

Further Vocational Qualification in Food Services



FINNISH NATIONAL
AGENCY FOR EDUCATION

Further Vocational Qualification in Food Services

Vocational skills and competences required for completion of the qualification

Holders of a Further Vocational Qualification in Food Services know how to

- plan their work in food preparation tasks
- work as a cook and as a member of the team in food preparation tasks
- work in a customer-oriented, quality-conscious, profitable and economical manner and in compliance with the hygiene requirements and sustainable operating practices.
- work as part of the work community and develop their skills.

Students completing the further qualification may specialise in **food preparation tasks in restaurants** or **institutional kitchens**.

Restaurant cooks who have completed the Competence area of Restaurant Cookery are able to

- work professionally, independently and responsibly in keeping with their restaurant's concept and business idea
- work economically and in a quality-conscious manner
- prepare ingredients as indicated by their degree of processing
- make starters, main courses, desserts and entire meals
- finish and display plated dishes in an appropriate manner
- serve customers in a customer-oriented and polite manner.

Institutional cooks who have completed the Competence area of Institutional Catering are able to

- work in a goal-oriented and responsible manner in the different food preparation and customer service tasks in a professional kitchen
- work in compliance with the organisation's concept
- work economically and in a quality-conscious manner
- make different dishes and meals
- use the machines and equipment in a professional kitchen professionally and efficiently
- serve customers in a customer-oriented and polite manner.

Range of occupations accessible to the holder of the certificate

Restaurant cooks who have completed the Competence area of Restaurant Cookery work in restaurants focusing on food or as entrepreneurs. Their workplaces include different types of restaurants focusing on food, delivery and catering service companies and restaurants of passenger vessels.

Institutional cooks who have completed the Competence area of Institutional Catering work as cooks in professional kitchens.

Further Vocational Qualification in Food Services

OPH-1393-2018

Further vocational qualification in Food Services (384148)

Competence area of Institutional Catering (2361)

Competence area of Restaurant Cookery (2360)

Restaurant Cook (20057)

Institutional Cook (20058)

01.01.2019

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1. Composition of the qualification

The scope of the Further Vocational Qualification in Food Services is 150 competence points.

The qualification has two competence areas:

- Competence area of Restaurant Cookery, Restaurant Cook
- Competence area of Institutional Catering, Institutional Cook

The qualification is composed of a compulsory unit, Cooking in a restaurant kitchen or Cooking in an institutional kitchen (60 competence points), and optional units (90 competence points).

COMPULSORY UNIT 60 COMPETENCE POINT
Competence area of Restaurant Cookery 60 Competence point
Cooking in a restaurant kitchen, 60 Competence point, C
Competence area of Institutional Cookery 60 Competence point
Cooking in an institutional kitchen, 60 Competence point, C
OPTIONAL UNITS 90 COMPETENCE POINT
Preparing special diet meals, 50 Competence point
Preparing vegetarian dishes, 40 Competence point
Preparing dishes served cold, 50 Competence point
Different production methods in cooking, 30 Competence point
Cooking for a catering service, 40 Competence point
Compulsory unit from another competence area 40 Competence point
<i>Students may include in their qualification the compulsory unit of the other competence area of this further vocational qualification. Regardless of the scope of the unit to be included in the qualification, its maximum scope in this case is 40 competence points.</i>
A unit from a vocational qualification, another further qualification or a specialist qualification 10-30 Competence point
<i>Students may include in their qualification a unit from a vocational qualification, another further qualification or a specialist qualification. In this case, the scope of the unit may be at minimum 10 or at maximum 30 competence points.</i>

2. Units

2.1. Cooking in a restaurant kitchen, 60 Competence point (200952)

Competence requirements

Students know how to

- plan their tasks following the operating principles of the restaurant
- work as cooks and team members in food preparation tasks in a restaurant
- operate as part of the work community and develop their skills and the cooperation.

Assessment

Students plan their tasks following the operating principles of the restaurant.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none">• familiarise themselves with the menus and the food products needed for orders in sales contract as well as plan the order and timing of their tasks responsibly, taking into account the other activities of the restaurant, the other tasks of the team and equipment capacity• take nutrition recommendations and special diets as well as religious and cultural rules related to food into account in their plans as part of the cooking process• draw on their knowledge of the origin of ingredients and the availability of seasonal ingredients when planning their work• anticipate the daily consumption of ingredients and pre-made products• estimate and calculate the volumes of products to be made, taking into account the restaurant's recipes, operating principles and experiential knowledge of consumption• select cooking techniques, equipment and implements appropriate for each situation and take into account the capacity of the machines and equipment• plan the timing and sequencing of cooking, ensuring that the dishes are ready on time and meet the restaurant's quality objectives• plan their work in line with sustainable development, taking the energy efficiency of the operating environment into account• minimise wastage by means of good planning, correct timing and handling of ingredients, and using food prepared earlier safely and professionally• take into account ingredient prices and their effects on the pricing of portions in their planning• develop and come up with ideas for individual products as team members, striving to create experiences for customers• draw on the available electronic systems and channels in their planning and work• justify the profitability of using semi-finished or ready-made products rather than making them in-house in certain cases

Students work as cooks and team members in food preparation tasks in a restaurant.

