

**ASSESSMENT OF THE PART QUALIFICATION**

VOCATIONAL QUALIFICATION IN THE TOURISM INDUSTRY

**Catering services in excursion, wilderness and nature hikes**

Name of the candidate:	
Assessment location:	
Representative of employer:	
Representative of employee:	
Representative of training organisation:	

**The student or candidate**

- prepares for catering situations and carries out preliminary preparations
- prepares meals and refreshments which are suitable for the season and the operational environment
- packs, transports, displays and serves meals and other refreshments
- carries out the required subsequent work.

Assessment grading: 1=satisfactory, 2=good, 3=excellent

General meaning of the grading:

1 (satisfactory): carries out the tasks with help and guidance

2 (good): according to instructions

3 (excellent): independently and autonomously

(more detailed criteria in the following)

Overall assessment of the part qualification	Catering services in excursion, wilderness and nature hikes,	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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Place and time

Signature of the employer representative

Signature of the training organisation's representative

Signature of the employee representative

Signature of the candidate (has received the assessment information)

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Mastering the work process					
Targets of assessment	Assessment criteria			Assessment	Justification for the assessment (notes)
Preparations for meals and performing preliminary preparations	Satisfactory 1	Good 2	Excellent 3		
	under instruction, chooses ingredients, cooking utensils, serving ware and drinks and, if necessary, performs, under instruction, preliminary preparations for the dishes	chooses appropriate ingredients, utensils, serving ware and drinks for the occasion and, if necessary, performs, according to instructions, preliminary preparations for the dishes	independently chooses suitable ingredients, utensils, serving ware and drinks for the occasion and, if necessary, performs independently preliminary preparations for the dishes	<div style="display: flex; justify-content: space-around;"> <span>1 <input type="checkbox"/></span> <span>2 <input type="checkbox"/></span> <span>3 <input type="checkbox"/></span> </div>	
			suggests ideas for new ways of carrying out catering, appropriate for the operational environment		
	under instruction, chooses and prepares the location for meal, checks its tidiness and pleasantness	chooses and prepares the meal location, checks its tidiness and pleasantness, independently tidies up the site if needed	chooses and prepares the meal location, checks its tidiness and pleasantness, independently tidies up the site, paying attention to the furnishing or decorations that add to the pleasantness	<div style="display: flex; justify-content: space-around;"> <span>1 <input type="checkbox"/></span> <span>2 <input type="checkbox"/></span> <span>3 <input type="checkbox"/></span> </div>	

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Preparing meals in excursions, wilderness and nature hikes	under instruction, prepares meals and snacks which are suitable for the setting and for customers from different cultural backgrounds, taking special diets into account	prepares, according to instructions, meals and snacks which are suitable for the setting and for customers from different cultural backgrounds, taking special diets into account	prepares independently meals and snacks which are suitable for the setting and for customers from different cultural backgrounds, taking special diets into account	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	under instruction, uses ingredients from the nature or surroundings	uses ingredients from the nature or surroundings	takes into account the seasons and ingredients from the nature or surroundings, knows how to use regional products and preparations			
	under instruction, chooses ways and places of serving which fit the setting	independently chooses different ways and places of serving which fit the setting	chooses unprompted and creatively different ways and places of serving, which fit the setting, taking into account the situation and customers			
The packing, transporting and serving of meals and snacks	under instruction and in a team, packs, transports, lays out and serves food according to the serving	according to instructions, packs, transports, lays out and serves food according	independently packs, transports, lays out and serves food according to the serving location	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

