



## **FRAMEWORK CURRICULUM**

### **For vocational training**

#### **in the hospitality services industry**

- **Specialist in the hospitality services industry**
- **Specialist in the hotel business**
- **Restaurant specialist**
- **Professional caterer**
- **Hotel clerk**
- **Specialist in ice cream making**

(Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of Germany of 5 December 1997 in the version of 28 March 2014)

## **Part I      Preliminary remarks**

This framework curriculum for occupationally oriented instruction in vocational schools has been approved by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK).

It has been coordinated with the relevant training regulations of the Federation (issued by the Federal Ministry of Economics and Labour or such other ministry as may be competent, and acting in agreement with the Federal Ministry of Education and Research). The relevant consultation procedure is defined by the "Joint Memorandum of 30 May 1972" ("Gemeinsames Ergebnisprotokoll vom 30.05.1972"). In general, the framework curriculum is based on the lower secondary school leaving certificate, and it describes minimum requirements.

For the occupations allocated to it, the framework curriculum is divided into a) basic vocational training of relevance for the entire occupational area involved and b) specialised training that builds on the basic training.

On the basis of the training regulations and the framework curriculum, which define the aims and content of vocational training, training is provided that leads to a formal qualification in a recognized training occupation and – in conjunction with instruction in additional subjects – a leaving certificate from the vocational school. Such training thus provides the key basis for high-quality employment and for entry into continuing vocational education and training, including school-based training.

The framework curriculum does not mandate any methods for instruction. Skill in thinking and acting independently and responsibly, as an overarching training aim, is best achieved by instructional forms that make it part of an overall methodological concept. In general, any methodological approach can contribute to the achievement of that aim. Methods that directly promote individual competence are especially useful and thus should be suitably considered in designing and structuring instruction.

The Länder either adopt the framework curriculum directly or implement it within their own curricula. In the second case, they take care to ensure that the manner in which the curriculum has been coordinated with the relevant training regulations, in terms of subjects and scheduling, remains intact.

## **Part II      The educational mission of part-time vocational schools**

In the dual system of vocational training, part-time vocational schools and training companies fulfill a joint educational mission.

The part-time vocational school is a full-fledged learning venue in its own right. It cooperates, as an equal partner, with the other entities that participate in providing vocational training. Its task is to offer pupils general and occupationally oriented learning content, while giving special consideration to requirements pertaining to vocational training.

Education at part-time vocational schools, which builds on pupils' previously acquired general education, consists of basic and specialised vocational training. Its mission is thus to equip pupils to carry out their occupational tasks and to help shape the workplace and society from a perspective of social and ecological responsibility. In fulfilling this mission, it conforms to the Länder laws pertaining to the school category to which it belongs. In particular, occupationally focused instruction is also oriented to the nationally consistent occupation regulations that have been issued, at the national level, for each state-recognized training occupation:

- the framework curriculum of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK)
- the Federation's training regulations for in-company training.

Pursuant to the framework agreement on part-time vocational schools (resolution of the KMK of 15 March 1991), the part-time vocational school has the aims

- "of imparting occupational capabilities that combine specialised competence with general human and social skills;
- of developing flexibility for the management of the changing requirements in the workplace and society, and also with regard to the European integration and fusion;
- of encouraging participation in continuing vocational education and training;
- of promoting the capabilities and willingness that people need in order to act responsibly, both in their individual life choices and in the public sphere."

To be able to achieve these aims, the part-time vocational school

- has to base its instruction on pedagogy that is tailored to its task and that emphasizes an orientation to action;
- has to provide overarching qualifications that transcend individual occupations and occupational fields, while still imparting the necessary occupational specialisation;
- has to provide a flexible, suitably differentiated range of education and training that can meet the needs of different people, with their different skills and talents, along with the requirements of the workplace and the needs of society;
- needs to comprehensively support and promote persons with disabilities and disadvantaged persons, within the context of its possibilities and resources;
- needs to call attention to the environmental threats and accident risks associated with the practice of an occupation, and with private life choices, and offer options for preventing and reducing such threats and risks.

Furthermore, in its general instruction, and in its vocationally oriented instruction – to the extent possible – the part-time vocational school needs to call attention to key problems of our time, such as

- the availability of work, and unemployment,

- the challenge of enabling people, peoples and cultures to co-exist peacefully in one world, while preserving their cultural identity,
- the need to protect vital natural resources, and
- the need to safeguard human rights.

The above aims are tied to the development of action competence. In the present context, such competence is understood as the willingness and ability of individuals to act fairly, rationally and responsibly in societal, occupational and private life situations.

Action competence develops within the dimensions of professional competence, personal competence and social competence.

Professional competence refers to the willingness and ability to solve tasks and problems independently, efficiently, objectively and with suitable methods, and on a basis of technical, specialised knowledge and skills.

Personal competence refers to a person's willingness and ability, as an individual personality, to identify, consider and assess development opportunities, requirements and constraints – in family life, the workplace and the public sphere – to develop one's own talents and to make and develop life plans. It comprises personal characteristics such as independence and self-reliance, critical faculties, self-confidence, reliability, responsibility and a sense of duty. It also especially includes the ability to develop well-considered values and to be true, via one's own initiative, to one's values.

Social competence refers to a person's willingness and ability to cultivate and develop social ties, to recognize and understand trust and devotion and tensions and to be able to deal and communicate with others rationally and from a sense of responsibility. It thus especially includes the development of social responsibility and solidarity.

Methodological competence and learning competence grow via balanced development of these three dimensions.

Competence refers to learning success, with regard to the learner's own situation and his or her ability to act independently and responsibly in private, occupational and societal situations. By contrast, "qualification" refers to learning success with respect to usefulness and applicability, i.e. with respect to the relevant demand encountered in private, occupational and societal situations (cf. the German Educational Council (Deutscher Bildungsrat), recommendations of the education commission on the reorganisation of the secondary level II (Empfehlungen der Bildungskommission zur Neuordnung der Sekundarstufe II)).

