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**VAASA VOCATIONAL INSTITUTE**

**Study Guide**

**Specialist Vocational Studies**

**2010**

**HOTEL, RESTAURANT AND CATERING SERVICES**

**HOTEL, RESTAURANT AND CATERING SERVICES  
VOCATIONAL QUALIFICATION**

**COOK TRAINING PROGRAMME,  
COOK**

Curriculum information	Date, record or article
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	Vocational skills demonstration codes, and study module and course codes were added to the curricula on Feb 23rd 2011. Hillevi Kivelä.

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## PROGRAMME PLAN

### PROGRAMME GOALS

A Hotel, Restaurant, and Catering Services graduate will command versatile basic know-how of the trade, is able to serve both Finnish and foreign customers, and is able to work in different hotel and restaurant businesses with different business ideas. The goal of the vocational qualification is to train responsible, reliable and cooperative employees, who readily serve customers and work independently. Vocational qualification graduates are well informed of the working life and of employees' rights and responsibilities. They follow the contracts, regulations and social responsibilities of the trade. They are well-mannered, unprejudiced and they respect their colleagues and customers with different cultural backgrounds.

The graduates are customer-oriented, work profitably and take care of the quality requirements, safety, healthiness, and aesthetics of products. They appreciate Finnish cuisine and customs, and promote them with their own actions. They provide customers with versatile services and ensure customer satisfaction. They understand how the profit of their workplace is generated and how they can contribute to it. They will begin to develop a strong vocational identity, are interested in continuously developing their skills and follow the developments in the trade.

The graduates are able to plan their work, act according to instructions and assess their own performance. They maintain and service their tools and are able to use the machines required by the trade. They take care of the ethics of the services for their own part and work according to sustainable development. They use computers and vocational language skills in their work. They promote healthiness, sustain their working capacity, and work ergonomically. They understand the importance of their actions as a part of a service chain and contribute to customer satisfaction and to the well being of the work community.

Hotel, restaurant, and catering services is an international trade, where a good control of vocational vocabulary in international languages is required, as is appreciation of different cultures.

The graduates command the basic qualifications of the trade and are also specialized in customer and hotel services or cooking.

## PROGRAMME COMPOSITION

The vocational qualification is formed of compulsory and free-choice studies. Additionally, the degree contains studies that complement vocational skills, and other free-choice studies. Students can also personalize their degree by including optional, individual studies. More information can be found in the curriculum.

Hotel, Restaurant, and Catering Services, Vocational Qualification, Cook Training Programme is composed of:

### Vocational Studies

#### *Compulsory Studies*

- Compulsory vocational studies amount to 20 credits (cu):

Working in Hotels and Restaurants, 20 cu

- Additionally the students complete cook training programme studies, that amount to 40 cu. The parts of the programme are::

Preparing Lunches, 20 cu  
Preparing Meals, 20 cu

#### *Optional Studies*

- The degree includes free-choice studies that amount to 30 cu. Students can include the following studies, availability of which is decided yearly, to their degree:

Café Services, 10 cu, or  
Fast Food Services, 10 cu  
(1st year)

The 1st year studies are alternative to channel studies.

Catering Kitchen Operations, 10 cu or  
Preparing Banquet Dinners, 10 cu  
(2nd year)

Cooking in a Staff Restaurant, 10 cu or  
À la Carte Cooking, 10 cu  
(3rd year)

### Studies Supplementing Vocational Skills

#### *Compulsory Studies*

- Compulsory supplementing studies amount to 16 credits (cu). Students who take combined studies complete equivalent upper secondary school courses according to their personal study plans (HOPS). More information can be found from the curriculum.

### *Optional Studies*

- Optional studies amount to 4 credits (cu). The studies are arranged depending on the institute's yearly supply. If a student is completing combined studies or studies of a certain channel, the optional studies are formed from the studies of the appropriate channel. More information in the curriculum.

### Free-Choice Studies

- Free-choice studies of the degree amount to 10 credits (cu). Free-choice studies are arranged depending on the institute's yearly supply. If a student is completing combined studies or studies of a certain channel, free-choice studies are formed from the studies of the appropriate channel. More information in the curriculum.

### Individual Studies Supplementing Vocational Skills

- Students can include individual studies that supplement vocational skills as a part of their professional qualification according to their personal study plan (HOPS).

### ORIENTATION STUDIES

Orientation studies are defined in the common section of the Vaasa Vocational Institute's Study Guide. The orientation studies amount to 2 cu and their content and goals have been defined separately. The orientation studies are carried out in connection with vocational studies as follows:

#### Comprehensive School Groups

- 1 cu on the 1. year: Working in Hotels and Restaurants in connection with the degree studies
- ½ cu on the 2. year: Preparing Lunches in connection with the degree studies
- ½ cu on the 3. year: Preparing Meals in connection with the degree studies

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## STUDY GUIDANCE

- Study guidance has been defined in the National Board of Education's core curriculum contents, in the common section of Vaasa Vocational Institute's study guide, and in the separate study guidance plan of the study guide.

## ON-THE-JOB LEARNING

On-the-job learning is defined in the National Board of Education's core curriculum contents, and in the common section of Vaasa Vocational Institute's study guide. In this degree, on-the-job learning is completed as follows, 21 cu:

- 6 credits during the first year of studies. On-the-job learning is completed in connection to two study sections, according to the student's choices. It is completed as a part of *Working in Hotels and Restaurants* (3 cu) and free-choice studies, either as a part of *Café Services* or *Fast Food Services* (3cs).
- 6 credits during the second year of studies. On-the-job learning is completed in connection to two study sections, according to the student's choices. It is completed as a part of *Preparing Lunches* (3 cu) and free-choice studies, either as a part of *Catering Kitchen Operations* or *Preparing Banquet Dinners* (3cs).
- 9 credits during the third year of studies. On-the-job learning is completed in connection to two study sections, according to the student's choices. It is completed as a part of *Preparing Meals* (6 cu) and free-choice studies, either as a part of *Cooking in a Staff restaurant* or *À la Carte Cooking* (3cs).

## ENTREPRENEURSHIP

- Studies on entrepreneurship are defined in National Board of Education's core curriculum contents, and in the common section of Vaasa Vocational Institute's study guide. Entrepreneurship studies are included in a vocational degree to the extent of at least 5 cu. In this degree it is completed as integrated to all studies of the vocational degree and is assessed as a part of the studies. Entrepreneurship studies are realized by strengthening the student's free, spontaneous, entrepreneurship, emphasizing creativity, collective interactivity and cooperation, humane action and responsibility.

## FINAL RESEARCH

- Final research project is defined in National Board of Education's core curriculum contents, and in the common section of Vaasa Vocational Institute's study guide. The student plans and assembles a project of his/her skills. The project can be, for example, a product, work demonstration, portfolio, or a performance. Students are able to recognize their central vocational strengths and develop creativity and vocational growth. They present and assess their project and its planning and execution. The project promotes the students' employment opportunities. The scope of the project is at least 2 cu and it is assessed in connection to the studies it is included in. The graduation certificate will show the scope of the project, and its name. No separate grade will be provided. In this degree, the project will be completed as follows: The scope of the project is 2 cu. It will be completed during the 3rd year either in *Cooking in a Staff Restaurant* or *À la Carte Cooking* studies.

- More information in the studies' curriculum

## STUDY PATHS

A student with comprehensive school background can complete the degree as so called study paths. The study paths are formed for various channels that are decided yearly. The study paths are completed as following the channels:

- A study path can include studies that support and direct vocational goals according to a certain focus. The following focus possibilities exist in this degree:
  1. Vocational Studies (main curriculum)
  2. Vocational Studies (channels)
    - Focus according to the institute's common study supply (decided yearly)
    - A part of the degree from another vocational qualification
  3. Combined Studies
- In combined studies, the student completes both a basic vocational degree and a matriculation examination. The studies are organized in cooperation with Vaasan Lyseo upper secondary school. A part of the combined studies is replaced by upper secondary school courses. The studies and amount of credits replaced are determined by the matriculation examination completed by the student. The studies replaced by upper secondary school courses can amount to 24-40 cu. In this degree, upper secondary school courses replace the following vocational basic studies, according to the student's personal study plan:

o Free-choice studies	10 cu
o Compulsory studies supplementing vocational skills	7 – 14 cu
o Free-choice studies supplementing vocational skills	4 cu
o Free-choice studies Café Services or Fast Food Services	10 cu

## DEMONSTRATION OF VOCATIONAL SKILLS

- The demonstration of vocational skills is defined in the National Board of Education's core curriculum contents, and in the common section of Vaasa Vocational Institute's study guide. The following table displays the vocational studies of the degree that require demonstrations. The curricula provide more information on which studies belong to which study channel. (See *Curriculum*).
- See the table below for information, whether a demonstration is completed as one full demonstration or as several smaller demonstrations, who decide on the grade, the time of the demonstration(s), and if it is completed on-the-job or at the institution. Also, see the table for other information on the demonstrations, and the assessment targets. In this degree the vocational skill demonstrations are completed as follows:

Degree Demonstration Plan

Approved in the Vocational Skill Demonstration Board 18.8.2010.

Studies, cu	Execution		Assessor		Time of completion / year	Place of completion		Demonstration	Points of assessment			
	Full Dem.	Part dem.	Teacher	On-the-job tutor		work place	Institution		1	2	3	4
Working in Hotels and Restaurants, 20 cu DCO111	x		x	x	1	x		The students demonstrate their vocational skills by working in customer service in a hotel, restaurant or catering business in cooperation with other employees of the workplace. They maintain both customer and work areas, sell and serve the products and services of the business, register sales and charge customers, and serve alcohol. They take part in accommodating customers, if required. They demonstrate their language skills according to one target of assessment as defined in the table. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.	W	W	P	W
Fast Food Services, 10 cu DCO308	x		x	x	1	x		The students demonstrate their vocational skills by working in customer service in a fast food business in cooperation with other employees of the workplace. They maintain both customer and work areas, equip the sales desk, prepare products and services, register sales and take care that the customer and work premises' are clean and welcoming. They demonstrate their language skills according to one target of assessment as defined in the table. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.  The studies are alternative to Café Services.	W	W	W	W
Café Services, 10 cu DCO304	x		x	x	1	x		The students demonstrate their vocational skills by working in a café in cooperation with other employees of the workplace. They maintain both customer and work premises, prepare the products and services of the business, register sales and take care that the customer and work premises are clean and welcoming. They demonstrate their language skills according to one target of assessment as defined in the table. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.	W	W	W	W

							The studies are alternative to Fast Food Services				
Preparing Lunches, 20 cu DCO151	x		x	x	2	x	The students demonstrate their vocational skills by working in cooking and customer service in a restaurant or a staff restaurant in cooperation with the other employees of the workplace. They receive and handle raw materials and other products, prepare and serve lunches, and execute self-monitoring required of businesses in the food sector. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.	W	W	W	W
Catering Kitchen Operations, 10 cu DCO307	x		x	x	2	x	The students demonstrate their vocational skills by working in customer service in a catering kitchen. They receive and prepare products or services, or heat or prepare parts of the served meals, and lay out or serve meals to customers. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.  The studies are alternative to Preparing Banquet Dinners	W	W	W	W
Preparing Banquet Dinners, 10 cu DCO310	x		x	x	2	x	The students demonstrate their vocational skills by working in a catering restaurant, preparing catering and banquet dinners, in cooperation with other employees of the workplace. They prepare and serve banquet dinners for groups. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.  The Studies are alternative to Catering Kitchen Operations	W	W	W	W
Preparing Meals, 20 cu DCO152	x		x	x	3	x	The students demonstrate their vocational skills by working in a restaurant, staff restaurant in cooperation with other employees of the workplace. They prepare and lay out meals, plan and schedule their duties, follow the self-monitoring plan required of businesses in the food sector and take care that the customer and work premises are clean and welcoming. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.	W	W	W	W
Cooking in a staff restaurant, 10 cu DCO309	x		x	x	3	x	The students demonstrate their vocational skills by cooking in a staff restaurant in cooperation with other employees of the workplace. They prepare and lay out meals and pastries defined in a menu, according to nutrition recommendations and needs of the customers. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.  The studies are alternative to À la Carte	W	W	W	W

								Cooking				
À la Carte Cooking, 10 cu DCO301	x		x	x	3	x		The students demonstrate their vocational skills by cooking in a restaurant in cooperation with other employees of the workplace. They prepare and lay out à la carte meals defined in a menu, using recipes. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.  The studies are alternative to Cooking in a Staff Restaurant	W	W	W	W

1 = Work process

3 = Knowledge basis of the work

P = Part

2 = Work methods, -tools and materials

4 = Key skills of lifelong learning

W = Whole

## CURRICULA

- At the beginning of the studies, a personal study plan (HOPS) will be drawn out for the student, based on the curriculum.
- The curriculum contains
  - Studies required by the qualification,
  - which studies are compulsory and which free-choice,
  - the planned schedule of the studies,
  - the studies that are replaced by upper secondary school or channel courses, if the student has opted for such.
- The studies have also been explained in composition of the programme.

The degree contains the following curricula:

Curriculum 1:

Hotel, Restaurant and Catering Vocational Qualification, Cook's Training Program

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VOCATIONAL PARTS OF THE DEGREE

Curriculum

HOTEL, RESTAURANT AND CATERING VOCATIONAL QUALIFICATION, COOK								
Curriculum 1, comprehensive school based				Demonstrations	School Year			in Total
Studies Code	Course Code	Name of the Studies / Name of the Course	Year	1 cu	2 cu	3 cu	cu	
		<b>VOCATIONAL STUDIES OF THE PROGRAMME</b>					<b>90</b>	
		<i>Compulsory studies</i>					<b>60</b>	
COO111		<b>Working in Hotels and Restaurants</b>	1	20			20	
	COO11101	Kitchen Work, Basics of Food Preparation		8				
	COO11102	Structures of the Industry		1				
	COO11103	Hygiene Passport		1				
	COO11104	Work Safety		1				
	COO11105	Restaurant and Hotel Service		6				
	COO11106	Basics of Food Preparation and Customer Service, On-the-Job Learning		3				
COO151		<b>Preparing Lunches</b>	2		20		20	
	COO15101	Kitchen Work, Preparing Lunches			10			
	COO15102	Special Diets and Preparing Lunches			2			
	COO15103	Designing Menus and Meals			3			
	COO15104	Warehouse Operations			1			
	COO15105	Working Life			1			
	COO15106	Preparing Lunches, On-the-Job Learning			3			
COO152		<b>Preparing Meals</b>	3			20	20	
	COO15201	Kitchen Work, Preparing Meals				8		
	COO15202	Special Diets and Preparing Meals				2		
	COO15203	Trends and Chapters in Gastronomy				3		
	COO15204	Work Safety and First Aid				1		
	COO15205	Preparing Meals, On-the-Job Learning				6		
		<b>Free-Choice Studies (Choose 1 / year)</b>					<b>30</b>	
COO304		<b>Café Services</b> (these studies are alternative to channel studies)	1	10			10	
	COO30401	Preparation of Café and Customer Service		7				
	COO30402	Preparation of Café and Customer Service, On-the-Job Learning		3				
COO308		<b>Fast Food Services</b> (these studies are alternative to channel studies)	1	10			10	
	COO30801	Preparation of Café and Fast Food Products and Customer Service		7				
	COO30802	Preparation of Fast Food Products and Customer Service, On-the-Job Learning		3				
COO307		<b>Catering Kitchen Operations</b>	2		10		10	
	COO30701	Preparing Food in a Catering Kitchen and			7			

HOTEL, RESTAURANT AND CATERING VOCATIONAL QUALIFICATION, COOK							
Curriculum 1, comprehensive school based			Demonstrations	School Year			in Total
Studies Code	Course Code	Name of the Studies / Name of the Course	Year	1 cu	2 cu	3 cu	cu
		Customer Service					
	COO30702	Preparing Food in a Catering Kitchen and Customer Service, On-the-Job Learning			3		
COO310		<b>Preparing Banquet Dinners</b>	2		10		10
	COO31001	Preparing Banquet Dinners and Customer Service			7		
	COO31002	Preparing Banquet Dinners and Customer Service, On-the-Job Learning			3		
COO309		<b>Cooking in a Staff restaurant</b>	3			10	10
	COO30901	Preparing Food in a Staff Restaurant				5	
	COO30902	Preparing Food in a Staff Restaurant, On-the-Job Learning				3	
	COO30903	Final Research Project				2	
COO301		<b>À la Carte Cooking</b>	3			10	10
	COO30101	Cooking in an À la Carte Kitchen				5	
	COO30102	Cooking in an À la Carte Kitchen, On-the-Job Learning				3	
	COO30103	Final Research Project				2	
		<b>STUDIES SUPPLEMENTING VOCATIONAL SKILLS</b>					<b>20</b>
		<i>Compulsory Studies</i>					
		(Students with combined studies will replace some studies with upper secondary school studies)					
E011		<b>Finnish as a First Language</b>					<b>4</b>
	E01101	Communication in Working Life 1		1	1		
	E01102	Communication in Working Life 2			1	1	
E016		<b>Finnish as a Second Language</b>					<b>4</b>
	E01601	Finnish as a Second Language					
E020		<b>Second Official Language, Swedish</b>					<b>1</b>
	E02001	Second Official Language, Swedish		1			
E031		<b>Foreign Language, English</b>					<b>2</b>
	E03101	Foreign Language, English		1	1		
E061		<b>Mathematics</b>					<b>3</b>
	E06101	Mathematics 1		1			
	E06101	Mathematics 2			1		
	E06103	Mathematics 3				1	
E062		<b>Physics and Chemistry</b>					<b>2</b>
	E06201	Physics			1		

HOTEL, RESTAURANT AND CATERING VOCATIONAL QUALIFICATION, COOK							
Curriculum 1, comprehensive school based			Demonstrations	School Year			in Total
Studies Code	Course Code	Name of the Studies / Name of the Course	Year	1 cu	2 cu	3 cu	cu
	E06202	Chemistry				1	
E071		<b>Society, Business and Working Life</b>					<b>1</b>
	E07101	Society, Business and Working Life				1	
E091		<b>Physical Education</b>					<b>1</b>
	E09101	Physical Education		1			
E082		<b>Health Education</b>					<b>1</b>
	E08201	Health Education			1		
E092		<b>Arts and Culture</b>					<b>1</b>
	E09201	Arts and Culture				1	
		<b>Optional Studies</b>					<b>4</b>
		(Students with combined studies replace optional studies with upper secondary school courses. Students with focused studies replace optional studies with channel studies.)					
		Optional studies are arranged according to the institute's yearly supply.					
		<b>FREE-CHOICE STUDIES</b>					<b>10</b>
		(Students with combined studies replace free-choice studies with upper secondary school courses. Students with focused studies replace free-choice studies with channel studies.)					
		Free-choice studies are arranged according to the institute's yearly supply.					
		FREE-CHOICE STUDIES SUPPLEMENTING VOCATIONAL SKILLS (sectioning on study years)		10	10	10	
		<b>INDIVIDUAL STUDIES SUPPLEMENTING VOCATIONAL SKILLS</b>					<b>X</b>
		The student can include individual studies supplementing vocational skills exceeding 120 credits in the vocational qualification according to the personal study plan.					
		<b>STUDIES IN TOTAL</b>		<b>40</b>	<b>40</b>	<b>40</b>	<b>120</b>

## STUDIES

The following pages describe the studies of the programme. The descriptions contain the vocational skill demands, points and criteria of assessment, and plans and methods of assessing skills. The descriptions also contain generalized descriptions of study materials, teaching methods and learning environment. The schedule of the studies is defined in the curricula (see *Curricula*).

