Guidelines supporting the use of the European level framework for VET in the hospitality field

Released version

Partnership:

CORE – COOKING FOR THE FUTURE

Guidelines supporting the use of the European level framework for VET in the hospitality field

Released version

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Introduction

This guideline is designed to meet the needs of those training for or involved in the hospitality and catering industry. We have set out a framework as a basis for studies for five new modules (Personal branding and marketing, Local food, creating menus, Sustainable Gastronomy, Plant based diet and Traditional and professional cooking skills with modern technology).

These new modules are aimed at students and/or teachers from the catering field. The modules aim to assist students to understand what the skills requirements are and how they are assessed. Secondly, the framework assists in teaching/learning process and showcases how these new modules are designed to be taught.

There is a common recognition that evaluation and assessment arrangements are key to both improvement and accountability in VET school systems. Student assessment is essential to measure the progress and performance of individual students, to plan further steps for the improvement of teaching and learning and to share information with relevant stakeholders.

Guild School method has been used in the project from the planning phase on. Using the flexible learning pathways can be seen as a kind of a pedagogical model. This is also strongly visible in the project's new modules' lesson plans.

In this guide we also describe the approaches that are to be taken to assess individual students according to ECVET principles. In this way we hope to assist all the students and/or teachers and those who wish to study our new modules.

Modules

In CORE project we created and tested the functionality of five new teaching/learning modules for the gastronomy field. In this project, these new modules are built together but they can also be implemented individually. In this set of study units, we also make use of previously made material, e.g. Open Badges.
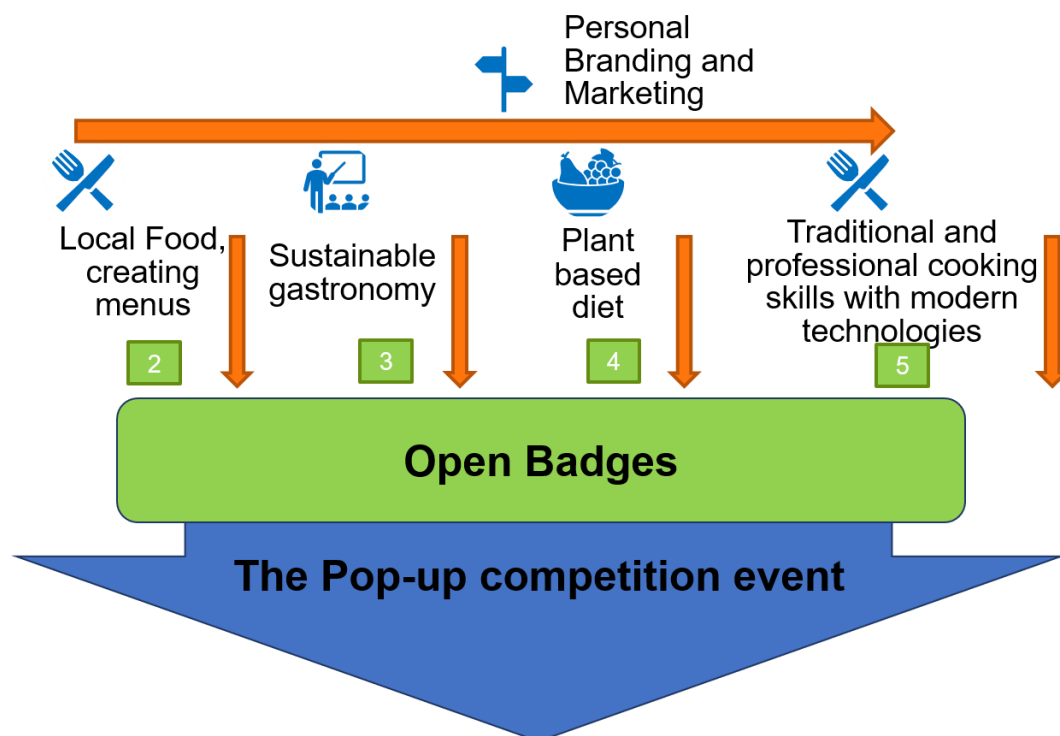
Module 1: Personal branding and marketing
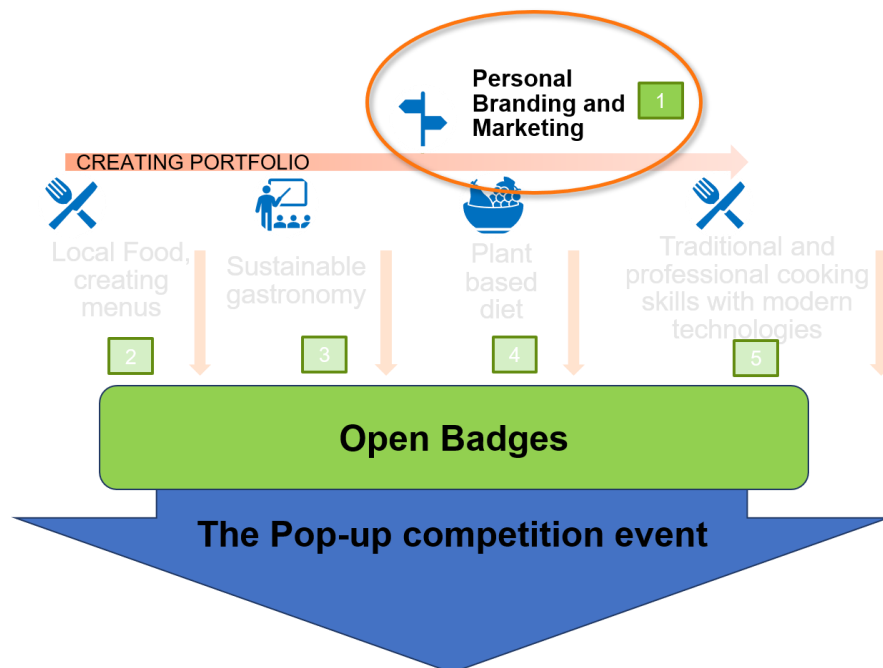
This is the basis for all new teaching modules (1-5). It is general knowledge of how to make oneself visible to the employers and other participants in the pop-up/competition event.

The module aim is to teach how to use social media as a tool in a professional context, how to present oneself and how to make a video CV application and to create social media accounts, e.g. a Blog or an Instagram account.

The learning outcomes of this module are:

Concerning a competition

- to create a professional blog or design and create advanced websites as a portfolio
- to create a video resume
- to create a social media account, e.g. Instagram
- to take part in one professional competition
- to demonstrate international competencies (flexibility, adaptability, language skills, teamwork, intercultural communications)
- to use social media as a tool in a professional context, e.g. Facebook

Concerning a pop-up event

- to create a professional blog or design and create advanced websites as a portfolio

- to create a video resume
- to create a social media account, e.g. Instagram
- to know food styling and photography
- to take part in one professional event
- to demonstrate international competences (flexibility, adaptability, language skills, teamwork, intercultural communications)
- to live stream, e.g. in Youtube
- to use social media as a tool in a professional context, e.g. Facebook

Module description

Module Title: Personal branding and marketing	
Academic Year: 2020	Semester:
WP5/WP6: Cooking competition and Pop-up event	
Module Leader: Omnia	

Purpose
The purpose of this module is to provide a basic understanding of social media skills in terms of own professional development. At the same time, the student creates a professional portfolio. A portfolio illustrates goals and development of students.

