



Educating Professionals on Islands in Gastro Tourism

SUMMARY

EPIG – Educating Professionals on Islands in Gastro Tourism. An interreg Central Baltic project 2020-2022 aimed to improve the level of knowledge in the sector of gastronomy and tourism at islands in the Central Baltic Area. The material produced in the project is compiled and published in this Teachers' manual.

Ålands Yrkesgymnasium
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Introduction

EPIG – Educating Professionals on Islands in Gastro Tourism was an Interreg Central Baltic project whose purpose was to create conditions for improving the level of knowledge in the sector of gastronomy and tourism at islands in the Central Baltic Area by developing a curriculum and teacher manual in Gastro Tourism. Partners in EPIG was Ålands Yrkesgymnasium (lead partner), Kuressaare Ametikool at Saaremaa (project partner) and Gutegymnasiet at Gotland (discussion partner). All partners are vocational schools that provide education in gastronomy and tourism/service.

The curriculum we have developed is aimed for both youth students and professionals. The curriculum can be voluntary or mandatory for students. The main reason to develop this curriculum for gastronomic tourism is the lack of qualified staff and challenges in the tourism and gastronomy sector in our regions. Our regions have in common that the tourism season is short and staff in this sector are quite often not educated for a job within tourism and gastronomy. The project approach and the result of our work has been built up from these joint elements. The cross-border added value has been to learn from each other and help each other to find new solutions.

The process of developing the curriculum has been done together with teachers, steering group, and professionals from the sectors. At first, the needs were identified through interviews and surveys with about 50 tourism professionals. The project managers compiled the data in “a list of needs”. From “the list”, the needs were sorted under five themes or modules which formed the basis of the curriculum.

EPIG was launched in the beginning of the Covid-19 pandemic, a true crisis especially for the tourism sector but also for gastronomic companies. We have been aware that Gastro Tourism during the pandemic will change, and the tourists' behaviour, wishes and demands, may change even more after the pandemic. Due to these conditions, we've been keeping an open mind for changes in both sectors and their needs. Therefore, we have drawn up a more general curriculum that can be adapted to the region and changes in the target group's behavior. In the appendix to this more general curriculum, the reader will find an example of how the curriculum has been adapted to the needs of Saaremaa.

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Development of the curriculum - background

In this project we wanted to develop a curriculum combined with a teacher manual with topics that connected knowledge in tourism and gastronomy based on results from surveys. One important achievement was therefore the survey and analysis of the lack of skills in the gastronomy and tourism industry and the understanding of which skills needs to be enhanced t in our regions. See the summary for list of needs on page 5. Another important achievement was the teacher trainings and the process of creating new learning opportunities by trying to use more innovative teaching methods than usual. The result of the work is described in this teacher's manual or guide.

Summary of the curriculum

What defines a pedagogy about Gastro Tourism? It depends on what the learning objectives are, what knowledge is to be developed, what content will be central and which teaching methods are best suited for the purpose and for the participants.

The curriculum we have developed during the EPIG-project is a curriculum that can be used as a “checklist” or as a “smorgasbord” when planning a curriculum in Gastro Tourism. Based on the learning objectives and time scope of the training/studies, our recommendation is that you select parts of the modules described in this manual. In the attached document you can see how Kuressaare Ametikool at Saaremaa has designed a course from this general curriculum. Maybe the following questions can help you plan i.e., help you prioritize or choose content, outcomes, learning tasks and evaluation?

- Do you think these learning objectives are relevant for the curriculum or course you are planning? Check learning outcomes in each module!
- Do you think the content is relevant for the curriculum you are planning? Check the central content in each module!
- Based on the participants age, life background and occupational status (professional, non-professional or student), what knowledge do you think learners should have developed after completing the curriculum? ¹
- Do you already have ideas of how the student could show what they have learned? And in this curriculum that you are planning, is it even important that they show what they have learned?
- If the curriculum is included in a vocational school programme, as mandatory or voluntary studies, how do you think the assessment should be carried out? Should it be an examination on everything or just parts of it?
- Have you thought about the choice of methods for the curriculum you are planning?
 - What learning activities are suitable?
 - What learning environments (classrooms, workshops, individual work, study visits, shadowing, etc.) should the learner be in to reach useful knowledge?
 - What competencies (teachers, specialists, experts, etc.) do the learners need to meet to reach useful knowledge?

¹ In this manual, the term **learner** is used from now on for the person/ student who participate in a Gastro Tourism training/education.

When you plan this curriculum, we advise you to link the education to restaurants or businesses in the Gastro Tourism industry in your region. It's also important that the curriculum time planning is flexible, especially if the learners already are professionals in work life. Professionals might have microbusinesses or SMEs and therefore no possibilities to take on full time studies.

