



Result 3.7

Two-year Training "Sustainable restaurant worker"

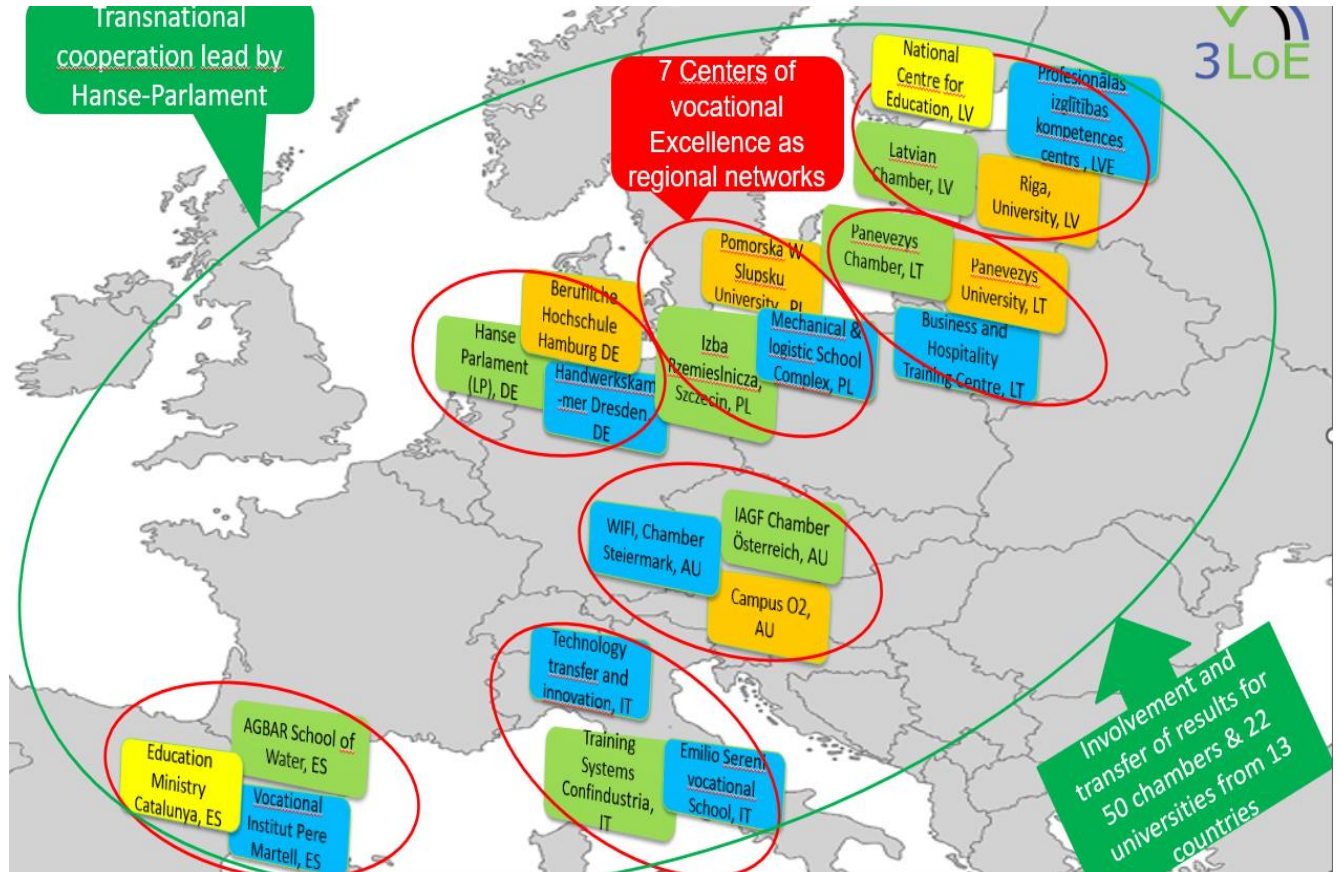
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Partner



Language

English

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Summary of the Project and Introduction

About the 3LOE project

Around 99% of all EU businesses are SMEs, creating up to 70% of all jobs. In general, SMEs have good growth prospects for the future and are particularly well equipped to solve environmental problems and to enhance the green economy. However, in most of the project countries, SMEs are confronted with a shortage of skilled workers and young entrepreneurs. This shortage of skilled workers is even more alarming taking into account that due to aging of current entrepreneurs, a large and growing number of companies will have to be handed over to the next generation. Furthermore, young specialists and entrepreneurs often lack the qualifications and skills needed in order to respond to contemporary developments in the fields of energy, climate and environmental protection. The following problems have been identified in SMEs working in the fields of green economy, energy and environmental protection:

- Blatant and growing shortage of skilled workers.
- Large qualification deficits, especially in the Green Economy.
- Loss of attractiveness and low qualification of school-based VET.
- Low rates of further training and insufficient orientation of offers to SME needs.
- Ageing of entrepreneurs and increasing shortage of young people (demographic change).
- Failure of business transfers and low rates of business start-ups.
- Low innovation rates and insufficient productivity.
- Not enough cooperation between universities and SMEs and a lack of teaching geared to SME needs.
- Comparably low internationalization of SMEs and vocational training providers.
- Lack of national level support for SMEs”.

To meet these challenges, work-based learning and new paths in vocational training must be provided through cooperation between educational institutions, economic chambers and SMEs. University graduates are often well-qualified in theory, but lack practical knowledge, skills and abilities that are crucial for SMEs. For this reason, VET reforms must also involve higher education, and should implement dual bachelor's degree programs that combine a bachelor's degree with vocational training and on-sight work in companies.

In the 3LOE project, an innovative and complex project structure with 22 project partners from 7 countries as well as 60 associated partners from 13 countries was designed. In each country, centers of vocational excellence (COVEs) in Green Economy will be established, managed and their permanent continuation ensured. A transnational cooperation of the centers will be developed, extended to 60 education stakeholders from 13 countries and operated permanently in an institutionalized form. The centers will offer a wide range of dual education measures in vocational training, further education and higher education, that are being developed, tested and evaluated in the project. These educational measures on EQF levels 3-7 focus on Green Economy, Digitalization and Entrepreneurship. Furthermore, vocational and educational consulting and innovation support for SMEs will be developed and implemented. In total, seven Train-the-Trainer programs will be developed and implemented permanently by the project partners. All results will be transferred to the 60 associated partners together with implementation advice.

The objectives and aimed outcomes of the 3LOE project can be summarized as following:

1. Foundation of a three-level Center in each project country

1.1 Building the "Green Economy" skills alliance for qualifications in SMEs with educational and economic actors from the 7 project countries; development of information and cooperation tools.

1.2 Expansion of the skills alliance to the 60 associated partners from 13 countries, comprising chambers of commerce, SME associations, as well as universities of applied sciences/colleges.

1.3 Development, testing and evaluation of a curriculum and teaching materials for Train the Trainer courses for personnel and center management (vocational schoolteachers, trainers in SMEs and lecturers in further and higher education institutions).

1.4 Evaluation of the construction and operation of the seven centers of Excellence and of the transnational cooperation.

1.5 Development of business and financing plans and ensuring the long-term continuation of the seven centres and transnational cooperation.

1.6 Development, consulting and introduction of political strategy program.

2. Implementation and realization vocational training

2.1 Development and implementation of a tool for vocational and qualification counselling as well as a training for consultants and teachers to use the tool.

2.2 Implementation of the dual system, so that work-based learning is put into practice in the project countries.

Preparation and transfer of curricula and examination regulations for dual vocational training for different professions and implementations in Poland, Lithuania, Latvia and Spain.

Development, test and implementation Trainings for teachers to conduct dual vocational training as well as Training of trainers in SMEs.

2.3 Development political concept for the training and integration of young people with learning difficulties for young people with learning difficulties (EQF level 3).

Development, test and implementation of a dual vocational training "Specialist for Building Insulation".

2.4 Development, testing and evaluation of education programme, teaching materials and examination regulations for the provision of sector-specific qualifications already during the initial vocational training for stronger learners. Implementation in the dual system, so that work-based learning is put into practice in the project countries.

2.5 Development and implementation five-year technician training „Ecologic Solutions in Logistics”.

3. Implementation and realization of further vocational training

3.1 Development and implementation of concepts and instruments for the management of continuing vocational training.

3.2 Development, test and implementation of a Train-the-Trainer program for teachers to conduct further training.

3.3 Development and implementation of a concept "SME-fair digitalization" as well as development, test and implementation of two train the trainer programs "Basic and advanced digital skills".

3.4 Transfer and implementation of four further trainings Energy Saving and Renewable Energies.

3.5 Preparation, transfer and implementation of six further trainings in the Green Economy.

3.6 Development, testing and evaluation of different training programs and teaching material for owners, managers and qualified workers of SMEs (EQF level 5 and 6). The trainings are specifically tailored to SME needs and different qualification levels and combine the transfer of technical, professional and management know-how.

- Training Enterprise and Entrepreneurship in Green Economy
- Training Energy Service Manager
- Trainings vocational Master Carpenter and Electric
- Training Construction Technician
- Training Service Technician
- Training Sustainability in foodservice industry

3.7 Development of regulations for new continuing education occupational profiles with a focus on the green economy.

3.8 Development of an integration programme for the unemployed (EQF level 4) in order to be able to place the unemployed in permanent jobs through further training seminars and a further training qualification.

4. Implementation and realization of higher education

4.1 Preparation and transfer of curricula, evaluation and examination regulations for two existing dual Bachelor degree programmes "Management of Renewable Building Energy Technology" and "Business Administration for SMEs".

4.2 Development and beginning of implementation of new dual Bachelor degree programs

- Business Administration & Sustainable Management of SMEs
- Entrepreneurship and Innovation in Green Economy
- Logistics - Green Supply Chains
- Service technician
- Tutorial "Sustainable management Climate neutrality for companies"

4.3 Development, test and implementation of four study modules (EQF level 6) on SME management in the Green Economy sector, which will be carried out in the dual study system and integrated into existing Bachelor degree programmes.

4.4 Development and implementation of concept for innovation promotion Solutions for manageable R&D tasks of SMEs and conducting manageable R&D projects for SMEs-

4.5 Development, testing and implementation of Training program for university lecturers and SME advisors.

5. Dissemination, transfer and use of the project results

5.1 Development of a concept and summary evaluation of the dissemination results of all partners

5.2 Transfer of all educational measures to 60 educational institutions in 13 countries and needs-oriented implementation consultations as well as realization of a bundle of measures for further dissemination of the project results.

5.3 Further dissemination activities such as presentations online, at third-party events, press releases and conferences.

5.4 Book with all results of the project and distribution via book trade.



For each of the three levels of educational measures there will be:

Target-group-specific educational programs.

Curricula, teaching materials, etc. developed in a leading role by the educational institutions of the respective level, whereby the educational institutions of the other levels (in particular universities) participate in an advisory and supportive manner.

Representatives of the participant target groups involved in the development work.

All educational measures will be tested with the respective target groups under different national conditions in the countries, evaluated and completed on the basis of the evaluation results with application notes.

About two-year Training "Sustainable restaurant worker"

There is growing emphasis on sustainability within the foodservice industry in Europe, especially with regard to small and medium-sized businesses. Demand for food is forecast to rise by 50% by 2030, while water use will increase by 30% and land use by 50%. Current food systems are not sustainable since they use resources whose rate of production is lower than consumption and are responsible for using 70% of the world's water, 30% of greenhouse emissions and over-fishing. Thus, the shift to resource efficiency through sustainable production becomes of the utmost importance, and SMEs involved in the foodservice industry can play a decisive role.