Learning outcomes

On successful completion of this module student is able to:
- create a professional blog or design and create advanced websites as a portfolio
- create a video resume
- create a traditional CV (LinkedIn/ Europass)
- create a social media account, for example, Instagram
- food styling and photography
- take part in one professional competition or event
- demonstrate international competences (flexibility, adaptability, languages, teamwork, intercultural communications)
- live stream, for example, in Youtube
- using social media as a tool in a professional context, for example, Facebook

Key skills

The key skills that are acquired by the student will be recognised and will form a part of his/her final learning portfolio.
- professional Identity/ skills and competences more visible
- social media skills in professional context
- communicational skills
- interactive group working skills
- improved employability
- language skills

Teaching and learning strategy

Students produce and share digital material using a creative commons (CC) license in different networks and social media platforms.

Teaching and learning strategy combines pedagogical models that simulate working life and encourage students' team spirit, motivation and activity.

Evaluation

Student is evaluated by the skills he/she has in, use of different digital environments and applications in their work tasks, producing and sharing digital materials in networks related to their vocational field.

The knowledge, skills and competence acquired during the module will be demonstrated by open badges.

Student is also evaluated by his/her portfolio and the use of different social media channels. Also, student's teamwork skills and entrepreneurial attitude are evaluated.

Assessment criteria according to ECVET principles

Assessment criteria	1	3	5
Knowledge The student - creates a professional blog or designs and creates advanced websites as a portfolio - creates and uses social media account, for example, Instagram - utilizes social media as a tool in a professional context	Understands the concept of social media and tools of social media as a part of professional carrier. Recognizes true and useful information in web and social media under guidance.	Is familiar with the concept of social media and tools of social media as a part of professional carrier. Recognizes true and useful information in web and social media.	Is fluent with the concept of social media and tools of social media as a part of professional carrier. Independently recognizes true and useful information in web and social media.
Skills The student - participates in teamwork and understands intercultural communications - understands food styling and photography - creates a video resume - creates a traditional CV (LinkedIn/ Europass) - utilizes live stream, for example, in Youtube	In intercultural environment communicates through social media tools as a part of team. Presents him/herself and food products using modern technology in presentation under guidance. Creates social media contents under guidance.	In intercultural environment communicates through social media tools as an active member of the team. Presents him/herself and food products using modern technology in presentation. Creates social media contents when instructed to do so.	In intercultural environment communicates fluently through social media tools as an active member of the team. Presents him/herself and food products using independently modern technology in innovative way in presentation. Independently creates social media contents.
Competence The student - understands the concepts of international competences (flexibility, adaptability, languages) - takes part in professional competition or event	Makes professional Identity/ skills and competences more visible in professional context by participating under guidance in a suitable event as a part of interactive group.	Makes professional Identity/ skills and competences more visible in professional context by participating in a suitable event as a part of interactive group. Shows good skills in flexibility, adaptability and languages.	Makes professional Identity/ skills and competences more visible in professional context by participating independently in a suitable event as a part of interactive group. Shows excellent skills in flexibility, adaptability and languages.

Relation to other modules

This course will use different "classroom-based activities" and "workshop assessments" to support the learning outcomes. All activities and materials will be found from our web site under the **Module 1**. **Personal Branding and Marketing** / 360° Thinglink platform. Please contact CORE-team members via closed Facebook group if you have any questions.

The first step in completing this course is to begin. Here is how to proceed:

Please review all the modules from the Modules starting page drop-down menu (the second module from the Modules menu) including reading through the Parts 1 & 2: Learning outcomes (EQF Level 4) after which continue to the 360° Thinglink platform.

The greater value of the **Personal Branding and Marketing** module is that it works seamlessly with the other Cooking for the future modules. Here are a few words about how the Cooking for the future project's modules 1-5 function in general.

In this module students will attach all the assignments they do to their own professional portfolios (blogs) to the sub-page that is called **Personal Branding and Marketing**.

The purpose of this first lesson is that students will create their own professional portfolio and video CV to make themselves visible to the employers and other participants in the upcoming event. They will also begin writing a future business plan for the upcoming event and develop a poster to advertise the event. At the same time students learn to be professionally active on various social media channels. (PART 1)

During this module, students also learn the basic knowledge of food styling and photography. (PART 2) This knowledge will be of use during the menu planning when students also need to create the receipt layout for the event.

Based on the **Personal Branding and Marketing** module, this activity allows students to create portfolio contributions, with a structure set in this module. This module creates an overall structure for the students' work via a series of chapters and subchapters. The students in the course are then able to add their own assignments based on this structure. From now on, all modules will complement the portfolio that students have just started. (PART 1&2).

Module 2. Local Food, creating menus: The purpose of this second lesson is that the students start planning the menu for the upcoming event. At the same time, they need to know how to tell the story behind the food when planning the menu for the event.

Module 3. Sustainable gastronomy: The purpose of this third lesson is that the students will continue to plan the event by implementing the element of sustainable development to the upcoming event's menu created in the module 1.

Module 4. Plant based diet: The purpose of this fourth lesson is that the students will implement nutritional information to the previously created upcoming event's menu and changing one upcoming event's menu's dish to vegetarian dish or to vegan dish.

Module 5: Traditional and Professional cooking skills with modern technologies: The purpose of this fifth lesson is that the students will plan and create a component or element using various cooking methods for the previously created upcoming event's menu. They also plan their mis-en-place/ workplace for the upcoming event.

Module 2: Local food, creating menus
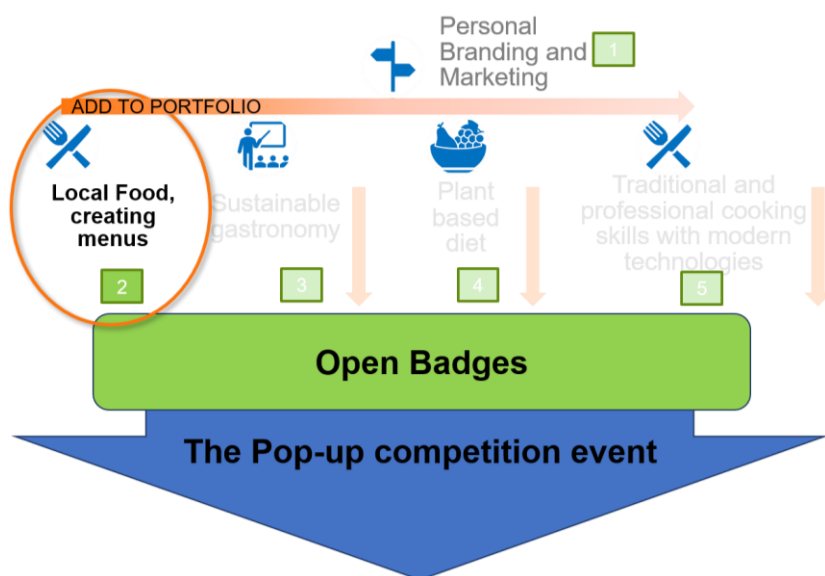
This module is meant to improve the students' skills to create a menu based on local raw materials and how to tell the story behind the food when planning the menu for the pop-up/competition event.

This is the start of planning the pop-up/competition event.

Visit to a farmhouse, create a story behind the food when planning the menu for the pop-up/competition event, calculate the carbon footprint of the menu and understand customers' expectations when planning the menu for the pop-up/competition event.

