JOBS 4ALL

STRENGTHENING THE EMPLOYABILITY AND KEY COMPETENCES OF YOUNG PEOPLE WITH DISABILITIES THROUGH THE DIGITAL TRANSFORMATION AND MODERNISATION OF YOUTH WORK

COMPETENCE FRAMEWORK

PR2/A1: JOBS4ALL COMPETENCE FRAMEWORK - SYLLABUS

AUTHORS: NCSR "DEMOKRITOS" | APPDA COIMBRA | LEARNING CENTER FOR YOUTH | METROPOLISNET | EMPHASYS CENTRE | 2ND EPAL OF AGIA PARASKEVI | SPECIAL EDUCATION SCHOOL IN IGNACOW

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JOBS 4ALL

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1. DESCRIPTION

The JOBS4ALL Competence Framework was designed to support youth workers in empowering young people with autism and/or intellectual disabilities to acquire essential skills for employability. This framework is essentially the JOBS4ALL syllabus and it is tailored to address the unique challenges and needs of these individuals, focusing on creating inclusive and supportive environments that enable them to succeed in the workplace. It is the basis of the training pack addressed to young people with disabilities, which was developed in the framework of this project and a companion document for the youth workers who will implement the trainings.

The primary objective of this document is to provide youth workers with a detailed roadmap for delivering effective training programs across key areas such as employability skills, specific job-related skills and hygiene, health and safety practices. By breaking down each area into progressive levels of competence (beginner, intermediate and advanced), this framework ensures a gradual and achievable learning process for trainees, fostering both confidence and proficiency.

The framework presents clearly:

- durations for each topic
- the associated Open Badge
- pre-requisites in terms of knowledge, equipment and consumables,
- expected learning outcomes (generic and specific) and
- acquired employability skills (knowledge, skills, attitudes)

for a range of tasks and responsibilities across three targeted job roles:

1. Hotel Service Assistant,
2. Catering Assistant
3. Warehouse Assistant

As you can see in the next section, the Competence Framework is broken down into 3 Modules and 5 Booklets.

Module 1: Employability Skills for All Jobs (Booklet 1)

Module 2: Specific Skills Related to 3 Jobs

- **Job1:** Hotel Service Assistant (**Booklet 2)**
- **Job2:** Catering Assistant (**Booklet 3)**
- **Job3:** Warehouse Assistant **(Booklet 4)**

Module 3: Hygiene, Health & Safety Based on the 3 Jobs (Booklet 5)

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The Competence Framework also emphasizes the importance of fostering essential soft skills like communication, collaboration and cultural awareness, which are integral to workplace success.

By utilizing this document, youth workers can effectively guide trainees through practical and theoretical learning, ensuring they are well-prepared to meet workplace demands. Together with the training pack addressed to young people with disabilities, the e-learning platform and the VR Game, they constitute a powerful educational kit.

2. MODULES AND BOOKLETS OVERVIEW

MODULE 1 | EMPLOYABILITY SKILLS FOR ALL JOBS (GENERIC BUT BASED ON THE 3 JOBS)

BOOKLET 1: EMPLOYABILITY SKILLS FOR ALL JOBS

- LEVEL 1.1 | BEGINNER
    - TOPIC 1.1.1 | COMMUNICATION SKILLS
    - TOPIC 1.1.2 | ORGANIZATIONAL SKILLS
    - TOPIC 1.1.3 | COLLABORATION SKILLS
    - TOPIC 1.1.4 | INTERCULTURAL SKILLS
- LEVEL 1.2 | INTERMEDIATE
    - TOPIC 1.2.1 | COMMUNICATION SKILLS
    - TOPIC 1.2.2 | ORGANIZATIONAL SKILLS
    - TOPIC 1.2.3 | COLLABORATION SKILLS
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- LEVEL 1.3 | ADVANCED
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    - TOPIC 1.3.2 | ORGANIZATIONAL SKILLS
    - TOPIC 1.3.3 | COLLABORATION SKILLS
    - TOPIC 1.3.4 | INTERCULTURAL SKILLS

MODULE 2 | SPECIFIC SKILLS RELATED TO 3 JOBS

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- LEVEL 2.1 | BEGINNER
    - TOPIC 2.1.1 | FURNITURE DUST WIPING
    - TOPIC 2.1.2 | WATERING PLANTS
    - TOPIC 2.1.3 | TRANSPORTING HOTEL LINEN AND UNIFORMS TO THE LAUNDRY
    - TOPIC 2.1.4 | CHECKING THE CONDITION OF ROOM EQUIPMENT - HOTEL ADVERTISING MATERIALS, COFFEE, TEA, SUGAR, KETTLE, GLASSES, TOWELS, BATH LIQUID, SOAP, ETC
    - TOPIC 2.1.5 | TAKING OUT TRASH
- LEVEL 2.2 | INTERMEDIATE

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- TOPIC 2.2.1 | USING A MOP - WET MOPPING
- TOPIC 2.2.2 | MAKING BEDS
- TOPIC 2.2.3 | SORTING HOTEL LINEN AND UNIFORMS IN THE LAUNDRY
- TOPIC 2.2.4 | TRANSPORTING GUESTS' LUGGAGE TO AND FROM THE ROOM
- TOPIC 2.2.5 | VACUUMING CARPETS AND RUGS

- LEVEL 2.3 | ADVANCED
  - 2.3.1 | MOWING GRASS
  - 2.3.2 | TAKING CARE OF PLANTS
  - 2.3.3 | SORTING WASTE AND RECYCLABLES
  - 2.3.4 | RAKING LEAVES
  - 2.3.5 | SHOVELING SNOW

BOOKLET 3 | CATERING ASSISTANT

- LEVEL 3.1 | BEGINNER
  - TOPIC 3.1.1 | WASHING VEGETABLES AND FRUIT
  - TOPIC 3.1.2 | GRATING VEGETABLES AND FRUIT
  - TOPIC 3.1.3 | SIFTING THE SOLID PRODUCTS INTO DISHES
  - TOPIC 3.1.4 | POURING LIQUIDS
  - TOPIC 3.1.5 | CATEGORIZING THE DISHES
  - TOPIC 3.1.6 | LOADING THE DISHWASHER
  - TOPIC 3.1.7 | UNLOADING THE DISHWASHER
- LEVEL 3.2 | INTERMEDIATE
  - TOPIC 3.2.1 | PEELING VEGETABLES AND FRUIT
  - TOPIC 3.2.2 | SLICING VEGETABLES AND FRUIT
  - TOPIC 3.2.3 | CHOPPING VEGETABLES AND FRUIT
  - TOPIC 3.2.4 | WASHING DISHES
  - TOPIC 3.2.5 | PUTTING FOOD ON THE TABLE
  - TOPIC 3.2.6 | SETTING THE TABLE
- LEVEL 3.3 | ADVANCED
  - TOPIC 3.3.1 | WEIGHING THE SOLID PRODUCTS REQUIRED
  - TOPIC 3.3.2 | MEASURING VOLUME OF LIQUIDS
  - TOPIC 3.3.3 | OPERATING THE DISHWASHER
  - TOPIC 3.3.4 | SERVING ORDERS ACCORDING TO THE SCHEME (STARTER, MAIN COURSE, DESSERT)

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- TOPIC 3.3.5 | PREPARING DISHES ACCORDING TO THE RECIPE
- TOPIC 3.3.6 | FRYING, BOILING
- TOPIC 3.3.7 | OPERATING OVEN, COOKER

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  - TOPIC 4.1.1 | ORGANIZATION OF PRODUCTS ON SHELVES
  - TOPIC 4.1.2 | REPLACEMENT OF PRODUCTS
  - TOPIC 4.1.3 | VERIFICATION OF OUT OF STOCK PRODUCTS
- LEVEL 4.2 | INTERMEDIATE
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  - TOPIC 4.2.2 | INVENTORY CONTROL
  - TOPIC 4.2.3 | PREPARATION OF ORDERS
- LEVEL 4.3 | ADVANCED
  - TOPIC 4.3.1 | CUSTOMER SERVICE (IN THE WAREHOUSE AND ON THE TELEPHONE)

MODULE 3 | HYGIENE, HEALTH AND SAFETY BASED ON THE 3 JOBS

BOOKLET 5: HYGIENE, HEALTH AND SAFETY

- LEVEL 5.1 | BEGINNER
  - TOPIC 5.1.1 | HYGIENE
  - TOPIC 5.1.2 | HEALTH
  - TOPIC 5.1.3 | SAFETY
- LEVEL 5.2 | INTERMEDIATE
  - TOPIC 5.2.1 | HYGIENE
  - TOPIC 5.2.2 | HEALTH
  - TOPIC 5.2.3 | SAFETY
- LEVEL 5.3 | ADVANCED
  - TOPIC 5.3.1 | HYGIENE
  - TOPIC 5.3.2 | HEALTH
  - TOPIC 5.3.3 | SAFETY

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3. MODULES AND BOOKLETS DESCRIPTION

MODULE 1 | EMPLOYABILITY SKILLS FOR ALL JOBS (GENERIC BUT BASED ON THE 3 JOBS)

MAIN OBJECTIVE & GENERAL DESCRIPTION

Module 1 focuses on the development and acquisition of key employability skills, which are essential in nearly all vocational fields and workplaces. They enable to comprehend, function and integrate within all kinds of working environments.

The four skills areas are:

1. Communication
2. Organization
3. Collaboration
4. Intercultural

Module 1 is divided into beginner, intermediate and advanced levels, enabling learners to progressively build their competencies in key areas. At the beginner level, the emphasis is on understanding basic workplace behaviours and interactions. The intermediate level introduces more complex skills like conflict resolution and task prioritization, while the advanced level focuses on mastering workplace communication, leadership, and adaptability.

Specifically, Young People with Disabilities will learn to:

1. Actively listen, communicate verbally and non-verbally and communicate in a one or two-way communication
2. Manage their time, plan and take initiative
3. Work with others, be open-minded and adaptive and deal with conflicts
4. Engage in intercultural communication within an intercultural context and value cultural diversity and tolerance.

By the end of this module, trainees will possess the core skills necessary to engage effectively in diverse work settings and becoming more independent and confident. Finally, Module 1 serves as a foundation for workplace readiness and provides a suitable start before exploring job-specific skills in Module 2.

BOOKLET 1 | EMPLOYABILITY SKILLS

BOOKLET 1 | OVERVIEW	
LEVEL	1.1 | BEGINNER
ASSOCIATED BADGE	

BOOKLET 1 | EMPLOYABILITY SKILLS | TOPICS FOR BEGINNER LEVEL

TOPIC 1.1.1 | COMMUNICATION SKILLS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Understanding of basic concepts of communication: sender, message and receiver. • Awareness of the differences between verbal and non-verbal communication. • Familiarity with simple greetings and polite conversational norms. **EQUIPMENT:** • Visual aids illustrating verbal and non-verbal communication. **CONSUMABLES:** None

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EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Develop confidence in initiating and participating in basic conversations. • Improve focus and comprehension of others' messages. • Understand and respond to others in a proper manner. • Identify and use verbal and non-verbal communication effectively. • Initiate greetings and respond appropriately in social and work-related contexts. • Recognize desirable and undesirable responses and their impact on human relationships.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Key components of communication: sender, message and receiver. • The two types of communication: verbal (spoken words) and non-verbal (gestures, expressions). • The importance of active listening and its role in effective communication. • Differences between desirable and undesirable responses in interactions. **SKILLS** Students are expected to gain the following skills: • Use appropriate language for greetings and basic exchanges (verbal). • Demonstrate positive gestures, eye contact and tone of voice (non-verbal) • Practice active listening to ensure understanding and effective responses. • Respond positively to requests or questions. **ATTITUDES** Students are expected to be able to do/perform the following: • Showing respect and empathy towards others during conversations. • Aiming for supportive and constructive responses. • Taking the initiative to greet and engage with others in a friendly manner.

TOPIC 1.1.2 | ORGANIZATIONAL SKILLS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of personal and professional tasks. • Awareness of the importance of order, deadlines and time. **EQUIPMENT:** • Calendars, planners, notebooks or digital task management apps **CONSUMABLES:** • Stationary such as colored markers, sticky notes, etc.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Create and follow to-do lists. • Build an understanding of time management and its importance in completing tasks efficiently. • Learn to identify tasks and prioritize them by importance and urgency. • Practice creating and updating a simple to-do list. • Develop the ability to set and meet short-term deadlines. • Gain familiarity with sorting and organizing items such as documents and files.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Understand how to allocate time for tasks effectively and meet deadlines. • Know how to distinguish urgent and important tasks from less critical ones. • Awareness of basic tools like planners, calendars, or to-do lists for managing work. **SKILLS** Students are expected to gain the following skills: • List tasks in order of priority and update the list as needed. • Practice effective use of available time to complete tasks.

	• Organize items logically, for example sort files by date or importance. • Adjust plans as priorities change. **ATTITUDES** Students are expected to be able to do/perform the following: • Developing a habit of checking and organizing work carefully. • Taking the initiative to prepare, plan and organize tasks daily. • Demonstrating responsibility by completing assigned tasks on time. • Staying focused when organizing challenging workloads.

TOPIC 1.1.3 | COLLABORATION SKILLS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of workplace relationships with colleagues and supervisors. • Awareness of common emotions and basic empathy. • Familiarity with basic etiquette and social norms such as greetings and polite language. **EQUIPMENT:** None **CONSUMABLES:** • Role-play scripts with visual aids
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Develop basic collaboration and communication skills for workplace interactions. • Aware of emotional signs and how to respond appropriately. • Learn to follow and adapt to workplace etiquette and codes of conduct. • Learn to initiate and participate in workplace discussions by expressing opinions calmly and politely.

