



Handbook 1

Learning Outcomes

**for Bakery Assistants,
Waiter Assistants,
Kitchen and Cook Assistants and
Textile Sector Auxiliaries**

**Defined at Level 1 and Level 2
of the Austrian, Slovenian and German National
Qualifications Framework
and the European Qualification Framework**

Information for Learners and Vocational Training Providers

October 2015

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and Qualified Textile Sector Auxiliaries**

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National Qualifications Framework
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**This Handbook was developed during the EU funded project
EQF meets ECVET.**

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writing the learning outcomes for this handbook.

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changes to the material.

We hope many people will use this handbook!

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In this handbook you will find the descriptions of the learning outcomes units of the following qualification programmes:

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Introduction

This book is a result of the project „EQF meets ECVET“.

This project was funded by the European Commission and by the Austrian Federal Ministry of Education and Women’s Affairs.

It ran from 2013 to 2015.

Partners from Austria, Belgium, Germany, Italy, Lithuania, and Slovenia worked together.

The aim was to develop 2 models.

Model 1 shows how to describe basic vocational qualifications on different competence levels by splitting them into units of learning outcomes.

Model 2 shows how these units of learning outcomes can be allocated to appropriate levels of national qualification frameworks.

If these 2 models become part of national qualification systems learners of these VET programmes can assess their learning outcomes along several levels rather than only 1.

Thus, special strengths can be proofed, too.

Additionally, graduates will get an officially recognised certificate.

And a supplement showing which units of learning outcomes were proofed on which level.

Both the recognised qualification and the recognised certificate give more value to these VET programmes and to the learners’ efforts.

The detailed description of the learners’ competences and special strengths in the supplement make the learners’ knowledge, skills and competences more transparent, e.g. to employers.

We hope that all this will support people when looking for a job.

And when participating in the lifelong learning process!

This book is part of Model 1.

In it you will find the learning outcomes for 4 different basic vocational qualifications.

They are defined according to level 1 and level 2 of the National Qualifications Frameworks of the partner countries.

In Italy there is no National Qualifications Framework.

Therefore, the Italian partner used the European Qualifications Framework.

These learning outcomes give you an impression of the 4 different occupations.

They show what a trainee will learn as part of this qualification.

And what work he or she would be capable of doing.

These descriptions are aimed at helping you to be better informed about these 4 training programmes.

They shall guide trainees through their learning path.

Title of Qualification: Bakery Assistant Basics

NQF level of Qualification: Level 1

**Linked Qualification:
Bakery Assistant Advanced (NQF Level 2)**

Field of Work: Production of Baked Goods

Description:

The Bakery Assistant can do the following tasks under direct supervision:
The Bakery Assistant works in bakeries, coffee shops, confectioneries, in-store bakery shops in supermarkets.

He or she hygienically processes different kinds of foodstuff.

He or she uses common machines and equipment and prepares and refines different bakery goods according to recipes.

He or she cleans the used equipment, machines and the working place and stores foodstuffs and baked goods correctly.

He or she sells the bakery goods and informs about ingredients.

He or she does all these tasks under direct supervision.

MODULE 1: HYGIENE

UNIT 1: TAKING CARE OF MY PERSONAL HYGIENE

Knowledge

I know that I must shower or wash myself every day.

I know that I must wash and disinfect my hands after using the bathroom.

And, also, after sneezing and coughing.

I can explain how I must do it correctly.

I know that my fingernails must be short and clean.

Skills

I wash or shower myself every day.

I wash and disinfect my hands correctly.

I keep my fingernails short and clean.

My superior reminds me of these things regularly.

Competences

I understand that personal hygiene and cleanliness at work are very important.

And I am willing to take care of it.

If somebody reminds me regularly I take care of it.

UNIT 2: TAKING CARE OF HYGIENE AT WORK

Knowledge

I know that I must wear my work clothes at the workplace.

I know that my work clothes must be clean.

And I know that I must wear anti-slip shoes.

I also know that I must cover my hair and that I must take off any jewellery.

I know that the workplace must be clean.

I know that I must take extra care when I handle eggs, raw meat or fish and defrosted foodstuff.

Skills

I only put on clean and compulsory work clothes.

With much support, I process foodstuff hygienically.

When I process specific foodstuff like eggs,

raw meat or fish and defrosted food I take extra care.

Also, when cleaning the workplace afterwards I take extra care.
My superior is always present when I work with these kinds of foodstuff.

Competences

I understand that clean work clothes at work are very important.
If somebody reminds me before I start my work I put on the compulsory, clean work clothes.
When I work I pay attention to cleanliness.
With much support, I process foodstuff hygienically.

MODULE 2: TEAMWORK

UNIT 3: WORKING IN A TEAM

Knowledge

I know that I have a superior.
I know that he or she has other rights and responsibilities than I have.
I give good examples about how to communicate well with my superior.
I know that I have rights and duties at work.
I can name a person at the company whom I can ask about these things.
I give good examples about how to communicate well with my colleagues.
I can explain what good behaviour is.
I know that I am not supposed to argue.
When I am in trouble I know I shall go and tell my superior.

Skills

I work well together with other people.
I try to support my colleagues.
I accept what my superior tells me.
If I don't agree I tell him or her politely.

Competences

I aim to work well together with other people.
With much support, I find out if somebody needs my help.
If I am told to do so I help.
I accept orders from my superiors.

MODULE 3: USING EQUIPMENT AND MACHINES

UNIT 4: HANDLING OF EQUIPMENT AND MACHINES

Knowledge

I name machines and equipment that I often use.

I explain what they are used for.

I know that I must take care when I use them.

This is what I know about the baking oven:

I know that I can set different temperatures at the baking oven.

I know that the baking oven gets very hot and remains hot for a long time after it is turned off.

I can show the dishes which you may use in a baking oven.

This is what I know about the refrigerator:

I know that I am not allowed to put hot things into the refrigerator.

I know that some bakery products must be covered against drying out when put into the fridge.

This is what I know about the planetary paddle mixer:

I know that I can hurt myself with the planetary paddle mixer.

I can explain what to take care of when I put the mixer apart for cleaning.

Skills

With much support, I correctly use the bakery equipment and machines.

I always handle the equipment with care not to hurt myself or somebody else.

With much support, I also put the equipment and machines apart for cleaning.

Competences

I know that I am not allowed to use the equipment and the machines on my own.

With much support, I work with the equipment and the machines.

I always take extra care not to hurt myself. Or not to hurt somebody else.

I notice when a machine does not work correctly.

I inform my superior of this right away.

MODULE 4: BAKING BASIC CONFECTIONERY ACCORDING TO RECIPES

UNIT 5: PREPARING THE WORKPLACE

Knowledge

I know that the workplace must be clean.

I name machines and equipment I often use.

I know that there are different recipes for different occasions.

Or for the different seasons.

I name the most commonly used food products and ingredients I need for baking. And I know where I can find them.

I name the most commonly used equipment and machines I need for preparing different recipes.

I explain how to prepare them.

Skills

I check whether the workplace is clean.

With much support, I read recipes.

With much support, I choose a recipe for a special occasion.

When my superior tells me I prepare the equipment and machines we need.

When my superior tells me I prepare the raw materials we need.

Competences

With much support, I take care of a hygienic workplace.

With much support, I prepare all the things we need for baking according to the chosen recipe.

UNIT 6: PROCESSING RAW MATERIALS

Knowledge

I explain what healthy nutrition is.

I name some carbohydrates.

I name animal fat and vegetable fat.

I explain which fats are used in the bakery.

I name animal proteins and vegetable proteins.

I know that water is the most important foodstuff of all.

I name some vitamins.

I name some of the most important raw materials.

I explain how they are most commonly sold.
I explain some of their most important properties.
With some raw materials, I can explain how to process them and what to watch out for when I do so.
I know that I must take extra care when I handle eggs, raw meat or fish and defrosted food.
I explain the purpose of the food law.
I explain why it is important to label foodstuff.
I explain some items of labelling foodstuff.

Skills

With much support, I figure out healthy and non-healthy foodstuffs.
I identify some raw materials.
With much support, I process raw materials correctly and hygienically.
My superior is always present when I handle eggs, raw meat or fish.

Competences

I understand the connection between nutrition and health.
I like to work carefully and properly.
Even when I am very busy I try to work well and with care.
I understand that different raw materials are processed differently.
And I understand that hygienic processing is very important.
With much support,
I keep this in mind when I work and correctly process raw materials.
I understand why there is a food law.

UNIT 7: WORKING ACCORDING TO A RECIPE

Knowledge

I name different doughs and batters.
I name different ways of leavening doughs.
I name the basic ingredients used to make all these different products.
I know the words litre, kilogramme, gramme, degree Celsius.
I explain what these words are used for.
I know how to double the quantities of a recipe.
I can tell some technical terms.
With much support, I explain their meaning.

Skills

With much support, I read and understand recipes.
With much support, I can retell what I have read.

With much support, I bake some pastries according to basic recipes.
 With much support, I weigh and measure.
 I use a measuring cup or a weighing machine.
 I can double the quantities of a recipe on paper or with the calculator.
 It is good when somebody checks this calculation afterwards.

Competences

With much support, I can make dough and batters according to basic recipes.
 I aim to work carefully and properly.
 I give my best to make baking goods with good quality.
 I am interested in trying out new recipes.
 Even when I am very busy I try to work well and with care.
 I am interested in learning new words which I need at work.

UNIT 8: APPLYING DIFFERENT PROCESSING TECHNIQUES

Knowledge

I name some equipment and machines which are used for different kinds of processing.
 I name different ways of producing doughs and batters.
 I name different ways of leavening dough.

Skills

With much support, I use the appropriate equipment and machines correctly.
 With much support,
 I apply some processing techniques to produce doughs and batters.
 With much support, I stir and whip.
 With much support, I mix and blend.
 With much support, I roll and cut out dough.
 With much support, I form some different kinds of pastries.
 With much support, I take out a cake of its mould.
 With much support, I boil, simmer and bake.

Competences

With much support, I use the equipment and machines. I always take extra care not to hurt myself. Or not to hurt somebody else.
 With much support, I can apply different kinds of processing.
 I aim to work carefully and properly.
 I always take care that the pastries look and taste the way they should.
 When I form particular pastries again and again I try to make all of them look fine.

UNIT 9: PRODUCING DIETARY CONFECTIONERY

Knowledge

I know that some people suffer from food intolerance or allergy against certain ingredients.

Or that they are not allowed to eat sugar.

I know that there are special diet recipes for these people.

Like vegetarian, vegan, gluten-free and lactose-free recipes.

With much support, I explain these words.

Skills

With much support, I produce diet baking goods.

Competences

With much support, I take care of using the special dietary ingredients.

MODULE 5: REFINING BAKERY GOODS

UNIT 10: DRAWING BASIC DECORATIONS FOR SPECIAL OCCASIONS

Knowledge -

Skills -

Competences -

UNIT 11: PRODUCING BASIC REFINING

Knowledge

I know some special raw materials that are used for refining.

And I know that there are different ways of producing refining.

I know what the different kinds of refining should look and taste like.

With much support, I can explain this.

I name some special occasions where people eat special bakery goods.

And I name some kinds of refining that go with special occasions or seasons.

I use some technical terms. With much support, I explain them.

Skills

With much support, I make fillings, dips, glazes and icings.

With much support, I make toppings and garnishes.

With much support, I refine the pastries with these different techniques and I consider hygiene regulations.

With much support, I model simple forms.

Competences

I aim to work carefully and properly.

When I refine pastries I try to make all of them look fine.

Even when I am very busy I try to work well and with care.

I like to try out new recipes.

I always take care to produce refining with a good quality.

With much support, I produce and apply different kinds of refining.

MODULE 6: PRE-CLEANING OF EQUIPMENT, MACHINES AND WORKPLACE

UNIT 12: PRE-CLEANING OF MACHINES AND EQUIPMENT

Knowledge

I explain what to take care of when I put the machines apart for cleaning.

I know that there are different cleaning materials and cleaning agents.

I know that different equipment and machines need different cleaning materials and cleaning agents.

I know that cleaning materials and disinfectants are toxic.

And that they must be handled with care.

And that they must not be stored near foodstuff.

I know how to pre-clean the baking oven correctly.

I know how to pre-clean the proofing cabinet correctly.

I know how to pre-clean the refrigerator.

And I know that the refrigerator must be disinfected correctly.

I know how to pre-clean the planetary paddle mixer correctly.

I know that some dishes must not be washed in the dishwasher.

I know that some dishes and pieces of cookware must be cleaned with extra care.

Skills

With much support, I put machines and equipment apart for cleaning.

With much support,

I use the different cleaning materials and cleaning agents correctly.

With much support, I pre-clean the machines and the equipment correctly.

With much support, I store cleaning agents and disinfectants at the right place.

I do so according to the specific hygiene rules.

Competences

When I clean I take care to use cleaning agents and disinfectants correctly.
I take care not to store cleaning agents and disinfectants near foodstuff.
I can do this with much support.

UNIT 13: PRE-CLEANING THE WORKPLACE

Knowledge

I show where to put away the foodstuff.
I show where to put away machines and equipment.
I know that the workplace and the floor must be cleaned carefully.
And that they must be disinfected.
I know that there are different cleaning materials and cleaning agents.
I also know that disinfectant is used in the bakery.
I know that cleaning materials and disinfectants are toxic.
And that they must be handled with care.
And that they must not be stored near foodstuff.
I explain what a checklist is and what it is used for.

Skills

I put away the foodstuff to the correct places.
I put away the cleaned machines and equipment to the correct place.
With much support, I use the different cleaning materials and cleaning agents correctly.
With much support, I pre-clean the workplace according to the specific hygiene rules.
With much support, I store cleaning agents and disinfectants at the right place.
I understand checklists and I fill in my name and the time of cleaning.

Competences

I am careful to put away everything to the correct places.
And in the correct way.
When cleaning I take care to use cleaning agents and disinfectants correctly.
I am careful not to store cleaning agents and disinfectants near foodstuff.
I handle this with much support.

UNIT 14: WASTE MANAGEMENT

Knowledge

I know that a healthy environment is important for all of us.
I can tell a few reasons for it.
I know that waste must be separated.
I know that there are different waste containers.

Skills

With much support,
I dispose of the separated waste into the correct waste container.

Competences

I understand the importance of correct waste separation and disposal.
I understand that it is an important part of my daily work.
With much support, I help to dispose of the waste correctly.

MODULE 7: FINISHING WORK

UNIT 15: STORING FOODSTUFF AND BAKERY GOODS

Knowledge

I know that different raw materials must be stored differently for them not to get spoiled.
I know that different kinds of foodstuff have different shelf lives.

Skills

With much support, I store raw materials and bakery products correctly.

Competences

I understand that it is important to store raw materials and bakery products correctly.
I aim to store different kinds of foodstuff correctly.
With much support, I do this correctly.

UNIT 16: CLEANING THE STORAGE

Knowledge

I can show the cleaning materials and the cleaning agents used for cleaning the storage.

Skills

With much support, I use the cleaning materials and the cleaning agents correctly.

Competences

I understand that the storage must be clean.

With much support, I clean the storage correctly.

UNIT 17: REFLECTING ON MY WORK

Knowledge

I know that a working report is important.

And I can tell what this report is about.

I know that I can learn from mistakes.

I know that a high quality of my work is important for the company.

Skills

With much support of my superior, I think about what I did well and what I did not so well at work.

Together with my superior, I reflect the quality of my work.

Together with my superior, I figure out what I still must learn.

Competences

I give my best to accept my superior's feedback on my work.

I understand that it is important to learn and to improve the quality of my work.

MODULE 8: SELLING

UNIT 18: PRESENTING THE GOODS

Knowledge

I know that the goods must look and taste fine.
I know that the goods should be arranged nicely.

Skills

With much support, I arrange the products nicely.
And I follow hygienic regulations.

Competences

I aim to present goods in a nice way so customers like to buy them.
I can do this with much support.

UNIT 19: COMMUNICATING WITH CUSTOMERS

Knowledge

I name the main ingredients and food products the confectionery is made of.
I know the prices of some bakery goods.
I explain some basic rules which are important when I talk to other people.
I know that politeness is very important.
Especially when I talk to customers.
I explain what to talk about in a sales talk.
I list some right words.
I know that I must fetch my superior when a customer complains about something.

Skills

With much support, I inform customers about the names and the main ingredients of the products.
With much support, I also inform customers about the prices of the most often bought goods.
I talk to customers in a friendly and polite way.
With much support, I have a sales talk.
I talk politely to customers, even when they complain about something.
When they complain about something I go and fetch my superior.

Competences

It is okay for me to be with people.

It is okay for me to talk to people.

I am not afraid of strangers.

I am polite.

I remain polite, even when people criticise me.

I try not to take it personally.

With much support, I inform and advice customers about our main products.

With much support, I help selling products.

UNIT 20: DEALING WITH MONEY

Knowledge

I know the different coins.

I show and name the different coins correctly.

I know how to calculate the price of a few items with the calculator.

Skills

I sum up what a customer must pay with the calculator.

Somebody should briefly check my calculations.

With much support, I collect smaller sums from customers and give the correct change.

Competences

With much support, I do simple calculations.

With much support, I collect the money and give the change.

I am very careful with money.

I aim not to make mistakes when calculating and dealing with money.

Title of Qualification: Bakery Assistant Advanced

NQF level of Qualification: Level 2

**Linked Qualification:
Bakery Assistant Basics (NQF Level 1)**

**Linked Qualification:
Bakery Assistant Professional (NQF Level 3)**

Field of Work: Production of Baked Goods

Description:

The Bakery Assistant can do the following tasks under supervision with some autonomy:

The Bakery Assistant works in bakeries, coffee shops, confectioneries, in-store bakery shops in supermarkets.

He or she hygienically processes different kinds of foodstuff.

He or she uses common machines and equipment and prepares and refines different bakery goods according to recipes.

He or she cleans the used equipment, machines and the workplace and stores foodstuff and baked goods correctly.

He or she sells bakery goods and informs about ingredients.

He or she does all these tasks under supervision, with some autonomy.

MODULE 1: HYGIENE

UNIT 1: TAKING CARE OF MY PERSONAL HYGIENE

Knowledge:

I know that I must shower or wash myself every day.
I know that I must wash and disinfect my hands after using the bathroom.
And, also, after sneezing and coughing.
I explain how I must do it correctly.
I know that my fingernails must be short and clean.

Skills

I wash or shower myself every day.
I wash and disinfect my hands correctly.
I keep my fingernails short and clean.
My superior reminds me of these things now and then.

Competences

I understand that personal hygiene and cleanliness at work are very important.
I know that this is an important part of work. And I am willing to do it.
Now and then,
somebody should check whether I have done everything correctly.

UNIT 2: TAKING CARE OF HYGIENE AT WORK

Knowledge

I list the several parts of the work clothes I must wear in the bakery.
I name all parts of my work clothes.
I know that my work clothes must be clean.
And I know that I must wear anti-slip shoes.
I also know that I must cover my hair and that I must take off any jewellery.
I know that the workplace must be clean.
I know I must take extra care when I handle eggs,
raw meat or fish and defrosted foodstuff.
I explain how to recognise spoiled foodstuff.
And I know that I must not use it.

Skills

I only put on clean and compulsory work clothes.

When I work I pay attention to cleanliness.

When something is dirty I notice it and clean it.

I recognise spoiled foodstuff.

With a bit of support I process foodstuff hygienically.

When I process specific foodstuff like eggs, raw meat or fish I take extra care. I also take extra care when I clean the workplace afterwards. Every time I work with these kinds of foodstuff my superior briefly checks with me what I must watch out for.

Competences

I understand that clean work clothes at work are very important.

I take care of wearing the clean and compulsory work clothes.

Now and then somebody should remind me of doing so.

When I work I pay attention to tidiness and cleanliness.

I take extra care not to use spoiled foodstuffs.

With a bit of support, I process foodstuff hygienically.

MODULE 2: TEAMWORK**UNIT 3: WORKING IN A TEAM****Knowledge**

I know that my superior has other rights and responsibilities than I have.

I give different examples about how to communicate well with my superior.

I can tell my duties at work. And I can tell my rights at work.

I know a person at the company whom I can ask about these things.

I give different examples about how to communicate well with my colleagues.

I explain what good behaviour is.

I can tell some rules about what to do in case of conflicts.

I know that a good working atmosphere is important for everybody.

And I know that working in a team makes most tasks easier.

Skills

I work well together with other people.

If there is a conflict I try to find a solution together with my colleagues.

I support my colleagues.

I accept what my superior tells me.

I am polite to all people I work with.

I am polite, even when we disagree.

Competences

I aim to work well together with other people.

At work, I am polite towards all my colleagues, even if I don't like somebody.

I am considerate of the other team members.

It is important that we support each other.

I talk to everybody within my team.

When I am criticised I listen carefully.

I try to change for the better.

I try not to take it personally when my work is criticised.

I try to remain objective when I criticise somebody myself.

MODULE 3: USING EQUIPMENT AND MACHINES

UNIT 4: HANDLING OF EQUIPMENT AND MACHINES

Knowledge

I name machines and equipment I often use.

I explain what they are used for.

I explain how to take care when I use them.

I know the following about the baking oven:

I know how to set different temperatures at the baking oven.

I know that the baking oven gets very hot and remains hot for a long time after it is turned off.

I know how to handle the hot oven correctly.

I show the dishes which I am allowed to put into the baking oven.

I know how to clean the baking oven correctly.

I know the following about the proofing cabinet:

I explain what the proofing cabinet is used for.

I tell how to set temperature and humidity of the proofing cabinet.

I know how to clean the proofing cabinet correctly.

I know the following about the refrigerator:

I know that I am not allowed to put hot things into the refrigerator.

I name the bakery products which must be covered against drying out.

I know how to clean and disinfect the refrigerator correctly.

I explain the difference between cooling and freezing.

I know the following about the planetary paddle mixer:
I know how to use the planetary paddle mixer without hurting myself.
I know that I am allowed to use the paddle mixer only when my superior tells me to do so.
I know how to clean the paddle mixer correctly.

Skills

With a bit of support, I handle the bakery equipment and the machines correctly.
With a bit of support, I put the equipment and the machines apart for cleaning.
I know that I will hurt myself when I handle the machines incorrectly.
This is why I always take extra care when I handle them.

Competences

I use the equipment and the machines only when my superior tells me to do so.
I work with the equipment and the machines.
Somebody should check from time to time whether I'm doing everything correctly.
I always take extra care not to hurt myself. Or somebody else.
I notice when a machine does not work correctly.
I can handle minor problems.
I will inform my superior of more serious problems.

MODULE 4: BAKING BASIC CONFECTIONERY ACCORDING TO RECIPES

UNIT 5: PREPARING THE WORKPLACE

Knowledge

I explain why the workplace must be clean.
I name the machines and equipment I use at work.
I know that there are different recipes for different occasions.
Or for the different seasons.
I know the aliments and ingredients I need for baking the chosen recipes.
And I know where to find them.
I name the equipment and machines I need for preparing the chosen recipes.
I explain how to prepare this equipment and these machines.

Skills

I take care of a clean working place.

With a bit of support, I read recipes.

