



The CORE project aims to explore the future dynamics of culinary education across Europe. The project is co-funded by the Erasmus+ Programme of the European Union and includes a project team with members from Finland, Estonia, Spain and Ireland.

CORE – Cooking for the future

WP 2, edited by Mary Rose Stafford, ITT

EXISTING CURRICULA ACCORDING TO ECVET/LEARNING OUTCOMES, VET AND CAREER PATHWAYS CONCERNING PROFESSIONAL COOKS: A REVIEW OF CULINARY EDUCATION ACROSS THE CORE PROJECT PARTNERS' JURISDICTIONS Report

Partnership:



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CORE – COOKING FOR THE FUTURE

Report on existing curricula according to ECVET/learning outcomes, VET and career pathways concerning professional cooks: a review of culinary education across the core project partners' jurisdictions

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Introduction

The CORE project aims to explore the future dynamics of culinary education across Europe. The project is co-funded by the Erasmus+ Programme of the European Union and includes a project team with members from Finland, Estonia, Spain and Ireland. An integral part of the project is to examine the current training and education pathways across the partner countries and to combine the knowledge, skills and competencies recognised for cook training into one complete cook occupational profile. This work was compiled primarily from websites of relevant national and international organisations in particular the official European Union resources.

Existing Vocational Education & Training (VET) Pathways

In general, the standardised pathway to becoming a cook is through a combination of college-based training and industry based application / work¹. Since the late 1960s and into the 1970s, in general, most countries within the EU in particular have tried to assign a definitive pathways for all vocational and / or apprenticeship programmes, of which professional cookery, 'Cooks' and / or food service professionals are deemed to be a part of. This national standardised approach has been successful for the most part as it allows schools and colleges to base their syllabi on the required curricula of the national educational institution / governing body, where it exists.

That being said, with the advent of private cookery schools, independent colleges and schools, and, more importantly, institutions with delegated educational authority, albeit abiding by a national curricula, is becoming more burdensome and difficult to maintain. Along with this, food service sector establishments do not differentiate between qualifications especially in times of cook shortages.

Workplace based studies constitute a specialised form of vocational and / or apprenticeship education where the trainee achieves the learning outcomes (LOs) described in the curriculum by fulfilling working tasks at the company. Workplace based studies are conducted upon the signing of a contract between the institution, student and employer / establishment, which stipulates the rights and obligations of parties as well as the exact details of the learning process, and the requirements for successful application and achievement of the associated LOs.

Finland

In Finland² the qualifications structure in Vocational Education and Training (VET) has three levels: vocational upper secondary qualification, further vocational qualification, specialist vocational qualification where professional cookery and food service training can be undertaken at each level, and like Estonia is also generally free of charge.

¹ The Vocational and Educational Pathways (VET) are unique to each jurisdiction, but all have commonalities.

² <https://minedu.fi/en/vocational-education-and-training>

Approximately half of students who complete their basic education continue to VET in Finland and these students can continue their studies on to higher education.

The Finnish National Agency for Education supports training providers in the continuing development of quality assurance and contributes to development of quality assurance in VET in cooperation with the EQAVET (European Quality Assurance in Vocational Education and Training) network. The National Agency for Education also disseminates good practices and information. So-called working life committees contribute to the quality assurance of organisation of skills demonstrations and to the evaluation of skills and competences.

<https://www.oph.fi/en/education-system/finnish-vocational-education-and-training/quality-assurance-national-reference-point-vet> [Accessed 2/11/2019]

In 2018, Finland introduced their VET Quality Strategy 2020-2030 which ‘...requires training providers to implement quality management systems and quality assurance at all levels. Development of quality management in VET is one of the five themes of a programme that supports implementation of the VET reform’. This new strategy gives more autonomy in designing and delivering their training.

