



**KULTUSMINISTER
KONFERENZ**

Framework curriculum for the Apprenticeships

**Specialist kitchen
cook and chef**

(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 of Economics and Climate Protection 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-competence¹

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. It also includes, in particular, 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.

¹ 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

The present framework curriculum for vocational training as a kitchen specialist is consistent with the present Ordinance on Vocational Training of 09 March 2021 (BGBl.I. p. 389) and with the present Ordinance on Vocational Training as a Chef of 09 March 2021 (BGBl.I. p. 398).

The framework curriculum for the training occupation of chef (KMK resolution 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 kitchen specialist and cook are characterised by an attractive and modern occupational profile of social and economic significance. Another characteristic feature is the variety of gastronomic businesses, such as cafés and bars, restaurants and hotel restaurants in cities and in rural areas, excursion restaurants, catering businesses, system gastronomic companies, company restaurants, businesses in transport and trade gastronomy as well as event and experience gastronomy. 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 both professions, the employees look after the well-being of the guests. They manage the flow of goods and assist in stock-keeping. They select foodstuffs according to nutritional, sensory and technological properties. They calculate quantities of goods and recipes. They prepare dishes using various preparation and cooking methods and present them in a gastronomic manner. In their activities, they take into account hygiene standards, food law and occupational health and safety.

In addition, the cook is responsible for planning and carrying out events. They advise guests and take their wishes and needs into account when choosing meals and menus. They implement personnel and cost planning specifications and reflect on the results from a business perspective. In this way, they contribute to the success of the company.

All training occupations in the hotel and catering sector receive a common basic technical training in the first year of training. Thus, learning fields 1 to 5 in the first year of training are taught in a cross-occupational manner with the occupations of hotel specialist, hotel management clerk, restaurant and event catering specialist, system catering specialist and restaurant and event catering specialist.

In the second year of training, joint specialised training is offered for the occupations of chef and kitchen assistant.

The training is divided into two training phases of 18 months each. The competences of the learning fields 1-8 of the framework curriculum are coordinated with the qualifications of the training regulations and thus form the basis for part 1 of the extended final examination. When planning the timing of the learning fields in the second year of training, it must be taken into account that the contents of the learning fields LF6: *Making and presenting soups and sauces*, LF7: *Making and presenting dishes from meat parts* and LF8: *Making and presenting dishes from fish* are not included in the final examination.

are *the* basis for the Extended Final Examination Part 1 and thus have to be taught at the beginning of the second year.

Pupils who are trained as kitchen specialists complete this vocational training after only two years. They have the option of supplementing their training with one year of "vocational specialist training" and then graduating as a cook.

The task of vocational teaching in the vocational school is to enable the students to acquire sound vocational action competence. Typical fields of action are the preparation and presentation of food, the organisation of the kitchen and cooperation with other departments. The learning fields are oriented towards these vocational fields of action. They are to be implemented methodically and didactically in such a way that they lead to comprehensive vocational action competence. The teaching of the qualification and educational objectives is largely interdisciplinary and action-oriented, incorporating elements of professional practice. Particular attention must be paid to the coordination of the individual fields of activity into a functioning overall process and cooperation with neighbouring areas of responsibility.

The competences formulated in the learning fields describe the level of qualification at the end of the learning process and represent the minimum scope. The learning contents are to be taught under the aspect of guest-oriented action. Contents are only listed in italics if the competences described in the formulation of objectives are concretised. The contents of the learning fields build on each other in a spiral curriculum.

The following higher-level competences are to be promoted integratively in the learning fields in compliance with the relevant provisions:

- Consider sustainability in all work processes
- work as a team
- Communicate and reflect appreciatively
- act in a guest-oriented manner
- Use technical and foreign language
- Implementing hygiene and accident and health protection measures
- Take ergonomic considerations into account
- Implement quality management
- Apply the possibilities of digitalisation
- Apply regulations and guidelines on data protection and data security

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. The possibilities of learning location cooperation with the institutions involved in the training process can be used here. Furthermore, there is the possibility of implementing or mentally reproducing this phase on a model or as a simulation.

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.

Part V Learning Fields

Overview of the learning fields for the training occupation Kitchen specialist				
Learning fields		Time guidelines in lessons		
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	Making and presenting soups and sauces		40	
7	Make dishes from meat cuts and present		60	
8	Make dishes from fish and present		40	
9	Processing plant raw materials and mushrooms		80	
10	Making and presenting desserts		60	
Totals: 600 hours in total		320	280	

Overview of the learning fields for the training occupation Cook and cook				
Learning fields		Time guidelines in lessons		
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	Make soups and sauces and present		40	
7	Produce and present dishes from meat cuts		60	
8	Making and presenting dishes from fish		40	
9	Processing plant raw materials and mushrooms		80	
10	Making and presenting desserts		60	
11	Produce ice cream and baked goods and Arrange desserts			40
12	Food offers for events guest-oriented planning			80
13	Fish and seafood buffets produce and present			60
14	Organise a week of action and evaluate economically			100
Totals: 880 hours in total		320	280	280

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

1. Training year
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 job 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**1. Training year
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 make them available.

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

2. Training year
Kitchen specialist and cook

Learning Area 6: Making soups and sauces and present	2. Training year Time reference value: 40 hours
<p>The pupils have the competence to make and present soups and sauces.</p> <p>The pupils analyse the task of making soups and sauces to accompany dishes.</p> <p>The pupils inform themselves about the types of soups (<i>clear soups, stews, bound soups, cold soups</i>) and sauces (<i>light and dark basic sauces, whipped warm and cold basic sauces, cold sauces, dips, vegetable sauces</i>) and how they are made (<i>convenience</i>).</p> <p>The pupils plan the production of soups and sauces. In doing so, they take into account a sustainable approach and hygienic requirements. They consider regionality and seasonality as well as nutritional and economic aspects.</p> <p>The pupils select soup ingredients for soups and sauces to accompany dishes. They take into account the types of ingredients on offer and the production methods. They decide on recipes and calculate the use of materials and goods digitally.</p> <p>Pupils make soups, soup ingredients and sauces. They apply the requirements of work safety and hygiene. They communicate with other work areas in the kitchen as well as with the service and work in a team. They prepare soups and sauces for further use.</p> <p>The pupils reflect on their work process and also evaluate the work results sensory. They derive possibilities for optimisation.</p>	

Learning Area 7: Produce and present dishes from meat cuts

2. Training year
Time reference value: 60 hours

Pupils have the competence to prepare and present dishes made from meat.

