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VET@HOME

Piloting Virtual Practical Trainings for Culinary Arts VET

Syllabus for virtual practical training courses in VET for the profession “Cook”

(model syllabus)

Project Ref. No. 2020-1-BG01-KA226-VET-095185

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I. Introduction

Project context

The present document is developed within an international project “Piloting Virtual Practical Trainings for Culinary Arts VET” (VET@HOME), Project Reference: 2020-1-BG01-KA226-VET-095185, co-funded by the Erasmus+ programme of the European Union.

The overall aim of VET@HOME is aimed at reinforcing the ability of VET institutions to provide high-quality, inclusive digital education in culinary arts adapted as to the post-COVID-19 operation standards in the food-and beverage industry. To that end, VET@HOME is designed to create and pilot a standard unit-based syllabus model for virtual practical training courses (training practice) within the VET for the profession “Cook”.

The project introduces a new approach to the delivery of practical training courses leading to qualifications that are adapted for distance and blended-mode delivery, usage of alternative learning facilities and the new operational circumstances of the food-and-beverage sector across the EU. This approach will allow for the sustaining of vocational training in extreme circumstances as the one caused by the COVID-19 pandemic as well as providing opportunities for disadvantaged learners who have difficulties to be present physically in the training premises on daily basis.

The project is implemented by a consortium of 6 organizations from 5 countries as follows:

Project Partners:

- International College Ltd. (IC), Bulgaria
- Proandi Consultores Associados LDA (PROANDI), Portugal
- Formacion Y Asesores En Seleccion Y Empleo, SL (FASE), Spain
- Zdruzenie Institut Za Razvoj Na Zaednicata (CDI), Republic of North Macedonia
- National Agency for VET of Croatia / Agencija Za Strukovno Obrazovanje I Obrazovanje Odraslih (ASOO), Croatia
- Leantick Ltd., Bulgaria

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Background

The VET@HOME project partners jointly developed the present syllabus to serve as a model that will be piloted within the project's framework using a tailor-made online platform. In order to bring the proposed syllabus closer to the real-life situation and improve its feasibility, the project partners conducted an extensive research on the current situation so to ensure relevance to all national contexts. To that end, a research and study of the VET regulation standards in the project partner countries was implemented to identify the matching and contradicting points in the national legislations, as well as the minimum requirements towards the provision and the recognition of the learning outcomes of the proposed courses across the VET systems. In addition, different ad hoc practices of the VET institutions in the partner countries to sustain the practical training sessions during COVID-19 lockdowns were researched and described, identifying the main challenges and outlining the successful cases of emergency strategies adopted by VET-providers during pandemic. The lessons learned were incorporated in the development of the VET@HOME syllabus.

Definitions:

For the purpose of the VET@HOME project the following definitions were adopted and agreed by the project partners and shall apply throughout the project implementation:

Virtual: existing/implemented in a virtual environment, existing or occurring on computers (or other devices) or on the Internet.

Virtual training: a highly interactive, instructor-led (guided) training course/class, with defined learning objectives, where participants (trainers and learners) come together using a web-based classroom platform.

Virtual practical training: practical training conducted in a virtual environment, e.g. non-presence/physical training delivered in a distant mode through an internet connection (online).

Web-based: done by using Internet (Web = the system of connected documents on the internet)

Online training (also used as computer based training (CBT), distance learning, or e-learning): a form of instruction that takes place completely on the internet. It usually involves a variety of multimedia elements (e.g. graphics, audio, video, and web-links), which all can be accessed through an Internet browser. In addition to

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presenting course material and content, online training gives students the opportunity for live interactions and real-time feedback for such things as quizzes and tests. Interactions between instructor and students are also conducted via an online medium, through such methods as chat, e-mail, or other web-based communication.

Assumptions and constrains:

The VET@HOME project aims to develop and pilot an innovative model syllabus and internet platform for the delivery of virtual practical training within the VET system. Since the VET legislation in the partner countries do not fully recognize the organization and implementation of the practical VET provided in a virtual environment, the VET@HOME courses will be considered as pilot courses to test the viability of the web-based practical training with the full awareness that the verification of the results may vary depending on the national context.

II. Purpose and objectives of the syllabus

The purpose of the present syllabus is to provide a model tool for the valorisation of digital resources for practical training in VET, and in the profession of Cook in particular. It provides for the selection and structuring of digital training content suitable for guided or semi-guided home-study for practical training for the culinary-arts professions and sets the ground for the development of the tailor-made training resources to support VET-providers and learners to sustain learning processed in extreme circumstances. Last, but not least, the syllabus will allow for the better integration of the archived learning outcomes by the learners from distance-mode training in the existing VET qualifications in the partners' countries.

The **objectives** of the VET@HOME syllabus are to:

- create a model for distance- or blended-mode practical training in VET that can be delivered online/virtually
- streamline flexible modes of learning in VET and the continuity of VET in different circumstances
- reflect the specifics of the food-and-beverage sector in post COVID19 environment
- build a set of skills and competences that are needed by the culinary-arts professionals in the changed environment following the pandemic

The full training program (composed of 5 training courses) proposed by the

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VET@HOME project with this syllabus have the following **learning aims and objectives**:

To provide the learners with the needed skills and competences for the autonomous preparation and serving of 1) salads, 2) soups, 3) main dishes and 4) desserts, including: processing the raw products according to the proper cooking techniques and receipts, preparing the dishes, seasoning and plating, while complying with hygiene and safety standards.



III. Structure and delivery of the VET@HOME syllabus

A. Teaching/learning modes and delivery methods

The VET@HOME courses (training modules) are designed to be delivered as **distance learning/blended learning**, adapted for guided/semi-guided training and will be implemented using the functionalities and resources provided through the VET@HOME e-learning platform.

In general, even the courses are intended for practical VET training, in order to meet the standards for the provision of VET in the partner countries and to facilitate the recognition of the learning outcomes (in terms of knowledge, skills and competences) the structure of the syllabus accommodates both theoretical and practical preparation (theory and practice). The theoretical preparation is (predominantly) adapted to self-learning (autonomous self-guided learning through the VET@HOME online platform), while the practical preparation is ensured through guided or semi-guided training activities. Respectively, the VET@HOME online platform includes access to self-guided content and opportunities to attend instructor-guided training sessions.

Self-guided content allows the learners to access the information they need, when they need it. The self-guided path not only includes theory-based training contents suitable for autonomous learning, but also provides for practical demonstrations, recorded and presented as video lessons, instructions for independent practice in home environment (following the step-by-step walkthrough approach), and other activities that allow the learners to safely practice by themselves. Even though the content is self-guided (meaning the learner can jump in and out as needed and take any path they like to get from learning to doing), they will receive support and guidance, including support and advice (upon request and depending on the capacity of the VET provider offering the course).

Instructor-guided training sessions allow the learners to follow along with a live trainer/instructor/tutor as they guide them through key topics designed for delivery in a real-time online mode (synchronous learning using video-conferencing). They can watch, learn, and then practice together with or after the trainer. The key learning element here is the “**hands-on**” experience of the learner. They are requested to perform practical tasks such as exercising techniques, repeating actions that were demonstrated by the instructor, implement tasks, showcase their practical skills, etc. Live connection also gives the opportunity for real-time interaction, introduction of corrective measures or additional instructions (when needed). These

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sessions build the learners’ skills and confidence and provide for immediate feedback from the instructor.

According to the mode of delivery of the VET@HOME courses they can be provided:

- In a **fully distance learning**:
 - the self-guided contents (theory, video-lessons, etc.) is accessible through the VET@HOME platform and the learners choose the time and own pace of learning (as long as they meet the pre-defined schedules and deadlines for the assessments);
 - the instructor-guided training sessions are scheduled according to the time schedule for the provision of the course, set by the VET provider and are conducted in a distance mode in a real-time through video-conferencing.

- In terms of **blended learning**, the VET@HOME courses allow for organization of the training in different variants and combination of the possible delivery modes:

Training content / delivery mode	In class learning (face-to-face)	Distance learning
Theory	the theoretical contents is provided in a face-to-face mode as the theory is presented in the form of lectures, presentations, etc. in class	the theoretical contents is accessible through the VET@HOME platform and the learners choose the time and own pace of learning (as long as they meet the deadlines for the assessments)
Practical demonstrations and instructions (provided by the instructors)	the practical demonstrations and instructions are provided by an instructor in a training kitchen or specialized learning environment with the actual attendance and participation of the learners within the VET providing institution	the practical demonstrations is presented as video-lessons on the online platform
Practical training sessions with hands-	the practical training sessions requiring hands-on experience of the learners are organized in the training	the instructor-guided training sessions are scheduled according to the time schedule for the provision of the course,

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on experience of the learners	facilities of the VET provider or in a real working environment (WBL, guided by a tutor)	set by the VET provider, and are conducted in a distance mode using the home kitchen environment, in a real-time through video-conferencing on the online platform
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The variants are chosen by the VET provider, depending on the capacity, resources available and the particular context of provision of the courses. Further directions for structuring an individual learning path in a home environment shall be given by the VET providing institutions delivering the course and in line with the national requirements towards the recognition of the learning outcomes.

B. Training content units and workload

The VET@HOME syllabus is composed of **5 distance-mode / virtual practical training courses** that could be delivered independently. The courses cover particular training content as follows:

- Cooking basics
- Preparation of Salads
- Preparation of Soups
- Preparation of Main Courses (dishes)
- Preparation of Desserts

In the VET@HOME syllabus the **5 practical training courses** are representing different training modules and each of them is designed to cover a set of intended learning outcomes that will allow the learners to achieve a certain level of competences needed for the implementation of the set of tasks and responsibilities linked to the particular training module.

Further, each course (module) is composed of training units (lessons) which successful completion will lead to the achievement of the intended learning outcomes for the respective course (module).

The **workload** in VET@HOME syllabus is defined in study hours. In the VET@HOME syllabus each study hour (in terms of guided training) is equal to: **45 minutes**.

The duration of the training hours may be adjusted according to the country legislation depending on the national requirements in force for the VET.

For example, in Bulgaria the duration of the VET is fixed as follows:

- *Theoretical training (daily form) - 45 minutes;*

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- *Theoretical training (evening form) – 40 minutes;*
- *Training practice (practice in VET provider facilities with teacher/instructor) – 55 minutes;*
- *Production practice (internship in company) – 60 minutes.*

The distribution of the workload among the VET@HOME courses and units in terms of mode of teaching/learning modes and methods, including time needed for the assessment of the archived learning outcomes, is as follows:

Course (module)	Study hours for instructor-guided training*	Study hours for self-guided**	Study hours of assessment activities* **	TOTAL
<i>Course 1 - Cooking basics</i>	0	17	2	19
<i>Course 2 - Preparation of Salads</i>	4	27	2	33
<i>Course 3 - Preparation of Soups</i>	4	18	2	24
<i>Course 4 - Preparation of Main Courses (dishes)</i>	4	43	2	49
<i>Course 5 - Preparation of Desserts</i>	10	32	2	44
Total			10	

* Study hours for instructor-guided training	<i>In-presence or online training but with trainer/tutor/lecturer; could be lecture, seminar, group work or other training method that engage the learner personally. In the case with VET@HOME project these are the virtual practice classes as planned in the syllabus.</i>
** Study hours for self-guided	<i>E.g., reading training materials/PPTs, case study, watching video, making a research or other independent activity in the form of an assignment or homework.</i>

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<p>*** Study hours of assessment activities</p>	<p><i>Assessment activities are to be defined/adjusted by the VET provider according to its capacity and resources. They may have the form of quizzes, individual or group project, examination (in-presence or via simultaneous video-conference connection, etc.)</i></p>
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C. Learning aims and objectives

The training courses (modules) within the VET@HOME syllabus have the following aims and objectives:

<p><i>Course 1 – Cooking basics</i></p>	<p><i>This is the first training module in the VET@HOME course for practical training for the profession of "Cook". The module is designed as an obligatory unit to be completed in order to continue to the next courses: Salads (2), Soups (3), Main Courses (4) and Desserts (5).</i></p> <p><i>The module introduces the learners to the basic concepts, rules and procedures to be followed in a professional kitchen, as well as to important health and safety regulations and standards to be observed by the learners during their training (and work afterwards).</i></p> <p><i>The aim of the module is to ensure that the learners have the basic knowledge, skills and competences to implement the tasks related to the further training in the VET@HOME courses.</i></p>
<p><i>Course 2 – Preparation of Salads</i></p>	<p><i>This is the second training module in the VET@HOME course for practical training for the profession of "Cook". The module introduces the learners to the basic types, products/ingredients, cooking techniques and plating concepts in salads preparation.</i></p> <p><i>The aim of the module is to ensure that the learners have the basic knowledge, skills and competences to prepare various types of salads, following a given recipe and key cooking principles and techniques.</i></p>
<p><i>Course 3 - Preparation of Soups</i></p>	<p><i>This is the third training module in the VET@HOME course for practical training for the profession of "Cook".</i></p> <p><i>The module introduces the learners to the basic types, products/ingredients, cooking techniques and plating concepts in soups preparation.</i></p> <p><i>The aim of the module is to ensure that the learners have the basic knowledge, skills and competences to prepare various types of soups, following a given recipe and key cooking principles and techniques.</i></p>
<p><i>Course 4 - Preparation of Main dishes</i></p>	<p><i>This is the fourth and larger training module in the VET@HOME course for practical training for the profession of "Cook".</i></p>

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	<p><i>The module introduces the learners to the basic types, products/ingredients, cooking techniques and plating concepts in main course dishes preparation.</i></p> <p><i>The aim of the module is to ensure that the learners have the basic knowledge, skills and competences to prepare various types of dishes from the Main Course category, following a given recipe and key cooking principles and techniques, including working with different types of products, prepare garnishes to the main course dishes and serve as to the plating concepts.</i></p>
<p><i>Course 5 - Preparation of Desserts</i></p>	<p><i>This is the fifth and last training module in the VET@HOME course for practical training for the profession of "Cook".</i></p> <p><i>The module introduces the learners to the basic types, products/ingredients, cooking techniques and plating concepts in desserts preparation.</i></p> <p><i>The aim of the module is to ensure that the learners have the basic knowledge, skills and competences to prepare various types of desserts, following a given recipe and key baking and pastry principles and techniques, including working with different types of products, prepare doughs, sweets, creams, syrups, etc. and serve as to the plating concepts.</i></p>