## Compulsory Studies

### Working in Hotels and Restaurants, 20 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Other Assessment	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- vocational skills demonstration</li> </ul>	<p>The assessment of the know-how of and familiarity with the trade is based on exercises and an exam</p>	<ul style="list-style-type: none"> <li>- Kitchen Work, Basics of Food Preparation, 8 cu</li> <li>- Structures of the Industry, 1 cu</li> <li>- Hygiene Passport, 1 cu</li> <li>- Work Safety, 1 cu</li> <li>- Restaurant and Hotel Service, 6 cu</li> <li>- Basics of Food Preparation and Customer Service, On-the-Job Learning, 3 cu</li> </ul>	<p>Study material</p> <ul style="list-style-type: none"> <li>- Course books</li> <li>- Other material: written visual auditory audiovisual material applications of the trade</li> </ul> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- Teaching</li> <li>- Group and pair work</li> <li>- Interaction exercises</li> <li>- Exercises</li> <li>- Web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- Study premises</li> <li>- Companies of the trade, working life</li> <li>- Excursions</li> <li>- Information network</li> </ul>
The teacher or teachers assess the studies			

### Vocational Skill Demands

The students are able to

- Maintain customer and work premises
- Prepare the products and services for sale
- Take care of the quality and sufficiency of products on sale
- Serve customers
- Sell products and services and register sales
- Organize and clean customer and working premises and/or maintain rooms for accommodation
- Maintain and wash kitchenware
- Clean tools and machines, and customer and working premises
- Follow the self-monitoring required of businesses in the food sector

### Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
1. Command of the work process	Satisfactory 1	Good 2	Excellent 3
	The student		
Working on duty	comes to his/her shift dressed as required and takes care of his/her	comes to his/her shift dressed as required and takes care of his/her	Comes to his/her shift dressed as required and takes care of his/her

	appearance	appearance	appearance
	follows working hours	follows working hours and arranges changes if needed	follows working hours and arranges changes if needed
	plans and schedules the tasks of the shift under supervision	plans and schedules the tasks of the shift according to given instructions	plans and schedules the tasks of the shift independently according to terms of reference
	maintains customer and work premises and/or rooms for accommodation when helping of another employee	maintains customer and work premises and/or rooms for accommodation according to instructions	maintains customer and work premises and/or rooms for accommodation independently according to terms of reference
Working in customer service and cooking	works in ordinary customer service situations and has the courage to communicate with customers	serves customers in a friendly manner	serves customers in a friendly manner, taking the customers point of view into consideration in changing situations
	participates in preparation of breakfasts and lunches under guidance, and avoids wastage	participates in preparation of breakfasts and lunches according to instructions and avoids wastage	independently participates in preparation of breakfasts and lunches and avoids wastage
	helps other employees in laying out products, customer service, waiting, selling and registering sales	lays out products, services and waits customers, sells products and registers sales according to instructions	independently lays out products, services and waits customers, sells products and registers sales according to terms of reference
Sustainable development and maintaining high quality	helps other employees to take care of the quality and sufficiency of products on sale	takes care of the quality and sufficiency of products on sale according to instructions	takes care of the quality and sufficiency of products on sale independently and responsibly
	maintains and washes kitchenware and cleans the premises	maintains and washes kitchenware and tidies the premises	maintains and washes kitchenware and tidies the premises independently, and maintains cleanliness and order when working
	sorts out waste according to instructions	sorts out waste independently	sorts out waste independently and meticulously
	helps to clean and organize customer and work premises	cleans and organizes customer and work premises according to instructions	cleans and organizes customer and work premises independently and keeps them tidy and organized when working

Assessment Target	Assessment criteria		
2.Command of work methods and tools	Satisfactory 1	Good 2	Excellent 3
	The student		
Preparing breakfasts and lunches, and customer service	helps to prepare breakfasts and lunches from various ingredients using appropriate methods or maintains the sales desk	prepares breakfasts and lunches from various ingredients according to instructions using appropriate methods or maintains the sales desk	independently prepares breakfasts and lunches from various ingredients according to instructions using appropriate methods, or independently maintains the sales desk according to terms of reference
	serves customers under guidance	serves customers according to instructions	independently serves customers
Tools and methods	uses methods, tools and equipment required by the work according to the manuals, and safely, using the necessary safety protection	appropriately uses methods, tools and equipment required by the work, according to the manual, and safely, using the necessary safety protection	uses methods, tools and equipment required by the work appropriately, economically and independently, according to the manuals, and safely, using the necessary safety protection
		reports faulty equipment to superiors	maintains machines, tools and equipment in sound condition, and reports faulty equipment to superiors
Maintaining customer and work premises and equipment	cleans machines and equipment when guided	cleans machines and equipment according to cleaning instructions	cleans machines and equipment independently according to cleaning instructions
	assembles, disassembles and cleans the dish washer when guided	assembles, disassembles and cleans the dish washer according to instructions	assembles, disassembles and cleans the dish washer independently
	cleans accommodation premises or other premises when guided, in the appropriate work order, using the correct detergents and methods	cleans accommodation premises or other premises according to instructions, in the appropriate work order, using the correct detergents and methods	cleans accommodation premises or other premises independently, in the appropriate work order, using the correct detergents and methods
Registering sales	uses the cash register or sales registering system in a familiar situation when guided	uses the cash register or sales registering system in a familiar situation according to instructions	uses the cash register or sales registering system independently and without an effort

Assessment target	Assessment criteria		
3. Know-how	Satisfactory 1	Good 2	Excellent 3
	The student		
Trade knowledge	is able to name accommodation businesses, restaurants and other businesses in	is able to name accommodation businesses, restaurants and other businesses in	is able to name accommodation businesses, restaurants and other businesses in the

	the area	the area, and is able to describe their products and services	area and country wide, and is able to compare their products and services
Knowledge of raw materials	when guided, recognizes the most common raw materials or products used in the work and assesses their quality before and during use	recognizes the raw materials or products used in the work and assesses their quality according to sensory reception	recognizes the raw materials or products used in the work and assesses their quality according to sensory reception, reporting abnormalities independently
	is acquainted with special diets (non-lactose, non-milk, celiac), so that can reliably, when guided, tell customers which products in the establishment suit them	is acquainted with special diets (non-lactose, non-milk, celiac), so that can reliably, according to instructions, tell customers which products in the establishment suit them	is acquainted with special diets (non-lactose, non-milk, celiac), so that can reliably tell customers which products in the establishment suit them
Being a part of the work community	has studied the rules and ways of action of the work community and acts accordingly, when guided	has studied the rules and ways of action of the work community and acts accordingly, as instructed	has independently studied the rules and ways of action of the work community, and acts accordingly

Assessment target	Assessment criteria		
4. Key skills of life-long learning	Satisfactory 1	Good 2	Excellent 3
	The student		
Learning and problem solving	requires guidance to assess the quality of his/her own work performance and is able to receive feedback	assesses the quality of his/her own work performance and is able to receive feedback	assesses the quality of his/her own work performance and justifies the assessment, and changes the work methods if necessary
Interaction and cooperation	is able to work with different people in the work community and group, and asks help from others when needs it	interacts with the members of the work community without an effort	works cooperatively and equally with different people and as a member of the work community and group
	seeks support from other members of the work community	works with different people in the work community and group	works as an active member of the work community
Health, safety and working capacity	follows the given instructions and does not cause danger with his/her own actions	follows the given instruction and does not cause danger with his/her own actions	follows the given safety instructions responsibly and does not cause danger with his/her own actions
	maintains working capacity when guided	maintains working capacity	actively maintains working capacity
	follows the self-monitoring plan	follows the self-monitoring plan	follows the self-monitoring plan
Work ethics	conducts him/herself well and according to norms	conducts him/herself well and according to norms	conducts according to norms and changing situations
	follows professional discretion	follows professional discretion	follows professional discretion

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### Demonstration of Vocational Skills

Students demonstrate their vocational skills by working in a hotel or restaurant business as a member of a work community. They maintain customer and work premises and/or accommodation premises, prepare products or services, serve customers, and take care that customer and work premises are clean and welcoming. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.

The students

- fully command the work process
- fully command the work methods, tools and material
- fully command the know-how necessary for the work (trade specific language skills are demonstrated according to the student's linguistic background)
- learning and problem solving using the key skills of life-long learning, interaction and cooperation, health, safety and capacity to work.

If the vocational qualification can not be demonstrated for certain parts, it is complemented with other assessments of skills, such as interviews, tasks and other methods.

### Kitchen Work, Basics of Food Preparation, 8 cu

#### Goals

The students

- maintain customer and work premises
- prepare products and services of the place of business for sale
- take care of the quality and sufficiency of products on sale
- serve customers
- sell products or services and register sales
- organize and clean customer and work premises and maintain accommodation premises
- maintain and wash kitchenware
- clean tools, machines and equipment, and customer and work premises
- follow the self-monitoring plan required of businesses in food sector

#### Essential Contents

- working in a shift
- working in customer service and preparation of food
- working according to sustainable development and high standards
- preparation of breakfast and lunches
- command of tools and methods of the work
- cleaning customer and work premises, and machines and equipment
- getting familiar with the trade
- getting familiar with the raw materials
- working as a part of the work community
- learning and problem solving
- interaction and cooperation
- health, safety and capacity to work
- work ethics

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## Hygiene Passport, 1 cu

### **Goals**

The students

- maintain customer and work premises
- organize and clean customer and work premises and maintain accommodation premises
- maintain and wash kitchenware
- clean tools, machines and equipment, and customer and work premises
- follow the self-monitoring plan

### **Essential Contents**

- cleaning customer and work premises
- command of work methods and tools
- self-monitoring plan
- hygiene Passport
- key skills of life-long learning

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies registered as passed / failed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## Work Safety, 1 cu

### **Essential Contents**

- health, safety and working capacity

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### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies registered as passed / failed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

### Structures of the Industry, 1 cu

#### Goals

- Students become familiar with the nation-wide and local hotel and restaurant businesses, and their products and services, so that they can compare them.

#### Essential Contents

- working as a part of a work community
- becoming familiar with the industry
- key skills of life-long learning

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies registered as passed / failed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

### Restaurant and Hotel Service, 6 cu

#### Goals

The student is able to

- maintain customer and work premises
- prepare the (products and) services of the establishment for sale
- take care of the quality and sufficiency of the products on sale
- serve customers
- sell products and services and register sales
- organize and clean customer and work premises or maintain accommodation premises
- (maintain and wash kitchenware)
- clean tools, (machines and equipment) and customer and work premises

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### **Essential Contents**

- working in a shift
- working in customer service
- working according to sustainable development and high quality
- working in breakfast and lunch customer service
- command of work methods and tools
- cleaning customer and work premises
- registering sales
- becoming familiar with the industry
- working as a part of a work community
- learning and problem solving
- interaction and cooperation
- health, safety and working capacity
- work ethics

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## **Basics of Food Preparation and Customer Service, On-the-Job Learning 3 cu**

### **Goals**

The students are able to

- maintain customer and work premises
- prepare products of the place of business for sale
- take care of the quality and sufficiency of the products on sale
- organize and clean customer and work premises or maintain accommodation premises
- maintain and wash kitchenware
- clean tools, machines and equipment, and customer and work premises
- follow the self-monitoring plan
- recognize raw materials or products used in the work, assess their quality according to sensory impression, and independently report deviations in quality
- is familiar with special diets (non-lactose, non-milk, celiac), so that is able to reliably tell customers, which products of the place of business suit them

### **Essential Contents**

- working in a shift
- working in customer service and preparation of food
- working according to sustainable development and high quality
- preparation of breakfast and lunches
- command of tools and methods of the work
- sanitation of customer and work premises, and machines and equipment
- getting familiar with raw materials
- working as a part of a working community

- key skills of life-long learning

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies registered as passed / failed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments

### Preparing Lunches, 20 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Other Assessment	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- vocational skills demonstration</li> </ul>		<ul style="list-style-type: none"> <li>- Kitchen Work, Preparing Lunches, 10 cu</li> <li>- Special Diets and Preparing Lunches, 2 cu</li> <li>- Designing Menus and Meals, 3 cu</li> <li>- Warehouse Operations, 1 cu</li> <li>- Working Life, 1 cu</li> <li>- Preparing Lunches, On-the-Job Learning, 3 cu</li> </ul>	<p>Study material</p> <ul style="list-style-type: none"> <li>- Course books</li> <li>- Other material:</li> </ul> <p>written visual auditory audiovisual material applications of the trade</p> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- Teaching</li> <li>- Group and pair work</li> <li>- Interaction exercises</li> <li>- Exercises</li> <li>- Web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- Study premises</li> <li>- Companies of the trade, working life</li> <li>- Excursions</li> <li>- Information network</li> </ul>
The studies are assessed by the teacher or teachers			

### Vocational Skill Demands

#### Goals

The students are able to

- receive, store and preserve raw materials and other supplies
- handle and use food supplies of various degrees of processing
- prepare lunches and pastries according to basic recipes and methods
- increase and decrease recipes
- change meal contents depending on customers' needs
- take part in designing menus if needed

- schedule daily tasks
- lay out courses
- take part in customer service according to the business idea of the restaurant
- tidy and organizes work and customer premises
- follow the self-monitoring plan

### Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
1. Work Process	Satisfactory 1	Good 2	Excellent 3
	The student		
Working on duty	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes good care of his/her appearance
	follows working hours and arranges changes if needed	follows working hours and arranges changes if needed	follows working hours and arranges changes according to the establishments' norms
	under supervision plans and schedules the tasks of the shift according to customer orders and estimated customer numbers	as instructed, plans and schedules the tasks of the shift according to customer orders and estimated customer numbers	independently plans and schedules the tasks of the shift according to customer orders and estimated customer numbers
	schedules and divides work as a member of a work group	according to instructions, schedules and divides the work as a member of a work group and runs to time	independently schedules, plans and divides the work as a member of a work group and runs to time
Preparing lunches and customer service	when instructed, receives, stores and handles raw materials and other supplies	receives, stores and handles raw materials and other supplies	independently receives, stores and handles raw materials and other supplies
	prepares savoury, nourishing and healthy food when guided	prepares savoury, nourishing and healthy food	independently prepares savoury, nourishing and healthy food using the establishment's recipes
	lays out lunch dishes as instructed	lays out lunch dishes and takes care of their sufficiency	independently lays out lunch dishes, takes care of their sufficiency and meticulously finishes the work
	as instructed, prepares sample meals that comply with nutrition recommendations	prepares sample meals that comply with nutrition recommendations	Independently prepares sample meals that comply with nutrition recommendations
	serves customers in a friendly manner according to the establishment's service model, but needs guidance at times	serves customers in a friendly manner according to the establishment's service model	serves customers in a friendly manner according to the establishment's service model, and takes, the customers' point of view into consideration

Taking care of the working environment's tidiness	tidies the working environment	independently tidies the working environment	independently tidies the working environment aside other tasks
	washes and maintains kitchenware, and sorts out waste	independently washes and maintains kitchenware, and sorts out waste	independently washes and maintains kitchenware and sorts out waste, when needed, aside other tasks

Assessment target	Assessment criteria		
	Satisfactory 1	Good 2	Excellent 3
2.Command of work methods and tools	The student		
Handling raw materials	recognizes the most common raw materials of the establishment and judges their freshness and quality using sensory reception	recognizes the raw materials of the establishment and judges their freshness and quality using sensory reception	recognizes the raw materials of the establishment and judges their freshness and quality using sensory reception, and independently reports deviations
	as instructed, chooses, prepares and uses raw materials avoiding wastage	chooses, prepares and uses raw materials avoiding wastage	chooses, prepares and uses raw materials independently, cooks savoury dishes and avoids wastage
Using cooking and baking tools, equipment and methods	uses the necessary machines, equipment and tools of the establishment to cook lunches and bake, and cleans the machines etc after use.	independently uses the necessary machines, equipment and tools of the establishment to cook lunches and bake, and cleans the machines etc. after use	independently and fluently uses the necessary machines, equipment and tools of the establishment for cooking lunches and baking, and cleans the machines etc. after use
	prepares lunches and pastries using the most common methods, utilizing basic recipes or applications	prepares lunches and pastries using the most common methods, utilizing basic recipes or applications	independently prepares lunches and pastries using the most common methods, utilizing basic recipes or applications
	as instructed, preserves raw materials and dishes in correct temperatures also when serves them	preserves raw materials and dishes in correct temperatures also when serves them	independently preserves raw materials and dishes in correct temperatures also when serves them
	uses the instructed protection, tools and methods safely	uses the instructed protection, tools and methods safely	uses the instructed protection, tools and methods safely
			maintains machines, tools and equipment in sound condition, and reports faulty equipment to superiors

Assessment target	Assessment criteria		
	Satisfactory 1	Good 2	Excellent 3
3. Know-how	The student		
Working according to a business idea	is familiar with the business idea of the establishment, so that is able to present central products and services when guided	is familiar with the business idea of the establishment, so that is able to present central products and services	is familiar with the business idea of the establishment, so that is able to present the central products, services and partners
Working according to sustainable development and high standards	works according to quality standards when guided	is familiar with the quality standards of the work and works according to instructions	is familiar with the quality standards of the work and follows them responsibly
Know-how of raw materials and dishes	is familiar with the raw materials and dishes of the establishment, and their origins, so that is able to describe them when guided	is familiar with the raw materials and dishes of the establishment, and their origins, so that is able to describe them according to instructions	is familiar with the raw materials and dishes of the establishment, and their origins, so that is able to describe them in length
Following nutrition recommendations	is familiar with the basic principles of nutrition so that, under guidance, is able to prepare savoury, healthy and nutritious lunches	is familiar with the basic principles of nutrition so that is able to prepare savoury, healthy and nutritious lunches	is familiar with the basic principles of nutrition so that is independently able to prepare savoury, healthy and nutritious lunches
Preparing lunches for special diets	is familiar with vegetarian and special diets, and interprets labels and product specifications when guided, so that is able to help prepare lunches fitting for the most common special diets	is familiar with vegetarian and special diets, and interprets labels and product specifications, so that, according to instructions, is able to prepare lunches fitting for the most common special diets	is familiar with vegetarian and special diets, and interprets labels and product specifications, so that is able to independently prepare lunches fitting for the most common special diets
Modifying recipes	increases, decreases and converts measurements as instructed using the recipe applications of the trade	increases, decreases and converts measurements using the recipe applications of the trade	knows the appropriate amount of food for a group and independently increases, decreases and converts measurements using the recipe applications of the trade
Designing menus	is familiar with the basics of designing a menu, so that is able to describe the dishes that form the establishment's lunch menu, and takes part, when guided, in designing the menu	is familiar with principles of designing a menu, and when needed, designs a menu according to instructions	is familiar with the principles of designing a menu, and designs a menu independently when needed

Assessment target	Assessment criteria		
4. Key skills of life-long learning	Satisfactory 1	Good 2	Excellent 3
	The student		
Learning and problem solving	is able to work according to instructions	works responsibly, and changes behaviour according to instructions	works responsibly, and changes behaviour independently on the basis of feedback
Interaction and cooperation	works as a member of the group	works as a member of the group	works as an independent member of the group
	does the assigned tasks, but requires guidance at times	does the assigned tasks responsibly	acts responsibly, supports and helps others and takes the next task and worker in to consideration
Health, safety and capacity to work	follows the self-monitoring plan	follows the self-monitoring plan	follows the self-monitoring plan
	follows the safety regulations and rules of the establishment	follows the safety regulations and rules of the establishment	follows the safety regulations and rules of the establishment responsibly
Work ethics	follows the mutually agreed rules and instructions, and those of the terms of employment	follows the mutually agreed rules and instructions, and those of the terms of employment, and commits to the establishment	follows the mutually agreed rules and instructions, and those of the terms of employment, and commits to the establishment
	conducts according to the norms	conducts according to the norms	conducts according to the norms and changing situations
	follows professional discretion	follows professional discretion	follows professional discretion

### Demonstration of Vocational Skills

Students demonstrate their vocational skills by cooking and serving customers in a restaurant or staff restaurant in cooperation with other employees. They receive and handle raw materials and other products, prepare and lay out lunches, and execute self-monitoring. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.

In demonstration of vocational skills, the student demonstrates no less than that they

- fully command the work process
- fully command the work methods, tools and material
- command the know-how necessary for the work, work according to the business idea, high standards and sustainable development, are familiar with the raw materials and dishes, prepare food fitting for special diets, and convert recipes and design menus
- learn and solve problems using the key skills of life-long learning, interact and cooperate, and maintain health, safety and capacity to work,

If the vocational qualification can not be demonstrated for certain parts, it is complemented with other assessments of skills, such as interviews, tasks and other methods.

