

CURRICULUM

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Project Acronym: EuroVeg

Project Title: EuroVeg - Training of European competency in sustainable, healthy and well-balanced nutrition for professional chefs and caterers

Work package 3: Development of Curriculum

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Language: English

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Consortium



Initial and accomplished VET training:
100-hour curriculum for Vegetarian Cuisine

Introduction

Training aim	<p>This training is thought of as an enlargement and deepening of the classic professional training. The primary aim is to give students this needed knowledge:</p> <ul style="list-style-type: none"> - preparing creative, tasteful, balanced vegetarian meals with a focus on health, sustainability, and ethics - preparing meals according to the wishes of various consumer groups - developing insight, an open-mind and understanding of the different point of views, ideas, visions, and trends about this cuisine <p>The second aim is to develop the needed skills and competences to integrate this knowledge and insight in different kinds of professional environments.</p>
Total amount of teaching hours	100
EQF-Level	4
Modules	<ol style="list-style-type: none"> 1) Background information and basic products 2) Basic preparation of meals 3) Specialisation 4) Management and marketing
Target group definitions	Students in initial and accomplished (secondary) vocational education and training
Prerequisites for participation	<p>Basic knowledge in:</p> <ul style="list-style-type: none"> -well-balanced nutrition -components of foodstuff (carb, protein, fats, minerals, vitamins) and their nutritional and physiological values -basic preparation principles -effects of storage on food and how to store food correctly -basic understanding of relevant mathematics, i.e. the rule of three -menu planning -Knowledge of the English language

Teacher profiles	Depending on modules and/or units
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Module 1: Background information and basic products

Module description	<p>In this module the students will learn to identify the different diets, allergies, and intolerances along with their particular requirements and to adjust existing dishes to a guest's vegetarian/vegan needs and to recommend fitting beverages. The students will be made familiar with raw materials and a particular focus will be given on the direct replacement of animal-derived products with plant-based ones. The students will also learn to make informed choices. They will focus on the basics of ethics, ecological, health, and economical considerations, from the level of raw ingredients up to the running of a horeca business.</p> <p>This also includes market opportunities and pitfalls related to vegetarian food (marketing/financial point of view why to put vegetarian food on the menu.)</p> <p>Students will be taught different positions and counterpositions in order to be able to self-confidently discuss different diets with arguments based on ethics, health, environmental issues, and eating as social, cultural and psychological phenomenon.</p> <p>The students will also learn how and where to get new knowledge on their own.</p>
Total amount of teaching hours	30
Units	<ol style="list-style-type: none"> 1. Background (8 hours) 2. Definitions of diets (2 hours) 3. Unprocessed raw materials (7 hours) 4. Meat replacement (4 hours) 5. Dairy Replacement (4 hours) 6. Egg replacements, binders, bakery (3 hours) 7. Beverages and Paring (2 hours)
Target group definitions	(future) Business managers, (future) community kitchen managers & chefs, (future) chefs & waiters.

Prerequisites for participation	General prerequisites for this training
Teacher profiles	Depending on the module contents
Description of the procedures and criteria for assessment	<p>The assessment process (extract):</p> <p>Assessment: Adjusting dishes and menus to different needs based on a detailed knowledge of vegetarian and vegan raw materials and recommend fitting beverages. Discuss the chosen “replacements” as products of their own with regard to their characteristics, nutritional value, taste. etc. Explain, discuss and defend the choice for vegetarian diets on the base of background knowledge (ethics, sustainability, environment, health, religion, psychology, social and cultural processes.) Critical application of the accumulated knowledge (acquired through both formal instructions as well as further study on their own accounts,) and the ability to reflect on the broad picture in order to form an independent opinion.</p> <p>Task: Adjust a menu according to vegetarian, vegan and other needs. Present and explain it to the guest (the jury) recommend fitting beverages and adjust it further to their wishes (specific allergy or type of diet.) Explain your choice for the ingredients on base of nutritional value, taste and background information. Explain and defend your decision for a vegetarian restaurant/menu (and the various ingredients) in relation to health, environment, and ethics before the press (the jury) who is interviewing you. Explain and defend your own opinion about vegetarian diets.</p> <p>Material: An existing non-vegetarian menu to adjust.</p> <p>Practical examination: Create a concept for a vegetarian restaurant/ for converting an existing restaurant into a vegetarian one. Identify the special needs of the vegetarian diet. Adjust the existing menu with special care for aspects of health, environment, and ethics and choose fitting beverages. Choose the ingredients for the replacements. Present and explain your adjusted menu to the jury. Adjust the menu according to the guest’s (jury) wishes (intolerance, vegan, health reasons.) Defend your decision for a vegetarian restaurant in relation to health aspects, environment and ethics before the press (jury). Present you own opinion about a chosen diet, defend it with arguments from different points of view.</p>

<p>Description of the procedures and criteria for assessment</p>	<p>Competence To adjust a menu and recommend beverages depending on the needs of the guests and on the basis of detailed theoretical knowledge of different raw materials and replacements as well as on the basis of practical knowledge. To be able to make health, ethical, and ecological choices on the basis of detailed knowledge about the different backgrounds of different types of vegetarian diets from the start until the running of a horeca business and to defend them with arguments. To be able to make an independent basic personal assessment founded by the knowledge and the critical assessment of different point of views.</p> <p>To be able to gain new knowledge about background information and materials and to use it to increase choices and form their own opinion.</p>	<p>Assessment Criteria Compatibility of the adjustments with the respective diet, and the creative use of the ingredients. Appropriate quantity and quality of the chosen ingredients. Ability to spontaneously adjust a menu according to an allergy, intolerance, or other form of diet. Adequacy and relevance of reasons and arguments for the chosen menu: ingredients and choice for vegetarian restaurant. Presence of a concept and its presentation.</p>
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Module 1 Unit 1

<p>Module 1 Unit 1</p>	<p><i>1. Background (8 hours)</i></p>
<p>Teacher profiles</p>	<p>Teacher must have detailed knowledge of the philosophical/ethical (animal rights debate, environmental ethics, ecological,) social, cultural (role models, etc.) psychological, emotional, and nutritional backgrounds, and provide basic theories and argumentative techniques. Cultural scientists, philosophers, sociologists or teachers in social studies/civics and economy.</p>
<p>List of material, infrastructure</p>	<p>classroom with computer, internet, related books, smartboard or white board, beamer, DVD and video, TV</p>