The learning outcomes of this module are:

Concerning a competition

- to present the locality in his/her food making
- to contact and co-operate with local producers
- to show knowledge of raw materials, skills to handle raw materials and competence to use raw materials
- to create a unique and innovative dining experience including menu development and plating

Concerning a pop-up event

- to understand the concept of organic food, wild food, slow food, seasonality
- to demonstrate entrepreneurial skills, e.g. budgeting, saleability, seasonality
- to calculate the carbon footprint of his/her menu
- to understand the customers' expectations

Module description

Module Title: Personal branding and marketing	
Academic Year: 2020	**Semester:**
WP5/WP6: Cooking competition and Pop-up event	
Module Leader: Omnia	

Purpose

The purpose of this module is to provide a basic understanding of social media skills in terms of own professional development. At the same time, the student creates a professional portfolio. A portfolio illustrates goals and development of students.

Learning outcomes

On successful completion of this module student is able to:
- create a professional blog or design and create advanced websites as a portfolio
- create a video resume
- create a traditional CV (LinkedIn/ Europass)
- create a social media account, for example, Instagram
- food styling and photography
- take part in one professional competition or event
- demonstrate international competences (flexibility, adaptability, languages, teamwork, intercultural communications)
- live stream, for example, in Youtube
- using social media as a tool in a professional context, for example, Facebook

Key skills

The key skills that are acquired by the student will be recognised and will form a part of his/her final learning portfolio.
- professional Identity/ skills and competences more visible
- social media skills in professional context
- communicational skills
- interactive group working skills
- improved employability
- language skills

Teaching and learning strategy

Students produce and share digital material using a creative commons (CC) license in different networks and social media platforms.

Teaching and learning strategy combines pedagogical models that simulate working life and encourage students' team spirit, motivation and activity.

Evaluation

Student is evaluated by the skills he/she has in, use of different digital environments and applications in their work tasks, producing and sharing digital materials in networks related to their vocational field.

The knowledge, skills and competence acquired during the module will be demonstrated by open badges.

Student is also evaluated by his/her portfolio and the use of different social media channels. Also student's teamwork skills and entrepreneurial attitude are evaluated.

Assessment criteria according to ECVET principles

Assessment criteria	1	3	5
Knowledge The student -presents the locality in his/her food making -shows knowledge of raw materials	Understands the concept of locality. Recognizes local raw materials under guidance.	Is familiar with the concept of locality and uses local raw materials in menus. Recognizes local raw materials.	Is familiar with the concept of locality and presents local raw materials fluently in menus. Is familiar with the local raw materials.
Skills The student -Contacts and co-operates with local producers -Demonstrates entrepreneurial skills, for example, budgeting, saleability, seasonality -Calculates the carbon footprint of his/her menu	Co-operates with local producers on basic level. Under guidance calculates the carbon footprint, costs and price of menu according to the aimed margin.	Co-operates well with local producers. With instructions calculates the carbon footprint, costs and price of menu according to the aimed margin.	Co-operates fluently with local producers. Independently calculates the carbon footprint, costs and price of menu according to the aimed margin.
Competence The student -Creates a unique and innovative dining experience including menu development and plating -Understands the concept of organic food, wild food, slow food, seasonality -Understands customers' expectations and how to meet them -shows skills to handle raw materials	Gastronomic principles of menu planning are understood. Description and presentation of menu is done on basic level. Understands the concept of organic food, wild food, slow food, seasonality and customers' expectations. Uses and handles local raw materials under guidance.	Gastronomic principles of creative menu are shown. Description and presentation of menu is done on a good level. Is familiar with the concept of organic food, wild food, slow food, seasonality and customers' expectations are understood. Uses and handles local raw materials as instructed.	Gastronomic principles of creative menu are shown on excellent level. Description and presentation of menu is done fluently on excellent level. Is familiar with the concept of organic food, wild food, slow food, seasonality and customers' expectations are understood and uses the concepts fluently in menus.

Relation to other modules

This course will use different "classroom-based activities" and "workshop assessments" to support the learning outcomes. All activities and materials will be found from our web site under the **Module 2. Local Food, creating menus**/ 360° Thinglink platform.

The first step in completing this course is to begin. Here is how to proceed:

Please review all the modules from the Modules starting page drop-down menu (the second module from the Modules menu) including reading through the Parts 1&2: Learning outcomes (EQF Level 4) after which continue to the 360° Thinglink platform.

The greater value of the **Local Food, creating menus** module is that they work seamlessly with the other Cooking for the future modules. Here are a few words about how the Cooking for the future project's modules 1-5 function in general.

In this module students will attach all the assignments they do to their own professional portfolios (blogs) to the sub-page that is called **Local Food, creating menus**.

The purpose of this second lesson is that the students start planning the menu for the upcoming event but at the same time they need to know how to tell the story behind the food when planning the menu for the upcoming event. (PART 1).

In this module students will learn about the local raw materials that they need to use in upcoming event (respect of local products). At the same time, they also visit a local producer. (PART 1.)

After completing the part 1 the students learn about the concept of organic food, wild food, slow food, seasonality. Simultaneously, students demonstrate entrepreneurial skills, for example budgeting and saleability. At the same time, they add to their business idea elements about how events use innovative, and uniqueness to create memorable experiences. (PART 2).

NOTE. Social media plays an increasingly prominent role in the interaction between different modules.

Module 3. Sustainable gastronomy: The purpose of this third lesson is that the students will continue to plan the event by implementing the element of sustainable development to the previously created upcoming event's menu.

Module 4. Plant based diet: The purpose of this fourth lesson is that the students will implement nutritional information to the previously created upcoming event's menu and changing one upcoming event's menu's dish to vegetarian dish or to vegan dish.

Module 5: Traditional and Professional cooking skills with modern technologies:
The purpose of this fifth lesson is that the students will plan and create a component or element using various cooking methods for the previously created upcoming event's menu. They also plan their mis-en-place/ workplace for the upcoming event.

Module 3: Sustainable gastronomy
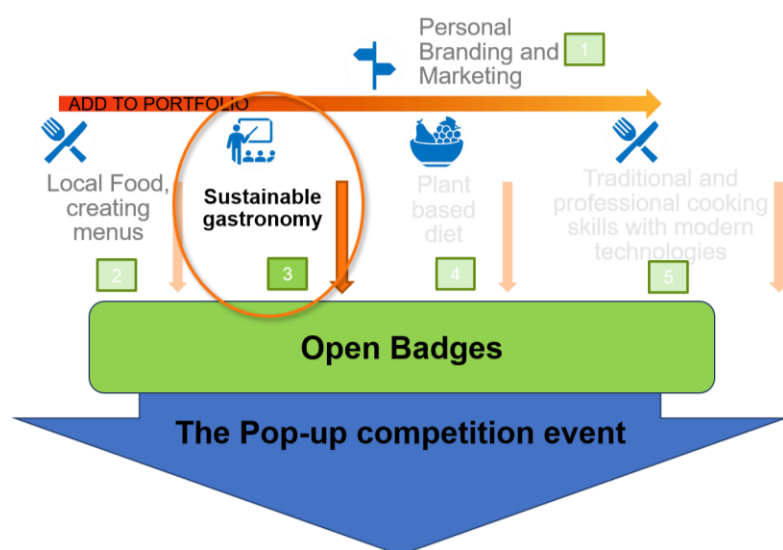
This module improves the students' ability to understand environmental indicators when planning the menu for a pop-up/competition event.