With a bit of support, I choose a recipe for a special occasion.

I prepare the aliments and ingredients we need.

I prepare the equipment and machines we need.

Afterwards, somebody should check whether I have done everything correctly.

Competences

With a bit of support, I take care for a hygienic workplace.

With a bit of support, I prepare all the things we need for baking according to the chosen recipe. I aim not to miss anything.

UNIT 6: PROCESSING RAW MATERIALS

Knowledge

I explain the food pyramid.

I explain what healthy nutrition is and I give some examples.

I name some kinds of foodstuff high on carbohydrates.

I explain their most important properties.

I name some kinds of foodstuff high on fats.

I name animal fats and vegetable fats.

I name the fats we use in the bakery.

I name some of the properties of fat which are important for baking.

I name some kinds of foodstuff containing proteins.

I name animal proteins and vegetable proteins.

I explain their most important properties.

I know that water is the most important foodstuff of all.

I explain some properties of water.

I name some vitamins.

I know that there are water-soluble and fat-soluble vitamins.

I name different aliments and ingredients I need for baking.

I explain their most important properties.

I explain how to process them.

And I explain what to watch out for when doing so.

I explain why I have to take extra care when I handle eggs, raw meat or fish and defrosted food.

I explain why there are national laws for food safety and laws to protect the health of consumers.

I explain the most important items and I explain the reason for food labelling.

Skills

With some support, I figure out healthy and non-healthy foodstuff.

I identify and name the most important raw materials.

With some support, I process them correctly and hygienically.

When processing specific kinds of foodstuff like eggs, raw meat, raw fish or defrosted food I take extra care.

I also take extra care when I clean the workplace afterwards.

Every time I work with these kinds of foodstuff my superior briefly checks with me what I have to watch out for.

With some support, I store and process vitamin-containing foodstuff without destroying their vitamins.

With some support, I read the food labels.

Competences

I understand the connection between nutrition and health.

I consider that different raw materials are processed differently.

I observe the hygienic processing of the different raw materials.

I aim to work carefully and properly.

Even when I am very busy I try to work well and with care.

I take care of vitamin-preserving storing and processing of foodstuff.

With a bit of support, I can do that correctly.

Now and then,

somebody should check whether I have done everything correctly.

I understand why there is a food law.

I understand why these standards and regulations are important.

I am careful to observe these standards and regulations when I work.

UNIT 7: WORKING ACCORDING TO A RECIPE

Knowledge

I name different doughs and batters.

I explain the difference between doughs and batters.

I know different techniques of leavening dough.

I explain how to apply them.

I explain how the dough should react.

I name most of the ingredients used to make all these different products.

I know the words litre, kilogramme, gramme, degree Celsius.

I explain their meaning and what these words are used for.

I know how to multiply the quantities of a recipe.

I can tell the most important technical terms.

I explain their meaning.

With all the basic recipes, I know what to watch out for.

Skills

With a bit of support, I read and understand recipes.

With some support, I retell what I've read.

With some support, I work with the recipes I read and I know.

With a bit of support, I measure the correct quantity (millilitres and litres) with a measuring cup.

I also weigh the correct quantity (grammes and kilogrammes) with scales.

I set the correct temperature.

Now and then, somebody should check if I have done everything correctly.

I estimate how much 1 kilogramme of flour or 1 kilogramme of sugar is.

I estimate how much 1 litre of liquid is.

I estimate how much dough or batter I can produce from a recipe.

I multiply the quantities given in a recipe on paper or with the calculator.

I write and read the most important technical terms.

I pronounce them correctly.

With a bit of support, I explain their meaning.

Competences

With some support, I can make several bakery products from recipes.

I aim to work carefully and properly.

I can form even small pastries in such a way that they look nice.

Even when I must make many pastries I work with care and accuracy.

I am interested in trying out new recipes.

I always take care that the pastries look and taste the way they should.

When I form particular pastries for several times they all look the same and taste the same.

I give my best to make baking goods with good quality.

I am interested in learning new words which I need at work.

UNIT 8: APPLYING DIFFERENT PROCESSING TECHNIQUES

Knowledge

I name different equipment and machines used for different kinds of processing.

And I explain how to use them.

I name different processing techniques to produce doughs and batters.

With a bit of support, I explain these procedures:
stirring and whipping;
mixing and blending;
rolling and cutting out doughs;
forming various pastries;
unmoulding a cake;
decorating;
boiling, simmering and baking.

Skills

With some support, I use the appropriate equipment and machines correctly.
With some support, I apply the appropriate processing techniques to produce doughs and batters.
With some support, I stir and whip.
With some support, I mix and blend.
With some support, I roll and cut out dough.
With some support, I form several various pastries.
With some support, I unmould a cake.
With some support, I boil, simmer and bake.
With some support, I model simple forms.

Competences

With a bit of support, I use the equipment and machines.
I always take extra care not to hurt myself.
With a bit of support, I can apply different kinds of processing.
I aim to work carefully and properly.
I always take care that the pastries look and taste the way they should.
When I form particular pastries again and again I try to make all of them look the same.
Even when I am very busy I try to work well and with care.

UNIT 9: PRODUCING DIETARY CONFECTIONERY

Knowledge

I know that some people suffer from intolerance or allergy against certain ingredients.
Or that they are not allowed to eat sugar.
I explain the meaning of the words vegetarian, vegan, gluten-free and lactose-free.
I know special diet recipes.

Skills

With a bit of support, I produce diet baking goods.

Competences

When I bake diet goods I take extra care to use the special dietary ingredients.

Somebody should check from time to time whether I'm doing everything correctly.

MODULE 5: REFINING BAKERY GOODS

UNIT 10: DRAWING BASIC DECORATIONS FOR SPECIAL OCCASIONS

Knowledge

I know the various drawing tools I need for technical drawing.

I know various swash letters.

I know which letters fit which cake design.

I know what ornaments are.

I explain what warm and cold colours are.

I explain which emotions are connected to various colours.

I explain which symbols go with cakes for specific occasions.

Skills

With a bit of support,

I draw some simple decorations for cake edges for different occasions.

With some support, I write different swash letters.

With a bit of support, I draw several ornaments for several occasions.

Competences

With some support,

I can draft simple decorations for various confectionery goods.

These designs fit particular occasions.

I aim to work carefully and exactly.

I try to be creative.

Therefore, I am interested in good examples for refining and decorations done by my colleagues. Or by other bakeries.

UNIT 11: PRODUCING BASIC REFINING

Knowledge

I know several special raw materials used for refining.
I explain some special techniques to do refining.
I explain how to produce some pastry creams.
I explain how to produce some dips.
I explain how to produce some toppings and garnishes.
I explain how to produce some glazes.
I explain how to make an icing.
I know how to apply different kinds of décor.
I know what the different kinds of refining should look and taste like.
With a bit of support, I can explain this.
I name several modelling materials.
I name several modelling techniques.
I know how to model simple figures and animals.
I name some special feasts where special bakery goods are eaten.
And I know how to do the kinds of refining that go with these special feasts or seasons.
I use several technical terms.
With a bit of support, I can explain them.

Skills

With some support, I make fillings, dips, glazes and icings according to recipes.
With some support, I make toppings and garnishes.
I refine the pastries with these techniques.
I decorate baking goods.
With some support, I apply different methods of modelling simple forms.

Competences

I aim to work carefully and properly.
Even when I am very busy I try to work well and with care.
When I refine several pastries of the same type I try to make all of them look the same.
I like to try out new recipes.
Sometimes, I have an idea myself on how to refine baking goods.
I give my best to make baking goods with a good quality.
Now and then, somebody should check whether I have done everything correctly.

MODULE 6: PRE-CLEANING OF EQUIPMENT, MACHINES AND WORKPLACE

UNIT 12: PRE-CLEANING OF MACHINES AND EQUIPMENT

Knowledge

I know how to put the machines apart for cleaning.

I explain what to take care of when I do so.

I name the different cleaning materials and the cleaning agents.

I explain which one to use for particular equipment and machines.

I also explain how to use disinfectant.

I know that cleaning materials and disinfectants are toxic.

I explain how to handle them carefully. And I explain how and where to store them.

I know how to clean the baking oven correctly.

I know how to clean the proofing cabinet correctly.

I know how to clean the refrigerator. And I know how to disinfect it correctly.

I know how to clean the planetary paddle mixer correctly.

I show the dishes which must not be washed in the dishwasher.

I show the dishes and pieces of cookware which must be cleaned with extra care.

Skills

With a bit of support, I put machines and equipment apart for cleaning.

With a bit of support,

I use the different cleaning materials and cleaning agents correctly.

With a bit of support,

I clean and disinfect the machines and the equipment correctly.

With a bit of support, I store cleaning agents and disinfectants correctly.

I do all this according to the specific hygiene rules.

Competences

When I clean equipment and machines I take care to use cleaning agents and disinfectants correctly.

I take care of storing cleaning agents and disinfectants correctly.

After I have done these tasks, somebody should check whether I have done everything correctly.

UNIT 13: PRE-CLEANING THE WORKPLACE

Knowledge

I know where and how to put away the foodstuff.
I know where and how to put away machines and equipment.
I know how to clean and disinfect the workplace and the floor.
I name the different cleaning materials and cleaning agents.
I explain which ones to use for particular areas.
I know that cleaning materials and disinfectants are toxic.
I know how to handle them carefully.
And I know how and where to store them.
I explain how and what to use a checklist for.

Skills

I put away the foodstuff correctly.
I put away the cleaned machines and equipment correctly.
With a bit of support,
I clean and disinfect the workplace and the floor correctly.
With a bit of support, I store cleaning agents and disinfectants correctly.
I do all this according to the specific hygiene rules.
I understand checklists and can fill them in by hand.

Competences

I take care to put away everything to the correct places.
And in the appropriate way.
When I clean I take care to use cleaning agents and disinfectants correctly.
I take care to store cleaning agents and disinfectants correctly.
After I have done these tasks somebody should check whether I have done everything correctly.

UNIT 14: WASTE MANAGEMENT

Knowledge

I explain why environmental protection is important. And I name some measures for environmental protection.
I explain why it is important to separate waste.
I name different categories of waste.
I know how to separate and dispose of waste correctly.

Skills

I recognise different kinds of waste and name them.

I separate the different types of materials.

I dispose of the separated waste into the appropriate containers.

I do all this with a bit of support.

Competences

I think that environmental protection is very important.

I take care to dispose of the waste correctly.

I know that this is an important part of my work.

Now and then, somebody should check whether I have done everything correctly.

MODULE 7: FINISHING WORK

UNIT 15: STORING FOODSTUFF AND BAKERY GOODS

Knowledge

I name some foodstuff and confectionery products that must be stored in a cool place.

And I name some foodstuff and confectionery products that must be stored in a dry place.

I know that different kinds of foodstuff have different shelf lives.

I explain how to store the most often used raw materials correctly for them not to get spoiled.

I name different methods of food preservation.

Skills

With a bit of support, I store foodstuff and confectionery products correctly.

I recognise spoiled foodstuff.

After I have finished my work at the storage somebody should check whether I have done everything correctly.

Competences

I understand the importance of correct storing.

With a bit of support,

I store different kinds of foodstuff and confectionery products correctly.

I take care to sort out spoiled foodstuff.

I know that correct storing is an important part of my work.

Now and then, somebody should check whether I have done everything correctly.

UNIT 16: CLEANING THE STORAGE

Knowledge

I show the different cleaning materials and the cleaning agents that are used for cleaning the storage.

I explain how to use them.

Skills

With a bit of support, I use the cleaning materials and the cleaning agents correctly.

Competences

I understand that the storage must be clean.

With a bit of support, I clean the storage correctly.

UNIT 17: REFLECTING ON MY WORK

Knowledge

I know why a working report is important.

And I describe the content of a working report.

I know that I can learn from mistakes.

I explain why a high quality of my work is important for the company.

Skills

I listen to feedback from customers and colleagues.

With some support of my superior, I think about what I did well and what I did not so well at work.

With a bit of support, I fill in a checklist about my daily work.

I reflect the quality of my work.

With some support, I make a learning plan.

Competences

I give my best to accept feedback on my work.

I want to learn and to improve the quality of my work.

MODULE 8: SELLING

UNIT 18: PRESENTING THE GOODS

Knowledge

I know that the goods must look and taste good.

I know how to arrange the goods so that the customers wish to buy them.

Skills

With a bit of support, I arrange the products nicely.

And I follow hygienic regulations when I do so.

I notice if products are not all right.

Competences

I know that the way of presenting goods is important when we want customers to buy them. With a bit of support, I take care to present goods in a nice way.

UNIT 19: COMMUNICATING WITH CUSTOMERS

Knowledge

I name all goods we are selling.

I also name some special daily offers.

I name the main ingredients and aliments the products are made of.

And I explain those that are dietary goods.

I name the prices of most products.

I explain the most important rules of how to talk to other people.

I know how to have a sales talk.

I list the words and phrases which are used in such a sales talk.

I know that it is very important to be polite.

Especially when I talk to customers.

And, especially, if they complain about something.

I know that I have to fetch my superior if a customer complains about something.

And I know that complaints give us important information to improve the quality of our products.

Skills

With some support, I inform and advise customers about all our products and their main ingredients and aliments.

This includes specific offers like gluten-free, vegan or wholemeal products.

When they ask for the prices of some products I tell them with a bit of support.

I talk to customers in a friendly and polite way.

With a bit of support, I have a sales talk.

I talk politely to customers, even when they complain about something.

I make sure that I tell my superior about their complaints.

Competences

I don't mind being with people.

I don't mind talking to them.

I am not afraid of strangers.

I am polite.

I like selling.

I keep informed about current products and offers.

I remain calm and friendly with all customers.

I stay polite, even in unpleasant situations.

I accept that sometimes customers complain.

I stay polite, even if I am criticised.

I try not to take it personally.

Because I know that complaints and criticism are often justified.

And I know that I can learn from them how to improve my work.

I know that this is important for the company to make things better.

UNIT 20: DEALING WITH MONEY

Knowledge

I show and name the different coins.

I know how to calculate with Euros and Cents.

I know how to sum up several pieces.

I know how to use a calculator.

I explain what must be written on a sales slip.

Skills

I do sums on paper or with the calculator.

I also calculate the change.

I estimate whether these calculations are roughly correct.

Somebody should briefly check my calculations.
With some support, I collect the money and give the correct change.
With some support, I write a correct sales slip with all the necessary information.

Competences:

I calculate smaller sums.
I collect the money and I give change.
I estimate whether these calculations are roughly correct.
Somebody should briefly check my calculations.
With some support I write a correct sales slip with all the necessary information.
I am very careful with money.
I aim not to make any mistakes when calculating and dealing with money.

TITLE OF QUALIFICATION: WAITER ASSISTANT - BASICS

NQF LEVEL OF QUALIFICATION: LEVEL 1

**LINKED QUALIFICATION: WAITER ASSISTANT "ADVANCED"
(NQF LEVEL 2)**

**FIELD OF WORK: WORKING IN TEA-ROOMS, CAFES,
CONFECTIONERIES, PIZZERIAS, RESTAURANTS**

DESCRIPTION:

WAITER ASSISTANT "BASICS" WORKS IN TEA-ROOMS, CAFES, CONFECTIONERIES, PIZZERIAS, RESTAURANTS.

HE / SHE MAINTAINS PERSONAL HYGIENE AT WORK.

HE / SHE MAINTAINS CLEAN WORK SURFACES AND INVENTORY.

HE / SHE KNOWS AND FOLLOWS BASIC RULES FOR SAFE WORK WITH FOODS.

HE / SHE PREPARES HIM/HERSELF AND THE WORKING AREA FOR WORK.

HE / SHE PREPARES THE PLACE FOR THE GUESTS.

HE / SHE RECOGNISES AND USES INGREDIENTS FOR WARM AND COLD BEVERAGES.

HE / SHE RECOGNISES AND USES MACHINES, APPLIANCES AND SMALL INVENTORY.

HE / SHE COMMUNICATES WITH CO-WORKERS.

HE / SHE COMMUNICATES WITH GUESTS.

HE / SHE ACTS IN ACCORDANCE WITH THE BASICS OF SAFE WORK.

ALL THESE TASKS HE / SHE DOES UNDER DIRECT SUPERVISION.

MODULE 1: HYGIENE

UNIT 1: MAINTAINING PERSONAL HYGIENE AT WORK

LEARNING OUTCOMES

I UNDERSTAND THAT MY HEALTH AND MY PERSONAL HYGIENE ARE VERY IMPORTANT WHEN WORKING WITH FOODS, APPLIANCES AND GUESTS.

I KNOW THAT I AM PREPARED FOR WORK WHEN I AM SHOWERED AND WHEN I HAVE CUT AND CLEANED NAILS.

I MUST HAVE WASHED HAIR, CUT AND GROOMED BEARD AND MOUSTACHE. I AM WEARING FRESH UNDERWEAR AND CLEAN CLOTHES.

I PICK CLEAN AND IRONED WORK CLOTHES AND APPROPRIATE FOOTWEAR FROM THE DESIGNATED PLACE.

I PUT ON SELECTED WORK CLOTHES AND FOOTWEAR.

WITH ASSISTANCE I PUT ON PROTECTIVE HEADGEAR WHEN WORKING WITH SPECIFIC FOODS.

WHEN I SWEAT DURING WORK, I SHOWER AND CHANGE CLOTHING.

I AM AWARE OF THE GOOD FEELING OF BEING CLEAN, NICELY DRESSED AND HEALTHY.

IF MY WORK CLOTHES GET DIRTY DURING WORK I NOTICE THAT BY MYSELF OR ACCEPT THE OBSERVATION OF MY SUPERIOR OR A COLLEAGUE. IF MY WORK CLOTHES GET DIRTY, I CHANGE THEM.

WITH SOME VERBAL SUPPORT I WASH AND DISINFECT MY HANDS BEFORE I START WORKING.

I WASH MY HANDS AFTER EVERY CLEANING, TOUCHING THE NOSE, MOUTH, EARS, SCALP OR USE OF THE TOILET.

BEFORE GOING TO THE TOILET I TAKE OFF MY WORK CLOTHES AND HANG THEM ON THE HANGER.

UNIT 2: MAINTAINING CLEAN WORK SURFACES AND INVENTORY

LEARNING OUTCOMES

I UNDERSTAND THAT HYGIENE OF WORKING SURFACES AND APPLIANCES IS VERY IMPORTANT.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I CORRECTLY MAINTAIN CLEAN WORKING SURFACES.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I SELECT THE RIGHT CLEANING CLOTH.

I SELECT THE RIGHT TYPE AND AMOUNT OF CLEANING AGENTS AND DISINFECTANTS FOR MAINTAINING HYGIENE OF WORKING SURFACES AND INVENTORY.

WITH SIMPLE INSTRUCTIONS I WILL WIPE THE INSIDE AND THE OUTSIDE OF THE REFRIGERATOR EVERY DAY.

I ALWAYS USE WARM RUNNING WATER TO CLEAN THE DISHES.

WITH SOME SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I CORRECTLY WASH DIFFERENT TYPES OF DISHES.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I EMPTY THE DISH WASHER.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I ADD THE RIGHT AMOUNT OF DETERGENT IN THE DISHWASHER AND TURN IT ON.

I USE THE WIPING CLOTH SOLELY FOR ITS PURPOSE AND NOT FOR WIPING MY HANDS.

I CHANGE THE CLOTHS FOR WIPING DISHES EVERY DAY.

WITH SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I CHANGE A WET OR DIRTY WIPING CLOTH FOR A CLEAN ONE.

WITH SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I DISCARD ANY CLOTH THAT FELL ON THE FLOOR.
I EMPTY AND CLEAN THE DRAWER WITH COFFEE GROUNDS.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I CLEAN UP AND DISINFECT THE BAR AND THE COFFEE MACHINE EVERY DAY.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I SEPARATE REFUSE: BIOLOGICAL, PACKAGING, PAPER, GLASS AND OTHER REFUSE.

MODULE 2: SAFE WORK

UNIT 3: BASIC RULES FOR SAFE WORK WITH FOODS

LEARNING OUTCOMES

I KNOW THE MOST FREQUENT SYMPTOMS OF INFECTIOUS DISEASES. FOR EXAMPLE HIGH TEMPERATURE, VOMITING, DIARRHOEA, COUGH, SNEEZING.

I KNOW THAT WHEN I HAVE AN INFECTIOUS DISEASE I CAN INFECT OTHERS VIA FOODS.

BEFORE WORK I TELL MY SUPERIOR ABOUT POSSIBLE INFECTIOUS DISEASES.

I KNOW THAT IF I HAVE WOUNDS ON MY HANDS I MUST NOT WORK WITH FOODS. I ASK MY SUPERIOR TO PROPERLY PROTECT MY WOUND.

I KNOW THAT IF I AM SHOWING SYMPTOMS OF AN ILLNESS MY SUPERIOR CAN TELL ME TO DO OTHER CHORES AND TASKS.

WHEN COUGHING AND SNEEZING I KNOW HOW TO PROPERLY PROTECT THE FOODS, THE PEOPLE AND THE WORKING AREA.

WITH A LOT OF ENCOURAGEMENT BY MY SUPERIOR I STORE THE FOODS AT THE RIGHT TEMPERATURE IN A STORAGE ROOM, REFRIGERATOR, FREEZER.

I KNOW THAT WE RECORD AND WRITE DOWN THE TEMPERATURE IN THE REFRIGERATOR.

AND I KNOW THAT I HAVE TO REMIND MY SUPERIOR OR COLLEAGUE TO DO THIS.

WITH SUPPORT I KNOW THE PARTS OF THE REFRIGERATOR AND WHICH FOODS ARE STORED IN A PARTICULAR PART.

I KNOW HOW TO CHECK IF APPROPRIATE FOODS ARE IN THE REFRIGERATOR.

I KNOW THAT THE REFRIGERATOR HAS TO BE CLEANED AND DISINFECTED EVERY DAY.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I DO THAT.

I KNOW ON WHICH PART OF THE WORKING COUNTER I CAN PUT WASHED FRUIT, EGGS.

WHEN WORKING WITH EGGS, FRUIT AND VEGETABLES I ALWAYS WASH MY HANDS WITH SUPPORT.

I PUT ALL LEFTOVERS INTO CLOSED DISHES AND TAKE THEM TO DESIGNATED REFUSE BINS IMMEDIATELY AFTER FINISHING WORK IN THE KITCHEN.

WITH ASSISTANCE I PUT ON PROTECTIVE HEADGEAR WHEN WORKING WITH SPECIFIC FOODS.

I RECOGNISE AN INAPPROPRIATE OUTLOOK OR SMELL OF A FOOD AND IMMEDIATELY NOTIFY MY SUPERIOR ABOUT IT.

I KNOW THAT I HAVE TO HANDLE CLEANING AGENTS AND DISINFECTANTS IN A WAY THAT THEY DON'T COME INTO CONTACT WITH FOODS.

I KNOW THAT ANY FOOD THAT FALLS ON THE FLOOR DURING WORK HAS TO BE WASHED OR DISCARDED.

