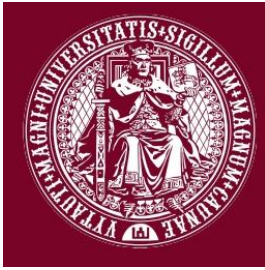




**COOK (restaurant) PORTFOLIO OF LEARNING
ACHIEVEMENTS
(Vytautas Magnus University, Lithuania)**

Name, Surname.....



Introduction

The purpose of this portfolio is to demonstrate competences obtained in work or in other places corresponding to the standard of a restaurant cook's profession.

Tasks of portfolio learning achievements are to:

- Present material with knowledge and competence obtained in different learning environments;
- Analyse and evaluate own professional activity;
- Evaluate own learning process and final results;
- Present evidence of formal, non-formal and informal learning achievements.

The learning achievement portfolio is completed by the learner with the help of a consultant in the vocational training institution. Assessors use portfolio as a background to recognize cook's qualification. In order to recognize qualification we can also use non-formal and informal learning assessment methods, such as conversation, observation, testing.

A portfolio can serve a dual purpose: in one case it can be used to focus attention upon the learning process; and in another case attention can be given to learning outcomes.

A portfolio oriented to the **learning process** can provide a record of that process more accurately than any other traditional learning method or record of achievements. It is an instrument to assess achievements in a continuous learning progress. A portfolio can record a range of learning at different stages. It is useful in documenting all learning processes – it shows the way the learner integrates specific knowledge and abilities, what kind of progress he/she is making towards a certain standard. Beside this, a portfolio is especially valuable as a means of enabling learners to reflect upon their own competences – an important learning process in its own right.

As a learning method, a portfolio can show both stages in the learning process and demonstrate the learning achieved.

As a learning achievements' assessment method, the portfolio evaluates progress and results achieved in a learning process.



As a method of prior non-formal and informal learning achievements' assessment – knowledge and competences obtained in various learning environments are evaluated with the purpose to be recognized in vocational training, as well as to get academic credit.

Value of learning achievements' portfolio reflects not only its real content, but also principal selection of preparation for presenting portfolio material. Quality of learning achievements' portfolio conditionally depends on what kind of support learner is going to attain from institution organizing assessment or how much qualitative consultations are provided. Requirements and criteria being raised to learner should be clarified and learning subjects should be definitely prescribed. It is very important to stimulate learners to contemplate how they can get various validation of their practical activities.

It is useful for learner to accumulate into learning achievements' portfolio various quotations that are quoted to direct or indirect validation. The following forms of validation could be used:

- A document is formulated by a learner. These documents should be sustained by validation.
- Employer's opinion, characteristics or validation. Practical activity details in specified work could be given there. Employer, manager, counsellor, etc. validate these details of practical activity.
- Personal validation. Person can formulate individual validation by explaining the level of competences and responding to important questions – who and where? Individual validation can be validated by another person, for instance, employer, manager, counsellor etc.
- Tests. Test can be in written form; transact problems solving exercises; role of a respondent (person who is examined) when questions are given by specialists from different branches. Results can be given as evidences.
- Questioning. Learner can discuss achievements with personal manager or other competent persons. There is often difficulty to prepare validation in written form.
- Exams, tests, notices, cases' analysis and other evidence or validation can be accumulated in portfolio.

Process of preparing a learning achievement portfolio is a continuation of learning process:

- Learner can know a lot about his/her individual learning features;
- Ascertaining strong and weak sides;
- Educate oneself, planning present and future experience.



How to prepare to fill in the learning achievement portfolio?

The learning achievement portfolio is a document. This document has a typical, particular structure. Before starting to prepare your learning achievement portfolio, the learner should be introduced to the guidelines that could help him/her to plan a suitable portfolio preparation process and prepare for the qualitative assessment of it. It is recommended that you study these guidelines carefully:

- Acquaint yourself with the structure and purpose of learning achievement portfolio;
- Acquaint yourself with the contents and definitions which are used in the text;
- Explore every section and references given in that section;
- Schedule the learning achievement portfolio filling process;
- Make sure that you know what kind of information you should provide in every section;
- Regularly and systematically fill in independent tasks (table about your professional, formal, non-formal and informal experience, self-assessment);
- If you have problems or questions, you should consult with your teacher.



1. CURRICULUM VITAE, CV

CV- description of life and work experience

Name, Surname.....