Students

<p>Criteria for an acceptable performance</p>	<ul style="list-style-type: none"> • work independently, creatively and with initiative • arrange their workstation for maximum efficiency and set out the correct implements • reserve and pre-process ingredients with different degrees of processing professionally and economically, taking customer needs into account, and look after storage cycles • make use of different implements and techniques diversely when processing ingredients • skilfully pre-cook food products to the correct point as indicated by their consumption • prepare the food products needed by the following shift with initiative • anticipate changes in the taste, structure and colour of pre-made food products during preparation • prepare for changing situations and flexibly adapt their actions to them • independently prepare high-quality and individual starters, main courses, desserts and entire meals of a consistent quality to customer orders simultaneously and with correct timing • prepare dishes and meals that meet customer needs, taking special diets and religious and cultural features into account • use different cooking methods skilfully in food preparation, using the machines and equipment of a restaurant kitchen diversely and safely • expertly season dishes, following recipes • carry out sensory checks of the taste, structure and appearance of the food products they have made as well as measure or carry out a sensory check of the temperature of a food before serving it • work together with other work community members, sharing and gathering information about the dishes and meals to be prepared • prepare and display starters, main courses and desserts as individual portions or in serving dishes efficiently and to a high standard as required by the orders • work confidently and briskly, also when in a hurry, and can manage several work phases at the same time • skilfully see to and take care of the order and cleanliness of their workstation throughout the preparation process in each work phase • comply with hygiene legislation and a self-monitoring plan in their tasks • follow the operating principles of sustainable development • expertly present and recommend dishes and are familiar with the ingredients used in them and their suitability for customer needs • serve and guide customers politely, equally and in a customer-oriented manner following the restaurant's operating principle • appear naturally when dealing with customers and, through their behaviour and outward appearance, create a reliable image of a cook's occupation • communicate diversely and interactively in work situations, produce versatile texts, also those relevant to their field, in their mother tongue (Finnish, Swedish or Sámi) and interact in their field using one foreign language • process customer feedback following the restaurant's operating instructions • if necessary, make food products undergoing product development as team members.
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Students operate as part of the work community and develop their skills and the cooperation.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • comply with the valid labour legislation as well as occupational safety and health regulations • comply with the collective agreement of their field, understanding its impacts on their work • comply with the workplace's instructions and orders, showing commitment to the restaurant's goals and operating principles • see to occupational safety and ergonomics in their work • work to ensure the successful delivery of the restaurant's service package • see their tasks to completion flexibly in an order of importance and urgency • responsibly see to information flows for their part in the work community • operate in the work community showing appreciation for their work, colleagues and employer • give constructive feedback to develop the work community's activities • receive feedback on their actions and draw on it systematically and productively in their work • if necessary, familiarise and guide students expertly and positively • keep up with the development and trends in their field, share information, and apply and follow the trends in their work as far as possible • search for information using modern information acquisition channels • realistically assess their professional competence and define their development areas.

Methods of demonstrating competence

Students demonstrate their competence by working in a cook's tasks in a restaurant that prepares individual, customer-oriented and experiential food products.

To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.2. Cooking in an institutional kitchen, 60 Competence point (200953)

Competence requirements

Students know how to

- plan their tasks in an institutional kitchen
- work as cooks and team members in food preparation tasks in an institutional kitchen
- operate as part of the work community and develop their skills and the cooperation.

Assessment

Students plan their tasks in an institutional kitchen.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • familiarise themselves with the menu, recipes, ingredients and food orders at minimum on the daily and weekly level and plan their work on this basis • plan their work input, knowing how to support and draw on the team's joint production process • take special and vegetarian diets, nutrition recommendations and religious and cultural features into account in their planning • draw on their knowledge of the origin of ingredients and the availability of seasonal ingredients when planning the activities • take into account the economic aspects of the ingredients to be used in their planning • estimate and calculate the consumption of the food products to be made using recipes or an ERP system • select cooking techniques, equipment and implements based on the production method • minimise wastage by means of good planning, correct timing and handling of ingredients, and using pre-made ingredients and foods safely and skilfully • time and sequence the tasks of their shift ensuring that the food products are finished at the right time and meet the quality targets • plan their work in line with sustainable development, taking the energy efficiency of the operating environment into account • draw on the available electronic systems and channels in their planning and work • justify the profitability of using semi-finished or ready-made products rather than making them in-house in certain cases.

