



METHODICAL MATERIAL FOR THE PROCESS OF IDENTIFICATION AND VALIDATION OF NON - FORMAL AND INFORMAL LEARNING

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1. THE PROCEDURE OF APEL

1.1 INTRODUCTION

Accreditation of skills and professional qualifications acquired in any way (also in the course of Non-formal and Informal Learning in Lifelong Learning, we will use the acronym APEL) has long been implemented in the developed European countries and consistently expanded over the past years. However, the principles of accreditation differ according to the legal regulations in force and the specificity of the national educational systems. Within the context of the integrative processes in the EU, unification of the educational standards (especially of those which are obligatory in preparing candidates for their professional career) and the European labor markets becoming global, such a state of affairs makes the European countries seek common complex solutions for awarding, validation and common accreditation of professional qualifications. Accreditation of skills and professional qualifications (acquired in any way) on the basis of the commonly accepted systemic processing procedures has become one of the possibilities.

This procedure should make it possible to adapt the accreditation process for the legislation of each of the member countries respectively, and at the same time to normalize the essential regulations for uniform progression and results of the accreditation regardless of the country it is applied in. The main aim of developing, accepting and applying such a procedure would then be to establish a uniform and accurate methodology of practice which would condition the appropriate course of accreditation of skills and professional qualifications in accreditation of prior learning within the particular EU countries.

The document could also be taken into account by the authors of the regulations pertaining to implementation of the accreditation of prior learning accreditation in the respective EU countries, as well as by those in charge of validation and recognition of the accreditation certificates of skills and professional qualifications, and treated as an unbiased/objective and legally valid documents certifying their professional suitability.

The task of preparing a uniform accreditation of skills and professional qualifications of accreditation of prior learning falls within the scope of the CZ/04/B/F/PP-168010 European Common Principles for the Accreditation of Non-formal and Informal Learning in Lifelong Learning – EPANIL project and run, among the others, by the P5 partner institution of the Upper Silesian Educational Center in Gliwice, Poland, on the basis of the Leonardo da Vinci program.

The partner institutions within the project share justified expectations that the common EU accreditation of skills and professional qualifications which is being developed, would make the following clear and unambiguous:

- rules of the conduct at applying for accrediting skills and professional qualifications,

- rules of the organizing and carrying out the accreditation by the authorized Accrediting Institutions,
- types and templates of documents required for the accreditation,
- guidelines for a uniform formulation of verbal descriptions confirming the accredited skills and professional qualifications on the accreditation certificates (documents),
- conditions and rules of issuing the accreditation certificates,
- cases and the rules for invalidating (canceling) the accreditation documents or certificates,
- principles of documenting the accreditation,
- rules research of the quality of accreditation services provided by the authorized Accrediting Institutions.

The procedure should also adjudge the most important technical and methodological issues, pertaining to the various ways (methods) of carrying out the certification. If we are to assume that anyone could be subjected to the accreditation of accreditation of prior learning regardless of the way the person acquired the skills and professional qualifications, then in the course of accreditation at least three types of a scenario should be taken into account, as follows:

- a person with a full set of documents (certificates) confirming the type and results of previously accomplished forms of education,
- a person with no documents (certificates) confirming the type and outcomes of previously accomplished forms of education,
- a person with documents (certificates) confirming the type and results of previously accomplished forms of education, but has also expanded the professional skills or qualifications (for example, during the professional work) and would like to acquire a credible document to certify the state of affairs,

The above mentioned scenarios naturally result in emerging the three methods of accreditation of accreditation of prior learning consisting in carrying out:

- taking of evidence (its integral part being analyzing the documents submitted by the applicant),
- examination procedure (its integral part being a practical exam, adjusted to the type and the scope of the accredited skills and professional qualifications),
- verification procedure (combining the features of the taking of evidence and the examination procedure).

Each of the above listed methods of accreditation should be carried out in such a way so as to explicitly identify the quantity and the kind of skills and professional qualifications that a candidate has mastered and then allow for their descriptive confirmation in a form of written record in the certification document or the accreditation certificate.

A uniform accreditation procedure of skills and professional qualifications of accreditation of prior learning constructed as above mentioned should be able to meet the challenge of the accreditation proceedings in a comprehensive way, and at

the same time, meet the requirements of the international standards of quality pertaining to the proceeding documents.

The following procedure is the first proposal made by the Upper Silesian Educational Center in Gliwice considering a complex solution for problems pertaining to uniform accreditation of skills and professional qualifications in accreditation of prior learning in EU countries. Its content will then be passed on to any fellow institutions cooperating over the CZ/04/B/F/PP-168010 project in order to be recognized, consulted, verified and possibly modified.

Not until it was a subject to such optimization procedure, can the whole document be made uniform and accepted for implementation and application in the conditions of the present educational markets of the respective European countries.

1.2 THE AIM OF THE PROCEDURE

The aim of the procedure is to establish an accurate and uniform methodology of practice conditioning the assurance of a proper accreditation of skills and professional qualifications as carried out by the authorized Accrediting Institution, as well as to formulate the principles of preparing the documents and supervising the accreditation procedure.

1.3 THE OBJECTS OF THE PROCEDURE

The objects of the procedure are:

- rules of the conduct at applying for accrediting skills and professional qualifications,
- rules of the organizing and carrying out the accreditation,
- guidelines for a formulation of descriptions confirming the accredited skills and professional qualifications,
- conditions and rules of issuing the accreditation certificates,
- cases and the rules for invalidating (canceling) the accreditation documents or certificates,
- principles concerning documenting the accreditation of skills and professional qualifications,
- rules of making and submitting an appeal by the participants of the accreditation,
- rules of carrying out an opinion poll and assessment of the participants' level of satisfaction,
- rules of supervising the accreditation of skills and professional qualifications.

1.4 THE SCOPE OF THE PROCEDURE'S APPLICATION

The procedure is valid for all the candidates (participants) for the accreditation of professional skill and qualifications (with special reference to graduates, those who finished course-based training, or any other form of training as well as the candidates who acquire skills and professional qualifications on their own), the procedure is also valid for all the people involved in the preparation and execution of the accreditation procedure, which encompasses the following integral parts:

- the examination proceedings (consisting in the accreditation of skills and professional qualifications on the basis of a practical exam),
- taking of evidence (the so-called ‘portfolio’ method consisting in the accreditation of skills and professional qualifications on the basis of the evidence of in the form of collected and submitted documents),
- the verification procedure (combining the features of the examination with the ‘portfolio’ methods).

1.5 TERMINOLOGY AND ACRONYMS

PDA	An institution carrying out accreditation of skills and professional qualifications
DA	Director of PDA
SA	PDA office worker
KA	Accreditation Commission (Board or Council)
PKA	Chairperson of the Accreditation Commission (KA)
CA	A member of KA
EA	KA examiner
ST	Technical Secretary at KA
KR	Audit Commission at PDA
PKR	Chairperson of the KR
CKR	A member of KR
UA	Accreditation’s participant (PDA’s beneficiary)
PA	The procedure of accrediting skills and professional qualifications
accreditation of prior learning –	Identification and validation of Non-formal and Informal Learning in Lifelong Learning
PE	Accreditation proceedings based on practical examination (so-called examination proceedings)
PD	Accreditation based on the analysis of the submitted documents (so-called evidential proceedings)
PW	Accreditation based on practical examination and the analysis of the submitted documents (so-called verifying proceedings)
MOP	International Labour Organization
MES	Modules of Employable Skills

1.6. RANGE AND TYPE OF RESPONSIBILITY

Director of the Accrediting Institution

DA is responsible for:

- implementation and supervision of application of this procedure at PDA,
- defining the regulations concerning fees for the accreditation of skills and professional qualifications at PDA,

- approving the schedule for the accreditation of skills and professional qualifications at PDA,
- determining the staff of the KA and appointing PKA, EA, and CA,
- supervising the correctness of the accreditation of skills and professional qualifications at PDA,
- signing the accreditation certificates (documents),
- managing the appeals and complaints lodged by UAs,
- appointing the KR members,
- supervising the storage and archiving of the documents for the accreditation of skills and professional qualifications at PDA.

Office Worker at the Accrediting Institution

SA is responsible for:

- running an information campaign about the accreditation of skills and professional qualifications at PDA,
- taking note of applications submitted or mailed by the UAs who pledged their will to take part the accreditation of skills and professional qualifications at PDA,
- keeping in touch with UAs by mail,
- handing over applications for the accreditation of skills and professional qualifications to ST on a regular basis,
- accepting accreditation fees and issuing receipts to UAs,
- filling in the accreditation certificate (document) forms with UA's personal data and information about the accredited skills and professional qualifications,
- issuing the accreditation certificates (documents),
- taking note of appeals and complaints lodged by a UA,
- storing and archiving of the documents for the accreditation of skills and professional qualifications at the PDA,
- carrying out any other tasks appointed by the DA in a proper way and on time.