Pupils **analyse** the task of making and presenting dishes from meat cuts (*pork, beef and domestic fowl*).

The pupils **distinguish between** types of meat, parts of meat and offal. They gain an overview of the processing of meat cuts (*paring, trimming, portioning*) and cooking methods. They inform themselves about the origin and husbandry of animal products.

The pupils **plan** the production of dishes from meat parts in consultation with other work areas. In doing so, they consider a sustainable procedure and hygienic requirements. They consider regional, cultural and nutritional-physiological aspects.

The pupils **select** suitable cuts of meat, supply forms and cooking methods as well as suitable sauces and side dishes for the dishes. They decide on recipes and calculate their material and goods usage.

The pupils **prepare** meat parts and arrange them as a complete dish. In doing so, they apply the requirements of work safety and hygiene and communicate as a team. They present the dish.

The pupils **reflect on** their work process and also evaluate the work results sensory. They **derive** possibilities for optimisation.

**Learning Area 8: Produce dishes from fish
and
present**

**2nd year of training
Time reference value: 40 hours**

The pupils have the competence to prepare and present dishes from fish.

The pupils **analyse** the task of making dishes from whole fish and parts of fish.

The pupils distinguish between types of fish and identify freshness characteristics. They **inform** themselves about the different types of fish on offer, the ways in which it is prepared and the dishes made from it.

The pupils **plan** the production of dishes from fish in a team. In doing so, they consider hygienic requirements and a sustainable approach. They consider regional, cultural and nutritional aspects.

The pupils **choose** suitable fish, dishes and cooking methods as well as sauces and side dishes for the dishes on offer. They **decide on** recipes and calculate their material and goods usage.

The pupils check the quality of selected fish and fish parts. They prepare fish (*scale, clean*), fillet and portion it. They **prepare** starters and main dishes from fish, observing hygiene, and arrange them as a complete dish. They **present** the dish.

The pupils **reflect on** their work process and also evaluate the work results sensory. They derive possibilities for optimisation.

Learning Area 9: Plant raw materials and fungi
Process

2nd year of training
Time reference value: 80 hours

The pupils have the competence to produce, process and present side dishes and meals from vegetable raw materials and mushrooms.

The pupils **analyse** the task of making side dishes and meals from vegetable raw materials, pre-made doughs and mushrooms.

The pupils find **out** about mushrooms and pulses, cereals and cereal milling products as well as herbs and spices. They get an overview of pre-made doughs. They record forms of preparation for starters, side dishes, main components of dishes and independent dishes. They classify vegetable raw materials as alternatives to animal products.

The pupils **plan** the production of starters, side dishes, main parts of dishes and independent dishes from vegetable raw materials, pre-prepared doughs and mushrooms in the kitchen team. In doing so, they take into account hygienic requirements and a sustainable approach. They take into account seasonal, regional, cultural and nutritional aspects.

The pupils **select** recipes for the preparation of starters, side dishes, main ingredients of dishes and independent dishes from vegetable raw materials, prefabricated doughs and mushrooms. In doing so, they take into account supply forms and production methods and **calculate** the use of materials and goods.

The pupils **prepare**, dress and present starters, side dishes, main ingredients of dishes and independent dishes from vegetable raw materials, prefabricated doughs and mushrooms. In doing so, they apply occupational safety and hygiene guidelines and communicate as a team.

The pupils **reflect on** their work process and also **evaluate** the work results sensory. They derive possibilities for optimisation.

**Learning Area 10: Making desserts
and present****2nd year of training
Time reference value: 60 hours****Pupils have the competence to make and present desserts.**

The pupils **analyse** the task of making desserts (*cream dishes, sweet egg dishes*), processing fruit and preparing desserts and pre-made ice cream.

The pupils **inform** themselves about milk, dairy products and cheese. They distinguish between types of desserts and accompanying components (*fruit, sauces, toppings*), preparation methods and the dishes made from them.

The pupils **plan** the production of desserts and accompanying components together in the kitchen team. They take into account hygienic requirements and a sustainable approach. They consider seasonal, regional, cultural and nutritional aspects.

The pupils **select** desserts and accompanying components. In doing so, they take into account forms of supply and production methods. They decide on recipes and calculate their material and goods usage.

The pupils **prepare** desserts and accompanying components. In doing so, they apply the requirements of occupational safety and hygiene. They present desserts, pre-made ice cream and accompanying components according to the occasion.

The pupils **reflect on** their work process and also **evaluate** the work results sensory. They derive possibilities for optimisation.

3. Training year
Cook and cook

Learning Area 11: Making ice cream and baked goods and arranging desserts	3. Training year Time reference value: 40 hours
<p>The pupils have the competence to make ice cream and baked goods as well as to prepare desserts.</p> <p>Pupils analyse the task of assembling desserts and making ice cream and baked goods from doughs and mixes.</p> <p>The pupils inform themselves about the composition of desserts (<i>fresh products, convenience</i>) as well as the forms of supply and the preparation of ice cream and baked goods.</p> <p>The pupils plan the production of ice cream and baked goods together in the kitchen team. They take into account hygienic requirements and a sustainable approach. They consider seasonal, regional, cultural and nutritional aspects.</p> <p>The pupils put together suitable desserts, cheeses and baked goods as components of the dessert selection. In doing so, they take into account forms of supply, production methods and food law regulations. They decide on recipes and calculate their material and goods usage.</p> <p>The pupils prepare ice cream and baked goods. In doing so, they apply the requirements of work safety and hygiene. They present the dessert selection and baked goods in an appropriate way.</p> <p>The pupils reflect on their work process and also evaluate the work results sensory. They derive possibilities for optimisation.</p>	

**Learning Area 12: Planning food offers for events
in a guest-oriented manner**

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

The students have the competence to advise guests about the food offer of an event, to prepare and present dishes.

