



**KULTUSMINISTER  
KONFERENZ**

# **Framework curriculum for the Apprenticeships**

**Specialist for gastronomy**

**Specialist for System Catering and Specialist for System Catering**

**Specialist for restaurants and event catering and Specialist  
for restaurants and event catering**

(Resolution of the Conference of Ministers of Education and Cultural Affairs of 17.12.2021)

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## **Part I Preliminary remarks**

This framework curriculum for vocational education and training at vocational schools has been adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder and coordinated with the corresponding federal training regulations (issued by the Federal Ministry for Economic Affairs and Energy or the competent ministry in agreement with the Federal Ministry of Education and Research).

The framework curriculum is basically based on the level of the lower secondary school leaving certificate or comparable qualifications. It does not contain any methodological specifications for teaching. The framework curriculum describes occupation-related minimum requirements with regard to the qualifications to be acquired.

The federal training regulations and the framework curriculum of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder as well as the curricula of the Länder for the inter-occupational learning area regulate the objectives and content of vocational training. On this basis, the pupils acquire a qualification in a recognised training occupation and a vocational school certificate.

The Länder adopt the framework curriculum directly or implement it in their own curricula. In the second case, they ensure that the specifications of the framework curriculum for subject-related and temporal coordination with the respective training regulations are maintained.

## **Part II Educational mission of the vocational school**

The vocational school and the training companies fulfil a joint educational mandate in dual vocational training.

The vocational school is an independent place of learning that operates on the basis of the framework agreement on the vocational school (resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 12 March 2015, as amended). It works as an equal partner with the other parties involved in vocational education and training and has the task of enabling the pupils to strengthen job-related and cross-occupational skills. In this way, the pupils are enabled to fulfil their tasks at work and to sustainably contribute to shaping the world of work and society in a socially, economically, ecologically and individually responsible manner, especially against the background of changing requirements. This includes the promotion of young people's competences

- for personal and structural reflection,
- to deal with future-oriented technologies, digitally networked media and data and information systems in a responsible and autonomous manner,
- act adequately in professional and technical language situations,
- to lifelong learning as well as professional and individual flexibility to cope with the changing demands in the world of work and society,
- on professional mobility in Europe and a globalised world

on.

Instruction at the vocational school is based on the federally uniform regulations issued for each state-recognised training occupation. In addition, the regulations and school laws of the Länder issued for the vocational school apply.

In order to fulfil its educational mandate, the vocational school must ensure a differentiated educational offer that

- develop action-oriented learning arrangements in didactic planning for the school year that are coordinated with in-company training,
- enables teaching with appropriate individual support against the background of the different experiences, abilities and talents of all pupils,
- promotes individual and self-organised learning in the digital world,
- takes into account the promotion of educational, vocational and technical language competence,
- supports sustainable development of the working and living environment and self-determined participation in society,
- sensitised to health maintenance and accident risks,
- provides an overview of educational and professional development perspectives, including entrepreneurship, to support self-responsible career and life planning,
- is aligned with the relevant scientific findings and results with regard to competence development and competence assessment.

The central aim of vocational school is to promote the development of comprehensive action competence. Action competence is understood as the readiness and ability of the individual to behave in professional, social and private situations in an appropriately thought-out and individually and socially responsible manner.

**Action competence** unfolds in the dimensions of professional competence, self-competence and social competence.

### **Professional competence**

Willingness and ability to solve tasks and problems in a goal-oriented, appropriate, methodical and independent manner on the basis of professional knowledge and skills and to assess the result.

### **Self-competence<sup>1</sup>**

Willingness and ability, as an individual personality, to clarify, think through and assess development opportunities, requirements and restrictions in family, work and public life, to develop one's own talents and to make and develop life plans. It includes qualities such as independence, critical faculties, self-confidence, reliability, sense of responsibility and duty. In particular, it also includes the development of well thought-out values and self-determined commitment to values.

### **Social competence**

Willingness and ability to live and shape social relationships, to grasp and understand attentions and tensions, and to engage and communicate with others rationally and responsibly. This includes in particular the development of social responsibility and solidarity.

Methodological competence, communicative competence and learning competence are immanent parts of professional competence, self-competence and social competence.

### **Methodological competence**

Willingness and ability to proceed in a targeted, planned manner when dealing with tasks and problems (for example, when planning work steps).

### **Communicative competence**

Willingness and ability to understand and shape communicative situations. This includes perceiving, understanding and presenting one's own intentions and needs as well as those of the partners.

### **Learning competence**

Willingness and ability to understand and evaluate information about facts and contexts independently and together with others and to classify it in mental structures. Learning competence also includes, in particular, the ability and willingness to develop learning techniques and learning strategies at work and beyond the professional sphere and to use these for lifelong learning.

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<sup>1</sup> The term "self-competence" replaces the previously used term "human competence". It takes greater account of the specific educational mandate of the vocational school and picks up on the systematisation of the DQR.

### Part III Didactic Principles

In order to fulfil the educational mandate of the vocational school, young people are enabled to independently plan, carry out and assess work tasks within the framework of their occupation.

Learning in vocational school aims at the development of comprehensive action competence. With the didactically justified practical implementation - or at least the mental penetration - of all phases of a vocational action in learning situations, learning is carried out in and from work.

Action-oriented teaching within the framework of the learning field concept is primarily oriented towards action-systematic structures and represents a changed perspective compared to primarily subject-systematic teaching. According to learning theory and didactic findings, the following points of orientation are to be taken into account when planning and implementing action-oriented teaching in learning situations:

- Didactic reference points are situations that are significant for professional practice.
- Learning takes place in complete actions, preferably carried out by oneself or at least mentally reproduced.
- Actions promote a holistic grasp of professional reality in an increasingly globalised and digitalised world of life and work (for example, ecological, legal, technical, safety-related, professional, technical and foreign language, social and ethical aspects).
- Actions draw on learners' experiences and reflect on them in terms of their social impact.
- Actions also take into account social processes, for example the declaration of interests or conflict resolution, as well as different perspectives on career and life planning.

## Part IV Job-related preliminary remarks

This framework curriculum for vocational training as a specialist for gastronomy with a focus on restaurant service or system gastronomy, as a specialist for restaurants and event gastronomy and as a specialist for system gastronomy is coordinated with the Ordinance on the Reorganisation of Training in the Hotel and Gastronomy Professions of 9 March 2022 (BGBl. I p. 314).

The framework curriculum for vocational training in the hospitality sector (specialist in hospitality, hotel specialist, restaurant specialist, specialist in system catering, hotel clerk, specialist in catering) (resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 5 December 1997) is repealed by the present framework curriculum.

The competences required for the examination area of economics and social studies are taught on the basis of the "Competence-oriented qualification profile for teaching at vocational school in the area of economics and social studies for industrial-technical training occupations" (resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 17.06.2021).

In addition to the occupational profile (Federal Institute for Vocational Education and Training at <http://www.bibb.de>), the following aspects are important in vocational school teaching:

The occupations of specialist in gastronomy with a focus on restaurant service or system gastronomy, specialist in restaurants and event gastronomy and specialist in system gastronomy are characterised by an attractive and modern occupational image of social and economic significance. Another characteristic feature is the variety of catering businesses, such as cafés and bars, restaurants and hotel restaurants in cities and in rural areas, excursion restaurants, catering businesses, system catering businesses, company restaurants, businesses in transport and trade catering as well as event and event catering. After completing their training, trainees have a wide range of career opportunities at home and abroad. The path to professional self-employment is also attractive.

In all three professions, the employees look after the well-being of the guests. They sell, advise and serve food and drinks in different types of services. They advise their guests on the range of drinks and on the choice of meals and menus. They plan events and organise them for their guests. They process payments with the guest and prepare events after the event. In their activities, they take into account hygiene standards as well as aspects of food law and sustainability.

In addition, the restaurant and event catering specialist is characterised by looking after guests at the table, working at the bar, planning and carrying out events, also with regard to personnel planning.

For the specialist in system catering, the focus is on working in the areas of procurement, system management, marketing, personnel management and in the control of commercial processes.

The catering specialist is trained for two years in either restaurant service or system catering. Regardless of the focus, all skilled workers can

The third year of training for restaurant and event catering specialists or for system catering specialists can be completed by those who have completed their vocational training.

The learning fields are oriented towards the vocational fields of action. They are to be implemented in a methodical-didactic manner in such a way that they lead to comprehensive professional competence. This includes sound specialist knowledge, independence, initiative, organisational talent, empathy, appreciative communication, team skills and personnel management.

The competences formulated in the learning fields describe the qualification level at the end of the learning process and represent the minimum scope. Contents are only listed in italics if the competences described in the target formulations are to be concretised.

Digital work, the acquisition of foreign language skills and occupation-specific calculations as well as aspects of sustainability are an integral part of the learning fields.

The learning fields each address a complete vocational course of action. Within the scope of their possibilities, the schools decide independently on the implementation of the execution phase.

There is a close factual connection between the framework curriculum and the training framework plan for in-company training. It is recommended to use both plans as a basis for designing exemplary learning situations in the individual learning fields.

The learning fields 1 to 5 of the framework curriculum are to be taught for the catering specialist before the intermediate examination.

Training to become a specialist for restaurants and event catering and a specialist for system catering is divided into two training phases, one before and one after Part 1 of the extended final examination (GAP 1). The competences of learning fields 1 to 6 of the framework curriculum are coordinated with the qualifications of the training regulations and thus form the basis for Part 1 of the final examination.

Learning fields 1 to 5 are taught in the first year of the apprenticeship in a cross-occupational manner with the occupations of chef, kitchen specialist, hotel specialist and hotel management assistant. This corresponds to the multi-professional work in a catering business and requires the interdepartmental communication skills of the trainees.