Description of learning outcomes	Knowledge	Skills	Competence	Content
	<p>The Learner:</p> <ul style="list-style-type: none"> -can identify different basic ethical, sociological and psychological theories about eating (animal-products) and the basic arguments for vegetarian diets - is able to identify religious reasons for vegetarian diets -has knowledge about the importance of emotions in establishing cultural societies of eating -knows the impacts on health of the different types of animal-derived products and components like meat, eggs, milk, fats, proteins, etc. -knows the environmental impact of different diets as whole and of the different types of ingredients (meat, milk, etc.) -knows the economic value of meat and milk, 	<p>The Learner:</p> <ul style="list-style-type: none"> -is able to explain basic theories, arguments and reasons with his or her own words -is able to compare the different points of view -is able to defend the different forms of diets related to health, environment, ethics, etc. by common arguments and theories -understands and can explain how eating is as a social and cultural phenomena - knows the mechanics of this and can explain the psychology of eating -understands the ideological frame of eating in western society - has a sound understanding of consumer protection and consumer related subjects (consumer policy, consumer information) - has a market-oriented 	<p>The Learner:</p> <ul style="list-style-type: none"> -is able to make a basic personal assessment based on knowledge of the arguments and defend it -is able to use different points of view and arguments for his or her own assessment and to discuss different theories and arguments -is able to use this knowledge for his or her own business to make health, ethical, and ecological choices from the start until the running of a horeca business and defend those choices with arguments -is able to reflect his or her own point of view, also developing a critical position towards topics - is able to debate on different forms of diets, signed by respect and tolerance towards every 	<p>Reasons for vegetarian diets and background knowledge of food production and eating</p> <ol style="list-style-type: none"> 1. Sustainability <ol style="list-style-type: none"> a. ecological/environment incl. waterprint, footprint, regionality, seasonality b. economy c. health incl. cholesterol, saturated fats as well as in relation to different degrees of processing (frying, cooking, steaming) d. society incl. fair trade and world poverty, psychology of (meat) eating, social and cultural dimensions of eating, eating and role models, eating and emotions 2. Animal Ethics (animal exploitation, animal rights, human-animal-studies) (optional 3. religious reasons)

	their water and footprint, the needed land for feeding, etc.	knowledge - is able to distinguish local products from imported ones and knows their pros and cons	perspective - became familiar with the four central dimensions of sustainable nutrition and is able to deal with decision-making dilemmas in this matter	
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Module 1 Unit 2

Module 1 Unit 2	<i>2. Definitions of diet (2 hours)</i>
Teacher profiles	Teacher must have a detailed overview of the various forms of diets, intolerances, etc. and their background
List of materials, infrastructure	classroom with computer, internet, related books, smartboard or white board, beamer, DVD and video, TV

Description of learning outcomes	Knowledge	Skills	Competence	Content
	The learner: -is able to differentiate and explain the various diets -knows the specific needs of every diet -knows the different forms of intolerances, health problems, etc., their	The learner: -is able to identify the problematic ingredients in dishes for the various diets and intolerances -is able to use statistics and other sources to learn	The learner: -is able to identify problematic ingredients in restaurant menus, buffets, etc. for the various diets alone or in combination with allergies or health problems	Definition of various types of vegetarian diets (in relation with their specific reasons), allergies and health needs as: <ul style="list-style-type: none"> ● vegetarian ● vegan ● whole foods nutrition (after Leitzmann) ● raw food ● macrobiotic ● ayurvedic ● gluten-sensitive

	requirements and backgrounds -has a substantial knowledge/overview about the growing market for the various diets especially regional	about the regional market for the various diets	-is able to react to specific needs of guests related to diets or intolerances so as to avoid unwanted ingredients in dishes	<ul style="list-style-type: none"> ● lactose intolerance ● nuts, soy, gluten intolerance ● low-sodium ● diabetic Analysis of the market: <ul style="list-style-type: none"> ● how big is the market for vegetarian food? (quantity of the various diets in different countries and regions) ● how is it developing and growing? ● what are the advantages for planning more veggie meals?
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Module 1 Unit 3

Module 1 Unit 3	<i>3. Unprocessed raw materials (7 hours)</i>
Teacher profiles	Professional chefs with expertise in less common raw materials like vegetarian and vegan chefs
List of materials, infrastructure	Kitchen Technology classroom with ICT (internet and PC), smartboard or white board, beamer, DVD and video, TV, storage for didactic materials Demokitchen

Description of learning outcomes	Knowledge	Skills	Competence	Content
	The learner: -can identify and name a wide range of different raw	The learner: -is able to find and purchase a basic stock of different raw	The learner: -is able to use the different, less common raw materials	Overview and division of all vegetables, fruits, etc. including less common and “forgotten”

	<p>materials like vegetables, fruits and grains</p> <ul style="list-style-type: none"> -has a detailed knowledge of the nutritional value, various ways of use, function, preparation, characteristics for health, sustainability and ethics of these raw materials -knows where to get them, especially regionally and seasonally -has an overview of information sources to get the needed information about different raw materials (Internet, books, historical recipe books or encyclopedias, wild herbs hiking tours/field guide to wild herbs, etc.) -has a knowledge of less-known or forgotten herbs and vegetables, their use, their preparation, and a taste for a wider creativity and regionality 	<p>materials</p> <ul style="list-style-type: none"> -is able to prepare a basic selection of less common raw materials in their various ways -is able to use different information sources to learn about less common raw materials and their characteristics and use - is able to calculate the nutritional value of the raw materials 	<p>creatively for his dishes to increase taste and for a wider range of possibilities</p> <ul style="list-style-type: none"> -is able to substitute common raw materials with less common materials if needed or desired (especially herbs) -is able to create dishes out of or depending on the various less common raw materials -is able to take into account the various background information with the characteristics of the ingredients in his choice -is able to discover raw materials on his own with all relevant information including characteristics, where to get them, costs, relation to health, environmental, and ethical aspects 	<p>materials with special view on products (especially less known one) for vegetarian and vegan cooking:</p> <ul style="list-style-type: none"> ● vegetables (sweet potato) ● sea vegetables ● mushrooms ● shoot vegetables / sprouts ● herbs ● fruit (avocado) ● grains (amaranth, quinoa, millet, bulgur) ● nuts and seeds ● legumes ● spices <p>Nutritional value of these materials and their seasonal and regional occurrence, taste and feeling</p> <p>Basic preparation of the products</p> <p>Analysing several products due to their dimensions of sustainability, e.g. high processed items</p>
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Module 1 Unit 4