Nationality.....

Home address.....

Phone.....

Work place.(if any).....

Occupation or position held.....

Workplace address ..(if any).....

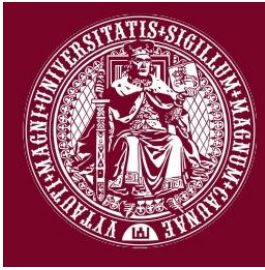
Telephone.....

Fax.....

E-mail address:.....

Information about formal education (begin from the latest date):

Dates: from ...to	Education at vocational training institutions	Obtained background /qualification	Specialization(if it is indicated in the document)



Purpose of career experience (begin from recent workplace):

Date: From.... to	Organisation	Position

Data/information about non-formal learning (qualification perfection):

Date (year)	Term, Month	Qualification perfection duration, (weeks, months)	Course, seminars, traineeships, and institution	Number of document denoting perfection of qualification (if available)



Language skills:

Indicate competence on a scale:

- 1 - basic
- 2 - good
- 3 – excellent

Language	Reading	Writing	Speaking	Understanding
Lithuanian				
Russian				
English				
German				
French				
Other (write)				

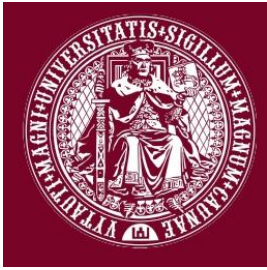
Computer literacy skills:

Indicate competence on a scale:

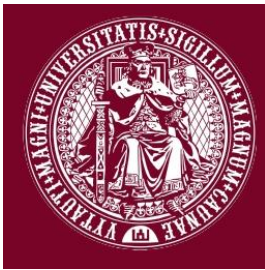
- 1 - basic
- 2 - good
- 3 – excellent

Computer programs:	Evaluation
Microsoft Windows	
Excel Microsoft	
Internet Explorer	
Other (write)	

Other activity (social, voluntary):



Hobby:



2. DESCRIPTION OF COOK'S VOCATIONAL TRAINING COMPETENCIES

In this chapter the student presents information that reflects his or her vocational learning in the cook's profession.

Competence – a) possession of required knowledge or abilities, ability to perform practical actions in work place; b) ability to perform good and effectively; c) ability to use knowledge, skills or perceptions when you perform job according to employers' standards.

Please prescribe how your achievements correspond to requirements of cook's profession. In the table below mark your professional competencies and compare them with competences needed/necessary for a cook. Please write your evidence/arguments (if you have) where you have obtained these competences.

Professional competences (standard)	Professional competences of learner	Evidence about professional competences *
To apply the knowledge on the general work safety and hygienic requirements.		
To apply knowledge about the technologies of the preparation of food products and raw materials and production of the sub-products.		
To apply the knowledge about the technologies of the preparation of meals, types and sorts of food products and meals, adjustment of the different food products and meals, ability to use technological cards and specifications of cooking.		
To apply the knowledge about the ways of distinction of fresh and spoiled products using available senses.		
To apply the knowledge about the organization of the technological processes in the kitchen.		

** - indicate diploma, certificate or other document No. or evaluation of employee or recommendations documents. Copies of documents please attach in section seven.*



Jottings, comments:



3. SELF-CONTAINED LEARNING ACHIEVEMENTS:

In this chapter the learner should present information that reflects self-contained learning achievements. Self-contained learning is natural, everyday learning. It can proceed in community activity, participating in non-governmental organisational activity, in a voluntary activity or at work place.

Please describe with detail all your activities (main, secondary; family, community, in individual learning, at leisure time, learning and participating in organisational activity).

Please describe competences you gain, dividing them into objective competences (connected with professional activities, but unquoted before in description of cook's competences); social (connected with communication, collaboration, voluntary activity); general (information technologies, enterprise, technical, foreign languages, cultural and esthetical). If you have any evidence about your learning results and achievement, for example, documents, work examples/samples, please add/attach them to section nine.

Remember, all competences you acquired can be valuable when the whole learning process is assessed, evaluated. Available competences:

- **Objective competences**

(connected with professional activities, but unquoted before in description list of cook's competences. They can be connected with different, previous professional activity, for example, administrating, care of accommodation and further);

- **Key competences**

(connected with communication, collaboration, voluntary activity, for example, ability to solve conflicts, ability to work in team; information technologies, enterprise, technical, foreign languages, cultural and esthetical abilities).