Sustainable restaurants offer a new perspective on what gastronomy means, offering healthy cuisine that also takes care of the planet. They have several key features such as the use of organic produce, local consumption and, in short, a sustainable process from contracting staff to the establishment's carbon footprint. Their main philosophy is maintaining a balance so that resources do not run out and using products and processes that do not harm the environment. However, different researches show that small and medium-sized businesses are limited in their capacity to be innovative in terms of increasing sustainability scores. Owners of these businesses are often highly value-driven, and these businesses have simple structures. Both these features are conducive to the transition towards increased sustainability. At the same time, however, they often have a knowledge deficit as well as the shortage of appropriately trained staff. The new training opportunities are greatly demanded by the sector in order to provide SMEs with new potential to act and stay competitive in the Green Economy.

Accordingly, a two-year "Sustainable restaurant worker" training course was developed, trialled with 15 students and implemented in Lithuania in line with national conditions and needs.

Curriculum

1.1 Aim of the Programme

The Programme aims at training a qualified professional who can apply the principles and environmentally friendly practices in the daily operation of a foodservice business. Apart from acquiring and mastering the skills of the cook's/chef's qualification, the learners develop specific knowledge and understanding for running a sustainable restaurant business.

After completion of the training, the learners will be equipped with all needed skills, knowledge, and competence to meet current and emerging workplace demands with regards to the green economy, sustainability and related processes.

1.2 Target group

The training programme is intended for stronger VET learners who want to acquire additional qualification or for persons already operating in the foodservice industry who wish to specialize in sustainability issues.

1.3 Duration of the training programme

The duration of the training is 2 years. The scope of the Programme is 2420 hours or 110 ECTS credits (one credit represents an average of 22 contact hours of work).

1.4 Qualification level

The training programme corresponds to *Level 4 of European Qualification Framework (EQF)*.

1.5 Prerequisites to enter (minimum education required)

Based on the content of the Curriculum the basic requirement for a learner to meet before undertaking this program is set as at least one of the following:

- a) young people who are still undergoing school-based or dual initial vocational training, have particularly good learning outcomes and acquire qualifications in addition to their normal vocational training.
- b) persons who, after undergoing initial vocational training, acquire these additional qualifications in the context of further vocational training.

1.6 Delivering bodies

VET schools, VET centres, VET competence centers in cooperation with enterprises.

1.7 Organisation of the training

The training is composed of 70% practice (in-company training) and 30% theory (delivered at VET school). Practical and theoretical training is implemented alternately following the prepared training plan (see Annex 1). The training takes place on specific days during the week or in blocks. The school and the company/-ies can decide on the specific division of the training hours according to their existing practice and internal facilities.

1.8 Examination and certification.

- **Interim assessment.** The method of interim learning outcomes assessment is determined by a vocational school together with a company. Learners' learning outcomes are summarized in the end of semester, academic year or having completed

the module. Theoretical training and practical training are assessed jointly. Assessment results are presented as recordings and (or) points using 10 point grading scale system. If a learner gets one interim unsatisfactory assessment of a module, he or she is given an opportunity to re-submit the assignment.

- **Final assessment.**

Upon successful completion of the training programme and after passing the final examination, the trainee is awarded a Qualification certificate of *Sustainable restaurant worker* which confirms the knowledge and skills of a qualified professional and sets out the topics learned, and demonstrates that a person is qualified to perform the work envisaged. The examination organization, the composition of the board and the issue of documents are regulated by the Ministry of Education, Science and Sports in accordance with the established procedure.

The assessment board is composed of representatives of a VET provider, Chambers of Crafts and enterprises.

The assessment of competences for acquiring a qualification consists of:

- assessment of theoretical knowledge;
- assessment of practical skills;
- assessment of practical training.

The theoretical part (knowledge) assessment test consists of questions corresponding to the qualification level and the structure of the test. Each test question is scored on a scale based on its complexity. The total score of the test is 100 points. It is considered passed if the learner scores at least 50 percent of the total number of points.

The assessment of practical training consists of the average of the practical training scores of each of the modules (excluding introductory module) intended for the acquisition of competencies that make up the qualifications. Achievements in practical training are assessed throughout the school year. The average derived by the vocational teacher is included in the assessment score of the practical part (skills) as an added value.

The assessment of the practical part consists of the task of demonstrating practical skills. It is evaluated on a ten-point scale. The final assessment score of the practical part (skills) consists of the following percentages: 40 percent evaluation of practical training and 60 percent evaluation of the practical part (skills). If the assessment score of the practical part (skills) of a person is lower than 4 points, his / her final assessment of the practical part (skills) is considered unsatisfactory.

Content of the Training Program

2.2 List of modules

Module title	Module type	No of Credits	No of Hours
Introductory module (2 credits)			
Introduction into profession	Compulsory	2	44
General modules (3 credits)			
Health and Safety at the workplace	Compulsory	2	44
Safe behavior in emergencies	Compulsory	1	22
Modules for the acquisition of competencies that make up a qualification (70 credits)			
Maintaining order in the kitchen	Compulsory	5	110
Managing paperwork	Compulsory	5	110
Preparing, cooking and presenting food	Compulsory	50	1100
Menu development	Compulsory	10	220
Modules to acquire a specialization of a sustainable restaurant worker (25 credits)			
Environment and sustainability in foodservice industry	Compulsory	3	66
Circular economy in the foodservice industry	Compulsory	2	44
Zero waste cooking	Compulsory	5	110
Contemporary world food	Compulsory	5	110
Setting up a sustainable restaurant business	Compulsory	10	220
Optional modules (10 credits)			
Preparing and serving for the banquets	Optional	10	220
European cuisine	Optional	5	110
Lithuanian national cuisine	Optional	5	110
Total:		110	2420

2.3 Practical approach

The content of the developed training programme is based on practical approach, i.e. there are practical tasks provided, with description of knowledge and equipment necessary for performance of the task as well as assessment criteria. The learner who successfully performed the practical task acquires particular competences. Learning achievement



assessment criteria are requirements of practical tasks' performance. Completion of the module is certified after successful performance and positive evaluation of the practical tasks.

3. Module Specifications

3.1. Introductory Module

Title of the Module – „Introduction into profession“

Module target	Develop the understanding and knowledge about the profession of a sustainable restaurant worker, including professional activities, business processes, functions and tasks.
Number of Credits	2
Number of Hours	44
Learning outcomes	Key content areas
1. Know the profession of a sustainable restaurant worker and the opportunities it provides in the labor market	<p>Topic 1. Definition and concept of a sustainable restaurant worker:</p> <ul style="list-style-type: none"> • Sustainable practices and operations in the food service business; the benefits, challenges and purpose of sustainability; changing requirements for the professions in catering industry; key features that contribute to effective sustainable food production. <p>Topic 2. Qualities required for the profession of a sustainable restaurant worker:</p> <ul style="list-style-type: none"> • commitment to sustainability; the responsibilities to the customers; support to the sustainable initiatives of the company, e.g. food sourcing, waste management, energy and water conservation, indoor air quality, chemical usage. <p>Topic 3. Opportunities of employment:</p> <ul style="list-style-type: none"> • Green teams; environmental initiatives as staff incentives.
2. Understand the professional activities, business processes, functions and tasks of a sustainable restaurant worker	<p>Topic 1. Activities, functions and tasks.</p> <ul style="list-style-type: none"> • Eco-friendly procedures leading to improved productivity and increased competitiveness; integrating sustainability practices in regular kitchen work.
3. Demonstrate existing, non-formal and / or informal skills specific to the qualification of a sustainable restaurant worker	<p>Topic 1. The considerations for planning sustainable menus:</p> <ul style="list-style-type: none"> • promotion of healthier diets; sustainable food criteria; the need to balance customer expectations with food offer. <p>Topic 2. The purpose and practice of sustainability in relation to the use of energy and equipment in a professional kitchen.</p>

	<ul style="list-style-type: none"> • energy-efficient kitchen equipment; planning kitchen layout to maximise efficiency; monitoring energy use and setting targets for reduction. <p>Topic 3. Sustainable food practice through a waste management and recycling process:</p> <ul style="list-style-type: none"> • the impact of waste; implementation of waste management system; food recycling.
Assessment criteria	<p>Proposed assessment of the module - <i>pass (fail)</i>.</p> <p>Pass: demonstrates knowledge and understanding of qualities and requirements for the profession of a sustainable restaurant worker. Explains the sustainable practices and operations in the food service business.</p>
Resource requirements	<ul style="list-style-type: none"> • Access to a range of current health and safety information on websites and from printed resources. • Technical aids to illustrate, visualize and present teaching / learning materials
Requirements for trainer's qualification	<p>The module can be taught by a teacher having:</p> <ol style="list-style-type: none"> 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Guest speakers from industry chefs who operate a sustainable food policy, focusing on what they do, the challenges and the benefits of the policy • Work experience • Opportunities to visit suitable different businesses/workplace environments

3.2. General Modules

Title of the Module – „Health and safety at the workplace“

Module target	Develop the understanding and skills to comply with health, safety, and welfare legislation and procedures in the workplace.
Number of Credits	2
Number of Hours	44
Learning outcomes	Key content areas
1. Understand legal and regulatory responsibilities of	<p>Topic 1. Health, safety and welfare legislation.</p> <p>Topic 2. Implementation in the workplace.</p>



employers and employees for health and safety in the workplace	Topic 3. Consequences of non-compliance.
2. Explore health and safety factors that impact practices in workplace environments	Topic 1. Impact of work environment and equipment. Topic 2. Managing physical health and safety in the workplace.
3. Determine health and safety risks in workplace environments	Topic 1. Types of workplace hazard and risk. Topic 2. Risk assessments
Assessment criteria	Proposed assessment of the module - <i>pass (fail)</i> . Pass: demonstrates knowledge and understanding of health and safety legislation and regulatory requirements for ensuring health, safety and security in different workplace environments. Explains the health and safety processes in place in a given workplace environment.
Resource requirements	<ul style="list-style-type: none"> • Access to a range of current health and safety information on websites and from printed resources. • Technical aids to illustrate, visualize and present teaching / learning materials
Requirements for trainer's qualification	The module can be taught by a teacher having: 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Guest speakers and interview/discussion opportunities • Work experience • Opportunities to visit suitable different businesses/workplace environments • Provision of health and safety risk assessments as exemplars.

