



Project number: 101132889 - MICROIDEA - ERASMUS-EDU-2023-PI-FORWARD

## **D.2.2 - One set of curricula and Training material (in English, Greek and Spanish)**

**WP 2 | Activity 2.2**

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## 1. Introduction

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**Task 2.2**, “One set of curricula and training material (in English, Greek and Spanish)” of **WP2 – Development of Curricula and Training Material**, represented a particularly demanding phase of the MICROIDEA project.

Its primary aim was to design a coherent set of micro-credentials for the occupation of Waiter/Waitress, embedding knowledge and competences relevant to both the green and digital transition. The deliverable of this task comprised the full curricula and corresponding training material, produced in English and translated into the two other piloting languages (Greek and Spanish).

During the development process, the work of WP2 was closely connected with the parallel elaboration of the *Inter-European Credential Recognition Methodology* under WP3. This framework—intended to align nationally assured occupational credentials with ISO/IEC 17024-certified micro-credentials—highlighted the need to construct a comprehensive core curriculum for the waiter occupation. Such a curriculum was necessary to validate, test, and interlink the micro-credentials being developed.

As a result, the project outputs are presented in two complementary components:

1. **Deliverable D2.2 (submission file):**

A complete package of training materials for the 25 micro-credentials created, provided in English.

2. **Supporting material:**

A full set of curricula and associated training resources tailored to the occupational profile of waiters in the tourism sector in English, Greek and Spanish, as well as the full set of Micro credentials in all three languages. All supporting documents and multilingual training packages are accessible through the following link → [D2.2 \(Full package\)](#)

## 2. Overview and Purpose

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**Deliverable D2.2** embodies the project’s overarching ambition: to advance the establishment of a micro-credential system aligned with ISO/IEC 17024 standards, tackling skills shortages and enhancing employability—particularly in the rural tourism and hospitality sectors.

The curricula set and accompanying materials developed under D2.2 were designed with two primary objectives:

1. **To establish a consistent baseline of essential skills for waiters-in-training across Europe**, addressing identified gaps in technical, digital, green, and transversal competences.
2. **To promote lifelong learning and upskilling through modular micro-credentials**, which can be integrated into existing national qualification frameworks or pursued as stand-alone learning units.

### 3. Structure and Components

#### A. Supportive Core Curriculum: Three Main Units (30 Courses in Total)

- The curriculum is structured around three main units, comprising a total of 30 courses that form the backbone of the waiter occupational profile.
- These units address the essential knowledge, skills, and attitudes required of waitstaff, as identified through the project’s needs analysis and transnational skills-mapping activities.
- The design ensures cross-border relevance and applicability, informed by labor market intelligence and stakeholder consultations conducted within the tourism sectors of Greece, Cyprus, and Spain.

CORE CURRICULUM		
Grades	Course Code	Course Title
<b>1. Prepare the Dining and Recreation Area for Service</b>	1.1.1	Maintain Personal Hygiene Standards
	1.1.2	Comply with Food Safety and Hygiene
	1.1.3	Clean Surfaces
	1.2.1	Restaurant Equipment
	1.2.2	Cleaning of Utensils and Equipment
	1.3.1	Restaurant Preparation and Tables Set Up
	1.3.2	Decoration of the Dining and Recreation Area
	<b>2. Welcoming, Assisting and Serving Guests in the Dining and Recreation Area</b>	2.1.1
2.1.2		Apply English Language in Hospitality
2.2.1		Managing Table Reservations in the Dining Area
2.3.1		Work in a Hospitality Team
2.3.2		Identify Customer's Needs
2.3.3		Maintain Customer Service
2.3.4		Assist Clients with Disability
2.3.5		Assist VIP Guests
2.4.1		Menu of Dishes
2.4.2		Present Menus and Taking Orders
2.4.3		Dietary Regimes
2.4.4		Drinks & Wine List – Presentation & Taking Order
2.5.1		Alcoholic Beverages
2.5.2		Hot Drinks and Non-Alcoholic Beverages
2.5.3		Serve Wines
2.6.1		Attend to Detail Regarding Food and Beverages & Quality Control of Food and Drinks
2.6.2		Basic Principles and Serving Techniques

	2.6.3	Food Service
<b>3. Processing Payments and Closing Procedures for the Dining and Recreation Area</b>	3.1.1	Issuing Customer Bills and Processing Payments
	3.2.1	Evaluating Customer Satisfaction
	3.2.2	Establishing a Valuable and Quality Relationship with Customers
	3.3.1	Clearing Dishes from the Tables and Closing the Dining Area Tasks
	3.3.2	Maintain Incident Reporting Records

These foundational courses create a shared baseline of competences across national contexts, with a particular focus on low-skilled individuals and first-time entrants to the hospitality labour market.

#### B. D2.2 Micro-Credentials: 25 Modular Units

- The package consists of 25 compact, competency-based training units, each designed to address specific skills in four domains identified as critical for employability and resilience:
  - **Digital Skills**
  - **Green Skills**
  - **Technical Skills**
  - **Soft Skills**
- These micro-credentials complement the core waiter curriculum by focusing on specialized competences that build on foundational knowledge.
- The modular design ensures accessibility for a wide range of learners—supporting both those with formal qualifications seeking upskilling, and newcomers to the sector without prior professional training.

MICROCREDENTIALS
10.1.1 Green cleaning: with the right products and good practices.
10.1.2 Environmental protection and recycling in catering and leisure areas
30.1.1 Types of restaurant customers and how to treat them
30.1.2 Quality customer service in catering
40.1.1 Apply foreign language terminology in hospitality
40.1.2 Advise guests on menus for special events
40.1.3 Good practices (OR legislation) on the supply of alcohol
40.1.4 Basic knowledge of coffee varieties
40.1.5 Basic knowledge of tea varieties
40.1.6 Pairing food and wine and advising on wine selection
40.1.7 Decanting wines
40.1.8 Sparkling wines
40.1.9 Carving (Decoupage) in front of the customer and proper use of food carving tools
40.1.10 Preparation of dishes using the flambé technique
40.1.11 Room Service
20.1.1 Online reservation system for restaurants

20.1.2 Complete wireless ordering system
20.1.3 Electronic issuance of documents in dining and entertainment areas
300.1.1 Detecting drug abuse
1000.1.1 Understanding the gastronomic culture of different cultures (Cyprus-Greece)
1000.1.2 Detailed and accurate order taking in dining establishments (Cyprus-Greece)
2000.1.1 Coordination of various events in catering and entertainment venues (Cyprus)
2000.1.2 Local and regional tourism infrastructure (Cyprus)
3000.1.1 Digital marketing for restaurants and dining areas (Spain)
3000.1.2 Local and regional tourism infrastructure (Spain)

#### 4. Conclusion and Forward Outlook

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**Deliverable D2.2**, together with its supporting documents, provides the foundation for pilot implementation, certification alignment, and the broader adoption of the micro-credential framework within the tourism sector. By equipping learners with modular, employer-relevant, and internationally recognized skills, it advances the MICROIDEA project’s ambition to mainstream micro-credentials and enhance labour market integration across Europe’s rural tourism industry. At the same time, the extensive development effort reflects the consortium’s commitment to producing high-quality, multilingual training resources.

# MICRO IDEA

**MICRO**-credentials  
Identifying,  
**DE**veloping, testing and  
**AS**sessing innovative approaches

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