### **Part III Didactic principles**

In light of its aims, vocational training instruction has to be oriented to a pedagogy tailored to the tasks of the part-time vocational school, a pedagogy that emphasises action and equips young people for independent, self-reliant planning, execution and assessment of work tasks within the framework of their occupations.

In general, learning in a part-time vocational school is focused on specific occupational actions and on a broad variety of thought processes, including processes for understanding the actions of others. Such learning is tied especially to reflection on the results of actions (execution of action plans, execution of defined procedures, achievement of results). This reflective focus on occupational work provides the basis for learning on and from the job. This implies that a framework curriculum must apply an occupational orientation in describing relevant aims, and in selecting relevant content.

Via a pragmatic approach, and on the basis of findings from learning and didactic theory, it specifies the following orientational principles for the design of action-oriented instruction:

- The didactic references consist of situations of significance to the performance of the relevant occupation (learning for action).
- Actions are the starting point for the learning process – either (ideally) actions that the learner carries out himself or herself or that he or she reflects on (learning via action).
- Relevant actions need to be planned, carried out, reviewed, corrected (if necessary) and, finally evaluated – by the learners themselves.
- Actions should promote a holistic perception and understanding of the occupational reality involved; for example, they should take account of its technical, safety-relevant, economic, legal, ecological and social aspects.
- Actions need to be integrated within learners' own experience, and learners need to consider them in terms of their social impacts.
- Actions should also include social processes – such as processes for clarifying interests or managing conflicts.

Action-oriented instruction is a didactic concept that dovetails technical and action-related system structures. It can be implemented via various different instruction methods.

The educational services of part-time vocational schools are aimed at a diverse range of young people and adults, i.e. at people who differ in terms of their previous education, cultural background and experience gained in training companies. The part-time vocational school can fulfill its educational mission only if it takes account of such differences and promotes and supports pupils – including disadvantaged and especially gifted pupils – in keeping with their specific individual potential.

## **Part IV      Occupationally oriented preliminary remarks**

The present framework curriculum for vocational training for the occupations of specialist in the hospitality services industry, specialist in the hotel business, restaurant specialist, professional caterer and hotel clerk has been coordinated with the relevant ordinance on vocational training of 13 February 1998 (Federal Law Gazette I p.354). The framework curriculum for vocational training for the occupation of specialist in ice cream making has been coordinated with the Ordinance on vocational training for the occupation of specialist in ice cream making (Speiseeisfachkraftausbildungsverordnung) of 5 June 2014 (Federal Law Gazette I, p. 702).

The training occupations of specialist in the hospitality services industry, specialist in the hotel business, restaurant specialist and professional caterer have been allocated, pursuant to the Basic Vocational Training Year Credit Transfer Ordinance (Berufgrundbildungsjahr-Anrechnungsverordnung) of the Federal Ministry of Economics and Labour, to the occupational field nutrition and home economics, with an emphasis on the hospitality services industry and home economics.<sup>1</sup>

If the first year of training takes place in a school-based basic vocational training year, the framework curriculum for the occupationally related learning area within the basic vocational training year applies to the occupational field of nutrition and home economics, with an emphasis on the hospitality services industry and home economics.

The framework curriculum for the training occupations of technical assistant in the hospitality services industry (Fachgehilfe im Gastgewerbe und Fachgehilfin im Gastgewerbe), specialist in the hotel business, restaurant specialist (Restaurantfachmann und Restaurantfachfrau) (resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) of 17 April 1980) and for the training occupation of ice cream producer (Speiseeishersteller und Speiseeisherstellerin) (resolution of the KMK of 15 February 2008) is rescinded by the present framework curriculum.

The part-time vocational school's main course content in the examination subject economics and social sciences is presented on the basis of the "Elements for part-time vocational school instruction, in the area of economics and social sciences, for industrial and technical training occupations" ("Elemente für den Unterricht der Berufsschule im Bereich Wirtschafts- und Sozialkunde gewerblich-technischer Ausbildungsberufe") (resolution of the KMK of 7 May 2008).

The present framework curriculum is based on the assumption that relevant schools will pursue the following aims:

All trainees in training occupations in the hotel and catering sector, and trainees in the training occupation of specialist in ice cream making, receive common basic vocational training in their first year of training. In the second year of training, trainees in these occupations, with the exception of persons training to be cooks, receive common specialised training. In this phase, it is useful to offer trainees in the occupations of hotel clerk and professional caterer more-intensive instruction in the subject areas "marketing" and "merchandise management", as an emphasis of commercial and business education.

For trainees in the occupation of cook, a specialised training programme begins right away in the second year of training. For the occupations specialist in the hotel business, restaurant specialist, professional caterer, hotel clerk and specialist in ice cream making, such a specialised training programme begins in the third year of training.

Pupils who are training for the occupation of specialist in the hospitality services industry complete this vocational training within the space of two years. They then have the option of

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<sup>1</sup> The Basic Vocational Training Year Credit Transfer Ordinances (Berufgrundbildungsjahr-Anrechnungsverordnungen) were rescinded by Art. 8 of the Act on reform of vocational training (Gesetz zur Reform der beruflichen Bildung) of 23 March 2005 (Federal Law Gazette I, p. 931).

adding a year of "specialised training" to their training, and then of completing their training as a specialist in the hotel business, restaurant specialist, professional caterer, hotel clerk or specialist in ice cream making.

In their specialised training for learning field 3.1, pupils in the training occupation of specialist in ice cream making have the option of undergoing joint classroom training with pupils in the training occupation of pastry cook and, in their training for learning field 3.5, of undergoing joint classroom training with pupils in the training occupation of restaurant specialist.

