

# Training curricula

*DEL 4.1 – WP4*

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EACEA – Erasmus+ Capacity Building in VET, n 101092478 — V.I.R.TU.A.L.



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## 1 GOALS AND OBJECTIVES

The WP4 of V.I.R.Tu.A.L. Project aims:

- design learning-outcome based Curricula, taking into account entrepreneurs needs caused by pandemic situation and digital didactic materials
- improve the ability of teachers to interact with the business world and their ability to transfer business needs into educational curricula
- develop specific tools and guides supporting VET designers in the instantiation of new curricula into EU Curriculum
- measure and enhance the design, content and delivery of the programs within a VET provider. VR teaching and learning have a great potential and high effectiveness levels by stimulating spatial memory and allowing users to master various skills in different fields. Each field of study has great opportunities in VR/AR and this should be incorporated in study program so that students are more prepared for the future job market.

This Deliverable n. 4.1 (WP n. 4) aims to present two training curricula specifically tailored to the pathways offered by the V.I.R.Tu.A.L. Project, utilizing virtual reality technologies as well. In particular, the curriculum definition has been heavily focused on the specific items developed through the virtual environment, and both curricula were structured accordingly.

These curricula were therefore prepared and articulated in direct relation to the opportunities and specificities offered by virtual training, aiming to achieve a structure, as coherent as possible, with the virtual learning of the identified skills and competencies.

This deliverable also intends to lay the foundations for the subsequent development of the Memorandum of Agreement, starting from the regulation of the ECVET system in the various countries participating in the Virtual Project.

## 2 APPROACH

In Anglo-Saxon literature on instructional design, the term learning outcomes refers to the learning results achieved by a learner during or at the end of an activity, a course, or a program of education or training (Miller, Linn, & Gronlund, 2013). The outcomes that are part of learning outcomes must be enduring, not transient, meaning those that the learner will carry with them consistently after the end of the course. They are described in terms of performance, that is, observable behaviours related to what the learner knows and can do, which constitute evidence of the achievement of a general goal (Gronlund & Brookhart, 2009).

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While general objectives (expressed in literature with the term goals or instructional outcomes) broadly refer to knowledge, skills, attitudes, values that instructional action aims to shape in the learner in the long term (Allen, 2004; Cariveau, 2016), learning outcomes refer to what is learned in relation to the instructional action itself, i.e., its outcome: the individual who has actually acquired the learning defined by the general objectives is able to perform certain observable tasks in relation to certain content when asked to address specific tasks and stimulus situations. The performances carried out represent indicators of achievement of the general objective to which they refer. In summary, general objectives provide direction and guide teachers' instructional actions and learners' learning experiences, while learning outcomes operationally define them, that is, they specify the observable elements that indicate their achievement and - based on these - the thought processes and content to work on to pursue the general objectives.

In the case of VIRTUAL, the prior definition of learning outcomes is extremely functional for:

- Designing how to organize teaching by taking into account the opportunities offered by training delivered in a virtual environment. Designing activities based on learning outcomes ensures coherence between these, the initial general objectives, and the functionalities offered by the virtual environment. This is also crucial for communicating to students, who will guide their efforts in the right directions. Used in this way, the learning outcomes, as explicitly stated in this deliverable, become themselves part of the teaching. Therefore, we can add that the curriculum allows for linear planning of teaching materials carried out by the teacher/trainer, including those materials that the trainer develops and enhances through the virtual environment.
- Assessing learning outcomes: Referring precisely to learning outcomes to design assignments and stimulus situations allows for effectively evaluating what the didactic action (guided by the same learning outcomes) has intentionally promoted in the student and not other aspects. A frequent problem is indeed the coherence between teaching and assessment: if the assessment tasks proposed focus on learning outcomes that have not been intentionally pursued in teaching, it is very likely that students will not achieve good results on such tasks, which, besides representing a didactic problem, undermines any attempt to account for the path. In assessing individual students, the definition of strategic and detailed learning outcomes facilitates both the formulation of synthetic evaluative judgments (based on a system of correspondence between a synthetic expression, such as a grade, and the learning outcomes achieved) and analytical and detailed judgments, starting from the performances that the learning outcomes themselves define. In assessing the overall outcomes obtained with the activities, pathways, and programs proposed, the level of achievement of the predetermined learning outcomes by a greater or lesser number of students is an index of the success of the training action (according to the dictates of goal-based evaluation, Scriven, 1991) and can provide analytical information for any



redesigns and improvements. In the case of VIRTUAL, designing for learning outcomes allows us, through student assessment, to also evaluate the effectiveness of the virtual tool as an alternative (or support) to learning in the company (and therefore as so-called "on-the-job" learning).

Two curricula have been identified for the two sectors of hospitality and catering. These curricula specifically refer to some of the activities and tasks carried out by the following professional figures:

- Room attendants/ Housekeeper, concerning the hospitality sector
- Table waiters, concerning the catering sector.

The learning outcomes have been identified with exclusive reference to those activities that are academically supported, in the piloting of the V.I.R.Tu.A.L. Project, by virtual teaching tools. Therefore, the curricula have not been formulated regarding the overall role of the two identified figures, including their respective learning outcomes, skills, and knowledge, but rather refer to those tasks that are the subject of piloting in a virtual environment.



### 3 TARGET GROUPS

The training curricula/programs are addressed to multiple target groups:

- **Students in VET system**
- **Workers and entrepreneurs in tourism and restaurant sectors, specifically:**
  - Waiters and Supervisory Staff in restaurants
  - Housekeepers and Supervisory Staff in hospitality
  - Hotel & Restaurant Managers
  - Entrepreneurs and Small Business Owners
- **Tourism Educators/Trainers/Teachers**



## 4 STRATEGY IN CURRICULUM BUILDING

V.I.R.Tu.A.L. Project, during WP2, has implemented various actions aimed at understanding the situation regarding dual training in the target countries of the Western Balkans, with specific reference to the hospitality and restaurant sectors. The analyses conducted alternated desk methodologies with on-field methodologies, starting from comparisons with VET providers, and concluding with analyses carried out on entrepreneurs in the relevant sectors. The latter, as known, were conducted through forms of comparison and collection of suggestions, both more synthetic - questionnaires - and more in-depth - interviews.

All of this has led us to formulate, in this context, a series of considerations:

- There is no uniformity among the contents of the dual training paths mapped in the 3 countries of the V.I.R.Tu.A.L. Project, neither in terms of structure nor regarding the content of the courses.
- From the comparison with companies in the two sectors, it emerges that the approach to dual training (school-to-work) for new employees, and to continuing training for those already working, differs in the three partnership countries. While dual training is practiced in Kosovo and Albania, there are no takers in Macedonia. The indications obtained emphasize the fact that in Macedonia there is no interest on the part of companies in participating in this type of program, but it is also emphasized that this is also due to the fact that there is currently no clear possibility of activating this type of pathway, to which is also added the concern that once trained, young people will leave the company to seek other employment opportunities outside of Macedonia.
- In all cases, the criticality emerges in finding professional figures who "know how to carry out their work while ensuring the quality standards that the market requires." However, regarding the type of skills perceived as lacking, these are not always directly related to the lack of specialized training. Often, training gaps are linked to the need to experiment with skills in the field, and thus it is up to the company to transfer the necessary knowledge for this to happen. However, companies are not always able to train staff because training is not the mission of the company, and because the company sizes are so small (in many cases) that they do not have personnel who are actually specialized and verticalized enough in the skills to teach others; personnel who, in very small companies, often do not even have the time to dedicate to this activity.

The approach that has emerged from the considerations just made is therefore to develop curricula related to:



- Basic skills that should be present in all 3 target countries, with the aim of achieving those minimum quality standards necessary to provide satisfactory services for an increasingly demanding tourism demand.
- Skills that can be better utilized in virtual mode.
- Skills that are advantageous to implement in virtual mode because it reduces the risk of training which can be done with fewer risks in virtual (such as avoiding physical strain for housekeeping and minimizing errors in the presence of customers for mise en place and restaurant reception). For example, there has been a significant demand for soft skills, but skills like the highly requested soft skills can be more easily realized in a context such as the metaverse but not with VR.
- Curricula that can be more easily managed by teachers who, in turn, before the piloting, will need to be trained by experts of the Platform used and who will have to provide exercises and use all the tools to improve student engagement and allow them to perform activities on the platform. This is also evidenced by large companies, such as the Hilton Group, which are currently conducting housekeeping training in virtual mode.





## 5 TRAINING CURRICULA

### 5.1 Training curriculum for “Setting up, Organizing, and Cleaning Rooms” - Housekeeper in Hospitality

#### General indication about the curriculum

**Course Title:** Setting up, Organizing, and Cleaning Rooms

**Educational Objective:** By the end of the course, learner will be able to set up, organize, and clean rooms, performing routine and extraordinary maintenance operations while adhering to assigned work plans and defined cleaning standards and procedures. The learner will also be able to report any malfunctions or anomalies to the relevant personnel.