Module 1 Unit 4	<i>4. Meat replacement, alternative proteins (4 hours)</i>
Teacher profiles	Professional with expertise in vegetarian and vegan cooking, especially in meat replacement and vegetable protein sources
List of materials, infrastructure	Kitchen Technology classroom with ICT (internet and PC), smartboard or white board, beamer, DVD and video, TV, storage for didactic materials Demokitchen

Description of learning outcomes	Knowledge	Skills	Competence	Content
	<p>The learner:</p> <ul style="list-style-type: none"> -can identify and name a wide range of meat replacements (common ones and less common ones) -knows the taste, preparation and use of a basic stock of replacements including common ones and less common ones -knows the basic information sources for the products (internet, books, chefs, etc.) 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to practically prepare the different meat replacements and substitute them depending on the needs and how they fit into the dishes -is able to do research for on his or her own about the known but less discussed replacements and where to get them -is able to use various tools for this research -is able to prepare self- 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to creatively use meat replacements to prepare dishes for a wider range of possibilities -is able to take into account the various background information in his or her choice -is able to calculate the costs for the dishes according to different replacements -is able, on the base of his knowledge, to substitute meat with different types of meat replacement products depending on the needs or combined needs of the guest 	<p>Characteristics, nutritional value and taste of meat replacements</p> <p>Knowledge about where to get the various products, how they were produced, what they cost, and how to implement them in dishes</p> <p>Competence for own research and implementation of new knowledge</p> <p>Knowledge about the background aspects of the various products</p> <p>Plant-based protein sources based on ingredients: soy (tofu, textured vegetable</p>

	-knows where to get the products, how to make them for him or herself and the costs of the various replacements -knows about the nutritional value of the different materials as well as their characteristics for health, sustainability, ethics.	made tofu and seitan	(diet, intolerance) and how they work in the dishes (costs, taste, feeling) -is able to use meat replacements not only as replacements but as products of their own with special qualities and create dishes with them as the foundation -is able to do individual research about different (new) replacements, their use, taste, preparation, meaning for the environment, ethics, and health based on the use of the knowledge provided in units 1 and 2 and integrate them in his or her existing knowledge base	protein, tempeh), wheat (seitan), lupin, quorn, and based on usage (sausage, steak, granulat, cold cuts) Basic preparation of the products Analysing several products due to their dimensions of sustainability, e.g. high processed items
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Module 1 Unit 5

Module 1 Unit 5	<i>5. Dairy Replacement (4 hours)</i>
Teacher profiles	Professional with expertise in vegan cooking
List of materials, infrastructure	Kitchen Technology classroom with ICT (internet and PC), smartboard or white board, beamer, DVD and video, TV, storage for didactic materials Demokitchen

Description of learning	Knowledge	Skills	Competence	Content
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outcomes				
	<p>The learner:</p> <ul style="list-style-type: none"> -can identify and name a wide range of dairy replacements (common ones and less common ones) -knows the taste, preparation and use of a basic stock of replacements including common ones and less common ones -knows the basic information sources for the products -knows where to get the products, how to make them for him or herself and the costs of the various replacements -knows about the nutritional value of the different materials as well as their characteristics for health, sustainability and ethics. 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to prepare the different dairy replacements and to substitute them depending on the needs of the guest and on how the replacements fit into the dishes -is able to do a research on his or her own about the known but less discussed replacements and where to get them -is able to use various tools for this research 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to creatively use dairy replacements to prepare dishes for a wider range of possibilities -is able to take into account the various background information in his or her choice -is able to calculate the costs for the dishes according to different replacements -is able on the base of his or her knowledge to substitute milk and milk-based products with the different types of dairy replacement products depending on the needs or combined needs of the guest (diet, intolerance) and the fitting in the dishes (costs, taste, feeling) -is able to use dairy replacements not only as replacements but as own products with special qualities and create dishes on their base -is able to do individual research about different (new) replacements, their use, taste, preparation, environmental impact, ethics, and health based on the use of the knowledge provided by units 1 and 2 and 	<p>Preparation, usage, characteristics, nutritional value, and taste of dairy replacements</p> <ul style="list-style-type: none"> ● plant-based milk (rice, almond, soy, hazelnut, coconut, oat...), plant-based cream ● vegan cheese (nut-based, seed-based, spreads, hummus, tahini, etc.) ● cheese flavouring (nutritional yeast) <p>Knowledge about where to get the various products, how they were produced, what they cost, and how to implement them in dishes</p> <p>Competence for own research and implementation of new knowledge</p> <p>Knowledge about the background aspects of the various products</p> <p>Basic preparation of the products</p> <p>Analysing several products due to their dimensions of sustainability, e.g. high processed items</p>

			integrate them into his or her existing knowledge base.	
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Module 1 Unit 6

Module 1 Unit 6	<i>6. Egg replacements, binders, bakery (3 hours)</i>
Teacher profiles	Professional with expertise in vegan cooking and bakery
Materiaellist, infrastructure	Kitchen Technology classroom with ICT (internet and PC), smartboard or white board, beamer, DVD and video, TV, storage for didactic materials Demokitchen

Description of learning outcomes	Knowledge	Skills	Competence	Content
	<p>The learner:</p> <ul style="list-style-type: none"> -can identify and name a wide range of various egg replacements, plant-based binders and softeners (common ones and less common ones) -knows the influence of taste, preparation, and the use of a basic stock of replacements including common ones and less common ones 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to practically prepare the different egg replacements and binders and to substitute them depending on the needs and how they fit into the dishes -is able to do research on his or her own about the known but 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to take into account the various background information in his or her choice -is able to calculate the costs for the dishes according to different replacements -is able, on the basis of his knowledge, to substitute eggs, binders, and fats with the different types of replacement products depending on the needs or combined needs of 	<p>Usage, characteristics, nutritional value and taste of vegetable binders</p> <p>E.g. agar agar, pectin, carragean, xanthan, ground flax seeds, arrowroot, soy flour, apple sauce, kuzu, EnerG, soft/silk tofu, vinegar, baking soda</p> <p>Knowledge about where to get the various products, how they were produced, what they cost, and how to implement them in dishes</p>