Title of the curriculum	Gastro Tourism
Extent of the curriculum	<p>10 ECTS credits.</p> <p>1 ECTS is equal to between 25 to 30 hours (there are exceptions). The exact number of hours is different from country to country.</p>
Curriculum level	EQF 4
Purpose	<p>The tourism sector needs a boost and an upgrade of enthusiasm, knowledge, and experience. A well planned and highly island focused curriculum will be an improvement for both islands. The purpose of the project and the curriculum is to improve the level of knowledge among learners and professionals in the field of gastronomy and tourism.</p>
Key learning outcomes	<p>The aim of the project is to improve the level of knowledge in the sectors of tourism and gastronomy. The curriculum will be available to both learners and employees in the sectors and is both flexible and useful.</p> <p>The basis for the curriculum is determined based on what the sectors want or need, the staff's knowledge and development are in focus. Some of the topics in the curriculum is sustainability, hospitality, collaboration, and of curriculum gastronomic tourism.</p>
Modules	<p>Local tourism, 2 ECTS</p> <p>Local gastronomy, 2 ECTS</p> <p>Entrepreneurship, 2 ECTS</p> <p>Boosting sales, 2 ECTS</p> <p>Hospitality, 2 ECTS</p>

List of needs

Local knowledge	Local gastronomy	Entrepreneurship	Marketing, additional sales and aesthetics	Hospitality
Culture and history of the region	Preservers	Composing a menu	Storytelling and creating texts.	Communication skills
Local events	Local products	Hygiene	Communication	Creative thinking
	Chemistry of food products	Pricing	Marketing	Flexibility
	Food from forest	Sales	Service	Individual task
	Cooking technology, forgotten skills.	Networks	Table setting	Responsibility
	Plating	Cooperation	Etiquette	
	Thematic cooking	Sustainability	Product design and "packaging".	
	Local fish			
	Herbs			
	Local bread making			
	Food from the forest			
	Food and health			
	Producers			
	Food experience to customers			

Some of the topics are found in several categories.

Module 1 - Local tourism, 2 ECTS

Purpose

The purpose of the module is to improve the level of knowledge about island's tourism activities for persons in the sector of tourism and gastronomy. The objectives is to know local food and tourism area and how to cooperate at local level.

Content

Tourism in general, history and traditions, activities, accommodation, food, and drinks. Evaluate cooperation. Sustainable tourism development - primarily economic and ecological, tourism trends, pricing tourism experiences.

Learning outcome

Each learning outcome below starts with a verb that describe the level of knowledge we consider relevant when planning the education and evaluation of the learners' knowledge. Remember that the choice of key words or value words must always be determined by the context in which the curriculum is to be carried out. See further recommendations and tips on the last page.

The learner:

1. **Understands** the most central concepts, definitions, and areas of activity in tourism and explain the impact on the region's renown and attractiveness today.
2. **Knows** local history and traditions and **can tell** interesting stories for guests.
3. **Can give** and account for the hospitality industry in the local region (activities, accommodation, food, and drinks) and **understand** the role of regional umbrella organizations in mediating local tourism to target team.
4. **Recognize** cooperation possibilities and can account for the benefits of cooperation.
5. **Recognize** sustainable tourism and have insights in sustainable development and environmental thinking.
6. **Understands** the profitability of tourism activities.
7. **Have insight** into tourism trends and knowledge of where to find information about these.
8. **Knows** where to find current governmental documents for local tourism.

Examples of educational tools – learning activities

Suggestions for each learning outcome (1-8)

1. **The most central concepts, definitions, and areas of activity in tourism. The impact on the region's renown and attractiveness today.**
 - Questions to discuss: What is tourism? Who is a tourist? How is our society affected by tourism? How does tourism affect our GDP? How can you work with tourism? What tourism companies do we have on our island? What would tourists want to see on islands in the Baltic region?
 - Teamwork: using digital tools to find out the importance and content of catering based on the main trends in the field of tourism in the region (*for example on Åland or at Saaremaa in Estonia*).

- Study visits. The main purpose of a study trip may include following activities:
 - 1) visit food producers in the area
 - 2) visit a food festival
 - 3) visit a food fair
 - 4) visit shops selling farmers' products
 - 5) participate in an illustrative cooking or cooking workshop
 - 6) taste high-quality food products
 - 7) participate in any other food-related activities.
- Learning Task: The learner could use digital tools, search for information, and provide an overview of companies' activity in the food tourism sector, in a freely selected region. The learner can then explain (in a written report or in an oral presentation) how important, from a food tourism point of view, they consider a given area to be. The list below can help the learner name the most important:

Food & beverages

1. Catering establishments
2. Food manufacturers and distributors
3. Cooking schools and curriculums
4. Food-related events
5. Grocery stores and retail

Travel & Accommodation

1. Farms and farmers' markets
2. Destination Marketing Organizations
3. Food tours, tour operators
4. Accommodation with recognized kitchens
5. Food-related attractions

Related activities

1. Media
2. Specialty learners and researchers
3. Professional associations
4. Technology

2. Local history and traditions. Interesting stories for guests.

- Questions to discuss: What historic places are interesting for tourists, both from abroad and staycation tourists? What is worth telling? Where can information about these places be found? What traditions is typical for our island?
- Study visits to a historic place with a guide who can tell about the place.
- Study visits to the regions local umbrella organisation (*For example Visit Åland or Visit Saaremaa*). See more about study visits to these umbrella organizations under the following learning outcome (learning outcome no. 3)
- Visit places/organizations that help learners become familiar with the region's most genuine local food products. Let the learners answer questions connected to this learning outcome:
 - a) What conditions must be met by the applicant to become a "genuine product of this region"?

- b) Name a "Genuine Product of this region, character carrier products and service providers.
- c) How is the use of the trademark controlled?
- d) Name the products and services that have the "regions genuine product" brand on it?
- e) Practical teamwork with presentations: prepares a report on the curriculum with the presentation based on a given starting task.