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## Kitchen Work, Preparing Lunches 10 cu

### Goals

The students

- receive, store and preserve raw materials and other supplies
- prepare lunches according to basic recipes and methods
- increase and decrease recipes
- modify dishes depending on customers' needs
- participate in designing menus when needed
- schedule daily tasks
- lay out dishes
- take part in the establishment's customer service according to its business idea
- tidy and organize work and customer premises
- follow the self-monitoring plan

### Essential Contents

- working in a shift
- preparation of lunches and customer service
- taking care of the tidiness and order of the working environment
- handling raw materials
- using tools, equipment and methods of cooking and baking
- working according to a business idea
- working according to sustainable development and high standards
- getting familiar with raw materials and dishes
- following nutrition recommendations
- preparing food suitable for special diets
- converting recipes
- designing menus

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## Special Diets and Preparing Lunches, 2 cu

### Goals

The students

- receive, store and preserve raw materials and other supplies
- prepare lunches according to basic recipes and methods
- increase and decrease recipes
- change dishes depending on customers' needs

- participate in designing menus when needed
- schedule daily tasks
- lay out dishes
- take part in the establishment's customer service according to its business idea
- tidy and organize work and customer premises
- follow the self-monitoring plan

### **Essential Contents**

- preparing food suitable for special diets
- getting familiar with vegetarian and special diets
- independently assembling sample meals that comply with nutrition recommendations
- following nutrition recommendations
- getting familiar with the basic principles of healthy nutrition
- working in a shift
- preparation of lunches and customer service
- taking care of the tidiness and order of the working environment
- handling raw materials
- using tools, equipment and methods of cooking and baking
- working according to a business idea
- working according to sustainable development and high standards
- being familiar with raw materials and dishes
- converting recipes
- designing menus

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## **Warehouse Operations, 1 cu**

### **Goals**

The students

- receive, store and preserve raw materials and other supplies
- handle and use food stuffs of various degrees of processing
- schedule daily tasks
- tidy and organize customer and work premises
- follow the self-monitoring plan

### **Essential contents**

- working in a shift
- receive, store and preserve raw materials and other supplies
- taking care of the working environment's cleanliness and order

- handling raw materials
- working according to a business idea
- working according to high standards and sustainable development
- getting familiar with raw materials and dishes

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies are marked failed / passed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## **Designing Menus and Meals, 3 cu**

### **Goals**

The students

- increase and decrease recipes
- modify dishes depending on customers' needs
- participate in designing menus when needed

### **Essential Contents**

- designing menus
- converting Recipes
- preparing lunches and pastries using the most common methods utilizing basic recipes or recipe applications
- understands the basic principles of designing a menu, and designs a menu if needed
- preparing lunches and serving customers
- taking care of the cleanliness and order of the working environment
- handling raw materials
- using cooking and baking tools, equipment and methods
- working according to a business idea
- working according to high standards and sustainable development
- being familiar with raw materials and dishes
- following nutrition recommendations
- preparing lunches suitable for special diets

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

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## Working Life, 1 cu

### Goals

- The students follow mutually agreed rules and decisions, and terms of employment

### Essential Contents

- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies are marked failed / passed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## Preparing Lunches, On-the-Job Learning, 3 cu

### Goals

The students

- receive, store and preserve raw materials and other supplies
- handle and use food stuffs of various degrees of processing
- prepare lunches according to basic recipes and methods
- increase and decrease recipes
- change dishes depending on customers' needs
- participate in designing menus when needed
- schedule daily tasks
- lay out dishes
- take part in the establishment's customer service according to its business idea
- tidy and organize work and customer premises
- follow the self-monitoring plan

### Essential Contents

- working in a shift
- preparation of lunches and customer service
- taking care of the tidiness and order of the working environment
- handling raw materials
- using tools, equipment and methods of cooking and baking
- working according to the business idea
- working according to sustainable development and high standards
- getting familiar with the raw materials and dishes
- following nutrition recommendations
- preparing food suitable for special diets

- converting recipes

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies are marked failed / passed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

### Preparing Meals, 20 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Other Assessment	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- vocational skills demonstration</li> </ul>		<ul style="list-style-type: none"> <li>- Kitchen Work, Preparing Meals, 8 cu</li> <li>- Special Diets and Preparing Meals, 2 cu</li> <li>- Trends and Chapters in Gastronomy, 3 cu</li> <li>- Work Safety and First Aid, 1 cu</li> <li>- Preparing Meals, On-the-Job Learning, 6 cu</li> </ul>	<p>Study material</p> <ul style="list-style-type: none"> <li>- Course books</li> <li>- Other material:</li> </ul> <p>written visual auditory audiovisual material applications of the trade</p> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- Teaching</li> <li>- Group and pair work</li> <li>- Interaction exercises</li> <li>- Exercises</li> <li>- Web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- Study premises</li> <li>- Companies of the trade, working life</li> <li>- Excursions</li> <li>- Information network</li> </ul>
<p>The studies are assessed by the teacher or teachers</p>			

### Vocational Skill Demands

The students are able to

- schedule daily tasks
- change meals depending on customers' needs
- prepare meals and pastries
- lay out meals
- take part in customer service according to the business idea of the restaurant
- tidy and organize work and customer premises
- follow the self-monitoring plan
- follow the basic principles of gastronomy
- ensure customer satisfaction

- assess their own work and activities

### Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1	Good 2	Excellent 3
1. Work Process	The student		
Working on duty	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes care of his/her appearance
	follows working hours and arranges changes if needed	follows working hours and arranges changes if needed	follows working hours and arranges changes according to the establishment's norms
	plans and schedules tasks of the shift	plans and schedules the tasks of the shift according to customer orders and estimated customer numbers	independently plans and schedules the tasks of the shift according to customer orders and estimated customer numbers
Preparing meals	prepares meals, but requires guidance at times	prepares meals according to instructions	prepares meals independently based on the restaurant's recipes
	lays out dishes in correct sizes	lays out dishes in correct sizes, neatly and finishing off well	lays out dishes in correct sizes according to the character of the situation, neatly, in constant quality and according to the agreed manner of presentation
Working according to sustainable development and high standards	takes care of the cleanliness and order of the working environment	takes care of the cleanliness and order of the working environment	takes care of the cleanliness and order of the working environment
	washes and maintains kitchenware, and sorts out waste	independently washes and maintains kitchenware, and sorts out waste	washes and maintains kitchenware and sorts out waste independently and aside other tasks when needed
Ensuring customer satisfaction	receives customer feedback on services or products when guided, and thanks customers	receives customer feedback on services or products, and thanks customers, forwarding the feedback to superiors	actively seeks feedback on services or products, thanks customers, and forwards the feedback to superiors
	works in customer service according to the establishment's business idea when guided	works in customer service according to the establishment's business idea	works fluently in customer service according to the establishment's business idea
Preparing for change of shifts or the next work day	does tasks required by change of shifts or preparation for the next work day when guided, according to the	does the tasks required by change of shifts or preparation for the next work day as instructed, according to the	does tasks required by change of shifts or preparation for the next work day mainly independently, according

	establishment's ways of action	establishment's ways of action	to the establishment's ways of action
Working safely and responsibly	follows the establishment's safety regulations, and does not cause danger to him/herself or others	follows the establishment's safety regulations and takes the safety of the work community, customers, and him/herself into consideration while working	follows the establishment's safety regulations and takes the safety of the work community, customers, and him/herself into consideration while working
			recognizes and informs the risks and dangers he/she discovers
Evaluating actions	judges the strengths and points of development in his/her own work and actions	judges the strengths of his/her work and actions, and possibilities to work in the trade	independently judges the strengths of his/her work and actions, and possibilities to work in the trade

Assessment target	Assessment criteria		
2. Command of work methods and tools	Satisfactory 1	Good 2	Excellent 3
	The student		
Using raw materials	chooses and uses the raw materials of meals and evaluates their quality	chooses and uses the raw materials of meals and independently evaluates their quality	independently chooses and uses the raw materials of meals and evaluates their quality
Using cooking tools and methods	uses various methods to prepare savoury, nourishing meals of uniform quality to various customer groups	uses various methods to prepare savoury, nourishing meals of uniform quality to various customer groups according to recipes	independently uses various methods to prepare savoury, nourishing meals of uniform quality to various customer groups according to recipes
	works according to instructions, profitably and economically, and takes wastage into consideration	works profitably and economically, and takes wastage into consideration	works profitably and economically, and foresees wastage
	uses suitable machines, tools and equipment of the establishment to prepare the meals	independently uses suitable machines, tools and equipment of the establishment to prepare the meals	independently uses suitable machines, tools and equipment of the establishment to prepare the meals
	cleans machines, tools and equipment used in the preparation	independently cleans machines, tools and equipment used in the preparation	independently cleans the machines, tools and equipment used in the preparation

Assessment target	Assessment criteria		
3. Know-how	Satisfactory 1	Good 2	Excellent 3
	The student		
Application of gastronomic knowledge	executes the most common gastronomic principles when assembling meals, as instructed	executes the most common gastronomic principles when assembling meals	independently executes the most common gastronomic principles when assembling meals
	assembles meals, as	assembles meals, taking	independently assembles

	instructed, taking the products' taste, colour, texture, size and lay out into consideration	the products' taste, colour, texture, size and lay out into consideration	meals, taking the products' taste, colour, texture, size and lay out into consideration
Following nutrition recommendations and preparing meals suitable for special diets	assembles meals that follow nutrition recommendations	assembles meals that follow nutrition recommendations	assembles meals that follow nutrition recommendations
	converts and changes meals for special diets according to customers' needs from equivalent ordinary meals	converts and changes meals for special diets according to customers' needs from equivalent ordinary meals	independently converts and changes meals for special diets according to customers' needs from equivalent ordinary meals
Cost efficient and profitable work	works under guidance taking scheduling and other resources into consideration	works as instructed, taking scheduling and other resources into consideration	works independently, taking scheduling and other resources into consideration, furthering the establishment's profitability
	is familiar with the cost structure of the trade and works cost efficiently when guided	is familiar with the cost structure of the trade and works cost efficiently	is familiar with the cost structure of the trade and works cost efficiently and profitably
Working according to sustainable development	follows the establishment's ways of action that comply to sustainable development	follows the establishment's ways of action that comply to sustainable development	responsibly follows the establishment's ways of action that comply to sustainable development

Assessment target	Assessment criteria		
4. Key skills of life-long learning	Satisfactory 1	Good 2	Excellent 3
	The student		
Learning and problem solving	plans the work and receives feedback	plans the work, receives feedback and acts accordingly	plans the work, receives feedback and acts accordingly
	requires guidance in new situations or when the working environment changes	works flexibly, as instructed, in new situations or when the working environment changes	acts independently according to situations when the work changes and changes work methods if needed
Interaction and cooperation	works as a member of the group	works as an active member of the group	works as an active and positive member of the group
	helps in other posts if asked	helps in other posts	helps in other posts if discovers a need, depending on the situation
	informs changes and wishes to other employees when guided	informs changes and wishes to other employees as instructed	further the success of the service as a whole with his/her own work by informing and cooperating with the other employees of the restaurant
Health, safety and capacity to work	follows the self-monitoring plan	follows the self-monitoring plan	follows the self-monitoring plan
		maintains the safety and ergonomics of the working environment	independently maintains the safety and ergonomics of the working environment

	maintains working capacity in his/her work	independently maintains working capacity in his/her work	actively maintains working capacity in his/her work
	follows safety regulations and rules	follows the safety regulations and rules of the establishment	responsibly follows the safety regulations and rules, and recognizes and informs the risks and dangers he/she discovers
	is familiar with the terms of reference for emergency and first aid situations	is familiar with the terms of reference for emergency and first aid situations	is familiar with the terms of reference for emergency and first aid situations
Work ethics	treats customers equally, taking cultural or other differences in background into consideration	treats customers equally, taking cultural or other differences in background into consideration	treats customers equally and tactfully, taking cultural or other differences in background into consideration
	takes care of customers' individual needs in his/her own work when guided	takes care of customers' individual needs in his/her own work as instructed	takes care of customers' individual needs in his/her own work independently
	follows professional discretion	follows professional discretion	follows professional discretion

### Demonstration of Vocational Skills

Students demonstrate their vocational skills by cooking in a restaurant, staff restaurant or representative staff restaurant in cooperation with other employees. They prepare and lay out meals, plan and schedule their tasks, and follow the self-monitoring plan, and take care that the customer and working premises are clean and welcoming. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.

In demonstration of vocational skills, the student demonstrates no less than that they

- fully command the work process
- fully command the work methods, tools and material
- command the know-how necessary for the work, follow nutrition recommendations, prepare food for special diets, work cost efficiently and profitably, and according to sustainable development
- fully command the key skills of life-long learning

If the vocational qualification can not be demonstrated for certain parts, it is complemented with other assessments of skills, such as interviews, tasks and other methods.

### Kitchen Work, Preparing Meals, 8 cu

#### Goals

The students

- schedule daily tasks
- change dishes depending on customers' needs
- prepare meals and pastries
- lay out dishes
- take part in the establishment's customer service according to its business idea
- tidy and organize work and customer premises
- follow the self-monitoring plan

- follow the basic principles of gastronomy
- ensure customer satisfaction
- evaluate his/her own work and actions

### Essential Contents

- working in a shift
- preparing meals
- working according to sustainable development and high standards
- ensuring customer satisfaction
- preparing for the next shift and the next work day
- working safely and responsibly
- evaluating one's own actions
- using raw materials
- using tools and methods of food preparation
- applying gastronomic knowledge
- following nutrition recommendations and preparing food for special diets
- working cost efficiently and profitably
- learning and problem solving
- interaction and cooperation
- health, safety, and working capacity
- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## Special Diets and Preparing Meals, 2 cu

### Goals

The students

- schedule daily tasks
- modify dishes depending on customers' needs
- prepare meals and pastries
- lay out dishes
- tidy and organize work and customer premises
- follow the self-monitoring plan
- follow the basic principles of gastronomy
- ensure customer satisfaction
- evaluate his/her own work and actions

### Essential Contents

- following nutrition recommendations and preparing food for special diets

- 
- work ethics
  - health, safety, and working capacity
  - interaction and cooperation
  - learning and problem solving
  - working according to sustainable development and high standards
  - working cost efficiently and profitably
  - applying gastronomic knowledge
  - using tools and methods of food preparation
  - using raw materials
  - evaluating his/her own actions
  - working safely and responsibly
  - preparing meals
  - working in a shift

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

### **Trends and Chapters in Gastronomy, 3 cu**

#### **Goals**

The students

- schedule daily tasks
- prepare meals and pastries
- lay out dishes
- tidy and organize work and customer premises
- follow the self-monitoring plan
- follow the basic principles of gastronomy
- evaluate his/her own work and actions

#### **Essential Contents**

- applying gastronomic knowledge
- working in a shift
- preparing meals
- working according to sustainable development and high standards
- working safely and responsibly
- evaluating your own actions
- using raw materials
- using tools and methods of food preparation
- working cost efficiently and profitably
- working according to sustainable development
- learning and problem solving
- interaction and cooperation
- health, safety, and working capacity

- work ethics

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## **Work Safety and First Aid, 1 cu**

### **Goals**

The student

- is familiar with the terms of reference of first aid and emergency situations
- working safely and responsibly

### **Essential Contents**

- health, safety, and working capacity
- work ethics

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies marked passed / failed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## **Preparing Meals, On-the-Job Learning, 6 cu**

### **Goals**

The students

- schedule daily tasks
- modify dishes depending on customers' needs
- prepare meals and pastries
- lay out dishes
- take part in the establishment's customer service according to its business idea
- tidy and organize work and customer premises
- follow the self-monitoring plan
- follow the basic principles of gastronomy

- ensure customer satisfaction
- evaluate his/her own work and actions

### Essential Contents

- working in a shift
- preparing meals
- working according to sustainable development and high standards
- ensuring customer satisfaction
- preparing for the next shift and the next work day
- working safely and responsibly
- evaluating your own actions
- using raw materials
- using tools and methods of food preparation
- applying gastronomic knowledge
- following nutrition recommendations and preparing food for special diets
- working cost efficiently and profitably
- learning and problem solving
- interaction and cooperation
- health, safety, and working capacity
- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies marked passed / failed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

### Café Services, 10 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Other Assessment	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- vocational skills demonstration</li> </ul>		<ul style="list-style-type: none"> <li>- Preparation of Café and Fast Food Products and Customer Service</li> <li>- Preparation of Café and Fast Food Products and Customer Service, On-the-Job Learning, 3 cu</li> </ul>	<p>Study material</p> <ul style="list-style-type: none"> <li>- Course books</li> <li>- Other material: written</li> <li>visual</li> <li>auditory</li> <li>audiovisual material</li> <li>applications of the trade</li> </ul> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- Teaching</li> <li>- Group and pair work</li> <li>- Interaction exercises</li> <li>- Exercises</li> <li>- Web-teaching</li> </ul>
<p>The studies are assessed by the teacher or teachers</p>			<p>Study environment</p>

		<ul style="list-style-type: none"> <li>- Study premises</li> <li>- Companies of the trade, working life</li> <li>- Excursions</li> <li>- Information network</li> </ul>
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### Vocational Skill Demands

The students are able to

- maintain customer and work premises
- prepare and lay out the café's products and take care of their quality
- use and clean the machines and equipment of the café
- recommend, sell and serve food and beverages of the café
- register sales and charges customers
- work in customer service
- utilize trade specific language skills in customer service
- tidy and organize customer and work premises
- follow the self-monitoring plan
- ensure customer satisfaction

### Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1	Good 2	Excellent 3
1. Command of the work process	The student		
Planning the tasks of a shift	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes good care of his/her appearance
	follows working hours and arranges changes if needed	follows working hours and arranges changes if needed	follows working hours and arranges changes if needed according to the establishment's ways of action
	plans and schedules tasks of the shift according to given instructions	plans and schedules tasks of the shift	plans and schedules the tasks of the shift independently and appropriately
Maintaining customer and work premises	maintains customer and work premises of the café with the help of another employee	maintains customer and work premises of the café as instructed	maintains customer and work premises of the café independently, as required by the situation
	helps others to tidy and organize customer and work premises	tidies and organizes customer and work premises as instructed	tidies and organizes customer and work premises independently
Preparing coffee shop products and customer service	prepares and lays out products according to instructions	prepares and lays out products independently	prepares and lays out products independently, according to the business idea
	caters customers, behaves politely and has the courage to communicate	caters customers, behaves politely and willingly communicates with them	caters customers, serves them without delay and takes care of them through

	with them in a service situation		the whole service process
	recommends and sells products of the café	independently recommends and sells products of the café	recommends and sells products of the café aiming to increase sales
	thanks customers and seeks feedback for services or products	thanks customers and seeks feedback for services or products, and forwards them to superiors	thanks customers, and independently ensures customers' satisfaction to services and products, and forwards feedback to superiors
Tasks connected to changing shifts	informs customer and sales situations to the next employee when guided	informs customer and sales situations to the next employee according to the establishment's way of action	informs customer and sales situations to the next employee according to the establishment's way of action

Assessment target	Assessment criteria		
2.Command of work methods and tools	Satisfactory 1	Good 2	Excellent 3
	The student		
Preparing and laying out coffee shop products	prepares coffee shop products using the establishment's machines and equipment	prepares coffee shop products using the establishment's machines and equipment	independently prepares coffee shop products using the establishment's machines and equipment according to instructions
	helps to prepare café foods and beverages from raw materials of varying degrees of processing	prepares café foods and beverages from raw materials of varying degrees of processing according to instructions	independently prepares café foods and beverages from raw materials of varying degrees of processing
	fits out the service showcase	fits out the service showcase	fits out the service showcase independently
	takes care of the sufficiency of products on sale	takes care of the sufficiency of products on sale as instructed	takes care of the sufficiency of products on sale independently
Using the cash register and applications	when guided, uses the cash register of the establishment and receives and handles the most common means of payment safely	uses the cash register of the establishment fluently and receives and handles the most common means of payment safely	commands the various functions of registering sales even when busy and handles different means of payment independently, and works responsibly on the register
	fills vending machines as instructed	fills vending machines when needed	fills vending machines when needed, foreseeing demand
	cleans machines and equipment of the establishment	cleans machines and equipment of the establishment independently	takes care of the cleanliness of the establishment's machines and equipment independently, and cleans them when necessary