Knowledge and/or Understanding skills provided by the Course	<p>Characteristics and properties of hotel furnishings and equipment</p> <p>Characteristics and properties of hand or motorized equipment: usage techniques and risks</p> <p>Characteristics and properties of surfaces and fabrics: types and treatment techniques</p> <p>Operating elements of household systems</p> <p>Standards and criteria for hygienic and health self-control</p> <p>Service quality standards</p> <p>Equipment and technological resources for floor service</p> <p>Maintenance techniques</p> <p>Elements of environmental and personal hygiene</p> <p>Cleaning and sanitization techniques and tools</p> <p>Room setup and tidying techniques</p> <p>Bed remaking and setup techniques</p> <p>Characteristics and properties of cleaning products and dosing systems, types, and precautions for use</p> <p>Regulations and provisions on Personal Protective Equipment</p> <p>Work safety: rules and behavior methods (general and specific)</p> <p>Legislation and techniques for accident prevention and work safety</p>
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<p>Application Skills in work contexts provided by the Course (<i>What the learner can do?</i>)</p>	<p>Access the room according to the defined behavioral rules and respecting any specific privacy requests from the client.</p> <p>Set up and tidy up the rooms and sleeping areas according to the techniques and procedural instructions received.</p> <p>Carry out regular and extraordinary cleaning and sanitization activities of rooms, bathrooms, fixed and movable furnishings, following the scheduled periodicity and frequency indications, and adhering to injury prevention techniques and workplace safety measures.</p> <p>Perform cleaning operations using manual or motorized equipment, selecting and applying suitable detergents based on the type of fabrics, floors, and surfaces to be treated.</p> <p>Remake the bed by checking the bedding and replacing it if necessary, according to the specified frequency.</p> <p>Report any anomalies and faults detected by forwarding requests for extraordinary maintenance to the floor coordinator or technical staff according to established procedures.</p> <p>Compile the report at the end of the shift to keep the list of rooms updated and facilitate daily information exchange between the reception and the floor service.</p> <p>Ensure the cleanliness and maintenance of the minibar by replenishing missing products and updating the customer consumption card.</p> <p>Maintain and clean areas reserved for staff.</p> <p>Label all detergent bottles in case of product fractionation to facilitate recognition.</p> <p>Carry out regular maintenance checks on equipment, furnishings, and installations in rooms, bathrooms, and common areas, verifying their operation and detecting any anomalies, defects, or damages.</p>
<p>Behavioral rules related to the activities carried out</p>	<p>Maintain professionalism and courtesy when interacting with colleagues and clients.</p> <p>Follow safety protocols and guidelines while performing cleaning and maintenance tasks.</p> <p>Respect the privacy and belongings of individuals when entering rooms for cleaning or maintenance.</p> <p>Adhere to designated work schedules and timelines to ensure timely completion of tasks.</p> <p>Use cleaning equipment and supplies responsibly and in accordance with instructions.</p> <p>Keep work areas tidy and organized to facilitate efficient workflow.</p> <p>Communicate effectively with team members and supervisors regarding any issues or concerns.</p>

	<p>Follow established procedures for reporting any incidents, damages, or emergencies promptly.</p> <p>Respect and comply with all workplace policies and regulations.</p> <p>Continuously strive for improvement in performance and efficiency in carrying out assigned duties.</p> <p>Arrive at the workplace while paying attention to personal grooming.</p> <p>Exercise discretion in wearing jewelry and maintaining simple, appropriate hairstyles.</p> <p>Refrain from sitting on furniture in public areas, avoid unnecessary noise, shouting, or running.</p> <p>Refrain from smoking on the premises and limit personal cell phone use.</p> <p>Interact with clients and colleagues in a polite, friendly, and tolerant manner.</p>
Communicative Skills	<p>Interacting with clients, both in English and in one's own language, following some "rules":</p> <ul style="list-style-type: none"> <li>• Approach the conversation calmly and assertively.</li> <li>• Use a calm and conciliatory tone of voice.</li> <li>• Acknowledge the complaint.</li> <li>• Follow up on the customer's expectations.</li> <li>• Express comments in impartial terms.</li> <li>• Allow the customer to speak without interrupting them.</li> </ul>
Tasks/Activities	<ul style="list-style-type: none"> <li>• Air out the room.</li> <li>• Empty waste bins in the room and bathroom and replace the bags.</li> <li>• Remove bathroom linens if left on the floor or in the bidet. Check the daily cleaning sheet for any sheet changes.</li> <li>• Bring clean linens and chemicals to the room.</li> <li>• Spray all bathroom surfaces with the sanitizing/disinfecting product.</li> <li>• Remake the bed.</li> <li>• Dust the furniture in the room with a damp blue cloth.</li> <li>• Finish cleaning the bathroom.</li> <li>• Rearrange towels.</li> <li>• Arrange the courtesy line.</li> <li>• Vacuum the bathroom and room floors.</li> <li>• Mop the floor.</li> <li>• Check the maintenance status of the room and bathroom and report any anomalies.</li> <li>• Take a final look at the room to ensure everything is in order.</li> <li>• Close the windows and curtains only in winter, exit, and close the door.</li> </ul>

Looking at Italian system<sup>1</sup>, these activities are related to ADA<sup>2</sup>.23.02.03 (formerly ADA.19.18.40) - Care of accommodations, room floors, and internal and external common areas, within SECTOR 23 "Tourist Services," the PROCESS - "Hospitality Services", and the PROCESS SEQUENCE - "Reception, assistance, and care of customer requests and accommodations, and common areas". Specifically, the Atlas distinguishes between activities and Learning Outcomes.

Below is the representation of the "Activities" and "Learning Outcomes" for the specific Activity Area covered by the curriculum.

Activities	Learning Outcomes
Cleaning and setting up of rooms and floors	Prepare accommodations for guest reception by cleaning rooms and floors, and report any faults, malfunctions, or anomalies to the relevant staff.
Reporting faults and malfunctions	
Cleaning and tidying of internal and external common areas.	Perform cleaning duties in internal and external common areas, restocking cleaning materials in floor storage and the general warehouse, maintaining their organization according to received instructions
Refilling the storage on the floors with cleaning materials.	
Transporting loads of laundry.	Carrying laundry carts according to the facility's procedures, ensuring compliance with instructions and timelines for collecting dirty laundry from the floors and subsequently restocking clean laundry in the floor storage.

<sup>1</sup> The Atlas of Work and Qualifications (Atlante del Lavoro e delle Qualificazioni) is a detailed map of work and qualifications. The description of the work contents proposed is the result of intense collaboration and participation of various institutional entities and has seen the involvement and participation of employer and union representatives, bilateral representatives, professional associations, sectoral experts, and stakeholders in the work-learning system.

[https://atantelavoro.inapp.org/dettaglio\\_ada.php?id\\_ada=36&id\\_sequenza=16&id\\_processo=4](https://atantelavoro.inapp.org/dettaglio_ada.php?id_ada=36&id_sequenza=16&id_processo=4)

<sup>2</sup> ADA is the Italian acronym of Area of Activity.

The training curriculum “Setting up, Organizing, and Cleaning Rooms” is organized in **1 Module**:

- Module 1: PLANNING DAILY HOUSEKEEPING OPERATIONS

### **Module 1 - PLANNING DAILY HOUSEKEEPING OPERATIONS**

<b>Module Title and Aim</b>	<b>Learning Units</b>	<b>Timeframe of module</b>
<p><b>Module 1:</b> Planning daily housekeeping operations</p> <p><b>Aim:</b> develop the skills knowledge and understanding regarding the procedure to manage housekeeping operations</p>	<p>LU1: Classify and use the categories of cleaning agent and equipment.</p> <p>LU2: Illustrate the types of guestroom cleaning.</p> <p>LU3: Apply the procedure of cleaning and maintaining public areas</p>	<p>Total: 90 hours</p> <ul style="list-style-type: none"> <li>▪ Virtual learning: 15 hours</li> <li>▪ Classroom: 30 hours</li> <li>▪ Practical in company: 45 hours</li> </ul>

## MODULE 1 - PLANNING DAILY HOUSEKEEPING OPERATIONS (REFERRED TO THE QUALIFICATION OF “EXECUTIVE HOUSEKEEPER”)

**LU1 - Duration: 30 hours (10 theory in classroom, 5 in virtual environment, 15 on the job training in hotels and similar establishments)**

**LU2 - Duration: 100 hours (20 in classroom also with role-plays, 10 in virtual environment, 70 on the job training in hotels and similar establishments)**

**LU3: Duration: 100 hours (20 - theory and practical activities - in classroom, 10 in virtual environment, 30 On the job training in hotels and similar establishments)**