The pupils **analyse** the task of putting together a menu for an event.

The pupils name characteristics of different groups of guests and identify their different needs. They **get an overview of** the different phases of a consultation and identify rules for conducting a conversation. They inform themselves about the composition of meal sequences, allergens and additives contained and their legally compliant labelling in menus and other media. They familiarise themselves with the principle of sustainability in the kitchen in procurement, storage, processing and disposal.

The pupils **plan** dishes for the event, taking into account the resource-saving use of plant and animal raw materials (*lamb, game*).

The pupils select dishes based on guests' wishes and needs (*intolerances, allergies, diets*), **decide** on recipes and document them. They put together a menu, determine the need for goods and develop a work schedule. They calculate the sales price according to a calculation scheme and explain the offer to the guest according to company requirements.

The pupils **cut up** animal carcasses, separate meat parts (back, shoulder, leg) and prepare them as complete dishes (braising, grilling). They present the dishes according to the type of event.

The pupils **evaluate** the event with regard to the counselling interview, the work process and the work result, also from the point of view of sustainability. They **derive** possibilities for improvement.

**Learning Area 13: Produce and present buffets
with fish and seafood****3rd year of training
Time reference value: 60 hours**

The pupils have the competence to prepare and present dishes from fish, fish products and seafood for a buffet.

The pupils **analyse** the task of preparing a buffet with dishes made from fish, fish products and seafood.

The pupils **inform** themselves about different forms of fish, fish products and seafood (*fresh products, convenience*), their preparation methods and the dishes made from them. They find out about the structure of a buffet as well as the presentation and consulting possibilities.

The pupils **plan** the preparation of dishes from fish, fish products and seafood for a buffet together in the kitchen team. They consider seasonal, regional, cultural and nutritional-physiological aspects. They consider product-specific hygienic requirements and a sustainable approach.

The pupils **select** suitable fish, fish products and seafood as well as appropriate sauces and side dishes for the dishes. They implement measures to maintain quality under the special conditions of a buffet. They design a layout plan for the buffet. They compile a menu for the buffet and present it in analogue or digital form. They decide on recipes and calculate their material and goods usage. They calculate the final price per person for the buffet, taking into account the operating costs (*energy, water, disposal*).

The pupils prepare dishes from fish, fish products and seafood for the buffet, taking into account suitable preparation methods (*filleting, pickling, smoking, low-temperature cooking*) and dress them. In doing so, they apply the requirements of occupational safety and hygiene and document the measures taken. They present fish, fish products and seafood dishes to guests at the buffet and advise guests.

The pupils **reflect on** their work process and **evaluate** the work results from a sensory and business point of view. They derive possibilities for optimisation.

Learning Area 14: Organise an action week and evaluate economically

**3rd year of training
Time benchmark: 100 hours**

The pupils have the competence to plan and carry out a campaign week with typical dishes of the country, taking into account kitchen organisation, calculation and personnel deployment.

The pupils **analyse** the task of producing typical (*regional, international*) dishes for a campaign week. They familiarise themselves with the company-specific processes in the kitchen (*flow of goods, calculation, personnel*).

The pupils **inform** themselves about food cultures and the variety of typical national dishes. They gain an overview of the process organisation in the kitchen and staff planning, taking into account legal regulations. They learn examples of how to design the content of menus and menus, taking into account legal principles and aspects of sales promotion.

The pupils **plan** the production of typical national dishes as an action week together in the kitchen team. In doing so, they take into account economic efficiency and personnel deployment. They select equipment, machines and working materials, carry out briefings, arrange maintenance, recognise faults and initiate countermeasures.

The pupils **select** suitable dishes. They place orders and forward delivery notes and invoices to the appropriate addressees. They calculate the use of goods and calculate the sales prices.

The pupils create menus or menus in analogue or digital form and use them as a sales promotion tool. They **produce** typical local dishes and present them. They assign tasks to employees according to their qualifications and competences. In doing so, they coordinate the work processes in the team, apply rules of appreciative communication, recognise conflicts and work towards a situation-appropriate solution. They carry out an economic calculation of the action week.

The students **reflect on** their actions with regard to quality, guest satisfaction and operational success. They **derive** possibilities for improvement.

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
Field of study 1	To understand one's own role in the company. and represent the profession and the company	1 year of training Time reference value: 40 hours
<p>Pupils have the competence to understand their The workers have the opportunity to play a role within the company and to represent their company.</p>		
<p>The pupils analyse the job profiles in the <i>hospitality</i> industry 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>The 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 (<i>career opportunities, further education and training</i>) as well as professional challenges (<i>personal health</i>).</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>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.</p>		
<p>Pupils choose appropriate presentation media and create a presentation.</p>		
<p>The pupils present their company and their business activities in an appropriate way, also in a foreign language.</p>		
<p>The pupils reflect on the work process and the presentations, guided by criteria. They give and accept feedback. They derive recommendations for their role in the company and towards the guest.</p>		
<p>Professional, personal and social competence; <i>methodological</i>, learning and communicative <i>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>		
<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><i>Learning process of the learning field</i></p>		
<p>Binding minimum contents are marked in italics.</p>		
<p>Complexity and interactions of actions are taken into account</p>		
<p>Open formulations allow for the inclusion of organisational and technological changes.</p>		
<p>Sustainability in learning and working processes is taken into account.</p>		
<p>Data protection and data security are taken into account</p>		
<p>Open formulations allow for different methodological approaches, taking into account the material resources of the schools.</p>		
<p>take into account situations of professional language action</p>		
<p>Foreign language is taken into account</p>		

List of correspondences
between
the framework curriculum for the vocational
school and the training framework curriculum for
the company

in the training occupation of kitchen specialist and chef

The list of correspondences documents the coordination of learning content between the learning venues vocational school and training company.