In providing vocationally oriented instruction, part-time vocational schools – working in cooperation with training companies – have the task of enabling pupils to acquire solid occupational competence. To a large extent, in providing education and qualifications, and integrating elements of actual occupational practice, they take an interdisciplinary and action-oriented approach. In keeping with the ideals of holistic learning, they seek to emphasise project-oriented work. Due to the amount of course material that would be involved, they cannot provide a completely full curriculum that would cover all relevant content, in keeping with occupation-oriented theory. Their pupils thus have to learn on the basis of examples. This constraint has been taken into account in the formulation of the learning fields.

This means that the course content is to be taught, wherever possible, from a perspective of action oriented to guests.

Most of the learning fields in the present framework curriculum contain a reference to a foreign language. In each case, the language involved is the first foreign language for the relevant Land (state). Normally, it is taught beginning in the secondary modern school (Hauptschule). The curriculum calls for skills in that language to be strengthened and expanded, with a specific orientation to the occupation involved. In the process, pupils should be equipped to use the foreign language to manage communication situations in their specific work areas. Wherever possible, foreign language instruction should emphasise conversations with guests, here again in keeping with the guiding ideal of "guest-oriented action".

Technical, specialised language is an integral part of the learning fields.

In connection with the acquisition of solid specialised occupational qualifications, the following skills should also be taught:

- the ability to think analytically, both independently and cooperatively
- initiative and a sense of responsibility
- teamwork and communication skills
- skills in methods for independent further learning.

In addition, pupils should become aware of the importance of occupational safety and environmental protection issues. In particular, pupils should

- observe principles and measures for accident prevention and occupational safety, in order to avoid damaging their health,
- be aware of the need to structure and design their work areas in keeping with human and ergonomic perspectives, and avail themselves of the options available for this,
- be aware of occupationally relevant environmental stresses, and take available measures for preventing and reducing them,
- recycle and properly dispose of work and process materials,
- observe principles and measures for using resources and equipment efficiently in their work.

**Part V      Learning fields**

Overview of the learning fields for  
**basic vocational training for the hospitality services occupations and for the  
 occupation of cook:**  
  
**Specialist in the hospitality services industry**  
**Specialist in the hotel business**  
**Restaurant specialist**  
**Professional caterer**  
**Hotel clerk**  
**Specialist in ice cream making**  
  
**Cook**

<b>Learning fields</b>		<b>Suggested time allocation in hours</b>			
		Total	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
1.1	Kitchen work		140		
1.2	Service work		120		
1.3	Storeroom work		60		
<b>Totals</b>		880	320	280	280



<b>Learning field 1.1</b> <b>Kitchen work</b>	<b>1st year of training</b> <b>Hospitality services industry occupations</b> <b>Suggested time allocation: 140 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils can prepare simple dishes, using recipes, and service them. They plan their work steps in accordance with economic and ecological criteria, and they independently check and assess their work results.</p> <p>They understand and observe the applicable requirements under food law. In particular, the pupils can explain the reasoning behind applicable rules of hygiene and can apply the rules in working with food.</p> <p>They select the raw ingredients for the foods they are preparing in accordance with sensory and nutritional criteria, as well as in accordance with the intended purpose, characteristics of the ingredients and overall cost-effectiveness.</p> <p>The pupils use suitable preparation procedures in order to ensure that foods retain their quality and nutritional value and in order to achieve a balanced relationship between dietary ingredients and energy value. They carry out calculations to determine relevant losses, nutritional values and energy values.</p> <p>They understand the importance of environmental protection and are able to act in an environmentally aware manner.</p> <p>The pupils know how to prevent accidents, and they comply with safety regulations.</p> <p>They work as a team and understand the advantages of team-based organisation of work.</p> <p>They are able to use proper technical terms and to communicate at a basic level in the relevant foreign language.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- preparation and presentation of simple dishes</li> <li>- technological and nutritional aspects of selected raw ingredients</li> <li>- basic principles of food law</li> <li>- personal, operational and product-related hygiene</li> <li>- environmental protection</li> <li>- occupational safety</li> <li>- teamwork</li> <li>- calculations (sizes, weights, losses, quantities of raw ingredients, nutritional and energy values)</li> <li>- proper technical terms</li> <li>- foreign language skills</li> </ul>	

<b>Learning field 1.2</b> <b>Service work</b>	<b>1st year of training</b> <b>Hospitality services industry occupations</b> <b>Suggested time allocation: 120 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils are able to use a range of different procedures and methods for serving foods and beverages.</p> <p>They carry out planned work in the office, in the restaurant and at the buffet.</p> <p>The pupils are aware of their role as hosts. They can describe the ways in which their personal appearance and behaviour affect guests and are able to apply this knowledge to the benefit of guests. They conduct sales discussions in accordance with relevant rules for communication, and they advise guests regarding simple available dishes and beverages. They can prepare simple menu listings.</p> <p>The pupils can advise guests in the foreign language, at a simple level of language skill.</p> <p>They prepare guests' invoices and are familiar with the different methods of payment.</p> <p>They comply with the laws that apply to the restaurant.</p> <p>They work as a team and understand the advantages of team-based organisation of work.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- serving procedures and methods</li> <li>- caring for rooms, materials and textiles</li> <li>- table decorations</li> <li>- serving beverages</li> <li>- preparation of infusion beverages and simple mixed drinks</li> <li>- dealing with guests</li> <li>- sales discussions and techniques</li> <li>- menu listings</li> <li>- available modes of payment in the restaurant (cash, check, credit card)</li> <li>- applicable legal regulations</li> <li>- teamwork</li> <li>- calculations (consumption, currency conversions, guest invoices)</li> <li>- proper technical terms</li> <li>- foreign language skills</li> <li>- electronic data processing</li> </ul>	