Chairperson of the Accreditation Commission (Board, Council)

PKA is responsible for:

- content and methodical correctness of the examination subjects and tasks,
- KA's operation and outcomes,
- task and work distribution done by the KA and at the respective CA and EA,
- correct documenting of the accreditation of skills and professional qualifications, and passing the complete documents on the KA's proceedings to the ST,
- signing the accreditation certificates (documents).

Accreditation Commission (Board, Council) Examiner

EA is responsible for:

- preparing a set of subjects for the written part of the accreditation examination and the tasks for practical examination,
- carry out jobs falling within the scope of accreditation in a correct way and on time,
- performing the tasks entrusted by the PKA correctly and on time,
- signing the accreditation certificates (documents).

Member of the Accreditation Commission (Board, Council)

CA is responsible for:

- carry out jobs falling within the scope of accreditation in a correct way and on time,
- performing the tasks entrusted by the PKA correctly and on time,
- signing the accreditation certificates (documents).

Technical Secretary at the Accreditation Commission (Board, Council)

ST is responsible for:

- realization of an information campaign about the accreditation of skills and professional qualifications at the PDA,
- registering the applications for accreditation and preparing the documents submitted at the PDA by a UA,
- submitting proposals concerning the schedule for the accreditation of skills and professional qualifications, and the number of accreditation applicants to the DA,
- presenting a DA a proposal of members for the KA,
- preparing a schedule for the accreditation of skills and professional qualifications at the PDA,
- preparing the practical accreditation examination in terms of organization and technical aspects (as well as provide materials for the practical examination),
- preparing an exam's place,
- collecting the documents on the KA's proceedings from the PKA,
- carrying out a public opinion survey and assess the level of UA's satisfaction with direct survey (including working out the research instruments),
- handing an exam's place over for standard service,
- making a comprehensive register of the public opinion survey results on the basis of the questionnaires, and handing the register over to the DA,
- numbering the accreditation certificates (documents),
- verifying the content of the records which are to be put down in the accreditation certificates (documents),

- making note of UA's personal data and the accredited skills and professional qualifications, and filling in the accreditation certificates (documents),
- issuing the accreditation certificates (documents),
- collecting and storing copies of the issued certificates,
- handing over the materials concerning the accreditation of skills and professional qualifications to the SA, and then to the PDA for storage and archiving.

Chairperson of the Audit Commission

PKR is responsible for:

- realization of investigative proceedings in relation to the cases of invalidating the accreditation certificates,
- institute investigative proceedings pertaining to the appeals or complaints pledged by the UA.

Member of the Audit Commission

CKR is responsible for:

- carrying out the tasks under investigative proceedings and instituted by the KR on time and correctly,
- carrying out the tasks assigned by PKR.

1.7 PROCESS DESCRIPTION

1.7.1 RULES AT APPLYING FOR ACCREDITING SKILLS AND PROFESSIONAL QUALIFICATIONS

Information sources about the accreditation of skills and professional qualification

The sources of information on the accreditation of skills and professional qualifications at PDA are as follows:

- PDA's offer issued in book-like forms and disseminated in schools and educational institutions, and among prospective UAs (PDA's clients) periodically,
- brochures and informational posters disseminated in schools and educational institutions, and among prospective UAs (PDA's clients),
- external informational campaigns (esp.: the annual Educational Trade Fair, the Open Days, offering information services at schools and educational institutions preparing prospective UAs),
- information campaigns among students and course participants who are in their final year of vocational studies and among beneficiaries of other educational training forms,

- information campaigns run among parents or guardians by the teachers in final classes of vocational trainings,
- tutoring classes and individual information-advisory meetings serviced by the ST, as well as by the SA at PDA,
- announcements for the applicants and the UAs put up at bulletin boards,
- offers and announcements published on the PDA's website.

Candidates for the accreditation of skills and professional qualifications

The following people can apply for accreditation of skills and professional qualifications:

- final year students of secondary or postsecondary schools,
- those who finished their formal qualification or training courses,
- those who finished their non-formal qualification or training courses,
- professionally active people who do not hold any certificate or legally valid document confirming their professional qualifications or skills,
- the unemployed acquiring new professional qualifications or skills extending the range of professional skills in various systems,
- other interested UAs (e.g. acquiring qualifications or improving their professional skills on their own).

Requirements for candidates applying for the accreditation of skills and professional qualifications

Candidates applying for the accreditation of skills and professional qualifications should:

- submit an application form for the accreditation of skills and professional qualifications together with necessary attachments (as required by the accreditation procedure),
- make a payment for the accreditation of skills and professional qualifications at PDA,
- prepare and submit to KA supplementary evidence documents if required by the accreditation procedure,
- take the accreditation examination,
- prepare the subjects or do the practical examination tasks.

Applications for the accreditation of skills and professional qualifications

- UAs' applications for the accreditation of skills and professional qualifications are prepared on an F 01 – PA accreditation of prior learning form: Application for the accreditation of skills and professional qualifications in accreditation of prior learning,
- F 01 – PA accreditation of prior learning forms are issued to the interested UAs at the PDA's office. They're also available online at the PDA's website.

Attachments for application forms for the accreditation of skills and professional qualifications

- Attachments for application forms for the accreditation of skills and professional qualifications are required from the candidates applying for accreditation on the basis of:
 - taking of evidence (the so-called 'portfolio' method consisting in the accreditation of skills and professional qualifications on the basis of the evidence of in the form of collected and submitted documents),
 - verification procedure (combining the features of the examination with the 'portfolio' methods).
- Attachments for application forms for the accreditation of skills and professional qualifications are in a form of certified copies of the original documents that the UA is in possession of.
- A certified copy of an original document held by the UA can be recognized to be in consistence with the requirements and admitted by the PDA only if it there exist the following:
 - a stamp or a note saying „it adheres to the original document”,
 - an address seal of the institution confirming that the copy adheres to the original document,
 - official named stamp and signature of a person authorized to confirm if a copy adheres to the original document,
 - the date the adherence of the copy to the original document was issued.
- The types and number of attachments accompanying the applications for the accreditation on the basis of taking of evidence or verification procedures are varied and conditioned by:
 - type of qualifications and scope of professional skills subject to accreditation,
 - type and level of UA's education,
 - type and number of trainings accomplished by the UA,
 - type and number of UA's professional and personal achievements, which are relevant for the scope and type of accreditation,
 - additional, supplementary evidence documents, as attached by UA.
- In case there is a need to complete the missing attachments to go with the application for accreditation based on taking of evidence or verification procedure, the PDA asks a UA in writing to submit the missing documents (stating clearly what and when should be submitted).

Submitting the applications for the accreditation of skills and professional qualifications

- Applications for the accreditation of skills and professional qualifications should be submitted to the PDA's office.
- It is allowed for the applications (and the attachments) to be sent in to PDA by registered mail with a note "accreditation of skills and professional qualifications".
- Applications for the accreditation of skills and professional qualifications are accepted all year long.

Registering applications for the accreditation of skills and professional qualifications

- All admitted applications for the accreditation of skills and professional qualifications are handed over by the SA to ST in order to be registered.
- ST registers the applications for the accreditation of skills and professional qualifications and marks them with a combination of numbers and letters according to the following code: consecutive number of application/date of submitting the application (i.e. day, month, last two digits of a given year)/symbol of accreditation type (e.g. PE, PD, or PW).

Payment regulations for the accreditation of skills and professional qualifications

- Assessing the costs of accreditation of skills and professional qualifications and adjusting the fee level for performing the accreditation are done on the basis of the DPA's decision considering the fee level applying to all the candidates for the accreditation of skills and professional qualifications at PDA.
- Information about the fee is passed to a UA together with information about the rules governing the accreditation at PDA.
- Accreditation fee should be paid by UA at the PDA's secretary's office 7 days ahead of the scheduled accreditation at the latest.
- SA issues receipts of payments, which then serve a basis to admit them to accreditation.
- In justified cases UAs can be exempt from the accreditation fee partly or totally. The basis for the exemption is the DA's written consent to a written and justified application submitted by a candidate at PDA 7 days ahead of the scheduled accreditation at the latest.
- In special cases, the DA can take a decision to not to charge a fee for the accreditation of skills and professional qualifications.