It is characteristic of dual vocational education and training that trainees acquire their competences at the two learning venues of vocational school and training company. There are different legal regulations for this:

- The curriculum at the vocational school is based on the framework curriculum of the Standing Conference of the Ministers of Education and Cultural Affairs.
- The in-company training is based on the training framework plan, which is part of the training regulations.

Both plans were drawn up by expert teachers and trainers in constant consultation with each other in a procedure developed jointly by the Federal Government and the Conference of Ministers of Education and Cultural Affairs for the coordination of training regulations and framework curricula in the area of vocational education and training ("Joint Results Protocol").

In the following list of correspondences, the learning fields of the framework curriculum are assigned to the positions of the training framework curriculum in such a way that the temporal and factual coordination becomes clear. It can thus be a tool to improve and intensify the cooperation of the learning venues on site.

BIBB: Dr Johanna Telieps KMK:
Barbara Theobald

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

of vocational training as

a kitchen specialist as

of 25 November 2021

Section A: Occupational 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
1. dealing with guests and team members (§ 5 paragraph 2 number 1)					
a) Design personal appearance and behaviour in a way that is appropriate for the company and justify its effects.	4			LF 1	
b) observe the operational and legal requirements when communicating the company's business, especially via digital media				LF 1, LF 2	
c) Take into account tasks, authorities and responsibilities within the framework of the organisational and procedural structure, in particular at interfaces to other departments.				LF 1, LF 2, LF 5	
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, LF 5	
e) Receiving, classifying and responding appropriately to messages and orders				LF 1, LF 2, LF 5	
f) Receive and respond to guest requests and expectations that have been transmitted				LF 1, LF 4, LF 5	
g) Receive and classify guest reactions, in particular complaints, and react to them in accordance with operational guidelines.				LF 1, LF 3, LF 5	
2. acceptance and storage of goods (§ 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.	4			LF 2	
b) Accepting goods, assigning delivery notes to orders and checking goods on the basis of the order and delivery notes for weight, quantity, quality and visible defects, as well as initiating the usual measures in the event of deviations.				LF 2, LF 3	

Training framework		Framework curriculum		
Occupational profile positions	Completion of training average per month		School year	
	1-12	13-24	1	2
c) Inspect the goods in compliance with the hygienic and legal regulations as well as the operational requirements, in particular with regard to compliance with the cold chain and shelf life, also using technical aids; and in case of deviations, initiate the usual operational measures.			LF 2	
d) document the receipt of goods, the receipt of empties and transport goods as well as the return of empties and transport goods.			LF 2	
e) Store goods in a value-preserving manner in accordance with their requirements and applying the company's guidelines.			LF 2	
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. preparation and follow-up of work for food preparation as well as use of equipment, machines and work equipment (§ 5 paragraph 2 number 3)				
a) Record work tasks	10		LF 3	LF 6 - LF 10
b) Plan workflows			LF 3	LF 6 - LF 10
c) Determine goods or material requirements			LF 3	LF 6 - LF 10
d) Select devices, machines and work equipment taking into account their possible uses			LF 3	
e) prepare and set up the workplace in compliance with the hygienic, occupational safety and ergonomic requirements.			LF 3	LF 6 - LF 10
f) Identify and implement possibilities for economic and safe work, also through the use of machines, equipment and tools.			LF 3	
g) prepare, clean and maintain the workplace, machines, devices and work equipment according to the company's specifications.			LF 3	
h) control and evaluate the work results			LF 3	LF 6 - LF 10
4. application of basic working techniques in the kitchen (§ 5 paragraph 2 number 4)				
a) Apply working and editing techniques	8		LF 3	
b) Check the quality of products and allocate possible uses.			LF 3	
c) Blanching, boiling and steaming foods			LF 3	
d) Apply and convert recipes			LF 3	LF 6 - LF 10
e) Prepare food and dishes in various forms according to company specifications.			LF 3	
f) use professional foreign language terminology			LF 3	

Training framework			Framework curriculum	
Occupational profile positions	Completion of training average per month		School year	
	1-12	13-24	1	2
g) distinguish and apply different cooking methods, especially blanching, boiling, frying, deep-frying and steaming		2	LF 3	LF 6 - LF 9
5. performance of the basic tasks in service and economic service (§ 5 paragraph 2 number 5)				
a) participate in the service according to the operational service form	4		LF 5	
b) Checking the saleability of products			LF 5	
c) Carry out, check and document cleaning, disinfection and maintenance measures in hospitality or business premises, taking into account sustainability aspects.			LF 4	
d) Determine crockery and cutlery requirements according to company specifications and use crockery and cutlery according to the occasion.			LF 4	
6. preparing salads, egg dishes and simple meals and dishes from vegetable food and mushrooms. (§ 5 paragraph 2 number 6)				
a) Distinguish, prepare and process vegetables, fruit and herbs	10		LF 3	
b) Select and process prefabricated products in compliance with processing stages			LF 3	
c) Prepare salads from vegetable foodstuffs, especially leaf salads, vegetables and fruit, as well as dressings and salad marinades.			LF 3	
d) Prepare egg dishes, especially boiled eggs, scrambled eggs, fried eggs, omelettes and egg pancakes.			LF 3	
e) Prepare vegetables into side dishes and independent meals and dishes			LF 3	
f) Preparing salads, egg dishes and vegetable dishes			LF 3	
g) Preparing and arranging mushrooms and pulses to make side dishes and individual dishes		2		LF 9
7. arranging and garnishing cold dishes, desserts and sweet dishes (§ 5 paragraph 2 number 7)				
a) Arrange and garnish cold dishes with various products according to company specifications	4		LF 3	LF 10
b) Arrange and garnish desserts and ice cream according to the company's instructions.			LF 3	LF 10
c) Apply product hygiene			LF 3	LF 9, LF 10
8. preparation of simple soups, sauces and stews (§ 5 paragraph 2 number 8)				
a) Making broths and stocks	4			LF 6
b) Prepare bound soups, cream soups and pureed soups		16		LF 6