<b>Learning field 1.3</b> <b>Storeroom work</b>	<b>1st year of training</b> <b>Hospitality services industry occupations</b> <b>Suggested time allocation: 60 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils can describe the storeroom's role in catering operations and can explain the work procedures carried out in it.</p> <p>They can check goods for proper weights, quantities and any visible damage, and check orders and delivery notes. They are able to store goods properly, and they understand the need to check stock levels. They process goods requests.</p> <p>The pupils are able to carry out paperwork related to their job. They can explain why documents need to be properly managed and organized, and they are able to record and file documents. They are able to manage card files and computer files.</p> <p>They are familiar with the different kinds of relevant purchase agreements, and they can detect disruptions of proper fulfillment of agreements and respond appropriately.</p> <p>The pupils can explain why data need to be backed up, and they are able to use data-backup resources. They can explain the need for data protection. They are able to use communications media.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- receipt, storage and issue of goods</li> <li>- checking of stock levels</li> <li>- purchase agreements</li> <li>- calculations (storage-relevant indicators, consumption)</li> <li>- management of documents</li> <li>- processing of mail</li> <li>- data entry, processing and output</li> <li>- data backup and data protection</li> <li>- communications media</li> </ul>	

Overview of the learning fields for  
**common specialised training for hospitality services industry occupations:**

**Specialist in the hospitality services industry**  
**Specialist in the hotel business**  
**Restaurant specialist**  
**Professional caterer**  
**Hotel clerk**  
**Specialist in ice cream making**

<b>Learning fields</b>		<b>Suggested time allocation in hours</b>			
		Total	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
2.1	Advising and sales in the restaurant			100	
2.2	Marketing			80	
2.3	Housekeeping services			40	
2.4	Merchandise management			60	
<b>Totals</b>		880	320	280	280

<b>Learning field 2.1</b> <b>Advising and sales in the restaurant</b>	<b>2nd year of training</b> <b>Hospitality services industry occupations</b> <b>Suggested time allocation: 100 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils are able to conduct sales discussions on the basis of the organization's listings of food and beverages. In the process, nutritional and sensory aspects play a special role. They apply rules for proper communication, as well as a familiarity with the psychology of selling and knowledge about the relevant products. The pupils understand how to execute materials-relevant calculations and to carry out pricing.</p> <p>They can process reservations. They know how to handle complaints in a "guest-oriented" (friendly and attentive) manner, which is also in the interest of the company.</p> <p>The pupils are able to use the foreign language in selling food and beverages.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- selected foods and beverages (products available on the market, preparations, nutritional importance, quality characteristics)</li> <li>- sales discussions and techniques</li> <li>- reservations</li> <li>- complaints</li> <li>- applicable legal regulations</li> <li>- calculations (materials, prices)</li> <li>- proper technical terms</li> <li>- foreign language skills</li> </ul>	

<b>Learning field 2.2</b> <b>Marketing</b>	<b>2nd year of training</b> <b>Hospitality services industry occupations</b> <b>Suggested time allocation: 80 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils see marketing as a general concept within the context of systematic entrepreneurial thought and actions carried out in light of market circumstances. They can describe relevant catering concepts and, from such concepts, can derive the aims and tasks of market-oriented company policy.</p> <p>They are familiar with various different marketing instruments.</p> <p>They understand the importance of market research, and they are able to use simple procedures for such research.</p> <p>They participate in sales-promotion measures.</p> <p>The pupils are able to assess advertising from the perspectives of guests and of the company. They are able to produce suitable promotional materials for specific advertising messages and target groups. In carrying out marketing measures, they comply with applicable legal regulations.</p> <p>The pupils are able to exploit the possibilities provided by modern IT systems.</p> <p>They are able to use the foreign language in promotional measures.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- catering concept (types of relevant operations, company philosophy)</li> <li>- aims and tasks of marketing</li> <li>- marketing instruments and marketing mix</li> <li>- market-research procedures</li> <li>- sales promotion</li> <li>- promotional materials</li> <li>- applicable legal regulations</li> <li>- proper technical terms</li> <li>- foreign language skills</li> <li>- electronic data processing</li> </ul>	

<b>Learning field 2.3</b> <b>Housekeeping services</b>	<b>2nd year of training</b> <b>Hospitality services industry occupations</b> <b>Suggested time allocation: 40 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils are aware of the central importance of housekeeping services for guests' sense of comfort and well-being, and for the company's business success, and they act accordingly. They are able to plan and assess efficient work procedures for cleaning, caring for and preparing guestrooms. They select cleaning and care products in keeping with the materials involved, and with economic and ecological criteria.</p> <p>In their work in housekeeping services, the pupils are also able to provide guests with information – and can do so, if necessary, in the foreign language.</p> <p>They comply with the laws that apply to housekeeping services.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- basic principles applying to relevant materials</li> <li>- cleaning and care products</li> <li>- work preparations, work procedures, means of checking work</li> <li>- dealing with guests</li> <li>- calculations (comparison of costs for different cleaning and care products and consumables)</li> <li>- environmental protection</li> <li>- occupational safety</li> <li>- applicable legal regulations</li> <li>- proper technical terms</li> <li>- foreign language skills</li> </ul>	

<b>Learning field 2.4</b> <b>Merchandise management</b>	<b>2nd year of training</b> <b>Hospitality services industry occupations</b> <b>Suggested time allocation: 60 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils understand the aims and tasks of merchandise management, and they are able to demonstrate that they can work with a merchandise management system. They determine the company's merchandise requirements, and they process merchandise procurements.</p> <p>The pupils have an understanding of how to conclude relevant legal transactions. They are able to prepare purchase agreements for the company and to conclude them in accordance with instructions. They recognize and understand disruptions relative to purchase agreements, and understand their consequences. In keeping with this understanding, they act responsibly, in the interests of their company.</p> <p>They process payment transactions.</p> <p>On an exemplary basis, they take inventory, and they produce an inventory list, under supervision.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- merchandise management systems</li> <li>- determination of merchandise requirements, and procurement</li> <li>- legal transactions</li> <li>- payment transactions</li> <li>- taking inventory and making inventory lists</li> <li>- calculations (calculatory controls, price comparisons, taking account of price reductions and currency calculations)</li> <li>- electronic data processing</li> </ul>	



Overview of learning fields for **specialised vocational training:**  
**Specialist in the hotel business**

Learning fields		Suggested time allocation in hours			
		Total	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
3.1	Work in the reception area				100
3.2	Work in sales				80
3.3	Work in marketing				60
3.4	Management tasks in housekeeping services				40
<b>Totals</b>		880	320	280	280

**Learning field 3.1****Work in the reception area****3rd year of training****Specialist in the hotel business****Suggested time allocation: 100 hours****Statement of objectives:**

The pupils describe work procedures in the reception area.

