctly?</li> <li>Which of the Information at your disposal are confidential?</li> <li>How do you handle mistakes?</li> <li>Which are the work rules?</li> <li>To whom do you report mistakes?</li> </ul>		✓	✓
1. Create and maintain good effective work relations	1.2. Team work	To prove his competence in this area he must: <ol style="list-style-type: none"> <li>1. Be always on time and maintain good personal hygiene at high levels</li> <li>2. Maintain good relationships with all the work groups</li> <li>3. Be always polite and friendly with all members of good work</li> <li>4. Implement all work given by his supervisor and happily accept the supervision.</li> </ol>	<ul style="list-style-type: none"> <li>Which are member of the group or work group?</li> <li>Which is the right way of handling disagreement with your colleagues?</li> <li>How are information and directions delivered correctly?</li> <li>How to handle deviations?</li> </ul>			

		<ol style="list-style-type: none"> <li>Participate creatively in group works and meetings and happily offer help to others and ask for help</li> <li>Handle work time effectively</li> <li>Deliver quickly and effectively the necessary information and directions to work group</li> <li>To carry out his duties and obligations to the work group in due time</li> <li>To encourage and support associates</li> <li>To follow the work rules</li> <li>To handle effective deviations</li> <li>To report deviations</li> </ol>	<ul style="list-style-type: none"> <li>Which are the work rules?</li> <li>To whom do you report deviations?</li> </ul>		✓	✓
<b>2. Maintaining a safe and healthy working environment</b>	<b>2.1. Maintaining personal hygiene</b>	<ol style="list-style-type: none"> <li>To prove his competence in this area he must:</li> <li>Wear the appropriate clothes and shoes as well and hat according to the rules of the work place and Safety and Hygiene rules</li> <li>Wear jewellery, perfume and cosmetics according to the workplace rules</li> <li>In case of cuts or wounds to be treated by the right persons</li> <li>Mention on time illness or infections to the responsible person</li> <li>Maintain and renew the health certificate, when is required, according to the current legislation</li> <li>Implement work with priorities in an effective way according to the hygiene and rules and the work rules</li> </ol>	<ul style="list-style-type: none"> <li>Why is it important to follow the rules and the current legislation?</li> <li>Where can you refer to get information regarding the current legislation for Safety and Hygiene at Work?</li> <li>Which rules you must follow in your own workplace?</li> <li>Why do you have to use the right clothes during work and which is the right uniform for your work?</li> <li>To whom you should report any illness or infection?</li> <li>Why is it important to maintain the right personal hygiene?</li> <li>Why any cuts, wounds and scratches must be treated immediately by the responsible person?</li> </ul>	✓	✓	
<b>2. Maintaining a safe and healthy working environment</b>	<b>2.2. Maintaining personal safety in the work place</b>	<ol style="list-style-type: none"> <li>To prove his competence in this area he must:</li> <li>Recognize possible risks for personal safety and avoid these</li> <li>Take precaution measures to avoid any risk</li> </ol>	<ul style="list-style-type: none"> <li>Why is it important to follow the rules and the current legislation?</li> <li>Which are the possible risks for your safety at work?</li> <li>Why is it important to wear the proper clothes?</li> </ul>			

		<ol style="list-style-type: none"> <li>Report immediately possible risks to the responsible person</li> <li>Recognize the internal procedures and the Safety Rules</li> <li>Handle machinery and equipment in the right way, according to the rules at the workplace and the producer guidelines</li> <li>Know where is the Health Aid box, what it contains and how we use its contents.</li> </ol>	<ul style="list-style-type: none"> <li>Which are the Personal Safety rules for your work position and duties?</li> <li>Why do you need to know the rules and procedures in case of emergency events?</li> <li>Why is it important to report to the person responsible possible risks for your safety as well as the safety of your colleagues?</li> </ul>	✓	✓	✓
<b>2.Maintaining a safe and healthy working environment</b>	<b>2.5 Maintain safety in the workplace</b>	<ol style="list-style-type: none"> <li>To prove his competence in this area he must:</li> <li>Recognize possible dangers and report to the correct person, following the correct procedures in the workplace</li> <li>Be sure that the areas for which you are responsible are correctly secured and non-accessible by unauthorised persons</li> <li>Report immediately to the responsible person a loss or damage in personal belongings, equipment or other</li> <li>Report immediately to the responsible person the presence of person in the workplace that may be of threat</li> </ol>	<ul style="list-style-type: none"> <li>Which keys, equipment and work places must always be in a safe place?</li> <li>Why is important to recognize possible dangers and threats?</li> <li>Why is it important to follow the safety rules at workplace?</li> <li>Why is it important to follow the procedures when we have to deal with lost objects?</li> <li>From whom can you take information regarding the current legislation of safety issues?</li> <li>Why we must not give confidential information to unauthorised persons?</li> <li>Why is it important to report to the responsible person unusual events?</li> </ul>		✓	✓
<b>2.Maintaining a safe and healthy working environment</b>	<b>2.6 Protecting the Environment</b>	<p>To prove his competence in this area he must:</p> <ol style="list-style-type: none"> <li>Recognize, be informed and promote the meaning of protecting the environment</li> <li>Implement environmental policy and environmental protection rules</li> <li>Use ecological material and environmentally friendly products</li> <li>Use water and other sources of energy (electricity, gas, petrol) as valuable good and try to save energy</li> </ol>	<ul style="list-style-type: none"> <li>Which is the policy, the internal rules and procedures of environmental management?</li> <li>Which are the legal and regulatory requirements regarding the environment protection of your work?</li> <li>Which materials that you use are environment friendly and which are not?</li> <li>Which are methods and good practices for saving water and energy?</li> <li>Which is the right procedure for storing, using and disposing materials and products?</li> </ul>			

		<ol style="list-style-type: none"> <li>5. Store, use and waste each material in a way that it does not affect the environment</li> <li>6. To dispose recyclable materials (paper, plastics, glass, batteries) in the appropriate disposal areas and bins</li> <li>7. To use the correct way for disposal of non-recyclable materials/products</li> <li>8. Do not pollute the environment with useless materials during the implementation of work</li> </ol>	<ul style="list-style-type: none"> <li>Which are considered to be recyclable materials and which is the procedure of collecting these and disposing?</li> <li>Which materials, products and waste are considered harmful to the environment and which is the procedure of collecting and disposing these?</li> </ul>		✓	✓
<b>3.Customer Service</b>	<b>3.1 Positive Image to Customers</b>	<p>To prove his competence in this area he must:</p> <ol style="list-style-type: none"> <li>1. To maintain always perfect appearance and hygiene</li> <li>2. To be always polite and friendly with all customers</li> <li>3. To stand correctly during the customer's presence</li> <li>4. To greet and call the customers in the right way</li> <li>5. To serve and help the customers with perfect behaviour, quickly and effectively</li> <li>6. To maintain the equipment and the material which are at the customers' disposal in excellent condition.</li> <li>7. To follow the work rules</li> <li>8. To handle correctly mistakes</li> <li>9. To report mistakes</li> </ol>				✓
<b>3.Customer Service</b>	<b>3.2 Offering services and products</b>	<ol style="list-style-type: none"> <li>1. To recognize, understand and respond immediately to the requests and needs of the customer</li> <li>2. To direct the customer to the right department or colleague in order to satisfy his demand or need.</li> <li>3. To offer the right product and service depending on the requests and need of the customer</li> </ol>	<ul style="list-style-type: none"> <li>How we recognize the needs and requests of the customer?</li> <li>Which products or services the company orders?</li> <li>Which are the alternative choices and upgrades for every product or service offered?</li> </ul>			✓



		<ol style="list-style-type: none"> <li>To provide upgrade of the product or service and alternative choices.</li> <li>To offer information and advantages of the offered product or service</li> <li>To handle deviations</li> </ol>				
<b>7. Presentation of food in a plate</b>	<b>Delivery, presentation and placing of food in a plate</b>	<p>To prove his competence in this area he must:</p> <ol style="list-style-type: none"> <li>To carry the right portion of food in the plate from the kitchen to the correct customer</li> <li>To present the portion of food in plate to the customer and to place it on the table</li> <li>To carry all health and safety rules related to work</li> <li>To handle correctly mistakes</li> <li>To report mistakes</li> </ol>	<ul style="list-style-type: none"> <li>How to read the order taken correctly?</li> <li>What is the right technique for the delivery of the correct portion of food in a plate to the customer?</li> <li>Which is the correct presentation of food in the plate?</li> <li>Which is the correct way of putting the food in a plate?</li> <li>Which is the correct way to present and place the food in your customer's plate?</li> <li>How do you deal mistakes?</li> <li>Which are the health and safety rules at the workplace?</li> <li>Which are the work's rules?</li> <li>To whom do you report mistakes regarding the quantity of the food, mistakes regarding the presentation of the food, faulty equipment.</li> </ul>	√		
<b>7. Presentation of food in a plate</b>	<b>Placing side dishes</b>	<p>To prove his competence in this area he must:</p> <ol style="list-style-type: none"> <li>To prepare and maintain the correct side dishes in relation to the food.</li> <li>To deliver correctly the side dishes in relation with the food on the table</li> <li>To present and place the side dishes</li> <li>To follow the health and safety rules regarding work</li> <li>To deal with mistakes</li> <li>To report mistakes</li> </ol>	<ol style="list-style-type: none"> <li>Which are the side dishes?</li> <li>Which side dishes are served with each food?</li> <li>Which is the right way to carry each side dish?</li> <li>Which is the correct way to present and place each side dish?</li> <li>How do you deal mistakes?</li> <li>How do you deal mistakes?</li> <li>Which are the health and hygiene rules at the workplace?</li> <li>To whom do you report mistakes regarding wrong sides dishes with the food or faulty equipment or special requests from customers</li> </ol>	√		

## FOOD AND BEVERAGES PRESENTATION-LEVEL 4

This qualification responds for the demand of the HORECA sector in the field of food and beverage prestation. The target group for the Qualification are working people in the food and beverage industry or unemployed people or inactive people.

In order the participant to be assessed in this Qualification he must fulfil one of the criteria below

Qualification: Training certificate, its content which is consistent with relevant Professional Level Qualification 4 **and** no experience needed

OR

Qualification: At least Level 4 in non-relevant professional field or at least Level 3 in relevant professional field **and** 2 years work experience at least Level 3 in relevant professional field

OR

Qualification: At least Level 3 in non-relevant professional field or at least Level 2 in relevant professional field **and** 3 years work experience at least Level 3 in relevant professional field

OR

5 years' work experience at least Level 3 in relevant professional field

The holder of this qualification will be able to communicate with clients, offer qualitative service to them, use correct methods of presenting Food and drinks depending on the occasion. The holder will also have the skills to create and maintain good interpersonal relations with colloquies and clints, as know the right implementation of Health and Safety Rules and the procedures to be followed in case of emergency. He will also be able to prepare and maintain the equipment and the work area, take orders correctly, correct handling of payments.

### Requirements for validation and entities conducting validation

Verification methods:

#### Food and Beverage Presentation-Level 4

The procedure before the validation is the one described above (see the process of evaluation and certification of professional qualifications).

The examination of the candidate's skills and knowledge for the Professional Qualification-Level 4 will use the following exam methods

- Observation of the work of the candidate under real working conditions
- Oral examination during the observation of the work
- Written exam with multiple choice questions and true/false questions

The achievement of the learning outcomes should be assessed by a committee of two persons(evaluators).

The evaluators must be certified Professional Trainers by HRDA, must possess relevant Qualification of Level 5 and re work experience of 16 years of which 4 years in Level 5 in the relevant field and training work experience of 120 hours.

#### Food and Beverage Presentation-Level 4

This qualification covers 18 Work Areas. Here we present the work areas which are relevant with Employers in Cyprus have find it hard to find qualified people for the HORECA Industry since many people do not want to work in this industry due to the low wages or the difficult working hours. Even the people that start to work in the HORECA industry they leave this industry very easily when they find a new job with better payment and working conditions. Also, employers do not want to invest in the training or skill updating of employees since the employees tend to change very easily work.

Work Area	Title of Area	Learning Outcomes	Verification criteria	Creating flavours & decorating dishes	Kitchen work management	Management in the HORECA industry
1. Create and maintain good effective work relations	1.1. Create and Maintain good relations	<ol style="list-style-type: none"> <li><b>To prove his competence in this area he must:</b></li> <li>Maintain good relations with <b>colleagues</b> and associates in business</li> <li>Always be polite, friendly and cooperative with other <b>colleagues</b> and associates</li> <li>Always find the chance to discuss with colleagues and associates regarding work matters</li> <li>Deliver quickly and effectively all necessary information and directions to customers, colleagues and associates</li> <li>Avoid and stop the leakage of confidential information to non-authorized persons</li> <li>Follow the work rules</li> <li>Handle effectively mistakes</li> <li>Report mistakes</li> </ol>	<ul style="list-style-type: none"> <li>What is the correct procedure for handling and argument with a colleague?</li> <li>What is the correct procedure for handling and argument with an associate?</li> <li>How are directions and information delivered correctly?</li> <li>Which of the Information at your disposal are confidential?</li> <li>How do you handle mistakes?</li> <li>Which are the work rules?</li> <li>To whom do you report mistakes?</li> </ul>		✓	✓
1. Create and maintain good effective work relations	1.2. Team work	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>Be always on time and maintain good personal hygiene at high levels</li> </ol>	<ul style="list-style-type: none"> <li>Which are members of the group or work group?</li> <li>Which is the right way of handling disagreement with your colleagues?</li> </ul>		✓	✓

		<ol style="list-style-type: none"> <li>Maintain good relationships with all the work groups</li> <li>Be always polite and friendly with all members of group work</li> <li>Implement all work given by his supervisor and happily accept the supervision.</li> <li>Participate creatively in group works and meeting and happily offer help to others and ask for help</li> <li>Handle work time effectively</li> <li>Deliver quickly and effectively the necessary information and directions to work group</li> <li>To carry out his duties and obligations to the work group in due time</li> <li>To encourage and support associates</li> <li>To follow the work rules</li> <li>To handle effectively mistakes</li> <li>To report mistakes</li> </ol>	<ul style="list-style-type: none"> <li>How are information and directions delivered correctly?</li> <li>How to handle mistakes?</li> <li>Which are the work rules?</li> <li>To whom do you report mistakes?</li> </ul>			
<b>2. Maintaining a safe and healthy working environment</b>	<b>2.1. Maintaining personal hygiene</b>	<p><b>To prove his competence in this area he must:</b></p> <ol style="list-style-type: none"> <li>Wear the appropriate clothes and shoes as well and hat according to the rules of the work place and Safety and Hygiene rules</li> <li>Wear jewellery, perfume and cosmetics according to the workplace rules</li> <li>In case of cuts or wounds to be treated by the right persons</li> <li>Mention on time illness or infections to the responsible person</li> <li>Maintain and renew the health certificate, when is required according to the current legislation</li> <li>Implement work with priorities in an effective way according to the hygiene and rules and the work rules</li> </ol>	<ul style="list-style-type: none"> <li>Why is it important to follow the rules and the current legislation?</li> <li>Where can you refer to get information regarding the current legislation for Safety and Hygiene at Work?</li> <li>Which rules you must follow in your own workplace?</li> <li>Why do you have to use the right clothes during work and which is the right uniform for your work?</li> <li>To whom you should report any illness or infection?</li> <li>Why is it important to maintain the right personal hygiene?</li> <li>Why any cuts, wounds and scratches must be treated immediately by the responsible person?</li> </ul>	✓	✓	✓

2. Maintaining a safe and healthy working environment	2.2 Maintaining personal safety in the work place	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>1. Recognize possible risks for personal safety and avoid these</li> <li>2. Take precaution measures to avoid any risks</li> <li>3. Report immediately possible risks to the responsible person</li> <li>4. Recognize the internal procedures and the Safety Rules</li> <li>5. Handle machinery and equipment in the right way, according to the rules at the workplace and the producer guidelines</li> <li>6. Know where is the Health aid box, what it contains and how we use its contents.</li> </ol>	<ul style="list-style-type: none"> <li>Why is it important to follow the rules and the current legislation?</li> <li>Which are the possible risks for your safety at work?</li> <li>Why is it important to wear the proper clothes?</li> <li>Which are the Personal Safety rules for your work position and duties?</li> <li>Why do you need to know the rules and procedures in case of emergency events?</li> <li>Why is it important to report to the person responsible possible risks for your safety as well as the safety of your colleagues?</li> </ul>	✓	✓	✓
2. Maintaining a safe and healthy working environment	2.5. Maintain safety in the workplace	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>1. Recognize possible dangers and report to the correct person, following the correct procedures in the workplace</li> <li>2. Be sure that the areas for which you are responsible are correctly secured and non-accessible by unauthorised persons</li> <li>3. Report immediately to the responsible person in case of a loss or damage in personal belongings, equipment or other, <ul style="list-style-type: none"> <li>• Report immediately to the responsible person the presence of person in the workplace that may be of threat</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Which keys, equipment and work places must always be safe?</li> <li>Why is important to recognize possible dangers and threats be safe?</li> <li>Why is it important to follow the safety rules at workplace?</li> <li>Why is it important to follow the procedures when we have to deal with lost objects?</li> <li>From whom can you take information regarding the current legislation of safety issues?</li> <li>Why we must not give confidential information to unauthorised persons?</li> <li>Why is it important to report to the responsible person unusual events?</li> </ul>	✓	✓	✓
3. Customer Service	3.1. Show positive image to customers	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>1. Always maintain excellent appearance and hygiene</li> </ol>	<ul style="list-style-type: none"> <li>Which is the proper work uniform?</li> <li>How to stand in the customer's presence?</li> <li>How to greet customers?</li> </ul>			✓

		<ol style="list-style-type: none"> <li>Be always polite and friendly with all customers\Stand correctly in front of the customers</li> <li>Serve and help customers with the proper way</li> <li>Maintain the equipment and materials at the disposal of customers in excellent condition</li> <li>Follow the work rules</li> <li>Handle correctly deviations</li> <li>Report deviations</li> </ol>	<ul style="list-style-type: none"> <li>Which equipment and material are at the customer's disposal?</li> <li>How we deal with deviations?</li> <li>How do we maintain the equipment and material in good condition?</li> <li>Which are the work rules?</li> <li>To whom do we report deviations?</li> </ul>			
<b>7. Presentation of food in a plate</b>	<b>7.1. Delivery, presentation and placing of food in a plate</b>	<p>To prove his competence in this area he must:</p> <ol style="list-style-type: none"> <li>To carry the right portion of food in the plate from the kitchen to the correct customer</li> <li>To present the portion of food in plate to the customer and to place it on the table</li> <li>To carry all health and safety rules related to work</li> <li>To handle correctly mistakes</li> <li>To report mistakes</li> </ol>	<ul style="list-style-type: none"> <li>How to read the order taken correctly?</li> <li>What is the right technique for the delivery of the correct portion of food in a plate to the client?</li> <li>Which is the correct presentation of food in the plate?</li> <li>Which is the correct way of putting the food in a plate?</li> <li>Which is the correct way to present and place the food in your customer's plate?</li> <li>How do you deal mistakes?</li> <li>Which are the health and safety rules at the workplace?</li> <li>Which are the work's rules?</li> <li>To whom do you report mistakes regarding the quantity of the food, mistakes regarding the presentation of the food, faulty equipment?</li> </ul>	✓		
<b>7. Presentation of food in a plate</b>	<b>7.2. Placing side dishes</b>	<p>To prove his competence in this area he must:</p> <ol style="list-style-type: none"> <li>To prepare and maintain the correct side dishes in relation to the food.</li> <li>To deliver correctly the side dishes in relation with the food on the table</li> </ol>	<ul style="list-style-type: none"> <li>Which are the side dishes?</li> <li>Which side dishes are served with each food?</li> <li>Which is the right way to carry each side dish?</li> <li>Which is the correct way to present and place each side dish?</li> </ul>	✓		

		3. To present and place the side dishes 4. To follow the health and safety rules regarding work 5. To deal with mistakes 6. To report mistakes	<ul style="list-style-type: none"> <li>How do you deal mistakes?</li> <li>How do you deal mistakes?</li> <li>Which are the health and hygiene rules at the workplace?</li> <li>To whom do you report mistakes regarding wrong sides dishes with the food or faulty equipment or special requests from customers</li> </ul>			
17. Correct handling of bills	17.1 Check- ing and presenta- tion of the bill	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>Respond immediately to the request of customer for the bill for presenting the bill</li> <li>To receive for the cashier the bill and check it</li> <li>To deliver the bill, present it and to hand it in the correct way to the correct customer</li> <li>To handle correctly any deviations</li> <li>To report any deviations</li> </ol>	<ul style="list-style-type: none"> <li>Which is the tables' numbering?</li> <li>How do you read correctly the bill?</li> <li>Why do you have to check the bill before presenting it to the customer?</li> <li>Which is the correct way of checking the bill?</li> <li>Which is the correct way of presenting the bi;; and to whom do we present it to?</li> <li>How do we handle deviations?</li> <li>Which are the work rules?</li> <li>To whom do we report deviations?</li> </ul>			
17. Correct handling of bills	17.1 Accepting the bill and issuing receipt	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>Handle immediately the payment received from the customer, depending on payment method used.</li> <li>Deliver the payment to the cashier</li> <li>Deliver with the right way the change to the customer and give the customer his receipt</li> <li>Handle any deviations for example the customer is unable to settle the bill, mistake on the bill, wrong amount of change</li> <li>Report any deviations</li> </ol>	<ul style="list-style-type: none"> <li>Which is the tables' numbering?</li> <li>How do you read correctly the bill?</li> <li>What are the different payment methods (cash, credit cards, cheques, vouchers)?</li> <li>Which is the correct way to handle the payment?</li> <li>How to handle deviations?</li> <li>Which are the work rules?</li> <li>To whom to report deviations?</li> </ul>			



## FOOD AND BEVERAGES PRESENTATION-LEVEL 5

The target group for the Qualification are working people in the food and beverage industry or unemployed people or inactive people.

**In order the participant to be assessed in this Qualification he must fulfil one of the criteria below**

Qualification: Certificate program education /training, the its content which is consistent with relevant Professional Level Qualification5

and

Experience:

Not required

**OR**

Qualification: At least Level 5 in non-relevant professional field and at least Level 4 in relevant professional field

and

Experience:

2 years at least Level 4 in relevant professional field

**OR**

Qualification: At least Level 4 in non-relevant professional field or at least Level 3 in relevant professional field

and Experience:

3 years at least Level 4 in relevant professional field

**OR**

Experience: 5 years at least Level 4 in relevant professional field

The holder of this qualification will be able to show a positive image of the company to the customers, handle effectively complaints, provide quality service to the customers, create and maintain good personal relationships with the colleagues and customers.

### Requirements for validation and entities conducting validation

#### Verification methods:

#### Food and Beverage Presentation-Level 5

The procedure before the validation is the one described above (see the process of evaluation and certification of professional qualifications).

- The examination of the candidate's skills and knowledge for the Professional Qualification-Level 4 will use the following exam methods

- Observation of the work of the candidate under real working conditions
- Oral examination during the observation of the work

Written exam with multiple choice questions and true/false questions

The achievement of the learning outcomes should be assessed by a committee of two persons (evaluators)

The evaluators must be certified Professional Trainers by HRDA, must possess relevant Qualification of Level 5 and re work experience of 16 years of which 4 years in Level 5 in the relevant field and training work experience of 120 hours.

Work Area	Title of Area	Learning Outcomes	Verification criteria	Creating flavours & decorating dishes	Kitchen work management	Management in the HORECA industry
1. Create and maintain good effective work relations	1.1. Create and Maintain good relations	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>1. Maintain good relations with colleagues and associates in business</li> <li>2. Always be polite, friendly and cooperative with other colleagues and associates</li> <li>3. Always find the chance to discuss with colleagues and associates regarding work matters</li> <li>4. Deliver quickly and effectively all necessary information and directions to customers, colleagues and associates</li> <li>5. Avoid and stop the leakage of confidential information to non-authorized persons</li> <li>6. Follow the work rules</li> <li>7. Handle effectively mistakes</li> <li>8. Report mistakes</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the correct procedure for handling and argument with a colleague?</li> <li>2. What is the correct procedure for handling and argument with an associate?</li> <li>3. How are directions and information delivered correctly?</li> <li>4. Which of the Information at your disposal are confidential?</li> <li>5. How do you handle mistakes?</li> <li>6. Which are the work rules?</li> <li>7. To whom do you report mistakes?</li> </ol>			✓
1. Create and maintain good effective work relations	1.2. Team work	<ol style="list-style-type: none"> <li>1. <b>To prove his competence in this area he must:</b></li> <li>2. Be always on time and maintain good personal hygiene at high levels</li> </ol>	<ul style="list-style-type: none"> <li>■ Which are member of the group or work group?</li> <li>■ Which is the right way of handling disagreement with your colleagues?</li> </ul>		✓	✓

		<ol style="list-style-type: none"> <li>Maintain good relationships with all the work groups</li> <li>Be always polite and friendly with all members of good work</li> <li>Implement all work given by his supervisor and happily accept the supervision.</li> <li>Participate creatively in group works and meeting and happily offer help to others and ask for help</li> <li>Handle work time effectively</li> <li>Deliver quickly and effectively the necessary information and directions to work group</li> <li>To carry out his duties and obligations to the work group in due time</li> <li>To encourage and support associates</li> </ol> <p>To follow the work rules To handle effective mistakes To report mistakes</p>	<ul style="list-style-type: none"> <li>How are information and directions delivered correctly?</li> <li>How to handle mistakes?</li> <li>Which are the work rules?</li> <li>To whom do you report mistakes?</li> </ul>			
<b>2. Maintaining a safe and healthy working environment</b>	<b>2.5. Maintain safety in the workplace</b>	<p><b>To prove his competence in this area he must:</b></p> <ul style="list-style-type: none"> <li>Recognize possible dangers and report to the correct person, following the correct procedures in the workplace</li> <li>Be sure that the areas for which you are responsible are correctly secured and non-accessible by unauthorized persons</li> <li>Report immediately to the responsible person a loss or damage in personal belongings, equipment or other,</li> <li>Report immediately to the responsible person the presence of person in the workplace that may be of threat</li> </ul>	<ul style="list-style-type: none"> <li>Which keys, equipment and work places must always be safe?</li> <li>Why is important to recognize possible dangers and threats be safe?</li> <li>Why is it important to follow the safety rules at workplace?</li> <li>Why is it important to follow the procedures when we have to deal with lost objects?</li> <li>From whom can you take information regarding the current legislation of safety issues?</li> <li>Why we must not give confidential information to unauthorized persons?</li> <li>Why is it important to report to the responsible person unusual events?</li> </ul>		√	√

25. Contribution to personal development of the personnel	25.1 Evaluation and identification of subordinates training needs	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>To evaluate subordinates according to personal and departmental goals (measurable, quantitative and qualitative goals)</li> <li>Inspect personnel during their work</li> <li>Be able to recognize their strengths and weakness</li> <li>Trace their training needs</li> <li>To use the methods of tracing the educational needs</li> <li>Follow the work rules</li> <li>Handle effectively any deviations</li> <li>To report deviations</li> </ol>	<ul style="list-style-type: none"> <li>Which evaluation system does the organization follows?</li> <li>How the personal goal of the personnel and set and recognized?</li> <li>Which are the department goals?</li> <li>How do we identify the training needs of the personnel?</li> <li>How are the finding forwarded in order to fulfil the training needs?</li> <li>Which are the work rules?</li> <li>To whom the deviations are reported?</li> </ul>		✓	✓
25. Contribution to personal development of the personnel	25.2 Guidance and training to personnel	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>To provide guidance and support to personnel when needed</li> <li>To plan and organise training programmes or/ and activities based on the training need of your subordinates.</li> <li>To contribute effectively in the training activities</li> <li>To be able to give feedback to your subordinates regarding their performance</li> <li>To follow the work rules</li> <li>To handle effectively deviations</li> <li>To report deviations</li> </ol>	<ul style="list-style-type: none"> <li>Which are the correct ways of guidance of the subordinates?</li> <li>Why is it important to recognise the training need of the subordinates?</li> <li>Which are the training activities offered to subordinates?</li> <li>Which are the ways of feedback of subordinate's performance?</li> <li>Which are the work rules?</li> <li>To whom do we report deviations?</li> </ul>		✓	✓
25. Contribution to personal development of the personnel	25.3 Motivation of personnel	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>Maintain harmonious relations with subordinates</li> <li>Make sure that there is a happy working environment</li> <li>Show understanding of any subordinates' problems</li> <li>Applauds the subordinates' competences</li> </ol>	<ul style="list-style-type: none"> <li>Which problems do the subordinates face?</li> <li>Which is the correct way to handle problems of the subordinates?</li> <li>Why is it important to applaud the subordinates' competences?</li> <li>What are the subordinates' needs?</li> <li>What do the subordinates consider as motive?</li> </ul>		✓	✓

		<p>5. Recognize the subordinates' need where their fulfillment will work as a motive</p> <p>6. Satisfy the subordinates' motives according to the organization's policy</p> <p>Follow the work rules</p> <p>7. eviations</p> <p>8. To report any deviations</p>	<ul style="list-style-type: none"> <li>Which are the work rules?</li> <li>To whom do you report deviations?</li> </ul>			
26. Development of positive work relations	26.1 Development of positive work relations between the personnel	<p><b>To prove his competence in this area he must:</b></p> <ol style="list-style-type: none"> <li>To inform colleagues for issues that concern them or affect them</li> <li>Maintain good work relations with colleagues</li> <li>Take advice from colleagues when you think that they can positively contribute</li> <li>Support colleagues on work issues and provide help if needed</li> <li>Treat colleagues with respect</li> <li>Avoid and prevent leakage of confidential information to non-authorised persons</li> <li>To carry immediately and effectively all necessary information and directions to your colleagues</li> <li>To use the right way of communication depending on the specific features for each colleague</li> <li>To implement your duties according to the rules and inform colleagues about any changes,</li> <li>To handle effectively any deviations (like colleague negative attitude, on complete information, leakage of confidential information,)</li> <li>To report any deviations</li> </ol>	<ul style="list-style-type: none"> <li>How to handle disagreements between colleagues?</li> <li>Why is it important to inform colleagues for any changes or for issues that concern them/ or/and affect them?</li> <li>How to deliver correctly the directions and information?</li> <li>How to handle deviations?</li> <li>Which are the work rules?</li> <li>To whom should we report deviations?</li> </ul>		✓	✓

26. Development of positive work relations	26.2. Development of positive work relations with clients	<p><b>To prove his competence in this area he must:</b></p> <ol style="list-style-type: none"> <li>1. To present a positive image of yourself and the organisation to the customers</li> <li>2. To be always polite and friendly to all customers</li> <li>3. To communicate with customers in such a way that satisfies their needs</li> <li>4. To recognize the customers' needs and to put an effort in satisfying these needs</li> <li>5. To be in a position to explain to the customers the reasons for not being able to satisfy his/her needs and can offer alternative solutions</li> <li>6. To inform customers about issues that matter to them</li> <li>7. To try to exceed the expectations of the customers in order to have the greatest satisfaction</li> <li>8. To always avoid and prevent leakage of confidential information to non-authorized persons.</li> <li>9. To be able to handle customers' complaints effectively</li> <li>10. To follow the work rules in case of problems and complaints.</li> <li>11. To handle correctly any deviations (like problematic equipment, special requests from customer, indecent customer behavior and aggression, safety and hygiene risks)</li> <li>12. To report any deviations</li> </ol>	<ul style="list-style-type: none"> <li>Which is the customer service policy of the organisation?</li> <li>How do you present the positive image of yourself and the organisation?</li> <li>Which are the customer's basic needs?</li> <li>Why is it important to have communication between the personnel and the customers?</li> <li>Which information at your disposal are confidential?</li> <li>How do we handle deviations?</li> <li>Which are the work rules?</li> <li>To whom shall I report deviations?</li> </ul>		✓	✓
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## Qualification-Preparation and Cooking of Food

### Preparation and Cooking of Food-Level 3

This qualification responds for the demand of the HORECA sector in the field of food and beverage prestation.

The target group for the Qualification are working people in the food and beverage industry or **unemployed people or inactive people**.

#### Criteria for taking the exam:

Qualification: Training programme certificate, its content is consistent with relevant Professional Qualification-Level 3

and

No work experiences

**OR**

Qualification: At least Level 3 in non-relevant professional field or qualification the at least Level 2 in relevant professional field

and

1 year work experience in relative professional field

**OR**

Qualification: At least Level 2 in non-relevant professional field

and

2 years' experience in relevant professional field

**OR**

No qualification

and

3 years work experience in relevant professional field

The holder of this qualification will be able to implement the hygiene in food and health and safety at work place and the implementation of basic methods of cooking for preparation and cooking of basic foods.

#### Requirements for validation and entities conducting validation

#### Verification methods:

### Preparation and Cooking of Food-Level 3



The procedure before the validation is the one described above (see the process of evaluation and certification of professional qualifications).

- The validation of the candidate's skills and knowledge for the Professional Qualification-Level 3 will use the following exam methods
- Observation of the work of the candidate under real working conditions
- Oral examination during the observation of the work

Simple written exam with multiple choice questions and true/false questions

The achievement of the learning outcomes should be assessed by a committee of two persons (evaluators)

The evaluators must be certified Professional Trainers by HRDA, must possess relevant Qualification of Level 4 and work experience of 20 years of which 5 years in Level 4 in the relevant field and training work experience of 120 hours.

### Preparation and Cooking Food-Level 3

This qualification covers 16 Work Areas. Most of the work areas involve basic cooking which is not relevant to the Project Qualification. Here we present the work areas which are relevant with the 3 Qualifications of the Project.

Work Area	Title of Area	Learning Outcomes	Verification criteria	Creating flavours & decorating dishes	Kitchen work management	Management in the HORECA industry
1. Create and maintain good effective work relations	1.1. Create and Maintain good relations	<ol style="list-style-type: none"> <li>1. To prove his competence in this area he must:</li> <li>2. Maintain good relations with <b>colleague's</b> and associates in business</li> <li>3. Always be polite, friendly and cooperative with other colleagues and associates</li> <li>4. Always find the chance to discuss with colleagues and associates regarding work matters</li> <li>5. Deliver quickly and effectively all necessary information and directions to customers, colleagues and associates</li> <li>6. Avoid and stop the leakage of confidential information to non-authorised persons</li> <li>7. Follow the work rules</li> </ol>	<ul style="list-style-type: none"> <li>■ What is the correct procedure for handling and argument with a colleague?</li> <li>■ What is the correct procedure for handling and argument with an associate?</li> <li>■ How are directions and information delivered correctly?</li> <li>■ Which of the Information at your disposal are confidential?</li> <li>■ How do you handle mistakes?</li> <li>■ Which are the work rules?</li> <li>■ To whom do you report mistakes?</li> </ul>		✓	✓

		8. Handle effectively mistakes 9. Report mistakes				
1. Create and maintain good effective work relations	1.2. Team work	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>1. Be always on time and maintain good personal hygiene at high levels</li> <li>2. Maintain good relationships with all the work groups</li> <li>3. Be always polite and friendly with all members of good work</li> <li>4. Implement all work given by his supervisor and happily accept the supervision.</li> <li>5. Participate creatively in group works and meeting and happily offer help to others and ask for help</li> <li>6. Handle work time effectively</li> <li>7. Deliver quickly and effectively the necessary information and directions to work group</li> <li>8. To carry out his duties and obligations to the work group in due time</li> <li>9. To encourage and support associates</li> <li>10. To follow the work rules</li> <li>11. To handle effective mistakes</li> <li>12. To report mistakes</li> </ol>	<ul style="list-style-type: none"> <li>Which is member of the group or work group?</li> <li>Which is the right way of handling disagreement with your colleagues?</li> <li>How are information and directions delivered correctly?</li> <li>How to handle mistakes?</li> <li>Which are the work rules?</li> <li>To whom do you report mistakes?</li> </ul>		✓	✓
2. Customer Service	2.1 Positive Image to Customers	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>1. To maintain always perfect <b>appearance and hygiene</b></li> <li>2. To be always polite and friendly with all customers</li> <li>3. To stand correctly during the customer's presence</li> <li>4. To greet and call the customers in the right way</li> <li>5. To serve and help the customers with perfect behaviour, quickly and effectively</li> </ol>				✓

		6. To maintain the equipment and the material at which are at the customers' disposal in excellent condition. 7. To follow the work rules 8. To handle correctly mistakes 9. To report deviations				
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### Preparation and Cooking of Food-Level 4

This qualification responds for the demand of the HORECA sector in the field of food and beverage prestation.