Students work as cooks and team members in food preparation tasks in an institutional kitchen.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • set out and pre-process the required ingredients with different degrees of processing skilfully and economically as required during their shift • arrange their work area for maximum efficiency and set out the required dishes and implements • take into account the key objectives of nutrition recommendations when selecting ingredients and preparing food • pre-make and pre-cook food products appropriately and with correct timing • manage several work phases and tasks simultaneously • skilfully apply recipes as indicated by the workplace's production process, using production systems • independently and responsibly make different dishes (at least one dish, a minimum of 200 helpings for a single meal) and menus of the workplace as required during their shift, taking machine and equipment capacity into account • prepare foods with correct timing and in a customer-oriented manner, ensuring that the dishes and meals are of a consistent quality, meet the objectives related to taste, quality and nutrition, and take special diets and religious and cultural features into account • make use of the available devices and techniques in their work to reduce work stress and ensure occupational safety

	<ul style="list-style-type: none"> • skilfully season dishes for different customer groups following the recipe • take fluctuations in customer numbers into account in their work and sequence food preparation based on consumption to reduce losses • carry out sensory checks of the taste, structure and appearance of the food products they have made as well as measure the temperature of a food before serving it • put finishing touches on and display dishes and meals as agreed and, if necessary, package the food in appropriate transport containers and serving dishes • label the serving dishes and transport containers of the foods they have made clearly and as agreed • comply with hygiene legislation and a self-monitoring plan in their tasks • see to and take care of the order and cleanliness of their workstation throughout the preparation process in each work phase • work together with the other staff on the workplace, sharing and gathering information about the dishes to be prepared • work confidently and briskly • prepare for changing situations and flexibly adapt their actions to them • safely and skilfully use foods prepared earlier • assume comprehensive responsibility for the quality and safety of the food products they set out • follow the operating principles of sustainable development • make preparations for the tasks of the following shift responsibly and with initiative • serve and guide customers politely, equally and in a customer-oriented manner following the workplace's service principles • expertly present food products and are familiar with the ingredients used in them and their suitability for customer needs • appear naturally when dealing with customers and, through their behaviour and outward appearance, create a reliable image of a cook's occupation • inform the following shift responsibly • communicate diversely and interactively in work situations, produce versatile texts, also those relevant to their field, in their mother tongue (Finnish, Swedish or Sámi) and interact in their field using one foreign language • process customer feedback following the organisation's operating instructions • if necessary, make food products undergoing product development as team members • keep customer facilities tidy following the workplace's practices.
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Students operate as part of the work community and develop their skills and the cooperation.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • comply with the valid labour legislation and occupational safety and health regulations • comply with the organisation's instructions and orders and are committed to its targets and practices • comply with the collective agreement of their field, understanding its impacts on their work • are familiar with the organisation's contingency plan for emergency conditions and follow it if necessary

- see to occupational safety and ergonomics in their work
- work to ensure the successful delivery of the service package
- see their tasks to completion flexibly in an order of importance and urgency
- responsibly see to information flows for their part in the work community
- operate in the work community showing appreciation for their work, colleagues and employer
- give constructive feedback in order to develop the organisation's activities
- receive feedback on their actions and draw on it systematically and productively in their work
- if necessary, familiarise and guide a student expertly and positively
- keep up with the development and trends in their field, share information, and apply and follow the trends in their work as far as possible
- search for information using modern information acquisition channels
- realistically assess their professional competence and define their development areas.

Methods of demonstrating competence

Students demonstrate their competence in practical work tasks of a cook in a professional institutional kitchen.

To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.3. Preparing special diet meals, 50 Competence point (200954)

Competence requirements

Students know how to

- plan their tasks in the preparation of basic and special diet meals
- work as cooks and team members in food preparation tasks of basic and special diet meals
- operate as part of the work community and develop their skills and the cooperation.