<https://www.oph.fi/en/education-system/finnish-vocational-education-and-training/quality-assurance-national-reference/vet-quality-strategy-and-frameworks>

[Accessed 2/11/2019]

All Finnish VET qualifications are composed of units of Learning Outcomes, incorporating a combination of vocational units and common units. Specialist qualifications such as professional cookery and food service comprise only of vocational units, after common units are fulfilled. Vocational units are either compulsory or optional – so potential students can complete their entire selected qualifications or combine parts of different qualifications based on their individual needs, which allows for flexibility throughout their selected programme. This also allows for diversity of the qualification, which can encourage potential students to develop a different career path to the one initially undertaken. Furthermore, Finnish vocational qualifications are

independent of the way the vocational skills have been acquired – as long as the individual's competences meet the national qualification requirements, they can be acquired in different learning environments and at different times. Generally, the students demonstrate their skills in competence examinations at practical workplaces, overseen by the particular programme educator.

Uniquely across the EU educational systems, within the Finnish VET system participation in in-service training is compulsory for teachers / tutors. They are also encouraged to update their expertise by professional development placements in enterprises and other workplaces, particularly in culinary arts fields. The Ministry of Education and Culture prepares VET legislation and steers and supervises the sector.

Estonia

In Estonia a system of national Vocational Education Centres (VEC) / Institutions³ has amalgamated all previous independently operated institutions with regards to general vocational education programmes, which includes professional cookery and food service training. These programmes can be acquired either in VECs or some of Estonia's higher education institutions, and at least one vocational education institution operates in every Estonian county, which allows for easier access for the potential trainee. There are currently 32 Vocational Educational Centres / Institutions and six higher educational institutions that offer a range of specialities. Also, vocational education and training for professional cookery and food service is generally free within the VECs, thus enhancing the attractiveness from a personal cost perspective. The Estonia model has been adapted from the Finnish model as an example of best practice.

VET in Estonia is regulated by the Vocational Educational Institutions Act (2019) <https://www.riigiteataja.ee/en/eli/505022014002/consolide/current> [Accessed 2/11/2019], which provides the basis for the establishment, maintenance, transfer, reorganisation and closure of vocational educational institutions, the basis for the right to provide instruction, management, organisation of studies, state-commissioned

³ <https://www.hm.ee/en/activities/vocational-education>

education and financing, the rights and obligations of members of schools, and state supervision over the activities of schools.

As one of the newest members / states of the EU, Estonia has probably one of the most up-to-date and modern educational systems due to it having to recreate itself completely after independence in 1991. The system governed by the Ministry for Education and Research has substantial powers and the remit to develop and change where it deems necessary, thus ensuring rapid responses to changing conditions.

Ireland

It can be said that the Irish⁴ system in its current format is fragmented and at a crossroads as regards professional cookery education and / food service staff education and training. A national body known as Council of Education, Recruitment and Training (CERT) was the overseer of professional cookery education and training in Ireland up until 2003 when it was amalgamated with Bord Fáilte to become Fáilte Ireland, the National Tourism Development Authority. Subsequently Fáilte Ireland ceased their provision of qualified training for the tourism sector. This resulted in a fragmented approach to culinary qualifications. At present obtaining a certified qualification to become professional chef in Ireland⁵ is generally through an Institute of Technology (IoT), which are higher education institutes and all have delegated authority, or, a College of Further Education (CFE) which undertakes vocational education and training in Ireland and is overseen by the newly created national Education and Training Boards (ETBs). The ETBs can also offer short programmes through private cookery schools who are contracted to the ETBs for the duration of that programme and must follow the given curricula. There are nominal charges / fees for these programmes within the ETBs and a substantial charge of €3,500 / annum within an Institute of Technology. In 2016, a new national culinary apprenticeship was developed from level 6 commis chef to level 8 sous chef.

⁴ <https://www.education.ie/en/Schools-Colleges/Services/Further-Education-and-Training/>

⁵ For the purposes of the research Ireland is defined as the Republic of Ireland only. It does not include Northern Ireland who have their own educational authority system separate from the rest of the United Kingdom (England and Wales, and Scotland) and from the Republic of Ireland.