UNIT 4: ACTING IN ACCORDANCE WITH THE BASICS OF SAFE WORK

LEARNING OUTCOMES

I AM AWARE OF HOW IMPORTANT SAFETY AT WORK IS.
I TAKE CARE OF MY OWN SAFETY AS WELL AS THE SAFETY OF MY CO-WORKERS AND THE GUESTS.

I FOLLOW SIMPLE INSTRUCTIONS OF MY SUPERIOR REGARDING SAFETY AT WORK.

I KNOW AND FOLLOW BASIC RULES OF FIRE SAFETY IN THE WORKING AREA.

I KNOW WHERE THE SMOKING POINT IS.

I KNOW HOW TO PROPERLY EMPTY ASHTRAYS.

I KNOW THAT IT IS IMPORTANT TO TURN OFF APPLIANCES AND MACHINES.

I KNOW AND FOLLOW SAFETY MEASURES FOR WORKING WITH MACHINES AND APPLIANCES IN MY WORK AREA.

I KNOW HOW TO INFORM MY SUPERIOR IF I NOTICE FLAWS AND DEFECTS IN THE FUNCTIONING OF APPLIANCES.

WITH SIMPLE INSTRUCTIONS AND A LOT OF SUPPORT I KNOW HOW TO BE ECONOMICAL WITH THE USE OF ENERGY, WATER AND CLEANING AGENTS.

MODULE 3: PERSONAL AND WORKPLACE APPEARANCE

UNIT 5: PREPARING MYSELF AND THE WORKING AREA FOR WORK

LEARNING OUTCOMES

I KNOW THAT IT IS IMPORTANT TO PREPARE MYSELF AND THE WORKING AREA FOR SERVING AND OTHER TASKS.

I KNOW THAT EVERY DAY I ESTABLISH MY DAILY WORKING TASKS WITH MY SUPERIOR.

I KNOW THAT I WORK IN A TEAM WHERE EVERYBODY HAS DIFFERENT DAILY WORKING TASKS.

I KNOW THE RIGHT PLACE ON MY WORKING CLOTHES FOR THE BADGE WITH MY NAME AND SURNAME.

WITH THE ASSISTANCE OF MY SUPERIOR I ATTACH THE BADGE WITH MY NAME AND SURNAME.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I PREPARE ALL MACHINES, APPLIANCES AND SMALL INVENTORY NEEDED FOR PREPARING BEVERAGES.

WITH INSTRUCTIONS OF MY SUPERIOR I CHECK IF A CERTAIN FOOD IS IN STOCK.

I KNOW I HAVE TO TELL MY SUPERIOR WHEN THE STOCK OF FOOD IN THE REFRIGERATOR IS RUNNING LOW.

UNIT 6: PREPARING THE PLACE FOR THE GUESTS

LEARNING OUTCOMES

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I CAN ARRANGE TABLES AND CHAIRS IN THE ROOM AND IN THE FRONT-YARD.

I MAKE SURE I CLEAN AND PREPARE TABLES AND CHAIRS IMMEDIATELY AFTER THE GUESTS LEAVE.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I PUT THE TABLES AND CHAIRS BACK INSIDE AT THE END OF THE DAY.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I ARRANGE TABLES AND CHAIRS INSIDE AND OUTSIDE THE PLACE FOR THE GUESTS.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I KNOW HOW TO SELECT FLOWERS AND OTHER DECORATIVE PLANTS FROM THE GARDEN.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I KNOW HOW TO CUT FLOWERS AND OTHER DECORATIVE PLANTS.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I ARRANGE FLOWERS IN VASES ON THE TABLES.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I KNOW HOW TO MAKE SIMPLE DECORATIONS FROM CORN PEELS, CLAY AND MODELLING CLAY.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I SELECT APPROPRIATE TABLE CLOTHS.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I PUT APPROPRIATE TABLE CLOTHS ON THE TABLES.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I CHANGE TABLE CLOTHS IF NECESSARY.

I KNOW WHERE TO STORE DIRTY TABLE CLOTHS AND I PUT THEM THERE.

I KNOW WHAT TABLE INVENTORY IS AND WHAT IT IS USED FOR.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I SELECT APPROPRIATE TABLE INVENTORY: SUGAR SHAKER, ASHTRAY AND PRICELIST.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I KNOW HOW TO LOOK AFTER THE INSIDE AND OUTSIDE TABLES.
I FILL SUGAR SHAKERS AND EMPTY ASHTRAYS.

MODULE 4: USING MACHINES AND EQUIPMENT

UNIT 7: RECOGNISING AND USING MACHINES, APPLIANCES AND SMALL INVENTORY

LEARNING OUTCOMES

WITH SUPPORT I KNOW HOW TO PREPARE THE COFFEE MACHINE FOR WORK:

I PUT PORTAFILTERS IN THE COFFEE MACHINE.

I LET RUN HOT WATER THROUGH THE PORTAFILTERS.

I KNOW THAT COFFEE CUPS MUST ALWAYS BE PREHEATED. THEREFORE, I PUT THEM ON THE CUP HEATING SURFACE OF THE COFFEE MACHINE.

I CLEAN THE CUP HEATING SURFACE OF THE COFFEE MACHINE AND PLACE A WIPING CLOTH ON IT.

WITH A LOT OF SUPPORT I DO THE FINAL CLEANING OF THE COFFEE MACHINE.

WITH INITIATIVE BY MY SUPERIOR I USE THE COFFEE GRINDER BY MYSELF.

WITH SUPPORT I DISASSEMBLE THE COFFEE GRINDER AND CLEAN IT.

WITH SUPPORT I DISASSEMBLE THE WATER HEATER AND CLEAN IT.

I HEAT WATER IN THE WATER HEATER SO THAT IT IS READY FOR MAKING TEA.

I KNOW THAT THE DESSERTS WE OFFER ON A DAILY BASES ARE KEPT IN A REFRIGERATED SHOWCASE.

I TURN THE LIGHT IN THE REFRIGERATED SHOWCASE ON AND OFF.

WITH A LOT OF SUPPORT I CLEAN THE REFRIGERATED SHOWCASE WITH AN APPROPRIATE CLOTH AND CLEANING AGENT.

WITH SUPPORT I ARRANGE DESSERTS IN THE REFRIGERATED SHOWCASE.

I KNOW THAT THE BLENDER CAN ONLY BE HAND WASHED.

I AM AWARE OF THE DANGERS OF WOUNDING MYSELF WHEN WASHING THE BLENDER BLADES.
SO I LET MY COLLEAGUES OR MY SUPERIOR TO DO THIS.

MODULE 5: INGREDIENTS AND BEVERAGES

UNIT 8: RECOGNISING AND USING INGREDIENTS FOR WARM AND COLD BEVERAGES

LEARNING OUTCOMES

I KNOW WE HAVE DIFFERENT SORTS OF TEAS,
AND THAT THEY ARE KEPT IN METAL BOXES.

I KNOW THE DIFFERENCE BETWEEN TEAS FROM TEA BAGS AND TEAS FROM BOXES.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I SHAKE TEA FROM ITS ORIGINAL BOX INTO THE APPROPRIATE BOX.

I KNOW THAT I HAVE TO PRESERVE ORIGINAL PACKAGING OF TEAS AND COFFEE AS LONG AS THEY ARE STILL IN USE.

I KNOW THE BRAND OF COFFEE WE SERVE.

I KEEP COFFEE THAT HAS NOT BEEN GROUND YET IN A COOLING COMPARTMENT IN THE ORIGINAL BAG.

I ALWAYS CLOSE THE COFFEE BAG WITH A SPECIAL CLIP SO THAT IT DOES NOT LOSE THE AROMA.

I KNOW THE DIFFERENCE BETWEEN GRANULATED SUGAR AND POWDER SUGAR.

WITH SUPPORT I FILL SUGAR SHAKERS AND BRING SUGAR IN SUGAR BAGS.

I KNOW WE HAVE A NATREEN SWEETENER FOR GUESTS WITH DIABETES,
AND I KNOW WHERE IT IS KEPT.

I KNOW WHICH FRUIT IS USED FOR PREPARING A PARTICULAR COLD BEVERAGE.

I KNOW THAT FRUIT, EXCEPT FOR BANANAS, IS KEPT IN THE REFRIGERATOR UNTIL USE.

I AM FAMILIAR WITH CINNAMON AND CHOCOLATE, AND HOW THEY ARE USED WHEN PREPARING BEVERAGES.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I PREPARE CREAM FOR SERVING.

WITH SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I REMOVE AND APPROPRIATELY DISCARD MILK AND CREAM WHICH SMELL SOUR OR HAVE SOME OTHER BAD SMELL.

I INFORM MY SUPERIOR ABOUT MILK OR CREAM WITH PASSED EXPIRATION DATE. WITH HIS OR HER INSTRUCTIONS I DISCARD THEM.

I KNOW WE USE UHT MILK.

I KNOW THAT CREAM AND MILK ARE KEPT IN THE REFRIGERATOR AND I PUT THEM THERE AFTER USE.

I KNOW THAT I MUSTN'T PUT HEATED MILK INTO THE REFRIGERATOR.

I KNOW THAT I HAVE TO WASH FRUIT UNDER RUNNING WATER BEFORE USE, AND I DO THAT.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I CAREFULLY REMOVE USELESS PARTS OF FRUIT, SUCH AS PEEL AND PITS.

WITH A LOT OF SUPPORT AND EASY-TO-UNDERSTAND INSTRUCTIONS I KNOW HOW TO APPROPRIATELY CUT VARIOUS FRUITS.

I KNOW THAT ALL COLD BEVERAGES ARE KEPT IN THE REFRIGERATED SHOWCASE OR THE REFRIGERATOR AND I PUT THEM THERE.

I KNOW THAT I NEED MILK AND POWDER CHOCOLATE TO PREPARE A CHOCOLATE DRINK.

MODULE 6: COMMUNICATION

UNIT 9: COMMUNICATION WITH CO-WORKERS

LEARNING OUTCOMES

WITH AN OCCASIONAL SUPPORT OF MY SUPERIOR I ACT IN ACCORDANCE WITH MY RIGHTS AND OBLIGATIONS IN THE TEAM.

I KNOW MY TASKS AND THE TASKS OF MY CO-WORKERS.

I KNOW I HAVE A SUPERIOR.

I KNOW WHO ASSIGNS MY TASKS TO ME AND WHO I CAN ASK REGARDING MY TASKS.

I FOLLOW THE DIRECTIONS OF MY SUPERIOR.

I KNOW I CAN MAKE SUGGESTIONS ABOUT WORK TASKS.

I KNOW HOW TO ASK MY SUPERIOR ABOUT ADDITIONAL EXPLANATIONS IF I NEED TO.

I KNOW WHEN I NEED HELP. I GET HELP FROM MY SUPERIOR OR MY CO-WORKERS.

WHEN I REALISE THAT I'VE MADE A MISTAKE AT WORK, I FIND MY SUPERIOR AND DISCUSS IT WITH HIM.

WITH A LOT OF SUPPORT I KNOW HOW TO RESPECTFULLY EXPRESS MY OPINION IF I DON'T AGREE WITH MY CO-WORKER OR MY SUPERIOR.

WHEN I NOTICE THAT A CO-WORKER NEEDS MY HELP I HELP HIM / HER.

I KNOW THAT IN CASE OF A CONFLICT WITH MY CO-WORKERS I HAVE TO ACCEPT MY PART OF RESPONSIBILITY.

I KNOW THAT I HAVE TO TURN TO MY SUPERIOR.

UNIT 10: COMMUNICATION WITH THE GUESTS

LEARNING OUTCOMES

I KNOW THE BASIC RULES OF BEHAVIOUR.
WITH OCCASIONAL ASSISTANCE OF MY SUPERIOR I WORK
IN ACCORDANCE WITH THEM.
I SAY HELLO TO GUESTS, SAY GOODBYE AND CALL THE WAITER.

I KNOW THE APPROPRIATE MANNER OF COMMUNICATING WITH GUESTS.

WITH AN OCCASIONAL SUPPORT OF MY SUPERIOR I KNOW THAT
BY APPROACHING THE TABLE I CAN INTERRUPT THE GUEST.
I POLITELY SAY HELLO.

I KNOW TO TELL THE WAITER THAT THE GUESTS NEED HIM.

I SHOW THE GUESTS WHERE THEY CAN PUT THEIR COATS, UMBRELLAS.
I ALSO SHOW THEM WHERE THE TOILETS ARE.

IF THE GUEST WANTS, I TURN DOWN THE RADIO OR CLOSE THE DOOR.
IF THE GUEST WANTS, I DIMM THE WINDOWS.

I KNOW THAT IT'S IMPORTANT THAT THE GUESTS FEEL GOOD.
I PAY ATTENTION ABOUT HOW LOUD I SPEAK TO MY CO-WORKERS WITH
OCCASIONAL HELP OF MY SUPERIOR.

IN CASE OF PROBLEMS WITH THE GUESTS I WILL TURN TO MY SUPERIOR.

TITLE OF QUALIFICATION: WAITER ASSISTANT "ADVANCED"

NQF LEVEL OF QUALIFICATION: LEVEL 2

**LINKED QUALIFICATION: WAITER ASSISTANT "BASICS"
(NQF LEVEL 1)**

**FIELD OF WORK: WORKING IN TEA-ROOMS, CAFES,
CONFECTIONERIES, PIZZERIAS, RESTAURANTS**

DESCRIPTION:

THE WAITER ASSISTANT "ADVANCED" WORKS IN TEA-ROOMS, CAFES, CONFECTIONERIES, PIZZERIAS, RESTAURANTS.

HE / SHE MAINTAINS PERSONAL HYGIENE AT WORK.

HE / SHE MAINTAINS CLEAN WORK SURFACES AND INVENTORY.

HE / SHE KNOWS AND FOLLOWS BASIC RULES FOR SAFE WORK WITH FOODS.

HE / SHE PREPARES HIM/HERSELF AND THE WORKING AREA FOR WORK.

HE / SHE PREPARES THE PLACE FOR THE GUESTS.

HE / SHE RECOGNISES AND USES INGREDIENTS FOR WARM AND COLD BEVERAGES.

HE / SHE RECOGNISES AND USES MACHINES, APPLIANCES AND SMALL INVENTORY.

HE / SHE COMMUNICATES WITH CO-WORKERS.

HE / SHE COMMUNICATES WITH GUESTS.

HE / SHE ACTS IN ACCORDANCE WITH THE BASICS OF SAFE WORK.

ALL THESE TASKS HE / SHE DOES INDEPENDENTLY WITH OCCASIONAL SUPERVISION.

MODULE 1: HYGIENE

UNIT 1: MAINTAINING PERSONAL HYGIENE AT WORK

LEARNING OUTCOMES

I UNDERSTAND THAT MY HEALTH AND MY PERSONAL HYGIENE ARE VERY IMPORTANT WHEN WORKING WITH FOODS, APPLIANCES AND GUESTS.

I KNOW THAT I AM PREPARED FOR WORK WHEN: I AM SHOWERED, I HAVE CUT AND CLEANED NAILS. I MUST HAVE WASHED HAIR, CUT AND GROOMED BEARD AND MOUSTACHE.
I AM WEARING FRESH UNDERWEAR AND CLEAN CLOTHES.

I PICK CLEAN AND IRONED WORK CLOTHES AND APPROPRIATE FOOTWEAR FROM THE DESIGNATED PLACE.

I PUT ON SELECTED WORK CLOTHES AND FOOTWEAR.

I PUT ON PROTECTIVE HEADGEAR WHEN WORKING WITH SPECIFIC FOODS.

WHEN I SWEAT DURING WORK, I SHOWER AND CHANGE CLOTHING.

I AM AWARE OF THE GOOD FEELING OF BEING CLEAN, NICELY DRESSED AND HEALTHY.

IF MY WORK CLOTHES GET DIRTY DURING WORK I NOTICE THAT BY MYSELF OR ACCEPT THE OBSERVATION OF MY SUPERIOR OR A COLLEAGUE AND CHANGE MY CLOTHES.

WITH SOME VERBAL SUPPORT I WASH AND DISINFECT MY HANDS BEFORE I START WORKING.

I WASH MY HANDS AFTER EVERY CLEANING, TOUCHING THE NOSE, MOUTH, EARS, SCALP, ETC. OR USE OF THE TOILET.

BEFORE GOING TO THE TOILET I TAKE OFF MY WORK CLOTHES AND HANG THEM ON THE HANGER.

UNIT 2: MAINTAINING CLEAN WORK SURFACES AND INVENTORY

LEARNING OUTCOMES

I UNDERSTAND THAT HYGIENE OF WORKING SURFACES AND APPLIANCES IS VERY IMPORTANT.

DURING WORK I CORRECTLY MAINTAIN CLEAN WORKING SURFACES AND DEVICES WITH NO REMINDERS OR NEED FOR ASSISTANCE.

I SELECT THE RIGHT CLEANING CLOTH. THE RIGHT TYPE AND AMOUNT OF CLEANING AGENTS AND DISINFECTANTS FOR MAINTAINING HYGIENE OF WORKING SURFACES AND INVENTORY.

WITH NO REMINDERS OR NEED FOR ASSISTANCE I WIPE THE INSIDE AND THE OUTSIDE OF THE REFRIGERATOR EVERY DAY.

I ALWAYS USE WARM RUNNING WATER TO CLEAN THE DISHES.

I CORRECTLY WASH DIFFERENT TYPES OF DISHES.

I EMPTY THE DISH WASHER.

I ADD THE RIGHT AMOUNT OF DETERGENT IN THE DISHWASHER AND TURN IT ON.

I USE THE WIPING CLOTH SOLELY FOR ITS PURPOSE AND NOT FOR WIPING MY HANDS.

I CHANGE THE CLOTHS FOR WIPING DISHES EVERY DAY.

I CHANGE A WET OR DIRTY WIPING CLOTH FOR A CLEAN ONE.

I PUT AWAY FOR WASHING ANY CLOTH THAT FELL ON THE FLOOR.

I EMPTY AND CLEAN THE DRAWER WITH COFFEE GROUNDS.

WITH NO REMINDERS OR NEED FOR ASSISTANCE I CLEAN UP AND DISINFECT THE BAR AND THE COFFEE MACHINE EVERY DAY.

WITH NO NEED FOR ASSISTANCE I SEPARATE REFUSE:
BIOLOGICAL, PACKAGING, PAPER, GLASS AND OTHER REFUSE.

I SEE INADEQUATELY WASHED/WIPED DISHES. I SEPARATE THEM FROM
THE REST OF THE DISHES AND RE-WASH/RE-WIPE THEM.

MODULE 2: SAFE WORK

UNIT 3: BASIC RULES FOR SAFE WORK WITH FOODS

LEARNING OUTCOMES

I RECOGNISE AND I AM AWARE OF THE MOST FREQUENT SYMPTOMS OF
INFECTIOUS DISEASES, FOR EXAMPLE HIGH TEMPERATURE, VOMITING,
DIARRHOEA, COUGH, SNEEZING.

I KNOW THAT WHEN I HAVE AN INFECTIOUS DISEASE I CAN INFECT
OTHERS VIA FOODS.

I KNOW THAT IF I HAVE WOUNDS ON MY HANDS I MUST NOT WORK WITH
FOODS.

BEFORE WORK I TELL MY SUPERIOR IF I OR ANY MEMBER OF MY FAMILY
HAS ANY SYMPTOMS OF AN INFECTIOUS DISEASE.

I KNOW THAT IF I AM SHOWING SYMPTOMS OF AN ILLNESS MY SUPERIOR
CAN TELL ME TO DO OTHER CHORES AND TASKS.

BEFORE STARTING WITH WORK I ASK MY COLLEAGUES TO PROTECT ANY
POTENTIAL WOUNDS ON MY HANDS.

WHEN COUGHING AND SNEEZING I KNOW HOW TO PROPERLY PROTECT
THE FOODS, THE PEOPLE AND THE WORKING AREA.

WITH NO NEED FOR ASSISTANCE I STORE THE FOODS AT THE RIGHT
TEMPERATURE IN A STORAGE ROOM, REFRIGERATOR, FREEZER.

I KNOW THAT WE RECORD AND WRITE DOWN THE TEMPERATURE IN THE
REFRIGERATOR EVERY DAY.

I DO THAT WITH NO NEED FOR ASSISTANCE.

I KNOW THE PARTS OF THE REFRIGERATOR AND WHICH FOODS ARE STORED IN A PARTICULAR PART.

I KNOW HOW TO CHECK IF APPROPRIATE FOODS ARE IN THE REFRIGERATOR.

I KNOW THAT FOODS NEED TO BE PROTECTED AGAINST RODENTS AND INSECTS, AND I ACT ACCORDINGLY. I SHUT THE DOORS OF THE STORAGE ROOM. I CLOSE THE PACKAGING.

I KNOW THAT THE REFRIGERATOR HAS TO BE CLEANED AND DISINFECTED EVERY DAY; AND I CLEAN IT WITH NO NEED FOR ASSISTANCE.

I KNOW ON WHICH PART OF THE WORKING COUNTER I CAN PUT WASHED FRUIT, EGGS.

WHEN WORKING WITH EGGS, FRUIT, VEGETABLES I ALWAYS WASH MY HANDS.

I PUT ALL LEFTOVERS INTO CLOSED DISHES AND TAKE THEM TO DESIGNATED REFUSE BINS IMMEDIATELY AFTER FINISHING WORK IN THE KITCHEN.

I PUT ON PROTECTIVE HEADGEAR WHEN WORKING WITH SPECIFIC FOODS.

I RECOGNISE AN INAPPROPRIATE LOOK OR SMELL OF A FOOD. I IMMEDIATELY NOTIFY MY SUPERIOR ABOUT IT.

I HANDLE CLEANING AGENTS AND DISINFECTANTS IN A WAY THAT THEY DON'T COME INTO CONTACT WITH FOODS.

I KNOW THAT I HAVE TO BE CAREFUL THAT PARTS OF GLASS, PORCELAIN, AND OTHER MATERIALS DON'T BECOME MIXED WITH THE FOODS.

I WASH OR DISCARD ANY FOOD THAT FALLS ON THE FLOOR DURING WORK.

UNIT 4: ACTING IN ACCORDANCE WITH THE BASICS OF SAFE WORK

LEARNING OUTCOMES

I AM AWARE OF HOW IMPORTANT SAFETY AT WORK IS.
I TAKE CARE OF MY OWN SAFETY AS WELL AS SAFETY OF MY CO-WORKERS AND THE GUESTS.

I FOLLOW INSTRUCTIONS OF MY SUPERIOR REGARDING SAFETY AT WORK.

I KNOW AND FOLLOW RULES OF FIRE SAFETY IN THE WORKING AREA.
I KNOW WHERE THE SMOKING POINT IS. I PROPERLY EMPTY ASHTRAYS.
I KNOW THAT IT IS IMPORTANT TO TURN OFF APPLIANCES AND MACHINES.

I KNOW AND FOLLOW SAFETY MEASURES FOR WORKING WITH MACHINES AND APPLIANCES IN MY WORK AREA.

I KNOW HOW TO INFORM MY SUPERIOR IF I NOTICE FLAWS AND DEFECTS IN THE FUNCTIONING OF APPLIANCES.