1.7.3 ORGANIZING THE APEL

Method of appointing and choosing the members of the Accrediting Commission (Board or Council)

- The basis for appointing a KA by a DA is submitting the schedule for the accreditation and the number of applicants as well as a proposed makeup (composition) for the KA, suggested by ST in F 02 – PA accreditation of prior learning form.
- KA is appointed by DA's order 30 days ahead of the accreditation of skills and professional qualifications at the latest.
- The KA is made up by:
 - PKA (e.g. an independent academic, an branch expert, or any other external expert),
 - at least one EA or CA (e.g. an authorized PDA worker or a teacher-expert who did not take part in UA's training or vocational education).
 - ST (an authorized PDA worker, e.g. a teacher who took part in the UA's professional training, a person running the training, a form tutor, or a functional connected with the accreditation).

Preparing documents for the Accreditation Commission (Board or Council)

- ST prepares the following candidates' documents for the accreditation of skills and professional qualifications:
 - a list of UAs
 - accreditation applications,
 - attachments to the applications for the accreditation of skills and professional qualifications,
- ST presents KA's members with the relevant documents to be used in the course of accreditation.

Principles of operation of the Accreditation Commission (Board or Council)

- 7 days ahead of the schedule of the accreditation of skills and professional qualifications at the latest, EAs prepare sets of examination subjects or tasks that UAs have to do at the practical examination.
- During the accreditation of skills and professional qualifications at least 3 people make up the KA.
- The KA is managed by the PKA, which supervises all tasks (incl. the additional ones) assigned for the KA's members.
- The PKA is responsible for:
 - conformity of the accreditation to the procedure,
 - general appropriateness of the content matter and justification of the outcomes of the accreditation.

Preparation of the accreditation of skills and professional qualifications in terms of organization and technical aspects

- Organizational and technical aspects of preparing the accreditation of skills and professional qualifications at the PDA are handled by the ST.
- The ST supervises preparation of the exam's place taking care of proper arrangement of working space and location of the equipment in conformity to the health and safety regulations and to provide the UAs unaided work at the examination.
- The ST also arranges for any necessary equipment, aids and materials that the UAs might need in order to perform the practical tasks.
- In case of the accreditation of skills and professional qualifications on the basis of taking of evidence, the ST arranges for a special venue for the KA to work at.

1.7.4 CARRYING OUT THE ACCREDITATION OF SKILLS AND PROFESSIONAL QUALIFICATIONS

Schedule for the accreditation of skills and professional qualifications

- A schedule for the accreditation of skills and professional qualifications is submitted by the ST on the F 03 – PA accreditation of prior learning form 30 days ahead of the scheduled date of accreditation at the latest.
- The schedule contains information about:
 - a timetable for the accreditation (date, time),
 - UAs who signed up for the accreditation for a particular date and time,
 - KA's members,
 - the place where KA is working.
- The schedule for the accreditation of skills and professional qualifications is approved by the DA.
- The schedule is made public by putting it up on the notice boards at PDA.

The course of the process of accrediting skills and professional qualifications

- The process of accrediting skills and professional qualifications is carried out by the KA in accordance with the following procedure and schedule (form F 03 – PA ACCREDITATION OF PRIOR LEARNING) approved by the DA.
- The aim of accreditation is to recognize (or select), clearly identify and give a descriptive account to confirm the UA's skills and qualifications, all of which are to be done by the KA.
- The accreditation of skills and professional qualifications of a UA is done as a result of application of a process making use of one of the three methods to identify the quantity and type of skills and professional qualifications that the candidate had mastered. The methods comprise:
 - examination proceedings (consisting in the accreditation of skills and professional qualifications on the basis of a conducted practical examination),

- evidential proceedings (the so-called 'portfolio' method consisting in the accreditation of skills and professional qualifications on the basis of the evidence of in the form of collected and submitted documents),
- verifying proceedings (combining the features of the examination with the 'portfolio' methods).
- The accreditation of skills and professional qualifications which makes use of a practical examination is conducted by the KA within one workday.
- The time limit for the practical examination must not exceed 5h (300 minutes).
- The practical examination is to be run without any brakes.
- The practical examination consists in unaided/independent:
 - working out the examination subjects (tasks) or devising a framework for accomplishing the task that falls within the scope of the exam,
 - carrying out particular work, actions and taking measures (in accordance with the project in question), all of which should result in getting the desired product (the object of the practical examination).
- In the course of the practical examination the KA's members:
 - monitor the UA accomplishing the examination tasks,
 - select and identify the respective professional skills that the UA presents,
 - recognize agility, the technical advancement and the mastery level of the demonstrated professional skills,
 - check whether the final product conforms to the requirements as described in the instructions for the task, and verify the appropriateness and quality of the product.
- The accreditation of skills and professional qualifications by means of evidential or verifying proceedings done by the KA consists in analyzing and examining the evidence submitted by a candidate as regards its:
 - formality (examining the completeness and validity of the documents),
 - subject matter (ascertaining the conformity of the analyzed documents to the scope of accreditation applied for),
- and determining the following:
 - range of skills,
 - number and type of qualifications,
- which are possible to be confirmed on the basis of valid, recognized, analyzed and examined evidence documents.

Principles of recognizing and identifying the mastery level of skills and professional qualifications subject to accreditation

- KA accredits (i.e. recognizes and confirms in a descriptive form in a certificate or accreditation document) only those skills and professional qualifications that a UA:
 - demonstrated, presented or properly applied in the course of the practical examination, resulting in a pass,
 - proved in the course of taking of evidence or verification.
- In justified cases the scope of accreditation can also encompass a descriptive confirmation of the number and type of skills and professional qualifications

that the UA presents together with an assessment of their mastery level or determining fluency in showing them.

- The basis for assessing a UA's fluency or mastery levels of skills and professional qualifications may be:
 - standards of performance of the practical professional activities,
 - levels of professional mastery (e.g. organizational, technical or technological),
 - qualifying standards (also including educational standards, examinational standards, standards of professional qualifications and rank-related standards),
 - other standards applied by the KA as patterns of reference.
- KA identifies the fluency and mastery levels of skills and professional qualifications by comparing the results (achieved by a UA) with the effective or accepted patterns of reference.
- KA confirms the recognized fluency or mastery level of skills and professional qualifications by suitable record on the accreditation certificate (document).
- KA's decisions about accreditation of skills and professional qualifications, and identification of their level of advancement, fluency or mastery of the skills and qualifications are rendered as a result of voting, by a usual majority of votes.
- In case of undecided voting PKA will render the decision.
- KA's decisions about accreditation of skills and professional qualifications, and identification of their level of advancement, fluency or mastery of the skills and qualifications are final (unquestionable).

Principles and methodology of describing the accredited skills and professional qualifications

- The descriptions of the accredited skills and professional qualifications are issued by the KA in order to be applied in:
 - MOP-MES methodology,
 - effective educational standards,
 - qualification, professional and rank-related requirements,
 - standards of professional qualifications effective in particular professions, specialties or professional specializations,
 - describing jobs, professions, worker's responsibilities and rights.
- To the creation of descriptions of accredited skills and professional qualifications should be used univocal operating-verbs expressed in the perfective.
- The number of details that the descriptions of the accredited skills and professional qualifications contain should allow for an unequivocal (unambiguous) identification of the following:
 - a way or method of taking practical actions or carrying out executive procedure,
 - detailed conditions for taking actions (sets of actions or a specified scope of work),
 - standards or parameters of quality assessment of the execution of the practical actions,

- standards or norms used to prepare a description of the fluency level, level of advancement or mastery of skills and professional qualifications.
- Descriptions of the accredited skills and professional qualifications, as well as descriptions of the fluency level, level of advancement or mastery of skills and professional qualifications are:
 - prepared by the KA (i.e. specified as regards their content matter) individually for each of the candidates,
 - verified by the ST (i.e. checked and corrected as regards their formality and the content matter),
 - put on the reverse side of a certificate by the SA or ST.

1.7.5 PREPARATION AND ISSUING THE ACCREDITATION CERTIFICATES (DOCUMENTS)

Taking a decision as regards issuing the accreditation certificate (document)

- The decision about issuing or denying issuing the accreditation certificate (document) is conditioned by results of PE, PD or PW.
- The decision about issuing or denying issuing the accreditation certificate (document) is taken by the KA.

Accreditation certificate (document) template

- PDA issues to UAs open-ended accreditation certificates (documents) as well as certificates with a limited validity (expiry date stated).
- Accordingly to the applied accreditation procedure, UAs receive accreditation certificates (documents) prepared on the following templates:
 - F 04 – PA accreditation of prior learning: accreditation certificate (document) of skills and professional qualifications (issued on the basis of a practical examination),
 - F 05 – PA accreditation of prior learning: accreditation certificate (document) of skills and professional qualifications (issued on the basis of collected documents),
 - F 06 – PA accreditation of prior learning: accreditation certificate (document) of skills and professional qualifications (issued on the basis of a practical examination and collected documents).