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	location	to the serving location			
	serves or dispenses alcoholic beverages	independently serves or dispenses alcoholic beverages, prepares the most common drink blends, e.g. for desserts	independently serves or dispenses alcoholic beverages suitable for the situation, prepares different drink blends e.g. for desserts		
Performing subsequent work	assisting someone else, cleans the cooking site and the meal area, and delivers supplies and equipment to their proper locations	cleans the cooking site and the meal area, and delivers supplies and equipment to their proper locations	independently cleans the cooking site and meal area, and delivers the supplies and equipment to their proper locations	<p>1    2    3</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	sorts the waste and acts according to the principles of sustainable development, after having obtained instructions	sorts the waste according to instructions and acts according to the principles of sustainable development in other respects, too	sorts the waste unprompted and acts according to the principles of sustainable development in other respects, too		
	<b>accepts feedback from customers</b>	accepts feedback from customers politely, and	accepts feedback from customers politely, and		

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	<b>and develops his/her work under instruction.</b>	forwards it in the working community and develops his/her own work.	forwards it in the work community, develops the catering services and his/her own work on the basis of feedback.								
<b>Mastering the work methods, equipment and materials</b>											
<b>Targets of assessment</b>	<b>Assessment criteria</b>			<b>Assessment</b>	<b>Justification for the assessment (notes)</b>						
Choosing meal ingredients and drinks	Satisfactory 1	Good 2	Excellent 3	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1	2	3								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
under instruction, chooses suitable ingredients and drinks for different nature and outing situations and for customers from different cultural backgrounds	chooses suitable ingredients and drinks for different nature and outing situations and for customers from different cultural backgrounds	independently and creatively chooses suitable ingredients and drinks for different nature and outing situations and for customers from different cultural backgrounds									
Fire making and the use of a camping cooker	makes a fire or uses camping cookers, under instruction and safely	makes a fire and uses camping cookers safely	makes a fire and uses camping cookers safely	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1	2	3									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									

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The use of cooking methods	under instruction, uses different and suitable cooking methods for nature or outing circumstances	uses different and suitable cooking methods for nature or outing circumstances	uses different and suitable cooking methods for nature or outing circumstances, and creatively adapts the cooking methods according to the place and situation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Serving meals	serves food and drinks, in a team, so that the service is an experience to the customer in its entirety.	independently serves food and drinks in a team so that the service is an experience to the customers in its entirety.	independently serves food and drinks, creatively and flexibly in a team so that the service is an experience for the customers in its entirety.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	

**UNDERPINNING KNOWLEDGE**

Targets of assessment	Assessment criteria			Assessment	Justification for the assessment (notes)		
Abiding with food, hygiene and liquor licensing regulations	Tyydyttävä T1	Hyvä H2	Kiitettävä K3	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	under instruction, complies with legislation relating to the activity	complies with legislation relating to the activity in his/her workplace	complies with legislation relating to the activity in his/her workplace and in changing environments				
Choosing the food ingredients	knows about ingredients and their preparation aspects	chooses ingredients for common situations and knows about their preparation aspects	independently chooses ingredients suitable for different situations, knows about their preparation aspects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	

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Taking the most common special diets into account	gets acquainted with the most common special diets, but needs help when choosing the ingredients	knows about the most common special diets and chooses the required and most typical ingredients	knows about the most common special diets and chooses the required ingredients	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	serves the customers their special diet portions	serves the customers their special diet portions	uses his/her knowledge so that s/he is able to flexibly find different alternatives for meals			
Choosing drinks	chooses the most suitable and most common drinks.	chooses drinks which are suitable for wilderness or nature eating.	chooses drinks which are suitable for wilderness or nature eating, creates new alternatives for customers.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

**Key competences for lifelong learning**

Targets of assessment	Assessment criteria			Assessment	Justification for assessment (notes)	
Health, security and the ability to function	Satisfactory 1	Good 2	Excellent 3	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	under instruction, pays attention to safety and related factors in the wilderness, nature or outing environment	pays attention to safety and related factors in the wilderness, nature or outing environment, according to instructions	pays attention to safety and related factors in the wilderness, nature or outing environment			

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Vocational ethics	complies with professional discretion	complies with professional discretion	complies with professional discretion	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	
	observes good manners	observes good manners	observes good manners and acts according to the demands of changing situations		
	abides with given work schedules and, when necessary, makes prior agreements on deviations	abides with given work schedules and, when necessary, makes prior agreements on deviations	abides with given work schedules and, when necessary, makes prior agreements on deviations according to the praxis of the enterprise		
	acts according to a sustainable working method.	acts according to a sustainable working method.	acts according to a sustainable working method.		