Training framework			Framework curriculum	
Occupational profile positions	Completion of training average per month		School year	
	1-12	13-24	1	2
c) Prepare vegetable sauces, especially tomato sauce				LF 6
d) Prepare light base sauces, especially béchamel sauce.				LF 6
e) Prepare simple stews, taking into account the cooking time of the ingredients.				LF 6
9. preparation of side dishes for satiety (§ 5 paragraph 2 number 9)				
a) Prepare filling side dishes from rice and other cereal products, from prefabricated dough and from ready-made products.			LF 3	LF 9
b) make simple potato preparations, especially boiled potatoes, steamed potatoes, fried potatoes, mashed potatoes and potato sa- lat		14	LF 3	LF 9
10. preparation of simple meat and fish dishes (§ 5 paragraph 2 number 10)				
a) Select types of meat and parts of meat, distinguish their characteristics and allocate them to their possible uses.				LF 7
b) parry, cut to size, portion and handle trimmed meat cuts from slaughtered meat				LF 7
c) Prepare carved meat cuts from slaughtered meat				LF 7
d) Parry, trim and port- on domestic poultry				LF 7
e) Prepare poultry				LF 7
f) process filleted, pre-portioned or whole fish into simple fish dishes				LF 8
g) Arrange simple meat and fish dishes				LF 7, LF 8
h) Apply product hygiene				LF 7, LF 8

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

Training framework		Training average in month		Framework curriculum	
		1-12	13-24	School year	
Occupational profile positions				1	2
1. organisation of the training company, vocational training and labour and collective bargaining law (§ 5 paragraph 3 number 1)					
a) explain the structure and the basic work and business processes of the training company	During the entire training			LF 1 + WiSo	WiSo
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 those 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 company training plan and contribute to their implementation				LF 1 + WiSo	WiSo
d) explain the labour, social, collective agreement and co-determination regulations applicable to the training company				LF 1 + WiSo	WiSo
e) Explain the basics, tasks and mode of operation of the training company's bodies under works constitution or personnel representation law.				LF 1 + WiSo	WiSo
f) Explain the relations of the training company and its employees with business organisations and trade unions.				LF 1 + WiSo	WiSo
g) Explain the positions of your own payroll accounting				LF 1 + WiSo	WiSo
h) explain the main contents of employment contracts				LF 1 + WiSo	WiSo
i) Explain opportunities for career advancement and professional development.				LF 1 + WiSo	WiSo
2. safety and health at work (§ 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			LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10
b) Check and assess safety and health hazards at the workplace and on the way to work.				LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10
c) explain safe and healthy working practices				LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10
d) take technical and organisational measures to avoid hazards as well as mental and physical stress for themselves and others, including preventive measures.				LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10
e) Observe and apply ergonomic working methods				LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10
f) Describe behaviour in case of accidents and initiate first measures in case of accidents				Operationally mediate	

Training framework		Framework curriculum		
		School year		
Occupational profile positions	Training average in month		1	2
	1-12	13-24		
g) Apply company-related regulations of preventive fire protection, describe fire behaviour and take initial fire-fighting measures.			Operationally mediate	
3. environmental protection and sustainability (§ 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	LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	
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, 10	
c) comply with the environmental protection regulations applicable to the training company		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	
d) Avoid waste and recycle or dispose of substances and materials in an environmentally friendly way.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	
e) Develop proposals for sustainable action for their own area of work		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	
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.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	
4. digitalised working world (§ 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	LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	
b) Assess risks when using digital media and information technology systems and comply with company regulations when using them.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	
c) Communicate efficiently and in a way that conserves resources and is appropriate to the target group, as well as documenting the results of communication.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	
d) Recognise disturbances in communication processes and contribute to their solution		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	
e) Researching information in digital networks and procuring information from digital networks as well as checking, evaluating and selecting information, including information from other sources.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	
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.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	
g) Tasks together with stakeholders, a- Finally, the participants of other working		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	

Training framework		Training average in month		Framework curriculum	
				School year	
Occupational profile positions		1-12	13-24	1	2
and business areas, also with the use of digital media, plan, process and design					
h) Practising appreciation of others while taking into account social diversity				LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10
5. implementation of hygiene measures (§ 5 paragraph 3 number 5)					
a) apply the principles and regulations on personnel, operational and product hygiene as well as on occupational safety and health protection		4		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10
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, 10
c) Recognise pest infestation and take measures				LF 2	
d) Store disinfectants and cleaning agents, select them taking into account their ecological impact and use them economically.				LF 4	
e) Observe the reporting obligations according to the and comply with the employment prohibitions.				LF 1	

