

The application of Learning Outcomes within a transnational work placement

Annex 2 – Examples of Learning Outcomes

COUNTRY	UNIT	LEARNING OUTCOMES	EVIDENCE / ASSESSMENT	COMMENTS
Food Preparation				
Denmark	None given	He/she is able to: Prepare and serve simple meals and menus with a view to sensory techniques and quality	No criteria stipulated	This is not described in the context of learning outcomes & units, rather it is defined as knowledge, skills and competences
France	Basic techniques for cooking	Implement basic techniques/recipes in a national context	No criteria stipulated	It is unclear whether the 'national context' referred to is the French national context or a host country national context
Italy	Prepare hot and cold appetisers Prepare first courses (pasta, rice and similar)	Prepare the main hot and cold appetisers, identifying ingredients, preparation techniques and applying quality assessment As above	Multiple choice & practical assessment; criteria set at regional level	This is context specific, with a focus on e.g the Italian first course or primi piatti
Netherlands	Prepares bakery products, Subtask 3 (Processes, designs and bakes products)	The bakery products are prepared within the time allowed and meet the quality requirements	No criteria stipulated	The course example given is a baking course. Units do not specify where work experience would contribute to the achievement of learning outcomes
UK	Planning, preparing, cooking and finishing food	- Understand how to plan a nutritious meal - Be able to prepare food in a safe and hygienic manner - Be able to cook and finish food safe and hygienic manner	Training provider to design its own assessment tools Work experience/role play supported with personal statement or evidence record	

A review of the effectiveness of own working practice when preparing different food items for a nutritious two course meal and an evaluation of the consequences of poor working practices when preparing different food items.

Table Setting

Denmark

He/she is able to:
Basic methods and customs in relation to laying the table, ordinary serving methods and clearing the tables and guest and customer service with various sales and service situations.

No criteria stipulated

Customer Service

Denmark

He/she is able to:
Basic methods and customs in relation to laying the table, ordinary serving methods and clearing tables and guest and customer service with various service and sale situations.

No criteria defined

France

Service

Contribute to the Restaurant Service:
- Follow directions and technical advices for Service and Restaurant preparation
- Identify needs in terms of material - workforce

No criteria defined

		<ul style="list-style-type: none"> - Determine necessary techniques for service - Plan and coordinate service in regards to the context. 		
Italy	Manage the relation with the customer	Welcome, inform and suggest the customers, using interaction modalities according to features and expectations	Multiple choice and practical assessment	
Netherlands	Promotes the quality and attractiveness of the product range, Subtask 1 (Advises clients about bakery products)	Provides customer with suitable information regarding common product range and possibilities within it	No criteria defined	This is specific to the baking task rather than generic customer service skills development
UK	Delivering the hospitality customer experience	<ul style="list-style-type: none"> - Explore customer service aims and customer needs in the hospitality industry - Demonstrate customer service skills and techniques in different hospitality situations - Examine how customer service can be monitored and evaluated in the hospitality industry - Explore how improvements to the customer experience in hospitality can be made 	Practical activities supported by witness statements or observation records completed by the assessor. Photographs, video recording, peer and self assessment reviews are also effective forms of evidence	
Soft Skills Development e.g Teamwork				
Denmark		He/she is able to: Cooperation in solution of practical tasks		
France	No example provided in this area			
Italy	Coordinate collaborators in the realization of the service	Supervision the work of the co-workers, verifying the correct execution of the task and quality of the service	Multiple choice and practical assessment	Focused on team leadership, rather than being part of a team

Netherlands	No example provided in this area			
UK	Teamwork in hospitality	<ul style="list-style-type: none"> - Understand teamwork, team leadership and team interaction in the hospitality industry - Plan hospitality team activities to agreed standard - Work in a team to perform hospitality activities to a required standard - Review own performance of activities within a hospitality team 	<p>Records of how skills have been applied (through work placement)</p> <p>Personal statement (eg log or diary) and detailed written observation of learner performance, signed and dated by teacher/work place supervisor</p> <p>Learners need to evaluate own contribution and make recommendations for future development, based on identified strengths and areas for improvement – they need to provide reasons/evidence to support their conclusions</p> <p>Learners should also use feedback obtained from colleagues and supervisors</p>	
Career development or similar				
Denmark	None provided			
France	None provided			
Italy	Operate in the catering sector	Understand the characteristics and peculiarities of the catering sector and related job opportunities	Multiple choice; questions around the profession will be made to assess the understanding of the student on the topic	
Netherlands	Careers path and citizenship	None provided	Written exam	Mandatory part of all VET courses in the Netherlands
UK	Work Experience in Hospitality	- Prepare for a work experience in the hospitality industry	Learners must keep clear records of work related tasks	

<ul style="list-style-type: none"> - Work towards personal and professional development goals during a work experience in hospitality - Reflect on the benefits of undertaking a work experience in the hospitality industry 	<p>completed in personal log/diary, together with witness statements/observation records</p> <p>Learners should gather 360 feedback from customers/supervisors/assessors – they can design their own feedback questionnaire for this</p> <p>Personal statement needed plus observational record</p> <p>Signed witness statement from employer</p> <p>Presentation reviewing work experience, with supporting notes</p>
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These learning outcome statements were taken from examples gathered by our partners, across 5 national contexts:

Denmark

Details gathered by Celf

Course: Training & education to the profession of Cook – within Kitchens and Restaurants (Level 4); Course designed and accredited by Celf

France

Details gathered by Alfmed

Course: BEP: Brevet d'études professionnelles restauration à deux options : cuisine et commercialisation et

services en restauration - Restaurant and hotel industry professions (Level 3) ;
Ministere de l'éducation nationale

Italy

Details gathered by Egina

Courses: Catering operator (Cook) (Level 3); CNOS-FAP
Operator for tables, rooms and dining hall service (Level 3) ; Università dei Sapori

Netherlands

Details gathered by Euricon

Course: Zelfstandig werkend bakker = Independent baker (Level 3); Cingel College

UK

Details gathered by REY Europe

Course: First extended certificate and diploma in hospitality (Level 2/3); Pearson (BTEC)