The target group for the Qualification are working people in the food and beverage industry or **unemployed people or inactive people**.

**In order the participant to be assessed in this Qualification he must fulfil one of the criteria below**

Qualification: Training certificate, its content which is consistent with relevant Professional Level Qualification 4  
and

no experience needed

**OR**

At least Level 4 in non-relevant professional field or at least Level 3 in relevant professional field  
and

2 years work experience at least Level 3 in relevant professional field

**OR**

Qualification: At least Level 3 in non-relevant professional field or at least Level 2 in relevant professional field  
and

3 years work experience at least Level 3 in relevant professional field

**OR**

5 years work experience at least Level 3 in Relevant professional field

The holder of the qualification will know how to know how to maintain hygiene during storage and prepare and cook all categories of food.

This qualification covers 31 Work Areas. Most of the work areas involve basic cooking which is not relevant to the Project Qualification. Here we present the work areas which are relevant with the 3 Qualifications of the Project.

Work Area	Title of Area	Learning Outcomes	Verification criteria	Creating flavours & decorating dishes	Kitchen work management	Management in the HORECA industry
1. Create and maintain good effective work relations	1.1. Create and Maintain good relations	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>1. Maintain good relations with colleagues and associates in business</li> <li>2. Always be polite, friendly and cooperative with other colleagues and associates</li> <li>3. Always find the chance to discuss with colleagues and associates regarding work matters</li> <li>4. Deliver quickly and effectively all necessary information and directions to customers, colleagues and associates</li> <li>5. Avoid and stop the leakage of confidential information to non-authorised persons</li> <li>6. Follow the work rules</li> <li>7. Handle effectively mistakes</li> <li>8. Report mistakes</li> </ol>	<ul style="list-style-type: none"> <li>What is the correct procedure for handling and argument with a colleagues?</li> <li>What is the correct procedure for handling and argument with an associate?</li> <li>How are directions and information delivered correctly?</li> <li>Which of the Information at your disposal are confidential?</li> <li>How do you handle mistakes?</li> <li>Which are the work rules?</li> <li>To whom do you report mistakes?</li> </ul>			✓
1. Create and maintain good effective work relations	1.2. Team work	<b>To prove his competence in this area he must:</b> <ol style="list-style-type: none"> <li>1. Be always on time and maintain good personal hygiene at high levels</li> <li>2. Maintain good relationships with all the work groups</li> <li>3. Be always polite and friendly with all members of good work</li> <li>4. Implement all work given by his supervisor and happily accept the supervision.</li> <li>5. Participate creatively in group works and meeting and happily offer help to others and ask for help</li> <li>6. Handle work time effectively</li> </ol>	<ul style="list-style-type: none"> <li>Which is member of the group or work group?</li> <li>Which is the right way of handling disagreement with your colleagues?</li> <li>How are information and directions delivered correctly?</li> <li>How to handle mistakes?</li> <li>Which are the work rules?</li> <li>To whom do you report mistakes?</li> </ul>			✓

		7. Deliver quickly and effectively the necessary information and directions to work group 8. To carry out his duties and obligations to the work group in due time 9. To encourage and support associates 10. To follow the work rules 11. To handle effective mistakes 12. To report mistakes				
2.Customer Service	2.1 Positive Image to Customers	<b>To prove his competence in this area he must:</b> 1. To maintain always perfect appearance and hygiene 2. To be always polite and friendly with all customers 3. To stand correctly during the customer's presence 4. To greet and call the customers in the right way 5. To serve and help the customers with perfect behaviour, quickly and effectively 6. To maintain the equipment and the material which are at the customers' disposal in excellent condition. 7. To follow the work rules 8. To handle correctly mistakes 9. To report deviations				✓
18. Handling, storage and maintenance of food supplies	18.1. Handling food supplies	<b>To prove his competence in this area he must:</b> 1. know how the work area and the equipment fulfil the hygiene rule of the current legislation 2. Know how the food are stored in right conditions depending the way of preserving 3. know how food supplies can be recycled according to the hygiene rules in order to maintain their quality	<ul style="list-style-type: none"> <li>■ Which safety rule must be followed when storing food supplies?</li> <li>■ What signs show the presence of rodents and insects in the food storage?</li> <li>■ Why it is important the storage space a handling and storage equipment fulfil the hygiene rules?</li> <li>■ Whys is personal hygiene necessary, when picking up and storing food supplies?</li> </ul>		✓	✓

		4. Prepare the places of delivery and storage of food materials, in order to receive and storage food materials according to the hygiene rules 5. Treat all food material carefully in order to avoid any damages in their packaging, 6. Report any problems in relation to the food immediately to his supervisor 7. To follow the correct procedure according to the hygiene rules in order to minimize the possibilities of presentation rodents and insects 8. implement in priority order in an effective way and according to the hygiene rules and work place rules	<ul style="list-style-type: none"> <li>■ Which are the main infection threats when picking up and storing food supplies?</li> <li>■ Which procedures must be followed to ensure that the food is stored according to the hygiene rules during the storage?</li> <li>■ Why the food supplies must be checked for infections from rodents and insects during their pick up and their storage?</li> <li>■ Why raw foods must be stored in different space from the cooking space?</li> <li>■ Why is food poisoning and how can it be avoided?</li> <li>■ Which is the right procedure for defrosting food?</li> </ul>			
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## Other non-formal education offered for the HORECA Industry

### 1.Vocational Education and Training Apprenticeship system (SMEEK)

The Apprenticeship System is addressed to students aged 14 to 18 years. The main goal of the Apprenticeship System is to offer alternative ways of learning to adolescents, who leave the standard education system and need to develop specific skills or professional skills, receiving the appropriate skills, or for further study in options offered by the education system or for employment in the labour market.

The main strategic objectives of **Vocational Education and Training Apprenticeship system** are:

- Offering people who leave the formal education system without basic learning skills or professional skills of alternative ways of learning, so that they become capable of further learning and / or employment, based on the needs of the labor market.
- Ensuring the mobility of young people between the education system, apprenticeships and employment without deadlocks and exclusions.
- Improving the job supply of young people with sufficient
- Improving the job supply of young people with adequate and certified professional qualifications to meet the needs of the economy.

SMEEK consists of two basic levels:

- **Preparatory Apprenticeship (PA)**
- **Central Apprenticeship (CA)**

The aim of the Preparatory Apprenticeship is to enable young people who have not completed High School to re-join the education system. The graduate of the PA has the opportunity to either be admitted to the CA or to be reintegrated into the standard education system by obtaining a certificate corresponding to level 2 of the European (EQF) and National Qualifications Framework (NQF).

The Central Apprenticeship provides young people with the opportunity to acquire skills for immediate vocational rehabilitation, along with the further development of language, numerical and other skills, as it includes both educational and in-company training. The duration of CA is 3 years. In-company training takes place three days a week and school education two days a week. The Apprenticeship Certificate obtained by the graduates of the Central Apprenticeship is at level 3 of the European (EQF) and National Qualifications Framework (NQF).

The specialisations offered during the Central Apprenticeship are consistent with the professions covered by the *System Professional Qualifications of the Human Development Authority*, so that the Certificate of Success of the System Apprenticeship to be certified through the above System of Professional Qualifications.

There are several specializations on the HORECA sector

- **Food and Beverage presentation**
- **Preparation and cooking of food**
- Bakery
- Confectionery
- Flooring
- Preparation and Delivery of Beverages
- Maintenance of hotels and swimming pools

However, we do not have any more information regarding the learning outcomes of each specialization.

## 2. Lifelong Vocational Education and Training Programs (PDVEEK)

The Lifelong Vocational Education and Training Programs (PDVEEK) operate under the responsibility of the Directorate of Secondary Technical and Vocational Education and Training of the Ministry of Education, Culture, Sports and Youth and aim to:

- The continuous training of technical staff so that it can meet the new needs of the labor market.
- Give the opportunity to the citizens of the Republic of Cyprus to acquire additional qualifications that will help them secure jobs or their professional and personal development.
- Give opportunities to people who have not completed their studies at the Gymnasium, Lyceum or Technical and Vocational School of Education and Training to acquire knowledge, skills and abilities that will help them in their vocational rehabilitation.
- The provision of social offer and "Lifelong Learning" opportunities to people who are interested in the continuous training and enrichment of their knowledge and skills.

There are one year and three year programmes.

There is one year programme on **Cooking(M17)**, **Cyprus Cuisine(M18)**, **International Cuisine(M19)** and a three year programme on **Cooking and table setting(T5)**.



In order for a programme to take place there must be minimum of twelve participants.

There are fees for these programmes which are 154 euros per year for the one year program and 239 euros per year for the three year programme

### 3. Intensive short courses from Higher Hotel Institute of Cyprus (HHIC)

Special courses are offered under the project Continuing Education in the form of ab initio training and retraining, based on the needs of the hospitality, catering and broader tourism industry in each district. These courses are usually run during times of low seasonality for the industry with the language of instruction being Greek.

Every year the HHIC offers accelerated, ab initio training programmes in Cookery and Food and Beverage Service, in all districts of Cyprus, in close cooperation with the Human Resource Development Authority of Cyprus (HRDA).

These courses target the unemployed and under-employed who wish to pursue a career in the hospitality, catering and broader tourism industry, as well as people wishing to make a change in their career paths. Details are announced in the press as well as in the informative brochures issued by the HRDA, the HHIC and the District Labour Offices, prior to the commencement of the programmes.

All the intensive short courses are posted in HHIC web page.

## FORMAL EDUCATION FOR THE HORECA INDUSTRY

### 1. After School Vocational Training Institutes (MIEEK)

After School Vocational Training Institutes offers high quality education and training programs in developing sectors. These programmes are under Ministry of Education and Culture. At the same time, they meet the high demand in the labor market in current professions. Therefore, they provide the opportunity to the citizens of the Republic of Cyprus, especially young people, to acquire, improve or upgrade their professional qualifications and skills, in order to become more capable and effective for employment and participation in the labor market, Cypriot and European.

The Curricula are two years (four semesters) are offered at the facilities of the Technical and Vocational Schools of Education and Training in Nicosia, Limassol, Larnaca and Paphos.

There is programme on **Culinary Arts**. The duration of this programme is 2 years. This is a level 5 programme according to the Cyprus Qualification Framework.

Graduates of the Culinary Arts program will be able to apply and utilize basic technical skills, professional skills and knowledge to take up key jobs in the kitchen. Graduates through the application of the knowledge they will gain in the classroom, practical training from work courses and industrial experience, will be able to produce and list different types of menus, cold or hot cuisine, as well as basic breads and pastries. Also, the graduates will have the classic and modern cooking methods and techniques and will know the taste profile of the customers. Skills in human resource management, kitchen and restaurant operations and customer care will help graduates to provide high quality services, understanding the changing needs of customers and following good practices in the workplace. Graduates are expected to be employed in key jobs in hotels, restaurants or other food businesses.

**Upon successful completion of the program, graduates will be able to:**

- Acquire the necessary skills and knowledge in the management of food hygiene and safety in the kitchen.
- Acquire professional and technical skills in the culinary arts and set quality criteria in relation to the operation of the kitchen.

- Apply modern or classical methods and techniques of producing cold or hot cuisine.
- Understand the importance of food design and development and its impact on both the cost of food and beverages and the profitability of the restaurant.
- Recognize the importance of materials technology, food science and nutrition in the production of food.
- Prepare classic or modern delicacies for banquets or special events.
- Have basic knowledge in human resource management and restaurants.
- Assimilate a quality culture of hospitality and food production in order to provide excellent service to customers.

The subjects covered during the programme are:

- Hygiene of food
- Technology of materials,
- Basic Calculations in the Kitchen
- Cooking 1
- Basic cost principles
- Introduction to Food technology
- Design of structure of Restaurant and Kitchen
- Design and development of menu
- Cooking 2
- Entrepreneurship
- Organisation and Management of Restaurant and Kitchen
- Food safety
- Customer service and hospitality customs
- Cooking 3
- Introduction and bakery and Confectionary
- Management of Human Resources and Supervisory skills
- Basic Marketing Principles
- Managing restaurant Operations
- Introduction to Accounting and Financial statement of restaurants
- Cooking 4

## 2.Colleges

Some colleges offer Diplomas on Culinary Arts and Culinary Arts and Supervision

### ALFA Culinary & Beverage

- Cookery Diploma
- Hospitality Diploma

### City Unity College

- Certificate in Culinary Arts(1 year)
- Diploma in Culinary Arts(2 years)

### KES College

- Bachelor in Culinary Business Management

### 3.Universities

Many universities like European University, University of Nicosia and Technological University of Cyprus offer bachelor and master degrees in HORECA sector subjects.

### 4. Public tertiary school specific for the Hospitality and Tourism Industry

In addition to the vocational qualifications, there is **a tertiary school in Cyprus** that also focuses on the provision of tertiary level qualifications in the hospitality and tourism industry. The HHIC is a historic, state institute of tertiary education offering professional specialisation in the hospitality, catering and broader tourist industry sector. Since its establishment, the result of a joint project between the United Nations Development Program (UNDP), the International Labour Office (ILO) and the Republic of Cyprus, the HHIC has aimed at establishing a close relationship between education and industrial training on the one hand, and employment on the other, always bearing in mind the actual needs of the hospitality, catering and wider tourism industry, supplying it with appropriately trained personnel. The HHIC appropriately prepares its students for immediate employment and promotion to a supervisory, middle-management level, whilst simultaneously ensuring the prospect of continuing their education both in Cyprus and abroad. These programmes of study combine broad industrial training and targeted vocational specialisation with development of creative and critical thought as well as all the necessary skills and leadership and hospitality attitudes required for a successful career in the hospitality, catering and broader tourism industry. The Institute offers two educational programmes:

1. Diploma in Hospitality and Tourism Management (3 years)
2. Diploma in Culinary Arts (3 years)

The programmes are offered at the level of a higher diploma over the course of three years.

The programmes provide an all-rounded professional education and extensive practical training which enable the graduate to have access to a wealth of career options and succeed in an increasingly competitive world.

## POLAND

In 2016, Polish Agency for Enterprise Development announced a competition for the establishment of the first **SECTORAL SKILLS COUNCILS (SSC)**. As a result, the Sectoral Council for the Tourism Sector was established. One of its work areas is the consultation on further development and new forms of actions in the field of the **Sectoral Qualifications Framework for Tourism (SQFT)**.

Work on the development of descriptors for the Sectoral Qualifications Framework for Tourism started in 2014. It was only on May 18, 2017, that the Ministry of National Education (Ministry-Coordinator of the Integrated Qualifications System) signed the regulation on the Sectoral Qualifications Framework in the Tourism sector. Thus, the SQFT was the first sectoral framework officially included in the **Integrated Qualifications System (IQS)**.

It has become a kind of a legally established standard for all activities related to competences and qualifications in this area - the tourism sector.

During the ongoing work on the development of the SQFT project, the sector definition was adopted, contained in the Regulation of the European Parliament and of the Council (EP, 2011), according to which the term **'tourism' means the activity of visitors taking a trip to a main destination outside their usual environment, for less than a year, for any main purpose, including business, leisure or other personal purpose, other than to be employed by a resident entity in the place visited.**

In the course of work on the project, it was decided to focus on tourists and their activities, which, in the simplest terms, involve satisfying their various needs related to the travel they make. For this reason, it was assumed that the starting point for the selection of industries and then the areas of competence covered by the SQFT will be the **tourist and its needs**.

On the basis of the above preliminary assumptions, it was found that in order to define the fields of activity covered by the SQFT, it is necessary to select industries that are of key importance for meeting the needs of tourists.

SQFT covers the basic 4 industries that are part of the tourism sector:

- **hotel industry,**
- **gastronomy, in particular hotel gastronomy;**
- organization and sale of tourist events and tourist mediation;
- tour guides, tourist guides and free time animation.

Each of these industries offers a different type of services, which is reflected in the diversity of competences necessary to work in individual industries, as well as industry terminology. For this reason, there is no single framework for the whole of tourism, but **four sub-frames for each of the main industries of the sector.**

This collection includes in particular the qualifications used in the work of people performing the tasks:

- related to the **provision of hotel services** - aimed at meeting the needs of tourists in the field of accommodation - through the rental of rooms or beds and the provision of other services related to this rental;
- related to the **provision of catering services** - aimed at satisfying the needs of tourists in terms of board - by preparing and delivering meals and drinks and creating conditions for their consumption on the spot;
- related to the provision of **services for the organization of tourist events and tourist intermediation** - through the preparation, offering, sale and implementation of tourist events as well as intermediation in the purchase of tourist services
- related to the provision of tour guide services, tourist guidance and free time animation - by taking care of tourists during the implementation of the tourist event, providing them with information about the visited areas, places and facilities and organizing leisure activities.

The sectoral framework is included in the IQS by means of a regulation issued by the minister responsible for education. The process of including Sectoral Qualification Framework (SQF) is initiated by the minister competent for a given industry, on his own initiative or at the request of any interested entity.

There are many benefits to developing a sectoral qualifications framework.

**First of all, the framework is the result of a dialogue between representatives of a given industry who communicate in order to establish a common vision of their area of activity and the qualifications needed in it.** Such cooperation allows for the development of many universal solutions. The framework also improves the description and integration of qualifications into the IQS by translating the language of Polish Qualification Framework (PRK) into an industry-specific language. Due to SQF, it is easier to understand how to relate PRK provisions to a specific sector. This, in turn, facilitates the accurate assignment of the PRK level to a specific qualification.

**The subject of the project is the HORECA industry and 3 qualifications and according to SQFT, it includes two sub-frames:**

- related to the provision of **hotel services** - aimed at meeting the needs of tourists in the field of accommodation - by renting rooms or beds and providing other services related to this rental;
- related to the provision of **catering services** - aimed at satisfying the needs of tourists in terms of food - by preparing and delivering meals and drinks and creating conditions for their consumption on the spot;
- and the catering included in catering services.

In the simplest and most general terms, HORECA is a joint term for the hotel and catering sector, used professionally in the Benelux countries, also found in other countries. The 2019 EU *Tourism Competitiveness Report* includes to this sector the **activities of hotels, restaurants, bars, canteens and catering companies.**

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.

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 Poland and in the European Union.

The assumption of the developed qualifications was to adapt employees' competences to the current needs of entrepreneurs in the hotel and catering industry.

The results of the research carried out as part of the Human Capital Balance (HCB) since 2015 show the need to introduce changes in the area of the labour market in terms of human resources.

According to research (HCB 2018), 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.

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.

It is worth to emphasize that the value of the HORECA market in 2018 in Poland was estimated at approximately PLN 25 billion and is growing on average by 4-5% per year.

The development potential of the HORECA industry is large. In household budgets in our country, the share of consumption expenditure in hotels and restaurants is one of the lowest in Europe and amounts to just over 3%. For comparison, in Germany it is over 5%, in the UK Britain and Italy close to 10%, and there are countries in Europe where this share reaches over a dozen percent.

It is forecasted that Poles will spend more and more of their budgets on gastronomy as their income increases (and their lifestyle changes towards greater intensity and activity at the expense of the time available, for example, for preparing meals at home).

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.

This 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.

The data available in the Occupation Barometer from 2019 and in the study of the Central Statistical Office on the economic activity of the population in Poland, second quarter of 2019 emphasized the fact that there are many job offers in the registers of the local labour offices, including for the chef.

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 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.

**In qualifications, the most important are learning outcomes and verification criteria.**

## Qualification 1. Creating flavours & decorating dishes

The qualification responds to the demand of the labour market (HORECA market) in the field of professional preparation of dishes, in particular creating new flavours in terms of various cultures of cuisine, professional decoration of prepared dishes, estimating the profitability of the business, planning own and subordinate work and one of the most important issues in the kitchen, i.e. safety understood in the aspect of health and safety at work of one's own team, as well as in the aspect of human health and life, i.e. customers who are the main recipients and buyers.

The basis for starting education in the HORECA industry in Poland may be the following professions:

- Waiter – qualification: Provision of waiter services;
- Cook – qualification: Preparing and serving dishes (formal education)
- Food and catering technician – qualification: Preparation and serving of dishes and/or Organization of nutrition and catering services.

The qualification is addressed to people who want to develop and improve their culinary skills and competences in the field of creating flavours and preparing culinary novelties with sophisticated flavours, designing a menu, serving food aesthetics, estimating the profitability of their business. The qualification is also addressed to people who want to start their own business and would like to learn the secrets of culinary art. In addition, the qualification is also addressed to people who have previously studied qualifications in the catering industry (e.g. in the profession of a cook, qualification: Preparation of dishes and drinks, and in the profession of Food and catering service technician, qualification: Organization of nutrition and catering services) in order to update the existing also acquiring new practical skills. In addition, the qualification is addressed to people who have been working in the catering industry for at least 5 years or have worked as a cook in the last 2 years and would like to confirm their qualification.

The qualification is related to a partial qualification acquired in formal education, which is regulated by the Regulation of the Minister of National Education of 31 March 2017 on the core curriculum of education in professions (Journal of Laws 2017, item 860) from the tourism and gastronomy area. The basis for the start of education in the HORECA industry is determined by the professions: - Cook 512001, KW. TG.07 level 3 PRK, Waiter 513101, KW. TG.11, level 4 PRK, - Food and Food Service Technician 343404, KW. TG.18 In accordance with the core curriculum of the profession Cook 512001 and qualification TG.07 Preparing dishes and beverages appropriate for this profession, the training achievements to be obtained in vocational primary school and vocational lower secondary school are determined. The qualification TG.07 Preparing dishes and beverages according to the Classification of Occupations of Vocational Education is assigned to level 3 of the Polish Qualification Framework. The holder of the qualification Food and beverage preparation is prepared to perform not very complex tasks partially on his/her own and to organize the work of a small team of employees, which deals with: principles of food storage, preparation and expedition of food and beverages. The qualification Food and beverage preparation is the basis for further education in vocational secondary school in the profession Food and beverage service technician, and its relevant second qualification is TG.16 Organizing of food and beverage service, which is assigned at level 4 of the Polish Qualification Framework. A person



holding a validated qualification: Organising food and catering services is prepared to perform the following professional tasks: assessing the quality of food and its storage; preparing and serving food and beverages; planning and evaluating nutrition; organising catering production; planning and implementing catering services. The proposed qualification responds to the demand of the labour market (HORECA market) in the area of professional preparation of dishes, in particular creating new tastes within the scope of different cuisine cultures, professional decoration of prepared dishes, estimating the profitability of the conducted activity, planning own work and the work of a subordinate team, and one of the most important issues in the kitchen, i.e. safety in terms of health and safety of one's own and the team's work, as well as in terms of health and human life, i.e. customers who are the main recipients and purchasers.

The holder of the qualification of Creating flavours & decorating dishes is prepared to carry out the following tasks in the area of flavour creation (in particular): independent preparation of dishes and culinary novelties characteristic for the selected cuisine culture, preparing dishes depending on the circumstances and using the necessary equipment for preliminary and thermal processing of products, preparing dishes according to the ordered service or order, preparing and verifying a menu card. In addition, in the context of optimising profits in the process of food preparation, he/she verifies the profitability of the dishes offered in view of their demand and need, minimises the causes of losses and observes the principles of environmental protection. In the context of decorating dishes, is responsible for the necessary accessories related to the serving and decorating of dishes. Carves fruit and vegetables using different cutting methods. Organizes the order of serving dishes. Observes and monitors the elements that affect the safety of work in the kitchen.

## Requirements for validation and entities conducting validation

### Verification methods:

#### Set 1 - Creating flavours

The candidate - before starting the validation - provides the institution with a curriculum vitae, a motivation letter justifying the need to confirm the competences included in the set of learning outcomes or/and qualification. It is recommended to include documentation of experience and professional development, e.g. employment certificates, certificates of participation in courses, international internships, symposia in gastronomy, and other documents related to the set of learning outcomes and/or the qualification. Documents should also include information on the places, circumstances, time in which the candidate has honed, developed, acquired his/her culinary skills.

The validation will be conducted in a two-stage format as an interview and a work trial (also called e.g. a week/ three days in the kitchen).

During the interview, the candidate will demonstrate knowledge of recipes specific to the kitchen. A successful interview will allow the candidate to proceed to the practical part.

In the practical part, the candidate will prepare a set of dishes or a given dish (characteristic for a given cuisine culture) and will demonstrate creativity in decorating and serving it.

The achievement of the learning outcomes should be assessed by a committee of three people:

1. Person 1 - at least of 5 years of documented practical experience in preparing and serving dishes from different world cuisines; with appropriate certificates and diploma in catering skills. It is preferred to obtain a specialist in this field.
2. Person 2 - a minimum of 5 years of practical experience in kitchen management e.g. chef; with proven experience in teamwork, managing a small group.
3. Person 3 - minimum 10 years of practical experience in the field of psychology, vocational counselling; with certificates and diplomas in social competences (observation of the practical part during which a stressful situation will occur, e.g. time pressure and related stress).

#### **Verification methods:**

##### **Set 2 - Decorating dishes**

The candidate - before starting the validation - provides the institution with a curriculum vitae, a motivation letter justifying the need to confirm the competences included in the set of learning outcomes or/and qualification. It is advisable to include documentation of the professional development, e.g. certificates of employment, certificates of completed courses or participation in international internships, internships, conferences in the field of gastronomy, and other documents related to the learning outcomes included in the set.

It is permissible to provide documentation in the form of a portfolio of the achievements in decorating prepared dishes, as well as tables, banquets and conferences, which are the product of the own creativity and ingenuity. The documents should also contain information on the places and circumstances in which the candidate perfected, developed, acquired or presented the culinary skills in the art of decorating.

The documents should contain a statement that the presented materials are the product of the own personal work.

As a result of analysing the documents, a decision on the next stage of verification will be made. (As a result of the analysis of the collected documentation, the effects will be identified)

The candidate will then proceed to the next stage of validation.

The validation will be carried out in the form of a work trial (also known as a kitchen work day).

The candidate will enter a work trial in which he/she will demonstrate creativity in decorating at least 3 dishes, one of which will be from the following range: dessert, fish, seafood, etc.).

The achievement of the learning outcomes should be assessed by a committee of three people:

1. Person 1 - minimum 5 years of documented activity in the field of creative decoration and serving of dishes; with appropriate certificates and diploma in these skills. Preferably a specialist with knowledge of current trends, participating in competitions, shows.
2. Person 2 - a minimum of 5 years of experience in kitchen management, e.g. as a chef; with documented experience in teamwork, managing a small group;
3. Person 3 - minimum 10 years of practical experience in psychology, vocational counselling. Certificates and diplomas in social competences (observation of the practical part during which a stressful situation occurs, e.g. time pressure and related stress).

### Verification methods:

#### Set 3 - Safety in the kitchen

The candidate - before starting the validation - provides the institution with a curriculum vitae, a motivation letter justifying the need to confirm the competences included in the set of learning outcomes or/and qualification. It is recommended to include documentation of the professional development, e.g. certificates of employment, certificates of completed courses or participation in international traineeships, internships, conferences in the field of gastronomy, and other documents related to the learning outcomes included in the set.

The documents should also contain information on the places and circumstances in which the Candidate improved, developed, acquired or presented his culinary skills.

The validation will be conducted by observation and will be an additional element of the proficiency testing during the activities of Set 1 and / or Set 2 of this qualification.

The Candidate will start the practical part, during which he will demonstrate knowledge of the rules related to safe performance of professional activities at the workplace.

The achievement of the learning outcomes should be assessed by a committee of three people:

1. Person 1 - a minimum of 5 years documented performance in the application of health and safety principles to kitchen work. It is preferred to obtain a specialist in catering health and safety.
2. Person 2 - minimum 5 years of experience in performing professional activities related to the preparation of new flavours and serving of food.
3. Person 3 - minimum 10 years of practical experience in psychology, vocational counselling. Certificates and diplomas in social competences (observation of the practical part during which a stressful situation occurs, e.g. time pressure and related stress).

## A set of learning outcomes 1. Creating flavours 4 PQF

Approximate workload [h] \* 80 h

Individual learning outcomes and criteria for verification of their achievement:

Learning outcomes	Verification criteria
1. Selects appropriate equipment, depends on circumstances, for the pre-treatment and heat treatment of products	<ul style="list-style-type: none"> <li>Selects and uses (in terms of prepared dishes) sets of knives in a safe manner</li> <li>Professionally performs chopping and serving according to the select cuisine</li> <li>Operates machines, devices and equipment necessary for the food preparation</li> </ul>
2. Prepares dishes in accordance with the required service or order	<ul style="list-style-type: none"> <li>Monitors the quality and quantity of prepared dishes in accordance with the accepted order</li> <li>Selects means and methods of storage and transport of prepared dishes in the context of taste and health values</li> </ul>
3. Independently prepares dishes and culinary novelties typical of a given cuisine culture	<ul style="list-style-type: none"> <li>Explains and presents recipes specific to a given cuisine culture</li> <li>Determines the time required to prepare a given order</li> <li>Provides advantages and disadvantages associated with food preparation in the context of a particular cuisine culture</li> <li>Finds and combines products and develops new dishes, new foodservice ideas</li> <li>Demonstrates execution of dishes that are his/her "showpiece dish"</li> <li>Justifies the advantages of using local products useful in a given cuisine culture (supports the promotion of local brands)</li> <li>Justifies indications and contraindications for the preparation of a given range of dishes in the context of customer preferences and tastes</li> <li>Uses and combines food products (e.g. spices) specific to a given cuisine culture</li> <li>Responsible for ordering food products and semi-finished products in the required quantity and quality</li> <li>Takes into account the availability of products on the market e.g. seasonal products, fresh fish, etc.</li> <li>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)</li> </ul>
4. Prepares dishes characteristic of a given cuisine	<ul style="list-style-type: none"> <li>Experiments in combining food products available in a given cuisine</li> <li>Prepares dishes according to specific recipes with particular emphasis on their taste in the scope of individual as well as collective orders</li> <li>Prepares new dishes in line with emerging trends e.g. in healthy food</li> </ul>

## A set of learning outcomes 2. Decorating dishes PQF 4

Approximate workload [h] \* 60 h

1. Uses the necessary accessories related to serving dishes in a given cuisine culture under varying conditions	<ul style="list-style-type: none"> <li>Justifies the choice of crockery/ cutlery for the offered dish</li> <li>Chooses a colour scheme adequate to the service and the offered dish</li> <li>Determines and justifies the quantity and quality of utensils necessary for the order or service</li> </ul>
2. Selects the technique of decorating and serving dishes	<ul style="list-style-type: none"> <li>Makes decorative elements from edible and inedible items/elements.</li> <li>Independently creates decorations from vegetables, fruits, flowers, etc.</li> <li>Uses and protects knives and carving equipment to make decorations.</li> <li>Creates decorative arrangements using prepared elements and carvings from napkins, vegetables, fruits, etc.</li> </ul>
3. Composes the colours on the plate and the arrangement of dishes	<ul style="list-style-type: none"> <li>Displays the dish with regard to the artistic value</li> <li>Creates own spatial compositions of prepared dishes</li> </ul>
4. Organizes the order of serving dishes	<ul style="list-style-type: none"> <li>Selects and justifies the selection of a person to perform assigned tasks in the field of serving dishes (soups, salads, desserts, etc.)</li> <li>Arranges with the team the time frame for serving individual dishes and table decoration</li> <li>Serves dishes while maintaining their nutritional properties (hot, fresh, etc.)</li> </ul>
5. Performs fruit and vegetable carving using a variety of cutting methods	<ul style="list-style-type: none"> <li>Makes/creates small flowers and miniature decorative elements from the indicated materials</li> <li>Makes decorative flowers from e.g. onions, beets, kohlrabi, carrot cones, parsley, leek</li> <li>Makes/creates decorative leaves</li> </ul>

## A set of learning outcomes 3. Safety in the kitchen 4 PQF

Approximate workload [h] \* 40 h

1. Maintains cleanliness and personal hygiene while performing professional tasks in the kitchen	<ul style="list-style-type: none"> <li>Applies the rules regarding personal hygiene and order/ tidiness at the workplace</li> <li>Washes, cleans and disinfects machines and devices used for professional tasks/ preparing meals</li> </ul>
2. Comply with the environmental protection rules	<ul style="list-style-type: none"> <li>Supervises waste segregation (e.g. used oils, food leftovers, etc.)</li> <li>Intervenes if losses are generated in terms of quantity and/or quality of surplus food</li> <li>Monitors quantities in order to minimise waste and litter</li> <li>Implements corrective plans for the quantities of generated waste</li> </ul>
3. Applies safe working rules at the workplace with particular attention to emerging innovations	<ul style="list-style-type: none"> <li>Operates equipment in accordance with the user manual</li> <li>Respect the safety rules at the workplace/workplace (in relation to heating, cooling, etc.)</li> <li>Wears protective clothing</li> </ul>
4. Applies hygiene requirements in a catering company	<ul style="list-style-type: none"> <li>Applies the principles of cleaning, washing and disinfecting dishes, machines and equipment</li> <li>Comply with the storage conditions of chemical preparations</li> </ul>

**The period of validity of the document confirming the award of qualifications and the conditions for extending its validity \*** - *Not less frequently than once every 10 years.*

## **Qualification 2. : Kitchen work management**

The qualification has its foundations in the profession of chef (chef - formal education).

While in the profession of a chef, there are several opportunities to validate existing or acquired competences, in the profession of a chef in terms of top chef in the kitchen, there is currently no opportunity to validate the acquired competences, both in informal education and in non-formal education.

In the job advertisements (in the labour offices) detailed information is provided on what competences and what skills employers are looking for.

The qualification in the profession of chef (of the kitchen) can most often be acquired in non-formal education, but it is difficult to obtain a certificate of competence in this area.

This qualification is related to the partial qualification acquired in formal education, which is regulated by the Regulation of the Minister of National Education of 31 March 2017 on the core curriculum of education in professions (Journal of Laws 2017, item 860) from the tourism and gastronomy area.

The basis for training in the HORECA sector is provided by occupations and qualifications:

- **Cook, level 3 of the Polish Qualification Framework**
- **Food and Catering Service Technician, level 4 of the Polish Qualification Framework.**

In accordance with the core curriculum of the profession Cook (512001) and the specific qualification Food and beverage preparation, the learning outcomes can be obtained in a basic vocational school and in a vocational school of the first degree.

The qualification Food and beverage serving in accordance with the Classification of Occupations of Vocational Education is assigned to level 3 of the Polish Qualification Framework. The holder of the food and beverage preparation qualification is prepared to partially and independently perform not very complex tasks and to organize a small team of workers performing the following tasks: food storage, preparation and expedition of food and beverages.

The developed market qualification will enable the acquisition of skills and will enable people with several years of professional experience to confirm their competences, thus enabling them to apply for higher positions in the industry.

The qualification: Food and beverage preparation is the basis for continuing education in an 2nd degree of upper secondary vocational school in the profession Food and beverage service technician. Organization of nutrition and catering services has been assigned to level 4 of PQF. A person holding a confirmed qualification Organizing food and catering services is prepared to perform the following professional tasks: assessing the

quality of food and its storage; preparation and shipment of food and beverages; nutrition planning and evaluation; organizing catering production; planning and implementation of catering services. In addition, a market qualification from level 4 of the Polish Qualification Framework is also recommended, i.e. Flavour creation, food decoration and preparation for safe and rational conduct in the kitchen.

### The proposed qualification will:

- contribute to increasing competences among chefs operating in the market,
- reduce the competence gap in the industry identified during the research,
- constitute a "starting point" for those wishing to change their current profession,
- be the necessary material for the development of future courses and training programmes in this field,
- remain a material for improving communication between the employee and the employer,
- provide a catalogue of skills for those who want to develop and acquire skills,
- provide a collection of skills that can be validated by non-formal education.

The confirmed qualification will allow future employees to apply for the position of a chef in: large restaurants, reputable holiday resorts, wedding houses, taverns and canteens of popular interest.

In accordance with the descriptors of the Polish Qualifications Framework for level 5, among others, the person:

- Has extensive knowledge in the field of gastronomy, including specialised, factual and theoretical knowledge of the principles, preparation of food and beverages taking into account different cuisines of the world and team management.
- Has a broad knowledge and understanding of theories and methods related to the ongoing gastronomic processes, principles and tools of people management, communication with the customer and prevention of conflicts in a group. In addition, identifies the needs for training in the catering industry and recognises the interdependencies and complexities between them, taking into account a variety of conditions and necessary needs.