	<p>-knows basic information sources for the products</p> <p>-knows where to get the products, how to make them for him or herself and the costs of various replacements</p> <p>-knows about the nutritional value of the different materials as well as their characteristics for health, sustainability and ethics.</p>	<p>less discussed replacements and where to get them</p> <p>-is able to use various tools for this research</p>	<p>the guest (diet, intolerance) and how they work in the dishes (costs, taste, feeling)</p> <p>-is able to use egg replacements, alternative binders, and softeners not only as replacements but as their own products with special qualities and to create dishes using them as the foundation</p> <p>-is able to do individual research about different (new) replacements, their use, taste, preparation, environmental impact, ethics, and health based on the use of the knowledge provided by units 1 and 2 and integrate them into his her her existing knowledge base</p>	<p>Competence for own research and implementation of new knowledge</p> <p>Knowledge about the background aspects of the various products</p> <p>Basic preparation of the products</p> <p>Analysing several products due to their dimensions of sustainability, e.g. high processed items</p>
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Module 1 Unit 7

Module 1 Unit 7	<i>7. Beverages and Pairing (2 hours)</i>
Teacher profiles	Professionals with expertise in beverages, especially bio-certified, teachers in pairing and service
List of materials, infrastructure	Kitchen Technology classroom with ICT (internet and PC), smartboard or white board, beamer, DVD and video, TV, storage for didactic materials Demokitchen

Description of learning outcomes	Knowledge	Skills	Competence	Content
	<p>The learner:</p> <ul style="list-style-type: none"> -has a wide overview of the various forms of beverages, especially concerning bio certification and natural/self-made products -knows about the nutritional value of the different materials as well as their characteristics for health, sustainability, environment, and ethics -knows about the preparation and use of spices in vegetarian dishes so as to be able to propose fitting beverages -knows about the special needs and differences of pairing with vegetarian meals (i.e. less alcohol) -can identify proper glasses for the different beverages - knows about hidden animal-based ingredients 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to inform and advise the guest about the different types of beverages -is able to recommend fitting beverages according to the preparation of dishes and the spices as well as according to the different needs of the guest (diet, allergy, intolerance) -is able to use various media tools to learn about new beverages and their characteristics and backgrounds -is able to choose the proper glasses for the beverages -is able to recommend alternatives and to account for individual needs -is able to read new menu-cards and to interpret them to recommend beverages 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to evaluate him or herself and each other and to develop suggestions for improvement -is able to make a proper dietic beverage list according to the dishes/menu card -is able to take the different background aspects into account with pairing -is able to implement new beverages on the basis of his or her own research -is able to do his or her own research for new ingredients or types of beverages by taking into account previous knowledge -is able to hold a conversation with guests to recommend proper beverages 	<p>Taste, characteristics, and nutritional value of various beverages used in vegetarian cuisine</p> <p>Water, fruit and vegetable juices, tea, natural wines, bio-beers, fruit wine, and plant-based milk, as well as smoothies</p> <p>Knowledge about where to get the various products, how they were produced, what they cost, and how to implement them</p> <p>Competence for individual research and implementation of new knowledge</p> <p>Knowledge of product backgrounds</p> <p>Knowledge about the special characteristics of alcohol with plant-based foods</p> <p>Pairing</p> <p>Recommend fitting beverages according to taste, diet, and background information</p>

Module 2: Basic preparation of meals

Module description	<p>In this module students will learn to talk about what they've learned. They will also learn to experiment with new ideas on their own to make creative, tasteful, balanced, highly nutritious and/or healthy meals. The students will also learn about the different regional cuisines and will be able to adapt their differences for a wider range of possibilities.</p> <p>The students will learn how to create their own recipes and how to increase creativity and knowledge on their own. The students will also learn the basics of gluten-free bakery, so that they will be able to spontaneously adjust their baking technique to the needs of different guests and their diets or allergies.</p> <p>The will also learn to use different plant-based binders and softeners to change the texture of plant-based ingredients/products thus increasing creativity.</p>
Total amount of teaching hours	42
Units	<ol style="list-style-type: none"> 1. Nutrition Technology (4 hours) 2. Basic preparations (12 hours) 3. Flavor (8 hours) 4. World kitchen (4 hours) 5. Vegan desserts, bakery, sweeteners (8 hours) 6. Creativity and Presenting (6 hours)
Target group definitions	(future) community kitchen managers & chefs
Prerequisites for participation	Module 1 completed
Teacher profiles	depending on units
Description of the procedures and criteria for assessment	<p>The assessment process (extract):</p> <p>Assessment: Preparation of complete course meals. Creative use of influences from world kitchens and new preparation techniques. The ability to draw up a plan with attention to the preparations, the implementation, and evaluation. Ability to implement the knowledge about different products and backgrounds and to prepare creative, flavourful, well balanced, highly nutritious, and healthy meals.</p>

	<p>Ability to explain the dishes and chosen ingredients as well as the thought process behind the cuisine to the guest.</p> <p>Task: Prepare a complete 4-course-meal. One course is to be made with influences from world kitchens and another with new preparation techniques. Creatively use the wide range of taught or self-taught raw materials. Take into account aspects of sustainability, ethics, and health. Present and explain each course and the whole menu to the guest (the jury.) Answer questions about the background information and adjust it to the guest's (jury's) needs.</p> <p>Material: Kitchen Technology classroom</p> <p>Practical examination: Make a concept and a plan for your task. Compose all 4 courses, 1 of them with influence from world kitchen, and 1 with special preparation techniques. Consider how to present and explain the 4 courses separately to the guest (the jury) taking into account the different dimensions of the background information and the nutritional value. Present everything to the jury and answer their questions.</p>
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<p>Description of the procedures and criteria for assessment</p>	<p>Competence</p> <p>Preparation of complete creative, tasteful, balanced, highly nutritious, and healthy 4-course meals based on knowledge of the different products, their preparation, use, and characteristics as well as with attention of the different background information (ethics, sustainability, health, etc.)</p> <p>Ability to creatively use a wide range of different influences, methods, preparation techniques, and ideas.</p> <p>The ability to draw up a plan with attention to the preparations, the</p>	<p>Assessment Criteria</p> <p>The student takes into account the health, ethical, and environmental aspects in his or her decisions.</p> <p>The student makes creative use of different preparation techniques, influences, and ideas.</p> <p>The student is able to make a plan in advance and to evaluate it at the end.</p> <p>The student also uses raw materials or techniques from his or her own research.</p>
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	Implementation, and the evaluation.	
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Module 2 Unit 1