➤ Course Descriptor

Module title	module no.	Responsible partner/s
Course 1 - Cooking basics	1	IC
Pre-requisites (entry requirements)		
<p>Previous education / training, previous experience, minimum age, health condition, etc.:</p> <p><i>The learner must be involved in vocational education/training in the tourism and hospitality sector:</i></p> <ul style="list-style-type: none"> - <i>Being a (vocational high school) student in the profession of Cook (or equivalent) OR</i> - <i>being enrolled in a vocational course for the profession of Cook (or equivalent) by a VET course provider (adult) OR</i> - <i>Being graduate in vocational education or training for the profession of Cook.</i> <p><i>The learner needs to demonstrate that his/her health status allows for participating in practical VET for the profession of Cook (or equivalent) – medical documents could be required upon enrolment depending on the country requirements.</i></p> <p><i>The learner needs to be at a minimum age of 16 years.</i></p> <p>EQF reference: EQF 3 (at course completion)</p>		
Learning objectives of the course (tasks)		
<ul style="list-style-type: none"> - to ensure that the learners have the basic knowledge, skills and competences to implement the tasks related to the further training in the VET@HOME courses. 		
Assessment Method/s	Duration of Assessment method/s	Weighting of Assessment tool in the final evaluation of the learners' succession in the course

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<p>Assessment of an assignment: Assessment of the assignment from 1.1.3 submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 20% of the final evaluation of the learner in the course succession.</p> <p>For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources): Online e-learning platform, computer, Internet (for both learner and assessor) Camera (computer, phone, other device) for recording the video (if the case) or making photos of the completed task/assignment. Software installed on the devices as required.</p>	<p>NA</p>	<p>20% (20 points)</p>
<p>Practical exam:</p>		



<p>Option 1: Preparation of a work station according to the Mise en Place principles - via established online live connection with the examination board (video-conferencing). Specific instructions to be provided by the instructor in advance. (90 min.)</p> <p>Option 2: Preparation of a work station according to the Mise en Place principles - the task is implemented by the learner independently at home while he/she films him/herself in 10-15 min. video (visualizing the main processes - setting up the station, working clothing, use of equipment, tools and appliances, etc.). Verbal explanation (presentation) of the working process and the choices made by the learner in the process is required to be included in the video. The video to be provided to the instructor/examination board for evaluation.</p> <p>The form of the final practical exam will be chosen and agreed by the VET course provided according to the provider's and learner's capacity and the available resources for conduction of the examination.</p> <p>The evaluation of the learner is done by the examination board / instructor/s (as assigned by the VET course provider) based on the learner's presentation during the final practical exam and brings for 80% of the final evaluation of the learner in the course succession.</p> <p>Contact your course provider for detail regarding the organization of the final practical exam.</p> <p>For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources):</p> <p>Online e-learning platform, computer, Internet (for both learner and assessor)</p> <p>Simultaneous video-conference connection (via Internet) and (approved by the regulation bodies) online platform. Virtual classroom or online environment suitable for mutual connection (both sides can hear and see the other participant in the connection).</p> <p>Optional: Video recording of the full examination process and assessment by teacher/instructor/examination board.</p>	<p>90 minutes</p>	<p>80%</p> <p>(80 points)</p>
<p>Learning Outcomes (Intended Learning Outcomes)</p>		
<p>By the end of the module learners will be able to:</p> <ul style="list-style-type: none"> ➤ Define the profession of the cook by understanding the activities, tasks and responsibilities of the cook as a professional ➤ Use the proper terminology to name objects and activities implemented in the professional kitchen 		

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- Recognise and use the main kitchen tools, equipment and appliances as to their purpose and specifics
- Maintain and keep the equipment, tools and appliances in proper condition, ensuring efficient use of time and resources while working
- Implement Mice en Place (setting up a work station) as to the established principles and procedures and according to the operations to be implemented in service
- Implement tasks and cooking operations as guided by an instructor or following written/video instructions
- Follow the hygiene and safety rules established in the legislation and by the kitchen practice
- Implement sanitation activities and to control the risks of contamination of the food
- Follow safety instructions and perform the tasks by assessing and minimizing the risks of harms and incidents

Training methodology
(Learning and Teaching Delivery Methods)

Training materials (PPTs): (optional for blended learning)

When in-presence mode these are in-class activities: lectures or presentations by a lecturer/teacher

Instructor-guided training:

Seminars / group work / exercises (virtual classroom, synchronized learning);

training practice (virtual, synchronized, guided by instructor)

Self-learning:

E-learning (independent/ autonomous learning via e-platform – watching videos, reading materials, preparing assignments, etc.)

Exercises: tasks given to the learners to research independently for (additional) information; to implement different activities alone or in a group; to reflect on their performance by discussing with the group/instructor their findings/results; to practice their skills independently, etc.

Other (Assignments)

E-learning delivery mode in educational institutions:

Unit No.	T/P	Unit title	Unit workload	Out of which		
				Instructor-guided training	Self-learning (autonomous)	Resources
1.1.		Cooking basics (preparatory unit)				
1.1.1.	T/P	The food industry and cooking as a profession	3	0	3	<i>(PPT) / (video) / (additional reading and exercise)</i>

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1.1.2.	T/P	Tools and equipment	5	0	5	(PPT) / (video) / (exercise)
1.1.3.	T/P	Mise en Place	5	0	5	(PPT) / (video) / (exercise) / (assignment)
1.1.4.	T/P	Sanitation and Safety	4	0	4	(PPT) / (video) / (exercise)
1.2		Assessment and evaluation				
	NA	Assessment of an assignment (1.1.3).	NA	NA	NA	20%
	NA	Practical exam:	2	2	0	80%
		Total:	19 hrs.	2	17	

Training delivery modes (options)

The course is designed to serve as distance-mode delivered training. However, it is also suitable for face-to-face or blended learning (using the VET@HOME platform and resources).

Learning materials and resources

- Presentations, online learning materials (available at the VET@HOME e-learning platform)
- A computer /or another device with camera and microphone/ and Internet
- Home kitchen equipment and appliances (as to the activities to be implemented by the learners according to the syllabus)



Module title	module no.	Responsible partner/s
Course 2 – Preparation of salads	2	ASOO (AVITAE)
Pre-requisites (entry requirements)		
<p>Previous education / training, previous experience, minimum age, health condition, etc.:</p> <p><i>The learner must be involved in vocational education/training in the tourism and hospitality sector:</i></p> <ul style="list-style-type: none"> - <i>Being a (vocational high school) student in the profession of Cook (or equivalent) OR</i> - <i>being enrolled in a vocational course for the profession of Cook (or equivalent) by a VET course provider (adult) OR</i> - <i>Being graduate in vocational education or training for the profession of Cook.</i> <p><i>The learner needs to demonstrate that his/her health status allows for participating in practical VET for the profession of Cook (or equivalent) – medical documents could be required upon enrolment depending on the country requirements.</i></p> <p><i>The learner needs to be at a minimum age of 16 years.</i></p> <p>EQF reference: EQF 3 (at course completion)</p>		
Learning objectives of the course (tasks)		
<ul style="list-style-type: none"> ○ to provide key knowledge to the learners how to understand the vegetables (as key component in salads preparation) and to teach the basic cutting techniques for them ○ to introduce the learners to the basic features and importance of salads in human nutrition ○ to provide knowledge of the main ingredients used in salads preparation and their proper usage ○ to explain the types of salads according to their purpose, ingredients used and different cooking techniques ○ to explain and demonstrate the preparation of different sauces and dressings for seasoning salads ○ to introduce basic concepts in salads seasoning, plating and decoration ○ to demonstrate preparing of basic types of salads according to given recipes 		
Assessment Method/s	Duration of Assessment method/s	Weighting of Assessment tool in the final evaluation of the learners' succession in the course



<p>Assessment of an assignment: Assessment of the assignment from 2.1.1 submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession.</p> <p>For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources): Online e-learning platform, computer, Internet (for both learner and assessor) Camera (computer, phone, other device) for recording the video (if the case) or making photos of the completed task/assignment. Software installed on the devices as required.</p>	<p>NA</p>	<p>10% (10 points)</p>
<p>Practical exam:</p>		



<p>Option 1: Preparation of a given recipe of one salad using specific products, techniques and procedures in an established online live connection with the examination board (video-conferencing). Presentation of the final dish in front of the board. Specific instructions to be provided by the instructor in advance. (90 min.)</p> <p>Option 2: Preparation independently recipe/s (at home for 90 minutes) and film himself in 20-30 min. video (visualizing the main processes - cutting, cooking, preparation of dressing/seasoning, plating, final dish)</p> <p>Preparation of a recipe of a given salad - the task is implemented by the learner independently at home while he/she films him/herself in 15-20 min. video (visualizing the main processes - setting up the station, cutting, cooking, preparation of dressing/seasoning, plating, final dish). Verbal explanation (presentation) of the working process and the final dish is required to be included in the video. The video to be provided to the instructor/examination board for evaluation.</p> <p>The form of the final practical exam will be chosen and agreed by the VET course provider according to the provider's and learner's capacity and the available resources for conduction of the examination.</p> <p>The evaluation of the learner is done by the examination board / instructor/s (as assigned by the VET course provider) based on the learner's presentation during the final practical exam and brings for 90% of the final evaluation of the learner in the course succession.</p> <p>Contact your course provider for detail regarding the organization of the final practical exam.</p> <p>For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources):</p> <p>Online e-learning platform, computer, Internet (for both learner and assessor)</p> <p>Simultaneous video-conference connection (via Internet) and (approved by the regulation bodies) online platform. Virtual classroom or online environment suitable for mutual connection (both sides can hear and see the other participant in the connection).</p> <p>Optional: Video recording of the full examination process and assessment by teacher/instructor/examination board.</p>	<p>90 minutes</p>	<p>90% (90 points)</p>
<p>Learning Outcomes (Intended Learning Outcomes)</p>		
<p>By the end of the module learners will be able to:</p>		

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- recognize the importance of salads in the diet
- state the division of salads according to the types of food from which they are prepared
- explain the thermal procedures for preparing salads
- distinguish the division of salads according to the types of sauces with which they are seasoned
- select the correct vegetable cutting technique for each type of salad
- demonstrate cutting vegetables
- select the correct heat treatment technique according to the type of salad
- apply the food cooling process
- prepare the appropriate dressings and sauces to season the salads
- choose spices and condiments and spices the salad
- use salad utensils correctly
- prepare a salad according to a given recipe
- make decorations and arrange salads on a plate
- evaluates the quality of food and improves it
- present a dish.

Training methodology
(Learning and Teaching Delivery Methods)

Training materials (PPTs): (optional for blended learning)
When in-presence mode these are in-class activities: lectures or presentations by a lecturer/teacher

Instructor-guided training:
Seminars / group work / exercises (virtual classroom, synchronized learning);
training practice (virtual, synchronized, guided by instructor)

Self-learning:
E-learning (independent/ autonomous learning via e-platform – watching videos, reading materials, preparing assignments, etc.)

Exercises: tasks given to the learners to research independently for (additional) information; to implement different activities alone or in a group; to reflect on their performance by discussing with the group/instructor their findings/results; to practice their skills independently, etc.

Other (Assignments)

E-learning delivery mode in educational institutions:

Unit No.	T/P	Unit title	Unit workload	Out of which		
				Instructor-guided training	Self-learning (autonomous)	Resources
2.1.		Understanding vegetables				

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2.1.1.	T/P	Vegetable cuts	6	0	6	<i>(video) / (exercise) / (assignment)</i>
2.2.		Salads preparation				
2.2.1.	T/P	Salads types	5	0	5	<i>(PPT) / (video) / (exercise)</i>
2.2.2.	T/P	Dressings and seasoning of salads	4	0	4	<i>(PPT) / (video) / (exercise)</i>
2.2.3.	T/P	Recipes and Techniques. Plating and Arrangements	16	4	12	<i>(PPT) / (video) / (exercise) / (Virtual) practice</i>
2.3.		Assessment and evaluation				
	NA	Assessment of an assignment (2.1.1.).	NA	NA	NA	10%
	NA	Practical exam:	2	2	0	90%
		Total:	33 hrs.	2	31	

Training delivery modes (options)

The course is designed to serve as distance-mode delivered training. However, it is also suitable for face-to-face or blended learning (using the VET@HOME platform and resources).

Learning materials and resources

- Presentations, online learning materials (available at the VET@HOME e-learning platform)
- A computer /or another device with camera and microphone/ and Internet
- Home kitchen equipment and appliances (as to the activities to be implemented by the learners according to the syllabus)



Module title	module no.	Responsible partner/s
Course 3 – Preparation of soups	3	Proandi
Pre-requisites (entry requirements)		
<p>Previous education / training, previous experience, minimum age, health condition, etc.:</p> <p><i>The learner must be involved in vocational education/training in the tourism and hospitality sector:</i></p> <ul style="list-style-type: none"> - <i>Being a (vocational high school) student in the profession of Cook (or equivalent) OR</i> - <i>being enrolled in a vocational course for the profession of Cook (or equivalent) by a VET course provider (adult) OR</i> - <i>Being graduate in vocational education or training for the profession of Cook.</i> <p><i>The learner needs to demonstrate that his/her health status allows for participating in practical VET for the profession of Cook (or equivalent) – medical documents could be required upon enrolment depending on the country requirements.</i></p> <p><i>The learner needs to be at a minimum age of 16 years.</i></p> <p>EQF reference: EQF 3 (at course completion)</p>		
Learning objectives of the course (tasks)		
<ul style="list-style-type: none"> ○ to explain the types of soups according to their categorization, ingredients used and different cooking techniques ○ to provide knowledge of the main ingredients used in soups preparation and their proper usage ○ to explain and demonstrate the preparation of different soups ○ to teach the learners how to prepare regional and international soups following a recipe/s ○ to provide examples of serving and decorating soups 		
Assessment Method/s	Duration of Assessment method/s	Weighting of Assessment tool in the final evaluation of the learners' succession in the course
Practical exam:		



<p>Option 1: Preparation of a given recipe of one soup using specific products, techniques and procedures in an established online live connection with the examination board (video-conferencing). Presentation of the final dish in front of the board. Specific instructions to be provided by the instructor in advance. (90 min.)</p> <p>Option 2: Preparation of a recipe of a given soup - the task is implemented by the learner independently at home while he/she films him/herself in 15-20 min. video (visualizing the main processes - setting up the station, cutting, cooking, preparation of garnishes, plating, final dish). Verbal explanation (presentation) of the working process and the final dish is required to be included in the video. The video to be provided to the instructor/examination board for evaluation.</p> <p>The form of the final practical exam will be chosen and agreed by the VET course provided according to the provider's and learner's capacity and the available resources for conduction of the examination.</p> <p>The evaluation of the learner is done by the examination board / instructor/s (as assigned by the VET course provider) based on the learner's presentation during the final practical exam and brings for 100% of the final evaluation of the learner in the course succession.</p> <p>Contact your course provider for detail regarding the organization of the final practical exam.</p> <p>For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources):</p> <p>Online e-learning platform, computer, Internet (for both learner and assessor)</p> <p>Simultaneous video-conference connection (via Internet) and (approved by the regulation bodies) online platform. Virtual classroom or online environment suitable for mutual connection (both sides can hear and see the other participant in the connection).</p> <p>Optional: Video recording of the full examination process and assessment by teacher/instructor/examination board.</p>	<p>90 minutes</p>	<p>100% (100 points)</p>
<p>Learning Outcomes (Intended Learning Outcomes)</p>		
<p>By the end of the module learners will be able to:</p> <ul style="list-style-type: none"> ➤ Identify and recognize the types of soups and their basic components ➤ Make duly filled out technical sheet ➤ Prepare independently soups following the prescribed technology and recipes 		

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- Explain the thermal procedures for preparing soups, creams, velvety foods, broths and consommés
- Use soup utensils correctly
- Make creative plating and decoration
- Identify and recognize techniques and methods of conserving and properly packaging food to safeguard the proper conditions of hygiene and durability of the products
- Assess the quality of the dish and make improvements
- Present the dish.