	• Recognize and respond with empathy to colleagues' emotions. • Practice asking for and offering help in a respectful manner. • Familiarize with and follow basic workplace etiquette, including dress code and proper greetings.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Understanding what collaboration is and why it is essential in the workplace. • Knowing the workplace rules for behavior, dress and communication. • Recognizing common emotions and their impact on workplace interactions. **SKILLS** Students are expected to gain the following skills: • Participate in discussions, listen actively and express opinions with respect to others. • Identify emotions in self and others and respond appropriately. • Offer and Ask for Help politely. • Practice workplace rules like greetings, introductions and dress codes. **ATTITUDES** Students are expected to be able to do/perform the following: • Valuing and respecting colleagues' opinions and emotions. • Being supportive and collaborative in team settings. • Show willingness to learn and follow workplace-specific rules and behaviors.

TOPIC 1.1.4 | INTERCULTURAL SKILLS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of workplace etiquette and professional behavior. • Awareness that people from other backgrounds may have different customs and communication styles. **EQUIPMENT:** None **CONSUMABLES:** • Simple role-play scripts with visual aids.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Understand the concept of culture and its significance in workplace interactions. • Develop basic awareness of cultural differences and their potential impact in a workplace. • Recognize visible and behavioral clues to identify cultural differences. • Engage respectfully and politely with individuals from diverse cultural backgrounds. • Adapt basic communication styles to accommodate cultural norms (greetings, body language). • Understand the importance of asking questions to learn about others' cultural backgrounds.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Understanding culture as a set of customs, traditions and practices. • Recognizing key cultural aspects, such as language, religion, food, dress and communication styles. • Awareness of various practices such as greetings, punctuality and dining habits. • Understanding how gestures and expressions differ across cultures. **SKILLS** Students are expected to gain the following skills: • Identify cultural backgrounds through visible and conversational signs.

	• Ask open, respectful questions to learn about cultural specifics such as dietary habits and language skills. • Adjust behavior and communication styles to be inclusive and respectful. • Demonstrate politeness and professionalism in an intercultural workplace. **ATTITUDES** Students are expected to be able to do/perform the following: • Valuing the contributions of individuals from various cultural backgrounds. • Being curious and willing to learn about unfamiliar cultural practices. • Understanding and appreciating the perspectives and experiences of others. • Approaching intercultural interactions with respect.

BOOKLET 1 | OVERVIEW	
LEVEL	1.2 | INTERMEDIATE
ASSOCIATED BADGE	

TOPIC 1.2.1 | COMMUNICATION SKILLS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of communication components (sender, message, receiver). • Familiarity with the use of one-way and two-way communication. • Recognition of verbal and non-verbal communication elements. • Awareness of active listening concepts and their importance. **EQUIPMENT:** None **CONSUMABLES:** • Role-play scenarios or scripts for practicing workplace communication with visual aids
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Enhance their ability to express ideas and information clearly and with confidence. • Engage effectively in one-way and two-way communication within a workplace. • Demonstrate respect and understanding during interactions. • Use active listening techniques, such as providing feedback.

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	• Recognize and use non-verbal communication like eye contact and hand gestures. • Initiate and participate with ease in two-way workplace conversations.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Differences between one-way and two-way communication. • Essential principles for effective communication in the workplace. • Active listening techniques and their role in building trust and understanding. • The significance of non-verbal communication in conveying messages. **SKILLS** Students are expected to gain the following skills: • Speak clearly and at a normal pace for better understanding. • Maintain eye contact, use gestures and observe body language. • Actively listen, avoid interruptions and ask clarifying questions. • Engage in two-way dialogues and provide feedback. **ATTITUDES** Students are expected to be able to do/perform the following: • Interacting with customers in a desirable way • Valuing others' perspectives and avoiding interruptions during conversations. • Understanding the emotions and concerns of others. • Demonstrating interest during interactions.

TOPIC 1.2.2 | ORGANIZATIONAL SKILLS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Familiarity with basic organizational skills, such as using to-do lists and prioritizing tasks. • Understanding of time allocation principles and task prioritization. **EQUIPMENT:** • Access to a physical or digital calendar. • Colored markers, highlighters or digital equivalents for color coding. **CONSUMABLES:** • Pen, paper
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Plan and organize daily activities effectively. • Improve skills in breaking down complex tasks into manageable steps. • Develop familiarity with estimating task durations and adjusting plans based on experience. • Learn to use calendars and time-allocating methods for effective scheduling. • Gain proficiency in color-coding techniques to differentiate task categories. • Practice breaking larger tasks into smaller subtasks with estimated completion times. • Understand the importance of consulting colleagues or supervisors when coming across difficult tasks.

EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • How to allocate time blocks effectively within a calendar. • How to break down larger tasks into subtasks. • Learning methods to predict how long tasks or subtasks will take. **SKILLS** Students are expected to gain the following skills: • Create, update and maintain a schedule using a physical or digital calendar. • Visually organize tasks by categories, priorities or types. • Identify key components of larger tasks and create a roadmap for completion. • Practice accurate time estimation for both familiar and unfamiliar tasks. **ATTITUDES** Students are expected to be able to do/perform the following: • Taking responsibility for planning and completing tasks on time. • Recognizing limitations and seeking guidance when needed. • Adjusting schedules and plans as circumstances change. • Continuously refining organizational habits and time management strategies.

TOPIC 1.2.3 | COLLABORATION SKILLS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Familiarity with basic collaboration concepts such as teamwork and task sharing. • Awareness of workplace etiquette, emotional signs and basic conflict resolution. • Ability to communicate politely and follow instructions. **EQUIPMENT:** • Visual guides or step-by-step task instructions. • Scenario cards for role-play and group discussions. **CONSUMABLES:** None
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Strengthen their ability to work collaboratively within a team to achieve common goals. • Understand the importance of responsibility and accountability in task completion. • Learn to manage conflicts and recover from mistakes constructively. • Perform assigned tasks effectively by listening to instructions, asking questions and using necessary tools. • Participate in task distribution discussions, ensuring fair sharing. • Respond calmly and constructively to mistakes (both personal and those of others).

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EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Steps to understand, plan and complete tasks efficiently. • Techniques for handling mistakes and conflicts professionally. • Understanding interdependence within teams and the importance of fair task sharing. **SKILLS** Students are expected to gain the following skills: • Actively listen to instructions and clarify uncertainties. • Engage in discussions about task allocation and negotiate assignments. • Address mistakes calmly, take corrective actions and support others in doing the same. • Seek and apply feedback to improve task performance. **ATTITUDES** Students are expected to be able to do/perform the following: • Taking responsibility for assignments and their outcomes. • Supporting colleagues when they make mistakes or face challenges. • Learning from setbacks and improving over time. • Contributing to collective success.

TOPIC 1.2.4 | INTERCULTURAL SKILLS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of cultural awareness, as covered in beginner-level training. • Familiarity with workplace etiquette, including punctuality and dress code. **EQUIPMENT:** • A computer for researching information on the Internet, on culture **CONSUMABLES:** • Role-play scenarios involving cultural differences
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Develop the ability to independently gather information about other cultures. • Understand the importance of mutual respect and tolerance for cultural differences in a workplace. • Use multiple resources to learn about other cultures such as online searches, conversations, etc. • Respect and adapt to cultural practices in the workplace, such as dietary restrictions, prayer breaks and gender-specific customs. • Differentiate between personal beliefs and professional conduct, adhering to workplace rules.

EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Methods to learn about other cultures, such as online searches, engaging in conversations and watching documentaries. • Understanding how to adapt behavior to respect cultural practices, such as dietary habits or prayer needs. • Awareness of workplace rules such as punctuality, and dress code and how they apply to all employees. **SKILLS** Students are expected to gain the following skills: • Ability to find and use reliable sources of cultural information. • Engage in polite and professional interactions with colleagues from diverse cultural backgrounds. • Address issues respectfully if there are cultural conflicts. • Follow workplace rules consistently while respecting cultural diversity. **ATTITUDES** Students are expected to be able to do/perform the following: • Accepting cultural differences without judgment or criticism. • Understanding and valuing the perspectives of colleagues from diverse cultures. • Prioritizing workplace policies and respectful behavior over personal beliefs. • Demonstrating interest in learning about other cultures to improve interpersonal relationships.

BOOKLET 1 | OVERVIEW	
LEVEL	1.3 | ADVANCED
ASSOCIATED BADGE	

TOPIC 1.3.1 | COMMUNICATION SKILLS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Familiarity with intermediate communication skills (active listening, clear expression, understanding non-verbal communication). • Awareness of interpersonal skill concepts such as empathy, teamwork and adaptability. • Basic knowledge of workplace conflict resolution, negotiation and problem-solving principles. **EQUIPMENT:** None **CONSUMABLES:** • Role-play scenarios with conflict, teamwork, and customer service challenges with visual aids
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Navigate and resolve interpersonal disputes constructively. • Build trust and maintain healthy relationships in team environments. • Develop empathy skills, including recognizing others' emotions and offering support.

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	• Resolve conflicts by listening to multiple perspectives and trying to find common ground. • Enhance adaptability in dynamic workplace scenarios by responding flexibly to challenges. • Demonstrate problem-solving abilities by analyzing situations, proposing solutions and implementing them effectively. • Build negotiation skills to achieve mutually beneficial agreements in workplace settings. • Exhibit customer service orientation through respectful and solutions-focused communication.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Empathy techniques, including active acknowledgment and emotional validation. • Conflict resolution means, including understanding, addressing issues and finding common ground. • Effective teamwork principles, including open communication and collaborative goal-setting. • Adaptability strategies, such as modifying approaches in response to changing circumstances. • Negotiation elements, including exchanging ideas, making concessions and balancing needs. • Customer service practices, including active listening, patience and personalized engagement. **SKILLS** Students are expected to gain the following skills: • Express thoughts clearly while considering the perspectives of others. • Offer thoughtful responses that address emotional and practical concerns. • Manage workplace disputes constructively aiming at a smooth environment. • Coordinate tasks effectively and support colleagues to achieve shared objectives. • Identify issues, analyze options and implement appropriate solutions. • Reach agreements that satisfy the needs of all parties involved. • Handle complaints with patience, offering timely solutions.

	ATTITUDES Students are expected to be able to do/perform the following: • Approaching others' challenges with understanding and compassion. • Taking initiative to address workplace issues and support team members. • Being open to feedback and adjusting approaches as needed. • Prioritizing team success over individual achievements. • Maintaining composure and respect in all workplace interactions.

TOPIC 1.3.2 | ORGANIZATIONAL SKILLS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic and intermediate organizational skills, including using calendars, task breakdowns and prioritization techniques. • Familiarity with time management principles and common task management tools. • Understanding of task delegation and accountability. **EQUIPMENT:** • Access to a digital device (smartphone, tablet, or laptop/PC) with internet connectivity. • Free productivity apps (Trello, Google Tasks, Notes) or a physical planner for offline organization. **CONSUMABLES:** None
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Develop advanced skills for selecting and using productivity tools tailored to individual needs. • Enhance personal time management habits and productivity. • Improve stress management and resilience when handling challenging workloads. • Learn to evaluate and select between offline and online organizational tools.

	• Develop strategies for time reflection to predict and improve task duration estimates. • Practice effective communication and responsibility in managing and resolving task-related challenges.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Understanding the advantages of various productivity tools and their applications in work settings. • Recognizing patterns in task completion times to refine scheduling and predictions. • Knowing techniques to manage workload-related stress and maintain focus. • Understanding the importance of taking responsibility for errors and finding solutions collaboratively. **SKILLS** Students are expected to gain the following skills: • Use apps to plan, track and organize tasks efficiently, including setting reminders and monitoring time spent. • Record task completion times and analyze the data to improve future planning. • Implement effective breaks and stress management techniques to sustain productivity. • Respond constructively to mistakes and collaborate to resolve issues with supervisors or team members. **ATTITUDES** Students are expected to be able to do/perform the following: • Embracing tools and techniques that improve productivity and task management. • Viewing mistakes as learning opportunities and actively seeking improvement. • Being open to teamwork and delegation when handling high workloads. • Demonstrating ownership of tasks and adapting positively to challenges.

TOPIC 1.3.3 | COLLABORATION SKILLS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of teamwork and professional behavior in a workplace setting. • Familiarity with intermediate collaboration skills, such as task distribution and conflict resolution. • Awareness of workplace hierarchy and the concept of mutual respect. **EQUIPMENT:** None **CONSUMABLES:** • Case studies and role-play exercises with visual aids.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Strengthen advanced collaboration skills, including maintaining professional relationships and negotiating compromises. • Build confidence in navigating complex interpersonal situations in the workplace. • Learn to align personal contributions with team goals effectively. • Demonstrate collegial behaviour by engaging respectfully with team members and contributing to a positive work environment. • Collaborate on tasks within a shared work plan, ensuring reliability and clear communication. • Resolve disagreements professionally by finding fair and effective compromises. • Address discomforts or challenges proactively and professionally, seeking resolutions collaboratively.

EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Strategies for fostering respect, friendliness and mutual support in the workplace. • Understanding the components of a shared work plan and the importance of interdependent tasks. • Methods for finding compromises and addressing disagreements professionally. • Techniques for discussing uncomfortable situations or issues constructively. **SKILLS** Students are expected to gain the following skills: • Collaborate effectively within a structured plan, including task prioritization and time management. • Balance differing opinions and reach mutually satisfying agreements. • Express concerns and provide feedback in a calm and respectful manner. • Engage in or facilitate discussions to resolve interpersonal tensions. **ATTITUDES** Students are expected to be able to do/perform the following: • Demonstrating understanding and willingness to assist colleagues. • Maintaining a calm and respectful manner in all interactions. • Being open to compromise and alternative solutions in challenging situations. • Addressing discomforts and challenges with a constructive mindset.