Apprenticeship is overseen by a national Apprenticeship Council. The further education and training authority SOLAS is the lead agency responsible for apprenticeship on behalf of Government, working in close partnership with the Higher Education Authority, Quality and Qualifications Ireland, industry and education and training providers across further and higher education. SOLAS' responsibility includes maintenance of a national register of employers approved to take on apprentices and a national register of apprentices.

The 2012 Qualifications and Quality Assurance (Education and Training) Act also underpins apprenticeship, supporting validation and quality assurance arrangements for programmes nationally.

<http://www.apprenticeship.ie/en/about/Pages/About.aspx> [Accessed 2/11/2019]

Spain / The Basque Country / Basque Autonomous Region / Basque Region⁶

Vocational Education and Training in Spain, although small in terms of volume of students and graduates in comparison to other EU counterparts, has examples of excellence, particularly as in the case of the Basque⁷ Country / Region. Alongside its consistent backing for universities as essential tools in assuring modern, high-quality education in the Basque Country / Region, the Basque Government also offers firm support for vocational training, particularly training in skills shortage areas such as professional cookery and the food service sector. Such training is seen as a way of providing people with skills and helping make Basque businesses more competitive on an international stage, and also internally within Spain itself. The programmes are generally free of charge.

⁶ The Basque Country, officially the Basque Autonomous Community, is an autonomous community in northern Spain and includes the Basque provinces of Álava, Biscay, and Gipuzkoa. The Basque Country / Basque Autonomous Community was granted the status of nationality within Spain, attributed by the Spanish Constitution of 1978.

⁷ <http://www.euskadi.eus/basque-government/vocational-training/>

Education is structured on three levels within the region: Primary (up to age 12), Secondary (up to 16) and Further Education / Vocational Training, extending subsequently to university, polytechnic and higher vocational training college studies. Almost 74% of all non-university students are currently receiving some kind of vocational training in the Basque Country / Region and it has 15 publicly-run and grant-aided training schools (these are combined with the equivalent secondary school) covering a full range of specialist areas, supporting high student employability in programmes related to industrial branches.

Although the Basque Country / Region is small in population, 2.199 million, it does have its own Ministry of Education which oversees all education and training within the territory and is completely independent from the Spanish Ministry of Education and Vocational Training, albeit they liaise with regards to wider developments, and as part of the Spanish national funding centralised government.

ESCO or ESKO / EURES

European Skills, Competences, Qualifications and Occupations⁸ (ESCO) is the European Commissions (EC) multilingual classification of Skills, Competences, Qualifications and Occupations. ESCO could be said to work like a dictionary / encyclopaedia: describing, identifying and classifying professional occupations, skills, and qualifications relevant for the EU labour market and for education and training purposes. The aim of ESCO is to support job mobility across the EU and therefore have a more integrated and efficient labour market, by offering a common language on occupations and skills that can be used by different stakeholders on employment and education and training topics. ESCO is an EC project, run by Directorate General of Employment, Social Affairs and Inclusion.

ESCO contains relatively and contemporary accurate descriptions of occupations and skills that can be used in both drafting job offers and Curriculum Vitae, facilitating comparability and matching individuals with specified career roles. The use of ESCO in job offers, research, big data analyses, etc., helps education and training providers to understand what skills the labour markets need, and to potentially identify what skills are required for future developments. They can then adapt their curricula accordingly to prepare their students better for the next generation labour markets, and, ESCO also helps potential employers to better understand what students have learned throughout their education, particularly regarding vocational education.

ESCO classifies and provides descriptions of 2,942 separate occupations and skills linked to these occupations and is translated into all of the official EU languages plus Icelandic, Norwegian and Arabic. Into the future, it will also display the qualifications awarded in the education and training systems from each EU Member States, as well as qualifications issued by some private awarding bodies who utilise the national jurisdictions awarding classification system.