They are able to use information, communications and organisational tools and resources to support specific tasks.

The pupils process reservations. They are able to receive, welcome and assist guests. In particular, they offer services and inform guests regarding tourist offerings in the surrounding area. They prepare guest invoices and see guests off in a friendly manner. They know how to handle complaints in a "guest-oriented" (friendly and attentive) manner, which is also in the interest of the company.

They provide information and make announcements, orally and in writing, and also in the foreign language. They comply with applicable legal provisions.

The pupils are able to carry out all billing procedures in connection with guest invoices.

They work as a team and understand the advantages of team-based organisation of work.

**Content:**

- receipt and processing of messages
- information, communications and organisational tools and resources
- reservations
- check in and check out
- assisting guests
- tourist offerings
- complaints
- billing procedures
- legal provisions (contract law)
- teamwork
- calculations
- foreign language skills

<b>Learning field 3.2</b> <b>Work in sales</b>	<b>3rd year of training</b> <b>Specialist in the hotel business</b> <b>Suggested time allocation: 80 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils describe work procedures in sales.</p> <p>They conduct sales discussions, applying rules for proper communication, an understanding of the psychology of selling and technical knowledge about their work. They are able to use information, communications and organisational tools and resources to support specific tasks.</p> <p>The pupils process enquiries, prepare offers and confirm orders. They prepare letters that are ready to be signed.</p> <p>They are also able to provide information and messages in the foreign language. They comply with applicable legal provisions.</p> <p>They work as a team and understand the advantages of team-based organisation of work.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- sales discussions and techniques</li> <li>- information, communications and organisational tools and resources</li> <li>- order processing (business customers, conference business, price policy)</li> <li>- correspondence</li> <li>- applicable legal regulations</li> <li>- teamwork</li> <li>- calculations</li> <li>- foreign language skills</li> </ul>	

<b>Learning field 3.3</b> <b>Work in marketing</b>	<b>3rd year of training</b> <b>Specialist in the hotel business</b> <b>Suggested time allocation: 60 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils understand the importance of marketing for companies in the catering sector. From that understanding, they are able to derive aims and tasks for market-oriented company policies.</p> <p>They are able to develop marketing measures, in accordance with directions and using a mix of different marketing techniques, and they help implement the measures. They integrate tourist offerings in such measures. On an exemplary basis, they evaluate the results of marketing measures.</p> <p>The pupils use information and communications tools and resources. They are able to use the foreign language in marketing measures. They comply with applicable legal provisions.</p> <p>They are able to use proper technical terms and to communicate at a basic level in the foreign language.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- framework provisions</li> <li>- marketing measures</li> <li>- budgeting</li> <li>- analysing a company's strengths and weaknesses</li> <li>- applicable legal regulations</li> <li>- foreign language skills</li> <li>- electronic data processing</li> </ul>	

<b>Learning field 3.4</b> <b>Management tasks in housekeeping services</b>	<b>3rd year of training</b> <b>Specialist in the hotel business</b> <b>Suggested time allocation: 40 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils are familiar with the different work areas in the housekeeping department, as well as with the tasks and inspections that department carries out. They are able to develop and use organisational resources for that department.</p> <p>The pupils are able to explain the central importance of housekeeping services for guests' sense of comfort and well-being, and for the company's business success.</p> <p>In cooperation with the various departments, the pupils plan employee assignments, using organisational tools and resources. In the process, they take ergonomic, economic and quality aspects into account.</p> <p>They understand measures for managing and supporting employees. They comply with applicable legal provisions.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- job descriptions and work areas</li> <li>- duty roster</li> <li>- communication within the company</li> <li>- the importance of motivation, leadership style and training</li> <li>- organisational tools and resources</li> <li>- inspections</li> <li>- applicable legal regulations</li> <li>- calculations</li> <li>- electronic data processing</li> </ul>	

Overview of learning fields for  
**specialised vocational training:**  
**Restaurant specialist**

Learning fields		Suggested time allocation in hours			
		Total	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
3.1	Restaurant organisation				40
3.2	Management, care and sales of beverages				100
3.3	Management of a station				80
3.4	Work in the banquet area				60
<b>Totals</b>		880	320	280	280

**Learning field 3.1**

**Restaurant organisation**

**3rd year of training**

**Restaurant specialist**

**Suggested time allocation: 40 hours**

**Statement of objectives:**

The pupils are able to carry out service-related organisational tasks in the restaurant, and to explain the importance of such tasks.

They describe work areas for restaurant specialists. They prepare organisational plans for the service area.

The pupils write and design cards with food and beverage listings.

They prepare letters that are ready to be signed. They are also able to provide information and messages in the foreign language. They optimise operational procedures with the help of card catalogues / computer files with guest and supplier data.

They comply with applicable legal provisions.

They carry out arithmetic checks.

**Content:**

- work areas and job descriptions
- organisational plans
- structure and design of food and beverage menus
- correspondence
- catalogues and files with guest and supplier data
- applicable legal regulations
- calculations
- proper technical terms
- foreign language skills
- electronic data processing

**Learning field 3.2**

**Management, care and sales of beverages**

**3rd year of training**

**Restaurant specialist**

**Suggested time allocation: 100 hours**

**Statement of objectives:**

The pupils are able to manage and care for beverages and to offer and serve them to guests. They present beverages and advise guests regarding available beverages, covering such aspects as type of beverage, quality and taste. They apply rules for proper communication, as well as a familiarity with the psychology of selling and knowledge about the relevant products. They also offer advising in the foreign language.