TOPIC 1.3.4 | INTERCULTURAL SKILLS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Intermediate-level understanding of cultural awareness and workplace rules regarding diversity and inclusion. • Familiarity with using online tools for research and learning about cultural differences. **EQUIPMENT:** • A PC/laptop with Internet access for accessing translation tools and language learning resources. **CONSUMABLES:** • Role-playing polite phrases and cultural scenarios.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Actively apply cultural sensitivity in professional settings. • Develop a basic understanding of a foreign language to enhance communication with people from other cultures. • Exhibit polite and respectful behavior toward individuals from all cultural backgrounds. • Use cultural knowledge to build trust and make others feel comfortable in workplace interactions. • Practice basic foreign language phrases to engage effectively with customers, colleagues, or guests. • Use online tools effectively to improve foreign language proficiency and cultural understanding

EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Understanding how to use cultural knowledge to enhance interactions. • Familiarity with key phrases for greetings, introductions and farewells in one or more languages. • Awareness of online tools for language and cultural learning. **SKILLS** Students are expected to gain the following skills: • Ability to adapt communication styles to suit diverse cultural contexts. • Competence in using polite phrases and simple sentences in a foreign language. • Ensure clear understanding during intercultural interactions by asking questions and clarifying doubts. • Apply cultural knowledge to address potential misunderstandings in professional situations. **ATTITUDES** Students are expected to be able to do/perform the following: • Demonstrating willingness to learn and incorporate new cultural and linguistic knowledge. • Demonstrating polite and inclusive behavior towards all individuals. • Seeking opportunities to expand cultural and language skills for improved workplace performance. • Making efforts to understand and accommodate diverse perspectives.

MODULE 2 | SPECIFIC SKILLS RELATED TO 3 JOBS (HOTEL SERVICE ASSISTANT, CATERING ASSISTANT AND WAREHOUSE ASSISTANT)

MAIN OBJECTIVE & GENERAL DESCRIPTION

This module explores the practical and theoretical skills required for three specific job roles:

1. Hotel Service Assistant
2. Catering Assistant
3. Warehouse Assistant

It is designed to prepare young people with disabilities to perform essential tasks in these roles, equipping them with occupation-specific abilities and knowledge put into occupation-specific situations.

Module 2 and its 3 Booklets (one for each job) uses a levelling system, introducing beginner, intermediate and advanced tasks for each job role. For example, a Hotel Service Assistant may start with tasks like basic room cleaning and progress to more complex responsibilities such as managing guest services. Similarly, Catering and Warehouse Assistants are trained to handle basic, intermediate and advanced tasks that reflect real workplace demands.

Completion of this module allows users to obtain specific theoretical and practical skills for a given job and provides a good foundation for the VR Game that simulated all three job environments.

BOOKLET 2 | HOTEL SERVICE ASSISTANT

MAIN OBJECTIVE & GENERAL DESCRIPTION

Booklet 2 covers the Hotel Service Assistant profession and its main objective is to train and prepare young people with disabilities in order to be able to practice the specific profession.

The purpose of the training is for young people with disabilities to acquire the required knowledge and skills related to the wider work context of the hotel service assistant with the ultimate goal of their independence and self-confidence. At the end of the training which is adapted to the specific needs and capabilities of young people with disabilities, the trainees will develop the skills and knowledge required to be a professional hotel service assistant. More specifically, they will be equipped with abilities and skills related to the cleanliness and care of indoor areas, outdoor areas and gardens, the control of hotel equipment and the supply and installation of room equipment.

Booklet 2 consists of various hotel assistant employment simulations divided into three (3) levels: Beginner, Intermediate and Advanced level, with an emphasis on meticulous execution of tasks and communication skills.

Upon completion of the training, young people with disabilities will be equipped to respond to the operation of a hotel and effectively integrate into the workforce, is spite of their disabilities.

BOOKLET 2 | HOTEL SERVICE ASSISTANT | OVERVIEW	
LEVEL	2.1 | BEGINNER
ASSOCIATED BADGE	

TOPIC 2.1.1 | FURNITURE DUST WIPING	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of hygiene principles and their importance • Basic understanding of cleaning tools and products **EQUIPMENT:** • Protective gloves (Reusable) • Soft Duster **CONSUMABLES:** • Appropriate liquid cleaner
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Complete dusting task within a specific timeframe • Observe dusty areas quickly • Follow predefined task sequence and processes • Select the correct equipment and consumables • Wipe surfaces and remove dust from surfaces efficiently
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Appropriate tools and products to wipe furniture • Safety and hygiene requirements • Importance of keeping hotel rooms clean

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	SKILLS Students are expected to gain the following skills: • Ability to follow a step-by-step process • Proper handling of cleaning tools and products • Fast observation of areas and surfaces **ATTITUDES** Students are expected to be able to do/perform the following: • Taking responsibility for the correct completion of the task • Becoming thorough when cleaning by attention to detail • Carrying out the task confidently without supervision • Cooperate smoothly with colleagues

TOPIC 2.1.2 | WATERING PLANTS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Understanding that plants need water to survive • Recognizing a watering can and a faucet **EQUIPMENT:** • Watering can and/or watering hose • Faucet (or any other source of water) **CONSUMABLES:** • Water

EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Identify and address the task of watering plants by recognizing the need. • Locate needed equipment and water sources. • Distinguish between dry and sufficiently watered plants. • Recognize which plants need watering by assessing soil moisture. • Use a watering can and faucet correctly using the correct amount of water. • Complete the task of watering plants within an appropriate time frame.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Estimate the amount of water each plant needs to maintain its vitality. • Understand the basic needs of plants. • Become familiar with basic necessary hotel tasks and routines. **SKILLS** Students are expected to gain the following skills: • Estimate the necessary amount of water for each plant to ensure their vitality. • Water plants efficiently without wasting water or damaging the plants. • Handle a watering can and manage the flow of water to avoid overwatering. • Perform this task independently and consistently. **ATTITUDES** Students are expected to be able to do/perform the following: • Developing a sense of responsibility for the plants. • Completing the task carefully with patience. • Showing interest in the routine and maintenance aspects of a hotel environment.

TOPIC 2.1.3 | TRANSPORTING HOTEL LINEN AND UNIFORMS TO THE LAUNDRY	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Understanding the types of items that need to be cleaned (bedsheets, towels, uniforms). • Understanding the need for these items to be cleaned. • Familiarity with the hotel's procedures and locations for laundry collection and transportation. **EQUIPMENT:** • Laundry baskets (or carts) for transporting laundry to the washing machines. **CONSUMABLES:** None
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Identify and collect used bedsheets, towels, and uniforms. • Gather and transport items safely and efficiently from multiple locations within the hotel • Know their way around the hotel, specifically regarding service areas like guest rooms and the laundry room. • Complete the task in accordance with hotel guidelines
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Understand the importance of hygiene and cleanliness in a hotel. • Understand the importance of timely completion of such tasks for the smooth flow of hotel operations. • Be familiar with the hotel's laundry process and the role of the laundry room in the overall workflow. **SKILLS** Students are expected to gain the following skills: • Sort and gather used uniforms and linen. • Recognize easily which items need cleaning. • Transport them safely to the laundry room. • Complete the task within a set timeframe, ensuring minimal disruption to hotel services.

	• Bypass a problem such as the unavailability of laundry basket and/or seek assistance. **ATTITUDES** Students are expected to be able to do/perform the following: • Developing a sense of responsibility for maintaining cleanliness and hygiene within the hotel. • Ensuring through attention to detail that all necessary items (bedsheets, towels, uniforms) are collected. • Understanding the importance of their role in supporting the laundry team, fostering a cooperative mindset.

TOPIC 2.1.4 | CHECKING THE CONDITION OF ROOM EQUIPMENT - HOTEL ADVERTISING MATERIALS, COFFEE, TEA, SUGAR, KETTLE, GLASSES, TOWELS, BATH LIQUID, SOAP, ETC	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of the types of consumables and equipment found in hotel rooms (advertising brochures, coffee/tea kits, towels, soap). • Awareness of cleanliness and hygiene standards. **EQUIPMENT:** • Housekeeping trolleys for transporting room supplies (coffee, tea, sugar, bath soap, towels, etc.). • Cleaning materials such as gloves, cloths and sanitizing spray for handling and replacing items. **CONSUMABLES:** • Room checklist to ensure all room items are checked and replaced. • Room supplies such as coffee, tea, sugar, brochures, towels, soap, pens, pads, etc. • Other items such as glasses, cups that need replacing.

EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Enumerate the list of room equipment products • Identify the products on the list that are in short supply and take care of their replacement • Arrange room equipment products in an orderly manner in the correct location • Replace used towels and glasses with new ones, based on the hotel's rules and hygiene standards. • Check the condition of room equipment such as a kettle and replace any malfunctioning items or report them. • Check and replace on a regular basis consumables according to hotel procedures. • Perform checks efficiently and ensure rooms are prepared within set time limits. • Understand what to do if certain supplies are missing or damaged.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Enumerate and describe the list of products contained in the room • Appropriate stock levels for room amenities and consumables. • Basic hygiene protocols when handling items like towels, glasses and soap dispensers. **SKILLS** Students are expected to gain the following skills: • Be thorough in checking every item (brochures, coffee/tea, towels, soap) to ensure nothing is missing or damaged. • Replace consumables and items like towels and glasses, maintaining hygiene and order in the room. • Organize and place room consumables and items in the appropriate positions. • Follow hotel procedures and protocols for room service. **ATTITUDES** Students are expected to be able to do/perform the following:

	• Developing a sense of responsibility for maintaining room standards. • Understanding the importance of well-stocked and clean rooms in creating a positive guest experience. • Building confidence in performing tasks with minimal supervision. • Adhering to hotel safety rules

TOPIC 2.1.5 | TAKING OUT THE TRASH	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Understand the importance of cleanliness and the role of trash removal in maintaining hygiene. • Recognize what constitutes trash and knowing where trash bins are located. **EQUIPMENT:** • Trash bin **CONSUMABLES:** • Trash bags for replacing the used ones • Disposable gloves for safe handling of trash.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Identify the trash bin that needs to be emptied. • Properly remove the trash bag and seal it. • Correctly replace the trash bag. • Wear gloves and understand how to use them appropriately. • Follow a step-by-step procedure for trash removal and replacement. • Understand the importance of wearing gloves and handling trash in a sanitary way.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Basic hygiene protocols and why gloves are necessary when handling trash. • Hotel rules and standards as to how frequently trash should be checked and removed in guest rooms and common areas.

	• Environmental awareness through the importance of proper waste disposal. **SKILLS** Students are expected to gain the following skills: • Ensure hygiene and cleanliness of the premises • remove efficiently and replace trash bags. • Handle trash bags and gloves without spilling or contaminating other surfaces. • Complete the trash removal process promptly and regularly as part of a daily routine. **ATTITUDES** Students are expected to be able to do/perform the following: • Developing a sense of responsibility for maintaining cleanliness and hygiene in the hotel. • Ensuring with attention to detail that the trash bin is properly emptied and that the replacement bag is securely in place. • Understanding the importance of cleanliness for the guest experience and adhering to safe practices.

BOOKLET 2 | HOTEL SERVICE ASSISTANT | OVERVIEW	
LEVEL	2.2 | INTERMEDIATE
ASSOCIATED BADGE	

TOPIC 2.2.1 | USING A MOP - WET MOPPING	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Identify the different kinds of floors. • Understand basic hygiene and cleanliness standards. **EQUIPMENT:** • Mop • Mop bucket with a strainer **CONSUMABLES:** • Water • Mopping Detergent
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Complete a mopping task effectively and efficiently. • Understand the importance of maintaining a clean hotel environment. • Follow a systematic approach to floor cleaning, including safety considerations. • Properly set up the mop and cleaning solution. • Efficiently use the mop in figure-eight patterns to ensure full floor coverage. • Avoid walking on wet floors by mopping from one side of the room to the exit door.

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	• Understand when to wring out the mop to avoid over-saturating the floor with water.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Correct method of mixing water and detergent. • How to use a mop effectively using the strainer. • Understand how to avoid hazards such as slipping on wet floors or using too much detergent. • Develop a sense of time needed to complete mopping tasks efficiently. **SKILLS** Students are expected to gain the following skills: • Handle a mop and bucket efficiently to wipe a floor end to end. • Identify the type of detergent and measure the proper dose. • Control the amount of water used on the floor using a strainer. • Ensure that all areas of the floor are cleaned thoroughly. • Recognize when the mop is too wet or dry and adjust accordingly. **ATTITUDES** Students are expected to be able to do/perform the following: • Pay attention to hotel safety rules and procedures. • Taking responsibility in maintaining cleanliness and hygiene in the hotel. • Be thorough and pay attention to detail and effectiveness. • Repeating steps as needed to ensure the job is done correctly. • Being mindful of not stepping on freshly cleaned areas to maintain a spotless finish.

TOPIC 2.2.2 | MAKING BEDS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Identify the different linens (pillowcases, sheets, covers, etc.) used in a hotel. • Understand the importance of hygiene in maintaining guest comfort. **EQUIPMENT:** • Bed • Pillows • Duvet **CONSUMABLES:** • Clean linens (sheets, pillowcases, duvet cover)
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Follow a step-by-step process to complete a task. • Make a bed quickly and efficiently. • Understand the importance of neatness and precision when making beds. • Correctly strip and replace the linens on a bed. • Tuck in the bottom sheet properly to avoid wrinkles. • Align the duvet evenly and place the pillows neatly. • Fold the duvet and top sheet neatly.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • The different types of linens: mattress pad, bottom sheet, top sheet, duvet and pillowcases. • Basic steps for making a bed, including preparation and order of bed linen. • Basic bed-making techniques and the importance of clean linens in guest rooms. • Hotel cleanliness standards for guest rooms • Importance of presentation in bed-making. **SKILLS** Students are expected to gain the following skills:

	• Prepare a bed and lay the bed linen in the correct order with attention in detail. • Develop coordination to handle sheets, blankets, and pillows with precision. • Complete the bed-making process in a timely and systematic manner. • Manage challenges such as ensuring sheets fit properly. **ATTITUDES** Students are expected to be able to do/perform the following: • Commit to detail and effectiveness. • Take satisfaction in presenting a well-made bed that meets hotel standards and satisfies the customer. • Understand the importance of preparing a clean and comfortable space for guests. • Develop a focus on detail, neatness and symmetry in the making of the bed.