BIBB: Dr Johanna Telieps KMK:
Barbara Theobald

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

of vocational training

to the cook
and the cook

Status 25 November 2021

Section A: Occupational profile skills, knowledge and abilities

Training framework		Framework curriculum			
		School year			
Occupational profile positions	Completion of training average per month		1	2	3
	1-18	19-36			
1. dealing with guests and team members (§ 5 paragraph 2 number 1)					
a) Design personal appearance and behaviour in a way that is appropriate for the company and justify its effects.	4		LF 1		
b) observe the operational and legal requirements when communicating the company's business, especially via digital media			LF 1, LF 2		
c) Take into account tasks, authorities and responsibilities within the framework of the organisational and procedural structure, in particular at interfaces to other departments.			LF 1, LF 2, LF 5		
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, LF 5		
e) Identify the causes of conflicts and communication problems and contribute to their resolution, as well as recognise conflict potential and avoid conflicts.			LF 1		
f) Receiving, classifying and responding appropriately to messages and orders			LF 1, LF 2, LF 5		
g) Receive and respond to guest requests and expectations that have been transmitted			LF 1, LF 4		
h) Receive and classify guest reactions, in particular complaints, and react to them in accordance with operational guidelines.			LF 1, LF 3, LF 5		
2. acceptance and storage of goods (§ 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.			LF 2		
b) Accepting goods, assigning delivery notes to orders and checking the goods against the Order and delivery note for weight,			LF 2, LF 3		

Training framework		Framework curriculum			
Occupational profile positions	Completion of training average per month		School year		
	1-18	19-36	1	2	3
Check quantity, quality and visible defects and initiate the usual measures in the event of deviations.	4				
c) Check the goods in compliance with the hygienic and legal regulations as well as the operational specifications, in particular for compliance with the cold chain and for shelf life, also using technical aids; and in the case of deviations, initiate the usual operational measures.			LF 2		
d) document the acceptance of goods, empties and transport goods as well as the return of empties and transport goods.			LF 2		
e) Store goods in a value-preserving manner in accordance with their requirements and applying the company's guidelines.			LF 2		
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. preparation and follow-up of work for food preparation as well as use of equipment, machines and work equipment (§ 5 paragraph 2 number 3)					
a) Record work tasks	6		LF 3	LF 6 - LF 10	LF 13
b) Plan workflows			LF 3	LF 6 - LF 10	LF 13
c) Determine goods or material requirements			LF 3	LF 6 - LF 10	LF 13
d) Select devices, machines and work equipment taking into account their possible uses			LF 3		
e) prepare and set up the workplace in compliance with the hygienic, occupational safety and ergonomic requirements.			LF 3	LF 6 - LF 10	LF 13
f) Identify and implement possibilities for economic and safe work, also through the use of machines, equipment and tools.			LF 3		
g) prepare, clean and maintain the workplace, machines, devices and work equipment according to the company's specifications.			LF 3		
h) control and evaluate the work results			LF 3	LF 6 - LF 10	LF 13
4. application of basic working techniques in the kitchen (§ 5 paragraph 2 number 4)					
a) Apply working and editing techniques	10		LF 3		
b) Check the quality of products and allocate possible uses.			LF 3		
c) Distinguish and apply cooking methods, especially blanching, boiling, frying, deep-frying and steaming			LF 3		
d) Apply and convert recipes			LF 3	LF 6 - LF 10	LF 13
e) Prepare food and dishes in various forms according to company specifications.			LF 3		

Training framework			Framework curriculum			
Occupational profile positions	Completion of training average per month		School year			
	1-18	19-36	1	2	3	
f) use professional foreign language terminology			LF 3			
5. performance of the basic tasks in service and economic service (§ 5 paragraph 2 number 5)						
a) participate in the service in accordance with the operational service form	4		LF 5			
b) Checking the saleability of products			LF 5			
c) Carry out, check and document cleaning, disinfection and maintenance measures in hospitality or business premises, taking into account sustainability aspects.			LF 4			
d) Determine crockery and cutlery requirements according to company specifications and use crockery and cutlery according to the occasion.			LF 4			
6. preparation of simple dishes and meals (§ 5 paragraph 2 number 6)						
a) Select and process prefabricated products in compliance with processing stages	12		LF 3			
b) Prepare and serve egg dishes, especially boiled eggs, scrambled eggs, fried eggs, omelettes and egg pancakes.			LF 3			
c) prepare, arrange and garnish cold and hot small dishes and meals, in particular finger food and snacks, with various products according to company specifications			LF 3			
7. preparation of vegetable food and mushrooms (§ 5 paragraph 2 number 7)						
a) Distinguish, prepare and process vegetables, fruit and herbs	10		LF 3	LF 9		
b) Prepare salads from vegetable foodstuffs, especially leaf salads, vegetables and fruit, as well as dressings and salad marinades.			LF 3			
c) Prepare vegetables and mushrooms as starters, side dishes, main ingredients and independent dishes.			LF 3	LF 9		
d) Prepare potatoes for starters, side dishes and main components of dishes as well as for dishes on their own			LF 3	LF 9		
e) Classify and prepare pulses, cereals and milled products according to their uses.			LF 3	LF 9		
f) Prepare rice as a side dish and as an independent dish			LF 3	LF 9		
g) Prepare side dishes as well as independent dishes from ready-made pasta			LF 3	LF 9		
h) Dressing dishes from plant foods and mushrooms					LF 9	
i) prepare vegetarian and vegan dishes and meals				5		LF 9