**3. The hospitality industry in the local region (activities, accommodation, food, and drinks).
The role of regional umbrella organizations in mediating local tourism to target team.**

- Questions to discuss: What activities, accommodation and food offers are to be found on the island?
- Study visits to the regional umbrella organization. Let the learners answer questions connected to this learning outcome:
 - a) Name of umbrella organization to be visited
 - b) Location of the organization
 - c) Name the services and products of the organization
 - d) How many employees are there in the company?
 - e) What services does the company offer?
 - f) Where can customers get information about their products and services?
 - g) Highlight the positive and negative sides of this profession
 - h) Indicate the personal characteristics necessary for the work
 - i) What are the main customer teams of the company?
 - j) What does the company look like through the customer's gaze?
- Take part in a study visit to local accommodation and/or catering establishments. Let the learners answer questions connected to this learning outcome:
 - a) Name of accommodation or catering establishment to be visited
 - b) Location of the establishment
 - c) Name the company's services and products
 - d) How many employees are there in the company?
 - e) Describe, at your choice, one of the products or services of the tourist accommodation or catering establishment provided by them.
 - f) What are the main customer teams of the company?
 - g) Where can customers get information about the company's products and services?
 - h) Is it possible to take an internship in the company?
 - i) If the previous question was answered by a 'yes', under what conditions?
 - j) Highlight the positive and negative aspects of this work
 - k) Indicate the personal characteristics necessary for the work
 - l) What does the company look like through the eyes of the customer?
 - m) Would you work for this company? Why? Explain/motivate your answer.

- For this learning outcome, it would be appropriate to either use teamwork or individual tasks based on a given starting task:
 - a) Practical teamwork: prepare together a report on all the study visits for this learning outcome and distribute in the team the responsibility for a joint oral presentation: Who tells about what?
 - b) Individual task: prepare a presentation on one of the freely chosen regional food events, with picture material, and be ready to introduce it to the team.

4. Cooperation possibilities and benefits of cooperations.

- Study visits to two or three different companies in the field of tourism/gastronomy. Look at companies who already cooperate and discuss how it affects their company, economy, good will etc.
- Teamwork. When the learners take part in a study visit to several different companies in the field of tourism/gastronomy, they can participate in a workshop, i.e., a practical teamwork and after that, prepare a report on the study visit and what they have experienced in the workshop. The report is based on the given initial task.
 - a) Name of the experience tourism company to be visited
 - b) Location of the company
 - c) Name the company's services and products
 - d) How many employees are in the company?
 - e) Describe, at your choice, one of the experience tourism products or services offered by this company
 - f) Where can customers get information about their products and services?
 - g) Is it possible to carry out an internship in the company?
 - h) If the previous question was answered 'yes', under what conditions?
 - i) Highlight the specifics of the experience tourism company.
 - j) Indicate the personal characteristics necessary for the work:
 - k) What are the main customer teams of the company?
 - l) How does a company look through the eyes of a customer?
 - m) Would you work for this company, justify!
- Individual task: the learners prepare a presentation of one of the freely chosen regional experience tourism companies with picture material and is ready to introduce it to the team.

5. Sustainable tourism and sustainable development and environmental thinking.

- Questions to discuss: What is sustainable tourism? What is no-sustainable tourism? In which ways can tourism be sustainable? Social, economic, and environmental? How can we create or develop tourism in a sustainable way?
- Look at examples where tourism is not sustainable, it could be environmental but also social, like how mass-tourism affects both the environment and people who live in the area.

6. The profitability of tourism activities

- Questions to discuss: How do you make money on nature tourism for example? How do you produce a service worth paying for?
- Study visits to local experience tourism company

7. Tourism trends and knowledge of where to find information about these.

- Questions to discuss: What is trending now in both tourism and gastronomy? What is going to be a trend in the future?
- Show learners where to find trend reports, both international and local and how to use these.
- Guest lectures online or on-site with professionals in tourism trends on islands.

8. Current governmental documents for local tourism.

- Questions to discuss: Why is the government interested in the local tourism?
- Show learners where to find governmental documents.
- Guest lectures online or on-site with officials/experts in governmental work for supporting local tourism.

Evaluation

This training can be completed with or without an examination. However, that question should be clarified before the course starts. If an examination will be in question, the learners must be informed at the start of the course, what is to be examined, with what type of examination tasks, when the examination takes place and which grading scale applies.

Almost all the individual tasks suggested above can serve as examination tasks. It is up to the organiser to choose which of the tasks that would be the best fit for the specific education and examination. In the attached document you can see which assessment criteria Kureesaare Ametikool has chosen for their examination in its proposed course in Gastro Tourism.

Module 2 - Local gastronomy/Knowledge and development of local food culture, 2 ECTS

Purpose

The purpose of the module is to improve the level of knowledge in local products, gastronomy trends and cultural gastronomy. Training aims that the student can introduce, prepare, and serve local food and drinks.

Content

Local gastronomy, trends, local producers and products, products by season, sustainability in the kitchen, terroir and merroir, products from the nature, history about local food

Learning outcome

Each learning outcome below starts with a verb that describe the level of knowledge we consider relevant when planning the education and evaluation of the learners' knowledge. Remember that the choice of key words or value words must always be determined by the context in which the curriculum is to be carried out. See further recommendations and tips on the last page.