Module 2 Unit 1	1. Nutrition Technology (4 hours)
Teacher profiles	Professional chefs
List of materials, infrastructure	Kitchen Technology classroom with ICT (internet and PC), smartboard or white board, beamer, DVD and video, TV, storage for didactic materials Demokitchen

Description of learning outcomes	Knowledge	Skills	Competence	Content
	<p>The learner:</p> <ul style="list-style-type: none"> -knows the basic rules of how to compose balanced, healthy, and highly nutritious meals -knows which ingredients are needed to compose such meals -knows the different binders and kinds of bindings and is able to use them -knows about the advantages and disadvantages of Maillard -understands the chemical processes during the preparation of food and how they change taste 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to compose and make balanced meals on the basis of his knowledge -is able to correctly ascertain an adequate portion size with regards to the menu and courses 	<p>The learner:</p> <ul style="list-style-type: none"> -can describe how to compose balanced meals and how to integrate them into the environment or kitchen he is working in -is able to compose menus for guests with special needs (especially combined diets, allergies, and intolerances) -is able to work seasonally 	<p>In relation to preparations and cooking techniques:</p> <ul style="list-style-type: none"> ● Maillard ● Emulsions ● Sugars ● Proteins ● Fats ● Vitamins ● Minerals ● Carbohydrates (complex) ● Dietary fibre <p>In relation to balanced meals:</p> <ul style="list-style-type: none"> ● Quantity calculation ● Footprint, water print

	- knows about the most critical nutrients in vegan and vegetarian diet, as well as in comparison the malnutrients of the society in general			<ul style="list-style-type: none"> • Cost calculation Weights and measures of products into <ul style="list-style-type: none"> • a menu • à la carte • per person (canteens)
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Module 2 Unit 2

Module 2 Unit 2	<i>2. Basic preparations practice (12 hours)</i>
Teacher profiles	Professional chefs
List of materials, infrastructure	Kitchen Technology classroom with ICT (internet and PC) smartboard, or white board, beamer, DVD and video, TV, storage for didactic materials Demokitchen Kitchen Practice classroom with white board, stainless steel work tables, fryers, teppan yaki, combi steamers, wok, induction or gas stove, grill, refrigerator, deep freezer, blast chiller

Description of learning outcomes	Knowledge	Skills	Competence	Content
	The learner: -knows how to prepare the different ingredients correctly, creatively, appropriately and	The learner: -is able to create a useful overview of preparations -is able to reproduce different basic preparation techniques	The learner: -is able to Integrate the knowledge and skills in the professional environment -is able to use the preparation techniques in a	Overview and practical training of basic preparation techniques of a selection of the learned raw materials, replacements, etc. including:

	<p>digestibly in the case of beans and grains</p> <p>-is able to identify the basic characteristics of the products (origin, characteristics and use) which form the basis of the preparations</p> <p>- knows how different preparation techniques affect the nutritional value of the meal</p>		<p>stressful environment and under time pressure</p> <p>-is able to correctly and creatively prepare the different raw materials with different cooking techniques</p> <p>-is able to prepare different basic products with different cooking techniques</p>	<ul style="list-style-type: none"> ● Grains and derived products made of grain ● less known/forgotten/ sea vegetables, etc. ● Fruits ● Meat substitutes ● Herbs & spices ● Oil and vinegars ● Broths (Bouillons) ● Sauces ● kinds of salt ● preparing nuts and nut pastes in meals ● raw/cooked ● kinds of sugar (refined/unrefined)
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Module 2 Unit 3

Module 2 Unit 3	<i>3. Flavour (8 hours)</i>
Teacher profiles	Professional chefs
List of materials, infrastructure	<p>Kitchen Technology classroom with ICT (internet and PC) smartboard, or white board, beamer, DVD and video, TV, storage for didactic materials</p> <p>Demokitchen</p>

Description of learning outcomes	Knowledge	Skills	Competence	Content
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	<p>The learner:</p> <ul style="list-style-type: none"> -can identify and name a wide range of flavouring agents (common ones and less common ones) -can explain the different flavours and knows where to find them -knows the influence of taste, the preparation, and the use of the flavouring agents -knows how to create umami and other flavours via meals -can explain why umami should be brought in preparations -knows the basic information sources for the products -knows about the nutritional value of the different materials as well as their characteristics for health, sustainability and ethics. -knows the basic information sources for the products -knows the characteristics for health, sustainability, environment, and ethics. 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to create Umami and other flavours via the preparations -is able to adjust his or her menus to taste trends 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to incorporate Umami and other new flavours into the cuisine -is able to make informed choices about how to integrate all five basic tastes into a well-balanced preparation of meals -is able to consider varying background information in relation to his or her choice -is able to do individual research about different flavouring agents, their use, taste, preparation, environmental impact, ethics, and health based on the knowledge provided in units 1 and 2 and apply that knowledge in the future 	<p>Flavours: with an emphasis on Umami</p> <p>Umami: What is it, how does it work and how and why to use it in vegetarian cuisine?</p> <p>Common flavouring agents: seaweed, nori, wakame, dulse, nutritional yeast, miso, tamari, black salt (kala namak, citrus, ginger, garlic, coconut milk,)</p> <p>Usage, characteristics, and influence on taste of the various flavouring ingredients</p> <p>Knowledge about where to get the various products, how they were produced, what they cost, and how to implement them in dishes</p> <p>Ability to conduct one's own research and apply that research to future cooking endeavors</p> <p>Knowledge of the background information concerning the various products</p>
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Module 2 Unit 4

Module 2 Unit 4	<i>4. World kitchen (4 hours)</i>
Teacher profiles	Professional chef with experience in global cuisine
List of materials, infrastructure	<p>Kitchen Technology classroom with ICT (internet and PC) smartboard, or white board, beamer, DVD and video, TV, storage for didactic materials</p> <p>Demokitchen</p> <p>Kitchen Practice classroom with white board, stainless steel work tables, fryers, teppan yaki, combi steamers, wok, induction or gas stove, grill, refrigerator, deep freezer, blast chiller</p>