Assessment

Students plan their tasks in the preparation of basic and special diet meals.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • familiarise themselves with the daily menus, recipes and ingredients to be used • adapt the workplace's basic menu to produce the required special diet dishes • if necessary, talk to a customer about his or her individual diet • participate in planning the purchases of basic and special foodstuffs and place orders if necessary following the organisation's practices

	<ul style="list-style-type: none"> • select the food production techniques, equipment and implements indicated by the production method, taking the making of foodstuffs for basic and special diets into account • plan the food preparation process taking the customers' special diets into account • monitor the implementation of nutrition recommendations as well as the intake of energy and energy-providing nutrients in different diets using nutrition software • interpret information in nutrient calculations and make the required changes • inform the following shift responsibly • minimise wastage by means of good planning, correct timing and handling of ingredients, and using food prepared earlier safely and professionally • estimate and calculate the volume of ingredients in the food products to be made using recipes or an ERP system • take the environmental impacts of their work into account and follow the operating principles of sustainable development.
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Students work as cooks and team members in food preparation tasks of basic and special diet meals.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • reserve ingredients and anticipate the needs of the following work phases or shifts as indicated by the menu responsibly and with initiative • pre-process and pre-cook the required food products as needed • follow the recipes for basic and special diets carefully and accurately in keeping with the organisation's production process • arrange their workstation to be functional • can manage several work phases simultaneously • see to product safety when handling special diet products • independently and responsibly make the different dishes and menus of the workplace, taking machine and equipment capacity into account • work in cooperation with other members of the organisation, sharing and assuming responsibility for cooking for special diets • prepare dishes and menus to customer needs, taking nutrition recommendations, special diets and religious and cultural rules related to food into account • skilfully season dishes in a manner typical for each food • following recipes, cook dishes to the point typical of each dish and, if the dish is to be kept warm, take into account the impacts of this on its appearance, quality, safety and nutritional value • see to customer safety with awareness of the risks inherent in preparation processes • comply with hygiene legislation and a self-monitoring plan in their tasks • as indicated by the workplace's needs, make baked goods for basic and special diets • skilfully see to and take care of the order and cleanliness of their workstation throughout the preparation process in each work phase • carry out sensory checks of the taste, structure and appearance of the food products they have made as well as measure or carry out a sensory check of the temperature of a food before serving it

	<ul style="list-style-type: none"> • label the serving dishes and transport containers of basic and special diet meals they have made clearly and as agreed • display dishes and menus as agreed or package the food in appropriate transport containers and serving dishes • serve customers with special diets and present special diet products following the organisation's service principles politely, equally and in a customer-oriented manner • show commitment as required by the organisation's operating principle and service culture • are familiar with the ingredients used in special diets and their suitability for customers' diets • if necessary, make food products undergoing product development as team members.
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Students operate as part of the work community and develop their competence and cooperation.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • comply with the valid labour legislation as well as occupational safety and health regulations • comply with the collective agreement of their field, understanding its impacts on their work • comply with the organisation's instructions and orders and are committed to its goals and practices • see to occupational safety and ergonomics in their work • perform their tasks flexibly in an order of importance and urgency • work to ensure the successful delivery of the organisation's service package • responsibly see to information flow for their part in the work community • operate in the work community showing appreciation for their work, colleagues and employer • give constructive feedback to develop the organisation's processes • receive feedback on their actions and draw on it systematically and productively in their work • realistically assess their professional competence as team members and in relation to the requirements of the field • if necessary, familiarise and guide students expertly and positively • keep up with the development and trends in their field, share information, and apply and follow the trends in their work as far as possible • search for information using modern information acquisition channels • realistically assess their professional competence and define their development areas.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks by preparing special diet meals in a restaurant or a staff restaurant, a catering service company or in the tasks of a cook in an institutional kitchen.

To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.4. Preparing vegetarian dishes, 40 Competence point (200955)

Competence requirements

Students know how to

- plan their tasks related to preparing vegetarian dishes
- work as cooks and team members in vegetarian dish preparation
- operate as part of the work community and develop their skills and the cooperation.

Assessment

Students plan their tasks in the preparation of vegetarian dishes.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • draw on the workplace's menu and the selection of available foodstuffs when planning the preparation of vegetarian dishes • plan their work in line with sustainable development, taking the energy efficiency of the operating environment into account • take seasonal ingredients into account in their planning • familiarise themselves with the menu, recipes, ingredients and customers' special meal requirements • participate in planning the purchases of basic and special foodstuffs and place orders for goods if necessary, following the organisation's practices • are familiar with any exceptional channels and methods for purchasing ingredients • are familiar with vegetarian diets and discuss customers' individual needs if necessary • are familiar with the preparation of the most common raw foods and cakes • select the food production techniques, equipment and implements indicated by the production method, taking the making of foodstuffs for basic and special diets into account • take customer-specific vegetarian dishes and menus into account when planning their food preparation tasks • if necessary, monitor compliance with nutrition recommendations and intake of key nutrients in basic and vegetarian diets using nutrient software • inform the following shift responsibly • minimise wastage by means of good planning, correct timing and handling of ingredients, and using food prepared earlier safely and professionally • estimate and calculate the volume of ingredients in the food products to be made using recipes or an ERP system • plan how to display vegetarian dishes and menus following the organisation's practices.