⁸ <https://ec.europa.eu/esco/portal/home>

According to ESCOs definition of the role of a qualified professional chef or cooks⁹, they state that the following skills and competencies should be had:

- Planning and developing recipes and menus, estimating food and labour costs, and ordering food supplies.
- Monitoring quality of dishes at all stages of preparation and presentation.
- Discussing food preparation issues with managers, kitchen and waiting staff.
- Supervising and coordinating the activities of cooks and other workers engaged in food preparation.
- Inspecting supplies, equipment and work areas to ensure conformity with established standards.
- Determining how food should be presented, and creating decorative food displays.
- Instructing cooks and other workers in the preparation, cooking, garnishing and presentation of food.
- Participating in the recruitment of kitchen staff and monitoring their performance.
- Preparing, seasoning and cooking speciality foods and complex dishes.
- Explaining and enforcing hygiene and food safety regulations.

<https://ec.europa.eu/esco/portal/occupation?uri=http://data.europa.eu/esco/occupation/90f75f67-495d-49fa-ab57-2f320e251d7e&conceptLanguage=en&full=true>

[Accessed 2/11/2019]

However, ESCO also classified professional chef/cooks and food service staff into several uniquely differing categories, albeit they all work with or around food. The categories are defined as follows: Head Chef; Head Pastry Chef; Grill Cook; Pizzaiolo; Pastry Cook; Fish Cook; Cook; Chef; Private Chefs; Diet Cook; Fast Food Preparers; Kitchen Helpers; Artistic Cultural and Culinary Associated Professionals. Also included within this category are Waiters / Waitresses and Restaurant Managers.

⁹ The competencies listed are based on independent verification by ESCO and clarification through research by ESCO associated researchers. The listings are exhaustive and due to the categorisation and sub-categorisations there is an immense amount of cross-over between the differing occupational listings and the associated competencies.

When it comes to other positions that are associated with professional cookery, ESCO have included them in the '*Food Processing, Wood Working, Garment and other Craft and Related Trades Workers*' category¹⁰, and have the specialisms in the following areas: Food and Beverage Tasters and Graders; Bakers, Pastry-cooks and Confectionery Makers; Dairy-Products Makers; Fruit, Vegetable and Related Preservers; Butchers, Fishmongers and Related Food Preparers.

Also, according to ESCOs definition of the role of a qualified Bakers, Pastry-cooks and Confectionery Makers, they state that the following skills and competencies should be had:

- Making bread, cakes, biscuits, pastries, pies and other flour products.
- Making handmade confectionery from mixtures of sugar, chocolate and other ingredients, using hand tools and some machines.
- Combining measured ingredients in bowls of mixing, blending or cooking machinery.
- Checking the quality of raw materials to ensure that standards and specifications are met.
- Applying glazes, icings or other toppings to baked goods and confectionary products, using spatulas or brushes.
- Checking the cleanliness of equipment and operation of premises before production runs to ensure compliance with occupational health and safety regulations.
- Monitoring oven temperatures and product appearance to determine baking times.
- Coordinating the forming, loading, baking, unloading, de-panning and cooling of batches of bread, rolls, and pastry and confectionery products.

<https://ec.europa.eu/esco/portal/occupation?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Fisco%2FC7&conceptLanguage=en&full=false#&uri=http://data.europa.eu/esco/isco/C7> [Accessed 2/11/2019]

¹⁰ <https://ec.europa.eu/esco/portal/occupation>

The European Job Mobility Portal – EURES¹¹ is a cooperation network designed to facilitate the free movement of workers within the EU member countries plus Switzerland, Iceland, Liechtenstein and Norway. It is funded by the EC and is composed of the European Coordination Office (ECO), the National Coordination Offices (NCOs), EURES partners and the associated EURES Partners. Partners in the network may include Public Employment Services, Private Employment Services, trade unions, employers' organisations and other relevant actors in the labour market. The partners provide information, placement and recruitment services to employers and jobseekers whereas the European and National Coordination Offices oversee the organisation of the activities at European and national level respectively. Moreover, EURES has an important role to play in providing specific information and facilitate placements for the benefit of employers and frontier workers in European cross-border regions.