TOPIC 2.2.3 | SORTING HOTEL LINEN AND UNIFORMS IN THE LAUNDRY	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Identify the different linen (pillowcases, sheets, covers, towels, etc.) and uniforms used in a hotel. **EQUIPMENT:** • Bed, bedsheets and bed covers • Hotel linen and uniforms • Protective gloves • Labeled laundry baskets to categorize items for different types of washing. **CONSUMABLES:** None
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Distinguish and sort hotel linens and uniforms into categories correctly based on material and color. • Recognize and remove unwanted items from soiled laundry to avoid machine damage.

	• Identify stained items and set them aside for special treatment. • Follow a detailed, step-by-step process to complete sorting tasks. • Organize linens and uniforms effectively based on color and type for efficient laundering. • Identify stained or damaged items and determine the appropriate course of action for treatment.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • The basic rules of separating bed linen and uniforms (colour, material, etc.) for a hotel laundry. • Understand how to sort various hotel textiles and uniforms for washing or dry cleaning. • The importance of wearing protective gloves and handling soiled laundry correctly to avoid contamination. • Awareness of how different materials (linens, towels, uniforms) are laundered or treated to avoid damage. **SKILLS** Students are expected to gain the following skills: • Ability to quickly and correctly sort and separate linen and uniforms for the hotel laundry. • Develop efficiency in categorizing laundry items (bed sheets, uniforms, towels) based on color and fabric. • Spot stains or unwanted items like food scraps or paper and removing them before washing. • Decide which items require separate washing due to stains or material sensitivity. **ATTITUDES** Students are expected to be able to do/perform the following: • Be committed to detail and effectiveness during the cleaning tasks. • Understand the importance of thorough sorting to ensure proper cleaning and maintenance of hotel items.

	• Prioritize cleanliness and safety by properly handling soiled items.

TOPIC 2.2.4 | TRANSPORTING GUESTS' LUGGAGE TO AND FROM THE ROOM	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Identify the different kinds of luggage. • Basic understanding of guest interaction and communication skills, including politeness and offering assistance. **EQUIPMENT:** • Luggage trolley (bellhop trolley) • Service elevator • Luggage racks **CONSUMABLES:** • Luggage tags for labeling guests' bags.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Engage with guests professionally, politely offering assistance with their luggage. • Follow the step-by-step process of transporting luggage from the lobby to the room or storage. • Safely move luggage without causing damage, focusing on weight distribution and fragile items. • Use the luggage trolley correctly for safe and efficient transport. • Label luggage correctly. • Know how to store luggage in rooms or storage areas when guests are not present.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • How to politely offer help and handle guest requests professionally. • The importance of careful luggage handling, especially with fragile and personal items like handbags and the use of luggage tags for tracking.

	• The use of service elevators and luggage storage procedures. **SKILLS** Students are expected to gain the following skills: • Interpersonal skills for interacting with guests in a polite and respectful manner. • Safely load, transport and unload different types of luggage with the use of a trolley. • Being cautious when dealing with delicate or valuable items, ensuring everything is labeled and stored appropriately. **ATTITUDES** Students are expected to be able to do/perform the following: • Taking responsibility of guests' luggage and ensuring its safe and timely transport. • Offering assistance in a polite and friendly manner and understanding the importance of good customer service and guest satisfaction. • Prioritizing safety when handling heavy or fragile items, as well as when operating the service elevator.

TOPIC 2.2.5 | VACUUMING CARPETS AND RUGS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of cleaning equipment (vacuum cleaner) • Basic understanding of different carpet types **EQUIPMENT:** • Vacuum cleaner • Roller brush • Other attachments • Rugs **CONSUMABLES:** • Vacuum cleaner bags

EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Understand basic cleaning tasks and tools. • Apply the necessary safety and hygiene regulations. • Prepare a room for vacuuming by removing items like trash and small rugs • Use a vacuum cleaner correctly, by following proper cleaning steps. • Use the extra attachments effectively. • Clean and maintain a vacuum cleaner.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Purpose and function of various cleaning tools and accessories (vacuum cleaner, roller brush, attachments). • Safety protocols when operating electrical appliances. • Room preparation techniques before starting the cleaning task. **SKILLS** Students are expected to gain the following skills: • Ability to use a vacuum cleaner safely and efficiently. • Master vacuum cleaner operation, by vacuuming in straight lines and using attachments for tricky spots. • Be thorough in cleaning corners and edges, as well as large and small rugs. • Maintain and troubleshoot basic equipment by regularly cleaning the bin and roller brush. **ATTITUDES** Students are expected to be able to do/perform the following: • Pay attention to safety and hygiene rules and procedures. • Take responsibility in handling the task of room preparation and equipment maintenance. • Be willing to perform the task with care, ensuring that the room is cleaned thoroughly. • Developing a proactive approach to maintaining the cleanliness of tools.

BOOKLET 2 | HOTEL SERVICE ASSISTANT | OVERVIEW	
LEVEL	2.3 | ADVANCED
ASSOCIATED BADGE	

TOPIC 2.3.1 | MOWING GRASS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of grass care (when and why grass should be mowed). • Safety procedures for operating machinery (lawn mower). • Basic understanding of weather conditions (dry vs. wet grass). **EQUIPMENT:** • Lawn mower **CONSUMABLES:** • Fuel (or battery)
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • safely operate a lawn mower to care for the lawn • show an understanding of task sequencing and following instructions. • assess whether the grass is dry and ready for mowing. • identify and set up lawn mower. • inspect equipment for functionality and safety. • Know how to navigate and use the mower effectively.

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	• Complete mowing tasks in a methodical and thorough manner.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • the steps involved in a practical task, such as mowing the grass. • safety protocols • the importance of using Personal Protective Equipment (PPE). • how to manage the lawn mower and basic maintenance checks. **SKILLS** Students are expected to gain the following skills: • follow a structured sequence of tasks from preparation to completion. • operate lawn mowers, cutting tools and shears effectively • identify if the mower is in working condition and resolve issues • follow safety guidelines to minimize risk. **ATTITUDES** Students are expected to be able to do/perform the following: • Building confidence in the effective use and operation of machines and tools • Checking for dry grass and ensure proper mower maintenance. • Completing the task in its entirety, even if it involves repetitive movements or challenges. • Taking responsibility for the task and following through with safety checks and equipment operation.

TOPIC 2.3.2 | TAKING CARE OF PLANTS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of plant care (watering, fertilizing, pruning and cleaning). • Recognition of common plant conditions such as wilted leaves, overgrown stems. • Safety awareness for handling tools and chemicals such as scissors and fertilizer. **EQUIPMENT:** • Gardening gloves (protective). • Fertilizer suitable for indoor plants. • Gardening scissors. • Soft dust cloth or duster. • Water spray bottle or container for wetting the cloth. **CONSUMABLES:** • Pesticides • Fertilizers • Water
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Identify and address the needs of plants • Handle tools like scissors and cloths with precision • Perform advanced plant care tasks like fertilizing, pruning, and cleaning. • Wear gloves, handle tools safely and use chemicals responsibly. • Identify wilted leaves or overgrown areas requiring attention.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Importance of maintaining plant health in a professional environment. • How fertilizers aid plant growth. • The role of pruning and cleaning in plant aesthetics and health. **SKILLS**

	Students are expected to gain the following skills: • Identify plant care needs and select appropriate tools/materials. • Execute multi-step processes efficiently and accurately. • Effectively communicate with supervisors about task progress or issues. **ATTITUDES** Students are expected to be able to do/perform the following: • Ensuring personal safety and hygiene by using correct equipment and handling chemicals with care • Ensuring plants are not just cared for but look professionally maintained. • Coordinating with others if additional support is needed. • Adjust actions based on plant conditions and specific instructions.

TOPIC 2.3.3 | SORTING WASTE AND RECYCLABLES	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of waste categories such as biodegradable, glass, plastic, paper, metal. • Awareness of recycling symbols and bin color codes. • Importance of waste sorting for environmental sustainability. **EQUIPMENT:** • Protective gloves. • Designated containers or bins for different waste categories (biodegradable, glass, plastic, paper, metal). **CONSUMABLES:** • Trash bags • Assorted waste items for practice (vegetable scraps, glass jars, plastic bottles, newspapers, tin cans).

EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Execute tasks in a logical and structured sequence. • Correctly identify materials based on texture, appearance or symbols. • Sort waste accurately into appropriate categories. • Wear gloves to protect hands and handle waste carefully. • Recognize the impact of proper waste sorting on sustainability
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Categories of waste and recyclables and their significance. • Which materials are recyclable and where to dispose of them. **SKILLS** Students are expected to gain the following skills: • Sort items quickly and accurately into the correct bins. • Handle waste safely and hygienically. • Communicate effectively with team members or supervisors about task completion or questions. **ATTITUDES** Students are expected to be able to do/perform the following: • Ensuring safety and hygiene rules • Developing a sense of responsibility by applying hygiene and cleanliness rules • Demonstrating a commitment to environmental sustainability. • Adhering to sorting guidelines and organizational practices. • Ensuring completeness and accuracy in sorting.

TOPIC 2.3.4 | RAKING LEAVES	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Awareness of the purpose of raking leaves. • Understanding of basic safety measures when working outdoors. • Familiarity with tools (leaf rake, gardening gloves, cart, leaf bags). **EQUIPMENT:** • Leaf rake. • Gardening gloves. • Cart or wheelbarrow for transporting leaves. **CONSUMABLES:** • Leaf bags for disposal. • Leaves
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Handle tools and equipment effectively • Collect leaves and dispose of them efficiently • Wear gloves and handle leaves safely • Properly dispose of leaves using bags and designated disposal areas
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Benefits of keeping outdoor spaces clean and tidy in a professional setting. • Correct use of gardening tools and equipment. • Proper disposal methods for organic waste. **SKILLS** Students are expected to gain the following skills: • Follow safety practices when handling tools • Rake leaves efficiently and gather them into piles. • Use carts or wheelbarrows to transport waste. • Bag and dispose of garden waste correctly.

	• Follow task sequences to ensure work is completed effectively. **ATTITUDES** Students are expected to be able to do/perform the following: • Maintaining the cleanliness and appeal of shared spaces. • Ensuring all leaves are collected for a neat appearance. • Completing the task even if it requires physical effort or repetition. • Cooperating with others when required

TOPIC 2.3.5 | SHOVELING SNOW	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Importance of snow removal for safety and accessibility. • Understanding safe techniques to prevent injury during physical tasks. • Familiarity with tools (snow shovel, salt) and their proper use. **EQUIPMENT:** • Snow shovel • Non slippery boots. • Warm clothing. **CONSUMABLES:** • Salt or ice-melting material.

EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students should be able to: • Understand and apply safety measures during physical outdoor work. • Execute a multi-step process. • Dress appropriately and spread salt to prevent accidents. • Handle a snow shovel correctly to clear paths efficiently. • Push snow instead of lifting it and clearing from top to bottom
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Benefits of maintaining safe and accessible outdoor areas in a professional environment. • Proper snow removal techniques to minimize physical strain. • Importance of applying salt for ice prevention and safety. **SKILLS** Students are expected to gain the following skills: • Prepare for and conduct snow removal efficiently. • Handle and position tools ergonomically. • Assess work areas for slippery spots and address them proactively. **ATTITUDES** Students are expected to be able to do/perform the following: • Ensuring safety and accessibility for others. • Thoroughly clearing snow and address icy areas. • Adhering to proper techniques to avoid injuries • Demonstrating persistence in completing physically demanding tasks.

BOOKLET 3 | CATERING ASSISTANT

MAIN OBJECTIVE & GENERAL DESCRIPTION

The main objective of this part of the Syllabus is to equip young people with disabilities with the knowledge and skills necessary to effectively perform the role of a catering assistant.

By achieving the objectives, the young employee will be an integral part of a cohesive and effective team. The elements of the training listed below will enable its participants to understand the tasks, activities and responsibilities of the catering assistant position.

The course focuses on the development of such activities, which are necessary for work in the kitchen, and at the same time correspond to the skills achievable by a person with intellectual disabilities and/or with autism.

Booklet 3 consists of various catering assistant employment simulations divided into three (3) levels: Beginner, Intermediate and Advanced level, with an emphasis on meticulous execution of tasks and communication skills.

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BOOKLET 3 | CATERING ASSISTANT | OVERVIEW	
LEVEL	3.1 | BEGINNER
ASSOCIATED BADGE	

TOPIC 3.1.1 | WASHING VEGETABLES AND FRUIT	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Understanding the importance of cleanliness in food preparation. ● Awareness of food safety and hygiene practices. ● Basic knowledge of kitchen organization such as where storage rooms and utensils are located. **EQUIPMENT:** ● Sink or large bowl to hold water for washing ● Access to a tap with clean and cold water ● Vegetable brush with soft bristles can help scrub dirt and residues off vegetables like potatoes or carrots ● Colander or strainer - to drain the washed vegetables and fruits after rinsing them ● Salad spinner - can help wash and dry leafy greens and herbs effectively. It removes excess water, making them ready for use **CONSUMABLES:** ● Personal hygiene products - soap, gloves, disinfectant ● Dish cleaners ● Paper towels, cloths ● Tomatoes (or other vegetables/fruit for practice).