Students work as cooks and team members in vegetarian dish preparation.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • arrange their workstation to be functional and set out the correct equipment • reserve and pre-process with particular caution ingredients with different degrees of processing professionally and economically, taking customer needs into account

	<ul style="list-style-type: none"> • use seasonal ingredients in food preparation • skilfully pre-make food products and pre-cook them to the correct point as indicated by their consumption • carefully and accurately follow vegetarian recipes in keeping with the organisation's practices • make use of different equipment and techniques diversely when processing ingredients • can manage several work phases simultaneously • make preparations for the tasks of the following shift responsibly and with initiative • independently and responsibly make the different vegetarian dishes and menus of the workplace, taking machine and equipment capacity and sustainable development into account • prepare vegetarian dishes and menus to customer needs skilfully and to a high standard • work in cooperation with other members of the organisation, sharing and gathering information about necessary vegetarian dishes • carry out sensory checks of the taste, structure and appearance of the food products they have made as well as measure or carry out a sensory check of the temperature of a food before serving it • cook dishes to the point typical to each dish and, if the dish is to be kept warm, take into account the impacts of this on its appearance, structure, safety and nutrition value • prepare high-quality raw foods and pastry if necessary • see to and take care of the order and cleanliness of their workstation throughout the preparation process in each work phase • safely and skilfully use foods prepared earlier • are familiar with the potential safety risks of ingredients used in vegetarian foods and take them into account in their work • comply with hygiene legislation and a self-monitoring plan in their tasks • label the serving containers and transport dishes of the vegetarian dishes they have made clearly and as agreed • put finishing touches on and display different dishes and meals following the workplace's practices • are familiar with the ingredients used in vegetarian dishes and their suitability for customers' diets • serve customers and present products following the organisation's service principles politely, equally and in a customer-oriented manner • show commitment as required by the organisation's operating principle and service culture • if necessary, make food products undergoing product development as team members.
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Students operate as part of the work community and develop their skills and the cooperation.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • comply with the valid labour legislation and occupational safety and health regulations • comply with the collective agreement of their field, understanding its impacts on their work • comply with the workplace's instructions and orders and are committed to its goals and practices • see to occupational safety and ergonomics in their work

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| | <ul style="list-style-type: none"> • work to ensure the successful delivery of the organisation's service package • see their tasks to completion flexibly in an order of importance and urgency • responsibly see to information flows for their part in the organisation • operate in the work community showing appreciation for their work, colleagues and employer • give constructive feedback in order to develop the organisation's processes • receive feedback on their actions and draw on it systematically and productively in their work • if necessary, familiarise and guide students expertly and positively • understand the significance of vegetarian food as part of sustainable development • keep up with the development and trends in their field, share information, and apply and follow the trends in their work as far as possible • search for information using modern information acquisition channels • realistically assess their professional competence and define their development areas. |
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Methods of demonstrating competence

Students demonstrate their competence in practical tasks by preparing vegetarian dishes in a restaurant or a staff restaurant, a catering service company or in the role of a cook in an institutional kitchen.

To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.5. Preparing dishes served cold, 50 Competence point (200956)

Competence requirements

Students know how to

- plan the preparation of cold dishes
- work in the preparation of cold dishes
- operate as part of the work community and develop their skills and the cooperation.

Assessment

Students plan the preparation of cold dishes.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • familiarise themselves with the menus and food products needed for orders as well as plan responsibly the order and timing of their tasks, taking into account the other activities of the organisation, the other tasks of the team and equipment capacity • anticipate the consumption of ingredients and pre-made products in each order and on specific days