**Part V Learning fields**

Overview of the learning fields for the training occupation <b>Specialist for gastronomy</b>				
<b>Learning fields</b>		<b>Time guidelines in lessons</b>		
No		Year 1	Year 2	Year 3
1	Helping to shape one's own role in the company and representing the profession and the company	40		
2	Order, receive, store and maintain goods	40		
3	Working in the kitchen	120		
4	Prepare and maintain the restaurant	40		
5	Perform guest-related service in the restaurant	80		
6	Offer and serve dishes, menus and products		120	
7	Offer and serve drinks		80	
8	Work on the drinks bar		40	
9	Process payments with the guest		40	
<b>Totals: 600 hours in total</b>		<b>320</b>	<b>280</b>	

Overview of the learning fields for the training occupation <b>Specialist for system gastronomy and specialist for system gastronomy</b>				
Learning fields		Time guidelines in lessons		
		Year 1	Year 2	Year 3
No.				
1	Helping to shape one's own role in the company and representing the profession and the company	40		
2	Order, receive, store and maintain goods	40		
3	Working in the kitchen	120		
4	Prepare and maintain the restaurant	40		
5	Perform guest-related service in the restaurant	80		
6	Offer and serve dishes, menus and products		120	
7	Offer and serve drinks		80	
8	Work on the drinks bar		40	
9	Process payments with the guest		40	
10	Perform procurement tasks			40
11	Perform system management tasks			40
12	Work in marketing			40
13	Perform human resources management tasks			80
14	Controlling commercial processes in a company-oriented manner			80
<b>Totals: 880 hours in total</b>		<b>320</b>	<b>280</b>	<b>280</b>

Overview of the learning fields for the training occupation <b>Specialist for restaurants and event catering and Specialist for res- taurants and event catering</b>				
<b>Learning fields</b>		<b>Time guidelines in lessons</b>		
No.		Year 1	Year 2	Year 3
1	Helping to shape one's own role in the company and representing the profession and the company	40		
2	Order, receive, store and maintain goods	40		
3	Working in the kitchen	120		
4	Prepare and maintain the restaurant	40		
5	Perform guest-related service in the restaurant	80		
6	Offer and serve dishes, menus and products		120	
7	Offer and serve drinks		80	
8	Work on the drinks bar		40	
9	Process payments with the guest		40	
10	Working at the bar			80
11	Looking after guests at the table			80
12	Plan and implement events			80
13	Plan staffing for an event			40
<b>Totals: 880 hours in total</b>		<b>320</b>	<b>280</b>	<b>280</b>

**Learning area 1: Helping to shape one's own role in the company and representing the profession and the company**

**1st year of training**  
**Time reference value: 40 hours**

**Pupils have the competence to help shape their role within the enterprise and to represent their enterprise.**

The pupils **analyse** the occupational profiles in the hospitality industry as well as the mission statement and organisational structure of their enterprise. They search for and evaluate information and sources of presentation (*organisational structures, division of labour*) and develop the range of services of their enterprise.

Pupils find **out** about the requirements for the role as host and hostess and in the team. They explore analogue and digital forms of communication and identify communication problems. They get an overview of the fields of work in the hospitality industry and the internationality of the industry. They identify opportunities and chances for personal and professional development (*career opportunities, further education and training*) as well as professional challenges (*personal health*).

The students get an overview of the company's quality management (*occupational safety, personnel, company and product hygiene*) and company sustainability measures (*social, ecological, economic*).

The pupils **plan** a presentation about their company and their business activities. They develop criteria for evaluating presentations and observe data protection as well as copyright and personal rights.

Pupils **select** appropriate presentation media and create a presentation.

The pupils **present** their company and their business activities in an appropriate way, also in a foreign language.

The pupils **reflect on** the criteria-guided work process as well as the presentations. They give and accept feedback. They **derive** recommendations for their role in the company and towards the guest.

**Learning Area 2: Ordering, receiving, storing and maintaining goods****1st year of training  
Time reference value: 40  
hours****Pupils have the competence to order, receive, store and take care of goods.**

The pupils **analyse** the operational procedures for ordering, receiving, storing and maintaining goods. They differentiate the types of goods and describe the functions of the warehouse for the business.

The pupils **inform** themselves about sources of supply, ordering procedures and types of storage. They understand the connection between the properties of goods and hygiene when storing goods, as well as spoilage and the time of procurement. For this purpose, they gain an overview of the basics of the sales contract.

The pupils **plan the** procurement, storage and provision of goods, also digitally. To do this, they determine the demand for goods and consider aspects of sustainable management. They determine the required order and delivery times as well as the order quantity (*reorder level, minimum stock, maximum stock*).

The pupils **order** goods, accept them and store them. They check the goods, check delivery notes and react to disruptions in the delivery. They document the receipt and return of empties and transport goods.

The pupils maintain and record (*weigh, count, measure*) the stock of goods and prepare goods for further use. They recognise the causes of spoilage and initiate measures. In the work process, they observe occupational health and safety.

The pupils **reflect on** the process and show possibilities of optimisation with regard to social, economic and ecological aspects as well as conflicts of objectives.

**Learning Area 3:**

**Working in the kitchen**  
**1st year of**  
**training Time allowed: 120**  
**hours**

**The pupils have the competence to prepare the workplace in the kitchen, to prepare and present simple dishes and to carry out cleaning work.**

The pupils **analyse** the task of carrying out work in the kitchen. To do this, they familiarise themselves with the kitchen workplace, hygiene regulations (*personnel, operational and product hygiene*) and cleaning work in the kitchen (*storage, use and disposal of cleaning agents and disinfectants*).

The pupils **inform** themselves about work equipment, machines and devices. They get an overview of eggs and vegetable raw materials, their preparation (*cooking methods*) and derive nutritional and kitchen-technological properties. They find out about preparation (*washing, cleaning, peeling*) and processing of food (*cutting techniques, cutting forms, work safety*).

Pupils **plan** the steps to prepare and cook simple dishes.

The pupils decide on recipes, **select** food (quality, *regionality, seasonality, sustainability*) as well as working materials and calculate the use of materials and goods and draw up lists of goods and material requirements. They set up their workplace (*workplace ergonomics*).

The pupils **prepare** simple dishes (*salads, egg dishes, vegetable dishes, vegetable side dishes, filling side dishes*). They apply cutting and mixing techniques and observe the resource-saving handling of food as well as hygiene regulations. They prepare and present dishes.

The pupils clean the workplace and tools and dispose of waste, taking into account occupational health and safety. They observe hygiene and sustainability.

The pupils **reflect on** their work process, review the results and **derive** possibilities for optimisation.

## Learning Area 4:

**Preparing and maintaining  
the restaurant 1st year of training  
Time reference value: 40 hours****The students have the competence to prepare and maintain the restaurant.**

The pupils **analyse** the importance of guest rooms for the well-being of the guests. To do this, they record company-specific conditions as well as guests' needs and wishes.

The pupils **inform** themselves about the furnishings and equipment (*tables, table shapes, table linen, napkin shapes, crockery, drinking vessels, cutlery, utensils, machines*) with the help of analogue and digital media. They research specifications for cleaning and disinfecting catering areas, textiles and objects, taking into account environmental protection regulations, sustainability and occupational health and safety.

The pupils **plan** the preparation of guest and restaurant rooms according to the occasion. They select the appropriate operational utensils, determine the required quantities and provide them.

The pupils **prepare** guest and service rooms and set the tables. They consider furnishing, equipment and design options, taking into account individual, aesthetic, economic, ecological and functional requirements and standards. They document the process and the result.

The pupils clean, disinfect and maintain guest and service rooms as well as company utensils. They check the measures and document them digitally. They determine the need for repairs and replacements and take the usual measures.

The pupils **check** and assess the results, reflect on the process and derive possibilities for improvement.

**Learning Area 5: Carry out guest-related service in the restaurant****1. Training year  
Time reference value: 80  
hours**

**The pupils have the competence to carry out restaurant services taking into account the wishes of the guests and the specific conditions of the business.**

The students **analyse** guest needs, guest groups, guest types and operational requirements. In doing so, they take into account trends, communication rules and their host role towards national and international guests.

The pupils **inform** themselves about buffet and service rules and alcohol-free cold and hot drinks, beer (*types*) and wine (*types*). They get an overview of cash register systems and the organisation of table reservations.

The pupils **plan** guest-related services taking into account the specific conditions of the business. In doing so, they take into account sustainable, economic procedures and hygienic principles as well as technical language. They calculate the requirements according to the number of guests.

The students **perform** guest-related service and work in a team. They check the saleability of products, serve food and drinks and lift out crockery, cutlery and glasses. They use company documents to inform guests about nutritional forms, allergies, preparations as well as ingredients and additives of simple food and beverages. They implement sales promotion measures and also communicate in a foreign language.

Pupils **reflect on** their role as hosts and team members and their own actions.

The pupils **evaluate** the service in the restaurant as well as guest feedback and derive possibilities for optimisation.



**Learning Area 6: Offer and serve dishes, menus and products**

**2. Training year**  
**Time reference value: 120 hours**

**Students have the competence to offer and serve dishes, menus and products.**

The pupils **analyse** company-specific guest requirements. They record the variety of food components, dishes and products they offer and recommend to guests.

The pupils **inform** themselves about different raw materials (*meat, fish, dairy products and their substitutes as well as fruit, pulses, cereals*) and their ingredients as well as the preparation of dishes and products ready to serve. They compare standardised and individual working methods. They enquire about rules for the composition of dishes and menus (*3-course menu*). They identify the materials necessary for preparing the dining room and the tables for the dishes and menus offered and find out about legal regulations (*price information, additives, allergens*) for preparing menus, menus and special offers.

The pupils **plan** guest-oriented offers as well as service procedures and provide the materials necessary for serving. When planning, they take into account the in-house standards and possibilities of additional sales as well as economic and ecological aspects.

The pupils **carry out** preparation work appropriate to the situation and the offer and create analogue and digital offer cards. They offer dishes, menus and products in sales talks according to the guests' wishes. They take into account different types of food and nutritional trends as well as international specialities, foreign and technical language, regionality, sustainability and company standards as well as quality and quality labels. They inform guests about ingredients, additives and allergens. They serve dishes, menus and products. They design the service in a guest-oriented manner and accept feedback.

The students **reflect on** their approach also with regard to guest satisfaction and optimise the service procedure and the appearance towards the guest.

**Learning Area 7:****Offer and serve  
beverages****2nd year of****training Time allowed: 80  
hours**

**The students have the competence to offer and serve beverages taking into account guests' wishes and company-specific conditions.**

The pupils **analyse** the task of offering and serving drinks in the restaurant and at events. To do this, they record the range of beverages and orient themselves to the guests' needs and wishes, taking trends and regional specialities into account.

The pupils find out about the rules for choosing suitable drinks. They **inform** themselves about the types of beverages and their production (*German beers, wines from Germany, Spain, Italy, sparkling wines and non-alcoholic alternatives, non-alcoholic and alcoholic mixed drinks, alcoholic hot drinks and types of spirits to be used*). They gain an overview of beverage sales and sales promotion measures and take into account internal conditions and standards. They understand the legal basis of alcoholic beverages.

The pupils **plan** a range of drinks taking into account guest needs and wishes. They select suitable drinks.

The pupils **create** an analogue and digital beverage offer. They advise guests on the selection of drinks, also in a foreign language, and actively recommend and sell according to company standards. The pupils carry out beverage service and implement operational marketing measures.

The students check the range of drinks on offer, taking into account guest feedback. They **assess** their service and derive possibilities for optimisation.

**Learning Area 8:****Working at the beverage  
counter      2nd year  
of training Time allowed:  
40 hours****Students have the competence to work at the drinks counter.**

The pupils **analyse** the beverage serving workplace and its equipment and familiarise themselves with the importance of beverage serving in the service process.

The pupils **inform** themselves about the construction, functioning and cleaning of dispensing equipment and other equipment for preparing beverages. They gain an overview of beverage storage. The pupils find out about legal regulations on serving beverages and operational standards.