Learning Unit	Learning Outcomes	Learning Elements	Knowledge	Materials Required
LU1: Classify and use the categories of cleaning agent and equipment	In stating the criteria for purchasing cleaning equipment and agents Identify the categories of cleaning agent and equipment Understand how to use the equipment. List the usage of the cleaning agents on different types of surfaces. Discuss the methods of cleaning and maintaining different surfaces	Choosing the correct equipment for the job, and it should be compatible for all to work with and get the job done on time Identifying manual and mechanical equipment and seeing that it is properly looked after Identifying the cleaning process depending on all hard surface's types, composition, care, and maintenance Ensuring cleaning equipment is clean, dry and in working order when work is finished taking appropriate action to deal with any items that are not	Knowledge of equipment types and functions Ergonomic principles to ensure equipment is user-friendly and minimizes strain or injury, suitable for all users. Specific requirements of different cleaning tasks to select appropriate equipment that meets those needs efficiently Time management in equipment use Different types of manuals (e.g., mops, brooms) and mechanical equipment (e.g., vacuum cleaners, floor scrubbers) used in cleaning. Maintenance protocols for both manual and mechanical equipment, including regular checks, cleaning, and repairs.	Manual Cleaning Equipment as Abrasives, Brushes, Chambermaid's Trolley/Housekeeping Trolley, Dustbins, Dusting Cloths, Dustpans, Janitor's trolley, Mops, Mop Wringer trolley, Scarifying machine, Spray Bottles Electric Cleaning Equipment as Box Sweeper, Vacuum Cleaner, Polishing Machine, Scrubber, Vapor Cleaning Machine Cleaning Agents or Chemicals as Water, Vinegar, Bathroom Cleaners, Clean Air Sprays, Degreaser, Floor Cleaners and Sealers, Surface Sanitizers, Toilet

Learning Unit	Learning Outcomes	Learning Elements	Knowledge	Materials Required
			<p>Safety standards for operating and maintaining cleaning equipment to prevent accidents and extend equipment lifespan.</p> <p>Proper storage methods to prevent equipment damage and ensure longevity.</p> <p>Various hard surface types (e.g., marble, wood, tile) and their unique properties.</p> <p>Cleaning chemicals and methods for each surface type to avoid damage and maintain aesthetics.</p> <p>Surface maintenance techniques for different surfaces to preserve their quality and appearance over time.</p> <p>Procedures for cleaning and drying equipment after use to prevent contamination and ensure readiness for the next use.</p> <p>Appropriate actions to take when equipment is faulty, including repair procedures or reporting to the relevant personnel.</p> <p>Hygiene standards for equipment maintenance to ensure a clean and</p>	<p>Blocks, Toilet Cleaners, Carpet Cleaning Agents, Swimming Pool Cleaners</p> <p>Materials for Guest Bathroom as Bathroom Attachments, Towels, Dustbin, Non-slip Foot-mat, Slippers, Mirror, Hair Dryer, Vanity Tray</p> <p>Housekeeper's uniform according to job requirements</p>

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Learning Unit	Learning Outcomes	Learning Elements	Knowledge	Materials Required
			safe environment for users and guests.	
LU2: Identify the types of guestroom cleaning	Identify the procedures the room attendants follow when reporting to work. Describe the procedure that is followed by the room attendant when cleaning the guestrooms. Distinguish between the types of guestroom cleaning.	Setting the cleaning supplies, equipment, guestroom linen, and amenities necessary for cleaning and setting up the guestrooms Prioritizing work as per the room status, which provides information on the occupancy or condition of the property's room daily Approaching the guest room as per the status report Applying rooming cleaning procedures, drawing back the draperies and checking the cords and hooks for any kind of damage, opening the windows and airing the room while you are cleaning, checking the air conditioning/heater and setting it according to the standard, taking a good look at the condition of the room, making a note of any kind of damages or missing items, checking for any kind of maintenance, removing or replacing dirty ashtrays and glasses, removing any service trays from the room, emptying the trash and a dustbin liner, removing the soiled linen from the bed, making bed as per the standard operating procedure Following a systematic method of cleaning, either clockwise or anti-clockwise.	Types and purposes of various cleaning agents and tools. Correct usage and safety guidelines for each cleaning product. Procedures for handling and storing cleaning supplies and equipment. Types of linens and their appropriate use (e.g., sheets, pillowcases, towels). Methods for inventory tracking and replenishment. Procedures for ordering and stocking supplies to ensure availability. Organizational standards for setting up guestrooms, including layout and placement of amenities. Techniques for prioritizing tasks based on room status and guest needs. Time management strategies to ensure timely and efficient completion of tasks. Effective communication with front desk and maintenance staff regarding room status and cleaning priorities. Methods for reporting room conditions and issues to relevant departments.	

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Learning Unit	Learning Outcomes	Learning Elements	Knowledge	Materials Required
		<p>Replenishing all the bedroom supplies. Taking a final look around so that nothing is missed out. Applying bathroom cleaning procedures Using all-purpose cleaner and a scrubber to clean the bathtub, surrounding tiles, shower area, vanity counter, and sink. Replacing used towels with fresh ones and placing bathroom amenities. Conducting thorough inspection to ensure nothing is overlooked.</p>	<p>Procedures for entering occupied and vacant rooms. Privacy and security guidelines to respect guest space. Methods for conducting initial room inspections to assess cleaning and maintenance needs and to identify and document room damages, maintenance issues, and missing items. Standard operating procedures (SOPs) for approaching and cleaning guestrooms. Standard procedures for cleaning different areas of the room (e.g., furniture, windows, surfaces). Procedures for checking room elements (e.g., air conditioning, draperies) and identifying maintenance needs. Standard bed-making procedures. Techniques for handling soiled linens and replacing with fresh ones. Procedures for restocking and organizing supplies.</p>	

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Learning Unit	Learning Outcomes	Learning Elements	Knowledge	Materials Required
			<p>Cleaning procedures for bathroom fixtures (e.g., bathtubs, sinks, showers).</p> <p>Appropriate cleaning agents for different bathroom surfaces.</p> <p>Techniques for cleaning and maintaining bathroom amenities and fixtures.</p> <p>Methods for removing dirt, soap scum, and grime from bathroom surfaces.</p> <p>Procedures for sanitizing and ensuring hygiene in bathroom areas.</p> <p>Procedures for handling used towels and replacing with clean ones.</p> <p>Procedures for ensuring all amenities are available and in good condition.</p> <p>Procedures for conducting detailed inspections of cleaned areas.</p> <p>Techniques for identifying missed tasks or issues that need addressing.</p>	
LU3: Apply the procedure of cleaning and	Understand the meaning of the term public areas and list them Describe the procedure of	Identifying all kind of areas and understanding that are crucial for guest satisfaction as they form the first impression and contribute to the overall guest experience Developing a cleaning schedule that outlines frequency, timing, and responsibilities.	Strategies for efficient and effective cleaning in areas with heavy usage. Types of cleaning equipment required for different tasks (e.g., vacuum cleaners, dusters).	

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Learning Unit	Learning Outcomes	Learning Elements	Knowledge	Materials Required
maintaining public areas	cleaning and maintaining the public areas Distinguish between the types of public areas	<p>Considering high-traffic areas for more frequent cleaning.</p> <p>Ensuring availability of necessary cleaning equipment such as vacuum cleaners, dusters, mops, and disinfectants.</p> <p>Stocking appropriate cleaning supplies, including surface cleaners, floor cleaners, sanitizers, and cloths.</p> <p>Dusting and wiping down all surfaces including tables, countertops, and decorative items.</p> <p>Using appropriate cleaners for different materials like wood, glass, and metal.</p> <p>Sweeping, vacuuming, or mopping floors depending on the surface type (carpet, tile, wood).</p> <p>Addressing stains and spills immediately to maintain cleanliness and prevent damage.</p> <p>Cleaning windows, mirrors, and glass doors to remove smudges and fingerprints.</p> <p>Using glass cleaners and ensuring streak-free finishes.</p> <p>Cleaning and sanitizing toilets, sinks, mirrors, and countertops.</p> <p>Replenishing supplies such as soap, paper towels, and toilet paper.</p> <p>Checking for and addressing any plumbing issues or malfunctions.</p>	<p>Techniques for managing cleaning equipment inventory to ensure availability.</p> <p>Procedures for checking and replenishing equipment stocks regularly.</p> <p>Various types of cleaning agents and their appropriate uses (e.g., surface cleaners, sanitizers).</p> <p>Safety guidelines and proper handling of cleaning chemicals.</p> <p>Techniques for tracking and replenishing cleaning supplies.</p> <p>Methods for ensuring a consistent supply of necessary cleaning materials.</p> <p>Effective dusting and wiping methods for different surfaces.</p> <p>Appropriate cleaners and tools for different types of surfaces (e.g., wood, glass).</p> <p>Techniques for preventing damage while cleaning delicate surfaces.</p> <p>Frequency and methods required for different flooring materials (e.g., carpet, tile).</p>	