	<ul style="list-style-type: none"> • calculate and estimate the volumes of food products to be prepared, taking into account the organisation's operating principles and the expected customer numbers • plan cooking techniques and select appropriate equipment and implements as indicated by orders • take into consideration the work community members equally, their tasks and machine capacity • expertly time and sequence the tasks of their shift ensuring that the dishes are finished at the right time • are familiar with raw foods and pastry • fluently and appropriately adapt to changing situations, re-organising their tasks if necessary • plan the timing and sequencing of their work based on the daily activities, orders and agreed instructions • take into account and are able to justify the impacts of correct timing on product quality • minimise losses by means of good planning, correct timing and handling of ingredients, and using food prepared earlier safely and professionally • take economical use of ingredients into account in their planning • justify the profitability of using semi-finished or ready-made products rather than making them in-house in certain cases.
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Students work in the preparation of cold dishes.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • reserve and pre-process ingredients with different degrees of processing professionally and economically, taking customer needs into account • pre-cook and pre-make products available on the menu and ordered by customers methodically and responsibly • season foods during cooking in accordance with the principles relevant to seasoning each ingredient and dish, tasting the dishes to check the flavour • utilise the impacts of food chemistry in preparation phases and are able to justify what they do • prepare different starters, desserts and buffet products served cold with correct timing while taking the most common special diets into account • prepare raw foods and pastry if necessary • prepare and, if necessary, adapt dishes and food products to customer needs, ensuring that their quality corresponds to the original dish • take fluctuations in customer numbers into account in their work and adapt their actions accordingly • work together with other members of the organisation, sharing and gathering information about the required cold dishes and portions • work confidently and briskly, also when in a hurry, and can manage several work phases at the same time • prepare dishes and food products without putting the cold chain at risk, are aware of the potential safety risks of the ingredients to be used, and consider these risks in their work • skilfully see to and take care of the order and cleanliness of their workstation throughout the preparation process in each work phase • carry out sensory checks of the taste, structure and appearance of the food products they have made as well as measure or

- carry out a sensory check of the temperature of a food before serving it
- briskly and skilfully put finishing touches on and display elegant starter and dessert portions and serving dishes that meet the organisation's quality requirements
- display foods taking their gastronomic principles as well as the impacts of colours and structures on a successful end result into account
- take into account the impacts of different serving dishes and methods on the display
- see to the quality and sufficient quantities of food products throughout the serving period
- comply with hygiene legislation and a self-monitoring plan in their tasks
- serve and guide customers politely, equally and in a customer-oriented manner following the organisation's operating principle
- expertly present and recommend the workplace's food products
- process customer feedback following the organisation's operating instructions
- if necessary, make food products undergoing product development as team members.

Students operate as part of the work community and develop their skills and the cooperation.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • comply with the valid labour legislation and occupational safety and health regulations • comply with the collective agreement of their field, understanding its impacts on their work • comply with the organisation's instructions and orders and are committed to its goals and practices • see to occupational safety and ergonomics in their work • work to ensure the successful delivery of the organisation's service package • see their tasks to completion flexibly in an order of importance and urgency • responsibly see to information flows for their part in the organisation • operate in the work community showing appreciation for their work, colleagues and employer • give constructive feedback in order to develop the organisation's processes • receive feedback on their actions and draw on it systematically and productively in their work • if necessary, familiarise and guide a student expertly and positively • keep up with the development and trends in their field, share information, and apply and follow the trends in their work as far as possible • search for information using modern information acquisition channels • realistically assess their professional competence and define their development areas.

Methods of demonstrating competence

Students demonstrate their competence in practical tasks by preparing cold dishes in a restaurant or a staff restaurant, a catering service company or in the tasks of a cook in an institutional kitchen.

To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.6. Different production methods in cooking, 30 Competence point (200957)

Competence requirements

Students know how to

- plan their tasks as work community members
- work as cooks in the food preparation tasks of a production kitchen
- operate as part of the work community and develop their skills and the cooperation.

Assessment

Students plan their tasks as work community members.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • plan their tasks expertly and professionally following the food production methods and recipes used, taking into account any other activities of the kitchen • plan their work in line with the operating principles of sustainable development • plan, take into account and justify the impacts of correct timing on product quality • use the available ERP system for planning and carrying out food production.

Students work as cooks in the food preparation tasks of a production kitchen.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • check the machines and equipment needed for any food production method following a self-monitoring plan • reserve and measure the ingredients they use carefully following the recipes • follow recipes accurately and responsibly • comply with hygiene legislation and a self-monitoring plan in their tasks • process ingredients required by the workplace's food production method and are familiar with their characters and the way they change during the production process • follow a pre-planned work order • make food products following a production method selected by them • carefully follow instructions related to ergonomics issued in the organisation and use equipment and devices appropriately • comply with the processing and storage temperatures of ingredients as required by the selected food production methods following recipes and being aware of the risks inherent in the production process ensuring customer safety • work systematically and productively in production processes required by the workplace's food production method and know the criteria for selecting the food production method they use

