

Curriculum in vg1 restaurant and food processing

This is a translation from Norwegian Nynorsk of the official Norwegian subject curriculum text.

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About the subject

Relevance and central values

Vg1 restaurant and food processing focuses on understanding food and beverages as bearers of culture and their importance to individual identity. The programme subjects give the pupils basic knowledge of various production methods, food safety and sale of goods and services according to customer demands. The programme subjects shall help develop independent and adaptable skilled workers, and cover the future labour needs of the restaurant and food processing trade.

All subjects are designed to help give pupils a strong foundation for learning. Vg1 restaurant and food processing shall contribute to social learning and pupil development. Through critical thinking, participation and practical work assignments, the programme subjects shall give the pupils additional insight into Norwegian, Sami and international culinary traditions. The programme subjects shall also emphasise that people's lifestyles impact nature, climate and society, and that professional food production leaves a footprint behind in both society and each individual person. Vg1 restaurant and food processing shall contribute to knowledge of how social partners cooperate to develop a better workplace.

Core elements

Handwork skills

The core element handwork skills involves work techniques, production methods and use of various hand tools, machines, equipment and technology. Handwork skills also involve developing knowledge about goods, the processing of raw ingredients and product sales. Further, they involve putting together different products and meals, and choosing production methods through the senses, and investigating and assessing the characteristics of raw ingredients.

Sustainable production

The core element sustainable production involves using raw ingredients and reducing food waste and emissions from food production. Further, it involves using raw ingredients, waste management, reuse and recycling, and improved utilisation of resources over time. The core element also concerns awareness around raw ingredients being a limited resource.

Workplace and occupational identity

The core element workplace and occupational identity involves the production of goods and services that society demands in realistic work situations. Workplace and occupational identity also involves insight into the requirements and expectations, framework conditions and ethical guidelines governing the workplace.

Quality and safe food

The core element quality and safe food involves safe processing and preparation of raw ingredients to sell, and shall also promote basic knowledge and awareness of hygiene and quality control systems used in the trade in compliance with laws and regulations.

Interdisciplinary topics

Health and life skills

Vg1 restaurant and food processing addresses the interdisciplinary topic of health and life skills by developing the pupils identity through career choices that contribute to good self-esteem through belonging to a community. The topic also involves awareness of the nutritional composition of foods and dietary advice from the health authorities, and reflection on the relationship between diet and life quality.

Democracy and citizenship

Vg1 restaurant and food processing addresses the interdisciplinary topic of democracy and citizenship by increasing knowledge about food habits, and respecting different cultures and food traditions. It also addresses the role of food and beverages in social contexts. Being able to cooperate across professions and occupational groups, and to understand democratic processes in the workplace, are also included in the topic of democracy and citizenship.

Sustainability

Vg1 restaurant and food processing addresses the interdisciplinary topic of sustainable development through a developing society demanding adapted consumption. It also addresses awareness of how the industry impacts the environment, and how we can best utilise local, regional and global resources.

Basic skills

Oral skills

Oral skills in vg1 restaurant and food processing involve being able to communicate with others through conversations and presentations, and being able to use appropriate technical expressions in everyday speech. It also involves being able to explain, reflect on and articulate one's own experiences with the subject.

Writing

Writing in vg1 restaurant and food processing involves being able to express oneself in a comprehensible manner about topics related to restaurant and food processing. It also involves being able to use technical terminology accurately and to adapt texts to different purposes, recipients and media.

Reading

Reading in vg1 restaurant and food processing involves being able to read and understand directions and recipes, various technical texts, and instructions for using machinery, equipment and quality control systems.

Numeracy

Numeracy in vg1 restaurant and food processing involves being able to use suitable measurements for weight, volume, liquids and temperature. It also involves being able to calculate volumes in recipes and directions. Further, it involves being able to carry out simple financial calculations and to make purchases and sales.

Digital skills

Digital skills in vg1 restaurant and food processing involves being able to use digital resources to control production processes, label goods, put together products and meals based on the desired nutritional content, and to calculate prices. It also involves being able to communicate and interact with cooperation partners, colleagues and guests. Further, it involves critically assessing information from digital resources, using netiquette and developing digital judgement.