Training methodology
(Learning and Teaching Delivery Methods)

Training materials (PPTs): (optional for blended learning)

When in-presence mode these are in-class activities: lectures or presentations by a lecturer/teacher

Instructor-guided training:

Seminars / group work / exercises (virtual classroom, synchronized learning);
training practice (virtual, synchronized, guided by instructor)

Self-learning:

E-learning (independent/ autonomous learning via e-platform – watching videos, reading materials, preparing assignments, etc.)

Exercises: tasks given to the learners to research independently for (additional) information; to implement different activities alone or in a group; to reflect on their performance by discussing with the group/instructor their findings/results; to practice their skills independently, etc.

Other

E-learning delivery mode in educational institutions:

Unit No.	T/P	Unit title	Unit workload	Out of which		
				Instructor-guided training	Self-learning (autonomous)	Resources
3.1.		Soups preparation				
3.1.1.	T/P	Classification of soups	1	0	1	(PPT)
3.1.2.	T/P	Specialty and National Soups	2	0	2	(PPT) / (exercise)
3.1.3.	T/P	Service of soups	1	0	1	(PPT)
3.1.4.	T/P	Soup garnishes	1	0	1	(PPT)
3.1.5.	T/P	Soups preparation	17	4	15	(PPT) / (video) / (exercise) / (Virtual) practice
3.2.		Assessment and evaluation				

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	NA	Practical exam:	2	2	0	100% (100 points)
		Total:	24 hrs.	2	22	

Training delivery modes (options)

The course is designed to serve as distance-mode delivered training. However, it is also suitable for face-to-face or blended learning (using the VET@HOME platform and resources).

Learning materials and resources

- Presentations, online learning materials (available at the VET@HOME e-learning platform)
- A computer /or another device with camera and microphone/ and Internet
- Home kitchen equipment and appliances (as to the activities to be implemented by the learners according to the syllabus)



Module title	module no.	Responsible partner/s
Course 4 – Preparation of Main Courses (dishes)	4	CDI
Pre-requisites (entry requirements)		
<p>Previous education / training, previous experience, minimum age, health condition, etc.:</p> <p><i>The learner must be involved in vocational education/training in the tourism and hospitality sector:</i></p> <ul style="list-style-type: none"> - <i>Being a (vocational high school) student in the profession of Cook (or equivalent) OR</i> - <i>being enrolled in a vocational course for the profession of Cook (or equivalent) by a VET course provider (adult) OR</i> - <i>Being graduate in vocational education or training for the profession of Cook.</i> <p><i>The learner needs to demonstrate that his/her health status allows for participating in practical VET for the profession of Cook (or equivalent) – medical documents could be required upon enrolment depending on the country requirements.</i></p> <p><i>The learner needs to be at a minimum age of 16 years.</i></p> <p>EQF reference: EQF 3 (at course completion)</p>		
Learning objectives of the course (tasks)		
<ul style="list-style-type: none"> - to introduce the learners to the main categories of products used for cooking main course dishes, and the animal proteins in particular by explaining the characteristics of different types of meat to work with (chicken and poultry, game meat, pork and beef meat, fish, sea food, etc.) - to provide key knowledge regarding the understanding the specifics of the products and skills for applying the basic principles in handling different meats - to provide key knowledge and skills to the learners in using different cooking methods and techniques (e.g. boiling, baking, roasting, braising, steaming, frying, etc.) - to equip the learners with the competences to choose the proper cooking methods and techniques for each of the different types of meat - to teach the learners how to prepare different dishes, following a recipe and key cooking principles and rules, including from the international cuisine - to provide insights in proper foods/products combining - to teach the learners to use rationally means of work, materials and time - to demonstrate different plating and arrangement techniques and to explain the basic principles, rules and logic behind them. 		

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Assessment Method/s	Duration of Assessment method/s	Weighting of Assessment tool in the final evaluation of the learners' succession in the course

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<p>Assessment of an assignment 1: Assessment of the assignment from 4.4.2. submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession. For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources): Online e-learning platform, computer, Internet (for both learner and assessor) Camera (computer, phone, other device) for recording the video (if the case) or making photos of the completed task/assignment. Software installed on the devices as required.</p>	NA	10% (10 points)
<p>Assessment of an assignment 2: Assessment of the assignment from 4.4.3. submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession. For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources): Online e-learning platform, computer, Internet (for both learner and assessor) Camera (computer, phone, other device) for recording the video (if the case) or making photos of the completed task/assignment. Software installed on the devices as required.</p>	NA	10% (10 points)
<p>Assessment of an assignment 3: Assessment of the assignment from 4.4.4. submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession. For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources): Online e-learning platform, computer, Internet (for both learner and assessor) Camera (computer, phone, other device) for recording the video (if the case) or making photos of the completed task/assignment. Software installed on the devices as required.</p>	NA	10% (10 points)

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<p>Practical exam:</p> <p>Option 1: Preparation of a given recipe of one main dish using specific products, techniques and procedures in an established online live connection with the examination board (video-conferencing). Presentation of the final dish in front of the board. Specific instructions to be provided by the instructor in advance. (90 min.)</p> <p>Option 2: Preparation of a recipe of a given main dish - the task is implemented by the learner independently at home while he/she films him/herself in 20-25 min. video (visualizing the main processes - setting up the station, cutting, cooking, preparation of main ingredients, garnishes, plating, final dish). Verbal explanation (presentation) of the working process and the final dish is required to be included in the video. The video to be provided to the instructor/examination board for evaluation. The form of the final practical exam will be chosen and agreed by the VET course provided according to the provider's and learner's capacity and the available resources for conduction of the examination.</p> <p>The evaluation of the learner is done by the examination board / instructor/s (as assigned by the VET course provider) based on the learner's presentation during the final practical exam and brings for 70% of the final evaluation of the learner in the course succession.</p> <p>Contact your course provider for detail regarding the organization of the final practical exam.</p> <p>For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources):</p> <p>Online e-learning platform, computer, Internet (for both learner and assessor)</p> <p>Simultaneous video-conference connection (via Internet) and (approved by the regulation bodies) online platform. Virtual classroom or online environment suitable for mutual connection (both sides can hear and see the other participant in the connection).</p> <p>Optional: Video recording of the full examination process and assessment by teacher/instructor/examination board.</p>	<p>90 minutes</p>	<p>70%</p> <p>(70 points)</p>
<p>Learning Outcomes (Intended Learning Outcomes)</p>		
<p>By the end of the module learners will be able to:</p> <ul style="list-style-type: none"> ➤ use the means and materials for work rationally ➤ properly prepare the kitchen work surface ➤ use culinary terminology and will be well acquainted with culinary equipment 		

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- properly use the techniques for preparing main dishes such as broiling, grilling, frying, stewing, etc.
- to prepare main dishes of minced, beef, pork, lamb and chicken and combine them appropriately with vegetables and other garnishes and accompaniments.
- prepare main dishes from fish and shellfish,
- to distinguish and prepare dishes for international/vegetarian/special diets
- to combine food properly
- to decorate and serve prepared food well using current culinary trends.

Training methodology
(Learning and Teaching Delivery Methods)

Training materials (PPTs): (optional for blended learning)

When in-presence mode these are in-class activities: lectures or presentations by a lecturer/teacher

Instructor-guided training:

Seminars / group work / exercises (virtual classroom, synchronized learning);
training practice (virtual, synchronized, guided by instructor)

Self-learning:

E-learning (independent/ autonomous learning via e-platform – watching videos, reading materials, preparing assignments, etc.)

Exercises: tasks given to the learners to research independently for (additional) information; to implement different activities alone or in a group; to reflect on their performance by discussing with the group/instructor their findings/results; to practice their skills independently, etc.

Other (Assignments)

E-learning delivery mode in educational institutions:

Unit No.	T/P	Unit title	Unit workload	Out of which		
				Instructor-guided training	Self-learning (autonomous)	Resources
4.1.		Understanding (animal) proteins in cooking				
4.1.	T/P	Understanding (animal) proteins in cooking - meats, poultry, game, fish and shellfish	5	0	5	<i>(PPT) / (video) / (exercise)</i>
4.2.		Cooking and handling meat, poultry and fish				
4.2.	T/P	Cooking and handling meat, poultry and fish	4	0	4	<i>(PPT) / (exercise)</i>
4.3.		Cooking and handling meat, poultry and fish				
4.3.1.	T/P	Garnishes	3	0	3	<i>(PPT) / (video) / (exercise)</i>

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4.3.2.	T/P	Stocks and Sauces	5	0	5	(PPT) / (exercise)
4.3.3.	T/P	Arrangement on the plate (plating)	2	0	2	(PPT)
4.4.		Main course dishes: cooking methods and preparation				
	T/P	Cooking methods for meat, poultry, and fish. Procedures and recipes.	28	4	24	(PPT) / (video) / (exercise) / (assignment) / (Virtual) practice
4.5.		Assessment and evaluation				
	NA	Assessment of an assignment (4.4.2.).	NA	NA	NA	10%
	NA	Assessment of an assignment (4.4.3.).	NA	NA	NA	10%
	NA	Assessment of an assignment (4.4.4.).	NA	NA	NA	10%
	NA	Practical exam:	2	2	0	70%
		Total:	49 hrs.	4	45	

Training delivery modes (options)

The course is designed to serve as distance-mode delivered training. However, it is also suitable for face-to-face or blended learning (using the VET@HOME platform and resources).

Learning materials and resources

- Presentations, online learning materials (available at the VET@HOME e-learning platform)
- A computer /or another device with camera and microphone/ and Internet
- Home kitchen equipment and appliances (as to the activities to be implemented by the learners according to the syllabus)



Module title	module no.	Responsible partner/s
Course 5 – Preparation of Desserts	5	FASE
Pre-requisites (entry requirements)		
<p>Previous education / training, previous experience, minimum age, health condition, etc.:</p> <p><i>The learner must be involved in vocational education/training in the tourism and hospitality sector:</i></p> <ul style="list-style-type: none"> - <i>Being a (vocational high school) student in the profession of Cook (or equivalent) OR</i> - <i>being enrolled in a vocational course for the profession of Cook (or equivalent) by a VET course provider (adult) OR</i> - <i>Being graduate in vocational education or training for the profession of Cook.</i> <p><i>The learner needs to demonstrate that his/her health status allows for participating in practical VET for the profession of Cook (or equivalent) – medical documents could be required upon enrolment depending on the country requirements.</i></p> <p><i>The learner needs to be at a minimum age of 16 years.</i></p> <p>EQF reference: EQF 3 (at course completion)</p>		
Learning objectives of the course (tasks)		
<ul style="list-style-type: none"> - to provide basic knowledge for the main machinery and utensils used in pastry making - to introduce the key (raw) ingredients for preparing pastry as well as their characteristics - to teach the learners how to use the basic cooking techniques and methods used in pastry and desserts production - to demonstrate and teach the learners to prepare doughs, creams and fillings - to equip the learners with ability to apply different techniques for preparing semi-cold and Savory pastries. - to introduce the learners to basic shapes and colours in the pastry decoration. 		
Assessment Method/s	Duration of Assessment method/s	Weighting of Assessment tool in the final evaluation of the learners' succession in the course



<p>Assessment of an assignment 1: Assessment of the assignment from 5.2.1. submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession.</p> <p>For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources): Online e-learning platform, computer, Internet (for both learner and assessor) Camera (computer, phone, other device) for recording the video (if the case) or making photos of the completed task/assignment. Software installed on the devices as required.</p>	<p>NA</p>	<p>10% (10 points)</p>
<p>Assessment of an assignment 2: Assessment of the assignment from 5.2.2. submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession.</p> <p>For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources): Online e-learning platform, computer, Internet (for both learner and assessor) Camera (computer, phone, other device) for recording the video (if the case) or making photos of the completed task/assignment. Software installed on the devices as required.</p>	<p>NA</p>	<p>10% (10 points)</p>



<p>Assessment of an assignment 3: Assessment of the assignment from 5.2.4. submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession.</p> <p>For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources): Online e-learning platform, computer, Internet (for both learner and assessor) Camera (computer, phone, other device) for recording the video (if the case) or making photos of the completed task/assignment. Software installed on the devices as required.</p>	<p>NA</p>	<p>10% (10 points)</p>
<p>Practical exam:</p>		



<p>Option 1: Preparation of a given recipe of one dessert using specific products, techniques and procedures in an established online live connection with the examination board (video-conferencing). Presentation of the final plate in front of the board. Specific instructions to be provided by the instructor in advance. (90 min.)</p> <p>Option 2: Preparation of a recipe of a given dessert - the task is implemented by the learner independently at home while he/she films him/herself in 20-25 min. video (visualizing the main processes - setting up the station, processing the products, using equipment and tools, mixing/rolling, baking, plating and decorating, final plate). Verbal explanation (presentation) of the working process and the final dish is required to be included in the video. The video to be provided to the instructor/examination board for evaluation.</p> <p>The form of the final practical exam will be chosen and agreed by the VET course provided according to the provider's and learner's capacity and the available resources for conduction of the examination.</p> <p>The evaluation of the learner is done by the examination board / instructor/s (as assigned by the VET course provider) based on the learner's presentation during the final practical exam and brings for 70% of the final evaluation of the learner in the course succession.</p> <p>Contact your course provider for detail regarding the organization of the final practical exam.</p> <p>For each assessment tool, also describe the conditions under which it is conducted (environment, tools, resources):</p> <p>Online e-learning platform, computer, Internet (for both learner and assessor)</p> <p>Simultaneous video-conference connection (via Internet) and (approved by the regulation bodies) online platform. Virtual classroom or online environment suitable for mutual connection (both sides can hear and see the other participant in the connection).</p> <p>Optional: Video recording of the full examination process and assessment by teacher/instructor/examination board.</p>	<p>90 minutes</p>	<p>70%</p> <p>(70 points)</p>
<p>Learning Outcomes (Intended Learning Outcomes)</p>		
<p>By the end of the module learners will be able to:</p> <ul style="list-style-type: none"> ➤ Recognize and properly use the equipment and kitchenware used in pastry ➤ understand the raw ingredients used for preparation of bakeshop production and desserts 		

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- use the cooking techniques and methods for desserts production, such as mixing, rolling, kneading, baking, etc.
- choose the right technique and procedure for each dessert
- apply the techniques and procedures to preparation of doughs, fillings, semi-cold desserts
- demonstrate making pastry following a recipe
- select the right shapes and colours for each dessert
- make decoration with the right ingredients
- applies new technologies in pastry making

Training methodology
(Learning and Teaching Delivery Methods)

Training materials (PPTs): (optional for blended learning)

When in-presence mode these are in-class activities: lectures or presentations by a lecturer/teacher

Instructor-guided training:

Seminars / group work / exercises (virtual classroom, synchronized learning);

training practice (virtual, synchronized, guided by instructor)

Self-learning:

E-learning (independent/ autonomous learning via e-platform – watching videos, reading materials, preparing assignments, etc.)