WITH OCCASIONAL SIMPLE INSTRUCTIONS I KNOW HOW TO ECOLOGICALLY HANDLE DIFFERENT TYPES OF PACKAGING AND WASTE MATERIAL.
I SEPARATE BIOLOGICAL WASTE, PACKAGING, PAPER AND OTHER WASTE.

WITH OCCASIONAL SUPPORT BY MY SUPERIOR I KNOW HOW TO BE ECONOMICAL WITH THE USE OF ENERGY, WATER, CLEANING AGENTS, DISINFECTANTS ...

MODULE 3: PERSONAL AND WORKPLACE APPEARANCE

UNIT 5: PREPARING MYSELF AND THE WORKING AREA FOR WORK

LEARNING OUTCOMES

I KNOW THAT IT IS IMPORTANT TO PREPARE MYSELF AND THE WORKING AREA FOR SERVING AND OTHER TASKS.

I KNOW THAT EVERY DAY I ESTABLISH MY DAILY WORKING TASKS WITH MY SUPERIOR, AND I ACTIVELY PARTICIPATE IN IT.

I KNOW THAT I WORK IN A TEAM WHERE EVERYBODY HAS DIFFERENT DAILY WORKING TASKS.

I KNOW THE RIGHT PLACE ON MY WORKING CLOTHES TO FIX THE BADGE WITH MY NAME AND SURNAME.

I ATTACH THE BADGE WITH MY NAME AND SURNAME ON MY WORKING CLOTHES WITH NO NEED FOR ASSISTANCE.

WITH NO REMINDERS OR NEED FOR ASSISTANCE I PREPARE ALL MACHINES, APPLIANCES AND SMALL INVENTORY NEEDED FOR PREPARING BEVERAGES AND SERVING.

I PROPERLY PREPARE THE COFFEE MACHINE FOR WORK.

WITH NO NEED FOR ASSISTANCE I CHECK IF A CERTAIN FOOD IS IN STOCK.

I TELL MY SUPERIOR WHEN THE STOCK OF FOOD IN THE REFRIGERATOR IS RUNNING LOW.

I PREPARE A LIST OF FOODS THAT NEED TO BE PURCHASED.

UNIT 6: PREPARING THE PLACE FOR THE GUESTS

LEARNING OUTCOMES

I CAN ARRANGE TABLES AND CHAIRS IN THE ROOM AND IN THE FRONT-YARD.

I MAKE SURE I CLEAN AND PREPARE TABLES AND CHAIRS IMMEDIATELY AFTER THE GUESTS LEAVE.

I PUT THE TABLES AND CHAIRS BACK INSIDE AT THE END OF THE DAY.

WITH NO NEED FOR ASSISTANCE I ARRANGE TABLES AND CHAIRS INSIDE AND OUTSIDE THE PLACE FOR THE GUESTS.

WITH NO NEED FOR ASSISTANCE I SELECT FLOWERS AND OTHER DECORATIVE PLANTS FROM THE GARDEN.

WITH NO NEED FOR ASSISTANCE I CUT FLOWERS AND OTHER DECORATIVE PLANTS.

WITH NO NEED FOR ASSISTANCE I ARRANGE FLOWERS IN VASES ON THE TABLES.

WITH MINIMAL SUPPORT I MAKE SIMPLE DECORATIONS FROM CORN PEELS, CLAY, MODELLING CLAY.

WITH NO NEED FOR ASSISTANCE OR MINIMAL SUPPORT I SELECT APPROPRIATE TABLE CLOTHS.

WITH NO NEED FOR ASSISTANCE I PUT APPROPRIATE TABLE CLOTHS ON THE TABLES.

WITH NO NEED FOR ASSISTANCE I CHANGE TABLE CLOTHS IF NECESSARY.

I KNOW WHERE TO STORE DIRTY TABLE CLOTHS AND I PUT THEM THERE.

I KNOW WHAT TABLE INVENTORY IS AND WHAT IT IS USED FOR.

WITH NO NEED FOR ASSISTANCE I SELECT APPROPRIATE TABLE INVENTORY: SUGAR SHAKER, ASHTRAY AND PRICELIST.

WITH NO NEED FOR ASSISTANCE I LOOK AFTER THE INSIDE AND OUTSIDE TABLES. I FILL SUGAR SHAKERS AND ASHTRAYS.

WITH NO NEED FOR ASSISTANCE I MAINTAIN ORDERLINESS OF TABLES IN THE PRESENCE OF GUEST. IN THE PRESENCE OF GUEST I REMOVE EMPTY DISHES AND CHANGE THE ASHTRAY. I WIPE THE TABLE IF SOMETHING IS SPILLED, AND CHANGE THE TABLECLOTH.

MODULE 4: USING MACHINES AND EQUIPMENT

UNIT 7: RECOGNISING AND USING MACHINES, APPLIANCES AND SMALL INVENTORY

LEARNING OUTCOMES

WITH NO NEED FOR ASSISTANCE I KNOW HOW TO PREPARE THE COFFEE MACHINE BEFORE WORK.

I PUT THE PORTAFILTERS IN THE COFFEE MACHINE.

I LET RUN HOT WATER THROUGH THE PORTAFILTERS.

I KNOW THAT COFFEE CUPS MUST ALWAYS BE HEATED SO I PUT THEM ON THE CUP HEATING SURFACE OF THE COFFEE MACHINE.

I CLEAN THE CUP HEATING SURFACE OF THE COFFEE MACHINE AND PLACE A WIPING CLOTH ON IT.

I KNOW HOW TO SELECT AN APPROPRIATE CUP FOR A PARTICULAR COFFEE DRINK.

WITH NO NEED FOR ASSISTANCE I PREPARE ALL COFFEE DRINKS IN OUR OFFER.

WITH NO NEED FOR ASSISTANCE OR MINIMAL SUPPORT I CLEAN THE COFFEE MACHINE AT THE END OF THE DAY.

WITH NO NEED FOR ASSISTANCE I GRIND COFFEE IN THE COFFEE GRINDER. I REPEAT THIS EVERY TIME THE COFFEE RUNS OUT.

WITH NO NEED FOR ASSISTANCE I KNOW HOW TO DISASSEMBLE AND CLEAN THE COFFEE GRINDER.

WITH NO NEED FOR ASSISTANCE I DISASSEMBLE AND CLEAN THE WATER HEATER.

WITH NO NEED FOR ASSISTANCE I POUR WATER INTO THE WATER HEATER.

WITH NO NEED FOR ASSISTANCE I HEAT THE WATER IN THE WATER HEATER SO THAT IT IS PREPARED FOR PREPARATION OF TEA.

I KNOW THAT THE DESSERTS WE OFFER ON DAILY BASES ARE KEPT IN A REFRIGERATED SHOWCASE.

I TURN THE LIGHT IN THE REFRIGERATED SHOWCASE ON AND OFF.

WITH NO NEED FOR ASSISTANCE I CLEAN THE REFRIGERATED SHOWCASE WITH THE APPROPRIATE CLOTH AND CLEANSER.

I KNOW HOW TO ARRANGE DESSERTS IN THE REFRIGERATED SHOWCASE.

WITH NO NEED FOR ASSISTANCE I KNOW HOW TO PUT PIECES OF FRUIT INTO THE BLENDER.

WITH NO NEED FOR ASSISTANCE I CAREFULLY CLOSE THE LID OF THE BLENDER AND SAFELY TURN IT ON.

WITH NO NEED FOR ASSISTANCE I PREPARE DIFFERENT FRUIT SMOOTHIES AND FRAPPES WITH ALL ADDITIONS ACCORDING TO THE RECIPE.

WITH NO NEED FOR ASSISTANCE I KNOW HOW TO DISASSEMBLE THE BLENDER AND PREPARE IT FOR FURTHER CLEANING.

I KNOW THAT THE BLENDER CAN ONLY BE HAND WASHED.

I AM AWARE OF THE DANGERS OF CLEANING BLADES OF THE BLENDER. I LET MY CO-WORKERS OR MY SUPERIOR TO CLEAN THE BLENDER.

WITH NO NEED FOR ASSISTANCE I KNOW HOW TO SELECT APPROPRIATE CUPS AND GLASSES FOR PREPARATION OF HOT BEVERAGES AND COLD DRINKS.

WITH NO NEED FOR ASSISTANCE I KNOW HOW TO PREPARE NECESSARY UTENSILS FOR SERVING TEA FROM THE BOX.

MODULE 5: INGREDIENTS AND BEVERAGES

UNIT 8: RECOGNISING AND USING INGREDIENTS FOR WARM AND COLD BEVERAGES

LEARNING OUTCOMES

I KNOW WE HAVE DIFFERENT SORTS OF TEAS, AND THAT THEY ARE KEPT IN METAL BOXES.

I KNOW THE DIFFERENCE BETWEEN TEAS FROM TEA BAGS AND TEAS FROM BOXES.

WITH NO NEED FOR ASSISTANCE I SHAKE TEA FROM ITS ORIGINAL BOX INTO THE APPROPRIATE BOX.

I PRESERVE ORIGINAL PACKAGING OF TEAS AND COFFEE AS LONG AS THEY ARE STILL IN USE.

I KNOW THE BRAND OF COFFEE WE SERVE.

I KEEP COFFEE, THAT HAS NOT BEEN GROUND YET, IN A COOLING COMPARTMENT IN THE ORIGINAL BAG.

I ALWAYS CLOSE THE COFFEE BAG WITH A SPECIAL CLIP, SO THAT IT DOES NOT LOSE THE AROMA.

I KNOW THE DIFFERENCE BETWEEN CRYSTAL SUGAR AND POWDER SUGAR.

WITH NO NEED FOR ASSISTANCE I FILL SUGAR SHAKERS AND BRING SUGAR IN SUGAR BAGS.

I GET THE SUGAR SUBSTITUTE, FOR GUESTS THAT ORDER IT.

I KNOW WHICH FRUIT IS USED FOR PREPARATION OF A PARTICULAR COLD BEVERAGE.

I KEEP THE FRUIT, EXCEPT FOR BANANAS, IN THE REFRIGERATOR UNTIL USE.

I AM FAMILIAR WITH CINNAMON AND CHOCOLATE,
AND HOW THEY ARE USED WHEN PREPARING BEVERAGES.

WITH NO NEED FOR ASSISTANCE OR SOME SUPPORT I KNOW HOW TO
PREPARE CREAM FOR SERVING.

WITH NO NEED FOR ASSISTANCE I REMOVE AND APPROPRIATELY DISCARD
MILK AND CREAM WHICH SMELL SOUR OR HAVE SOME OTHER BAD SMELL.

WITH NO NEED FOR ASSISTANCE I DISCARD MILK OR CREAM WITH
PASSED EXPIRATION DATE AND NOTIFY MY SUPERIOR.

I KNOW WE USE UHT MILK.

I KEEP CREAM AND MILK IN THE REFRIGERATOR AND I PUT THEM THERE
AFTER USE.

I DON'T PUT HEATED MILK INTO THE REFRIGERATOR.

I WASH FRUIT UNDER RUNNING WATER BEFORE USE.

WITH NO NEED FOR ASSISTANCE I CAREFULLY REMOVE USELESS PARTS OF
FRUIT, SUCH AS PEEL, PECKS AND PITS.

WITH NO NEED FOR ASSISTANCE I CUT VARIOUS FRUITS.

I KEEP COLD BEVERAGES IN A REFRIGERATED SHOWCASE OR
A REFRIGERATOR.

I USE MILK AND POWDER CHOCOLATE TO PREPARE A CHOCOLATE DRINK.

MODULE 6: COMMUNICATION

UNIT 9: COMMUNICATION WITH CO-WORKERS

LEARNING OUTCOMES

WITH AN OCCASIONAL SUPPORT OF MY SUPERIOR I ACT IN ACCORDANCE WITH MY RIGHTS AND OBLIGATIONS IN THE TEAM.

I KNOW MY TASKS AND THE TASKS OF MY CO-WORKERS.

I KNOW I HAVE A SUPERIOR.

I KNOW WHO ASSIGNS MY TASKS TO ME AND WHO I CAN ASK REGARDING MY TASKS.

I FOLLOW THE DIRECTIONS OF MY SUPERIOR.

I KNOW I CAN MAKE SUGGESTIONS ABOUT WORK TASKS.
OCCASIONALLY I MAKE SUGGESTIONS.

I ASK MY SUPERIOR ABOUT ADDITIONAL EXPLANATIONS IF I NEED THEM.

I KNOW WHEN I NEED HELP. I GET HELP FROM MY SUPERIOR OR MY CO-WORKERS.

WHEN I REALISE THAT I'VE MADE A MISTAKE AT WORK
I FIND MY SUPERIOR AND DISCUSS IT WITH HIM / HER.

WITH NO NEED FOR ASSISTANCE OR WITH SOME SUPPORT I KNOW HOW TO RESPECTFULLY EXPRESS MY OPINION IF I DON'T AGREE WITH MY CO-WORKER OR MY SUPERIOR.

WHEN I NOTICE THAT A CO-WORKER NEEDS MY HELP, I HELP HIM.

I KNOW THAT IN CASE OF A CONFLICT WITH MY CO-WORKERS I HAVE TO ACCEPT MY PART OF RESPONSIBILITY. I TURN TO MY SUPERIOR.

UNIT 10: COMMUNICATION WITH THE GUESTS

LEARNING OUTCOMES

I KNOW THE BASIC RULES OF BEHAVIOUR. WITH MINIMAL ASSISTANCE OF MY SUPERIOR I WORK IN ACCORDANCE WITH THEM.

I SAY HELLO TO GUESTS, SAY GOODBYE AND CALL THE WAITER.

WITH MINIMAL ASSISTANCE OF MY SUPERIOR I APPROPRIATELY COMMUNICATE WITH GUESTS.

I KNOW THAT BY APPROACHING THE TABLE I CAN INTERRUPT THE GUEST. I POLITELY SAY HELLO.

I TELL THE WAITER THAT THE GUESTS NEED HIM.

I SHOW THE GUESTS WHERE THEY CAN PUT THEIR COATS, UMBRELLAS, WHERE THE TOILETS ARE.

IF THE GUEST WANTS, I TURN DOWN THE RADIO OR CLOSE THE DOOR. IF THE GUEST WANTS, I DIMM THE WINDOWS.

I KNOW THAT IT'S IMPORTANT THAT THE GUESTS FEEL GOOD. I PAY ATTENTION ABOUT HOW LOUD I SPEAK TO MY CO-WORKERS.

IN CASE OF PROBLEMS WITH THE GUESTS I TURN TO MY SUPERIOR.

Title of Qualification: Kitchen Assistant

EQF Level of Qualification: Level 1

**Linked Qualification:
Cook Assistant (EQF Level 2)**

Field of Work: Catering

Description:

A Kitchen Assistant works in commercial and collective catering companies such as company, school and hospital canteens; hotels or small catering businesses such as restaurants, pizzerias and small general restaurants. With a lot of support and direct supervision, he/she receives and checks goods and fresh foods, collaborates in the preparation of simple dishes and helps chefs get ready to serve food to customers. This could involve washing, peeling and trimming food items in preparation for customers ordering them, as well as processing raw materials needed for simple dishes. With a lot of support and direct supervision he/she also deals with the management/organisation of the storeroom, the care of the work place, machinery, equipment and kitchen utensils.

MODULE 1: PERSONAL HYGIENE AND WORKPLACE CLEANLINESS

MODULE 2: STORING, PROTECTION AND PRESERVATION OF FOODSTUFFS

MODULE 3: CORRECT PROCESSING OF FOODSTUFFS

MODULE 4: CORRECT USE OF EQUIPMENT AND MACHINES

MODULE 5: CORRECT CLEANING OF TOOLS, UTENSILS, EQUIPMENT,
MACHINES AND THE BAKERY PRODUCTION FACILITIES

MODULE 1: PERSONAL HYGIENE AND WORKPLACE CLEANLINESS

MODULE DESCRIPTION:

Because of health and safety and food handling regulations, personal hygiene and workplace cleanliness are of the highest importance. Under regular support and direct supervision, personal hygiene and workplace cleanliness procedures must be strictly followed by the Kitchen Assistant. In this Module he/she will learn, with a lot of support and easy-to-understand instructions, how to adequately maintain his/her personal hygiene how to maintain hygiene in the workplace (e.g. how to wash their hands, put on clean clothes, wear polished and appropriate footwear, prepare and clean the common workspace, how to separate different types of waste, etc.).

UNIT 1: ACT CORRECTLY IN THE PRESENCE OF SYMPTOMS OF DISEASES/INFECTIONS

Knowledge

I know that I am not allowed to do my job when I have any infectious diseases which would endanger the health of the kitchen personnel and the customers.

I know how to wash and disinfect my hands after sneezing and/or coughing (when they are not symptoms of infectious diseases).

I know how to cover and protect any wounds on my hands before I start work.

I know how to inform my mentor/superior that wounds on my hands need to be adequately covered and protected before I start work.

Skills

I can recognise symptoms of infectious diseases, which tell me that I must not have contact with food and kitchen personnel.

I can wash and disinfect my hands after sneezing and/or coughing (when they are not symptoms of infectious diseases).

I can cover and protect any wounds on my hands before I start work.

I can inform my mentor/superior when wounds on my hands need to be covered and protected before I start work.

My mentor/superior regularly reminds me of all these things.

Competences

I understand that in the presence of infectious diseases I am not allowed to work.

I am aware that it is very important to wash and disinfect my hands after sneezing and/or coughing.

I remember to inform my mentor/superior to cover and protect all wounds on my hands before I to start work.

If somebody reminds me regularly I can take care of all these things.

UNIT 2: TAKING CARE OF PERSONAL HYGIENE

Knowledge

I know that I have to take a shower every day and use a deodorant before I come to work.

I know how to take care of my hairstyle, teeth and nails before I come to work.

I know how to wash and disinfect my hands before I start work and after using the toilet.

Skills

I can take a shower every day and use a deodorant before I come to work.

I can take care of my hairstyle, teeth and nails before I come to work.

I can wash and disinfect my hands correctly before I start work and after using the toilet.

My mentor/superior regularly reminds me of all these things.

Competences

I am aware that, before I go to work, it is very important to take a shower and use a deodorant.

I understand that, before I go to work, I have to take care of my hairstyle, teeth and nails.

I understand that it is very important to wash and disinfect my hands before I start to work and after using the toilet.

If somebody reminds me regularly I can take care of all these things.

UNIT 3: WEAR CLEAN WORK CLOTHES AND SHOES

Knowledge

I know that I have to put on clean underwear before I come to work.

I know how to put on proper, clean and ironed work clothes and clean and appropriate footwear.

I know how to polish work shoes if they get dirty during work.

I am aware that I have to change my work clothes if they get dirty during work.

Skills

I can put on clean underwear before I come to work.

I can put on proper, clean and ironed work clothes and clean and appropriate footwear.

I can polish my work shoes if they get dirty during work.

My mentor/superior regularly reminds me about all these things.

Competences

I understand that it is very important to put on clean underwear before I go to work.

I am aware that I have to put on proper, clean and ironed work clothes and clean and appropriate footwear.

I understand that it is very important to polish my work shoes and change work clothes if they get dirty during work.

If somebody reminds me regularly I can take care of all these things.

UNIT 4: KEEP THE WORKPLACE CLEAN

Knowledge

I know how to maintain clean working areas.

I am familiar with the selection of the adequate type, and amount, of cleaning agents and disinfectants for maintaining the hygiene of working areas.

I recognise that warm running water is used for hand-washing dishes.

I know to hand-wash different types of dishes, pots, pans, cutlery, glasses, etc.

I know how to load the dishwasher.

I know how to empty the dishwasher.

I know how to put the appropriate amount of detergent in the dishwasher and turn it on.

I know that the cloths for wiping dishes are used solely for wiping dishes and not for wiping my hands.

I know that cloths for wiping dishes are changed at least on a daily basis.

I know that I have to change the cloth for wiping dishes when it is wet or dirty.

I know that all cloths that fall on the floor can no longer be used and have to be washed.

I know how to list the procedures to correctly clean and disinfect all surfaces in the kitchen.

I know how to use the detergents to clean and disinfect all surfaces in the kitchen correctly.

I know how to separate waste: biological, packaging, paper, glass and other waste.

Skills

I can maintain clean working areas.

I can select the adequate type, and amount, of cleaning agents and disinfectants for maintaining hygiene of working areas, and I can make an inventory.

I can hand-wash different types of dishes, pots, pans, cutlery, glasses, etc correctly.

I can load the dishwasher.

I can empty the dishwasher.

I can put the appropriate amount of detergent in the dishwasher and turn it on.

I can clean and disinfect all surfaces in the kitchen correctly.

I can use detergents to clean and disinfect all surfaces in the kitchen correctly

I can separate waste properly : biological, packaging, paper, glass and other waste.

With much support I can perform all of these things correctly .

Competences

I am aware that it is very important to maintain clean working areas.

I understand how to take care of the selection of type, and amount, of cleaning agents and disinfectants for maintaining hygiene of the working areas, and I understand how to make an inventory.

I understand that warm running water is used for hand-washing dishes.

I am aware of how to hand-wash different types of dishes, pots, pans, cutlery, glasses, etc.

I understand how to load and empty the dishwasher.

I can understand the appropriate amount of detergent to be put in the dishwasher and I understand how to turn it on.

I am aware that the cloths for wiping dishes are used solely for wiping dishes and not for wiping hands.

I am aware that cloths for wiping dishes are changed at least on a daily basis and also when they are wet or dirty.

I understand that all cloths that fall to the floor can no longer be used and have to be washed.

I understand that it is very important to clean and disinfect all surfaces in the kitchen.

I am aware that it is very important to separate waste: biological, packaging, paper, glass and other waste.

If my mentor/superior reminds me regularly I can take care of all these things.

MODULE 2: STORING, PROTECTION AND PRESERVATION OF FOODSTUFFS

MODULE DESCRIPTION:

Correct food storing, protection and preservation are intended to prevent contamination and spoilage of foods. In this module, with a lot of support and easy-to-understand instructions, the Kitchen Assistant will learn about the principles and methods of correct food storing, protection and preservation.

UNIT 5: FOOD STORAGE

Knowledge

I know that it is important to store foods on shelves or clean racks above the floor in order to prevent contact spoilage or contamination.

I know that shelves and racks have to be sufficiently high off the floor, and be spacious enough, to prevent contact spoilage or contamination.

I know that food storage areas have to be well ventilated and illuminated, and protected from overhead drips.

I know that floors, wall surfaces and tables have to be easy to clean, and the floors have to be well drained.

I know that the storage areas have to be kept free from insects and vermin, by screening if possible.

I know that food has to be kept free from contamination once it has been received from the supplier.

I know that the general rule for food storage is to keep hot foods hot, and cold foods cold.

Skills

I can store foods on shelves or clean racks correctly, above the floor in order to prevent contact spoilage or contamination.

I can store raw and cooked foods properly; they must never touch each other as raw food can contaminate cooked food.

I can check and manage food storage areas, which have to be well ventilated and illuminated, and protected from overhead drips.

I can keep food correctly free from contamination, once it has been received from the supplier.

I can keep hot foods hot and cold foods cold.