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Learning Unit	Learning Outcomes	Learning Elements	Knowledge	Materials Required
		<p>Cleaning and disinfecting buttons, handrails, and interiors of elevators and escalators.</p> <p>Ensuring proper functioning and addressing any mechanical issues.</p> <p>Regularly disinfecting counters, phones, and chairs in Reception Desks and Waiting Areas</p> <p>Wiping down tables and chairs after each use in dining areas.</p> <p>Conducting routine inspections to ensure cleanliness standards are met.</p> <p>Identifying areas that need additional attention or maintenance.</p> <p>Practicing hand hygiene before and after cleaning.</p> <p>Disposing of waste properly and avoiding cross-contamination.</p>	<p>Procedures for promptly addressing stains and spills to prevent damage and maintain appearance.</p> <p>Techniques for achieving streak-free finishes on windows and glass surfaces.</p> <p>Procedures for regular inspection of glass surfaces to identify and address smudges, fingerprints, and other issues.</p> <p>Effective methods for cleaning and sanitizing bathroom fixtures.</p> <p>Techniques for ensuring thorough disinfection and cleanliness.</p> <p>Procedures for checking and replenishing bathroom supplies.</p> <p>Techniques for identifying potential plumbing problems early to prevent disruptions.</p> <p>Procedures for regular checks and maintenance of bathroom fixtures.</p> <p>Effective methods for cleaning and disinfecting high-touch areas.</p> <p>Techniques for ensuring cleaning is performed without disrupting functionality.</p>	

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Learning Unit	Learning Outcomes	Learning Elements	Knowledge	Materials Required
			<p>Techniques for creating a welcoming and hygienic environment.</p> <p>Procedures for cleaning and sanitizing tables and chairs after use.</p> <p>Techniques for preventing cross-contamination between guests in dining areas.</p> <p>Procedures for using safe and effective cleaning agents on dining surfaces.</p> <p>Procedures for identifying areas that need additional cleaning or maintenance</p>	

**Examples of practical activities:**

- Apply appropriate practices to interpret the layout of housekeeping department
- Employ appropriate practices to identify appropriate cleaning agent and equipment for the surface to be cleaned
- Demonstrate the operating procedures of various cleaning equipment
- Role play on how to follow standard operating procedures to check the assigned housekeeping area before cleaning
- Demonstrate the procedures for cleaning different areas/surfaces
- Demonstrate room cleaning procedure in the correct sequence
- Employ appropriate techniques to clean the spillage according to the floor type, size, and type of spillage
- Prepare a report to update the Supervisor regarding the cleaning status and damaged items of the assigned area
- Apply appropriate practices to check the operational readiness of the equipment and appliances in the guestroom

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- Employ proper practices to use the checklist for checking the functioning of the appliances and equipment in all the rooms
- Dramatize how to arrange for various items, like, flower, paintings, etc.
- Show the ways to collect the soiled linens and other items (Bathrobe, towels, etc.) in the trolley bag as per the specification
- Demonstrate the procedure to make the bed
- Prepare a sample checklist to ensure proper room cleaning
- Prepare reports to record the housekeeping operations
- Demonstrate the procedure of routine cleaning and sanitization of tools, equipment, and other articles
- Employ different ways to keep work area clean, hygienic and hazard free
- Demonstrate how to use and dispose of relevant protective equipment as per tasks and work conditions

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## 5.2 Training curriculum for “Preparation of spaces and environments for catering and table service setup” - Waiter in Restaurant

### General indication about the curriculum

**Title:** Preparation of spaces and environments for catering and table service setup.

**Educational Objective:** By the end of the curriculum, the learner will be able to arrange the dining space and organize the layout, positioning furniture and decorations while considering the image requirements and in realization of the different types of service/events to be provided, the aesthetic-functional needs of the service to be provided, and in accordance with hygiene and health standards. The learner will be also able to

Knowledge and/or Understanding skills provided by the Course	<p>Techniques for space layout based on the type of service or event</p> <p>Techniques and procedures for cleaning and sanitizing premises and equipment</p> <p>Types of banqueting services: garden party, coffee break, buffet, brunch, etc.</p> <p>Techniques for setting up the dining area and table mise-en-place according to the type of service or event</p> <p>Furniture techniques and materials</p> <p>Monitoring systems and reporting procedures for tracking consumption/wear levels of materials/products used</p> <p>Regional, national, and EU regulations regarding HACCP system</p> <p>Service components in the restaurant dining room and bar</p> <p>Techniques for preparing dishes at the table (tartare, flambé, etc.)</p> <p>Service techniques for complex menus: guèridon service, Italian style, French style, and English style</p> <p>Techniques and tools for fish filleting</p> <p>Techniques and tools for portioning at the table</p>
Application Skills in work contexts provided by the Course ( <i>What the learner can do?</i> )	<p>Adopting styles, techniques, and materials for setting up and decorating the chosen spaces consistent with the type of event and defined service standards.</p> <p>Checking the availability of furniture and equipment for furnishing and setting up the spaces.</p> <p>Planning the use and organization of spaces in line with the type of service and event and the client's requests.</p> <p>Choosing furniture and accessories based on the various image and ambiance needs of the spaces.</p> <p>Selecting table settings and banquet setups according to the type of service and event and the client's requests.</p> <p>Monitoring and reporting the consumption levels of materials/products and the wear and tear of service components, replenishing them if necessary.</p>

	<p>Ensuring the visual quality of the served product, the image, and the functionality of the dining area.</p> <p>Applying hygienic and sanitary procedures for tidying up and cleaning dining and distribution areas and work tools.</p> <p>Presenting the menu providing detailed descriptions, tailoring suggestions and answering questions.</p> <p>Taking the orders engaging with guests, ensuring accuracy, managing multiple orders and using technology efficiently</p> <p>Applying serving procedures, adhering to service standards, executing complex service styles and handling special requests</p> <p>Clearing the table maintaining cleanliness, respecting guest pace, preparing for next service and managing waste and recyclables</p>
Behavioral rules related to the activities carried out	<p>Professionalism: Maintain a professional demeanor at all times when interacting with guests and colleagues.</p> <p>Courtesy: Treat all guests with courtesy, respect, and attentiveness, regardless of their background or demeanor.</p> <p>Appearance: Present yourself in a neat and tidy manner, adhering to the restaurant's dress code and grooming standards.</p> <p>Punctuality: Arrive on time for shifts and ensure prompt seating and service for guests.</p> <p>Communication: Communicate clearly and effectively with both guests and colleagues, ensuring accurate transmission of orders and requests.</p> <p>Efficiency: Manage table turnover efficiently while maintaining quality service, ensuring timely seating and clearing of tables.</p> <p>Adaptability: Be flexible and adaptable to changing circumstances, such as accommodating special requests or addressing guest concerns.</p> <p>Conflict resolution: Handle any guest complaints or conflicts calmly and professionally, seeking solutions to ensure guest satisfaction.</p> <p>Teamwork: Work collaboratively with other staff members to ensure smooth operations and provide seamless service to guests.</p> <p>Attention to detail: Pay close attention to the details of table settings, cleanliness, and ambiance to create a pleasant dining experience for guests.</p> <p>Safety: Adhere to safety protocols and guidelines to ensure the well-being of guests and staff, particularly during emergencies or unusual situations.</p>



Communicative Skills	<p>Some key communication skills in this context include:</p> <ul style="list-style-type: none"> <li>• Articulating instructions and guidelines clearly to other staff members involved in setting up the event space, ensuring everyone understands their roles and responsibilities.</li> <li>• Listening attentively to instructions from event coordinators, managers, or clients regarding the desired setup and arrangements, and asking clarifying questions when necessary.</li> <li>• Collaborating effectively with other staff members, such as kitchen staff, bartenders, and event planners, to ensure seamless coordination and execution of setup tasks.</li> <li>• Using nonverbal cues, such as gestures and facial expressions, to convey professionalism, friendliness, and attentiveness when interacting with clients, guests, and colleagues.</li> </ul>
Tasks/Activities	<ul style="list-style-type: none"> <li>• <b>Setting Up Tables:</b> Arranging tables and chairs according to the seating plan provided by the event coordinator or restaurant management.</li> <li>• <b>Linen and Tableware Setup:</b> Placing tablecloths, napkins, and tableware (plates, glasses, utensils) on each table according to the desired layout or theme.</li> <li>• <b>Centerpieces and Decorations:</b> Setting up centerpieces, floral arrangements, candles, or other decorative elements to enhance the ambiance of the dining area.</li> <li>• <b>Buffet Setup:</b> If applicable, arranging buffet stations with chafing dishes, serving utensils, and decorative garnishes for self-service catering.</li> <li>• <b>Beverage Stations:</b> Organizing beverage stations with coffee, tea, water, and other refreshments, ensuring they are well-stocked and visually appealing.</li> <li>• <b>Special Arrangements:</b> Implementing any special arrangements or requests from clients, such as setting up a stage for speeches, arranging seating for VIP guests, or accommodating dietary preferences.</li> <li>• <b>Lighting and Atmosphere:</b> Adjusting lighting levels and sound systems to create the desired atmosphere for the event, whether it's a formal dinner, cocktail reception, or casual gathering.</li> <li>• <b>Signage and Signaling:</b> Placing signage or directional indicators to guide guests to different areas of the venue, such as restrooms, coat check, or designated smoking areas.</li> <li>• <b>Cleanliness and Organization:</b> Ensuring that the event space is clean, organized, and free of clutter before guests arrive, including removing any obstacles or hazards from walkways.</li> <li>• <b>Final Checks:</b> Conducting final checks of all tables and settings to ensure everything is in place, aligned correctly,</li> </ul>

	<p>and ready for service before guests arrive.</p> <ul style="list-style-type: none"> <li>• Coordination with Staff: Collaborating with kitchen staff, bartenders, and other service personnel to coordinate timing and logistics for food and beverage service.</li> <li>• Guest Assistance: Assisting guests with seating arrangements, answering questions about menu options, and providing any additional support or assistance needed throughout the event.</li> </ul>
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Looking at Italian system<sup>3</sup>, these activities are related to ADA<sup>4</sup>.23.01.08 (formerly ADA.19.16.36) "Room setup and table service", within SECTOR 23 "Tourist services", the PROCESS - "Restaurant services" and the PROCESS SEQUENCE – "Room setup and administration of dishes and drinks". Specifically, the Atlas distinguishes between activities and Learning Outcomes.