The pupils **prepare** the workplace in the drinks bar also taking into account the serving temperatures and hygiene requirements.

The pupils **serve** non-alcoholic cold drinks and beer as requested by the service staff or the guest (*serving volume, glass shapes*). They prepare mixed drinks and alcoholic hot drinks according to company specifications. They carry out recipe calculations and determine dispensing losses. They recognise alcohol consumption that endangers themselves and others and act responsibly.

The pupils reflect on the work process, **evaluate** the results and derive measures for quality assurance.

## Learning Area 9:

**Processing payments with  
the guest      2nd year of training  
Time reference value: 40 hours**

**Pupils have the competence to handle payment transactions with the guest.**

The pupils **analyse** the task of negotiating payments with the guest. They find out about payment options in the business and the type of business.

The pupils get an overview of the different possibilities of accounting with regard to different ordering systems, cash register systems, forms of payment and gastronomic forms of offer as well as types of operation. They **inform** themselves about the legal basics (*hospitality contract, dine-in, VAT, drinking money, receipts*) for payment processing with the guest. They explore possibilities for dealing with complaints during payment processing.

The students **plan** the invoicing according to the type of operation. They develop concepts for increasing guest satisfaction in the billing process and in the event of complaints. They prepare analogue and digital measures for guest loyalty when saying goodbye.

The pupils **carry out** settlements with the guest according to the situation and take into account offers of the house. They calculate gross prices, net prices, discounts and show the value-added tax. They arrange payment with different means of payment and payment options, taking into account precautionary measures when accepting means of payment. They determine the cash balance and, if necessary, the causes of cash discrepancies. They receive complaints and react appropriately.

The pupils **evaluate** the accounting process in different types of business from an economic point of view and examine possibilities for improvement. They reflect on and **optimise** the complaints process.

## 3. Training year

**Specialist for system gastronomy and specialist for system gastronomy**

<b>Learning Area 10: Performing procurement tasks</b>	<b>3rd year of training Time reference value: 40 hours</b>
<p><b>The students have the competence to plan, carry out and evaluate tasks in procurement in system catering operations.</b></p> <p>The pupils <b>analyse</b> the tasks in merchandise management.</p> <p>The pupils <b>inform</b> themselves about the procedures of procurement and warehousing processes.</p> <p>The pupils <b>plan</b> work processes for the procurement and storage of goods and draw up work flow plans.</p> <p>The pupils <b>organise</b> the storage of goods and monitor it using key figures. They record stock changes and deviations (<i>inventory</i>) and clarify the need for corrections. They determine the demand for goods, taking into account the number of guests, and compare offers. They order goods and conclude contracts, using digital media. They work with suppliers and monitor contract and payment terms, check receipts and invoices. They react appropriately to disruptions in the ordering and delivery process (<i>logistics chain</i>) and work according to operational standards in the procurement of goods.</p> <p>Pupils <b>reflect on</b> the way they work in procurement, taking into account economic, environmental and guest-related factors.</p>	

**Learning Area 11: System management tasks  
perceive****3rd year of training  
Time reference value: 40 hours****The students have the competence to perform tasks in system management.**

The pupils **analyse** system gastronomic restaurant concepts (*franchise, franchise, licence systems*) as well as the system organisational processes.

The pupils **inform** themselves about the structural and procedural organisation in system catering companies and their information and communication channels. They explore standards in system catering, understand their significance and differentiate between degrees of standardisation. They gain an overview of the significance of quality and quality seals.

Pupils **plan** the implementation of standardised work procedures and hygiene and quality management processes.

Pupils **implement** standardised workflows and processes. They use standardised information and communication channels. They document measurements of hygiene and quality standards with the help of analogue and digital checklists and automatic documentation systems and take necessary measures if required.

The pupils **reflect on** management processes, taking into account economic, ecological and guest-related factors. They formulate suggestions for optimising standards.

**Learning Area 12:****Work in marketing  
3rd year of  
training Time allowed: 40  
hours**

**The pupils have the competence to plan, implement and evaluate marketing measures.**

The pupils grasp the importance of marketing activities and analyse the task of planning, implementing and evaluating marketing measures. They **analyse** target groups, guest needs, market competitors and locations.

The pupils **inform** themselves about marketing objectives, marketing instruments and control measures.

Pupils **plan** marketing measures for the business (*guest loyalty programmes, advertising measures, sales control and sales promotion measures*). They consider target groups, occasions and budgets according to the brand and the standard. They select suitable marketing instruments and observe legal requirements (*competition law, trademark law*).

The students **implement** self-planned and developed measures as well as brand-wide analogue and digital marketing measures at the location.

The pupils **assess** the measures used and monitor the success.

**Learning Area 13: Tasks in personnel  
management  
perceive**

**3rd year of training  
Time reference value: 80 hours**

**Pupils have the competence to plan staffing needs, procure and manage staff.**

Pupils become **familiar with** personnel processes and grasp the importance of recruiting and retaining personnel.

The pupils get an overview of the organisational structure. They learn about personnel marketing, personnel management and motivation, personnel development, personnel assessment, initiation and termination of employment relationships and personnel administration.

Students **plan** quantitative and qualitative staffing needs, recruitment, staff integration, staff development, staff deployment and staff training.

The pupils **carry out** personnel management tasks. They prepare duty rosters and holiday plans, taking into account labour law regulations, they assume responsibility for personnel, communicate in an appreciative manner, take diversity as well as group dynamics and different personalities into account. They conduct staff appraisals and provide guidance to employees. They identify the need for training and instruction (*standards, infection control, occupational safety, hygiene, sustainability*) and arrange for it. They organise training and education measures and evaluate them. The students manage personnel processes (*start and end of employment and training relationships, recording of working time, absences, holiday and sick time, payroll accounting*) and inform employees about them.

The pupils **reflect on** human resource management processes and their own leadership behaviour. They **derive** possibilities for improvement from this.



**Learning Area 14: Controlling commercial processes in a company-oriented manner**

**3rd year of training**  
**Time reference value: 80 hours**

**Pupils have the competence to manage and control commercial processes and to act in an entrepreneurial manner.**

The pupils understand the importance of commercial processes and entrepreneurial action. They **analyse** the connection between quality, guest satisfaction and business success.

The pupils **inform** themselves about operational cost and performance accounting. They find out about variants of cost accounting and costing procedures as well as about company standards for filing and archiving.

The pupils **prepare** the data for carrying out the cost calculations.

The pupils **determine** operational key figures (*operational key figures, profit key figures, balance sheet key figures*) and evaluate them. They present their results in analogue and digital diagrams and tables, present them and derive measures. They calculate offer prices on the basis of full costs (*overhead costing*) and carry out a one-stage contribution margin calculation including break-even calculation within the framework of direct costing.

Pupils reflect on their approach to managing commercial operations and **assess** the measures taken to improve business success and guest satisfaction.

3rd year of training

**Specialist for restaurants and event catering and Specialist for restaurants and event catering**

<p><b>Learning Area 10:</b></p>	<p><b>Working at the bar</b>  <b>3rd year of training</b>  <b>Time allowed: 80 hours</b></p>
<p><b>The students have the competence to offer, prepare and serve drinks at the bar.</b></p> <p>The students familiarise themselves with the bar workplace and <b>analyse</b> the bar stock.</p> <p>The pupils find <b>out</b> about <i>aperitifs</i>, digestifs and wines (<i>French wines</i>). They find out about beer specialities, southern wines and spirits and their service, including the glasses to be used. They understand qualitative classifications and differences in taste of drinks. They get an overview of types, recipes and production of bar drinks (<i>mixed and blended drinks</i>) as well as bar equipment.</p> <p>The pupils <b>organise</b> the workplace at the bar. They provide glasses, drinks, ingredients and garnishes. The pupils design drink menus, also in a foreign language and using digital media. In doing so, they observe legal requirements.</p> <p>The pupils prepare cocktails and mixed drinks and serve drinks at the bar. In doing so, they take ecological and economic aspects into account. The pupils give guest-oriented advice, also in a foreign language, about the range of drinks and take into account sales psychology aspects at the bar. They critically examine their role as hosts. (<i>Occasion, types of guests, international and regional characteristics, dangers of alcohol</i>).</p> <p>The pupils <b>reflect on</b> the work process and the guest communication. They <b>evaluate</b> the drinks produced and the service and derive possibilities for optimisation.</p>	

**Learning Area 11:****Looking after guests at  
the table 3rd  
year of training Time  
allowed: 80 hours**

**The pupils have the competence to carry out work at the guest's table, to serve food and drinks and to advise the guest.**

Pupils **analyse** different types of service according to the occasion and -methods.

The pupils **inform** themselves about work at the guest's table (*carving, filleting, wine and sparkling wine service, decanting*). They get an overview of the components of a complex menu (crustaceans, *molluscs, shellfish, caviar, cheese*) and their service.

The pupils **plan** the preparation and execution of various tasks at the guest's table.

The pupils set tables and special place settings and prepare the res- taurant for work at the guest's table. They **attend to** guests at the table, also in a foreign language. They advise guests taking into account menu knowledge, recommend cor- responding drinks and offer additional sales. They provide information on ingredients, additives and allergens and advise on intolerances and special diets. They coordinate work processes and carry out work at the guest's table, taking into account the guest's wishes. They receive and respond to complaints and deal with stressful situations.

The students **reflect on** their role as hosts. They **evaluate** the service process, receive feedback from guests and derive possible improvements.

**Learning Area 12: Planning and implementing events****3rd year of training  
Time reference value: 80 hours****Pupils have the competence to plan, prepare, implement and follow up events.**

The pupils **analyse** the task of planning and carrying out events. They record guest needs and get an overview of types of events.

The pupils **inform themselves** about table and board shapes as well as design possibilities of rooms for banquets and meetings. They get an overview of the forms of presentation of food and drinks. They investigate additional services (*technology, music*) and enquire about offers for external services. In doing so, they take into account the legal framework conditions.

The pupils **plan** sales talks with the help of event forms and banquet folders. They draft written offers taking into account the terms and conditions and calculate prices.

The pupils **conduct** sales talks and take into account seasonal, social, religious and business occasions. They prepare offers, conduct correspondence and prepare contracts. They handle the internal organisation of events (*drawing up work schedules, guest information, menu cards, table plans*) including preparation, implementation and follow-up of the event. You coordinate external services, accompany the planned event as part of a team and react to disruptions. You write the guest invoice in analogue and digital form.

Pupils record guest feedback and **reflect on** the event in terms of guest satisfaction. They deal with complaints appropriately. They **evaluate** the results and derive measures for quality assurance.

**Learning Area 13: Planning personnel deployment for an event****3rd year of training  
Time reference value: 40  
hours**

**The students have the competence to plan staff deployment and to take on staff responsibility at an event.**

The students **analyse** the staffing requirements for events. They determine the required qualifications and competences of the staff to be employed and the composition of the service team.