Numbering accreditation certificates (documents)

- ST marks the accreditation certificates (documents) with a number-letter combinatory identification number according to the following pattern: consecutive number of the application/accreditation date (i.e. day, month, last two digits of a given year)/symbol of accreditation type (e.g. PE, PD, or PW).
- The number granted by the ST has to be put in the designated space at the title page of the accreditation certificate (document) form (i.e. F 04 – PA accreditation of prior learning, f 05 – pa accreditation of prior learning or f 06 – pa accreditation of prior learning).

Filling the accreditation certificate (document) in with the content and editing it

- SA or ST edits the original document of the accreditation certificate (document) and fills (inputs) the following information in:
 - personal data,
 - all the information not contained in the F 04 – PA accreditation of prior learning, F 05 – PA accreditation of prior learning or F 06 – PA accreditation of prior learning template forms,
 - the accredited skills and professional qualifications.
- In special cases the original certificates are edited and completed by the KA.
- A double-sided photocopy of each original certificate is made, i.e. one certificate is photocopied only once from both sides (on a xerox).

Validity of the accreditation certificate (document)

- Accreditation certificates issued by the PDA can have:
 - unlimited validity time (so-called open-ended certificates),
 - limited validity (so-called limited validity certificates).
- The basis for limiting the validity time of a certificate (to one, three or five years) is the specificity of the accredited professional qualifications and their conformity to the qualifications that need periodic updating, and which are presented in the industry listings.
- The information about the validity time of a limited validity accreditation certificate (document) is stated at the title page (above the stamp field) in this form: **the Accreditation Certificate (document) is valid to** day, month, year).
- The decision about the expiry date for a limited time accreditation certificate (document) is taken by the KA.

Issuing and notice of receipt of the accreditation certificate (document)

- Each UA who successfully accomplishes the accreditation process receives one original accreditation certificate (document) with a description of the accredited skills and professional qualifications.
- ST and SA are responsible for issuing the accreditation certificates (documents).
- The accreditation certificate (document) can only be received by its holder (the person whose name is stated at the title page of the accreditation certificate or document) or by a person holding a written authorization from the certificate's owner to pick it up.
- A notice of reception of the original certificate (document) is done by putting the following on its photocopy reverse side:
 - the content: **I hereby acknowledge receipt of the original certificate,**
 - place and date of reception: **City,** (day, month, year),
 - legible signature of a recipient.

Principles of extending the validity and renewing the accreditation certificate (document)

- Extending the validity and renewing the accreditation certificate (document) are done at a written request by the certificate holder to the PDA's secretary office.
- Extending the validity of the accreditation certificate (document) takes place in case of submitting the application before the expiry date of a given time-limited certificate (document).
- In the case of extending the validity of the accreditation certificate a simplified accreditation procedure is carried out during which KA examines (checks) whether the certificate holder still possesses the accredited skills and professional qualifications.
- It is a one-time action to extend the validity of the accreditation certificate (document) and requires issuing a new accreditation certificate (document) with a valid expiry date.

- The new expiry date of the accreditation certificate (document) must not be longer than the former expiry date of the accreditation certificate (document) in question.
- Renewing the accreditation certificate (document) takes place when the expiry date of the accreditation certificate (document) becomes invalid (is exceeded).
- Complete accreditation procedure according to PE, PD or PW methods is applied when renewing the accreditation certificate (document).

1.7.6 INVALIDATING THE ACCREDITATION CERTIFICATES (DOCUMENTS)

Cases resulting in invalidation of the accreditation certificate (document)

- Accreditation certificate (document) can become invalidated if:
 - inconsistencies have been discovered between the information on the accreditation certificate (document) and the actuality of the certificate (e.g. incorrect personal data, mistakes in the skills and qualifications described in the certificate),
 - corrections to the content or the layout have been made,
 - the accreditation certificate (document) has been damaged or worn out to such an extent that it made it impossible or difficult to read it,
 - a new accreditation certificate (document) has been issued with a new expiry date (the accreditation certificate that is about to expire is then invalidated).
- An accreditation certificate (document) with the expiry date stated becomes invalid after the date.

Principles for invalidating the accreditation certificate (document)

- An accreditation certificate (document) can be invalidated after carrying out clarification proceedings by the KR, appointed by DA.
- Clarification proceedings may be initiated, implemented and carried out by the PDA or as a result of an application submitted by:
 - the accreditation certificate's (document) holder,
 - any individual or institution, who raises some objections and submits them or identifies and describes the discrepancies.
- A positive result of clarification proceedings carried by the KR, written and justified in a work report by the KR, can serve a basis for invalidating the accreditation certificate (document).

Results of the accreditation certificate (document)

In case the accreditation certificate (document) becomes invalidated in the course of the PDA's actions:

- the accreditation certificate (document) holder receives an accreditation certificate (document) with content updated and corrected to match the current state of affairs,

- all the operating costs resulting from invalidation and replacement of the accreditation certificate (document) are to be covered by the PDA.

In case of invalidation of the accreditation certificate (document) as a result of the certificate holder's unintentionally faulty actions:

- PDA issues a new accreditation certificate (document) with corrected and edited content to reflect the actual state of affairs,
- all the operating costs resulting from invalidation and replacement of the accreditation certificate (document) are to be covered by the certificate holder.

In case of invalidation of the accreditation certificate (document) resulting from the certificate holder's deliberately faulty actions (e.g. resulting from attaching untrue or fake evidence documents with an application for accreditation on the basis of PD or PW, or any other manipulations) the DA initiates administrative proceedings and requests a return of the issued accreditation certificate (document).

1.7.7 Appellate proceedings

Possibilities and rules of instituting appellate proceedings or placing complaints

Appeals against the KA's or KR's decision about:

- a denial to issue an accreditation certificate (document) containing a description of skills and professional qualifications,
 - the range, number, type and mastery level of the accredited skills and professional qualifications,
 - invalidating the accreditation certificates (document),
- as well as appeals and complaints of any other kind can be lodged with the DA by the interested UAs.

Appeals and complaints should only be lodged in a written form and can then further be:

- mailed, sent by fax or emailed to the PDA ,
- submitted at the PDA by the interested people in person.

An appeal (or a complaint) should comprise:

- identification data of a person lodging the appeal (first and last name),
- mailing address,
- number of the accreditation certificate (document) issued or an application form for the accreditation of skills and professional qualifications,
- a description of the subject matter of the appeal (or complaint) together with a justification,
- a signature of the person lodging the appeal (complaint).

Keeping a record of the appeals and complaints lodged

- All appeals and complaints lodged with the PDA are subject to recording.
- SA keeps a record of all the appeals and complaints (assigning them numbers according to the sequence they were submitted, the submission date and the certificate or accreditation certificate number, or the number of the application form that this appeal or complaint concerns).
- After recording all the appeals or complaints are immediately sent to DA through official channels.

Examining and serving the appeals or complaints

- KR, appointed by the DA, analyzes the appeals or complaints as regards their formality, content and methodology.
- KR (within 7 days from the date an appeal or complaint was submitted) presents DA with conclusions and proposals for dealing with the subject matter of the appeal or complaint.
- DA deals with the appeals and complaints, and the applications and proposals presented by the KR, and then takes a decision about the way and method of further dealing with an appeal or complaint.
- After an appeal (or complaint) has been dealt with, it is then included into documents of respective accreditation proceedings together with a note from DA about the method of dealing with it.

1.7.8 THE OPINION POLL AND ASSESSING THE SATISFACTION LEVEL OF THE PARTICIPANTS OF APEL

Rules of the opinion poll and assessing the satisfaction level of the participants of accreditation of skills and professional qualifications

- All the participants of accreditation are subject to opinion survey on the subject of accreditation that they took part in and the assessment of their level of satisfaction with the accreditation procedure and the results.
- ST carries out an opinion survey and assesses the satisfaction level of the participants of accreditation of skills and professional qualifications.
- The leading method of surveying and assessing participants' satisfaction is to survey them immediately after finishing the accreditation of skills and professional qualifications.
- A questionnaire form (F 07 – PA accreditation of prior learning) or any other survey is an instrument used by the ST to survey according to the needs, methods of accreditation and the specificity of the recipients.

Rules of preparing and presenting the results of an opinion survey and a survey of the satisfaction level of the accreditation of skills and professional qualifications participants

- ST collects all the questionnaires from the respondents and prepares a comprehensive comparison (in a tabular form) with the results presented in an absolute or relative way (in percentage terms).
- ST hands over to DA a comprehensive comparison of:
 - survey results of answers to closed questions,
 - answers to open questions (in a form of collection of conclusions and recommendations),
- within 7 days starting from the date of conducting the survey.
- ST informs all the PDA workers during general conferences on the results of opinion polls and the level of satisfaction of the accreditation participants.
- Within 14 days after a year of PDA's operation DA gives a report to an institution in charge as an account of the whole year's operation together with the comprehensive comparison of opinion polls and the level of satisfaction of the accreditation participants.