Assessment target	Assessment criteria		
3. Know-how	Satisfactory 1	Good 2	Excellent 3
	The student		
Utilizing product knowledge	describes the basic raw materials and prices of the best selling products of the establishment and, when guided, the products suitable for special diets (non-lactose, non-milk, celiac)	describes the basic raw materials and prices of the products of the establishment and their suitability for the most common special diets	is able to describe in length the basic raw materials and prices of the products of the establishment and their suitability for the most common special diets
Preparing, using and serving beverages	is familiar with the preparation, use and serving of various beverages, so that is able to prepare them according to customers' orders when guided	is familiar with the preparation, use and serving of various beverages, so that is able to prepare them according to customers' orders as instructed	is familiar with the preparation, use and serving of various beverages, so that is able to independently prepare them according to customers' orders
Pricing products	tags prices for products according to instructions	seeks the correct prices from the files and tags products accordingly	seeks the correct prices from the files and independently tags products
Trade specific language skills for Finnish speakers	serves customers in Finnish and tolerably manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and fluently manages service situations in Swedish and one foreign language
Trade specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and tolerably in one foreign language	serves customers in Swedish, fluently manages service situations in Finnish and manages in one foreign language	serves customers in Swedish and Finnish and fluently manages service situations in one foreign language
Trade specific language skills for speakers of other languages	serves customers in Swedish or Finnish and tolerably manages service situations in one other language	serves customers in Swedish or Finnish and one foreign language, tolerably manages service situations in the other official language	serves customers in Swedish or Finnish, and fluently manages service situations in the other official language and one foreign language
Command of trade specific language skills in training	manages service situations in Finnish or Swedish in addition to the language used in training, and helps the customer forward in the service process in one other language	manages service situations in Finnish or Swedish, and in one other language, in addition to the language used in training	serves customer in Finnish or Swedish in addition to the language used in training, and manages service situations in one other language

Assessment target	Assessment criteria		
4. Key skills of life-long learning	Satisfactory 1	Good 2	Excellent 3
	The student		
Learning and problem solving	plans the work, but requires guidance in new situations	plans the work and is able to work in new situations as instructed	independently plans the tasks in his/her responsibility and is able to work fluently in new situations
Interaction and	works as a member of a	works as a member of a	is an active and positive

cooperation	café's work group	café's work group	member of a café's work group
Health, safety and working capacity	follows the self-monitoring plan	follows the self-monitoring plan	follows the self-monitoring plan
	works ergonomically	works ergonomically	works ergonomically
	follows the safety regulations and rules of the establishment and does not cause danger to self or others	follows the safety regulations and rules of the establishment and takes the safety of others into consideration in his/her work	follows the safety regulations and rules of the establishment and takes the safety of others into consideration in his/her work
			recognizes and informs risks and dangers
Work ethics	follows the mutually agreed rules and instructions, and those of the terms of employment	follows the mutually agreed rules and instructions, and those of the terms of employment, and commits to the establishment	follows the mutually agreed rules and instructions, and those of the terms of employment, and commits to the establishment
	conducts him/herself well and according to norms	conducts him/herself well and according to norms	conducts according to the norms and changing situations
	follows professional discretion	follows professional discretion	follows professional discretion

### Demonstration of Vocational Skills

Students demonstrate their vocational skills by working in a café in cooperation with other employees. They maintain customer and work premises, prepare products and services, register sales and take care that the customer and work premises are clean and welcoming. The students demonstrate their trade specific language skills in a customer service situation according to one of the assessment target given in the table. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.

In demonstration of vocational skills, the student demonstrates no less than that they

- fully command the work process
- fully command the work methods, tools and material
- fully command the know-how necessary for the work (trade specific language skills are demonstrated according to the student's linguistic background)
- learning and problem solving using the key skills of life-long learning, interaction and cooperation, health, safety and capacity to work.

If the vocational qualification can not be demonstrated for certain parts, it is complemented with other assessments of skills, such as interviews, tasks and other methods.

### Preparation of Café and Customer Service, 7 cu

#### Goals

The students are able to

- maintain customer and work premises
- prepare and lay out the café's products and take care of their quality
- use and clean the machines and equipment of the café
- recommend, sell and serve food and beverages of the café

- register sales and charge customers
- work in customer service
- utilize trade specific language skills in customer service
- tidy and organizes customer and work premises
- follow the self-monitoring plan
- ensure customer satisfaction

### **Essential Contents**

- planning the tasks of a shift
- maintaining customer and work premises
- preparing coffee shop products and customer service
- tasks connected to changing shifts
- preparing and laying out coffee shop products
- using the cash register and applications
- utilizing product knowledge
- preparing, using and serving beverages
- pricing products
- trade specific language skills for Finnish/Swedish speakers/speakers of other languages/in foreign language training
- learning and problem solving
- interaction and cooperation
- health, safety and working capacity
- work ethics

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## **Preparation of Café and Customer Service, On-the-Job Learning, 3 cu**

### **Goals**

The students

- maintain customer and work premises
- prepare and lay out the café's products and take care of their quality
- use and clean the machines and equipment of the café
- recommend, sell and serve food and beverages of the café
- register sales and charges customers
- work in customer service
- utilize trade specific language skills in customer service
- tidy and organize customer and work premises
- follow the self-monitoring plan
- ensure customer satisfaction

### Essential Contents

- planning the tasks of a shift
- maintaining customer and work premises
- preparing coffee shop products and customer service
- tasks connected to changing shifts
- preparing and laying out coffee shop products
- using the cash register and machinery
- utilizing product knowledge
- preparing, using and serving beverages
- pricing products
- trade specific language skills
- learning and problem solving
- interaction and cooperation
- health, safety and working capacity
- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies marked passed / failed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

### Fast Food Services, 10 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Other Assessment	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- vocational skills demonstration</li> </ul>		<ul style="list-style-type: none"> <li>- Preparation of Café and Fast Food Products and Customer Service, 7 cu</li> <li>- Preparation of Fast Food Products and Customer Service, On-the-Job Learning, 3 cu</li> </ul>	<p>Study material</p> <ul style="list-style-type: none"> <li>- Course books</li> <li>- Other material:                             <ul style="list-style-type: none"> <li>• written</li> <li>• visual</li> <li>• auditory</li> <li>• audiovisual material</li> <li>• applications of the trade</li> </ul> </li> </ul> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- Teaching</li> <li>- Group and pair work</li> <li>- Interaction exercises</li> <li>- Exercises</li> <li>- Web-teaching</li> </ul>
The studies are assessed by the teacher or teachers			

		Study environment - Study premises - Companies of the trade, working life - Excursions Information network
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**Vocational Skill Demands**

The students are able to

- maintain customer and work premises
- prepare and lay out fast food
- take care of the sufficiency and quality of the products on sale
- recommend, sell and pack fast food and beverages taking special diets into consideration
- work in customer service
- utilize trade specific language skills in customer service
- register sales and charges customers
- tidy and organize customer and work premises, and take care that they are welcoming
- follow the self-monitoring plan

## Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1	Good 2	Excellent 3
1. Command of the work process	The student		
Planning the tasks of a shift	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes good care of his/her appearance
	follows working hours	follows working hours and arranges changes if needed	follows working hours and arranges changes if needed
	plans and schedules tasks of the shift according to given instructions	plans and schedules tasks of the shift	plans and schedules tasks of the shift independently and
Preparing fast food products and customer service	maintains customer and work premises	maintains the customer and work premises according to the function	maintains the customer and work premises according to situation
	prepares and lays out products or services as instructed	prepares and lays out products or services	prepares and lays out products independently, according to the business idea
	prepares products suitable for special diets as instructed	prepares products suitable for special diets	prepares products suitable for special diets independently
	caters customers, behaves politely and has the courage to communicate with them in a service situation	caters customers, behaves politely and willingly communicates with them	caters customers, serves them without delay and takes care of them through the whole service process
	sells fast food products	recommends and sells fast food products	recommends and sells fast food products aiming to increase sales
	thanks customers and seeks feedback for services or products	thanks customers and seeks feedback for services or products, and forwards them to superiors	thanks customers, and ensures customers' satisfaction to services and products, and forwards feedback to superiors
	tidies and organizes customer and work premises as instructed	tidies and organizes customer and work premises	tidies and organizes customer and work premises independently
Tasks connected to changing shifts	informs customer and sales situations to the next employee when guided	informs customer and sales situations to the next employee according to the establishment's ways of action	informs customer and sales situations to the next employee according to the establishment's ways of action

Assessment target	Assessment criteria		
2.Command of work methods and tools	Satisfactory 1	Good 2	Excellent 3
	The student		
Preparing and laying out fast food products and using the equipment	prepares the most common fast food products using the establishment's machines and equipment	prepares fast food products using the establishment's machines and equipment	independently prepares fast food products using the establishment's machines and equipment
	fits out the service showcase with the appropriate products, raw materials and supplies	fits out the service showcase independently with the appropriate products, raw materials and supplies	fits out the service showcase independently with the appropriate products, raw materials and supplies
	takes care of the sufficiency of products	takes care of the sufficiency and quality of products	takes care of the sufficiency and quality of products independently
	cleans the machines and equipment as instructed	cleans the machines and equipment	takes care of the cleanliness of machines and equipment independently, and cleans them when necessary
Using the cash register and applications	when guided, uses the cash register of the establishment and receives and handles the most common means of payment safely	uses the cash register of the establishment fluently and receives and handles the most common means of payment safely	commands the various functions of registering sales even when busy and handles different means of payment independently, and works responsibly on the register
	when needed, fills vending machines as instructed	fills vending machines when needed	fills vending machines when needed, foreseeing demand

Assessment target	Assessment criteria		
3. Know-how	Satisfactory 1	Good 2	Excellent 3
	The student		
Utilizing product knowledge	describes the basic raw materials, names and prices of the best selling products of the establishment and, when guided, the products suitable for special diets (non-lactose, non-milk, celiac)	describes the basic raw materials, names and prices of the products of the establishment and their suitability for the most common special diets	is able to describe in length the basic raw materials, names and prices of the products of the establishment and their suitability for the most common special diets
Trade specific language skills for Finnish speakers	serves customers in Finnish and tolerably manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and fluently takes care service situations in Swedish and one foreign language
Trade specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and tolerably in one foreign language	serves customers in Swedish, fluently manages service situations in Finnish and manages in one foreign language	serves customers in Swedish and Finnish and manages service situations fluently in one foreign language

Trade specific language skills for speakers of other languages	serves customers in Swedish or Finnish and tolerably manages service situations in one other language	serves customers in Swedish or Finnish and one foreign language, tolerably manages service situations in the other official language	serves customers in either Swedish or Finnish and manages service situations fluently in the other and in one foreign language
Command of trade specific language skills in training	manages service situations in Finnish or Swedish in addition to the language used in training, and helps the customer forward in the service process in one other language	manages service situations in Finnish or Swedish, and in one other language, in addition to the language used in training	serves customer in Finnish or Swedish in addition to the language used in training, and manages service situations fluently in one other language

Assessment target	Assessment criteria		
4. Key skills of life-long learning	Satisfactory 1	Good 2	Excellent 3
Learning and problem solving	The student requires guidance when assessing his or her own work performance, and is able to receive feedback	assesses his or her own work performance and is able to receive feedback	assesses his or her own work performance and justifies his or her assessment, and changes his or her approach when needed
Interaction and cooperation	is able to work with different people in a work community and group and asks help from others if needs it	works with different people in a work community or group	works cooperatively with different people as an equal member in a work community or group
Health, safety and working capacity	follows the safety regulations and rules of the establishment and does not cause danger to self or others	follows the safety regulations and rules of the establishment and takes the safety of others into consideration in his/her work	follows the safety regulations and rules of the establishment and takes the safety of others into consideration in his/her work
			recognizes and informs risks and dangers
	follows the self-monitoring plan works ergonomically	follows the self-monitoring plan works ergonomically	follows the self-monitoring plan works ergonomically
Work ethics	conducts him/herself well and according to norms	conducts him/herself well and according to norms	conducts him/herself well and according to norms
	follows professional discretion	follows professional discretion	follows professional discretion
	works according to sustainable development	works according to sustainable development	works according to sustainable development

### Demonstration of Vocational Skills

Students demonstrate their vocational skills by serving customers according to the fast food establishment's business idea in cooperation with other employees. They maintain customer and work premises, fit out the sales desk, prepare products and services, register sales and take care that the customer and work premises are clean and welcoming. The students demonstrate their language skills in a customer service situation according to one of the assessment target given in the table. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.

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In demonstration of vocational skills, the student demonstrates no less than that they

- fully command the work process
- fully command the work methods, tools and material
- fully command the know-how necessary for the work (trade specific language skills are demonstrated according to the student's linguistic background)
- learning and problem solving using the key skills of life-long learning, interaction and cooperation, health, safety and capacity to work.

If the vocational qualification can not be demonstrated for certain parts, it is complemented with other assessments of skills, such as interviews, tasks and other methods.

## Preparing Café and Fast Food Products, and Customer Service, 7 cu

### Goals

The students

- maintain customer and work premises
- prepare and lay out fast food products
- take care of the quality and sufficiency of the products
- recommend, sell and pack fast food and beverages taking special diets into consideration
- work in customer service
- utilize trade specific language skills in customer service
- register sales and charges customers
- tidy and organizes customer and work premises and take care that they are welcoming
- follow the self-monitoring plan

### Essential Contents

- working in a shift
- preparing fast food products and customer service
- tasks connected to changing shifts
- preparing fast food products and using the machines
- using the cash register and applications
- utilizing product knowledge
- trade specific language skills for Finnish/Swedish speakers/speakers of other languages/in foreign language training
- learning and problem solving
- interaction and cooperation
- health, safety and working capacity
- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

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## Preparation of Fast Food Products and Customer Service, On-the-Job Learning, 3 cu

### Goals

The students

- maintain customer and work premises
- prepare and lay out fast food products
- take care of the quality and sufficiency of the products
- recommend, sell and pack fast food and beverages taking special diets into consideration
- work in customer service
- utilize trade specific language skills in customer service
- register sales and charges customers
- tidy and organizes customer and work premises and take care that they are welcoming
- follow the self-monitoring plan

### Essential Contents

- working in a shift
- preparing fast food products and customer service
- tasks connected to changing shifts
- preparing fast food products and using the machines
- using the cash register and applications
- utilizing product knowledge
- trade specific language skills for Finnish/Swedish speakers/speakers of other languages/in foreign language training
- learning and problem solving
- interaction and cooperation
- health, safety and working capacity
- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies marked passed / failed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

Catering Kitchen Operations 10 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Other Assessment	Name and Study Credits (cu)	Execution
The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.  Assessment methods - vocational skills demonstration		- Preparing Food in a Catering Kitchen and Customer Service, 7 cu - Preparing Food in a Catering Kitchen and Customer Service, On-the-Job Learning, 3 cu	Study material - Course books - Other material: written visual auditory audiovisual material applications of the trade  Teaching methods - Teaching - Group and pair work - Interaction exercises - Exercises - Web-teaching  Study environment - Study premises - Companies of the trade, working life - Excursions Information network
The studies are assessed by the teacher or teachers			

**Vocational Skill Demands**

The students are able to

- make orders to the kitchen
- receive raw materials, foods and supplies
- heat or prepare foods or side dishes when needed
- counsel and guide customer's on nutrition behaviour and customs
- lay out dishes
- work in customer service
- tidy and organize the premises
- wash and maintain the kitchenware
- follow the self-monitoring plan
- ensure customer satisfaction

**Assessment**

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1	Good 2	Excellent 3
1. Command of the work process	The student		
Planning the tasks of a shift	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes good care of his/her appearance
	follows working hours and	follows working hours and	follows working hours and

	arranges changes if needed	arranges changes if needed	arranges changes if needed according to the establishment's ways of action
	plans and schedules tasks of the shift according to given instructions	plans and schedules tasks of the shift	independently plans and schedules tasks of the shift
Maintaining customer and work premises	maintains the premises as instructed	maintains the premises independently	maintains the premises independently taking the customers' needs into consideration
	straightens products and equipment to their correct places	duly straightens products and equipment to their correct places	duly straightens products and equipment to their correct places and takes care they remain sufficient
	files orders as instructed	files orders independently	files orders independently and according to situations
Food service	receives transported food and supplies and examines their temperatures when guided	receives transported food and supplies and examines their temperatures as instructed	receives transported food and supplies and examines their temperatures independently
	heats dishes when required	heats or cooks up dishes as instructed, when required	heats or cooks up dishes when required
	lays out or distributes food out on the service table when needed	lays out or distributes food out on the service table when needed, according to given instructions	independently lays out or distributes food out on the service table when needed
			ensures the quality and appearance of the food
Customer service	behaves politely and communicates with customers in a service situation	behaves politely and willingly communicates with customers	behaves politely and serves customers actively
	describes the products' suitability for the most common special diets when guided	describes the products' suitability for the most common special diets	describes the products' suitability for the most common special diets
	seeks feedback for services or products from customers as instructed	seeks feedback for services or products, and forwards them to superiors	ensures customers' satisfaction to services and products, and forwards feedback to superiors
Taking care of the tidiness and order of the working environment	tidies and organizes the working environment and attends to kitchenware as instructed	tidies and organizes the working environment and attends to kitchenware independently	tidies and organizes the working environment and attends to kitchenware independently and responsibly

Assessment target	Assessment criteria		
2.Command of work methods and tools	Satisfactory 1	Good 2	Excellent 3
		The student	
Command of cooking methods	handles raw materials and, when needed, prepares breakfast and snack products, side dishes and pastries as instructed	handles raw materials and, when needed, prepares breakfast and snack products, side dishes and pastries	handles raw materials and, when needed, prepares breakfast and snack products, side dishes and pastries

			independently
Using the machines, equipment and tools of a service kitchen	uses the most essential machines, equipment and tools, and distribution units, and cleans them after use	uses the most essential machines, equipment and tools, and distribution units, and independently cleans them after use	independently uses the most essential machines, equipment and tools, and distribution units, and cleans them after use
	cleans vessels as instructed	cleans vessels independently	cleans vessels independently and responsibly

Assessment target	Assessment criteria		
3. Know-how	Satisfactory 1	Good 2	Excellent 3
	The student		
Working according to a business idea	helps others according to the workplace's business idea	works according to the workplace's business idea	works according to the workplace's business idea and works independently taking the service kitchen's customer group's characteristics into consideration
Promoting cuisine and customs	is familiar with customs and cuisine and nutrition recommendations, so that is able to present products and guide customers to Finnish customs and cuisine, and healthy food	is familiar with customs and cuisine and nutrition recommendations, so that is able to present products and guide customers to Finnish customs and cuisine, and healthy food	is familiar with customs and cuisine and nutrition recommendations, so that is able to independently present products and guide customers to Finnish customs and cuisine, and healthy food
Command of special diets	checks ordered special diet meals as instructed	checks ordered special diet meals	checks ordered special diet meals on the basis of the order
	distributes individual meals correctly, as instructed	distributes individual meals correctly	independently distributes individual meals correctly

Assessment target	Assessment criteria		
4. Key skills of life-long learning	Satisfactory 1	Good 2	Excellent 3
	The student		
Learning and problem solving	is able to work according to instructions	works responsibly and changes his or her ways of action according to given instructions	works responsibly and changes his or her ways of action independently according to feedback
Interaction and cooperation	is able to work with different people and in a group	works cooperatively with different people in a work community	works actively, positively, cooperatively and equally with different people as a member of a work community
Health, safety and working capacity	follows the self-monitoring plan	follows the self-monitoring plan	follows the self-monitoring plan
	works ergonomically	works ergonomically	works ergonomically
	follows the safety regulations and rules of the establishment	follows the safety regulations and rules of the establishment	follows the safety regulations and rules of the establishment
Work ethics	follows the terms of employment and other	follows the terms of employment and other	follows the terms of employment and other

	mutually agreed rules and guidelines	mutually agreed rules and guidelines, and commits to the establishment	mutually agreed rules and guidelines, and commits to the establishment
	conducts him/herself well and according to norms	conducts him/herself well and according to norms	conducts him/herself well and according to norms and changing situations
	follows professional discretion	follows professional discretion	follows professional discretion

### **Demonstration of Vocational Skills**

Students demonstrate their vocational skills by working in a catering kitchen's customer service. They receive and prepare products and services, or heat and prepare parts of the served dishes, lay out the dishes and distribute meals to customers. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.