With much support I can correctly perform all these things.

Competences

I understand that it is important to store foods on shelves or clean racks above the floor. Food stored at floor level is, in fact, more vulnerable to damage and contamination.

I am aware that shelves and racks have to be sufficiently high off the floor, and be spacious enough, to prevent contact spoilage or contamination.

This is especially important for storing raw and cooked foods, which must never touch each other, because raw food can contaminate cooked food.

I understand that it is very important that food storage areas are well ventilated and illuminated, and protected from overhead drips.

I understand that floors, wall surfaces and tables have to be easy to clean, and the floors have to be well drained.

I am aware that it is very important that the storage areas are free from insects and vermin.

I understand that food must be kept free from contamination once it has been received from the supplier.

I am aware that the general rule for food storage is to keep hot foods hot, and cold foods cold.

If my mentor/superior reminds me regularly

I can take care of all these things.

UNIT 6: FOOD PROTECTION

Knowledge

I know that food protection methods are measures taken to protect food from being contaminated by any agent.

I know that all food must be protected from different contaminants, at all times, during storage and preparation.

I know that the most important way of preventing contamination is by adopting "good food handlers' hygiene". This is the term for a group of practices that must be followed at all times by anyone handling food at any stage of the food supply process.

I know that on handling food I must avoid bad habits such as scratching, touching my hair, nose or mouth, having unclean hair, unclean and long fingernails, smoking, and coughing or sneezing in food handling and preparation areas.

I know that when handling food I must always wash my hands before starting to prepare food, and after every interruption, particularly after using the toilet.

I know that if I have any skin infections, diarrhoea or a sore throat, I must avoid handling food.

I know how to ensure that all water used in food preparation must be clean and safe.

I know that all dishes, glasses and utensils must be kept clean by regular washing in clean water, and that clean utensils must be kept covered.

I know that all surfaces that come into contact with food must be meticulously clean.

I am aware that food storage, preparation and serving areas must be free of pets, rats, mice and insects.

I know that food must be covered, and kept separate from chemicals and poisons (which must be clearly labelled).

I know that cloths that come into contact with dishes and utensils, and that are used to cover food, need to be changed daily and boiled before use.

Skills

I can protect food from different contaminants at all times during storage and preparation.

I can adopt, in order to prevent contamination, all necessary practices, known as “good food handlers’ hygiene”, that must be followed at all times by anyone handling food at any stage of the food supply process.

I can avoid bad habits on handling food, such as scratching, touching my hair, nose or mouth, having unclean hair, unclean and long fingernails, smoking, and coughing or sneezing in food handling and preparation areas.

I can handle food correctly; this includes always washing my hands before starting to prepare food and after every interruption, particularly after using the toilet.

I can adopt correct general principles for preventing food contamination. With much support I can protect food correctly.

Competences

I understand that food protection methods are measures taken to protect food from being contaminated by any agent.

I am aware that it is very important that all food is protected at all times during storage and preparation from the following contaminants: any water that is not known to be safe, including overhead leaks and drips; dirty hands; coughing and sneezing; dust and soot; flies, rodents and other vermin;

insecticides and other chemicals; unclean utensils and work surfaces; cigarette smoke.

I understand that to prevent food contamination it is very important to adopt “good food handlers’ hygiene”. This is the term for a group of practices that must be followed at all times by anyone handling food at any stage of the food supply process.

I am aware that when handling food it is very important to avoid bad habits such as scratching, touching my hair, nose or mouth, having unclean hair, unclean and long fingernails, smoking, and coughing or sneezing in food handling and preparation areas.

I understand that it is very important to wash hands before starting to prepare food, and after every interruption, particularly after using the toilet.

I am aware that it is very important to avoid handling food when I have any skin infections, diarrhoea or a sore throat.

I am aware that there are general principles for preventing food contamination.

If my mentor/superior reminds me regularly

I can take care of all these things.

UNIT 7: FOOD PREPARATION

Knowledge

I know that food is particularly vulnerable to contamination while it is being prepared for eating.

I know how to apply “food handlers’ hygiene” procedures and ensure that all surfaces and utensils are clean.

I know that food which is intended to be eaten raw, such as fruit and some vegetables, must be washed carefully in clean, safe water.

I know that food that is to be cooked must be cooked thoroughly to kill all pathogenic microorganisms.

I know that cooking, as well as being a very important part of food preparation, is also used for preserving food.

Skills

I can adopt “food handlers’ hygiene” and ensure that all surfaces and utensils are clean before food is prepared for eating.

I can wash food carefully; which is intended to be eaten raw, in clean and safe water. These foods include fruit and some vegetables.

I can cook food thoroughly to kill all pathogenic microorganisms.

With much support I can prepare food correctly.

Competences

I am aware that food is particularly vulnerable to contamination while it is being prepared for eating; therefore, it is very important to apply “food handlers’ hygiene” procedures and ensure that all surfaces and utensils are clean.

I understand that food intended to be eaten raw, such as fruit and some vegetables, must be washed carefully in clean, safe water.

I understand that cooking, as well as being a very important part of food preparation, is also used for preserving food.

If my mentor/superior reminds me regularly

I can take care of all these things.

MODULE 3: CORRECT PROCESSING OF FOODSTUFFS

MODULE DESCRIPTION:

Some foods may undergo only a few preparation steps, like washing or peeling; that doesn’t substantially change their structure or nutritional properties; other foods undergo complex processing steps, often involving many different ingredients. In this module, with a lot of support and easy-to-understand instructions, the Kitchen Assistant will learn about the principles and methods of safely and correct processing of foodstuffs and how to minimal process them.

UNIT 8: SAFELY PROCESSING OF FOODSTUFFS

Knowledge

I know the general principles for preventing food contamination at in the work place where I prepare foodstuffs.

I know that hands are one of the main ways germs are spread, so it is important to wash them thoroughly with soap and warm water before cooking, after touching the bin, going to the toilet, and after touching raw food.

I know that cooked food, and food eaten raw, must be protected from coming into contact with raw food, which may carry harmful bacteria.

I know that raw meat, including poultry, can contain harmful bacteria that can spread easily to anything it touches; this includes other food, worktops, tables, chopping boards and knives.

I know all the opportunities for food contamination, including the surface of food, blood and fluids, plus any utensils, table tops and even packaging material.

I know that I have to make sure that deliveries are not placed on work tables used for the preparation of food.

I know that when storing raw meat it is always necessary to keep it in a clean, sealed container and to place it on the bottom shelf of the fridge, where it can't touch or drip on to other food.

I know that I have to handle food as little as possible.

I know that food intended to be eaten raw, such as fruit and some vegetables, must be washed carefully in clean, safe water.

Skills

I can prevent food contamination in the work place where I prepare foodstuffs.

I can wash my hands thoroughly with soap and warm water before cooking, after touching the bin, going to the toilet, and after touching raw food.

I can protect cooked food from coming into contact with raw food, which may carry harmful bacteria.

I can prevent raw meat, including poultry, which may contain harmful bacteria, from touching other food, worktops, tables, chopping boards and knives.

I know all the opportunities for food contamination, including the surface of food, blood and fluids, plus any utensils, table tops and even packaging material.

I can avoid deliveries being placed on work tables used for the preparation of food.

I can store raw meat in a clean, sealed container and place it on the bottom shelf of the fridge, where it can't touch or drip on to other food.

I can handle food as little as possible.

I can wash food intended to be eaten raw, such as fruit and some vegetables, carefully and in clean and safe water.

With a lot of support I can safely process foodstuff.

Competences

I understand the general principles of preventing food contamination in the work place where foodstuffs are prepared.

I am aware that hands are one of the main ways germs are spread, so it is very important to wash them thoroughly with soap and warm water before cooking, after touching the bin, going to the toilet, and after touching raw food.

I understand that cooked food, and food eaten raw, must be protected from coming into contact with raw food, which may carry harmful bacteria.

I realise that raw meat, including poultry, can contain harmful bacteria that can spread easily to anything it touches; this includes other food, worktops, tables, chopping boards and knives.

I understand all the opportunities for food contamination, including the surface of food, blood and fluids, plus any utensils, table tops and even packaging material.

I am aware that I have to avoid deliveries being placed on work tables used for the preparation of food.

I understand that when storing raw meat it is always necessary to keep it in a clean, sealed container and place it on the bottom shelf of the fridge, where it can't touch or drip on to other foods.

I understand I must handle food as little as possible.

I understand that food intended to be eaten raw, such as fruit and some vegetables, must be washed carefully in clean, safe water.

If my mentor/superior reminds me regularly
I can take care of all these things.

UNIT 9: PROCESS FOODSTUFFS

Knowledge

I know the minimal methods of preparing foodstuffs including washing, peeling, slicing, juicing and removing inedible parts.

I know that it is advisable to wash fruit and vegetables under cold running water before eating them; this helps to remove visible dirt and germs that may be on the surface.

I know that I must never use washing-up liquid or other cleaning products when I wash fruit, vegetables or other foodstuffs, as they might not be safe for human consumption and some rest of the product may be left accidentally on the food.

I know that I have to take extra care when handling eggs, raw meat or fish and defrosted foodstuffs.

I know that after cooking burgers, sausages, chicken, beef and pork, it is necessary to cut them into the middle to check that the meat is no longer pink or red, the juices run clear and it is piping hot (steam is coming out).

Skills

I can carry out the minimal methods of preparing foodstuffs, such as washing, peeling, slicing, juicing and removing inedible parts.

I can properly wash fruit and vegetables under cold running water in order to remove visible dirt and germs that may be on their surface.

I can take extra care when handling eggs, raw meat or fish and defrosted foodstuffs.

I can check that, after cooking burgers, sausages, chicken, beef and pork, the meat is no longer pink or red into the middle, the juices run clear and it is piping hot (steam is coming out).

With much support I can process foodstuff.

Competences

I understand the minimal methods of preparing foodstuffs; including washing, peeling, slicing, juicing and removing inedible parts.

I am aware that it is important to wash fruit and vegetables under cold running water before eating them; this helps to remove visible dirt and germs that may be on the surface.

I am aware that it is important to never use washing-up liquid or other cleaning products when washing fruit, vegetables or other foodstuffs, as they might not be safe for human consumption and some rest of the product may be accidentally left on the food.

I am aware I need to take extra care when handling eggs, raw meat or fish and defrosted foodstuffs.

I understand that after cooking burgers, sausages, chicken, beef and pork, it is necessary to cut them into the middle to check that the meat is no longer pink or red, the juices run clear and it is piping hot (steam is coming out).

If my mentor/superior reminds me regularly

I can take care of all these things.

MODULE 4: CORRECT USE OF EQUIPMENT AND MACHINES

MODULE DESCRIPTION:

The job of cooking requires the use of specific tools, utensils, and equipment for proper and efficient preparation of food. Each piece has been designed to accomplish a specific job in the kitchen. In this module, with a lot of support and easy-to-understand instructions, the Kitchen Assistant will become familiar with the correct use of utensils, devices and equipment in the kitchen.

UNIT 10: OPERATE FOOD SERVICE EQUIPMENT AND MACHINES

Knowledge

I know how to select, use and care for small hand tools and utensils.
I know to use and care for both small and large pieces of equipment appropriately.

I know how to use measuring devices.

I know how to use scales and other food service equipment.

I know how to use thermometers to monitor food temperature.

I know how to use pots and pans for different food preparations.

I know how to cut and mix food using standard equipment.

I know how to handle equipment in a manner which will prevent burns and scalding.

I know the basic knife cuts.

I know that different temperatures can be set at the baking oven.

I know that the baking oven can get very hot and can remain hot for a long time after being turned off.

I know that only certain dishes are allowed into the baking oven.

I know that some doughs have to be put into the proofing cabinet.

I know that the temperature and humidity of the proofing cabinet can be set.

I know that I am not allowed to put hot things into the refrigerator.

I know that some bakery products have to be covered to prevent them from drying out.

I know that I can hurt myself with the planetary mixer. This is why I am only allowed to use it when my superior tells me to do so and when he or she is present.

Skills

I can select, use and care for small hand tools and utensils.

I can use and take care of small and large equipment in appropriate manner.

I can use measuring devices.

I can use scales and other food service equipment.

I can use thermometers to monitor food temperature.

I can use pots and pans for different food preparations.

I can cut and mix food using standard equipment.

I can handle equipment in a manner that will prevent burns and scalding.

I can perform the basic knife cuts.

I can set different temperatures at the baking oven as required.

I can set the correct temperature and humidity of the proofing cabinet.

I can avoid putting hot things into the refrigerator.
I can cover some bakery products to prevent them from drying out.
With a lot of support I can operate food service equipment and machines.

Competences

I am aware of how to select, use and care for small hand tools and utensils and use and care for small and large equipment in an appropriate manner.

I am aware of how to use measuring devices and use scales and other food service equipment.

I understand how to use thermometers to monitor food temperature.

I understand how to use pots and pans for different food preparations.

I understand how to cut and mix food using standard equipment.

I understand how to handle equipment in order to prevent burns and scalding.

I am aware that different temperatures can be set in the baking oven and that the oven can get very hot and can remain hot for a long time after being turned off.

I understand that only certain dishes are allowed into the baking oven.

I understand that some doughs have to be put into the proofing cabinet and that temperature and humidity of the proofing cabinet can be set.

I understand that I must not put hot things into the refrigerator.

I am aware that some bakery products have to be covered to prevent them from drying out.

I understand that I am only allowed to use the planetary mixer when a superior tells me to do so and when he or she is present.

If my mentor/superior reminds me regularly

I can take care of all these things.

MODULE 5: CORRECT CLEANING OF TOOLS, UTENSILS, EQUIPMENT, MACHINES AND THE BAKERY PRODUCTION FACILITIES

MODULE DESCRIPTION:

Because of health and safety regulations and food handling regulations, correct cleaning of tools, utensils, equipment, machines and the bakery production facilities are of the highest importance. In this Module the Kitchen Assistant will learn, with a lot of support and easy-to-understand instructions, how to adequately clean kitchen utensils and tools, equipment, machines and the bakery production facilities.

UNIT 11: CLEAN COMMON TOOLS, UTENSILS, EQUIPMENT, MACHINES AND THE BAKERY PRODUCTION FACILITIES SAFELY

Knowledge

I know how to inspect and clean kitchen tools, equipment and machinery.

I know how to clean and store knives properly.

I know how to dismantle and assemble equipment properly.

I know that tools, utensils, and equipment need to be cleaned immediately after use, and dried thoroughly, to maintain their good condition.

I know that tools, utensils, and equipment require to be cleaned using recommended cleaning materials.

I know that all tools, utensils, and moveable equipment need to be returned to their original storage area after cleaning.

I know the different cleaning materials and cleaning agents.

I know that different areas or machines need different cleaning materials and cleaning agents.

I know how to pre-clean the baking oven correctly.

I know how to pre-clean the refrigerator correctly.

I know that some dishes must not be washed in the dishwasher.

I know that some dishes and pieces of cookware have to be cleaned with extra care.

I know how to polish cutlery with lemon water or vinegar after washing.

Skills

I can inspect and clean kitchen tools, equipment and machinery.

I can clean and store knives properly.

I can dismantle and assemble equipment correctly.

I can clean tools, utensils and equipment after use and dry them thoroughly to maintain their good condition.

I can clean tools, utensils and equipment using the recommended cleaning materials.

I can return tools, utensils and move-able equipment to their original storage area after cleaning.

I can use, on different areas or machines, different cleaning materials and cleaning agents.

I can pre-clean the baking oven correctly.

I can pre-clean the refrigerator correctly.

I can ensure that some dishes and pieces of cookware are cleaned with extra care.

I can polish cutlery with lemon water or vinegar after washing.
With much support I can safely clean common tools, utensils, equipment, machines and the bakery production facilities.

Competences

I understand how to inspect and clean kitchen tools, equipment and machinery.

I understand how to clean and store knives properly.

I understand how to dismantle and assemble equipment properly.

I am aware that tools, utensils, and equipment require to be cleaned immediately after use, and dried thoroughly, to maintain their good condition.

I am aware that tools, utensils, and equipment require to be cleaned using the recommended cleaning materials.

I understand that tools, utensils, and moveable equipment need to be returned to their original storage area after cleaning.

I am aware that there are different cleaning materials and cleaning agents.

I am aware that different areas or machines need different cleaning materials and cleaning agents.

I understand how to pre-clean the baking oven correctly.

I understand how to pre-clean the refrigerator correctly.

I understand that some dishes must not be washed in the dishwasher.

I understand that some dishes and pieces of cookware have to be cleaned with extra care.

I understand how to polish cutlery with lemon water or vinegar after washing.

If my mentor/superior reminds me regularly

I can take care of all these things.

Title of Qualification: Cook Assistant

EQF Level of Qualification: Level 2

**Linked Qualification:
Kitchen Assistant (EQF Level 1)**

Field of Work: Catering

DESCRIPTION:

A Cook Assistant works in commercial and collective catering companies such as school, hospital and company canteens; hotels or small catering businesses such as restaurants, pizzerias and small general restaurants. With a bit of support, he/she receives and checks the goods and fresh foods, collaborates in the preparation of basic dishes and helps chefs get ready to serve food to customers. This could involve washing, peeling and trimming food items in preparation for cooking when customers order them, as well as processing raw materials needed to prepare simple dishes and work with basic recipes. With a bit of support he/she also deals with the management/organisation of the storeroom, the care of the work place, machinery, equipment and kitchen utensils.

MODULE 1: PERSONAL HYGIENE AND WORKPLACE CLEANLINESS

MODULE 2: STORING, PROTECTION AND PRESERVATION OF FOODSTUFFS

MODULE 3: CORRECT PROCESSING OF FOODSTUFFS

MODULE 4: CORRECT USE OF EQUIPMENT AND MACHINES

MODULE 5: WORKING WITH BASIC RECIPES

MODULE 6: CORRECT CLEANING OF TOOLS, UTENSILS, EQUIPMENT,
MACHINES AND THE BAKERY PRODUCTION FACILITIES

MODULE 1: PERSONAL HYGIENE AND WORKPLACE CLEANLINESS

MODULE DESCRIPTION:

Because of health and safety and food handling regulations, personal hygiene and workplace cleanliness are of the highest importance. With the appropriate support, personal hygiene and workplace cleanliness procedures must be strictly followed by the Cook Assistant. In this module he/she will learn, with a bit of support and easy-to-understand instructions, how to adequately maintain his/her personal hygiene and adequately maintain hygiene in the workplace (e.g. how to wash the hands, put on clean clothes, wear clean and appropriate footwear, prepare and clean the common workplace and how to separate different types of waste, etc.).

UNIT 1: ACT CORRECTLY IN THE PRESENCE OF SYMPTOMS OF DISEASES/INFECTIONS

Knowledge

I know that I am not allowed to do my job when I have any infectious diseases which would endanger the health of the kitchen personnel and the customers.

I know the symptoms of infectious diseases, which tell me that I must not have contact with food and kitchen personnel.

I know how to wash and disinfect my hands after sneezing and/or coughing (when they are not symptoms of infectious diseases).

I know how to explain to adequately cover and protect any wounds on my hands before I start work.

I know how to inform my mentor/superior that wounds on my hands need to be adequately covered and protected before I start work.

Skills

I can recognise the symptoms of infectious diseases, which tell me that I must not have contact with food and kitchen personnel.

I can wash and disinfect my hands after sneezing and/or coughing (when they are not symptoms of infectious diseases).

I can cover and protect any wounds on my hands before I start work.

I can inform my mentor/superior when wounds on my hands need to be adequately covered and protected before I start work.

Now and then my superior checks that I do all these things correctly.

Competences

I understand that in presence of infectious diseases I am not allowed to work. This would endanger the health of the kitchen personnel and the customers.

I am aware that it is very important, in presence of symptoms of infectious diseases, not to have contact with foods and kitchen personnel.

I am aware that it is important to wash and disinfect my hands after sneezing and/or coughing (when they are not symptoms of infectious diseases).

I understand how to take care and cover and protect any wounds on my hands before I start work.

I understand the need to inform my mentor/superior that wounds on my hands need to be adequately covered and protected before I start work.

If somebody reminds me now and then I can take care of all these things.

UNIT 2: TAKING CARE OF PERSONAL HYGIENE

Knowledge

I know how to take care of my personal hygiene, hairstyle, teeth and nails before I come to work.

I know how to wash and disinfect my hands before I start work and after using the toilet.

Skills

I can take care of my personal hygiene, hairstyle, teeth and nails.

I can wash and disinfect my hands before I start work and after using the toilet.

Now and then my superior reminds me about all these things.

Competences

I am aware that it is very important to take care of my personal hygiene, hairstyle, teeth and nails before I go to work.

I understand that it is important to wash and disinfect my hands before I start to work and after using the toilet.

With a bit of support I take care of my personal hygiene.

UNIT 3: WEAR CLEAN WORK CLOTHES AND SHOES

Knowledge

I know that I have to put on clean underwear before I come to work.

I know how to put on proper, clean and ironed work clothes and clean and appropriate footwear.

I know how to polish work shoes if they get dirty during work.

I recognise that I have to change work clothes if they get dirty during work.

Skills

I dress in clean underwear before I come to work.

I put on proper, clean and ironed work clothes and clean and appropriate footwear.

I polish work shoes if they get dirty during work.

I change work clothes if they get dirty during work.

Now and then my superior checks that I do all these things correctly.

Competences

I understand that it is very important to put on clean underwear before I go to work.

I am aware that I have to put on proper, clean and ironed work clothes and clean and proper work shoes.

I understand that it is very important to polish work shoes and change work clothes if they get dirty during work.

With a bit of support and supervising I take care of all these things.

UNIT 4: KEEP THE WORKPLACE CLEAN

Knowledge

I know how to maintain clean working areas.

I am familiar with the selection of the adequate type, and amount, of cleaning agents and disinfectants for maintaining hygiene of working areas.

I know how to explain how to hand-wash different types of dishes, pots, pans, cutlery, glasses, etc.

I know how to load the dishwasher.

I know how to empty the dishwasher.

I know how to put the appropriate amount of detergent in the dishwasher and how to turn it on.

I know that I have to change the cloth for wiping dishes when it is wet or dirty or at least once a day.

I know how to list the procedures to correctly clean and disinfect all surfaces in the kitchen.

I know how to correctly use the detergents to clean and disinfect all surfaces in the kitchen.

I know how to separate waste: biological, packaging, paper, glass and other waste.

Skills

I can maintain clean working areas.

I can select the adequate type, and amount, of cleaning agents and disinfectants for maintaining hygiene of working areas and inventory.

I can hand-wash different types of dishes, pots, pans, cutlery, glasses, etc.

I can load the dishwasher.

I can empty the dishwasher.

I can put the appropriate amount of detergent in the dishwasher and turn it on.

I can clean and disinfect all surfaces in the kitchen.

I can change the cloths for wiping dishes when they are wet or dirty or at least once a day.

I can use detergents correctly to clean and disinfect all surfaces in the kitchen.

I can separate waste correctly: biological, packaging, paper, glass and other waste.

Now and then my superior checks that I do all these things correctly.

Competences

I am aware that it is very important to maintain clean working areas.