The learner:

1. **Explains** the history of food and beverages belonging to the region cuisine by introducing traditional foods, beverages, **knows** the raw materials and ingredients which used for preparation of those, also **knows** their recipes.
2. **Prepares** food and beverages, including dishes typical for the region, **under guidance**.
3. **Serves customers and serves food and beverages** meanwhile planning their work and workplace and taking aesthetics into account.
4. **Knows** about local producers, how to get their products in which season and how it's possible to shape a menu after seasons and products.
5. **Tell stories and legends** about origins, history, cultivation and preparation of food and beverages, and talks about special places to eat, bakeries, cafés, cooks, and events.
6. **Have insight into** what resources there are in nature and how to use these in food and drinks
7. **Works in restaurant kitchen** according to hygiene guidelines and self-control plan.
8. **Understands** how the environment affects local products (terroir and merroir).
9. **Knows** how to work sustainably with products and gastronomy.
10. **Knows** the value of local products for tourists and guests and how to get an **economical** exchange from these.
11. **Understands** how gastronomy and **tourism** is connected and how to create a gastronomical experience.

Examples of educational tools – learning activities

Suggestions for each learning outcome (1-11)

- 1. Explains the history of food and beverages belonging to the region cuisine by introducing traditional foods, beverages, knows the raw materials and ingredients which used for preparation of those, also knows their recipes.**
 - Questions to discuss: Food culture in general and local food culture (food history, traditional dishes and drinks, locally produced food, local food and beverage recipes, tools, and equipment.
 - Individual task: Compile an overview of 2–4 traditional dishes (choose local recipes) and beverages (traditional drinks) and most used ingredients and spices in your home region and introduce them to your team.

- 2. Prepares, under guidance, food, and beverages, including dishes typical for the region.**
 - Teamwork/Practical work: create a menu, or a dish, out of local ingredients that is economic and environmentally sustainable. The menu or dish is served with a suitable drink. Each member takes responsibility for a specific part in the preparation of the menu. Before the teamwork begins, the team members plan how they can complete the task together in the best way. This also trains the ability for teamwork. Topics for creating a menu:
 - a) Menu types
 - b) Terminology used in menus
 - c) Factors influencing the preparation of menus
 - d) Create and analyze menus
 - e) Preparation of food portions
 - f) Menu design using IT tools and options
 - Teamwork or individual task: Apply theoretical knowledge in practice and prepare technological cards (technological maps) using dishes and beverages specific to the region cuisine and considering the menu offered to tourists.

- 3. Serves customers and serves food and beverages meanwhile planning their work and workplace and taking aesthetics into account.**
 - Teamwork: Plan activities related to the buffet table catering service, create a pleasant service environment, considering the principles of customer-centric service, the customer's journey and the company's goals and the nature of the event. Each team member in this teamwork takes responsibility for a specific part in planning the activities related to the buffet table catering service.
 - Teamwork on customer feedback: practice asking questions, being able to analyze the answers and decide on appropriate actions. Have the team also to present proposals for a company's development based on feedback given from customers. Examples of topics connected to this learning task:
 - a) Practical work in the dining room
 - b) Suitability for food and drink
 - c) Serving food and beverages
 - d) Pre-covers

- e) Tablecloths
 - f) Dishes, glasses
 - g) Cutlery
 - h) Serving dishes
 - i) Serving tools
 - j) Table decorations
 - k) Customer's expectations and needs
 - l) Customer's journey in the company
 - m) Customer-centered service
 - n) Service Psychology Positive Customer Contact
 - o) Communication with the customer in different service situations
 - p) Solving
 - q) Ask for feedback
 - r) Service design
 - s) Team
 - t) Professional ethics of the service provider
- Individual task: Plan activities related to the buffet table catering service. Choose one of the following topics: create a pleasant service environment, considering the principles of customer-centric service, the customer's journey and the company's goals and the nature of the event.
- 4. Knows about local producers, how to get their products in which season and how it's possible to shape a menu after seasons and products.**
- Individual task: Let each student draw up an overview of traditional foods and beverages of your region, as well as the most used food and seasoning, and introduce them to the team.
- 5. Tell stories and legends about origins, history, cultivation and preparation of food and beverages, and talks about special places to eat, bakeries, cafés, cooks, and events.**
- Teamwork: Compile an overview of the stories and legends of all the food and drinks of one or several events given based on the initial task.
 - Individual task: Compile an overview of one story and legend of the food and drinks of one of the events given based on the initial task.
 - Individual task: Select stories and legends for food and drinks prepared in the study room based on the initial task and present stories, legends about the origin or method of preparation of at least one food and drink.
- 6. Have insight into what resources there are in nature and how to use these in food and drinks**
- Questions to discuss: Discussions: Gastronomy – sustainability, gastronomy – tourism.
- 7. Works in the kitchen following the rules of hygiene and following the self-control plan**
- Teamwork/practical work in a kitchen. Practice basic methods of processing culinary dishes: The basics of flavoring food, preparation of different food teams/dishes (broths and soups), vegetable dishes and additives. Tangy food, egg dishes, fish dishes, meat dishes, desserts, and pastries.
 - Let the learners establish a self-control plan.