1.7.9 DOCUMENTING THE APEL

Rules of documenting the Accreditation Commission's (Board, Council) proceedings

- Documents of the course of accreditation of skills and professional qualifications carried out by the KA (concerning especially the one holding the records of the accredited skills and professional qualifications, which have been recognized and confirmed for respective candidates) are prepared by CA appointed by the PKA (or in special cases by the EA or ST)
- Immediately after KA finishes work, ST receives and completes the documents.

The list of documents required by the procedure of accreditation of skills and professional qualifications

Complete set of accreditation of skills and professional qualifications documents comprises:

- applications for the accreditation of skills and professional qualifications in accreditation of prior learning (forms F 01 – PA accreditation of prior learning),
- application forms stating the date and number of participants of the accreditation of skills and professional qualifications in accreditation of prior learning (forms F 02 – PA accreditation of prior learning),
- schedules for the accreditation of skills and professional qualifications in accreditation of prior learning (forms F 03 – PA accreditation of prior learning),
- documents keeping a record of the course of the accreditation of skills and professional qualifications together with a report of KA's operation,
- copies of the issued accreditation certificates (documents) for the accredited skills and professional qualifications (copies of the following forms: F 04 – PA

- accreditation of prior learning, F 05 – PA accreditation of prior learning F 06 – PA accreditation of prior learning),
- results of opinion polls and level assessment of the accreditation participants (prepared on the basis of data from the questionnaire forms - F 07 – PA accreditation of prior learning),
- appeals and complaints lodged by the participants of accreditation with the PDA,
- a report on KR's operation.

Documents kept as a record of the accreditation of skills and professional qualifications performed by the KA making use of PE comprise:

- a list of candidates for the examination,
- examination subjects (sets of practical examination tasks),
- answer sheets or other materials containing solutions of the practical examination tasks,
- records containing list of skills and professional qualifications accredited by the KA for particular examination takers,
- a report of KA's proceedings.

Documents kept as a record of the accreditation of skills and professional qualifications performed by the KA making use of PD comprise:

- a list of candidates applying for certification of their skills and professional qualifications on the basis of taking of evidence,
- all the attachments supplementing the applications with certification,
- records containing lists of skills and professional qualifications accredited by the KA for particular examination takers on the basis of the collected evidence documents,
- a report of KA's proceedings.

Documents kept as a record of the accreditation of skills and professional qualifications performed by the KA making use of PW comprise:

- a list of candidates applying for certification of their skills and professional qualifications on the basis of verification,
- all the attachments supplementing the applications with certification,
- examination subjects (sets of practical examination tasks),
- answer sheets or other materials containing solutions of the practical examination tasks,
- records containing list of skills and professional qualifications accredited by the KA for particular examination takers on the basis of the practical exam,
- records containing lists of skills and professional qualifications recognized by the KA for particular examination takers on the basis of the collected evidence documents,
- a report of KA's proceedings.

Documentation of accreditation of skills and professional qualifications which should be archived

Only essential documents of the accreditation of skills and professional qualifications are subject to archiving and they comprise:

- applications for the accreditation of skills and professional qualifications in accreditation of prior learning (forms F 01 – PA accreditation of prior learning),
- attachments for applications for the accreditation of skills and professional qualifications in accreditation of prior learning,
- reports of KA's proceedings,
- copies of the issued accreditation certificates (documents) for the accredited skills and professional qualifications (copies of the following forms: F 04 – pa accreditation of prior learning, F 05 – PA accreditation of prior learning i F 06 – PA accreditation of prior learning),
- comprehensive results of opinion polls and level assessment of the accreditation participants (prepared on the basis of data from the questionnaire forms - F 07 – PA accreditation of prior learning),
- appeals and complaints lodged by the participants of accreditation with the PDA,
- a report on KR's operation.
- reports of KR's proceedings.

Responsibility for storing and archiving the documents of the accreditation of skills and professional qualifications

- ST is responsible for keeping the balance, collecting, accumulating and handing the documents of the KA's proceedings over to the PDA office within 14 days from the moment the KA accomplishes its tasks.
- SA is responsible for storing the complete accreditation documents for a year.
- After a year has passed SA archives only the essential accreditation documents (listed in 6.8.3.1).

1.7.10 SUPERVISING THE ACCREDITATION OF SKILLS AND PROFESSIONAL QUALIFICATIONS

Supervising execution of the accreditation of skills and professional qualifications

- Administrative supervision over organizational work at PDA and supervision of organization and content matter at respective stages of the accreditation of skills and professional qualifications are done by the DA.
- PKA exercises methodical supervision of KA's operation within the scope of identification, recognition, validation and accreditation of skills and professional qualifications.
- ST supervises the preparation and organizing the documents concerning the operation of the KA, as well as preparation of the accreditation certificates (documents) of skills and professional qualifications.

Special cases

- In any cases not defined by this procedure the decisions taken by the DA's (supervising the proceedings) or ST's (in agreement with the DA) are effective.
- Problematic cases or controversial interpretation or any other unequivocal cases pertaining to the educational law in force are as a rule settled by the DA or ST in favor of the applicants for the accreditation of skills and professional qualifications.

1.8 RELATED DOCUMENTS

Following documents are related to this procedure:

- educational act as of 07.09.1991 (Journal of Laws No 256 item 2572 as of 2004 uniform text),
- Regulation by MENiS as of 07.09.2004 concerning conditions and methods of student assessment, classification and promotion, and conducting the examinations and tests at public schools (Journal of Laws No 199 item 2046 as of 2004 incl. later amendments),
- Regulation by MENiS as of 24.09.2001 pertaining to detailed conditions and methods of conducting the extension examinations and detailed principles governing the examination fees (Journal of Laws No 118 item 1259 as of 2001),
- Regulation by MENiS as of 31.12.2002 concerning health and safety at public and non-public schools and institutions (Journal of Laws No 6 item 69 as of 2003),
- A decision about designating institutions authorized to perform the accreditation of skills and professional qualifications,
- Internal regulation issued by DA and concerning appointing members of the Accreditation Commission (Board, Council) and conducting practical examinations,
- Instruction concerning estimating, calculating and balancing the practical examinations and the accreditation proceedings,
- Rules for accepting, examining, and dealing with the appeals and complaints lodged by the accreditation participants.

1.9 ATTACHMENTS TO THE PROCEDURE

The following forms are attachments to this procedure:

- F 01 – pa accreditation of prior learning: Application for Accreditation of Skills and Professional Qualifications in accreditation of prior learning,
- F 02 – pa accreditation of prior learning: Application for the Date and Number of Participants for the Accreditation of Skills and Professional Qualifications in accreditation of prior learning,
- F 03 – pa accreditation of prior learning: Schedule for the Accreditation of Skills and Professional Qualifications in accreditation of prior learning,

- F 04 – PA accreditation of prior learning: Accreditation of Skills and Professional Qualifications Certificate (Document) in accreditation of prior learning (issued on the basis of practical examination),
- F 05 – PA accreditation of prior learning: Accreditation of Skills and Professional Qualifications Certificate (Document) in accreditation of prior learning (issued on the basis of the collected documents),
- F 06 – PA accreditation of prior learning: Accreditation of Skills and Professional Qualifications Certificate (Document) in accreditation of prior learning (issued on the basis of practical examination and the collected documents),
- F 07 – PA accreditation of prior learning: Questionnaire form for an opinion poll and the satisfaction level of the accreditation of skills and professional qualifications participants.

1.10 ADMINISTERING CHANGES

Any changes to the procedure are administered by DA and ST in agreement with DA.

2. THE ASSESSMENT STANDARD COOK

The assessment standard for the branch **Cook** (vocational course 65-52-H/001 Cook- “Kuchař”) was created for needs of the EPANIL Project with the aim to enable the identification and accreditation of the non-formal and informal learning outcomes. This would facilitate for the people that decide to undergo this procedure either faster attainment of the formal education in the respective vocational course or even better realization on the labor market. In the framework of project work as well as in the cooperation with social partners this document will be revised according to conditions in partner countries (CZ, SK, PL) and afterwards the pilot verification in the Czech Republic, Poland and in the Slovak Republic will be organized.