Description of learning outcomes	Knowledge	Skills	Competence	Content
	<p>The learner:</p> <ul style="list-style-type: none"> -has a basic overview of different global cuisines and their vegetarian dishes and meals (Mediterranean, Eastern, European, African, American, South-American) -is able to compare how different vegetarian ingredients like grains, beans, and spices are used in the different world cuisines and why they are 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to reproduce select world vegetarian dishes -is able to make an overview of exotic ingredients and explain and present a selection of ingredients, their use, and when and where they were used 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to integrate this knowledge and skill in a professional environment -is able to creatively implement ideas from global cuisine in one's own ideas or cuisine 	<p>Vegetarian applications from global cuisine, i.e.:</p> <ul style="list-style-type: none"> ● Africa ● Asia (emphasis: Indian, Thai, Japanese, Chinese) ● Europe (emphasis: Mediterranean) ● America <p>(optional: Vegetarian applications from historical cuisine</p> <ul style="list-style-type: none"> ● ancient ● medieval ● early modern

	used this way - knows about traditional vegetarian dishes (cultural)			<ul style="list-style-type: none"> • modern Using the same pedagogical techniques as were used with regards to world kitchens.)
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Module 2 Unit 5

Module 2 Unit 5	<i>5. Vegan Desserts, bakery, sweeteners (8 hours)</i>
Teacher profiles	Experts in bakery / confectioning / pastry cooking /desserts
List of materials, infrastructure	Teachers handbooks, students handbooks Demokitchen Kitchen Practice classroom with white board, stainless steel work tables, fryers, teppan yaki, combi steamers, wok, induction or gas, stove, grill, refrigerator, deep freezer, blast chiller, icemaker

Description of learning outcomes	Knowledge	Skills	Competence	Content
	The learner: -knows how and which ingredients must be replaced and which replacements should be used depending on the function, type of diet, and taste in desserts and bakery -can identify and name a	The learner: -is able to make/to adjust healthy vegan desserts based on different recipes with natural or unrefined sweeteners and/or without gluten or the protein of wheat, barley, oat, and rye	The learner: -is able to integrate these desserts and baked goods in a professional environment -is able to create his or her own recipes for desserts according to the needs of various diets or combined needs with intolerances, allergies, etc.	Vegan desserts <ul style="list-style-type: none"> • Classics desserts • Fruit • Ice cream and sorbets • Mousse and bavarois • Dry pastries • Pies • Fat and puff pastry • Cakes and dough

	<p>wide range of various alternative sweeteners and knows the influence of taste, preparation, and use</p> <ul style="list-style-type: none"> -knows where to find basic information about the ingredients/products -knows where to get the products, how to make them for him or herself and the costs of the various replacements -knows about the nutritional value of the different sweeteners as well as their characteristics in regards to: health, sustainability, environment, and ethics. -knows a wide range of gluten-free flours and vegetable ingredients suitable for gluten-free baking -is able to understand the different textures of pastry as well as the influence of the baking process -knows which flours and plant-based ingredients can be used to prepare gluten-free bread and how to prepare them 	<ul style="list-style-type: none"> - is able to prepare gluten-free baked goods and to evaluate them according to national quality standards -is able to evaluate costs for vegetarian desserts and gluten-free baking and to adjust depending on them -is able to do research on his or her own about the known but less discussed alternatives and where to get them -is able to use various tools for this research 	<ul style="list-style-type: none"> -is able to take into account background information in his or her choice for ingredients -is able, on the basis of his or her knowledge, to substitute sugar with the different types of replacement products depending on the needs or combined needs of the guest (diet, intolerance) and how it works in the dishes (costs, taste, feeling) -is able to use alternative sweeteners etc. not only as replacements but in their own right -is able to explain the benefits of these alternatives to the guest and inform them about their positive affects on health -is able on the basis of detailed knowledge about alternative ingredients to choose or to replace ingredients for breads, pastries and other baked goods as needed, depending on allergies, special diets, taste, and background information -is able to do individual research about different (new) replacements, their uses, taste, preparation, environmental impact, ethics, and health on the basis of knowledge provided in 	<p>Sweeteners e.g.:</p> <ul style="list-style-type: none"> ● Maple syrup ● Apple juice ● Pear juice ● Candied peel ● Cane sugar ● rapadura ● agave nectar ● cereal based sweeteners ● dried fruits ● coconut sugar ● stevia ● xylith <p>Preparation of gluten-free and yeast-free bakery, especially bread</p> <p>Handling of gluten-free flours, binders, etc.</p> <p>Dealing with changed texture and isolated fibers</p> <p>Pricing and calculation of gluten-free flours and fitting plant-based ingredients</p> <p>Knowledge about where to get the products, how they were produced, what they cost, and how to implement them in dishes</p> <p>Ability to conduct his or her own research and to use this newly</p>
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	-knows how the texture differs to breads with gluten and how this can be affected -knows the costs of the various replacements		units 1 and 2 and apply that knowledge in the future	obtained knowledge for future improvements Knowledge of the background information concerning the various products
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Module 2 Unit 6

Module 2 Unit 8	<i>7. Creativity and Presenting (6 hours)</i>
Teacher profiles	Professional chefs
List of materials, infrastructure	Kitchen Practice classroom with white board, stainless steel work tables, fryers, teppan yaki, combi steamers, wok, induction or gas stove, grill, refrigerator, deep freezer, blast chiller

Description of learning outcomes	Knowledge	Skills	Competence	Content
	The learner: -knows a wide range of examples of creative recipes -knows the different parts of planning, preparing, and performing meals -knows basic presentation rules and examples -can describe a range of esthetic presentation conventions	The learner: -is able to use prior knowledge to create dishes -is able to plan, prepare and perform meals on his or her own -is able to make correct portions with respect to the preparation of the dishes -understands the	The learner: -is able to work creatively with raw materials and use unique preparation techniques; he or she is also able to adapt to new ideas -is able to incorporate consistent aesthetics by dressing appropriately in	Ability to work with 'menus' and 'à la carte' <ul style="list-style-type: none"> ● Planning ● Preparing ● Performing ● Evaluation Working with menus <ul style="list-style-type: none"> ● Planning ● Preparing ● Performing

	<p>depending on the type of presentation (buffet, dinner plate, etc.)</p> <ul style="list-style-type: none"> -knows and can explain where to draw attention for presentation -knows different presentation techniques -know how to place the ingredients exactly on a plate or a dish based on color and size 	<p>importance of color, form, taste, and consistency of the meals when composing or presenting them</p> <ul style="list-style-type: none"> -is able to use aesthetic presentation rules to present dishes in different ways (for buffets, dinner plates, etc.) 	<p>the professional environment</p> <ul style="list-style-type: none"> -is able to present aesthetic meals in different conditions 	<ul style="list-style-type: none"> ● Evaluation <p>Using specific presentation techniques</p> <ul style="list-style-type: none"> ● on a dinner plate ● on a serving plate ● on a buffet <p>Garnish techniques</p>
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Module 3: Specialisation