Exercises: tasks given to the learners to research independently for (additional) information; to implement different activities alone or in a group; to reflect on their performance by discussing with the group/instructor their findings/results; to practice their skills independently, etc.

Other (Assignments)

E-learning delivery mode in educational institutions:

Unit No.	T/P	Unit title	Unit workload	Out of which		
				Instructor-guided training	Self-learning (autonomous)	Resources
5.1.		Baking basics				
5.1.1.	T/P	Bakeshop production: Basic Principles and Ingredients	4	0	4	<i>(PPT) / (exercise)</i>
5.1.2.	T/P	Types of Dough-Mixing and Production Methods	0.5	0	0.5	<i>(PPT)</i>
5.1.3.	T/P	Yeast Products	0.5	0	0.5	<i>(PPT)</i>
5.1.4.	T/P	Machinery, bakery equipment and tools for baking and pastry making	5	0	5	<i>(PPT) / (exercise)</i>
5.2.		Desserts production				
5.2.1.	T/P	Cakes & Icing (PPT) / (video) / (assignment)	6	0	6	<i>(PPT) / (video) / (assignment)</i>

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5.2.2	T/P	Pies & Pastries	11	4	7	(PPT) / (video) / (exercise) / (assignment) / (Virtual) practice
5.2.3.	T/P	Cookies	5	3	2	(PPT) / (exercise) (Virtual) practice
5.2.4.	T/P	Creams, Custards, Puddings, Frozen Desserts and Sauces (PPT) / (video) / (exercise) / (Virtual) practice / (assignment)	10	3	7	(PPT) / (video) / (exercise) / (assignment) / (Virtual) practice
5.3.	Assessment and evaluation					
	NA	Assessment of an assignment (5.2.1.).	NA	NA	NA	10%
	NA	Assessment of an assignment (5.2.2.).	NA	NA	NA	10%
	NA	Assessment of an assignment (5.2.4.)	NA	NA	NA	10%
	NA	Practical exam	2	2	0	70%
		Total:	44 hrs.	10	34	

Training delivery modes (options)

The course is designed to serve as distance-mode delivered training. However, it is also suitable for face-to-face or blended learning (using the VET@HOME platform and resources).

Learning materials and resources

- Presentations, online learning materials (available at the VET@HOME e-learning platform)
- A computer /or another device with camera and microphone/ and Internet
- Home kitchen equipment and appliances (as to the activities to be implemented by the learners according to the syllabus)

Learning Outcomes (Intended Learning Outcomes)

By the end of the course learners will be able to:

- know the equipment and kitchenware used in pastry
- list the raw ingredients for desserts
- know the cooking techniques to be used
- choose the right technique and procedure for each dessert
- applies the techniques and procedures to preparation of doughs, fillings, semi-cold desserts

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<ul style="list-style-type: none"> • demonstrates making pastry from chosen the base ingredient • selects the right shapes and colours for each dessert • make decorations with the right ingredients • applies new technologies in pastry making • choose the natural and healthy ingredients 		
Skills		
Competence		

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IV. VET@HOME Online Learning Platform

(Digital) Training content available at the VET@HOME platform

- theory-based content (for the units – theoretical presentations, written materials, guidelines, etc.)
- methodological guidelines (for delivery of the VET@HOME courses – for VET providers)
- learning-path instructions
- practical demonstrations recorded as video-lessons
- assignments for the different units (e.g. exercises, multiple choice/matching tests, quizzes, tasks, homework, etc.)
- examination materials/instructions for e-assessment (in-full or partially).

VET@HOME Syllabus (and e-learning platform) users:

- Learners in VET
- Trainers and tutors in VET, conducting the practical trainings/training practices
- Administrators in VET, planning and organizing the training practices
- VET authorities, policy makers and certification bodies, etc.

V. Profile of the VET@HOME learners

The VET@HOME project is designed to answer the needs of the VET learners in the profession of **Cook** (and the related specialities) across the project countries and beyond. Respectively, one of the end-users of the project outputs are by definition the learners in VET, studying for the profession “Cook” (or equivalent/similar). Depending on the country particularities, these could be:

- VET School students (IVET)
- Adult learners (trainees) in VET (CVET).

Since the project main objective is to improve the attractiveness of the VET offer in the field of culinary arts and to increase its resilience in extraordinary circumstances, it turns into the solutions provided by the new ICT counting on the advantages of the online learning. Naturally, one of the main characteristic of the VET@HOME potential learners appears to be their age and the focus of the project on the young people, since the proposed online learning environment is appealing for the new generations of learners that have grown up in the age of Internet.

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At the same time, adult learners are also targeted by the VET@HOME training courses, since they are usually already engaged on the labour market and the flexible pathways for the delivery of the VET@HOME courses allow them to upskill or update their qualification in a time and pace that are suitable for active workers.

Last, but not least, the project tackles the needs of the potential learners who are prevented from visiting training facilities for many reasons (economic or family reasons, disabilities, etc.).

For all the groups the provision of the virtual practical training will bring benefits while increasing knowledge retention by enhancing learner engagement and autonomy, on the one side, and on the other – will ensure compliance with the safety standards in the pandemic period in a cost-efficient way for both the trainers and trainees.

VI. Possible VET@HOME courses' providers:

Three main groups of providers are identified as these are the organizations that are licensed to provide VET and/or validate learning outcomes in terms of possibility to issue an officially recognized certificates for a full/partial qualification. In general, these are considered as educational institutions:

- VET schools with licensed professions/ specialities in the field of culinary arts
- VET centres/provides (for adults, over 16 years)
- VET qualification/certification bodies of other type.

Another category of providers of the VET@HOME training courses is identified among the enterprise-based training centers or enterprises that provide VET in real-work environment (such as in a restaurant), usually based on concluded contracts with the VET educational institutions or the learners themselves. These are the hosting organizations of the WBL, dual-training/education, apprenticeships, etc. (their statute varies according to the national legislation). In their capacity of VET providers of practical training with hands-on experience, they are also considered possible providers for the VET@HOME syllabus.

However, the VET@HOME courses' provision is not limited to these types of organizations and can be offered by other relevant bodies with the capacity to implement them in the form of LLL pathways (such as: NGOs, training units, labour and employment bodies, professional unions, etc.). The certification of the training, though, should be implemented in accordance with the current legislation at place.



At the stage of the project completion, the project partners who are licensed to deliver VET qualification for Cook (or equivalent) will include the VET@HOME courses in their training offer.

VII. Transferability of the VET@HOME training to different learning contexts

The suggested syllabus represents **a model** that could be adjusted respectively when/if adopted by the VET providing institutions to meet the requirements and applicable rules and procedures at place.

The syllabus gives flexibility in terms of choice of the teaching/learning modes and methods allowing for selection of a pool of available tools and solutions (different forms of training materials, technical and material resources, etc.) as to capacity of the VET providers.

The VET@HOME syllabus allows for inclusion of non-traditional learners such as disabled learners (as long as their disability allows them to learn and work in the profession), people leaving in distant areas and/or having limited access to training facilities (allowing them to have access to vocational training without visiting professional school or center).

Annexed to this syllabus is a table presenting the VET@HOME courses structure and contents as to the project e-learning platform.

Lesson no.	Lessons	Teaching/learning method / WORKLOAD	Teaching Resources and Materials	Lessons duration	Type (T/P)
Course 1 - Cooking basics (19 hrs)					
What is the course about:					
<p>PREPARATORY UNIT</p> <p>Please take note that this course is a prerequisite for enrolling in the following VET@HOME courses:</p> <ul style="list-style-type: none"> - Course 2 - Salads; - Course 3 - Soups; - Course 4 - Main Courses (dishes) and - Course 5 - Desserts. 					
Detailed Description of the Course:					
<p><i>This is the first training module in the VET@HOME course for practical training for the profession of "Cook".</i></p> <p><i>The module is designed as an obligatory unit to be completed in order to continue to the next courses: Salads (2), Soups (3), Main Courses (4) and Desserts (5).</i></p> <p><i>The module introduces the learners to the basic concepts, rules and procedures to be followed in a professional kitchen, as well as to important health and safety regulations and standards to be observed by the learners during their training (and work afterwards).</i></p> <p><i>The aim of the module is to ensure that the learners have the basic knowledge, skills and competences to implement the tasks related to the further training in the VET@HOME courses.</i></p> <p><i>The total course duration is 19 study hours (45 min./each), as assessment included.</i></p>					
<p><i>This course is designed for learners who are involved in vocational education/training in the tourism and hospitality sector and the profession of Cook in particular.</i></p> <p><i>Pre-requisites (entry requirements):</i></p> <p><i>The learner must be involved in vocational education/training in the tourism and hospitality sector:</i></p> <ul style="list-style-type: none"> - Being a (vocational high school) student in the profession of Cook (or equivalent) OR - being enrolled in a vocational course for the profession of Cook (or equivalent) by a VET course provider (adult) OR - being graduate in vocational education or training for the profession of Cook. <p><i>The learner needs to demonstrate that his/her health status allows for participating in practical VET for the profession of Cook (or equivalent) – medical documents could be required upon enrolment depending on the country requirements.</i></p> <p><i>The learner needs to be at a minimum age of 16 years.</i></p>					
1.1. Cooking basics (preparatory unit)					
1.1.1.	The food industry and cooking as a profession (PPT) / (video) / (additional reading and exercise)	3h self-learning	<p>During this lesson the learners will be introduced to the food industry specifics. An overview of the historical development in the food service will be made. The cooking will be explained as a professional occupation, usual activities, tasks, responsibilities of the cook, etc. The working environment will be described with its particularities. Learning and career paths will be outlined.</p> <p>Read the PPT presentation and search more information on the Internet about the:</p> <ul style="list-style-type: none"> - evolution in the modern food-service; - modern technologies in food-service industry; - types of kitchen organization. <p>Discuss what you found with your group/instructor (if the case).</p>	PPT 60 min.	T+P
			<p>1.1.1. The food industry and cooking as a profession (video)</p> <p>Watch the video presentation.</p> <p>What new did you learn? Make a list of at least 5 bullets.</p> <p>1.1.1. The food industry and cooking as a profession (additional reading and exercise)</p> <p>Read the Glossary of (100) Kitchen Terms used in professional kitchen: https://www.touchbistro.com/blog/culinary-terms-for-restaurants/ How many were known to you?</p> <p>1-20 21-40 41-60 61-80 81-100</p>	Video 30 min.	P
			<p>External source (45 minutes independent reading)</p>	P	

1.1.2.	Tools and equipment (PPT) / (video) / (exercise)	5h guided+ self-learning	<p>1.1.2. Tools and equipment (PPT) In this lesson the learners will be introduced to the main tools and equipment types: utensils, tools, appliances, cooking equipment, etc. Other important aspects such as cleaning and maintenance, energy consumption reduction, etc. will be mentioned. Read the PPT presentation and search more information on the Internet about the:</p> <ul style="list-style-type: none"> - modern cooking equipment used in the industry and its features; - cleaning agents available on the market (for professional kitchen usage); - energy-saving methods in the kitchen. <p>Discuss what you found with your group/instructor (if the case).</p>	PPT 90 min.	T+P
			<p>1.1.2. Tools and equipment (video) Watch the video presentation. <u>What new did you learn? Make a list of at least 5 bullets.</u></p>	Video 45 min.	P
			<p>1.1.2. Tools and equipment (exercise) Make a list (inventory) of the equipment and tools used in cooking (in professional kitchen) that are available at your home kitchen (based on the information provided in the presentation and video above). Compare your list to the list provided in the PPT presentation. For the tools and equipment usually used in the professional kitchen that you can not find at home, think (together with your instructor/s OR with your group - if the case) and suggest alternatives that can be used.</p>	Independent work 90 min.	P
1.1.3.	Mise en Place (PPT) / (video) / (exercise) / (assignment)	5h guided+ self-learning	<p>During this lesson the learners will be given explanation and demonstration on how to prepare their workplace. Some key-points and pre-preparation importance will be outlined. The learners will be introduced to the key principles of planning and organizing production. Another important aspect in Mise en Place that will be explored here is using and maintaining the professional knives. In addition, the learners will learn the basic cuts and shapes. Finally, the learners will be introduced to the importance and basic techniques for preliminary cooking and seasoning. Read the PPT presentation and search more information on the Internet about the:</p> <ul style="list-style-type: none"> - different ways and styles the popular chefs are doing Mise en Place; - ways to optimize your work through a proper Mise en Place; - advices to keep your knives in a good condition. <p>Discuss what you found with your group/instructor (if the case).</p>	PPT 80 min.	T+P
			<p>1.1.3. Mise en Place (video) During this lesson the learners will be given explanation and demonstration on how to prepare their workplace. The differences between setting-up a hot station will be explained. <u>Watch the video demonstration. Important practical advices and tips will be given.</u></p>	Video 25 min.	P
			<p>1.1.3. Mise en Place (exercise) Check the type of knives you have in your home kitchen. Sharpen your knives as shown in the video-demonstration. (30 minutes)</p>	Independent work 30 min.	P
			<p>1.1.3. Mise en Place (assignment) Choose your favourite recipe and make a work plan of up to 2 pages how you will prepare your work station for cooking it (Mise en Place). Upload your plan in the platform (or send to your instructor as guided) (30 minutes for writing the work plan) Implement your work plan in practice (Mise en Place) at home for the chosen recipe. Make pictures of your station when ready and upload in the platform (or send to your instructor as guided). (60 minutes for Mise en Place implementation)</p>	90 minutes for implementation of the assignment (Mise en Place).	A