**The candidate for the qualification: Kitchen Work Management** should know that it is, above all, hard and stressful work and that it requires talent and passion for cooking. In this qualification, experience and high professional competences, included in the described learning outcomes, are the most important. The qualification is aimed at people who want to develop and improve their skills and competences in organizing the team work in a kitchen, communicating with customers, including solving and preventing conflicts and organizing internal trainings in the kitchen. The qualification is also addressed to people who want to open their own business and would like to learn the secrets of managing work in a kitchen.

### Conditions of entering the validation:

The applicant for the qualification:

- should have at least secondary education related to the catering industry,
- may have a certificate of completion and a qualification confirmation of a vocational course in the Food and beverage preparation qualification,
- may have a certificate of completion of the qualification confirmation of a vocational course in the qualification of Organization of nutrition and catering services,
- may have a certificate of acquiring market qualification Creating flavours, decorating dishes and preparing for safe and rational handling in.

**or in another form, but then in addition such a person should have:**

1. a certificate of completion of industry-specific qualification courses available on the market, e.g. in the field of gastronomy and cooking skills, also in the field of waitressing skills, bartending skills, etc,
2. or/and a certificate of employment in the field of professional experience in the gastronomy sector
3. or/and recommendations from an employer in the field of professional tasks performed in the field of teamwork, managing a small team
4. and/or at least 5 years' experience in the catering industry in a managerial position. Completion of the so-called "other form" is a cumulative fulfilment of at least three of the above conditions.

## Requirements for validation and entities conducting validation

### Verification methods:

#### Set 1 - Organising the work of the kitchen team

Two parts: The candidate - before starting the validation - provides the institution with a curriculum vitae, a motivation letter justifying the need to confirm the competences included in the set of learning outcomes and, if possible, at least 3 recommendations from independent sources (opinions of former, subordinate team members, possibly former employers ). The CV should include information on the places, circumstances in which the Candidate developed his/her team leadership skills.

The validation lasts between 6 and 8 hours and consists of 6 stages which are mandatory for all candidates regardless of their previous experience:

- 1) Self-presentation "How do I lead a work team?" - First of all, this stage allows for the verification of skills "Defines the structure and rules of the team's work" (15 minutes).
- 2) Case study - developing a concept of how to manage an employees' team (structure, goals, tasks, rules of work) implementing a specific goal. This stage allows for verification of the skills "Sets the goals of the team's work." (approx. 60 minutes).
- 3) Personality and attitude tests based on RT methodology allow verifying the skills: "Supports the team's work" and "Shapes relationships with the team" (approx. 60 minutes);



- 4) Role play (15 minutes + 120 minutes for preparation).
- 5) Participation in a debate/discussion in an examination group (5 to 15 people) (up to 30 minutes) - this stage allows verifying above all the skills *"Supports the team's work"*, *"Creates professional development plans for the team"*.
- 6) An interview with members of the validation committee about self-presentation, test results and role-playing. In addition, it is also possible:
- 7) An interview with the candidate as a result of which he/she will present the leadership methods used and justify them;
- 8) An opportunity to demonstrate in a situation initiated by a role play with a difficult customer.

The achievement of the learning outcomes should be assessed by a committee of three people:

1. Person 1 - at least of 10 years of documented practical experience of leading a workforce team, with relevant certificates and/or diplomas confirming the acquired knowledge and skills;
2. Person 2 - a minimum of 5 years of practical experience in leading a staff team, with documented education in personal development, HR and management;
3. Person 3 - a minimum of 5 years of practical experience in the field of psychology, with relevant certificates and/or diplomas confirming the acquired knowledge and skills.

Organisational and material resources necessary to carry out the validation:

- 1) access to a computer with the software necessary to prepare the presentation and to the Internet,
- 2) a room with typical equipment necessary for the presentation (projector, computer, remote control, cabling, microphone, speakers, flipchart). It is recommended to provide a room allowing for individual and team work, allowing for concentration, equipped with a computer with Internet access, a printer and office supplies.

## Verification methods:

### Set 2 - Communication with the customer

The candidate - before starting the validation - provides the institution with a curriculum vitae, a motivation letter justifying the need to confirm the competences included in the set of learning outcomes and, if possible, a minimum of 3 recommendations from independent sources (opinions of former subordinate team members, possibly former employers). The CV should include information on places, circumstances in which the candidate developed his/her communication skills with the customer.

The validation lasts between 6 and 8 hours and consists of 6 stages which are compulsory for all candidates regardless of their previous experience:

1. Self-presentation *"How do I communicate effectively with the customer?"* - this stage allows to verify, first of all, the skills of *"Methods and ways of communicating and solving difficult conflict situations"* (up to 15 minutes).

2. Role-play in the context of a difficult customer and group conflict each (up to 15 minutes + 120 minutes for preparation).
3. Participation in a debate/discussion with the customer (3 to 5 persons) (up to 20 minutes) - this stage allows verifying first of all the skills *"Communication with the customer"*, in addition it can concern the effects *"Actively listening to the customer's statement; Uses messages desired in customer service; Explanations of doubtful, controversial or problematic issues"*.
4. An interview with members of the validation committee about self-presentation, test results and role-playing. In addition, it is also possible:
5. An interview with the candidate as a result of which he/she will present the applied and preferred methods of handling conflict situations in dealing with customer (s);
6. An opportunity to demonstrate in a situation initiated by a role play with a difficult customer.

The achievement of the learning outcomes should be assessed by a committee of three people:

1. Person 1 - at least of minimum 10 years of documented experience in conducting trainings in the field of soft skills, including interpersonal communication, having appropriate certificates and/or diplomas attesting to acquired knowledge and skills.
2. Person 2 - a minimum of 5 years of practical experience in leading a staff team, with documented education in personal development, HR and management.
3. Person 3 - a minimum of 5 years of practical experience in the field of psychology, with relevant certificates and/or diplomas confirming the acquired knowledge and skills.

Organisational and material resources necessary to carry out the validation:

- 1) access to a computer with the software necessary to prepare the presentation and to the Internet,
- 2) a room with typical equipment necessary for the presentation (projector, computer, remote control, cabling, microphone, speakers, flipchart). It is recommended to provide a room allowing for individual and team work, allowing for concentration, equipped with a computer with Internet access, a printer and office supplies.

### Verification methods:

#### Set 3 - Organisation of in-house training (in the kitchen)

Two parts: The candidate - before starting the validation - provides the institution with a curriculum vitae, a motivation letter justifying the need to confirm the competences included in the set of learning outcomes and, if possible, at least 3 recommendations from independent sources (opinions of former, subordinate team members, possibly former employers ). The CV should include information on the places, circumstances in which the candidate has developed his/her professional or instructional training skills.

The validation lasts between 6 and 8 hours and consists of 2 stages which are mandatory for all candidates regardless of their previous experience:

1. Self-presentation - *"Present 3 selected methods of training"* - this stage allows to verify first of all the skills *"Determines rules and methods of conducting training adequate to the given group"* (up to 15 minutes).
2. The self-presentation may also refer to the development of the training programme concept (structure, objectives, tasks, learning outcomes). The stage allows for the verification of, above all, the skills *"Realizes the assumed training effects"* (approx. 60 minutes).
3. Role play (15 minutes + 120 minutes for preparation).
4. Participation in a debate/discussion in an examination group (5 to 15 people) (up to 30 minutes) - this stage allows verifying above all the skills *"Supports the team's work"*, *"Creates professional development plans for the team"*.
5. An interview with members of the validation committee about self-presentation, test results and role-playing.
6. In addition, it is also possible verification of documentation gathered by the candidate in the context of developed training programmes, number of hours of training (documentation e.g. in the form of attendance lists of participants, etc.);
7. An interview with the candidate to present the training methods used and justify the advantages and disadvantages of the chosen methods in relation to the training group;
8. An opportunity to demonstrate in a situation initiated by a role play with a difficult customer.

The achievement of the learning outcomes should be assessed by a committee of three people:

1. Persons 1 and 2 - at least of minimum of 10 years of documented experience in delivering gastronomy training, with relevant certificates and/or diplomas attesting to knowledge and skills gained,
- b. Person 3 - person 3 - a minimum of 5 years of practical experience in the field of psychology, with relevant certificates and/or diplomas confirming the acquired knowledge and skills.

### Organisational and material resources necessary to carry out the validation:

- 1) access to a computer with the software necessary to prepare the presentation and to the Internet,
- 2) a room with typical equipment necessary for the presentation (projector, computer, remote control, cabling, microphone, speakers, flipchart). It is recommended to provide a room allowing for individual and team work, allowing for concentration, equipped with a computer with Internet access, a printer and office supplies.

### Synthesis of learning outcomes:

According to the descriptors of the Polish Qualifications Framework for level 5, among others, the person: has extensive knowledge of gastronomy, including specialised, factual and theoretical knowledge of the principles, preparation of food and beverage taking into account different cuisines of the world and team management. He/she has a broad knowledge and understanding of theories and methods related to the ongoing gastronomic processes, principles and tools of people management, communication with the customer and prevention of conflicts in a group. In addition, he/she identifies the needs for organizing training in the gastronomy industry and recognises the interdependencies and complexities between them, taking into account a variety of conditions and necessary needs.

## A set of learning outcomes

Level 5 PQF

Approximate workload [h] \* 60 h

### Set 1. Organising the work of the kitchen team

Individual learning outcomes and criteria for verification of their achievement:

Learning outcomes	Verification criteria
1. Monitors and evaluates the work of the team	<ul style="list-style-type: none"> <li>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</li> <li>Monitors and evaluates team activities and progress in accordance to the adopted goals</li> <li>Assesses the employees according to established rules and criteria</li> <li>Assesses the degree of implementation of sets of learning outcomes against the schedule of activities</li> </ul>
2. Defines the goals and tasks of the team	<ul style="list-style-type: none"> <li>Explains rules for selecting people to perform assigned tasks</li> <li>Provides an example of appropriate and inappropriate communication of tasks to perform by the team</li> <li>Considers the constructive team proposals, is open to cooperation, makes decisions</li> <li>Verifies documentation required for food production</li> <li>Explains the principles of communicating with co-workers and explains the importance of adhering to the principles of culture and ethics</li> </ul>
3. Defines the way of performing individual tasks	<ul style="list-style-type: none"> <li>Identifies the staff competences required to perform the tasks in the kitchen</li> <li>Delegates tasks as a basis for achieving intended objectives</li> <li>Performs actions under time pressure, coping with stress</li> <li>Analyses data regarding the competition markets</li> <li>Develops job descriptions and presents them to employees</li> <li>Verifies, together with employees, the division and methods of preparation of individual dishes</li> <li>Prepares a workable schedule and schedule</li> </ul>
4. Plans the work of the team	<ul style="list-style-type: none"> <li>Identifies employees' development prospects and problems they face</li> <li>Discusses career development prospects and issues with employees</li> <li>Provides advice and support to each employee to use identified perspectives and solve problems</li> <li>Supervises actions in crisis situations so that the team does not become disorganized in crisis situations</li> <li>Cooperates with other departments</li> <li>Applies methods of employee motivation</li> </ul>

<b>5. Cooperates with people responsible for hiring (supervisor, owner, etc.)</b>	<ul style="list-style-type: none"> <li>■ Determines the demand for employees in terms of the tasks performed in accordance with the principle of rational management</li> <li>■ Justifies the demand for employees to those who decide on hiring and firing employees</li> <li>■ Assesses the candidates' suitability to perform the job according to established criteria</li> <li>■ Assesses candidates in terms of suitability for performing tasks in accordance with the adopted criteria</li> <li>■ Applies the legal requirements related to equal treatment and non-discrimination</li> </ul>
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## Set 2. Communication with the customer

### A set of learning outcomes

Level 5 PQF

Approximate workload [h] \* 60 h

Individual learning outcomes and criteria for verification of their achievement:

Learning outcomes	Verification criteria
<b>1. Characterizes the elements of professional customer service</b>	<ul style="list-style-type: none"> <li>■ Identifies the specificity of served customers</li> <li>■ Is focused on building customer satisfaction</li> <li>■ Selects elements that make up the image of the institution and its conscious creation</li> <li>■ Applies the highest standards of customer service</li> </ul>
<b>2. Identifies and analyses the „difficult customer“</b>	<ul style="list-style-type: none"> <li>■ Characterises ways of dealing with a difficult customer</li> <li>■ Applies principles for dealing with complaints both to the customer and to colleagues</li> </ul>
<b>3. Identifies techniques for dealing with difficult situations</b>	<ul style="list-style-type: none"> <li>■ Applies methods of dealing with difficult situations in contact with the customer</li> <li>■ Copes with difficult emotions and is under control in conflict situations</li> </ul>
<b>4. Conducts a conversation with the customer</b>	<ul style="list-style-type: none"> <li>■ Actively listens to the customer's statements</li> <li>■ Applies the messages requested in customer service</li> <li>■ Clarifies doubtful, controversial or problematic issues</li> </ul>
<b>5. Recognises an assertive attitude as respecting own and the customer's boundaries</b>	<ul style="list-style-type: none"> <li>■ Applies an assertive attitude in solving conflict situations with customers</li> <li>■ The customer is always right", "the customer is always the master", "the customer is allowed everything" within the limits of norms.</li> </ul>

## Set 3. Organisation of in-house training (in the kitchen)

### A set of learning outcomes

Level 5 PQF

Approximate workload [h] \* 80 h

Individual learning outcomes and criteria for verification of their achievement:

Learning outcomes	Verification criteria
1. Identifies and analyse training needs within the team.	<ul style="list-style-type: none"> <li>Monitors and evaluates the quality of the kitchen's work and check whether it is in accordance with accepted standards</li> <li>Proposes professional development projects to employees</li> <li>Develops a proposal for individual and group training</li> </ul>
2. Corrects any identified irregularities	<ul style="list-style-type: none"> <li>Reviews trainee assessment methods to ensure each assessment is fair and valid</li> <li>Cooperates substantively and methodically with other trainers (specialists, masters, cooking enthusiasts)</li> </ul>
3. Prepares and conducts training	<ul style="list-style-type: none"> <li>Prepare and conduct presentations on the identified issues</li> <li>Prepares a workstation for exercises that provides optimal learning conditions</li> <li>Conduct exercises with methods using methods appropriate to the goal, participants' abilities, equipment capabilities, in compliance with health and safety and fire protection regulations</li> <li>Provides an appropriate level of involvement of persons participating in the activities</li> <li>Communicates with a group of participants in accordance with the principles of interpersonal communication</li> <li>Presents information in a clear and understandable way, use language appropriate to the level of the group of participants</li> </ul>
4. Applies assessment criteria and methods to check the assumed learning outcomes	<ul style="list-style-type: none"> <li>Provides ongoing feedback to trainees on learning outcomes</li> <li>Collects and analyses feedback from trainees on the quality and effectiveness of training</li> <li>Manages the group process at every stage of the training group development</li> <li>Ensures the integration of the group of participants to the extent necessary to achieve the learning objectives</li> <li>Flexibly responds to the needs of participants by changing the methods and techniques of conducting training</li> <li>Resolve conflict situations without harming the group and the training process</li> </ul>

The period of validity of the document confirming the award of qualifications and the conditions for extending its validity \* - Not less frequently than once every 10 years

Name of the document confirming the award of qualifications: **Certificate**

### Qualification 3. Management in the HORECA industry PQF 6

The developed qualification includes sets of skills necessary in the area of multi-level facility management, professional communication with customers and extensive marketing activities (facility understood as catering + hotel).

This qualification is essential preparation for employment in the HORECA industry, in positions specialising in gastronomy, such as chef, restaurant manager, hotel catering manager, owner of a catering facility, restaurateur.

In the last decade, customer satisfaction has become a priority in the catering and hospitality business, thus being the path to success. The industry renaissance has forced the labour market to demand qualified managers who understand the specificity, philosophy and direction of the entire HORECA sector. In Poland, this industry is developing intensively and is catching up with global standards. This is evidenced by the growing number of Polish restaurants listed in the Main Cities of Europe guide, or by its high position among the most friendly hotels in Europe. The industry is one of the most complex branches of the service sector. A lot of elements play an important role in it, such as personnel management or the sourcing of suitable products. In addition, it depends on many factors. Effective management of many aspects in this industry is very difficult, but possible. The developed description of qualifications contains a list of skills and competencies in this area. It also responds to the gaps identified in the conducted research and includes the knowledge of experts participating in the work on its description as regards the identification of learning outcomes.

The HORECA industry is a demanding segment, both in terms of product quality and parameters, as well as requirements for professionalism of staff. According to it, the entities belonging to the industry undertake actions aimed at market monitoring and then quick response to any emerging maladjustment. In the HORECA sector, the dominant principle is that in order to become an important player on the market, you have to follow the changes and adjust the offer to the needs, especially in terms of staff competence. According to experts, the developed qualification complements the skills acquired in formal and informal education and responds to the needs of the labour market identified in the conducted research. The confirmed qualification will provide employers with qualified employees, and employees will be able to find a job and be employed faster. Moreover, the qualification will be an indispensable development for people who are working but do not have a confirmed qualification. It can be a starting point for career advancement or for starting a career in the industry.

The qualification is addressed to people who want to develop and improve their skills and competences in facility management, understood as hotel and/or catering. In particular to manage a medium and/or large team of employees performing professional tasks of varying degrees of complexity in the process of providing a hotel/catering service or to manage a facility. Furthermore, the qualification is addressed to people who want to act as a leader and inspirer of a subordinate team, a person responsible for building and maintaining long-term relations with the environment. However, the most important issue is taking responsibility related to managing a medium/large team with a variety of professional tasks.

The qualification is also addressed to people who want to start their own business and would like to learn the important aspects of the Integrated Qualifications Register in the field of management in the HORECA industry. Furthermore, the qualification is also aimed at people studying the above mentioned fields of study who would like to start working in the HORECA industry. In addition, the qualification is addressed to people who have worked in the catering industry for at least 5 years, or who have worked as a manager in the last 2 years and would like to confirm, supplement, or acquire the qualification. The qualification "Management in the HORECA industry" can be addressed to: chefs, restaurant manager, catering manager, entrepreneurs and individuals planning to start a catering business, catering and/or hospitality workers to improve their knowledge and skills.

## Requirements for validation and entities conducting validation\*

### Validation methods:

#### Set 1 - Managing the team of employees in a facility (kitchen-hotel)

The candidate - before starting the validation - provides the institution with a curriculum vitae, a motivation letter justifying the need to confirm the competences included in the set of learning outcomes and, if possible, at least 3 recommendations from independent sources (opinions of former, subordinate team members, possibly former employers). The CV should include information on the places, circumstances in which the Candidate developed his/her team leadership skills.

The validation lasts between 6 and 8 hours and consists of 6 stages which are compulsory for all candidates regardless of their previous experience:

1. Self-presentation "*How do I manage a working team?*" - this stage allows to verify first of all the skills "*Defines the structure and rules of the team's work*" (up to 15 minutes).
2. Case study - developing a concept of how to manage an employee team (structure, goals, tasks, work rules) pursuing a specific goal. This stage allows for verification of the skills "*Sets goals for the team's work*" (approx. 60 minutes).
3. Personality and attitude evaluation tests based on the RT methodology enable verification of the skills "*Supports the team's work*" and "*Creates plans for the professional development of the team*" (approx. 60 minutes).
4. Role play (15 minutes + 120 minutes for preparation).
5. Participation in a debate/discussion in an examination group (5 to 15 people) (up to 30 minutes) - this stage allows for the verification of skills "*Supports the team's work*", "*Creates plans for the professional development of the team*".
6. An interview with members of the validation committee about self-presentation, test results and role-playing.



The achievement of the learning outcomes should be assessed by a committee of three people:

1. Person 1 - at least of 10 years of documented practical experience of leading a workforce team, with relevant certificates and/or diplomas confirming the acquired knowledge and skills;
2. Person 2 - a minimum of 5 years of practical experience in leading a staff team, with documented education in personal development, HR and management;
3. Person 3 - a minimum of 5 years of practical experience in the field of psychology, with relevant certificates and/or diplomas confirming the acquired knowledge and skills.

#### Organisational and material resources necessary to carry out the validation:

- 1) access to a computer with the software necessary to prepare the presentation and to the Internet,
- 2) a room with typical equipment necessary for the presentation (projector, computer, remote control, cabling, microphone, speakers, flipchart). It is recommended to provide a room allowing for individual and team work, allowing for concentration, equipped with a computer with Internet access, a printer and office supplies.

### **Validation methods - Set 2 Communication with the customer**

The candidate - before starting the validation - provides the institution with a curriculum vitae, a motivation letter justifying the need to confirm the competences included in the set of learning outcomes and, if possible, at least 3 recommendations from independent sources (opinions of former, subordinate team members, possibly former employers ). The CV should include information on the places, circumstances in which the Candidate developed his/her team leadership skills.

The validation lasts between 6 and 8 hours and consists of 6 stages which are compulsory for all candidates regardless of their previous experience:

1. Self-presentation „*How effectively do I communicate with the customer?*” - this stage allows to verify first of all the skills “*Methods and ways of communicating and resolving difficult conflict situations*” (up to 15 minutes).
2. Role play in the context of a difficult client and the group conflict (15 minutes + 120 minutes for preparation).
3. Participation in a debate/discussion in an examination group (3 to 3 people - up to 30 minutes) - this stage allows for the verification of skills “*Presents action regarding the made complaint*”.
4. An interview with members of the validation committee about self-presentation, test results and role-playing. In addition, it is also possible:
5. An interview with the candidate as a result of which he/she will present the preferred methods of dealing with conflict situations in contacts with the customer/s.
6. An opportunity to demonstrate in a situation initiated by a role play with a difficult customer.

The achievement of the learning outcomes should be assessed by a committee of three people:

1. Person 1 - minimum 10 years of documented experience in conducting trainings on soft skills including interpersonal communication; having appropriate certificates and / or diplomas attesting to acquired knowledge and skills;
2. Person 2 - a minimum of 5 years of practical experience in leading a staff team, with documented education in personal development, HR and management;
3. Person 3 - a minimum of 5 years of practical experience in the field of psychology, with relevant certificates and/or diplomas confirming the acquired knowledge and skills.

Organisational and material resources necessary to carry out the validation:

- 1) access to a computer with the software necessary to prepare the presentation and to the Internet,
- 2) a room with typical equipment necessary for the presentation (projector, computer, remote control, cabling, microphone, speakers, flipchart). It is recommended to provide a room allowing for individual and team work, allowing for concentration, equipped with a computer with Internet access, a printer and office supplies.

### Validation methods - Set 3 Facility marketing (kitchen-hotel)

The candidate - before starting the validation - provides the institution with a curriculum vitae, a motivation letter justifying the need to confirm the competences included in the set of learning outcomes and, if possible, at least 3 recommendations from independent sources (opinions of former, subordinate team members, possibly former employers ).

The CV should contain information on the places and circumstances in which the candidate has developed his skills in the field of hotel and / or catering marketing.

The validation lasts between 4 and 6 hours and consists of 6 stages which are compulsory for all candidates regardless of their previous experience:

1. Self-presentation „ *Preparation of an offer for promotional activities in the industry*” – this stage allows to verify first of all the skills “*Experience in the field of applied marketing methods*” (15 minutes).
2. Case study – development of the concept of a specific marketing activity (structure, objectives, tasks, working principles) implementing a specific objective. This stage allows to verify, first of all, the skills “*Preferred and adopted strategies in the development of marketing strategies*” (approx. 20 minutes).
3. Case study on the effectiveness of promotional activities - (approx. 30 minutes).
4. Development and verification of the prepared cost estimate of the special event in relation to the institution’s capabilities and marketing activities (15 minutes + 120 minutes for preparation).
5. Participation in a debate/discussion in an examination group (5 to 15 people - up to 30 minutes) - this stage allows for the verification of skills “*Creates team professional development plans*”.
6. Interview with members of the validation committee about the results of the validation.

The achievement of the learning outcomes should be assessed by a committee of three people:

1. Person 1 - minimum 5 years of documented, practical experience in developing promotional activities in the hotel and/or catering industry,
2. Person 2 - a minimum of 5 years of practical experience in leading a staff team, with documented education in personal development, HR and management;
3. Person 3 - a minimum of 5 years of practical experience in the field of psychology, with relevant certificates and/or diplomas confirming the acquired knowledge and skills.

Organisational and material resources necessary to carry out the validation:

- 1) access to a computer with the software necessary to prepare the presentation and to the Internet,
- 2) a room with typical equipment necessary for the presentation (projector, computer, remote control, cabling, microphone, speakers, flipchart). It is recommended to provide a room allowing for individual and team work, allowing for concentration, equipped with a computer with Internet access, a printer and office supplies.

## Sets of learning outcomes 1. Managing the team of employees in a facility (kitchen-hotel) PQF 6

Approximate workload [h] \* 60 h

Individual learning outcomes and criteria for verification of their achievement:

Learning outcomes	Verification criteria
1. 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"> <li>Monitors the quantity and quality of orders for kitchen and hotel operations</li> <li>Follows food storage procedures</li> </ul>
2. Organises and supervise waste management	<ul style="list-style-type: none"> <li>Implements a rational waste management scheme in the kitchen and hotel</li> <li>Corrects the process of rational waste management in the kitchen and hotel</li> </ul>
3. Conducts sales conversations with savoir vivre the field of cuisine and hotel	<ul style="list-style-type: none"> <li>Negotiates delivery terms and concludes contracts with suppliers</li> <li>Produces a procurement plan within a specified time horizon</li> <li>Organizes the supply of food and other products and necessary resources for the operation of the hotel and kitchen (e.g. cleaning agents)</li> </ul>
4. Ensures the current functioning of the kitchen and hotel	<ul style="list-style-type: none"> <li>Communicates with customers</li> <li>Supervises organized parties and events</li> <li>Supervises the operation of the kitchen, the hall and the hotel</li> <li>Monitors the operation of the equipment and facilities in the kitchen and hotel</li> </ul>
5. Ensures the operation of the business in compliance with regulations	<ul style="list-style-type: none"> <li>Applies health and safety and fire protection rules</li> <li>Applies the principles of property protection</li> <li>Applies environmental protection regulations</li> <li>Comply with the waste management regulations</li> <li>Complies with the principles of the HACCP system</li> <li>Monitors the level of hygiene in the restaurant area</li> </ul>

## Sets of learning outcomes 2. Communication with the customer PQF 6

Approximate workload [h] \* 60 h

Learning outcomes	Verification criteria
1. Characterises elements of professional customer service	<ul style="list-style-type: none"> <li>Identifies the specific characteristics of the customers served</li> <li>Focuses on building customer satisfaction</li> <li>Selects elements that make up the image of the institution and its conscious creation</li> <li>Applies the highest standards of customer service</li> </ul>
2. Identifies techniques for dealing with difficult situations	<ul style="list-style-type: none"> <li>Applies methods of dealing with difficult situations in contact with the customer</li> <li>Deals with difficult emotions and is self-controlled in conflict situations</li> </ul>
3. Recognizes the attitude of assertiveness as respecting own and customer's boundaries	<ul style="list-style-type: none"> <li>Applies an assertive attitude in resolving conflict situations with customers</li> <li>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</li> </ul>

## Sets of learning outcomes 3. Facility marketing (kitchen-hotel) PQF 6

Approximate workload [h] \* 80 h

Learning outcomes	Verification criteria
1. Organises promotional and marketing activities	<ul style="list-style-type: none"> <li>Develops a menu tailored to customers' needs as well as according to circumstances</li> <li>Uses promotion tools</li> <li>Conducts marketing activities aimed at increasing the hotel's reputation</li> <li>Organizes special events</li> <li>Cooperates with the local media in promoting the specialties and the hotel's accommodation offer</li> </ul>
2. Plans promotional and advertising activities	<ul style="list-style-type: none"> <li>Identifies customer needs</li> <li>Develops a plan of promotional activities for the kitchen / hotel in accordance with the principle of rational management</li> <li>Selects promotional activities appropriate to the cuisine and hotel offer</li> <li>Plans activities in the area of building the image of the kitchen and hotel</li> </ul>
3. Conducts financial policy	<ul style="list-style-type: none"> <li>Defines the pricing policy for the services offered (discounts, rebates, cards, etc.)</li> <li>Monitors daily turnover</li> <li>Monitors expenses</li> <li>Analyses the effectiveness of promotional and advertising activities</li> <li>Supervises the keeping of financial records and the payment of public levies</li> </ul>

## THE REPUBLIC OF NORTH MACEDONIA

The development of the national qualifications framework in our country have begun around 2010, under the strong influence of the European integration process and the need to adapt to European educational processes. In November 2012, the Minister of Education and Science established a working group to develop a National Qualifications Framework for Lifelong Learning, coordinated by the Ministry of Education and Science (MES). This development resulted in the creation of the document "**Macedonian Qualifications Framework - Basis**"<sup>6</sup> which was adopted by the Government of the Republic of Macedonia in July 2013.

The main goals of MQF are to integrate and coordinate educational subsystems and to increase the transparency, access, progression and quality of qualifications in accordance with the labor market and civil society. It was prepared by a working group, formed by the Ministry of Education and Science and based on European documents: the Copenhagen Declaration, the Bologna Declaration and the Decree on the National Framework of Higher Education Qualifications for the Republic of Macedonia.

In The document "Macedonian Qualifications Framework - Basis" the concept, the structure of the national framework and the structure for management and implementation of the Macedonian Qualifications Framework (MQF) is given. In it, MQF is defined as an instrument for developing, classifying, recognizing and acknowledging of the acquired qualifications through learning outcomes and is a reference point for the reforms of the education and training system in the context of lifelong learning.

"Macedonian Qualifications Framework - Basis" was the basis for the development of the **Law for National Qualifications Framework**,<sup>7</sup> which was adopted by the Government of the Republic of Macedonia in October 2013.

MQF is based on the following principles:

- **learning outcomes** are expressed through knowledge and understanding, skills and competencies;
- classification of qualifications into **levels and sub-levels**;
- transferability of **credits**;
- comparability with the European Qualifications Framework (EQF);
- **quality assurance** in the process of qualification development and acquisition of qualifications;
- ensuring conditions for equal **access to education** throughout life for acquisition and recognition of qualifications;
- strengthening the competitiveness of the **national economy** based on human potentials and
- building a system for **evaluating non-formal and informal learning**.

<sup>6</sup> <http://mrk.mk/wp-content/uploads/2015/05/Dokument-Nacionalna-ramka-na-kvalifikacii-Pojdovni-osnovi-lektoriran-2.pdf>

<sup>7</sup> [https://mon.gov.mk/stored/document/zakon\\_za\\_nacionalna\\_ramka\\_na\\_kvalifikacii\\_26-02-2016.pdf](https://mon.gov.mk/stored/document/zakon_za_nacionalna_ramka_na_kvalifikacii_26-02-2016.pdf)

## Scope and structure of MQF

MQF is based on the traditional educational system tailored to the guidelines of the European Qualifications Framework (EQF) and international regulations, which are accepted in our country. The qualifications included in the MQF apply to all levels of education and training, whether acquired through formal or non-formal learning and consist of:

- qualification levels and sub-levels;
- level description and learning outcomes for each qualification level;
- types of qualifications and documents as a proof of the acquired qualification;
- scope of qualification.

The framework contains 8 qualification levels and 6 additional sub-levels, in line with the European qualifications framework (EQF).

**Table 1.1. Comparison between MQF and EQF levels**

MQF	I	II	III	IV	V		VI		VII		VIII
					VB	VA	VIB	VIA	VIIB	VIIA	
EQF	1	2	3	4	5		6		7		8

The sub-levels reflect the specifics of our education system, meet the requirements of employers and vary in the number of credits. The sub-levels are justified in the phase of transition and implementation of the new cycle structure.

The qualifications included in the MQF refer to:

- general education,
- formal vocational education and training,
- non-formal education and training.

MQF regulates the following types of qualifications:

**Table 1.2. Classification of qualifications<sup>8</sup>**

	Type of qualifications	
	1. Q qualifications at the level of education	2. With vocational qualifications
Purpose	Continuing education or entering the labor market	Entering the labor market or personal development
Document type	Certificate or diploma	Certificate

<sup>8</sup> [http://mrk.mk/wp-content/uploads/2017/09/MQF\\_Referencing\\_Report\\_20\\_januari\\_2018.pdf](http://mrk.mk/wp-content/uploads/2017/09/MQF_Referencing_Report_20_januari_2018.pdf)

Qualifications which are awarded in schools are considered “education level qualifications”, and qualifications under the authority of professional bodies and other bodies (such as chambers of commerce and ministries other than the Ministry of Education) are considered “vocational qualifications”.

Qualifications in MQF are grouped regarding the sector in which they belong. They are defined by sectoral commissions. Sectors of qualifications in vocational education in the Republic of North Macedonia are:

**Table 1.3. Qualifications sectors**

01	Geology, mining and metallurgy
02	Construction and geodesy
03	Graphic painting
04	Economics, law and commerce
05	Electrical engineering
06	Health and social security
07	Agriculture, fisheries and veterinary medicine
08	Personal services
09	Machinery
10	Traffic, transport and storage
11	Textiles, leather and similar products
12	Hospitality and tourism
13	Chemistry and technology
14	Forestry and wood processing
15	Sport and Recreation
16	Arts

**The scope of the qualifications**, i.e. their credit value is determined by the number of credits. Credit is a unit of measurement for evaluating the work that the candidate needs to accomplish to achieve the goal. It measures the workload of the candidate who is studying, given the time it takes to acquire a qualification, i.e. to achieve the learning outcomes.

In that sense, each educational program, module, subject or other learning unit is awarded a certain number of **credits**. Each credit in primary, secondary education and training, as well as in non-formal learning is equivalent to 25 hours of study, and in higher education to 30 hours. These include teaching, self-study, practical work, work experience and demonstration of what has been learned in order to check the learning outcomes.

In the system of formal education, one academic year is a minimum of 60 credits.

In the Macedonian credit transfer system, there is one type of credit, which is applied at all levels and for all types of qualifications and it is equivalent to EKC or ECVET credits. Credits are transferable, which means that once a credit is acquired, it can be used to gain multiple qualifications at the same level, which contains that common unit of study or module. They are recognized in the enrollment and promotion process.

**Table 1.4. Number of credits according to levels of qualifications in MQF in formal education**

V-VIII	IV	III	II	I
<ul style="list-style-type: none"> <li>Higher education according to the three Bologna cycles</li> <li>Professional studies 60 -180 ECTS</li> <li>University Studies 240 ECTS</li> <li>Master Academic Studies 60 -180 ECTS</li> <li>Doctoral studies min. 180 ECTS</li> </ul>	<ul style="list-style-type: none"> <li>Technical education of 4 years' duration</li> <li>ensures direct access to higher education by obtaining a diploma by passing the state matura</li> <li>240 EQUET credits</li> </ul>	<ul style="list-style-type: none"> <li>Acquiring vocational education for occupations of 3 years' duration</li> <li>180 EQUET credits</li> </ul>	<ul style="list-style-type: none"> <li>Acquiring vocational education of one year' or two years' duration</li> <li>180 EQUET credits</li> </ul>	<ul style="list-style-type: none"> <li>Primary education</li> </ul>

**Table 1.5. Number of credits regarding the levels and sublevels of qualifications in MQF in informal education**

V - 5B	IV	III	II	I
<ul style="list-style-type: none"> <li>Post-secondary education - specialist education and master's exam</li> <li>(from 60 to 120 EQUAT credits)</li> </ul>	<ul style="list-style-type: none"> <li>Non-formal education for obtaining a qualification or part of a qualification (level of complexity - IV, according to the standards of occupations)</li> </ul>	<ul style="list-style-type: none"> <li>on-formal education for obtaining a qualification or part of a qualification (level of complexity - III, according to the standards of occupations)</li> </ul>	<ul style="list-style-type: none"> <li>Non-formal education for obtaining a qualification or part of a qualification (level of complexity - I and II, according to the standards of occupations)</li> </ul>	<ul style="list-style-type: none"> <li>functional literacy and numerical skills</li> </ul>

In the structure of the MQF there is a common level in terms of **post-secondary education**, vocational education, **informal education** and higher education level **V-B / 5B**. This is a very useful sublevel for many reasons, especially for vocational training and lifelong learning.

**The V-B / 5B level qualification** could be developed and provided by any of the sectors or it could be developed in cross-sectional cooperation. This gives MQF the additional flexibility to respond quickly to the demands of the unemployed and the needs of the labor market for retraining or requalification.