The pupils **inform** themselves about the structure of the service brigade and its areas of deployment. They gain an overview of the instruments of personnel deployment planning, taking into account labour law regulations and personnel management.

The pupils **plan** work processes and staff deployment (*internal, external staff*) according to the competences of the employees and the operational conditions.

The students **create** service and work flow plans taking into account the service systems for events. They conduct service and menu discussions and assign tasks to employees and instruct them. They instruct staff in the use of machines, equipment and resources and make them aware of sustainable behaviour. They coordinate the work processes in the team, apply rules of appreciative communication and motivate the team. They recognise conflicts and work towards a solution appropriate to the situation. As part of their personnel responsibility, they conduct regular staff appraisals.

Students **reflect on** their own actions in relation to staff deployment at an event and derive opportunities for improvement and measures for staff development. They identify needs for training and instruction and initiate measures.

Part VI Reading notes

consecutive number	The core competence of the superordinate professional action is described in a way that is appropriate to the level.	Indication of the training year; time reference value
<p><b>Field of study 1</b> To understand one's own role in the company.</p> <p><b>and represent the profession and the company</b></p>		<p>1st sentence contains a generalised description of the core competency (see name of the learning field) at the end of the course.</p>
<p><b>1 year of training</b> Time reference value: 40 hours</p>		<p>Learning process of the learning field</p>
<p><b>Pupils have the competence to understand their</b> <b>The workers have the opportunity to play a role within the company and to represent their company.</b></p>		<p>mandatory</p>
<p>The pupils <b>analyse</b> the job profiles in the <i>hospitality industry</i> as well as the mission statement and organisational structure of their enterprise. They search for and evaluate information and its sources for presentation (<i>organisational structures, division of labour</i>) and develop the range of services of their enterprise.</p>		<p><i>minimum contents</i> are marked in italics</p>
<p>The pupils <b>analyse</b> the job profiles in the <i>hospitality industry</i> as well as the mission statement and organisational structure of their enterprise. They search for and evaluate information and its sources for presentation (<i>organisational structures, division of labour</i>) and develop the range of services of their enterprise.</p>		<p>Complexity and interactions of actions are taken into account</p>
<p>The pupils find <b>out</b> about the requirements for the role as host and hostess and in the team. They explore analogue and digital forms of communication and identify communication problems. They get an overview of the fields of work in the hospitality industry and the internationality of the industry. They identify opportunities and chances for personal and professional development (<i>career opportunities, further education and training</i>) as well as professional challenges (<i>personal health</i>).</p>		<p>Open formulations allow for the inclusion of organisational and technological changes.</p>
<p>The pupils get an overview of the company's quality management (<i>occupational safety, personnel, company and product hygiene</i>) and company sustainability measures (<i>social, ecological, economic</i>).</p>		<p>Sustainability in learning and working</p>
<p>The pupils get an overview of the company's quality management (<i>occupational safety, personnel, company and product hygiene</i>) and company sustainability measures (<i>social, ecological, economic</i>).</p>		<p>processes is taken into account.</p>
<p>The pupils <b>plan</b> a presentation about their company and their business activities. They develop criteria for evaluating presentations and observe data protection as well as copyright and personal rights.</p>		<p>Data protection and data security are taken into account</p>
<p>Pupils <b>choose</b> appropriate presentation media and create a presentation.</p>		<p>Open formulations allow for different methodological approaches, taking into account the material resources of the schools.</p>
<p>The pupils <b>present</b> their company and their business activities in an appropriate way, also in a foreign language.</p>		<p>take into account situations of occupational language action</p>
<p>The pupils <b>reflect on</b> the work process and the presentations guided by criteria. They give and accept feedback. They <b>derive</b> recommendations for their role in the company and towards the guest.</p>		<p>Foreign language is taken into account</p>
<p><i>Professional, personal and social</i> competence; <i>methodological, learning and communicative competence</i> are taken into account.</p>	<p>The text as a whole provides information on how to design holistic learning situations across the phases of action.</p>	

BIBB: Anita Milolaza  
KMK: Claudia Moll

## List of correspondences between the training framework plan and the framework curriculum

of vocational training

as a specialist for gastronomy

Status 18.11.2021

### Section A: Cross-cutting professional profile skills, knowledge and abilities

Training framework		Completion of training average per month		Framework curriculum	
				School year	
Occupational profile positions		1-12	13-24	1	2
<b>1. Dealing with guests and team members, reflecting on one's own role in the business, designing the guest experience as a host or hostess.</b> (§ 5 paragraph 2 number 1)					
(a) organise personal appearance and behaviour in an operationally appropriate manner and justify its effects	8			LF 1	
b) observe the operational and legal requirements when communicating the company's business, in particular via digital media.				LF 1	
c) tasks, powers and responsibilities within the framework of the organisational and operational structure, take into account				LF 1	
d) reflect on their behaviour towards colleagues and superiors and behave in a team-oriented manner; accept and reflect on feedback, give constructive feedback.				LF 1	
e) Receive guests and determine their expectations and wishes with regard to advice, care and services and check the implementation.				LF 5	LF 6
f) receive, classify and react appropriately to messages and orders				LF 5	
g) look after guests, inform and advise them about the range of services and products on offer, taking into account individual and cultural needs and wishes, in particular in dealing with guests with disabilities	12			LF 5	LF 6
h) reflect on the appearance and the role towards the guests and organise the behaviour in a guest-oriented manner; conduct guest- and business-oriented conversations and use verbal and non-verbal forms of expression.				LF 5	LF 6
i) Receive and classify guest reactions, in particular complaints, and react to the situation according to the operational guidelines.				LF 5	LF 6, 7, 9

j) recognise the causes of conflicts and communication problems and contribute to their resolution.

LF 1, 2, 5



Training framework		Completion of training average per month		Framework curriculum	
		1-12	13-24	School year	
Occupational profile positions				1	2
Contribute; recognise conflict potential and avoid conflicts					
(k) provide simple information in a foreign language.				LF 5	LF 6,7,8,9
<b>2. Receipt and storage of goods</b> (§ 5 paragraph 2 number 2)					
a) Control stocks according to quantity and quality, document differences between target and actual stocks and initiate customary corrective measures, assist with inventories and orders.		10		LF 2	LF 8
b) accepting goods, assigning delivery notes to orders and checking goods on the basis of the order and delivery note for weight, quantity, quality and visible defects, initiating the usual measures in the event of deviations				LF 2, 3, 5	LF 8
c) check the goods in compliance with the hygienic and legal regulations as well as the operational requirements, in particular for compliance with the cold chain and for shelf life, also using technical aids; in the event of deviations, initiate the usual operational measures				LF 2, 3, 5	LF 8
(d) document the receipt of goods, the receipt of empties and goods in transit, and the return of empties and goods in transit				LF 2	
e) store goods in accordance with their requirements and applying the operational specifications in a value-preserving manner				LF 2, 3	LF 8
f) observe the health, safety and hygiene regulations in the warehouse, inspect and clean the warehouse in accordance with the company's specifications.				LF 2, 3	
<b>3. Performing basic kitchen or production tasks</b> (§ 5 paragraph 2 number 3)					
a) Record work tasks		14		LF 3	
b) select the type and quantity of foodstuffs according to requirements, taking into account the range of meals and dishes on offer in the company				LF 3	
c) Plan work steps temporally and organisationally				LF 3	
(d) use, clean and maintain equipment, machines and consumer goods in a safe, economic and sustainable manner; check equipment, machines and consumer goods for functionality, identify faults and initiate the usual operational measures				LF 3	
e) prepare the workplace taking into account the hygienic and ergonomic requirements				LF 3	
f) Prepare food and check it for availability, usability and allergens.				LF 3	
(g) prepare simple dishes or meals typical of the business in accordance with recipes, also				LF 3	

using

Training framework		Completion of training average per month		Framework curriculum	
		1-12	13-24	School year	
Occupational profile positions				1	2
Use of prefabricated products and application of working techniques as well as observance of nutritional forms, hygiene regulations, economic efficiency and avoidance of food waste.					
(h) prepare and serve food or dishes according to instructions and assist in the presentation of products				LF 3	
i) store foodstuffs professionally, taking into account hygiene standards, check other recycling options or dispose of foodstuffs				LF 3	
j) control and evaluate their own work results; recognise and implement needs for optimisation				LF 3	
<b>4. Performance of the basic tasks in the economic service</b> (§ 5 paragraph 2 number 4)					
a) explain the importance of the design, maintenance and cleaning of catering and hospitality facilities for the guest experience.				LF 4	
b) carry out, check and document cleaning, disinfection and maintenance measures in hospitality and business premises, taking into account sustainability aspects.				LF 4	
(c) inspect guest rooms and service rooms with regard to their use and safety, determine the need for repairs and replacements and take the measures customary in the business		8		LF 4	
d) select and provide sufficient quantities of operational utensils, in particular crockery, cutlery and glassware, and clean and maintain them properly				LF 4	LF 6
e) contribute to waste prevention and carry out proper waste disposal in compliance with hygiene regulations and environmental aspects.				LF 4	
<b>5. Performing the basic tasks in the service</b> (§ 5 paragraph 2 number 5)					
a) prepare the work area on the basis of the daily planning and provide the required equipment				LF 5	LF 6
(b) check the saleability of products		8		LF 5	LF 8
c) serve alcoholic and non-alcoholic drinks and prepare infusions and hot drinks in accordance with the company's specifications				LF 5	LF 7, 8
(d) provide service of food, dishes and beverages in accordance with the company's service form			12	LF 5	LF 6
(e) operate the company's cash register system				LF5	LF 7
<b>6. Support for sales promotion measures</b> (§ 5 paragraph 2 number 6)					

Training framework			Framework curriculum	
Occupational profile positions	Completion of training average per month		School year	
	1-12	13-24	1	2
a) implement sales promotion measures and campaigns, especially in guest contact	12		LF 5	LF 6
b) decorate guest areas for different purposes and occasions			LF 4	LF 6
c) consider the importance of decoration, lighting, music and temperature for the atmosphere and guest experience			LF 4	
(d) assist in sales promotion activities using appropriate advertising media and digital media, and in monitoring the success of such activities			LF 5	LF 6

### Section B: Occupational profile-defining skills, knowledge and abilities in the focus restaurant service

Training framework			Framework curriculum	
Occupational profile positions	Training average per month		School year	
	1-12	13-24	1	2
<b>1. Performing the basic tasks in the economic service</b> (§ 5 paragraph 4 number 1)				
a) prepare guest rooms for specific occasions, seasons and themes and carry out preparatory and finishing work	4		LF 5	LF 6
b) check operational textiles and materials for usable condition and take appropriate measures for cleaning and care, taking particular account of value preservation, hygiene and resource conservation			LF 4	
<b>2. Carrying out the basic tasks in the service area</b> (§ 5 paragraph 4 number 1)				
a) accept, process and execute reservations according to operational specifications	12		LF 5	LF 6
b) participate in internal service and menu discussions				LF 6
c) prepare guest rooms for specific occasions and in accordance with the gastronomic offer, in particular set tables using decorative elements in accordance with the company's specifications				LF 6
d) receive and seat guests according to operational standards			LF 5	
(e) advise guests on the range of food, dishes and beverages available in the establishment, taking into account common diets and ingredients and allergens				LF 6, 7
f) actively offer products and services to guests and make additional sales				LF 6, 7
g) Serve and lift food, dishes and drinks, taking into account the service process, communicating with the guests.				LF 6, 7