While these EC funded initiatives and developments are an ideal platform to help professional chefs/cooks and food service staff understand their requirements in knowledge, skills and competencies, the sites are little known throughout EU member countries and therefore under-utilised. The mapping of LOs and ESCO competences from existing curricula within the partner countries Professional Cookery Programmes indicates that all partner countries are up-to-date and well defined as to what is required to attain the qualification.

¹¹ <https://ec.europa.eu/eures/public/en/homepage>

EQF, ECVET and Accredited Qualifications

European Qualifications Framework¹² (EQF) is a European-wide qualifications framework which joins the qualifications of different EU members together. It is a translation of different National Qualifications Frameworks (NQFs) which makes qualifications in different EU countries easier to understand. The EQF aims to facilitate mobility of students and workers within the EU in order to encourage development mobile and flexible workforce throughout Europe and to help develop Life Long Learning (LLL). The EQF is voluntary and the member countries are not obliged to cross reference their frameworks but the number of completed cross references is expected to increase as labour demands increase across the EU member states, particularly as regards specific skills requirements. The EQF is designed as a LLL framework and as a result, it covers all qualifications, including, but not exclusively, academic ones like with the Bologna Process¹³.

VET qualifications generally refer to work-based / work-related qualifications. They are designed to enable a learner to acquire KSCs that are required by the national occupational standards to be able to perform a particular role / job. A VET qualification gives the learner a 'proof' that they are adequately trained for a particular workplace once the programme is completed. All accredited VET qualifications are also designed to help the individual acquire the necessary KSCs to either progress in the workplace or continue education. VET qualifications have different levels, ranging from the entry level to final level / senior level and hold the same status as the more traditional Higher Educational accreditations. The majority of VET qualifications consist of units, each of which has a credit value and allows the learner to predict how long they will need to achieve the qualification.

In addition to allowing learners to acquire the necessarily KSCs for a particular job, VET qualifications also allow the learners to choose from a broader range of subjects, which includes trade and craft subjects and practically based subjects. Although VET

¹² <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>

¹³ https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en

qualifications are very similar to higher education qualifications, they distinguish themselves for giving the emphasis on KSCs that are sought after the most by the related industry category and potential employers.

European Credit System for Vocational Education and Training¹⁴ (ECVET) uses common instruments to assist individuals in transferring, recognising and accumulating their assessed LOs to achieve a qualification or to take part in further LLL. ECVET allows learners to accumulate, transfer and use their learning in units as these units are achieved. This enables building a qualification at an individual learners' own pace from LOs acquired in formal, non-formal and informal contexts, in their own country and abroad. The system is based on units of LOs as part of qualifications that can be assessed and validated. It offers a framework for making learners more mobile and qualifications more portable, laying down principles and technical specifications and making use of existing national legislation(s) and regulations. It applies to VET qualifications at all levels of the European Qualifications Framework.

ECVET complements and builds on concepts and principles shared with the EQF, Europass¹⁵ and the European Quality Assurance Reference Framework for VET¹⁶ (EQARF). Europass is a portfolio of five documents, designed to make skills and qualifications clearly and easily understood across the EU members and associated European partner countries who sign up to the principles involved.

Qualifications Frameworks

National Qualifications Frameworks (NQFs) have been arranged and can be compared within the EU member states and further afield. It normally consists of eight levels and covers both formal education as well as professional qualifications. The LOs of VET are described in the vocational education standards along with competence requirements

¹⁴ <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-credit-system-vocational-education-and-training-ecvet>

¹⁵ <https://www.cedefop.europa.eu/en/events-and-projects/projects/europass>

¹⁶ <https://www.cedefop.europa.eu/en/events-and-projects/projects/quality-assurance>

for professional qualifications¹⁷. Figures 1-4 below outline the frameworks for each CORE project partner countries.