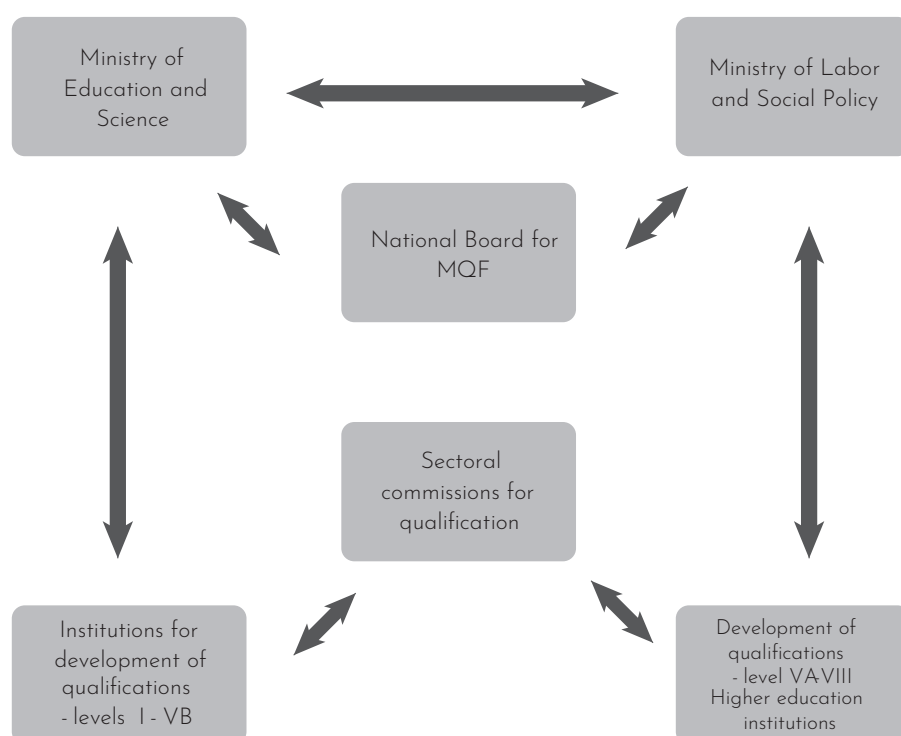
The descriptions of the NQF levels are grouped into three categories:

- knowledge and understanding,
- skills
- competencies.



## Development and implementation of MQF

At the beginning of 2014, a working group for implementation and further development of the National Qualifications Framework for lifelong learning in the Republic of Macedonia was established, and the first phase of implementation was realized in the period 2014-2015. through two key projects supported by the British Council.



**Graph 1.1: Regulatory institutions and bodies for development and implementation of NQF**

The National Council of MQF does the approval of qualifications and the approved qualifications are recorded in separate registers of qualifications. Each approved qualification is assigned a code according to the type, level, scope, sector of the qualification and the institution in which the qualification is acquired.

**Table 1. 6. Types of registers of qualifications and responsible institutions**

Type of registry	Institution responsible for running
Register for professional qualifications up to VB level	Center for Vocational Education and Training (VET)
Register of qualifications in non-formal education	Adult Education Center (CAE)
Register for higher education qualifications	Sector for higher education within the Ministry of Education and Science (MES).

The previous descriptions and characteristics refer to all sectoral qualifications including the catering and tourism sector. In the following section, we will put a greater focus on the specifications for the catering and tourism sector.

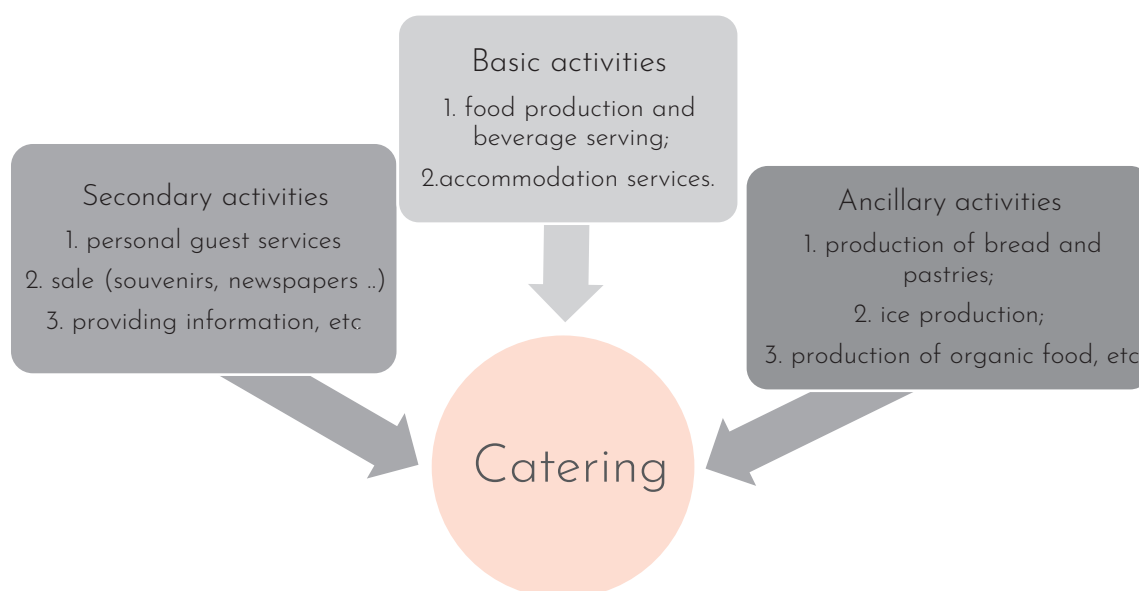
## Sector of Hospitality and Tourism / HORECA industry

In March 2017 the document "Analysis of the catering and tourism sector"<sup>9</sup>, was published by the National Expert Team in this sector. The results of the analysis were used **to identify the needs** for new qualifications and revise existing ones. In February 2018 the first five Sectoral Qualifications Commissions in the Republic of Macedonia were established. In this first group, a **Sector Commission for Hospitality and Tourism was established**<sup>10</sup>.

The task of this Sectoral Commission was to analyze the existing qualifications in the tourism and hospitality sector, to review the proposals and to propose the introduction of new qualifications and to give an opinion on the compliance of the occupational standards with the examination programs. As a particularly important task of this commission in the quality assurance process is the evaluation and confirmation of the learning outcomes in non-formal education and training.

According to the Catering and Tourism Law<sup>11</sup>, **catering** is defines as an economic activity that deals with the preparation and serving food, alcoholic and non-alcoholic beverages, hot and cold beverages and providing accommodation services. Catering has a complex nature of operation in order to achieve basic, secondary and ancillary activities.

### Graph on 1.2.: Set of activities in catering



<sup>9</sup> <http://csoo.edu.mk/images/DOCs/Analizi17/ans-ugostur.pdf>

<sup>10</sup> <http://mrk.mk/?p=1076&lang=mk>

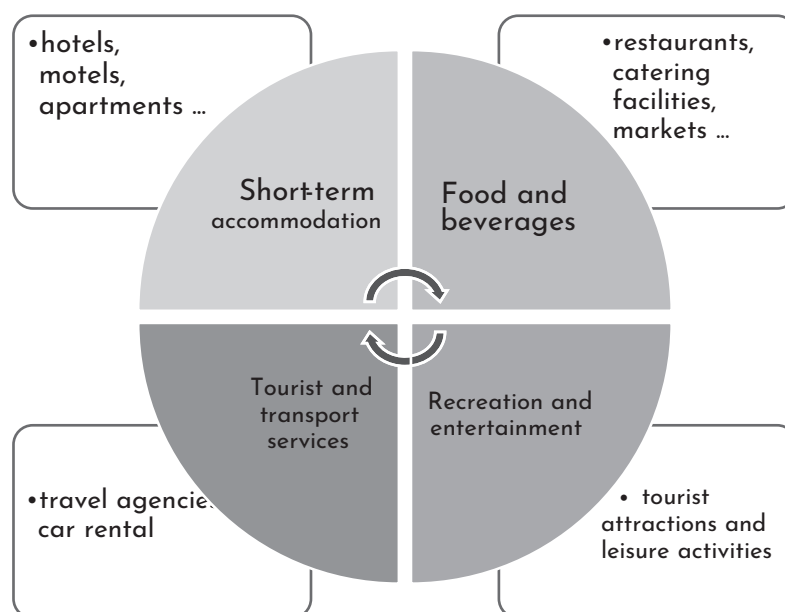
<sup>11</sup> [https://www.ugostitelstvo.mk/wp-content/uploads/2014/11/Ugostitelska\\_i\\_turisticka\\_dejnost.pdf](https://www.ugostitelstvo.mk/wp-content/uploads/2014/11/Ugostitelska_i_turisticka_dejnost.pdf)

Under **tourism** activity, it is considered:

- organizing and conducting tourist trips, picnics, excursions and other tourist arrangements in the country and abroad;
- providing tourist information;
- selling and intermediation in the sale of catering and other tourist services;
- rental of houses, apartments and rooms to tourists and
- performing services with tour guides.

The sectoral framework of hospitality and tourism includes 4 basic sectoral industries that are interconnected and interdependent, in order to respond to the needs of tourists.

**Chart 1.3. Sectoral industries in hospitality and tourism**



Three different forms of tourism are accepted:

1. **domestic tourism** - includes only the residents of a given country who travel only within that country;
2. **inbound tourism (incoming tourism/tourism inflow)** - includes non-residents traveling to a given country;
3. **outbound tourism (outgoing tourism/tourism outflow)** - includes residents traveling to another country.

Graph 1. 4. Activities that create the tourism economy in RNM

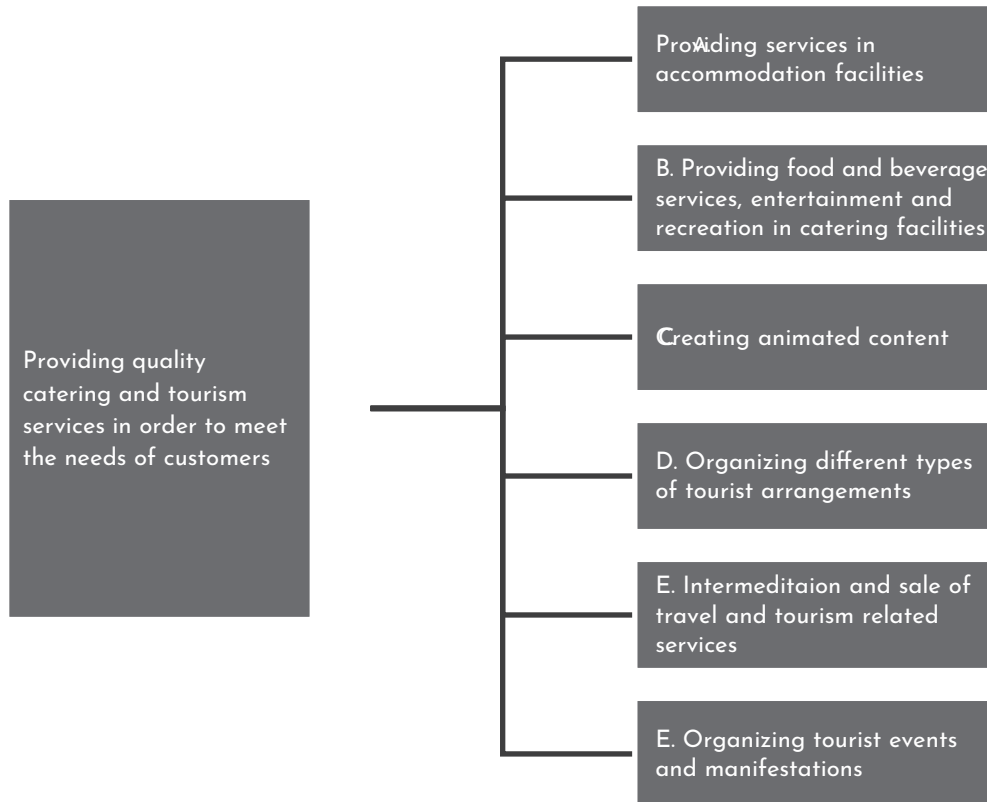


According to the activities that are prevalent in the tourism economy and job positions systematization, in the catering and tourism sector there is a need for:

Table 1.7.: Structure of employees in the field of tourism / catering

Order no.	Jobs in tourism	Catering jobs
1	Economists	Economists
2	Administration / Marketing	Administration / Marketing
3	Front desk workers	Chef
4	Specialized tourism workers	Pastry – cook
5	Tour guides	Baker
6	Drivers	Waiter
7	Other	Catering technician
8	/	Drivers
9	/	Other

Graph 1. 5. Functional map of the Sector for Hospitality and Tourism



The education system in the Sector for Hospitality and Tourism comprises of formal and non-formal education and has developed procedures for verification of programs and institutions for providing adult education.

Formal secondary vocational education (VSE) provides most of the vocational qualifications in the catering and tourism sector, through the implementation of curricula and programs in 13 schools in the Republic of Macedonia. The curricula and programs are based on the results from the analysis in the sector and are compatible with the official occupational standards.<sup>12</sup> They are developed by a National Expert Team and revised by the CSO. They were approved for implementation by the Minister of Education and Science, in the period 2018-2019.

<sup>12</sup> <http://csoo.edu.mk/pocetna/standardi/standardi-na-zanimanja/ugostitelstvo-turizam/>

**Table 1. 8.: Review of educational profiles in formal vocational education and training in the Hospitality and Tourism Sector**

Name of profession	Qualifications with two years of education
<b>Catering and Tourism</b>	assistant waiter
	assistant cook
	Qualifications with a three-year duration of education
	cook
	waiter
	pastry – cook
	Qualifications with a four-year duration of education
	Hotel Tourism technician
	catering technician
	catering technician for rural tourism

The formal higher education in the sector is realized in seven universities which have faculties and departments where subjects in the field of tourism, catering and gastronomy are studied. The programs are harmonized with the Bologna system.

There are three cycles of studies with different qualifications:

1. Tourism
2. Gastronomy, nutrition and dietetics
3. Hotel and restaurant
4. Rural tourism
5. Tourism and business logistics, etc.

Non-formal adult education is conducted mainly in accordance with the provisions of the Adult Education Law of the Republic of Macedonia. The public institution that aims to support the development of adult education and to act as a midpoint for expanding educational opportunities for adults is the Center for Adult Education (CAE).

The functions of the CAE apply to both formal and non-formal adult education. However, the specificity of the work of the CAE, in the context of our analysis, is the possibility to:

- perform verification of special adult education programs;
- develop occupational standards for adult education programs;
- prepare models of publicly recognized and special programs for adult education, etc.

Non-formal adult education programs can be verified by the CAE if they are:

- Short-term;
- Established on the occupational standards and approved curriculum;

- Provided in structured training conditions with classroom elements and practical elements, by organized providers in a regulated context, with authorizations, quality assurance, etc.;
- Certified - which may be the basis for inclusion in the MQF.

Verified programs typically lead to three types of results:

- qualifications / partial qualifications,
- knowledge, skills and competencies related to social and professional activities,
- personal development (no assessment / national certificate), e.g. artistic activities and recreation.

The following verified programs from the catering and tourism profession can be found on the official website of the PI Center for Adult Education:

1. Pastry maker
2. Pastry manufacturer
3. Bread and baked goods maker
4. Chef in a catering facility
5. Waiter
6. Chef in a catering facility
7. Waiter in a catering facility
8. Waiter gastronomist
9. Baked goods maker
10. Chef in catering facilities
11. Tourist - agency officer
12. Receptionist
13. Chef of a catering facility
14. Waiter gastronomist

Providers of adult education services may be public and private adult education institutions, adult education institutions, training centers, employers and social partners, civic associations or individual trainers, who meet the requirements prescribed by law.

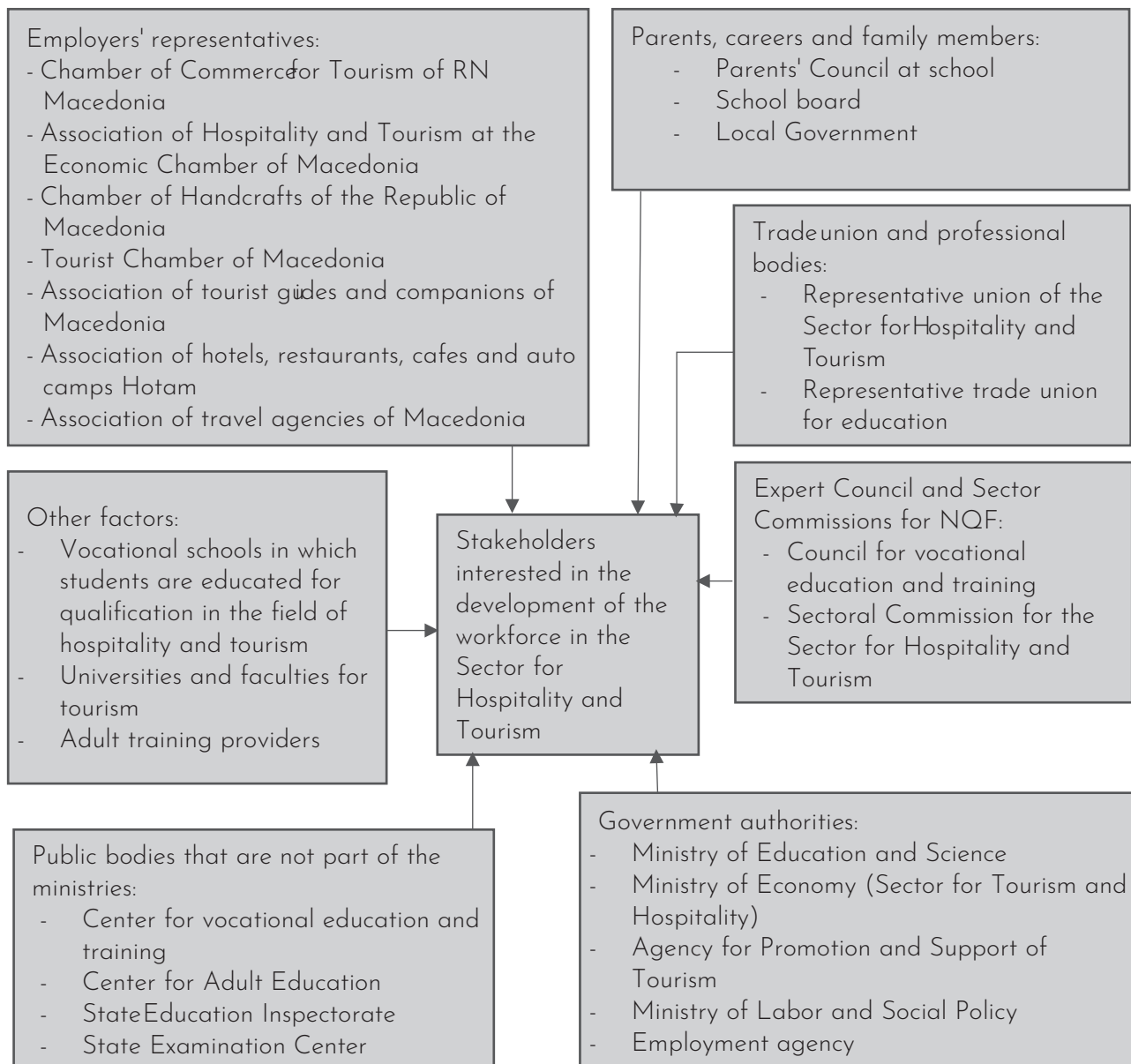
The programs in the Economic Chamber of Macedonia are certified through the Association for education, catering and services BUSINESS CENTER FOR TRAINING - OHRID. After completing the training, the participants take a final exam and obtain a Certificate accredited by the Ministry of Education of the Republic of Macedonia.

Adult programs at the higher education level should be considered as an important aspect of the national system for non-formal adult education, and certain adult education courses provided at higher education institutions (up to level 5 of the MQF) are verified by the CAE. Providing non-formal adult education includes:

- Informal courses open to all (e.g. languages)

- Preparatory courses for entrance exams for higher education
- Professionally oriented upgrade of already acquired qualifications
- Specializations for certain industries.

**Schematic 1.6: Employers and other key stakeholders in the Hospitality and Tourism Sector**





## Validation and certification

At the beginning we will emphasize that in the Republic of North Macedonia the process of validation and certification of non-formal and informal learning (VNIL) has not yet officially started with the implementation, although it is fully conceived and created. Also, there is still no official institution specialized in identifying and validating prior learning acquired through non-formal and informal learning. It is expected that during this year the Legislation will be approved which will regulate the process and all other details related to the implementation of VNIL in the country.

The envisaged development of the Macedonian system for VNIL is fully harmonized with the two main European documents that guide this process, which are:

- Council Recommendation on VNIL (2012), (CEDEFOP, Council Recommendation of 20 December 2012 on the validation of non-formal adult education and informal learning (2012 / S 398/01), 2012) and
- European Guidelines for VNIL 2015 (CEDEFOP, European Guidelines for the Validation of Non-Formal Adult Education and Informal Learning, 2015).

In this context, the validation in the Republic of Macedonia is defined as “a process of confirmation, by an authorized body, that the individual has acquired the learning outcomes that are measured in relation to a relevant standard (EU Council, 2012, p.5) in order to:

- a) Emphasis the knowledge that the individual has acquired outside the formal education and training and
- b) Attribute value to what the individual has learned, regardless of the environment in which that knowledge took place, so that the individual could “transform” the results of that knowledge into future opportunities for learning and employment (CEDEFOP, 2015).

As a next step in the development of the validation system, the Center for Adult Education (CAE) together with the working group for validation of non-formal adult education and informal learning determine the details of the validation process in Macedonia, tasks and responsibilities of various institutions, procedures for quality assurance and other related procedures and regulations.

Two important documents were created:

- 1) draft and methodology concept for validation of non-formal adult education and informal learning - information package and
- 2) guidelines for the process of validation of non-formal adult education and informal learning.

In the Adult Education Strategy 2018-2022, under the strategic Objective 3. *Development of a system for validation of non-formal and informal learning (VNIL)* it is planned future steps for development of the validation system.

**Table 1.9.: Strategic goal - development of the validation system**

Goal 3. Development of a system for validation of non-formal and informal learning (VNIL)		
Priorities / measures	Results	Indicator that can be objectively confirmed
<ul style="list-style-type: none"> <li>Development of tools and mechanisms for identification and assessment of prior knowledge for those who have acquired certain competencies and want to be validated and recognized.</li> <li>Assessment of prior knowledge based on the adopted national qualifications framework.</li> <li>Development of an institutional framework for conducting validation of non-formal and informal learning (VNIL).</li> </ul>	<ul style="list-style-type: none"> <li>Developed instruments and mechanisms for identification and assessment of prior knowledge.</li> <li>Established institutional framework for conducting validation of non-formal and informal learning (VNIL).</li> </ul>	<ul style="list-style-type: none"> <li>Developed and introduced instruments and mechanisms for identification and assessment of prior knowledge.</li> </ul>
Activities	Result indicator	Method of verification
<ul style="list-style-type: none"> <li>Establishment of an Executive Board for VNIL connected to the Board for NQF<sup>13</sup></li> </ul>	<ul style="list-style-type: none"> <li>Established Execution Board for VNIL who manages and monitors the development and implementation of VNIL on the basis of an annual work plan;</li> <li>Defined scope of work of the Board of Directors for VNIL</li> </ul>	<ul style="list-style-type: none"> <li>Government decree on the formation of the board;</li> <li>Annual work plans of the board;</li> <li>Report of the board meetings.</li> </ul>
<ul style="list-style-type: none"> <li>Preparation of rules and procedures for validation of non-formal and informal learning</li> </ul>	<ul style="list-style-type: none"> <li>Formally established working group under the Board for VNIL to prepare rules and procedures for VNIL;</li> <li>Adopted rules and procedures for accreditation of institutions, certification of candidates and monitoring and quality assurance of the implementation of VNIL</li> </ul>	<ul style="list-style-type: none"> <li>Report from RG;</li> <li>VNIL board decisions;</li> <li>Order of the Ministry of Education and Science</li> </ul>
<ul style="list-style-type: none"> <li>Preparation of methodological documents for conducting validation of non-formal and informal learning</li> </ul>	<ul style="list-style-type: none"> <li>Formed working group under the Board for VNIL for preparation of methodological documents for VNIL;</li> <li>Prepared methodological documents</li> <li>Developed tools for VNIL</li> </ul>	<ul style="list-style-type: none"> <li>Report from RG;</li> <li>VNIL board decisions;</li> <li>MES documents</li> </ul>
<ul style="list-style-type: none"> <li>Testing the system for validation of non-formal and informal learning</li> </ul>	<ul style="list-style-type: none"> <li>Tested VNIL procedures for selected occupations (qualifications)</li> <li>Evaluated test results; Approved revised manual with rules and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Report on test results;</li> <li>VNIL board decisions;</li> <li>Documents of the Ministry of Education and Science</li> </ul>
<ul style="list-style-type: none"> <li>Development of an appropriate legal and financial basis for conducting validation of non-formal and informal learning</li> </ul>	<ul style="list-style-type: none"> <li>Officially VNILRG under the Board for VNIL, legal and financial basis for VNIL;</li> <li>Draft amendments to the legislation necessary to provide an adequate legal and financial basis for the implementation of the WFD;</li> </ul>	<ul style="list-style-type: none"> <li>Report from RG;</li> <li>VNIL board decisions;</li> <li>MES documents;</li> <li>Official letter from the government to submit a draft law;</li> </ul>

<sup>13</sup> This and the following activities are in accordance with the Plan for implementation of a system for validation of non-formal and informal learning in the Republic of Macedonia, in cooperation with EFO.

<ul style="list-style-type: none"> <li>Implement capacity building and institutional support</li> </ul>	<ul style="list-style-type: none"> <li>Tenders for procurement of training service for capacity building and targeted institutional support of the responsible institutions;</li> <li>Appropriate number of specialists (managers, evaluators, etc.) trained to implement the procedures for VPU;</li> <li>The responsible institution is fully equipped with the necessary methodological resources and administrative tools for the implementation of the VPU system;</li> </ul>	<ul style="list-style-type: none"> <li>Documents of MLSP and AEC;</li> <li>Contract with a company;</li> <li>Report on realized trainings and institutional support;</li> <li>Documents for acceptance of the provided services;</li> <li>Methodological resources and administrative tools available in the relevant institution</li> </ul>
<ul style="list-style-type: none"> <li>Conduct a campaign to raise public awareness of the opportunities and benefits of validation of prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Organized tenders for procurement of services for conducting awareness raising campaigns;</li> <li>Conducted at least 8 regional and 2 national awareness campaigns (events)</li> </ul>	<ul style="list-style-type: none"> <li>Documents of the Ministry of Education and Science and the Central Committee;</li> <li>Contract with a company;</li> <li>Evidence of conducting awareness-raising campaigns (eg records, print, photo, video and other materials, reports, interviews, etc.);</li> </ul>

The four most common validation stages are defined in the European Guidelines for the Validation of Non-Formal Adult Education and Informal Learning, and they are:

1. Identification
2. Documentation
3. Evaluation
4. Certification

This is also the structure of the planned validation process in Macedonia. Based on European standards, the phases of the validation process in Macedonia would look like the one shown in the table below:

Phase	Description	Stakeholders involved
<b>1. Awareness raising and initial information (information offices)</b>	<ul style="list-style-type: none"> <li>Informing the public about the possibilities / initiatives for validation</li> <li>Promoting a positive image of validation, its quality and promoting trust in validation (through leaflets, newspapers, brochures)</li> <li>Seminars, conferences and workshops for professionals, practitioners and the general public</li> <li>Visits to companies</li> </ul>	<ul style="list-style-type: none"> <li>The functioning of the information offices should have an appropriate geographical distribution using the existing structures and based on their capacities.</li> <li>MES, MLSP, CAE and CDU as the main actors need/are the main actors to structure and initiate the process of raising awareness, and it should be supported by:</li> <li>Other public stakeholders (municipalities, government agencies, service providers)</li> <li>Chambers of Commerce and social partners</li> <li>NGOs</li> <li>National Agency for European Educational Programs and Mobility</li> </ul>

<b>2. Identification</b>	<ul style="list-style-type: none"> <li>Giving advice and guidance to candidates</li> <li>Information on the validation procedure, requirements, duration, costs and possibilities</li> <li>Initial evaluation of the submitted documentation</li> <li>Identifying the needs for additional knowledge / training</li> <li>Eventually start preparing/planning a portfolio</li> <li>Identification of potential needs for additional guidance and support throughout the whole validation process (for example, for low literacy candidates)</li> <li>Candidate's motivation</li> </ul>	<ul style="list-style-type: none"> <li>For approved validation activities</li> <li>Counselors trained to be verified validation service providers have a key role in the identification process, and in the Employment Agency which should focus on the target group of unemployed persons.</li> <li>Counselors trained in career centers, NGOs, municipalities across the country, should support this process (depending on their resources)</li> </ul>
<b>3. Documentation</b>	<ul style="list-style-type: none"> <li>Support the candidates in preparing the application and portfolio according to the requirements</li> <li>Supporting candidates in understanding and documenting the job requirements</li> </ul>	<ul style="list-style-type: none"> <li>Advisors trained to be verified validation service providers and the Employment Agency</li> <li>Counselors trained in career centers, NGOs, municipalities across the country should support this process</li> </ul>
<b>4. Evaluation</b>	<ul style="list-style-type: none"> <li>Request for a validation commission to the Adult Education Center</li> <li>Discussion over every individual application</li> <li>Application / portfolio evaluation regarding the requirements</li> <li>Consultations with other experts if necessary</li> <li>Request from candidate to submit additional documentation, If necessary</li> <li>Debate and discussion about the validation decision</li> </ul>	<ul style="list-style-type: none"> <li>Verified providers of validation services through appointed/authorized validation commissions with licensed validators as members</li> <li>Overall support (including recruitment of validators) by counselors of the Vocational Education and Training, Center for Adult Education, sectoral councils</li> </ul>
<b>5. Certification</b>	<ul style="list-style-type: none"> <li>Preparation of a proposal for recognition</li> <li>Adoption of a formal solution</li> <li>Issuance of a Certificate of qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Providers of validation services to the Center for Adult Education, based on the recommendation from the validation committee</li> </ul>

In the first phases of implementation, it is expected that the scope of the system would be focused on the validation of professional qualifications / partial qualifications, up to VB level from MQF.

In the absence of competent institutions for assessment of VNIL, currently, the responsibility for assessment is expected only from the institutions for education and training that perform assessments related to the learning process. In this case, the assessment should be performed by an established commission comprised of external evaluators (teachers / trainers, specialists in the field, representatives of institutions such as the CAE, the Ministry of Education and Science, etc.). Foreseen assessment methods are: portfolios, tests and exams, declarative methods and observation.

Successful candidates in VNIL should be provided with certification by an institution responsible for awarding the relevant qualification. However, not all candidates entering the VNIL process will go through all stages until they receive a certificate. For some, just profiling and documenting their skills and knowledge will be enough to present themselves more effectively to future employers.

Certification programs (trainings) for VNIL are verified in the CAE, and the providers of these services are verified by the Ministry of Education and Science. Participants in certified programs are defined in the programs,

but are always attributed with a degree of formal education. In the future, the certification development should take into account the access to the qualification through the VNIL process, as well as the authorization (accreditation) of the qualification.

Common European trends in quality assurance intend to link the following instruments:

- Compliance with the European Qualifications Framework.
- An educational process focused on learning outcomes.
- Building competencies through transnational mobility.
- Recognition of institutions that are not part of formal education, but can educate students in order to acquire nationally recognized qualifications.
- Adjustment of the standards to the European labor market, etc.

In Europe, each country, depending on the tradition of its education system, has established its own balance between these instruments.

The Republic of North Macedonia, motivated by the need for integration in the European educational policies, introduced the European credit system in all areas of the education system. Besides focusing on the validation and certification of non-formal and informal learning (VNIL), another goal is to provide a recognition of competencies acquired during the period of mobility and integration of mobility into the regular teaching process.

In the past ten years, great changes have been made in VET and several different strategic and program documents have been adopted that put focus on the development of VET and adult education. The real situation shows fondness of the European trends. However, the low level of consistent implementation of the VNIL section is certainly noticeable.

Within the analysis, 10 documents related to education in the Republic of North Macedonia were scanned, and the following conclusions were obtained:

- Most of the documents were successful attempts to provide a European orientation, including *European principles, terminology, labor market orientation, standards, qualifications, credit transfer system* etc.
- Different representation of European principles in different documents.
- The biggest approximation seen in the Strategy for Adult Education (2019 - 2023), as one of the latest documents.
- Mobility - is almost non-existent. Although numerous strategies and recommendations have been published in order to encourage it, mobility is still limited by various factors.

Conclusions related to the students:

1. Through mobility - the student acquires competencies that need to be recognized and validated in the Republic of North Macedonia.
2. It remains unclear whether / how to estimate / evaluate the professional internship realized with the mobility.
3. The process of recognition of the learning outcomes is not limited in time, so there is room for maneuver.
4. There is no unified way to enter the results obtained during the mobility in the public document of the participant for realized mobility.

Conclusions related to the teachers:

1. The Statutes for Teacher Promotion does not encourage and recognize the mobility of teachers as a criterion for awarding points for achieved professional training in order to be promoted.
2. Participation in international projects is not standardized, so that teachers in vocational schools do not receive fees/ruminations for participation in them, i.e. the motivation of teachers is reduced, which directly affects the problem of sustainability.
3. For teachers who realize mobility (to accompany their students or for their own vocational training), the absences from classes are not regulated by any act. To a large extent it depends on the mood of the director and the possibilities of finding a replacement.
4. In RNM we do not have a fully developed system for validation of teachers' competencies, acquired through non-formal learning or through mobility (institutional framework, instruments and mechanisms for detection / evaluation.)

## Qualification 1. Creating flavours & decorating dishes

The basis for starting education in the HORECA industry in North Macedonia may be the following professions:

- Waiter - qualification: Provision of waiter services;
- Catering technician: (4 years of formal education)
- Culinary Technician: (4 years of formal education)
- Cook - qualification: General cooking skills; Decoration in cooking (3 years of formal education)
- Pastry - cook - qualification: Preparation and decoration of pastry products (non-formal education)
- Catering technician - qualification: Preparation and serving of dishes and / or Organization of nutrition and catering services.