Title of the Module – „Safe behaviour in emergencies“

Module target	Develop the understanding and skills to act and behave safely in emergency situations.
Number of Credits	1
Number of Hours	22

Learning outcomes	Key content areas
1. Understand the types of emergencies and potential hazards.	<p>Topic 1. Types of emergencies.</p> <p>Topic 2. Types of potential hazards.</p>
2. Understand the requirements and instructions for safe behavior in emergency situations.	<p>Topic 1. Requirements and instructions for safe behavior in emergency situations</p> <p>Topic 2. Managing emergency situations in the workplace.</p>
Assessment criteria	<p>Proposed assessment of the module - <i>pass (fail)</i>.</p> <p>Pass: demonstrates knowledge and understanding of how to behave in emergency situations. Explains the types of emergencies and potential hazards in a given workplace environment.</p>
Resource requirements	<ul style="list-style-type: none"> • Access to a range of information and instructions on websites and from printed resources. • Technical aids to illustrate, visualize and present teaching / learning materials
Requirements for trainer's qualification	<p>The module can be taught by a teacher having:</p> <ol style="list-style-type: none"> 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Guest speakers and interview/discussion opportunities • Work experience • Opportunities to visit suitable different businesses/workplace environments

3.3 Modules for the Acquisition of Competencies that make up a Qualification

Title of the Module – „Maintaining order in the kitchen“

Module target	Develop the understanding and skills to prepare and manage the work area and to maintain kitchen equipment.
Number of Credits	5
Number of Hours	110
Learning outcomes	Key content areas
1. Explain the purpose and labeling of technological equipment, tools, inventory	<p>Topic 1. Classification, purpose, marking of equipment, tools, inventory:</p> <ul style="list-style-type: none"> • Principles of operation of technological equipment and tools and rules for safe use

used for food preparation.	
2. Describe the purpose of kitchen areas and workplace requirements.	<p>Topic 1. Types of catering businesses:</p> <ul style="list-style-type: none"> • good hygiene practice requirements for catering establishments. <p>Topic 2. Workplace requirements and rules:</p> <ul style="list-style-type: none"> • types of premises of catering establishments; • requirements for the safety and health of workers, good hygiene practices applicable to the workplace of the cook; • workplace requirements and rules, labeling.
3. Prepare and maintain kitchen work areas according to the requirements of the workplace	<p>Topic 1. Requirements for work areas:</p> <ul style="list-style-type: none"> • health and safety requirements and rules of good hygiene practice suitable for the workplace for the production of pre-cooked dishes (meat, fish, vegetables, flour); • health and safety requirements and rules of good hygiene practice suitable for the workplace for the production of hot dishes; • health and safety requirements and rules of good hygiene practice suitable for the workplace for the production of flour dishes; • health and safety requirements and rules of good hygiene practice suitable for the workplace for serving the meals; • health and safety requirements and rules of good hygiene practice suitable for the auxiliary workplace. <p>Topic 2. Preparation of the cook's work areas in accordance with the requirements of occupational health and safety and rules of good hygiene practice.</p> <p>Topic 3. Manage workplace and inventory in accordance with the rules of good hygiene practice.</p>
4. Apply the requirements for personal hygiene, work clothes and posture of the cook	<p>Topic 1. Cook's personal hygiene and work clothing requirements.</p> <p>Topic 2. Cook's health records.</p>
5. Understand how to sort and manage waste	<p>Topic 1. Types of food waste:</p> <ul style="list-style-type: none"> • collection and processing of vegetable waste; • collection and processing of waste oils and fats;



	<ul style="list-style-type: none"> • collection and processing of animal by-products waste. <p>Topic 2. Types of packaging waste:</p> <ul style="list-style-type: none"> • sorting of cardboard, plastic and glass packaging.
6. Maintain kitchen equipment	<p>Topic 1. Kitchen equipment, their purpose:</p> <ul style="list-style-type: none"> • mechanical equipment; • thermal equipment; • refrigeration equipment. <p>Topic 2. Safe maintenance of kitchen equipment.</p>
Assessment criteria	<p>Excellent: properly selects and prepares for work technological equipment and tools. Uses technological equipment independently and in a safe manner. Comprehensively explains the rules of occupational health and safety, requirements for personal hygiene, work clothes, basics of work organization. Properly sorts and disposes waste. Prepares a workplace for a specific technological operation meeting the requirements of occupational health and safety. After finishing work, arranges the workplace and inventory in accordance with the rules of good hygiene</p> <p>Very good: selects and prepares for work technological equipment and tools. Uses technological equipment, tools and inventory independently and in a safe manner. Explains the rules of occupational health and safety, requirements for personal hygiene, work clothes, basics of work organization. Sorts and disposes waste. Prepares a workplace for a specific technological operation. After finishing work, arranges the workplace and inventory.</p> <p>Good: selects and prepares for work technological equipment and tools. Uses technological equipment, tools and inventory in a safe manner. Names the rules of occupational health and safety, requirements for personal hygiene, work clothes, basics of work organization. Sorts and disposes waste. Prepares a workplace for a specific technological operation. After finishing work, arranges the workplace and inventory.</p> <p>Satisfactory: selects and prepares for work technological equipment and tools. Uses technological equipment in a safe manner. Incomprehensively explains the rules of occupational health and safety, requirements for personal hygiene, work clothes, basics of work organization. Makes mistakes when sorting and disposing waste. Prepares a workplace for a specific technological operation. After finishing work, arranges the workplace and inventory.</p>
Resource requirements	<ul style="list-style-type: none"> • Access to a range of information and instructions on websites and from printed resources.

	<ul style="list-style-type: none"> • Technical aids to illustrate, visualize and present teaching / learning materials
Requirements for trainer's qualification	<p>The module can be taught by a teacher having:</p> <ol style="list-style-type: none"> 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Guest speakers and interview/discussion opportunities • Work experience • Opportunities to visit suitable different businesses/workplace environments

Title of the Module – „Managing of paperwork“

Module target	Develop the understanding about how to complete financial documents and work-related records.
Number of Credits	5
Number of Hours	110
Learning outcomes	Key content areas
1. Describe food safety and quality control documents.	<p>Topic 1. Food safety and quality control documents:</p> <ul style="list-style-type: none"> • Basic principles of good hygiene practice in catering companies <ul style="list-style-type: none"> ○ requirements for food handling and storage facilities ○ requirements for the reception and storage of food raw materials, packaging materials and finished products ○ requirements for food handling technologies
2. Fill in hygiene logs according to the requirements.	<p>Topic 1. Hygiene documents in catering establishments:</p> <ul style="list-style-type: none"> • Types of hygiene documents and their importance • Requirements for filling in hygiene logs used in catering establishments in accordance with the rules of good hygiene practice
3. Understand requirements for labeling of food products and raw material packaging.	<p>Topic 1. General requirements for the labeling of packages:</p> <ul style="list-style-type: none"> • Plastic, cardboard, paper, glass labeling. • Labeling of semi-finished and manufactured products in accordance with the rules of good hygiene practice. <p>Topic 2. Composition of dishes, nutritional value, food allergens</p>
4. Manage food products and raw material accounting.	Topic 1. Acceptance and issuance of food products and raw materials



	<p>Topic 2. Accounting of food and raw materials:</p> <ul style="list-style-type: none"> • Natural losses of food and raw materials • Computerized food and raw material accounting programs • Writing off food products and raw materials
Assessment criteria	<p>Excellent: independently labels semi-finished and prepared dishes in accordance with the rules of good hygiene practice. Comprehensively explains the nutritional value of raw materials, food products and dishes, identifies food allergens. Properly describes requirements for acceptance and issuance of food and raw materials, and the process of writing off food and raw materials. Completes hygiene logs.</p> <p>Very good: labels semi-finished and prepared dishes in accordance with the rules of good hygiene practice. Explains the nutritional value of raw materials, food products and dishes, identifies food allergens. Describes requirements for acceptance and issuance of food and raw materials, and the process of writing off food and raw materials. Completes hygiene logs.</p> <p>Good: labels semi-finished and prepared dishes in accordance with the rules of good hygiene practice. After answering additional questions, explains the nutritional value of raw materials, food products and dishes. Makes mistakes in naming food allergens. Describes requirements for acceptance and issuance of food and raw materials, and the process of writing off food and raw materials. Completes hygiene logs.</p> <p>Satisfactory: labels semi-finished and prepared dishes in accordance with the rules of good hygiene practice. After answering additional questions, explains the nutritional value of raw materials, food products and dishes. Makes mistakes in naming food allergens. Describes requirements for acceptance and issuance of food and raw materials, and the process of writing off food and raw materials. Makes mistakes in completing hygiene logs.</p>
Resource requirements	<ul style="list-style-type: none"> • Access to a range of information and instructions on websites and from printed resources. • Technical aids to illustrate, visualize and present teaching / learning materials
Requirements for trainer's qualification	<p>The module can be taught by a teacher having:</p> <ol style="list-style-type: none"> 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Guest speakers and interview/discussion opportunities • Work experience • Opportunities to visit suitable different businesses/workplace environments



Title of the Module – „Preparing, cooking and presenting food“

Module target	Develop knowledge and skills of preparing, cooking and presenting food, and introducing to the concept of professional cookery.
Number of Credits	50
Number of Hours	1100
Learning outcomes	Key content areas
1. Understand the styles of food and types of dish	<p>Topic 1. Styles and types of food:</p> <ul style="list-style-type: none"> • Styles, e.g. local, regional, national. • Types of food, e.g. snacks, appetisers, salads, soups and sauces, fish and seafood, meat and poultry, vegetables, fruit, vegetarian, desserts, savouries and cheeses. <p>Topic 2. Traditional food outlets and menus:</p> <ul style="list-style-type: none"> • Food outlets: <ul style="list-style-type: none"> ○ hotel, restaurant, pop-up/seasonal restaurant, cafes and coffee shops, takeaways, street food. • Menus: <ul style="list-style-type: none"> ○ breakfast, lunch, dinner, afternoon tea, à la carte, table d’hôte, tasting. <p>Topic 3. Balanced menus:</p> <ul style="list-style-type: none"> • Taste. • Texture. • Colour. • Appearance. • Cost. • Seasonal, food provenance, food sustainability, organic. • Dietary requirements.
2. Prepare and cook dishes using appropriate ingredients, skills and hygienic practices	<p>Topic 1. Equipment and products:</p> <ul style="list-style-type: none"> • Large equipment: <ul style="list-style-type: none"> ○ oven, e.g. pizza oven, smoking oven, microwave oven; steamer; large pans, e.g. pasta cooker; bratt pan; fryers; bains-marie; grills; salamander; griddle plates; barbecues. • Small equipment: <ul style="list-style-type: none"> ○ food processor, pans, knives, pots, chopping boards. • Products:



	<ul style="list-style-type: none"> ○ meat, meat substitutes, poultry, game, fish, shellfish, vegetables, fruit, nuts, eggs, dairy produce, fats and oils, cereals, sugar, herbs and spices, condiments, confectionery, bakery. <p>Topic 2. Methods of preparing, cooking and finishing dishes</p> <ul style="list-style-type: none"> • Preparation methods: <ul style="list-style-type: none"> ○ peeling, chopping, grating, blending, skinning, boning, skimming, blanching, refreshing, coating, seasoning. • Storage methods: <ul style="list-style-type: none"> ○ fresh, chilled, frozen, dried, tinned, vacuum packed. • Cooking methods: <ul style="list-style-type: none"> ○ poaching, steaming, braising, stewing, frying, grilling, baking, roasting, pot-roasting, stir-fry, barbeque. • Finishing and presenting dishes: <ul style="list-style-type: none"> ○ plated, visual, flare, style. <p>Topic 3. Professional skills:</p> <ul style="list-style-type: none"> • Organisational and time planning. • Attitude. • Appearance, uniform and personal presentation standards. • Maintenance of health, safety and hygiene. • Communication. • Teamwork.
<p>3. Evaluate and serve the finished dishes</p>	<p>Topic 1. Evaluation criteria:</p> <ul style="list-style-type: none"> • Qualitative. • Quantitative. <p>Topic 2. Quality criteria:</p> <ul style="list-style-type: none"> • Timing. • Appearance. • Taste. • Colour. • Texture. • Cost. • Presentation.