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<b>Vocational modules of the vocational qualification in the tourism industry</b>
<b>Compulsory</b> modules for all
<ul style="list-style-type: none"> <li>• Customer service in the tourism industry</li> </ul>
Study programme or specialisation in Tourism Services, <b>Tourism Activities Organiser</b>
<ul style="list-style-type: none"> <li>• Implementation of tourism services</li> </ul>
Study programme or specialisation in Tourism Sales and Information Services, <b>Travel Counsellor</b>
<ul style="list-style-type: none"> <li>• Tourism sales and information services</li> </ul>
<b>Four</b> modules to be chosen
Optional modules <b>for all</b>
<ul style="list-style-type: none"> <li>• Accommodation services</li> <li>• Tourism property and environmental management</li> <li>• Marketing communications in tourism services</li> <li>• Productisation of tourism services</li> <li>• Tourist office and agency services</li> <li>• Use of reservation systems at tourist offices</li> <li>• Guide services</li> <li>• Catering services in excursion, wilderness and nature hikes</li> </ul>

**Ways of demonstrating vocational skills** (in the module Catering services in excursion, wilderness and nature hikes)

A student or a candidate demonstrates his/her vocational skills by taking care of the catering for a customer group in excursion, wilderness or nature-related conditions (group minimum size 5 customers). S/he packs, prepares, lays out and serves different customers or customer groups nature, wilderness or excursion meals or other snacks. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise

- mastering the work process in its entirety, as a team member
- mastering working methods, equipment and materials in their entirety

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#### **Catering services in excursion, wilderness and nature hikes**

- underpinning knowledge: legislation, familiarity with food ingredients, and the most common special diets
- from the group of key competences for lifelong learning: health, security and the ability to function; and vocational ethics.

If the vocational skill required in the module cannot be shown in a skills demonstration or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other reliable methods.

#### **Assessment of vocational skills in a competence-based qualification**

The assessment of vocational skills must profoundly and carefully look into how the qualification candidate has shown that he/she masters what the skills requirements of the module concerned prescribe. The assessment criteria defined in the requirements for the competence-based qualification are to be used. In assessment, a variety of different and primarily qualitative assessment methods should be used. Using one method only does not necessarily yield a reliable result. Vocational field and qualification specific special features are taken into consideration in the assessment process in accordance with the qualification requirements.

If a person completing a qualification has reliable evidence of competence demonstrated earlier, the assessors assess its correspondence with the skills requirements described in the requirements for the competence-based qualification. The assessors suggest the document to the qualification committee for recognition as part of a competence-based qualification. If the candidate has earlier demonstrated his/her skills in one of the modules of this qualification either in curriculum-based education or in a competence-based qualification, the earlier completed qualification or its module must be presented for recognition as part of the competence based qualification to be completed. There is no general time limit to be set for the skills acquired and demonstrated earlier but the validity of such skills can be verified. The qualification committee makes the final decision on the recognition of earlier demonstrated and reliably documented skills. If necessary, the candidate must demonstrate the correspondence of his/her skills with the skills requirements of the qualification in question.

Assessing vocational skills is a process where collecting assessment material and documenting the assessment process are of key importance. The representatives of working life and teachers carry out a careful and comprehensive tri-partite assessment. Every person completing a qualification must learn the assessment criteria. The candidate must be given an opportunity to self-assess his/her performance. The provider of a competence-based qualification must draw up minutes of the assessment of the module, which must be signed by the assessors. The candidate is given feedback as part of a good assessment process. The qualification committee makes the final decision on assessment.