Training framework		Framework curriculum				
		Occupational profile positions		School year		
		Completion of training average per month		1	2	3
		1-18	19-36			
8. preparation of soups, sauces and stews (§ 5 paragraph 2 number 8)						
a) Prepare broths and stocks from vegetable and animal foodstuffs, especially from vegetables, fish, meat and bones.	12				LF 6	
b) Prepare thickened soups, cream soups, pureed soups and cold soups.					LF 6	
c) prepare clear soups with and without clarification process					LF 6	
d) Making soup garnishes					LF 6	
e) prepare cooked light and dark base sauces and their derivatives					LF 6	
f) prepare whipped warm sauces					LF 6	
g) prepare cold sauces, dips and butter mixtures					LF 6	
h) Prepare vegetable sauces					LF 6	
i) Prepare stews, taking into account the cooking time of the ingredients in particular					LF 6	
9. processing and preparation of meat (§ 5 paragraph 2 number 9)						
a) Select types of meat and parts of meat, distinguish their characteristics and allocate them to their possible uses.	6				LF 7	
b) parry, cut to size, portion and handle trimmed meat cuts from slaughtered meat					LF 7	
c) Prepare cuts of meat using different cooking methods					LF 7	
d) Parry, trim and port- on domestic poultry					LF 7	
e) Prepare poultry					LF 7	
f) Arrange meat dishes					LF 7	
g) Apply product hygiene					LF 7	
h) Trigger back, shoulder and leg	11				LF 7	LF 12
i) Process slaughtered meat, game and poultry into starters and main courses, using different cooking methods, in particular braising, grilling and low-temperature cooking, and taking into account the different cooking stages.					LF 7	LF 12
j) Distinguish offal and its preparation methods					LF 7	
10. processing and preparation of fish (§ 5 paragraph 2 number 10)						
a) Differentiate between fish species and freshness characteristics					LF 8	

Training framework		Framework curriculum				
		Completion of training average per month		School year		
Occupational profile positions		1-18	19-36	1	2	3
b) Prepare fish by scaling and cleaning	4				LF 8	
c) process filleted, pre-portioned and whole fish into simple fish dishes					LF 8	LF 13
d) Arrange fish dishes					LF 8	LF 13
e) Apply product hygiene					LF 8	LF 13
f) Fillet and portion fish	4				LF 8	LF 13
g) Process fish into starters and main courses, using different cooking methods.					LF 8	LF 13
h) explain shellfish and crustaceans and their preparation						LF 13
11. production and processing of doughs and masses (§ 5 paragraph 2 number 11)						
a) Making and processing shortcrust pastry, yeast dough and baking dough			6			LF 11
b) Making pasta dough and processing it into pasta products					LF 9	
c) Processing strudel dough and puff pastry						LF 11
d) Explain the production and processing of masses						LF 11
12. making sweets and desserts (§ 5 paragraph 2 number 12)						
a) Arrange and garnish desserts and ice cream according to the company's instructions.	2				LF 10	
b) Prepare cream dishes using different binding agents.			8		LF 10	
c) prepare sweet egg dishes					LF 10	
d) Process fruit and fruits into desserts					LF 10	
e) Prepare frozen or semi-frozen food					LF 10	LF 11
f) Apply product hygiene					LF 10	LF 11
13. planning and implementing the sustainable use of equipment, working materials, food and resources (§ 5 paragraph 2 number 13)						
a) Determine energy consumption of machines and equipment as well as water consumption during work processes			6			LF 13, LF 14
b) Calculate and analyse consumption costs of individual work processes and identify and realise savings potentials through the organisation of work and the working environment and evaluate the results thus achieved						LF 13, LF 14
c) Selecting and planning the use of equipment, machines, tools and consumables in accordance with the order and taking into account ecological, environmental and ergonomic aspects.						LF 13, LF 14

Training framework		Framework curriculum			
Occupational profile positions	Completion of training average per month		School year		
	1-18	19-36	1	2	3
d) Identify faults in equipment and machines and take measures to rectify the faults.					LF 14
e) arrange for maintenance of equipment and machines and repair of work equipment					LF 14
f) Evaluate the use and acquisition of equipment, machinery and work materials.					LF 14
g) Pay attention to sustainability in dealing with food in terms of origin, season, holistic processing and transport routes.			LF 1, LF 3, LF 6	LF 9	LF 12 - LF 14
h) Avoid waste and separate generated waste, in particular food waste, grease, oil, cardboard, plastics, composite packaging, glass and residual waste, for further processing and reuse in compliance with the legal regulations.					LF 12 - LF 14
14. application of the special hygiene regulations in the kitchen (§ 5 paragraph 2 number 14)					
a) Apply and monitor compliance with the special hygiene regulations, in particular those concerning poultry, minced meat, meat, fish, eggs, cream and creams.		6		LF 6 - LF 8, LF 10	LF 12, LF 13
b) apply the hygiene regulations specific to the equipment, in particular those for mincers and slicers, and monitor compliance with these.					LF 12, LF 13
c) observe the hygiene requirements for serving and keeping food warm and monitor compliance with these requirements.					LF 12, LF 13
d) assist in the preparation and implementation of hygiene training courses					LF 12, LF 13
e) Participate in the creation and further development of the company's hygiene concept, in particular the HACCP concept.					LF 12, LF 13
15. composition and labelling of dishes and meals (§ 5 paragraph 2 number 15)					
a) Create menus, taking into account menu science and sustainable aspects, in particular seasonal and regional aspects.		4			LF 12 - LF 14
b) Create menus, also in a team					LF 12 - LF 14
c) Identify allergens and additives in food and dishes and label them in a legally compliant manner in menus and other information customary in the establishment.					LF 12 - LF 14
d) Take into account and inform about diets, especially vegetarian and vegan diets, allergies and intolerances, as well as possibilities for reducing sugar, fat and salt in the composition of meals.					LF 12 - LF 14