In demonstration of vocational skills, the student demonstrates no less than that they

- fully command the work process
- fully command the work methods, tools and material
- fully command the know-how necessary for the work, work according to the business idea, and command of special diets
- learning and problem solving using the key skills of life-long learning, interaction and cooperation, health, safety and capacity to work.

If the vocational qualification can not be demonstrated for certain parts, it is complemented with other assessments of skills, such as interviews, tasks and other methods.

### **Preparing Food in a Catering Kitchen and Customer Service, 7 cu**

#### **Goals**

The students

- make orders to the kitchen
- receive raw materials, foods and supplies
- heat or prepare foods or side dishes when needed
- counsel and guide customers on nutrition behaviour and customs
- lay out dishes
- work in customer service
- tidy and organize the premises
- wash and maintain the kitchenware
- follow the self-monitoring plan
- ensure customer satisfaction

#### **Essential Contents**

- planning the tasks of a shift
- maintaining customer and work premises
- attending to food service
- serving customers
- taking care of the cleanness and order of working environment
- commanding cooking methods
- Using the machines, equipment and tools of a catering kitchen

- Working according to a business idea
- Promoting customs, cuisine and healthy nutrition
- Special diets
- Learning and problem solving
- Interaction and cooperation
- Health, safety and capacity to work
- Work ethics

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## **Preparing Food in a Catering Kitchen and Customer Service, On-the-Job Learning, 3 cu**

### **Goals**

The student is able to

- make orders to the kitchen
- receive raw materials, foods and supplies
- heat or prepare foods or side dishes when needed
- counsel and guide customers on nutrition behaviour and customs
- lay out dishes
- work in customer service
- tidy and organize the premises
- wash and maintain the kitchenware
- follow the self-monitoring plan
- ensure customer satisfaction

### **Essential Contents**

- planning the tasks of a shift
- maintaining customer and work premises
- attending to food service
- serving customers
- taking care of the cleanness and order of working environment
- commanding cooking methods
- using the machines, equipment and tools of a catering kitchen
- working according to a business idea
- promoting customs, cuisine and healthy nutrition
- special diets
- learning and problem solving
- interaction and cooperation
- health, safety and capacity to work
- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies marked passed / failed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

### Preparing Banquet Dinners, 10 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Other Assessment	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- vocational skills demonstration</li> </ul>		<ul style="list-style-type: none"> <li>- Preparing Banquet Dinners and Customer Service, 7 cu</li> <li>- Preparing Banquet Dinners and Customer Service, On-the-Job Learning, 3 cu</li> </ul>	<p>Study material</p> <ul style="list-style-type: none"> <li>- Course books</li> <li>- Other material: written visual auditory audiovisual material applications of the trade</li> </ul> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- Teaching</li> <li>- Group and pair work</li> <li>- Interaction exercises</li> <li>- Exercises</li> <li>- Web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- Study premises</li> <li>- Companies of the trade, working life</li> <li>- Excursions</li> <li>- Information network</li> </ul>
The studies are assessed by the teacher or teachers			

### Vocational Skill Demands

The students are able to

- read up the order and work out the character of the function
- plan the food preparation phases, timing and scheduling
- prepare banquet dishes
- use the applicable machines, equipment and tools
- prepare dishes and pastries for customer functions
- pack the dishes for transportation if needed
- lay out dishes, take care of the sufficiency of products and top up serving dishes
- cooperate with the other staff when needed
- serve customers when needed
- tidy and organize the working environment and take part in washing and maintaining kitchenware
- follow the self-monitoring plan

### Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1	Good 2	Excellent 3
1. Command of the work process	The student		
Planning the tasks of a shift	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes good care of his/her appearance
	follows working hours and arranges changes if needed	follows working hours and arranges changes if needed	follows working hours and arranges changes if needed according to the establishment's ways of action
	plans and schedules tasks of the shift according to given instructions	plans and schedules tasks of the shift	plans and schedules tasks of the shift independently and
	reads up the order and plans individual tasks as a member of a work group	reads up the order and plans his or her own work and laying out the food he/she prepares as a member of a group	reads up the order and plans his or her work and the amount and laying out of the food he/she prepares
	takes work safety into consideration when planning his/her work and maintains the safety and ergonomics of the working environment in familiar situations	takes work safety into consideration when planning his/her work and maintains the safety and ergonomics of the working environment	takes work safety independently into consideration when planning his/her work and applies what he/she has learned even in surprising situations
Preparing banquet dinners	as instructed, prepares special diet meals, that have been ordered to the function, from the available dishes	prepares special diet meals, that have been ordered to the function, from the available dishes	independently prepares special diet meals, that have been ordered to the function, from the available dishes
	does preparation work as instructed	does and schedules preparation work independently	does and schedules preparation work independently, ensuring the products' high quality
	prepares dishes as a part of a work group	prepares savoury and high quality dishes as a part of a work group	prepares savoury and high quality dishes independently, as a part of a work group
	organizes his or her work and works to schedule	organizes the agreed work according to the function's schedule	organizes and schedules the agreed work independently and efficiently according to the function's schedule, and moves from a task to another fluently even in surprising situations
Working profitably and to high standards	packs the food and supplies for transportation when needed	packs the food and supplies for transportation as a member of a work group according to an order	packs the food and supplies for transportation independently as agreed in an order
	finishes and lays out dishes of the function as a	finishes and lays out dishes of the function following the	finishes and lays out dishes of the function following the

	member of a work group, following the schedule	schedule, and helps serving dishes if needed	schedule and fluently moves from a task to another, and helps serving dishes if needed
	takes care of the sufficiency of the dishes, topping up the serving dishes	independently takes care of the sufficiency of the dishes, topping up the serving dishes	independently takes care of the sufficiency of the dishes, swiftly topping up the serving dishes
	needs guidance to follow the agreed portion sizes and laying out dishes	prepares dishes according to the agreed price and quality goals	independently prepares dishes according to the agreed price and quality goals, and ensures that the budget is kept
Customer service	serves customers according to the service model of the establishment	serves customers according to the service model of the establishment	serves customers according to the service model of the establishment
Taking care of the tidiness and order of the working environment	tidies and organizes the working environment	tidies and organizes the working environment independently	tidies and organizes the working environment throughout the shift
	washes and maintains kitchenware when needed	washes and maintains kitchenware when needed	independently washes and maintains kitchenware when needed
	cleans food vessels as instructed	independently cleans food vessels as instructed	independently and responsibly cleans food vessels as instructed

Assessment target	Assessment criteria		
2.Command of work methods and tools	Satisfactory 1	Good 2	Excellent 3
	The student		
Command of cooking methods	prepares the most common dishes and pastries according to recipes, and using the appropriate methods and equipment	prepares dishes and pastries according to recipes, and using the appropriate methods and equipment	independently prepares dishes and pastries according to recipes, and using the appropriate methods and equipment
Using raw materials	uses raw materials or components of catering dishes	uses raw materials of components of catering dishes appropriately	uses raw materials of components of catering dishes independently and appropriately

Assessment target	Assessment criteria		
3. Know-how	Satisfactory 1	Good 2	Excellent 3
	The student		
Familiarity with cuisine and customs	utilizes knowledge of cuisine and customs so that prepares suitable dishes for the most common functions, and acts in the functions appropriately	utilizes knowledge of cuisine and customs so that independently prepares suitable dishes for the most common functions, and acts in the functions appropriately	utilizes knowledge of cuisine and customs so that independently prepares suitable dishes for the most common functions, and acts in the functions fluently, appropriately, and without and effort
Preparing for special diets and utilizing product information	changes the required dishes to suit special diets, according to instructions	changes the required dishes to suit special diets, according to instructions	independently changes the required dishes to suit special diets
	as instructed, interprets	interprets product labels	independently interprets

	product labels and information so that uses the product correctly in preparing food for special diets	and information so that uses the product correctly in preparing food for special diets	product labels and information so that uses the product correctly in preparing food for special diets
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Assessment target	Assessment criteria		
4. Key skills of life-long learning	Satisfactory 1	Good 2	Excellent 3
	The student		
Learning and problem solving	is able to work according to instructions	works responsibly and changes his or her ways of action according to given instructions	works responsibly and changes his or her ways of action independently according to feedback
Interaction and cooperation	works as a member of a work group and with other staff in preparing banquet dishes	works as a member of a work group and with other staff in preparing banquet dishes	works as an active and positive member of a work group and with other staff in preparing banquet dishes
Health, safety and working capacity	follows the self-monitoring plan	follows the self-monitoring plan	follows the self-monitoring plan
	works ergonomically	works ergonomically	works ergonomically
Work ethics	follows the commonly agreed rules and instructions	follows the commonly agreed rules and instructions and commits to the establishment	follows the commonly agreed rules and instructions and commits to the establishment
	conducts him/herself well and according to norms	conducts him/herself well and according to norms	conducts him/herself well and according to norms and requirements of situations
	follows professional discretion	follows professional discretion	follows professional discretion and acts discreetly

### Demonstration of Vocational Skills

Students demonstrate their vocational skills by preparing food for banquet functions in a restaurant or catering business in cooperation with other employees. They prepare and lay out banquet dishes for groups. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.

In demonstration of vocational skills, the student demonstrates no less than that they

- fully command the work process
- fully command the work methods, tools and material
- fully command the know-how necessary for the work
- command the key skills of life-long learning

If the vocational qualification can not be demonstrated for certain parts, it is complemented with other assessments of skills, such as interviews, tasks and other methods.

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## Preparing Banquet Dinners and Customer Service, 7 cu

### Goals

The student is able to

- read up the order and work out the character of the function
- plan the food preparation phases, timing and scheduling
- prepare banquet dishes
- use the applicable machines, equipment and tools
- prepare dishes and pastries for customer functions
- pack the dishes for transportation if needed
- lay out dishes, take care of the sufficiency of products and top up serving dishes
- cooperate with the other staff when needed
- serve customers when needed
- tidy and organize the working environment and take part in washing and maintaining kitchenware
- follow the self-monitoring plan

### Essential Contents

- planning the tasks of a shift
- working profitably and to high standards
- customer service
- taking care of the tidiness and order of the working environment
- command of cooking methods and equipment
- using raw materials
- familiarity with cuisine and customs
- preparing for special diets and utilizing product information
- learning and problem solving
- interaction and cooperation
- health, safety and working capacity
- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## Preparing Banquet Dinners and Customer Service, On-the-Job Learning, 3 cu

### Goals

The student is able to

- read up the order and work out the character of the function
- plan the food preparation phases, timing and scheduling

- prepare banquet dishes
- use the applicable machines, equipment and tools
- prepare dishes and pastries for customer functions
- pack the dishes for transportation if needed
- lay out dishes, take care of the sufficiency of products and top up serving dishes
- cooperate with the other staff when needed
- serve customers when needed
- tidy and organize the working environment and take part in washing and maintaining kitchenware
- follow the self-monitoring plan

### Essential Contents

- planning the tasks of a shift
- working profitably and to high standards
- customer service
- taking care of the tidiness and order of the working environment
- command of cooking methods and equipment
- using raw materials
- familiarity with cuisine and customs
- preparing for special diets and utilizing product information
- learning and problem solving
- interaction and cooperation
- health, safety and working capacity
- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies marked passed / failed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

### Cooking in a Staff restaurant, 10 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Other Assessment	Name and Study Credits (cu)	Execution
The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.  Assessment methods - vocational skills demonstration		- Preparing Food in a Staff restaurant and Customer Service, 5 cu - Preparing Food in a Staff restaurant and Customer Service, On-the-Job Learning, 3 cu - Final Research Project, 2 cu	Study material - Course books - Other material: written visual auditory audiovisual material applications of the trade  Teaching methods - Teaching - Group and pair work - Interaction exercises
The studies are assessed by the teacher or teachers			

		<ul style="list-style-type: none"> <li>- Exercises</li> <li>- Web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- Study premises</li> <li>- Companies of the trade, working life</li> <li>- Excursions</li> <li>- Information network</li> </ul>
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### Vocational Skill Demands

The students are able to

- adapt recipes for the required number of customers
- follow nutrition recommendations
- plan the stages, timing and preparation stages of dishes
- prepare dishes and pastries according to standardized recipes
- convert recipes to suit special diets according customers or groups
- prepare food with the machines and equipment of a staff restaurant
- lay out dishes and pack them for transport when required
- serve customers according to a business idea
- instruct and guide nutrition behaviour if needed
- make preparations for the next day
- tidy and organize customer and work premises
- follow the self-monitoring plan

### Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
1. Command of the work process	Satisfactory 1	Good 2	Excellent 3
	The student		
Working in a shift	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes care of his/her appearance	comes to his/her shift dressed as required and takes good care of his/her appearance
	follows working hours and arranges changes if needed	follows working hours and arranges changes if needed	follows working hours and arranges changes if needed according to the establishment's ways of action
Preparing food in a staff restaurant	works according to a set plan	plans and schedules the stages of preparing dishes, the order of the tasks and serial work according to instructions	independently plans and schedules the stages of preparing dishes, the order of the tasks and serial work as a fluent and functional whole
	takes work safety into consideration when planning his/her work and maintains the safety and ergonomics of the working environment in familiar	takes work safety into consideration when planning his/her work and maintains the safety and ergonomics of the working environment	takes work safety independently into consideration when planning his/her work and applies what he/she has learned even in surprising

	situations		situations
	prepares the most common dishes and pastries according to standardized recipes	prepares dishes and pastries according to standardized recipes	independently prepares dishes and pastries according to standardized recipes
	prepares nourishing and savoury food as instructed	prepares nourishing and savoury food	independently prepares nourishing and savoury food
Ensuring the quality of the food	tastes and spices the food to be savoury as instructed	tastes and spices the food to be savoury, and ensures its in correct temperature	tastes and spices the food to be savoury, and independently ensures its in correct temperature, its taste, appearance and texture
Laying out and packing	lays out dishes and packs and sends food and supplies for transportation when needed	lays out dishes and packs and sends food and supplies for transportation when needed according to an order and instructions	independently lays out dishes and packs and sends food and supplies for transportation when needed according to an order
Customer service	helps in customer service if needed	works in customer service if needed	works independently in customer service if needed
	acts politely and communicates with customers in a service situation	acts politely and willingly communicates with customers in a service situation	acts politely and actively serves customers
	prepares a model portion that complies with nutrition recommendations as instructed, if needed	prepares a model portion that complies with nutrition recommendations, if needed	independently prepares a model portion that complies with nutrition recommendations, if needed
	guides customers to Finnish cuisine and customs, and to food that is healthy and follows nutrition recommendations, if necessary and according to instructions	guides customers to Finnish cuisine and customs, and to food that is healthy and follows nutrition recommendations, if necessary	actively guides customers to appreciate Finnish cuisine and customs, and to food that is healthy and follows nutrition recommendations, if necessary
Preparation for the next shift or work day	does preparation work when guided	checks the next shift's or day's menus, and does preparation work as instructed, and as a member of a work group	checks the next shifts or days menus, and does preparation work on his / her own initiative
Taking care of the tidiness and order of working environment	tidies and organizes work and customer premises according to instructions	tidies and organizes work and customer premises	independently tidies and organizes work and customer premises throughout the shift
	washes and maintains kitchenware when needed	washes and maintains kitchenware when needed	independently washes and maintains kitchenware when needed
	cleans food vessels as instructed	cleans food vessels as instructed when needed	independently cleans food vessels as instructed when needed

Assessment target	Assessment criteria
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2.Command of work methods and tools	Satisfactory 1	Good 2	Excellent 3
	The student		
Using the machines and equipment of a staff restaurant	uses the most central machines of a staff restaurant economically and safely	independently uses the machines of a staff restaurant economically and safely	uses the machines, equipment and tools of a staff restaurant diversely, economically and safely
		as instructed, divides tasks taking the load of the kitchen's machines into account	divides tasks taking the load of the kitchen's machines into account
Using raw materials	uses the raw materials or components of a staff restaurant's dishes appropriately	uses the raw materials or components of a staff restaurant's dishes appropriately and avoids wastage	independently uses the raw materials or components of a staff restaurant's dishes appropriately and avoids wastage
			uses substitutive raw materials instead of missing ingredients according to agreed instructions
			compares the amount of food to the given instructions
Using methods of food preparation	as instructed, prepares large servings using the appropriate methods	prepares large servings using the appropriate methods	independently prepares large servings using the appropriate methods

Assessment target	Assessment criteria		
	Satisfactory 1	Good 2	Excellent 3
3. Know-how	The student		
Familiarity with cuisine and customs of the trade	works according to instructions on the needs of a staff restaurant's customers, cuisine and customs	works according to the needs of a staff restaurant's customers, cuisine and customs	independently works according to the needs of a staff restaurant's customers, cuisine and customs
Converting recipes	when guided, increases and decreases recipes using the applications of the trade	according to instructions, increases and decreases recipes using the applications of the trade	independently increases and decreases recipes using the applications of the trade
Following nutrition recommendations	is familiar with the primary customer group's nutrition recommendations, so that is able to prepare savoury and healthy food complying with the recommendations	knows the primary customer group's nutrition recommendations and is familiar with the recommendations for other groups, so that is able to prepare savoury and healthy food complying with the recommendations for various groups	knows the nutrition recommendations for various customer groups, so that is independently able to prepare savoury and healthy food complying with the recommendations for various groups
Special diets	is familiar with recipes and, when guided, modifies them to suit special diets	is familiar with recipes and, according to instructions, modifies them to suit	is familiar with recipes and, independently, modifies them to suit

		special diets	special diets
	interprets the product information of raw materials and products, so that is able to prepare food for special diets using the appropriate raw materials	interprets the product information of raw materials and products, so that is able to prepare food for special diets using the appropriate raw materials	independently interprets the product information of raw materials and products, so that is able to prepare food for special diets using the appropriate raw materials

Assessment target	Assessment criteria		
4. Key skills of life-long learning	Satisfactory 1	Good 2	Excellent 3
	The student		
Learning and problem solving	is able to work according to instructions	works responsibly and changes his or her ways of action according to given instructions	works responsibly and changes his or her ways of action independently according to feedback
Interaction and cooperation	prepares food as a member of a group and with business partners in a staff restaurant	prepares food as a member of a group and with business partners in a staff restaurant	prepares food as an active and positive member of a group and with business partners in a staff restaurant
Health, safety and working capacity	follows the self-monitoring plan	follows the self-monitoring plan	follows the self-monitoring plan
	works ergonomically	works ergonomically	works ergonomically
Work ethics	follows the commonly agreed rules and instructions, and those of terms of employment	follows the commonly agreed rules and instructions, and those of terms of employment, and commits to the establishment	follows the commonly agreed rules and instructions, and those of terms of employment, and commits to the establishment
	conducts him/herself well and according to norms	conducts him/herself well and according to norms	conducts him/herself well and according to norms and requirements of situations
	follows professional discretion	follows professional discretion	follows professional discretion

### Demonstration of Vocational Skills

Students demonstrate their vocational skills by preparing food in a staff restaurant in cooperation with the rest of the staff. They prepare and lay out dishes and pastries according to the menu, taking the customers' needs and nutrition recommendations into consideration. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.