Figure 1. Estonian Qualification Framework

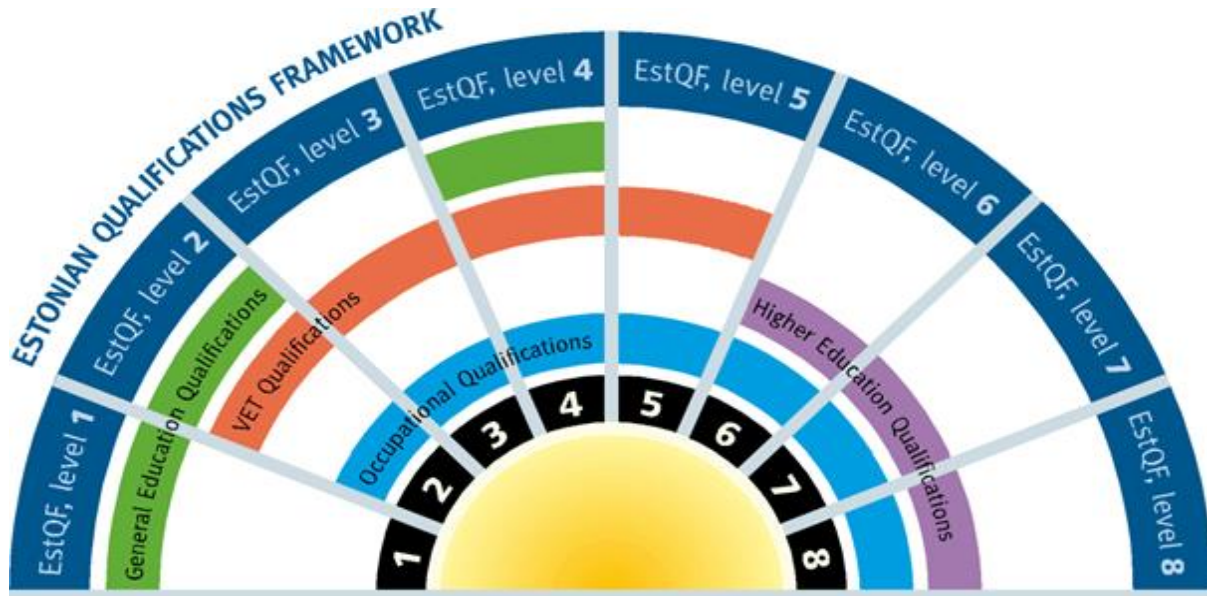
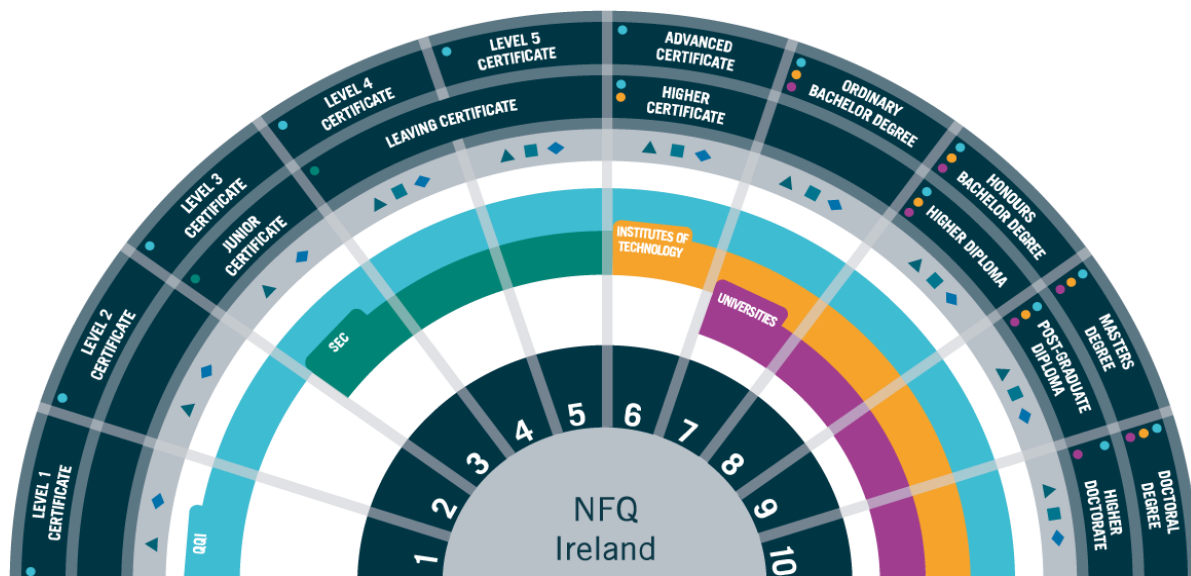