After attending this module, the student should recognise organic labelling incl. the EU and national organic labels and how they are used, have general knowledge of healthy food choices and how they can be implemented in the pop-up/competition event menu and knowledge of renewable materials in packaging. He/she should be able to reduce food waste and explain environmental indicators.

The learning outcomes of this module are:

Concerning the competition

- to create healthy food choices (i.e. healthy eating plate)
- to understand climate changes (i.e. how to eat environmentally friendly)
- to explain environmental indicators (e.g. carbon footprint, the water footprint, green gas emissions, the ecological footprint)

Concerning the pop-up event

- to recognise organic food and organic farming labels (e.g. EU logos and labels)

- to avoid producing food waste (e.g. impacts for wastage, wastage reduction, recycling and food preparation)
- to understand sustainable innovations (the student designs and implements the food recipe)
- to use renewable materials for packaging

Module description

Module Title: Sustainable gastronomy	
Academic Year: 2020	Semester:
WP5/WP6: Cooking competition and Pop-up event	
Module Leader: MTU	

Purpose
The purpose of this module is to learn to make environmentally friendly food and to understand environmental indicators.

Learning outcomes
On successful completion of this module student is able to: - create healthy food choices (e.g. healthy eating plate) - understand climate changes (e.g. how to eat environmentally friendly) - recognise organic food and organic farming labels (e.g. EU logos and labels) - explain environmental indicators (e.g. carbon footprint, the water footprint, green gas emissions, the ecological footprint) - avoid producing food waste (e.g. impacts for wastage, wastage reduction, recycling and food preparation) - understand sustainable innovations (The student designs and implements the food recipe) - use renewable materials for packaging

Key skills
The key skills that are acquired by the student will be recognised and will form a part of his/her final learning portfolio. - Sustainable choices in cooking - Decreasing carbon footprint in cooking - Reduce wastage and recycling

Teaching and learning strategy

The students learn the skills in practice by working in versatile food preparation tasks. Students learn the use of local ingredients, to be initiative and get to be familiar with profitable food preparation in line with sustainable development and they will put together environmentally friendly portions following the plate model.

Students produce and share digital material using a creative commons (CC) license in different networks and social media platforms.

Teaching and learning strategy combines pedagogical models that simulate working life and encourage students' team spirit, motivation and activity.

Evaluation
Student is evaluated by the skills he/she has in sustainable development.

The knowledge, skills and competence acquired during the module will be demonstrated by open badges.

Student is also evaluated by his/her portfolio and the use of different social media channels. Also, student's teamwork skills and entrepreneurial attitude are evaluated.

Assessment criteria according to ECVET principles

Assessment criteria	1	3	5
Knowledge The student - creates healthy food choices - recognizes organic food and organic farming labels - uses renewable materials for packaging	Understands the meaning of healthy food choices and nutrition values when designing recipes. Recognizes organic food and organic farming labels. Understands the concept of renewable materials in packaging.	Is familiar with the meaning of healthy food choices and nutrition values when designing recipes. Is familiar with the organic food and organic farming labels. Is familiar with the concept of renewable materials in packaging.	Independently makes right healthy food and nutrition value choices according to the latest recommendations when designing versatile recipes. Uses organic food and organic farming labels independently and in versatile ways in work. Is familiar with the concept of renewable materials in packaging and uses this concept in an innovative way in work.

Skills The student - understands climate changes - explains environmental indicators	Understands the concept of climate change and environmental indicators.	Is familiar with the concept of climate change and environmental indicators.	Independently presents the concept of climate change and environmental indicators.
Competence The student - avoids producing food waste - understands sustainable innovations (designs and implements the food recipes).	Understands sustainable choices and innovations in cooking. Understands how to decrease carbon footprint in cooking. Reduces wastage and recycles as guided in different food production situations.	Is familiar with sustainable choices and innovations in cooking. Decreases carbon footprint in cooking. As instructed reduces wastage and recycles in different food production situations.	Independently makes sustainable choices and uses sustainable innovations in cooking. Decreases carbon footprint in cooking and uses these methods independently in everyday work. Independently reduces wastage and recycles in different food production situations.

Relation to other modules

This course will use different "classroom-based activities" and "workshop assessments" to support the learning outcomes. All activities and materials will be found from our web site under the **Module 3. Sustainable gastronomy** / 360° Thinglink platform.

The first step in completing this course is to begin. Here is how to proceed:

Please review all the modules from the Modules starting page drop-down menu (the second module from the Modules menu) including reading through the Part 1&2: Learning outcomes (EQF Level 4) after which continue to the 360° Thinglink platform.

The greater value of the **Sustainable gastronomy** module is that it works seamlessly with the other Cooking for the future modules. Here are a few words about how the Cooking for the future project's modules 1-5 function in general.

In this module students will attach all the assignments they do to their own professional portfolios (blogs) to the sub-page that is called **Sustainable gastronomy**.

The purpose of this third lesson is that the students will continue to plan the event by implementing the element of sustainable development for the upcoming event menu and poster. At this point of the course students implement healthy food choices (e.g. healthy eating plate) and climate changes (e.g. how to eat environmentally friendly) for

the upcoming event poster to advertise the event. Students can also add possible environmental indicators (e.g. carbon footprint, the water footprint, green gas emissions, the ecological footprint) to the document (poster) and to their blogs/portfolios. (PART 1).

At the same time, they are able to recognise the EU and national organic food and organic farming labels. If organic food has been used in the event's dishes, students need to add this information to the poster. (PART 2).

Recycling, recovering and preventing food waste is part of the evaluation of the event. The students need to think about how they can use all the raw materials in their upcoming event's menu to avoid food waste. (PART 2).

At this point, students have started to design the food recipes. One of the recipes needs to include some kind of sustainable innovation. (NOTE: use plant based raw materials in innovative way taking the requirements of Modules 4 and 5 into account/Module 4. Plant based diet; Module 5. Traditional and Professional cooking skills with modern technologies). Students also need to understand the meaning of the use of renewable materials for packaging. In this section, they need to think about what kind of display utensils they will use and why in the upcoming event. (PART 2).

NOTE. Social media plays an increasingly prominent role in the interaction between different modules.

Module 4. Plant based diet: The purpose of this fourth lesson is that the students will implement nutritional information to the previously created upcoming event's menu and change one of the upcoming event's menu's dish to vegetarian dish or to vegan dish.

Module 5: Traditional and Professional cooking skills with modern technologies: The purpose of this fifth lesson is that the students will plan and create a component or element using various cooking methods for the previously created upcoming event's menu. They also plan their mis-en-place/ workplace for the upcoming event.