## A set of learning outcomes 1. Creating flavors level 3 MQF

Approximate workload [h] \* 80 h

Individual learning outcomes and criteria for verification of their achievement:

Learning outcomes	Verification criteria
1. Works in accordance to the norms, guidelines and guarantees the quality of his/her own work	<ul style="list-style-type: none"> <li>■ Uses the means of operation according to the manufacturer's instructions;</li> <li>■ Uses food according to the manufacturer's instructions;</li> <li>■ Applies the norms when preparing meals;</li> <li>■ Controls the quality of prepared culinary products;</li> <li>■ Controls issued meals;</li> <li>■ Uses procedures and ways to ensure rational use of energy, material and time;</li> <li>■ Controls the procedures of preparation of the products;</li> <li>■ Controls the heat processing of products;</li> <li>■ Keeps records according to HACCP norms;</li> <li>■ Knows quality standards;</li> <li>■ Knows quality control methods;</li> <li>■ Knows quality maintenance systems.</li> </ul>

<b>2. Self-prepares cooked meals, baked and grilled meats</b>	<ul style="list-style-type: none"> <li>Applies heat processing procedures to meat in which nutrient losses are minimized;</li> <li>Uses herbs and spices, funds and sauces in the preparation of meat using modern trends in the preparation of meat dishes;</li> <li>Determines the freshness and quality of the meat;</li> <li>Knows the roasting temperature of different types of meat</li> <li>Knows how to cut raw, cooked and roasted meat</li> </ul>
<b>3. Prepares sauces and funds</b>	<ul style="list-style-type: none"> <li>Selects the ingredients for the preparation of funds;</li> <li>Heats the food, if necessary;</li> <li>Combines sauces for dishes;</li> <li>Uses sauces with appropriate dishes;</li> <li>Knows suitable food products for preparing sauces and funds;</li> <li>Knows the procedures for food processing and knows how to use them;</li> <li>Knows how to use basic funds - bases in food preparation;</li> <li>Understands the importance of funds and sauces in the a la carte kitchen.</li> </ul>
<b>4. Applies in practice heat treatment of fish, crabs and seafood</b>	<ul style="list-style-type: none"> <li>Determines the freshness of fish, crabs and seafood;</li> <li>Uses ways to clean fish, crabs and seafood;</li> <li>Uses funds and sauces in the preparation of fish, crabs and seafood;</li> <li>Knows different types of freshwater and marine fish and crabs;</li> <li>Knows seafood;</li> <li>Uses herbs and spices to prepare meat from fish, crabs and seafood;</li> <li>Knows how to choose the most appropriate heat processing, while preserving the nutritional value</li> <li>Knows the energy and nutritional value of certain species of fish, crabs and seafood</li> </ul>
<b>5. Prepares soups, stews and pastries</b>	<ul style="list-style-type: none"> <li>Applies the procedures used in order to maintain the maximum nutritional value of the food;</li> <li>Knows herbs and spices and knows how to use them properly;</li> <li>Knows how to prepare additives for soups, stews and pastries</li> <li>Knows the composition of individual dishes;</li> <li>Knows the food products that are suitable for making soups, soup additives, stews, pastries;</li> <li>Knows the procedures for heat processing of different types of soup additives;</li> <li>Respects the principles of storage and use of unused food;</li> <li>Knows work tools and tools for decorative processing of food/ dish</li> </ul>
<b>6. Prepares simple cold and hot appetizers</b>	<ul style="list-style-type: none"> <li>Heats food, if needed;</li> <li>Cools products;</li> <li>Knows the working tools and tools for decorative processing of food products</li> <li>Knows the rules for combining food products</li> <li>Uses basic food supplements to get a harmonious meal</li> <li>Cook the pasta</li> <li>Knows the composition of individual - special dishes</li> <li>Knows the principles of storage and use of unused food</li> </ul>
<b>7. Prepares vegetable dishes - vegetarian dishes</b>	<ul style="list-style-type: none"> <li>Heats food, if needed;</li> <li>Knows the composition of vegetable dishes;</li> <li>Knows the working tools and tools for decorative processing of food products;</li> <li>Knows the procedures to maintain maximum nutritional value of food;</li> <li>Knows how to prepare vegetable dishes, such as cold and hot appetizers</li> <li>Understands the importance of vegetables in the daily diet;</li> <li>Knows the different types of vegetable production - eco, organic</li> </ul>



8. Prepares salads	<ul style="list-style-type: none"> <li>Prepares salad dressings;</li> <li>Prepares salads;</li> <li>Prepares buffet from different types of salads;</li> <li>Selects appropriate heat processing of different types of food products in order to maintain the nutritional value of food;</li> <li>Combines vegetables with fruits;</li> <li>Knows how to combine salads with dressing;</li> <li>Knows how to store salads to keep them fresh</li> </ul>
9. Prepares national dishes	<ul style="list-style-type: none"> <li>Compiles the dishes and menus of dishes from the national cuisine;</li> <li>Prepares national dishes;</li> <li>Serves national dishes</li> <li>Knows how to use appropriate equipment for garnishing national dishes and uses them</li> <li>Knows the characteristic dishes of the different regions</li> </ul>
10. Prepares proper food	<ul style="list-style-type: none"> <li>Prepares a list of dishes with proper food</li> <li>Selects appropriate food products for the preparation of proper food;</li> <li>Knows how to prepare proper food;</li> <li>Knows how to use certain types of products and prepare them as a proper diet;</li> <li>Knows diet foods</li> </ul>
11. Knows and applies gastronomic trends in cooking	<ul style="list-style-type: none"> <li>Demonstrates commitment to developing skills and knowledge</li> <li>It is up to date with trends in business and industry</li> <li>Tests new ingredients and dishes by practicing and thinking about different ways of preparation and cooking techniques</li> <li>Contributes to reviewing and refreshing of the menus according to business and customer requirements</li> </ul>

## A set of learning outcomes 2. Decorating dishes level 3 MQF

Approximate workload [h] \* 60 h

1. Serves, decorates and delivers dishes in appropriate plates	<ul style="list-style-type: none"> <li>Prepares portions according to norms;</li> <li>Serves meals;</li> <li>Decorate plates;</li> <li>Distinguishes procedures and ways of decorative elements in ready meals</li> <li>Delivers food on an order basis;</li> <li>Records the delivery of food;</li> <li>Uses general hygiene standards and HACCP in food distribution;</li> <li>Uses appropriate decoration in garnishing the meals;</li> <li>Knows rules and combinations when serving individual dishes on a plate;</li> <li>Knows how to cool or heat dishes;</li> <li>Understands the importance of serving and transporting food to the guest</li> </ul>
2. Distinguishes and uses different appliances, tools and inventory in the kitchen	<ul style="list-style-type: none"> <li>Distinguishes earmuffs, molds, silicone molds, carving knives for the kitchen</li> <li>Demonstrates ways of working on devices and tools for making decoration</li> <li>Makes sure the knives are clean</li> <li>Sharpens knives using safe sharpening methods</li> <li>Selects knives that are suitable for the task to be started</li> <li>Ensures that cutting surfaces are solid and safe and suitable for the task</li> <li>Handles knives safely while performing the task</li> <li>Cleans and stores knives in accordance with organizational requirements</li> <li>Submits a report on damaged knives, appliances and tools to the appropriate person</li> </ul>



3. Produces decorative elements from special tables (marzipan, persipan, nougat, ticino and grijaz)	<ul style="list-style-type: none"> <li>Produces marzipan, nougat, ticino and grijaz</li> <li>Shapes and decorates products from all tables</li> <li>Knows techniques for forming and decorating with special tables</li> </ul>
4. Models and makes products from sugar (sugar art) and chocolate	<ul style="list-style-type: none"> <li>Models and makes sugar products</li> <li>Knows techniques for forming light and dark caramel products (infusion, traction, blowing, breaking, croquette, candying and caramelization)</li> <li>Extract product from molds</li> <li>Melts chocolate, shapes it into a suitable design</li> <li>Controls cooling, regulates temperature and time</li> </ul>
5. Interprets ingredients used for thickening and jelling when decorating dishes	<ul style="list-style-type: none"> <li>Interprets and combines ways of preparation of ingredients that thicken and jelly the given dishes</li> <li>Distinguishes products used for thickening and gelling according to the origin and method of application</li> </ul>
6. Interprets and perceives the application of sauces and dressings that serve as decor art of ready meals	<ul style="list-style-type: none"> <li>Describes the division and types of sauces and dressings used to decorate dishes</li> <li>Distinguishes between different types of sauces and dressings according to texture, color, appearance, taste</li> <li>Classifies and explains sauces and dressings according to products and preparation technique</li> <li>Knows how to conserve and store and the required temperature of sauces and dressings for ready meals</li> <li>Demonstrates the use of sauces and dressings in a cold buffet</li> <li>Interprets recipes for preparing sauces and dressings from various products, spices, alcohol, natural colors, etc.</li> </ul>
7. Knows techniques of carving (carving technique) of vegetables and fruits	<ul style="list-style-type: none"> <li>Lists the types of vegetables and fruits used for the carving technique</li> <li>Distinguishes between different types of carving and cutting of fruits and vegetables</li> <li>Makes decor products from vegetables and fruits for different occasions</li> <li>Applies carving technique with vegetables and fruits for various occasions and events in catering</li> </ul>
8. Analyzes and interprets the characteristics of seafood decoration, national dishes, baking and desserts	<ul style="list-style-type: none"> <li>Distinguishes between different procedures and ways of decorative elements in national dishes and baking</li> <li>Lists ways to decorate dishes comprised of fish, crabs, mollusks, seafood</li> <li>Explains cutting, cutting, slicing meat products, fish, seafood, vegetables, fruits and dairy products</li> </ul>
9. Knows the technique of decorating a buffet	<ul style="list-style-type: none"> <li>Knows how to prepare "mise en place" a place for distributing food;</li> <li>Properly uses tools, knives and equipment in preparation, finishing and serving</li> <li>Decorates and serves canapés and cocktails according to requirements</li> <li>Ensures that the served food is at the appropriate temperature for holding and serving</li> </ul>

### A set of learning outcomes 3. Safety in the kitchen 4 MQF

Approximate workload [h] \* 40 h

1. Maintains hygiene and tidiness in the kitchen	<ul style="list-style-type: none"> <li>Cleans and puts the used inventory in a suitable place;</li> <li>Cleans desks;</li> <li>Controls machines for mechanical and thermal processing of food and other materials according to the principles of safety and ecology;</li> <li>Knows how to maintain the hygiene of the working room and the inventory and operating supplies;</li> <li>Respects the general hygiene standards and HACCP;</li> <li>Properly uses and doses chemical cleaners;</li> <li>Knows how to organize and clean kitchen departments</li> </ul>
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<b>2. Records the condition faultlessness of the equipment needed for work</b>	<ul style="list-style-type: none"> <li>Records the correctness and the need for servicing the equipment and inventory;</li> <li>Informs the responsible persons about possible defects;</li> <li>Knows the proper functioning of equipment and inventory</li> </ul>
<b>3. Protects the working environment</b>	<ul style="list-style-type: none"> <li>Applies protective measures and protective equipment for work;</li> <li>Follows the rules and regulations for protection at work;</li> <li>Applies safety instructions at work;</li> <li>Implements sanitary hygiene regulations according to HACCR norms;</li> <li>Knows the regulations for fire protection;</li> <li>Knows the possible dangers of improper use of machines and tools</li> </ul>
<b>4. Sorts and stores waste</b>	<ul style="list-style-type: none"> <li>Sorts paper waste, glass, food waste;</li> <li>Stores waste paper, glass, food waste, used oil, etc.;</li> <li>Knows the rules of waste storage</li> </ul>

## Qualification 2.: Kitchen work management

The basis for training in the HORECA sector is provided by occupations and qualifications:

- 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.

## A set of learning outcomes Level 5 MQF

Approximate workload [h] \* 60 h

### Set 1. Organizing the work of the kitchen team

Individual learning outcomes and criteria for verification of their achievement:

Learning outcomes	Verification criteria
<b>1. Workplace planning and organization</b>	<ul style="list-style-type: none"> <li>Plans and prepares his/her own work and work assignments in the kitchen</li> <li>Organizes and implements the work plan, works in a team, applies legislation while performing his/her work, collects relevant information</li> <li>Prepares working documentation, menu and list of dishes in cooperation with the kitchen manager and the restaurant manager</li> <li>Prepares the order and procures necessary products for work</li> <li>Organizes work tasks and staff schedule in the kitchen depending on the way and system of work</li> <li>Knows standards and norms for food preparation</li> <li>Checks food stocks, reports shortages, prioritizes expiring food</li> <li>Knows criteria for quality and quantity / composition of food from menu and food lists</li> <li>Apply dress code</li> <li>Checks the correctness of the inventory and equipment in the kitchen</li> </ul>

<b>2. Promotion and sale of services and products</b>	<ul style="list-style-type: none"> <li>Prepares working documentation and calculation for the performed work and consumed material</li> <li>Gives an example to others by working in a way that minimizes waste</li> <li>Negotiates orders with customers, gives offers on menus according to the list of dishes, adjusted according to needs</li> <li>Behaves in accordance to the values and culture of the company</li> <li>Participates in the procurement of products alongside the responsible person</li> </ul>
<b>3. Evaluate and improve performance</b>	<ul style="list-style-type: none"> <li>Prepares an annual global work plan</li> <li>Independently prepares a program for technological processes of work and coordination of the work in a hotel, restaurant, patisserie and other type of catering facility</li> <li>Synchronizes work in the preparatory departments, finalization departments and sales departments (restaurants, patisseries, lunch bar, buffet, etc.)</li> <li>Pedagogically treats employees and younger cooks, for their advancement and learning in the profession</li> <li>Identifies when tasks are not going according to plan and seeks support when needed</li> <li>Acts on feedback received to improve personal performance, and recognizes the impact of personal performance on team performance</li> <li>Responds positively to the given instructions and is aware of team members who may need assistance in preparing orders in a timely manner without compromising quality</li> <li>Controls the quality of prepared culinary products and distributed dishes</li> <li>Knows methods and standards for quality control</li> </ul>

## Set 2. Communication with the customer

### A set of learning outcomes Level 5 MQF

Approximate workload [h] \* 60 h

Individual learning outcomes and criteria for verification of their achievement:

Learning outcomes	Verification criteria
<b>1. Communicates with clients, associates</b>	<ul style="list-style-type: none"> <li>Knows verbal and non-verbal communication</li> <li>Knows culinary terminology</li> <li>Uses various means of communication</li> <li>Listens to and respects the opinions of others and responds politely</li> <li>Correctly answers questions within its authority</li> <li>Knows techniques and types of communication</li> <li>Knows how to choose his own way of communication when solving problems and performing certain tasks</li> <li>Communicates and behaves effectively to help team members achieve the best results for customers and business</li> <li>Seeks guidance or assistance from appropriate staff members if needed</li> <li>Knows how to use modern means of communication</li> <li>Communicates with superiors, guests and co-workers, applies a culture of speech and behavior, reacts calmly in case of complaints and conflict situations and finds an appropriate solution</li> <li>Finds an appropriate way of communication when solving problems</li> </ul>

### Set 3. Organization of in-house training (in the kitchen)

- We don't have this as set of qualifications in any of the occupations according to the Macedonian Qualification Framework.

### Qualification 3: Management in the HORECA industry

The basis for training in the HORECA sector is provided by occupations and qualifications:

- 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.

### Sets of learning outcomes 1. Managing the team of employees in a facility (kitchen-hotel) MQF level 6

Approximate workload [h] \* 60 h

Individual learning outcomes and criteria for verification of their achievement:

Learning outcomes	Verification criteria
<b>1. Process control and improvement</b>	<ul style="list-style-type: none"> <li>■ Controls the food and beverage consumption system</li> <li>■ Performs quality and inventory control</li> <li>■ Logistics control: process analysis and documentation and productivity assessment</li> <li>■ Organizes, manages, controls and coordinates the overall work process</li> <li>■ Takes care of the quality of services provided in restaurants, bars</li> <li>■ Compiles the work schedule of the workers in the departments in cooperation with the assistant and the heads of the halls</li> <li>■ Takes care of the required amount of inventory, supply of departments with a sufficient number of meal lists, wine card;</li> <li>■ Controls the work of all employees in the service departments, restaurants, bars;</li> </ul>
<b>2. Promotion and sale of services and products</b>	<ul style="list-style-type: none"> <li>■ Negotiates orders with customers, gives offers on menus according to the list of dishes, adjusted according to needs</li> <li>■ Behaves in accordance to the values and culture of the company</li> <li>■ Participates in the procurement of products alongside the responsible person</li> <li>■ Receives reservations and arranges receptions, banquets, cocktails, together with the employees from the marketing department, etc.;</li> </ul>
<b>3. Maintaining health and safety in catering</b>	<ul style="list-style-type: none"> <li>■ Controls the hygiene of the workers in the service department and keeps records in the checklist for the hygiene of the employees;</li> <li>■ Controls the application of sanitary and hygienic technical regulations</li> <li>■ Complies with the prescribed requirements and legal regulations for safety and health at work, environmental protection and fire protection</li> <li>■ Complies with legal requirements in order to avoid risks, minimize downtime and maintain safety and protection of people at all times</li> <li>■ Identifies all hazards and potential danger in the work environment</li> <li>■ Properly handles identified danger</li> <li>■ Follows organizational procedures for health and safety at work</li> <li>■ Properly apply emergency procedures</li> <li>■ Respects and applies the general hygiene standards of HACCP</li> </ul>

## Sets of learning outcomes 2. Business communication MQF 6

Approximate workload [h] \* 60 h

Learning outcomes	Verification criteria
<b>1. Communication</b>	<ul style="list-style-type: none"> <li>Ability to properly communicate with colleagues and customers of the catering services</li> <li>Ability for teamwork and active cooperation within the group, which means consciously taking on responsibilities</li> <li>Shares and applies specific ideas with an appropriate professional approach and translates them into real projects</li> <li>Takes shared responsibility for collective results</li> </ul>

## Sets of learning outcomes 3. Facility marketing (kitchen-hotel) MQF 6

Approximate workload [h] \* 80 h

Learning outcomes	Verification criteria
<b>1. Organizes promotional and marketing activities</b>	<ul style="list-style-type: none"> <li>Determines the prices of services</li> <li>Creates promotional activities to promote sales, publicity and public relations</li> <li>Establishes practices for effective two-way communication</li> </ul>
<b>2. Plans promotional and advertising activities</b>	<ul style="list-style-type: none"> <li>Develops communication strategy in services</li> <li>Analyzes market potential and market share</li> <li>Planning, organizing and controlling the promotion</li> <li>Creates a budget to finance the promotion</li> <li>Uses new technologies and media to promote online communications and social media</li> <li>Follows the requirements of the consumers and adjusts the promotion accordingly</li> <li>Applies tools for determining and measuring the quality of services</li> <li>Applies techniques to measure the effectiveness of the propaganda</li> </ul>
<b>3. Accounting</b>	<ul style="list-style-type: none"> <li>Knows the basic accounting categories and the accounting recording ways</li> <li>Understands the functions of accounting and its efficiency</li> <li>Knows how to compile financial statements</li> <li>Knows how to properly read financial statements and analyze the company's situation according to them</li> </ul>

[1] <http://mrk.mk/wp-content/uploads/2015/05/Dokument-Nacionalna-ramka-na-kvalifikacii-Pojdovni-osnovi-lektoriran-2.pdf>

[2] [https://mon.gov.mk/stored/document/zakon\\_za\\_nacionalna\\_ramka\\_na\\_kvalifikacii\\_26-02-2016.pdf](https://mon.gov.mk/stored/document/zakon_za_nacionalna_ramka_na_kvalifikacii_26-02-2016.pdf)

[3] <http://mrk.mk/wp-content/uploads/2017/09/MQF-Referencing-Report-20-januari-2018.pdf>

[4] <http://csoo.edu.mk/images/DOCs/Analizi17/ans-ugostur.pdf>

[5] <http://mrk.mk/?p=1076&lang=mk>

[6] <https://www.ugostitelstvo.mk/wp-content/uploads/2014/11/Ugostitelska-i-turisticka-dejnost.pdf>

[7] <http://csoo.edu.mk/pocetna/standardi/standardi-na-zanimanja/ugostitelstvo-turizam/>

[8] This and the following activities are in accordance with the Plan for implementation of a system for validation of non-formal and informal learning in the Republic of Macedonia, in cooperation with EFO.

# SPAIN

## National Framework of Qualification and Vocational Training

The current international scenario and the globalization of markets mean that different societies have to adapt to incessant economic, social and technological changes. All countries have to face with technological and organizational innovations as well as with increasing levels of competence and qualifications. In this context, the organizational and qualification model must be adapted to be a differentiating element.

In the European Union, the urgent need to achieve the objective of worker mobility throughout the EU in 2005 made it important to establish criteria that would allow this mobility to be achieved in the shortest possible time.

In the Spanish case, different reforms were carried out, both in relation to the training offer and in relation to the labour market, in order to adapt to the new times. However, the continual updating requirements imposed by technological innovation and increased competitiveness demand the renewal of qualifications and the promotion of training actions more adapted to the market.

In this way, the Organic Law 5/2002, of 19 June 2002, on Qualifications and Vocational Training, establishes the National System of Qualifications and Vocational Training, providing it with the necessary instruments to achieve the objectives set by the European Union by promoting lifelong learning and facilitating the recognition and accreditation of professional competences acquired both through training processes and work experience.

Thereby, The Spanish administration has defined the National System of Qualifications and Vocational Training as the set of instruments and actions necessary to promote and develop the integration of vocational training offers, through the National Catalogue of Professional Qualifications, as well as the assessment and accreditation of the corresponding professional competences.

Therefore, the National System of Qualifications and Vocational Training is the set of instruments that allow the identification, acquisition, recognition and assessment of professional competences.

The main plans and political agreements that have guided and defined the creation and implementation of the National System of Vocational Qualifications have been the "I National Vocational Training Plan", the "Basic Agreement on Vocational Training Policy" and the "II National Vocational Training Plan". The main aspect of the first plan is that it considers the preparation and elaboration of a system of vocational qualifications that would address the following considerations:

- Bringing together coherently (in terms of contents and methodologies) the entire range of vocational training courses on offer.
- Promoting the integration of the three vocational training subsystems, with a view to achieving the validation of the studies followed in each of them.
- Allowing the validation of qualifications obtained in the course of one's own work experience.
- Coordinating the training plans carried out by the different autonomous administrations and by the rest of the institutions with competences in this area.

- Promoting labour mobility in the European Union by ensuring that the Spanish system of professional qualifications is equivalent to those existing in the member countries.
- Serving as a reference for labour guidance and the professional classification of job seekers.

In order to understand the National System of Qualifications and Vocational Training, it is worth looking at the Law's definition of two key concepts:

- Competence: Set of knowledge and skills that allow the exercise of professional activity in accordance with the requirements of production and employment.
- Qualification: Set of professional competences with significance for employment that can be acquired through modular or other types of training and through experience.

A vocational qualification is made up of several units of competence.

The National System of Qualifications and Vocational Training is based on the following fundamental pillars:

- The National Catalogue of Vocational Qualifications, which orders the vocational qualifications, susceptible to recognition and accreditation, identified in the productive system according to the appropriate competences for vocational practice.
- A procedure for the recognition, assessment, accreditation and registration of vocational qualifications.
- Information and guidance on vocational training and employment.
- The evaluation and improvement of the quality of the National System of Qualifications and Vocational Training, in order to provide the appropriate information on its functioning and on its adaptation to individual training needs and to those of the productive system.

The National Catalogue of Vocational Qualifications constitutes the fundamental axis of the System, comprising the most significant vocational qualifications of the Spanish productive system, organised into 26 vocational families and 5 levels of qualification, as listed in tables 1 and 2.

It constitutes the basis for drawing up the training offer of diplomas and vocational certificates.

Table 1: Vocational Families of the National Catalogue of Vocational Qualifications

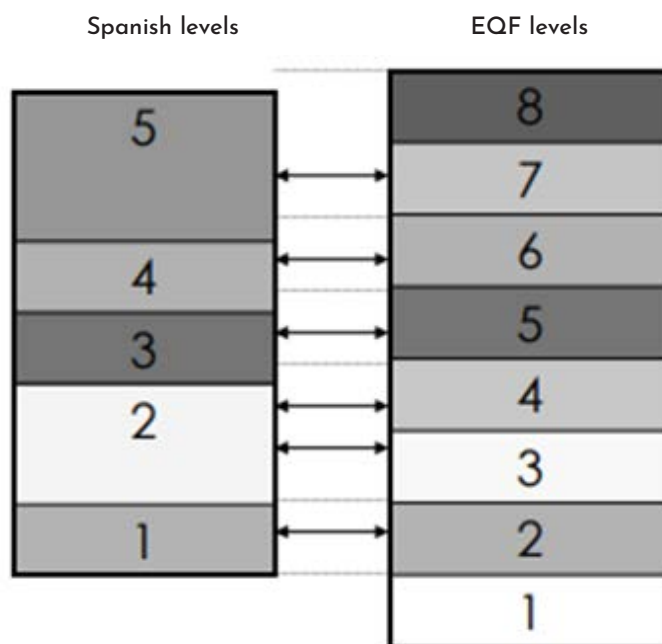
Occupational families		Occupational families	
1	Agriculture	14	Construction and Civil Work
2	Maritime and fishing industry	15	Glass and ceramics
3	Food industry	16	Wood, furniture and cork
4	Chemicals	17	Textile, Clothing and Leather
5	Personal Image	18	Graphic Arts
6	Health	19	Image and sound
7	Security and Environment	20	Information and Communications Technology
8	Mechanical Manufacturing	21	Administration and management
9	Electricity and electronics	22	Trade and Marketing
10	Energy and Water	23	Sociocultural and Community Services
11	Installation and Maintenance	24	Hospitality and Tourism
12	Extraction Industry	25	Physical and Sports Activities
13	Transport and Vehicle Maintenance	26	Arts and crafts

Table 2: Levels of qualification of the National Catalogue of Vocational Qualifications

Qualification level	Competences
1	Competence in a small set of simple activities, within standardised processes. Limited knowledge and skills
2	Competence in specific activities that can be carried out autonomously. Ability to use own instruments and techniques. Knowledge of technical and scientific fundamentals of the process activity.
3	Competence in activities that require mastery of techniques and are performed autonomously. Responsibility for supervising technical and specialised work. Understanding of the technical and scientific fundamentals of the activities and process.
4	Competence in activities that require mastery of techniques and are performed autonomously. Responsibility for supervising technical and specialised work. Understanding of the technical and scientific fundamentals of the activities and process.
5	Competence in a wide range of highly complex activities executed with great autonomy. Diversity of contexts that are often unpredictable. Action planning and design of products, processes or services. Leadership and management responsibility.

### Spanish model and European framework

During the debate on the European Qualifications Framework (EQF) that the European Commission launched during the second half of 2005, National Institute for Qualifications (INCUAL in Spanish) carried out a careful work to compare the 5 levels of the National Catalogue of Vocational Qualifications (CNCP in Spanish) with the proposal of 8 levels of the EQF. The result is shown in the following figure:

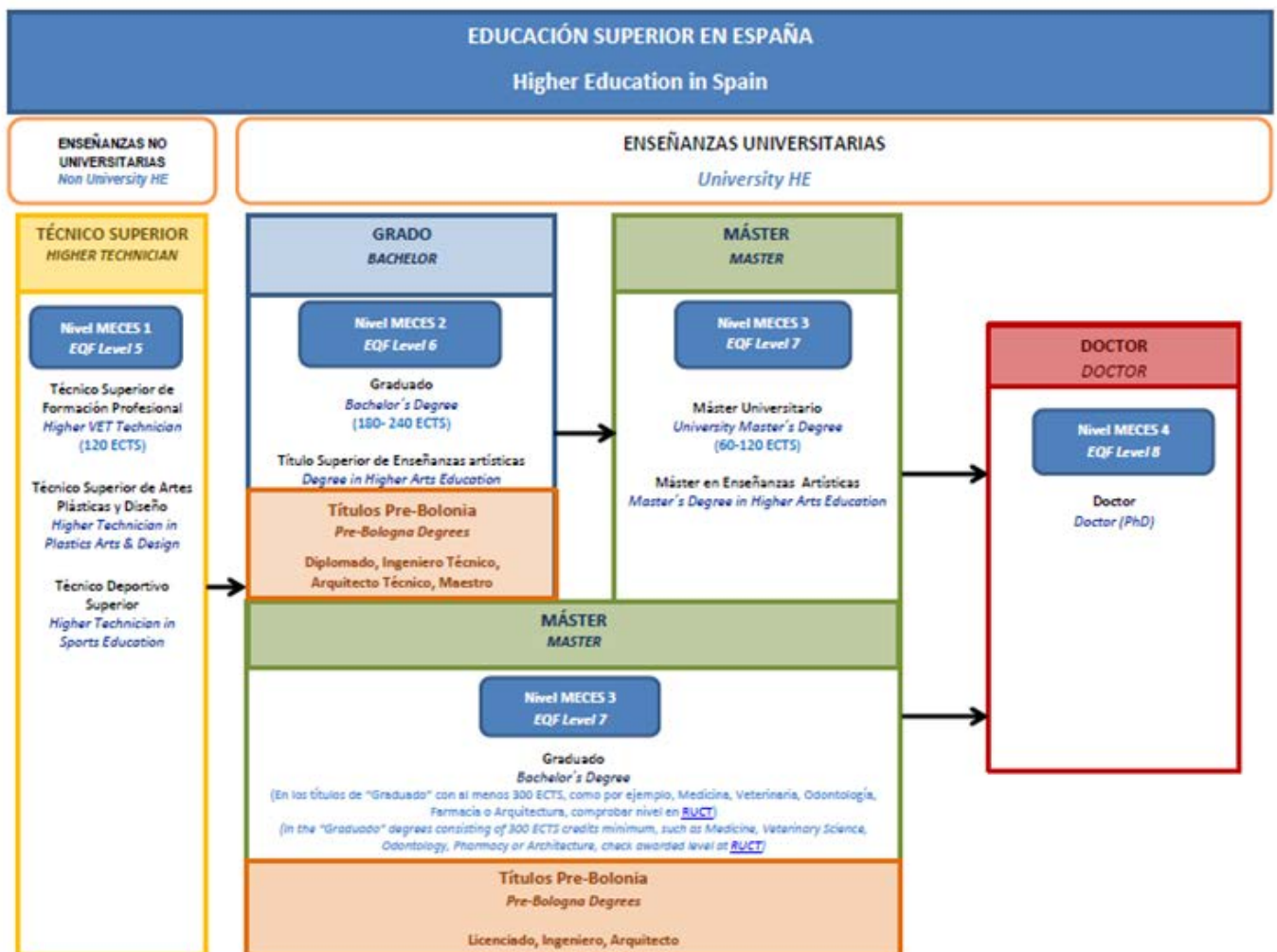


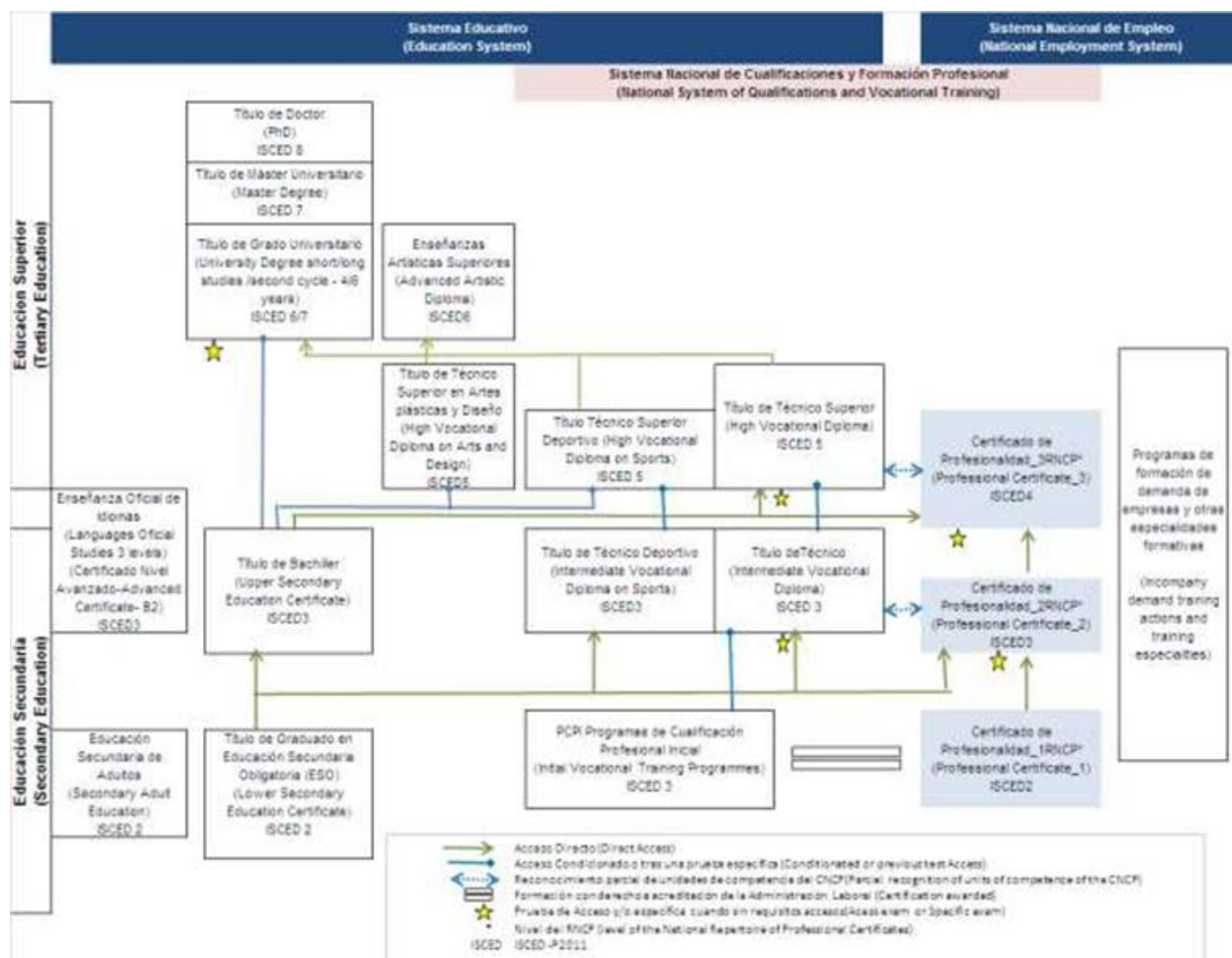


As the previous graphic shows, Level 1 and 8 have no link but Spanish level 2 is linked to two levels of the European meta-framework. This is due to the information on EQF levels as learning outcomes is not sufficient to establish the links and it has been necessary to consider the starting levels as well.

Despite this, a correlation is possible, although in the case of some levels the correlation is not direct from level to level, but for example Spanish level 2 is situated between levels 3 and 4 of the European proposal.

Thereby, in the following table, it's possible to understand the equivalences between Spanish levels of qualifications and EQF levels from another point of view.





Information about Vocational Certificates of the Map of Qualifications and Vocational Training in Spain

## Recognition, assessment, accreditation and registration

The other fundamental axis of the National Catalogue of Vocational Qualifications is the recognition, assessment, accreditation and registration of vocational qualifications.

Vocational training diplomas and vocational certificates accredit the corresponding vocational qualifications to those who have obtained them with official status and validity throughout the national territory.

The assessment and accreditation of vocational competences acquired through work experience or non-formal training shall also be based on the National Catalogue of Vocational Qualifications.

The Ministries of Education, Labour and Immigration shall be responsible for adapting, respectively, the modules of the vocational training qualifications and vocational certificates, as well modifications of specific aspects of the qualifications and units of competence included in the units of competence included in the National Catalogue of Vocational Qualifications (Organic Law 5/2002 Qualifications (Organic Law 5/2002, of 19 June 2002, on Qualifications and Vocational Training, in its Qualifications and Vocational Training, as amended by Organic Law 4/2011, of 11 March).

## Sectoral Qualifications framework

Vocational training is conceived as an instrument to provide human resources adequate to the needs of the production systems of goods and services. For this reason, it is clearly linked both to the technologies applied in production processes and to the functions carried out by qualified people in productive organisations, be they companies, administration, cooperatives, etc.

Consequently, the set of economic activities, listed in the National Classification of Economic Activities (CNAE in Spanish), and the set of occupations, listed in the National Occupations Code (CNO in Spanish), have been grouped into 22 large fields, the axis of which is the principle of affinity of competence, which is necessary to provide an adequate response to the different productive sectors and to the level required in employment. Some of these fields have a marked cross-sectoral character, due to the nature of the functions carried out by the persons qualified in them. Each of these fields also groups together all of the regulated vocational training and professions that apply in Spain for the different levels of qualification.

The first objective of the II Vocational Training National Plan is mix the three dimensions which has to have a Qualifications National System and Vocational Training both to develop the integration of the vocational qualifications and to promote the integration of several ways to get vocational competences and reach the integration of the vocational training offers.

The National Institute of Qualifications is the technic support organism to identify and compare the value and content of qualifications in the sectorial levels, regional, national and international.

The last initiatives for the transparency improvement of the vocational qualifications in the European level, highlighting the creation of the European Forum of the Qualifications Transparency, which proposed to the European Commission three practical issues to improve the comprehension of the qualifications amongst European countries.

Hereby, increasing transparency of learning and vocational training through the implementation of information and networking instruments and, in addition, the integration of existent instruments like the European CV, title supplement or certifications, the European languages common framework and Europass as a specific framework.

The National Institute of Qualifications has been designated, by agreement of the Ministries of Education, Culture and Sport, and Labour and Social Affairs, as the National Reference Point for Qualifications in Spain,

so it must provide information on the different qualifications by implementing a web point and using the certificate supplement for such information.

Thus, recognising competences and qualifications requires prior knowledge of them by all the actors who must be aware of them. Recognition has several meanings, on the one hand that which takes place between actors within Spain and on the other the recognition of qualifications between different countries.

Regarding the first one, it's necessary to differentiate between the recognition of work experience or non-formal training with respect to obtaining accreditations, which is a current movement in line with the necessary lifelong learning.

Another meaning is the recognition of qualifications by companies and, in general, by the labour market. The clearest example is when the administration, as the ultimate employer, requires certain qualifications for access to public jobs or for promotion within them. A third meaning is the recognition between different qualifications, called validations and equivalences. An example of the latter can be seen in the files of the Higher Technician Titles, with respect to certain Specialist Technician Titles.

recognition between qualifications from different countries at European level, it is worth noting the proposal for a Directive on the Recognition of Vocational Qualifications, which aims to integrate both the Directives on Recognition of the General Vocational Training System (89/48 for training courses of more than three years, and 92/51 for vocational training), and a wide range of sectoral directives. This Directive applies to regulated professions.

On the other hand, the basic principles of the National System of Qualifications and Vocational Training are also "the participation and cooperation of the social agents with the public authorities in training and vocational qualification policies" and "the participation and cooperation of the different public administrations according to their respective competences".