1.1.4.	Sanitation and Safety (PPT) / (video) / (exercise)	4h guided+ self-learning	<p>This lesson is key for ensuring the health and safety environment while preparing food. The learners will learn the basic principles and standards allowing them to operate in professional kitchen. The lesson is also fundamental for being able to establish proper learning environment while educated at home and using their own kitchen for practice.</p> <p>Read the PPT presentation and search more information on the Internet about the:</p> <ul style="list-style-type: none"> - regulations regarding food safety and sanitation procedures and requirements in your country; - requirements to the health status of the people who want to work as cooks in your country; - requirement regarding the working cloths (uniforms) for cooks in your country. <p>Discuss what you found with your group/instructor (if the case).</p>	PPT 90 min.	T+P
			<p>1.1.4. Sanitation and Safety (video)</p> <p>Watch the video presentation of main hygiene, food safety and health principles.</p>	Video 45 min.	P
			<p>1.1.4. Sanitation and Safety (exercise) Assess your home kitchen according to the key standards for hygiene, food safety, safe work environment, risks of injuries, risk of food contamination, etc. (given in the PPT presentation and video-presentation).</p> <p>Which are the points/parameters that sustain the greatest risk in your kitchen? Make a list of at least 5 bullets.</p> <p>Which parameters you can improve in your home kitchen? Make a list of at least 5 bullets.</p>	Independent work 45 min.	P
1.2. Assessment and evaluation					
	Assessment and evaluation	NA	<p>Assessment of an assignment:</p> <p>Assessment of the assignment from 1.1.3 submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 20% of the final evaluation of the learner in the course succession.</p>	NA	20%
		2h assessment	<p>Practical exam:</p> <p>Option 1: Preparation of a work station according to the Mise en Place principles - via established online live connection with the examination board (video-conferencing). Specific instructions to be provided by the instructor in advance. (90 min.)</p> <p>Option 2: Preparation of a work station according to the Mise en Place principles - the task is implemented by the learner independantly at home while he/she films him/herself in 10-15 min. video (visualizing the main processes - setting up the station, working clothing, use of equipment, tools and appliances, etc.). Verbal explanation (presentation) of the working process and the choices made by the learner in the process is required to be included in the video. The video to be provided to the instructor/examination board for evaluation.</p> <p>The form of the final practical exam will be chosen and agreed by the VET course provided according to the provider's and learner's capacity and the available resources for conduction of the examination.</p> <p>The evaluation of the learner is done by the examination board / instructor/s (as assigned by the VET course provider) based on the learner's presentation during the final practical exam and brings for 80% of the final evaluation of the learner in the course succession.</p> <p>Contact your course provider for detail regarding the organization of the final practical exam.</p>	90 min. real time online examination	80%
TOTAL duration		19 hours (17 hours training+2h assessment)			

Lesson no.	Lessons	Teaching/learning method / WORKLOAD	Teaching Resources and Materials	Lessons duration	Type (T/P)
Course 2 – Preparation of Salads (33 hrs)					
What is the course about:					
<p>This course is based on Module 2 from the model syllabus developed within the VET@HOME project. The course is designed to serve as distance-mode delivered training. However, it is also suitable for blended learning. Please take note that to enroll in this course you first need to compete the VET@HOME Course 1 - Cooking Basics (PREPARATORY UNIT).</p>					
Detailed Description of the Course:					
<p><i>This is the second training module in the VET@HOME course for practical training for the profession of "Cook". The module introduces the learners to the basic types, products/ingredients, cooking techniques and plating concepts in salads preparation.</i></p> <p><i>The aim of the module is to ensure that the learners have the basic knowledge, skills and competences to prepare various types of salads, following a given recipe and key cooking principles and techniques.</i></p> <p>Learning objectives of the course (tasks)</p> <p><i>The course covers the following goals / tasks:</i></p> <ul style="list-style-type: none"> <i>o to provide key knowledge to the learners how to understand the vegetables (as key component in salads preparation) and to teach the basic cutting techniques for them</i> <i>o to introduce the learners to the basic features and importance of salads in human nutrition</i> <i>o to provide knowledge of the main ingredients used in salads preparation and their proper usage</i> <i>o to explain the types of salads according to their purpose, ingredients used and different cooking techniques</i> <i>o to explain and demonstrate the preparation of different sauces and dressings for seasoning salads</i> <i>o to introduce basic concepts in salads seasoning, plating and decoration</i> <i>o to demonstrate preparing of basic types of salads according to given recipes</i> <p><i>The total course duration is 33 study hours (45 min./each), assessment included.</i></p>					
<p><i>This course is designed for learners who are involved in vocational education/training in the tourism and hospitality sector and the profession of Cook in particular. Pre-requisites (entry requirements):</i></p> <p><i>The learner must be involved in vocational education/training in the tourism and hospitality sector:</i></p> <ul style="list-style-type: none"> <i>- Being a (vocational high school) student in the profession of Cook (or equivalent) OR</i> <i>- being enrolled in a vocational course for the profession of Cook (or equivalent) by a VET course provider (adult).</i> <i>- Being graduate in vocational education or training for the profession of Cook.</i> <p><i>The learner needs to demonstrate that his/her health status allows for participating in practical VET for the profession of Cook (or equivalent) – medical documents could be required upon enrolment depending on the country requirements.</i></p> <p><i>The learner needs to be at a minimum age of 16 years.</i></p>					

2.1. Understanding vegetables (section/unit)					
2.1.1.	Vegetable cuts (video) / (exercise) / (assignment)	6h guided+ self-learning	<p>2.1.1. Vegetable cuts (video) Different types of salads require different ways of cutting / shaping. For the salads to be properly shaped and have a beautiful appearance, the learners will be introduced to the basic techniques of cutting vegetables such as:</p> <ul style="list-style-type: none"> - julienne - macédoine - mirepoix - chiffonade - brunoise - paysanne - Émincer <p>The basic cutting shapes for vegetables are explained with pictures in Course 1 - Cooking Basics module, 1.1.3 Mise en Place (PPT). Check the presentation provided there for more information.</p> <p>Watch the video-presentation explaining the basic vegetable cuts. Which were familiar to you and which were new? <u>Learn the terms and practice the proper pronunciation.</u></p>	Video 45 min.	P
			<p>2.1.1. Vegetable cuts (exercise) Exercise 1: Practice different vegetable cuts in your kitchen at home (90 min.): Use the demonstrated tools and techniques in the video. Use at least 3 of the 5 listed products: potatoes, onion, carrots, tomatoes, cucumbers. Practice all the 7 listed techniques: julienne, macédoine, mirepoix, chiffonade, brunoise, paysanne, Émincer. Exercise 2: Learn about the proper shapes for different vegetable cuts usage (45 min.): Search on the Internet for different recipes and list at least 3 dishes (or meal components) for which each of the different shapes of cuts (presented in the video-presentation) are suitable. E.g. julienne is suitable for preparing ...</p>	Independent work 135 minutes	P
			<p>2.1.1. Vegetable cuts (assignment) Assignment: Option 1: Make short video/s (up to 5 minutes) of you implementing different vegetable cutting techniques and making at least 5 different shapes as demonstrated in the video-presentation. Send your video to your instructor (or share it with the instructor via other agreed method). Option 2: Cut vegetables in your home kitchen in at least 5 different shapes as demonstrated in the video. Make pictures of the products when ready and upload in the platform (or send to your instructor as guided).</p>	90 minutes for implementation of the assignment.	A

2.2. Salads preparation (section/unit)					
2.2.1.	Salads types (PPT) / (video) / (exercise)	5h guided+ self-learning	<p>During this lesson the learners will be introduced to the basic division of salads. Different types of salads will be explained:</p> <p>A. As to the food processing: a) raw salads and ingredients for the preparation of raw salads b) heat-treated salads and ingredients for the preparation of heat-treated salads</p> <p>B. As to their purpose of serving: <ul style="list-style-type: none"> • Appetizer salads • Accompaniment salads • Main-Course salads • Separate-Course salads • Dessert Salads </p> <p>C. As to their preparation techniques: <ul style="list-style-type: none"> • Green salads • Vegetable, Grain, Legume, and Pasta Salads • Bound salads • Composed salads • Fruit Salads, etc. </p> <p>Further the main products used as ingredients in different salad types will be examined. Read the PPT with types of salad and ingredients used in different salads preparation. (25 minutes). Identify at least one local salad (that is prepared in your country/region) for each of the listed types of salads (20 min.).</p>	PPT 45 min.	T+P
			<p>2.2.1. Salads types (video) Watch the video-presentation explaining the main types of letuces used for green salads preparation. Which of the shown letuces types are available on your market? Are there other typical letuces (green salads or local products) used in your country/region? Make a research on the Internet regarding the differences, characteristics, main technological procedures in salad preparation. Discuss what you found with your group/instructor (if the case).</p>	Video + additional readings 45 min.	P
			<p>2.2.1. Salads types (exercise) List 3 local salads that are prepared in your country/region and define their types according to the classification given in the PPT presentation. Write down the recipes for the 3 salads using technological chart - including ingredients, quantities and qualities, describe products' processing activities, plating (135 minutes). Upload the recipes in the platform (or send them to your instructor via agreed method).</p>	Independent work 135 minutes	P
2.2.2.	Dressings and seasoning of salads (PPT) / (video) / (exercise)	4h guided+ self-learning	<p>During this lesson the learners will be shown how to identify and prepare different types of dressings in order to season salads properly. The main 3 categories of salads dressings will be explained (oil and vinegar dressings, mayonnaise-based dressings and cooked dressings). They will also get acquainted with various versions of composed sauces based on mayonnaise and cream that can be used to season salads, as well as techniques and procedures for making them.</p>	PPT 30 min.	T+P
			<p>2.2.2. Dressings and seasoning of salads (video) Watch the video-presentation explaining the main types of dressings used in salads preparation. Which of the shown dressings are familiar to you? Are there other typical dressings used for salad preparation in your country/region? Make a research on the Internet regarding the differences, characteristics and specifics of: (1) different kind of vinegar (apple, grape, balsamico, etc.) and (2) oils used in salads (sunflower, olive, corn, etc.). Discuss what you found with your group/instructor (if the case).</p>	Video + additional readings 60 min.	P
			<p>2.2.2. Dressings and seasoning of salads (exercise) Practice dressings preparation at home kitchen. Make 1 dressing of each type (oil dressing, vinegar dressing and mayonnaise-based or emulsified dressing) as explained in the PPT and video (90 min.).</p>	Independent work 90 minutes	P

2.2.3.	Recipes and Techniques. Plating and Arrangements (PPT) / (video) / (exercise)/ (Virtual) practice	16h guided+ self-learning	During this lesson, learners will be taught how to make some of the salads that will overview and combine all the previously covered topics. Techniques and key features for preparing green salads, vegetable, grain, legume and pasta salads, bound salads, fruit salads, etc. are explained. Plating is demonstrated via pictures.	PPT 30 min.	T+P
			2.2.3. Recipes and Techniques. Plating and Arrangements. Green Salad (video) Watch the Video presentation of the Green salad preparation (raw salad).	Video 20 min.	P
			2.2.3. Recipes and Techniques. Plating and Arrangements. Caesar salad (video) Watch the Video presentation of the Caesar salad preparation (salad with emulsion sauce)	Video 20 min.	P
			2.2.3. Recipes and Techniques. Plating and Arrangements. Chicken Liver Salad (video) Watch the Video presentation of the Chicken Liver Salad preparation (salad from thermally processed products)	Video 10 min.	P
			2.2.3. Recipes and Techniques. Plating and Arrangements. Potato Salad (video) Watch the Video presentation of the Potato Salad preparation (compound salad)	Video 10 min.	P
			2.2.3. Recipes and Techniques. Plating and Arrangements (Virtual) practice: Schedule with your instructor virtual practice classes/demonstrations (via live video-conference connection) for preparation of: a) Making one salad from raw products b) Making one salad from thermally processed products c) Making a salad with oil/vinegar/emulsion sauce d) Making one bound/compound salad After the live demonstration (or upon agreed schedule for consultations and simultaneous virtual practice with the online support of an instructor), prepare these salads yourself under guidance of an instructor. After (or during) the sessions the instructor will provide you with feedback and insight into the working process and the quality of the final work.	180 minutes VIRTUAL practice	P
			2.2.3. Recipes and Techniques. Plating and Arrangements (exercise) Exercise 1: Search on the internet for other videos for different types of salads preparation (bound, composed, etc.) as they are explained in the PPT presentation. Write down the recipes and make a sketch of the plating techniques (for 3 different types of salads). (90 min.) Exercise 2: Prepare (in your home kitchen) one salad of each type from the listed below. Use what you have as information from the PPT and video, as well as information from the Internet. Follow the cooking techniques and processes according to the recipes and instructions. - prepare one raw salad (e.g. Waldorf salad, Green salad) - prepare one salad from thermally processed foods (e.g. Beef salad, Chicken liver salad) - prepare one salad with oil/vinegar/emulsion sauce (e.g. Octopus' salad, Cezar salad) - prepare one compound salad (e.g. Potato salad) Time for execution of each salad: 90 min. maximum depending on the recipe (total: 360 min. maximum) The recipes and instruction will be provided to you by your instructor (or can be found on the Internet and adjusted according to the availability of products and equipment)	Independent work 450 minutes	P

2.3. Assessment and evaluation					
	Assessment and evaluation	NA	<p>Assessment of an assignment: Assessment of the assignment from 2.1.1 submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession.</p>	NA	10%
		2h assessment	<p>Practical exam: Option 1: Preparation of a given recipe of one salad using specific products, techniques and procedures in an established online live connection with the examination board (video-conferencing). Presentation of the final dish in front of the board. Specific instructions to be provided by the instructor in advance. (90 min.) Option 2: Preparation of a recipe of a given salad - the task is implemented by the learner independently at home while he/she films him/herself in 15-20 min. video (visualizing the main processes - setting up the station, cutting, cooking, preparation of dressing/seasoning, plating, final dish). Verbal explanation (presentation) of the working process and the final dish is required to be included in the video. The video to be provided to the instructor/examination board for evaluation. The form of the final practical exam will be chosen and agreed by the VET course provided according to the provider's and learner's capacity and the available resources for conduction of the examination. The evaluation of the learner is done by the examination board / instructor/s (as assigned by the VET course provider) based on the learner's presentation during the final practical exam and brings for 90% of the final evaluation of the learner in the course succession. Contact your course provider for detail regarding the organization of the final practical exam.</p>	90 minutes real time online examination	90%
	TOTAL duration	33 hours (31 hours training+2h assessment)			