In demonstration of vocational skills, the student demonstrates no less than that they

- fully command the work process
- fully command the work methods, tools and material
- fully command the know-how necessary for the work, for converting and modifying recipes, following nutrition recommendations and taking special diets into consideration
- command the key skills of life-long learning

If the vocational qualification can not be demonstrated for certain parts, it is complemented with other assessments of skills, such as interviews, tasks and other methods.

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## Preparing Food in a Staff Restaurant and Customer Service, 5 cu

### Goals

#### The students

- adapt recipes for the required number of customers
- follow nutrition recommendations
- plan the stages, timing and dividing the sections of food preparation
- prepare dishes and pastries according to standardized recipes
- convert recipes to suit special diets according customers or groups
- prepare food with the machines and equipment of a staff restaurant
- lay out dishes and pack them for transport when required
- serve customers according to a business idea
- instruct and guide nutrition behaviour if needed
- make preparations for the next day
- tidy and organize customer and work premises
- follow the self-monitoring plan

### Essential Contents

- working in a shift
- preparing food in a staff restaurant
- ensuring the quality of the food
- laying out and packing
- customer service
- preparation for the next shift or work day
- taking care of the tidiness and order of the working environment
- using the machines and equipment of a staff restaurant
- using raw materials
- using methods of food preparation
- familiarity with cuisine and customs of the trade
- converting recipes
- following nutrition recommendations
- special diets
- learning and problem solving
- interaction and cooperation
- health, safety and working capacity
- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

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## Final Research Project, 2 cu

### Goals

The students are able to

- adapt recipes for the required number of customers
- follow nutrition recommendations
- plan the stages, timing and dividing the sections of preparation of dishes
- prepare dishes and pastries according to standardized recipes
- convert recipes to suit special diets according customers or groups
- prepare food with the machines and equipment of a staff restaurant
- lay out dishes and pack them for transport when required
- serve customers according to a business idea
- instruct and guide nutrition behaviour if needed
- make preparations for the next day
- tidy and organize customer and work premises
- follow the self-monitoring plan

### Essential Contents

- working in a shift
- preparing food in a staff restaurant
- ensuring the quality of the food
- laying out and packing
- customer service
- preparation for the next shift or work day
- taking care of the tidiness and order of the working environment
- using the machines and equipment of a staff restaurant
- using raw materials
- using methods of food preparation
- familiarity with cuisine and customs of the trade
- converting recipes
- following nutrition recommendations
- special diets
- learning and problem solving
- interaction and cooperation
- health, safety and working capacity
- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

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## Preparing Food in a Staff Restaurant and Customer Service, On-the-Job Learning, 3 cu

### Goals

The students are able to

- adapt recipes for the required number of customers
- follow nutrition recommendations
- plan the stages, timing and dividing the sections of preparation of dishes
- prepare dishes and pastries according to standardized recipes
- convert recipes to suit special diets according customers or groups
- prepare food with the machines and equipment of a staff restaurant
- lay out dishes and pack them for transport when required
- serve customers according to a business idea
- instruct and guide nutrition behaviour if needed
- make preparations for the next day
- tidy and organize customer and work premises
- follow the self-monitoring plan

### Essential Contents

- working in a shift
- preparing food in a staff restaurant
- ensuring the quality of the food
- laying out and packing
- customer service
- preparation for the next shift or work day
- taking care of the tidiness and order of the working environment
- using the machines and equipment of a staff restaurant
- using raw materials
- using methods of food preparation
- familiarity with cuisine and customs of the trade
- converting recipes
- following nutrition recommendations
- special diets
- learning and problem solving
- interaction and cooperation
- health, safety and working capacity
- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies marked passed / failed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments

### À la Carte Cooking, 10 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Other Assessment	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- vocational skills demonstration</li> </ul>		<ul style="list-style-type: none"> <li>- Cooking in an À la Carte Kitchen, 5 cu</li> <li>- Cooking in an À la Carte Kitchen, On-the-Job Learning, 3 cu</li> <li>- Final research project, 2 cu</li> </ul>	<p>Study material</p> <ul style="list-style-type: none"> <li>- Course books</li> <li>- Other material:                             <ul style="list-style-type: none"> <li>• written</li> <li>• visual</li> <li>• auditory</li> <li>• audiovisual material</li> <li>• applications of the trade</li> </ul> </li> </ul> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- Teaching</li> <li>- Group and pair work</li> <li>- Interaction exercises</li> <li>- Exercises</li> <li>- Web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- Study premises</li> <li>- Companies of the trade, working life</li> <li>- Excursions</li> <li>- Information network</li> </ul>
<p>The studies are assessed by the teacher or teachers.</p>			

### Vocational Skill Demands

The students are able to

- schedule and phase daily tasks
- prepare dishes, side dishes and desserts of a restaurant's a la carte menu according to recipes
- use raw materials and methods diversely
- finish and lay out dishes for serving
- work in cooperation with the service staff in customer service
- prepare meals for special diets from the a la carte dishes
- tidy and organize the working environment
- use the principles of gastronomy in preparing and assembling meals
- follow the self-monitoring plan

### Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
1. Work Process	Satisfactory 1	Good 2	Excellent 3
	The student		
Planning the tasks	comes to his/her shift	comes to his/her shift	comes to his/her shift

of a shift	dressed as required and takes care of his/her appearance	dressed as required and takes care of his/her appearance	dressed as required and takes good care of his/her appearance
	follows working hours and arranges changes if needed	follows working hours and arranges changes if needed	follows working hours and arranges changes according to the establishment's norms
	when guided, plans and schedules the tasks of the shift according to customer orders and estimated customer numbers	plans and schedules the tasks of the shift according to customer orders and estimated customer numbers	independently and appropriately plans and schedules the tasks of the shift according to customer orders and estimated customer numbers
Preparing and laying out a la carte dishes	does preparation work	does preparation work independently	does preparation work independently ensuring the products' high quality
	prepares starters, main courses and desserts of the establishment's menu, but requires guidance at times	prepares starters, main courses and desserts of the establishment's menu according to recipes	prepares starters, main courses and desserts of the establishment's menu according to recipes, ensuring the high quality and tastefulness of the result
	works according to customers' orders	fluently works according to customers' orders	independently and efficiently schedules cooking tasks according to customers' orders
	lays out dishes cleanly in correct sizes	lays out dishes cleanly and aesthetically in correct sizes	independently lays out dishes cleanly and aesthetically in correct sizes
Cleaning up after cooking and preparation for the next shift	cleans and straightens the working environment, tools, machines, equipment and supplies	independently cleans and straightens the working environment, tools, machines, equipment and supplies	independently cleans and fluently straightens the working environment, tools, machines, equipment and supplies
		as instructed, prepares products required by the next shift	independently prepares products required by the next shift, and passes the information forward

Assessment target	Assessment criteria		
	Satisfactory 1	Good 2	Excellent 3
2. Command of work methods and tools	The student		
Choosing and handling raw materials	recognizes, chooses and handles raw materials of the dishes in the menu	independently recognizes, chooses and handles raw materials of the dishes in the menu	fluently recognizes, chooses and handles raw materials of the dishes in the menu in changing situations
Using cooking tools, machines and equipment	as instructed, uses and cleans machines, equipment and tools needed in cooking à la carte dishes	uses and cleans the machines, equipment and tools needed in cooking à la carte dishes	independently uses and cleans the machines, equipment and tools needed in cooking à la carte dishes
Cooking methods	prepares à la carte	prepares à la carte	independently prepares

	dishes with the machines, equipment and tools of the establishment	dishes with the machines, equipment and tools of the establishment using the appropriate methods	à la carte dishes with the machines, equipment and tools of the establishment using the appropriate methods
	prepares à la carte dishes profitably and economically	prepares à la carte dishes profitably and economically according to a recipe or instructions, and pays attention to wastage	independently prepares à la carte dishes profitably and economically according to a recipe or instructions, and pays attention to wastage
	prepares individual ordered meals	simultaneously prepares some ordered meals	simultaneously prepares several ordered meals and moves fluently from a task to another even in surprising situations

Assessment target	Assessment criteria		
3. Know-how	Satisfactory 1	Good 2	Excellent 3
	The student		
Working according to a business idea	when instructed, works according to the establishment's business idea	works according to the establishment's business idea	works according to the establishment's business idea
Utilizing gastronomical knowledge	is familiar with the most common gastronomic dishes and uses gastronomic vocabulary	is familiar with gastronomic dishes and uses gastronomic vocabulary fluently	is familiar with a wide variety of gastronomic dishes and uses gastronomic vocabulary fluently
	is familiar enough with gastronomy, so that when guided, uses the most common gastronomic principles in designing, preparing and assembling meals	is familiar enough with gastronomy, so that uses the most common gastronomic principles in designing, preparing and assembling meals	is familiar enough with gastronomy, so that independently uses the gastronomic principles in designing, preparing and assembling meals
Utilizing cuisine knowledge	is familiar with national and international raw materials, products and dishes, so that is able to describe the contents of the establishment's à la carte dishes	is familiar with national and international raw materials, products and dishes, so that is able to describe the contents of the establishment's à la carte dishes and the origins of their raw materials	is familiar with national and international raw materials, products and dishes, so that is able to describe the contents of the establishment's à la carte dishes
	as instructed, prepares national or international à la carte courses	independently prepares national or international à la carte courses	independently prepares national or international à la carte courses
Preparing for special diets	as instructed, modifies and prepares dishes for special diets from equivalent à la carte dishes according to customers' needs	independently modifies and prepares dishes for special diets from equivalent à la carte dishes according to customers' needs	independently and responsibly modifies and prepares dishes for special diets from equivalent à la carte dishes according to customers' needs
Pricing meals	when guided, calculates the costs and price according to the aimed contribution margin	as instructed, calculates the costs and price according to the aimed contribution margin	independently calculates the costs and price according to the aimed contribution margin

Assessment target	Assessment criteria		
4. Key skills of life-long learning	Satisfactory 1	Good 2	Excellent 3
	The student		
Learning and problem solving	plans his or her own work, but requires guidance in new situations or if the working environment changes	plans his or her own work and is able to work in new situations or if the working environment according to instructions	independently plans tasks that are on his or her responsibility and is able to work fluently in new situations or if the working environment
	assesses his or her own work and receives feedback	assesses his or her success while working, receives feedback and acts accordingly	assesses the success of his or her work, justifies the assessment, and perfects his or her work according to feedback
Interaction and cooperation	works as a member of the group	works as an active member of the group and in cooperation with the serving staff	works as an active and positive member of the group and in cooperation with the serving staff
Health, safety and capacity to work	follows the self-monitoring plan	follows the self-monitoring plan	follows the self-monitoring plan
	maintains the safety and ergonomics of the working environment in familiar situations	maintains the safety and ergonomics of the working environment	responsibly maintains the safety and ergonomics of the working environment
	follows the safety regularisations and rules of the establishment	follows the safety regularisations and rules of the establishment	follows the safety regularisations and rules of the establishment
Work ethics	when guided, takes care of customer's needs when preparing dishes	as instructed, takes care of customer's needs when preparing dishes	independently takes care of customer's needs when preparing dishes
	follows professional discretion	follows professional discretion	follows professional discretion and acts discreetly

### Demonstration of Vocational Skills

Students demonstrate their vocational skills by cooking in a restaurant in cooperation with other employees. They prepare and lay out à la carte meals according to the menu using recipes. The work is performed to the extent that the vocational skills can be said to match vocational qualifications.

In demonstration of vocational skills, the student demonstrates no less than that they

- fully command the work process
- fully command the work methods, tools and material
- command the know-how necessary for the work, utilizing gastronomic and cuisine knowledge, and preparing meals for special diets
- fully command the key skills of life-long learning

If the vocational qualification can not be demonstrated for certain parts, it is complemented with other assessments of skills, such as interviews, tasks and other methods.

## Cooking in an À la Carte Kitchen, 5 cu

### Goals

The students are able to

- schedule and phase daily tasks
- prepare dishes, side dishes and desserts of a restaurant's a la carte menu according to recipes
- use raw materials and methods diversely
- finish and lay out dishes for serving
- work in cooperation with the service staff in customer service
- prepare meals for special diets from the a la carte dishes
- tidy and organize the working environment
- use the principles of gastronomy in preparing and assembling meals
- follow the self-monitoring plan

### Essential Contents

- planning the tasks of a shift
- preparing and laying out à la carte dishes
- cleaning up after cooking and preparation for the next shift
- choosing and handling raw materials
- using cooking tools, machines and equipment
- cooking methods
- working according to a business idea
- utilizing gastronomical knowledge
- utilizing cuisine knowledge
- preparing for special diets
- pricing meals
- learning and problem solving
- interaction and cooperation
- health, safety and capacity to work
- work ethics

### Assessment of Learning

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## Final Research Project, 2 cu

### Goals

The students

- schedule and phase daily tasks
- prepare dishes, side dishes and desserts of a restaurants' a la carte menu according to recipes

- 
- use raw materials and methods diversely
  - finish and lay out dishes for serving
  - work in cooperation with the service staff in customer service
  - prepare meals for special diets from the a la carte dishes
  - tidy and organize the working environment
  - use the principles of gastronomy in preparing and assembling meals
  - follow the self-monitoring plan

### **Essential Contents**

- planning the tasks of a shift
- preparing and laying out à la carte dishes
- cleaning up after cooking and preparation for the next shift
- choosing and handling raw materials
- using cooking tools, machines and equipment
- cooking methods
- working according to a business idea
- utilizing gastronomical knowledge
- utilizing cuisine knowledge
- preparing for special diets
- pricing meals
- learning and problem solving
- interaction and cooperation
- health, safety and capacity to work
- work ethics
- assessment

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies graded 1-3 in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## **Cooking in an À la Carte Kitchen, On-the-Job Learning, 3 cu**

### **Goals**

The students are able to

- schedule and phase daily tasks
- prepare dishes, side dishes and desserts of a restaurants' a la carte menu according to recipes
- use raw materials and methods diversely
- finish and lay out dishes for serving
- work in cooperation with the service staff in customer service
- prepare meals for special diets from the a la carte dishes
- tidy and organize the working environment
- use the principles of gastronomy in preparing and assembling meals
- follow the self-monitoring plan

### **Essential Contents**

- planning the tasks of a shift
- preparing and laying out à la carte dishes
- cleaning up after cooking and preparation for the next shift
- choosing and handling raw materials
- using cooking tools, machines and equipment
- cooking methods
- working according to a business idea
- utilizing gastronomical knowledge
- utilizing cuisine knowledge
- preparing for special diets
- pricing meals
- learning and problem solving
- interaction and cooperation
- health, safety and capacity to work
- work ethics
- assessment

### **Assessment of Learning**

The purpose of the assessment is to inform the student what he/she has still to learn. The student receives verbal and written feedback on his/her progress. The feedback is given on attendance, activity, tasks, exams and project work.

The feedback is given verbally and the studies marked passed / failed in the study record.

Students assess their learning on the basis of the required vocational skills of the studies, goals, and assessment criteria. The students' self-assessment skills are developed by collecting their written self-assessments.

## STUDIES SUPPLEMENTING VOCATIONAL SKILLS

### Compulsory Studies Supplementing Vocational Skills

#### Finnish as a First Language, 4 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Corresponding Upper Secondary School Courses	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- letter to the editor</li> <li>- summary</li> <li>- (work) report</li> <li>- job application documents</li> <li>- verbal presentation of the (work) report</li> </ul>	<p>Corresponding upper secondary school courses:</p> <ul style="list-style-type: none"> <li>- Kieli, tekstit ja vuorovaikutus (ÄI1)</li> <li>- Tekstien rakenteita ja merkityksiä (ÄI 2)</li> <li>- Tekstit ja vaikuttaminen (ÄI4)</li> <li>- Puheviestinnän taitojen syventäminen (ÄI7)</li> </ul>	<ul style="list-style-type: none"> <li>- Communication in Working Life 1, 2 cu</li> <li>- Communication in Working Life 2, 2 cu</li> </ul>	<p>Study material</p> <ul style="list-style-type: none"> <li>- course books</li> <li>- course material</li> <li>- web-material</li> <li>- audiovisual material</li> </ul> <p>Teaching Methods</p> <ul style="list-style-type: none"> <li>- class room teaching</li> <li>- exercises</li> <li>- web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- class room</li> <li>- working life</li> <li>- information network</li> </ul>

### Goals

#### The students

- communicate and interact with others, so that they are able to practise the profession, take part in working life, act as a active citizens, and seek further studies
- command the text skills required in hotel, restaurant and catering businesses
- know their way in a multicultural and multilingual environment
- understand the central concepts, contents and meanings of hotel, restaurant and catering related texts
- acquire information from different sources using different methods, and pass it on verbally and in writing
- interpret different text types and literature
- evaluate his/her own language skills and cultivate it continuously
- work in different situations in hotel, restaurant and catering business
- command different speech communication situations in hotel, restaurant and catering, for example giving a presentation on work performance or final research project
- are able to write the most common documents of their community and the hotel, restaurant and catering trade
- are able to apply for a job and write the related documents
- utilize the professional literature and papers of the hotel, restaurant and catering trade, and other media
- utilize the media critically and are familiar with the principles of using sources
- develop their communication and interaction skills, and constructively take part in the communication of the work place

## Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1 The students	Good 2 The students	Excellent 3 The students
Acquisition of information	– when guided, seek essential information for the trade from undemanding texts	– seek relevant information from various sources and use reliable texts	– seek information from various sources and even demanding texts, and evaluate their reliability
Text comprehension	– understand the essential content of a professional text, and are able to connect it to their own experiences and knowledge	– understand the essential content of a text, and are able to connect and compare its details to their own experiences and knowledge	– understand both the meaning and purpose of a text, and the significance of its details, make conclusions and evaluate the content and ways of expression
Written communication	<ul style="list-style-type: none"> <li>– when guided, writes texts essential to vocational skills</li> <li>– are familiar with the basics of spelling and grammar</li> <li>– when guided, write documents after a model</li> <li>– write different types of texts after a model</li> </ul>	<ul style="list-style-type: none"> <li>– write texts essential to vocational skills</li> <li>– use fluent sentences and clauses and structure the text</li> <li>– write the appropriate documents</li> <li>– write different types of texts</li> </ul>	<ul style="list-style-type: none"> <li>– write purposefully and edit their texts on the basis of feedback and their own judgement</li> <li>– command the basic norms and polish the linguistic form and layout</li> <li>– writes appropriate documents and is able to adapt templates</li> <li>– use their knowledge of text types resourcefully to write different types of texts</li> </ul>
Interaction and communication in working life	<ul style="list-style-type: none"> <li>– act businesslike when interacting, e.g. when applying for a job</li> <li>– take part in conversations</li> <li>– justify their opinions</li> <li>– are able to make a short presentation</li> </ul>	<ul style="list-style-type: none"> <li>– act businesslike and politely when interacting, e.g. when applying for a job</li> <li>– take part in conversations and guides the conversation towards an aim</li> <li>– justify their opinions and claims from different points of view</li> <li>– connect with their audience and construct their address so that it is easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>– act fluently, customer oriented, and convincingly when interacting</li> <li>– take part in conversation actively and constructively, and take care of the atmosphere</li> <li>– justify their views from different points of view, and evaluate their influence efforts</li> <li>– are able to maintain interaction while addressing an audience, are able to illustrate their presentation and structure it logically</li> </ul>
Media skills	– are familiar with the central media of the	– use the central media and evaluate media texts	– utilize media widely and critically evaluate media texts

Assessment target	Assessment criteria		
	Satisfactory 1 The students	Good 2 The students	Excellent 3 The students
	trade  – obey copyrights when guided	– recognize copyrights as rights and obligations, and obey them by e.g. stating their sources	– know how to refer to sources, and ask a permission to use them when needed
Language and culture	– recognize the significance of their own language and intercultural communication  – digest literature and other forms of art	– take intercultural communication into consideration in their interaction  – are able to classify literature and other forms of art	– fluently apply intercultural communication and their cultural know-how, and are tolerant in their behaviour  – are able to analyze and interpret literature and other forms of art

**Key Skills of Life Long Learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 7. Aesthetics, 8. Communication and media skills, 10. Technology and information technology, 11. Active citizenship and different cultures

## Communication in Working Life 1, 2 cu

### Goals

The students

- command the text analysis skills needed in working life
- command the text skills required in hotel, restaurant and catering businesses
- acquire information from different sources using different methods, and pass it on verbally and in writing
- evaluate their own language skills and cultivate it continuously
- are able to write the most common documents of their community and the hotel, restaurant and catering trade
- utilize professional papers and other media
- utilize the media critically and are familiar with the principles of using sources
- develop their communication and interaction skills, and constructively take part in the communication of the work place

### Essential Contents

- information retrieval
- text comprehension
- written communication
- media skills

### Assessment of Learning

The student is given feedback on written and spoken exercises, and possible limited exams.