Example of topics:

- a) Principles of food hygiene
- b) Personal hygiene
- c) Micro-organisms and prevention
- d) Obligations and responsibilities of food business operators
- e) Hygiene requirements for food business operators and catering establishments
- f) Food safety, self-control plan

8. Understands how the environment affects local products (terroir and merroir)

- Questions to discuss: Discussions: Gastronomy – sustainability, gastronomy – tourism

9. Knows how to work sustainably with products and gastronomy

- Questions to discuss: Discussions: Gastronomy – sustainability, gastronomy – tourism

10. Knows the value of local products for tourists and guests and how to get an economical exchange from these

- Individual task: Let the learners' practice various types of calculations:
 - Food weights and units of volume, their conversion, gross and net amounts, calculation of allowances
 - Calculation of food losses and access, cost of calculation
 - Calculation of the cost price
 - Development of the sales price and basis for price formation
 - Standard recipes
 - Technological and calculation maps
 - Use of the spreadsheet programme for the preparation of calculations

11. Understands how gastronomy and tourism is connected and how to create a gastronomical experience

- Practical work in a team: the learners learn more about the local producers by using local novelty and prepare modern foods and drinks. Each team member takes responsibility for a specific part in preparing modern foods and drinks. Examples of topics:
 - a) Food culture
 - b) Food history
 - c) The region's national cuisine
 - d) Preparation of beverages, tools, equipment, recipes
 - e) Traditional dishes in the region
 - f) Traditional drinks in the region
 - g) Seasonings/herbs
 - h) Local food
 - i) Forest gifts

Evaluation

This training can be completed with or without an examination. However, that question should be clarified before the course starts. If an examination will be in question, the learners must be informed at the start of the course, what is to be examined, with what type of examination tasks, when the examination takes place and which grading scale applies.

Almost all the individual tasks suggested above can serve as examination tasks. It is up to the organiser to choose which of the tasks that would be the best fit for the specific education and examination. In the attached document you can see which assessment criteria Kureesaare Ametikool has chosen for their examination in its proposed course in Gastro Tourism.

Module 3 – Entrepreneurship, 2 ECTS

This module is interesting for learners and/or professionals who runs their own business or wants to learn more about running a business. Depending on previous knowledge it is also possible, and sometimes necessary, to delve into any object.

Purpose

The purpose of the module is to give learners an understanding of entrepreneurship within the field of gastronomy and tourism. In this module, it is a high priority to benefit from previous experiences and link to previous knowledge.

Content

Business concept, different kinds of businesses, sustainable entrepreneurship (sustainability work), business environment and competition, accounting and financial statements, taxes and VAT, cooperation, staff and staff costs (Human Resources) , financial planning (pricing, profitability calculations), legalisation and insurance

Learning outcome

Each learning outcome below starts with a verb that describe the level of knowledge we consider relevant when planning the education and evaluation of the learners' knowledge. Remember that the choice of key words or value words must always be determined by the context in which the curriculum is to be carried out. See further recommendations and tips on the last page.

The learner:

1. **Creates** a hypothetical business idea for a tourism/gastronomy company.
2. **Understands** what different company forms mean for the business and how to find information about how to register a company.
3. **Have insight** in the basics of economy.
4. **Understands** the importance of collaboration and marketing.
5. **Have insight** in need for staff and staff costs and understands the process of creating a company team based on the company's goals.
6. **Understands** how to run a company properly and how to develop it in a sustainable way.
7. **Know** where to find information about legislation, business law and insurance and has insight in what is needed.

Examples of educational tools – learning activities

Suggestions for each learning outcome (1-7)

1. **Creates a hypothetical business idea for a tourism/gastronomy company**
 - Teamwork: Let the learners work through a business idea in a teamwork. They must analyze the content of a business idea, find a suitable corporate structure for the business idea, and draw up an activity plan for the implementation of the business idea.
Topics to consider:
 - a) Business model
 - b) Novelty and specialness of the idea
 - c) Skills, experience, opportunities of the company to implement the idea

- d) The location of the idea in the market
 - e) Business environment
 - f) Impacts on the environment
 - g) Commercial law
 - h) Basic and support processes of the company
 - i) Targeting the company's activities
 - j) Establishment of a company
 - k) Forms of entrepreneurship in the region/country
 - l) Main activity, business name.
 - m) Location, premises, contracts
 - n) Procedure for formation of companies, entry in the commercial register and registration with the Tax Board.
- Individual task: Create a hypothetical company considering the target market, business environment, resources or go through the business idea of your existing company considering the same topics.

2. Understands what different company forms mean for the business and how to find information about how to register a company

- Questions to discuss: Legislation and business laws. Discussion/information: Where to find information? How to keep updated? Whom to contact if needed?

3. Have insight in the basics of economy

- Learning task: Basics in economy for entrepreneurs
 - a) Accounting and financial statements. Important words and definitions. Look at different kinds of financial statements and how to get important information from these numbers.
 - b) Basics of taxes and VAT. Discussion about the need of import/export, how to deal with this? (At Åland we have a special need of this discussion due to our tax-free-zone)
 - c) Financial planning, how to do it? How to get profitability?
 - d) Principles of pricing products and services.
 - e) Collect data and make calculations for the pricing of a single product

4. Understands the importance of collaboration and marketing

- Questions to discuss: Discussion about which companies that could/should collaborate and how it would affect their economics.
- Study visit: Study visits to companies that already collaborate and ask them to tell how it started and what's the best benefits from the collaboration.