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EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Ensure all vegetables/fruit are cleaned thoroughly. ● Remove stalks and wash tomatoes under running water. ● Ensure vegetables and fruit are clean and ready for further preparation. ● Transport and handle fresh vegetables and fruit properly to avoid damage or contamination.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Distinguish between dirty and clean vegetables ● Importance of washing vegetables/fruit to remove dirt, pesticides or contaminants. ● Safe food-handling practices to avoid damaging them. ● Sequence of simple kitchen tasks and their contribution to meal preparation. **SKILLS** Students are expected to gain the following skills: ● Identify clean fruits and vegetables ● Locate and retrieve vegetables/fruit from storage. ● Remove stalks from vegetables/fruit neatly. ● Wash and handle vegetables/fruit carefully. ● Transfer washed items to a clean container. **ATTITUDES** Students are expected to be able to do/perform the following: ● Taking care to complete tasks properly and thoroughly for the safety and hygiene of all ● Following instructions and seeking help when needed. ● Recognizing the importance of cleanliness in food preparation. ● Completing repetitive tasks without losing focus.

TOPIC 3.1.2 | GRATING VEGETABLES AND FRUIT	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Basic understanding of kitchen hygiene. ● Awareness of how to safely handle a grater to avoid injuries. ● Understanding the importance of grated vegetables/fruit in food preparation (salad-making). **EQUIPMENT:** ● Vegetable grater ● A bowl for collecting grated vegetables/fruit. **CONSUMABLES:** ● Pre-washed and peeled carrots (or other vegetables/fruit for practice).
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Understand different grating techniques ● Improve fine motor skills through grating. ● Properly hold and use a grater to process vegetables/fruit ● Grate vegetables and fruit uniformly for recipes ● Handle and transfer grated vegetables/fruit neatly
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Benefits of preparing food in specific ways such as grating for salads. ● Correct methods for using kitchen tools like a grater. ● Importance of maintaining clean and safe working practices in the kitchen. **SKILLS** Students are expected to gain the following skills: ● Handle pre-prepared vegetables/fruit hygienically. ● Operate a grater safely and effectively. ● Transfer grated vegetables/fruit to a designated container without spillage. **ATTITUDES**

	Students are expected to be able to do/perform the following: ● Ensuring food is prepared safely and correctly. ● Producing uniform results while grating. ● Developing comfort with grater. ● Practicing and improving fine motor skills

TOPIC 3.1.3 | SIFTING THE SOLID PRODUCTS INTO DISHES	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Understand the importance of personal hygiene when working with food ● Understanding of food hygiene, including maintaining cleanliness while handling food. ● Awareness of the purpose of sifting. ● Familiarity with the workplace layout, including storage areas for ingredients and tools. **EQUIPMENT:** ● Measuring cup with a spout ● Sifter ● Spatula ● Bowl for collecting the sifted product **CONSUMABLES:** ● Flour or other siftable solid ingredients.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Develop coordination by handling tools like a spatula and sieve ● Use a sieve and spatula to transfer and sift flour evenly ● Measure and transfer solid products without spilling ● Maintain a tidy workspace throughout the task
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following:

	• Importance of sifting in food preparation for consistent ingredient texture. • Proper use and maintenance of kitchen tools like a sieve and spatula. • Awareness of hygiene and safety requirements while handling consumables. **SKILLS** Students are expected to gain the following skills: • Safely and effectively use kitchen tools to perform basic tasks. • Maintain control while transferring ingredients to avoid spillage. • Ensure a systematic approach to completing simple kitchen preparation tasks. **ATTITUDES** Students are expected to be able to do/perform the following: • Taking care to achieve a uniform texture when sifting • Following hygiene practices and handling food safely • Building self-assurance by successfully completing beginner-level tasks

TOPIC 3.1.4 | POURING LIQUIDS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Understanding basic hygiene, including keeping food and tools clean. • Familiarity with safe handling of liquids to avoid spills. • Awareness of appropriate storage for perishable items like milk. **EQUIPMENT:** • Bottle of milk (or other liquid). • Dish or container to receive the liquid. **CONSUMABLES:** • Milk (or any other liquid).

EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Handle and pour liquids accurately ● Avoid contamination during food preparation ● Identify and retrieve perishable items such as milk from the fridge ● Control the flow of liquid to avoid spills or overpouring
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Proper storage practices for perishable liquids. ● Correct techniques for pouring liquids into containers or dishes. ● Importance of cleanliness and hygiene when handling consumables. **SKILLS** Students are expected to gain the following skills: ● Safely retrieve items from storage areas like a fridge. ● Pour liquids with precision and control. ● Recognize when a task is complete and organize the workspace afterward. **ATTITUDES** Students are expected to be able to do/perform the following: ● Taking time to ensure liquids are poured safely and neatly ● Following hygiene practices and using consumables correctly ● Ensuring the correct quantity of liquid is poured without spillage

TOPIC 3.1.5 | CATEGORIZING THE DISHES	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Understanding the importance of order and tidiness in the kitchen. ● Familiarity with basic kitchen utensils and their functions. ● Awareness of workplace safety and hygiene. **EQUIPMENT:** ● Various kitchen utensils categorized into cooking, baking, storage, preparation, serving and drinking utensils, as well as cutlery. ● Clearly labeled or designated storage spaces (shelves, drawers, or containers).
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Develop the ability to sort items into appropriate categories ● Identify and place items correctly in their designated areas ● Differentiate between types of utensils and group them appropriately ● Familiarize with the storage system for utensils in the kitchen ● Ensure order and cleanliness in the kitchen environment
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Purpose and usage of various kitchen utensils and cutlery. ● Importance of maintaining organization for efficiency in a professional kitchen. ● Awareness of how categorization supports workplace productivity and cleanliness. **SKILLS** Students are expected to gain the following skills: ● Sort and organize items into predefined categories. ● Follow instructions for grouping and storing items.

	● Recognize the function of utensils and ensure proper placement. **ATTITUDES** Students are expected to be able to do/perform the following: ● Staying focused while sorting multiple items accurately ● Ensuring items are placed in the correct category without errors ● Contributing to a tidy and organized workspace for the benefit of the entire team.

TOPIC 3.1.6 | LOADING THE DISHWASHER	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Awareness of the difference between clean and dirty dishes. ● Basic understanding of how a dishwasher works, including proper placement of items. ● Familiarity with hygiene and safety rules in the kitchen. **EQUIPMENT:** ● Dishwasher ● Dishwasher baskets and compartments for plates, cutlery and glassware. ● Garbage bin for food waste. **CONSUMABLES:** ● Dishwasher detergent (if required). ● Garbage bags for disposing of food scraps.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Appropriately handle and sort dishes ● Identify dirty dishes and cutlery and segregate them from clean ones ● Understand how to arrange items efficiently for cleaning ● Properly discard leftover food to ensure cleanliness

EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Procedures for cleaning and maintaining kitchen hygiene. ● Best practices for using a dishwasher, including safe handling of fragile items. ● Importance of proper waste disposal to maintain a clean workspace. **SKILLS** Students are expected to gain the following skills: ● Sort and identify items based on cleanliness. ● Load dishes, cutlery and glassware safely and efficiently. ● Follow hygiene protocols to ensure a sanitary kitchen environment **ATTITUDES** Students are expected to be able to do/perform the following: ● Methodically carrying out steps to ensure all items are cleaned properly ● Ensuring that no dirty items are left behind and that the dishwasher is loaded correctly ● Taking responsibility for keeping the kitchen tidy and organized

TOPIC 3.1.7 | UNLOADING THE DISHWASHER	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Awareness of hygiene and safety when handling clean dishes. ● Understanding the proper placement of dishes, cutlery and glassware (shelves, drawers). ● Familiarity with handling fragile items like glasses and cups. **EQUIPMENT:** ● Dishwasher ● Clean, dry cloth for wiping dishes. ● Shelving and drawers for storage of items. **CONSUMABLES:** ● Clean cloths or paper towels for drying.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Safely and systematically unload items from the dishwasher ● Ensure items are thoroughly dried and properly stored. ● Safely open and unload the dishwasher ● Wipe dishes, cutlery and glassware thoroughly to remove moisture ● Correctly place items in designated locations (shelves, drawers).
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Proper unloading procedures to maintain cleanliness and avoid damages. ● Correct storage practices such as cups upside down, cutlery arranged by type, etc. ● Importance of hygiene and avoiding cross-contamination. **SKILLS** Students are expected to gain the following skills:

- Handle clean dishes and glassware with care to prevent damage.
- Use drying cloths effectively to remove moisture.
- Sort and organize items into appropriate storage areas.

ATTITUDES

Students are expected to be able to do/perform the following:

- Ensuring all items are clean, dry and stored properly.
- Maintaining high standards of cleanliness
- Contributing to a tidy and organized kitchen environment

BOOKLET 3 | CATERING ASSISTANT | OVERVIEW	
LEVEL	3.2 | INTERMEDIATE
ASSOCIATED BADGE	

TOPIC 3.2.1 | PEELING VEGETABLES AND FRUIT	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Differentiating between fruits and vegetables that require peeling versus those that do not. • Understanding the correct tool to use (knife or peeler). • Awareness of hygiene protocols such as washing vegetables and fruit before peeling. • Knowledge of safe handling techniques for knives and peelers. **EQUIPMENT:** • Peeling knife. • Vegetable/fruit peeler. • Cutting board. • Bowl for peeled vegetables and fruit. • Garbage can for organic waste. **CONSUMABLES:** • Fresh fruits or vegetables.

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EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Properly prepare and handle vegetables and fruit. • Use tools like knives and peelers effectively. • Master the safe and efficient use of a peeling knife • Properly dispose of organic waste • Produce neatly peeled fruits or vegetables with minimal waste
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Proper techniques for peeling various types of vegetables and fruit. • Importance of using appropriate tools to improve efficiency and safety. • Basic waste separation practices such as separating organic waste from recyclable items. **SKILLS** Students are expected to gain the following skills: • Handle knives and peelers with precision and care. • Produce neatly peeled fruits or vegetables with minimal waste. • Organize a clean and efficient workspace. **ATTITUDES** Students are expected to be able to do/perform the following: • Ensuring the peeled vegetables and fruit are clean and presentable • Managing tools and waste responsibly • Adapting techniques for different types of vegetables and fruit • Taking time to achieve quality results

TOPIC 3.2.2 | SLICING VEGETABLES AND FRUIT	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Understanding the importance of adjusting slice thickness for different cooking methods (frying, grilling). ● Recognizing the safety guidelines for knife usage. ● Knowing basic hygiene practices (washing vegetables and fruit before slicing). **EQUIPMENT:** ● Cutting board. ● Sharp knife appropriate for slicing. ● Bowl for holding sliced vegetables and fruit. ● Clean workspace. **CONSUMABLES:** ● Fresh zucchini or other vegetables/fruits for slicing.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Properly wash and handle vegetables and fruit ● Handle knives and other sharp tools carefully ● Complete slicing tasks neatly ● Slice vegetables and fruit to a specific thickness as required by a recipe ● Maintain a clean and organized area for food preparation ● Prepare uniform slices for consistent cooking results
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Understanding different slicing techniques and their purposes. ● Importance of uniformity for cooking consistency and presentation. ● Familiarity with basic knife safety rules. **SKILLS** Students are expected to gain the following skills: ● Handle knives with precision to create even slices. ● Set up and maintain an efficient workstation.

	• Organize sliced items for subsequent cooking or serving steps. **ATTITUDES** Students are expected to be able to do/perform the following: • Ensuring uniformity in slicing • Following hygiene and safety protocols • Adjusting slicing techniques based on recipe requirements • Aiming for minimum waste

TOPIC 3.2.3 | CHOPPING VEGETABLES AND FRUIT	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Understanding basic knife safety. • Recognizing the purpose of chopping vegetables or fruits into smaller pieces. • Awareness of hygiene practices, including cleaning vegetables/fruit and handling food waste. **EQUIPMENT:** • Cutting board. • Sharp knife suitable for chopping. • Bowl for holding chopped pieces. • Clean workspace. **CONSUMABLES:** • Onions or other vegetables/fruits for chopping. • Trash bin for waste disposal.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Use knives safely and effectively. • Efficiently prepare chopped ingredients • Chop vegetables/fruits into uniform cubes or small pieces • Ensure proper cleaning and disposal of waste. • Keep the area clean and organized while working

EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Understand the importance of consistent chopping sizes for cooking uniformity. • Recognize the need for clean and safe food preparation practices. • Know the steps to properly chop vegetables or fruits. **SKILLS** Students are expected to gain the following skills: • Use a knife effectively to chop ingredients into small, even pieces. • Prepare and maintain a safe and tidy workspace. • Handle waste disposal appropriately to maintain hygiene. **ATTITUDES** Students are expected to be able to do/perform the following: • Ensuring uniform chopping for quality results • Adhering to hygiene and safety standards • Taking time to complete the task accurately and safely • Focusing on consistency and neatness in food preparation

TOPIC 3.2.4 | WASHING DISHES	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Understanding the importance of clean dishes for hygiene and safety. • Awareness of proper techniques for handwashing dishes. • Familiarity with handling detergents and rinsing effectively. **EQUIPMENT:** • Rubber gloves (for skin protection).