I am aware that I must choose the adequate type, and amount, of cleaning agents and disinfectants for maintaining hygiene of working areas.

I am aware of how to hand-wash different types of dishes, pots, pans, cutlery, glasses, etc.

I understand how to load and empty the dishwasher.

I understand what the appropriate amount of detergent to be put in the dishwasher is and I understand how to turn it on.

I understand that it is very important to clean and disinfect all surfaces in the kitchen.

I am aware that cloths for wiping dishes are changed at least on a daily basis and also when they are wet or dirty.

I am aware of how to use the detergents to clean and disinfect all surfaces in the kitchen.

I understand that it is very important to separate waste:

biological, packaging, paper, glass and other waste.

With a bit of support I take care of the workplace and keep it clean.

MODULE 2: STORING, PROTECTION AND PRESERVATION OF FOODSTUFFS

MODULE DESCRIPTION:

Correct food storing, protection and preservation are intended to prevent contamination and spoilage of foods. In this module, with a bit of support and easy-to-understand instructions, the Cook Assistant will learn about the principles and methods of correct food storing, protection and preservation.

UNIT 5: FOOD STORAGE

Knowledge

I know that food storage areas have to be well ventilated and illuminated, and protected from overhead drips.

I know that floors, wall surfaces and tables have to be easy to clean, and the floors have to be well drained.

I know that the storage areas have to be kept free from insects and vermin, by screening if possible.

I recognise that food has to be kept free from contamination once it has been received from the supplier.

I know that perishable and potentially hazardous foods that can be easily contaminated, such as milk and raw meat, have to be stored at low temperatures, preferably in a refrigerator at below 10° C.

I know that frozen foods must be stored in a freezer below -18° C.

Skills

I can check and manage food storage areas properly and make sure they are well ventilated and illuminated, and protected from overhead drips.

I can keep floors, wall surfaces and tables easy to be cleaned, and the floors well drained.

I can keep storage areas free from insects and vermin.

I can keep food free from contamination once it has been received from the supplier.

I can store perishable and potentially hazardous foods that can be easily contaminated, such as milk and raw meat, at low temperatures, preferably in a refrigerator at below 10° C.

I can store frozen foods, which must be stored in a freezer below -18° C.

Now and then my superior reminds me about all these things.

Competences

I am aware that food storage areas have to be well ventilated and illuminated, and protected from overhead drips.

I am aware that I must keep floors, wall surfaces and tables easy to be cleaned, and the floors well drained.

I understand that it is very important that the storage areas have to be kept free from insects and vermin.

I am aware that food has to be kept free from contamination once it has been received from the supplier.

I understand that perishable and potentially hazardous foods that can be easily contaminated, such as milk and raw meat, have to be stored at low temperatures, preferably in a refrigerator at below 10° C.

I am aware that frozen foods must be stored in a freezer below -18° C.

With a bit of support I take care of all these things and store food correctly.

UNIT 6: FOOD PROTECTION

Knowledge

I know that all food must be protected at all times during storage and preparation from the following contaminants: any water that is not known to be clean and safe, including overhead leaks and drips; dirty hands; coughing and sneezing; dust and soot; flies, rodents and other vermin; insecticides and other chemicals; unclean utensils and work surfaces; cigarette smoke.

I know that when handling food, I must avoid bad habits, such as scratching, touching my hair, nose or mouth, having unclean hair, unclean and long fingernails, smoking, and coughing or sneezing in food handling and preparation areas.

I know that when handling food I must always wash my hands before starting to prepare food, and after every interruption, particularly after using the toilet.

I know that if I have any skin infections, diarrhoea or a sore throat, I must avoid handling food.

I know that all water used in food preparation must be safe and clean.

I recognise that all dishes, glasses and utensils must be kept clean by regular washing in clean water, and clean utensils must be kept covered.

I know that all surfaces that come into contact with food must be meticulously clean.

I know that food storage, preparation and serving areas must be free of pets, rats, mice and insects.

I know that food must be covered, and kept separate from chemicals and poisons (which must be clearly labelled).

I know that cloths that come into contact with dishes and utensils, and that are used to cover food, need to be changed daily and boiled before use.

Skills

I can protect food at all times during storage and preparation from the following contaminants: any water that is not known to be clean and safe, including overhead leaks and drips; dirty hands; coughing and sneezing; dust and soot; flies, rodents and other vermin; insecticides and other chemicals; unclean utensils and work surfaces; cigarette smoke.

I can avoid bad habits when handling food, such as scratching, touching my hair, nose or mouth, having unclean hair, unclean and long fingernails, smoking, and coughing or sneezing in food handling and preparation areas.

I can correctly handle food such as always washing my hands before starting to prepare food, and after every interruption, particularly after using the toilet.

I can avoid handling food if I have any skin infections, diarrhoea or a sore throat.

I can adopt general principles for preventing food contamination:

- all water used in food preparation must be clean and safe;
- all dishes, glasses and utensils must be kept clean by regular washing in clean water, and clean utensils must be kept covered;
- all surfaces that come into contact with food must be meticulously clean;
- food storage, preparation and serving areas must be free of pets, rats, mice and insects;
- food must be covered, and kept separate from chemicals and poisons (which must be clearly labelled);
- cloths that come into contact with dishes and utensils, and that are used to cover food, need to be changed daily and boiled before use.

Now and then my superior reminds me about all these things.

Competences

I am aware that all food must be protected at all times during storage and preparation from the following contaminants: any water that is not known to be clean and safe, including overhead leaks and drips; dirty hands; coughing and sneezing; dust and soot; flies, rodents and other vermin; insecticides and other chemicals; unclean utensils and work surfaces; cigarette smoke.

I am aware that I must avoid bad habits such as scratching, touching my hair, nose or mouth, having unclean hair, unclean and long fingernails, smoking, and coughing or sneezing in food handling and preparation areas.

I understand that when handling food I must always wash my hands before starting to prepare food, and after every interruption, particularly after using the toilet.

I am aware that it is very important to avoid handling food if I have any skin infections, diarrhoea or a sore throat.

I understand that there are general principles for preventing food contamination:

- all water used in food preparation must be clean and safe;
- all dishes, glasses and utensils must be kept clean by regular washing in clean water, and clean utensils must be kept covered;
- all surfaces that come into contact with food must be meticulously clean;
- food storage, preparation and serving areas must be free of pets, rats, mice and insects;
- food must be covered, and kept separate from chemicals and poisons (which must be clearly labelled);
- cloths that come into contact with dishes and utensils, and that are used to cover food, need to be changed daily and boiled before use.

With a bit of support I take care of all these things and protect food correctly.

UNIT 7: FOOD PREPARATION

Knowledge

I know that food is particularly vulnerable to contamination while it is being prepared for eating.

I know how to explain the application of food handlers' hygiene procedures and ensure that all surfaces and utensils are clean.

I know that foods intended to be eaten raw, such as fruit and some vegetables, must be washed carefully in clean, safe water.

I know that food that is to be cooked must be cooked thoroughly to kill all pathogenic microorganisms.

I know that all parts of the food that is to be cooked must reach a temperature of at least 70° C.

I recognise that cooking, as well as being a very important part of food preparation, is also used for preserving food.

Skills

I can protect food from contamination while it is being prepared for eating.

I can adopt food handlers' hygiene and ensure that all surfaces and utensils are clean before food is being prepared for eating.

I can carefully wash foods intended to be eaten raw, such as fruit and some vegetables, in clean and safe water.

I can cook food thoroughly to kill all pathogenic microorganisms.
Now and then my superior reminds me about all these things.

Competences

I understand that food is particularly vulnerable to contamination while it is being prepared for eating. It is important to remember food handlers' hygiene and to ensure that all surfaces and utensils are clean.

I am aware that food intended to be eaten raw, such as fruit and some vegetables, must be washed carefully in clean, safe water.

I understand that food that is to be cooked must be cooked thoroughly to kill all pathogenic microorganisms.

I understand that all parts of the food that is to be cooked must reach a temperature of at least 70° C.

I understand that cooking, as well as being a very important part of food preparation, is also used for preserving food.

With a bit of support I take care of all these things and prepare food correctly.

MODULE 3: CORRECT PROCESSING OF FOODSTUFFS

MODULE DESCRIPTION:

Some foods may undergo only a few preparation steps, like washing or peeling, that don't substantially change its structure or nutritional properties; other foods undergo complex processing steps, often involving many different ingredients. In this module, with the appropriate support and easy-to-understand instructions, the Cook Assistant will learn about the principles and methods of safely and correctly processing of foodstuffs.

UNIT 8: SAFE PROCESSING OF FOODSTUFFS

Knowledge

I know general principles for preventing food contamination in the work place where I prepare foodstuffs.

I know why it is very important to wash hands thoroughly with soap and warm water before cooking, after touching the bin, going to the toilet, and after touching raw food.

I know that cooked food and food eaten raw must be protected from coming into contact with raw food, which may carry harmful bacteria.

I know that raw meat, including poultry, can contain harmful bacteria that can spread easily to anything it touches; this includes other food, worktops, tables, chopping boards and knives.

I recognise all the opportunities for food contamination, including the surface of food, blood and fluids, plus any utensils, table tops and even packaging material.

I know that I have to avoid deliveries being placed on work tables used for the preparation of food.

I know that when storing raw meat it is always necessary to keep it in a clean, sealed container and place it on the bottom shelf of the fridge, where it can't touch or drip on to other food.

I know that I have to handle food as little as possible.

I know that food intended to be eaten raw, such as fruit and some vegetables, must be washed carefully in clean, safe water.

I know that it is important to cook the food for long enough to make sure that it is all thoroughly cooked.

Skills

I can prevent food contamination in the work place where I prepare foodstuffs.

I can wash my hands thoroughly with soap and warm water before cooking, after touching the bin, going to the toilet, and after touching raw food.

I can protect cooked food from coming into contact with raw food, which may carry harmful bacteria.

I can ensure that raw meat, including poultry, which may contain harmful bacteria, does not touch other food, worktops, tables, chopping boards and knives.

I can recognise all the opportunities of food contamination, including the surface of food, blood and fluids, plus any utensils, table tops and even packaging material.

I can make sure that deliveries are not placed on work tables used for the preparation of food.

I can store raw meat in a clean, sealed container and place it on the bottom shelf of the fridge, where it can't touch or drip on to other food.

I can handle food as little as possible.

I can wash food carefully which is intended to be eaten raw, such as fruit and some vegetables, in clean and safe water.

I can cook food long enough and make sure that it is all thoroughly cooked.

With a bit of support I can safely process foodstuff.

Competences

I understand the general principles for preventing food contamination at a work place where foodstuffs are prepared.

I am aware that hands are one of the main ways germs are spread, so it is very important to wash them thoroughly with soap and warm water before cooking, after touching the bin, going to the toilet, and after touching raw food.

I understand that cooked food and food eaten raw must be protected from coming into contact with raw food, which may carry harmful bacteria.

I am aware that raw meat, including poultry, can contain harmful bacteria that can spread easily to anything it touches; this includes other food, worktops, tables, chopping boards and knives.

I am aware of all the opportunities of food contamination, including the surface of food, blood and fluids, plus any utensils, table tops and even packaging material.

I am aware that I have to make sure that deliveries are not placed on work tables used for the preparation of food.

I understand that when storing raw meat it is always necessary to keep it in a clean, sealed container and place it on the bottom shelf of the fridge, where it can't touch or drip on to other foods.

I understand that I must handle food as little as possible when preparing it.

I understand that food intended to be eaten raw, such as fruit and some vegetables, must be washed carefully in clean, safe water.

I am aware that it is important to cook food long enough to make sure that it is all thoroughly cooked.

If my superior reminds me now and then I can take care of all of these things.

UNIT 9: PROCESS FOODSTUFFS

Knowledge

Fry Food (prepare and fry food items to meet customer and organisational requirements)

I know how to clean preparation and cooking areas before and after use.

I know how to list the safety precautions necessary when frying food.

I know the dangers of cooking with deep fat fryers and the precautions to be taken to prevent accidents.

I know how to use the correct type of clean fat or oil to fry a range of food items.

I know how to drain food correctly and garnish appropriately.

I know how to comply with organisational requirements for maintaining frying equipment and frying food.

Grill food (prepare and grill food to meet customer and organisational requirements)

I know how to clean preparation areas and grills before and after use.

I know how to identify the dangers of cooking with grills and the precautions that must be taken to prevent accidents.

I know how to use the correct temperature and time to grill a range of food items, including pre-prepared food.

I know how to garnish grilled food items appropriately.

Bake food (prepare and bake food, following recipe specifications to meet customer and organisational requirements)

I know how to clean preparation areas and equipment before and after use.

I know how to select the correct temperature and baking time for a variety of food items and prepare items for baking.

I know how to bake, cool and finish food items according to recipe specifications.

I know how to explain how to store cooked food items and package take-away items correctly.

Cook starch products (prepare and cook a selection of starches to menu specifications)

I know the importance of the relationship between time and temperature when cooking starch dishes.

I know – given a range of starch types – how to select the required type, quality and quantity.

I know – given a range of cooking methods – how to select the appropriate method according to recipe requirements.

I explain how to garnish, finish and present starch dishes according to customer requirements.

Fruit and fruit dishes (select, prepare and cook fruit for hot and cold dishes)

I know how to identify various types of fruit.

I know how to identify factors indicating quality and freshness of fruit.

I know how to prepare and cook a selection of basic fruit dishes according to organisational requirements, preserving nutritional value as far as possible.

I know how to clean preparation areas and equipment before and after use.

I know ways to keep waste to a minimum.

I know various cooking methods appropriate to the fruit in question.

I know how to prepare and garnish hot and cold fruit dishes.

Vegetables and vegetables dishes (select, prepare and cook vegetables for hot and cold dishes)

I know how to identify and categorise various types of vegetables.

I know the factors indicating quality and freshness of vegetables.

I know how to prepare and cook a selection of basic vegetables dishes according to organisational requirements, preserving nutritional value as far as possible.

I know how to clean preparation areas and equipment before and after use.

I know how to prepare vegetables in the correct manner for the recipe provided, including garnishes.

I know ways to keep waste to a minimum.

I know the various cooking methods appropriate to the vegetable dishes in question.

Hot and cold sandwiches and rolls (prepare hot and cold sandwiches, rolls and fillings for immediate consumption)

I know how to clean preparation areas before and after use.

I know how to store hot and cold sandwiches and rolls according to good food hygiene practices.

I know how to identify and use a variety of bread products to prepare hot and cold sandwiches and rolls.

I know how to identify and use a variety of hot and cold sandwiches fillings and demonstrate a selection of preparation methods.

I know how to present and garnish hot and cold sandwiches and rolls attractively.

I recognise the importance of having all preparation completed before service and how this impacts positively on customer service.

Skills

Fry Food (prepare and fry food items to meet customer and organisational requirements)

I can clean preparation and cooking areas before and after use.

I can adopt the safety precautions necessary when frying food.

I can identify the dangers of cooking with deep fat fryers and the precautions to be taken to prevent accidents.

I can use the correct type of clean fat or oil to fry a range of food items.

I can drain food correctly and garnish appropriately.

I can state organisational requirements for maintaining frying equipment and frying food.

With a bit of support I can do all these things and fry food correctly.

Grill food (prepare and grill food to meet customer and organisational requirements)

I can clean preparation areas and grills before and after use.

I can identify the dangers of cooking with grills and the precautions that must be taken to prevent accidents.

I can use the correct temperature and time to grill a range of food items, including pre-prepared foods.

I can garnish grilled food items appropriately.

With a bit of support I can do all these things and grill food correctly.

Bake food (prepare and bake food, following recipe specifications to meet customer and organisational requirements)

I can clean preparation areas and equipment before and after use.

I can select the correct temperature and baking time for a variety of food items and prepare items for baking.

I can bake, cool and finish food items according to recipe specifications.

I can store cooked food items and package take-away items correctly.

With a bit of support I can do all these things and bake food correctly.

Cook starch products (prepare and cook a selection of starches to menu specifications)

I can explain the importance of the relationship between time and temperature when cooking starch dishes.

I can – given a range of starch types – select the required type, quality and quantity.

I can – given a range of cooking methods – select the appropriate method according to recipe requirements.

I can garnish, finish and present starch dishes according to customer requirements.

With a bit of support I can cook starch products correctly.

Fruit and fruit dishes (select, prepare and cook fruit for hot and cold dishes)

I can identify various types of fruit.

I can identify the factors indicating quality and freshness of fruit.

I can prepare and cook a selection of basic fruit dishes according to organisational requirements, preserving nutritional value as far as possible.

I can clean preparation areas and equipment before and after use.

I can identify ways to keep waste to a minimum.

I can apply various cooking methods appropriate to the fruit in question.

I can prepare and garnish hot and cold fruit dishes.

With a bit of support I can do these things and prepare fruit dishes.

Vegetables and vegetables dishes

(select, prepare and cook vegetables for hot and cold dishes)

I can identify and categorise various types of vegetables.

I can identify factors indicating quality and freshness of vegetables.

I can prepare and cook a selection of basic vegetables dishes according to organisational requirements, preserving nutritional value as far as possible.

I can clean preparation areas and equipment before and after use.

I can prepare in the correct manner for the recipe provided, including garnishes.

I can identify ways to keep waste to a minimum.

I can apply various cooking methods appropriate to the vegetable dishes in question.

With a bit of support I can do all these things and prepare vegetables dishes.

Hot and cold sandwiches and rolls (prepare hot and cold sandwiches, rolls and fillings for immediate consumption)

I can clean preparation areas before and after use.

I can store hot and cold sandwiches and rolls according to good food hygiene practices.

I can identify and use a variety of bread products to prepare hot and cold sandwiches and rolls.

I can identify and use a variety of hot and cold sandwiches fillings and demonstrate a selection of preparation methods.

I can present and garnish hot and cold sandwiches and rolls attractively.

With a bit of support I can prepare hot and cold sandwiches and rolls.

Competences

Fry Food (prepare and fry food items to meet customer and organisational requirements)

I understand the importance of cleaning the preparation and cooking areas before and after use.

I am aware of the importance of the safety precautions necessary when frying food.

I am aware of the dangers of cooking with deep fat fryers and the precautions to be taken to prevent accidents.

I am aware that I must use the correct type of clean fat or oil to fry a range of food items.

I am aware that I must take care to drain food correctly and garnish it appropriately.

I understand how to state organisational requirements for maintaining frying equipment and frying food.

If my superior reminds me now and then I can take care of all of these things.

Grill food (prepare and grill food to meet customer and organisational requirements)

I understand the importance of cleaning the preparation and cooking areas before and after use.

I am aware of the dangers of cooking with grills and the precautions that must be taken to prevent accidents.

I understand how to use the correct temperature and time to grill a range of food items, including pre-prepared food.

I understand that I must take care to garnish grilled food items appropriately.
If my superior reminds me now and then I can take care of all of these things.

Bake food (prepare and bake food, following recipe specifications to meet customer and organisational requirements)

I understand the importance of cleaning the preparation and cooking areas before and after use.

I understand how to select the correct temperature and baking time for a variety of food items and prepare items for baking.

I understand how to bake, cool and finish food items according to recipe specifications.

I take care to store cooked food items and package take-away items correctly.
If my superior reminds me now and then I can take care of all of these things.

Cook starch products (prepare and cook a selection of starches to menu specifications)

I am aware of the importance of the relationship between time and temperature when cooking starch dishes.

I understand – given a range of starch types – how to select the required type, quality and quantity.

I understand – given a range of cooking methods – how to select the appropriate method according to recipe requirements.

I am aware that I must pay attention to garnish, finish and present starch dishes according to customer requirements.

If my superior reminds me now and then I can take care of all these things.

Fruit and fruit dishes (select, prepare and cook fruit for hot and cold dishes)

I understand the various types of fruit and factors indicating quality and freshness of fruit.

I understand how to prepare and cook a selection of basic fruit dishes according to organisational requirements, preserving nutritional value as far as possible.

I understand the importance of cleaning the preparation and cooking areas before and after use

I am aware of ways to keep waste to a minimum.

I understand various cooking methods appropriate to the fruit in question.

I am aware that I must pay attention to prepare and garnish hot and cold fruit dishes.

If my superior reminds me now and then I can take care of all these things.

Vegetables and vegetables dishes (select, prepare and cook vegetables for hot and cold dishes)

I am aware I must identify and categorise various types of vegetables and the factors indicating quality and freshness of vegetables.

I understand how to prepare and cook a selection of basic vegetables dishes according to organisational requirements, preserving nutritional value as far as possible.

I understand the importance of cleaning the preparation and cooking areas before and after use.

I understand how to prepare vegetables in the correct manner for the recipe provided, including garnishes.

I am aware of ways to keep waste to a minimum.

I understand various cooking methods appropriate to the vegetable dishes in question.

If my superior reminds me now and then I can take care of all these things.

Hot and cold sandwiches and rolls (prepare hot and cold sandwiches, rolls and fillings for immediate consumption)

I understand the importance of cleaning the preparation and cooking areas before and after use.

I am aware that I must take care to store hot and cold sandwiches and rolls according to good food hygiene practices.

I am aware that I must be able to identify and use a variety of bread products to prepare hot and cold sandwiches and rolls.

I understand that I must pay attention to identifying and using a variety of hot and cold sandwiches fillings and demonstrate a selection of preparation methods.

I understand that I must take care to present and garnish hot and cold sandwiches and rolls attractively.

I am aware of the importance of having all preparation completed before service and how this impacts positively on customer service.

If my superior reminds me now and then I can take care of all these things.

MODULE 4: CORRECT USE OF EQUIPMENT AND MACHINES

MODULE DESCRIPTION:

The job of cooking requires specific tools, utensils, and equipment for proper and efficient preparation of food and each piece has been designed to accomplish a specific job in the kitchen. In this module, with a bit of support and easy-to-understand instructions, the Cook Assistant will become familiar with the correct use of utensils, devices and equipment in the kitchen.

UNIT 10: OPERATE FOODSERVICE EQUIPMENT AND MACHINES

Knowledge

I know how to select, use and take care of small hand tools and utensils.

I know how to use and take care of small and large equipment appropriately.

I know how to use measuring devices.

I know how to explain the use of scales and other food service equipment.

I know how to explain the use of thermometers to monitor food temperature.

I know how to explain the use of pots and pans for different food preparations.

I know how to cut and mix food using standard equipment.

I know how to handle equipment in such a manner to prevent burns and scalding.

I know the knife cuts.

I know that different temperatures can be set at the baking oven.

I recognize that some doughs have to be put into the proofing cabinet.

I know that temperature and humidity of the proofing cabinet can be set.

Skills

I can select, use and take care of small hand tools and utensils.

I can use and take care of small and large equipment.

I can use measuring devices.

I can use scales and other food service equipment.

I can use thermometers to monitor food temperature.
I can use pots and pans for different food preparations.
I can cut and mix food using standard equipment.
I can handle equipment in manner to prevent burns and scalding.
I can perform basic knife cuts.
I can set different temperatures at the baking oven.
I can set temperature and humidity of the proofing cabinet.
With a bit of support I can operate food service equipment and machines.

Competences

I understand the importance of selecting, using and taking care of small hand tools and utensils and of appropriately using and taking care of small and large equipment.