	<p>Topic 3. Serving the finished dishes:</p> <ul style="list-style-type: none"> • Choosing appropriate tableware for different types of dishes. • Serving the dishes in accordance with food safety and hygiene rules.
Assessment criteria	<p>Excellent: prepares, cooks and finishes a wide range of dishes that reflect the different types and styles of cuisine, demonstrating the range of professional skills. Correctly calculates the needed amount of food products and raw materials. Works consistently and in accordance with the technological production processes. Evaluates the finished dishes by applying the range of quality criteria and using data from a range of sources, making recommendations for improvement based on this data. Chooses appropriate tableware for different types of dishes and explains the choice. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Very good: prepares, cooks and finishes a selection of dishes that reflect the different types and styles of cuisine, demonstrating professional skills. Calculates the needed amount of food products and raw materials (makes no more than one mistake). Works consistently and in accordance with the technological production processes. Uses a range of quality criteria to review finished dishes. Chooses appropriate tableware for different types of dishes. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Good: prepares, cooks and finishes dishes that reflect the different types and styles of cuisine, demonstrating some professional skills. Calculates the needed amount of food products and raw materials making a few mistakes. Performs technological production operations without consistency. Uses some quality criteria to review finished dishes. Chooses appropriate tableware for different types of dishes, making a few mistakes. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Satisfactory: cooks a selection of dishes. Calculates the needed amount of food products and raw materials with mistakes. Performs technological production operations without consistency. Reviews the finished dishes, not providing any recommendations for improvement. Makes mistakes in choosing tableware and serving the dishes.</p>
Resource requirements	<ul style="list-style-type: none"> • Access to commercial catering equipment to ensure sufficient opportunity to demonstrate vocational competence in cooking various types of dishes. • Technical aids to illustrate, visualize and present teaching / learning materials
Requirements for trainer's qualification	<p>The module can be taught by a teacher having:</p> <ol style="list-style-type: none"> 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)



Employer involvement	<ul style="list-style-type: none"> • Visits to different types of food outlets to provide learners with an understanding of specific types of equipment, products and preparation methods needed to create a variety of dishes. • Practical training in a real work place in order to acquire and master the professional cookery skills.
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Title of the Module – „Menu development for special requirements“

Module target	Develop knowledge of the principles of nutrition, healthier foods and special diets and the skills for planning of menus suitable for the specific dietary needs of different people.
Number of Credits	10
Number of Hours	220
Learning outcomes	Key content areas
1. Understand the importance and principles of balanced diets	<p>Topic 1. Guidelines for a healthy diet:</p> <ul style="list-style-type: none"> • Healthy eating: regular meals, eating a variety of different foods, eating the right amount to be a healthy weight, eating foods rich in starch and fibre, eating a variety of fruit and vegetables, eating moderate amounts of foods that contain a lot of fat, eating moderate amounts of sugary foods and drinks, drinking alcoholic drinks sensibly, World Health Organization guidelines. • Factors: changes in customer demand; trends in food production, e.g. organic, free range, body image; reports on supplements, e.g. omega oils; media promotion of fresh foods over convenience; quality and range of manufactured food available to the caterer; additives, food labelling; educational policy. <p>Topic 2. Nutritional requirements of a balanced diet:</p> <ul style="list-style-type: none"> • Sources of nutrients: meats, fish and shellfish, eggs, dairy produce, fats and oils, fruit and vegetables, grains and seeds, nuts, pulses. • Nutrients: macronutrients, to include protein, carbohydrates, fats; micronutrients, to include minerals, fat-soluble and water-soluble vitamins, fibre, water. • Benefits of a balanced diet: building and repairing tissues, giving heat and energy, regulating body processes. • Effects of inappropriate amount of nutrients, including obesity, cancers, heart disease, diabetes, stroke, thromboses, etc. <p>Topic 3. Advantages and disadvantages of using food additives:</p> <ul style="list-style-type: none"> • Advantages: improving the look, colour and texture of food, increasing the shelf life of food, helping to prevent food poisoning. • Disadvantages: destroying vitamins in food, used to make bad quality food look good, allergic reactions to particular food additives.
2. Understand the importance of food provision	<p>Topic 1. Nutritional needs and expectations of different customer groups:</p> <ul style="list-style-type: none"> • Customer groups: children, teenagers, young adults, adults, elderly.



<p>for people with special dietary needs</p>	<ul style="list-style-type: none"> • Cultural requirements. <p>Topic 2. Specific dietary needs:</p> <ul style="list-style-type: none"> • Nutritional requirements: <ul style="list-style-type: none"> o low fat o dairy free o vegetarian o low salt o low sugar. <p>Topic 3. Effect of diets on health:</p> <ul style="list-style-type: none"> • Diets: diabetes; hypertension; food allergies; intolerances, to include coeliac disease, lactose intolerance; weight control diets; cultural influences; vegetarian.
<p>3. Plan a healthy menu</p>	<p>Topic 1. Issues to take into account when planning healthy menus:</p> <ul style="list-style-type: none"> • Factors to consider: cooking methods to be used; availability of ingredients; choice and variety; skills and time available; costs; changes in customer demand; trends in food production, e.g. organic, free range; body image; government initiatives and agencies; reports on supplements, e.g. omega oils; media promotion of fresh foods over convenience; quality and range of manufactured food available to the caterer; additives; food labelling; educational policy, e.g. breakfast clubs, vending machines, school meals. • Effects of food processes on nutrient content: freezing, drying, cooking, reheating. <p>Topic 2. Influences on food choices:</p> <ul style="list-style-type: none"> • Influences on food choices: likes and dislikes; social, e.g. peer pressure; role of the media; cultural, e.g. different religious beliefs; economic, e.g. budget; cooking facilities; lifestyle, e.g. time, eating out, activity level; environmental, e.g. seasonal/geographic availability, transport of food, organic farming; use of additives/preservatives in the processing of food; recommendations for healthy eating, e.g. ‘5 a day’, balance of healthy eating, less salt, less sugar, recommended dietary allowances; medical/health requirements, e.g. for diabetes, hypertension, convalescence. • Effects of influences on food choices: positive, negative; individual food choices, e.g. low/high fat, low/high sugar; convenience foods; processed foods; fresh foods; vegetarian; vegan; ethical; dietary fads; fast foods. <p>Topic 3. Plan of menus:</p> <ul style="list-style-type: none"> • Provision of menus: for different situations, to cater for different special diets, nutritionally balanced. • Plan healthy diets: for an individual with different dietary needs; one day to include breakfast, lunch, evening meal, snacks,



	<p>liquids.</p> <ul style="list-style-type: none"> • Sources of nutrients: fats (saturated, e.g. full-fat milk, butter, cheese, unsaturated, e.g. vegetable oils); proteins, e.g. meat, fish, tofu, pulses; carbohydrates (starches, e.g. potatoes, pasta, sugars, e.g. cakes, biscuits); vitamins (A, e.g. carrots, fish, liver oils, B group, e.g. cereals, meat, eggs, C, e.g. oranges, blackcurrants, D, e.g. fish oils, tuna); minerals (calcium, e.g. milk, soya, iron, e.g. red meat, egg yolk, green vegetables); dietary fibre, e.g. bran; water. • Meet dietary requirements: nutrient requirements of the body, energy requirements, healthy responses to relevant cultural, economic, environmental, lifestyle influences. • Individual needs: e.g. infants, pre-school children, school children, teenagers, adults, older adults, preconception and pregnancy, men, women; differing lifestyle needs, e.g. activity levels. • Contribution to balanced diet: nutrient requirements, energy requirements.
<p>Assessment criteria</p>	<p>Excellent: produces a thorough evaluation of the importance of healthy eating guidelines and the nutritional requirements of a balanced diet. Comprehensively explains the nutrients important in a balanced diet, including macronutrients and micronutrients, water and fibre, and the sources of these nutrients. Produces a thorough explanation of the advantages and disadvantages of using food additives. Comprehensively explains the factors and influences that should be taken into account when planning menus to meet dietary guidelines. Plans menus for the two chosen dietary groups. Provides a comprehensive analysis of the suitability of the menus for different situations and clients, making suggestions and justifying improvements on their selected menus.</p> <p>Very good: produces an evaluation of the importance of healthy eating guidelines and the nutritional requirements of a balanced diet. Explains the nutrients important in a balanced diet, including macronutrients and micronutrients, water and fibre, and the sources of these nutrients. Explains, in some detail, the advantages and disadvantages of using food additives. Provides the factors and influences that should be taken into account when planning menus to meet dietary guidelines. Plans menus for the two chosen dietary groups. Proves the suitability of the menus for different situations and clients, making suggestions and justifying improvements on their selected menus.</p> <p>Good: produces a comparison of the roles of nutrients in a balanced diet. Provides an explanation of healthy eating guidelines and the nutritional requirements of a balanced diet, including the nutrients important in a balanced diet; including macronutrients and micronutrients, water and fibre, and the sources of these nutrients. Provides an account, in some detail, of the benefits to the individual of a balanced diet and the effects of individuals eating inappropriate amounts of nutrients. Learners will produce an explanation of the advantages and disadvantages of using food additives. Plans menus for the two chosen dietary groups. Provides some explanation of the suitability of the menus for different situations and clients.</p> <p>Satisfactory: provides incomplete explanation of healthy eating guidelines and the nutritional requirements of a balanced diet. States the benefits to the individual of a balanced diet and the effects of individuals eating inappropriate amounts of nutrients.</p>

	Plans limited menus for different customers with different dietary needs and nutritional requirements. Explains the issues and influences that should be considered when planning menus.
Resource requirements	<ul style="list-style-type: none"> • Access to sufficient library and other resources that provide information on nutrition • Technical aids to illustrate, visualize and present teaching / learning materials
Requirements for trainer's qualification	The module can be taught by a teacher having: <ol style="list-style-type: none"> 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Guest speakers, such as nutrition specialists • Work experience • Opportunities to visit suitable different businesses/workplace environments

3.4 Modules to acquire a Specialization of a sustainable Restaurant Worker

Title of the Module – „*Environment and sustainability in foodservice industry*“

Module target	Develop knowledge and understanding of the impact of the foodservice industry on the environment and the measures taken by the industry to ensure a sustainable environment.
Number of Credits	3
Number of Hours	66
Learning outcomes	Key content areas
1. Understand the impact of the foodservice industry on the environment	<p>Topic 1. Impact of the foodservice industry on the environment:</p> <ul style="list-style-type: none"> • Definitions of ‘environment’, uses of the term ‘environment’; key terms, including climate change, carbon footprint, sustainability, greenwashing, 6 Rs – recycle, rethink, refuse, reuse, repair, reduce; ethical customers and trade and food miles. • Impacts of the foodservice industry on the environment: <ul style="list-style-type: none"> ○ positive impacts, including educates public about local environment, the industry creates employment and business opportunities contributing to the local economy, buildings being designed so the impact on the environment is reduced, sustainable practices becoming normal to promote a green image that appeals to customers, to include using organic products, recycling, using less toxic chemicals, using energy and water efficient systems. ○ negative impacts, including CO2 emissions, waste energy, waste water, food and disposal of waste, noise, large use of energy • Growth of foodservice businesses: increasing customer numbers, comparison of carbon footprints of different equipment and products used in the industry, impact of customers’ choices on the environment.