	• Sponge for washing. • Sink with access to water. • Drying rack or surface for placing washed dishes. **CONSUMABLES:** • Dishwashing detergent. • Dishes, utensils, cookware to clean.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Maintain cleanliness and safety in food preparation areas • Complete tasks efficiently • Wash dishes thoroughly using appropriate tools and methods • Remove detergent properly to ensure no residue remains • Organize washed items to dry without contamination
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Knowing when to use a dishwasher compared to washing dishes by hand. • Recognizing the proper use of detergents and gloves for safety. • Understanding the importance of thoroughly rinsing and drying dishes. **SKILLS** Students are expected to gain the following skills: • Efficiently wash and rinse dishes by hand. • Handle kitchen tools and detergents safely. • Organize cleaned dishes to dry in a neat and sanitary manner. **ATTITUDES** Students are expected to be able to do/perform the following: • Ensuring hygiene in food preparation and serving areas • Making sure all dishes are cleaned thoroughly • Caring for kitchen equipment and consumables • Adapting to various cleaning methods (handwashing and dishwashers)

TOPIC 3.2.5 | PUTTING FOOD ON THE TABLE	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Understanding the importance of presentation in food service. ● Familiarity with handling food safely to maintain hygiene. ● Awareness of table arrangement and the purpose of various serving dishes. **EQUIPMENT** ● Serving boards, plates or bowls. ● Utensils for slicing and arranging (knife, tongs). **CONSUMABLES:** ● Cold cuts (meats, cheeses). ● Decorative items. ● Clean serving dishes or boards.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Maintain cleanliness while preparing and presenting food ● Ensure neat and appealing food arrangement ● Place food neatly and aesthetically on serving dishes ● Enhance presentation with simple decorations ● Safely transport prepared dishes to the table without spilling or damaging the presentation
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Importance of food presentation in catering. ● Safe handling of food and utensils during serving. ● Proper placement of dishes on the table for easy access and visual appeal. **SKILLS** Students are expected to gain the following skills: ● Neatly slice and arrange food items on a board. ● Add simple decorations for presentation. ● Transport and position serving dishes confidently.

	ATTITUDES Students are expected to be able to do/perform the following: ● Understanding the significance of aesthetics in catering services ● Willingness to experiment with visually pleasing arrangements ● Ensuring food safety during preparation and service ● Coordinating with others to ensure timely table preparation

TOPIC 3.2.6 | SETTING THE TABLE	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Basic understanding of table-setting etiquette. ● Knowledge of tableware placement (plates, cutlery, glasses, napkins). ● Awareness of symmetry and uniformity for aesthetic appeal. **EQUIPMENT:** ● Tablecloth. ● Plates for dinner and dessert. ● Cutlery (forks, knives, spoons). ● Glasses for water or beverages. ● Napkins. **CONSUMABLES:** ● Clean and undamaged tableware and utensils. ● Optional decorative items like flowers.

EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Execute tasks responsibly to achieve a complete setup ● Ensure uniformity and alignment in table arrangements ● Adjust to variations in tableware or guest requirements ● Properly place plates, cutlery, glasses and napkins according to rules ● Create a visually appealing table arrangement ● Understand variations in table settings for different types of gatherings
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Standard rules for table setting and their practical application. ● Importance of presentation and neatness in catering. ● Correct handling of tableware to maintain hygiene and safety. **SKILLS** Students are expected to gain the following skills: ● Set up individual table settings accurately and uniformly. ● Arrange items with attention to symmetry and alignment. ● Ensure a clean and professional table setup. **ATTITUDES** Students are expected to be able to do/perform the following: 1. Paying attention to detail 2. Handling tableware in a way that ensures cleanliness 3. Understanding the importance of creating a welcoming dining environment

BOOKLET 3 | CATERING ASSISTANT | OVERVIEW	
LEVEL	3.3 | ADVANCED
ASSOCIATED BADGE	

TOPIC 3.3.1 | WEIGHING THE SOLID PRODUCTS REQUIRED	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Understanding the purpose and importance of accurate weighing in recipes and food preparation. ● Familiarity with using kitchen scales, including calibration. ● Basic understanding of units of measurement (grams, kilograms). **EQUIPMENT:** ● Kitchen scale (digital or analog). ● Solid product to weigh (flour, sugar). ● Clean container or bowl for the product being weighed. **CONSUMABLES:** ● Food products to weigh (flour, sugar, grains). ● Batteries (if using a digital scale).
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● measure quantities accurately ● use kitchen scales proficiently ● recognize and address discrepancies in measurements

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	● accurately measure solid products using a kitchen scale ● ensure the scale is set to zero before weighing ● achieve precise measurements for culinary use
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● How to operate and calibrate kitchen scales effectively. ● The significance of precise measurements in food preparation. ● The difference between various units of measurement (grams and kilograms). **SKILLS** Students are expected to gain the following skills: ● Select and prepare the right tools for weighing. ● Measure solid ingredients accurately to match recipe requirements. ● Calibrate kitchen scales to ensure proper functionality. **ATTITUDES** Students are expected to be able to do/perform the following: ● Understanding the importance of accurate measurements for quality and consistency ● Taking the time to ensure precision ● Maintaining cleanliness and focus during weighing tasks ● Asking questions and seeking clarity when needed

TOPIC 3.3.2 | MEASURING VOLUME OF LIQUIDS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Awareness of the importance of precise liquid measurements in cooking. ● Familiarity with units of liquid measurement (milliliters, liters). ● Understanding the markings and calibration of measuring containers. **EQUIPMENT:** ● Measuring jug or cup with clear and accurate volume markings. ● Flat surface for placing the measuring jug. **CONSUMABLES:** ● Liquid to measure (milk, water, oil). ● Recipe or instructions indicating the required amount of liquid.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● interpret volume measurements accurately ● use measuring jugs or cups proficiently ● ensure correct measurement of liquids for recipes ● accurately measure specific amounts of liquid ● use a flat surface to ensure precision ● understand proper handling and storage of liquids after use
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● How to use measuring containers for liquids. ● Importance of precise liquid measurements in cooking and baking. ● Proper storage practices for perishable liquids like milk. **SKILLS** Students are expected to gain the following skills: ● Select the correct measuring jug or cup based on the quantity required.

	● Pour and read liquid measurements accurately by observing at eye level. ● Follow recipes or instructions that specify liquid volumes. ● Maintain cleanliness and safety while handling liquids. **ATTITUDES** Students are expected to be able to do/perform the following: ● Recognizing the impact of accurate measurements on culinary outcomes ● Avoiding spills and ensuring safe handling of liquids ● Completing the task efficiently and storing liquids properly after use ● Demonstrating neatness and organization during the task

TOPIC 3.3.3 | OPERATING THE DISHWASHER	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Understanding the purpose of a dishwasher and its components. ● Awareness of the appropriate loading techniques to avoid damage to dishes and maximize cleaning efficiency. ● Familiarity with the different washing programs and their uses. **EQUIPMENT:** ● Dishwasher with clear labels and user-friendly controls. ● Dirty dishes and utensils for loading. **CONSUMABLES:** ● Dishwasher detergent (tablet form). ● Rinse aid and dishwasher salt.

EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Use appliances safely and effectively ● Recognize safety considerations when handling detergents and operating appliances. ● Organize dishes, glasses and cutlery efficiently in the dishwasher ● Refill detergent, rinse aid and salt compartments appropriately ● Identify and select the correct dishwasher program for the load
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Functions and uses of dishwasher components (tablet, rinse aid and salt). ● Importance of proper loading for effective cleaning. ● When and why to use specific washing programs. **SKILLS** Students are expected to gain the following skills: ● Safely load the dishwasher to prevent damage to dishes. ● Refill detergent compartments and monitor rinse aid and salt levels. ● Operate the dishwasher controls to select and start the appropriate program. **ATTITUDES** Students are expected to be able to do/perform the following: ● Ensuring the appliance is used correctly ● Ensuring all compartments are refilled and selecting the right program ● Handling detergents and appliances safely ● Completing the task efficiently and optimizing the dishwasher's use

TOPIC 3.3.4 | SERVING ORDERS ACCORDING TO THE SCHEME (STARTER, MAIN COURSE, DESSERT)	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Understanding the order and flow of serving courses (starter, main course, dessert). ● Knowledge of appropriate serving etiquette and how to carry and place dishes. ● Awareness of portion control and presentation standards. ● Familiarity with dietary restrictions or guest preferences. **EQUIPMENT:** ● Serving trays or tools such as plate carriers. ● Plates, bowls and cutlery appropriate to each course. ● Napkins and serving linens. **CONSUMABLES:** ● Prepared appetizer, soup, main course and dessert dishes. ● Salt, pepper and any other accompaniments as required
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Efficiently follow the serving sequence to meet guest expectations ● Engage politely with guests during service ● Handle hot dishes and liquids carefully ● Deliver dishes in the correct sequence and place them appropriately on the table. ● Monitor guests' needs (refilling water or clearing plates when finished). ● Ensure the correct dish is served to the correct guest.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● The order of courses and their significance in meal progression. ● Proper handling of serving tools and techniques for maintaining hygiene.

	● Recognizing and adhering to service timing expectations. **SKILLS** Students are expected to gain the following skills: ● Carry multiple dishes or trays securely and place them with care ● Serve dishes in the correct order without omissions ● Adjust quickly to guest requests or unexpected changes. **ATTITUDES** Students are expected to be able to do/perform the following: ● Maintaining a polite and attentive behaviour throughout service ● Ensuring dishes are served correctly and promptly. ● Remaining calm and composed under pressure or in busy environments.

TOPIC 3.3.5 | PREPARING DISHES ACCORDING TO THE RECIPE	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Understanding how to read and interpret a recipe. ● Familiarity with basic cooking terms such as peel, fry, simmer, blend. ● Knowledge of kitchen safety and hygiene practices. ● Awareness of measurement systems for ingredients such as weight and volume. **EQUIPMENT:** ● Cutting board and knife. ● Cooking pot with lid. ● Blender. ● Frying pan. ● Measuring tools (scales, spoons, cups). ● Gas or electric stove. **CONSUMABLES:** ● Ingredients of recipe.

EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Prepare ingredients and tools before starting the cooking process ● Coordinate steps to complete the recipe efficiently ● Ensure cleanliness of workspace and equipment ● Execute recipe steps, including peeling, frying, simmering, and blending ● Correctly measure and prepare ingredients for the dish ● Serve the dish attractively
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● How to follow a recipe step by step to prepare a dish. ● The importance of seasoning and ingredient preparation in flavor development. ● Kitchen safety, including handling hot equipment and sharp tools. **SKILLS** Students are expected to gain the following skills: ● Follow instructions to achieve a specific culinary outcome ● Peel, cut, fry and blend as per recipe requirements. ● Adjust seasoning or texture as needed during preparation. **ATTITUDES** Students are expected to be able to do/perform the following: ● Carefully following the recipe for accurate results. ● Persisting through challenges like peeling or blending ● Control quality of ingredients through weighing and measuring to ensure that all ingredients are fresh and in accordance with the recipe

TOPIC 3.3.6 | FRYING, BOILING	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Understanding basic cooking techniques: frying and boiling. ● Awareness of kitchen safety, including handling hot surfaces, oil, and boiling water. ● Familiarity with stove operation (gas or electric) and proper heat control. **EQUIPMENT:** ● Frying pan. ● Pot large enough to boil water and cook pasta. ● Stove (gas or electric). ● Cooking utensils (spatula, ladle, colander). ● Measuring cups/spoons. **CONSUMABLES:** ● Ingredients for recipe.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Safely use a stove, frying pan and pot ● Prepare necessary tools and ingredients before starting ● Coordinate steps to fry pancakes and boil pasta efficiently ● Properly fry food without burning or undercooking ● Cook pasta correctly ● Use a colander to safely drain hot water from cooked pasta
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Importance of heat control for frying and boiling. ● Correct sequence of steps for frying and boiling tasks. ● How to determine whether the food is cooked properly. **SKILLS** Students are expected to gain the following skills: ● Control stove temperature for frying and boiling

	● Work with hot oil and water without injury ● Complete multiple steps in a logical and efficient order **ATTITUDES** Students are expected to be able to do/perform the following: ● Recognizing potential risks and handling tasks with caution ● Gaining assurance in managing hot equipment and cooking methods ● Being responsible for the food preparation tasks

TOPIC 3.3.7 | OPERATING OVEN, COOKER	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Basic understanding of how ovens and stoves operate (temperature settings, safety features). ● Familiarity with the hazards of hot surfaces and electrical or gas appliances. ● Knowledge of timing and temperature requirements for different food items. **EQUIPMENT:** ● Oven with temperature and timer settings. ● Stove (gas or electric). ● Baking tray. ● Pot for soup. ● Oven mitts or heat-resistant gloves. ● Cleaning materials (sponge, detergent). **CONSUMABLES:** ● Ingredients for recipe(s).
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Manage risks when working with hot appliances ● Coordinate multiple cooking tasks efficiently ● Clean appliances after use to maintain kitchen hygiene ● Set appropriate temperature and baking time for specific recipes ● Control heat to cook food evenly without burning

	● Clean the stove and ensure the area is safe for subsequent use
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Steps for safely operating an oven and stove. ● Correct temperature and timing for baking and cooking tasks. ● Importance of cleaning appliances after use to maintain hygiene and functionality. **SKILLS** Students are expected to gain the following skills: ● Operate and monitor oven and stove functions ● Adjust heat levels to suit the recipe ● Maintain cleanliness of equipment after use **ATTITUDES** Students are expected to be able to do/perform the following: ● Prioritizing safety in all aspects of oven and cooker operation ● Monitoring baking and cooking to achieve desired results ● Demonstrating care and responsibility for the cleanliness and proper use of appliances.

BOOKLET 4 | WAREHOUSE ASSISTANT

MAIN OBJECTIVE & GENERAL DESCRIPTION

The main objective of this training course is to equip young people with disabilities with the necessary knowledge and skills to effectively perform the role of a Warehouse Assistant.

The purpose of the training is to enable participants to seamlessly integrate into the various aspects of a warehouse workstation. It aims to foster independence, self-confidence and a sense of accomplishment by imparting relevant skills and knowledge.

This training course provides participants with a deep understanding of the activities and tasks involved in warehouse operations, considering the specific needs and capabilities of individuals with disabilities. The course focuses on developing key competencies such as inventory management, order processing, packaging, labeling and stock maintenance.

Through practical exercises and simulations that replicate real-life warehouse scenarios, participants will learn to use specialized tools and equipment, follow safety protocols and collaborate with colleagues to ensure smooth operations. Emphasis is placed on enhancing communication skills, problem-solving abilities and attention to detail.