4. SELF-ASSESSMENT ON AVAILABLE COMPETENCES:

(Presented information connected with professional learning achievements)

Self-assessment – the process, when person evaluates his/her learning and achievements. Usually it proceeds in reflecting on the experience.

Experience – subjective understanding of present situation. Essence of experience determines previous individual learning. Learning from experience, required harmonized action and reflection.

Reflection (lat. reflectio - looking back, inversion) means deep reverie, reasoning based on analysis.

There are three sorts of reflection:

- *Reflection action* that is performed after event (after particular situation) and is directed to the past.
- *Reflection during activity*, proceeding events (for example: performed task, employee-client interaction) that are oriented to present. Reflection during activity keeps interaction between task flexibility and adaptation.
- *Reflection before action* is performed before events and is oriented to present. After evaluation of present and predictable influences reflection helps to foresee and design action in a situation.

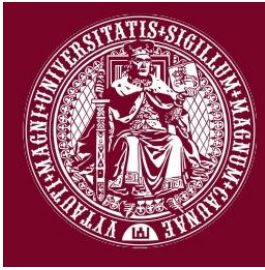
The process of reflection has particular learning cycle we understand as a process of four stages:

- Stages of action – What did I do?
- Stages of review – Where am I now?
- Stages of learning – What am I learning?
- Stages of adaptability – How can I make my learning stronger?



Stages of learning in reflecting cycles:

- *Looking to himself/herself and understanding.* It's your own thoughts, actions, attitudes, values and sense of identification, rethinking and analysis.
- *Analysis of situations, where person was working or works.* Analysis, coherent with knowing of key features in situation, it is who and why challenge persons' reaction and particular responses in situations.
- *Rising of questions and challenges.* It is coherent with looking for meaning, with new attitude at particular situations. Questions and challenges determine persons' understanding.
- *Synthesis is coherent with new understanding and significance of activity.* You give a new sense to action and it stimulates developing of new person behaviour, thoughts, sensitivity, values and attitudes.
- *Exploration of abilities and results; work plan preparation.* New perception of person can do influence on his/her behaviour in the new situation in the future. Usage of new understanding and meanings will convey testing of new attitudes and ideas. It means that reflection including identification how different person can behave in new activity and which outcomes will be given, how it can make influence to the situation and a person.
- Questions which can promote self-analysis and reflection of learner:
 - Which assignment do I perform?
 - What are my achievements?
 - Which abilities do I have?
 - Which abilities do I need?
 - How do I assess my professional preparation?



In this page reflect on your learning and professional activity achievements.



5. INVENTORY OF CAREER DEVELOPMENT LOOKOUT:

It is analysis of professional, learning and personal achievements' development.

How can action you proceed or perform influence on further perfection and professional action development:

- **Personal perfection development lookout;**
- **Learning development lookout;**
- **Professional activity development lookout**



6. EMPLOYER'S ASSESSMENT ON WORKING ACTIVITY AND RESULTS OF LEARNER

Employer's assessment is not required but desirable.

This section is intended for employer's feedback about student's learning and other activity. Please assess by considering the level of abilities according to criterion of self-sufficiency:

- 1- Can activity with other person help to proceed;
- 2- Can activity in usual conditions proceed;
- 3- Can activity in changeable conditions proceed;
- 4- Can activity proceed and explain why it is performed exactly in this way and indicate necessity of performance.

Practice in organisation:	Activity assessment			
Competences obtained at work: - work performance - working with appropriate equipment - foodstuff identification - no food commodity identification - communication with customers - usage of IT in organisation activity - foreign language knowledge - knowledge about organisation administration establishment - other (fill in)-				

Personal skills (underline appropriate):

- responsibility
- honesty
- thoroughness
- communicability
- correctness
- team-work
- ability to solve own problems
- allegiance to organisation
- flexibility
- other (fill in)



Jottings, comments:

Name, surname, signature of employer or his/her representative:

Workplace:

Position:

Date of evaluation:



7. EVIDENCE OF LEARNING ACHIEVEMENTS:

In this chapter all evidence is compiled and registered to validate all learning achievements:

Certificates of formal learning achievements;

Certificates of non-formal learning;

Evidence of key skills;

Evidence of professional competences (work samples);

Other documents that could help to recognize student's- cook's competences.

Student's signature.....