Training framework		Framework curriculum			
		School year			
Occupational profile positions	Completion of training average per month		1	2	3
	1-18	19-36			
16. ensuring the flow of goods and calculating costs and prices (§ 5 paragraph 2 number 16)					
a) Prepare procurement of goods, taking into account stock, inventory and orders, obtain quotations and compare them, taking into account prices, qualities and conditions, and prepare orders.			LF 2		LF 14
b) Assess differences in the quality of food			LF 2		LF 14
c) Develop different alternatives for the use of foodstuffs and ensure that the foodstuffs are processed in a sustainable way.					LF 12, LF 14
d) Take seasonal and regional characteristics into account in merchandise management				LF 9, LF 10	LF 13, LF 14
e) Organise storage and explain suitable storage conditions to maintain and increase the value of the goods.		8	LF 2		LF 14
f) Determine sales prices for meals, dishes and beverages according to the company's calculation scheme.					LF 14
g) Calculate the costs and revenues of services provided, in particular of in-house and external events.					LF 14
h) take into account the relationship between quality, guest satisfaction and business success when making decisions and taking action, carry out work in an economic and guest-oriented manner and contribute to successful entrepreneurial action through their own behaviour.					LF 14
17. kitchen management processes (§ 5 paragraph 2 number 17)					
a) Document flows of goods, in particular file invoices and delivery notes in analogue or digital form, as well as trigger orders and keep consumption lists			LF 2		LF 13, LF 14
b) Carry out legally required and company-specific documentation, in particular on hygiene requirements, occupational safety and health protection.		4			LF 13, LF 14
c) Document process planning in analogue or digital form					LF 13, LF 14
18. advising guests and selling products and services (§ 5 paragraph 2 number 18)					
a) Reflect on appearance and role vis-à-vis guests and make it guest-oriented			LF 1, LF 5		LF 12, LF 13
b) assist with the service			LF 5		LF 12
c) Inform guests about the company's range of services and products, especially with regard to food and dishes.			LF 5		LF 12

Training framework			Framework curriculum		
Occupational profile positions	Completion of training average per month		School year		
	1-18	19-36	1	2	3
d) Cooperate with the neighbouring areas of responsibility in the area of guest information.		8	LF 5		LF 12
e) give simple information in a foreign language			LF 5		LF 12
f) Advise guests taking into account their wishes and special needs, in particular allergies and intolerances as well as special diets.			LF 5		LF 12
19. guidance and leadership of staff (§ 5 paragraph 2 number 19)					
a) Adapt to different personalities in the team and give constructive feedback		8	LF 1		LF 14
b) Instruct and motivate employees in a task-related and team-oriented manner					LF 14
c) Communicate recognition and appreciation to employees					LF 14
d) Create duty rosters					LF 14
e) Participate in the planning, implementation and follow-up of staff appraisals.					LF 14
f) participate in personnel development measures					LF 14
g) Carry out instruction and training in the use of machines, equipment and operating resources.					LF 14
h) Identify the need for mandatory training and education on infection control and occupational safety and take action.					

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

Training framework Occupational profile positions		Completion of training average per month		Framework curriculum School year		
		1-18	19-36	1	2	3
1. organisation of the training company, vocational training and labour and collective bargaining law (§ 5 paragraph 3 number 1)						
a) explain the structure and the basic work and business processes of the training company	During the entire training	LF 1 + WiSo	WiSo	WiSo		
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 responsibilities of those involved in the dual vocational training system.		LF 1 + WiSo	WiSo	WiSo		
c) explain the meaning, function and contents of the training regulations and the company training plan and contribute to their implementation.		LF 1 + WiSo	WiSo	WiSo		
d) explain the labour, social, collective agreement and co-determination regulations applicable to the training company		LF 1 + WiSo	WiSo	WiSo		
e) explain the basics, tasks and working methods of the organs of the training company under works constitution or staff representation law		LF 1 + WiSo	WiSo	WiSo		
f) Explain the relations of the training company and its employees with business organisations and trade unions.		LF 1 + WiSo	WiSo	WiSo		
g) Clarify the positions of the own payroll accounting		LF 1 + WiSo	WiSo	WiSo		
h) explain the main contents of employment contracts		LF 1 + WiSo	WiSo	WiSo		
i) Explain opportunities for career advancement and professional development		LF 1 + WiSo	WiSo	WiSo		
2. safety and health at work (§ 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	LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
b) Examine and assess health and safety hazards at the workplace and on the way to work.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
c) explain safe and healthy working practices		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
d) take technical and organisational measures to avoid hazards as well as mental and physical stress for themselves and others, also preventively		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
e) Observe and apply ergonomic working methods		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 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, conduct Describe the methods used in fires and		Operationally mediate				

Training framework Occupational profile positions		Completion of training average per month		Framework curriculum School year		
		1-18	19-36	1	2	3
Take initial fire-fighting measures						
3. environmental protection and sustainability (§ 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	LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 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, 10	LF 11, 12, 13, 14		
c) comply with the environmental protection regulations applicable to the training company		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
d) Avoid waste and recycle or dispose of substances and materials in an environmentally friendly way.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
e) Develop proposals for sustainable action for their own area of work		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
f) work together in compliance with company regulations in the sense of economic, ecological and socially sustainable development and communicate in a way that is appropriate for the target group.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
4. digitalised working world (§ 5 paragraph 3 number 4)						
a) handle their 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, 10	LF 11, 12, 13, 14		
b) Assess the risks associated with the use of digital media and information technology systems and comply with company regulations when using them.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
c) Communicate efficiently and in a way that conserves resources and is appropriate to the target group, as well as documenting the results of communication.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
d) Identify disruptions in communication processes and contribute to their resolution.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
e) Researching information in digital networks and procuring information from digital networks as well as checking, evaluating and selecting information, including foreign information.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
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.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		
g) Plan, process and design tasks together with stakeholders, including stakeholders from other work and business areas, also using digital media.		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14		

h) Practising appreciation of others while taking into account social diversity		LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 13, 14
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Training framework Occupational profile positions		Completion of training average per month		Framework curriculum School year		
		1-18	19-36	1	2	3
5. implementation of hygiene measures (§ 5 paragraph 3 number 5)						
a) apply the principles and regulations on personal, industrial and product hygiene as well as on occupational health and safety.	4			LF 1, 2, 3, 4, 5	LF 6, 7, 8, 9, 10	LF 11, 12, 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, 10	LF 11, 12, 13, 14
c) Detect pest infestation and take measures				LF 2		
d) Store disinfectants and cleaning agents, select them taking into account their ecological effects and use them economically.				LF 4		
e) Observe the reporting obligations according to the Infection Protection Act and comply with the employment contracts.				LF 1		LF 14