5. Have insight in need for staff and staff costs and understands the process of creating a company team based on the company's goals

- Questions to discuss: Discussions connected to Human Resources, to staff:
 - a) When do a small company need to start hire staff? When is the cost worth the time? How to hire the right person? If you already have staff, how do they work together? Could it be better? Then, how?
 - b) Basic in team dynamics

- c) Introduction plan for personal, what is important to know as a new hired staff and how to present it?
- d) Playing a job interview between a HR manager and a job seeker. Analysis of training videos.
- e) When do a small company need to start hire staff? When is the cost worth the time? How to hire the right person? If you already have staff, how do they work together? Could it be better? Then, how?
- f) Basic in team dynamics
- g) Introduction plan for personal, what is important to know as a new hired staff and how to present it?
- h) Playing a job interview between a HR manager and a job seeker. Analysis of training videos.
- Individual task: Conduct a written self-analysis: "I as a team worker" (evaluate one's own work organization and readiness for a teamwork based on one's work tasks)
- Individual task: Work as a team member in a restaurant, following work organization, ergonomics and using tools purposefully. Topics to consider and report:
 - a) Organizational behavior
 - b) Organizational culture
 - c) Basics of management
 - d) Leading the team
 - e) Business ethics and business etiquette
 - f) A responsible company, principles, social responsibility
 - g) Entrepreneurship is regulated by laws and regulations, including the company's internal rules
 - h) Legislative organization
 - i) Contractual employment relationships
 - j) Remuneration and social guarantees
 - k) Special requirements, restrictions
 - l) Working environment
 - m) Occupational health
 - n) Ergonomics.
- Role Play: Playing a job interview between a HR manager and a job seeker. Topics to consider:
 - a) Personnel as a very important resource of the company
 - b) Organization of personnel work
 - c) Job analysis, job requirements
 - d) Personnel planning
 - e) Staff recruitment and selection
 - f) Recruitment announcement
 - g) Job interview questionnaire
 - h) Personnel management
 - i) Staff evaluation and development
 - j) Personnel administration and employment documents.

6. Understands how to run a company properly and how to develop it in a sustainable way

- Questions to discuss: Gastronomy – sustainability, gastronomy – tourism. How to run a company in a sustainable way? Economy, ecology and social. How can we do this?
- Learning task: Sustainable development. Create a small hands-on guide for sustainable work for companies in the field of gastronomy and tourism.

7. Know where to find information about legislation, business law and insurance and has insight in what is needed

- Questions to discuss: Legislation, business law and insurance. Discussion/information: Where to find information? How to keep updated? Whom to contact if needed?
- Learning task: Legislation, business law and insurance:
 - a) Create a self-monitoring plan
 - b) Certificate of alcohol service?
 - c) Certificate of hygiene?
 - d) Collaboration colleagues

Evaluation

This training can be completed with or without an examination. However, that question should be clarified before the course starts. If an examination will be in question, the learners must be informed at the start of the course, what is to be examined, with what type of examination tasks, when the examination takes place and which grading scale applies.

Almost all the individual tasks suggested above can serve as examination tasks. It is up to the organiser to choose which of the tasks that would be the best fit for the specific education and examination. In the attached document you can see which assessment criteria Kureesaare Ametikool has chosen for their examination in its proposed course in Gastro Tourism.

Module 4 – Boosting sales/Marketing, sales, and logistics of the company's products, 2 ECTS

Purpose

The purpose of the module is to improve the knowledge of how to boost sales for both individuals who work with any kind of service in the field of gastronomy and tourism and companies. It also ensures that the student participates in the marketing, sales, pricing, logistics and export activities.

Content

Marketing/digital marketing (content, cooperation, do it by yourself or buy the services? time vs money), direct sales (how to talk to guests and act to sell more), storytelling, product knowledge, personal but not private, services to boost your sale: bookatable.com, booking.com etc - what suits your business best? Aesthetics

Learning outcome

Each learning outcome below starts with a verb that describe the level of knowledge we consider relevant when planning the education and evaluation of the learners' knowledge. Remember that the choice of key words or value words must always be determined by the context in which the curriculum is to be carried out. See further recommendations and tips on the last page.

1. **Understands** how to create a marketing plan/ communication plan that gives the company the right profile and that reach the right target team.
2. **Knows** how to use social media for marketing and its benefits.
3. **Understands** why and how storytelling can boost your sales, when and how to use storytelling and how to build a story for a company.
4. **Can** present products and services in a selling way (voice, body language, active listening – listen to your guest, knowledge about products, knowledge about cooperation partners)
5. **Is engaged** in marketing and sales based on the goals of the company.
6. **Knows** what kind of guests he/she is dealing with according to body language.
7. **Knows** salesmanship in the moment of selling.
8. **Understands** the importance of unitary layout (menus, post on social media, business card etc).
9. **Understands** the logistics of products and services.
10. **Understands** the business potential of the foreign market and the possibilities of entering it, considering intercultural differences.
11. **Understands** the importance of atmosphere.

Examples of educational tools – learning activities

Suggestions for each learning outcome (1-11)

1. Marketing plans/communication plans.

- Questions to discuss: Who is the target team of a company How can you tell? What kind of profile should a company have? Profile and target team, how are they connected?
- Learning task: Create a marketing plan/communication plan with content, unitary information, and layout. Look at different companies, what target team and profile do they have? How to decide what profile to use?
- Teamwork: Let the student together make proposals for the marketing and sale of for example a catering company's products / services.
- Teamwork: Practice customer categorization together. Let the learners try to divide the customers of a certain catering company into different teams. What needs unite the customers in a certain customer team?
- Teamwork: Let the student collect data and perform calculations to price a product in one company. Topics to consider:
 - a) Pricing policy
 - b) Pricing techniques
 - c) Excel
 - d) Profitability point
 - e) Setting price targets
 - f) Pricing methods
 - g) Pricing tasks

2. Social media for marketing and its benefits.

- Questions to discuss: How to use social media? Which social media is better for marketing depending on your target team?
- Learning task: Produce 3, or more, posts for social media that has a unitary layout, interesting content that is connected to the company and that encourage purchase.