## Fields of Qualifications

As was mentioned previously, the Organic Law 5/2002 on Qualifications and Vocational Training, in section 1 of its Article 4, states:

"The National System of Qualifications and Vocational Training is made up of the following instruments and actions:

a) The National Catalogue of Vocational Qualifications, which will order those identified in the productive system according to the appropriate competences for vocational exercise that are susceptible to recognition and accreditation".

This statement implies that the structure of the National Catalogue of Vocational Qualifications must allow the organisation of qualifications according to their levels and presenting the occupational fields between which there is transferability of competence and, therefore, the greatest opportunities for adaptation and mobility, in such a way as to guide and motivate professional promotion and progression.

As a previous phase, therefore, to undertake the elaboration of the same, it is necessary to carry out a first division of the productive system, based on criteria of professional analogy, in spaces that have been initially agreed to be called Fields of Qualifications, which facilitates the identification, characterisation and ordering of vocational qualifications.

Therefore, a Field of Qualifications could be defined as the identification of qualifications as a set of economic-productive activities that present a certain technological and functional affinity grouped together for the determination of qualifications.

A Field of Qualifications is structured in Areas of Competence determined by the grouping in subsets of the functions and vocational activities corresponding to the different productive processes gathered in the Field, under the criterion of affinity due to their belonging to the same field of application and scope of competence.

## HORECA SECTOR

The tourism sector constitutes the largest volume of economic-productive activity on a national scale, with a more than significant impact on employment and in which, if we want to continue to be competitive in a market in which other tourist destinations appear behind other new powers, we have to respond to the ever-increasing levels of quality demands, adapting not only our offers or facilities but, above all, our human resources.

Organisational changes in work organisation, increased demand for quality and personalisation of service, among other factors, have brought about significant changes in the skills required of workers in the sector. In other cases, the incidence of new forms of tourism or the strong impact of the use of new technologies throughout the sector, as well as the appearance of new forms of commercialisation of tourism products, makes it necessary to study the activities that fall within this framework with a prospective vision based on the analysis of a changing and multifactorial reality.

Although Tourism as a sector encompasses the hotel and catering industry, within the framework defined as Tourism there are activities that have to be differentiated for the definition of qualifications.

This competence framework has three areas: "Accommodation", "Catering" and "Tourism". This structure is established by analysing some of the elements that favour their differentiation, such as the nature of the economic productive activities of each of them and the vocational aspects involved.

In terms of training, it can be said that there is a wide range of training on offer, covering all levels: initial, occupational and university. On the other hand, in terms of vocational training, there are three regulated professions, but there's only one regulated profession at university level.

Table 3. Relation with the national classifications of economic activities and occupations

Area of competence	CNAE	CNO
Accommodation	55. HOSPITALITY. 55.1. Hotels. 55.11. Hotels, motels, hostels and boarding houses with restaurant. 55.12. Hotels, motels, hostels and guest houses without restaurant. 55.2. Camping sites and other short-stay accommodation. 55.21. Youth hostels and mountain refuges. 55.22. Camping sites. 55.23. Other types of accommodation.	1125. Management of the operations department in hotel and catering companies. 1311. Management of hotels with less than 10 employees. 1312. Management of guesthouses with less than 10 employees. 1319. Management of other lodging enterprises with less than 10 employees. 1611. Management of hotels without employees. 1612. Management of boarding houses without employees. 1619. Management of other accommodation enterprises without employees. 5150. Stewards, bursars and the like. 9121 Office and hotel cleaning staff (chambermaids) and other similar establishments. and similar establishments. 9122. Launderers, ironers and the like. 9330. Baggage handlers and the like.

Catering	55. HOSPITALITY 55.3. Restaurants 55.4. Drinking establishments 55.5. Mass catering and provision of prepared meals.	320. Management of catering businesses with less than 10 employees. 1620. Management of catering businesses without employees. 5010. Cooks and other food preparers 5020. Waiters, waitresses, bartenders and the like. 5030. Head cooks, waiters, waitresses and the like. 5141. Stewardesses or airline and ship stewards. 5150. Stewards, bursars and the like. 9121. Office and hotel cleaning staff (chambermaids) and other similar establishments.
Tourism	63. ANCILLARY TRANSPORT ACTIVITIES; ACTIVITIES OF TRAVEL AGENCIES. 63.3. Travel agency activities, wholesale and retail tourist and other tourist tourism support activities. 74. OTHER BUSINESS ACTIVITIES 74.8. Miscellaneous business activities 74.84. Other business activities 92. RECREATIONAL, CULTURAL AND SPORTING SPORT ACTIVITIES 92.3. Other artistic and entertainment activities entertainment 92.33. Activities of fairs and theme park activities 92.34. Other entertainment activities 92.7. Miscellaneous recreational activities.	1126. Operations department management in transport, warehousing and communications companies. 2913. Technicians in tourism companies and activities. 3314. Travel Agents. 4521. Travel Agency Employees. 4522. Receptionists in establishments other than offices. 5143. Guides and ground hostesses. 5199. Miscellaneous other personal service workers.

Innovation is a fundamental characteristic in tourism activities, on the one hand the great use of Information and Communication Technologies, and on the other hand, the development of alternative tourism activities to the traditional ones, which have a great added value and which are increasingly in demand in the national and international tourism context, such as ecotourism, rural tourism, cultural activities and visits, sports, risk sports, adventure-related activities and other complementary activities (gastronomy, entertainment), which make a tourist destination attractive as a whole.

In 2019 Spanish hospitality remained above 315 thousand establishments, which employed 1.7 million workers and had a turnover of 129,341 million euros, representing 6.2% of the national GDP in terms of GVA. Catering services accounted for 4.7% and accommodation for 1.5%.

In this way, the evolution and trend in 2019 was clearly positive, with a turnover of 3.6% more than the previous year and employment figures that were once again record-breaking. As highlighted by the speakers at the presentation, the figures demonstrate the importance of the hospitality sector for tourism and the economy of our country, due to its contribution to national GDP, the high number of jobs it creates and the key role it plays in tourism development.

Employment in activities characteristic of tourism has a strong seasonal component. The month-on-month increases in employment in the summer season are practically offset by the decreases experienced in the winter



months, so that the net balance of tourism employment at the end of the year tends to be very similar year after year.

Despite this, In Spain, the hotel and catering sector is characterised as one of the economic sectors with the greatest potential and capacity to generate employment. The average employment achieved in the hotel and catering sector with respect to the total employed population in Spain reached 8.7% in 2019 and it is the predominant branch in the tourism sector, accounting for more than 60% of those employed in this sector. The hotel and catering industry thus remains in third place in terms of employment, only behind industry as a whole (12.6%) and commerce (15.5%).

Hereby, most of the employment corresponds to the catering subsector, which in 2019 represents 76.2% of hotel and catering employment, with more than 1.3 million workers. The remaining 23.8% belongs to accommodation activities, where more than 400,000 people were employed.

Then, the months of almost total inactivity resulting from the declaration of the state of alarm on 14 March, as well as the restrictions imposed subsequently due to the outbreaks that arose and the new declaration of the state of alarm on 25 October, have had a major impact on the hospitality sector, with a very negative effect on the economy both in terms of production, employment and reduction of the business fabric. At the beginning of the crisis, 400,000 jobs disappeared and 900,000 workers had to go on Record of Temporary Employment Regulation. In the main closing months (April and May), turnover fell by over 90%.

Due to this serious situation, many companies have not yet seen it viable to open their businesses and some of them will be forced to close permanently. Of the 315,000 establishments that existed in 2019 in the hospitality sector as a whole, up to a third of the sector could disappear by the end of 2020, which means around 100,000 businesses. In addition, a decline in turnover compared to the previous year of more than 50% is forecast, with losses that could reach up to 67,000 million euros. In addition, between 900,000 and 1.1 million direct and indirect jobs are expected to be lost over the year as a whole.

As well, the current uncertainty, it is difficult to make estimates for the year 2021. Analyses show that two possible scenarios can be generated depending on whether or not we have to face a third wave, which would mean greater restrictions, and on the evolution and effectiveness of the vaccine.

In the best case, from the summer months onwards, with greater confidence from both national and international customers, with the consequent improvement in demand, although with ingrained habits such as teleworking and greater consumption at home, due to the boost in delivery and take away services. In addition to the disappearance of a number of businesses with fewer financial resources, which will not have been able to withstand the payment of rents and the lack of liquidity, as well as the impact once the Record of Temporary Employment Regulations are over.

Therefore, although there would be an improvement compared to 2020, sales figures would still be far from those of 2019, which would not be recovered until the end of 2021 or beginning of 2022.

In the worst scenario, with greater restrictions and delays in vaccination, as well as a lack of direct aid, the sharp fall of around 50% forecast for 2020 would be maintained.

## Qualifications

As the main aim, the focus of this project is the validation and certification of 3 qualifications:

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

## QUALIFICATION 1. CREATING FLAVOURS & DECORATING DISHES

In terms of qualifications regarding creating flavours & decorating dishes, the following professions can be found:

### ■ BASIC OPERATIONS IN COOKERY (Professional Certificate Level 1):

350h

The holder of this certificate will have acquired the general competence to pre-process food, prepare and present simple culinary products and assist in the preparation of more complex elaborations, making and applying simple procedures, techniques and basic rules for handling, preparing and preserving food. This general competence is divided into the following skill units:

- Perform basic provision, pre-processing and culinary preservation operations.
- Assist in the culinary preparations and conduct and present simple preparations.

The professional skills are acquired through the learning outcomes defined within the related Training Modules:

- Culinary provision, pre-processing and preservation.
- Basic culinary preparations.
- Practical training at the workplace in basic operations in cookery.

As a reference, the learning outcomes include in the Practical training that complete and reinforce the learning outcomes acquired in the other training modules, are:

- Use equipment, machines and tools usual in kitchen departments, according to their instructions and effective performance.
- Carry out the reception of food and beverages for subsequent storage and distribution.
- Carry out pre-processing operations of the most common culinary preparations according to the working plan established, for culinary offers that will be performed on demand or for sale provision.
- Carry out basic elaborations for multiple uses and prepare and present simple culinary creations, using simple, predefined techniques.
- Make and present food and simple snacks in accordance with the product definition, applying basic development standards.
- Package, preserve and restore raw, semi elaborated and culinary preparations commonly used, suiting the specific needs of preservation and packaging of those preparations and products.
- Assist in the processes of preparation and presentation of culinary offers, with openness and collaboration initiative.
- Apply safety and health, and hygienic instructions concerning the production units or food and beverages serving, to avoid the risk of food poisoning and environmental pollution.
- Participate in the company's working processes, following the rules and instructions established at the workplace.



The most relevant occupations and work positions are:

- Kitchen auxiliary.
- Kitchen assistant.
- Kitchen and cellars store personnel (hospitality services).
- Employee of a small hospitality service establishment.

#### ■ BASIC OPERATIONS IN PATISSERIE (Professional Certificate Level 1):

410h

The holder of this certificate will have acquired the general competence to pre-process, prepare and present simple patisserie products and assist in the preparation of more complex ones, carrying out basic operations of internal provision and applying techniques and basic rules for handling, preparing and preservation of food. This general competence is divided into the following skill units:

- Carry out basic operations of internal provision and preservation for pre-processing and preparation of patisserie products.
- Pre-process, prepare and present simple patisserie products and assist in complex products.

The professional skills are acquired through the learning outcomes defined within the related Training Modules:

- Internal provision and preservation in a patisserie.
- Pre-processing, preparation and presentation in patisserie products.
- Practical training at the workplace in basic operations in patisserie.

The learning outcomes include in the Practical training that complete and reinforce the learning outcomes acquired in the other training modules, are:

- Collaborate in receiving provisions commonly used in a patisserie for latter distribution and use in the areas of patisserie manufacture.
- Apply basic methods, techniques and equipment operations for regeneration, packaging, storage and preservations of raw, pre-packaged and patisserie products commonly used to suit the specific needs of preservation and packaging of such materials and products.
- Implement the standard hygienic and sanitary conditions concerning the production units or serving food and beverages to avoid the risk of food poisoning and environmental pollution.
- Perform patisserie pre-elaborations for multiple applications performing predefined basic techniques.
- Perform and present simple patisserie products, according to a product definition, and applying basic processing techniques.
- Perform operations which are necessary in the process of preparing and presenting all kinds of complex patisserie products, showing openness and cooperation work spirit.
- Use basic equipment, machines and tools of establishments, according to their applications and its better performance.
- Participate in the working processes of the company, following the rules and instructions established at the workplace.

The most relevant occupations and work positions are:

- Patisserie assistant.
- Store patisserie assistant.
- Employee in a patisserie.

## **COOKERY (Professional Certificate Level 2):**

810h

The holder of this certificate will have acquired the general competence to develop the procedure of pre-processing, preparing, presenting and preserving any kinds of food and decide on gastronomic offers, applying the appropriate cooking techniques, without assistance, and meeting the quality and economic objectives, while respecting safety and health rules and hygienic practices in food handling. This general competence is divided into the following skill units:

- Act in accordance with health & safety and environmental protection regulations in hospitality services.
- Decide on simple gastronomic offers, and manage and monitor food provision.
- Pre-process and preserve all kinds of food.
- Prepare basic culinary preparations for multiple purposes and basic cuisine.
- Prepare and present the most relevant courses of the regional cuisine in Spain and the international cuisine.

The professional skills are acquired through the learning outcomes defined within the related Training Modules:

- Safety & health and environmental protection in hospitality services.
- Basic gastronomic offers and provision systems.
- Food pre-processing and preservation.
- Culinary techniques.
- Culinary products.
- Practical training at the workplace in cookery.

As a reference the learning outcomes include in the Practical training at the workplace that complete and reinforce the learning outcomes acquired in the other training modules, are:

- Collaborate on preparing gastronomic offers such as menus, lists or others (galas, banquets, etc.), in accordance with their different natures.
- Differentiate food and beverages characteristics taking in consideration specific gastronomic offers.
- Collaborate on the calculation of material costs to estimate possible prices on gastronomic offers.
- Collaborate on different culinary products preparations and carry out other pre-processing work, so as to further use in recipes or for sale.
- Collaborate on implementing correct methods and equipments for the preservation and packaging of raw, semi-cooked and final culinary preparations, ensuring future use or later consumption in adequate conditions.

- Take part in finishing and development of preparing and preserving basic culinary products for multiple uses in future recipe preparations.
- Collaborate on the internal provision procedure of products and basic culinary preparations for multiple uses in accordance with the gastronomic offers or specific working plan. Collaborate on the finishing and application of basic cooking techniques, and, when required, preservation techniques to obtain basic culinary preparations.
- Collaborate on the finishing and regeneration techniques required by culinary preparations for their use or further consumption.
- Collaborate on the final presentation of specific culinary preparations in accordance with the instructions received, actual conditions and type of service involved, to ensure optimal sale possibilities.
- Cooperate in the analysis and application of rules and hygienic and sanitary conditions referring to production units or food and beverages services, to prevent food poisoning risks or environmental pollution.
- Collaborate on finishing and preserving culinary preparations that are generally complex and significant due to their gastronomic values, such as: typical local, signature or seasonal cuisine.
- Collaborate on the information procedure compilation in terms of taste, expectations or clients requirements for future demands, estimating the needed changes in the cooking process in order to make the appropriate adaptations.
- Collaborate on the design and preparation of decorative elements of all kinds of culinary preparations, applying appropriate graphic and decorative techniques.
- Take part in the company's working processes, following the rules and instructions established at the workplace.

The most pertinent occupation and position is:

- Cook.

#### **PÂTISSERIE (Professional Certificate Level 2):**

500h

The holder of this certificate will have acquired the general competence to pre-process, prepare, present and preserve any kind of pâtisserie and confectionary products and define their offers, applying the necessary culinary techniques without assistance, and meeting the quality and economic objectives, while respecting the safety and health regulations and hygienic practices on handling food. This general competence is divided into the following skill units:

- Decide on simple pâtisserie offers, and manage and monitor pâtisserie provisions.
- Carry out and/or monitor making procedures of dough, pastry and basic products, for multiple applications in pâtisserie/confectionary.
- Prepare and present products made from doughs and pastry, desserts and ice-creams.
- Act in accordance with health & safety and environmental protection regulations in hospitality services.

The professional skills are acquired through the learning outcomes defined within the related Training Modules:

- Pâtisserie offers, internal provision and monitoring.

- Basic preparations for patisserie-confectionary products.
- Patisserie products.
- Safety & health and environmental protection in hospitality services.
- Practical training at the workplace in Patisserie.

As a reference the learning outcomes include in the Practical training at the workplace that complete and reinforce the learning outcomes acquired in the other training modules, are:

- Collaborate on preparing patisserie lists offers considering their differences.
- Differentiate the characteristics of different food and beverages services, taking in consideration the patisserie offers.
- Collaborate on calculating cost of production to estimate possible prices of patisserie offers.
- Participate in the organisation of the provision process in accordance with specific production plans.
- Collaborate on the making processes of doughs and basic pastry for multiple applications required to make patisserie and confectionary products.
- Collaborate on making complementary preparations with multiple uses for patisserie products, such as syrups, jams, glazes, gelatines, creams, sweet and savoury fillings and others, using basic production techniques, and ready to eat or to complete plates and products.
- Collaborate on applying precise methods and correctly operate equipment for the preservation and regeneration of raw and semi-prepared food and basic preparations for patisserie and confectionary products.
- Collaborate on developing the processes for preparing products based on doughs and pastry, desserts and icecreams, applying appropriate cooking techniques for each product.
- Collaborate on designing and decorating patisserie products and assemble furniture exhibitors applying appropriate graphic and decorative techniques.
- Cooperate on applying the current rules and measurements required to ensure hygiene and health & safety in hospitality services.
- Take part in the company's working processes, following the rules and instructions established at the workplace.

The most pertinent occupations and positions are:

- 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.

## ■ **RESTAURANT SERVICES (Professional Certificate Level 2):**

580h

The holder of this certificate will have acquired the general competence to arrange and set up all kinds of food and beverage services in restaurants and prepare culinary products in front of clients or customers, applying the necessary techniques without assistance, and receiving and serving customers, using English when necessary, and ensuring the achievement of quality and economic objectives while meeting safety & health regulations and good practices in food handling. This general competence is divided into the following skill units:

- Carry out food and beverages services in restaurant dining rooms.
- Serve wines and provide basic information on them.
- Prepare and finish plates in view of customers.
- Develop any type of special services in restaurants.
- Act in accordance with health & safety and environmental protection regulations in hospitality services.
- Communicate in English with an independent user level, in restaurant and catering services.

The professional skills are acquired through the learning outcomes defined within the related Training Modules:

- Restaurant services.
- Wine services.
- Preparation and finish of plates in view of customers.
- Special services in restaurants.
- Safety & health and environmental protection in hospitality.
- Professional English for restaurant and catering services.
- Practical training at the workplace in Restaurant services.

As a reference the learning outcomes include in the Practical training at the workplace that complete and reinforce the learning outcomes acquired in the other training modules, are:

- Collaborate on the provision process of products and resources, and the set-up of tables, furniture and equipment, following service orders or daily working plans related to the food and beverage services in the restaurant.
- Take part in the final set-up of facilities and equipment, as well as laying the tables and support elements, making all the *mise en place* activities of the restaurant services.
- Apply customer satisfaction techniques, while analysing their characteristics.
- Assist in the economic management of a restaurant service.
- Assist in the provision processes of wine supply and service.
- Apply and respect rules and techniques referring to the preparation and finishing of courses in front of the customers.
- Understand and apply working instructions referring to setting up of special restaurant services.
- Speak with one or more people in English, expressing and understanding simple messages of limited complexity in a variety of formal and informal situations that are inherent to the restaurant and catering service.

- Cooperate in the analysis and application of hygiene-sanitary rules related to the culinary production units or food and beverage services to prevent food poisoning risks or environmental pollution.
- Take part in the company's working processes, following the rules and instructions established at the workplace.

The most pertinent occupations and positions are:

- Waiter/waitress.
- Restaurant maitre or Head waiter/waitress.
- Maitre assistant in a restaurant sector or hall.

## QUALIFICATION 2. KITCHEN WORK MANAGEMENT

### ▣ KITCHEN MANAGEMENT AND PRODUCTION (Professional Certificate Level 3):

1110h.

The holder of this certificate will have acquired the general competence to manage culinary production units, running their processes by providing technical and operational assistance, and defining gastronomic offers, optimising material and human resources to satisfy the organisation's objectives and customer's satisfaction. This general competence is divided into the following skill units:

- Apply and supervise all kinds of handling, preserving and regenerating food techniques.
- Develop and supervise culinary processes for the preparation and presentation of basic, complex and multiple-application culinary techniques.
- Develop and supervise processes for preparing and presenting creative and signature cuisine.
- Develop and supervise processes for preparing and presenting confectionary and patisserie.
- Taste food for selection and use in hospitality services.
- Act in accordance with health & safety, hygienic and environmental protection regulations in hospitality services.
- Design gastronomic offers.
- Manage provision procedures in hospitality services.
- Organise culinary production processes.
- Manage culinary production units.

The professional skills are acquired through the learning outcomes defined within the related Training Modules:

- Culinary techniques.
- Culinary preparation processes.
- Creative and signature cuisine.
- Confectionary and patisserie production processes.
- Food tasting in hospitality services.

- Safety & health and environmental protection in hospitality services.
- Gastronomic offers.
- Hospitality services provision.
- Organisation of cooking processes.
- Kitchen management.
- Practical training at the workplace in kitchen management and production.

As a reference the learning outcomes include in the Practical training at the workplace that complete and reinforce the learning outcomes acquired in the other training modules, are:

- Take part in procedures supervising the operation of pre-processing, preparation and presentation of culinary production, monitoring the results across the cooking production process.
- Collaborate in the provision process of internal products and the cooking pre-processing and preparation needs according to the established production plans.
- Take part in supervision procedures of pre-processing, preparation and presentation of confectionary and patisserie products, monitoring results across the cooking production process.
- Take part in food tastings.
- Cooperate in the application of safety, health and environmental protection regulations.
- Participate in the design of gastronomic offers.
- Collaborate on provision processes, reception and storage of beverages, raw and semi-prepared products, culinary preparations and other materials.
- Cooperate in the management of hospitality services establishments.
- Take part in the company's working processes, following the rules and instructions established at the workplace.

The most pertinent occupations and positions are:

- Chef de partie.
- Head chef.
- Sous-chef.
- Catering manager.
- Kitchen store manager.

### ■ **PÂTISSERIE MANAGEMENT AND PRODUCTION (Professional Certificate Level 3):**

870h

The holder of this certificate will have acquired the general competence to supervise the elaboration, pre-processing, preparation, preservation and regeneration of all kinds of patisserie products, following hygienic and sanitary regulations; and manage confectionary and patisserie establishments, defining and selling its products to ensure achievement of the quality and economic objectives. This general competence is divided into the following skill units:

- Supervise elaboration and implementation of pre-processing, preparation, preservation and regeneration techniques to doughs, creams and fillings.
- Supervise the elaboration, pre-processing, preparation, preservation and regeneration techniques to ice creams and soft ice creams.
- Supervise the elaboration, pre-processing, preparation, preservation and regeneration techniques to cakes and chocolates.
- Supervise and carry out the final processes and presentation of patisserie products.
- Manage provision operations in a patisserie.
- Design and promote patisserie products.
- Lead and manage production and selling patisserie products establishments.
- Carry out the economic and financial management of patisserie establishments.
- Act in accordance with health & safety and environmental protection regulations in hotel and catering services.

The professional skills are acquired through the learning outcomes defined within the related Training Modules:

- Supervision and development of techniques applied to doughs, creams and fillings.
- Supervision and development of techniques applied to ice cream and semifreddos.
- Supervision and development of techniques applied to confectionary products and chocolates.
- Supervision and development of finishing and presentation techniques to patisserie products.
- Provision of patisseries.
- Design and promotion of patisserie products.
- Management of establishments for the production and sale of patisserie products.
- Economic and financial management in patisserie establishments.
- Safety & health and environmental protection in hospitality services.
- Practical training at the workplace in Patisserie management and production.

As a reference the learning outcomes include in the Practical training at the workplace that complete and reinforce the learning outcomes acquired in the other training modules, are:

- Take part in supervising procedures of pre-processing, preparation, packaging, preservation and regeneration of raw, semi-prepared and finished products, monitoring the results obtained across the whole process.
- Cooperate in the provision process of products, pre-processing and production according to the established production plans.
- Take part in the design and promotion of patisserie products.
- Cooperate on the administration of patisserie establishments.
- Analyse the economic and financial management of a patisserie establishment.
- Cooperate in the application of safety & health and environmental protection regulations.



- Take part in the company's working processes, following the rules and instructions established at the workplace.

The most pertinent occupations and positions are:

- Patisserie manager.
- Patisserie Head in Hotels and restaurants.
- Manager in Confectionary and Patisseries shops.

### ■ **RESTAURANT AND CATERING MANAGEMENT (Professional Certificate Level 3):**

830h

The holder of this certificate will have acquired the general competence to lead and manage restaurant and catering services or production units and food and beverages services, define and supervise its processes and optimise material and human resources available to achieve profitability for production unit, and offering the best quality and customer satisfaction services if necessary in English. This general competence is divided into the following skill units:

- Lead and manage a restaurant and catering service unit.
- Define and plan processes in a restaurant and catering service.
- Manage provision of supplies in restaurant and catering services.
- Carry out the economic and financial management of a restaurant and catering service.
- Carry out the quality, environmental and safety management in restaurant and catering services.
- Design and promote restaurant and catering services.
- Manage catering logistics.
- Communicate in English with an independent user level in restaurant and catering services.

The professional skills are acquired through the learning outcomes defined within the related Training Modules:

- Administration of production units in restaurant and catering services.
- Design of restaurant and catering service processes.
- Provision of restaurant and catering services.
- Economic and financial processes in restaurant and catering services.
- Quality, safety and environmental protection in restaurant and catering services.
- Design and promotion of restaurant and catering services.
- Catering logistics.
- Professional English for restaurant and catering services.
- Practical training at the workplace in Restaurant and catering management.

As a reference the learning outcomes include in the Practical training at the workplace that complete and reinforce the learning outcomes acquired in the other training modules, are:

- Participate in the design and planning of restaurant and catering services.

- Receive food and beverages provisions prior to its storage and distribution.
- Analyse economic and financial management issues of restaurant or catering services.
- Collaborate in the analysis and application of hygiene and health rules and conditions with respect to units producing or food and beverages services to prevent food poisoning risks or environmental pollution.
- Commercialize restaurant and catering services offers.
- Manage catering logistics operations.
- Speak with one or more people in English, expressing and understanding simple messages with limited complexity, in a variety of formal and informal situations that are usual in restaurant and catering services.
- Take part in the company's working processes, following the rules and instructions established at the workplace.

The most pertinent occupations and positions are:

- Director of a restaurant with 10 or more employees.
- Manager of a restaurant or similar establishment with less than 10 employees.
- Catering supervisor.
- Restaurant manager.
- Maitre assistant in restaurants.
- Food and beverage service manager.
- Catering manager.
- Catering operation manager.

### ■ **PROCESS MANAGEMENT IN RESTAURANT AND CATERING SERVICES** **(Professional Certificate Level 3)**

610h

The holder of this certificate will have acquired the general competence to define and supervise all kinds of food and beverages services in restaurants and catering services, prepare culinary products in front of clients, and apply established protocol to customers, giving advice on the beverage list offers and how they match the course with the aim of giving a quality service while meeting health and safety conditions. This general competence is divided into the following skill units:

- Assist in the design and planning of restaurant and catering services.
- Supervise and develop restaurant and catering services.
- Manage restaurant and catering service departments.
- Give advice on beverages, others than wine, and prepare and present them.
- Serve wines and provide basic information on them.
- Apply protocol rules in restaurant and catering services.
- Act in accordance with health & safety and environmental protection regulations in hospitality services.

- Communicate in English with an independent user level, in restaurant and catering services.

The professional skills are acquired through the **learning outcomes** defined within the related Training Modules:

- Design processes of restaurant and catering services.
- Supervise and development of restaurant and catering service processes.
- Management of food and beverage service departments.
- Beverage services.
- Wine services.
- Protocol rules in restaurant and catering services.
- Safety & health and environmental protection in hospitality services.
- Professional English for restaurant and catering services.
- Practical training at the workplace in Process management in restaurant and catering services.

As a reference the **learning outcomes** include in the **Practical training** at the workplace that complete and reinforce the learning outcomes acquired in the other training modules, are:

- Participate in the design and planning of restaurant and catering services processes.
- Cooperate in the development of restaurant and catering services processes.
- Take part in the management of the food and beverages department.
- Take part in definition of the beverages, other than wines, list that may be attractive for potential customers and that can help achieve the establishment's sales targets.
- Assist in the management of wine supply and service.
- Apply techniques and protocols rules in restaurants and catering services and analyse their procedures.
- Cooperate in the analysis and implementation of hygienic and sanitary rules with respect to production units or food and beverages services, to prevent food poisoning risks and environmental pollution.
- Speak with one or more people in English, expressing and understanding simple messages of limited complexity in a variety of formal and informal situations that are inherent to the restaurant and catering services.
- Take part in the company's working processes, following the rules and instructions established at the workplace.

## QUALIFICATION 3. MANAGEMENT IN THE HORECA INDUSTRY

In terms of qualifications regarding creating flavours & decorating dishes, the following professions can be found:

- **Official Master's Degree in Hotel and Catering Management:**  
**60 ECTS** – Barcelona School of Tourism, Hospitality and Gastronomy

It allows to knowing new trends in management to apply in the new hospitality, a sector which includes increasingly complex hotels, cruises ships, and tourist accommodation and characterized by an increasing trend towards concentration.

This Masters will teach students how to create a sustainable and differentiated accommodation proposal (architecturally speaking and within the framework of green practices), to design a sound marketing strategy based on analysis (comparing the best CRMs and existing hotel management programs) and to promote customer loyalty through unique experiences that will help you stand out from the competitors. The study program also deals with the MICE sector (Meetings, Incentives, Conferencing and Exhibitions) and the development of leadership soft skills (emotional intelligence, empathy, negotiation techniques) applied to the hospitality industry.

### Objectives:

- Preparing professionals with a solid educational grounding to succeed in hotel management.
- Providing tools and techniques to foster the analysis and the diagnosis of the current and future strategic challenges, as well as the formulation of competitive sustainable strategies in the long term.
- Enhancing students' management skills to foster effective management models.
- Encouraging leading attitudes and entrepreneurship applied to the hotel business.
- Developing personal, professional and interpersonal skills to assume leading positions in the hotel industry.

### Methodology:

The learning model used is designed to facilitate the participant the analysis, control and improvement of Hotel Management and/or Restaurant Industry, causing situations in which participants must cope with different situations and common problems in different types and structures of this type of tourism businesses.

The continued involvement of the students in the classes, the constant incentive development through reflective exercises and case studies, provides participants with the skills necessary for career success in this field.

The master is set in different thematic modules, developed by means of working sessions, theoretical and practical, related to the corresponding topic. Some sessions of the module "Strategic Management Competences" shall be conducted in conjunction with students enrolled in the two specialities. Also, the participation during the Master of hotelier professionals / managers with proven experience from the top and leading companies and institutions in the country and abroad will provide participants with different and enlightening points of view, with innovative and unique practice.

- Management programme of experience and outdoor training:

This is a group dynamic in which all the most necessary managerial skills for the profile of managers/ Directors are built by being examined by specialists and psychologists to diagnose and develop the target responsibilities of the training programme. The participating students experience in practice, the knowledge acquired, also enhancing further positive changes in their behaviour and attitude, especially by promoting initiative and teamwork.

- Partners Network:

External visits to various central kitchens and other types of commercial restaurants as well as of group catering services.

**Assessment:**

The assessment of the learning is carried out from ongoing monitoring of the student by the teaching staff and the direction of the program as well as by the elaboration of written evidence and preparation of papers, as required by the subject matter.

**Career options:**

The career possibilities eligible to the participants in this master focus on positions and functions to be developed in the following departments of businesses, institutions and tourist destinations:

- Director/Manager of companies or hotel groups: The figure of the hotel manager is comparable to the position of CEO or of an SME. In addition to managing the budget and coordinating the team, this executive is responsible for compliance with internal procedures, standards of quality and for the efficiency of operations.
- Responsible for corporate departments of hotel chain: This figure's main function focuses on the help and support offered to different business units of the hotel group.
- Head of Hotel Division of Business Groups: Responsible for coordinating and monitoring the various hotel businesses belonging to an investment or corporative group.

**Formal qualification**

Upon completion of this master students get the Master's degree in Hospitality and Restaurant Management, Hotel Management Specialization qualification.

B.O.E. Resolution of November 14, 2014, of the University of Barcelona by which the master's degree curriculum in Hospitality and Restaurant Management is published.

Obtained the verification of the study plan by the Council of Universities, previous report of the Agency for the Quality of the University System of Catalonia, as well as the authorization of the Autonomous Community of Catalonia, and established the official nature of the title by agreement of the Council of Ministers of September 26, 2014 (published in "BOE" of October 18, 2014).

# TURKEY

## THE VALIDATION AND CERTIFICATION MODELS IN HORECA SECTOR IN TURKEY

The Turkish Qualifications Framework points out the national qualifications framework which was designed in harmony with the European Qualifications Framework and displays all qualifications gained through vocational, general and academic programs including primary, secondary and higher education or other learning environments.

"The Regulation on the principles and procedures regarding the application of Turkish Qualifications Framework" prepared in cooperation with public institutions, (the Ministry of Education and the Council of Higher Education being in the first place) worker and employer unions, professional and non-governmental organizations and with the attendance of national and international experts along with the academicians, entered into force by being published in the Official Gazette with the decision no 2015/8213 of November 19th, 2015 of the Cabinet of Ministers. The Communiqué on the Turkish Qualifications Framework and its supplement prepared in compliance with the regulation, entered into force by being published in the Official Gazette with the number 29581 of 2/1/2016.

In line with the Regulation on the principles and procedures regarding the application of Turkish Qualifications Framework, it is aimed that all existing qualifications in our country are brought together, the quality of qualifications is raised, life-long learning is generalized and supported systematically, the national and international transparency and recognisability are realized to the maximum and education & employment opportunities for all individuals of the society are created.

National occupational standard (NOS) is the minimal norm that displays the required knowledge, skills, behaviours and manners accepted by Vocational Qualifications Authority (VQA) in order to successfully practice an occupation.

The long and toilsome process which ended up with the foundation of the Vocational Qualifications Authority (VQA), was started with the Employment and Education Project implemented between the years 1992-2000 with the fund support of the World Bank under the coordination of the Turkish Employment Agency. The Occupational Standards Commission, which consists of three parties being the state, employer and worker, was established within the scope of the component "Occupational Standards Testing and Certification" by the signing of Occupational Standards National Protocol in 1993 on a tri-partite basis.

As a result of the studies conducted by the Research Technical Services Unit in the period of 1995-2000 under the supervision of VQA, the education and business world was introduced to the concept of "Occupational standard" and draft occupational standards and question banks were developed. When the Employment and Education Project was completed in 2000, the draft law of National Occupational Standards Authority, on which the parties came to an agreement, was prepared. The finalized draft was submitted to the Prime Ministry by the Ministry of Labour and Social Security in 2004; however, it was not possible to turn it into a law draft yet.

Within the framework of the “the Project of Strengthening the Vocational Education and Training (MEGEP)”, the draft was brought up again and updated. Within the scope of the work conducted under the coordination of the Ministry of Labour and Social Security and the secretariat of the Turkish Employment Agency, the draft law in question was submitted to the Council of Ministers in 2005. Upon the submission of the draft law, the Council of Ministers, the Prime Minister in the first place, agreed on the need of the foundation of VQA. The VQA draft law was submitted to the Turkish Grand National Assembly and following the Commission meetings, it was passed by unanimous vote on the date of September 21, 2006 as the Vocational Qualifications Authority Law of 5544.

The study group, formed under the coordination of the Ministry of Labour and Social Security as prescribed by the provisional article in the VQA Law, conducted the necessary studies for the establishment of VQA and the General Board. At the first General Board meeting conducted on December 8, 2006, the members of the VQA Executive Board were selected. With the selection of the Executive Board Chairman and the Deputy Chairman from the members of the Board on December 26, 2006, VQA started to operate legally.