I am able to use measuring devices and scales and other food service equipment.

I am aware of the need to take care when using thermometers to monitor food temperature.

I understand I must pay attention to the use pots and pans for different food preparations.

I understand how to cut and mix food using standard equipment.

I understand how to handle equipment in such a manner to prevent burns and scalding.

I am aware that some doughs have to be put into the proofing cabinet and that temperature and humidity of the proofing cabinet can be set.

If my superior reminds me now and then I can take care of all of these listed things.

MODULE 5: WORKING WITH BASIC RECIPES

MODULE DESCRIPTION:

In this module the Cook Assistant will learn about main recipes and most common national, regional and international dishes and how to help chefs get ready for serving food to customers. With a lot of support and easy-to-understand instructions, he/she will learn how to prepare the different ingredients correctly, creatively and appropriately and how to identify the main characteristics of the products (origin, characteristics and use) which form the basis of preparations and recipes.

UNIT 11: PREPARATION OF APPETISERS

Knowledge

I know how to analyse and interpret menus.

I know how to prepare ingredients, equipment and tools needed.

I know how to use safe equipment for the manufacture of hot and cold appetisers.

I can explain how to prepare hot and cold appetisers suitable for different occasions.

I know how to apply the techniques of preparation, garnish, decoration and presentation of hot and cold appetisers.

I can explain how to prepare decorations and frames for buffets and exhibitions.

I know how to check the quality of the end product.

Skills

I can analyse and interpret menus.

I can prepare ingredients, equipment and tools needed.

I can use safe equipment for the manufacture of hot and cold appetisers.

I can prepare hot and cold appetisers suitable for different occasions.

I can apply the techniques of preparation, garnish, decoration and presentation of hot and cold appetisers.

I can prepare decorations and frames for buffets and exhibitions.

I can check the quality of the end product.

With a bit of support I can prepare appetisers correctly.

Competences

I understand how to analyse and interpret menus.

I understand that I must pay attention to preparing ingredients, the equipment and the tools needed.

I understand how to use safe equipment for the manufacture of hot and cold appetisers.

I am aware of the need to carefully prepare hot and cold appetisers suitable for different occasions.

I understand how to apply the techniques of preparation, garnish, decoration and presentation of hot and cold appetisers.

I understand how to prepare decorations and frames for buffets and exhibitions.

I understand I must pay attention to check the quality of the end product.

If my superior reminds me now and then I can take care of all of these things.

UNIT 12: PREPARATION OF PASTA

Knowledge

- I know how to analyse and interpret menus.
- I know how to prepare ingredients, equipment and tools needed.
- I know how to explain how to use safe equipment when preparing dishes.
- I know how to prepare the main pasta dishes.
- I know how to prepare the main risotto dishes.
- I know how to prepare creams and velvety sauces.
- I know how to prepare casseroles and soufflés.
- I know how to check the quality of the end product.

Skills

- I can analyse and interpret menus.
- I can prepare ingredients, equipment and tools needed.
- I can use safe equipment when preparing dishes.
- I can prepare the main pasta dishes.
- I can prepare the main risotto dishes.
- I can prepare creams and velvety sauces.
- I can prepare casseroles and soufflés.
- I can check the quality of the end product.
- With a bit of support I can prepare all these dishes correctly.

Competences

- I am willing to analyse and interpret menus.
- I understand that I must pay attention to prepare ingredients, equipment and tools needed.
- I understand that I must use safe equipment when preparing dishes.
- I understand how to prepare the main pasta dishes.
- I understand how to prepare the main risotto dishes.
- I understand how to prepare creams and velvety sauces.
- I understand how to prepare casseroles and soufflés.
- I understand how to check the quality of the end product.
- If my superior reminds me now and then I can take care of all these things.

UNIT 13: PREPARATION OF MAIN COURSES OF MEAT

Knowledge

- I know how to explain how to analyse and interpret common menus.

I know how to explain how to prepare ingredients, the equipment and the tools needed.

I know how to monitor the quality of the product.

I know how to prepare the main and most common equine, beef, lamb, pork and poultry meat courses of national, regional and international cuisines.

I know how to explain how to use white and red meat and how to use game in the composition of the menus.

I know how to identify the features of vegetables and legumes in the menus.

I know the preparation techniques and cooking of a side dish, both cooked and raw.

I know how to check the quality of the end product.

Skills

I can analyse and interpret common menus.

I can prepare ingredients, equipment and tools needed.

I can monitor the quality of the product.

I can prepare the main and most common equine, beef, lamb, pork and poultry meat courses of national, regional and international cuisines.

I can use white and red meat and how to use game in the composition of the menus.

I can recognise the features of vegetables and legumes in the menus.

I can use the preparation techniques and cooking of a side dish, both cooked and raw.

I can check the quality of the end product.

With a bit of support I can prepare these listed dishes correctly.

Competences

I am willing to analyse and interpret common menus.

I understand I must pay attention to preparing ingredients, the equipment and the tools needed.

I understand the importance of monitoring the quality of the product.

I understand how to prepare the main and most common equine, beef, lamb, pork and poultry meat courses of national, regional and international cuisines.

I understand how to use white and red meat and how to use game in the composition of the menus.

I am aware of the features of vegetables and legumes menus.

I am aware of the preparation techniques and cooking of a side dish, both cooked and raw.

I take care to check the quality of the end product.

If my superior reminds me now and then I can take care of all these things.

UNIT 14: PREPARATION OF MAIN COURSES OF FISH

Knowledge

I know how to explain how to analyse and interpret common menus.

I know how to prepare ingredients, equipment and tools needed.

I know how to monitor the quality of the product, both fresh and frozen.

I know how to prepare the main and most common fish, crustaceans and shellfish courses of national, regional and international cuisines.

I know how to use fish, crustaceans and shellfish in the composition of the menus.

I know how to check the quality of the end product.

Skills

I can analyse and interpret common menus.

I can prepare ingredients, equipment and tools needed.

I can monitor the quality of the product, both fresh and frozen.

I can prepare the main and most common fish, crustaceans and shellfish courses of national, regional and international cuisines.

I can use fish, crustaceans and shellfish in the composition of the menus.

I can check the quality of the end product.

With a bit of support I can prepare the main courses of fish.

Competences

I am willing to analyse and interpret common menus.

I understand I must pay attention to preparing ingredients, the equipment and the tools needed.

I understand the importance of monitoring the quality of the product, both fresh and frozen.

I understand how to prepare the main and most common fish, crustaceans and shellfish courses of national, regional and international cuisines.

I understand how to use fish, crustaceans and shellfish in the composition of the menus.

I am aware that I must take care to check the quality of the end product.

If my superior reminds me now and then I can take care of these things.

UNIT 15: PREPARATION OF DESSERTS

Knowledge

I know how to explain how to analyse and interpret recipes.

I know how to prepare ingredients, equipment and tools needed.

I know how to monitor the quality of the ingredients.

I know the ingredients for the manufacture of fresh pastry goods and dry pastry goods.

I know how to prepare dough for basic puff pastry, choux pastry, sponge cake and cream puffs spoon desserts, Bavarian cream, parfaits, pastries and sweet dry biscuits.

I know how to check the quality of the end product and its conservation status.

Skills

I can analyse and interpret recipes.

I can prepare ingredients, equipment and tools needed.

I can monitor the quality of the ingredients.

I can use the ingredients for the manufacture of fresh pastry goods and dry pastry goods.

I can prepare dough for basic puff pastry, choux pastry, sponge cake and cream puffs spoon desserts, Bavarian cream, parfaits, pastries and sweet dry biscuits.

I can check the quality of the end product and its conservation status.

With a bit of support I can prepare the listed desserts.

Competences

I am willing to analyse and interpret recipes.

I understand the importance of paying attention to the preparation of the ingredients, equipment and tools needed.

I take care to monitor the quality of the ingredients.

I understand the ingredients for the manufacture of fresh pastry goods and dry pastry goods.

I understand how to prepare dough for basic puff pastry, choux pastry, sponge cake and cream puffs spoon desserts, Bavarian cream, parfaits, pastries and sweet dry biscuits.

I take care to check the quality of the end product and its conservation status.

If my superior reminds me now and then I can take care of all these things.

MODULE 6: CORRECT CLEANING OF TOOLS, UTENSILS, EQUIPMENT, MACHINES AND THE BAKERY PRODUCTION FACILITIES

MODULE DESCRIPTION:

Because of health and safety regulations and food handling regulations, correct cleaning of tools, utensils, equipment, machines and the bakery production facilities are of the highest importance. In this module the Cook Assistant will learn, with a bit of support and easy-to-understand instructions, how to adequately clean kitchen utensils and tools, equipment, machines and the bakery production facilities.

UNIT 16: CLEAN COMMON TOOLS, UTENSILS, EQUIPMENT, MACHINES AND THE BAKERY PRODUCTION FACILITIES SAFELY

Knowledge

I know how to inspect and clean kitchen tools, equipment and machinery.

I know how to properly clean and store knives.

I know how to properly dismantle and assemble equipment.

I know that tools, utensils, and equipment require to be cleaned immediately after use, and dried thoroughly, to maintain their good condition.

I know that tools, utensils, and equipment require to be cleaned using the recommended cleaning materials.

I know that all tools, utensils, and moveable equipment need to be returned to their original storage area after cleaning.

I know the different cleaning materials and cleaning agents.

I know that different areas or machines need different cleaning materials and cleaning agents.

I know how to explain how to correctly pre-clean the baking oven.

I know how to explain how to pre-clean the refrigerator.

I know how to polish cutlery with lemon water or vinegar after washing.

Skills

I can inspect and clean kitchen tools, equipment and machinery.

I can clean and store knives.

I can dismantle and assemble equipment.

I can clean tools, utensils and equipment after use and dry them thoroughly to maintain their good condition.

I can clean tools, utensils and equipment using the recommended cleaning materials.

I can return all tools, utensils and moveable equipment to their original storage area after cleaning.

I can use, on the basis of different areas or machines, different cleaning materials and cleaning agents.

I can pre-clean the baking oven.

I can pre-clean the refrigerator.

I can polish cutlery with lemon water or vinegar after washing.

With a bit of support I can safely clean common tools, utensils, equipment, machines and the bakery production facilities.

Competences

I understand how to inspect and clean kitchen tools, equipment and machinery.

I understand how to properly clean and store knives.

I understand how to properly dismantle and assemble equipment.

I am aware that tools, utensils, and equipment require to be cleaned immediately after use, and dried thoroughly, to maintain their good condition.

I am aware that tools, utensils, and equipment require to be cleaned using the recommended cleaning materials.

I recognize that all tools, utensils, and moveable equipment need to be returned to their original storage area after cleaning.

I am aware that there are different cleaning materials and cleaning agents.

I understand how to correctly pre-clean the baking oven.

I understand that I must take care to pre-clean the refrigerator.

I understand that I must pay attention to polish cutlery with lemon water or vinegar after washing.

If my superior reminds me now and then I can take care of all these things.

Title of qualification: Auxiliary in the textile sector

EQF / DQF level: 1 of 8

**Linked Qualification:
Auxiliary in the textile sector (EQF / DQF level 2)**

**Field of activity:
Industrial production of textile products**

Description:

Auxiliaries in a sewing works help with making a textile product.

They usually perform auxiliary tasks and very simple ironing.

They do only very few simple sewing tasks.

Auxiliaries work for companies that make clothes, decorations or bedclothes.

Also sails, tents or flags.

This can be anywhere things are made of textiles.

Auxiliaries usually always work at the same workplace.

That is where they work best and quickest.

It may be at a cutting table or in the sewing room.

Or in the ironing room.

They always work under direct instructions from a supervisor.

MODULES:

MODULE 1 CUTTING AND PUNCHING OUT PATTERN PIECES

MODULE 2 FIXING PATTERN PIECES

MODULE 3 SEWING TASKS AND AUXILIARY TASKS

MODULE 4 CLEANING AND MAINTAINING MACHINES

**MODULE 5 PERFORMING INTERMEDIATE IRONING AND FINAL IRONING
TASKS**

**MODULE 6 DEALING PROPERLY WITH MATERIALS' PROPERTIES WHEN
PROCESSING**

MODULE 7 ENGAGING SOCIALLY AND INDEPENDENTLY AT WORK

MODULE 1: CUTTING AND PUNCHING OUT PATTERN PIECES

UNIT 1: PREPARING THE WORKPLACE

Knowledge

- I know how to prepare the cutting table.
- I know the equipment that is used for cutting.
- I know what it is used for.
- The same is true for the tools and aids.
- I can explain why preparing the workplace properly is important.
- I know some technical terms relating to cutting.

Skills

- With much support I can prepare the cutting table.
- I can choose the right equipment for my task.
- And the right tools and aids.
- I can arrange everything at my workplace so that I can easily reach it or put it down.
- And so that nothing falls off the table.
- I can use some technical terms correctly.

Competences

- I know that I need help with everything.
- So I always do what I am told.
- I understand why a workplace has to be properly prepared.
- I think it's important to have a tidy workplace.

UNIT 2: LAYING OUT THE CLOTH

Knowledge

- I know how to lay out a single layer of cloth.
- I know how to lay out cloth on the cutting table.
- I know that cloth has a right side and a wrong side.
- I know how to recognize flaws in the cloth.
- I know that these flaws must be clearly marked.
- I know some technical terms for dealing with cloths.

Skills

With much support I can lay out a single layer of cloth.
I can lay the cloth on the table the right way round.
I can see obvious flaws in the weave.
And mark them.
And also wrong colors.

Competences

I know that I need help with everything.
So I always do what I am told.
I know that laying out the cloth is important.
So I try very hard to lay out the cloth correctly.

UNIT 3: ARRANGING THE PATTERN PIECES FOR CUTTING**Knowledge**

I know what a cutting arrangement is.
I can explain it or demonstrate it.
I know that the cutting arrangement must be such that it saves cloth.
And so that the cutting is easy to do.
I know some technical terms that deal with the cutting arrangement.

Skills

With much support I can create a simple cutting arrangement.
Either on the cloth or on the computer.
I can pay attention to the straight grain of the cloth.
And to the direction of the nap.
I can arrange to use as little cloth as possible.
And I can avoid using places that are marked.

Competences

I know that I need help with everything.
So I always do what I am told.
I understand that cutting arrangements are very important.
And that I must not make any mistakes.
So I always try very hard to create cutting arrangements correctly.

UNIT 4: CUTTING OUT SIMPLE PIECES AND STAMPING

Knowledge

- I know how our company does cutting out.
- I can explain it or demonstrate it.
- I know our company's cutting out equipment.
- I know how to use it.
- I know some technical terms for cutting out and stamping.
- I know the work safety rules.
- I know what good quality cutting out means.

Skills

- With much support I can cut out and stamp pattern pieces.
- I can use the cutting-out scissors for a rough cut.
- And for straight cut pieces also the fine cut.
- I can stamp pieces.
- I can use some technical terms correctly.
- I am very careful with the cutting-out scissors.
- I take care not to hurt myself.
- Or anybody else.
- I tell somebody at once if something is wrong with the scissors.
- I can bundle the cut pieces.
- And take them to the right place for further work.
- I can tidy up and clean the workplace.
- I can take remnants to the right place.

Competences

- I know that I need help with everything.
- So I always do what I am told.
- I understand that cutting out is a very important task.
- Badly cut out pieces cannot be mended.
- I know that I can save cloth when cutting out.
- Or waste it.
- And that inaccurate cutting will measure wrong.
- So I always try very hard to cut cloth correctly.

UNIT 5: MARKING THE PATTERN PIECES

Knowledge

- I know what marking of pattern pieces is used for.
- I can explain it or demonstrate it.
- I know that we mark using templates.
- I know our company's marking equipment.
- I know how to use it.
- I know some technical terms that are used for marking.

Skills

- With much support I can mark pattern pieces.
- I can use our company's marking equipment.
- When I use scissors for marking I take care not to hurt myself.
- Or anybody else.

Competences

- I know that I need help with everything.
- So I always do what I am told.
- I know that wrong marking leads to wrong sewing.
- So I try very hard to mark things correctly.

MODULE 2: FIXING PATTERN PIECES

UNIT 6: FIXING PATTERN PIECES

Knowledge

- I know why we fix things and can give an example.
- I know that fixing equipment has to be properly set up.
- I know that it is important to let fixed cloth cool down.
- I know our company's fixing equipment and I know how to use it.
- I know the work safety rules that apply to fixing.
- I know some technical terms that are used for fixing.

Skills

- With much support I can fix pattern pieces.
- I can choose the right fixing equipment for my task.
- I can operate a fixing press.

I can use an iron for fixing.
I can leave fixed pieces to cool down for a time.
I can bundle the fixed pieces.
And take them to the right place for further work.
I can use some technical terms correctly.

Competences

I know that I need help with everything.
So I always do what I am told.
I must not change the settings of the ironing equipment.
And when I use an iron for fixing I myself must pay attention to the pressure and the time.
I know that fixing must be done properly.
Otherwise the non-woven lining will come loose later.
So I try very hard to fix things correctly.
I don't pass on the fixed pieces until I am told to.

MODULE 3: SEWING TASKS AND AUXILIARY TASKS

UNIT 7: PREPARING THE OVERLOCK MACHINE

Knowledge

I know the overlock machine and can show what kinds of stitches it makes.
I know what jobs it is used for.
I know that it has a movable cutter that could injure me.
I know that threading the overlock machine is very difficult.

Skills

I can recognize an overlock machine and select it.
I say when I need somebody to prepare the overlock machine for me.
And if the machine is a bit broken.

Competences

I know that preparing an overlock machine is too difficult for me.
And I don't try to mend anything.
I let other people do both tasks.
I only use the overlock machine when somebody tells me to.

UNIT 8: PREPARING THE DOUBLE-LOCKSTITCH MACHINE

Knowledge – double-lockstitch machine

I know the double-lockstitch machine and can show what kind of stitches it makes.

I know what jobs it is used for.

I know how to prepare the double-lockstitch machine.

I know what settings can be changed.

And where the settings are made.

I know what some parts of the machine are called.

Knowledge – presser foot

I know that there are different kinds of presser feet.

I can explain or show what at least one presser foot is used for.

I know what the presser foot is called.

Knowledge – accessories

I know that accessories can make sewing easier.

I can explain or show what at least one accessory is used for.

I know what the accessory is called.

Knowledge – sewing machine needles

I know that there are different kinds of sewing machine needles.

I can give at least one example of how to recognise that a needle is broken.

I know that broken sewing machine needles must be replaced at once.

And I know why.

Skills

With much support I can prepare the double-lockstitch machine.

I can replace the upper thread by knotting and pulling through.

And change some settings.

I can recognize when a needle is broken.

I can recognize when something is wrong with the machine and tell somebody.

I pay attention to the work safety rules.

Competences

I know that preparing an double-lockstitch machine is too difficult for me.

So I let someone else do it.

I just replace the upper thread.

I know that the machine must always be switched off when it is being prepared.

Otherwise I might touch the foot pedal and hurt myself.

I understand that I only use the double-lockstitch machine when I am told to.

UNIT 9: LAYING OUT TOOLS AND AIDS

Knowledge

I know the tools and aids that are used for sewing.

And some of their names.

I know what they are used for and how to use them.

I know that I should always have them within reach.

Skills

With much support I can choose the right tools and aids for my task.

I can lay them out so that I can easily reach them.

And so that they do not hinder my work.

I can use them properly.

I use them carefully and look after them.

I make sure that they do not fall on the floor.

Competences

I know that I need help with everything.

So I always do what I am told.

I understand that tools and aids must be easily within reach.

And that a tidy workplace is important.

UNIT 10: LAYING OUT SEWING MATERIALS

Knowledge

I know where to fetch material from.

I know that I must put everything where I can easily reach it.

And that everything lies flat and tidy.

And nothing gets dirty.

I know some technical terms relating to sewing materials.

Skills

With much support I can choose the materials for my task.
 I can lay them out at my workplace so that I can easily reach them.
 And so that they are clearly and tidily arranged.
 I can lay them so that they will not easily fall on the floor.
 I can use some technical terms correctly.

Competences

I know that I need help with everything.
 So I always do what I am told.
 I know that I only fetch the materials I need.
 And that I must handle them carefully.
 So I take great care that nothing gets damaged or dirty.

UNIT 11: ADJUSTING THE WORK CHAIR**Knowledge**

I know that sewing is usually done while sitting.
 I know that sitting for too long is unhealthy.
 And bad posture is even more unhealthy.
 I know that it is important to adjust my chair correctly.
 I know how to do that.

Skills

With much support I can adjust my chair correctly.
 When I am sitting down, I can tell if my chair is adjusted correctly.

Competences

I know that I need help with everything.
 So I always do what I am told.
 I understand that sitting badly is very unhealthy.
 I also understand that I must look after myself in order to stay healthy.
 So I find it very important that my chair is adjusted correctly.

UNIT 12: PERFORMING SEWING TASKS**Knowledge**

I know different kinds of seams.

I know which seams we make using the overlock machine.
And which ones using the double-lockstitch machine.
I know how to use these machines.
I know that I can do only very easy sewing tasks.
I know how to use tools and aids when sewing.
I know that badly sewn seams have to be opened again.
I know some techniques for handling sewing work.
And some technical terms relating to sewing.
I know the work safety rules for sewing work.
I know the rules for healthy posture.

Skills

With much support I can do sewing tasks.
I can sew with an overlock machine.
And with a double-lockstitch machine.
I can neaten raw edges.
And seam pieces together, if the seams are straight and rather short.
I can sew and hem decorative seams.
But only with a special presser foot.
Or if I use suitable accessories.
I can use some techniques for handling sewing work.
I can obey the work safety rules for sewing work.
I can pay attention to my posture.
I can tell if I am tense and need to move about.
With much support I can do relaxation exercises.

Competences

I know that I need help with everything.
So I always do what I am told.
I know that I can do only very easy sewing tasks.
I understand that I can usually take on only a few sub-tasks.
And that my seams need to be high quality.
So I try very hard to sew things correctly.
I understand that I only pass on my sewed pieces when I am told to.

UNIT 13: PERFORMING AUXILIARY TASKS

Knowledge

I know the auxiliary tasks that have to be done for a piece of work.
I know they are part of the production process.

I can list and demonstrate some examples.
I know that these tasks are just as important as sewing tasks.
I know that doing them assists the sewers.
I also know that these tasks are usually easier than sewing tasks.
I know the technical terms relating to auxiliary tasks.

Skills

With much support I can perform auxiliary tasks.
I can use a template to cut something to length.
I can pin something to the cloth.
Or sew it on by hand.
I can label or stamp something.
And attach eyelets.
I can attach sliders and zipper heads.
I can slide plastic buckles onto belts.
I can turn pieces inside-out.
And stuff things with wadding.
I can pack products in bags.
And many other things.
I can use the technical terms correctly.
I can obey the work safety rules.
And work with good posture.

Competences

I know that I need help with everything.
So I always do what I am told.
I know that it is very important to do auxiliary tasks exactly.
So I try very hard to do auxiliary tasks correctly.
I understand that I may only pass on my work when I am told to.