Lesson no.	Lessons	Teaching/learning method / WORKLOAD	Teaching Resources and Materials	Lessons duration	Type (T/P)
Course 3 – Preparation of Soups (24 hrs)					
What is the course about:					
<p>This course is based on Module 3 from the model syllabus developed within the VET@HOME project. The course is designed to serve as distance-mode delivered training. However, it is also suitable for blended learning. Please take note that to enroll in this course you first need to complete the VET@HOME Course 1 - Cooking Basics (PREPARATORY UNIT).</p>					
Detailed Description of the Course:					
<p><i>This is the third training module in the VET@HOME course for practical training for the profession of "Cook". The module introduces the learners to the basic types, products/ingredients, cooking techniques and plating concepts in soups preparation. The aim of the module is to ensure that the learners have the basic knowledge, skills and competences to prepare various types of soups, following a given recipe and key cooking principles and techniques.</i></p>					
Learning objectives of the course (tasks):					
<p><i>The course has the following aims/tasks:</i></p> <ul style="list-style-type: none"> - to explain the types of soups according to their categorization, ingredients used and different cooking techniques - to provide knowledge of the main ingredients used in soups preparation and their proper usage - to explain and demonstrate the preparation of different soups - to teach the learners how to prepare regional and international soups following a recipe/s - to provide examples of serving and decorating soups 					
<p><i>The total course duration is 24 study hours (45 min./each), assessment included.</i></p>					
<p><i>This course is designed for learners who are involved in vocational education/training in the tourism and hospitality sector and the profession of Cook in particular.</i></p>					
<p><i>Pre-requisites (entry requirements):</i></p>					
<p><i>The learner must be involved in vocational education/training in the tourism and hospitality sector:</i></p>					
<ul style="list-style-type: none"> - Being a (vocational high school) student in the profession of Cook (or equivalent) OR - being enrolled in a vocational course for the profession of Cook (or equivalent) by a VET course provider (adult). - Being graduate in vocational education or training for the profession of Cook. 					
<p><i>The learner needs to demonstrate that his/her health status allows for participating in practical VET for the profession of Cook (or equivalent) – medical documents could be required upon enrolment depending on the country requirements.</i></p>					
<p><i>The learner needs to be at a minimum age of 16 years.</i></p>					

3.1. Soups preparation (section/unit)					
3.1.1.	Classification of soups (PPT)	1h self-learning	<p>During the first lesson, the learners will be introduced to the basic characteristics of soups such as their nutritional value, texture and key ingredients. The first presentation explains the soups typologies - criteria and classification to:</p> <p>A. Clear soups:</p> <ul style="list-style-type: none"> - Broth - Bouillons - Vegetable soups - Consommés <p>B. Thick Soups:</p> <ul style="list-style-type: none"> - Cream soups - Purées - Bisques - Chowders <p>Read the PPT presentation explaining different types of soups and their main characteristics. Search for recipes that fit into each of these categories and list them.</p>	PPT 45 min.	T+P
3.1.2.	Specialty and National Soups (PPT) / (exercise)	2h guided+ self-learning	<p>In the second lesson, the trainees will learn about some specialty and national soups that have distinguished characteristics because of unusual ingredients or methods used for their preparation.</p> <p>Read the PPT presentation and identify your regional/national soups that can be classified in this category. Write down at least 3 recipes of such (national) soups typical for your country/region.</p>	PPT 15 min.	T+P
			<p>3.1.2. Specialty and National Soups (exercise)</p> <p>List 3 local soups that are prepared in your region and define their types. Write down the recipes using technological chart template - including ingredients, quantities and qualities, describe products' processing activities, plating (25 min. for writing down a recipe; 75 minutes in total). Upload the recipes in the platform or send to your instructor via agreed method (as guided).</p>	75 minutes independent work	P
3.1.3.	Service of soups (PPT)	1h self-learning	<p>In this lesson, the trainees will learn a few basic principles for serving soups:</p> <p>A. Standart portion sizes</p> <p>B. Holding for service</p> <p>Read the PPT presentation and search for interesting ways of serving soups on the Internet. Search for different dishes (plates, bowls, jars, etc.) that are suitable for serving soups.</p>	PPT 45 min.	T+P
3.1.4.	Soup garnishes (PPT)	1h self-learning	<p>In this lesson, the trainees will be introduced into the main types of garnishes prepared to be served with soups:</p> <p>Read the PPT presentation and search on the Internet for different garnishes that are typical for serving with different types of soups.</p> <p>Explain the importance of the garnish when serving soups.</p> <p>Give examples for garnishes that are fitting in the 3 basic types that are used in your regional/national cuisine.</p> <p>Think of different food products that can be used in preparation of garnishes for soups. List at least 5 of them</p>	PPT 45 min.	T+P
			<p>In this lesson, the learners will be introduced to the procedures for preparation of the main types of soups. 4 basic types of soups will be explained in terms of techniques used, together with the quality standards that needs to be observed in preparation and final dish:</p> <p>A. Clear soups</p> <p>B. Vegetable soups</p> <p>C. Cream Soups</p> <p>D. Puree Soups</p>	PPT 25 min.	T+P

3.1.5.	Soups preparation (PPT) / (video) / (exercise)/ (Virtual) practice	17h guided+ self-learning	3.1.5. Soups Preparation. Consommé (video) The next video-demonstrations present the preparation process of 5 main types of soups as mentioned in the previous lessons. Watch the video presentation explaining the recipe, techniquiest used, plating and arrangements.	Video 25 min.	P
			3.1.5. Soups Preparation. Potato Soup (Potage Parmentier) (video) Watch the video presentation explaining the recipe, techniquiest used, plating and arrangements.	Video 15 min.	P
			3.1.5. Soups Preparation. Vegetable Soup (video) Watch the video presentation explaining the recipe, techniquiest used, plating and arrangements.	Video 25 min.	P
			3.1.5. Soups Preparation. Cream Soup (video) Watch the video presentation explaining the recipe, techniquiest used, plating and arrangements.	Video 20 min.	P
			3.1.5. Soups Preparation. Corn Chowder (video) Watch the video presentation explaining the recipe, techniquiest used, plating and arrangements.	Video 25 min.	P
			3.1.5. Soups preparation (virtual) practice: Schedule with your instructor virtual practice classes/demonstrations (via live video-conference connection) for preparation of: a) Making one Consommé Soup b) Making one Vegetable Soup c) Making one Cream Soup d) Making one Puree Soup After the live demonstration (or upon agreed schedule for consultations and simultanios virtual practice with the online support of an instructor), prepare these soups yourself under guidance of an instructor. After (or during) the sessions the instructor will provide you with feedback and insight into the working process and the quality of the final work.	180 minutes VIRTUAL practice	P
			3.1.5. Soups preparation (exercise) Exercise 1: Search on the internet for other videos for different types of soups preparation (chowder, cream, vegetable, puree, etc.) as they are explained in the PPT presentation. Write down the recipes and make a sketch of the plating techniques (for 3 different types of soups). (90 min.) Exercise 2: Prepare (in your home kitchen) one soup of each type from the listed below. Use what you have as information from the PPT and video, as well as information from the Internet. Follow the cooking techniques and processes according to the recipes and instructions. - prepare one Consomme Soup - prepare one Vegetable Soup - prepare one Cream Soup - prepare one Puree Soup Time for execution of each soup: 90 min. maximum depending on the recipe (total: 360 min. maximum) The recipes and instruction will be provided to you by your instructor (or can be found on the Internet and adjusted according to the availability of products and equipment).	Independent work 450 minutes	P
3.2. Assessment and evaluation					

	Assessment and evaluation	2h assessment	<p>Practical exam: Option 1: Preparation of a given recipe of one soup using specific products, techniques and procedures in an established online live connection with the examination board (video-conferencing). Presentation of the final dish in front of the board. Specific instructions to be provided by the instructor in advance. (90 min.) Option 2: Preparation of a recipe of a given soup - the task is implemented by the learner independently at home while he/she films him/herself in 15-20 min. video (visualizing the main processes - setting up the station, cutting, cooking, preparation of garnishes, plating, final dish). Verbal explanation (presentation) of the working process and the final dish is required to be included in the video. The video to be provided to the instructor/examination board for evaluation.</p> <p>The form of the final practical exam will be chosen and agreed by the VET course provider according to the provider's and learner's capacity and the available resources for conduction of the examination.</p> <p>The evaluation of the learner is done by the examination board / instructor/s (as assigned by the VET course provider) based on the learner's presentation during the final practical exam and brings for 100% of the final evaluation of the learner in the course succession.</p> <p>Contact your course provider for detail regarding the organization of the final practical exam.</p>	90 minutes real time online examination	100%
	TOTAL duration	24 hours (22 hours training+2h assessment)			

Lesson no.	Lessons	Teaching/learning method / WORKLOAD	Teaching Resources and Materials	Lessons duration	Type (T/P)
Course 4 – Preparation of Main Course (dishes) (49 hrs)					
What is the course about:					
<p>This course is based on Module 4 from the model syllabus developed within the VET@HOME project. The course is designed to serve as distance-mode delivered training. However, it is also suitable for blended learning. Please take note that to enroll in this course you first need to compete the VET@HOME Course 1 - Cooking Basics (PREPARATORY UNIT).</p>					
Detailed Description of the Course:					
<p><i>This is the fourth and larger training module in the VET@HOME course for practical training for the profession of "Cook". The module introduces the learners to the basic types, products/ingredients, cooking techniques and plating concepts in main course dishes preparation. The aim of the module is to ensure that the learners have the basic knowledge, skills and competences to prepare various types of dishes from the Main Course category, following a given recipe and key cooking principles and techniques, including working with different types of products, prepare garnishes to the main course dishes and serve as to the plating concepts.</i></p>					
Learning objectives of the course (tasks):					
<p><i>The course has the following aims/tasks:</i></p> <ul style="list-style-type: none"> - to introduce the learners to the main categories of products used for cooking main course dishes, and the animal proteins in particular by explaining the characteristics of different types of meat to work with (chicken and poultry, game meat, pork and beef meat, fish, sea food, etc.) - to provide key knowledge regarding the understanding the specifics of the products and skills for applying the basic principles in handling different meats - to provide key knowledge and skills to the learners in using different cooking methods and techniques (e.g. boiling, baking, roasting, braising, steaming, frying, etc.) - to equip the learners with the competences to choose the proper cooking methods and techniques for each of the different types of meat - to teach the learners how to prepare different dishes, following a recipe and key cooking principles and rules, including from the international cuisine - to provide insights in proper foods/products combining - to teach the learners to use rationally means of work, materials and time - to demonstrate different plating and arrangement techniques and to explain the basic principles, rules and logic behind them <p><i>The total course duration is 49 study hours (45 min./each), assessment included.</i></p>					
This course is designed for learners who are involved in vocational education/training in the tourism and hospitality sector and the profession of Cook in particular.					
<p><i>Pre-requisites (entry requirements):</i></p> <p><i>The learner must be involved in vocational education/training in the tourism and hospitality sector:</i></p> <ul style="list-style-type: none"> - Being a (vocational high school) student in the profession of Cook (or equivalent) OR - being enrolled in a vocational course for the profession of Cook (or equivalent) by a VET course provider (adult) OR - being graduate in vocational education or training for the profession of Cook. <p><i>The learner needs to demonstrate that his/her health status allows for participating in practical VET for the profession of Cook (or equivalent) – medical documents could be required upon enrolment depending on the country requirements.</i></p> <p><i>The learner needs to be at a minimum age of 16 years.</i></p>					

4.1. Understanding (animal) proteins in cooking					
4.1.	Understanding (animal) proteins in cooking - meats, poultry, game, fish and shellfish (PPT) / (video) / (exercise)	5h guided+ self-learning	<p>In this unit the learners will be introduced to the definition of meat, composition, structure and basic quality factors. In addition to the classic meats (animal proteins) that will be explored (red meats, poultry, fish), also variety, game and specialty meats will be also presented.</p> <p>A main part of the training is understanding the basic cuts in meat processing as the meat cutting (or fabrication) being the process of cutting, boning, and portioning large cuts of meat to menu specifications. Read the PPTs and watch the video-demonstration given in the next lessons.</p>	Introduction	NA
			<p>4.1.1. Understanding Meats and Game (PPT)</p> <p>In this lesson the learners will be introduced to the definition, composition and structure of different types of (red) meat. Explanation of the basic cuts is given as well as some factors that influence the selection of meats according to the operations to be implemented.</p>	PPT 20 min.	T+P
			<p>4.1.2. Understanding Poultry and Game Birds (PPT)</p> <p>In this lesson the learners will be introduced to the composition and structure of poultry and game birds meat. Proper cooking methods are suggested as to the maturity and tenderness of the meat. Differences between light and dark meat are explained.</p>	PPT 15 min.	T+P
			<p>4.1.2. Understanding (animal) Proteins in Cooking. Fabricating chicken. (video)</p> <p>Watch the video-presentation and take notes, make a list of the parts obtained from a fabrication of a chicken.</p>	Video 15 min.	P
			<p>4.1.3. Understanding Fish and Shellfish (PPT)</p> <p>In this lesson the learners will be introduced to the composition and structure of the fish and shellfish. Some special features in cooking fish are outlined. Fish cutting techniques are visualized and the procedures for dressing and filleting fish are explained. Classification and review of the shellfish is also given.</p>	PPT 40 min.	T+P
			<p>4.1. Understanding (animal) proteins in cooking (exercise)</p> <p>After reading the PPTs and watching the video from the previous lessons, check the available meats on your local market/s.</p> <p>Make a list of the most often cooked meat types in your country/region.</p> <p>Choose and obtain one of each of the 3 categories of meats as follows:</p> <p>(1.) red meats - pork, beef, lamb, etc.;</p> <p>(2.) bird/poultry meat - chicken, turkey, etc.;</p> <p>(3.) fish and:</p> <ul style="list-style-type: none"> - explore the composition and structure; - define the quality according to the guidelines given in the previous lessons; - practice meat cuts (fabricating meat) according to the instructions in the PPT and video-presentations (135 minutes). <p>Make photos of the ready portions of the different meats you prepared and upload them in the platform (or send to your instructor as guided). Discuss with your instructor the techniques used and the results obtained.</p>	135 minutes independent work	P