3. Why and how storytelling can boost sales.

- Questions to discuss: What to tell? When to tell? How much should you tell? What stories is familiar in the local area?
- Do several study visits to SME companies that has the reputation of being good storytellers.

4. To present products and services in a selling way.

- Questions to discuss: How to sell more when you have the guest in front of you? How to talk to guests? How to understand the guest and her/his needs without being told? To be personal but not private, the importance of knowledge of products.
- Teamwork: Practice in smaller teams to present products or services, roleplay.
- Individual task: Services to boost your sales – can you use different kinds of services to boost your own sales? Is it worth the money and how much could you increase your income by doing this kind of paid cooperation?

5. To be engaged in marketing and sales based on the goals of the company.

- Individual task: To prepare a written offer of a product to a potential buyer on a computer, present it orally. Topics to consider:
 - a) Marketing in the company
 - b) Target teams
 - c) Marketing environment analysis, marketing research
 - d) Creating a marketing plan
 - e) Principles of e-marketing
 - f) Social media opportunities and impact in marketing
 - g) Basics of public relations
 - h) Principles of sales work and effective sales
 - i) Sales process and sales techniques
 - j) Needs mapping and sales presentation.
 - k) Product introduction, advertising, AIDAS method
 - l) Product packaging, home delivery
 - m) Sales methods and sales cycle
 - n) Influencing the sales process
 - o) Preparation of sales offers or contracts
 - p) Packing, programming

6. The knowledge of how to deal with different kind of guests according to body language.

7. Salesmanship in the moment of selling.

8. The importance of unitary layout (menus, post on social media, business card etc).

9. The logistics of products and services.

- Learning task: New possible markets in the local area, for example home delivery and how to organize this.
- To understand logistics, make a study visit to a food warehouse. Let the student together och as an individual work prepare a report based on the study visit. Perhaps you also ask them to do an oral presentation of the report?! Topics to consider:
 - a) Logistics.
 - b) Inventory tracking.
 - c) Inventory optimization.
 - d) Packing of goods.
 - e) Fundamentals of supply chain management.
 - f) Freight transport.
 - g) Waste management.

10. The business potential of the foreign market and the possibilities of entering it, considering intercultural differences.

- Questions to discuss: Possibilities to enter the foreign market – is it worth entering? Possibilities vs challenges. How to deal with intercultural differences? Give example of internationally oriented companies in the local market.
- Learning task: give examples of internationally oriented companies in the local market.

- Study visits to an internationally oriented company.
- Teamwork or individual work: Let the student(s) prepare a report on the study visit with an oral presentation. Topics to consider:
 - a) Key factors in export planning
 - b) Company's readiness for export
 - c) Competences of the export manager.
 - d) Analysis of the export market environment
 - e) Analysis of potential foreign markets (relations between countries, cultural similarity, economic geographical position)
 - f) Intercultural differences

11. The importance of atmosphere.

- Questions to discuss about the aesthetics: how do the atmosphere in a room affect the customer? Is a unitary layout important? How do you create a unitary layout for different kinds of documents?
- Study visits to companies that succeeded with the atmosphere
- Learning task: Designing a menu card

Evaluation

This training can be completed with or without an examination. However, that question should be clarified before the course starts. If an examination will be in question, the learners must be informed at the start of the course, what is to be examined, with what type of examination tasks, when the examination takes place and which grading scale applies.

Almost all the individual tasks suggested above can serve as examination tasks. It is up to the organiser to choose which of the tasks that would be the best fit for the specific education and examination. In the attached document you can see which assessment criteria Kureesaare Ametikool has chosen for their examination in its proposed course in Gastro Tourism.

Module 5 – Hospitality, 2 ECTS

Purpose

The purpose of the module is to help learners and professionals to be great hosts for both companies and destinations. It also aims to ensure that the student can provide hospitality.

Content

Communication, dealing with conflicts, service vs hospitality, think outside the box, welcome – from the bottom of your heart, meet expectations, difficult and common challenges, how to deal with them and the rights of the worker/owner.

Learning outcome

Each learning outcome below starts with a verb that describe the level of knowledge we consider relevant when planning the education and evaluation of the learners' knowledge. Remember that the choice of key words or value words must always be determined by the context in which the curriculum is to be carried out. See further recommendations and tips on the last page.

The learner:

1. **Understands** the importance of hospitality in tourism and understands how it affects the experience of the tourist.
2. **Knows** the principles of customer-friendly service and can obtain feedback from customers.
3. **Knows** what responsibility he/she has and feels secure in their role. Within these frames the student knows how to be flexible in the best way to comfort the guests.
4. **Communicates confidently** with customers by expressing themselves in an understandable way.
5. **Understands** the difference in being personal or private.
6. **Can** make the guest feel welcomed and valued.
7. **Is familiar with** different kinds of situations with conflicts or challenges and knows how to deal with them like a host.
8. **Knows** the principles of organizing service work in quality assurance and customer retention.
9. **Knows** what rights you have as an owner, as a manager or as an employee in violent situations.