Below is the representation of the "Activities" and "Learning Outcomes" for the specific Activity Area covered by the curriculum.

<b>Activities</b>	<b>Learning Outcomes</b>
Recording of requests in food service	Execute the order based on predefined criteria, arranging the orders also according to customer requests
Preparation of orders	
Table service of food and beverages	Serve at the table, respecting the instructions received, optimizing time, and assisting customers
Arrangement of rooms and displays	Organize the room according to the received instructions, carrying out the activities of resetting, cleaning, and setup
Cleaning and resetting of the room	

<sup>3</sup> The Atlas of Work and Qualifications (Atlante del Lavoro e delle Qualificazioni) is a detailed map of work and qualifications. The description of the work contents proposed is the result of intense collaboration and participation of various institutional entities and has seen the involvement and participation of employer and union representatives, bilateral representatives, professional associations, sectoral experts, and stakeholders in the work-learning system.

[https://atlantelavoro.inapp.org/dettaglio\\_ada.php?id\\_ada=36&id\\_sequenza=16&id\\_processo=4](https://atlantelavoro.inapp.org/dettaglio_ada.php?id_ada=36&id_sequenza=16&id_processo=4)

<sup>4</sup> ADA is the Italian acronym of Area of Activity.

The training curriculum “Preparation of spaces and environments for catering and table service setup” is organized in **2 Modules**:

- Module 1: Prepare and clear service and guest areas for food and beverages service
- Module 2: Serve food and beverages

### **Module 1 - Prepare and clear service and guest areas for food and beverages service**

<b>Module Title and Aim</b>	<b>Learning Units</b>	<b>Timeframe of module</b>
<b>Module 1:</b> Prepare and clear service and guest areas for food and beverages service  <b>Aim:</b> develop the skills knowledge and understanding regarding the food and beverages services	LU1: Prepare and clear equipment, materials and service area for food and beverages service  LU2: Prepare and clear guest area for food, beverages and takeaway services	Total: 90 hours <ul style="list-style-type: none"> <li>▪ Virtual learning: 15 hours</li> <li>▪ Classroom: 30 hours</li> <li>▪ On the job training: 45 hours</li> </ul>

### **Module 2 - Serve food and beverages**

<b>Module Title and Aim</b>	<b>Learning Units</b>	<b>Timeframe of module</b>
<b>Module 2:</b> Serve food and beverages  <b>Aim:</b> develop the skills knowledge and understanding regarding serving food and beverages	LU1: Greet guests and take orders  LU2: Use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests	Totale: 90 hours <ul style="list-style-type: none"> <li>▪ Virtual learning: 15 hours</li> <li>▪ Classroom: 30 hours</li> <li>▪ On the job training: 45 hours</li> </ul>

## MODULE 1 - PREPARE AND CLEAR SERVICE AND GUEST AREAS FOR FOOD AND BEVERAGES SERVICE (REFERRED TO THE QUALIFICATION OF “WAITER IN RESTAURANT”)

**LU1 - Duration: 30 hours (10 - theory and practical activities - in classroom, 5 in virtual environment, 15 On the job training in hotels, restaurants, cafés, clubs, industrial canteens, similar establishments)**

**LU2 - Duration: 60 hours (20 - theory and practical activities - in classroom, 10 in virtual environment, 30 On the job training in hotels, restaurants, cafés, clubs, industrial canteens, similar establishments)**

Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
LU1: Prepare and clear equipment, materials and service area for food and beverages service	Demonstrate understanding of various food and beverage environments and set table arrangements Prepare and clean equipment and materials for food and beverage service in various environments Organize and clean service areas for food and beverage service in different settings Exhibit safe and hygienic practices when preparing and tidying dining and service areas and	Recognizing various food and beverage settings Distinguishing room layouts for different settings, including formal, informal, and buffet arrangements. Setting up tables for various settings and styles, encompassing table d'hôte, à la carte, functions, counter, and take-away service. Managing equipment and materials required for the service area. Preparing service areas, such as waiter's pantry, sideboards/side tables, and service stations, ensuring adequate space for work activities, avoiding overcrowding storage space, and minimizing the risk of food contamination. Adhering to safe and hygienic working practices when preparing and clearing dining and service areas	Different food and beverage settings such as formal, informal, buffet, and specialized service environments like banquets and functions. Protocols and expectations associated with each setting, including the order of service, guest interaction norms, and specific service etiquettes. Design principles that differentiate formal, informal, and buffet arrangements, ensuring functional and aesthetically pleasing setups. Ergonomics and the importance of creating a comfortable environment for guests. Different table settings for table d'hôte, à la carte, functions, counter, and take-away services, including the placement of cutlery, glassware, and tableware.	Menus and beverage lists Food and beverage service equipment and utensils, including necessary cutlery Equipment for preparing hot drinks Sideboards, side tables, and service stations Condiments and accompaniments: Dry seasonings, flavorings; mustards, sauces, and salad dressings; prepared bread items, butter Tableware: Table coverings, cruet sets, table decorations, menu holders, ashtrays Food outlet log for documenting complaints, compliments, and other issues Waiter's uniform according to job requirements Cleaning equipment, including small items such as cloths, dusters, mops,

Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
	equipment for food and beverage service.	<p>and equipment for food and beverage service, including wearing waiter's uniform</p> <p>Using appropriate equipment and following correct procedures to ensure food and guest safety.</p> <p>Recognizing the importance of checking heating/air conditioning/ventilation and lighting before use when preparing guest dining areas for table service, creating a welcoming atmosphere, ensuring a comfortable environment for guests, and reporting any faults promptly</p> <p>Maintaining cleanliness in the service area after service to uphold professional standards and support the next shift.</p> <p>Ensuring food items and equipment are returned and/or stored appropriately following service, including checking and wrapping/covering any returned food items for re-use, storing food items at the correct temperatures, and</p>	<p>Type of service associated with different menu styles and the appropriate setup required for each.</p> <p>Specific requirements for events like banquets, receptions, and themed dining.</p> <p>Inventory for service areas, including tracking supplies and ensuring the availability of necessary equipment.</p> <p>Maintenance and operational requirements of service equipment (e.g., coffee machines, hot plates).</p> <p>Safety and Hygiene Standards, including proper storage and cleanliness practices.</p> <p>Techniques for organizing service areas to minimize clutter and ensure efficient workflow.</p> <p>Health and Safety Regulations, comprehensive knowledge of food safety regulations, including HACCP (Hazard Analysis and Critical Control Points) and local health codes.</p> <p>Personal hygiene practices, including wearing appropriate uniforms and maintaining cleanliness standards.</p>	<p>brushes, buckets, handheld cleaning spray, as well as large equipment such as dishwashers, jet washers, wet and dry vacuum cleaners</p> <p>Cleaning materials, including sanitizers, detergents, disinfectants, vinegar, lemon, and degreasers</p>

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Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
		<p>disposing of any unsafe food correctly.</p> <p>Safely disposing of broken glass and crockery by wrapping in old newspaper and securing with tape or string.</p> <p>Checking the cleanliness of the table and other linen following the service period and returning used linen to housekeeping in line with organizational requirements.</p> <p>Reacting in front of different types of unexpected situations that may occur when preparing and clearing dining and service areas and equipment, including equipment shortages, staff shortages, breakages, and damage, and coordinating with F&amp;B Manager to seek help from other associates and record details in the food outlet log.</p> <p>Complying with relevant regulations and standards.</p>	<p>Functions and proper use of various service equipment (e.g., dishwashers, glass polishers).</p> <p>Standard procedures for food and beverage service to ensure consistency and safety.</p> <p>Procedures to ensure guest safety, including handling allergens and food intolerances.</p> <p>Standards and practices for cleaning service areas, including surfaces, equipment, and utensils.</p> <p>Waste disposal procedures for maintaining cleanliness to support subsequent shifts.</p> <p>Hygiene practices to prevent contamination and maintain a professional environment.</p> <p>Storage procedures for food items and equipment to ensure safety and quality.</p> <p>Techniques for wrapping and securing broken items to prevent injury.</p> <p>Organizational policies for waste management and disposal.</p>	