They degust beverages, especially wines, and they classify them in keeping with the advising they offer guests. The pupils are able to select beverages that go well with specific foods and sequences of dishes. They describe and assess procedures for ensuring the availability of beverage selections.

They prepare mixed drinks – also in front of guests – in keeping with economic criteria, and they serve them.

**Content:**

- beverages
- presentation and service
- sales discussions and techniques
- degustation
- pairing of beverages with foods
- procedures and techniques for ensuring the availability of beverage selections (inventory management, special purchase agreements)
- mixed drinks
- applicable legal regulations
- calculations (recipes, quantities, costs, yields)
- proper technical terms
- foreign language skills



**Learning field 3.3**

**Management of a station**

**3rd year of training**

**Restaurant specialist**

**Suggested time allocation: 80 hours**

**Statement of objectives:**

The pupils are able to describe the requirements pertaining to the management of a station.

They carry out preparations in the restaurant, and they receive and seat guests. The pupils are able to advise guests regarding the available food and beverage selections and, in the process, apply rules for proper communication, as well as a familiarity with the psychology of selling. They accept orders.

The pupils are able to use a range of different methods to serve foods and beverages, and they can present and serve foods at guests' tables.

They know how to handle complaints in a "guest-oriented" (friendly and attentive) manner, which is also in the interest of the company. They prepare guest invoices, collect payment and see guests off in a friendly manner. They are also able to provide advising and support for guests in the foreign language.

They work as a team and understand the advantages of team-based organisation of work. They plan their work steps in accordance with economic and ecological criteria, and they check and assess their work themselves.

They prepare daily accounts and calculate and calculate performance-based pay.

The pupils are familiar with relevant applicable legal provisions.

**Content:**

- preparatory work
- assisting guests
- sales discussions and techniques
- food and beverage service
- working at guests' tables
- handling complaints
- applicable legal regulations
- teamwork
- calculations
- proper technical terms
- foreign language skills
- electronic data processing

**Learning field 3.4**

**Work in the banquet area**

**3rd year of training**

**Restaurant specialist**

**Suggested time allocation: 60 hours**

**Statement of objectives:**

The pupils are able to describe the importance of the banquet area and to help put on special events.

They conduct discussions for arrangement of banquets, and keep records of agreements reached. In the process, they apply rules for proper communication, as well as a familiarity with the psychology of selling. In keeping with instructions and in consultation with the kitchen, they are able to compile menus and buffets and to recommend suitable beverages, aperitifs and digestifs. They design menu cards for special events, and they help prepare banquet brochures. They are also able to do these things in the foreign language.

The pupils prepare special events, working in cooperation with the affected departments. The review completed events in terms of success and results, and derive from such review suggestions for ways to improve future events.

They observe applicable legal provisions.

They are able to calculate costs and earnings.

They work as a team and understand the advantages of team-based organisation of work.

**Content:**

- preparatory work
- organisational tools and resources
- menu cards
- sales discussions and techniques
- organisational structures
- analysis of events
- applicable legal regulations
- teamwork
- calculations
- proper technical terms
- foreign language skills
- electronic data processing

Overview of learning fields for  
**specialised vocational training:**  
**Professional caterer**

Learning fields		Suggested time allocation in hours			
		Total	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
3.1	System organisation				120
3.2	Human resources management				60
3.3	Management and control of entrepreneurial performance				100
<b>Totals</b>		880	320	280	280

<b>Learning field 3.1</b> <b>System organisation</b>	<b>3rd year of training</b> <b>Professional caterer</b> <b>Suggested time allocation: 120 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils compare catering concepts. They know the key differences between different catering concepts.</p> <p>They can explain the importance of system-based standards for the establishment of a brand. They are familiar with procedures for reviewing compliance with specifications and, in cases of non-compliance, can respond appropriately, in the framework of their authority.</p> <p>The pupils are familiar with different forms of expansion, and they understand the various forms' importance for the company.</p> <p>They help plan and organise work procedures, and they are able to systematise, describe and assess such procedures.</p> <p>They are able to use information and communications resources in keeping with organisational specifications and requirements.</p> <p>They use various forms of sales-promotion presentation, in keeping with instructions. On an exemplary basis, they evaluate the results of marketing measures.</p> <p>They observe applicable legal provisions, especially those pertaining to hygiene and environmental protection.</p> <p>They work as a team and understand the advantages of team-based organisation of work.</p> <p>They are able to use proper technical terms and the foreign language.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- characteristics of standardised concepts</li> <li>- the functions and tasks of headquarters and branch locations</li> <li>- organisational and operational structures</li> <li>- forms of expansion (branch and franchise systems)</li> <li>- quality control and assurance</li> <li>- marketing</li> <li>- applicable legal regulations</li> <li>- teamwork</li> <li>- calculations</li> <li>- proper technical terms</li> <li>- foreign language skills</li> <li>- electronic data processing</li> </ul>	

**Learning field 3.2**

**Human resources management**

**3rd year of training**

**Professional caterer**

**Suggested time allocation: 60 hours**

**Statement of objectives:**

The pupils describe the aims and tasks of human resources management, and are familiar with the applicable relevant legal framework. They are able to explain why "humanisation of the workplace" and cost-effectiveness are concepts that are not mutually exclusive – that, in fact, go hand-in-hand.

On an exemplary basis, they apply principles of operational human resources planning. They help in recruiting employees.

They are able to describe and assess measures for managing, leading, supporting and training employees in terms of the measures' value as tools for employee motivation.

The pupils are able to independently carry out the work required for administration and assignment of employees.