The studies are graded 1-3 in the study record.

The students' self-assessment skills are developed with written and/or spoken self-assessment exercises.

## Communication in Working Life 2, 2 cu

### Goals

The students

- communicate and interact with others, so that they are able to practise the profession, take part in working life, act as an active citizen, and seek further studies
- command the text skills required in hotel, restaurant and catering businesses
- know their way in a multicultural and multilingual environment
- interpret different text types and literature
- work in different situations in the hotel, restaurant and catering trade
- command different speech communication situations in hotel, restaurant and catering, for example giving a presentation on work performance or final research project
- are able to apply for a job and write the related documents
- utilize the professional literature and papers of the hotel, restaurant and catering trade, and other media

### Essential Contents

- interaction and communication in working life
- language and culture

### Assessment of Learning

The student is given feedback on written and spoken exercises, and possible limited exams.

The studies are graded 1-3 in the study record.

The students' self-assessment skills are developed with written and/or spoken self-assessment exercises.

## Finnish as a Second Language, 4 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Corresponding Upper Secondary School Courses	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- written exam</li> <li>- a verbal presentation or communication</li> </ul>	<p>Corresponding upper secondary school courses:</p> <ul style="list-style-type: none"> <li>- Perusteet hallintaan (S21)</li> <li>- Kieli käyttöön (S22)</li> </ul>		<p>Study material</p> <ul style="list-style-type: none"> <li>- course books</li> <li>- course material</li> <li>- web-material</li> <li>- audiovisual material</li> </ul> <p>Teaching Methods</p> <ul style="list-style-type: none"> <li>- class room teaching</li> <li>- exercises</li> <li>- web-teaching</li> </ul>

The teacher or teachers assess the studies		Study environment - class room - working life - information network
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## Goals

### The students

- command sufficient communication and interaction skills for working life, active citizenship and further studies
- understand the central contents of verbal Finnish communication, and are able to follow and participate in hotel, restaurant and catering studies
- understand the essential contents of written hotel, restaurant and catering studies material, and are able to use them to advance in the studies
- are stimulated by Finnish hotel, restaurant and catering literature and other texts
- write documents and other texts necessary in hotel, restaurant and catering trade
- command the central features of Finnish, and the terminology and phrases of the hotel, restaurant and catering trade
- are able to work in the hotel, restaurant and catering trade according to the requirements of Finnish working life and society
- seek hotel, restaurant and catering related information from different sources, use dictionaries and make notes independently, and use material in literature and information networks to advance their language skills and studies

## Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1 The students	Good 2 The students	Excellent 3 The students
Acquisition of information	– when guided, seek essential information for the trade from undemanding texts	– seek relevant information from various sources and use reliable texts	– seek information from various sources and even demanding texts, and evaluate their reliability
Text comprehension	– understand short, hands-on texts, key words, and important details, and texts of the trade	– understand texts of the trade, or those of general interest, and to some extent texts that demand deduction, are able to seek and connect information from multiple texts of few pages in length	– independently understands texts of also abstract nature, possibly related to the trade and work safety, quickly perceives the content of a text and its necessity, and utilizes it to different tasks
Written communication	– write a short, structured text on familiar subjects in the most common forms of written communication, and command sufficient vocabulary and grammar to write texts needed in professional and general situations	– write texts on both familiar abstract subjects and professional subjects, use vocabulary and grammar suitable for different texts, and write understandable and relatively flawless texts	– write clear and detailed texts also on abstract subjects and professional tasks, combine and summarise information found from different sources, command a large vocabulary and demanding grammatical structures,

Assessment target	Assessment criteria		
	Satisfactory 1 The students	Good 2 The students	Excellent 3 The students
			and the linguistic skills to compose a clear, well structured text
Interaction and communication in working life	<ul style="list-style-type: none"> <li>– understand spoken language discussing the studies or profession, and conversations containing everyday vocabulary</li> <li>– describe familiar issues and manage unofficial discussions, and communicates in various professional situations</li> </ul>	<ul style="list-style-type: none"> <li>– understand conversations on general subjects and information, and professional discussions, and commands the vocabulary</li> <li>–describe familiar, concrete issues, and explain professional subjects, and communicate and utilize a relatively large vocabulary, different structures and complicated sentences</li> </ul>	<ul style="list-style-type: none"> <li>– understand both concrete and abstract spoken professional language, distinguish different styles and is able to summarize the key information and important details of what they have heard</li> <li>– communicate clearly in situations related to their experience and profession, and in most practical and social situations, and formal conversations, utilizes the grammatical structures of the language and relatively large vocabulary</li> </ul>
Language and culture	– are familiar with the Finnish society and culture, and understands the significance of intercultural communication	– understand the norms of Finnish society, and working life’s ways of action, and takes intercultural communication into account in their interaction	– apply their knowledge of the norms of Finnish society and working life’s ways of action, and apply intercultural communication and their own cultural know-how
Language studies	– are familiar with different ways of learning languages and the principles of using dictionaries and other sources	– apply different ways of learning languages, and use dictionaries and other sources to help understanding	– apply different strategies to learn languages and use dictionaries and other sources to help writing

**Key Skills of Life Long Learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communication and media skills, 11. Active citizenship and different cultures

### Assessment of Learning

The student is given feedback on written and spoken exercises, and possible limited exams.

The studies are graded 1-3, and marked as passed in the study record.

The students’ self-assessment skills are developed with written and/or spoken self-assessment exercises

Second Official Language, Swedish, 1 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Corresponding Upper	Name and Study Credits	Execution

	<b>Secondary School Courses</b>	<b>(cu)</b>	
The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.  Assessment methods - written exam - a verbal presentation or communication	Corresponding upper secondary school courses: - Koulu ja vapaa-aika (RUB1)	-	Study material - written - verbal - audiovisual material  Teaching methods - vocabulary practise - customer service discourses - web-teaching
The studies are assessed by the teacher or teachers.			Study environment - class room - excurses to cultural institutions - working life - information network

### Goals

The student

- manages the routine tasks of the hotel, restaurant and catering trade, and everyday situations in Swedish
- understands the meaning of both national languages and culture in multicultural Finland

### Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1 The students	Good 2 The students	Excellent 3 The students
Acquisition of information	– is familiar with the principles of using dictionaries and other sources of information	– uses dictionaries and to some extent other, such as electronic, sources of information	– uses dictionaries, but also electronic and other sources of information to seek additional information on foreign language, simple guides related to the trade
Text comprehension and written communication	– with the help of sources, understand the contents of short and simple work and work safety related messages	– using model texts, write short work related texts, such as work and safety guidelines	– write short work related notes, directions and orders
Interaction and communication in working life	– in a few words, tell about themselves or familiar issues related to the work	– manage daily, routine communication situations, if the other party speaks slowly and uses simple, basic vocabulary	– manage the most common situations both face-to-face and on the phone, and ask clarification if necessary
Significance of	– are aware of the	– are aware of the	– understand the position of

Assessment target	Assessment criteria		
	Satisfactory 1 The students	Good 2 The students	Excellent 3 The students
language and culture	significance of Swedish language and culture	significance of Swedish language and culture when meeting Scandinavians	Swedish language and culture in multicultural Finland
Language studies	– recognize their own learning strategies	– recognize strengths and weaknesses of their learning strategies	– try out new strategies and ways of learning

**Key Skills of Life Long Learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communication and media skills, 11. Active citizenship and different cultures

### Assessment of Learning

The student is given feedback on written and spoken exercises, and possible limited exams.

The studies are graded 1-3.

The students' self-assessment skills are developed with written and/or spoken self-assessment exercises.

### Foreign Language, 2 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Corresponding Upper Secondary School Courses	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- written exam</li> <li>- a verbal presentation or communication</li> </ul>	<p>Corresponding upper secondary school courses:</p> <ul style="list-style-type: none"> <li>- Nuori ja hänen maailmansa (ENA1)</li> </ul>	-	<p>Study material</p> <ul style="list-style-type: none"> <li>- written</li> <li>- verbal</li> <li>- audiovisual material</li> </ul> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- presentational teaching methods</li> <li>- discussions in pairs</li> <li>- group work</li> <li>- web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- class room</li> <li>- working life</li> <li>- information network</li> </ul>
The studies are assessed by the teacher or teachers.			

### Goals

The students

- command sufficient communication and interaction skills for working life, active citizenship and further studies
- command the necessary language skills for the hotel, restaurant and catering trade
- are able to work in a multicultural and multilingual environment

## Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1 The students	Good 2 The students	Excellent 3 The students
Acquisition of information	– seek information from work related material and instructions when guided and using dictionaries	– seek work related information using dictionaries, and to some extent, other sources of information, e.g. electronic sources	– seek work related information from various sources, apply the information and skills, and justifies the decisions
Text comprehension and written communication	– with the help of sources, understand the contents of short and simple work related messages  – when guided, writes short and simple work related texts after a model	– understand work, and product and process related written instructions using sources, and ask clarifying questions, and is able to work accordingly  – writes short and simple work related texts after a model	– understands work and product and process related written instructions and feedback  – writes conventional personal messages or short texts and fills simple work related documents
Interaction and communication in working life	– understand short work related verbal messages, and act accordingly  – tell shortly about themselves and work related tasks by answering to questions in familiar and predictable work situations	– understand the most common work, product and process related verbal instructions, and act accordingly  – tell shortly about themselves and work related tasks, so that is understood, and participate in conversation if the partner speaks slowly and uses simple language	– understand the essential ideas from conventional speech of normal speed, and act accordingly  – tell about their work, work place and the related norms and customs in familiar situations, and if needed, find out about similar matters in other cultures  – acquire additional work instructions by asking
Language and culture	– are aware of the significance of the language they are learning and the culture it represents	– understand the significance of the language they are learning and the culture it represents	– apply the skills and knowledge of a foreign language and culture
Language studies	– recognize their own learning strategies	– evaluate strengths and weaknesses of their learning strategies	– nourish their learning by trying out new strategies and ways of learning

**Key Skills of Life Long Learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communication and media skills, 11. Active citizenship and different cultures

## Assessment of Learning

The student is given feedback on written and spoken exercises, and possible limited exams.

The studies are graded 1-3.

The students' self-assessment skills are developed by letting the students assess their own performance.

### Mathematics, 3 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Corresponding Upper Secondary School Courses	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- written exams and/or exercises</li> </ul>	<p>Corresponding upper secondary school courses:</p> <ul style="list-style-type: none"> <li>- Lausekkeet ja yhtälöt (MAB 1)</li> <li>- Geometria (MAB 2)</li> </ul>	<ul style="list-style-type: none"> <li>- Mathematics 1, 1 cu</li> <li>- Mathematics 2, 1 cu</li> <li>- Mathematics 3, 1 cu</li> </ul>	<p>Study material</p> <ul style="list-style-type: none"> <li>- defined by the teacher</li> </ul> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- class room teaching</li> <li>- exercises</li> <li>- group work</li> <li>- web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- class room</li> <li>- working life</li> <li>- excursions</li> <li>- information network</li> </ul>
<p>The studies are assessed by the teacher or teachers.</p>			

### Goals

The student

- commands basic calculations, percentage calculation and unit conversions, and uses them in calculations related to customer service, receptionist's, and cook's work
- calculates areas and volumes, and applies geometry required by the hotel, restaurant and catering trade
- uses appropriate mathematical methods in solving problems related to the hotel, restaurant and catering trade
- uses mathematical expressions to state dependencies between variables
- formulate equations, expressions, tables and drawings related to hotel, restaurant and catering work, and solves mathematical tasks needed in the work using equations, deductions, graphs and judges the validity of the results
- uses a calculator, computer, and other mathematical instruments to solve mathematical problems

## Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1 The student	Good 2 The student	Excellent 3 The student
Basic calculations, percentage calculations and unit conversions, and basic mathematical concepts and representations	– does the routine calculations related to the work, and is familiar with the most essential mathematical concepts and representations	– fluently carries out the work related calculations, and to some extent use mathematical concepts and representations	– applies the calculations needed in the trade, and judges the accuracy of the results, and commands the mathematical concepts and representations used in the trade
Mathematical methods, problem solving and estimating the results	– solves the essential work related mathematical problems either by deducting, using graphs or calculations, and is able to estimate the order of magnitude of the results	– solves work related problems using mathematical methods and judges the accuracy of the results	– applies mathematical methods in solving work related problems and judges the reliability and accuracy of the methods
Using a calculator or a computer	– uses a calculator and a computer to solve basic mathematical tasks related to the work	– fluently uses a calculator and a computer to solve work related mathematical problems	– applies a calculator or a computer to solve work related problems
Processing, analyzing and producing numerical information	– uses statistics, tables and graphical representations as source of information  – calculates central tendencies according to instructions.	– uses statistics, tables and graphical representations to solve work related problems  – calculates the most essential statistical means	– applies statistics, tables, and graphical representations in solving work related problems, and presents the mathematical results in statistics, tables and graphs  – calculates or specifies the most essential statistical means from a given data

**Key Skills of Life Long Learning:** 1. Learning and problem solving, 9. Mathematics and natural sciences.

## Mathematics 1, 1 cu

### Goals

The student

- commands basic calculations, percentage calculation and unit conversions, and uses them in calculations related to customer service, receptionist's, and cook's work
- calculates areas and volumes, and applies geometry required by the hotel, restaurant and catering trade
- uses mathematical expressions to state dependencies between variables

### Essential Contents

- basic calculations, percentage calculations, unit conversions and mathematical basic concepts and representations
- mathematical methods and problem solving, and judging results
- using a calculator and a computer

### Assessment of Learning

The learning is assessed on the basis of class room performance, tests, and exercises.

The student is given verbal feedback during the studies. The studies are graded 1-3 in the study record.

The students' self-assessment skills are developed by guiding them to understand their strengths and weaknesses, and guiding them to maintain and develop their skills using the methods that suit them.

## Mathematics 2, 1 cu

### Goals

The student

- commands basic calculations, percentage calculation and unit conversions, and uses them in calculations related to customer service, receptionist's, and cook's work
- calculates areas and volumes, and applies geometry required by the hotel, restaurant and catering trade
- uses mathematical expressions to state dependencies between variables
- formulate equations, expressions, tables and drawings related to hotel, restaurant and catering work, and solves mathematical tasks needed in the work using equations, deductions, graphs and judges the validity of the results
- uses a calculator, computer, and other mathematical instruments to solve mathematical problems

### Essential Contents

- basic calculations, percentage calculations, unit conversions and mathematical basic concepts and representations
- mathematical methods and problem solving, and judging results
- using a calculator and a computer

### Assessment of Learning

The learning is assessed on the basis of class room performance, tests, and exercises.

The student is given verbal feedback during the studies. The studies are graded 1-3 in the study record.

The students' self-assessment skills are developed by guiding them to understand their strengths and weaknesses, and guiding them to maintain and develop their skills using the methods that suit them.

## Mathematics 3, 1 cu

### Goals

The student

- uses appropriate mathematical methods in solving problems related to the hotel, restaurant and catering trade
- formulate equations, expressions, tables and drawings related to hotel, restaurant and catering work, and solves mathematical tasks needed in the work using equations, deductions, graphs and judges the validity of the results
- uses a calculator, computer, and other mathematical instruments to solve mathematical problems

### Essential contents

- using a calculator and a computer
- processing, analyzing and producing numerical information

### Assessment of Learning

The learning is assessed on the basis of class room performance, tests, and exercises.

The student is given verbal feedback during the studies. The studies are graded 1-3 in the study record.

The students' self-assessment skills are developed by guiding them to understand their strengths and weaknesses, and guiding them to maintain and develop their skills using the methods that suit them.

### Physics and Chemistry, 2 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Corresponding Upper Secondary School Courses	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- written exams and/or exercises</li> </ul>	<p>Corresponding upper secondary school courses:</p> <ul style="list-style-type: none"> <li>- Fysiikka luonnontieteenä (FY1)</li> <li>- Ihmisen ja elinympäristön kemia (KE1)</li> </ul>	<ul style="list-style-type: none"> <li>- Physics 1, 1 cu</li> <li>- Chemistry 1, 1 cu</li> </ul>	<p>Study material</p> <ul style="list-style-type: none"> <li>- defined by the teacher</li> </ul> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- class room teaching</li> <li>- exercises</li> <li>- group work</li> <li>- laboratory work</li> <li>- web-teaching</li> </ul>
<p>The studies are assessed by the teacher or teachers.</p>			<p>Study environment</p> <ul style="list-style-type: none"> <li>- class room</li> <li>- working life</li> <li>- excursions</li> <li>- information network</li> </ul>

### Goals

The student

- applies the essential physical and chemical phenomena, concepts and laws in his/her trade
- is able to take the laws of nature into consideration in hotel, restaurant and catering work, and work accordingly, saving the environment and energy
- observes the central environmental problems in hotel, restaurant and catering trade from the point of view of natural sciences
- applies the laws and concepts of physics central to the trade

- is familiar with the basic concepts and phenomena of mechanics, thermodynamics and electricity that concern hotel, restaurant and catering work, so that is able to safely, economically and ergonomically use the equipment and systems needed in the trade
- takes the central chemical phenomena into consideration in hotel, restaurant and catering work, based on knowledge of the most common elements', and organic and inorganic compounds' chemical properties
- properly stores, uses and disposes materials needed in hotel, restaurant and catering trade, and calculates masses and concentrations
- knows how to interpret the health and safety factors of materials used in hotel, restaurant and catering from the product markings and labels, and take the special properties of materials into consideration so that will not endanger the safety of him/herself, others or the environment
- makes observations and measurements on the physical and chemical phenomena central to the trade
- collects, processes and analyzes the observations and measurements

### Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1 The student	Good 2 The student	Excellent 3 The student
Familiarity and consideration of the laws of thermodynamics, mechanics and electricity	– is familiar with the laws of physics, so that is able to take them into consideration when working, but needs guidance at times	– is able to take the laws of physics into consideration when working	– is able to independently apply the laws of physics when working
Familiarity with chemical materials and compounds and taking their properties into consideration	<p>– correctly processes, stores and disposes the chemicals needed in the work, and takes the properties and environmental risks of different materials into consideration, but requires guidance at times</p> <p>– interprets the most common labels and markings, but requires guidance at times</p> <p>– calculates masses and concentrations when guided</p> <p>– as instructed, finds information from the safety fact sheets of chemicals</p>	<p>– correctly processes, stores and disposes the chemicals needed in the work, and takes the properties and environmental risks of different materials into consideration in familiar situations</p> <p>– interprets the most common labels and markings</p> <p>– calculates masses and concentrations</p> <p>– finds information from the safety fact sheets of chemicals</p>	<p>– correctly processes, stores and disposes the chemicals needed in the work, and takes the properties and environmental risks of different materials into consideration even in changing situations</p> <p>– independently interprets the most common labels and markings</p> <p>– fluently calculates masses and concentrations in different situations using information acquired from various sources</p> <p>- independently finds information from the safety fact sheets of chemicals</p>
Making observations and	– makes measurements using the most common	– independently makes measurements using the	– fluently and methodically makes

Assessment target	Assessment criteria		
	Satisfactory 1 The student	Good 2 The student	Excellent 3 The student
measurements	<p>methods and equipment when guided</p> <p>– records the measurements and observations according to instructions and presents them as tables and graphs, and calculates results when needed, but requires guidance at times</p>	<p>most common methods and equipment, and is able to judge the reliability of the results</p> <p>– is able to analyse measurements and observations and make conclusions from the results</p>	<p>measurements using the best methods and equipment available, and is able to judge the reliability and accuracy of the observations and measurements</p> <p>– is able to report and present results and judge the reliability and accuracy of the results and conclusions</p>
Working safely and ergonomically	<p>– works according to work safety instructions, but requires guidance to work ergonomically</p>	<p>– works ergonomically and according to safety instructions</p>	<p>– works ergonomically and according to safety instructions and independently takes risk in the working environment into consideration</p>

**Key Skills of Life Long Learning:** 1. Learning and problem solving, 4. Health, safety and capacity to work, 6. Sustainable development, 9. Mathematics and natural sciences, 10. Technology and information technology

## Physics 1, 1 cu

### Goals

#### The student

- applies the essential physical and chemical phenomena, concepts and laws in his/her trade
- is able to take the laws of nature into consideration in hotel, restaurant and catering work, and work accordingly, saving the environment and energy
- applies the laws and concepts of physics central to the trade
- is familiar with the basic concepts and phenomena of mechanics, thermodynamics and electricity that concern hotel, restaurant and catering work, so that is able to safely, economically and ergonomically use the equipment and systems needed in the trade
- makes observations and measurements on the physical and chemical phenomena central to the trade
- collects, processes and analyzes the observations and measurements

### Essential Contents

- familiarity and consideration of the laws of thermodynamics, mechanics and electricity
- familiarity with chemical materials and compounds and taking their properties into consideration
- making observations and measurements
- working safely and ergonomically

### Assessment of Learning

The learning is assessed on the basis of class room performance, tests, and exercises.