	<p>Topic 2. Conflicting needs of different stakeholders in maintaining sustainable policies:</p> <ul style="list-style-type: none"> • Stakeholders: shareholders, customers, employees, suppliers, local community, government, environment. • Conflicting needs: pressures on at-risk ecosystems due to the growth of businesses; pressures of perceived economic gain against negative environmental impacts; resources needed by foodservice businesses (water, power), how and why business decisions can cause conflict with local people. • Role of governments and government agencies in matters relating to the environment, conflicts that may arise between economic and environmental priorities. <p>Topic 3. Benefits and challenges of operating a sustainable business:</p> <ul style="list-style-type: none"> • Benefits: Corporate Social Responsibility (CSR), impact on quality of the environment, operating ethically. • Commercial: impact on costs, staff motivation, customer perception of the business, brand value, investment opportunities. • Challenges: customer and staff commitment, availability of resources, cost, impact on profit, lack of information, risk of greenwashing.
<p>2. Understand the importance and purpose of the policies and procedures that support sustainability</p>	<p>Topic 1. Measures taken by the industry to ensure a sustainable environment:</p> <ul style="list-style-type: none"> • Sustainability in foodservice industry: definition, principles, including environmental, social, economic, alternative terminology, costs and benefits (from different perspectives) of planning and implementing changes as a result of environmental impact assessments. • Measures to ensure a sustainable environment: examples of good practice, local sourcing, implications for businesses and customers, environmentally friendly operations in the industry. • Research of an environmental issue relating to infrastructure, business practices and/or customer choices.
<p>3. Understand how to design and use an environmental policy to enhance environmental performance</p>	<p>Topic 1. Environmental policy:</p> <ul style="list-style-type: none"> • Purpose of environmental policy: provides information on company performance, assesses extent of harm to environment by activities, waste, noise. • Advantages: reduces environmental problems, raises company image, efficient use of sustainable resources, increased awareness, attract and retain staff, financial incentives, competitive position. <p>Topic 2. Planing and implementing the policy:</p> <ul style="list-style-type: none"> • Setting an environmental policy to include minimisation of carbon footprint, reduction of waste going to landfill, sustainable sourcing, education of guests and employees on sustainable issues, use of local suppliers. • Areas to include in policy: <ul style="list-style-type: none"> o energy, including sourcing and use



	<ul style="list-style-type: none"> o water, including consumption, quality and waste water treatment o waste, including opportunities for avoidance, reuse, recycling and disposal o air, including indoor air quality, air emissions, noise o food safety, including purchasing and supply chains, chemicals and other hazardous materials, including use, storage and disposal o compliance with environmental regulations, including local, regional or national legislation that applies to the organisation
<p>Assessment criteria</p>	<p>Excellent: comprehensively explains the influence of the foodservice industry on the environment, including both positive and negative impacts. Provides a thorough description of the advantages and challenges of running a sustainable business. Carries out the research into an environmental issue independently and draws justified conclusions. Develops a realistic environmental policy to meet the needs of a foodservice business, based on the findings of their research. Evaluates how the planned policy will meet the needs of the organization and the likelihood of its success. Uses appropriate terminology consistently and accurately.</p> <p>Very good: explains, in some detail, the influence of the foodservice industry on the environment. Describes, in some detail, the advantages and challenges of running a sustainable business. Carries out the research into an environmental issue and draws conclusions. Presents a justified policy that takes into account resources required and measurement of success. Uses appropriate terminology accurately.</p> <p>Good: Explains the impact of the foodservice industry on the environment. Briefly describes the benefits and challenges of running a sustainable business. Carries out research into an environmental issue, with limited guidance, and draws some conclusions. Presents a detailed environmental policy, meeting the needs of a foodservice business, based on the findings of their research. Gives an analysis of their findings but may not have drawn detailed or justified conclusions. Uses appropriate terminology accurately.</p> <p>Satisfactory: Provides incomplete explanation of the impact of the foodservice industry on the environment. Carries out research into an environmental issue, with guidance. Develops an environmental policy for a foodservice business based on the findings of their research.</p>
<p>Resource requirements</p>	<ul style="list-style-type: none"> • Different foodservice organisations to review environmental policies and procedures • A range of environmental policies used in different food outlets. • Technical aids to illustrate, visualize and present teaching / learning materials

Requirements for trainer's qualification	The module can be taught by a teacher having: 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Guest speakers, such as environmental and sustainability officers • Visits to foodservice businesses, to provide learners with a realistic insight into the management and implementation of initiatives.

Title of the Module – „Circular economy in the foodservice industry“

Module target	Develop the knowledge and understanding about the circular economy and its transformation to the foodservice industry.
Number of Credits	2
Number of Hours	44
Learning outcomes	Key content areas
1. Know the principles of the circular economy	<p>Topic 1. Definition of the circular economy:</p> <ul style="list-style-type: none"> • CE principles and strategies; • EU and national documents regulating the implementation of the principles of the CE. <p>Topic 2. Phases of circular economy:</p> <ul style="list-style-type: none"> • raw materials, production, use, waste.
2. Understand the principles of circular foodservice operation	<p>Topic 1. Principles of circular foodservice operation:</p> <ul style="list-style-type: none"> • field-to-table movement: local sourcing, direct acquisition from small producers, eco products, food traceability. • eliminating food waste: recycle; re-use; turning the remaining by-products into ingredients of new foods; processing pre-consumer food waste. • designing and marketing healthier food products. • Eco-labeling.
Assessment criteria	<p>Excellent: comprehensively explains the principles, strategies and phases of the circular economy. Knows the main national and EU regulatory documents. Provides a thorough description of the principles of circular foodservice operation. Carries out the research into a circular foodservice business and evaluates its benefits for the environment and customers. Uses appropriate terminology consistently and accurately.</p> <p>Very good: explains, in some detail, the principles, strategies and phases of the circular economy. Knows the main national and EU regulatory documents. Describes, in some detail, the principles of circular foodservice operation. Carries out the research into a circular foodservice business and draws conclusions. Uses appropriate terminology consistently and accurately.</p>



	<p>Good: Explains the principles and phases of the circular economy. Knows some national and EU regulatory documents. Briefly describes the the principles of circular foodservice operation. Carries out research into a circular foodservice business, with limited guidance, and draws some conclusions. Uses appropriate terminology accurately.</p> <p>Satisfactory: Provides incomplete explanation of the definition and principles of the circular economy. Carries out research into a circular foodservice business, with guidance, and draws some conclusions.</p>
Resource requirements	<ul style="list-style-type: none"> • Access to a range of current information and document on the circular economy on websites and from printed resources. • Technical aids to illustrate, visualize and present teaching / learning materials
Requirements for trainer's qualification	<p>The module can be taught by a teacher having:</p> <ol style="list-style-type: none"> 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Guest speakers from industry chefs who operate a foodservice business based on the principles of circular economy, focusing on what they do, the challenges and the benefits to the customers • Work experience • Opportunities to visit suitable different businesses/workplace environments

Title of the Module – „Zero waste cooking“

Module target	Develop the knowledge and skills in production of dishes with minimal waste and proper management of food and non-food waste generated in catering activities.
Number of Credits	5
Number of Hours	110
Learning outcomes	Key content areas
1. Know the principles of zero waste cooking	<p>Topic 1. Reducing food waste in the restaurant kitchen:</p> <ul style="list-style-type: none"> • Planning menus • Food life cycle • Using all food parts • Reducing portion size • Composting • Donating



	<p>Topic 2. Management of food and non-food waste generated in catering activities (sorting / collection, storage, utilization).</p> <ul style="list-style-type: none"> • Types of food and non-food waste generated in the catering company. • Documents governing the management / sorting of non-food waste. • Food and non-food waste management requirements. • Determining the quality of environmentally friendly packaging characteristics. • Identification of alternative plastic material characteristics. • Planning the recycling and reuse of maximum raw materials, packaging, other means to ensure the company's operations. • Evaluation of the company's environmentally friendly activities.
<p>2. Prepare and cook dishes with minimal waste</p>	<p>Topic 1. Composition of the range of dishes (the menu):</p> <ul style="list-style-type: none"> • The range of dishes at a catering enterprise. • Range of dishes to follow seasonality. • Adjustment/Application of traditional recipes in a creative way, reducing waste. <p>Topic 2. Food preparation using all edible parts of food:</p> <ul style="list-style-type: none"> • Possibilities of using all product parts and their consumption under the most optimal conditions. • Low cost food production technology. • Pre-preparation of food with the lowest percentage of waste. • Preparation of dishes, using all edible parts of the products and ensuring food safety in accordance with the rules of good hygiene practice in the most optimal conditions: <ul style="list-style-type: none"> ○ broths, soups, and sauces; ○ cold and hot vegetable dishes, snacks, and garnishes; ○ cold and hot dishes, snacks, garnishes made of cereals and crops, legumes, flour, and pasta; ○ cold and hot dishes, snacks made of eggs, dairy products; ○ cold and hot fish and seafood dishes, snacks; ○ cold and hot poultry dishes, snacks; ○ cold and hot dishes and snacks made of meat and offal; ○ sweet dishes and desserts. • Efficient and creative presentation methods of making the garnish and decorative elements using all edible parts of the products left over after production.



	<p>Topic 3. Using natural resources:</p> <ul style="list-style-type: none"> • Recognizing the most important wild herbs and other edible products found in the nature. Understanding their nutritional value (how and when these are properly collected, their nutritional characteristics). • Methods of evaluating natural resources such as wild herbs, wild fruits and describing their use. • Classification of wild herbs in order to use them in different dishes: soups, snacks, main courses, desserts, etc. • Cold and warm preparation methods of wild herbs. <p>Topic 4. Different ways of preserving wild herbs and edible natural resources:</p> <ul style="list-style-type: none"> • Methods for preservation of wild herbs and edible natural resources: freezing, drying, pickling, fermenting, etc. • Storage conditions and risk evaluation.
<p>Assessment criteria</p>	<p>Excellent: comprehensively explains the principles of zero waste cooking and management of food and non-food waste generated in catering activities. Independently plans the demand for food products taking into account food stocks and expiration dates. Develops menus independently to minimize waste, and finds local/regional sources of supply from food producers. Selects fresh and/or preserved wild plants and other natural products for cooking. Prepares, cooks and finishes dishes using all edible parts of the products, demonstrating the range of professional skills. Carries out disposal of all food and non-food waste after production in accordance with the requirements for sorting, collection, storage and utilization.</p> <p>Very good: explains, in some detail, the principles of zero waste cooking and management of food and non-food waste generated in catering activities. Plans the demand for food products taking into account food stocks and expiration dates. Develops menus to minimize waste, and finds local/regional sources of supply from food producers. Selects fresh and/or preserved wild plants and other natural products for cooking. Prepares, cooks and finishes dishes using all edible parts of the products. Carries out disposal of all food and non-food waste after production in accordance with the requirements for sorting, collection, storage and utilization.</p> <p>Good: explains the principles of zero waste cooking and management of food and non-food waste generated in catering activities. Plans the demand for food products taking into account food stocks and expiration dates. Develops menus, with some guidance, to minimize waste, and finds local/regional sources of supply from food producers. Selects fresh and/or preserved wild plants and other natural products for cooking. Prepares, cooks and finishes dishes using most of the edible parts of the products. Carries out disposal of food and non-food waste after production in accordance with the requirements for sorting, collection, storage and utilization</p> <p>Satisfactory: Provides incomplete explanation of zero waste cooking and management of food and non-food waste generated in catering</p>



	activities. With guidance, plans the demand for food products and develops menus to minimize waste. Prepares, cooks and finishes dishes using most of the edible parts of the products. Carries out disposal of food and non-food waste.
Resource requirements	<ul style="list-style-type: none"> • Access to commercial catering equipment to ensure sufficient opportunity to demonstrate vocational competence in cooking various types of dishes. • Technical aids to illustrate, visualize and present teaching / learning materials.
Requirements for trainer's qualification	The module can be taught by a teacher having: <ol style="list-style-type: none"> 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Guest speakers from industry chefs who operate a foodservice business based on the principles of zero waste cooking • Work experience • Opportunities to visit suitable different businesses/workplace environments