The training course creates a supportive and inclusive learning environment that recognizes and accommodates the unique requirements of individuals with disabilities. Trainers employ adaptive teaching techniques, assistive technologies and personalized approaches to ensure active participation and success for each participant.

Upon completion of the training, participants will have acquired the necessary knowledge and practical skills to confidently undertake the responsibilities of a Warehouse Assistant. They will be well-prepared to contribute to the efficient functioning of a warehouse, regardless of their disabilities and integrate effectively into the workforce.

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BOOKLET 4 | WAREHOUSE ASSISTANT | OVERVIEW	
LEVEL	4.1 | BEGINNER
ASSOCIATED BADGE	

TOPIC 4.1.1 | ORGANIZATION OF PRODUCTS ON SHELVES	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Awareness of safety protocols when handling products and equipment in the store. • Basic understanding of warehouse organization (aisles, shelves) and the importance of product organization. • Familiarity with the concept of product labeling and customer visibility. • Understanding instructions related to shelf placement. **EQUIPMENT:** • Shopping carts, pallet jacks or trolleys for transporting products from the warehouse to the store aisles • Identification cards or labels to mark products • Protective material **CONSUMABLES:** • Replacement products to refill store shelves • Packaging materials (such as boxes, bags, or trays) for organizing and displaying products.

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EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Follow basic safety practices when handling products to prevent damage or injury. • Follow verbal or written instructions accurately • Move around the warehouse safely with equipment. • Ensure products are correctly positioned and displayed • Use a cart or trolley to transport products effectively • Arrange products neatly with labels facing forward • Locate assigned shelves using warehouse instructions
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • The purpose and importance of organized product display for customers. • Basic warehouse navigation and layout understanding. • Proper techniques for loading and unloading carts. **SKILLS** Students are expected to gain the following skills: • Operate carts or trolleys safely and efficiently. • Align and arrange items on shelves for optimal visibility • Understand and execute simple instructions accurately **ATTITUDES** Students are expected to be able to do/perform the following: • Collaborating with supervisors or colleagues to ensure smooth operations • Prioritizing ease of customer access to products through neat organization. • Taking responsibility of assigned tasks to ensure shelves are well-stocked.

TOPIC 4.1.2 | REPLACEMENT OF PRODUCTS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Understanding expiration dates and their importance. • Awareness of food safety and the need to discard unsuitable products. • Basic grasp of product rotation techniques (FIFO: First In, First Out). **EQUIPMENT:** • Shopping cart or trolley for collecting expired or unsuitable products. **CONSUMABLES:** • Replacement products to refill store shelves • Identification cards for unusable products.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Sort and manage products based on expiration dates. • Recognize and handle expired or unsuitable products. • Refill shelves in a timely and organized manner • Identify and prioritize products based on shelf life • Arrange items to ensure older products are used or sold first • Properly identify, collect and dispose of expired or damaged items.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Importance of safety standards and compliance. • Procedures for handling expired or unsuitable products. • Shelf organization techniques to optimize product availability. **SKILLS** Students are expected to gain the following skills: • Check and interpret expiration dates accurately • Replace and arrange products efficiently • Label and safely dispose of unsuitable items **ATTITUDES**

	Students are expected to be able to do/perform the following: • Ensuring shelves are stocked with safe and high-quality products. • Being thorough in inspecting and sorting products. • Maintaining clean and organized shelves for customer satisfaction.

TOPIC 4.1.3 | VERIFICATION OF OUT OF STOCK PRODUCTS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Understanding product identification (labels, barcodes, or names). • Basic familiarity with stock management systems (PDA or inventory software). • Importance of maintaining stocked shelves for customer satisfaction. **EQUIPMENT:** • Personal Digital Assistant (PDA) or similar device for stock verification. • Cart or trolley for transporting products. **CONSUMABLES:** • Replacement products to refill store shelves
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Identify missing products accurately • Use PDA or similar technology effectively • Complete restocking tasks promptly • Recognize out-of-stock items visually or through alerts
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • How to check stock levels and locate products using warehouse tools. • Procedures for restocking shelves in designated spaces. • Importance of maintaining inventory accuracy.

SKILLS

Students are expected to gain the following skills:

- Operate a PDA for stock verification and locating products
- Arrange products efficiently while restocking
- Identify and resolve discrepancies in stock availability

ATTITUDES

Students are expected to be able to do/perform the following:

- Ensuring shelves are restocked efficiently and accurately
- Paying attention to detail when verifying stock levels.
- Recognizing the importance of maintaining well-stocked shelves.

BOOKLET 4 | WAREHOUSE ASSISTANT | OVERVIEW	
LEVEL	4.2 | INTERMEDIATE
ASSOCIATED BADGE	

TOPIC 4.2.1 | PRODUCT LABELING	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Understanding the importance of accurate labeling for inventory and customer satisfaction. • Familiarity with basic PDA functions and printing systems. • Awareness of placement guidelines for product labels and price tags. **EQUIPMENT:** • PDA or similar device for accessing inventory data and generating labels. • Label printer. **CONSUMABLES:** • Pre-cut labels or adhesive sheets. • Ink or toner for the label printer.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Operate devices like PDAs and printers effectively • Ensure accurate placement of labels on products and shelves • Work with colleagues to understand tasks and use equipment

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	• Create accurate product and price labels using a PDA • Apply labels effectively to unlabelled products • Update price tags on shelves with precision
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Procedures for updating product prices and labels. • Guidelines for label placement on products and shelves. • Basic troubleshooting for PDA and printer issues. **SKILLS** Students are expected to gain the following skills: • Navigate PDA functions and printing systems efficiently. • Effective application of labels to ensure consistency. • Collaborate with team members for training and task completion. **ATTITUDES** Students are expected to be able to do/perform the following: • Ensuring accuracy and reliability in labeling tasks. • Learning and applying new skills, such as operating a PDA • Aiming for neat and precise labeling

TOPIC 4.2.2 | INVENTORY CONTROL	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of inventory management and its importance. • Familiarity with warehouse layout and shelf identification systems. • Basic computer literacy, including use of inventory software or spreadsheets. • Awareness of organizational methods (numerical, alphabetical, categorical). **EQUIPMENT:** • PDA or inventory scanner. • Computer with inventory management software or access to stock list databases. • Label printer for product identification. • Storage supplies (folders, filing cabinets, markers). **CONSUMABLES:** • Paper for printing stock lists or labels. • Ink or toner for printers.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Collect, input and organize inventory data • Accurately locate and verify product quantities. • Efficiently arrange documents and products. • Locate and confirm stock items based on a list. • Properly organize and categorize documents. • Align products with shelf labels, expiry dates and brand categories.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Inventory control procedures and importance of stock accuracy. • Filing systems for documents and methods for categorization. • Best practices in product arrangement and stock rotation **SKILLS**

	Students are expected to gain the following skills: • Use computer systems or manual methods to update stock records. • Locate and verify items efficiently. • Categorize products and documents efficiently. • Work with team members during products receipt and placement. **ATTITUDES** Students are expected to be able to do/perform the following: • Taking responsibility for stock accuracy and warehouse organization. • Prioritizing accuracy in data recording and product placement. • Learning to use new tools or methods for inventory management.

TOPIC 4.2.3 | PREPARATION OF ORDERS	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Understanding of order processing and its importance in warehouse operations. • Familiarity with the layout of the warehouse and location of products. • Basic knowledge of handling ordered items carefully to avoid damage. • Awareness of teamwork in double-checking orders. **EQUIPMENT:** • Access to an online order management system through a PC or printed order lists. • Storage equipment like baskets, trays or trolleys for organizing selected items. **CONSUMABLES:** • Labels or tags for marking prepared orders. • Paper or electronic devices for recording completed tasks.

EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Support order execution by retrieving products from the store and accurately packing them based on online order lists • Prepare orders by selecting and packaging products correctly
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Ensure accuracy in selecting products as per order • Work effectively in a team to verify and finalize orders. • Complete tasks efficiently within designated timelines. • Interpret online or printed order lists to identify required products. • Safely retrieve and organize products for orders. • Understand the importance of a double-checking system for accuracy. **SKILLS** Students are expected to gain the following skills: • Retrieve and prepare items accurately based on order specifications. • Collaborate with colleagues to ensure order accuracy through double-checking. • Safely move and organize items to designated areas. **ATTITUDES** Students are expected to be able to do/perform the following: • Taking responsibility for the accuracy and quality of prepared orders. • Valuing accuracy in product selection and placement. • Embracing teamwork to achieve error-free order fulfillment.

BOOKLET 4 | WAREHOUSE ASSISTANT | OVERVIEW	
LEVEL	4.3 | ADVANCED
ASSOCIATED BADGE	

TOPIC 4.3.1 | CUSTOMER SERVICE - IN WAREHOUSE AND ON THE TELEPHONE	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of warehouse layout and product organization. • Familiarity with barcode scanners and price-checking systems. • Understanding of customer service etiquette, both in person and over the phone. • Ability to use a telephone or customer inquiry system for efficient communication. **EQUIPMENT:** • Barcode scanner or PDA device for price checks. • Telephone or call-handling system. • Access to a product database or inventory system through a PC. **CONSUMABLES:** • Updated product catalog or price list (digital or printed). • Stationery or digital tools for note-taking if needed.

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EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Interact with customers professionally and clearly. • Respond to customer inquiries and provide solutions effectively. • Develop a customer-friendly attitude and understand needs. • Locate and present products to customers. • Use tools to provide accurate product pricing information. • Greet callers, address their needs and ensure customer satisfaction.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Structure and layout of the warehouse to assist customers in locating products. • Operation of barcode scanners for price verification. • Common procedures for handling telephone inquiries. **SKILLS** Students are expected to gain the following skills: • Articulate responses effectively in person and over the phone. • Guide customers and address questions with confidence. • Use barcode scanners and telephone systems efficiently. **ATTITUDES** Students are expected to be able to do/perform the following: • Demonstrating polite and professional behavior towards customers • Taking initiative to assist customers and resolve issues. • Managing both in-person and telephone inquiries seamlessly.

MAIN OBJECTIVE & GENERAL DESCRIPTION

Module 3 emphasizes the importance of hygiene, health and safety in the workplace, with training tailored to the specific needs of the 3 specific jobs addressed in Module 2. It equips trainees with the knowledge and skills necessary to identify hazards, follow safety protocols and ensure personal and workplace well-being.

Each of the 3 pillars (hygiene, health and safety) is divided into 3 levels of proficiency giving the material a modular and scalable structure that allows for progressive skill development tailored to individual needs.

Beginning with basic concepts like recognizing hazards and understanding hygiene basics, the module progresses to more advanced safety practices, such as the use of emergency equipment and managing complex safety scenarios. It also incorporates hands-on practice through safety drills and workplace simulations, ensuring trainees are prepared for real-world challenges.

The purpose of Module 3 is to ensure a smooth transition of people with disabilities into the workplace of their choice through developing a strong awareness of the importance of workplace hygiene, health and safety, enabling them to contribute to a secure and efficient work environment.

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BOOKLET 5 | HYGIENE, HEALTH AND SAFETY

BOOKLET 5 | OVERVIEW	
LEVEL	5.1 | BEGINNER
ASSOCIATED BADGE	

BOOKLET 5 | HYGIENE, HEALTH AND SAFETY | TOPICS FOR BEGINNER LEVEL

TOPIC 5.1.1 | HYGIENE	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Awareness of the importance of personal and workplace hygiene. ● Basic understanding of hygiene tools and cleaning agents. ● Familiarity with Personal Protective Equipment (PPE) for workplace hygiene. **EQUIPMENT:** ● Sink, including soap and clean towels. ● Toothbrush, toothpaste for oral hygiene. ● Work uniforms or appropriate clothing. ● PPE such as gloves, hairnets, masks and aprons as required. **CONSUMABLES:** ● Clean water ● Cleaning agents (all-purpose cleaner, disinfectant, dishwashing liquid). ● Cleaning tools (broom, mop, dustpan, microfiber cloth, vacuum cleaner).

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EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Demonstrate good personal hygiene practices, including handwashing and oral care. ● Present a professional appearance through clean and appropriate clothing. ● Maintain a clean and tidy work setting by following proper cleaning and waste disposal routines. ● Perform step-by-step handwashing and teeth-brushing routines effectively. ● Use personal hygiene protective equipment (PPE) correctly based on job requirements. ● Identify appropriate cleaning agents and tools for different tasks. ● Follow workplace cleaning schedules and dispose of waste correctly and safely.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Steps for handwashing and brushing teeth for personal hygiene ● Importance of wearing clean and appropriate clothing at work. ● Understanding cleaning agents, tools and equipment needed for a clean work environment. ● Correct methods for separating and disposing of trash and recyclable materials. **SKILLS** Students are expected to gain the following skills: ● Perform personal hygiene routines consistently and thoroughly. ● Select and use gloves aprons, masks and other equipment based on job needs. ● Use appropriate cleaning agents and tools to maintain a clean work setting. ● Safely handle and dispose of waste following workplace guidelines. **ATTITUDES** Students are expected to be able to do/perform the following: ● Taking responsibility for personal and workplace hygiene tasks. ● Demonstrating pride in maintaining cleanliness and tidiness. ● Understanding how hygiene impacts team morale and customer satisfaction. ● Recognizing the importance of hygiene for overall well-being.