The student is given verbal feedback during the studies. The studies are graded 1-3 in the study record.

The students' self-assessment skills are developed by guiding them to understand their strengths and weaknesses, and guiding them to maintain and develop their skills using the methods that suit them.

## Chemistry 1, 1 cu

### Goals

The student

- applies the essential physical and chemical phenomena, concepts and laws in the trade
- is able to take the laws of nature into consideration in hotel, restaurant and catering work, and work accordingly, saving the environment and energy
- observes the central environmental problems in hotel, restaurant and catering trade from the point of view of natural sciences
- takes the central chemical phenomena into consideration in hotel, restaurant and catering work, based on knowledge of the most common elements', and organic and inorganic compounds' chemical properties
- properly stores, uses and disposes materials needed in hotel, restaurant and catering trade, and calculates masses and concentrations
- knows how to interpret the health and safety factors of materials used in hotel, restaurant and catering from the product markings and labels, and take the special properties of materials into consideration so that will not endanger the safety him/herself, others or the environment
- makes observations and measurements on the physical and chemical phenomena central to the trade
- collects, processes and analyzes the observations and measurements

### Essential Contents

- familiarity and consideration of the laws of thermodynamics, mechanics and electricity
- familiarity with chemical materials and compounds and taking their properties into consideration
- making observations and measurements
- working safely and ergonomically

### Assessment of Learning

The learning is assessed on the basis of class room performance, tests, and exercises.

The student is given verbal feedback during the studies. The studies are graded 1-3 in the study record.

The students' self-assessment skills are developed by guiding them to understand their strengths and weaknesses, and guiding them to maintain and develop their skills using the methods that suit them.

Society, Business and Working Life, 1 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Corresponding Upper Secondary School Courses	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- written exams or portfolio</li> </ul>	<p>Corresponding upper secondary school courses:</p> <ul style="list-style-type: none"> <li>- Yhteiskuntatieto (YH1) ja Taloustieto (Y2) yhdessä</li> </ul>		<p>Study material</p> <ul style="list-style-type: none"> <li>- written (books, handouts, papers)</li> <li>- audiovisual material</li> </ul> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- discussions</li> <li>- work individually and in small group</li> <li>- possible excursions to establishment's and/or quest lecturer</li> <li>- web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- class room</li> <li>- working life</li> <li>- information network</li> </ul>
<p>The studies are assessed by the teacher or teachers.</p>			

**Goals**

The students

- take part in attending common interests in the institute and on-the-job learning
- estimate their possibilities as active citizens and consumers
- use the services provided by the society
- make plans to take care of their personal finances and house keeping
- evaluate the significance of entrepreneurship for Finland's economy
- search information on the vacant jobs in the trade, and information concerning the European Union and its citizens

**Assessment**

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1 The student	Good 2 The student	Excellent 3 The student
Participating in the institute and on-the-job learning	– takes part in attending shared interests when guided	– takes part in attending shared interests as agreed  – is familiar with the civil decision-making process	– independently takes part in attending shared interests  – is familiar with the civil decision-making process
Evaluating the individual's possibilities to act	– evaluates the possibilities as an active citizen and consumer, when guided	– evaluates the possibilities as an active citizen and consumer  – is familiar with the	– evaluates the possibilities as an active citizen and consumer  – is familiar with the students'

Assessment target	Assessment criteria		
	Satisfactory 1 The student	Good 2 The student	Excellent 3 The student
	<ul style="list-style-type: none"> <li>– is familiar with the students' rights, responsibilities, and possibilities to influence</li> <li>– searches information about the central rights and responsibilities of a consumer</li> </ul>	<ul style="list-style-type: none"> <li>students' and citizens' central rights, responsibilities, benefits and possibilities to influence</li> <li>– is familiar with the central rights and responsibilities of a consumer</li> </ul>	<ul style="list-style-type: none"> <li>and citizens' central democratic rights, responsibilities, benefits and possibilities to influence</li> <li>– is familiar with the central rights and responsibilities of a consumer</li> </ul>
Using the services of the society	<ul style="list-style-type: none"> <li>– uses the services needed by a student and understands the citizens' contribution in funding them</li> </ul>	<ul style="list-style-type: none"> <li>– uses the services provided by the society and understands the citizens' contribution in funding them</li> </ul>	<ul style="list-style-type: none"> <li>– independently uses the services provided by the society and understands the citizens' contribution in funding them</li> </ul>
Taking care of personal finance and house keep	<ul style="list-style-type: none"> <li>– makes a plan on personal expenses and assets when guided</li> <li>– acquires information on funding possibilities and their expenses when guided</li> </ul>	<ul style="list-style-type: none"> <li>– makes a plan on personal expenses and assets</li> <li>– acquires information on funding possibilities and their expenses</li> </ul>	<ul style="list-style-type: none"> <li>– makes a plan on personal expenses and assets</li> <li>– acquires information on funding possibilities and compares their expenses</li> </ul>
Evaluating factors that contribute to national economy	<ul style="list-style-type: none"> <li>– evaluates the central effects of entrepreneurship on employment when guided</li> </ul>	<ul style="list-style-type: none"> <li>– evaluates the central effects of entrepreneurship on employment</li> </ul>	<ul style="list-style-type: none"> <li>– independently evaluates the central effects of entrepreneurship on national economy</li> </ul>
Acquiring information on vacant jobs of the trade and European Union	<ul style="list-style-type: none"> <li>– finds information on vacant jobs of the trade locally</li> <li>– searches information concerning citizens of the European Union, when guided</li> </ul>	<ul style="list-style-type: none"> <li>– finds information on vacant jobs of the trade locally and nationwide</li> <li>– searches information concerning the European Union and its citizens</li> </ul>	<ul style="list-style-type: none"> <li>– finds information on vacant jobs of the trade locally, nationwide and from the European Union area</li> <li>– searches comparative information concerning the European Union and its citizens</li> </ul>

**Key Skills of Life Long Learning:** 2. Interaction and cooperation, 5. Initiative and entrepreneurship, 11. Active citizenship and different cultures

### Assessment of Learning

The student is given feedback during classes.

The feedback is given verbally.

The students' self-assessment skills are developed using a feedback inquiry.

Physical Education, 1 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Corresponding Upper Secondary School Courses	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- realization of the goals is followed during education and/or achievements recorded in a class book</li> </ul>	<p>Corresponding upper secondary school courses:</p> <ul style="list-style-type: none"> <li>- Taitoa ja kuntoa (LI1)</li> </ul>	<ul style="list-style-type: none"> <li>- Physical Education (1,5 cu) is spread through the school year.</li> </ul>	<p>Study material</p> <ul style="list-style-type: none"> <li>- sports equipment</li> <li>- written material</li> <li>- audiovisual material</li> </ul> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- contact teaching</li> <li>- individual workout</li> <li>- group and team workout</li> <li>- web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- class room</li> <li>- sports hall and field</li> <li>- outdoors</li> <li>- information network</li> </ul>
<p>The studies are assessed by the teacher or teachers.</p>			

**Goals**

The student

- promotes healthy and active lifestyle, and understands the significance of physical exercise for capacity to work
- gets to know physical exercise that diversely promotes health and mental vitality
- keeps up physical capacity with exercise
- takes exercise and acts responsibly both independently and in a group
- promotes the safety and activity of a group with his/her actions

**Assessment**

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1 The student	Good 2 The student	Excellent 3 The student
Supporting and toning up physical capacity	<ul style="list-style-type: none"> <li>- uses the basic skills for physical exercise</li> <li>- maintains physical capacity when guided</li> </ul>	<ul style="list-style-type: none"> <li>- uses the basic skills for physical exercise diversely</li> <li>- maintains physical capacity</li> </ul>	<ul style="list-style-type: none"> <li>- uses the basic and games skills for physical exercise diversely</li> <li>- follows, evaluates and maintains physical capacity</li> </ul>
Promoting physical, mental and social well being with physical exercise	<ul style="list-style-type: none"> <li>- understands the significance of physical exercise for physical, mental and social well being when guided</li> </ul>	<ul style="list-style-type: none"> <li>- understands the significance of physical exercise for his/her own physical, mental and social well being</li> </ul>	<ul style="list-style-type: none"> <li>- understands the significance of physical exercise for physical, mental and social well being</li> </ul>

Assessment target	Assessment criteria		
	Satisfactory 1 The student	Good 2 The student	Excellent 3 The student
Interaction and cooperation	- takes part in exercises according to instructions and complies with the principles of fair play	- takes part in exercises and complies with the principles of fair play	- actively takes part in exercises and promotes the principles of fair play
Taking health, safety and capacity to work into consideration	- generally maintains safety when exercising	- acts safely when exercising, both independently and in a group	- promotes the safety of the group

**Key skills of life long learning:** 2. Interaction and cooperation, 4. Health, safety and capacity to work

### Assessment of Learning

The student is given feedback on class activity, group work, capacity to work, and interaction and cooperation skills.

The feedback is given verbally.

The students' self-assessment skills are developed via written and verbal self-assessment exercises.

Health Education, 1 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Corresponding Upper Secondary School Courses	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- written assignments or exam (written or spoken)</li> </ul>	<ul style="list-style-type: none"> <li>- Terveystiedon perusteet (TE1)</li> </ul>		<p>Study material</p> <ul style="list-style-type: none"> <li>- handouts</li> <li>- notes</li> <li>- audiovisual material</li> <li>- web-material</li> </ul> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- contact teaching</li> <li>- individual work</li> <li>- group work</li> <li>- lectures</li> <li>- practical exercise</li> <li>- web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- class room</li> <li>- excursions</li> <li>- information network</li> </ul>
The studies are assessed by the teacher or teachers.			

## Goals

The students

- promote and sustain healthiness with their actions and knowledge
- understand the factors of physical, mental and social well being in their own lifestyle and working environment
- understand the significance of mental and sexual health, and human relationships for well being
- understand the adverse effects of smoking and substance abuse, and are able to avoid factors with adverse effects to health
- are familiar with health promoting lifestyles and behaviour
- understand the connections between physical exercise, nutrition, rest, sleep, recreation, relationships and health, and take them into consideration in hotel, restaurant and catering work
- recognize the factors that encumber health and working capacity in hotel, restaurant and catering work, and are able to develop their working methods and safety and healthiness of their working environment in cooperation with others
- are able to prevent accidents, command the most common first aid situations and getting help, and are able to work ergonomically
- are familiar with the health issues of the population, the risk factors of the most common illnesses and how to prevent them
- recognize the factors contributing to their own well being, and are able to promote it
- know how to use the students' healthcare, and other healthcare services, utilize physical work out and understand their significance in maintaining capacity to work

## Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1 The student	Good 2 The student	Excellent 3 The student
Maintaining and promoting physical, mental and social well being	-takes into consideration the most common ways of life and routines that promote health, when guided (such as work out, nutrition, rest, sleep, recreation, mental health, relationships and sexual health) and is willing to promote his/her own health and capacity	- takes into consideration the most common ways of life and routines that promote health, and participates in action that promotes them	-promotes personal health, well being and capacity, avoids factors that encumber health, and justifies the actions with experience and research on the connection between health and life style
Maintaining physical, mental and social health, and safety of the working environment	- follows the actions promoting health and safety agreed in the community, but requires guidance in new situations	- takes factors that have an adverse effect on health and capacity into consideration, and is willing to promote the healthiness and safety of his/her actions and working environment	- takes the various factors that contribute to health and safety into consideration, and promotes the well being of the whole community with his/her actions
Utilizing health care services and physical exercise	- plans and executes exercise that promotes health, when guided, and is able to seek help from the health care services, if needed	- promotes health with physical exercise according to his/her own plan, and uses health care services when needed	- independently utilizes the possibilities of physical exercise to maintain working capacity, and uses health care services

Assessment target	Assessment criteria		
	Satisfactory 1 The student	Good 2 The student	Excellent 3 The student
			according to situations
Preventing accidents, first aid and ergonomics	- recognizes possible risks, is able to seek and provide first aid in the most common accidents, and works ergonomically in familiar situations	- prevents accidents with his/her actions, is able to seek and provide first aid, and work ergonomically	- works carefully and prevents accidents, is able to seek and provide first aid, and work ergonomically
Understanding both general and work related factors that: promote physical, mental and social health and working capacity: prevent illnesses; and have an adverse effect on health.	- knows about the most common factors that encumber health and working capacity (e.g. smoking and substance abuse), and illnesses, but requires guidance in finding knowledge that promotes health	- utilizes knowledge that promotes health and working capacity in his/her own actions, and is familiar with both general and work related factors that encumber health	- diversely utilizes knowledge that promotes health and working capacity in his/her own actions, and independently seeks information about general and work related factors that encumber health

**Key skills of life long learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 3. Work ethics, 4. Health, safety and capacity to work, 6. Sustainable development, 8. Communication and media skills, 10. Technology and information technology

### Assessment of Learning

The student is given feedback on class activity, group work, capacity to work, and interaction and cooperation skills.

The feedback is given verbally.

The students' self-assessment skills are developed via written and verbal self-assessment exercises.

### Arts and Culture, 1 cu

Assessment of Skills		Study Arrangements	
Assessment of Studies	Corresponding Upper Secondary School Courses	Name and Study Credits (cu)	Execution
<p>The studies are assessed on scale 1-3 using the assessment targets and criteria laid out in degree definition.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>- submitting a written, visual or verbal assignment defined by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Minä, kuva ja kulttuuri (KU1)</li> <li>- Ympäristö, paikka ja tila (KU2)</li> </ul>	-	<p>Study material</p> <ul style="list-style-type: none"> <li>- study book: Kulta – Taide ja kulttuuri (Palttala, Tulkki, Vakkuri, Otava 2004)</li> <li>- web-material</li> </ul> <p>Teaching methods</p> <ul style="list-style-type: none"> <li>- workshop exercises</li> <li>- simulations</li> <li>- lectures</li> <li>- verbal exercises</li> <li>- excursions</li> </ul>
The studies are assessed by the teacher or teachers.			

		<ul style="list-style-type: none"> <li>- web-teaching</li> </ul> <p>Study environment</p> <ul style="list-style-type: none"> <li>- class room</li> <li>- workshop</li> <li>- simulated business</li> <li>- working life</li> <li>- excursions</li> <li>- information network</li> </ul>
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### Goals

The students

- understand the significance of arts and culture in their lives, and utilize the cultural manifestations in a multicultural community
- take part in art and culture events, develop the culture of the school community, and maintain its aesthetic appearance
- express thoughts, experiences and feelings with, for example, music, dance, theatre, literature or visual arts, and appreciates the expressions and views of others
- maintain the principles of sustainable development in the work and choosing the materials

### Assessment

The table defines the assessment criteria for the grades 1-3, and the assessment targets. In vocational qualification, the assessment targets are also the essential content of the programme.

Assessment target	Assessment criteria		
	Satisfactory 1 The student	Good 2 The student	Excellent 3 The student
Utilizing arts and culture	- takes part in art and cultural events	- takes care of the school community's culture by maintaining its aesthetic appearance	- reshapes the school community's culture by developing its aesthetic appearance
Self-expression	<ul style="list-style-type: none"> <li>- when guided, plans and creates a product that expresses the student's thoughts, experiences and feelings in a way that best suits the student</li> <li>- according to instructions, takes the environment and energy saving into consideration in working and choosing materials</li> </ul>	<ul style="list-style-type: none"> <li>- plans and creates a product, work or performance that expresses the student's thoughts, experiences and feelings in a way that best suits the student</li> <li>- works and chooses materials in a way that saves the environment and energy</li> </ul>	<ul style="list-style-type: none"> <li>- independently plans and creates a product, work or performance that expresses the student's thoughts, experiences and feelings in a way that best suits the student</li> <li>- chooses the materials that save the environment and energy</li> </ul>
Appreciating the works and views of others	- describes the cultural traits he/she recognizes in the works of others	- provides constructive feedback on the work and views of others	- develops his/her expression while appreciating the views of others

**Key skills of life long learning:** 2. Interaction and cooperation, 6. Sustainable development, 7. Aesthetics

### **Assessment of Learning**

The student is given feedback on participation, activity and completing given assignments.

The feedback is given in writing, and the grade recorded on scale 1-3.

The students' self-assessment skills are developed by a self-assessment provided by the student on a form or informally.

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## Optional Studies Supplementing Vocational Studies

Optional studies supplementing vocational studies contain studies as defined in the principles of the degree. The studies may be:

- Finnish as the First Language; The Second Official Language; Foreign Language; Mathematics; Physics and Chemistry; Society, Business and Working Life; Physical Education; Health Education; Arts and Culture
- Environmental Education; Information and Communication Technology; Ethics; Cultural Studies; Psychology; Entrepreneurship

Optional studies amount to 4 credits (cu). The studies are arranged depending on the institute's yearly supply. If a student is completing combined studies or studies of a certain channel, the optional studies are formed from the studies of the appropriate channel. More information can be found in the curriculum.

## Free-Choice Studies

Free-choice studies contain studies as defined in the principles of the degree. The studies may be:

- studies in the student's own or other vocational degrees
- studies supplementing vocational skills
- studies preparing for further studies or matriculation examination
- work experience
- other studies that support the general goals of vocational training

Free-choice studies to the degree amount to 10 credits (cu). Free-choice studies are arranged depending on the institute's yearly supply. If a student is completing combined studies or studies of a certain channel, free-choice studies are formed from the studies of the appropriate channel. More information can be found in the curriculum.

## Individual Studies Supplementing Vocational Skills

The student can include individual studies as a part of their professional qualification for over 120 study credits in total as follows

Students can include individual studies supplementing vocational skills as a part of their professional qualification according to their personal study plan (HOPS). The individual studies can amount for over 120 cu

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## Optional Studies Supplementing Vocational Studies

Optional studies supplementing vocational studies contain studies as defined in the principles of the degree. The studies may be:

- Finnish as the First Language; The Second Official Language; Foreign Language; Mathematics; Physics and Chemistry; Society, Business and Working Life; Physical Education; Health Education; Arts and Culture
- Environmental Education; Information and Communication Technology; Ethics; Cultural Studies; Psychology; Entrepreneurship

Optional studies amount to 4 credits (cu). The studies are arranged depending on the institute's yearly supply. If a student is completing combined studies or studies of a certain channel, the optional studies are formed from the studies of the appropriate channel. More information can be found on the curriculum.