Training framework			Framework curriculum	
Occupational profile positions	Completion of training average per month		School year	
	1-12	13-24	1	2
h) receive guest feedback and process it according to the operational guidelines				LF 6, 7
i) operate the cash register in accordance with the company's cashiering instructions, process payments and take precautions when accepting payment means.				LF 7, 9

### Section C: Occupational profile-defining skills, knowledge and abilities in the focus area of system gastronomy

Training framework			Framework curriculum	
Occupational profile positions	Completion of training average per month		School year	
	1-12	13-24	1	2
<b>1. Performing basic kitchen or production tasks</b> (§ 5 paragraph 4 number 2)				
a) classify the importance of brand-wide standards in system catering production and explain their effects on the individual activity		8	LF 1	LF 6
b) test and adjust machines and equipment according to the brand-specific production standards and document the results			LF 3	LF 6, 8
c) implement standards and recipes in the preparation, finishing and serving of system gastronomy products			LF 3	LF 6, 8
(d) take into account the brand-specific standards, in particular for holding times and core temperatures, when temporarily storing products for further processing			LF 3	LF 6
(e) test raw materials, intermediate products and finished products for their condition and quality with regard to the brand-wide standards and document the test results			LF 3	LF 6
f) present prepared products in a sales-promoting manner and in accordance with brand-specific standards or prepare and package them for take-away, out-of-home sales or delivery			LF 3	LF 6
g) Check orders for completeness and correctness within the framework of the brand-specific quality assurance before submission.			LF 3	
h) cooperate with the service or the parties involved in the delivery process to ensure brand standards and guest requirements are met.				LF 6
<b>2. Dealing with guests</b> (§ 5 paragraph 4 number 2)				
a) classify the importance of brand-wide standards in dealing with guests and explain their impact on their own activities				LF 6

b) explain the analogue or digital ordering systems of the enterprise and advise the guests in a gastronomic and sales-promoting manner

Training framework		Completion of training average per month		Framework curriculum	
Occupational profile positions			School year		
	1-12	13-24	1	2	
(c) give advice on the product range of the enterprise, also taking into account nutritional forms and trends, in a guest-oriented and sales-promoting manner.		8		LF 6	
(d) provide and explain to guests operational information on ingredients, additives and allergens in the products on offer				LF 6	
(e) explain the quality and cachets used in the system			LF 1	LF 6	
f) offer additional services according to the brand-specific standards				LF 6	
(g) apply the brand-specific complaints management system			LF 5	LF 6, 9	
h) apply the brand-specific standards when servicing.				LF 6	
i) use analogue and digital payment systems and explain their operation to guests					LF 6.9

#### Section D: Cross-cutting skills, knowledge and abilities to be taught in an integrative manner

Training framework		Completion of training average per month		Framework curriculum	
Occupational profile positions			School year		
	1-12	13-24	1	2	
<b>1. Organisation of the training company, vocational training and labour and collective bargaining law (§ 5 paragraph 3 number 1)</b>					
a) explain the structure and the basic work and business processes of the training company		During the entire training	x	x	
b) explain the rights and obligations arising from the training contract as well as the duration and termination of the training relationship and describe the tasks of the parties involved in the dual vocational training system.			x	x	
c) explain the meaning, the function and the contents of the training regulations and the company training plan and contribute to their implementation			x	x	
d) explain the labour, social, collective bargaining and co-determination regulations applicable to the training company			x	x	
e) explain the basics, tasks and mode of operation of the training company's bodies under works constitution law or personnel representation law.			x	x	
f) explain the relations of the training company and its employees with business organisations and trade unions			x	x	
g) explain positions of the own payroll accounting			x	x	

h) explain the essential contents of employment contracts

x	8 x
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Training framework Occupational profile positions		Completion of training average per month		Framework curriculum School year	
		1-12	13-24	1	2
i)	explain opportunities for career advancement and professional development			x	x
<b>2. Safety and health at work</b> (§ 5 paragraph 3 number 2)					
a)	know the rights and duties arising from the occupational health and safety and accident prevention regulations and apply these regulations.	During the entire training		x	x
b)	check and assess hazards to safety and health at the workplace and on the way to and from work			x	x
c)	explain safe and healthy working practices			x	x
d)	take technical and organisational measures to avoid hazards as well as mental and physical stress for themselves and others, also preventively			x	x
e)	observe and apply ergonomic working methods			x	x
f)	describe behaviour in the event of accidents and initiate initial measures in the event of accidents			x	x
g)	apply company-related regulations for preventive fire protection, describe fire behaviour and take initial fire-fighting measures.			x	x
<b>3. Environmental protection and sustainability</b> (§ 5 paragraph 3 number 3)					
a)	identify possibilities for avoiding operational burdens on the environment and society in their own area of responsibility and contribute to their further development	During the entire training		x	x
b)	use materials and energy in work processes and with regard to products, goods or services in an economically, environmentally and socially sustainable manner			x	x
c)	comply with environmental protection regulations applicable to the training enterprise			x	x
d)	avoid waste and recycle or dispose of substances and materials in an environmentally friendly manner			x	x
e)	develop proposals for sustainable action for their own work area			x	x
f)	work together in compliance with company regulations in the sense of economic, ecological and socially sustainable development and communicate appropriately to the target group.			x	x

Training framework Occupational profile positions		Completion of training average per month		Framework curriculum School year		
		1-12	13-24	1	2	
<b>4. Digitised working world</b> (§ 5 paragraph 3 number 4)						
a) handle own and company-related data as well as data of third parties and thereby comply with the regulations on data protection and data security	During the entire training			x	x	
b) assess risks when using digital media and information technology systems and comply with company regulations when using them				x	x	
c) communicate in a resource-saving, addressee-appropriate and efficient way and document the results of communication				x	x	
d) recognise disturbances in communication processes and contribute to their solution				x	x	
e) research information in digital networks and procure information from digital networks as well as check, evaluate and select information, including information from third parties.				x	x	
f) apply learning and working techniques as well as methods of self-directed learning, use digital learning media and recognise and derive requirements of lifelong learning.				x	x	
g) plan, process and design tasks together with stakeholders, including stakeholders from other work and business areas, also using digital media.				x	x	
h) practise appreciation of others, taking into account social diversity				x	x	
<b>5. Implementation of hygiene measures</b> (§ 5 paragraph 3 number 5)						
(a) apply the principles and rules of personal, industrial and product hygiene and occupational and health protection	4		LF 1 - 9			
b) implement the legal hygiene regulations and the company hygiene concept, in particular the HACCP concept			LF 1 - 9			
c) recognise pest infestations and initiate measures			LF 2, 3	LF 8		
d) store disinfectants and cleaning agents, select them taking into account their ecological impact and use them economically			LF 2, 3, 4, 5	LF 8		
e) observe the reporting obligations according to the infection protection law and comply with the employment prohibitions			LF 1			

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## **List of correspondences between the training framework plan and the framework curriculum**

of vocational training

as a specialist for system gastronomy and  
 as a specialist for system gastronomy

Status 25.11.2021

### Section A: Occupational profile skills, knowledge and abilities

Training framework		Framework curriculum			
Occupational profile positions	Completion of training average per month	School year			
	1-18	19-36	1	2	3
<b>1. dealing with guests and team members, reflecting on one's own role in the business, designing the guest experience as a host or hostess.</b> (§ 6 paragraph 2 number 1)					
(a) organise personal appearance and behaviour in an operationally appropriate manner and justify the respective effects	20		LF 1		
b) observe the company's and the legal requirements when communicating the company's business, especially via digital media			LF 1		
c) consider tasks, authorities and responsibilities within the framework of the organisational and operational structure, including			LF 1		LF 11
d) reflect on their behaviour towards team members, especially colleagues and superiors, and behave in a team-oriented manner, accept and reflect on feedback and give constructive feedback.			LF 1		
e) Receive guests and determine their expectations and wishes with regard to advice, care and services, as well as check the implementation of expectations and wishes.			LF 5	LF 6	
f) Receive, classify and respond appropriately to messages and orders.			LF 5		
g) look after guests, inform and advise them about the range of services and products on offer, taking into account individual and cultural needs and wishes, in particular in dealing with guests with disabilities			LF 5	LF 6	
h) reflect on the appearance and the role towards the guests and organise the behaviour in a guest-oriented manner; conduct conversations in a guest- and business-oriented manner and use verbal and non-verbal forms of expression.			LF 5	LF 6	
i) Receiving and classifying guest reactions, in particular complaints, and reacting to the situation in accordance with the operational guidelines.			LF 5	LF 6, 7, 9	
j) Identify causes of conflicts and communication problems and contribute to their resolution; recognise conflict potential and avoid conflicts.			LF 1, 2, 5		

k) give simple information in a foreign language			LF 5	LF 6, 7, 8, 9	
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Training framework		Framework curriculum			
Occupational profile positions	Training average per		School year		
	1-18	19-36	1	2	3
i) Store food properly, taking into account hygiene standards, check other recycling options or dispose of it.			LF 3		
j) Control and evaluate their own work results; recognise and implement optimisation needs.			LF 3		
<b>4. performance of the basic tasks in the economic service</b> (§ 6 paragraph 2 number 4)					
a) Explain the importance of the design, maintenance and cleaning of guest rooms and business premises for the guest experience.	8		LF 4		
b) Carry out, check and document cleaning, disinfection and maintenance measures in guest rooms and service rooms, taking into account sustainability aspects.			LF 4		
c) Inspect guest rooms and service rooms with regard to their use and safety, determine the need for repairs and replacements and take the usual measures.			LF 4		
d) select and provide a sufficient quantity of operational utensils, in particular crockery, cutlery and glasses, and clean and maintain them professionally			LF 4	LF 6	
(e) contribute to waste prevention and carry out proper waste disposal in compliance with hygiene regulations and environmental aspects			LF 4		
<b>5. performance of the basic tasks in the service</b> (§ 6 paragraph 2 number 5)					
a) prepare the work area on the basis of the daily planning and provide the required operating resources	20		LF 5	LF 6	
(b) check the saleability of products			LF 5	LF 6, 7	
(c) serve alcoholic or non-alcoholic beverages and prepare infusions and hot drinks in accordance with the company's specifications			LF 5	LF 7	
(d) perform service of food, dishes and beverages according to the operational service form			LF 5	LF 6	
(e) operate the company's cash register system			LF5	LF 7	
<b>6. support sales promotion measures</b> (§ 6 paragraph 2 number 6)					
a) Implement sales promotion measures and campaigns, especially in contact with guests.	2		LF 5	LF 6	
b) decorate guest areas for different purposes and occasions	10		LF 4	LF 6	
c) consider the importance of decoration, lighting, music and temperature for the atmosphere and the guest experience.			LF 4		
(d) assist in sales promotion measures using appropriate advertising media and digital media and in monitoring the success of such measures			LF 5	LF 6	LF 12