TOPIC 5.1.2 | HEALTH	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Basic understanding of personal health practices and hygiene principles. ● Awareness of potential health risks, including injuries, allergies and poisoning. **EQUIPMENT:** ● Access to clean water, sinks, and washing tools for vegetables for catering assistant job. ● Safety equipment (gloves, goggles, helmets) for warehouse assistant job. ● Tools for cleaning and ventilation systems for hotel service assistant job. **CONSUMABLES:** ● Cleaning agents suitable for workplace hygiene. ● Food items (labeled allergen-free).
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Develop basic techniques to prevent workplace injuries and maintain personal health. ● Learn the essentials of managing allergens and avoiding workplace poisoning. ● Identify common kitchen allergens such as peanuts, dairy, eggs. ● Practice thorough washing of vegetables to prevent food poisoning. ● Recognize and use safety equipment like gloves, goggles and helmets. ● Identify machinery and understand safety protocols for pallet trucks and forklifts. ● Recognize and understand the purpose of safety signs (wet floor, high voltage). ● Learn the correct use of ventilation during cleaning tasks.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Recognize the risks of slipping, electrocution or allergic reactions. ● Understand the importance of proper ventilation during cleaning tasks. ● Familiarize with allergenic ingredients in the workplace and their potential impact.

	SKILLS Students are expected to gain the following skills: ● Implement safety precautions such as using gloves and identifying hazards. ● Properly wash and handle food to avoid contamination and food poisoning. ● Understand and respond to safety signs to minimize risks. **ATTITUDES** Students are expected to be able to do/perform the following: ● Taking initiative in identifying and mitigating workplace hazards. ● Cooperating with colleagues to maintain a safe and healthy work environment. ● Staying alert to potential health risks and acting promptly to address them.

TOPIC 5.1.3 | SAFETY	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Awareness of basic hygiene and workplace etiquette. ● Familiarity with the concept of hazards and emergencies. ● Understanding simple instructions and symbols (hazardous material labels). **EQUIPMENT:** ● Visual aids or simplified instructions for identifying hazards. ● Emergency tools (fire extinguishers, first aid kits) for demonstrations. ● Gloves, aprons or other Personal Protective Equipment (PPE) for practice. ● Practice items like kitchen knives, scissors, graters. **CONSUMABLES:** ● Label samples (flammable, corrosive, toxic, biohazard).

EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Build confidence in identifying safety risks. ● Develop basic decision-making skills for emergencies. ● Learn to follow workplace rules and procedures. ● Identify sharp tools (knives, scissors) and understand their risks. ● Recognize hot surfaces, open flames and hazardous material labels. ● Learn basic emergency responses, such as locating fire extinguishers and emergency exits, turning off stoves with open flames and seeking supervisor assistance during emergencies.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Recognize workplace hazards and safety practices. ● Awareness of emergency procedures and tools. **SKILLS** Students are expected to gain the following skills: ● Identify and report hazards. ● Handle safely tools and equipment. ● Basic emergency response actions such as turning off appliances and evacuating safely. **ATTITUDES** Students are expected to be able to do/perform the following: ● Showing responsibility for personal and workplace safety. ● Seeking help when needed. ● Respecting workplace guidelines and equipment.

BOOKLET 5 | OVERVIEW	
LEVEL	5.2 | INTERMEDIATE
ASSOCIATED BADGE	

TOPIC 5.2.1 | HYGIENE	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of personal and workplace hygiene from the beginner level. • Awareness of the purpose and use of cleaning agents and tools. • Familiarity with Personal Protective Equipment (PPE) such as gloves, masks and hairnets. **EQUIPMENT:** • Cleaning tools: broom, dustpan, mop, bucket, vacuum cleaner, microfiber cloth, sponge. • PPE: gloves, masks and hairnets. **CONSUMABLES:** • Cleaning agents: all-purpose cleaner, wood cleaner, disinfectant, glass cleaner. • Disposable gloves and masks.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Demonstrate proper use of PPE to maintain hygiene. • Perform cleaning tasks for different surfaces using appropriate tools and agents. • Exhibit a professional appearance by adhering to personal grooming and cleanliness routines. • Wear and adjust gloves, masks and hairnets correctly.

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	● Clean various surfaces (floors, carpets, kitchen sinks) using the appropriate cleaning tools and agents. ● Handle cleaning agents safely and follow instructions to prevent contamination or injury.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Steps for brushing hair, wearing masks and hairnets effectively. ● Identifying tools and agents for cleaning different surfaces (glass, wooden floors). ● Safe handling of cleaning agents and PPE to avoid contamination or accidents. **SKILLS** Students are expected to gain the following skills: ● Properly wear and adjust PPE such as gloves, masks and hairnets for hygiene and safety. ● Use appropriate tools and cleaning agents to clean a variety of surfaces efficiently. ● Follow cleaning schedules and procedures to ensure a hygienic work environment. ● Handle cleaning agents carefully, avoiding contact with eyes, skin and mouth. **ATTITUDES** Students are expected to be able to do/perform the following: ● Maintaining a clean appearance and work environment. ● Following sanitation procedures with a sense of responsibility. ● Adhering to safety protocols when using cleaning agents. ● Seeking guidance or assistance when needed for tasks like PPE adjustment or handling unfamiliar cleaning agents.

TOPIC 5.2.2 | HEALTH	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Basic understanding of health risks (injuries, allergies and poisoning) acquired from beginner-level training. • Familiarity with workplace safety protocols and hygiene practices. **EQUIPMENT:** • Refrigerators. • Personal Protective Equipment (N95 masks, respirators) and lifting tools. • Emergency equipment (first aid kits, smoke detectors, flashlights). **CONSUMABLES:** • Sealing materials for food safety.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Apply more advanced techniques to prevent injuries, minimize allergies and avoid poisoning. • Identify and properly use emergency equipment in various workplace scenarios. • Seal food containers effectively to prevent oxidation and contamination. • Safely store sealed food in refrigerators. • Apply proper lifting techniques to prevent back injuries. • Use appropriate masks for dust and toxic fumes. • Stack items safely to avoid falling hazards. • Locate and use emergency equipment like first aid kits and smoke detectors in emergencies.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Importance of sealing food to prevent contamination and maintain quality. • Proper lifting techniques for heavy items to reduce physical strain. • Understanding the purpose of different masks (N95, surgical, respirator) for workplace safety.

	• Familiarity with the location and use of emergency equipment such as first aid kits, smoke detectors and flashlights. **SKILLS** Students are expected to gain the following skills: • Properly seal and store food to avoid spoilage and oxidation. • Employ correct body mechanics for safe lifting and stacking. • Choose and wear the appropriate mask for specific tasks. • Quickly locate and utilize emergency tools during crises. **ATTITUDES** Students are expected to be able to do/perform the following: • Adhering to food safety and workplace hygiene practices. • Taking initiative to learn emergency procedures and safety equipment usage. • Supporting colleagues in maintaining a safe and healthy work environment. • Staying alert to potential health and safety risks.

TOPIC 5.2.3 | SAFETY	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Understanding of basic safety concepts (hazards and emergencies from the beginner level). • Familiarity with workplace tools, equipment and procedures. • Awareness of the importance of communication during emergencies. **EQUIPMENT:** • Visual aids for emergency evacuation levels (green, yellow, red). • Rubber gloves for practice with (fake) exposed wires. • Diagrams and workplace maps highlighting emergency protocols and exits. **CONSUMABLES:** • Examples of faulty wires (simulated for practice). • Checklists for evacuation exercises. • Communication role-play scenarios for emergencies.

EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Identify and report more serious workplace hazards. ● Understand emergency protocols and evacuation procedures. ● Engage in clear and effective communication during crises. ● Safely store sharp objects (knives, scissors). ● Identify and report faulty wires and understand the importance of using rubber gloves. ● Understand evacuation levels (green, yellow, red) and act accordingly ● Support others in emergencies.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Advanced understanding of workplace safety hazards and emergency responses. ● Familiarity with workplace-specific protocols such as evacuation procedures. **SKILLS** Students are expected to gain the following skills: ● Communicate clearly and effectively during emergencies (both verbally and non-verbally). ● Execute with precision safety and evacuation plans. ● Assist effectively others during a crisis. **ATTITUDES** Students are expected to be able to do/perform the following: ● Showing increased confidence in handling emergencies. ● Having a strong sense of responsibility for personal and workplace safety. ● Acting in a proactive manner when it comes to safety measures and protocols.

BOOKLET 5 | OVERVIEW	
LEVEL	5.3 | ADVANCED
ASSOCIATED BADGE	

TOPIC 5.3.1 | HYGIENE	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Familiarity with personal hygiene and basic cleaning practices from intermediate level. ● Understanding of the purpose and safe use of cleaning agents and disinfectants. ● Awareness of sanitization protocols in specific settings (kitchens, bathrooms, hotel rooms, public spaces). **EQUIPMENT:** ● Cleaning tools: sponges, mops, vacuum cleaner, brushes and microfiber cloths. ● High-temperature dishwashers for catering kitchens. ● Personal Protective equipment (PPE): reusable gloves, masks and aprons. **CONSUMABLES:** ● Cleaning agents: disinfectant solutions, all-purpose cleaners, and detergents. ● Sanitizing agents for sensitive areas. ● Disposable towels or cleaning cloths.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Apply advanced cleaning and sanitization techniques to ensure safety in sensitive areas.

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	• Demonstrate proper handling and disposal of cleaning agents to prevent harm or contamination. • Follow hygiene protocols consistently across various work environments. • Sanitize sensitive surfaces such as doorknobs, light switches, and food preparation areas. • Implement cleaning and sanitization schedules in hospitality and catering contexts. • Safely handle disinfectant solutions, including dilution and disposal. • Maintain compliance with hygiene regulations and workplace protocols.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Importance of sanitizing sensitive surfaces to prevent illness and ensure safety. • Steps to safely use and dispose of disinfectant solutions and other cleaning products. • Procedures for cleaning hotel rooms, public areas, kitchens and warehouses. **SKILLS** Students are expected to gain the following skills: • Effectively clean and sanitize specific areas using appropriate tools and agents. • Follow schedules to ensure timely cleaning and sanitization in high-traffic areas. • Properly dilute disinfectant solutions and handle chemicals with care. • Perform thorough cleaning of work environments, ensuring compliance with safety standards. **ATTITUDES** Students are expected to be able to do/perform the following: • Maintaining precision when cleaning and sanitizing sensitive areas. • Ensuring consistent hygiene practices in compliance with workplace standards. • Prioritizing personal and public safety when using cleaning agents. • Cooperating with colleagues to meet sanitization goals efficiently.

TOPIC 5.3.2 | HEALTH	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** ● Solid understanding of workplace hygiene, basic injury prevention, allergen awareness and safety practices. ● Proficiency in intermediate-level health skills (proper lifting techniques, emergency response basics). **EQUIPMENT:** ● Correct kitchen knives, cutting boards for Catering Assistant job. ● Pallet trucks, safety gloves and other handling tools for Warehouse Assistants job. ● Mops, gloves, ventilators, wet floor signs for Hotel Service Assistants job. **CONSUMABLES:** ● Cleaning agents, absorbent materials and food-safe tools for cutting and handling.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: ● Demonstrate confidence in applying safety practices to prevent and manage injuries, allergies and poisoning. ● Proficiently handle emergencies and utilize safety equipment. ● Properly organize and stack plates to avoid injuries. ● Master advanced cutting techniques for handling soft and hard foods. ● Safely operate warehouse equipment, including pallet trucks for lifting, carrying, stacking and moving items. ● Effectively clean chemical spills using absorbent materials, ensuring proper ventilation and placing wet floor signs after cleanup.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: ● Techniques for safe food cutting and organization to minimize risks. ● Comprehensive knowledge of warehouse equipment handling and stacking protocols. ● Steps to handle and remove chemical spills safely. **SKILLS** Students are expected to gain the following skills:

	• Select and use the correct knife with precision and stability for cutting tasks. • Safely operate and maneuver tools like pallet trucks for warehouse efficiency. • Manage chemical spill situations, ensuring safety and hygiene. **ATTITUDES** Students are expected to be able to do/perform the following: • Taking initiative in implementing safety practices and guiding others. • Maintaining vigilance in high-risk tasks, ensuring precision and compliance.

TOPIC 5.3.3 | SAFETY	
DURATION	2 hours
PRE-REQUISITES (NOT NECESSARILY REGARDING THE KNOWLEDGE PART AS IT DEPENDS ON THE TYPE OF DISABILITY)	**KNOWLEDGE:** • Familiarity with beginner and intermediate safety concepts (identifying hazards, emergency protocols). • Understanding basic emergency tools (fire extinguishers, safety equipment). • Awareness of workplace safety roles and responsibilities. **EQUIPMENT:** • Fire extinguishers for practice. • Visual aids and step-by-step guides • Tools for regular safety checks (checklists, safety drill plans). • Gloves and labeled bins for hazardous material disposal. **CONSUMABLES:** • Practice materials for waste sorting (metal, plastic, glass and food waste). • Emergency drill scenarios and related materials.
EXPECTED LEARNING OUTCOMES (GENERIC & SPECIFIC)	At the end of this topic, students must be able to: • Master advanced safety protocols and management. • Gain confidence in using emergency tools and perform safety drills. • Demonstrate leadership and teamwork in emergency responses. • Use fire extinguishers effectively.

	• Conduct and participate in regular safety checks and practice drills. • Dispose of hazardous materials correctly, by identifying waste types (metal, plastic, glass, food) and use appropriate gloves and follow disposal protocols.
EMPLOYABILITY KNOWLEDGE, SKILLS & ATTITUDES ACQUIRED	**KNOWLEDGE** Students are expected to learn the following: • Advanced emergency procedures and fire safety. • Advanced workplace safety management, including regular checks and drills. • Advanced hazardous material disposal processes. **SKILLS** Students are expected to gain the following skills: • Use effectively emergency equipment like fire extinguishers. • Leadership in conducting safety drills and checks. • Sort and dispose of hazardous materials accurately. **ATTITUDES** Students are expected to be able to do/perform the following: • Proactive commitment to workplace safety and preparedness. • Demonstrating confidence in handling emergencies with precision. • Acting responsibly towards maintaining a safe and organized work environment.