The work on the assessment standard for the vocational branch Cook (further on only AS) is conceptually based on following materials:

- Draft of the concept of assessment standards for the technical and vocational part of education (PhDr. Olga Kofroňová);
- Occupational profile for the branch Nr. 6551H Cook-Waiter;
- Assessment standard : Cook-Waiter, version 4 (NUOV 2004);
- Framework educational program for the branch Nr.65-51-H/01 Cook-Waiter (NUOV 2005);
- ISTP (Integrated system of type positions), Cook, code 163.1;
- Curricular documents for secondary vocational schools, vocational course 65-52-H/001 Cook (approved by the Ministry of Education, Youth and Sports on May 30,2003, Nr. 20 736/03-23, valid from September 1, 2003 starting with the first grade);

- City & Guilds Level 2 NVQ in Food Preparation and Cooking [Q1051650];
- City & Guilds Level 3 NVQ in Food Preparation and Cooking (Kitchen and Larder) [Q1051708];
- French profile of the branch Cook (ANPE).

For the creation of AS we were inspired by similar materials prepared in NUOV, as well as by experience from Great Britain (system NVQs), from France and other project partners. The system of NVQS was chosen as a system of reference standards for the need of national standards comparison (in the Czech and Slovak Republic and in Poland). We compared the description of the chosen standard NVQ 2 for the branch analogous to our branch 65-51-H/01 Cook- Waiter with available curricular documents and the description of the occupation/profession Cook in ISTP (Integrated system of typical positions).

Unlike curricular documents (i.e. the Framework educational Programs, FEP, at the national level, and current school curricula at the school level), for the needs of the EPANIL Project the AS will not contain the general education part (i.e. language education, social science and natural science education, etc.). Another difference is that the AS will not primarily concentrate on skills and knowledge, as they are defined in the FEP¹, however on practical competences (qualification requirements) needed for a qualified carrying out the occupation (work activities concerned)². There are, in particular, two types of competences: **occupational** (first of all functional, i.e. skills, besides cognitive, i.e. knowledge), which can be demonstrated; **personal** (first of all social, i.e. behaviours and attitudes, besides meta-competences, facilitating learning), which cannot be demonstrated, but only referenced – e.g. by the previous employer.

2.1 DESCRIPTION OF THE OCCUPATION COOK

Cook is a qualified worker that prepares, cooks and serves main dishes, side dishes or complete menu. He/she uses culinary techniques and rules. In big premises cook usually carries out the preparation of foods which belong to his/her field (e.g. vegetable food, soups, sauces ...). In small premises he/she usually prepares, cooks and serves complete menu. In particular, cook participates in finishing food preparation in order to ensure and check the quality of prepared food. Sometimes he/she creates new recipes. According to the type of premises and the cook's position there, he/she can design and prepare menu, purchase and storage food, distribute or pack cook products. Cook can also take part in the kitchen staff recruitment, it depends on the level of responsibility connected with his/her position.

¹ In the document Draft of the concept of assessment standards for the vocational part of education the assessment standard (AS) is applied both to the occupational profile and to the Framework educational program (FEP). The AS should apply to required competences. In FEP competences are described as „defined structures of competences and skills and relating attitudes and value orientations that are the prerequisite for the achievement of the subject in defined field of activities.“ FEP- draft, NUOV, Prague 2002, p.6

² CEDEFOP Glossary 2002 „ability to apply knowledge, know-how and skills in a habitual and/or changing work situation“.

2.1.2 FIELD/SECTOR OF ACTIVITIES

Hotel industry, catering (incl. communal catering)

2.1.3 PLACE OF WORK AND GENERAL WORKING CONDITIONS

The job is carried out in establishments which provide culinary services (small restaurants, big restaurants and hotels, school canteens, canteens in social and health centers, central kitchens and industrial catering services, trains, ships, tea-rooms and others). The job can be carried out individually/ solo (in small premises) or in team. The job requires standing up for long periods, handling heavy things and being frequently exposed to heat and sometimes to cold. Working time is mostly organized in shifts, sometimes it is necessary to work even in the night (restaurants, hotels). This job requires to respect hygiene and to follow safety rules. According to the legal requirements it is necessary to wear special work clothes and shoes.

2.1.4 PERSONAL REQUIREMENTS

This position is very demanding in taste and smell impulses differentiation. There are also high demands made on the team work ability, organizing own work in an effective way and sensoric strain resistance. Further on colors and color shades differentiation, keeping one's balance, attention distribution, long-term memory, short-term memory, capability to manage processes as well as events, practical thinking, independent thinking, adaptability and independence are required. To follow methodological processes exactly, apply hygienic regulations, be creative, endure work when standing up as well as offensive smell and hot.

For the purpose of the recognition of prior learning these key competences will not be assessed. The presumption is that the client acquired them during the period of his/her prior learning. Within this recognition process only the so called vocational competences will be assessed.

2.1.5 REQUIRED BASIC KNOWLEDGE AND SKILLS

- meal preparation and serving
- basic products quality assessment
- meal preparation control (taste, quality, serving,..)
- basic knowledge of hygiene, healthy diet, work and health safety regulations
- work organization and cooperation
- performance and quality problems solution

2.1.6 ASSUMED/ SUPPOSED RESPONSIBILITIES

Cook is responsible for:

- correct receipt of raw material for meal preparation
- following the technology of preparation, creation and serving meals and observation of their quality.
- use of hygienic and work safety rules as well as fire protection during the meal preparation and serving
- appropriate organization and maintenance of the working place and it' s equipment/fitting
- following the principles of healthy diet preparation and serving
- effective work organization and cooperation
- effective performance and quality solution

2.2 STRUCTURE OF THE ASSESSMENT STANDARD

In our conception the AS is divided into following parts:

I. Target competences (fields of activities)

Target competences (fields of activities) are formed by one or more individual competences (activities), which are sometimes carried out as separate activities and should be thus assessed and formally recognized separately as separate partial competences (qualifications) or parts of the recognizable sets of target competences that can form variants of a complete qualification in the branch cook.

II. Individual competences (activities)

Structure

- Title and number
- Characteristics of activity (brief description of activity – e.g. specifics concerning items: food hygiene, knowledge of goods, measures for ensuring healthy diet, etc.), characteristics of activity are given only if appropriate
- Assessment criteria (to each individual competence several performance criteria are given the candidate must meet to prove the respective competence – e.g. to prepare meat so that requirements on technological preparation of respective dish when using the relevant kitchen preparation are met).
- verification tools
- meeting/failing the requirements of the respective criterion
- individual competence is fulfilled/desert
- target competence is fulfilled/desert

2.3 PROCESS OF IDENTIFICATION, VALIDATION AND RECOGNITION OF PRIOR LEARNING RESULTS

Cook is qualified worker responsible for the independent preparation, finishing and serving hot and cold food. He/she should have all target competences. During the proper identification and recognition of competences the assessor will fill in the chart what verification tool is used and whether the assessment/performance criterion is met or not. As a verification tool either oral or written exam, demonstration or reference from employer can be used. Individual competence is fulfilled when 80% of assessment/performance criteria are met, target competence is fulfilled when all individual competences are fulfilled.

Chart 1.- Target competences (fields of activities) in the AS

Cook is a qualified worker responsible for individual preparation, finishing and serving hot and cold food and beverages. He/she should master following activities:

A- Target competences (fields of activities)			
A1- Basic target competences (fields of activities) of the operation			
A11- Operation of kitchen (preparation and operation of working area and kitchen equipment, handling with kitchen equipment and cooperation on food ordering, receipt, check-up/control and storage)	A 12-Work and health safety, fire protection and hygiene regulations	A13- basic administration of the premise(cooperation on costs calculation including menu preparation)	A14- Work organization and cooperation including operation and quality problems solution
A2 –Basic cook target competences (fields of activities)			
A21 –Preliminary preparation and preparation of basic meal dishes itself			
A22 - Preliminary preparation and preparation of vegetarian dishes, vegetable dishes and side dishes itself			
A23 - Preliminary preparation and preparation of basic sauces and soups itself			
A24 - Preliminary preparation and preparation of basic starters itself			
A25 - Preparation of basic beverages			
A26 - Preliminary preparation and preparation of basic fish food itself			