	<ul style="list-style-type: none"> • carry out sensory checks of the taste, structure and appearance of the food products they have made as well as measure the temperature of a food before serving it • display or package the food products produced by them in appropriate serving dishes and transport containers and see to the agreed labelling • see to and take care of the order and cleanliness of their workstation throughout the preparation process in each work phase • work in cooperation with other members of the organisation, sharing and gathering information about the needs of each day's food production process • if necessary, make food products undergoing product development and develop food production methods as team members.
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Students operate as part of the work community and develop their skills and the cooperation.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • comply with the valid labour legislation and occupational safety and health regulations • comply with the collective agreement of their field, understanding its impacts on their work • comply with the organisation's instructions and orders and are committed to its goals and policies • see to occupational safety and ergonomics in their work • work to ensure the successful delivery of the organisation's service package • see their tasks to completion flexibly in an order of importance and urgency • responsibly see to information flows for their part in the organisation • operate in the organisation showing appreciation for their work, colleagues and employer • give constructive feedback in order to develop the organisation's processes • receive feedback on their actions and draw on it systematically and productively in their work • if necessary, familiarise and guide students expertly and positively • keep up with the development and trends in their field, share information, and apply and follow the trends in their work as far as possible • search for information using modern information acquisition channels • realistically assess their professional competence and define their development areas.

Methods of demonstrating competence

The students demonstrate their competence in practical food preparation tasks of a production kitchen where the methods are clearly different from the food production methods used in other qualification units.

To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.7. Cooking for a catering service, 40 Competence point (200958)

Competence requirements

Students know how to

- plan their tasks
- work in the food preparation tasks of a catering service
- work in the customer service tasks of a catering service
- operate as part of the work community and develop their skills and the cooperation.

Assessment

Students plan their tasks.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • based on the orders in sales contracts, familiarise themselves with the nature of the occasions and customer preferences and, if necessary, the customers' facilities • familiarise themselves with the menus and recipes for the occasions and customer-specific special diets • take into account the special needs and requirements of each occasion • participate in planning the pre-production, cooking and displays of food and coming up with ideas as responsible team members • draw on their knowledge of national and international culinary and beverage cultures and customs • make use of local and organic produce in the planning if necessary • minimise wastage by means of good planning as well as correct timing and handling of ingredients • estimate and calculate the volume of ingredients in the food products to be made using recipes or an ERP system as well as information on consumption from previous orders • expertly plan their tasks, taking the organisation's and staff's other activities into account • participate in planning the timing as responsible organisation members based on orders and instructions issued to them • take into account and are able to justify the impacts of correct timing on product quality • realistically assess the impacts and significance of their personal inputs for the profitability of the organisation's catering activities • justify the profitability of using semi-finished or ready-made products rather than making them in-house in certain cases • take environmental factors and the principles of sustainable development into account in their work.

Students work in the food preparation tasks of a catering service.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • reserve and expertly pre-process ingredients based on orders in sales contracts • set out the equipment they need, and the prepared food products based on orders in sales contracts

	<ul style="list-style-type: none"> • schedule their tasks ensuring that the food is ready at the right time • use cooking implements and techniques creatively and diversely • make use of ingredients economically • pre-cook the required amounts of food products at the right time and to the correct point • cool and store pre-made food products hygienically, ensuring that their high quality is preserved • inform the following shift of the preliminary preparation stages of orders • diversely prepare different foods as well as savoury and sweet baked goods of a high quality to orders • time and sequence food production based on orders • work confidently and briskly, also when in a hurry, and can manage several work phases at the same time • take fluctuations in customer numbers and variations in schedules into account in their work and adapt their actions accordingly • season dishes following the correct gastronomic principles • carry out sensory checks of the taste, structure, volume and appearance of the food products they have made as well as measure or carry out a sensory check of the temperature of a food before serving it • if necessary, adapt dishes and menus to customer needs, ensuring that their quality corresponds to the original dish • confidently finish and display food as indicted by the nature of the occasion and the serving method, taking the organisation's operating method into account • check the correct serving temperatures, sufficiency and quality of food products during occasions • see to and take care of the order and cleanliness of their workstation throughout the preparation process in each work phase • comply with hygiene legislation and a self-monitoring plan in their work • if necessary, package the food products made by them in appropriate serving dishes and transport containers and see to the agreed labelling.
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Students work in the customer service tasks of a catering service.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • decorate customer facilities and set tables as agreed for each occasion • comply with the dress code indicated by their role in each occasion • inform the staff of the food products as required by the occasion • if necessary, present the food products to be served to the customers expertly and in a customer-oriented manner • serve customers as indicated by the nature of each occasion and in a polite and customer-oriented manner • if necessary, serve food products as indicated by the serving methods and the nature of each occasion • communicate diversely and interactively in various situations and produce varied and also field-specific texts in their mother tongue (Finnish, Swedish or Sámi) • communicate in the other national language and interact in at least one foreign language in their field