4.2. Cooking and handling meat, poultry and fish					
4.2.	Cooking and handling meat, poultry and fish (PPT) / (exercise)	4h guided+ self-learning	4.2.1. Cooking and Handling Meats (PPT) In this lesson key meat handling techniques and appropriate cooking methods will be presented. Factors influencing the choice of cooking method will be discussed. Storage methods for meat will be also observed.	PPT 45 min.	T+P
			4.2.2. Cooking and Handling Poultry and Game Birds (PPT) In this lesson, the learners will be introduced to the classification and market forms in which the poultry meat is available. Further, appropriate cooking methods will be suggested according to the types of birds and forms to be used in the kitchen. Basic techniques, such as trussing poultry, broiling chicken, etc. will be explained as procedures. Attention will be paid especially to the chicken cutting techniques. Finally, handling and storage of poultry meat will be observed.	PPT 30 min.	T+P
			4.2.3. Cooking and Handling Fish and Shellfish (PPT) This lesson is focused on intructions about handling and storage of fish as an extremely important factor in preserving the products and ensuring food safety.	PPT 15 min.	T+P
			4.2. Cooking and handling meat, poultry and fish (exercise) After reading the PPTs from the previous lessons, search information on the Intenret of the proper handling, cooking and storage methods for the meats that you processed during the excercise from unit 4.1. Choose one typical local main dish and write down a recipe for it using a technological card and describing in details the characteristics of the used meat and the chosen cooking method. Based on the information presented in the PPTs in the previous lessons, motivate the choice of cooking techniques and methods for this dish. Discuss with your group/instructor the results (90 minutes).	90 minutes independent work	P
4.3. Main course dishes: other components and plating (section/unit)					
4.3.1.	Garnishes (PPT) / (video) / (exercise)	3h guided+ self-learning	In this unit the learners will learn about other components of the main course dishes (different then meats), such as garnish, stocks and sauces. Plating and arrangement of the components of the dish will be also reviewd as a topic here. Practical tasks on this unit will be implemented in the following lessons together with cooking methods practice.	Introduction	NA
			4.3.1. Garnishes. Carrot Vichy (video) Watch the video-presentations.	Video 15 min.	P
			4.3.1. Garnishes. Sauté Potatoes and Mushrooms (video) Watch the video-presentations.	Video 10 min.	P
			4.3.1. Garnishes. Boiling vegetables (potatoes) Watch the video-presentations.	Video 10 min.	P
			4.3.1. Garnishes (exercise) Watch the video-presentations by Chef Hugues Boutin where some key principles of preparing vegetable garnish for a main course dishes are explained. Write down the recipes of the 3 implemented garnishes in the videos and discuss with your group/instructor (as guided) the cooking methods used. Think of other vegetables that are usually used for garnishing main dishes and list at least 5 that are available and most frequently cooked as a garnish in your region/country. Suggest proper cooking methods for them. Compare the list with your group and discuss the results and methods suggested with your classmates/instructor. Search for more information on the Internet of the garnishes classification and types. Make a classification according to information you find. Discuss your findings with your group/instructor.	100 minutes independent work	P

4.3.2.	Stocks and Sauces (PPT) / (exercise)	5h guided+ self-learning	4.3.2. Stocks (PPT) The lesson is dedicated to the stocks preparation as a base for assembling sauces and other components in the main course dishes. Main ingredients for the different types of stocks are presented, as well as the procedures for preparation are described.	PPT 45 min.	T+P
			4.3.2. Sauces (PPT) In this lesson the learners will understand the basic principles in preparation of sauces and will learn some key finishing techniques.	PPT 20 min.	T+P
			4.3.2. Mother sauces (PPT) The sauces families are explained in this lesson. The so called "mother sauces" are explained as a base for their different varieties preparation.	PPT 25 min.	T+P
			4.3.2. Stocks and Sauces (exercise) Read the PPTs where the preparation of stocks and sauces for main course dishes are explained. Write down the recipes of the different types of stocks and the "mother sauces" as listed in the PPT presentations (based on a research on the Internet). Think of other sauces based on the "mother sauces" that are used in your national/regional cuisine most often. Discuss your findings and recipes with your group/instructor (as guided). Prepare at least 2 of the listed in the PPT "mother sauces" at home kitchen. Make pictures of the ready sauces and upload them in the platform (or send to your instructor as to agreed method).	135 min. independent work and practice	P
4.3.3.	Arrangement on the plate (plating) (PPT)	2h self-learning	In this lesson the learners will be introduced to the basic principles of hot and cold food presentation. Main plating concepts will be explained. The learners will learn how to arrange ingredients on the plate and decorate different types of dishes, including main courses, soups, platters in buffet service. Read the PPT where the key principles and styles are explained and study the examples given with pictures. Practical tasks on this lesson will be implemented in the following lessons together with cooking methods practice.	PPT 90 min.	T+P
4.4. Main course dishes: cooking methods and preparation (section/unit)					
			4.4.1. Cooking methods for meat, poultry, and fish (PPT) In this key lesson the main cooking methods for meat, poultry will be explained with their categorisation and full procedures described in steps to be followed for each cooking method.	PPT 90 min.	T+P
			4.4.2. Cooking Meats and Game. Procedures and recipes (PPT) In this part the trainees will expand what was already introduced in terms of cooking methods and will learn more details about the suitable cooking methods for preparation of meat and game meat in particular. Core recipes using the described cooking methods will be listed. The lesson is an overview of the min methods used, such as: Roasting, Baking, and Barbecuing; Grilling and Broiling; Saut�e and Pan-Frying; Simmering, Submersion Poaching, Steaming, and Sous Vide; Braising.	PPT 60 min.	T+P
			4.4.2. Cooking Meat and Game. Irish Beef Stew (video recipe) Watch the video-demonstration of Chef Hugue Boutin preparing Irish Beef Stew using the braising cooking method.	Video 20 min.	P
			4.4.2. Cooking Meat and Game. Procedures and recipes (exercise) Exercise 1: Search on the Internet to find the recipes listed in the PPT presentation (slides 9, 14, 21, 30 and 36). Practice Recipe Pronunciations (120 min.) Exercise 2: Follow the steps as described in the presentation to prepare one of the recipes from the list in the PPT (slides 9, 14, 21, 30 and 36). Choose the products according to the available ingredients at your home and/or market. Prepare at least 2 portions of the dish (90 min.).	210 min. independent work and practice	P

4.4.	Cooking methods for meat, poultry, and fish. Procedures and recipes. (PPT) / (video) / (exercise) / (assignment) / (Virtual) practice	28h guided+ self-learning	<p>4.4.2. Cooking Meats and Game. Implement a recipe using braising cooking method (assignment) Implement the recipe as demonstrated in the video-presentation and prepare Irish Beef Stew (90 min.) The ingredients used shall be consulted with your instructor according to the availability. Replacements are allowed if needed. Submit your assignment to your instructor in one of the following ways: Option 1: Make a video/s (up to 15-20 minutes) of you implementing the recipe and preparing at least 2 portions as demonstrated in the video-presentation. Send your video to your instructor (or share it with the instructor via other agreed method). Option 2: Implement the recipe in your home kitchen as demonstrated in the video. Make pictures of the processes (steps as described in the PPT) and the finished dish when ready and upload in the platform (or send to your instructor as guided).</p>	90 minutes for implementation of the assignment.	A
			<p>4.4.3. Cooking Poultry and Game Birds. Procedures and recipes (PPT) In this part the trainees will continue to upgrate their knowlege and skills regarding the cooking methods and will learn more details about the suitable cooking methods for preparation of poultry and game birds. Roasting and Baking are explained in details in this lesson including techniques for carving (portioning) the ready roast chicken or turkey. Other reviewed methods in the lesson are Sautéing, Pan-Frying, and Deep-Frying; Simmering, Submersion Poaching, and Steaming; Braising. Classical recipes for chicken and poultry preparation are shared.</p>	PPT 45 min.	T+P
			<p>4.4.3. Cooking Poultry and Game Birds. Roasted Chicken Breasts (video recipe) Watch the video-demonstration of Roasted Chicken Breasts using the roasting cooking method.</p>	Video 20 min.	P
			<p>4.4.3. Cooking Poultry and Game Birds. Pan-Seared Chicken Breast (video recipe) Watch the video-demonstration of Pan Seared Chicken Breast using the pan-frying cooking method.</p>	Video 10 min.	P
			<p>4.4.3. Cooking Poultry and Game Birds. Braised Chicken Vasquez (video recipe) Watch the video-demonstration of Braised Chicken Vasquez using the braising cooking method.</p>	Video 30 min.	P
			<p>4.4.3. Cooking Poultry and Game Birds. Procedures and recipes (exercise) Exercise 1: Search on the Internet to find the recipes listed in the PPT presentation (slides 24-26). Practice Recipe Pronunciations (90 min.) Exercise 2: Follow the steps as described in the presentation to prepare one of the recipes from the list in the PPT (slides 24-26). Choose the products according to the available ingredients at your home and/or market. Prepare at least 2 portions of the dish (90 min.).</p>	180 min. independent work and practice	P
			<p>4.4.3. Cooking Poultry and Game Birds. Implement a recipe using roasting, pan-frying OR braising cooking method (assignment) Implement the recipe as demonstrated in the video-presentations (choose one of the 3 recipes filmed) and prepare Roasted Chicken Breasts OR Pan Seared Chicken Breast OR Braised Chicken Vasquez (90 min.) The ingredients used shall be consulted with your instructor according to the availability. Replacements are allowed if needed. Submit your assignment to your instructor in one of the following ways: Option 1: Make a video/s (up to 15-20 minutes) of you implementing the recipe and preparing at least 2 portions as demonstrated in the video-presentation. Send your video to your instructor (or share it with the instructor via other agreed method). Option 2: Implement the recipe in your home kitchen as demonstrated in the video. Make pictures of the processes (steps as described in the PPT) and the finished dish when ready and upload in the platform (or send to your instructor as guided).</p>	90 minutes for implementation of the assignment.	A
			<p>4.4.4. Cooking fish and shellfish. Procedures and recipes (PPT) Similar to the previous lessons in this part the learners will introduced to main cooking methods in fish and shellfish preparation. Among the methods taught are Baking; Broiling and Grilling; Sautéing and Pan-Frying; Deep-Frying; Poaching and Simmering; Steaming, as well as some Mixed Cooking Techniques. Some guidelines for seafood served raw are also given here.</p>	PPT 30 min.	T+P

<p>4.4.4. Cooking fish and shellfish. Steamed Fish (video recipe) Watch the video-demonstration of Steamed Fish (Salmon "En papillote"/"in paper") using the steaming cooking method.</p>	Video 10 min.	P
<p>4.4.4. Cooking fish and shellfish. Poached Salmon (video recipe) Watch the video-demonstration of Poached Salmon using the pouching cooking method.</p>	Video 15 min.	P
<p>4.4.4. Cooking fish and shellfish. Procedures and recipes (exercise) Search on the Internet to find a recipe for cooking fish in one of the listed methods: Baking; Broiling; Grilling; Saut�eing, Pan-Frying; Deep-Frying; Poaching; Simmering or Steaming. Follow the steps as described in the presentation to prepare the recipe of your choice while choosing the products according to the available ingredients at your home and/or market. Prepare at least 2 portions of the dish (90 min.).</p>	90 min. independent work and practice	P
<p>4.4.4. Cooking fish and shellfish. Implement a recipe using steaming OR poaching cooking method (assignment) Implement the recipe as demonstrated in the video-presentations (choose one of the 2 recipes filmed) and prepare Steamed Fish OR Poached Salmon (90 min.) The ingredients used shall be consulted with your instructor according to the availability. Replacements are allowed if needed. Submit your assignment to your instructor in one of the following ways: Option 1: Make a video/s (up to 15-20 minutes) of you implementing the recipe and preparing at least 2 portions as demonstrated in the video-presentation. Send your video to your instructor (or share it with the instructor via other agreed method). Option 2: Implement the recipe in your home kitchen as demonstrated in the video. Make pictures of the processes (steps as described in the PPT) and the finished dish when ready and upload in the platform (or send to your instructor as guided).</p>	90 minutes for implementation of the assignment.	A
<p>4.4. Cooking methods for meat, poultry, and fish. Procedures and recipes: (Virtual) practice Schedule with your instructor virtual practice classes/demonstrations (via live video-conference connection) for preparation of at least 3 of the non-implemented cooking methods as listed above: Grilling and Broiling; Simmering, Submersion Poaching, Sous Vide; Deep-Frying, etc. After the live demonstration (or upon agreed schedule for consultations and simultanios virtual practice with the online support of an instructor), prepare these recipes yourself under guidance of an instructor. After (or during) the sessions the instructor will provide you with feedback and insight into the working process and the quality of the final work.</p>	180 minutes VIRTUAL practice	P

4.5. Assessment and evaluation					
	Assessment and evaluation	2h assessment	<p>Assessment of an assignment 1: Assessment of the assignment from 4.4.2. submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession.</p>	NA	10%
			<p>Assessment of an assignment 2: Assessment of the assignment from 4.4.3. submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession.</p>	NA	10%
			<p>Assessment of an assignment 3: Assessment of the assignment from 4.4.4. submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession.</p>	NA	10%
			<p>Practical exam: Option 1: Preparation of a given recipe of one main dish using specific products, techniques and procedures in an established online live connection with the examination board (video-conferencing). Presentation of the final dish in front of the board. Specific instructions to be provided by the instructor in advance. (90 min.) Option 2: Preparation of a recipe of a given main dish - the task is implemented by the learner independently at home while he/she films him/herself in 20-25 min. video (visualizing the main processes - setting up the station, cutting, cooking, preparation of main ingredients, garnishes, plating, final dish). Verbal explanation (presentation) of the working process and the final dish is required to be included in the video. The video to be provided to the instructor/examination board for evaluation. The form of the final practical exam will be chosen and agreed by the VET course provided according to the provider's and learner's capacity and the available resources for conduction of the examination. The evaluation of the learner is done by the examination board / instructor/s (as assigned by the VET course provider) based on the learner's presentation during the final practical exam and brings for 70% of the final evaluation of the learner in the course succession. Contact your course provider for detail regarding the organization of the final practical exam.</p>	90 minutes real time online examination	70%
TOTAL duration	49 hours (47 hours training+2h assessment)				