Title of the Module – „Contemporary world food“

Module target	Develop knowledge of the equipment, products, storage and cooking methods required to prepare and cook a selection of global food dishes, the styles of food, the global food trends, changes in the dining culture, and the types of dishes that are prepared and cooked globally. Develop skills in preparing, cooking and reviewing world dishes.
Number of Credits	5
Number of Hours	110
Learning outcomes	Key content areas
1. Understand current trends and developments in global cuisine and plan menus that reflect the styles of food and types of world dish	<p>Topic 1. History of and influences on global food:</p> <ul style="list-style-type: none"> • Geography, climate and environment. • Religion and culture. • Trade and industrialisation. • Travel and migration. • Imperialism and colonization. • Technology and innovation. • Consumer behaviour. • Sustainability. <p>Topic 2. Styles and types of global food:</p>



- Styles, e.g. Italian, Turkish, Indian, Thai, Mexican, Chinese, Greek, Japanese, French, Lebanese, Spanish, English, Moroccan, Caribbean, Vietnamese, German, North American, Middle Eastern, Malaysian, Polish, South American, African.
- Food fusion.
- Types of food:
 - appetisers, e.g. Hors d'oeuvre, salads, canapes
 - soups, e.g. consommés, bouillon, clear soup, broth, purée, cream, velouté, chilled soup
 - egg and cheese, e.g. poached, boiled, en cocotte, shallow fried, oeufs sur le plat, omelettes, scrambled eggs, soufflés;
 - farinaceous and dumplings, e.g. Italian pasta, noodle dishes, dumplings, gnocchi
 - pizza, rice and grain, savoury rice, e.g. boiled rice, braised rice, risotto
 - fish, e.g. baking, boiling, deep frying, grilling, poaching, roasting, shallow frying, steaming, shellfish
 - meat, e.g. shallow frying, baking, boiling, braising, grilling, pot roasting, roasting, shallow frying, steaming, stir-frying, stewing
 - game, feather and furred, baking, braising, roasting and stewing
 - vegetables and potatoes
 - sweets and desserts, e.g. pastry, batters, sponges, scones and cake, puddings, biscuits.
- Changes in the dining culture: solo dining, Mukbang, commensality, etc.

Topic 3. Traditional food outlets and menus:

- Food outlets:
 - hotel, restaurant, pop-up/seasonal restaurant, cafes and coffee shops, takeaways, street food.
- Menus:
 - breakfast, lunch, dinner, afternoon tea, à la carte, table d'hôte, tasting.
 - seasonal.

Topic 4. Balanced menus that demonstrate authentic dishes and meet the needs of the customer:

- Taste.
- Texture.
- Colour.
- Appearance.
- Cost.
- Seasonal, food provenance, food sustainability, organic.
- Dietary requirements.



<p>2. Demonstrate food preparation and cooking skills</p>	<p>Topic 1. Equipment and products:</p> <ul style="list-style-type: none"> • Equipment, e.g. avil pot, bain-marie, balti pan, blini pan, braisière, brochette, Chinese stove, Chinois, chopsticks, cocotte, couscous steamer, steamer, duck oven, jezve, karahi, marmite, mushiki, paellera, pan, shallow pan, ramekin, rondeau, salamander, sauteuse, sushiokie, tandoori oven, tannour oven, tempura pan, terrine, timbale, wok • Products, e.g. potatoes, sweet potatoes, yams, rice, noodles, pasta, beans, peas, pulses, cereal, herbs and spices, meat, fish, dried fish, game, vegetables, salad greens, shellfish, poultry, fats and oils, breads, fruit, nuts, seeds, herbs, spices, pastries, confectionery <p>Topic 2. Methods of preparing, cooking and finishing dishes:</p> <ul style="list-style-type: none"> • Preparation methods: <ul style="list-style-type: none"> ○ peeling, chopping, grating, blending, skinning, boning, skimming, blanching, refreshing, fruit and vegetable carving. • Storage methods: <ul style="list-style-type: none"> ○ fresh, chilled, frozen, dried, tinned, vacuum packed, freeze dried. • Cooking methods: <ul style="list-style-type: none"> ○ baking, boiling, braising, deep frying, grilling, poaching, pot-roasting, roasting, shallow frying, sautéing, stir-frying, stewing. • Cooking techniques: <ul style="list-style-type: none"> ○ basting, barding, battering, carving, defrosting, deglazing, glazing, larding, marinating, paner au beurre, reheating, rolling, salting, scoring, searing, skimming, stuffing, trimming, trussing. <p>Topic 3. Finishing and presenting dishes</p> <ul style="list-style-type: none"> • Preparation methods: <ul style="list-style-type: none"> ○ o seasoned, glazed, plated, visual, flare, style.
<p>3. Evaluate and serve the finished dishes</p>	<p>Topic 1. Evaluation criteria:</p> <ul style="list-style-type: none"> • Qualitative. • Quantitative. <p>Topic 2. Quality criteria</p> <ul style="list-style-type: none"> • Timing. • Appearance. • Taste. • Colour. • Texture. • Cost. • Presentation.



	<p>Topic 3. Serving the finished dishes:</p> <ul style="list-style-type: none"> • Choosing appropriate tableware for different types of dishes. • Serving the dishes in accordance with food safety and hygiene rules.
<p>Assessment criteria</p>	<p>Excellent: prepares, cooks and finishes a wide range of dishes that reflect the different types and styles of world cuisine, demonstrating the range of professional skills. Correctly calculates the needed amount of food products and raw materials. Works consistently and in accordance with the technological production processes. Evaluates the finished dishes by applying the range of quality criteria and using data from a range of sources, making recommendations for improvement based on this data. Chooses appropriate tableware for different types of dishes and explains the choice. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Very good: prepares, cooks and finishes a selection of dishes that reflect the different types and styles of world cuisine, demonstrating professional skills. Calculates the needed amount of food products and raw materials (makes no more than one mistake). Works consistently and in accordance with the technological production processes. Uses a range of quality criteria to review finished dishes. Chooses appropriate tableware for different types of dishes. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Good: prepares, cooks and finishes dishes that reflect the different types and styles of world cuisine, demonstrating some professional skills. Calculates the needed amount of food products and raw materials making a few mistakes. Performs technological production operations without consistency. Uses some quality criteria to review finished dishes. Chooses appropriate tableware for different types of dishes, making a few mistakes. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Satisfactory: cooks a selection of world dishes. Calculates the needed amount of food products and raw materials with mistakes. Performs technological production operations without consistency. Reviews the finished dishes, not providing any recommendations for improvement. Makes mistakes in choosing tableware and serving the dishes.</p>
<p>Resource requirements</p>	<ul style="list-style-type: none"> • Access to commercial catering equipment to ensure the learners have sufficient opportunity to demonstrate vocational competence in world cuisine and its requirements. • Technical aids to illustrate, visualize and present teaching / learning materials
<p>Requirements for trainer's</p>	<p>The module can be taught by a teacher having:</p> <ol style="list-style-type: none"> 1) a legally defined education and qualification;



qualification	2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Guest speakers • Work experience • Opportunities to visit world food restaurants and businesses

Title of the Module – „Setting up a sustainable restaurant business“

Module target	Develop knowledge and understanding of starting a sustainable restaurant business, and the skills to produce a plan for a sustainable business enterprise.
Number of Credits	10
Number of Hours	220
Learning outcomes	Key content areas
1. Identify an opportunity for a sustainable restaurant business	<p>Topic 1. Researching and collecting information for a sustainable restaurant business:</p> <ul style="list-style-type: none"> • Current market trends. • Marketing and media influences. • Global influences. • Gaps and opportunities in the market. • Target market. • Customer needs and wants. <p>Topic 2. Business analysis tools:</p> <ul style="list-style-type: none"> • Political, economic, social, technological, legal, environmental (PESTLE). • Strengths, weaknesses, opportunities, threats (SWOT). • Competitor analysis. <p>Topic 3. Reviewing information and generating an idea:</p> <ul style="list-style-type: none"> • Viability and potential demand for idea. • Benefits and features of idea. • Constraints, to include time, budget and ethical. • Opportunities for growth.
2. Assess the financial feasibility of a sustainable restaurant business	<p>Topic 1. Financial information:</p> <ul style="list-style-type: none"> • Start-up costs to include: <ul style="list-style-type: none"> ○ premises



	<ul style="list-style-type: none"> ○ equipment ○ fixtures ○ initial market research. • Running costs to include: <ul style="list-style-type: none"> ○ rent and rates ○ utility bills ○ wages and salaries ○ materials and supplies ○ maintenance ○ advertising. • Financial forecasting over a 12-month period of development, to include: <ul style="list-style-type: none"> ○ sales forecast ○ cash flow forecast ○ projected profit or loss ○ break-even point and margin of safety. • Personal survival budget. <p>Topic 2. Sources of finance</p> <ul style="list-style-type: none"> • Own funds. • Family and friends. • Business partners. • Equity funding. • Government funding.
<p>3. Develop a plan to launch a sustainable restaurant</p>	<p>Topic 1. Business planning:</p> <ul style="list-style-type: none"> • type and location of business enterprise • mission and vision • business aims • market research • legal structure and operation • legal framework (national and local laws, regulations; health and safety; consumer rights, etc.) <p>Topic 2. Measures of success:</p> <ul style="list-style-type: none"> • Financial key performance indicators:



	<ul style="list-style-type: none"> ○ market share ○ sales turnover ○ profits and profit margins. • Non-financial key performance indicators: <ul style="list-style-type: none"> ○ customer satisfaction ○ number of new customers
<p>Assessment criteria</p>	<p>Excellent: produces a comprehensive report showing decisions made in the choice of a sustainable restaurant business to launch. Clearly evaluates the opportunities and constraints faced in setting up a chosen enterprise, demonstrating a sound use and application of business analysis tools. Chooses and evaluates the most suitable source(s) of finance for the business idea, draws justified conclusions. Evaluates the extent to which the proposed plan meets the needs of the target market and the likelihood of its success. Produces a realistic plan to launch a sustainable restaurant business and clearly links this plan to meeting the needs of the target market and evaluates the likelihood of the success of the enterprise. Uses appropriate terminology consistently and accurately.</p> <p>Very good: produces a detailed report showing decisions made in the choice of a sustainable restaurant business to launch. Uses business tools to assess the suitability of the chosen enterprise. Assesses the most suitable source(s) of finance for the business idea, draws some conclusions. Analyses the financial feasibility of a chosen business idea. Produces a detailed plan to launch a sustainable restaurant business taking into account the resources needed, the needs of the target market and measurement of success. Uses appropriate terminology accurately.</p> <p>Good: analyses the suitability of the chosen enterprise idea and produces a report. Presents a plan that takes into account resources required, the needs of the target market and measurement of success. Demonstrates knowledge and understanding by incorporating the use of independent research into the report, the use of calculations in the financial documents and the use of appropriate terminology.</p> <p>Satisfactory: produces a patchy report identifying the market opportunities for a chosen enterprise. Selects some tools to undertake an analysis of the current business environment and business risks. Prepares incomplete financial forecasts for a chosen enterprise idea. Develops a plan to launch an enterprise. Provides basic explanation on how to measure a success of the business.</p>
<p>Resource requirements</p>	<ul style="list-style-type: none"> • Access to information on a range of enterprises in the foodservice business • Technical aids to illustrate, visualize and present teaching / learning materials



Requirements for trainer's qualification	The module can be taught by a teacher having: 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Guest speakers, such as company owners, start-ups creators • Visits to sustainable foodservice businesses, to provide learners with a realistic insight into the launching and running an enterprise

Optional modules

Title of the Module – „Preparing and serving for the banquets“

Module target	Develop knowledge and skills of preparing, cooking and presenting food for the banquets.
Number of Credits	10
Number of Hours	220
Learning outcomes	Key content areas
1. Know the range of food and raw materials for the banquet dishes, including nutritional value, quality indicators, storage conditions.	<p>Topic 1. Food products and raw materials for the preparation of banquet dishes, their classification and description.</p> <p>Topic 2. Flavorings and food additives.</p> <p>Topic 3. Principles of healthy diet.</p>
2. Apply the principles of calculation and technology card making.	Topic 1. Application of recipe, calculation and technology cards for the preparation of banquet dishes.
3. Prepare and cook dishes using appropriate ingredients, skills and hygienic practices	<p>Topic 1. Equipment and products:</p> <ul style="list-style-type: none"> • Equipment: <ul style="list-style-type: none"> ○ oven; steamer; large pans; fryers; bains-marie; grills; salamander; griddle plates; barbecues. ○ food processor, pans, knives, pots, chopping boards. • Products: <ul style="list-style-type: none"> ○ meat, poultry, game, fish, shellfish, vegetables, fruit, nuts, eggs, dairy produce, fats and oils, cereals, sugar, herbs and spices, condiments, confectionery, bakery. <p>Topic 2. Methods of preparing, cooking and finishing dishes</p> <ul style="list-style-type: none"> • Preparation methods: <ul style="list-style-type: none"> ○ peeling, chopping, grating, blending, skinning, boning, skimming, blanching, refreshing, coating, seasoning.