Module 4: Plant based diet
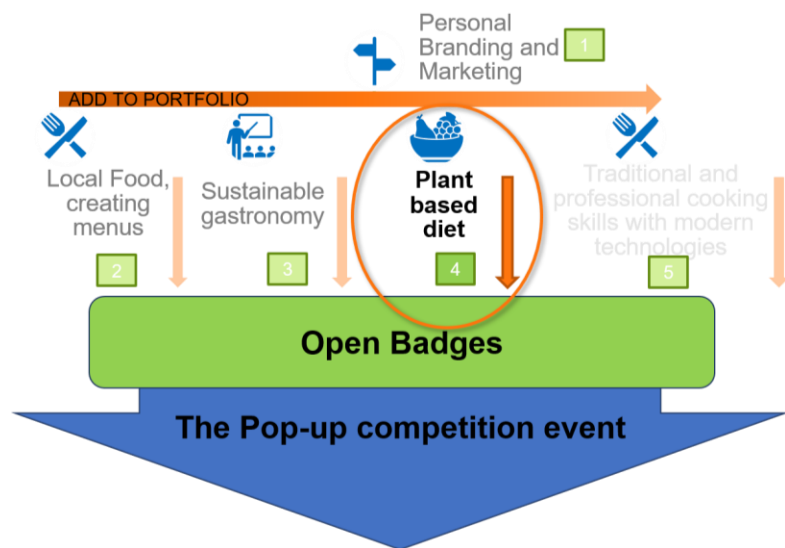
This module is meant to improve understanding of changing a vegetarian dish into a vegan dish for a pop-up/competition event and about what is meant by different vegetarian diets. Students should learn about current food trends and about the concept of innovation in cooking and presenting plant-based dishes.

Learning outcomes for this module are:

Concerning a competition

- to understand what is meant by different vegetarian diets
- to understand and appreciate nature as a part of food making and as a source for raw materials (respect of local products)
- to be aware of food trends /trends in food (compare past and present food trends)

Concerning a pop-up event

- to understand what is meant by healthy food choices
- to understand the importance of nutrition in a vegetarian diet (vegetable-enhanced diet)
- to come up with ideas for planning and putting together suitable seasonal food products based on natural produce/plant-based food
- to change menu items into vegan or vegetarian options
- to use plant based raw materials in innovative way
- to follow instructions, select natural ingredients, implement ways of cooking and serving dishes suitable for the situation

Module description

Module Title proposal: Plant-based diet	
Academic Year: 2020	**Semester:**
WP5/WP6: Cooking competition and Pop-up event	
Module Leader: TKHK	

Purpose

The purpose of this module is to plan food products based on plant-based diets. The student at the same time learns to understand what is meant by different vegetarian diets. The student gets to know future trends.

Learning outcomes

On successful completion of this module student is able to:
- understand what is meant by different vegetarian diets
- understand what is meant by healthy food choices
- understand the importance of nutrition in a vegetarian diet (vegetable-enhanced diet)
- understand and appreciate nature as a part of food making and as a source for raw materials (respect of local products)
- come up with ideas for, plan and put together suitable seasonal food products based on natural produce/plant-based food
- change menu items into vegan or vegetarian options
- use plant based raw materials in innovative way
- be aware of food trends /trends in food/ (compare past and present food trends)
- follow instructions, select natural ingredients, cooking implements and serving dishes suitable for the situation

Key skills

The key skills that are acquired by the student will be recognised and will form a part of his/her final learning portfolio.
- nutrition aspects in vegetarian menus
- understands and appreciates nature as a part of food making and source for raw materials
- use of vegetarian or plant-based ingredients in cooking
- converting non-vegetarian menus to vegetarian menus

Teaching and learning strategy

The student learns the skills in practice by working in versatile food preparation tasks. Student plans, procures and handles vegetarian or plant-based ingredients and makes and sets out products made from them.

Students produce and share digital material using a creative commons (CC) license in different networks and social media platforms.

Teaching and learning strategy combines pedagogical models that simulate working life and encourage students' team spirit, motivation and activity.

Evaluation

Student is evaluated by the skills he/she has on use of vegetarian and plant-based ingredients in cooking.

The knowledge, skills and competence acquired during the module will be demonstrated by open badges.

Student is also evaluated by his/her portfolio and the use of different social media channels. Also, student's teamwork skills and entrepreneurial attitude are evaluated.

Assessment criteria according to ECVET principles

Assessment criteria	1	3	5
Knowledge The student - knows different vegetarian diets, healthy food choices, nutrition in a vegetarian diet (vegetable-enhanced diet) - identifies current trends in food, food service and food presentation) - understands and appreciates nature as a part of food making and as a source for raw materials - understands what means plant based raw materials	Understands the concept of innovation Identifies current trends in food, food service and food presentation Uses plant based raw materials in innovative way as a part of team	Is familiar with the concept of innovation and nature as a part of food making. Is familiar with current trends in food, food service and food presentation Uses plant based raw materials in innovative way	Assimilates with the concept of innovation and nature as a part of food making. Is familiar with current trends in food, food service and food presentation Uses plant based raw materials independently in innovative way

Skills The student - comes up with ideas for, plans and puts together suitable seasonal food products based on natural produce/plant-based food (respect of local products) -Change menu items into vegan or vegetarian options - use plant based raw materials in innovative way	Uses different methods to prepare components for plated dishes or menus under guidance. Uses different methods to change items into vegan or vegetarian options under guidance.	Uses different methods to prepare components for plated dishes or menus as instructed. Uses different methods to change items into vegan or vegetarian options as instructed.	Recognizes and uses own strengths in teamwork. Uses independently different methods to change items into vegan or vegetarian options
Competence The student -follow instructions, select natural ingredients, cooking implements and serving dishes suitable for the situation	Identifies the most common natural ingredients and products relevant to their tasks and, under supervision, evaluate their quality before and during use Together with others, processes the quantity of ingredients required for a recipe	Identifies ingredients and products relevant to their tasks and assess their quality with initiative based on sensory evaluation as well as work out the ingredients' carbon footprints using a calculator Shows initiative, processes the quantity of ingredients required for a recipe	Identifies ingredients and products relevant to their tasks and assess their quality based on sensory evaluation as well as report quality deviations on their own initiative and work out the ingredients' carbon footprints using a calculator Participates in preliminary preparation tasks actively and with initiative

Relation to other modules

This course will use different "classroom-based activities" and "workshop assessments" to support the learning outcomes. All activities and materials will be found from our web site under the **Module 4. Plant based diet** / 360° Thinglink platform.

The first step in completing this course is to begin. Here is how to proceed:

Please review all the modules from the Modules starting page drop-down menu (the second module from the Modules menu) including reading through the Part 1&2: Learning outcomes (EQF Level 4) after which continue to the 360° Thinglink platform.

The greater value of the **Plant based diet** module is that it works seamlessly with the other Cooking for the future modules. Here are a few words about how the Cooking for the future project's modules 1-5 function in general.

In this module students will attach all the assignments they do to their own professional portfolios (blogs) to the sub-page that is called **Plant based diet**.

The purpose of this fourth lesson is that the students will implement nutritional information for the upcoming event's menu. At this point of the course students implement different vegetarian diets into their previously created menu and also include the information into their blog's/portfolio's sub-page **Plant based diet**. At the same time, students also describe the factors that contribute to past and present food trends in different vegetarian diets. (Part 1).

The teaching content "healthy food choices" started in the Sustainable gastronomy module continues here as the content is viewed from the plant-based diet perspective. Therefore, students have to change one of the previously created upcoming event's menu's dishes to vegetarian dish or to vegan dish in innovative way. (Part 2).

Simultaneously, they are able to tell the future customer what ingredients have been used in the design of the menu. Therefore, students also implement information on nutrient needs in different vegetarian diets into their blog's/portfolio's sub-page. (Part 2).

Module 5: Traditional and Professional cooking skills with modern technologies: The purpose of this fifth lesson is that the students will plan and create a component or element using various cooking methods for the previously created upcoming event's menu. They also plan their mis-en-place/ workplace for the upcoming event.