Competence aims and assessment

Competence aims and assessment raw ingredients, production and quality

Competence aims after raw ingredients, production and quality

The pupil is expected to be able to

- carry out personal hygiene and food and production hygiene according to applicable regulations
- use, assemble and clean various hand tools, machines, equipment and premises, and understand how important these are for safe food production
- explain what it means to work with health, safety and environment within the subject area, to work ergonomically and to use the right protective equipment in accordance with applicable regulations
- use quality control systems for food production, have knowledge of food safety and assess whether the production processes ensure safe food
- assess the quality, area of use and production characteristics of raw ingredients and readymade products, and use this knowledge in practical work
- use recipes and directions to plan, carry out and assess different work and production processes
- use work routines and handwork skills in practical work and explain how they impact the final product
- make sustainable and environmentally friendly decisions during the production of goods and services, and reflect on how the resources can be best utilised
- handle waste in accordance with regulations and reflect on whether the waste is a re-usable resource
- plan, make and offer food and beverages rooted in Norwegian, Sami and international culinary traditions based on new trends
- plan, make and offer food and beverages rooted in different religions and the needs of various user groups
- explain how food, beverages and lifestyle impact health, and describe dietary advice from the health authorities
- package and label products for storage and tracking in accordance with applicable regulations
- use digital tools to label products for sale in accordance with applicable regulations
- plan and prepare different types of premises for the sale of goods and services

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in raw ingredients, production and quality when they use knowledge, skills and critical thinking to solve assignments in the programme subject.

The teacher facilitates pupil participation and encourages the desire to learn through a variety of assignments. The teacher can give assignments that cover multiple or all the programme subjects. The teacher shall have conversations with the pupil regarding their development within raw ingredients, production and quality. The pupils shall have the opportunity to express what they believe they can accomplish and reflect on their own academic development. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance provided to develop their competence in the programme subject.

Assessment of coursework

The grades awarded for coursework reflect the overall competence of the pupil in raw ingredients, production and quality at the end of the education in the programme subject. The teacher plans and facilitates the pupils in demonstrating their competence in various ways. Using the competence aims as a starting point, the teacher shall assess how the pupil demonstrates understanding, reflection and critical thinking, and how the pupil masters challenges and solves assignments in various contexts. The teacher awards grades in raw ingredients, production and quality based on the competence the pupil has demonstrated by planning, completing, assessing and documenting their own academic work.

Competence aims and assessment trade and workplace

Competence aims after trade and workplace

The pupil is expected to be able to

- develop occupational identity by testing out subject areas related to restaurant and food processing, and explain career paths, specialities and similarities between the trades
- use technical expressions and be aware that the different recognised trades use different technical terminology
- explain and assess how social partners cooperate to develop a better workplace

- describe ethical issues associated with the production and trading of food and beverages
- carry out basic first aid
- use communication, cooperation and interaction to provide service and customer care within the different subject areas

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in trade and workplace when they use knowledge, skills and critical thinking to solve assignments in the programme subject.

The teacher facilitates pupil participation and encourages the desire to learn through a variety of assignments. The teacher can give assignments that cover multiple or all the programme subjects. The teacher shall have conversations with the pupil regarding their development within trade and workplace. The pupils shall have the opportunity to express what they believe they can accomplish and reflect on their own academic development. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance provided to develop their competence in the programme subject.

Assessment of coursework

The grades awarded for coursework reflect the overall competence of the pupil in trade and workplace at the end of the education in the programme subject. The teacher plans and facilitates the pupils in demonstrating their competence in various ways. Using the competence aims as a starting point, the teacher shall assess how the pupil demonstrates understanding, reflection and critical thinking, and how the pupil masters challenges and solves assignments in various contexts. The teacher awards grades in trade and workplace based on the competence the pupil has demonstrated by planning, completing, assessing and documenting their own academic work.

Type of assessment

Assessment of coursework

Raw ingredients, production and quality: The pupils shall have one grade awarded for coursework

Trade and workplace: The pupils shall have one grade awarded for coursework

Examination for pupils

Raw ingredients, production and quality: The pupils shall not sit for an examination.

Trade and workplace: The pupils shall not sit for an examination.

Examination for external candidates

Raw ingredients, production and quality: External candidates shall sit for a written examination in the programme subject. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will have a preparatory part.

Trade and workplace: External candidates shall sit for a written examination in the programme subject. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will have a preparatory part.

Raw ingredients, production and quality, and trade and workplace: External candidates shall take an interdisciplinary practical examination in these programme subjects. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will include a preparatory part.