Some changes were required in the VQA law following its entry into force, due to the regulations that lay a responsibility on VQA such as the European Qualifications Framework, National Employment Strategy, Life-Long Learning Strategy and the Action Plan for Strengthening the Employment-Vocational Education Relationship, at the centres of which the employment-education relationship takes place. Accordingly, important changes were made in the VQA law of 5544 with the Decree Law of 665 of the Ministry of Labour and Social Security dated 11.10.2011.

With the law of Occupational Health and Safety of 6645 dated 4/4/2015, VQA has taken great responsibility in work-life. Within this context, it was made mandatory that the individuals working in high risk occupations in our country hold a VQA Vocational Qualification Certificate and that the whole vocational education and training be conducted according to the published national occupational standards; legal arrangements were also made for VQA testing and certification costs to be covered by the unemployment fund. Thanks to these arrangements, VQA became the Qualifications Authority of Turkey.

An occupational standard is determined by taking into consideration priority needs of the labour market along with educational institutions and suggestions of the sector committees. The form and method of the occupational standard must be compatible with “the occupational standard format”. The level of competence regarding the occupation whose standard has been prepared is determined in harmony with the European Qualifications Framework and the qualification levels adopted by EU.

## Development of National Occupational Standards

### 1. APPLICATION AND ASSIGNMENT

The organizations applying to prepare national occupational standards are expected to create an occupation map related to the sector. While creating an occupation map related to the sector, main parts (sub sectors) are classified as groups and occupations; under each part, limits and levels are determined. The aim of occupation mapping is to make a general analysis of the sector and thus drawing a picture regarding the subsectors, occupations, number of workers, key tendencies in the sectors, features of employment and priorities. Occupation maps are also useful for determining horizontal occupations which may take place in more than one sector.

Thus, in line with the demand of the labour market, a worker experienced in one branch of occupation is able to move to another branch which requires competence at the end of a certain period of time.

After the occupation map is created, related organizations start the application process by filling in the “application form for preparing occupational standards” and conveying it to VQA as wet-signed. The applications for preparing occupational standards are evaluated based on the following criteria:

- The ability to represent the sector
- Proof of cooperation and partnership regarding the equal participation of social parties in the preparation process
- Necessary human resources in terms of expertise and number in order to manage the development process of qualifications including the content of the standards and volume of the job
- The infrastructure feasibility in order to develop occupational standards

Following an evaluation process, in the case that the VQA Executive Board makes the decision of assignment, the process of developing occupational standards is started with the cooperation protocol.

## 2. DEVELOPMENT OF DRAFT OCCUPATIONAL STANDARDS

National Occupational Standards are either prepared by working groups formed by VQA or by institutions that apply to VQA and are assigned following the necessary examination and evaluation. A technical briefing on the process of developing an occupational standard is conducted for the institutions assigned by VQA for the development of occupational standards.

Within the scope of the technical briefing, information on parts of the occupational standard, methods for developing standards and certain points that should be considered carefully are mentioned.

Draft occupational standards are submitted to VQA and following the completion of review, if appropriate the standards are presented to the related parties for their opinion. Draft occupational standards are presented to the related parties by the developing institution through “the form of review and evaluation for draft occupational standards” for feedback and these drafts are presented for public consultation on the websites of both VQA and the preparing institution for a period of one month. Related feedback is evaluated by the developing institution and those that are found appropriate are added to the standard. Justification is provided through the form of feedback and evaluation for those that are found inappropriate. Draft occupational standards and the form of review and evaluation are sent to VQA for their presentation to the sector committee.

## 3. SECTOR COMMITTEES AND APPROVAL

The sectors that set the infrastructure for the establishment of committees are determined and then approved by the Executive Board. Draft NOSs, feedback&evaluation forms and other related documents are reviewed by the related sector committee. Draft NOSs reviewed by the sector committee are presented to the VQA Executive Board. The VQA Executive Board examines draft occupational standards in terms of method. Approved NOSs acquire the qualification of a national occupational standard by being published in the Official Gazette.



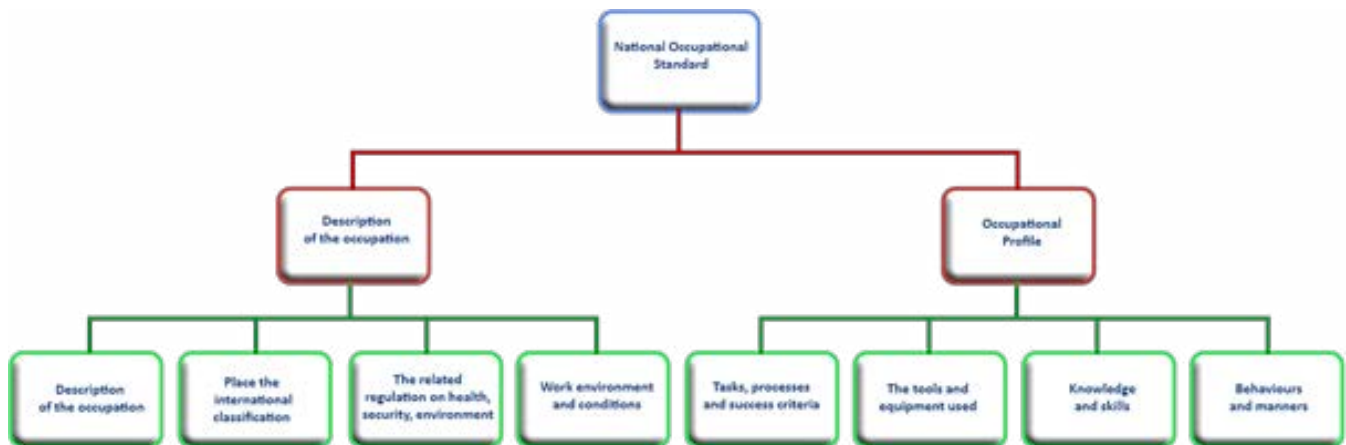


Figure I. National Occupational Standard

There are 26 sectors which are defined as national occupational standards in Turkey. These sectors are:

- Justice and Security
- Wood working industry
- IT
- Glazing, Cement and Soil
- Environment
- Electricity and Electronics
- Energy
- Finance
- Food
- Construction
- Business and Management
- Chemistry, Oil and Plastic
- Culture, Art and Design
- Mining
- Media, Communication and Publishing
- Metal
- Automotive
- Health and Social Services
- Sport and Recreational
- Agriculture, Hunting and Fishing
- Textile Ready-Made Garment, and Leather

- Trade, Sales and Marketing
- Social and Personal Services
- Tourism, Accommodation, Catering Service (Horeca)
- Transportation, Logistics and Communication

There are 857 national occupational standards defined in Turkey among these 26 sector. Under the Horeca sector 33 occupation have been defined. Vocational Qualifications Authority (Mesleki Yeterlilik Kurumu), Ministry of Culture and Tourism, Association of Mediterranean Touristic Hotels (AKTOB) and Association of Entrepreneurs and Investors (TUROB) collaborated in order to determine the vocational standards in Horeca sector. The occupations in Horeca sector is related to housekeeping, food and beverage service, front office, cooking and tourist guiding. These are the organisations that develop occupational standards in HORECA sector in Turkey: Ministry of Culture and Tourism, Turistik Otelciler, İşletmeciler ve Yatırımcılar Birliği (TUROB), Akdeniz Turistik Otelciler ve İşletmeciler Birliği (AKTOB), Türkiye Esnaf ve Sanatkarlar Konfederasyonu (TESK), Türkiye Seyahat Acenteleri Birliği (TÜRSAB), Alanya Ticaret ve Sanayi Odası (ALTSO), Fethiye Ticaret ve Sanayi Odası and TAB Gıda Sanayi ve Ticaret Anonim Şirketi.

There are also 512 defined national qualifications in Turkey and 24 of them are defined under the Horeca sector seen as below:

No	Name	Level (EQF)
1	Housekeeper	5
2	Assistant Housekeeper	4
3	Floor Supervisor	3
4	Public Area Supervisor	3
5	Room Attendant	2
6	Houseman	2
7	F&B Manager	6
8	Bartender	4
9	Service Manager	5
10	Service attendant	4
11	Service attendant	3
12	Service attendant	2
13	Front Office manager	5
14	Front Office attendant	4
15	Hotel reservation staff	3
16	Hotel phone operator	3
17	Bellboy	2
18	Hall porter	2
19	Kitchen Manager	5
20	Cook	4

21	Cook	3
22	Pastry Cook	3
23	Kitchen Attendant	2
24	Steward	2

## HORECA SECTOR IN TURKEY

It is estimated that more than 3.800 hotels, more than 150.000 restaurants and cafes and increasing number of fast food franchises are operating in Turkey, and the amount of dining and wining expenditure is gradually rising year by year. HORECA's (Hotel, Restaurant, Cafe) estimated market size is 20 billion dollars. Aside from hotels, cafes, restaurants and homes, billions of dollars are spending. Expenditures spend in Hotels, restaurants and cafes, is equal to 13.4 billion dollars part of the entire food sector in Turkey. Most of the money flow in the sector is dominated by holiday destinations and tourist cities. 43% of the revenue comes directly from Istanbul, while Bodrum, Antalya, Izmir, Bursa and Ankara dominate 30% of the market.

In 2018, Turkey attracted 40 million tourists generating \$ 30 billion revenues, which contributed to the expansion of the sector. Turkey welcomed 51.9 million visitors in 2019, a rise of 13.7% from the previous year, made up of 86.2% foreigners and 13.8% Turkish citizens residing abroad. The expansion and evolution of the sector offers new opportunities for the suppliers in the emerging economy. The market offers the dominance opportunity for hotels, restaurants and cafes supported with the food and beverage expenditures are increasing according to the demographic changes in Turkey. Antalya welcomed more than 13 million tourists. European Travel Commission report for 2018 states that Turkey has the highest increase in the number of tourists among 33 European countries. According to the same report, tourists visiting Turkey increased by more than 22 percent compared to the previous year, setting the new record. Number of tourists visiting Turkey reached 47 million in 2018 first time in history. Thus, it is expected that the sector will witness gradual expansion in the following decade. However, with the Covid 19 Pandemic, the situation around the world is changing dramatically. The latest data from the United Nations World Tourism Organization (UNWTO) shows that international tourist arrivals declined by 65% or 440 million around the world in the first half of 2020. The minister of culture and tourism declared in the 10<sup>th</sup> International Resort Tourism Congress that Turkey's tourism sector will likely shrink 70% this year due to the coronavirus pandemic. Turkey's tourism income has narrowed significantly in 2020 as the COVID-19 pandemic led to worldwide travel restrictions, border shutdowns, and an overall drop in consumer demand. 2021 figure is expected to exceed 2020 but fall behind 2019. In 2021 30 million tourists are expected.

## NEED OF QUALIFICATIONS IN HORECA SECTOR

Tourism is an extremely labour intensive and high-contact industry. Tourism plays a significant role in the growth of the economy by creating jobs in the sector directly or indirectly. Tourism generates employment for workers at all levels of skill. The ability of the tourism sector to generate new employment opportunities, especially among low-skilled, makes the sector a critical component in a country's development. The Eurostat (2008) discusses the contribution made by the tourism sector to the labour market in EU. It is stated that sector employs a great number of female workers with low education qualifications and young workers under 35 years, and offer a high proportion of temporary jobs. In spite of the fact that tourism's job creating potential has long been recognised, the qualifications should be studied considering the needs of HORECA sector. Because competing effectively requires not only a sufficient number of employees but first of all employees equipped with appropriate

competencies. Nowadays human capital is of vital importance as it is the critical asset that creates sustainable competitive advantage. Thus the qualifications become more important than ever in HORECA sector. The sector requires more and more diverse competences and qualifications today. Qualifications provides employers with qualified staff and enables employment for the employees in appropriate positions. 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.

In terms of qualifications learning outcomes and verification criteria are regarded as critical components.

The focus of this project is the validation and certification of 3 qualifications:

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

## QUALIFICATION 1. CREATING FLAVOURS & DECORATING DISHES

In terms of qualifications regarding creating flavours & decorating dishes, the following professions can be found:

- Service Attendant (Level 2, Level 3, and Level 4)

Service Attendant (Level 2, Level 3 and Level 4) National Occupational Standard has been prepared by Republic of Turkey Ministry of Culture and Tourism, Union of Mediterranean Touristic Hotel Owners and Investors (AKTOB), Touristic Hotels & Investors Association (TUROB) commissioned by Vocational Qualifications Authority (VQA) pursuant to the "Regulation on Preparation of National Occupation Standards" and "the Regulation on Establishment, Duties, Working Principles and Procedures of Vocational Qualifications Authority Sector Committees" issued in accordance with the Law No. 5544 on Vocational Qualifications Authority. Service Attendant (Level 2, Level 3 and Level 4) national occupational standard has been evaluated taking the opinions of relevant institutions and organizations in the industry and approved by the VQA's Board of Directors after reviewed by VQA's Tourism Accommodation, Food and Beverage Services Sector Committee.

Service Attendant (Level 2) is someone who has knowledge and skills in ensuring the cleaning and order of service areas and service instruments before and after service; carrying hall and place settings between the hall, bar, kitchen and dish washing area during service at accommodations, entertainment and food & beverage operations in accordance with the policies and procedures of operation.

Occupational Reference in the International Classification System is ISCO 08: 5131 as Waiters.

Service Attendant (Level 2) works at private and public areas (restaurant, breakfast hall, terrace, room service, banquet hall, lobby, pool, night club, disco, bars), restaurants, ships, trains and yachts in which food and beverage are served. He/she wears work uniform while working. He/she needs to work standing up for long hours. This occupation requires strength and endurance. He/she may work, work shift and overtime during official holiday.

Those who work at this occupation should not be porter.

## OCCUPATIONAL PROFILE OF SERVICE ATTENDANT (LEVEL 2)

### Knowledge and Skills

1. Tools and equipment knowledge
2. Handcraft
3. Knowledge of different cultures
4. General tourism knowledge
5. Visual skills
6. Strong sense of smell and taste
7. Memory skills
8. Hygiene and sanitation knowledge
9. Communication skills
10. OHS knowledge
11. Knowledge of the procedures of the operation
12. Professional terminology knowledge
13. Overcoming the stress skills
14. Foreign language knowledge (Beginner level)
15. Knowledge of neighbourhood and the operation

### Attitudes and Behaviours

1. To be sensitive to environmental protection
2. To be careful
3. To be honest and trustworthy
4. To be able to work in a team
5. To be energetic
6. To be cheerful
7. To be tolerant
8. To have working discipline
9. To give importance to quality
10. To be planned and organized
11. To be practical
12. To be patient
13. To be calm
14. To use time effectively

Service Attendant (Level 3) is someone who has knowledge and skills in arranging halls and tables; welcoming guests; receiving food and beverage orders; serving various food and beverages; processing checks and checking out at accommodations, entertainment and food & beverage operations in accordance with the procedures of operation.

## KNOWLEDGE AND SKILLS OF SERVICE ATTENDANT LEVEL 3

1. Tools and equipment knowledge
2. Handcraft
3. Knowledge of different cultures
4. General tourism knowledge
5. Visual skills
6. Knowledge of grams and portions
7. Strong sense of smell and taste
8. Memory skills
9. Calculation skills
10. Hygiene and sanitation skills
11. Communication skills
12. OHS knowledge
13. Knowledge of procedures of operation
14. Quality control principles
15. Recording knowledge
16. Knowledge of legal regulations related to occupation
17. Professional terminology knowledge
18. Organization skills
19. Problem solving skills
20. Sales and marketing knowledge
21. Service methods knowledge
22. Foreign language knowledge (Intermediate)
23. Knowledge of neighbourhood and the operation

## Attitudes and Behaviours

1. To be sensitive to environmental protection
2. To be careful

3. To be honest and trustworthy
4. To be able to work in a team
5. To be energetic
6. To be cheerful
7. To have working discipline
8. To give importance to quality
9. To be determined
10. To be open to learning and teaching
11. To be a good example
12. To be planned and organized
13. To be practical
14. To be able to solve problems
15. To be patient
16. To be calm
17. To be responsible
18. To use time effectively

Service Attendant (Level 4) is someone who has knowledge and skills in arranging halls and tables; welcoming guests; making reservations; receiving food and beverage orders; preparing and serving various food and beverages with special techniques; ensuring coordination between service stations under his/her responsibility, bars and kitchen; helping Service Manager (Level 5) to conduct activities (wedding, banquet, cocktail etc.) related to service area; processing checks and checking out at accommodations, entertainment and food & beverage operations in accordance with the policies and procedures of operation. Both knowledge and skills and attitudes and behaviours of Service Attendant (Level 4) is the same with level 3.

## TESTING, ASSESSMENT AND CERTIFICATION

Assessment to be made for certification according to national qualifications based on occupational standards for Service Attendant (Level 2, Level 3, and Level 4) shall be carried out written and/or oral both theoretical and practical at measurement and assessment centers which provide the necessary conditions.

Method of measurement and assessment and principles of implementation shall be detailed in the national qualifications to be developed in accordance with this occupational standard. Procedures relating to measurement and assessment and certification shall be performed in the framework of Vocational Qualification, Testing and Certification Regulation.

## Qualifications of Service Attendants level 2

The name of the Qualification	Service Attendant (Level 2)
Reference Code	12UY0093-2
Reference in the International Classification System	ISCO 08: 5131
Date	07.11.2012
Aim	The purpose of this qualification is to define the the knowledge, skills, competencies required by HORECA sector and carry out activities related to assessment-evaluation and certification.
The structure of the qualification	<p>Compulsory Units</p> <p>12UY0093-2/A1 Occupational Health, Safety Activities and Environmental Protection Legislation</p> <p>12UY0093-2/A2 Work Organisation</p> <p>12UY0093-2/A3 Pre-service operations</p> <p>12UY0093-2/A4 service operations</p> <p>12UY0093-2/A5 Day / Shift End Transactions</p> <p>12UY0093-2/A6 Periodic Transactions</p> <p>12UY0093-2/A7 Activities Related to Professional Development</p> <p>Selective Units</p> <p>12UY0093-2/B1 Foreign Language</p> <p>Extra Learning Outcomes</p> <p>The candidate must be successful in all of the compulsory qualification units in order to obtain a qualification certificate.</p>
Assessment and Evaluation	In order to obtain the qualification, the candidate should take two exams; theoretical and practical. Theoretical and practical exams will be held consecutively. Theoretical exam will be realized from A1, A2, A3, A7 units. The exam is planned to be held in a single session and an average of 1.5-2 minutes is foreseen per each question. In the performance-based practice exam candidates must take the practice exams conducted from A2, A3, A4, A5 and A6 units one by one and they should be successful by meeting the criteria determined for that unit in the evaluation made. Theoretical and performance-based exam parts are evaluated together. When the candidate passes both exams then it is considered s/he is successful in this qualification. If the candidate who fails from one exam or both exams, can apply within one (1) year and takes the units which were unsuccessful. In the event of a break for more than a year, the candidate takes the exam in all units.
Validity period	5 years
Developed By	Antalya Ticaret ve Sanayi Odası (ATSO)
Verified By	HORECA sector committee
Learning Outcomes	<p>Explain Occupational Health, Safety and Environmental Protection Legislation</p> <p>Defines the methods of reducing environmental risks.</p> <p>Explain the rules of personal care and hygiene.</p> <p>Defines the work flow between shifts.</p> <p>Obtains information by attending meetings about his job.</p> <p>cleans the front and back areas.</p> <p>Cleans tools and equipment</p> <p>Prepare the service materials.</p> <p>Makes the buffet preparation</p> <p>Replaces dirty fabric materials</p> <p>Helps to dress tables and chairs at banquets.</p> <p>helps to prepare the table layout.</p> <p>helps service cars to prepare for service.</p>



	<p>Takes care of orders. serves water and bread. prepares drinks for service carries dirty service items to the dishwashing room. intervenes in accidents that occur during service. Explain the disruptions that occur in the work flow. Prepares the hall for the next day / shift Cleans tools and equipment. Accepting gifts given by guests in accordance with business conventions. Applies business patterns related to lost and found property. helps periodic cleaning and maintenance processes. Participates in studies for the detection and prevention of pests. Helps in material counting Organizes service warehouses. Refers to all kinds of publications, innovations and technological developments related to the profession. To have A1 level listening, speaking, writing, reading skills in foreign language.</p>
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### Qualifications of Service Attendants level 3

The name of the Qualification	Service Attendant (Level 3)
Reference Code	12UY0093-3
Reference in the International Classification System	ISCO 08: 5131
Date	07.11.2012
Aim	The purpose of this qualification is to define the the knowledge, skills, competencies required by HORECA sector and carry out activities related to assessment-evaluation and certification.
The structure of the qualification	<p>Compulsory Units</p> <p>12UY0093-2/A1 Occupational Health, Safety Activities and Environmental Protection Legislation 12UY0093-3/A2 Food Safety and Quality Management System 12UY0093-2/A3 Work Organisation 12UY0093-2/A4 Pre-service operations 12UY0093-2/A5 service operations 12UY0093-3 / A6 Hot Drink Service 12UY0093-3 / A7 Cold Drink Service 12UY0093-3 / A8 Food Service 12UY0093-2/A9 Day / Shift End Transactions 12UY0093-2/A10 Periodic Transactions 12UY0093-2/A11 Activities Related to Professional Development</p> <p>Selective Units</p> <p>12UY0093-2/B1 Foreign Language</p> <p>Extra Learning Outcomes</p> <p>The candidate must be successful in all of the compulsory qualification units in order to obtain a qualification certificate.</p>

Assessment and Evaluation	In order to obtain the qualification, the candidate should take two exams; theoretical and practical. Theoretical and practical exams will be held consecutively. Theoretical exam will be realized from A1, A2, A3, A4 and A11 units. The exam is planned to be held in a single session and an average of 1.5-2 minutes is foreseen per each question. In the performance-based practice exam candidates must take the practice exams conducted from A3, A4, A5, A6, A7, A8, A9 and A10 units one by one and they should be successful by meeting the criteria determined for that unit in the evaluation made. Theoretical and performance-based exam parts are evaluated together. When the candidate passes both exams then it is considered s/he is successful in this qualification. If the candidate who fails from one exam or both exams, can apply within one (1) year and takes the units which were unsuccessful. In the event of a break for more than a year, the candidate takes the exam in all units.
Validity period	5 years
Developed By	Antalya Ticaret ve Sanayi Odası (ATSO)
Verified By	HORECA sector committee
Learning Outcomes	<p>Interpret Occupational Health, Safety and Environmental Protection Legislation and methods</p> <p>Defines the methods of reducing environmental risks.</p> <p>Explain the activities related to the Food Safety and Quality Management System.</p> <p>Explain the work done according to food safety and quality standards</p> <p>Explain the importance of working with a focus on guest satisfaction.</p> <p>Makes personal preparation.</p> <p>Coordinates the work flow between shifts.</p> <p>provides communication between subordinates and superiors</p> <p>Supervises her subordinates</p> <p>prepares the food and beverage service materials in the establishment for service.</p> <p>prepares the service area in the enterprise for service.</p> <p>Makes maintenance of tools and equipment.</p> <p>Provides the materials to be used during service.</p> <p>Prepare the table layout.</p> <p>Welcomes the guests and presents their meal cards.</p> <p>Receives orders and enables orders to be delivered</p> <p>serves water and bread.</p> <p>deals with guest requests and complaints.</p> <p>intervenes in accidents that occur during service.</p> <p>Report the disruptions that occur in the work flow.</p> <p>Serves brewed or bagged (black and herbal) tea.</p> <p>Serves Turkish coffee.</p> <p>Serves filter coffee</p> <p>Serves espresso coffee in the traditional way</p> <p>Serves hot chocolate.</p> <p>Serves sahlepe.</p> <p>prepares and serves French press</p> <p>Serves white, pink and sparkling wine.</p> <p>Serves red wine.</p> <p>Serves beer</p> <p>Serves soft drinks</p> <p>Serves high alcoholic beverages.</p> <p>Serves starter foods.</p> <p>Serves soup</p> <p>Serves hot appetizers.</p> <p>Serves salad</p>

	<p>Serves main course</p> <p>Serves dessert and fruit.Takes account according to the bill of accounts</p> <p>Farewell the guest.</p> <p>prepares the table for service again</p> <p>Prepares the hall for the next day / shift</p> <p>Cleans tools and equipment.</p> <p>Accepting gifts given by guests in accordance with business conventions.</p> <p>Applies business patterns related to lost and found property.</p> <p>Provides periodic cleaning in service areas</p> <p>Participates in studies for the detection and prevention of pests.</p> <p>does in material counting</p> <p>Organizes service warehouses.</p> <p>interpret to all kinds of publications, innovations and technological developments related to the profession.</p> <p>Explain the on-the-job training programs of newly recruited personnel.</p> <p>To have A2 level listening, speaking, writing, reading skills in foreign language.</p>
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## Qualifications of Service Attendants level 4

The name of the Qualification	Service Attendant (Level 4)
Reference Code	12UY0093-4
Reference in the International Classification System	ISCO 08: 5131
Date	07.11.2012
Aim	The purpose of this qualification is to define the the knowledge, skills, competencies required by HORECA sector and carry out activities related to assessment-evaluation and certification.
The structure of the qualification	<p>Compulsory Units</p> <p>12UY0093-2/A1 Occupational Health, Safety Activities and Environmental Protection Legislation</p> <p>12UY0093-3/A2 Food Safety and Quality Management System</p> <p>12UY0093-2/A3 Work Organisation</p> <p>12UY0093-2/A4 Pre-service operations</p> <p>12UY0093-2/A5 service operations</p> <p>12UY0093-3 / A6 Hot Drink Service</p> <p>12UY0093-3 / A7 Cold Drink Service</p> <p>12UY0093-3 / A8 Food Service</p> <p>12UY0093-2/A9 Day / Shift End Transactions</p> <p>12UY0093-2/A10 Periodic Transactions</p> <p>12UY0093-2/A11 Activities Related to Professional Development</p> <p>Selective Units</p> <p>12UY0093-2/B1 Foreign Language</p> <p>Extra Learning Outcomes</p> <p>The candidate must be successful in all of the compulsory qualification units in order to obtain a qualification certificate.</p>
Assessment and Evaluation	In order to obtain the qualification, the candidate should take two exams; theoretical and practical. Theoretical and practical exams will be held consecutively. Theoretical exam will be realized from A1, A2, and A11 units. The exam is planned to be held in a single session and an average of 1.5-2 minutes is foreseen per each question. In the performance-based practice exam candidates must take the practice exams conducted from A3, A4, A5, A6, A7, A8, A9

	and A10 units one by one and they should be successful by meeting the criteria determined for that unit in the evaluation made. Theoretical and performance-based exam parts are evaluated together. When the candidate passes both exams then it is considered s/he is successful in this qualification. If the candidate who fails from one exam or both exams, can apply within one (1) year and takes the units which were unsuccessful. In the event of a break for more than a year, the candidate takes the exam in all units.
Validity period	5 years
Developed By	Antalya Ticaret ve Sanayi Odası (ATSO)
Verified By	HORECA sector committee
Learning Outcomes	<p>Analyses Occupational Health, Safety and Environmental Protection Legislation and methods analyses the methods of reducing environmental risks.</p> <p>Analyses the activities related to the Food Safety and Quality Management System.</p> <p>Control for the food safety and quality of the work done</p> <p>Analyze activities to increase guest satisfaction</p> <p>Makes personal preparation.</p> <p>Coordinates the work flow between shifts.</p> <p>provides communication between subordinates and superiors</p> <p>Supervises her subordinates</p> <p>prepares the table for service again</p> <p>Prepares the hall for the next day / shift</p> <p>Cleans tools and equipment.</p> <p>Accepting gifts given by guests in accordance with business conventions.</p> <p>Applies business patterns related to lost and found property.</p> <p>Control the periodic cleaning in service areas</p> <p>Control the task for the detection and prevention of pests.</p> <p>does in material counting</p> <p>Control the organisation of service warehouses.</p> <p>Analyses to all kinds of publications, innovations and technological developments related to the profession.</p> <p>Analyses on-the-job training programs of newly recruited personnel.</p> <p>To have A2 level listening, writing, reading skills in foreign language and to have B1 speaking.</p> <p><b>Performs activities in the area of responsibility.</b></p> <p>prepares the food and beverage service materials in the establishment for service.</p> <p>prepares the service area in the enterprise for service.</p> <p>Makes maintenance of tools and equipment.</p> <p>Provides the materials to be used during service.</p> <p>provides table and living room layout.</p> <p>Welcomes the guests and presents their meal cards.</p> <p>Receives orders and enables orders to be delivered</p> <p>serves water and bread.</p> <p>deals with guest requests and complaints.</p> <p>intervenes in accidents that occur during service.</p> <p>Report the disruptions that occur in the work flow.</p> <p>Serves brewed or bagged (black and herbal) tea.</p> <p>Serves Turkish coffee.</p> <p>Serves filter coffee</p> <p>Serves espresso coffee in the traditional way</p> <p>Serves hot chocolate.</p> <p>Serves sahlepe.</p>

	<p>prepares and serves French press</p> <p>Serves mulled red wine.</p> <p>Serves white, pink and sparkling wine.</p> <p>Serves red wine.</p> <p>Serves beer</p> <p>Serves soft drinks</p> <p>Serves high alcoholic beverages.</p> <p>Control the service of starter foods.</p> <p>Control the service of soup</p> <p>Control the service of hot appetizers.</p> <p>Control the service of salad</p> <p>Control the service of main course</p> <p>Control the service of dessert and fruit.</p> <p>Serves flambées.</p> <p>Serves fondue.</p> <p>Takes account according to the bill of accounts</p> <p>Farewell the guest.</p>
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## Qualification 2. Kitchen work management in the HORECA industry

The qualification has its foundations in the profession of chef and the qualification for chef has been defined in Turkey.

The name of the Qualification	Chef (Level 4)
Reference Code	13UY0182-4
Reference in the International Classification System	ISCO 08: 5120
Date	25/12/2013
Aim	<p>This qualification Chef (Level 4) has been prepared in order to increase the quality of work and the qualified persons who has been trained in the profession</p> <p>define competencies and qualifications, knowledge, skills</p> <p>allow the candidates to prove his competence providing valid and reliable document.</p> <p>create reference and source to education system, testing and certification institutions</p>
The structure of the qualification	<p>Compulsory Units</p> <p>13UY0182-4/A1: Occupational Health, Safety Activities and Environmental Protection Legislation</p> <p>13UY0182-4/A2: Work Organization and Professional Development</p> <p>13UY0182-4/A3: Hygiene, Food Safety and Quality 13UY0182-4/A4: Basic Ingredients</p> <p>13UY0182-4/A5: Preparing Soup</p> <p>13UY0182-4/A6: Sauce, Appetizer, Salad Preparation and Cooking Egg</p> <p>13UY0182-4/A7: Preparing Meat and Seafood Dishes 13UY0182-4/A8: Preparing Vegetables, Dried Legumes and Vegetable Garnishes</p> <p>13UY0182-4/A9: Preparing Pastries, Rice and Pasta Types 13UY0182-4/A10: Preparing Basic Desserts</p>
Assessment and Evaluation	<p>Candidates who want to obtain the Chef (Level 4) Professional Competence Certificate can take the exams defined in the units. In order to get the proficiency certificate, they have to pass the exams. Theoretical and performance-based exams in qualification units can be done separately for each unit or can be done together as well. However, each unit should be evaluated independently. The validity period of qualification units is 2 years from the date the unit is achieved. In order to obtain a qualification by combining qualification units, all units must be considered valid.</p>

Validity period	5 years
Developed By	Türkiye Esnaf ve Sanatkarları Konfederasyonu (TESK)
Verified By	HORECA sector committee
Learning Outcomes	<p>Explains the Occupational Health, Safety measures in the work area and in the process of duty.</p> <p>Explains the environmental protection measures in the work area and during the task process</p> <p>Explain the business processes and the organization process of the team.</p> <p>Explain the maintenance of tools and equipment.</p> <p>Defines the supply and stock practices of materials used in the kitchen</p> <p>Explain the standard menu and recipe preparation</p> <p>Creates budget data related to production processes.</p> <p>Explain the features of open buffet design.</p> <p>organizes the presentation and service of food.</p> <p>Identifies professional development needs</p> <p>Explain personal hygiene and health practices in business processes.</p> <p>Identifies the concept of food safety, risk and dangers in the process of cooking</p> <p>explains hygiene and sanitation practices related to equipment and production areas.</p> <p>Determines the operations regarding efficiency in business processes, improving quality and customer relations</p> <p>Explain the basic foodstuffs used in food and food preparation.</p> <p>Applies the food preparation processes of basic materials used in food and food preparation.</p> <p>Performs Occupational health and safety, hygiene, food safety and quality practices in the working environment.</p> <p>Makes the preliminary preparation of soups.</p> <p>Prepares the types of soup</p> <p>prepares hot and cold sauce.</p> <p>prepares a variety of salads and appetizers.</p> <p>Cooks eggs in water, and pan</p> <p>Prepares meat dishes / meals served hot and cold.</p> <p>prepares a meat dish made by rolling</p> <p>Prepares fish and seafood meal / meals.</p> <p>Apply various vegetable cooking methods.</p> <p>Makes fresh vegetables and legumes.</p> <p>prepares stuffed with meat or olive oil or wraps.</p> <p>prepares vegetable garnishes.</p> <p>Prepares the pastry variety (s)</p> <p>prepares rice and pasta variety (s)</p> <p>prepares dough, milky and chocolate dessert</p> <p>prepares Fruity dessert and compote.</p>

### Qualification 3. Management in the HORECA industry

Management qualification is important preparation for employment in the HORECA industry, in positions specialising in gastronomy, such restaurant manager, hotel catering manager, owner of a catering facility, and restaurateur. In Turkey qualification for Service manager as “restaurant manager” have been defined.

Service Manager (Level 5) is someone who has management knowledge and skills in planning and coordinating the services in the service area; ensuring the services are performed in accordance with the standards of the operation by inspecting and guiding his/her subordinates in line with the tasks and responsibilities that he/she

gives; increasing guests' satisfaction and the department's profitability to the highest level by drawing up a budget pursuant to the general budget of the operation.

Occupational Reference in the International Classification System is **ISCO 08: 1412** as Restaurant Managers. Service Manager (Level 5) has a secondary responsibility of the whole food & beverage units in the private and public accommodations and food & beverage operations. He/she needs to work in communication and cooperation with the managers of Technical Service, Laundry, Front Desk, Garden (landscape), Accounting, Human Resources, Security, Food & Beverage Service, Kitchen and Purchasing departments. He/she needs to work standing up for long hours. He/she may work, work shift and overtime during official holiday.

### Knowledge and Skills

1. Tools and equipment knowledge
2. Analytical thinking skills
3. Decoration knowledge
4. Handcraft
5. Knowledge of different cultures
6. Gastronomy knowledge
7. Knowledge of grams and portions
8. Visual skills
9. Strong sense of smell and taste
10. Communication tools knowledge
11. Hygiene and sanitation knowledge
12. Communication skills
13. OHS knowledge
14. Knowledge of procedures of operation
15. Recording knowledge
16. Knowledge of legal regulations related to occupation
17. Professional terminology knowledge
18. Organization knowledge
19. Learning and teaching skills
20. Problem solving skills
21. Protocol knowledge
22. Foreign language knowledge (Upper-intermediate)
23. Management skills
24. Time management knowledge

## Attitudes and Behaviors

1. To think analytically
2. To be sensitive to environmental protection
3. To be elaborative
4. To be fair and square
5. To be able to work in a team
6. To be energetic
7. To be cheerful
8. To take initiative
9. To give importance to human relations
10. To have work discipline
11. To follow OHS rules
12. To give importance to quality
13. To be determined
14. To pay attention personal hygiene
15. To be able to be a leader
16. To have eagerness to learn and teach
17. To be patient
18. To keep secrets
19. To be calm
20. To be responsible

## TESTING, ASSESSMENT AND CERTIFICATION

Assessment to be made for certification according to national qualifications based on occupational standards for Service Attendant (Level 5) shall be carried out written and/or oral both theoretical and practical at measurement and assessment centers which provide the necessary conditions.

Method of measurement and assessment and principles of implementation shall be detailed in the national qualifications to be developed in accordance with this occupational standard. Procedures relating to measurement and assessment and certification shall be performed in the framework of Vocational Qualification, Testing and Certification Regulation.