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Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
			<p>Cleanliness standards for table linen and the procedures for checking and maintaining these standards.</p> <p>Techniques for removing stains and maintaining the appearance of linen.</p> <p>Problem-solving techniques to handle unexpected situations like equipment shortages or staff issues.</p> <p>Crisis Management procedures to minimize disruption and maintain service quality.</p> <p>Regulatory Knowledge of food safety and hygiene regulations, including local, national, and international standards.</p> <p>Procedures and practices required to ensure compliance with these regulations.</p>	
LU2: Prepare and clear guest area for food and beverages services	<p>Ensure that the work area and service equipment are hygienic, undamaged, and prepared for immediate use, at the beginning of a shift</p> <p>Verify the availability of sufficient stock of</p>	<p>Checking and cleaning furniture, such as chairs and tables, to maintain hygiene standards and present a positive image of the organization to guests.</p> <p>Adhering to safe and hygienic practices when preparing and clearing take-away areas for counter/take-away service, including</p>	<p>Knowledge of Hygiene Standards and general public health guidelines.</p> <p>Techniques for cleaning different materials (e.g., wood, metal, upholstery).</p> <p>Techniques of correct use and maintenance of equipment to prevent contamination and ensure food safety.</p>	<p>Menus and beverage lists</p> <p>Food and beverage service equipment and utensils,</p> <p>Equipment for making hot drinks</p> <p>Sideboards, side tables, and service stations</p> <p>Condiments and accompaniments:</p> <p>Dry seasonings/flavorings; mustards,</p>

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Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
	<p>service items for efficient service</p> <p>Activate appropriate service equipment to reach the recommended operating temperature in a timely manner</p> <p>Arrange promotional materials for guest use in visible locations</p> <p>Confirm that refuse and waste food containers are clean and available for use</p> <p>Present food according to operational procedures just before service</p> <p>Clean or store reusable service items</p>	<p>wearing the proper uniform, using correct equipment, and following procedures to ensure food and guests' health.</p> <p>Regularly inspecting work areas and service equipment for damage.</p> <p>Checking stocks of service items before service, ensuring they are clean, undamaged, and properly arranged, and displaying condiments and accompaniments where appropriate.</p> <p>Maintaining high presentation standards when displaying food to ensure its appeal to guests and encourage sales.</p> <p>Ensuring safe display of hot and cold food to prevent spillages, maintain attractiveness, and ensure food safety.</p> <p>Inspecting all promotional material before use to ensure it is informative and upholds the organization's image.</p> <p>Implementing proper clearing techniques for equipment, including trolleys, trays, glassware, and linen,</p>	<p>Procedures to ensure safe handling of food and equipment, and compliance with health regulations.</p> <p>Safety standards to prevent hazards.</p> <p>Stock-taking procedures and inventory control.</p> <p>Criteria for assessing the cleanliness and usability of service items.</p> <p>Presentation standards to properly arrange and display items to enhance their appeal.</p> <p>Techniques to make food visually appealing.</p> <p>Methods to enhance food display to encourage sales.</p> <p>Safe temperature ranges for hot and cold food to prevent spoilage and contamination.</p> <p>Display safety to prevent spills and maintain attractiveness.</p> <p>Food Safety Regulations.</p> <p>Organization's brand guidelines to ensure consistent messaging.</p> <p>Elements of communication with guests</p> <p>Standard clearing procedures for different types of service equipment.</p>	<p>saucers, and salad dressings; prepared bread items, and butter</p> <p>Tableware, including table coverings, cruet sets, table decorations, menu holders, and ashtrays.</p> <p>Supporting materials as required, including recipes, promotional materials</p> <p>Cleaning equipment, including small items as cloths, dusters, mops, brushes, buckets, handheld cleaning spray, as well as large equipment such as dishwashers, jet washers, and wet and dry vacuum cleaners.</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, and degreaser.</p> <p>Food outlet log for recording unexpected situations. Pen.</p> <p>Waiter's uniform according to job requirements.</p>

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Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
	<p>and equipment following food service</p> <p>When applicable, store condiments and accompaniments for future use in compliance with food hygiene regulations</p> <p>Dispose of rubbish, used disposables, and waste food using recommended procedures</p> <p>Inspect the work area and service equipment to ensure cleanliness, absence of damage, and readiness for future use, at the end of a shift</p>	<p>and returning soiled items to housekeeping for laundry.</p> <p>Turning electrical and gas equipment on and off before and after service to ensure readiness and reduce energy costs.</p> <p>Proper handling and disposal of waste, including using waste bins correctly, preventing waste buildup, and recycling when possible.</p> <p>Promptly returning perishable food and drink items to the kitchen and storage area after service for reuse or disposal.</p> <p>Thoroughly cleaning all service equipment and areas after service, including work areas, tables, chairs, floors, dishwashers, sinks, and waste disposal areas.</p> <p>Being prepared for unexpected situations during preparation and clearing, such as equipment shortages or incorrect allocations.</p> <p>Compliance with relevant regulations and standards to ensure safe and efficient service.</p>	<p>Sanitization standards to prevent cross-contamination.</p> <p>Operational procedures to properly operate and maintain electrical and gas equipment.</p> <p>Methods to reduce energy costs while ensuring equipment is ready for use.</p> <p>Safety protocols for handling electrical and gas appliances.</p> <p>Waste management protocols, including recycling and composting.</p> <p>Proper storage techniques for perishable items to ensure food safety and quality.</p> <p>Cleaning protocols for different types of equipment and service areas.</p> <p>Problem-Solving for quickly resolving unexpected issues, such as equipment shortages or staff absences.</p> <p>Crisis Management to minimize disruption to service.</p>	

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**MODULE 2 – SERVE FOOD AND BEVERAGES (REFERRED TO THE QUALIFICATION OF “WAITER IN RESTAURANT”)**

**LU1 - Duration: 30 hours (10 - theory and practical activities - in classroom, 5 in virtual environment, 15 On the job training in hotels, restaurants, cafés, clubs, industrial canteens, similar establishments)**

**LU2 - Duration: 60 hours (20 - theory and practical activities - in classroom, 10 in virtual environment, 30 On the job training in hotels, restaurants, cafés, clubs, industrial canteens, similar establishments)**

Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
LU1: Greet guests and take orders	Greet guests and determine their needs, checking booking records when necessary, according to the service requirements. Assist guests upon arrival, ensuring they receive the necessary guidance. Ensure guests receive the appropriate menu for the service. Provide accurate details about individual dishes,	Understand the types of guests, including individuals, business professionals, families, the elderly, people with disabilities (such as wheelchair users, those with visual or hearing impairments, and others with physical disabilities), children, young people, and international visitors. Identify guests with or without reservations and follow appropriate procedures, such as checking reservation details, confirming the number of guests and the reservation time, and determining if walk-in guests can be accommodated or if there will be any wait times for service. Welcome guests by using the organization's standard greeting,	Different categories of guests, including individuals, business professionals, families, the elderly, people with disabilities, children, young people, and international visitors. Reservation systems, both manual and electronic, and procedures for verifying reservation details. Standard procedures for identifying guests, confirming the number of guests and reservation time, and managing walk-in guests. Standard greeting protocols, including body language, welcome phrases, and host identification.	Menus and beverage lists Necessary materials such as recipes and promotional items, including posters, blackboards/whiteboards, illustrated menu boards, vouchers, loyalty cards, and other promotional information Specific details on the ingredients used in each food and drink item listed on the menu. A logbook for recording unexpected situations and incidents.