Examples of educational tools – learning activities

Suggestions for each learning outcome (1-9)

1. The importance of hospitality in tourism.

- Questions to discuss: Hospitality vs service – what is the difference? How does hospitality affect the experience of the tourist? How are you a good host? The whole picture of the situation – for example how can one guest affect the other guests experience?
- Study visit to a company or person that practise hospitality in a very good way to show a good example.

2. The principles of customer-friendly service and feedback from customers.

- Learning task: Create a service standard for providing a service according to the service standard when participating in teamwork.
- Teamwork: Analyse different communication video clips when customers give feedback, evaluate the feedback situations, and let the learners discuss how one should receive feedback in a professional way and according to the special situation in each video clip.
- Teamwork: Let the learners ask, analyse, and appropriately decide on the feedback collected from customers and provide feedback to improve one selected company's work. Topics to consider:
 - a) Customer-centered service
 - b) Professional ethics of the service provider
 - c) Imposing behavior
 - d) Designing first impressions and end impressions
 - e) Solving problems
 - f) Learning from an error situation
 - g) Security, safety
 - h) Get feedback and analysis
- Individual task: Participate in the design of a new service according to an initial task. Topics to consider:
 - a) Organize service
 - b) Customer Relationship Management
 - c) Maintain customer relations
 - d) Customer database
 - e) Service as a teamwork
 - f) Internal customer
 - g) Service standard
 - h) Maintaining quality
 - i) Service design

3. Responsibility and safety in customer contact. How to be flexible in the best way to comfort the guests.

4. Communication in a confidently and understandable way with customers.

- Questions to discuss connected to communication with customers.
- Learning task: Analyse different communication video clips and evaluate communication situations. Topics to consider:
 - a) Creating a contact
 - b) Body language
 - c) Listening skills
 - d) Clear self-expression
 - e) Communication styles
 - f) Resolve a conflict
 - g) Self-confidence
 - h) Motivation

- **Teamwork/Roleplay:** to serve customers with special needs, including those from foreign culture, according to an initial task. Topics to consider:
 - a) Hospitality
 - b) Visiting experience
 - c) Tourist needs and expectations
 - d) Hidden needs
 - e) Generating customer satisfaction, moment of truth
 - f) Communicating with people from a foreign cultural background
 - g) Service culture in different parts of the world
 - h) Communicating with customers with disabilities

- 5. The difference in being personal or private.**
 - **Questions to discuss:** Personal or private – where is the line between these two?

- 6. To make the guest feel welcomed and valued.**
 - **Teamwork:** Let the learners propose solutions based on the needs of different visitor teams according to an initial task, which would create customer satisfaction.

- 7. Different kinds of conflicts or challenges and how to deal with them like a host.**
 - **Questions to discuss:** In what situations could you meet challenging costumers? How to handle aggressive customers? How to make a disappointed guest happy? What authority do you have towards the guests?
 - **Learning task:** Let the student propose solutions based on the needs of different visitor teams according to an initial task, which would create customer satisfaction.
 - **Individual task:** How to handle your own emotions dealing with conflicts or aggressive guests.
 - **Teamwork/Roleplay:** Conflicts and how to handle them.

- 8. The principles of organizing service work in quality assurance and customer retention.**

- 9. The rights you have as an owner, as a manager or as an employee in violent situations.**

Evaluation

This training can be completed with or without an examination. However, that question should be clarified before the course starts. If an examination will be in question, the learners must be informed at the start of the course, what is to be examined, with what type of examination tasks, when the examination takes place and which grading scale applies.

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Finally – concluding remarks

This curriculum generates knowledge that we think will make a work in the Gastro Tourism industry successful, especially in regions/islands with similar challenges we have on Saaremaa and Åland.

As written at the beginning of this manual, we advise you to plan the education or course as close to working life as possible. It's also important that the planning is flexible, especially if the learners already are professionals. We recommend that the education or course is arranged in evenings and weekends to reach a wider target group. Maybe following questions can help you when planning:

- If you work in a school: Can the school deliver a curriculum in Gastro Tourism, i.e., be updated enough for the working life?
- Are the assignments realistic enough? Time, budget, available products, restrictions, external judge.
- Is the central content practical enough? It's important that the education or course doesn't get too theoretical.
- Which learning outcomes are most important? What must the learner know? Before you decide what kind of knowledge, check our "list-of-needs".
- What level of knowledge? Before you decide what level of knowledge, check our verbs or keywords in the list of learnings outcomes in every model. Maybe these questions can help you choose:
 - What understanding should the learner at least have after completing the education or course to manage a job in the Gastro Tourism industry and/or later manage to continue study (deepen the knowledge) in Gastro Tourism?
 - As a complement to basic knowledge, what should the learner be able to do if he/she needs to handle special tools or special situations within the industry?
 - Above that, what would be extra nice to know? What expert knowledge would deepen the learner's competence in the Gastro Tourism industry?

With following words from the little black book, given to us in the guest lecture we received with Ville Relander October 27, 2020, we wish you the best of luck in the Gastro Tourism industry!

“Always remember we are in the business of making people happy. You have the power to create an unforgettable experience for our guests. We look for people who burn to work for these great experiences. Your core task is to make people smile and to create happy memories, whatever role you are hired for.”

**KURESSAARE REGIONAL TRAINING
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