

REVER

Collaborating with European partners to improve Culinary Arts teaching and learning

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REVER stands for Réalisation Européenne Valorisant l'Enseignement en Restauration. It is an Erasmus+ Strategic Partnership funded project developed to improve teaching and learning in culinary arts between five partner institutions from Bulgaria, France, Ireland, Macedonia, and Spain.



THE PARTNERS

Ireland: Galway-Mayo Institute of Technology.
France: Lycée Jessé de Forest d'Avesnes sur Helpe (project leaders).
Spain: IES Virgen de la Calle, Palencia.
Macedonia: Sugs Lazar Tanev, Skopje.
Bulgaria: Profesionalna Gimnaziya po Turizym, Varna.

AIMS

- Network development for all partners;
- Mapping of (i) education systems, (ii) food & culinary arts traditions, (iii) food habits of staff and students in the five partner institutions
- Chef's passport to facilitate placements across the European Union for culinary arts students

HEALTHY FOOD: SURVEYS AND MENU DEVELOPMENT

Surveys were conducted during the partnership to ascertain eating habits of staff and/or students of each partner institution (so far, over 500 people have been surveyed: GMIT n = 68; France n = 300; Bulgaria n = 100; Macedonia n = 48).

At GMIT, both staff and students answered a 22 question survey developed by the project team with the help of students from the BA in Culinary Arts and Gastronomic Sciences. A total of 68 participants (staff n = 26; students n = 42; female n = 39; male n = 29) took part. They were asked questions on their eating habits, food on offer in the institute, healthy eating, and food choice drivers. A summary of the responses is shown below.

- Respondents seem to impact by a relatively low quality choice of food
- On average food available in the Institute is considered to be expensive
- Respondents seem to have a predominantly classic meal pattern
- Overall they were conscious of healthy choices and seek nutritional information for food they eat
- Mainly not linked to a dominant dietary approach, but well aware of 5 a day, low carb, low fat and low salt
- Most people seem to link healthy to freshness of food, little or no processing
- Less inclined to seek healthiness in organic, traditional or artisan food
- Respondents seem to be driven largely by the cost of food
- Find difficult to make healthy choices while eating away from home
- Beside freshness of ingredients, a good nutritional balance, low fat, low salt and high fibre (wholegrain) were linked to healthy eating
- Generally people consume fruit and vegetables at home so there is an opportunity to increase consumption away from home
- People see benefit in the freshness and taste of seasonal food
- They do not rate seasonality and local as a big influence in their consumption
- Though would like less expensive, fresh, tasty food...
- Some healthy choices are among people's favourites
- Though more salads, vegetables, fresh food (including more fish) could be included
- Season's favourite were vegetable soup or stew



ENHANCING STUDENT MOBILITY FOR EU PLACEMENTS: A CHEF'S PASSPORT

Placements abroad for culinary arts students are nothing new (Mac Con Iomaire, 2009). However, EU directives have sought in the past two decades to increase transnational mobility (Cullen, 2010). The issue for culinary arts training is that culinary arts education and traditions vary from country to country. This can make it more complicated for a student to ensure that learning outcomes are reached during a placement abroad.

To facilitate translational placements, the REVER team has worked on the development of a 'Chef's Passport' – a written document that details the skills a culinary arts student should demonstrate.

The 'Chef's passport' has been adapted to the five partner countries to reflect all culinary traditions; it is scaffolded so that it can be used by students at different stages of the student's learning experience; and is divided into all the important sections of European culinary traditions.

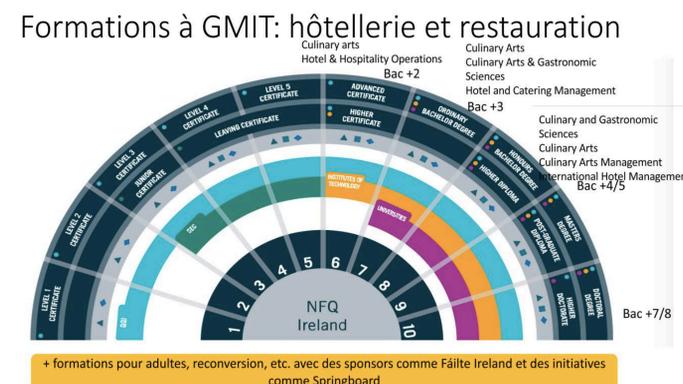
Bachelor's degree in culinary arts		Bachelor's degree in culinary arts		Le baccalauréat professionnel restauration Spécialité cuisine	
Mastery of techniques: Preliminary preparations		Mastery of techniques: buffet		Pastry	
Group: A	Knowledge demonstration	Group: D	Knowledge demonstration	Group C skills	Knowledge demonstration
Charring onion halves		Wet/Dry Curing		Making a circle/cartouche	Uses of using a cartouche
Grooving/fluting fruit and vegetables	The grooving/fluting is executed straight and smooth	Forcemeats		Baking caramels	Uses water baths times and temperatures observed
Chopping onions, shallots, lettuce	Chop and achieve a shredding according to the techniq	Forcemeats/Sausages		Making and using cornets/piping bags	
Separating eggs	Checked and clarified correctly without mixing	Forcemeats/terrines, pâtés, galantines, and roulad		Using fondant glazing	Importance of temperature when using fondant
Studding an onion, preparing a bouquet garni	Correctly prepare a studded onion and a bouquet garni	The use of aspic		Sugar glazes	Use of neutral and jam glazes
Crush and chop parsley, garlic	Crush and chop garlic regularly	Cured and smoked foods (hot and cold)		Making round entremets	Skill observed in making entremets
Slicing vegetables	Slice rapidly and skillfully	Condiments sauces -salsa, chutneys, relishes		Making nougatine	Temperatures and knowledge of making nougatine
Thick slicing of mushrooms	Perform a thick slicing according to the size of the mus			Custard creams and derivatives	Temperatures and cooking of custard creams
				Use of convenience products (pastry creams, etc.)	Use of pistachio paste, creme patisserie, hazelnut praline

REFERENCES

Cullen, Frank. *Journal of Culinary Science & Technology*. Apr-Sep2010, Vol. 8 Issue 2/3, p127-135. 9p. DOI: 10.1080/15428052.2010.511099
 Mac Con Iomaire, M. (2009). *The emergence, development and influence of French haute cuisine on public dining in Dublin Restaurants 1900–2000: An oral history*. Unpublished PhD thesis, Dublin Institute of Technology, Dublin, Ireland.

MAPPING CULINARY EDUCATION AND TRADITIONS:

Examples



SUGS "Lazar Tanev"

Gastronomy technician, a four year curriculum