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Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
	<p>tailored to the guests' preferences.</p> <p>Use effective sales techniques to enhance the order value.</p> <p>Promptly record, process, and handle their order efficiently.</p>	<p>identifying the host, offering a warm and attentive reception, providing assistance, escorting them to their table, and helping them get seated.</p> <p>Ensure menus are checked before use to confirm that the correct menu is provided, creating a positive impression, verifying the availability of dishes, and being aware of any special offers.</p> <p>Have a thorough understanding of different dishes, including their ingredients, preparation methods, flavors, use of herbs and spices, and pricing.</p> <p>Recognize the importance of having detailed knowledge and providing accurate information about the menu and various dishes to guests, ensuring their needs are met, accurately describing dishes, confirming availability, preventing food allergies, and complying with health and safety regulations.</p> <p>Utilize opportunities and sales techniques to maximize orders, such as recommending special dishes, suggesting additional items like salads, bread, and beverages, and encouraging guests to try desserts.</p>	<p>Menu verification procedures, including confirming dish availability and awareness of special offers.</p> <p>different dishes, including ingredients, preparation methods, flavors, herbs, and spices.</p> <p>Upselling techniques to recommend special dishes, suggest additions, and encourage guests to try desserts.</p> <p>Sales strategies to maximize orders and increase revenue.</p> <p>Effective communication with guests to understand their preferences and suggest accordingly.</p> <p>Order-taking techniques, both manual and electronic, and ability to handle modifications or special requests.</p> <p>Local, national, and international regulations related to food safety and hygiene.</p>	<p>Order pads and notepads for taking orders and making notes</p> <p>Pen.</p> <p>Waiter's uniform according to job requirements.</p>

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Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
		<p>Assist guests in making menu choices, when necessary, by learning about their preferences, explaining dish compositions, understanding basic menu planning guidelines, recommending suitable dishes, and considering special needs such as time constraints or dietary restrictions.</p> <p>Take guests' orders at the appropriate time, ensuring not to rush or delay, verifying that guests are ready to order, standing by the host, being patient with guests who are indecisive or change their minds, and accurately recording the number of dishes and any special requests or modifications. Use manual or electronic systems for order-taking, handling initial orders (starters and main courses), and returning for subsequent orders (desserts, coffee, tea, and other drinks).</p> <p>Be prepared for unexpected situations that may arise when greeting guests and managing their orders, such as unforeseen bookings, a lack of available tables, or insufficient staffing. Address these by recording reservation details, informing guests of their options (waiting</p>		

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Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
		for a table or choosing another dining venue). Ensure compliance with relevant regulations and standards.		
LU2: Use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests	Serve food and accompaniments to guests using suitable methods and equipment in various settings. Prepare and serve drinks to guests across different environments. Sustain the food and beverage service efficiently throughout the entire shift. Adhere to safe and hygienic practices when serving food, accompaniments, and beverages to guests. Store food and equipment securely following organizational protocols. Dispose of waste according to the	Different food and beverage settings: Breakfast, lunch, high tea, dinner, coffee shop/café, and banqueting environments. Various methods of food service: Including plated service, family-style, silver service, tableside theatre (cooking, carving, filleting, plating), and tray service. Food service equipment and materials: Include the required service cutlery, service cloths, cutlery/silverware, glassware, service dishes/trays, plate rings, sauce boats, soup tureens, hot plates/warmers (stocked as needed for service), refrigerated units, hot/cold beverage service containers, trays/trolleys; and appropriate service equipment for different menu items. Understanding of menu items and ingredients: Knowledge of the ingredients and approximate quantities of each dish on the menu, including hot and cold beverages, to accurately meet guests' needs.	Different settings such as breakfast, lunch, dinner, etc. and specific requirements and expectations for each setting. Various methods of food service like plated service, family-style, etc. Equipment required for different service types. Ingredients and quantities of each dish. Methods and techniques to arrange and present food and drinks appropriately. Methods to define which condiments and accompaniments are appropriate for each dish. Correct sequence of service and timing considerations to ensure efficient service. Effective communication and teamwork skills. Different types of drinks and equipment and techniques for drink service.	Menus and beverage lists. Assortment of tools and utensils necessary for food and beverage service, including cutlery, cloths, glassware, dishes, plate accessories, sauce boats, soup tureens, hot plates, plate warmers, refrigerated units, and beverage containers. Tools and machines essential for preparing hot beverages, such as coffee and espresso machines, kettles, and supplies like tea, coffee, milk, cream, and sugar. Assorted supplies required for beverage service, including tea, coffee, milk, cream, sugar, bottled drinks, ice,

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Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
	organization's standards. Manage unexpected situations in accordance with the organization's guidelines.	Safe and hygienic service practices: Maintain hygiene and safety when serving food, accompaniments, and beverages to guests, following proper procedures and using correct equipment to avoid risks to food, guests, and staff, ensuring quality standards and presenting a professional image of the organization. Importance of food and beverage presentation: Arrange and present food and beverages according to menu specifications to meet organizational standards, fulfill guest needs, and create a positive impression of the organization. Adjusting table settings: Change table settings at appropriate times to meet guests' food order requirements, following organizational guidelines. Proper condiments and accompaniments: Including dry seasonings and flavorings, mustards, sauces, salad dressings, prepared bread items, and butter, appropriate for each menu item. Hygienic food and beverage service: Ensure high standards of food safety are maintained to minimize the risk of food poisoning, especially for vulnerable groups such as children, the elderly,	Proper procedures for waste management.	and accompanying condiments. Items necessary for table arrangement, such as coverings, cruet sets, decorations, menu holders, and ashtrays. Sideboards, side tables, or designated service areas equipped with necessary tools and materials for efficient service. Additional resources as needed, including recipes, promotional materials like posters, boards, menu illustrations, vouchers, loyalty cards, and related promotional content. Logbooks or documentation tools used for recording unexpected incidents or situations encountered during service.

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Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
		<p>pregnant women, and individuals with health conditions.</p> <p>Service sequence: Follow organizational procedures for the sequence of service, including collecting food from the service point, carrying dishes safely, serving cold food before hot, and prioritizing guests such as ladies, gentlemen, children, the host, and serving all guests simultaneously.</p> <p>Timing considerations for service: Take into account guest needs, such as those in a hurry or wishing to relax, timing for groups, and kitchen requirements.</p> <p>Working under pressure: Effectively handle pressure by planning, prioritizing, communicating with guests and colleagues, maintaining teamwork, and remaining polite and courteous.</p> <p>Maintaining service throughout the shift: Clear tables according to organizational standards, waiting until all guests have finished, using appropriate clearing techniques, clearing to sideboards or service stations, tidying the table, and adjusting covers.</p> <p>Handling food for service.</p>		<p>Pads and notepads utilized for taking orders and managing service-related tasks.</p> <p>Pen.</p> <p>Waiter's uniform according to job requirements.</p>

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Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
		<p>Types of drinks: Include hot drinks (varieties of tea, instant and specialty coffee, chocolate), cold drinks (water, fruit juices, soft drinks, milk, yogurt-based drinks), and canned or bottled beverages.</p> <p>Accompaniments for drinks: Include sugar, milk, cream, ice, lemon, and flavor dustings.</p> <p>Drink equipment: Crockery, silverware, hot drink machines, coffee and espresso machines, still sets, filter machines, urns, blenders, steamers, cream whippers, kettles, boilers, cafetières, and vacuum flasks.</p> <p>Readiness of drink supplies and equipment: Ensure drink supplies, accompaniments, and equipment are available and ready for immediate use to meet guest needs promptly.</p> <p>Preparing and serving drinks: Follow safe and hygienic practices, organizational guidelines, and serve drinks promptly to maintain appropriate temperatures (hot or iced).</p> <p>Keeping guest and service areas tidy: Maintain cleanliness by keeping areas free from rubbish and food debris, complying with organizational standards, and</p>		

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Learning Unit	Learning Outcomes	Learning Elements	Knowledges	Materials Required
		<p>presenting a professional image to guests.</p> <p>Proper waste handling and disposal: Follow organizational protocols to manage waste correctly and take steps to reduce waste.</p> <p>Maintaining stock of linens and table items: Ensure an adequate supply of linen, table items, and accompaniments to promptly reset tables for the next guests.</p> <p>Handling unexpected situations in service: Address issues such as poor timing, incorrect quantities or quality of dishes, lack of staff, and inform the restaurant/dining room manager and guests, seeking support from colleagues.</p> <p>Assisting guests as they depart: Help guests by pulling out chairs, assisting with coats, opening doors, thanking them for their visit, and using the organization's standard farewell.</p> <p>Compliance with relevant regulations: Adhere to all applicable regulations and standards.</p>		

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**Examples of practical activities:**

- Demonstrate how to brief staff before food and beverage service operations, conducting a detailed briefing with staff, outlining the menu, special requests, guest preferences, and service expectations.
- Perform a role play on how to meet and greet guests according to standards, welcoming guests warmly, addressing them by name, and guiding them to their tables.
- Role play effective coordination with kitchen management for efficient food and beverage delivery, simulating interactions with kitchen staff to ensure prompt food preparation and seamless service, emphasizing clear communication and teamwork.
- Utilize observation techniques to monitor the quality of food and beverage service, applying systematic observation methods to assess the quality of service, noting any areas that need improvement or immediate attention.
- Role play checking with guests to ensure satisfaction with each course and beverage, practicing engaging with guests after each course, soliciting feedback on their dining experience, and addressing any concerns promptly.
- Implement practices to identify and resolve food and beverage service issues, demonstrating effective problem-solving techniques to identify service-related issues and take corrective actions to resolve them efficiently.
- Show how to collect, record, analyze, and interpret guest feedback, collecting guest feedback systematically, analyzing the data for trends and insights, and communicate findings to management for continuous improvement.
- Employ methods to identify and share opportunities for improvement with the manager, using appropriate strategies to recognize potential areas for enhancement in the Food and Beverage Service, and effectively communicate these opportunities to the manager.
- Show how to check that condiments and appropriate accompaniments are filled, clean, and ready for guests' use
- Apply appropriate inspection method to check the cleanliness and presentation of all china, glass and silver wares
- Show how to ensure mis-en-place and mis-en-scene

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## 6 STRATEGY IN CURRICULUM ACCREDITATION

According to OECD, the central aim of vocational education and training (VET) programs is to provide students with the competences necessary to do specific jobs, and alongside the competences, the certification which assures employers and other stakeholders that workers have those competences.