MODULE 4: CLEANING AND MAINTAINING MACHINES

UNIT 14: CLEANING AND MAINTAINING MACHINES

Knowledge

I can explain why it is important to regularly maintain sewing machines.
I can explain the meaning of cleaning and maintaining machines.

I know what to use for it and how to do it.
I know the work safety rules.

Skills

With much support I can clean and maintain machines.
I can select the right aids for it.
I can dispose of oily rags in the right way.
I can obey the work safety rules.
At the end of the working day I can clean the machines and protect them from dust.

Competences

I know that I need help with everything.
So I always do what I am told.
I know how important cleaning and maintaining machines is.
And also how important it is to protect them from damage and dust.
So I make sure to do it regularly.

MODULE 5: PERFORMING INTERMEDIATE IRONING AND FINAL IRONING TASKS

UNIT 15: PERFORMING INTERMEDIATE IRONING AND FINAL IRONING TASKS

Knowledge

I can explain the purpose of ironing.
I can explain or show what intermediate ironing is.
And final ironing.
I can explain why it is important that goods are let dry and cool down.
I know our company's ironing equipment.
I know that irons have to be set correctly.
I know the work safety rules that apply to ironing.
I know some technical terms relating to ironing.

Skills

With much support I can perform intermediate ironing.
And final ironing.
With much support I can prepare the steam iron.

I can select the right aids for ironing and use them.
 I can use an iron properly.
 I can use some techniques for handling ironing.
 I can use some technical terms correctly.
 I can obey the work safety rules for ironing.
 I can use the right posture for ironing.

Competences

I know that I need help with everything.
 So I always do what I am told.
 I'm aware that ironing is important.
 I understand that proper intermediate ironing makes sewing easier.
 And gives a better quality result.
 I understand that proper final ironing makes products look better.
 So I always try very hard to iron things correctly.

MODULE 6: DEALING PROPERLY WITH MATERIALS' PROPERTIES WHEN PROCESSING

UNIT 16: DEALING PROPERLY WITH MATERIALS' PROPERTIES WHEN PROCESSING

Knowledge

I know that there are natural fibers and synthetic fibers.
 I know that there are woven, knitted and non-woven fabrics.
 And how to recognize them.
 I know that materials behave differently when being processed.
 I know what effect that has.
 I know some technical terms relating to materials.

Skills

With much support I can recognize material properties.
 And handle the material accordingly.
 I can use some technical terms correctly.

Competences

I know that I need help with everything.
 So I always do what I am told.
 I understand that materials can have different properties.

And that they have to be considered for the processing.
I understand that I must always work in the right way for the material.

MODULE 7: ENGAGING SOCIALLY AND INDEPENDENTLY AT WORK

UNIT 17: ENGAGING SOCIALLY AT WORK

Knowledge

I know what "social behaviour" means.
I can name some examples.
I can list jobs where people have to behave more socially.
Or less.
I know how to tell if someone is behaving socially.
I know how to tell if I am behaving socially.
So I can see which tasks are suitable for me.
And which are not.

Skills

With much support I can learn in a group.
Or work together with other people.
With much support I can ask other people about things.
And tell other people things myself.
With much support I can see when somebody needs help.
And offer to help them.
With much support I can accept criticism.
And try to act accordingly.
With much support I can offer criticism in a friendly tone.
With much support I can behave socially at work.

Competences

I know that I need help with social behaviour.
So I always do what I am told.
I understand that I must behave differently at work than I do at home.
I understand what authority my superiors have.
And what may happen if I don't respect them.
I know that I should behave socially in a sewing works.
But also that there are some tasks where that is not so important.
I know that it is important that everyone finds their own place there.

UNIT 18: BEHAVING INDEPENDENTLY AT WORK

Knowledge

I know what “independence” means.

I can name some examples.

I know how important it is to be able to work independently.

I know that I must learn to be independent.

I know how to tell if someone is working independently.

I know how to tell if I am working independently.

And which tasks I can do independently.

I know what aids to use to help me do that.

Skills

With much support I try to be independent.

When I need help I ask for it myself.

I ask if I do not understand something.

I show that I am ready to learn.

Competences

I understand that I still have a lot to learn.

And that I can work independently only when I no longer need any help.

I understand that I can only become independent if I really want to.

And that I will need to make an effort.

I also understand that I cannot be given responsibility until I am independent.

Title of qualification: Sewing workers

EQF / DQF level: 2 of 8

**Linked Qualification:
Sewing workers (EQF / DQF level 1)**

**Field of activity:
Industrial production of textile products**

Description:

Employees in a sewing works help with making a textile product. They perform auxiliary tasks, simple sewing and simple ironing. Sewing workers work for companies that make clothes, decorations or bedclothes.

Also sails, tents or flags.

This can be wherever things are made of or with textiles.

Employees in a sewing works usually always work at the same workplace.

That is where they work best and quickest.

It may be at a cutting table or in the sewing room.

Or in the ironing room.

They always work largely under instructions from a supervisor.

MODULES:

MODULE 1 CUTTING AND PUNCHING OUT PATTERN PIECES

MODULE 2 FIXING PATTERN PIECES

MODULE 3 SEWING TASKS AND AUXILIARY TASKS

MODULE 4 CLEANING AND MAINTAINING MACHINES

MODULE 5 PERFORMING INTERMEDIATE IRONING AND FINAL IRONING TASKS

MODULE 6 DEALING PROPERLY WITH MATERIALS' PROPERTIES WHEN PROCESSING

MODULE 7 ENGAGING SOCIALLY AND INDEPENDENTLY AT WORK

MODULE 1: CUTTING AND PUNCHING OUT PATTERN PIECES

UNIT 1: PREPARING THE WORKPLACE

Knowledge

- I know how to prepare the cutting table.
- I know the equipment that is used for cutting.
- I know what it is used for.
- The same is true for the tools and aids.
- I can explain why preparing the workplace properly is important.
- I know the technical terms relating to cutting.

Skills

- With a little support I can prepare the cutting table.
- I can choose the right equipment for the task.
- And the right tools and aids.
- I can choose the right cloth and the right cutting templates.
- I can arrange everything at my workplace so that I can easily reach it or put it down.
- And so that nothing falls off the table.
- I can use the technical terms correctly.

Competences

- I know that I need a little help with everything.
- So I always do what I am told.
- I understand why a workplace has to be properly prepared.
- I think it's important to have a tidy workplace.

UNIT 2: LAYING OUT THE CLOTH

Knowledge

- I know how to lay out one layer or multiple layers of cloth.
- I can explain why we choose one or the other.
- I know how to lay out cloth on the cutting table.
- I know how to recognise the right side and the wrong side.
- I know how to recognise flaws in the cloth.
- I know that these flaws must be clearly marked.
- I know the technical terms for dealing with cloth.

Skills

With a little support I can select the cloth for cutting out.

And lay out cloth in one layer or multiple layers.

I can tell the right side of the cloth from the wrong side.

I can lay cloth on the table the right way round.

I can see obvious flaws in the weave and mark them.

And also wrong colours.

I can help to lay out multiple layers of cloth.

I can use the technical terms correctly.

Competences

I know that I need a little help with everything.

So I always do what I am told.

I understand that I can lay out only a single layer of patterned cloth.

And multiple layers only together with somebody else.

I know that laying out the cloth is important.

So I try very hard to lay out cloth correctly.

UNIT 3: ARRANGING THE PATTERN PIECES FOR CUTTING

Knowledge

I know the differences between a cutting arrangement on the cloth.

And on paper.

I can explain the difference.

I know that the cutting arrangement must be such that it saves cloth.

And so that the cutting is easy to do.

I can explain what I need to look out for when laying out a cutting arrangement.

I know the technical terms for laying out a cutting arrangement.

Skills

With a little support I can create a simple cutting arrangement.

Either on the cloth or on the computer.

I can pay attention to the straight grain of the cloth and the direction of the nap.

And that my cutting arrangement does not waste cloth.

I can avoid using places that are marked.

I can help to lay out a cutting arrangement on multiple layers of cloth.

Competences

I know that I need a little help with everything.
 So I always do what I am told.
 I understand that cutting arrangements are very important.
 And that I must not make any mistakes.
 I know that wrong drawing leads to wrong sewing.
 And that that can cost our company a lot of money.
 So I always try very hard to create cutting arrangements correctly.
 I always have somebody check my cutting arrangement before
 it is approved for cutting.

UNIT 4: CUTTING OUT SIMPLE PIECES AND STAMPING

Knowledge

I know that pieces can be cut out in different ways.
 I can name some examples.
 I know our company's cutting out equipment.
 I know how to use it and what for.
 I know the technical terms for cutting out and stamping.
 I know the work safety rules.
 I know what good quality cutting out means.

Skills

With a little support I can cut out and stamp pattern pieces.
 On a single layer of cloth I can do a rough cut.
 And on one or two layers of cloth also the fine cut.
 When cutting out I handle the equipment carefully.
 And I pay attention to the work safety rules.
 I tell somebody at once if something is wrong with the cutting equipment.
 I can use the technical terms correctly.
 I can bundle the cut pieces.
 And take them to the right place for further work.
 I can tidy up and clean the workplace.
 I can take remnants to the right place.

Competences

I know that I need a little help with everything.
 So I always do what I am told.
 I understand that cutting out is a very important task.
 And that badly cut out pieces cannot be mended.

I know that I can save cloth when cutting out, or waste it.
And that inaccurate cutting will measure wrong.
So I try very hard to cut out things correctly.
I don't begin cutting until I am told to.

UNIT 5: MARKING THE PATTERN PIECES

Knowledge

I know what marking of pattern pieces is used for.
I can explain it and demonstrate it.
I know that we mark using templates.
I know our company's marking equipment.
I know how to use it.
I know the technical terms that are used for marking.

Skills

With a little support I can mark pattern pieces.
I can use our company's marking equipment for this.
I can use the technical terms correctly.
I pay attention to the work safety rules when I use cutting equipment for marking.
I pay attention to good posture.

Competences

I know that I need a little help with everything.
So I always do what I am told.
I know that wrong marking leads to wrong sewing.
So I try very hard to mark things correctly.
Before I begin marking, I always ask if I have prepared everything correctly.

MODULE 2: FIXING PATTERN PIECES

UNIT 6: FIXING PATTERN PIECES

Knowledge

I know why we fix things and can give several examples.
I know that fixing equipment has to be properly set up.
And where the settings are made.

I know that it is important to let fixed cloth cool down.
I know our company's fixing equipment and I know how to use it.
I know the work safety rules that apply to fixing.
I know the technical terms that are used for fixing.

Skills

With a little support I can fix pattern pieces.
I can choose the right fixing equipment for my task.
Given instructions, I can set it up.
I can operate a fixing press.
I can prepare the iron and the workplace for fixing.
I can use an iron for fixing.
I can leave fixed pieces to cool down for a time.
I can bundle the fixed pieces.
And take them to the right place for further work.
I can use the technical terms correctly.

Competences

I know that I need a little help with everything.
So I always do what I am told.
I know that fixing must be done properly.
Otherwise the non-woven lining will come loose later.
So I must carefully follow the instructions when setting up
the fixing equipment.
I may not change anything on my own.
When I use an iron for fixing I must pay attention to the pressure
and the time.
I try very hard to fix things correctly.
I don't pass on the fixed pieces until I am told to.

MODULE 3: SEWING TASKS AND AUXILIARY TASKS

UNIT 7: PREPARING THE OVERLOCK MACHINE

Knowledge

I know the overlock machine and can show what kinds of stitches it makes.
I know what jobs it is used for.
I know the machine's important parts and can name them.

I know that it has a movable cutter that could injure me.
I know a safe and easy way to replace a sewing thread.
I know that a test seam shows if the machine is set up correctly.
I know that the machine should not be used for sewing until everything is correct.
I know the work safety rules that apply to preparing machines.

Skills

I can recognise an overlock machine and select it.
I can choose the right sewing thread for my task.
I can replace the sewing thread by knotting and pulling through.
I can recognise when a needle is clearly broken.
I can replace it and dispose it.
I tell somebody at once if something is wrong with the machine.
I pay attention to the work safety rules when I prepare the sewing machine.

Competences

I know that threading an overlock machine is too difficult for me.
So I only replace sewing threads.
I don't try to mend anything.
I let somebody else do the threading and repairing.
I only use the overlock machine when somebody tells me to.

UNIT 8: PREPARING THE DOUBLE-LOCKSTITCH MACHINE

Knowledge – double-lockstitch machine

I know the double-lockstitch machine and can show what kinds of stitches it makes.
I know what jobs it is used for.
I know how to prepare the double-lockstitch machine.
I know what settings can be changed.
And where and how that is done.
I know the machine's important parts and can name them.

Knowledge – presser feet

I know that there are different kinds of presser feet.
I can explain or show what at least two presser feet are used for.
I know what the presser feet are called.

Knowledge – accessories

I know that accessories can make sewing easier.
I can explain or show what at least two accessories are used for.
I know what the accessories are called.

Knowledge – sewing machine needles

I know that there are different kinds of sewing machine needles.
I can explain roughly how they differ.
I can give at least one example of what we use which needles for.
I can give at least one example of how to recognize that a needle is broken.
I know that broken sewing machine needles must be replaced at once.
And I know why.
I know how to replace sewing machine needles.

Skills

With a little support I can prepare the double-lockstitch machine.
I can select the presser feet and sewing needles that I know.
I can mount them both on the sewing machine.
I can mount the accessories that I know.
I can choose the right sewing thread for my task and thread it into the machine.
I can change the sewing machine settings that I know.
I can recognise when sewing machine needles are broken.
I can replace them and dispose of them.
I can recognise when something is wrong with the machine and tell somebody.
I pay attention to the work safety rules when I prepare the sewing machine.

Competences

I know that I need a little help with everything.
So I always do what I am told.
I understand that it is important that I can prepare the sewing machine myself.
Then I can see how the preparation affects the sewing results.
And how useful the accessories and special presser feet are.
I know that the machine must always be switched off when it is being prepared.
Otherwise I might touch the foot pedal and hurt myself.
I understand that I only use the double-lockstitch machine when I am told to.

UNIT 9: LAYING OUT TOOLS AND AIDS

Knowledge

I know the tools and aids that are used for sewing.
And their names.

I know what they are used for and how to use them.

I know that I should always have them within reach.

Skills

With a little support I can choose the right tools and aids.

I can lay them out so that I can easily reach them.

And so that they do not hinder my work.

And so that they are clearly and tidily arranged.

I use them carefully and look after them.

I make sure that they do not fall on the floor.

Competence

I know that I need a little help with everything.

So I always do what I am told.

I understand that tools and aids must be easily within reach.

And that a tidy workplace is important.

UNIT 10: LAYING OUT SEWING MATERIALS

Knowledge

I know where to fetch material from for my task.

I know that I must put everything where I can easily reach it.

And that everything lies flat and tidy.

And nothing gets dirty.

I know the technical terms relating to sewing materials.

Skills

With a little support I can choose the materials for my task.

I can lay them out at my workplace so that I can easily reach them.

And so that they are clearly and tidily arranged.

I can lay them so that they will not easily fall on the floor.

I can use the technical terms correctly.

Competences

I know that I need a little help with everything.

So I always do what I am told.
I know that I only fetch materials that I need.
And that I must treat them carefully so they don't get damaged or dirty.

UNIT 11: ADJUSTING THE WORK CHAIR

Knowledge

I know that sewing is usually done while sitting.
I know that sitting for too long is unhealthy.
And bad posture is even more unhealthy.
I know that it is important to adjust my chair correctly.
I know how to do that.
I know what I need to look out for.

Skills

With a little support I can adjust my chair correctly.
I can adjust it as shown in a drawing.
When I am sitting down, I can tell if the chair is adjusted correctly.
I can correct the setting if necessary.

Competences

I know that I need a little help with everything.
So I always do what I am told.
I understand that sitting badly is very unhealthy.
I also understand that I must look after myself in order to stay healthy.
So I find it very important that my chair is adjusted correctly.

UNIT 12: PERFORMING SEWING TASKS

Knowledge

I know different types of seams and can name them.
I know which seams we make using the overlock machine.
And which ones using the double-lockstitch machine.
I know how to use these machines.
I know that I must ensure good quality seams.
I know what a good quality seam means.
I can explain it and demonstrate it.
I know how to use tools and aids when sewing.
I know how to work smoothly.

I know a lot of techniques for handling sewing work.
And the technical terms relating to sewing.
I know the work safety rules for sewing work.
I know the rules for healthy posture.

Skills

With a little support I can do sewing tasks.
I can sew with an overlock machine.
And with a double-lockstitch machine.
I can neaten raw edges.
And seam pieces together, if the seams are not very curved.
I can sew and hem decorative seams if I use special presser feet.
Or if I use suitable accessories.
But I can also do it without a special presser foot or accessories.
I can use the technical terms correctly.
I can use suitable techniques for handling sewing.
I can obey the work safety rules for sewing work.
I can pay attention to my posture.
I can tell if I am tense and need to move about.
With a little support I can do relaxation exercises.

Competences

I know that I need a little help with everything.
So I always do what I am told.
I know that I can do only easy sewing tasks.
I understand that I can usually take on only sub-tasks.
And only make very basic products on my own.
I know that my seams need to be high quality.
So I try very hard to sew things correctly.
I understand that I only pass on my sewed pieces when I am told to.

UNIT 13: PERFORMING AUXILIARY TASKS

Knowledge

I know the auxiliary tasks that have to be done for a piece of work.
I know they are part of the production process.
I can list and demonstrate some examples.
I know that these tasks are just as important as sewing tasks.
I know that doing them assists the sewers.
I also know that these tasks are usually easier than sewing tasks.
I know the technical terms relating to auxiliary tasks.

Skills

With a little support I can perform auxiliary tasks.
 I can use a template to cut something to length.
 I can pin something to the cloth.
 Or sew it on by hand.
 I can label or stamp something.
 And attach eyelets.
 I can attach sliders and zipper heads.
 I can slide plastic buckles onto belts.
 I can turn pieces inside-out.
 And stuff things with wadding.
 I can pack products in bags.
 And many other things.
 I can use the technical terms correctly.
 I can obey the work safety rules.
 And work with good posture.

Competences

I know that I need a little help with everything.
 So I always do what I am told.
 I know that it is very important to do auxiliary tasks exactly.
 So I try very hard to do auxiliary tasks correctly.
 I understand that I only pass on my work when I am told to.

MODULE 4: CLEANING AND MAINTAINING MACHINES

UNIT 14: CLEANING AND MAINTAINING MACHINES

Knowledge

I can explain why it is important to regularly maintain sewing machines.
 I can explain what cleaning and maintaining machines means.
 I know what to use for it and how to do it.
 I know the work safety rules for maintaining machines.

Skills

With a little support I can clean and maintain machines.
 I can select the right aids for it.
 I can dispose of oily rags in the right way.

I can obey the work safety rules.

At the end of the working day I can clean the machines and protect them from dust.

Competences

I know that I need a little help with everything.

So I always do what I am told.

I know how important cleaning and maintaining machines is.

And also how important it is to protect them from damage and dust.

So I make sure to do it regularly.

MODULE 5: PERFORMING INTERMEDIATE IRONING AND FINAL IRONING TASKS

UNIT 15: PERFORMING INTERMEDIATE IRONING AND FINAL IRONING TASKS

Knowledge

I can explain the purpose of ironing.

I can explain or show what intermediate ironing is. And final ironing.

I can list the three ironing factors.

I can explain why it is important that goods are let dry and cool down.

I know that ironing can be done with different ironing equipment.

I know that the ironing factors have to be right for the type of material.

I know that the irons have to be set up correctly.

I know the work safety rules that apply to ironing.

I know the technical terms relating to ironing.

Skills

With a little support I can perform intermediate ironing. And final ironing.

I can distinguish the ironing equipment that I know and choose the right one for my task.

With a little support I can prepare the ironing equipment.

I can select the right aids for ironing and use them.

I can use the ironing equipment properly.

I can use suitable techniques for handling ironing.

I can use the technical terms correctly.

I can obey the work safety rules for ironing.

I can use the right posture for ironing.

Competences

I know that I need a little help with everything.
So I always do what I am told.
I'm aware that ironing is important.
I understand that proper intermediate ironing makes sewing easier.
And gives a better quality result.
I understand that proper final ironing makes products look better.
So I always try very hard to iron things correctly.

MODULE 6: DEALING PROPERLY WITH MATERIALS' PROPERTIES WHEN PROCESSING**UNIT 16: DEALING PROPERLY WITH MATERIALS' PROPERTIES WHEN PROCESSING****Knowledge**

I can explain the main difference between natural fibers and synthetic fibers.
I can name the main difference between woven, knitted and non-woven fabrics.
And how knitted and non-woven fabrics are made.
I know how different materials behave when we process them.
And what I need to look out for when I process them.
And when to use special tricks and what kinds of tricks.
I know the technical terms relating to materials.

Skills

With a little support I can recognise material properties.
I can consider the material's properties while processing.
I can use working techniques that suit the materials.
I can use the technical terms correctly.

Competences

I know that I need a little help with everything.
So I always do what I am told.
I understand that materials can have different properties.
And that they have to be considered for the processing.
I understand that I must always work in the right way for the material.

MODULE 7: ENGAGING SOCIALLY AND INDEPENDENTLY WITH THE WORK

UNIT 17: ENGAGING SOCIALLY WITH THE WORK

Knowledge

I know what "social behaviour" means.

I can name some examples.

I can list jobs where people have to behave more socially.

Or less.

I know how to tell if someone is behaving socially.

I know how to tell if I am behaving socially.

So I can see which tasks are suitable for me.

And which are not.

Skills

With a little support I can learn in a group.

Or work together with other people.

With a little support I can ask other people about things.

And tell other people things.

With a little support I can see when somebody needs help.

And offer to help them.

With a little support I can accept criticism.

And try to act accordingly.

With a little support I can offer criticism in a friendly tone.

With a little support I can behave socially at work.

Competences

I know that I need a little help with my behaviour.

So I always do what I am told.

I understand that I must behave differently at work than I do at home.

I understand what authority my superiors have.

And what may happen if I don't respect them.

I know that I should behave socially in a sewing works.

But also that there are some tasks where that is not so important.

I know that it is important that everyone finds their own place there.

UNIT 18: BEHAVING INDEPENDENTLY AT WORK

Knowledge

I know what "independence" means.

I can name some examples.

I know how important it is to be able to work independently.

I know that I must learn to be independent.

I know how to tell if someone is working independently.

I know how to tell if I am working independently.

And which tasks I can do independently.

I know what aids to use to help me do that.

Skills

With a little support I try to be independent.

When I need help I ask for it myself.

I ask if I do not understand something.

I show that I am ready to learn.

Competences

I understand that I still have a lot to learn.

And that I can work independently only when I no longer need any help.

I understand that I can only become independent if I really want to.

And that I will need to make an effort.

I also understand that I can be given more responsibility when I am independent.

Reference

This handbook was written according to the European Standards to make information easy to read and understand.

These standards can be found here:

Inclusion Europe, Project Pathways to Adult Education for People with Intellectual Disabilities:

http://inclusion-europe.eu/?page_id=185

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www.eqfmeetsecvet.eu

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