They are able to carry out calculations in connection with remuneration of employees, and they are able to explain the different entries found on pay statements.

They are able to use proper technical terms and the foreign language.

**Content:**

- human resources planning, employee recruiting and support
- employee management and training
- personnel administration and assignments planning
- job descriptions
- applicable legal regulations
- calculations (invoices in the area of human resources)
- proper technical terms
- foreign language skills
- electronic data processing

<b>Learning field 3.3</b> <b>Management and control of entrepreneurial performance</b>	<b>3rd year of training</b> <b>Professional caterer</b> <b>Suggested time allocation: 100 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils can describe the aims and tasks of controlling with regard to operations. They can explain the importance of recording operational processes via documents, and they can process documents to the extent required for their position.</p> <p>They understand cost structures of companies and the available procedures for cost control. They propose measures for increasing earnings.</p> <p>They use merchandise management systems, and relevant data, for purposes of quality assurance and process optimisation.</p> <p>The pupils can evaluate operational indicators and propose suitable pertinent measures for the company. They are able to prepare and present controllers' reports.</p> <p>They are able to use proper technical terms and the foreign language.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- processing of documents</li> <li>- merchandise management systems</li> <li>- indicators</li> <li>- cost control</li> <li>- preparation and presentation of controllers' reports</li> <li>- calculations</li> <li>- proper technical terms</li> <li>- foreign language skills</li> <li>- electronic data processing</li> </ul>	

Overview of learning fields for  
**specialised vocational training:**  
**Hotel clerk**

Learning fields		Suggested time allocation in hours			
		Total	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
3.1	Human resources management				60
3.2	Commercial procedures for monitoring operations				100
3.3	Management and control of operational processes				100
3.4	Event organisation				20
<b>Totals</b>		880	320	280	280

**Learning field 3.1****Human resources management****3rd year of training****Hotel clerk****Suggested time allocation: 60 hours****Statement of objectives:**

The pupils describe the aims and tasks of human resources management, and are familiar with the applicable relevant legal framework. They are able to explain why "humanisation of the workplace" and cost-effectiveness are concepts that are not mutually exclusive – that, in fact, go hand-in-hand.

On an exemplary basis, they apply principles of operational human resources planning. They are able to initiate personnel-recruiting measures.

They are able to describe and assess measures for managing, leading, supporting and training employees in terms of the measures' value as tools for employee motivation. They understand the aims and importance of employee evaluations.

The pupils are able to independently carry out the work required for administration and assignment of employees.

They are able to carry out calculations in connection with remuneration of employees, and they are able to prepare pay statements.

They are able to use proper technical terms and the foreign language.

**Content:**

- human resources planning and employee recruitment
- employee management, support and training
- employee evaluation
- personnel administration and assignments planning
- job descriptions
- applicable legal regulations
- calculations (invoices in the area of human resources)
- proper technical terms
- foreign language skills
- electronic data processing



<b>Learning field 3.2</b> <b>Commercial procedures for monitoring operations</b>	<b>3rd year of training</b> <b>Hotel clerk</b> <b>Suggested time allocation: 100 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils are able to understand operational procedures from a commercial perspective.</p> <p>They carry out preparations for the annual financial statement, including determining the necessary data in the framework of accounting procedures. In this context, they also process payment transactions in other currencies.</p> <p>The pupils are able to process data for purposes of calculation and record the data in suitable ways.</p> <p>They apply relevant provisions of commercial law.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- operational flows of goods and values</li> <li>- basics of accounting</li> <li>- inventory</li> <li>- annual financial statement (balance sheet, profit and loss account)</li> <li>- applicable legal regulations</li> <li>- calculations (costing, currency conversions)</li> <li>- proper technical terms</li> <li>- foreign language skills</li> <li>- electronic data processing</li> </ul>	

<b>Learning field 3.3</b> <b>Management and control of operational processes</b>	<b>3rd year of training</b> <b>Hotel clerk</b> <b>Suggested time allocation: 100 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils describe how the task of controlling, within a company, is to continually gather and evaluate relevant data.</p> <p>They understand cost structures of companies and the available instruments for controlling. They carry out controlling tasks, with the help of communications and information systems.</p> <p>The pupils determine and interpret key indicators for the purpose of deriving suitable measures for controlling operations.</p> <p>They help to keep records of results of management accounting.</p> <p>They carry out simple procedures of financial, profitability, amortization and liquidity calculations, for preparation of investment decisions, and assess the results.</p> <p>They carry out arithmetic checks.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- controlling instruments</li> <li>- costs (concepts, types)</li> <li>- indicators and indicator systems</li> <li>- commercial reporting</li> <li>- operational statistics</li> <li>- financial, profitability, amortization and liquidity calculations</li> <li>- proper technical terms</li> <li>- electronic data processing</li> </ul>	

**Learning field 3.4**

**Event organisation**

**3rd year of training**

**Hotel clerk**

**Suggested time allocation: 20 hours**

**Statement of objectives:**

The pupils can plan and organise events, working in cooperation with the relevant departments.

They independently carry out consultations, also in the foreign language. They organise and check the preparation of events.

The pupils are able, in the framework of preparations, to procure required goods. In the process, they take economic and ecological aspects into account.

They observe applicable legal provisions.