Module description	<p>In this module the students will learn different preservation techniques and how to apply them to increase variety in the preparation of dishes. In addition to that they will get to know new preparation techniques.</p> <p>The students will also learn to prepare beverages that complement dishes depending on different needs.</p> <p>Using their knowledge of different alternative ingredients, students will be able to choose ingredients based on differences in taste and type of diet. They will also learn to adjust different baked goods and drinks to customer requirements and environmental and ethical circumstances.</p>
Total amount of teaching hours	16
Units	<ol style="list-style-type: none"> 1. Specific preservation techniques (6 hours) 2. Methods of binding with plant-based products (vegetable binders and gels) (5 hours) 3. New Techniques of preparation (5 hours)
Target group definitions	Chefs
Prerequisites for participation	Completion of module 1 and 2

Teacher profiles	Depending on units	
Description of the procedures and criteria for assessment	<p>The assessment process (extract):</p> <p>Assessment: Knowledge and preparation of preservation techniques; plant-based binders and softeners.</p> <p>Task: Explain and show the learned specialisations to a jury. The first task is to prepare two different beverages that fit a given menu. Present these beverages to the guest in a role-play. Your choices have to be explained and presented to a guest with information concerning the health affects of the ingredients. Prepare two different preservation techniques with chosen materials. Prepare a raw vegan buffet. Create a digital flyer for a menu to inform guests about different preservation techniques; emphasize different background information. The flyer must have at least three examples. Prepare an example out of raw vegetable materials with two different textures.</p> <p>Material: Kitchen, vegetarian-vegan menu-card</p> <p>Practical examination: Think about pairing beverages to your menu and prepare two options. Explain your choices and present them to the guest with information concerning the healthy aspects of your choices. Then chose two preservation techniques and prepare them. Present them to the jury. Create a digital flyer for a menu to inform guests about the different preservation techniques; emphasize different background information. The flyer must have at least three suggestions/examples (you may include your presentation as an example) Prepare an example out of vegetable raw materials with two different textures.</p>	

Description of the procedures and criteria for assess-	Competence	Assessment Criteria
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<p>ment</p>	<p>Knowledge about and ability to use different preservation techniques for taste, creativity, and according to the needs of the guest as well as according to background information</p> <p>Preparation of corresponding beverages depending on various diets, needs, and background information.</p> <p>Ability to make choices concerning beverages and preservation techniques; emphasis on background information and self-motivated independent research</p> <p>Ability to identify inaccurate products and ingredients (as defined by the criteria of sustainability) and to replace them with accurate alternatives.</p> <p>Ability to create dishes in canteens. Awareness of their special needs and requirements.</p>	<p>The students use adequate raw materials and beverages.</p> <p>The students use adequate preparation and preservation techniques</p> <p>The students consider the guest's needs and are able to prepare appropriate alternatives</p> <p>The students converse with the guest on their own without help.</p>
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Module 3 Unit 1

<p>Module 3 Unit 1</p>	<p><i>1. Specific preservation techniques (6 hours)</i></p>
<p>Teacher profiles</p>	<p>Professional chefs</p>
<p>List of materials, infrastructure</p>	<p>Teachers handbooks, students handbooks</p> <p>Kitchen , Classroom with ICT (internet and PC), smartboard or white board, beamer,</p>

	DVD and video, TV, storage for didactic materials Demokitchen
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Description of learning outcomes	Knowledge	Skills	Competence	Content
	The Learner: -is able to identify and describe the different preservation techniques -knows their impact on taste and how to prepare them	The Learner: -is able to reproduce a minimum of two of the required preservation techniques	The Learner: -is able to evaluate and choose appropriate techniques for taste in a team -can make use of these techniques to increase taste and value of the dishes -is able to use given evaluation criteria	Techniques of food preservation and their use for taste and creativity <ul style="list-style-type: none"> ● smoking (hot and cold) ● fermenting ● pickling ● candying ● marinating ● confiting

Module 3 Unit 2

Module 3 Unit 2	<i>2. Methods of binding with plant-based products (vegetable binders and gels) (5 hours)</i>
Teacher profiles	Professionals with basic knowledge of the bio-chemical processes according to the binders, traditional techniques of other cultures/regions, and sensory differences of the various binders
List of materials, infrastructure	teachers handbooks, students handbooks Kitchen Technology classroom with ICT (internet and PC), smartboard or white board, beamer, DVD and video, TV, storage for didactic materials, scales

	Demokitchen
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Description of learning outcomes	Knowledge	Skills	Competence	Content
	<p>The Learner:</p> <ul style="list-style-type: none"> -understands and can explain the use of different binders -is able to explain texture and taste -can name and explain the different plant-based binders, their bio-chemical characteristics, their function, and their use -knows which binder suits which products and can explain why -knows how to change the texture of a product with binders, gel and softeners 	<p>The Learner:</p> <ul style="list-style-type: none"> -can make a creative and encompassing use of different binders to change the texture of the ingredients without changing the taste -is able to compare the different binders according to their characteristics, use, and background information -is able to compare and evaluate taste and texture -is able to change textures of vegetable products with plant-based binders and evaluate these for their use in dishes -is able to weight exactly the different binders 	<p>The Learner:</p> <ul style="list-style-type: none"> -is able to choose adequate binders, use, and evaluate them -is able to develop adequate criteria for the gustatoric and haptic assessment and is able to use this criteria for his or her own products 	<p>Use of different binders</p> <ul style="list-style-type: none"> ● starches (cornstarch, tapioca-starch, etc.) ● hydrocolloids (carob bean flour, agar agar, alginate, carrageen, etc) ● tofu (as gel)

Module 3 Unit 3

Module 3 Unit 3	<i>3. New Techniques of preparation (5 hours)</i>
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Teacher profiles	Professional chefs
List of materials, infrastructure	<p>Kitchen Technology classroom with ICT (internet and PC) smartboard, or white board, beamer, DVD and video, TV, storage for didactic materials</p> <p>Demokitchen</p> <p>Kitchen Practice classroom with white board, stainless steel work tables, fryers, teppan yaki, combi steamers, wok, induction or gas stove, grill, refrigerator, deep freezer, blast chiller</p>