1 –Basic target competences (fields of activities) in the operation

A11- Kitchen operation (work area and kitchen equipment preparation and maintenance, handling with kitchen equipment, safe storage of food)			
Individual competence	Assessment/Performance Criteria	Verification tools	Meeting criteria
Cleaning of working areas for the food preparation	1.. To clean sink and hand basin, to check that they are clean and free flowing.		
	2. To clean floors and walls in line with service operations.		
	3. To clean drains, gullies stops and overflows and check they are free flowing.		
	4. To check that surfaces, shelves and cupboards are hygienic and ready for use.		
	5. To use suitable cleaning utensils and materials and store them correctly after use.		
Individual competence is fulfilled			YES/NO
A11.2–Cleaning of kitchen equipment	1. To turn off the kitchen equipment correctly and dismantle it before cleaning it.		
	2. To ensure that equipment is clean and correctly reassembled.		
	3. To use suitable cleaning equipment and materials and store them correctly afterwards.		
Individual competence is fulfilled			YES/NO
A11.3 Cleaning dishes for the food preparation	1. To use materials and cleaning equipment suitable for a certain type of kitchen utensils.		
	2. To clean kitchen utensils correctly.		
	3. To ensure that the kitchen utensils is clean, dry and undamaged.		
	4. To identify damaged utensils and report the proper person.		
	5. To handle and store cleaned kitchen utensils correctly.		
	6. To dispose of waste and food debris correctly.		
Individual competence is fulfilled			YES/NO
A11.4 Maintenance and handling with knives	1.To ensure that knives are lean and hygienic regulations are met.		
	2. To keep knives sharp, use safe sharpening methods with satisfy health and safety regulations.		
	3. To use appropriate knife according to food type of food.		
	4. To handle with knife safely.		
Individual competence is fulfilled			YES/NO
Maintenance of hygiene in food storage, preparation and cooking	1. To wash hands after carrying out unhygienic activities, before the food preparation and cooking and always keep hands clean.		
	2. Maintain the work area clean and hygienic.		
	3. To check that food items are in a good hygienic condition upon delivery.		
	4. To ensure that food items are stored under the correct conditions, according to the food type.		

	5. To consume stored food items in line with hygienic procedures.		
	6. To follow appropriate procedures to minimize the risk of infestation by pests.		
	7. To prepare raw and high risk food items separately, using separate equipment.		
	8. To remove unfit or waste food items from the food preparation and cooking areas promptly.		
	9. To place waste bins away from food preparation area.		YES/NO
	10. To maintain food items at a safe temperature during the cooking process in line with current food hygiene legislation		
Individual competence is fulfilled			YES/NO
Target competence is fulfilled			YES/NO

A12 –Work and health safety, fire protection and hygiene regulations

Individual competence	Assessment/Performance Criteria	Verification tools	Meeting criteria
This competence covers aspects of personal health and hygiene requirements realization in gastronomy			
A12.1 Personal health and hygiene care	1. To wear clean and appropriate clothing, footwear and headgear and use personal work aids correctly.		
	2. To keep hair neat and wear it in line with operational requirements.		
	3. To wear jewellery, use perfumes and cosmetics only in line with operational requirements.		
	4. To report any cuts, grazes and wounds, illness and infections y to the proper person.		
	5. To carry out work according to the current hygiene regulations relevant to working environment.		
Individual competence is fulfilled			YES/NO
This competence covers aspects of behavior in line with work safety and fire protection regulations.			
A12.2 Fire prevention and procedure in the event of a fire	1. To be obliged to act that way to avoid the fire, especially when using heat, electric, gas and other appliances and chimneys when storing or using flammable or danger substances, handling with them or with open fire or other fire source.		
	2. To carry out orders and follow restrictions related to the fire security at respective places.		
	3. To follow the conditions or instructions applied to the fire security of products or activities.		
	4. Raise the alarm immediately in the event of a fire or call the emergency line (phone number 150)		
	5. To take necessary steps to rescue the endangered persons.		
	6. Use fire fighting equipment correctly, in line with the manufacturers' instructions.		
	7. To extinguish the fire if possible or undertake necessary steps to avoid diffusion of fire.		
	8. To help personally the fire brigade unit when asked by the commanding officer.		
Individual competence is fulfilled			YES/NO
A12.3 Maintenance of safe	1. To eliminate promptly any hazards or potential hazards which could endanger people.		
	2. To take measures to warn people of hazards and potential hazards.		

environment for staff	3.To report any accidents, damage and hazards that you cannot rectify to the proper person promptly.		
	4. To ensure work in line with legal requirements and suitable work procedures.		
	5. To inform immediately the proper person about the loss of property.		
Individual competence is fulfilled			YES/NO
Target competence is fulfilled			YES/NO

A13 - basic administration of the premise(cooperation on costs calculation including menu preparation)		
This competence covers aspects of basic premise administration and menu preparation.		
Assessment/Performance Criteria	Verification tools	Meeting criteria
1. To receipt goods, to allow possible claim.		
2. To register stored food items.		
3. To maintain and store the equipment and fittings correctly.		
5. To secure stored items and equipment against theft.		
6. To report immediately the proper person about any problems with administration.		
7. To know prices of raw materials, products and services.		
8. To calculate the price of products and services.		
Target competence is fulfilled		YES/NO

A14 –Work organization and cooperation including operation and quality problems solution

This competence covers aspects of work organization in operation

Assessment/Performance Criteria	Verification tools	Meeting criteria
1. To transform necessary information to responsible employees immediately and exactly.		
2. To use methods of communication and support corresponding with needs of other employees.		
3. To overtake work tasks.		
4. To keep chronological order of work.		
5. To choose priorities and carry out the work in line with work technological procedures.		
6. To be very particular about tidiness, hygiene and safety at workplace.		
7. To solve unforeseen situations effectively and inform the responsible person if necessary.		
Target competence is fulfilled		YES/NO

A2 –Basic cook target competences (fields of activities)

A21 –Preliminary preparation and preparation of the basic meat dishes itself			
This competence covers aspects of the basic preliminary preparation of the meat, poultry and offal for the cooking of basic meat and poultry dishes according to the standards...			
Individual Competence	Assessment/Performance Criteria	Verification tools	Meeting criteria
A21.1 Preliminary preparation of meat and poultry	1. To ensure that working area and equipment are hygienic and ready for use.		
	2. To ensure that the meat is of the type, quality and quantity required.		
	3. To report immediately any problems that you identify with the quality of the meat to the proper person		
	4. To prepare and combine the prepared meat with the other ingredients using basic methods of the preparation.		
	5. To store correctly the meat that is not for immediate use.		
Individual competence is fulfilled			YES/NO
A21.2 Preparation of the basic meat and poultry dishes itself	1. To ensure that preparation area and suitable equipment are hygienic and ready for use.		
	2. To ensure that ingredients of the basic meat and poultry dishes are of the type, quality and quantity required.		
	3. To prepare basic meat and poultry dishes that meet technological requirements on preparation of the respective dish using the appropriate method of the kitchen preparation.		
	4. To finish basic meat and poultry dishes to meet quality requirements.		
	5. To follow appropriate finishing methods for the preparation of basic meat and poultry dishes and meet serving requirements.		
	6. To report immediately any problems that you identify with the quality of the basic meat and poultry dishes to the proper person.		
	7. To store correctly any basic meat and poultry dishes which are not for immediate use.		
	8. Clean working area and equipment after the work is over.		
Individual competence is fulfilled			YES/NO
Target competence is fulfilled			YES/NO

A22 –Preliminary preparation and preparation of vegetarian dishes, vegetable dishes and side dishes itself

This competence covers aspects of the basic preparation of basic pulse dishes, vegetable dishes, potatoes dishes, rice dishes, egg dishes, milk and cheese dishes, pasta, sweet dishes and basic side dishes (potatoes, pasta, cereal including rice, vegetable)

Individual Competence	Assessment /Performance Criteria	Verification tools	Meeting criteria
A22.1 Preliminary preparation of basic vegetarian dishes and side dishes	1. To ensure that working area and appropriate equipment are hygienic and ready for use.		
	2. To ensure that raw material is of the type, quality and quantity required.		
	3. To report immediately any problems that you identify with the quality of basic raw material or other ingredients to the proper person.		
	4. To prepare basic raw material and combine them with other ingredients using basic methods of the preparation.		
	5. To store correctly prepared raw material that are not for immediate use.		
	6. Clean working area and equipment after the work is over.		
Individual competence is fulfilled			YES/NO
A22.2 Preparation of the basic vegetarian dishes and side dishes itself	1. To ensure that preparation area and suitable equipment are hygienic and ready for use.		
	2. To ensure that ingredients of the basic vegetable dishes and side dishes are of the type, quality and quantity required.		
	3. To prepare basic vegetarian dishes and side dishes that meet technological requirements on preparation of the respective dish using the appropriate method of the kitchen preparation.		
	4. To finish basic vegetarian dishes and side dishes to meet quality requirements.		
	5. To follow appropriate finishing methods for the preparation of basic vegetarian dishes and side dishes and meet serving requirements.		
	6. To report immediately any problems that you identify with the quality of the basic vegetarian dishes to the proper person.		
	7. To store correctly any basic vegetarian dishes and side dishes which are not for immediate use.		
	8. Clean working area and equipment after the work is over.		
Individual competence is fulfilled			8
Target competence is fulfilled			YES/NO