Training framework		Framework curriculum				
		School year				
Occupational profile positions	Completion of training average per month	1-18	19-36	1	2	3
		<b>7. Product preparation</b> (§ 7 paragraph 2 number 7)				
a) classify the significance of brand-wide standards in system catering production and their effects on their own activities as well as plan, implement and reflect on the work processes and the distribution of tasks in the team	6			LF 1	LF 6	LF 11
b) regularly inspect and adjust machines and equipment according to production standards and document the results of the inspection.				LF 3	LF 6, 8	LF 11
c) implement standards and recipes in the preparation, finishing and serving of system gastronomic products, check the implementation and initiate measures in the event of deviations				3	6, 8	LF 11
d) plan, implement, organise and control the demand- and turnover-oriented intermediate storage of products for further processing in accordance with brand-specific standards, in particular taking into account holding times and core temperatures.				3	6	
e) inspect raw materials, intermediate products and end products for their condition and quality with regard to the brand-wide standards, document the inspection results and initiate measures in the event of deviations				3	6	
f) present prepared products in a sales-promoting manner and in accordance with the system catering standards or prepare and pack them for take-away, out-of-home sales or delivery, control and monitor the processes of presentation, packaging or delivery.				3	6	
g) check orders before delivery within the framework of the system gastronomic quality assurance, take measures in case of deviations and check the results.				2		
(h) cooperate with the service or the parties involved in the delivery process to ensure brand standards and to meet guest requirements.					6	11
<b>8. looking after and advising guests, selling products and services, and managing complaints.</b> (§ 7 paragraph 2 number 8)						
a) classify the importance of system catering standards in dealing with guests, explain their effects on their own activities as well as plan, implement and reflect on the work processes and the distribution of tasks in the team and suggest improvements.				LF 1	LF 6	LF 11
b) explain the analogue or digital ordering systems of the enterprise and advise the guests in a service-oriented and sales-promoting manner					LF 6, 7	
(c) provide guest-oriented and sales-promoting advice on the product range of the enterprise, also taking into account diets and nutritional trends.				LF 5	LF 6, 7	

Training framework		Framework curriculum			
Occupational profile positions	Completion of training average per month		School year		
	1-18	19-36	1	2	3
d) provide the team with operational information on ingredients, additives and allergens according to the current product range and explain this information to the guests	6		LF 5	LF 6, 7	
e) Explain the quality and quality seals used in the system to the team and the guests.				LF 6	LF 11
f) implement system gastronomy concepts for the sale of additional services in the company in a team-oriented manner				LF 6, 7	LF 11
g) implement complaints management, identify the causes of guest reactions, in particular complaints, take operational measures and document the results.			LF 5	LF 6, 9	
h) Start up, check for updates and use payment systems and explain the operation of the payment systems to the team and the guests.				LF 9	
i)organise, follow-up, evaluate and adjust service processes, in particular taking into account brand-specific requirements, the duty roster, the number of guests as well as the availability of products and resources.				LF 6	LF 13
<b>9. system organisation and system management</b> (§ 7 paragraph 2 number 9)					
a) distinguish brand-specific gastronomy concepts from other gastronomic concepts and segments, taking into account the operational interrelationships, process flows and strategic orientation	12				LF 11
b) Plan, control, monitor and document work processes and optimise them in accordance with brand-specific standards.					LF 11
c) record and evaluate operational processes with the help of checklists					LF 11
d) check compliance with the brand-specific standards within the framework of the operational quality management and take measures in case of deviations					LF 11
e) plan hygiene management measures in compliance with legal regulations and brand-specific standards, and monitor compliance with these measures					LF 11
f)Use information and communication channels within the framework of the company's organisational structure to optimise processes.					LF 11
g) check the condition of equipment, machinery and consumer goods, arrange for the maintenance of equipment and machinery and the repair of consumer goods and coordinate the use of maintenance companies					



Training framework		Framework curriculum				
		Completion of training average per month		School year		
Occupational profile positions		1-18	19-36	1	2	3
<b>10. merchandise management</b> (§ 7 paragraph 2 number 10)						
(a) organise the company's warehousing and its operations using the company's merchandise management system						LF 10
(b) maintain and use the enterprise resource planning system				LF 2		LF 10
(c) implement the system gastronomic concept for stock-keeping at the operational level and check for compliance.						LF 10
(d) Determine and evaluate warehouse key figures				LF 2		LF 10
(e) record stock changes and deviations from target stocks and make the necessary corrections				LF 2		LF 10
f) determine the demand for goods taking into account the number of guests, the turnover and the stock of goods as well as economically and ecologically sustainable use			8			LF 10
(g) Obtain quotations for specific occasions and compare and select them, taking into account prices, qualities and conditions.						LF 10
(h) carry out orders				LF 2		LF 10
i) explain the logistics chain, record malfunctions in the supply chain and initiate measures in the event of malfunctions.						LF 10
<b>11. implementation of personnel processes</b> (§ 7 paragraph 2 number 11)						
a) Contribute to the development of the employer brand and support the implementation of the brand standards, in particular in the recruitment and retention of staff.						LF 13
(b) identify staffing needs and assist in planning staffing requirements						LF 13
(c) assist in the recruitment of personnel						LF 13
(d) plan the deployment of staff, draw up duty rosters in accordance with company and legal requirements and document working times						LF 13
(e) process transactions relating to the commencement and termination of employment and training relationships						LF 13
(f) process transactions relating to working time and absences, in particular holidays and sick leave						LF 13
(g) manage personnel data in compliance with legal and operational requirements						LF 13
(h) comply with labour law, social law, collective bargaining law and tax law in personnel planning and personnel administration						LF 13

Training framework		Framework curriculum				
		Completion of training average per month		School year		
Occupational profile positions		1-18	19-36	1	2	3
<b>12. personnel management and development</b> (§ 7 paragraph 2 number 12)						
a) adapt to different personalities in the team, taking diversity and group dynamics into account, and take this into account in staff management and staff development						LF 13
b) assist in the planning, implementation and follow-up of staff appraisals						LF 13
c) Communicate recognition and appreciation to employees and reflect on the effect of their own appearance on employees and other team members.						LF 13
d) train employees according to the system catering specifications and instruct and motivate them in a goal- and team-oriented manner and reflect on their work results.						LF 13
(e) assist in the planning and evaluation of training and education measures and organise and implement the measures in the company			8			LF 13
f)analyse personnel development measures and evaluate the results						LF 13
g) carry out briefings and instructions in the handling of machines, devices and equipment						LF 13
h) identify the need for prescribed training and education, in particular on infection control and occupational safety, and initiate measures.						LF 13
i)Sensitise team members for sustainable action						LF 13
(j)comply with labour law and collective bargaining regulations in personnel management and development						LF 13
<b>13. implementation of marketing activities</b> (§ 7 paragraph 2 number 13)						
a) Use the results of market observations and analyses for operational marketing activities, taking into account the needs of guests.						LF 12
b) implement brand-wide analogue and digital marketing measures						LF 12
(c) develop, plan, implement and evaluate operational marketing measures, in particular guest loyalty programmes and advertising measures			8			LF 12
d) Plan, implement and evaluate sales control and sales promotion measures, in particular campaigns.						LF 12

Training framework		Framework curriculum		
		School year		
Occupational profile positions	Completion of training average per month	1	2	3
	1-18	19-36		
<b>14. commercial management and control as well as entrepreneurial action</b> (§ 7 paragraph 2 number 14)				
a) take into account the relationship between quality, guest satisfaction and business success when making decisions and taking action.				LF 11, 14
b) Carry out work in an economic and guest-oriented manner and thereby contribute to successful entrepreneurial action.				LF 11, 14
(c) account for income and evaluate and maintain accounting systems			LF 9	LF 14
d) Check vouchers and invoices and forward them for processing and archiving.				LF 10, 14
e) record and evaluate the stock in the merchandise management system				LF 10
f) assess the effects of different calculation factors on pricing and carry out calculations for purchase and price calculation.				LF 14
g) derive key figures from operational cost and performance accounting and develop, propose and implement measures to increase operational success				LF 14
(h) manage and control operational processes				LF 10, 11
i) cooperate with suppliers and service providers, monitor their performance, in particular with regard to compliance with contractual and payment conditions, and initiate customary measures in case of deviations				LF 10
j) select and use customary electronic data processing programmes, in particular for spreadsheet calculation, presentation, word processing, file storage and communication, in a task-related manner.			LF 1, 2	LF 7, 9 LF 10, 11, 14

**Section B: Skills, knowledge and abilities to be taught integratively**

Training framework		Framework curriculum		
		School year		
Occupational profile positions	Completion of training average per month	1	2	3
	1-18	19-36		
<b>1. organisation of the training company, vocational training and labour and collective bargaining law</b> (§ 6 paragraph 3 number 1)				
a) explain the structure and the basic work and business processes of the training enterprise	During the entire training	LF 1 + WiSo	WiSo	LF 11
b) explain the rights and obligations arising from the training contract as well as the duration and termination of the training contract and describe the tasks of the parties involved in the dual vocational training system.		LF 1 + WiSo	WiSo	
c) explain the meaning, the function and the contents of the training regulations and the in-company training plan and contribute to their implementation		LF 1 + WiSo	WiSo	
d) explain the labour, social, collective bargaining and co-determination regulations applicable to the company providing training		LF 1 + WiSo	WiSo	LF 13
e) explain the basics, tasks and mode of operation of the organs of the training company under works constitution law or staff representation law.		LF 1 + WiSo	WiSo	LF 13
f) explain the relations of the training company and its employees to business organisations and trade unions.		LF 1 + WiSo	WiSo	LF 13
g) explain positions of the own payroll accounting		LF 1 + WiSo	WiSo	LF 13
h) explain the essential contents of employment contracts		LF 1 + WiSo	WiSo	LF 13
i) explain opportunities for career advancement and professional development		LF 1 + WiSo	WiSo	LF 13
<b>2. safety and health at work</b> (§ 6 paragraph 3 number 2)				
a) know the rights and obligations arising from the occupational health and safety and accident prevention regulations and apply these regulations.	During the entire training	LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14
b) check and assess health and safety hazards at the workplace and on the way to and from work		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14
c) explain safe and healthy working practices		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14
d) take technical and organisational measures to avoid hazards as well as psychological and physical stress for themselves and others, including preventive measures		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14
e) observe and apply ergonomic working methods		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14
f) describe behaviour in case of accidents and initiate first measures in case of accidents		Operationally mediate		
g) apply company-related regulations of preventive fire protection, describe behaviour in case of fire and take initial fire-fighting measures		Operationally mediate		