Lesson no.	Lessons	Teaching/learning method / WORKLOAD	Teaching Resources and Materials	Lessons duration	Type (T/P)
Course 5 – Preparation of Desserts (44 hrs)					
What is the course about:					
<p>This course is based on Module 5 from the model syllabus developed within the VET@HOME project. The course is designed to serve as distance-mode delivered training. However, it is also suitable for blended learning. Please take note that to enroll in this course you first need to complete the VET@HOME Course 1 - Cooking Basics (PREPARATORY UNIT).</p>					
Detailed Description of the Course:					
<p><i>This is the fifth and last training module in the VET@HOME course for practical training for the profession of "Cook". The module introduces the learners to the basic types, products/ingredients, cooking techniques and plating concepts in desserts preparation. The aim of the module is to ensure that the learners have the basic knowledge, skills and competences to prepare various types of desserts, following a given recipe and key baking and pastry principles and techniques, including working with different types of products, prepare doughs, sweets, creams, syrups, etc. and serve as to the plating concepts.</i></p>					
Learning objectives of the course (tasks):					
<p><i>The course has the following aims/tasks:</i></p> <ul style="list-style-type: none"> - to provide basic knowledge for the main machinery and utensils used in pastry making - to introduce the key (raw) ingredients for preparing pastry as well as their characteristics - to teach the learners how to use the basic cooking techniques and methods used in pastry and desserts production - to demonstrate and teach the learners to prepare doughs, creams and fillings - to equip the learners with ability to apply different techniques for preparing semi-cold and Savory pastries. - to introduce the learners to basic shapes and colours in the pastry decoration <p><i>The total course duration is 44 study hours (45 min./each), assessment included.</i></p>					
<p><i>This course is designed for learners who are involved in vocational education/training in the tourism and hospitality sector and the profession of Cook in particular.</i></p>					
<p><i>Pre-requisites (entry requirements):</i></p>					
<p><i>The learner must be involved in vocational education/training in the tourism and hospitality sector:</i></p> <ul style="list-style-type: none"> - Being a (vocational high school) student in the profession of Cook (or equivalent) OR - being enrolled in a vocational course for the profession of Cook (or equivalent) by a VET course provider (adult) OR - being graduate in vocational education or training for the profession of Cook. <p><i>The learner needs to demonstrate that his/her health status allows for participating in practical VET for the profession of Cook (or equivalent) – medical documents could be required upon enrolment depending on the country requirements.</i></p> <p><i>The learner needs to be at a minimum age of 16 years.</i></p>					

5.1. Baking basics (section/unit)					
5.1.1.	Bakeshop production: Basic Principles and Ingredients (PPT) / (exercise)	4h self-learning	In this lesson the learners will be introduced to the basic principles of baking: formulas and measurement, mixing and gluten development. The baking and staling processes are explained. The key ingredients used in baking (flours, fats, sugars, etc.) are overviewed with their characteristics and properties.	PPT 90 min.	T+P
			5.1.1. Bakeshop production: Ingredients (exercise) Read the PPT and make a list of products that are used for baking available in your home kitchen. Categorize them according to the guidelines given in the instructions.	45 minutes independent work	P
			5.1.1. Bakeshop production: Terminology (exercise) Read the The Ultimate A-Z Glossary Of Baking Terms: https://bakestarters.com/blogs/education/the-ultimate-a-z-guide-to-baking-terminologies How many were unknown to you? Discuss your results with your group/instructor.	45 minutes independent work/ External source	P
5.1.2.	Types of Dough-Mixing and Production Methods (PPT)	1h self-learning	In this lesson the different mixing and production methods are explained as to the type of dough that needs to be made.	PPT 20 min.	T+P
5.1.3.	Yeast Products (PPT)		The different yeast product types are explained in this part, together with the mixing methods and steps in yeast dough production.	PPT 25 min.	T+P
5.1.4.	Machinery, bakery equipment and tools for baking and pastry making (PPT) / (exercise)	5h guided+ self-learning	Read again the PPT from Course 1 – Cooking basics (preparatory unit), lesson 1.1.2. Tools and equipment (PPT) and watch the video 1.1.2. Tools and equipment (video) (if needed). Then make a list of the tools and equipment from the listed there that are used also in bakery and pastry production.	PPT 90 min. + Video 45 min.	T+P
			5.1.4. Machinery, bakery equipment and tools for baking and pastry making (exercise) Read the list of baking tools every home cook needs: https://www.bhg.com/recipes/how-to/bake/essential-baking-tools/ Make a list (inventory) of the equipment and tools used in baking and pastry that are available at your home. Compare this list to the list you made from the 1.1.2. Tools and equipment (PPT). Suggest analogies for tools and equipment used in the professional kitchen that you can find at home. Discuss your findings and results with your group/instructor.	90 minutes independent work/ External source	P

5.2. Desserts production (section/unit)					
5.2.1.	Cakes & Icing (PPT) / (video) / (assignment)	6h guided+ self-learning	<p>This lesson is a comprehensive presentation of cakes and icings as a basic type of deserts in kitchen production. The learners will get familiar with the main mixing methods for cake's production as well as the cake formula types. Further scaling and panning will be explained. The lesson is also fundamental for being able to understand and practice baking and cooling of cake bases.</p> <p>In the second part of the lesson, the learners will be taught about the production and application of icings according to their types.</p> <p>Some of the components of the cakes are explained in other lessons, such as meringues and sauces. Finally there will be a video demonstration on the assembling and icing a cake.</p>	PPT 60 min.	T+P
			<p>5.2.1. Cakes & Icing: Genoa Cake (video recipe for the base preparation) Write down the recipe, it is needed for an assignment for cake preparation (5.2.1.)</p>	Video 40 min.	P
			<p>5.2.1. Cakes & Icing: Cutting and Glazing Fruits (video recipe) Write down the needed components and steps implemented, it is needed for an assignment for cake preparation (5.2.1.)</p>	Video 10 min.	P
			<p>5.2.1. Cakes & Icing: Cake Presentation (video recipe) Write down the needed components and steps implemented, it is needed for an assignment for cake preparation (5.2.1.)</p>	Video 25 min.	P
			<p>5.2.1. Cakes & Icing: Cake preparation (assignment) Implement the recipe as demonstrated in the video-presentations: 5.2.1. Cakes & Icing: Genoa Cake; 5.2.1. Cakes & Icing: Cutting and Glazing Fruits; 5.2.2. Pies & Pastries: Italian Meringue; 5.2.4. Creams, Custards, Puddings, Frozen Desserts, and Sauces: Berry Coulis and 5.2.1. Cakes & Icing: Cake Presentation. This way you will receive the base, the icing, the sauce, the glazed fruits and plating instructions to assamble your cake. (135 minutes) The ingredients used shell be consulted with your instructor according to the availability. Replacements are allowed if needed. Submit your assignment to your instructor in one of the following ways: Option 1: Make a video/s (up to 15-20 minutes) of you implementing the recipe and preparing the cake Genoa as demonstrated in the video-presentation. Send your video to your instructor (or share it with the instructor via other agreed method). Option 2: Implement the recipe in your home kitchen as demonstrated in the video. Make pictures of the processes (steps as described in the PPT) and the finished cake when ready and upload in the platform (or send to your instructor as guided).</p>	135 minutes for implementation of the assignment.	A
			<p>The lesson will start with the explanation of the different types of dough for making pies and the key ingredients in it explaining their interrelation. Further attention is paid to the assembling and baking processes. Different variant for making and using the fillings for the pies are also reviewed in this part. Another crucial topic covered in this lesson is Pastries, Meringues and Fruit Desserts, explaining and exploring the technologies and procedures for preparation of classic deserts such as: puff pastry, Éclair Paste, Meringues, etc.</p>	PPT 60 min.	T+P

5.2.2.	Pies & Pastries (PPT) / (video) / (exercise) / (assignment) / (Virtual) practice	11 h guided+ self-learning	5.2.2. Pies & Pastries: Italian Meringue (video recipe for the meringue preparation) Write down the recipe, it is needed for an assignment for cake preparation (5.2.1.)	Video 30 min.	P
			5.2.5. Pies & Pastries (exercise) Search on the Internet for the recipes for the following 3 basic meringues: Common meringue, Swiss meringue and Italian meringue. Define the differences in the used ingredients and techniques for their preparation. Discuss with your group/instructor how these differences affect the final product.	45 minutes independent work	P
			5.2.2. Pies & Pastries: Lemon Pie (video recipe)	Video 45 min.	P
			5.2.2. Pies & Pastries: Puff Pastry (video recipe)	Video 20 min.	P
			5.2.2. Pies & Pastries: Tarte Tatin (video recipe)	Video 25 min.	P
			5.2.2. Pies & Pastries: (Virtual) practice Schedule with your instructor virtual practice classes/demonstrations (via live video-conference connection) for preparation of Éclair Paste. After the live demonstration (or upon agreed schedule for consultations and simultaneous virtual practice with the online support of an instructor), prepare these soups yourself under guidance of an instructor. After (or during) the sessions the instructor will provide you with feedback and insight into <u>the working process and the quality of the final work</u> .	180 minutes VIRTUAL practice	P
			5.2.2. Pies & Pastries: Lemon Pie preparation (assignment) Implement the recipe as demonstrated in the video-presentation 5.2.2. Pies & Pastries: Lemon Pie. (135 minutes) The ingredients used shall be consulted with your instructor according to the availability. Replacements are allowed if needed. Submit your assignment to your instructor in one of the following ways: Option 1: Make a video/s (up to 15-20 minutes) of you implementing the recipe and preparing the Lemon pie as demonstrated in the video-presentation. Send your video to your instructor (or share it with the instructor via other agreed method). Option 2: Implement the recipe in your home kitchen as demonstrated in the video. Make pictures of the processes (steps as described in the PPT) and the finished cake when ready and upload in the platform (or send to your instructor as guided).	90 minutes for implementation of the assignment.	A
5.2.3.	Cookies (PPT) / (exercise) (Virtual) practice	5h guided+ self-learning	The lesson will introduce the learners to the main cookie characteristics and their causes (crispness, softness, chewiness, etc.). It will outline the key points in the mixing methods in the cookies production based on their type. The lesson will also pay attention to the preparation of the pans and main baking particularities and finally will focus on the cooling and storage procedures ensuring quality product before serving.	PPT 45 min.	T+P
			5.2.3. Cookies (exercise) Search on the Internet for the recipes for the following types of cookies: Dropped, Bagged, Rolled, Molded, Icebox, Bar and Sheet cookies. Explore the differences in the used ingredients and techniques for their preparation. Discuss with your group/instructor how these differences affect the final product.	45 minutes independent work	P

		<p>5.2.3. Cookies: (Virtual) practice</p> <p>Schedule with your instructor virtual practice classes/demonstrations (via live video-conference connection) for preparation of at least 3 of the 7 types of cookies listed before. After the live demonstration (or upon agreed schedule for consultations and simultaneous virtual practice with the online support of an instructor), prepare these recipes yourself under guidance of an instructor.</p> <p>After (or during) the sessions the instructor will provide you with feedback and insight into the working process and the quality of the final work.</p>	135 minutes VIRTUAL practice	P
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5.2.4.	Creams, Custards, Puddings, Frozen Desserts and Sauces (PPT) / (video) / (exercise) / (Virtual) practice / (assignment)	10h guided+ self-learning	<p>The lesson will introduce the learners with the basic principles and stages of sugar cooking. They will also learn how to prepare a simple and desserts syrup. Next the training will be focused on the preparation of Basic Custards and Creams. The different types of puddings will be also explored as well as other classic desserts such as: Bavarians, Chiffons, Mousses, and Soufflés. Finally the lesson will focus on the classification and preparation of frozen deserts and dessert sauces.</p>	PPT 45 min.	T+P
			5.2.4. Creams, Custards, Puddings, Frozen Desserts, and Sauces. Crème Anglaise (video recipe)	Video 15 min.	P
			5.2.4. Creams, Custards, Puddings, Frozen Desserts, and Sauces: Cream Custard (video recipe)	Video 20 min.	P
			5.2.4. Creams, Custards, Puddings, Frozen Desserts, and Sauces: Berry Coulis (video recipe) Write down the needed components and steps implemented, it is needed for an assignment for cake preparation (5.2.1.)	Video 10 min.	P
			5.2.4. Creams, Custards, Puddings, Frozen Desserts and Sauces (exercise) Find on the Intenret the recipe for your favourit frozen dessert or icecream. Follow the guidelines and prepare it in your home kitchen. (90 min.) Make pictures of the reeady desserts and upload on the platform (or share with your instructor in another agreed way) and discuss the results.	135 minutes independent practice	P
			5.2.4. Creams, Custards, Sauces: (Virtual) practice Schedule with your instructor virtual practice classes/demonstrations (via live video-conference connection) for preparation of: a) one pudding; b) one mousse; c) one souffle. After the live demonstration (or upon agreed schedule for consultations and simultanios virtual practice with the online support of an instructor), prepare these recipes yourself under guidance of an instructor. After (or during) the sessions the instructor will provide you with feedback and insight into the working process and the quality of the final work	135 minutes VIRTUAL practice	P
			5.2.4. Creams, Custards, Puddings, Frozen Desserts and Sauces: Crème Anglaise OR Cream Custard preparation (assignment) Implement the recipe as demonstrated in the video-presentation 5.2.4. Creams, Custards, Puddings, Frozen Desserts, and Sauces. Crème Anglaise OR 5.2.4. Creams, Custards, Puddings, Frozen Desserts, and Sauces: Cream Custard (chose one of the 2 filmed recipes). The ingredients used shell be consulted with your instructor according to the availability. Replacements are allowed if needed. Submit your assignment to your instructor in one of the following ways: Option 1: Make a video/s (up to 10-15 minutes) of you implementing the recipe and preparing the chosen cream as demonstrated in the video-presentation/s. Send your video to your instructor (or share it with the instructor via other agreed method). Option 2: Implement the chosen recipe in your home kitchen as demonstrated in the video. Make pictures of the processes (steps as described in the PPT) and the finished cream when ready and upload in the platform (or send to your instructor as guided).	90 minutes for implementation of the assignment.	A

5.3. Assessment and evaluation					
			<p>Assessment of an assignment 1: Assessment of the assignment from 5.2.1. submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession.</p>	NA	10%
			<p>Assessment of an assignment 2: Assessment of the assignment from 5.2.2. submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession.</p>	NA	10%
			<p>Assessment of an assignment 3: Assessment of the assignment from 5.2.4. submitted by the learner. The evaluation of the assignment is done by the instructor based on the materials submitted (provided) by the learner and brings for 10% of the final evaluation of the learner in the course succession.</p>	NA	10%
	Assessment and evaluation	2h assessment	<p>Practical exam: Option 1: Preparation of a given recipe of one dessert using specific products, techniques and procedures in an established online live connection with the examination board (video-conferencing). Presentation of the final plate in front of the board. Specific instructions to be provided by the instructor in advance. (90 min.) Option 2: Preparation of a recipe of a given dessert - the task is implemented by the learner independently at home while he/she films him/herself in 20-25 min. video (visualizing the main processes - setting up the station, processing the products, using equipment and tools, mixing/rolling, baking, plating and decorating, final plate). Verbal explanation (presentation) of the working process and the final dish is required to be included in the video. The video to be provided to the instructor/examination board for evaluation. The form of the final practical exam will be chosen and agreed by the VET course provided according to the provider's and learner's capacity and the available resources for conduction of the examination. The evaluation of the learner is done by the examination board / instructor/s (as assigned by the VET course provider) based on the learner's presentation during the final practical exam and brings for 70% of the final evaluation of the learner in the course succession. Contact your course provider for detail regarding the organization of the final practical exam.</p>	90 minutes real time online examination	70%
	TOTAL duration	44 hours (42 hours training+2h assessment)			