	<ul style="list-style-type: none"> • carry out the agreed tasks after the occasion flexibly and efficiently together with their team • appear naturally when dealing with customers and, through their behaviour and outward appearance, create a reliable image of a cook's occupation • when working in a customer's facilities, take into account the usual purpose of the facilities, follow the agreed instructions and respect the customer's privacy • process customer feedback following the organisation's operating instructions.
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Students operate as part of the work community and develop their skills and the cooperation.

Students	
Criteria for an acceptable performance	<ul style="list-style-type: none"> • comply with the valid labour legislation and occupational safety and health regulations • comply with the collective agreement of their field, understanding its impacts on their work • comply with the organisation's instructions and orders and are committed to its goals and practices • see to occupational safety and ergonomics in their work • account responsibility for realisation of occasions together with the organisation's employees • follow jointly agreed operating principles and schedules • work to ensure the successful delivery of service packages for occasions • monitor and adapt their work to the progress of the occasion and the instructions issued to them • see their tasks to completion flexibly in an order of importance and urgency • responsibly see to information flows for their part in the organisation • operate in their organisation showing appreciation for their work, colleagues and employer • give constructive feedback in order to develop the organisation's activities • receive feedback on their actions and draw on it systematically and productively • if necessary, familiarise and guide students expertly and positively • keep up with the development and trends in their field, share information, and apply and follow the trends in their work as far as possible • search for information using modern information acquisition channels • realistically assess their professional competence and define their development areas.

Methods of demonstrating competence

Students demonstrate their competence in practical catering service tasks by working as cooks in a restaurant or a staff restaurant, a catering service company or an institutional kitchen's catering service which organise pre-booked customer occasions.

To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

3. Other regulations applicable to the qualification

General requirements concerning competence in food hygiene are laid down in the Regulation of the European Parliament and of the Council on the hygiene of foodstuffs (852/2004/EC, Annex II, Chapter 12, paragraph 1), the Finnish Food Act (23/2006, as amended) and the Regulation on hygiene proficiency issued by the Finnish Food Safety Authority Evira (1/2009).

Food business operators are to ensure that food handlers are supervised and instructed and/or trained in food hygiene matters commensurate with their work activity (EU general food hygiene regulation (EC) 852/2004, Annex II, Chapter 12, paragraph 1). All persons working in food business companies shall have sufficient food hygiene competence for the performance of their tasks.

Food business operators must, at their own expense, ensure that persons working in food premises notified or approved by virtue of this Act who handle unpackaged, perishable food have a certificate that is in accordance with the model approved by the Finnish Food Safety Authority demonstrating their competence in food hygiene (competence certificate), if they have worked in one or several food premises in tasks that require handling of unpacked perishable food for a total of at least three months (section 27 of the Food Act). The period of three months is calculated retrospectively, also taking previous employment into account.

Food business operators who handle unpackaged perishable food in their own food premises shall also have a competence certificate. A competence certificate is also required of students or trainees if they have handled perishable unpackaged food for three months or longer.

4. Competence area of Restaurant Cookery, Restaurant Cook

Restaurant Cooks who have completed the competence area in Restaurant Cookery are able to

- work professionally, independently and responsibly in keeping with the restaurant's concept and business idea
- work economically and to a high standard
- prepare ingredients as indicated by their degree of processing
- make starters, main courses, desserts and entire meals
- finish and display plated dishes in an appropriate manner
- serve customers in a customer-oriented and polite manner.

Restaurant Cooks who have completed the competence area in Restaurant Cookery work in restaurants or as entrepreneurs. Their workplaces include different types of restaurants, catering service companies and restaurants on passenger ships.

5. Competence area of Institutional Catering, Institutional Cook

Institutional Cooks who have completed the competence area in Institutional Catering are able to

- work in a goal-oriented and responsible manner in the different food preparation and customer service tasks of a professional kitchen
- work in compliance with the organisation's concept
- work economically and to a high standard
- make different dishes and meals
- use the machines and equipment of a professional kitchen professionally and efficiently
- serve customers in a customer-oriented and polite manner.

Institutional Cooks who have completed the competence area in Institutional Catering work as cooks in professional kitchens.