Training framework		Framework curriculum				
		Completion of training average per month		School year		
Occupational profile positions		1-18	19-36	1	2	3
<b>3. environmental protection and sustainability</b> (§ 6 paragraph 3 number 3)						
a) recognise possibilities for avoiding operational burdens on the environment and society in their own area of responsibility and contribute to their further development	During the entire training	LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
b) use materials and energy in work processes and with regard to products, goods or services under economic, environmental and social aspects of sustainability		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
(c) comply with environmental protection regulations applicable to the training enterprise		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
d) Avoid waste and recycle or dispose of substances and materials in an environmentally sound manner.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
e) develop proposals for sustainable action for their own work area		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
f) work together in compliance with company regulations in the sense of economic, ecological and socially sustainable development and communicate in an address-appropriate manner.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
<b>4. digitalised working world</b> (§ 6 paragraph 3 number 4)						
a) handle own and company-related data as well as data of third parties and thereby comply with the regulations on data protection and data security	During the entire training	LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
b) assess risks in the use of digital media and information technology systems and comply with company regulations in their use		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
c) communicate in a resource-saving, addressee-appropriate and efficient manner and document communication results		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
d) recognise disturbances in communication processes and contribute to their solution		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
e) research information in digital networks and obtain information from digital networks as well as check, evaluate and select information, including information from third parties.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
f) apply learning and working techniques as well as methods of self-directed learning, use digital learning media and recognise and derive the requirements of lifelong learning.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
(g) plan, process and design tasks together with stakeholders, including stakeholders from other work and business sectors, also using digital media		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		
h) practising appreciation of others, taking into account social diversity		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14		

Training framework		Framework curriculum				
		Completion of training average per month		School year		
Occupational profile positions		1-18	19-36	1	2	3
<b>5. implementation of hygiene measures</b> (§ 7 paragraph 3 number 5)						
(a) apply the principles and rules of personal, industrial and product hygiene and occupational and health protection	4		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14	
b) implement the legal hygiene regulations and the company hygiene concept, in particular the HACCP concept			LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9	LF 10, 11, 13, 14	
c) recognise pest infestations and initiate measures			LF 2, 3	LF 8	LF 10	
d) store disinfectants and cleaning agents, select them taking into account their ecological impact and use them economically			LF 2, 3, 4, 5	LF 8	LF 10	
e) observe the reporting obligations under infection control law and comply with the employment prohibitions			LF 1		LF 13	

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## **List of correspondences between the training framework plan and the framework curriculum**

of vocational training

as a specialist in restaurants and event catering and as a specialist  
 in restaurants and event catering

Status 18.11.2021

### Section A: Occupational profile skills, knowledge and abilities

Training framework		Framework curriculum				
Occupational profile positions	Completion of training average per month	School year				
	1-18	19-36	1	2	3	
<b>1. Dealing with guests and team members, reflecting on one's own role in the business, designing the guest experience as a host or hostess.</b> (§ 6 paragraph 2 number 1)						
(a) organise personal appearance and behaviour in a way that is appropriate for the business and justify the effects thereof	20		LF 1			
b) observe the company's and the legal requirements when communicating the company's business, in particular via digital media			LF 1			
c) consider tasks, authorities and responsibilities within the framework of the organisational and operational structure, including			LF 1		LF 12	
d) reflect on their behaviour towards colleagues and superiors and behave in a team-oriented manner; accept and reflect on feedback, give constructive feedback.				LF 1		
e) Receive guests and determine their expectations and wishes with regard to advice, support and services, as well as check implementation				LF 5	LF 6	LF 10, 11
f) Receive, classify and respond appropriately to messages and orders.				LF 5		
g) look after guests, inform and advise them about the range of services and products on offer, taking into account individual and cultural needs and wishes, in particular in dealing with guests with disabilities				LF 5	LF 6	LF 10, 11, 12
h) reflect on the appearance and the role towards the guests and organise the behaviour in a guest-oriented manner; conduct conversations in a guest- and business-oriented manner and use verbal and non-verbal forms of expression.				LF 5	LF 6	LF 10, 11, 12
i) Receive and classify guest reactions, in particular complaints, and react to the situation in accordance with the operational guidelines.				LF 5	LF 6, 7, 9	LF 10, 11, 12
j) Identify the causes of conflicts and communication problems and contribute to their resolution; recognise the potential for conflict and avoid conflicts.				LF 1, 2, 5		LF 13
k) give simple information in a foreign language				LF 5	LF 6,7, 8, 9	LF 10,11,12

Training framework		Framework curriculum				
		Completion of training average per month		School year		
Occupational profile positions		1-18	19-36	1	2	3
<b>2. Receipt and storage of goods</b> (§ 6 paragraph 2 number 2)						
a) Control stocks according to quantity and quality, document differences between target and actual stocks and initiate customary corrective measures, assist with stocktaking and orders.	10			LF 2	LF 8	LF 10
b) accepting goods, assigning delivery notes to orders and checking goods on the basis of the order and delivery note for weight, quantity, quality and visible defects, initiating the usual measures in the event of deviations				LF 2, 3, 5	LF 8	LF 12
c) check the goods in compliance with the hygienic and legal regulations as well as the operational requirements, in particular for compliance with the cold chain and for shelf life, also using technical aids; in the event of deviations, initiate the usual operational measures				LF 2, 3, 5	LF 8	LF 12
(d) document the acceptance of goods, the acceptance of empties and transport goods, and the return of empties and transport goods				LF 2		
e) load goods in accordance with their requirements and in accordance with the company's specifications in order to maintain their value				LF 2, 3	LF 8	LF 10
f) observe the occupational health and safety, safety and hygiene regulations in the warehouse, inspect and clean the warehouse in accordance with the operational requirements				LF 2, 3		
<b>3. Performing basic kitchen or production tasks</b> (§ 6 paragraph 2 number 3)						
a) Record work tasks	14			LF 3		
b) select the type and quantity of food according to requirements, taking into account the range of meals and dishes on offer in the business				LF 3		
c) Plan work steps temporally and organisationally				LF 3		
d) use, clean and maintain equipment, machines and consumer goods safely, economically and sustainably; check equipment, machines and consumer goods for functionality, recognise malfunctions and initiate the usual operational measures				LF 3		
e) prepare the workplace taking into account hygienic and ergonomic requirements				LF 3		
f) prepare food and check it for condition, usability and allergens				LF 3		
(g) prepare simple farm-type dishes or meals according to recipes, also using prefabricated products and applying working techniques, as well as taking into account nutritional forms, hygiene regulations, economic efficiency and the avoidance of food waste				LF 3		
h) portion and arrange dishes or meals according to instructions and assist with product presentation				LF 3		



Training framework		Framework curriculum				
		Completion of training average per month		School year		
Occupational profile positions		1-18	19-36	1	2	3
i)	store foodstuffs professionally, taking into account hygiene standards, check other recycling options or dispose of them			LF 3		
j)	control and evaluate their own work results; recognise and implement needs for optimisation			LF 3		
<b>4. Performance of the basic tasks in the economic service</b> (§ 6 paragraph 2 number 4)						
a)	explain the importance of the design, maintenance and cleaning of guest rooms and service rooms for the guest experience.	8		LF 4		
b)	carry out, check and document cleaning, disinfection and maintenance measures in guest rooms and service rooms, taking into account sustainability aspects.			LF 4		
c)	inspect guest rooms and service rooms for use and safety, determine the need for repairs and replacements and take the usual measures.			LF 4		
d)	select and provide sufficient quantities of utensils, in particular crockery, cutlery and glasses, for specific occasions and clean and maintain them properly			LF 4	LF 6	
e)	contribute to waste prevention and carry out proper waste disposal in compliance with hygiene regulations and environmental aspects			LF 4		
<b>5. Performing the basic tasks in the service</b> (§ 6 paragraph 2 number 5)						
a)	prepare the work area on the basis of the daily planning and provide the necessary operating resources	20		LF 5	LF 6	
b)	check the saleability of products			LF 5		
c)	serve alcoholic and non-alcoholic beverages and prepare infusions and hot drinks in accordance with the company's specifications			LF 5	LF 7	
d)	provide service of food, dishes and beverages in accordance with the operational service form			LF 5	LF 6	LF 11
e)	operate the company's cash register system			LF5	LF 7	
<b>6. Support for sales promotion measures</b> (§ 6 paragraph 2 number 6)						
a)	implement sales promotion measures and campaigns, especially in contact with guests	2		LF 5	LF 6	LF 8, 11
b)	decorate guest areas for different purposes and occasions		10	LF 4	LF 6	LF 12
c)	consider the importance of decoration, lighting, music and temperature for the atmosphere and the guest experience.			LF 4		LF 12
d)	assist in sales promotion measures using appropriate advertising media and digital media and in monitoring the success of such measures			LF 5	LF 6	LF 8, 11, 12

Training framework		Framework curriculum				
		Completion of training average per month		School year		
Occupational profile positions		1-18	19-36	1	2	3
<b>7. Preparing and maintaining guest rooms</b> (§ 6 paragraph 2 number 7)						
a) plan and carry out the cleaning and maintenance as well as the occasion-, season- and theme-related preparation of guest and event rooms				LF 5	LF 6	
b) Plan and implement seating and design of event spaces				LF 5		LF 12
c) check company textiles and materials to ensure that they are fit for use, take suitable measures for cleaning and care, paying particular attention to value preservation, hygiene and resource conservation			4	LF 4		
(d) check the condition of equipment, machinery and consumer goods and arrange for the maintenance of equipment and machinery as well as the repair of consumer goods in accordance with the company's instructions				LF 4		
(e) determine the procurement needs of consumer goods and participate in the selection process, taking into account qualitative, economic and ecological aspects				LF 4		
<b>8. Support and advice of and communication with guests, sale of products and services</b> (§ 6 paragraph 2 number 8)						
(a) actively offer food, dishes, drinks and services to guests and make additional sales, highlighting in particular regional or seasonal specialities					LF 6, 7	LF 10, 11, 12
b) describe the taste of food, dishes and drinks and explain their origin, composition and preparation to the guests					LF 6, 7	LF 10, 11, 12
c) inform guests about ingredients, allergens and additives in the food, dishes and drinks on offer and advise them on intolerances, special diets and trends, and offer alternatives			4		LF 6, 7	LF 10, 11, 12
(d) advise guests on menus, taking into account menu knowledge, and recommend corresponding beverages					LF 6	LF 11, 12
e) Receive guest feedback, in particular complaints, classify them, react to them according to the situation and propose independent solutions.				LF 5	LF 6	LF 10, 11, 12
f) conduct simple sales conversations in a foreign language					LF 6	LF 10, 12
<b>9. Performing tasks at the bar and drinks buffet</b> (§ 6 paragraph 2 number 9)						
a) prepare the work area on the basis of the daily planning in a guest-oriented and occasion-related manner, provide the necessary drinks and ingredients and prepare garnishes					LF 8	LF 10
(b) check and document stocks of goods at the opening and closing of the business and determine shortages					LF 8	LF 10