Tourism Education Guidelines of UNWTO affirms that “One of the key components to drive the connection between education to employment is the standardization of tourism certifications. This ensures that the certifications are accepted worldwide which increase the access to tourism careers. Another key component is the access to education independent of residency and the ability to attend school in person. It is essential that access to education be done in person or online in a self-paced format that gives students the opportunity to study while working, similar to the UNWTO Tourism Online Academy which ensures the standardization of globally recognized tourism certificates”.

V.I.R.Tu.A.L. Project stated that learning outcomes of the VET program are linked to ECVET System and to EQF, thus ensuring that the curriculum includes quality principles that facilitate recognition and transferability across the European Union.

The **EQF - European qualification framework** - is a translation device - a conversion and reading grid - which allows you to relate and position, in an eight-level structure, the different qualifications (qualifications, diplomas, certificates, etc.) issued in member countries; the comparison is based on learning outcomes. This is a meta-structure with respect to which, on a voluntary basis, Member States are called to reinterpret their education and training systems, so that there is a connection between the individual national reference systems for qualifications and qualifications and the European EQF Framework.

The EQF is therefore neither a duplication of national systems at a European level, nor an attempt to impose a homogenization of qualifications and qualifications at a European level.

The European Qualifications and Skills Framework (EQF) was designed and established to function as a true common reference code, such as to allow the various European countries to position their national systems and thus make them readable.

In V.I.R.Tu.A.L. specific curricula, we can assume that training programs are direct related to two professional figures already recognized in some of European Countries (Belgium, Czechia Germany, Malta, Slovenia) at the following EQF levels:

- Setting up, Organizing, and Cleaning Rooms - Housekeeper in Hospitality: EQF LEVEL 4
- Preparation of spaces and environments for catering and table service setup - Waiter in restaurant: EQF LEVEL 3 or 4.

In reality, there is no homogeneity between the different EU countries and not all of them include the two professional qualifications in question. In Italy (not Western Balkan but involved

in this Project), the relationship between EFQ Level and programs is, in the specific cases of the two V.I.R.Tu.A.L. specific curricula, referred to regional repertoires of professional qualifications. Every Region could have or not specific regulations for these professional qualifications (Housekeeper and Waiter in Restaurant). Some Regions have these professional qualifications in their Repertoires, others not. If we look at the Regions that have included the two qualifications in question in the Repertoire, we see that they range from EQF2 Level to EQF4 Level.

However, we must specify that these EQF levels are referred to the training of the professional figures/qualifications and they depend on National Qualification Frameworks in the 3 V.I.R.Tu.A.L. Project:

- **Albania** first adopted in law its National Qualification Framework in 2010, then adopted a revised NQF in 2018. The Albanian Qualifications Framework (AQF) comprises eight levels and includes all types and levels of qualifications and certification. It referenced its AQF to the EQF and self-certified against the Qualifications Framework of the European higher education area (QF-EHEA) in 2021. The EQF Level 4 corresponds to AQF (Albania Qualification Framework) Level 4 and to the following Vocational/Professional Qualifications: 1. State vocational matura 2. diploma issued upon completion of the vocational high school programme 3. Vocational certificate issued at the conclusion of the four-year study programme for middle technicians/middle managers 4. Vocational certificate issued at the conclusion of the two-year programme for technicians/middle managers 5. Vocational certificate issued at the conclusion of the one-year programme for technicians/ middle managers 6. Vocational certificate issued at the conclusion of an apprenticeship programme; the EQF Level 2 corresponds to AQF (Albania Qualification Framework) Level 2 and to the following Vocational/Professional Qualifications: Vocational certificate issued at the completion of the two-year programme for semi-skilled workers
- The **Kosovo** Qualifications Framework is central to the government's aim to improve the quality of the education and training system and to drive it towards EU standards. The Qualifications Law (2008)<sup>5</sup> defines the NQF as the national mechanism for classifying qualifications awarded within the national Qualification System according to a set of criteria. The Kosovo NQF consists of eight qualifications levels, covering general education, higher education, and vocational education and training sectors. It is a lifelong learning framework, so that its qualifications cater to all types of learning contexts, such as formal, non-formal and informal learning. The

<sup>5</sup> LAW NO.03/L-060 Law on National Qualifications



qualifications levels are learning outcomes-based, as per the existing levels descriptors, distinguishing knowledge, skills, and wider competences.

The descriptors, as well as the framework overall, are strongly influenced by the EQF and draw on elements of other existing NQFs, such as the Scottish Qualifications Framework. They have been designed and developed, though, for Kosovo's conditions.

The EQF Level 4 corresponds to the KQF (Kosovo Qualification Framework) Level 4 and to the following Qualifications/Award type: Matura certificate (general or vocational education) and Vocational education diploma; The EQF Level 2 corresponds to the KQF (Kosovo Qualification Framework) Level 2 and to the following Qualifications/Award type: Certificates from non-formal providers

- In **North Macedonia**, the NQF was adopted by law in Official Gazette No 137/2013), which came into effect in 2015 and which was amended in 2016 (Official Gazette No 30/2016). It is a comprehensive, lifelong learning framework, consisting of eight levels, of which levels 5 to 7 have two sublevels each. The EQF Level 4 corresponds to the MQF (Macedonia Qualification Framework) Level 4 and to the following "Educational Qualifications": Upper secondary general education diploma; Upper secondary technical diploma; Upper secondary arts diploma. According to the NQF law, vocational qualifications can be awarded for successful completion of part of a formal education programme (modules, courses), by completing a special programme in adult education, or through validation of non-formal learning; the EQF Level 2 corresponds to the MQF (Macedonia Qualification Framework) Level 2 and to the following "Educational Qualifications": Vocational certificate (two years).

About **ECVET - European Credit System for Vocational Education and Training** – it's a system designed to increase transparency in recognizing qualifications and competencies acquired across various European countries, facilitating the mobility and comparability of qualifications in the vocational education sector.

The conversion of ECVET points into training hours is not as universally standardized as in the case of ECTS (European Credit Transfer and Accumulation System) for higher education, but there are general guidelines that help understand how to calculate the workload.

In general, 1 ECVET corresponds to a specific amount of training hours, which may vary from country to country and depend on the specific context of the training program. However, some common guidelines suggest that 1 ECVET corresponds to:

- **25 to 30 hours of total learning workload.**

This includes both formal learning time (lessons, courses, practical training) and time spent on informal learning (self-study, exam preparation, professional practice).

1. **National and Regional Standards:** In some countries or regions, there may be more specific guidelines that define the exact number of hours corresponding to 1 ECVET. It is always useful to consult local regulations or the specifics of the training program.
2. **Type of Program:** The number of hours required to obtain 1 ECVET can vary depending on the type of training program and the complexity of the skills and knowledge that need to be acquired.
3. **Differences Between Formal and Informal Learning:** ECVET takes into account not only classroom hours or structured training but also the time dedicated to individual study, practical exercises, and the application of skills in work or internship contexts.

About V.I.R.Tu.A.L. specific curricula, the number of ECVET points depends on national regulation:

- Albania has not yet implemented an ECVET system in VET
- In Kosovo, the National Qualification Authority (NQA) developed a VET credit system based on ECVET recommendations. One credit is awarded for **20 notional learning hours**. The NQA's credit system uses learning outcomes, categorizes qualifications by measuring the volume of learning, and identifies providers that have a role and responsibility in allocating credit. The NQA regulates the credit system by accrediting providers and setting criteria to determine which providers can submit qualifications for inclusion in the NQF. These criteria include strict procedures for allocating credits, which ensures that providers have the necessary capacity and expertise
- In North Macedonia, the European credit system is used for vocational education and training (ECVET) for VET qualifications but there is no information about the correspondence between ECVET points and curriculum/program length in hours.

In Italy, it's not implemented the ECVET system for vocational qualifications.



## 7 GLOSSARY

**Knowledge:** refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.

**Learning Outcome:** statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the Learning Unit.

**Learning Unit:** is specified in terms of Learning Elements, Knowledges and Materials

**Module:** Each module covers a range of learning components. These are intended to provide detailed guidance to instructors (for example the Learning Elements component) and give them additional support for preparing their lessons (for example the Materials Required component). The detail provided by each module contributes to a standardised approach to teaching, ensuring that training providers in different parts of the country have clear information on what should be taught.

**Training curriculum:** a comprehensive set of learning objectives, content, materials, and methods for evaluating participant attainment of the training goals.



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