## Qualifications of Service Manager level 5

The name of the Qualification	Service Manager (Level 5)
Reference Code	12UY0095-5
Reference in the International Classification System	ISCO 08: 1412
Date	07.11.2012
Aim	The purpose of this qualification is to define the the knowledge, skills, competencies required by HORECA sector and carry out activities related to assessment-evaluation and certification.
The structure of the qualification	<p>Compulsory Units</p> <p>12UY0095-5/A1 Occupational Health, Safety Activities and Environmental Protection Legislation</p> <p>12UY0095-5/A2 Food Safety and Quality Management System</p> <p>12UY0095-5/A3 Work Organisation</p> <p>12UY0095-5/A4 Operations Management and Control</p> <p>2UY0095-5 / A5 Post-Operation Transactions</p> <p>12UY0095-5/A6 Periodic Transactions</p> <p>12UY0095-5/A7 Activities Related to Professional Development</p> <p>Selective Units</p> <p>12UY0093-2/B1 Foreign Language</p> <p>Extra Learning Outcomes</p> <p>The candidate must be successful in all of the compulsory qualification units in order to obtain a qualification certificate.</p>
Assessment and Evaluation	<p>In order to obtain the qualification, the candidate should take two exams; theoretical and practical. Theoretical and practical exams will be held consecutively. Theoretical exam will be realized from A1, A2, A3, A4, A5, A6 and A7 units. The exam is planned to be held in a single session and an average of 1.5-2 minutes is foreseen per each question. In the performance-based practice exam candidates must take the practice exams conducted from A3, A4, A5, A6, units one by one and they should be successful by meeting the criteria determined for that unit in the evaluation made. Theoretical and performance-based exam parts are evaluated together. When the candidate passes both exams then it is considered s/he is successful in this qualification. If the candidate who fails from one exam or both exams, can apply within one (1) year and takes the units which were unsuccessful. In the event of a break for more than a year, the candidate takes the exam in all units.</p>
Validity period	5 years
Developed By	Antalya Ticaret ve Sanayi Odası (ATSO)
Verified By	HORECA sector committee
Learning Outcomes	<p>creates Business patterns according to Occupational Health, Safety and Environmental Protection Legislation</p> <p>Evaluates the activities of reducing environmental risks.</p> <p>Evaluates the activities related to the Food Safety and Quality Management System.</p> <p>Checks the food safety and quality of the work done</p> <p>Evaluates activities to increase guest satisfaction</p> <p>Makes personal preparation.</p> <p>provides communication between subordinates and superiors</p> <p>Supervises her subordinates</p> <p>Performs activities in the area of responsibility.</p> <p>checks that the service products are prepared according to the business lines and checks that the amount is available</p> <p>Organizes the loaned item registry.</p> <p>Supervises the operation</p>

	<p>fulfills managerial responsibilities.</p> <p>evaluates the service types valid in the service departments.</p> <p>deals with guest requests and complaints.</p> <p>Checks that the service is running smoothly</p> <p>Analyzes food and beverage income and expenses.</p> <p>Applies business patterns related to lost and found property.</p> <p>Makes the staff clean the service area.</p> <p>Checks that the tools, equipment and equipment are cleaned by the relevant unit.</p> <p>Coordinates the material counting</p> <p>Makes budget preparation studies.</p> <p>Makes the relevant unit done the maintainance and calibration of the equipment and equipment belonging to the department</p> <p>checks service warehouses.</p> <p>helps the work of the Housekeeping department in areas related to their own department in accommodation businesses</p> <p>Controls pest control activities</p> <p>Evaluates to all kinds of publications, innovations and technological developments related to the profession.</p> <p>Organises on-the-job training programs of newly recruited personnel.</p> <p>To have B1level listening, speaking, writing, reading skills in foreign language.</p>
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# 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

### 1. 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"> <li>■ Selects and uses (in terms of prepared dishes) sets of knives in a safe manner</li> <li>■ Professionally performs chopping and serving according to the select cuisine</li> <li>■ Operates machines, devices and equipment necessary for the food preparation</li> <li>■ 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</li> </ul>
Prepares dishes in accordance with the required service or order		<ul style="list-style-type: none"> <li>■ Monitors the quality and quantity of prepared dishes in accordance with the accepted order</li> <li>■ Selects means and methods of storage and transport of prepared dishes in the context of taste and health values</li> </ul>
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"> <li>■ Explains and presents recipes specific to a given cuisine culture</li> <li>■ Provides advantages and disadvantages associated with food preparation in the context of a particular cuisine culture</li> <li>■ Prepares different culinary products and carries out other pre-processing work, to further use in recipes or for sale</li> <li>■ Packages, preserves and restores raw, semi elaborated and culinary preparations commonly used</li> <li>■ Takes into account the availability of products on the market e.g. seasonal products, fresh fish, etc.</li> <li>■ 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)</li> </ul>

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

	Prepares salads	<ul style="list-style-type: none"> <li>Prepares salad dressings;</li> <li>Prepares salads</li> <li>Prepares buffet from different types of salads</li> <li>Selects appropriate heat processing of different types of food products in order to maintain the nutritional value of food</li> <li>Combines vegetables with fruits;</li> <li>Knows how to combine salads with dressing</li> <li>Knows how to store salads to keep them fresh</li> </ul>
	Prepares vegetable dishes - vegetarian dishes	<ul style="list-style-type: none"> <li>Heats food, if needed</li> <li>Knows the composition of vegetable dishes</li> <li>Knows the working tools and tools for decorative processing of food products</li> <li>Knows the procedures to maintain maximum nutritional value of food</li> <li>Knows how to prepare vegetable dishes, such as cold and hot appetizers</li> <li>Understands the importance of vegetables in the daily diet;</li> <li>Knows the different types of vegetable production - eco, organic</li> </ul>
<b>Follows trends in gastronomy and cooking</b>	Knows and applies gastronomic trends in cooking	<ul style="list-style-type: none"> <li>Experiments in combining food products available in a given cuisine</li> <li>Prepares new dishes in line with emerging trends e.g. in healthy food</li> <li>Demonstrates commitment to developing skills and knowledge</li> <li>It is up to date with trends in business and industry</li> <li>Tests new ingredients and dishes by practicing and thinking about different ways of preparation and cooking techniques</li> <li>Prepares dishes according to specific recipes with particular emphasis on their taste in the scope of individual as well as collective orders</li> <li>Contributes to reviewing and refreshing of the menus according to business and customer requirements</li> </ul>
<b>Applies and respects rules and techniques referring to the preparation and finishing of courses in front of the customers</b>	Restaurant services	<ul style="list-style-type: none"> <li>Understands and applies working instructions referring to setting up of special restaurant services</li> </ul>
<b>Uses the necessary accessories related to serving dishes in a given cuisine culture under varying conditions</b>	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"> <li>Justifies the choice of crockery/ cutlery for the offered dish</li> <li>Checks the cleanliness of the knives, their sharpness and proper storage</li> <li>Chooses a colour scheme adequate to the service and the offered dish</li> <li>Determines and justifies the quantity and quality of utensils necessary for the order or service</li> </ul>

<b>Selects the technique of decorating and serving dishes</b>	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"> <li>Knows techniques for forming and decorating with special tables</li> <li>Makes decorative elements from edible and inedible items/elements.</li> <li>Shapes and decorates products from all tables (marzipan, nougat, ticino or grijaz)</li> <li>Knows techniques for forming light and dark caramel products (infusion, traction, blowing, breaking, croquette, candying and caramelization)</li> <li>Creates decorative arrangements using prepared elements and carvings from napkins, vegetables, fruits, etc.</li> </ul>
<b>Interprets ingredients used for thickening and jellying when decorating dishes</b>		<ul style="list-style-type: none"> <li>Interprets and combines ways of preparation of ingredients that thicken and jelly the given dishes</li> <li>Distinguishes products used for thickening and gelling according to the origin and method of application</li> </ul>
<b>Interprets and perceives the application of sauces and dressings that serve as decor art of ready meals</b>		<ul style="list-style-type: none"> <li>Describes the division and types of sauces and dressings used to decorate dishes</li> <li>Distinguishes between different types of sauces and dressings according to texture, colour, appearance, taste</li> <li>Classifies and explains sauces and dressings according to products and preparation technique</li> <li>Knows how to conserve and store and the required temperature of sauces and dressings for ready meals</li> <li>Demonstrates the use of sauces and dressings in a cold buffet</li> <li>Interprets recipes for preparing sauces and dressings from various products, spices, alcohol, natural colours, etc.</li> </ul>
<b>Performs fruit and vegetable carving using a variety of cutting methods</b>	Knows the techniques of carving of fruits and vegetables	<ul style="list-style-type: none"> <li>Independently creates decorations from vegetables, fruits, flowers, etc.</li> <li>Distinguishes between different types of carving and cutting of fruits and vegetables</li> <li>Makes decor products from vegetables and fruits for different occasions</li> <li>Applies carving technique with vegetables and fruits for various occasions and events in catering</li> </ul>
<b>Knows the technique of decorating a buffet</b>	Decorating buffet	<ul style="list-style-type: none"> <li>Knows how to prepare "mise en place" a place for distributing food;</li> <li>Properly uses tools, knives and equipment in preparation, finishing and serving</li> <li>Decorates and serves canapés and cocktails according to requirements</li> <li>Ensures that the served food is at the appropriate temperature for holding and serving</li> <li>Analyses activities to increase guest satisfaction</li> </ul>
<b>Serves, and delivers dishes in appropriate plates</b>	Serving and presentation of food in a plate	<ul style="list-style-type: none"> <li>Knows rules and combinations when serving individual dishes on a plate</li> <li>Prepares portions according to norms</li> <li>Knows how to cool or heat dishes Serves meals</li> <li>Delivers food on an order basis</li> <li>Carries the right portion of food in the plate from the kitchen to the correct customer</li> <li>Records the delivery of food</li> </ul>

Composes the colours on the plate and the arrangement of dishes		<ul style="list-style-type: none"> <li>Distinguishes procedures and ways of decorative elements in ready meals</li> <li>Uses appropriate decoration in garnishing the meals;</li> <li>Presents and places the side dishes</li> <li>Decorate plates;</li> <li>Displays the dish with regard to the artistic value</li> <li>Creates own spatial compositions of prepared dishes</li> </ul>
Organizes the order of serving dishes		<ul style="list-style-type: none"> <li>Selects and justifies the selection of a person to perform assigned tasks in the field of serving dishes (soups, salads, desserts, etc.)</li> <li>Arranges with the team the time frame for serving individual dishes and table decoration</li> <li>Serves dishes while maintaining their nutritional properties (hot, fresh, etc.)</li> </ul>
Maintains cleanliness and personal hygiene while performing professional tasks in the kitchen		<ul style="list-style-type: none"> <li>Applies the rules regarding personal hygiene and order/tidiness at the workplace</li> <li>Washes, cleans and disinfects machines and devices used for professional tasks/ preparing meals</li> <li>Uses jewellery, perfume and cosmetics according to the workplace rules</li> <li>Maintains health certificate from regular health checks</li> </ul>
Applies safe working rules at the workplace with particular attention to emerging innovations		<ul style="list-style-type: none"> <li>Operates equipment in accordance with the user manual</li> <li>Respect the safety rules at the workplace/workplace (in relation to heating, cooling, etc.)</li> <li>Wears protective clothing</li> <li>Implements sanitary hygiene regulations</li> <li>Knows the regulations for fire protection</li> </ul>
Comply with the environmental protection rules		<ul style="list-style-type: none"> <li>Segregates waste: paper, glass, plastics, aluminium, food waste;</li> <li>Stores waste: paper, glass, plastics, food waste, used oil, etc.</li> <li>Supervises waste segregation (e.g. used oils, food leftovers, etc.)</li> <li>Intervenes if losses are generated in terms of quantity and/or quality of surplus food</li> <li>Monitors quantities in order to minimise waste and litter</li> <li>Implements corrective plans for the quantities of generated waste</li> </ul>
Applies hygiene requirements in a catering company		<ul style="list-style-type: none"> <li>Analyses Occupational Health, Safety and Environmental Protection Legislation and methods</li> <li>Analyses the methods of reducing environmental risks</li> <li>Analyses the activities related to the Food Safety and Quality Management System</li> <li>Applies the principles of cleaning, washing and disinfecting dishes, machines and equipment</li> <li>Comply with the storage conditions of chemical preparations Handles correctly mistakes</li> <li>Uses general hygiene standards and HACCP in food distribution</li> </ul>



## 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
<b>Plans the work of the team</b>	Workplace planning and organization	<ul style="list-style-type: none"> <li>Identifies employees' development prospects and problems they face</li> <li>Discusses career development prospects and issues with employees</li> <li>Provides advice and support to each employee to use identified perspectives and solve problems</li> <li>Supervises actions in crisis situations so that the team does not become disorganized in crisis situations</li> <li>Cooperates with other departments</li> <li>Applies methods of employee motivation</li> </ul>
<b>Cooperates with people responsible for hiring (supervisor, owner, etc.)</b>		<ul style="list-style-type: none"> <li>Determines the demand for employees in terms of the tasks performed in accordance with the principle of rational management</li> <li>Justifies the demand for employees to those who decide on hiring and firing employees</li> <li>Supports the development of job descriptions</li> <li>Assesses the candidates' suitability to perform the job according to established criteria</li> <li>Assesses candidates in terms of suitability for performing tasks in accordance with the adopted criteria</li> <li>Applies the legal requirements related to equal treatment and non-discrimination</li> </ul>

Defines the goals and tasks of the team		<ul style="list-style-type: none"> <li>Explains rules for selecting people to perform assigned tasks</li> <li>Provides an example of appropriate and inappropriate communication of tasks to perform by the team</li> <li>Considers the constructive team proposals, is open to cooperation, makes decisions</li> <li>Verifies documentation required for food production</li> <li>Explains the principles of communicating with co-workers and explains the importance of adhering to the principles of culture and ethics</li> </ul>
Defines the way of performing individual tasks		<ul style="list-style-type: none"> <li>Identifies the staff competences required to perform the tasks in the kitchen</li> <li>Delegates tasks as a basis for achieving intended objectives</li> <li>Performs actions under time pressure, coping with stress</li> <li>Analyses data regarding the competition markets</li> <li>Presents the job descriptions to employees</li> <li>Verifies, together with employees, the division and methods of preparation of individual dishes</li> <li>Prepares a workable schedule and schedule</li> </ul>
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"> <li>Prepares the order and procures necessary products for work</li> <li>Organizes work tasks and staff schedule in the kitchen depending on the way and system of work</li> <li>Knows standards and norms for food preparation</li> <li>Checks food stocks, reports shortages, prioritizes expiring food</li> <li>Creates budget data related to production processes</li> </ul>
Create and maintain good effective work relations	Team Work	<ul style="list-style-type: none"> <li>Maintains good relationships with all the work groups</li> <li>Is always polite and friendly with all members of good work</li> <li>Participates creatively in group works and meeting and happily offer help to others and ask for help</li> <li>Encourages and supports associates</li> </ul>
Monitors and evaluates the work of the team	Evaluation and improvement of performance	<ul style="list-style-type: none"> <li>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</li> <li>Monitors and evaluates team activities and progress in accordance to the adopted goals</li> <li>Assesses the employees according to established rules and criteria</li> <li>Pedagogically treats employees and younger cooks, for their advancement and learning in the profession</li> <li>Assesses the degree of implementation of sets of learning outcomes against the schedule of activities</li> </ul>
Designs the gastronomic offers	Promotion and sale of services and products	<ul style="list-style-type: none"> <li>Prepares working documentation and calculation for the performed work and consumed material</li> <li>Gives an example to others by working in a way that minimizes waste</li> <li>Negotiates orders with customers, gives offers on menus according to the list of dishes, adjusted according to needs</li> <li>Behaves in accordance to the values and culture of the company</li> </ul>

## 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"> <li>Identifies the specificity of served customers</li> <li>Is focused on building customer satisfaction</li> <li>Selects elements that make up the image of the institution and its conscious creation</li> <li>Applies the highest standards of customer service</li> <li>Knows how to use modern means of communication</li> </ul>
Identifies and analyses the „difficult customer”		<ul style="list-style-type: none"> <li>Characterises ways of dealing with a difficult customer</li> <li>Applies principles for dealing with complaints both to the customer and to colleagues</li> </ul>
Identifies techniques for dealing with difficult situations		<ul style="list-style-type: none"> <li>Applies methods of dealing with difficult situations in contact with the customer</li> <li>Copes with difficult emotions and is under control in conflict situations</li> </ul>
Conducts a conversation with the customer		<ul style="list-style-type: none"> <li>Actively listens to the customer's statements</li> <li>Applies the messages requested in customer service</li> <li>Clarifies doubtful, controversial or problematic issues</li> </ul>
Recognises an assertive attitude as respecting own and the customer's boundaries		<ul style="list-style-type: none"> <li>Applies an assertive attitude in solving conflict situations with customers</li> <li>The customer is always right”, „the customer is always the master”, „the customer is allowed everything” within the limits of norms</li> </ul>

## 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"> <li>Monitors and evaluates the quality of the kitchen's work and check whether it is in accordance with accepted standards</li> <li>Proposes professional development projects to employees</li> <li>Develops a proposal for individual and group training</li> </ul>
Corrects any identified irregularities		<ul style="list-style-type: none"> <li>Reviews trainee assessment methods to ensure each assessment is fair and valid</li> <li>Cooperates substantively and methodically with other trainers (specialists, masters, cooking enthusiasts)</li> </ul>
Prepares and conducts training		<ul style="list-style-type: none"> <li>Prepares and conducts presentations on the identified issues</li> <li>Prepares a workstation for exercises that provides optimal learning conditions</li> <li>Conducts exercises with methods using methods appropriate to the goal, participants' abilities, equipment capabilities, in compliance with health and safety and fire protection regulations</li> <li>Provides an appropriate level of involvement of persons participating in the activities</li> <li>Communicates with a group of participants in accordance with the principles of interpersonal communication</li> </ul>

		<ul style="list-style-type: none"> <li>■ Presents information in a clear and understandable way, use language appropriate to the level of the group of participants</li> <li>■ Is able to give feedback to the subordinates regarding their performance</li> </ul>
<b>Applies assessment criteria and methods to check the assumed learning outcomes</b>		<ul style="list-style-type: none"> <li>■ Provides ongoing feedback to trainees on learning outcomes</li> <li>■ Collects and analyses feedback from trainees on the quality and effectiveness of training</li> <li>■ Manages the group process at every stage of the training group development</li> <li>■ Ensures the integration of the group of participants to the extent necessary to achieve the learning objectives</li> <li>■ Flexibly responds to the needs of participants by changing the methods and techniques of conducting training</li> <li>■ Resolves conflict situations without harming the group and the training process</li> </ul>
<b>Maintains safety in the workplace</b>	Maintains a safe and healthy working environment	<ul style="list-style-type: none"> <li>■ Recognizes possible dangers and reports to the correct person, following the correct procedures in the workplace</li> <li>■ 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</li> </ul>

### 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"> <li>Monitors the quantity and quality of orders for kitchen and hotel operations</li> <li>Follows food storage procedures</li> <li>Controls the food and beverage consumption system</li> <li>Performs quality and inventory control</li> <li>Logistics control: process analysis and documentation and productivity assessment</li> </ul>
Organises and supervise waste management		<ul style="list-style-type: none"> <li>Implements a rational waste management scheme in the kitchen and hotel</li> <li>Corrects the process of rational waste management in the kitchen and hotel</li> <li>Complies with the waste management regulations</li> </ul>
Ensures the current functioning of the kitchen and hotel		<ul style="list-style-type: none"> <li>Communicates with customers</li> <li>Supervises organized parties and events</li> <li>Supervises the operation of the kitchen, the hall and the hotel</li> <li>Monitors the operation of the equipment and facilities in the kitchen and hotel</li> <li>Evaluates to all kinds of publications, innovations and technological developments related to the profession</li> </ul>
Conducts sales conversations with savoir vivre the field of cuisine and hotel		<ul style="list-style-type: none"> <li>Negotiates delivery terms and concludes contracts with suppliers</li> <li>Produces a procurement plan within a specified time horizon</li> <li>Organizes the supply of food and other products and necessary resources for the operation of the hotel and kitchen (e.g. cleaning agents)</li> </ul>
Ensures the operation of the business in compliance with regulations	Maintains safe and healthy working environment	<ul style="list-style-type: none"> <li>Applies health and safety and fire protection rules</li> <li>Applies the principles of property protection</li> <li>Applies environmental protection regulations</li> <li>Complies with the principles of the HACCP system</li> <li>Monitors the level of hygiene in the restaurant area</li> </ul>

## 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"> <li>Identifies the specific characteristics of the customers served</li> <li>Focuses on building customer satisfaction</li> <li>Selects elements that make up the image of the institution and its conscious creation</li> <li>Applies the highest standards of customer service</li> <li>Has B1 level listening, speaking, writing, reading skills in foreign language</li> </ul>

Identifies techniques for dealing with difficult situations		<ul style="list-style-type: none"> <li>Applies methods of dealing with difficult situations in contact with the customer</li> <li>Deals with difficult emotions and is self-controlled in conflict situations</li> </ul>
Recognizes the attitude of assertiveness as respecting own and customer's boundaries		<ul style="list-style-type: none"> <li>Applies an assertive attitude in resolving conflict situations with customers</li> <li>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</li> </ul>

### 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"> <li>Identifies customer needs</li> <li>Develops communication strategy</li> <li>Develops a plan of promotional activities for the kitchen / hotel in accordance with the principle of rational management</li> <li>Selects promotional activities appropriate to the cuisine and hotel offer</li> <li>Plans activities in the area of building the image of the kitchen and hotel</li> <li>Uses new technologies and media to promote online communications and social media</li> <li>Applies tools and techniques to measure the effectiveness of promotional activities</li> </ul>
Organises promotional and marketing activities		<ul style="list-style-type: none"> <li>Develops a menu tailored to customers' needs as well as according to circumstances</li> <li>Uses promotion tools</li> <li>Conducts marketing activities aimed at increasing the hotel's reputation</li> <li>Organizes special events</li> <li>Cooperates with the local media in promoting the specialties and the hotel's accommodation offer</li> </ul>
Conducts financial operations		<ul style="list-style-type: none"> <li>Defines the pricing policy for the services offered (discounts, rebates, cards, etc.)</li> <li>Makes budget preparation studies</li> <li>Monitors daily turnover</li> <li>Monitors expenses</li> <li>Analyzes food and beverage income and expenses</li> <li>Analyses the effectiveness of promotional and advertising activities</li> <li>Supervises the keeping of financial records and the payment of public levies</li> </ul>

## 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.

In order to check the importance of the HoReCa4VET content, the partnership developed an assessment questionnaires regarding the skills and competencies needed to succeed in HoReCa industry. The analysis covered skills in three specific qualifications:

- Creating flavors, decorating dishes;
- Kitchen work management;
- Management in the HORECA industry.

The aim was the analysis of the research of skills and competencies, needs and challenges of the target groups. The questionnaire covered :

<b>Part 1</b>	- General data, aimed at profiling the respondents and their experience;
<b>Part 2</b>	- Assess the impact of competencies (knowledge, skills and attitudes) regarding the targeted qualifications, on the effectiveness of HoReCa, in order to increase employability;
<b>Part 3</b>	- Assessment of skill level of employees / managers and necessary further improvements;
<b>Part 4</b>	- Assessing the needs and challenges for improving skills in the HoReCa sector.

In order to obtain relevant results from the research, the questionnaire was completed by respondents who know it well and are directly involved in the HoReCa sector, on different job positions and with different work experience.

The purpose of the research is to provide information that will contribute to the development of appropriate curricula to improve skills and facilitate the process of validation and certification of non-formal and informal learning in the countries that are part of the project.

Interviews were carried out with managers to assess company policy and practice. Case studies of hotel and restaurants' employee and managers were also carried out, focusing on the employees' skills, work history and their attitude towards training and learning. The project pointed out the good practices that could be adopted by policymakers, employers and human resources managers in the tourism industry. Results showed that investment in employee development and training results in the employee experiencing job satisfaction. This fosters more commitment towards the organisation, which leads to lower turnover rates and better performance. All in all, the study served to show that human resource development is of the utmost importance for the tourism sector in Europe.

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.



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# APPENDIX

## 1. ASSESSMENT QUESTIONNAIRE

### WHAT SKILLS DO YOU NEED TO SUCCEED IN HORECA?

#### Skills and competencies in the HoReCa sector

#### Need and challenges in the HoReCa sector

The aim of this questionnaire is realization of the activities regarding the project **HoReCa4VET**, in OI - AI research area:

a) Analysis of the research of skills and competencies, needs and challenges of the target groups.

The analysis covers skills in three specific qualifications:

- Creating flavors, decorating dishes;
- Kitchen work management
- Management in the HORECA industry

The questionnaire is divided into four parts:

- |               |  |
|---------------|--|
| <b>Part 1</b> | - General data, aimed at profiling the respondents and their experience;   |
| <b>Part 2</b> | - Assess the impact of competencies (knowledge, skills and attitudes) regarding the targeted qualifications, on the effectiveness of HoReCa, in order to increase employability; |
| <b>Part 3</b> | - Assessment of skill level of employees / managers and necessary further improvements;  |
| <b>Part 4</b> | - Assessing the needs and challenges for improving skills in the HoReCa sector.  |

In order to obtain relevant results from the research, the questionnaire is completed by respondents who know it well and are directly involved in the HoReCa sector, on different job positions and with different work experience.

The purpose of the research is to provide information that will contribute to the development of appropriate curricula to improve skills and facilitate the process of validation and certification of non-formal and informal learning in the countries that are part of the project.

**Having in mind how terrible the HoReCa sector is hit by the Covid-19 pandemics, we hope you will find time and strength to fill in this questionnaire so we can contribute to the future betterment of HoReCa services.** Your honest answers and opinions will help in the realization of the specific research goals.

Thank you  
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## PART 1

### Data about respondents and sector characteristics

(Check the box according to your answer)

Your role / job position in the hospitality sector	Years of experience in the HoReCa sector			
	Less than 3	Between 3 - 6	Between 6 - 10	More than 10
<input type="checkbox"/> Pupil / student in Hospitality and Tourism				
<input type="checkbox"/> Representatives of validation and certification institutions				
<input type="checkbox"/> Professor / coach for building skills in the sector				
<input type="checkbox"/> Employed in hotel / restaurant / cafeteria				
<input type="checkbox"/> Hotel / restaurant / cafeteria manager				
<input type="checkbox"/> Representatives of associations / clusters for HoReCa				
<input type="checkbox"/> Other (please specify)				

Country	Poland	Macedonia	Turkey	Cyprus	Spain

	Location				
	Touristic place			City place	
	Rural	City	Touristic center	Capital city	Administrative/ Business center
Hotel					
Restaurant					
Catering					
Cafeteria					
B@B					
Other					

	Size of enterprise (number of employees)						
	Less than 10	10 -20	20 - 30	30 -50	50-70	70-100	More than 100
Full year							
Specific touristic season							

## PART 2

Assessment of the impact of competencies (knowledge, skills and attitudes), regarding the targeted qualifications, on the effectiveness of HoReCa, in order to increase employability

The following is a series of statements expressing certain views.

You can show how much you agree with them by rounding down the numbers 1 - 4, which have the following meaning:

1 - I completely disagree

2 - I'm not sure

3 - I generally agree

4 - I completely agree

2.1. Effective communication between employees improves efficiency and work productivity in the HoReCa sector	1	2	3	4
2.2. Clear and professional communication through speech and body language is essential for good customer service in the HoReCa sector	1	2	3	4
2.3. Properly used personnel management skills contribute to building mutual respect and level of quality service in HoReCa	1	2	3	4
2.4. Respect for employees by superiors creates a motivating and attractive working environment	1	2	3	4
2.5. An excellent business plan ensures productive and profitable operation of the company	1	2	3	4
2.6. An excellent business plan is the result of the work of a management team that knows and respects the professional and ethical standards in the HoReCa sector	1	2	3	4
2.7. Every HoReCa employee should be able to express their opinions, ideas and acquired professional skills	1	2	3	4
2.8. Ensuring continuous professional development of employees in the HoReCa sector, will have a positive effect on service and business development	1	2	3	4
2.9. When selecting staff in the HoReCa sector, a well-structured CV has a significant impact	1	2	3	4
2.10. When selecting staff in the HoReCa sector, the most important are the professionals Skills	1	2	3	4
2.11. The soft skills possessed by the candidates have a significant impact on the selection of staff in the HoReCa sector	1	2	3	4
2.12. The use of new information technologies is the key to effective and efficient operation	1	2	3	4
2.13. The taste and appearance of food / beverages have a direct impact on customer satisfaction and business development	1	2	3	4
2.14. Food decoration is key in attracting customers	1	2	3	4

## PART 3

### Skills level assessment of employees / managers and further improvements needed

In your opinion, assess the current level of skills and the need to improve them in the following qualifications:

- Creating taste, decorating food;
- Kitchen management;
- HoReCa management.

Show your opinion by marking level 1 - 5, which have the following meaning:

1 = **Irrelevant** / I do not know;

2 = **Unsatisfactory** / very basic level, strongly needs to be improved;

3 = **Weak** / poor level, need of improvement;

4 = **Good** / acceptable level, with minimal needs for improvement;

5 = **Excellent** / very high level of skill demonstration.

3.1. Soft skills of employees:	current state level				
1. Communication with colleagues / employers / managers, oral and written	1	2	3	4	5
2. Commitment	1	2	3	4	5
3. Leadership	1	2	3	4	5
4. Planning and time management	1	2	3	4	5
5. Generating new ideas / creativity	1	2	3	4	5
6. Accepting responsibility	1	2	3	4	5
7. Ability to work under pressure	1	2	3	4	5
8. Ability to identify and solve problems	1	2	3	4	5
9. Work in a team / team player	1	2	3	4	5
10. Decision making	1	2	3	4	5
11. Motivate colleagues and clients	1	2	3	4	5
12. Flexibility / adaptability	1	2	3	4	5
13. Conflict prevention and management	1	2	3	4	5
14. Criticism and self-criticism	1	2	3	4	5
15. Self-initiative	1	2	3	4	5
Add:					

3.2. Hard skills / acquired through qualifications:	current state level				
1. Providing traditional / modern flavors	1	2	3	4	5
2. Presenting food / drinks (visually and oral)	1	2	3	4	5
3. Food / beverage preparation	1	2	3	4	5
4. Serving food / drinks	1	2	3	4	5
5. Experimenting with cooking / decorating styles	1	2	3	4	5
6. Preparation of ordered food with different raw materials	1	2	3	4	5
7. Independence at work	1	2	3	4	5
8. Professional attitude in communication (terminology and etiquette)	1	2	3	4	5
9. Communication in a foreign language	1	2	3	4	5
10. Professional competence within the field of own expertise	1	2	3	4	5
11. Adherence to professional and ethical standards	1	2	3	4	5
12. Use of information technology	1	2	3	4	5
13. Willingness to acquire and accept new knowledge and skills	1	2	3	4	5
14. Multitasking	1	2	3	4	5
15. Attention to detail	1	2	3	4	5
Add:					

3.3. Leadership / guidance	current state level				
Kitchen and HoReCa managers use skills in					
1. planning / time management (deadlines )	1	2	3	4	5
2. personnel planning / management	1	2	3	4	5
3. preparation of a plan for realization of activities	1	2	3	4	5
4. delegating tasks	1	2	3	4	5
5. goal setting	1	2	3	4	5
6. giving constructive feedback	1	2	3	4	5
7. coaching / leadership / training	1	2	3	4	5
Add:					

3.4. Professional effectiveness of management	current state level				
Managers in kitchen and HoReCa use innovative skills					
1. Adapting to change <i>(accepting feedback, handling customer complaints)</i>	1	2	3	4	5
2. Intercultural management <i>(openness to intercultural sensitivity, respect for diversity taking into account verbal and non-verbal communication, body language and gestures)</i>	1	2	3	4	5

<b>3. Creative problem solving</b> (using critical and creative thinking to solve problems, resolve conflicts, make decisions and complete tasks)	1	2	3	4	5
<b>4. Innovation</b> (analyzing new trends and appropriate adaptation to your own offer)	1	2	3	4	5
<b>5. Ability for cooperation / team spirit</b> (work in a cooperative / team environment)	1	2	3	4	5
<b>6. Language skills</b> (proper communication in at least one foreign language)	1	2	3	4	5
<b>7. Using computer / ICT</b> (showing experience in the use of computers, specific programs and can attend programs for training through the Internet)	1	2	3	4	5
<b>8. Adapting to a new business environment</b> (easily handles suppliers, anticipates new marketing strategies, easily manages staff and actions)	1	2	3	4	5
<b>Add:</b>					

## PART 4

### Assessing the needs and challenges for improving skills in the HoReCa sector

In the list provided, mark the activities that you think will contribute to improving the skills and will provide greater employability in the HoReCa sector.

You have the opportunity to mark all that you recognize as appropriate:

1 = **irrelevant**;

2 = **unimportant**;

3 = **important**;

4 = **very important**;

<b>4.1. Activities that will contribute to improving skills and providing greater employability in the HoReCa sector</b>				
1. adapting curricula in formal education	1	2	3	4
2. adapting curricula in non-formal education	1	2	3	4
3. involvement of providers for realization of trainings for acquiring soft skills	1	2	3	4
4. involvement of providers for realization of trainings for acquiring professional skills	1	2	3	4
5. organizing training programs with practical on-the-job training	1	2	3	4



6. increasing the number of trained advisors and assessors in the validation process	1	2	3	4
7. validation and certification of non-formal and informal learning	1	2	3	4
8. Training for the trainers in the sector	1	2	3	4
9. short programs for specific skills	1	2	3	4
10. organizing study camps in tourist regions	1	2	3	4
	1	2	3	4
Give suggestions				

Please select all the options you consider as potential problems / challenges.

4.2. Challenges regarding training programs	
1. Lack of motivation	
2. Unavailability of training programs	
3. Inadequacy of the available training programs with the needs of the organization	
4. Costs for training programs	
5. Available time for realization of training	
6. Lack of sufficient information about existing training programs	
7. Space for conducting training	
Additional suggestions:	

Please select all the options you like best.

4.3. Which are the preferred types of training that you think will provide better results?	
1. Online training	
2. Classroom training	
3. Theoretical training	
4. Practical on-the-job training	
5. Instruction-based training	
6. Training program based on practical experience	
Additional suggestions:	

## 2. STRUCTURED INTERVIEW QUESTIONNAIRE

for target groups (Hotels, Restaurants and Cafeterias) to define Gap in the skills and competencies in the HoReCa sector Validation and certification methods in partner countries

### For the qualification **Creating flavors and decorating dishes**

The aim of this questionnaire is realization of structured interviews with Hotels, Restaurants and Cafeterias as defined in the project **HoReCa4VET**, in O1 – A2 Field Research. Interviews need to be arranged with minimum 5 entities of the target groups per each of the following qualifications:

- Creating flavors, decorating dishes;
- Kitchen work management
- Management in the HORECA industry

Please fill in the following before the interview:

Type of the legal entity (please tick the box next to the relevant):	Hotel
	Restaurant
Position of the interviewee in the company:	
Number of employees:	
Location:	Touristic location
	City

The interview shall take no more than 30 minutes!

As introduction to the interview please show your concern about the situation in the HoReCa sector during the Covid-19 pandemics. Please explain that we give efforts to strengthen the sector by developing qualifications that we believe will support the sector immediately after the crises.

**Question 1:** How difficult is to find qualified and competent candidates for creating flavors and decorating dishes in your company (please think of the situation before the pandemic)?

**Question 2:** How will you describe the preparedness of the new employees for creating flavors and decorating dishes (if no cases currently please refer to the situation before the pandemic)?

**Question 3:** How long does it take to train a person on-the-job to be competent to prepare delicious and appealing dishes?

**Question 4:** What specific knowledge is the person missing when entering the labour market (entering your company)?

**Question 5:** What specific skills is the person trained in when engaged with you (if no later experience, please think of situations before the pandemic)?

**Question 6:** What specific attitudes he/she needs to improve?

**Question 7:** What would you prefer if you can choose among candidates for creating flavors and decorating dishes in your company, candidates that have:

VET degree

No degree

Non-formal/ In-formal certificate or

University degree?

**Question 8:** Have you ever engaged a person with certificate form an informal or nonformal education provider?

Yes / No

If yes: what qualification? \_\_\_\_\_

**Question 9:** What is your opinion about the need for certified qualification program on "Creating flavors and decorating dishes"?

**Question 10:** If you have employees with no relevant degree and would like to engage him/her in creating flavors and decorating dishes, what would you do?

Train them on-the-job, engaging your personnel as mentors and trainers

Let them finish qualification on Creating flavors and decorating dishes that is validated and certified in the country?

Something else: \_\_\_\_\_

**Question 11:** What is your opinion about the validation and certification methods of qualifications in our country (if you have such an information)