Training framework		Framework curriculum				
		Completion of training average per month		School year		
Occupational profile positions		1-18	19-36	1	2	3
(c) take the usual measures in the event of stock discrepancies, in particular due to egg consumption, breakage, spoilage, shrinkage and theft of steel		8		LF 8	LF 10	
d) communicate with guests and create the guest experience through active advice, actively offer, explain and recommend non-alcoholic beverages, especially water, lemonades and juices as well as beer specialities to guests.				LF 7	LF 10	
(e) actively offer and recommend wines, sparkling wines and spirits to guests, explaining the origin of the beverages and describing them in sensory terms, especially in terms of taste				LF 7	LF 10	
f) actively offer mixed drinks, in particular classic cocktails and trend cocktails, to guests, explain them and prepare them according to recipes using appropriate working techniques.				LF 7	LF 10	
(g) actively offer and explain hot and cold drinks, in particular coffee and tea specialities, to guests and prepare them according to recipes using the appropriate working techniques				LF 7, 8		
(h) use appropriate glasses for beverage service and ensure recommended drinking temperatures				LF 7	LF 10	
i) organise and clean the work area, the equipment and the work materials, taking into account the hygienic and operational requirements.				LF 8	LF 10	
<b>10. operation of reservation and cash register systems</b> (§ 6 paragraph 2 number 10)						
a) Receive, process and execute reservations using various communication channels.		6	LF 5	LF 6	LF 11, 12	
b) Draw up station and table plans and determine the number of seats required.				LF 6	LF 12	
(c) prepare invoices and receipts in accordance with legal requirements				LF 9	LF 12	
(d) operate the cash register in accordance with the company's cashiering instructions, process payments and apply precautionary measures when accepting payment means				LF 9	LF 12	
(e) prepare their own cash statement, forward receipts and vouchers and identify causes of cash discrepancies				LF 9		
<b>11. planning and coordination of service procedures</b> (§ 6 paragraph 2 number 11)						
a) plan and carry out preparatory and finishing work, especially for the service process			LF 4, 5		LF 11, 12	
b) prepare guest rooms according to the occasion, in particular set tables using decorative elements			LF 4, 5	LF 7	LF 10, 11, 12	
c) Acting as a host, welcoming guests and seating them in accordance with company standards.			LF 5	LF 6, 7	LF 10, 11, 12	

d) take orders, provide guest- and company-oriented advice and electronically enter and pass on orders in accordance with the company's specifications			LF 5	LF 6, 7	LF 10, 11, 12
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Training framework		Framework curriculum				
		Completion of training average per month		School year		
Occupational profile positions		1-18	19-36	1	2	3
e) plan and coordinate the service flow of the guest tables			6			LF 11, 12, 13
f) cope with stressful situations in service and apply strategies for dealing with guests						LF 11, 13
g) reflect and develop their own behaviour on the basis of work results and feedback from guests				LF 5	LF 6, 7	LF 11, 12
<b>12. service work at the guest's table</b> (§ 6 paragraph 2 number 12)						
a) present, serve and lift food and drinks, communicating with guests				LF 5	LF 6	LF 11
b) serve multi-course menus, applying classic serving techniques according to the occasion and, in particular, presenting dishes			8			LF 11
(c) carve meat cuts and fillet fish						LF 11
(d) serve white, rosé, red and sparkling wines professionally						LF 11
e) Decanting red wines						LF 11
<b>13. conception of events, conferences and banquets</b> (§ 6 paragraph 2 number 13)						
a) Plan, prepare, conduct and follow up advisory and sales talks in a guest- and company-oriented manner.						LF 12
b) plan and offer seating and design options for rooms in accordance with the guests' wishes and the company's specifications						LF 12
(c) recommend food and beverages and their forms of presentation for specific occasions						LF 12
d) offer additional services to the guests, in particular decoration, technology, music or framework programmes, and advise them on the choice			8			LF 12
(e) assist in the selection and planning of technical equipment in accordance with operational requirements						LF 12
f) obtain, compare and coordinate offers for own and external services						LF 12
(g) calculate, prepare and process tenders, conduct correspondence and prepare contracts ready for signature, taking into account the terms and conditions of business and the applicable legal provisions						LF 12
<b>14. organisation of events, meetings and banquets</b> (§ 6 paragraph 2 number 14)						
a) Plan internal and external processes and coordinate them with the kitchen, service and other internal and external departments involved.						LF 12, 13
b) Draw up event plans, including work procedures and instructions as well as food and beverage sequences with prices and communicate these internally and externally.			8			LF 12

Training framework		Framework curriculum				
		Completion of training average per month		School year		
Occupational profile positions		1-18	19-36	1	2	3
c) arrange rooms according to the event, set tables, lay tablecloths and decorate as well as prepare menus and present guest information				LF 4, 5		LF 12
<b>15. holding events, meetings and banquets</b> (§ 6 paragraph 2 number 15)						
a) Accompany events and ensure their successful running as a team and interface task.		8				LF 12
b) adjust the scheduling and staffing of services on a daily basis						LF 13
c) prepare internal service and menu meetings						LF 13
d) carry out and coordinate the timed, professional event service, in particular banquet service						LF 13
e) reflect on and adapt their own actions in the work process with regard to the needs of the guests and the success of the event.						LF 13
f) Obtain and record feedback from guests, take it into account in the evaluation of the event and derive improvement measures.						LF 12
g) assist in the preparation of guest invoices and the internal post-calculation of events.						LF 12
<b>16. guidance and leadership of staff</b> (§ 5 paragraph 2 number 16)						
a) adapt to different personalities in the team, taking diversity and group dynamics into account, and give constructive feedback.		8				LF 13
b) Instruct and motivate employees in a task-related and team-oriented manner and reflect on their work results.						LF 13
c) Communicate recognition and appreciation to employees and reflect on the effect of one's own appearance on team members.						LF 13
d) draw up duty rosters in accordance with company and legal requirements and document working times						LF 13
e) participate in the planning, implementation and follow-up of staff appraisals						LF 13
f) participate in personnel development measures						LF 13
g) carry out briefings and instructions in the handling of machines, equipment and operating resources						LF 13
h) Identify the need for mandatory training and education, especially on infection control and occupational safety, and derive measures.						LF 13
i) Sensitise team members to sustainable action						LF 13

## Section B: Skills, knowledge and abilities to be taught integratively

Training framework		Framework curriculum		
		School year		
Occupational profile positions	Training average per month	1	2	3
	1-18	19-36		
<b>1. Organisation of the training company, vocational training and labour and collective bargaining law</b> (§ 6 paragraph 3 number 1)				
a) explain the structure and the basic work and business processes of the training company	During the entire training	x	x	x
b) explain the rights and obligations arising from the training contract as well as the duration and termination of the training relationship and describe the tasks of the parties involved in the dual system of vocational training		x	x	x
c) explain the meaning, function and contents of the training regulations and the in-company training plan and contribute to their implementation.		x	x	x
d) explain the labour, social, collective bargaining and co-determination regulations applicable to the company providing training		x	x	x
e) explain the basics, tasks and mode of operation of the organs of the training company under works constitution law or staff representation law.		x	x	x
f) explain relations of the training enterprise and its employees with business organisations and trade unions		x	x	x
g) Explain the positions of their own payroll accounting.		x	x	x
h) explain the essential contents of employment contracts		x	x	x
i) explain opportunities for career advancement and professional development		x	x	x
<b>2. Safety and health at work</b> (§ 6 paragraph 3 number 2)				
a) know the rights and obligations arising from the occupational health and safety and accident prevention regulations and apply these regulations.	During the entire training	x	x	x
b) check and assess health and safety hazards at the workplace and on the way to work		x	x	x
c) explain safe and healthy working practices		x	x	x
d) take technical and organisational measures to avoid hazards as well as psychological and physical stress for themselves and others, including preventive measures		x	x	x
e) observe and apply ergonomic working methods		x	x	x
f) describe behaviour in case of accidents and initiate first measures in case of accidents		x	x	x
g) apply company-related regulations of preventive fire protection, describe behaviour in case of fire and take initial fire-fighting measures		x	x	x

Training framework		Framework curriculum		
		School year		
Occupational profile positions	Completion of training average per month	1	2	3
	1-18	19-36		
<b>3. Environmental protection and sustainability</b> (§ 6 paragraph 3 number 3)				
a) recognise possibilities to avoid operational burdens for the environment and society in their own area of responsibility and contribute to their further development	During the entire training	x	x	x
b) use materials and energy in work processes and with regard to products, goods or services under economic, environmental and social aspects of sustainability		x	x	x
(c) comply with environmental protection regulations applicable to the training enterprise		x	x	x
(d) avoid waste and recycle or dispose of substances and materials in an environmentally sound manner		x	x	x
e) Develop proposals for sustainable action for their own field of work.		x	x	x
f) cooperate in compliance with company regulations in the sense of economic, ecological and socially sustainable development and communicate in an appropriate manner for the target group.		x	x	x
<b>4. Digitised working world</b> (§ 6 paragraph 3 number 4)				
a) handle their own and company-related data as well as the data of third parties, complying with the regulations on data protection and data security	During the entire training	x	x	x
b) assess risks when using digital media and information technology systems and comply with company regulations when using them		x	x	x
c) communicate in a resource-saving, addressee-appropriate and efficient manner and document communication results		x	x	x
d) recognise disturbances in communication processes and contribute to their solution		x	x	x
e) research information in digital networks and obtain information from digital networks as well as check, evaluate and select information, including information from third parties.		x	x	x
f) apply learning and working techniques as well as methods of self-directed learning, use digital learning media and recognise and derive requirements of life-accompanying learning		x	x	x
g) plan, process and design tasks together with stakeholders, including stakeholders from other work and business areas, also using digital media.		x	x	x
h) practising appreciation of others, taking into account social diversity		x	x	x



Training framework Occupational profile positions		Completion of training average per month		Framework curriculum School year		
		1-18	19-36	1	2	3
<b>5. Implementation of hygiene measures</b> (§ 6 paragraph 3 number 5)						
(a) apply the principles and rules of personal, industrial and product hygiene and occupational and health protection	4		LF 1 - 13			
b) implement the legal hygiene regulations and the company hygiene concept, in particular the HACCP concept			LF 1 - 13			
c) recognise pest infestations and take measures			LF 2, 3	LF 8	LF 10	
d) store disinfectants and cleaning agents, select them taking into account their ecological impact and use them economically			LF 2, 3, 4, 5	LF 8	LF 10, 11	
e) observe the reporting obligations under infection control law and comply with the employment prohibitions			LF 1		LF 13	