Figure 2. National Framework for Qualifications - Ireland



¹⁷ <https://www.cedefop.europa.eu/en/events-and-projects/projects/national-qualifications-framework-nqf>

Figure 3. National Framework for Qualifications and other competences modules in Finland



Figure 4: Qualifications Framework - Spain

LEVELS	RELATION TO EQF
Level 1: Higher Technician (VET)	Level 5 of EQF
Level 2: Bachelor's Degree	Level 6 of EQF
Level 3: University Master's Degree	Level 7 of EQF
Level 4: Doctorate	Level 8 of EQF

Existing Competencies

The overall competencies that are required of a cook from a training perspective are very similar across the partner countries, and indicate that at the end of a 2 to 3 year initial college training cycle, the majority of successful cooks entering the industry will have an occupational profile that enables them to participate in a kitchen / food production establishment. Generally the majority of this training will consist of a specific Knowledge, Skills and Competencies (KSC) basis, which, when combined indicate the overall skills level of the trainee for the said occupational profile.

Based on an amalgamation of existing curricula from Estonia, Finland, Ireland and Spain / Basque Region, the following highlights what kind of knowledge, skills and competence a cook should have when beginning one's career within the food service sector industry:

Knowledge

Knowledge – Culinary:

- Identify the factors which influence the types of dishes and menus offered by the business.
- Recognise how technology supports the development and production of dishes and menu items in own kitchen.
- Recognise the importance of checking food stocks and managing stock rotation.
- Understand set up, preparation and cleaning tasks to the agreed standard whilst working in a challenging environment (in compliance with food safety legislation).
- Identify correct ingredients and portion sizes for each dish in line with recipe specifications.
- Identify the principles of basic food preparation and cooking; taste; allergens; diet and nutrition.
- Identify commonly used knives and kitchen equipment and their specific function.
- Recognise and understand sources and quality points of common food groups and commodities.
- Identify traditional cuts of and basic preparation methods for, meat, poultry, fish and vegetables.
- Recognise the impact of seasonality on the availability, quality and price of ingredients.

Knowledge – Food Safety:

- Identify the personal hygiene standards, food safety practices and procedures required in compliance with food safety legislation.
- Understand how to store, prepare and cook ingredients to maintain quality, in line with food safety legislation.

Knowledge – Communication:

- Understand how personal and team performance impact on the successful production of dishes and menu items.
- Know how to communicate with colleagues and team members from a diverse range of backgrounds and cultures.
- Understand the importance of training and development to maximise own performance.
- Know how to support team members when the need arises.
- Have an understanding of professional behaviours and organisational culture.
- Recognise how all teams are dependent on each other and understand the importance of teamwork both back and front of house.
- Have a familiarity with workplace social media channels and able to use diverse social media channels under supervision.