**Content:**

- preparation and execution of a consultation, and completion of the necessary follow-up
- event organisation
- goods procurement (from determination of suitable sources to invoicing)
- legal provisions (special forms, purchase agreements)
- calculations (cost monitoring)
- proper technical terms
- foreign language skills
- electronic data processing

Overview of learning fields for  
**specialised vocational training:**

**Specialist in ice cream making**

Learning fields		Suggested time allocation in hours			
		Total	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year
3.1	Production of products, and of preparations made from mixtures				60
3.2	Production of ice cream				40
3.3	Production of specialty types of ice cream				80
3.4	Treatment, design and serving of ice cream products				60
3.5	Management of an ice cream parlour				40
<b>Totals</b>		880	320	280	280

<b>Learning field 3.1</b> <b>Production of products, and of preparations made from mixtures</b>	<b>3rd year of training</b> <b>Specialist in ice cream making</b> <b>Suggested time allocation: 60 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils are familiar with the characteristic properties of selected mixtures, and with the different ways the mixtures can be processed and used. They choose mixtures in accordance with the intended use. In the process, they take account of both product-related and business-related criteria.</p> <p>The pupils develop work schedules for the various production processes, use equipment efficiently and observe applicable occupational-safety and hygiene regulations. They select raw ingredients in keeping with the pertinent recipes, and they prepare fillings.</p> <p>The pupils produce mixtures and use various techniques for forming and baking. They evaluate the mixtures they produce and apply the results to their further planning.</p> <p>The pupils use their finished products for the production of additional products. They ensure that suitable supplies of semi-finished and ready-made products are available, while also remaining attentive to quality assurance.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- sponge cake, wafer batter, hippen paste, meringue</li> <li>- legal provisions, guiding principles</li> <li>- stirring, whipping, mixing, garnishing, drying, flambéing</li> <li>- preparation of baked goods from mixtures, and with fillings</li> <li>- quality characteristics</li> <li>- comparison of conventionally prepared products and convenience products</li> </ul>	

**Learning field 3.2**

**Production of ice cream**

**3rd year of training**

**Specialist in ice cream making**

**Suggested time allocation: 40 hours**

**Statement of objectives:**

The pupils make preparations for production of ice cream, including both basic mixtures and variations. They select raw ingredients in keeping with the pertinent recipes, and they take account of the different ingredients' impacts on the quality and characteristics of the finished ice cream. They plan the sequence of steps to be followed, use technological processes for ice cream production and carry out product-oriented calculations. They operate the relevant machines and equipment safely and reliably.

The pupils check the quality of the finished ice cream in keeping with specific criteria, and they optimise their recipes and/or production processes accordingly.

They are familiar with applicable provisions of food law, and they accept the provisions as a necessary basis for the production, storage and sale of flawless products. They carry out quality management measures.

**Content:**

- legal provisions
- use and technological importance of milk and dairy products, sugar (including different types of sugar) and binding agents for ice cream
- value-adding raw ingredients
- raw ingredients that are potentially allergenic
- pasteurisation, freezing processes, volume increases
- volumetric changes, liter weights
- recipe-related calculations, minimum amounts
- criteria for checking of product quality (glaze, consistency, taste, smell, appearance, freshness)

**Learning field 3.3**

**Production of speciality types of ice cream**

**3rd year of training**

**Specialist in ice cream making**

**Suggested time allocation: 80 hours**

**Statement of objectives:**

The pupils make preparations for production of other types (speciality types) of ice cream, including a range of variations. They select raw ingredients in keeping with the pertinent recipes, and they take account of the different ingredients' impacts on the quality and characteristics of the finished ice cream. They plan the sequence of steps to be followed, use suitable technological processes for production of the relevant types of ice cream and carry out product-oriented calculations. They operate the relevant machines and equipment safely and reliably.

The pupils check the quality of the finished ice cream in keeping with specific criteria, and they optimise their recipes and/or production processes accordingly.

They are familiar with applicable provisions of food law, and they accept the provisions as a necessary basis for the production, storage and sale of flawless products. They carry out quality management measures.

The pupils carry out the sorts of calculations that are important for companies working in the area of ice cream production.

**Content:**

- cream ice, extra creamy ice cream, sherbet, ice cream, fruit ice cream, sorbet, water ice
- legal provisions
- use and technological importance of egg and egg products, fruits and fruit products, water, vegetable oils and fats and ice-cream-binding agents
- value-adding raw ingredients
- raw ingredients that are potentially allergenic; suitable substitutes
- production techniques, freezing processes, volume increase, use of proper proportions in recipes
- criteria for checking of product quality (glaze, consistency, taste, smell, appearance, freshness)

<b>Learning field 3.4</b> <b>Treatment, design and serving of ice cream products</b>	<b>3rd year of training</b> <b>Specialist in ice cream making</b> <b>Suggested time allocation: 60 hours</b>
<p><b>Statement of objectives:</b></p> <p>The pupils design and decorate sundaes and other ice-cream products, in keeping with recipes and/or instructions. They develop and produce their own variations. In the process, they take account of relevant aspects of taste, appearance and seasonal availability.</p> <p>The pupils use fruits in a broad range of ways. They also use milk, sugar and cocoa, products made from such ingredients, and spirits as ingredients and as decorations.</p> <p>The pupils prepare ice cream shakes and decorate them appropriately.</p>	
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- semifreddo desserts, parfaits</li> <li>- sundaes, ice cream bombes, ice cream cakes, ice cream bricks, ice cream desserts, cassata, soufflés</li> <li>- ice cream shakes</li> <li>- use of spirits</li> </ul>	



**Learning field 3.5**

**Management of an ice cream parlour**

**3rd year of training**

**Specialist in ice cream making**

**Suggested time allocation: 40 hours**

**Statement of objectives:**

The pupils are able to carry out, and organise, the various service and production tasks that present themselves in ice cream parlours, and to explain why the different tasks are important.

They describe the different areas, in an ice cream parlour, in which a specialist in ice cream making can work. They prepare organisational plans, taking account of the applicable legal provisions.

The pupils write and design cards with listings of ice cream, food and beverages. They calculate the prices for various ice cream products, and they interpret the results in terms of productivity and cost-effectiveness.

**Content:**

- work areas and job descriptions
- organisational plans
- working time, hourly cost rates
- structure and design of ice cream, food and beverage menus
- cost-effectiveness calculations
- price calculations: street sales, ice cream parlour
- applicable legal regulations
- proper technical terms
- electronic data processing