	<ul style="list-style-type: none"> • Storage methods: <ul style="list-style-type: none"> ○ fresh, chilled, frozen, dried, tinned, vacuum packed. • Cooking methods: <ul style="list-style-type: none"> ○ poaching, steaming, braising, stewing, frying, grilling, baking, roasting, pot-roasting, stir-fry, barbeque. • Finishing and presenting dishes: <ul style="list-style-type: none"> ○ plated, visual, flare, style.
<p>4. Evaluate and serve the finished dishes</p>	<p>Topic 1. Evaluation criteria:</p> <ul style="list-style-type: none"> • Qualitative. • Quantitative. <p>Topic 2. Quality criteria:</p> <ul style="list-style-type: none"> • Timing. • Appearance. • Taste. • Colour. • Texture. • Cost. • Presentation. <p>Topic 3. Serving the finished dishes:</p> <ul style="list-style-type: none"> • Choosing appropriate tableware for different types of dishes. • Serving the dishes in accordance with food safety and hygiene rules.
<p>Assessment criteria</p>	<p>Excellent: prepares, cooks and finishes a wide range of dishes for the banquets, demonstrating the range of professional skills. Correctly calculates the needed amount of food products and raw materials. Works consistently and in accordance with the technological production processes. Evaluates the finished dishes by applying the range of quality criteria and using data from a range of sources, making recommendations for improvement based on this data. Chooses appropriate tableware for different types of dishes and explains the choice. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Very good: prepares, cooks and finishes a selection of the banquet dishes, demonstrating professional skills. Calculates the needed amount of food products and raw materials (makes no more than one mistake). Works consistently and in accordance with the technological production processes. Uses a range of quality criteria to review finished dishes. Chooses appropriate tableware for different types of dishes. Serves the dishes in accordance with food safety and hygiene rules.</p>

	<p>Good: prepares, cooks and finishes the banquet dishes, demonstrating some professional skills. Calculates the needed amount of food products and raw materials making a few mistakes. Performs technological production operations without consistency. Uses some quality criteria to review finished dishes. Chooses appropriate tableware for different types of dishes, making a few mistakes. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Satisfactory: cooks a selection of the banquet dishes. Calculates the needed amount of food products and raw materials with mistakes. Performs technological production operations without consistency. Reviews the finished dishes, not providing any recommendations for improvement. Makes mistakes in choosing tableware and serving the dishes.</p>
Resource requirements	<ul style="list-style-type: none"> • Access to commercial catering equipment to ensure sufficient opportunity to demonstrate vocational competence in cooking various types of banquet dishes. • Technical aids to illustrate, visualize and present teaching / learning materials
Requirements for trainer's qualification	<p>The module can be taught by a teacher having:</p> <ol style="list-style-type: none"> 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Visits to different types of restaurants to provide learners with an understanding of specific types of equipment, products and preparation methods needed to create a variety of the banquet dishes. • Practical training in a real work place in order to acquire and master the professional cookery skills.

Title of the Module – „Lithuanian national cuisine“

Module target	Develop knowledge of the equipment, products, storage and cooking methods required to prepare and cook a range of traditional Lithuanian dishes, the historical influences and the types of dishes. Develop skills in preparing, cooking and reviewing the dishes.
Number of Credits	5
Number of Hours	110
Learning outcomes	Key content areas
1. Plan menus that reflect the styles of Lithuanian national cuisine	<p>Topic 1. History of and influences on food:</p> <ul style="list-style-type: none"> • Geography, climate and environment. • Religion and culture. • Trade and industrialisation. • Travel and migration.



	<p>Topic 2. Styles and types of food:</p> <ul style="list-style-type: none"> • Styles, e.g. local, regional, national. • Types of food, e.g. snacks, appetisers, salads, soups and sauces, fish, meat and poultry, vegetables, desserts, savouries and cheeses. <p>Topic 3. Balanced menus that demonstrate authentic dishes and meet the needs of the customer:</p> <ul style="list-style-type: none"> • Taste. • Texture. • Colour. • Appearance. • Cost. • Seasonal, food provenance, food sustainability, organic. • Dietary requirements.
<p>2. Demonstrate food preparation and cooking skills</p>	<p>Topic 1. Equipment and products:</p> <ul style="list-style-type: none"> • Large equipment: <ul style="list-style-type: none"> ○ oven, e.g. bread baking oven, smoking oven, microwave oven; steamer; large pans; fryers; grills; salamander; griddle plates; barbecues. • Small equipment: <ul style="list-style-type: none"> ○ food processor, pans, knives, pots, chopping boards. • Products: <ul style="list-style-type: none"> ○ meat, poultry, game, fish, vegetables, fruit, nuts, eggs, dairy produce, fats and oils, grains, herbs and spices, condiments, bakery. <p>Topic 2. Methods of preparing, cooking and finishing dishes:</p> <ul style="list-style-type: none"> • Preparation methods: <ul style="list-style-type: none"> ○ peeling, chopping, grating, blending, skinning, boning, skimming, blanching, refreshing, coating, seasoning. • Storage methods: <ul style="list-style-type: none"> ○ fresh, chilled, frozen, dried, tinned, vacuum packed. • Cooking methods: <ul style="list-style-type: none"> ○ poaching, steaming, braising, stewing, frying, grilling, baking, roasting, pot-roasting, stir-fry, barbeque. • Finishing and presenting dishes: <ul style="list-style-type: none"> ○ plated, visual, flare, style.



	<p>Topic 3. Professional skills</p> <ul style="list-style-type: none"> • Organisational and time planning. • Attitude. • Appearance, uniform and personal presentation standards. • Maintenance of health, safety and hygiene. • Communication. • Teamwork.
<p>3. Evaluate and serve the finished dishes</p>	<p>Topic 1. Evaluation criteria:</p> <ul style="list-style-type: none"> • Qualitative. • Quantitative. <p>Topic 2. Quality criteria</p> <ul style="list-style-type: none"> • Timing. • Appearance. • Taste. • Colour. • Texture. • Cost. • Presentation. <p>Topic 3. Serving the finished dishes:</p> <ul style="list-style-type: none"> • Choosing appropriate tableware for different types of dishes. • Serving the dishes in accordance with food safety and hygiene rules.
<p>Assessment criteria</p>	<p>Excellent: prepares, cooks and finishes a wide range of dishes that reflect the different types and styles of traditional Lithuanian cuisine, demonstrating the range of professional skills. Correctly calculates the needed amount of food products and raw materials. Works consistently and in accordance with the technological production processes. Evaluates the finished dishes by applying the range of quality criteria and using data from a range of sources, making recommendations for improvement based on this data. Chooses appropriate tableware for different types of dishes and explains the choice. Serves the dishes in accordance with food safety and hygiene rules.</p>



	<p>Very good: prepares, cooks and finishes a selection of dishes that reflect the different types and styles of traditional Lithuanian cuisine, demonstrating professional skills. Calculates the needed amount of food products and raw materials (makes no more than one mistake). Works consistently and in accordance with the technological production processes. Uses a range of quality criteria to review finished dishes. Chooses appropriate tableware for different types of dishes. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Good: prepares, cooks and finishes dishes that reflect the different types and styles of traditional Lithuanian cuisine, demonstrating some professional skills. Calculates the needed amount of food products and raw materials making a few mistakes. Performs technological production operations without consistency. Uses some quality criteria to review finished dishes. Chooses appropriate tableware for different types of dishes, making a few mistakes. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Satisfactory: cooks a selection of traditional Lithuanian dishes. Calculates the needed amount of food products and raw materials with mistakes. Performs technological production operations without consistency. Reviews the finished dishes, not providing any recommendations for improvement. Makes mistakes in choosing tableware and serving the dishes.</p>
Resource requirements	<ul style="list-style-type: none"> • Access to commercial catering equipment to ensure the learners have sufficient opportunity to demonstrate vocational competence in cuisine from their country and its requirements. • Technical aids to illustrate, visualize and present teaching / learning materials
Requirements for trainer's qualification	<p>The module can be taught by a teacher having:</p> <ol style="list-style-type: none"> 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)
Employer involvement	<ul style="list-style-type: none"> • Guest speakers • Work experience • Opportunities to visit national food restaurants and businesses

Title of the Module – „European cuisine“

Module target	Develop knowledge of the equipment, products, storage and cooking methods required to prepare and cook a selection of European food dishes, the historical influences on European food, the styles of food, and the types of dishes that are prepared and cooked in Europe. Develop skills in preparing, cooking and reviewing European dishes.
Number of Credits	5
Number of Hours	110



Learning outcomes	Key content areas
<p>1. Plan menus that reflect the styles of food and types of dish that are prepared and cooked in European countries</p>	<p>Topic 1. History of and influences on European food:</p> <ul style="list-style-type: none"> • Geography, climate and environment. • Religion and culture. • Trade and industrialisation. • Travel and migration. • Imperialism and colonization. <p>Topic 2. Styles and types of European food:</p> <ul style="list-style-type: none"> • Styles, e.g. UK, France, Spain, Portugal, Italy, Belgium, Greece, Germany, Russia, Poland, Switzerland, Hungary, Sweden, Norway. • Types of food, e.g. meze and tapas, snacks, appetisers, salads, hors d'oeuvres, soups and sauces, fish and seafood, meat and poultry, vegetables, vegetarian, desserts, savouries and cheeses. <p>Topic 3. Traditional food outlets and menus:</p> <ul style="list-style-type: none"> • Food outlets: <ul style="list-style-type: none"> ○ hotel, restaurant, pop-up/seasonal restaurant, cafes and coffee shops, takeaways, street food. • Menus: <ul style="list-style-type: none"> ○ breakfast, lunch, dinner, afternoon tea, à la carte, table d'hôte, tasting. <p>Topic 4. Balanced menus that demonstrate authentic dishes and meet the needs of the customer:</p> <ul style="list-style-type: none"> • Taste. • Texture. • Colour. • Appearance. • Cost. • Seasonal, food provenance, food sustainability, organic. • Dietary requirements.
<p>2. Demonstrate food preparation and cooking skills</p>	<p>Topic 1. Equipment and products:</p> <ul style="list-style-type: none"> • Large equipment: <ul style="list-style-type: none"> ○ stoves, ovens, specialist cookers, griddles, salamanders, fryers, mixers. • Small equipment: <ul style="list-style-type: none"> ○ pans, knives, pots, chopping boards, moulds. • Products:



	<ul style="list-style-type: none"> ○ grains, meat, fish, seafood, poultry, eggs, vegetables, fruit, pasta, pastries, confectionery, breads, herbs, spices. <p>Topic 2. Methods of preparing, cooking and finishing dishes:</p> <ul style="list-style-type: none"> • Preparation methods: <ul style="list-style-type: none"> ○ peeling, chopping, grating, blending, skinning, boning, skimming, blanching, refreshing, coating, seasoning. • Storage methods: <ul style="list-style-type: none"> ○ fresh, chilled, frozen, dried, tinned, vacuum packed. • Cooking methods: <ul style="list-style-type: none"> ○ poaching, steaming, braising, stewing, frying, grilling, baking, roasting, pot-roasting, stir-fry, barbeque. • Finishing and presenting dishes: <ul style="list-style-type: none"> ○ plated, visual, flare, style. <p>Topic 3. Professional skills</p> <ul style="list-style-type: none"> • Organisational and time planning. • Attitude. • Appearance, uniform and personal presentation standards. • Maintenance of health, safety and hygiene. • Communication. • Teamwork.
<p>3. Evaluate and serve the finished dishes</p>	<p>Topic 1. Evaluation criteria:</p> <ul style="list-style-type: none"> • Qualitative. • Quantitative. <p>Topic 2. Quality criteria</p> <ul style="list-style-type: none"> • Timing. • Appearance. • Taste. • Colour. • Texture. • Cost. • Presentation. <p>Topic 3. Serving the finished dishes:</p>

	<ul style="list-style-type: none"> • Choosing appropriate tableware for different types of dishes. • Serving the dishes in accordance with food safety and hygiene rules.
Assessment criteria	<p>Excellent: prepares, cooks and finishes a wide range of dishes that reflect the different types and styles of European cuisine, demonstrating the range of professional skills. Correctly calculates the needed amount of food products and raw materials. Works consistently and in accordance with the technological production processes. Evaluates the finished dishes by applying the range of quality criteria and using data from a range of sources, making recommendations for improvement based on this data. Chooses appropriate tableware for different types of dishes and explains the choice. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Very good: prepares, cooks and finishes a selection of dishes that reflect the different types and styles of European cuisine, demonstrating professional skills. Calculates the needed amount of food products and raw materials (makes no more than one mistake). Works consistently and in accordance with the technological production processes. Uses a range of quality criteria to review finished dishes. Chooses appropriate tableware for different types of dishes. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Good: prepares, cooks and finishes dishes that reflect the different types and styles of European cuisine, demonstrating some professional skills. Calculates the needed amount of food products and raw materials making a few mistakes. Performs technological production operations without consistency. Uses some quality criteria to review finished dishes. Chooses appropriate tableware for different types of dishes, making a few mistakes. Serves the dishes in accordance with food safety and hygiene rules.</p> <p>Satisfactory: cooks a selection of European dishes. Calculates the needed amount of food products and raw materials with mistakes. Performs technological production operations without consistency. Reviews the finished dishes, not providing any recommendations for improvement. Makes mistakes in choosing tableware and serving the dishes.</p>
Resource requirements	<ul style="list-style-type: none"> • Access to commercial catering equipment to ensure the learners have sufficient opportunity to demonstrate vocational competence in European cuisine and its requirements. • Technical aids to illustrate, visualize and present teaching / learning materials
Requirements for trainer's qualification	<p>The module can be taught by a teacher having:</p> <ol style="list-style-type: none"> 1) a legally defined education and qualification; 2) the qualification (education) of a cook/chef or professional experience of a cook/chef (min. 3 years)

Employer involvement	<ul style="list-style-type: none"> • Guest speakers • Work experience • Opportunities to visit European food restaurants and businesses
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3.5 Annex Training Plan

Vocational Education and Training Programme – SUSTAINABLE RESTAURANT WORKER										
List of Modules	Scope in credits	No of contact hours	No of hours for theoretical training	No of hours for practical training	Division of hours					
					Year 1			Year 2		
					1st semester (20 weeks)	2nd semester (20 weeks)	Total: 60 credits	1st semester (20 weeks)	2nd semester (20 weeks)	Total: 50 credits
					No of hours	No of hours		No of hours	No of hours	
1. Compulsory modules										
1.1. Introduction into profession	2	44	24	20	44		44			
1.2. Maintaining order in the kitchen	5	110	33	77	110		110			
1.3. Preparing, cooking and presenting food	50	1100	300	800	278	382	660	300	140	440
1.4. Menu development	10	220	66	154		60	60	100	60	160
1.5. Environment and sustainability in foodservice industry	3	66	22	44	34	32	66			
1.6. Circular economy in the foodservice industry	2	44	20	24	44		44			
1.7. Zero waste cooking	5	110	33	77	26	34	60	50		50
1.8. Contemporary world food	5	110	33	77	25	35	60	50		50
1.9. Setting up a sustainable restaurant business	10	220	66	154		40	40	160	20	180
1.10. Managing paperwork	5	110	33	77	55	55	110			
		2134	630	1504						
2. Optional modules (10 credits in total)										
2.1. Preparing and serving for the banquets	10	220	66	154					220	220
2.2. European cuisine	5	110	33	77					110	110
2.3. Lithuanian national cuisine	5	110	33	77					110	110
		220	66	154						
3. General modules (3 credits in total)										
3.1. Safe behavior in emergencies	1	22	22			22	22			
3.2. Health and Safety at the workplace	2	44	24	20	44		44			
		66	46	20						
TOTAL:		2420	742	1678			1320			1100

Implementation

1. Introduction

The course „Sustainable Restaurant Worker“ is designed to educate people working within the restaurant industry about sustainable practices and principles that they can integrate into their daily operations. This course targets a variety of individuals within the restaurant sector, including chefs, waitstaff, managers, and even restaurant owners.

The aim of the course is:

- To raise awareness about the importance of sustainability in the restaurant industry.
- To educate present and future restaurant workers about sustainable practices that can be implemented in various aspects of restaurant operations.
- To empower them with the knowledge and skills necessary to contribute to a more sustainable future within their workplace.

2. Organisation of the training

Business and Hospitality Training Centre „VESK“ offered the training “Sustainable Restaurant Worker” for stronger learners who initially enrolled in the training programs for cooks or confectioners. In total 15 participants piloted and completed the training in the period September 2021 – June 2023.

The total duration of the course was 2420 hours and included compulsory and optional modules. The training was composed of 70% practice (in-company training) and 30% theory (delivered at VESK). Practical and theoretical training was implemented alternately following the prepared training plan (see Annex 1). The school training took place on specific days during the week and the rest of the time was spent in companies. The companies that were involved in the training:

- Hilton Garden Inn Vilnius Hotel;
- Radisson Blu Hotel;
- Restaurant „Etno dvaras“.

These companies are among the leaders in Lithuanian hospitality and food sectors for applying sustainability practices in their daily operation. They are committed to leading the industry toward a net-zero economy and reducing their greenhouse gas emissions in line with climate science and Green economy standards.

3. Competences acquired

Upon completion of the training, participants acquired a range of competences that will enable them to contribute to sustainability efforts within the restaurant industry. These competences include:

1. **Understanding of Sustainability Concepts:** Students gained a solid understanding of sustainability principles, including environmental conservation, social responsibility, and economic viability, and how these concepts apply to the restaurant sector.
2. **Knowledge of Sustainable Practices:** Students learned about various sustainable practices relevant to restaurant operations, such as sustainable sourcing of

ingredients, waste reduction and management, energy and resource efficiency, and menu planning for sustainability.

3. **Critical Thinking and Problem-Solving:** Students developed critical thinking skills to identify sustainability challenges within their workplace and proposed effective solutions to address them. They also learned to analyze the environmental and social impacts of restaurant operations and to make informed decisions to minimize negative effects.
4. **Menu Development and Innovation:** Students acquired skills in menu planning and design with a focus on sustainability, including creating menus that feature locally sourced, seasonal, and plant-based options, and optimizing ingredient usage to minimize waste.
5. **Communication and Customer Engagement:** Students learned effective communication strategies to engage customers in sustainable practices, such as providing information about sustainable menu options, promoting eco-friendly behaviors, and responding to customer inquiries about sustainability initiatives.
6. **Teamwork and Collaboration:** Students developed teamwork and collaboration skills to work effectively with colleagues, suppliers, and other stakeholders to implement sustainability initiatives and achieve common goals.
7. **Adaptability and Flexibility:** Students learned to adapt to changing circumstances and embrace new technologies, trends, and regulations related to sustainability in the restaurant industry.
8. **Ethical and Social Responsibility:** Students were able to understand the ethical implications of their actions as restaurant workers and demonstrate a commitment to social responsibility by advocating for fair labor practices, supporting local communities, and minimizing negative impacts on society.
9. **Continuous Learning and Improvement:** Students were able to recognize the importance of lifelong learning and professional development in the field of sustainability and be motivated to stay updated on emerging trends, best practices, and innovations in the restaurant industry.

3. Content of the training

Module title	Module type	No of Credits	No of Hours
Introductory module (2 credits)			
Introduction into profession	Compulsory	2	44
General modules (3 credits)			
Health and Safety at the workplace	Compulsory	2	44
Safe behavior in emergencies	Compulsory	1	22
Modules for the acquisition of competencies that make up a qualification (70 credits)			
Maintaining order in the kitchen	Compulsory	5	110

Managing paperwork	Compulsory	5	110
Preparing, cooking and presenting food	Compulsory	50	1100
Menu development	Compulsory	10	220
Modules to acquire a specialization of a sustainable restaurant worker (25 credits)			
Environment and sustainability in foodservice industry	Compulsory	3	66
Circular economy in the foodservice industry	Compulsory	2	44
Zero waste cooking	Compulsory	5	110
Contemporary world food	Compulsory	5	110
Setting up a sustainable restaurant business	Compulsory	10	220
Optional modules (10 credits)			
Preparing and serving for the banquets	Optional	10	220
European cuisine	Optional	5	110
Lithuanian national cuisine	Optional	5	110
Total:		110	2420

The content of the modules was composed in a way that imparted all the necessary professional competences including the ability of learners to plan, implement and control their activities.

The certificate of attendance was issued to all the participants based on the attendance rate and delivery of the final presentation. The general attendance rate of the participants was nearly 92%.

The certificate issued equals to non-formal and state-recognised certificate of competences corresponding to the qualification.

4. Impact and Continuity

The training course “Sustainable Restaurant Worker” was well received by the students and teachers. The general satisfaction rate was over 94%.

Having received a very positive impact from the three involved parties – students, teachers, employers – VESK decided to continue with program delivery and included it into the list of a non-formal training offers. A new group of 24 students enrolled into “Sustainable Restaurant Worker” program in September 2023 and will be studying until May 2025.

Another idea that goes beyond the 3LoE project implementation is the creation and establishment of the joint VET programme „Sustainable Restaurant Worker“ that offers VET students a possibility to acquire an internationally recognized VET qualification. Nowadays more and more EU universities offer joint programmes as an important tool in the internationalization and cooperation within the European Educational Area, whereas VET providers have not yet started providing this opportunity for their learners.

VESK intend to establish a network of VET organisations (from other COVEs or associated partners) interested in jointly developing a VET programme with the integrated mobility



exchanges and qualification validation and recognition by several EU countries. This joint VET programme could benefit from the outcomes of the 3LoE project, such as the developed curriculum and training materials of „Sustainable Restaurant Worker“. The implementation of this plan is foreseen as a new project with the funding opportunities from Erasmus or another EU programme.