Module 5: Traditional and professional cooking skills with modern technologies
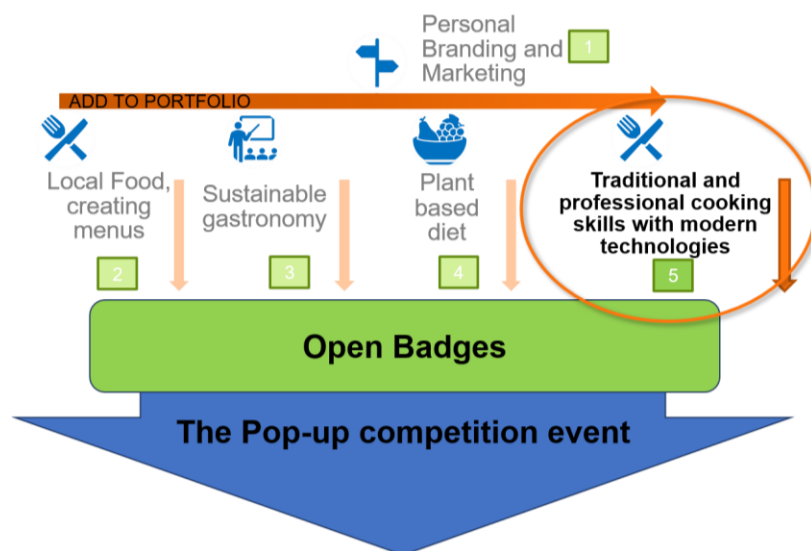
This module is meant to improve general knowledge of knife skills and cutting techniques in order to be able to create a component or element for a pop-up / competition event menu and to improve general knowledge of mise-en-place and service skills in order to plan the implementation of a pop-up/competition event menu.

Students should also improve knowledge of using seasonal ingredients in the menu for a pop-up/competition event and learn how to combine traditional and current techniques and trends in food preparation for a pop-up/competition event menu.

The learning outcomes for this module are:

Concerning a competition

- to improve knife skills, most common cutting techniques
- to improve group working skills (nationality inside the group, different cultures)
- to improve mise-en-place skills, set up, service, cleanup
- to understand nature as a part of food making (respect of local products)
- to have knowledge of current cooking techniques combined with past and future skills
- to use different methods to prepare components for plated dishes or menus

Concerning a pop-up event

- to improve knife skills, most common cutting techniques
- to improve group working skills (nationality inside the group, different cultures)

- to improve mise-en-place skills, set up, service, cleanup
- to understand innovation as a part of food making
- to identify current trends in food, food service and food presentation
- to preserve food (reusing, fermenting, pickling, making jams etc.)
- to use different methods to prepare components for plated dishes or menus

Module description

Module Title: Traditional and professional cooking skills with modern technology	
Academic Year: 2020	**Semester:**
WP5/WP6: Cooking competition and Pop-up event	
Module Leader: Ikaslan	

Purpose

The purpose of this module is to combine traditional professional cooking techniques and modern methods. Students will plan, prepare and present safe, appealing food that reflects contemporary food trends.

Learning outcomes

On successful completion of this module student is able to:
- knife skills, most common cutting techniques
- group working skills (nationality inside the group, different cultures)
- mise-en-place skills, set up, service, cleanup
- nature as a part of food making (respect of local products)
- present cooking techniques combined with past and future skills
- innovation as a part of food making
- identify current trends in food, food service and food presentation
- preserving food (reusable, fermented, pickled, making jams ex.)
- use different methods to prepare components for plated dishes or menus

Key skills

The key skills that are acquired by the student will be recognised and will form a part of his/her final learning portfolio.
- diverse and safe use of knives
- initiative to use of machines and equipment needed in modern cooking
- embracing old cooking methods with modern techniques
- avoiding wastage in different food production situations

Teaching and learning strategy

The students learn the skills in practice by working in versatile food preparation tasks. They prepare, cook and display food and combine traditional and professional cooking techniques with modern methods.

Students produce and share digital material using a creative commons (CC) license in different networks and social media platforms.

Teaching and learning strategy combines pedagogical models that simulate working life and encourage students' team spirit, motivation and activity.

Evaluation

Student is evaluated by the skills he/she has in methods of cooking which are based on traditional and modern techniques.

The knowledge, skills and competence acquired during the module will be demonstrated by open badges.

Student is also evaluated by his/her portfolio and the use of different social media channels. Also, student's teamwork skills and entrepreneurial attitude are evaluated.

Assessment criteria according to ECVET principles

Assessment criteria	1	3	5
Knowledge The student - understands innovation as a part of food making - understands nature as a part of food making - identifies current trends in food, food service and food presentation	Understands the concept of innovation and nature as a part of food making. Identifies current trends in food, food service and food presentation	Is familiar with the concept of innovation and nature as a part of food making. Is familiar with current trends in food, food service and food presentation	Is familiar with the concept of innovation and nature as a part of food making. Is familiar with current trends in food, food service and food presentation
Skills The student - understands group working skills - masters mise en place skills, set up, service and cleanup - uses different methods to prepare	Works as a member of a group in mise en place, setting up food, service and cleanup. Uses different methods to prepare components for plated dishes or menus under guidance.	Works as an active member of a group in mise en place, setting up food, service and cleanup. Uses different methods to prepare components for plated dishes or menus as instructed.	Works as an active and supportive member of a group in mise en place, setting up food, service and cleanup. Uses independently different methods to prepare components for plated dishes or menus.

components for plated dishes or menus - masters knife skills, most common cutting techniques	Uses different knives and cutting techniques safely.	Uses different knives and cutting techniques safely and diverse way.	Recognizes and uses own strengths in teamwork. Uses different knives and cutting techniques safely and diverse way with excellent results.
Competence The student - presents cooking techniques combined with past and future skills - preserves food (reusable, ferments, pickles, makes jams etc.)	Uses machines and equipment, needed in modern cooking under guidance. Understands concept of old cooking methods with modern techniques. Avoids wastage in different food production situations	Uses machines and equipment needed in modern cooking as instructed. Uses old cooking methods with modern techniques. Uses ingredients as whole in different food production situations to avoid wastage.	Takes initiative when using machines and equipment needed in modern cooking. Embraces old cooking methods with modern techniques. Uses ingredients innovatively in different food production situations to avoid wastage.

Relation to other modules

This course will use different "classroom-based activities" and "workshop assessments" to support the learning outcomes. All activities and materials will be found from our web site under the **Module 5. Traditional and professional cooking skills with modern technologies** / 360° Thinglink platform.

The first step in completing this course is to begin. Here is how to proceed:

Please review all the modules from the Modules starting page drop-down menu (the second module from the Modules menu) including reading through the Part 1&2: Learning outcomes (EQF Level 4) after which continue to the 360° Thinglink platform.

The greater value of the **Traditional and professional cooking skills with modern technologies** module is that it works seamlessly with the other Cooking for the future modules. Here are a few words about how the Cooking for the future project's modules 1-5 function in general.

In this module students will attach all the assignments they do to their own professional portfolios (blogs) to the sub-page that is called **Traditional and professional cooking skills with modern technologies** module.

The purpose of this fifth lesson is that the students will plan, create and execute a component or element using various cooking methods (e.g. different knife skills and cutting techniques) for the previously created upcoming event's menu by using seasonal ingredients. They also plan their mis-en-place/ workplace for the upcoming event. (PART 1&2).