Description of learning outcomes	Knowledge	Skills	Competence	Content
	<p>The learner:</p> <ul style="list-style-type: none"> -knows the difference between lactic acid fermentation and alcoholic fermentation -knows a wide range of new preparation techniques and equipment, how it is used, and why -is able to give an overview of new techniques in the kitchen and explain their use in addition to basic cooking techniques - knows how preparation techniques affect the nutritional value of the food 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to reproduce/use a selection of the new techniques -is able to document new techniques 	<p>The learner:</p> <ul style="list-style-type: none"> -is able to integrate the new techniques as well as new techniques and equipment based on his or her own research -is able to choose techniques with attention to the different background techniques -is able to use new techniques in order to improve and/or innovate his or her own cuisine 	<p>New and/or lesser used equipment</p> <ul style="list-style-type: none"> ● Juicer ● Blender ● Centrifuge ● Dehydrator ● Food processor ● Ice cream machine ● Grain mill ● Spiralizer ● Dry oven (Isidri) ● Thermomix ● Pacojet ● Big Egg green <p>A wide range in theory and a selection in practice</p>

Module 4: Management & marketing

Module description	In this module the students will learn to develop, calculate, and offer a profitable range of vegetarian meals that suits market needs. The students will be able to implement vegan/vegetarian food/meals in different terms of gastronomical situations. Either as a special range of food - beside the “common” product range - or as a stand-alone Food offering.
Total amount of teaching hours	12
Units	<ol style="list-style-type: none"> 1. Management and vegetarian cuisine for canteens (6 hours) 2. Marketing (6 hours)
Target group definitions	<p>Presence (chef education): Mainly the same as the complete Course</p> <p>Adult Education: Trained Chefs, professional housekeeper, and business managers</p>
Prerequisites for participation	Completion of module 1
Teacher profiles	<p>Professional Trainers with Economic Know How,</p> <p>Professional Trainers with special Economic Know How in gastronomic Topics</p> <p>Marketing-Professional with working experience in gastronomy, ideal: with a vegetarian focus</p>
Description of the procedures and criteria for assessment	<p>The assessment process (extract):</p> <p>Assessment: Calculating, Pricing, Marketing</p> <p>Task:</p>

	<p>Option 1: Essay on starting up a vegetarian business or on implementing vegetarian dishes in an already existing business or community kitchen. Defending the essay before a jury.</p> <p>Option 2: (For adult/further education: Distance education Modul) Working on a Case Study, which is based on practical examples (Develop a Concept, Calculating prices for starting up a vegetarian food range in a restaurant, starting up a new business etc.)</p> <p>Material: Case Studies</p> <p>Practical examination: Option 1: Write an essay on starting up a vegetarian business or on implementing vegetarian dishes in an already existing business or community kitchen. Mention background information in it. Explain your marketing and managing strategy. Defend the essay before a jury.</p> <p>Option 2: (For adult/further education: Distance education Module) Working on a Case Study, which is based on practical examples (Develop a Concept, Calculating prices for starting up a vegetarian food range in a restaurant, starting up a new business etc.)</p>
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<p>Description of the procedures and criteria for assessment</p>	<p>Competence Ability to develop, calculate, and offer a profitable range of vegetarian meals that suits market needs.</p> <p>Ability to analyze the market needs and to choose the best marketing strategy</p>	<p>Assessment Criteria</p>
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	Ability to implement vegan/vegetarian food/meals in different gastronomical situations, either as a special range of food - beside the “common” product range - or as a stand-alone Food offering.	
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Module 4 Unit 1

Module 4 Unit 1	<i>1. Management (6 hours)</i>
Teacher profiles	see module teacher profiles
List of materials, infrastructure	classroom with computer, internet, related books, smartboard or white board, beamer, DVD and video, TV

Description of learning outcomes	Knowledge	Skills	Competence	Content
	The learner: -knows the common methods of pricing/calculation -knows factors and methods that influence pricing -knows catering/gastronomy-specific methods of pricing/calculation	The learner: -is able to calculate key figures such as costs and revenue for sales data -is able to compute optimal prices for specific market conditions. -is able to order relevant choices of	The learner: -is able to develop, calculate, and offer a profitable range of vegetarian meals that suits market needs -is able to implement vegan/vegetarian food/meals in different gastronomical situations, either as a special range of food - beside the “common” product range or as a stand-alone Food offering -is able to calculate reasonable, adequate prices	Specific management skills Calculation/Pricing Controlling tools Analysing

	-knows about the basic controlling-tools -knows about relevant catering systems (frontcooking, freeflow) - knows how to price dishes in canteens and catering companies	food - is able to use standard calculation patterns for canteens and catering companies	-is able to calculate efficient vegetarian meals, including purchase, production, marketing, and service costs -is able to make use of relevant controlling instruments -is able to make use of basic economic techniques such as profit contribution, cost accounting, and results accounts -is able to analyze results -is able to analyze profitability	
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Module 4 Unit 2

Module 4 Unit 2	<i>2. Marketing (6 hours)</i>
Teacher profiles	see module teacher profiles
List of materials, infrastructure	classroom with computer, internet, related books, smartboard or white board, beamer, DVD and video, TV

Description of learning outcomes	Knowledge	Skills	Competence	Content
	The learner: -knows about the nature of marketing -knows the common marketing tools -knows about market	The learner: -is able to analyze regional market data -is able to use data as basis for vegetarian product development	The learner: -is able to develop, calculate, and offer a profitable range of vegetarian meals that suits market need	Specific marketing skills Self-marketing Marketing tools and their use Calculation Quality control Labour market opportunities,

	<p>research and other important tools</p> <ul style="list-style-type: none"> -knows about the marketing process -knows about relevant catering systems (front cooking, free flow) -knows Special Duties & instruments of service marketing -has a knowledge about the labour market opportunities 	<ul style="list-style-type: none"> -is able to Develop a vegetarian food-arrangement fitting to guest's needs and expectations -is able to Develop a marketing plan and -is able to use marketing and PR-Instruments to promote vegetarian meals 	<ul style="list-style-type: none"> -is able to calculate reasonable and adequate prices -is able to calculate vegetarian meals; including purchase, production, marketing, and service costs -is able to successfully implement vegetarian dishes in a classic restaurant -is able to develop strategies for cultivating relationships with guests -is able to analyze and control the service quality -is able to analyze and control guest satisfaction 	<p>Information for job starters</p>
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