A23 –Preliminary preparation and preparation of basic sauces and soups itself			
This competence covers basic aspects of basic white and dark, cold and warm soups(broths, vegetable, snack??, cream, diet)			
Individual Competence	Assessment /Performance Criteria	Verification tools	Meeting criteria
A23.1 Preliminary preparation of basic sauces and soups	1. To ensure that working area and appropriate equipment are hygienic and ready for use.		
	2. To ensure that raw material is of the type, quality and quantity required.		
	3. To report immediately any problems that you identify with the quality of basic raw material or other ingredients to the proper person.		
	4. To prepare basic raw material and combine them with other ingredients using basic methods of the preparation.		
	5. To store correctly prepared raw material that are not for immediate use.		
	6. Clean working area and equipment after the work is over.		
Individual competence is fulfilled			YES/NO
A23.2 Preparation of basic sauces and soups itself	1. To ensure that preparation area and suitable equipment are hygienic and ready for use.		
	2. To ensure that ingredients of the sauces and soups are of the type, quality and quantity required.		
	3. To prepare basic sauces and soups that meet technological requirements on preparation of the respective dish using the appropriate method of the kitchen preparation.		
	4. To finish basic sauces and soups to meet quality requirements.		
	5. To follow appropriate finishing methods for the preparation of basic sauces and soups and meet serving requirements.		
	6. To report immediately any problems that you identify with the quality of the basic sauces and soups to the proper person.		
	7. To store correctly any sauces and soups which are not for immediate use.		
	8. Clean working area and equipment after the work is over.		
Individual competence is fulfilled			YES/NO
Target competence is fulfilled			YES/NO

A24 –Preliminary preparation and preparation of basic starters itself			
This competence covers basic aspects of preliminary preparation of basic cold and warm, meat and vegetarian starters and preparation itself.			
Individual Competence	Assessment /Performance Criteria	Verification tools	Meeting criteria
A24.1 Preliminary preparation of basic starters	1. To ensure that working area and appropriate equipment are hygienic and ready for use.		
	2. To ensure that raw material is of the type, quality and quantity required.		
	3. To report immediately any problems that you identify with the quality of basic raw material or other ingredients to the proper person.		
	4. To prepare basic raw material and combine them with other ingredients using basic methods of the preparation.		
	5. To store correctly prepared raw material that are not for immediate use.		
	6. Clean working area and equipment after the work is over.		
Individual competence is fulfilled			YES/NO
A24.2 Preparation of basic starters itself	1. To ensure that preparation area and suitable equipment are hygienic and ready for use.		
	2. To ensure that ingredients of the basic starters are of the type, quality and quantity required.		
	3. To prepare basic starters that meet technological requirements on preparation of the respective dish using the appropriate method of the kitchen preparation.		
	4. To finish basic starters to meet quality requirements.		
	5. To follow appropriate finishing methods for the preparation of basic starters and meet serving requirements.		
	6. To report immediately any problems that you identify with the quality of the basic starters to the proper person.		
	7. To store correctly any basic starters which are not for immediate use.		
	8. Clean working area and equipment after the work is over.		
Individual competence is fulfilled			YES/NO
Target competence is fulfilled			YES/NO

A25 –Preparation of basic beverages

This competence covers aspects of basic beverages preparation (tea, coffee, cocoa, mulled wine, extracts)

Assessment/Performance Criteria	Verification tools	Meeting criteria
1. To ensure that preparation area and suitable equipment are hygienic and ready for use.		
2. To ensure that ingredients of the basic beverages are of the type, quality and quantity required.		
3. To prepare basic beverages that meet technological requirements on preparation of the respective dish using the appropriate method of the kitchen preparation.		
4. To finish basic beverages to meet quality requirements.		
5. To follow appropriate finishing methods for the preparation of basic beverages and meet serving requirements.		
6. To report immediately any problems that you identify with the quality of the basic beverages to the proper person.		
7. To store correctly any basic beverages which are not for immediate use.		
8. Clean working area and equipment after the work is over.		
Target competence is fulfilled		YES/NO

A 26–Preliminary preparation and preparation of basic fish food itself

This competence covers aspects of preliminary preparation of basic freshwater and saltwater fish dishes and the preparation itself.			
Individual Competence	Assessment/Performance Criteria	Verification tools	Meeting criteria
A 26.1 Preliminary preparation of basic fish dishes	1. To ensure that working area and appropriate equipment are hygienic and ready for use.		
	2. To ensure that the fish of the type, quality and quantity required.		
	3. To report immediately any problems that you identify with the quality of basic raw material or other ingredients to the proper person.		
	4. To prepare basic raw material and combine them with other ingredients using basic methods of the preparation.		
	5. To store correctly prepared raw material that are not for immediate use.		
	6. Clean working area and equipment after the work is over.		
Individual competence is fulfilled			YES/NO
A 26.2 Preparation of basic fish dishes itself	1. To ensure that preparation area and suitable equipment are hygienic and ready for use.		
	2. To ensure that ingredients of the basic fish dishes are of the type, quality and quantity required.		
	3. To prepare basic fish dishes that meet technological requirements on preparation of the respective dish using the appropriate method of the kitchen preparation.		
	4. To finish basic fish dishes to meet quality requirements.		
	5. To follow appropriate finishing methods for the preparation of basic fish dishes and meet serving requirements.		
	6. To report immediately any problems that you identify with the quality of the basic fish dishes to the proper person.		
	7. To store correctly any basic fish dishes which are not for immediate use.		
	8. Clean working area and equipment after the work is over.		
Individual competence is fulfilled			YES/NO
Target competence is fulfilled			YES/NO

Place, date

.....
(candidate's full name)

.....
(place of residence)

.....
(accommodation address)

.....
(telephone no.)

**Accreditation Commission (Board,
Council)***

.....
...
(name of the accrediting institution)

.....
...
(institution's address)

Application for accreditation of N-FL/IL IN LLL professional skills and qualifications

I hereby would like to apply for accreditation of my professional skills and qualifications in accordance with regard to the following criteria:

line of professional activity (in technology, services or other):

field or branch of professional activity:

– type of professional qualifications applied for:

– scope of professional skills submitted for accreditation:

.....
(applicant's signature)

Attachments:

- 1.
- 2.
- 3.
- 4.

* - strike out whichever does not apply

Place, date

.....
(candidate's full name)

.....
(place of residence)

.....
(accommodation address)

.....
(telephone no.)

**Accreditation Commission (Board,
Council)***

.....
...
(name of the accrediting institution)

.....
...
(institution's address)

the name of the accrediting institution
<p>ANONYMOUS QUESTIONNAIRE FORM</p> <p>INVESTIGATING AND ASSESSING THE OPINION AND THE LEVEL OF SATISFACTION AMONG THE PARTICIPANTS OF THE ACCREDITATION OF PROFESSIONAL SKILLS AND QUALIFICATIONS</p>

Date of Accreditation:

Basis for the certification: examination, taking of evidence, validation procedure*

We would like to thank you for taking part in the accreditation of professional skills and qualifications, and ask you to express your opinion on the conditions and the procedure, as well as to assess your level of personal satisfaction with the operation of the Accrediting Institution. Mark your answer circling the option of your choice or make your own comment on the question in the blank (dotted) space. All the answers will be used to ameliorate the accreditation procedure and to improve the quality of our services.

1. Do you consider accreditation of professional skills and qualifications as necessary (useful) for the candidates applying for an attractive post?

No	Rather not	Hard to tell	Rather yes	Yes
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2. Did you find principles of the accreditation of professional skills and qualifications comprehensible?

No	Rather not	Hard to tell	Rather yes	Yes
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3. Were you notified by the institution of the schedule for the accreditation of professional skills and qualifications 14 days in advance?

No	Rather not	Hard to tell	Rather yes	Yes
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4. Was the descriptive accreditation of professional skills and qualifications conducted properly by the Accrediting Institution?

No	Rather not	Hard to tell	Rather yes	Yes
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5. Was the examination time limit enough to accomplish all the tasks*?

No	Rather not	Hard to tell	Rather yes	Yes
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6. In your opinion, does the scope of the accredited professional skills and qualifications match the actual skills and qualifications you possess?

No	Rather not	Hard to tell	Rather yes	Yes
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7. Are you satisfied (happy) with the cooperation with the Accrediting Institution in terms of accreditation of Your professional skills and qualifications?

No	Rather not	Hard to tell	Rather yes	Yes
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If your answer is 'no' or 'rather not' then give the reasons for your dissatisfaction:.....

8. In your opinion, is there anything about the accreditation of professional skills and qualifications that should be improved or changed?

9. Other remarks or suggestions:

* - strike out whichever does not apply