At this point of the course students identify current trends in food, food service and food presentation in general in their work and also add this information to their blog's/portfolio's sub-page that is called **Traditional and professional cooking skills with modern technologies**. (PART 2).

Students also try to combine traditional and current techniques and trends in food preparation for the upcoming event menu. By doing for example some food preserving (e.g. reusing, fermenting, pickling, making jams). (PART 2).

Open badges

During the project period we created 14 open badges based on the findings in WP2 and one event-based open badge in three different languages (Finnish, English and Estonian). Surveys conducted showed that employers highly value social media skills among their future employees. For this reason, we created the digital skills and competences open badges for the work-based learning.
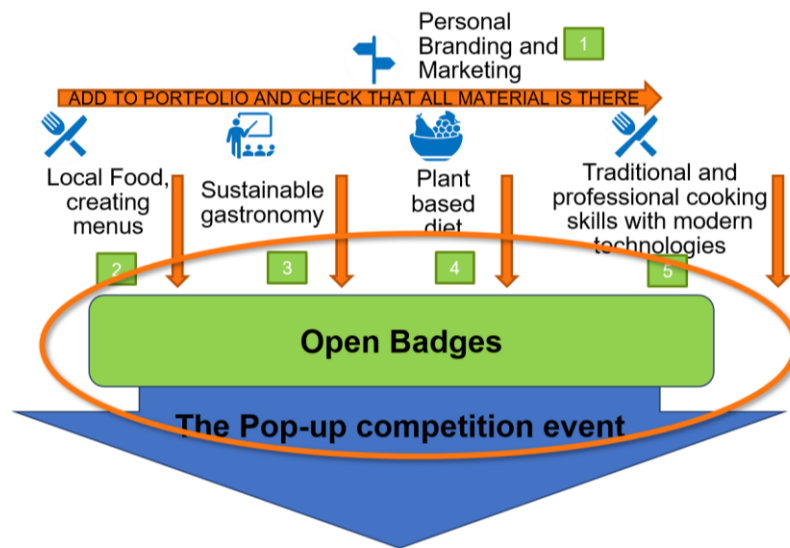
Sustainable development

We tested some previously created sustainable development badges from another Erasmus+ KA2 project.

The open badges for sustainable development were introduced as part of the competence-based learning during the virtual pop-up competition event.

Open digital badges are a new online standard to recognize learning and achievements. They are a digital method to prove evidence of competences. As they are an open standard they are not tied to any specific service or platform.

Open Badges are made on a degree-by-degree basis. There are altogether 14 open badges.

See page: https://cookingforthefuture.net/open-badges-english/.

Digital skills and competencies

The digital skills and competences open badges were a meeting point among learners, trainers, and companies through the certification of knowledge.

Open badges are an effective tool for students and also a way to demonstrate competence to future employers. They are a concrete way to show to the prospective employer the students' skills-gap between the demand for skills expressed by the labour market and the supply of skills developed by the educational system.

The Open Badges are new and built into this particular part of the degree.

See page: https://cookingforthefuture.net/open-badges-english/.

Skills and training provision needs, case example pop-up event

Module 1. Personal Branding and Marketing

Each team must prepare a Pop-up restaurant idea in advance.

They need to start to write a BUSINESS IDEA.

1. Start with NAME→ Name of the restaurant
2. Names of the students
3. Basic business idea
4. How was the name of the company chosen and why?
5. What is the business idea of the "company"?
6. What kind of knowledge / competences does the "company" need in the future?

Start to plan the advertisement poster!

NOTE! you can see the template in closed FB-page under **Popular topics in posts-Personal Branding and marketing**

Students need to choose which social media channel they will use for their pop-up marketing.

Module 2. Local Food, creating menus

Now you need to add to your plan

1. Menu (but remember to use the given menu template)
    - you can find this template in closed FB-page under **Popular topics in posts-Local food, creating menus**
    - NOTE! You need to use that template because there is the new MTU logo
    - Menu also goes to poster
2. Prices (max 2-3€)
    - add this info to your poster as well
3. Logo
    - add this to your poster and business plan as well
4. What was your Story Behind the Menu/The Story Behind the food?
    - add this info to your business plan
5. Open Badges (3)

Module 3. Sustainable gastronomy

Now you need to add to your plan

1. What elements of sustainable development appear in your menu/What is sustainability in menu planning and development?
   - add to menu, poster and business idea
2. Students can also add possible environmental indicators (e.g. carbon footprint, the water footprint, green gas emissions, the ecological footprint) to the document (poster) and to their blogs/portfolios.
3. If organic food has been used in the event's dishes, students need to add this information to the poster
4. Recycling, recovering and preventing food waste is part of the evaluation of the event. The students need to think about how they can use all the raw materials in their upcoming event's menu to avoid food waste
   - add to your business plan
5. Open Badges (5)

Module 4. Plant based diet

Now you need to add to your plan

1. Nutritional information of your menu.
2. Different vegetarian diets into your previously created menu and also include the information into your blog's/portfolio's
3. Convert one of the upcoming event's menu's dish to vegetarian dish or to vegan dish
4. Open Badges (1)

Module 5: Traditional and Professional cooking skills with modern technologies

Now you need to add to your plan

1. A component or element using various cooking methods for the upcoming event's menu by using seasonal ingredients.
2. A mise-en-place/ workplace for the upcoming event.
3. Open Badges (3)

Lesson plan, an example (Pop-up competition event 2021 / Teaching plan for the online sessions)

Date & time (CET)	Session Leader participating	Online lecture Learning outcomes	Homework (estimated time needed)	Students' assignments	Directed study
	Omnia				A closed Facebook page is created for the group.
Before the first online session	all partners		The students get acquainted with the platform (closed Facebook page) and at the same time introduce themselves to the other student groups (15-30 min) Students create their CVs (Europass/Linkedin) before the online sessions start (45-60 min). Students create their own professional blogs before the online sessions start (30 min-1,5 h).	Log in to the closed Facebook page Students introduce themselves in Facebook - write a short introduction about yourself (name, age, where you come from) and add a picture of yourself Think about the name of your future professional blog page Answer the questionnaires: "what expectations do you have for this module?"	
3.3.21 10-12	**Omnia** all partners	Introduction and presentation of the upcoming Cooking competition event		In this session you will learn the duties and responsibilities of participants. You will also learn the skills and knowledge required in the pop-up competition event.	The introduction session will start the implementation. All students must attend the session. ✔ Introduction (students / teachers) ✔ Evaluation procedures - pop-up competition - open badges

	all partners		Students get acquainted with the next theme (30 min)	Students answer the questionnaires: "what expectations do you have for the next module?"	
10.3.21 10-13	**Omnia** all partners	**Personal branding and marketing** - create a professional blog or design and create advanced websites as a portfolio - take part in a professional competition or event - demonstrate international competences (flexibility, adaptability, language skills, teamwork, intercultural communications) - create a social media account, for example, Instagram - use social media (e.g. Facebook) as a tool in professional context		In this session you will learn - how to create and use a social media account for professional purposes - How to make a (pop-up) business plan - Ideas of taking food photos - instructions for advertising poster - to demonstrate international competences in a working group Answer the feedback questionnaires	**10.00-10.15** Introduction to the topic & participants (theme: How I use Social media?) **10.15-10.45** How to utilise a blog and social media account professionally **10.45-11.15** Workshop: Examples of professional use of social media **11.15-11.45** Break **11.45-12.00** How to make a business plan, creating a business idea of a pop-up restaurant **12.00-12.30** How to take food photos **12.30-12.50** Marketing (designing a poster or an advertisement for an event) **12.50-13.00** Finishing session, feedback and assigning homework