Knowledge – Business Acumen:

- Understand the basic costing and yield of dishes and the meaning of gross profit.
- Understand the principles of supply chain and waste management.
- Recognise potential risks in the working environment, how to address them and the potential consequences of those risks.
- Demonstrate a specialist knowledge of hospitality business principles and practices including application within an entrepreneurial context.

Skills

Skills – Culinary:

- Contribute to reviewing and refreshing menus in line with business and customer requirements.
- Use available technology in line with business procedures and guidelines to achieve the best result.
- Check food stocks, report on shortages, prioritise food that is close to expiry and keep the storage areas in good order.
- Measure dish ingredients and portion sizes accurately.
- Work methodically to prioritise tasks, ensuring they are completed at the right moment and to the required standard.
- Demonstrate a range of craft preparation and basic cooking skills and techniques to prepare, produce and present dishes and menu items in line with business requirements.
- Use correct knives and knife skills when preparing food and use the correct equipment when preparing, cooking and presenting food.
- Correctly store and use food commodities when preparing dishes.
- Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes.
- Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification.

Skills – Food Safety:

- Maintain a clean and hygienic kitchen environment at all times, complete kitchen documentation as required in compliance with food Hygiene requirements.
- Store, prepare and cook ingredients correctly to deliver a quality product that is safe for the consumer in compliance with Food Safety regulation(s).

Skills – Communication:

- Ensure that teamwork and communication are utilised in the production of dishes of high quality, delivered on time and to the standard required.

- Use suitable methods of communication and operate in a fair and equal manner that demonstrates effective team working.
- Support team members to produce dishes and menu items on time to quality standards.
- Perform role to the best of own ability in line with the business values and culture.
- Use workplace social media channels for customer feedback and communicate through social media to add value to the customer.
- Develop good working relationships across the team and with colleagues in other parts of the organisation, and deal with challenges and problems constructively to drive a positive outcome.

Skills – Business Acumen:

- Follow instruction to meet targets and effectively control resources.
- Follow procedures regarding usage and waste of resources.
- Undertake all tasks with due care and attention, reporting risks in the appropriate manner.

Competencies

Competencies – Culinary:

- Show enthusiasm for keeping up to date with business and current industry trends.
- Use information communication technology and equipment in line with hospitality training.
- Demonstrate the knowledge and understanding of stock rotation and stock control.
- Demonstrate the ability to identify when tasks are not going to plan and have the confidence to request support when needed through the mentoring system.
- Work consistently to achieve standards within the hospitality environment.
- Show commitment to developing skills and knowledge; trying out new ingredients and dishes; practicing and reflecting on different preparation and cooking techniques.
- Demonstrate care and attention when using knives and equipment in conjunction with health and safety regulation.
- Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail.
- Utilise the correct cuts and preparation methods in the production of high quality, safe and wholesome dishes/food for consumption.
- Develop an understanding and appreciation of food ingredients.

Competencies – Food Safety:

- Demonstrate excellence personal hygiene standards in conjunction with food safety legislation.
- Demonstrate safe working practices when storing, preparing and cooking ingredients in order to maintain quality and ensure food safety.

Competencies – Communication:

- Apply a professional approach to all tasks within the role.
- Listen and understand other peoples' point of view and respond courteously.
- Acknowledge and recognise team's achievement through positive feedback recognising peoples work and commitment.
- Work positively as a team member and apply and understand the business culture and values.
- Communicate and behave effectively to help team members achieve the best result for the customers and the business.

Competencies – Business Acumen:

- Be financially aware of the cost implications through the business in approach to all aspects of work and apply good waste management practices within the business.
- Be aware of potential risks within the kitchen environment and takes action to prevent them.

Becoming a cook involves acquiring the knowledge, skills and competence to carry out the core cooking tasks / responsibilities within the kitchen sections (e.g. starters, vegetables, sweets, meats, sauces, etc.) in order to work autonomously at this level.

The ability to multitask is also a key required skill to become a cook, particularly when training so as to build confidence and enhance the already acquired KSCs.

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