	all partners		**Personal branding and marketing:** (6-8 hours) - Write a blog post of issue of this workshop - Connect Your blog with closed Facebook group - Make first steps of pop-up restaurant business plan and social media marketing plan - Start planning of a poster - Share your learning and planning process on the blog (publicly) and with closed Facebook group with other participants, evaluators and teachers - take a professional photo of yourself on the blog **Local food, creating menus:** possible pre-session tasks	Students - create and start writing their professional blogs Students answer the questionnaires: "what expectations do you have for the next module?"	
17.3.21 **10-13**	**Vamia** all partners	**Local food, creating menus** - present the locality in one's food making - contact and co-operate with local producers - show knowledge of raw materials and skills to handle raw materials and competence to use raw materials		present the locality in his/her food making contact and co-operate with local producers (use local products) show knowledge of raw materials and skills to handle raw materials and competence to use raw materials create a unique and innovative dining experience including three-course menu development	**10.00-10.15** Introduction to the topic **10.15-10.45** Locality aspects, homework: Find out from the net, your local producers and products. A task **10.45-11.15** Recipe cards **11.15-11.45** Break **11.45-12.00** Innovative dining experience, Menu card task **12.00-12.30** Menu development, how to create.

		- create a unique and innovative dining experience including menu development and plating		Answer the feedback questionnaires	**12.30-13.00** Finishing session, feedback and assigning homework
	all partners		**Sustainable gastronomy:** Check local suppliers and check ingredients required; Assess seasonal food products and locally sourced products / ingredients where possible.	Students answer the questionnaires: "what expectations do you have for the next module?"	
24.3.21 10-13	ITT/**MTU** all partners	**Sustainable gastronomy** - create healthy food choices (e.g. healthy eating plate) - understand climate changes (e.g. how to eat environmentally friendly) - explain environmental indicators (e.g. carbon footprint, water footprint, green gas emissions, ecological footprint)		In this session you will learn how to assess whether or not you are considering the environment when creating menus / dishes, with particular concentration on how to create minimal wastage - food, water and energy. Refer to Worksheets 1 and 2 in particular. Answer the feedback questionnaires	**10:00-10:15** Session Introduction / Meet and Greet; **10:15-11:00** Identify and define the following: Climate Change and Environmental Indicators Food Waste and Carbon Footprints Food Seasonality and Provenance Food Sustainability **11:00-11:30** Break **11:30-12:00** Menu / dishes incorporating the following key components: Local produce; Seasonality; Provenance; Carbon Footprint; Food wastage; Sustainable Innovation **12:00-12:30** Contemporary consumer behaviour and climate change; Contemporary menu / dish design - considering the environment; Innovation and

					entrepreneurship as part of sustainable professional cookery. **12:30-13:00** Questions and Answers, Worksheets
	all partners	Theoretical knowledge	**Sustainable gastronomy:** Worksheets 1 to 4 Complete where possible (approx. 2-3 hrs) **Plant based diet:** pre-session tasks: **Presentation 0.1. Research national nutritional recommendations. Make a blog post.**	Students answer the questionnaires: "what expectations do you have for the next module?"	- Brainstorming in which all the members of a group express their ideas
31.3.21 10-13	**TKHK** all partners	**Plant based diet** - understand what is meant by different vegetarian diets - understand and appreciate nature as a part of food making and as a source for raw materials (respect of local products) - be aware of food trends / trends in food (compare past and present food trends)		In this session you will learn what is meant by different vegetarian diets, what to note when planning vegetarian menus. Student will - understand nutrition aspects in vegetarian menus; - understand and appreciate nature as a part of food making and as a source for raw materials; - use of vegetarian or plant based ingredients in cooking; - converting non-vegetarian menus to vegetarian menus Answer the feedback questionnaires	**10.00-10.15** Introduction to the topic **10.15-10.45** 1.1. presentation. Basics of plant based diet (Thinglink part 1 A1) **10.45-11.15** group work - introduce your blog post outcomes reflecting on national nutritional recommendations. Find similarities/differences between countries. **11.15-11.45** Break **11.45-12.00** 5.1. presentation nutritional needs and sources for vegetarian diet. (Thinglink part 2 A2) **12.00-12.30** Group work - altering a dish into a plant based option. Introduce your altered dish. (Thinglink part 2 C task)

					12.30-13.00 Finishing session, feedback and assigning homework
	all partners		Plant based diet: homework: **Analyse food preparation trends in your country. Make a blog post**	Students answer the questionnaires: "what expectations do you have for the next module?"	
			Traditional and professional cooking skills with modern technologies: possible pre-session tasks		
14.4.21 10-13	**Ikaslan** all partners	**Traditional and professional cooking skills with modern technologies** - knife skills, most common cutting techniques - group working skills (nationality inside the group, different cultures) - mise-en-place skills, set up, service, clean up - nature as a part of food making (respect of local products) - present cooking techniques combined with past and future skills		In this session you will learn - to show your knowledge in different use of knife. - to be aware of the use of local products. 0Km - to show your knowledge about different cooking techniques. Answer the feedback questionnaires	**10:00-10:15** Introduction **10:15-10:45** Different cuts and knife skills. **10:45-11:15** Correct mise en place **11:15-11:45** Break **11:45-12:00** Use of local products **12:00-12:20** Use of different cooking techniques **12:20-12:45** Different methods and presentations for plated dishes. **12:45-13:00** Finishing session and feedback

		- use different methods to prepare components for plated dishes or menus			
			Traditional and professional cooking skills with modern technologies: possible homework **Possible pre-tasks concerning the event** - Test the created menu items - Continue the social media campaign - Order all needed ingredients - Make a plan/timetable for the mise en place and the actual event - Follow the social media campaign of the other competitors		
27.4.21 whole day	all partners	**Preparation day** Menu social media Testing Mise-en-place		- Check the menu and make sure that all required elements are present - Check the social media presence and make last updates - Make necessary mise en place and reserve all necessary equipment and other material needed for the event - Record (video, photos, documents) the relevant parts of	Timetable according to the teams

				the day for evaluation → save to closed Facebook group	
28.4.21	all partners	**Actual pop-up competition event** Plating Customer service		- Move all the materials, equipment and other items needed for the event to the event venue - Make the necessary arrangements at the venue (setting the tables, menu sign, price list etc.) - Plate the menu items as required - Smile and serve customers - Make the necessary after-work (waste management, reorganising the venue, moving the materials and equipment back to school etc.) required - Record (video, photos, documents) the relevant parts of the day for evaluation → save to closed Facebook group	Timetable according to the teams
			Pre-tasks for the assessment session - Check the video recordings and other material of the other teams - Make note on the success factors and possible flaws - Check the other teams' social media presence - Give scores to other teams - Give also verbal feedback to other teams - Evaluate own performance (self evaluation)		
29.4.21	all partners	**Assessment and feedback**			**8.00-8.15** Welcome **8.15-8.45** General feedback from the judges and team members

					8.45-9.15 Students' verbal feedback about the event and own performance (self evaluation) **9.15-10.15** Students' verbal and written feedback to other teams **10.15-10.45** Break **10.45-11.45** Declaring the results and announcing the winning team **11.45-12.00** Farewell

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